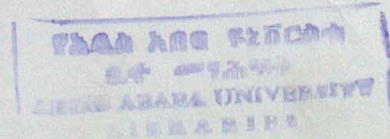


A STUDY ON OPPORTUNITIES, CHALLENGES AND
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INSTRUCTION: THE CASE OF HADIYYA ZONE
PRIMARY SCHOOLS/SNNPRS

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A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF ADDIS ABABA
UNIVERSITY IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTERS OF EDUCATION IN CURRICULUM AND TEACHER EDUCATION
DEVELOPMENT STUDIES

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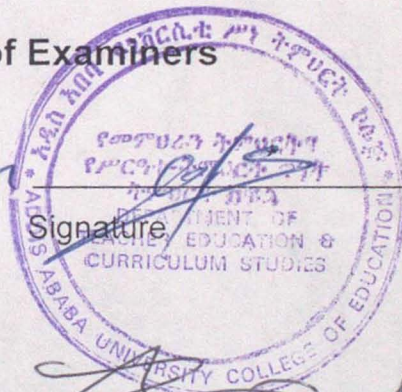
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By : Berhanu W/Giorgis Kintamo

Approval of Board of Examiners

Abdulaziz Hussien
Chairman, Department Graduate
Committee



Akalewold Eshet (Ass. Professor)
Advisor

[Signature] Aug 7, 2007
Signature

Nuru Mohammed
External Examiner

[Signature]
Signature

Getachew Adugna
Internal Examiner

[Signature]
Signature

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Berhanu W.Giorgis

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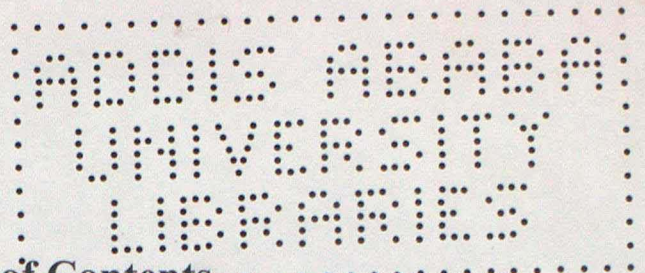
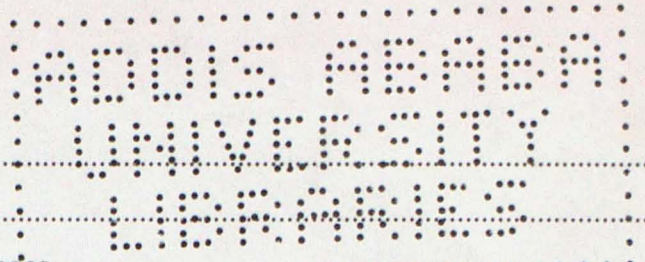


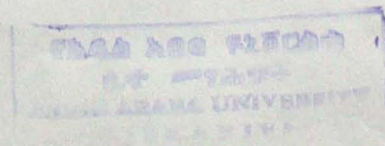
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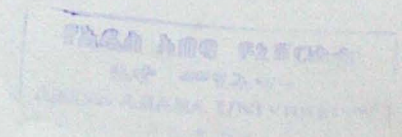
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Abstract

The main purpose of this study was to investigate the opportunities that have promoted the use of Hadiyyisa as a medium of instruction, the challenges that were faced in due course of its implementation and the successes that have been gained as a result of the implementation of Hadiyyisa in the primary schools of Hadiyya Zone for instructional purpose.

To this end, a descriptive survey method was employed to collect and analyze data. Mainly, concurrent nested approach was followed during the collection and analysis of data. Accordingly, sampling was carried out through both random and purposive sampling techniques. Thus, nine sampled schools were selected from Soro, Misha and Misrak-Badawacho woredas of Hadiyya Zone. The subjects of this study were 30 teachers, 170 students, 10 educational officials and 16 parents. Data were gathered through questionnaires, interview and observation.

The research result indicates that relatively stimulated community attitude and psychological readiness to use mother tongue, Enthusiastic feelings of Hadiyya intellectuals, positive support of local Political Authorities, experience gained from the Literacy Campaign and National Language Policy as some of the opportunities that have induced the use of Hadiyyisa for instructional purposes.

On the other hand, scarce instructional materials, insufficiently simplified translation of teaching materials, insufficient training to develop skills of instructional language and insufficient participation of teachers in preparation and evaluation of the instructional materials were some of the challenges that were identified by the study. Moreover, this study also had identified successes in that relatively increased students enrollement, decreased dropouts and repetitions rates as were successes. Besides this, research result also indicated those most likely improved students' self-esteem and self-expression, motivated classroom activities, preparation of subject dictionary in the vernacular language and giving education supported by radio transimition in Hadiyyisa and some others as successes gained because of the use of Hadiyyis for instructional purposes though researcher believes that many other factors would also contribute to this result.

CHAPTER ONE

INTRODUCTION

In this part, the general background, which would give overview of the study, was dealt.

1.1. Background of the Study

The issues of mother tongue education seem better addressed by the UNESCO's policy statements. Thus, UNESCO (1953) noted in its policy statement that the use of mother tongue is the right of the child to language acquisition and leads to academic efficiency. Further, UNESCO's policy statement, while emphasizing psychological, pedagogical and sociological significance of mother tongue, states as follows:

It is axiomatic that best medium for teaching a child is his mother tongue. Psychologically, it is the system of meaning the signs that in his mind looks automatically for expression and understanding. Sociologically, it is a means of identification among the members of community to which he belongs. Educationally, he learns more quickly through it than unfamiliar linguistic medium UNESCO in Fasold (1984:293).

Therefore, these statements reveal that child who learn in his/her mother tongue would easily understand his/her environment, learns quickly and establish identity confidence among his/her community members. In connection with this, again another scholar Bunyi (1999:340) as cited in Mesfin (2001:8) states that "Language known and understood by the child on starting school was the most effective medium in the early years of education". This shows that a child who learns in a language that he/she knows would learn and understand a lesson better than the counter part.

As Leslie Limage (1998:89) mentions, Language is a crucial means of gaining access to important knowledge and skills. It is the key to cognitive development and can either promote or impede scholastic success. Hence, it is not uncommon for children who are born in the linguistically diversified society to be bilingual or multilingual (Padilla et al, 1990). Scholars such as Rubin and Ernudd (1971) in strengthening the above views have stated that "advantage of this for child is an individual ease, speed of expression, greater self esteem, great independence of thought, greater creativity, firmer grasp and longer retention of the subject matter." As

opposed to this, using weaker language, which the child has not relative mastery affects both the child's grasp and speed of reading (McNamara, 1967).

Ethiopia, like most African and Asian Countries is linguistically heterogeneous. There are about 85 nationality languages, which are classified into ^{four} language families, namely, Cushitic, Ethio-Semitic, Nilo-Saharan and Omotic (Elisabeth Gfeller, Sll, 1999). Since early time in Ethiopian history, people have lived side-by-side speaking diverse language families and dialects. Though Ethiopia is a country of diverse linguistic entity, for not less than a century, formal education was offered predominantly in a single language- Amharic. However, during the periods of Italian aggression the media of instruction were to be local languages. According to Ayalew (2000:21), Amharic, Tigregna, Oromigna Kaficho and Somaligna were to be used in the different regions. Again, Honig (1996:8) sates that, the pioneers to use the mother tongue as medium of instruction were missionaries. Then, in the 1930s, the Italians made for six local languages on the basis of ethnicity. Later on, in the 1980's, during the National Literacy Campaign, fifteen different nationality languages were used (Bender, 1976).

After the collapse of the military regime, Ethiopian people's Revolutionary Democratic front (EPRDF) took over political power and assumed ruling position all over the country. Thus, in 1994, Transitional Government of Ethiopia (TGE) has enacted the new Education and Training Policy, which would promote the use of mother tongue as medium of instruction in the primary schools. The central theme of the aforementioned Education and Training policy (TGE, 1994) was based on the democratic values and principles vested in the Transitional period Charter of Ethiopia (TGE, 1991). This was further elaborated in the constitution of the Federal Democratic Republic of Ethiopia (1995:26). This constitution recognizes cultural diversity as a valuable asset. It also promotes unity in diversity. Hence, the aforementioned Education and Training Policy conceives language as an integral and necessary aspect of building a wealthy and strong Ethiopia by lifting up collaborative and cooperative efforts of diverse Ethiopia Peoples.

On the basis of the acts and rights that have been vested in the constitution of the country, each administrative region has been granted right to lift up and implement mother tongue as medium of instruction by its respective nations and nationality languages.

In connection with this, Tekeste (1996:80) argues that "the regions began to assume formal and practical responsibility for running their own affairs in consultation with the central government. This proclamation gave each region right to use its own language for instruction and that each region was virtually responsible for the provision of primary education (grade 1 up to grade 8)."

However, some people contend that implementation process was hurried and didn't gain thorough discussion of the beneficiaries. According to Tekest (1996:82), as Cited in Ayalew (2000:77), "there is no proof that the respective speakers of the language were consulted to check on their 'latent interest". Ayalew (2000:76) again discusses that decision made by some nationalities for choice of Latin script has totally deprived of the benefits of literacy gains of previous government. Moreover, he also argued about the problems encountered in curriculum development, textbook writing and translation work. He said that these were carried out without investigation of constraints and opportunities.

Here it would be worth to cite other more instance discussed by Altaye (2001) as one of the serious problems, which prevailed during the implementation process of "Wogagoda" in Wolaitta Zone which is one of the administrative Zones of SNNPRS. "Wogagoda" ought to be used by the people of Wolaitta as medium of instruction. However, it failed to be implemented because of strong resistance it faced from the Wolaitta people. Regarding to this issue, Altaye (2001:67) has to say "... the politicians of the area dreamed once and created this Esperanto language for schools instruction... due to the introduction of textbooks in the Wogagoda language, grade four textbooks in Wolaitta Language which were available before 1992, were discarded. After strong resistance of people ^{not} to use "Wogagoda" and its textbooks for instruction, the local government revised its decision to the Wolaitta Language using as language of instruction."

Nonetheless, such problems would not be one and the same in all areas in the country but differ according to the specific features prevailing in different localities. Different societies might have been faced varied challenges, which would differ in their scope and depth or might have relatively smooth conditions in due course of the implementation of mother tongue education. Therefore, the researcher of this study by reviwing above mentioned contentions was convinced to investigate the opportunities, challenges and successes in implementing Hadyyisa as a medium of instruction in the primary schools of Hadiyya zone.

1.2. Description of the Study Site

Hadiyya Zone is one of the thirteen Zones and eight Special Woredas of SNNPRS. Its population, according to Hadiyya Zone Finance and Economic Development Coordination Main Department (HZFEDCMD) 1998E.C/2006, trajectory was 1,282,907. The dominant vernacular language of this zone is known as Hadiyyisa. Currently this zone has ten Woredas and one Town Administration with total of 317 primary schools out of which, 306 of them were found practicing Hadiyyisa as a medium of instruction. The rest, 11 of them were using Amharic for their instructional purposes though the majority of these groups do not belong to Amharic speaking nationality. However, it was their parents' choice to teach them in Amharic because most of them were from nationalities different from Hadiyya. These people have their own indigenous vernacular language but few in numbers to have been taught in each of their mother tongue. They include people speaking languages such as Kambatigna, Siltigna, Guragigna, Alabigna and Amharic. However, this group assumes minority position that is only 4.18% of the total population in this zone. However, the population of Hadiyya Nationaliy assumes 82.64% of the total zonal population. Therefore, their respective languages, except Amharic, were not used for instructional purposes in the primary schools of Hadiyya Zone. Hence, in this study, opportunities, which have given an impetus for the implementation of mother tongue (Hadiyyisa) as a medium of instruction in Hadiyya Zone primary schools, challenges, that had been faced in the course of implementation and successes achieved during the implementation process of mother tongue as a medium of instruction were treated with great emphasis.

1.3. Statement of the Problem

As has been discussed in the preceding part, the New Education and Training Policy of the Federal Democratic Republic of Ethiopia (1994) declares the right of use of Mother tongue Education in the primary schools of the country irrespective of language differences. In connection with this, Elisabeth, Gfeller, Sil (1999:3) argued "Ethiopia has accepted the challenge of a multicultural education policy in 1991. In an exemplary way, it has opened the way for all languages to be used in Education." Constitution of the Federal Democratic Republic of Ethiopia also proves the same reality in Articles 5 and 39 (1995). The New Education and Training policy further ensures the possibility to either learn by their own languages after making necessary preparation among those or can choose from among those selected on the basis of national and countrywide distribution (TGE, 1994:23).

It was vividly clear to every body that Amharic was the medium of instruction in Ethiopia contexts for many years in the primary schools while other vernaculars were relegated. It was since 1991, that other vernacular languages of the country drew attention to be the medium of instruction in the respective localities in the primary schools. This was inevitably new phenomena in Ethiopian context, except the periods that Italians had tried to implement mother tongue education in few languages in the primary education level for one or another reason and attempts were made during the Dergue regime, in that Literacy Campaign was attempted in vernaculars in Sabean script. Mother tongue education in the history of Ethiopia in different vernaculars was not an agenda of the ruling classes of the past regimes.

Hence, the researcher assumes that new phenomenon might often face resistance from the beneficiaries and may have human, material and other resource constraints. Therefore, it was researcher's belief to conduct study on the topic Opportunities, Challenges and Success of Mother-tongue Education. Here the focus of the study was on the attitudes of the change affected people (beneficiaries), towards the instruction in mother tongue and other related practical and theoretical problem. Such problems include conditions of the educational materials, teachers training, psychological and sociological attributes of the change affected society.

Thus, Hadiyya Zone, being one of the beneficiaries of such opportunities, was embarked on implementation of mother tongue as an instructional medium in the primary schools of the zone and even in the Teacher Training Institutes to train student teacher of the zone since 1993. However,

- there were some informal complains from some people by saying that Hadiyyisa is not the need of the community of Hadiyyisa speaking people to be used for instructional purposes but it was imposed by the politicians of that area. Hence, the researcher was interested to investigate what was happened in reality.
- Absence of the study on the specific issues of this topic. Moreover, Hadiyya language didn't had as such developed written materials and literature for longer periods regard mother tongue education except that of attempts made by the Literacy Campaign Program (1970's-1980's) for literacy purposes.

- After 1991, some undergraduate students, for instance Mesfin (2001), has done a senior essay study on attitudes of parents, Students and teachers in using Hadiyyisa as a medium of instruction in Hossana Town and Fesseha (2003) attempted to conduct B.A senior essay study on problems and practices towards implementation of hadiyyisa in Hossana Town respectively. However, both studies result reflected that as if Hadiyyisa was put in to practice by political pressure. Nevertheless, the researcher has felt that conclusions of these senior essays, of which scopes were skewed towards single issues and confined to single nodal point with multicultural character, would not represent and give actual picture of the mother tongue education in the primary schools of Hadiya Zone whose more than 90% of the Hadiyyisa speaking people lives in the rural areas.
- Other reason was that the researcher has knowledge from his past experience as a member of staff of the zonal education office that mother tongue as an instructional medium was given in the schools of this zone from grade one upto grade six (1-6) and as a subject from grade one upto grade eight (1-8). But these days, giving instruction in mother tongue was limited at the level of primary first cycle (1-4) only. Owing to this fact, some people were found arguing that informally, as if this is the reflection of failure to the program because of challenges that it had faced in the process of implementation. This was also another issue that had made the researcher to concentrate his study on this topic.

In general the researcher was interested in investigating opportunities, which favored the program, challenges, which have faced in due course of the implementation of instruction in mother tongue (Hadiyyisa), and successes, which have been achieved during the implementation of mother tongue (Hadiyyisa) education. Therefore, on the basis of the above assumptions, the following objectives of the study were drawn.

1.4. Objectives of the Study

In this part, both general and specific objectives of the study were formulated and basic research questions were prepared.

General Objectives of the Study

Here, under, three general objectives were stated as an end of this study

1. Identifying opportunities which have induced the use of Hadiyyisa as a medium of instruction in the primary schools of Hadiyya Zone.
2. Investigating challenges that have been confronted as a result of the use of Hadiyyisa in the primary school of Hadiyya Zone for instructional purposes.
3. Identifying successes that have been achieved as a result of the implementation of Hadiyyisa as a medium of instruction in the primary schools of Hadiyya Zone.

Specific Objectives of the Study

- To investigate whether or not attitude assessment of the community members in using mother tongue (Hadiyyisa) as a medium of instruction was done.
- To investigate degree of community participation in the decisions made to select instructional language and its script
- To investigate the degree of attempts made to improve and develop instructional language (hadiyyisa)
- To find out whether training was organized in order to enhance teacher's instructional language competence.
- To investigate whether or not instructional (both main and supplementary) materials were prepared and distributed adequately and timely.
- To identify the degree to which teachers participate in preparation and translation of instructional materials.
- To investigate interaction conditions between teachers and students in side and out side the classroom in the instructional language (Hadiyyisa).
- To investigate teachers, students, parents and educational officials attitudes towards the use of mother tongue (Hadiyyis) for instructional purposes
- To identify the degree of professional support done by concerned bodies working in line with education

Basic Research Questions

Thus, to meet the above mentioned objectives, the following three basic research questions, which in due course would assist the researcher, were formulated as follows:

1. What were opportunities, which have induced or promoted implementation of Hadiyyisa as medium of instruction in the primary schools of Hadiyya Zone?
 - a) Do community members of Hadiyya Zone need to use Hadiyyisa as a medium of instruction?
 - b) Who did select the instructional language and its script to be used in the primary schools of Hadiyya Zone?
 - c) What attempts were done to develop instructional language as language of wider communication in side and outside the classroom?
 - d) What human and material resources were used as an input to start with?
2. What were challenges faced as a result of the use of Hadiyyisa as a medium of instruction in the primary schools of Hadiyya Zone?
 - a) How was training conditions of the teachers in the instructional language to develop language competence?
 - b) What looklikes instructional material supply conditions in the schools of the research area?
 - c) Who prepare Instructional materials?
3. What were the successes that have been gained from using the Hadiyyisa as a medium instruction in the primary schools of Hadiyya Zone?
 - a) How were enrollment, retention, and repetition conditions in the primary schools of the research area?
 - b) How were learners, teachers and parents attitudes towards the use of Hadiyyisa as a medium of instruction?

1.5. Significance of the Study

The significance of this study would emerge from the objectives of the use of mother tongue education that were stated in this study. Thus, after the successful completion, this study would have the following significances to educationalists of the research area in particular and other researchers in general.

1. It might be useful as an input for educational officials and decision makers of the research area to develop new strategies in training teachers, preparing instructional materials and evaluating the implementation process of Hadiyyisa in the primary schools of the research area.
2. This study would help teachers and educational officials of the Hadiyya Zone to know problems which would impede the implementation process of the mother tongue education in the primary schools of Hadiyya Zone, and to identify successes so that they will take corrective measures on the weak sides and handle the achievements properly.
3. The study may reveal up-to-date picture of the implementation conditions of mother tongue instruction in the research area. So that, it may help teachers, principals and education officials to take timely corrective measures against discovered problems
4. The Regional and Zonal Educational Bureaux could benefit from the research findings in improving their implementation strategies of mother tongue instruction and searching remedy to the related problems prevailing in other areas of the region.
5. The study might also contribute to the literature on the area and would serve as steppingstone for further and future researchers.

1.6. Delimitation of the Study

The scope of this study was confined to the one of the zonal administrations of SNNPRS. That is Hadiyya Zone and it would not also focus on the managerial issues of the mother tongue education implementation process though they were addressed indirectly in one or other way. Hadiyya Zone has ten woredas and one Town Administration. From these, 30%, that is three woredas were the focus of the study. From each sampled woreda, 3 schools were used to draw subjects of the study. The researcher was limited his study to this zone because he himself was from that area. Therefore, there was assumption that he would be able to get reliable information as an insider researcher.

1.7. Limitation of the Study

This study has the following limitations:

The first limitation was that, female parents were reluctant to participate in these activities. Presumably this was happened because of the influence of backward traditional culture that forces females to be confined along home environment. Therefore, this study does fail to contain female parents' opinion regarding the issues in using Hadiyyisa as a medium of instruction.

Secondly, classroom observation was done for minimal duration in that the researcher couldn't get sufficient time to stay more and get detailed information about instructional process in Hadiyyisa. So it is difficult to arrive at accurate conclusion accordingly, except indicating the trends.

Thirdly, since the focus of this study was researching prevailing conditions during the implementation process of mother tongue education (Hadiyyisa), studying detailed linguistic variables such as vocabularies, grammar orthography and others of Hadiyyisa were overlooked. Hence, the study is more pedagogical and sociological than it were linguistic in its approach.

Fourthly, the success reported in this study is based on the result obtained through questionnaires, interview and observation from the research participants but achievement test was not given for students in order to know the degree of their academic performance because of the fear in shortage of time and duplication of instruments which would lead to produce unmanageable volume.

1.8. Operational Definitions of Terms and Concepts

According to Elisabeth Gfeller (1999:25), languages can be categorized in many different ways. The name used for different categories are often defining one important aspect. Thus, they are not mutually exclusive, rather they overlap considerably, but not completely. Nonetheless, though it is difficult to make complete distinction between them, definitions were given in some cases according to the context in which these language variables were performing. For instance terms such as mother tongue, vernacular language, home language, first language and native languages

were used in this study alternatively in different parts of this thesis to serve the same purposes though it seems to have slight differences according to the contexts that they were used in different cases from this research. Hence, some terms are defined as follows:

Bilingualism: Refers to the use of minority languages in the multi national countries for instructional purpose or using more than one languages for learning activities

Challenges: Refer to conditions that would confront during the implementation process of mother tongue (Hadiyyisa) as a medium of instruction.

Code-switch or code-mixing: It implies to the use of alien language (words) to the vernacular language during the instructional process in the classroom.

First language: It is a pedagogical term used in the literature on language learning, meaning the first language learnt by a child in grouping up, in a 'natural' way not in a school (ibid).

Home language: It is a language spoken in the home compound (ibid).

Indigenous language: The language of people considered to be the original inhabitants of an area (ibid).

Language of wider communication: This is a language used beyond its indigenous territory and many people learn it as second language to communicate beyond their own language group (ibid).

Local language: It is a language spoken on specific territory, usually in restricted area (Elisabeth Gfeller, 1999).

Medium of instruction: This indicates language used to teach (instruct) all other subjects in the schools except language it self.

Mother tongue or the Native Tongue: The language which a person acquires in early years and which normally becomes his natural instrument of thought and communication (Fishman, 1968).

Official language: It is a language approved by government as a language of communication in administration (ibid).

Opportunity: According to the context of this paper, refers to promises or conditions that would promote the use of mother tongue education as a medium of instruction

Second language: It is a language acquired by a person in addition to his mother tongue (ibid).

Successes: Refer to the gains obtained as a result of implementation of mother tongue or (Hadiyyisa). That is improved enrollement conditions, decreased dropout, improved retention, enhanced self-esteem, motivated classroom interaction and production of supplementary teaching materials in the vernacular language.

Vernacular language: It is a language that is a mother tongue of a group which is socially or politically dominated by other group speaking a different language (ibid).

1.9. Organization of the Study

This thesis paper would have five chapters. Each chapter will have its own sub-topics. Chapter one will deal with background, problem statement, objectives of the study, basic research questions, significance of the study, delimitation of the study, limitation of the study and operational definition of key terms.

Chapter two might discuss review of related literature. Here, theoretical views and arguments of scholars in regard to the use of mother tongue as a medium of instruction and the significance of language education that is its opportunities, challenges and successes from the point of view of pros and cons would be treated. The experience of other international countrie and the trend of Ethiopia's Education Policy will be reviewed.

Chapter three will discuss the research methodology and procedures of study. In chapter four, analysis and discussion of the research findings would be dealt. Chapter five will be dedicated to summary, conclusion and recommendation of the study.

CHAPTER TWO

REVIWE OF RELATED LITERATURE

2.1. Conceptualization of Mother Tongue Education and Language Planning for Education

It would be better to give a brief account about the bilingual education as an introduction before we directly deal with discussion about the theoretical concept of mother tongue education. Bilingualism has got so many definitions and each one of them may be suitable depending on the context in which discussion is occurring. According to Skutnabb-Kanas (1981), Rivern (1984b) and Mackey (1987) as cited in David Corosn (1990), when bilingualism is applied, to schooling, some one is not talking about one of the means by which schools achieve their educational goals.

In connection with this, again another scholar Nemetz Robinson (1978:8) gives a helpful definition of bilingual education which contrasts with the second language learning: that he says "bilingual education is distinguished from foreign or second language education, including the study of community language, in that bilingual education is the use of a non-dominant language as the medium of instruction during part of ^{reference} school day". Thus, acquiring language is much more than mere language learning. Hence, bilingualism implies some degree of 'biculturalism' for the individual since learning language involves acquiring many attributes of the knowledge, beliefs, skills and experiences that the culture has produced (David Corson, 1990:160). In many countries, bilingualism is so common. Thus, in the societies with pluralist affluent, one can see that it is becoming more common for parents to offer bilingualism deliberately to their children as means of keeping them in touch with the culture of some other language which is not dominant one in their society (Saunders, 1982). In relation to this, Lambert (1975) has tried to identify two categories of bilingualism in the process of schooling. Namely: 'Additive Bilingualism' and 'Subtractive bilingualism'. Thus, additive bilingualism refers to acquiring second language with the expectation that the mother tongue will continue to be used. While subtractive bilingualism to learning second language with the expectation that it will replace the mother tongue.

2.1.1. Mother tongue Education

According to UNESCO (1953: 698), mother tongue education is defined as “ Education uses as its medium of instruction a person’s mother tongue, that is the language which a person has acquired in early years and which normally has become his natural instrument of thought and communication.” That is mother tongue education is considered as an instrument through which a child would express him/her self and understand the world

Thus, Gyorgy Szipte (1984:63), on the other hand, explains that the term ‘mother tongue’ is a metaphor coined by European civilization. It was derived from the situation prevalent in the monolingual family where the mother usually the main source and guide of child primary social adaptation. Terms associated with ‘mother’, such as ‘mother earth’, ‘mother country,’ usually carry positive connotations (Ibid).

Elisabeth Gfeller (1999:26), presents antithesis of mother tongue as ‘father tongue’. In connection with this, she states some contexts in which people laugh at this term (mother tongue) in many African countries. It is usually the ‘father’s language’ that the children grow up with. Such perception reveals the possibility of using ‘father tongue’ for instructional purposes in the countries like Africa instead of mother tongue. Wilfried Hartmann (1986) discloses that only less people in education agree on the meaning of the term mother tongue education. According to him, some restrict its definition to the teaching of vernacular in the surrounding of another language, others use it to refer to minority language, still other groups denote it teaching of mainstream language to a native speakers of his language only. Therefore, this statement reveals that definitions of mother tongue were not yet get common meaning.

Fishman (1968: 689) defines mother tongue or native tongue as” the language which a person acquires in early years and which normally becomes his natural instrument of thought and communication.” In recent years, studies have clearly showed that teaching in mother tongue; together with national language enable children to do better in schools. It stimulates children’s cognitive development ability to study. Hence, mother tongue is an instrument to develop cognitive capacity of child (CODE, 2006).

Therefore, mother tongue instruction is a means of improving educational quality by building up the knowledge and experience of the learners and teachers (UNESCO, 2004). Moreover, Vygotsky, in E. Glyn Lewis (1972:236-332) identified the native tongue (mother tongue) with development of spontaneous concepts, while second language belongs to the 'exterior' social physical aspects of verbal thought. These mental structures are dependent on the unfolding or maturing of the inherent possibilities of the organism's endowment. In learning mother tongue, the child unconsciously develops his competence without explicit awareness of phonetics, grammatical forms, because the mother tongue develops, naturally and necessarily with the gradual evaluation of the 'neurological system' which makes any kind of learning possible (ibid).

In the further analysis, according to Ghandhiji in Acharlu (1975) as cited in Leslie Limage (1998), help to conceptualize mother tongue from the point of view of pedagogical, political, sociological and psychological factors or values that it renders. His statements are noted as follows:

"Our language is a reflection of our selves and if it is said that our languages are too poor to express the best thought then the sooner we are wiped out of the existence the better for us to develop a language is the responsibility of those who speak it. If we fail to develop our language, and stick to the false notion that English alone can express our thoughts or transmit them, then there is no doubt that we shall continue to be slaves for all times, with a little effort we can impart the knowledge of even the new science through the mother tongue. It is only, our mental slavery that makes us feel that we can not do without English." (p.96)

Such Ghandhiji's statement outstandingly proves the position of mother tongue in transmitting thought and even scientific concepts to child effectively. That also has sense of freedom from physical and mental slavery.

2.1.2. Language Planning in Education

Planning to use and develop different language variables such as vocabularies, grammar, spelling and other variants in education were also other significant issues to be considered when the issue of mother tongue education was on agenda. In relation to this, Fishman (1973: 23-24) argues that language planning is another name for the evaluative approach to the sociology of language. When it is broadly conceived, language planning is concerned with any problem area in which language plays some role. It is 'the organized pursuit of solution to language problem.'

In line with this, Heath (1932) as cited in David Corson (1990), presents language planning activities into two broad groups. They include: 'Corpus planning' the structure of language variety (i.e. its spelling, pronunciation, grammar or vocabulary) is deliberately changed, and 'status planning' the way that the language is used in society is changed and this affects its status (for example in New Zealand the Maori language has recently been given equal recognition as a language for the law court). These two approaches overlap considerably, although the second one is more concerned with political and economic issues, decisions made reflect the values of those who hold political power (David Corson, 1990:19). Thus, this implies that status language planning approach does not focus on the issues of developing diverse languages for instructional purposes rather it focuses on developing national language.

Haugen (1983:987) as cited in David Corson (1999) established the major dimensions of language planning. He set out three problem areas that he regarded as the starting point of the language planners.

These are:

- Selection of a norm (deciding what language to be the norm).
- Codification of the norm (the assignment of styles and phrases of usage for the languages).
- Elaboration of function (continued implementation of a norm to meet the linguistic function of the culture).

This approach seems more favoring status approach in that it gives priority to selecting single language type to be used and then engaged in assigning orthographic styles, vocabularies and deciding its functions than assigning different languages at the same time for use.

Rubin (1977) and Horvath (1980) have identified four steps relevant in language planning to the school level. They are:

- Facts-gathering this step includes determining the need of the clients. Finding out about the sociolinguistic setting and the patterns of usage as well as determining how the language plan relates to other economic and political processes;
- Decision making by policy makers in this step strategies are worked out, materials and human resources are assessed and goal are set in other words, a language policy is drawing.
- Implementation in this step whether or not the plan is working is monitored and modification are instituted where necessary .
- Evaluation

Language planning in its fact collecting process should include main elements of school such as attitude of teachers, students and parents, because they are the one's who would be benefited or affected from the type of the language to be used in the schools as medium of institution.

According to David (1990:44), surveying children language diversity to make sure what is going on the patterns and children understanding what sort of information is needed; why is it needed; who is going to have access to it , how long will the information is kept? How is the kind of language that children used affected by different contexts of situation and by serving different functions of language? Teachers need to know a lot about language before they can gather reliable information about language use because they are imperative issues in language planning for education. Fasold (1984:246) in his discussion about the language planning declares that "language planning is usually seen as an explicit choice among alternatives. This, in turn, implies that there has been an evaluation of alternatives with the one that is chosen having been evaluated as the best".

Language planning deals with lands of language choice. Hence, it is convenient, to divide the kinds of choices that are made in to two large categories. These categories have been labeled in various ways. For instance, Neustapny (1970:4) in Fasold (1984) speaks of a policy approach and a cultivation approach. The policy approach refers, among other things, to the selection of national language or a dialect to be made the standard and the solution to the problem of orthography. The cultivation approach includes consideration of style and correctness. Another scholar Jernudd (1973:16-17) again in Fasold (1984), made a similar but not exactly identical, distinction. He speaks of language determination and language development. According to jernudd, language determination means 'large-chunk' choices of language to be used for specific purposes. If a nation decides, a particular language for official use or as the medium of instruction in all elementary schools, that is example of language determination. Language development refers to the selection and promotion of variants with in a language. It reveals either or not proper use of tenses, grammar and or vocabularies. In short, Jernudd's language development' means the same thing as the 'language standardization.

Standardization; according to Ferguson (1968:31) the process of one variety of a language becoming widely accepted through speech community as a 'supra -dialectical norm the 'best' form of the language rated above regional and social dialects.

2.2. Debate on Mother- Tongue Education

Mother tongue education has got both oppositions and supporting views which literatures are confirming until recently. Both trends have views either supporting or denouncing mother tongue education from the point of view of pedagogical, political, psychological, sociological and economical aspects or significances which it renders to the child as well as society. Therefore, in the ensuing parts, the views of proponents and opponents will be treated respectively as has been established in different literatures by different scholars.

2.2.1. Debate for Mother Tongue Education

Literature proves that some scholars promote the idea of using mother tongue for instructional purposes and its pedagogical, psychological, sociological and political significance in children

life. For example, Zaghoul Morsy (1984) while contending the devotion of a vast literature to many aspects of instruction in the mother tongue, he mentions that “questions of basic political rights cultural identity access to further education and employment, facility of transition from one linguistic contest to another etc... are remarkable phenomena of mother tongue education.” Therefore, the following part deals with the proponents views of mother tongue education.

2.2.1.1 Pedagogical Opportunities of Mother Tongue Education

Pertaining pedagogical significance of mother tongue education, Cummins (1981) in Jackson (1996:338) in his argument about the academic development that would take place in student primary language, says that “Students first language increases and strengthens their underlying cognitive capacity to learn and to function intellectually.” This implies that linguistic proficiency serves as a foundation for what ever is learned in the educational environment. To prove the pedagogical benefits of mother tongue education, Engle (1975) in Jackson (1996:388) has tried to present in comparing the findings of studies of reading development in vernacular languages versus second languages: he found that students who learn to read in their native (vernacular) language were generally more successful both in reading and in subject matter understanding than were students who had learned to read in second language in which they were not fully proficient. This result could be supported by the UNESCO’s declaration of 1953 which acknowledges child’s literacy and education to be provided in vernacular language.

Researchers, world wide believe that learners who use their mother tongue as a medium of instruction generally perform better than the other who use foreign language as a medium of instruction (Leslie Limage, 1998). It is, therefore, not surprising to realize that nations which fully aware and convinced of this fact, use their mother tongue language for at least primary level of their children’s formal education.

According to Elasebeth Gfler (1999) most children understand their nationality language best, when they enter school, the school can build on and use what the children have learnt in their family, in their society, they can actively participate in the lessons, they are not hindered by lack of language, this follows health, cognitive development and education quality. Therefore, the neglect of mother tongue in curriculum is a serious one as it makes learning both difficult and



uninteresting to the young ones. Uchendu P.K (1993:52) says that "there is no doubt that mother tongue provides the surest key to the child's mind as a gains the experience of his immediate surroundings through the same language." Kalulum (2001) as cited in Aubrey Mchulu (2006) stated that:

"When a child starts to learn in unfamiliar language, he or she is faced a 'war on two front'. Firstly, the child has to struggle to learn new language. Secondly, he or she has to struggle to understand new concepts in various subjects. But, in mother tongue instruction, education becomes a 'war on one front' only."(p.1)

For example because of the language difficulty in USA, just one language minority group, that is Hispanics, do not complete schools properly. Thus, the rate of dropout was high, they score also considerably low grades in their academic achievements than children who learn in their familiar language (Philip W. Jackson, 1996:267). This shows that in the societies where children learn in language different from their mother tongue high rate of drop outs and low academic achievers would prevail and pedagogical bankruptcy will happen. Because it is through the language of instruction that the content of subject is offered to children in schools (Marew, 1998:205). As is mentioned above, it is the language of instruction which can either open or close the door of instructional process (Carlos J. Ovando in J. Banks, 1995:270). There should be effective communication between teacher and students, as well as among the students themselves in order to enhance teaching learning activities.

In general, the question of medium of instruction is a recurrent problem in fundamental education and in the development of adequate system of schooling in many countries (Fishman, 1968:688). According to Fishman, every child is born in to cultural environment; the language is both a part of and an experience of that environment. Thus, the acquiring of this language is a part of the process by which a child absorbs the cultural environment (ibid).

In conclusion, mother tongue education is accepted among many scholars that it promotes better understanding between home and the school environment easily integrate concepts and language of the subject matter so as to hold better academic achievement and retain pupils in the school.

2. 2.1.2. Psychological Opportunities of Mother Tongue Education

Literatures confirm that the use of mother tongue as a medium of instruction has psychological significance. That is to say, it empowers children's cognitive make up and help them to easily adjust themselves to the new environment that is different from home. In regard with this Fishman (1968) in his argument about the impact of information conveyed in language different from child's mother tongue, he has stated the following "to expect a child to deal with new information presented in new language is to impose on him double burden which results in slow progress of the child." Therefore, the shock (adjustment difficulty) resulting from the transfer to a new environment can be smoothened by using mother tongue as medium of instruction (ibid).

UNESCO (1953) as cited in Emenanjo (1990:63), and Lockheed and Verspoor (1991: 153) have disclosed instructional failure prevails because of the disparity between the home and school language. According to these scholars, the situation in which a child used his /her intimately related language at home and has to switch to foreign (second) 'language vehicle' of foreign culture that is unknown to him, creates a gap between school and home in which a child may feel inadequate, psychologically disturbed, and resented with teachers and schools therefore, mother tongue is considered to be adequate and satisfying element in harmonizing psychological difficulties which would prevail because of home and school language disparities. When children learn in language similar to their home language (mother tongue), they will be able to acquaint themselves easily to the school environment and feel confident.

The vast body of psycholinguistic research that has emerged in recent years indicates the intimate relations between language and cognitive development (M.S Thirumalai, 2001). Thus, empirical researches on the relationship between language and child's cognitive development particularly in bilingual (multilingual) environment proves that mother tongue instruction is the best in conveying education in understandable way and harmonizing educational environment for child (Ibid).

2.2.1.3. Sociological Opportunities of Mother Tongue Education

Many scholars also argue about the sociological significance of mother tongue education for children of respective linguistic cluster or group.

According to Kenji Hakuta (1990), linguists and sociologists have attempted primarily to characterize social groups in terms of the configuration of the languages with respect to robustness, prestige and other sociological and institutional features. The primary justification some given for native language instruction is that literacy is best developed in native language (mother tongue) when integrated with the activities in which the parents can participate. Then after, the possibility of children to be assisted by their parents is wider than ever since. Hence, the connecting bridge between school and community is established. Therefore, parents would be motivated to take part and feel responsibility in schools affairs.

Supporters of bilingual instruction believe that students should gain confidence in using their native language before being introduced to the second language curriculum (Eugene E. Garcia, 1998). Dutcher (2003), notes that most children who begin their education in their mother tongue make better start, demonstrate increased self-confidence and continue to perform better than those who start school in new language.

The attitude of parents of school going children has real and decisive influence on which sort of life and outlook the school child will adapt. The preservation of the culture of the locality from which child is drawn, depends up on child's school knowledge and practice. In this regard, vernacular teaching has value. The mother tongue can stimulate and awaken the child's imagination through songs, stories, nursery rhymes, folktales and proverbs (Mwanakatwe, 1968: 216). Similarly, Alan Trussell-Cullen (1996) while discussing a key feature of the New Zealand's Philosophy of language teaching, he has emphasized the importance and welcoming of child's first languages because of its becoming part of child's identity and valuing what is unique and special about a child build self esteem, which is a vital precondition for learning.

Such linguistic diversity is an asset. It provide an opportunity for pupils to gain first hand experience, knowledge and understanding of others cultures and perspective. It also helps to prepare pupils for a life in multicultural society by promoting respect for all forms of language. Varieties of language are rich sources which schools should use as they implement the national curriculum (NCC, 1991, in Ranjet Arora, 2005:7).

2.2.1.4. Political Opportunities of Mother Tongue Education

Some scholars argue that mother tongue education has political significancesn to children of respective vernaculars when learn in it. For example, according to G.N.I Enobakhare (1993), "all true and meaningful education of the child is ought to proceed from mother tongue, because it is the language in which he moves and has his being." It then follows that for the primary school system to be meaningful and culturally oriented, it must use mother tongue as instructional medium. If not, how a child is proud of his nationality if his means of communication and instructions is other language? Primary school system should foster language, dresses, songs, dances and cultural heritage of the people besides national ones (ibid). This implies that it is human rights to exercise for a child in a language that he/she start his/her first world.

Pertaining to this, Fasold (1984) mentions that 'primarily every child has right to learn through its mother tongues.' Countries (governments) with multilingual and multicultural regard language planning as an instrument to unify people (Bakamba 1991: 188). This impels that significance of language is strengthening and creating unifying bonds among the people of different culture. This would manifest in educational environment which would equally treats diversity in language as well. Hence, children will be cultivated by positive and enthusiastic passion to other culture and language when they are able to use their native language freely and properly

Similarly, Zaghoul Morsy (1984:7) in his arguments regarding individuals reading right in using his/her first language, he mentions that each individual's right to name to the world, first of all in his own language has a meaning today only if everyone is open to a sort of linguistic common denominator, without alienation. That is to say that the cultures whose

language appear threatened have both the duty and the privilege to interiorize a bilingualism demanded both by necessity and reasons. In strengthening this argument other scholar Melanie Mikes (1984:121) has to say "Education in the mother tongue has the effect of ensuring the exercise of human rights in general and protection of national minority in particular." Again William Francis Mackey (1984:49) concludes that "to impose outside educational norms of any member of a language minority is to deny that person's right to be different: That right includes the option of selecting other norms."

2.2.2. Debate against the Use of Mother Tongue as a Medium of Instruction

As long as there are many scholars who support and acknowledge the significance of mother tongue education, however, there are also many who stood against the use of mother tongue as a medium of instruction. There are several objections often urged against the use of the mother tongue as the medium of instruction (Fishman, 1968:692). Hence, in the following part, we will try to examine opponent's views from the point of view of the pedagogical, sociological, cultural and political as well as economic aspects.

2.2.2.1 Pedagogical Challenges

One of the problems which opponents of mother tongue education raise is their inadequacy one inefficiency of mother tongue to use as medium of instruction. According to Lepage (1964), the argues that :

"A child learns more quickly through mother tongue than unfamiliar linguistic media is meaningless. Because there is no satisfactory teaching material and supplementary reading books available in so many vernaculars. Other than this, the most important factor, which determines how quickly a child learns is not the language factor, but the attitude of his parents, and his peer groups towards the language use".

Thus, this argument implies that the shortage of instructional materials and parents and peers attitudes would have impact on Childs language interest and learning ability either by hindering or by promoting it.

In connection with the pedagogical problem of mother tongue education, Fasold (1984:294) and Fishman (1968:692) in their discussion about the use of vernacular language in education have identified some of the following pedagogical problems raised by oppositions regarding the use of mother tongue as a medium of instruction: The first one is that "some language it may seem, have no grammar or alphabet." This may create difficulty in standardizing the language of instruction.

The second problem suggested was "the child already knows his mother tongue." Therefore, there is no need for the schools to teach it to him/his. The third one is "the use of the mother tongue will prevent acquisition of the second language." Some people claim that it is impossible for children to acquire a good use of the second language unless the school adopts the second language as medium of instruction from the very beginning.

Another problems that were suggested by the objections and are considered more serious by UNESCO's experts than any other suggested above are: the lack of the text books and educational materials the lack of the general reading materials, shortage of the trained teachers and inadequacy of vocabulary (Ibid).

The shortage of additional teaching and reading materials are also one of the factors that impede the use of mother tongue for instructional purpose. It is futile (meaning less) to teach children to read and write in their mother tongue with the absence of adequate reading supplementary materials.

Difficulty in finding trained teachers in vernacular has become also another problem of effecting mother tongue as a medium of instruction. According to Lepage's (1964) statement, "education is the most important investment.... For the future, good teachers are important than any other aspects of the system". Thus, the educational goals of any society can be successful if teachers are trained adequately and become competent. Furthermore, their commitment is highly indispensable for staff development. While emphasizing the significance of the teachers training, Makiguchi (1989:101) has to say that "unless the head waters of education are made pure we will just see the same cycle of erosion and dirty water down stream repeat it self over and over again". Teachers are unquestionably the most important persons in the entire scheme of

education...They are irreplaceable, if the central role of the teacher in the classroom is not filled, nothing can be accomplished (Ibid). According to Komarek (1996:36), teacher training is an important component in implementation of mother tongue instruction.

More explicitly Dutcher (1995:126) states that to teach in vernacular with which the teachers did not use in their own schooling, they must receive special and continued training in order to be capable in writing and reading in the language. The need for educators trained to teach bilingual is keen and paramount, and this in turn leads to an urgent need for full professional training programs. Training, improvement and re-training of professors especially language teachers in the form of day-lectures short term courses (5 to 10 days), medium term courses (1 month to 3 months) and long term courses (6 months to 1 year) would be necessary to envisage the creation of an adequate number of applied linguistic centers and institutions specialized in training linguistics, methodology and pedagogy simultaneously, especially to professors of linguistics (UNESCO, 1984).

Mwanakatwe (1968:212) attributes in his arguments, the following inherent educational problems as he has recognized them for a long period. These include: Firstly, learning in multiplicity of language presents the child with daunting difficulties which often retarded progress. The plight of a child who is compelled to transfer from one school to another where different vernacular is used for instruction can be quite serious. Secondly, it may be said that teaching vernacular in urban areas has sometimes retarded the process of education. Thirdly, under the traditional method of teaching through medium of vernacular language very little modern (Participatory) method is used in lower primary classes except by the very best teachers. This is partly due to the lack of proper teaching materials in vernacular language, so that even the most enthusiastic and capable teachers are severely handicapped. Fourthly, the range of reading materials for young children is limited in many vernaculars. The reasons for this situations is that authorship among the indigenous people is still in its infancy, the other is that publications of vernaculars literature for a very small population has been unattractive in the past to commercial concerns.

Thus, the introduction of a new type of linguistic exercise could change both teaching and learning attitude. When a teacher for some reason has return to teaching in the vernacular, he

relapses into the old mechanical ways of rote teaching, on the other hand when language of wider communications is the medium of instruction there is a definite transfer of modern activity methods to teaching to other subject (Muanakatwe, 1968: 217-218).

This shows that the difficulty which a teacher who didn't master vernacular language might face in performing modern teaching methods in the classroom. However, it is difficult to generalize all teachers of vernacular under the same domain.

According to Evans (1996), the implementation of change requires staff to move from what has become at least the old competence to what is defined, after change introduction, as new competence. This is elucidated vividly in Fullen and Stigelbaure (1998:83) who state that nothing is more central to reform than selection and training of teachers and administrators. Therefore, literature emphasises that training of teachers was one of the component part in practicing mother tongue education.

Elsabeth Gfeller (1999) emphasizes the problem of development of unwritten languages. Here, she argues that languages with an oral tradition are usually not used extensively in schools. They have to be analyzed and writing system (orthography) has to be developed. However, fully standardized orthography can only be achieved in years of experience with written communication. Similarly, in the countries like ours, which is recently embarked on the line of use of mother tongue as medium of instruction, newly developed languages need to decide which script it wants to use what materials should be printed in which script might be reference of problem in mother tongue educational practicing.

In connection with this, Willaim Francis Mackey (1984) in Zaghoul Mrsy (1984) has contended in the following manner

"The more time spent in primary school on an unproductive language, the less time is left for learning a language of wider communication. For if a national languages were to be promoted exclusively, how long would it take to produce in it the amount of material now available in languages like English, Ressian, French or German? It took more than 1,000 years for these modern languages to accumulate enough of the world's knowledge to replace Latina and Greek as language of learning."(p.42)

Meaning, according to Mackey, Vernaculars are needless and time consuming as well as demanding large amount of expenditure, nevertheless, they are of least significance or even not worth at all.

In strengthening suggestion posed by many other scholars, Fasold (1984) and Neilson and coming (1997), have noted that the shortage of texts books, general reading materials, scarcity of trained teachers and other personals, lack of well established organizations lack of developed writing system, standardization of languages and expansion of vocabularies for instructional purposes have limiting effect on practicability of mother tongue education.

2.2.2.2. Economic Challenges

The need to use mother tongue as a medium of instruction which was not previously used in the schools and did not own vocabularies and grammar in written form, would request more economic burden. In relation to this Mialaret (1979:165) contends that the extra cost needed to introduce new materials for newly available languages make the teaching learning process obstructed in vernacular. That is, publication of textbooks; producing of teaching materials, translations works training personnel etc in all national and nationalities languages require a huge amount of money. In the counties, which have diverse linguistic and cultural strands, it is assumed to be true that education costs large share of economy; hence, in the case of linguistically heterogeneous society, the cost of introducing new languages is very high since it requires material supply and personnel training (Nelison and Cummings, 1997:206).

Again William Francis Mackey in ZghloulMorsy (1984:42) debates that the development of local language may be a luxury for some of the poorest countries in the world. In practice even if it were possible and feasible to spend the entire national income on the production of reading materials, it would be several generations before these could take population beyond the level of elementary schooling. In recent years, even the most nationalistic educators have become more pragmatic in their out look on the language questions. They are now questioning the wisdom of spending time in school learning to read and write a language in which only primary materials exist (ibid).

2.2.2.3. Sociological and Political Challenges

Using mother tongue as a medium of instruction also confronted challenges from different scholars for its social, cultural and political reasons that they put it as follows.

According to Fasold (1984:294) and Fishman (1968:192), there were some critics who thought using vernacular language would impede national unity. Thus, in connection with this, they suggested that use of vernaculars in the schools results heavy business for government of the respective nations. Because, it is easier to govern a country where every one speaks the same language. However, insisting on the national language as a universal educational medium would necessarily produce disunity. It also suggests that too strong an insistence on the national language might cause some minorities to resent their national government and refuse to accept national identity (Fasold, 1984:294).

The above argument indicates that imposition against mother tongue education would relatively cause more problems against national unity.

According to Optiz in Canhom (1972:202) the use of mother tongue for an instructional purpose is wasting time on unproductive tongue. He justifies his reason in the following manner "... what is acquired at home is all that is necessary". He continued on to say "knowledge of mother tongue is not as such important for one to train high social status." Emenanjo (1990:15) contends that "instructions in many languages seriously hinder the development of national unity". Meaning, its implication is that mother tongue education would results the idea of disintegration and fragmentation which will be heavy toil of government of diverse language society.

2.3. Influence of Attitudes towards the Mother Tongue as a Medium of Instruction

Learners, parents and teachers attitudes may have impact on the implementation process of mother tongue as a medium of instruction because Schools do not have monopoly on education. Thus, according to William Francis Macky (1984:44), Pupils learn much from their parents and

more from the society. Hence, the question which says "... Do parents want their children to preserve the ancestral tongue and to what extent normally is related with the attitudes of the parents towards mother tongue education". In fact, children in most cases reflect what they have acquired from their parents and their society.

Regarding to the attitudes the native speakers may have towards the use of vernacular language, Fishman (1968:277) noted the following statement "if we find a political system which embraces several language groups and these language groups are ranked in class hierarchy, superior and inferior, there is a prime facie probability that the language situation is unstable and that the higher ranking group are tending to assimilate the lower ranking group". Such hierarchical ranking may cause some thing positive or negative attitude among the pupils, parents and teachers in the school. Thus, it might favor languages at better rank and sometimes cause feeling of contempt and negligence among lower status towards their own vernacular. "The child already knows his mother tongue" is another attitudinal problem that some scholars forward (Fishman 1968). This means, those people who stood against the significance of mother tongue instruction, claim that the child already knows his mother tongue before he comes to school and that there is no need for schools to teach it for him

In relation to this, David Corson (1990: 22) out lined that the community attitudes in the questions of langue use are very important basis for policy decision, especially where those attitudes may be different from those held by staff member or may be in conflict with national or system level policy guidelines on this question. According to David (1990) again many parents are less willing to see the language of the home being used in the school, while others are confused about what might be possible, even about what the issue might be, and others are insistent that there certainly should be a place for the language of their children's cultural or social background in the schools activity (ibid). This implies that parents have diverse interest in using mother tongue for instructional purposes.

In general, then, educational activities can happen effectively and pupils would successfully learn when they developed positive attitude towards the language of learning. In relation to this Lambert (1972:180) mentions " the learners ethnocentric tendencies and his/her attitude towards other group determine his/her success in learning. This, motivation to learn is thought

to be determined by his attitude and by orientation towards the language used for instruction.” Hence, scholars such as Fender and Lambert (1973), Seligman, Tucker and Lambert (1972) in Fasold (1984:148) have contended that attitudes towards language are often the reflection of attitudes towards members of various ethnic groups.

In relation to teachers attitude towards the language of instruction Bank and Luncb (1986:17) mentions that teachers are human beings who bring their attitude values, aspiration, motives etc... to the classroom. Their values and attitudes mediate and interact with what they teach and influence the way the messages are communicated and understood by the learners. This shows that the success or failure of the educational objectives partly rely upon teachers attitudes towards the instructional medium.

2.4. International and Ethiopia’s Experience of Mother Tongue Education

Under this part, experiences of other international countries and Ethiopia’s will be dealt in order to be able to compare the situations how each of them has performed the mother tongue education. Thus, two other East African and Two countries from Europe and North America were treated as examples.

2.4.1. International Experience of Mother Tongue Education

In literal sense, countries like united states, west Germany, Britain, Sweden, Australia, Canada, Soviet union, India, South African, South of Sub-Saharan African countries are multicultural. That is to say they that they contain population of diverse culture and linguistic setup that has evolved in the course of history. Differences make them selves felt at point of contact and, in all modern instances contact between majority and minority is inevitable (John Edward,1984).

2.4.1.1. The Experience of Sweden

In Sweden the instruction can roughly be divided into three on the basis of instructional language (Edward,1984). These include:

1. Instruction through the medium of Swedish this takes place in Swedish speaking classes where children and teachers are Swedish with Swedish syllabus and teaching materials.
2. Two teacher's instructional classes, that is one from Swedish and the other one from immigrants groups and both Swedish and immigrant children from the same nationality only, so called compound or composite classes or cooperation classes by the Swedish authorities to make it more attractive to the immigrant organizations who prefer mother tongue classes.
3. Instruction mainly through the medium of mother tongue, with Swedish as second language such classes are connoted by Swedish authorities often as "monolingual classes" to make the sound segregator, even if they in fact produce the most bilingual pupils in the Swedish school system. These classes run for at least the first three years. But preferably at least through the first six grades with an increasing number of Swedish lessons.

2.4.1.2. The Experience of Canada

Canada is a country with having multicultural society of great complex. Its language policy supports personal linguistic rights. For instance, language is not linked to its territory, the right to language lies with person, or a group of persons. Minority languages can organize themselves and get some support from the government to develop their languages for use in education. A number of European languages are used in schools, because of the parents' participation and contribution to include mother tongue into the education of children (Elisabeth Gfeller, 1999: 33). Above all, the new Canada's constitutions of 1982 includes charter of right and Freedoms, which tries to preserve and enhance country's multicultural heritage and to protect people linguistic right to use languages other than English and French (David Corson, 1990). On top of this, it is possible to generalize that Canada's education policy supports instruction through mother tongue of a child.

2.4.1.3. Experience of Kenya and Tanzania

Language policy is a topic of obvious interest and concern for decision regarding the structure and use of language have tremendous socio cultural ramification (Fishman, 1972). With in the

area of African educational language policy, there is a growing literature. It is true that majority of writers argue for change in educational policy, frequently advocating, from psychological sociological and linguistic perspectives, the mother tongue as medium of education. In the following part, the experience of language policy in education in two of the east African countries (in Kenya and Tanzania) would be dealt concurrently.

At the time of the independence, Tanzania in 1961 and Kenya in 1963, both countries inherited a four-tiered, British system of formal education, while both countries have made very different decisions regarding curricular emphases allocation of educational resources, etc the basic structure had remained the same (Court and Kinyanjui, 1978:65).

Tanzania's linguistic composition is complex, for there are to day over one hundred vernacular language groups. This is however, only a roughly estimate (Abdulaziz, 1971:161). The vernaculars fall into three language families (Bantu, Nilotic and Cushitic). Over 90 percent of population speaks Bantu language as a first language and of this portion 10 percent are native speakers of Swahili. They are mainly living along the coastal area and in Zanzibar (Abdulaziz, 1971:161, Kihore 1997; 161, Kihore 1997:4 as cited in Nessawolfson J.M, 1985). For the rest of the population, Swahili is a second language that has become very wide spread, due to its societal and educational roles. It is both national and official language of Tanzania.

In Kenya, Swahili is also national and official language. But it is not used that much significant like it has been used in Tanzania because it is not the medium of Kenyans power structure. Swahili is used as symbol of nationalism and unification. But English is Kenya's economic and legal sphere. Due to this and to its prominence in the education system English has become the Channel of socio-economic mobility in Kenya (Scotten, 1978 and Zuengler, 1981 as cited in Nessawolafson Joan Manes, 1985: 242-244). The vernacular languages in Kenya have been placed in four major groups. One of these is the Bantua language groups which accounts for 65 to 70 percent of Kenyans (Abdulaziz, 1971:161, Whiteley 1974 a: 60).

Kenya and Tanzania have contrasting education policies. Difference is apparent beginning the first day of primary instruction. A Tanzanian Pupils in urban or rural schools will hear and speak only Swahili for all but one period a day. That one period is when English is taught as a subject.

Every other subject will be taught in Swahili. The Tanzanian Pupils will continue to use Swahili six out of the seven periods a day through standard seven, his last primary year (Ibid).

The language in Kenyans counter part will be exposed to as initial medium of instruction will become difficult to predict, for it will be predominant' language of the community in which school is situated. In Kenya, if the pupil attends school in Nairobi, he/she will have English as medium of instruction for standard done on wards English is used to teach all subject except Swahili, which the pupil will study one period a day. In the rural schools of Kitui (one of the districted of Kenya), on the other hand, the instruction will begin in languages other than English. At central primary schools in the town of kitui, most of the instruction in Swahili from standards one through three. The teachers also use a bit of kikamba. In schools out side the town, kekamba in the sole medium for the first three years, except for one period a day of English. Means beginning from standard four, the Kenya rural and urban schools curricula will become uniform. That is English will be given as a medium of instruction with Swahili taught as subject starting from standard four and on wards (Ibid).

To sum up, each country has corresponding differences in the languages selected as a medium of instruction. Thus, Tanzania uses Swahili, the dominant language of majority, while Kenya uses English, which is the language of its socio-economic elite. It has been argued that educational language policy in these countries reflects their educational development goals. Consequently, it is unlikely that Swahili will change its dominant position in Tanzanian schools or English is dominant in Kenya schools, unless there is fundamental change in their goals for educational development.

2.5. Language Policy in Ethiopian

In Ethiopia, presumably similar to other multilingual nations, the pattern of language use and attitudes towards language use was influenced by governments language policy were important ideological and political philosophy indicators. Policies may attempt to harmonize the wider objectives of the government and the existing pattern of language use (Gideon, 2000: 78). Having this in mind, the following part will deal with the general profiles of the language policies of Ethiopia in the educational spheres since emperor HaileSELLASSIE's time till recent time

2.5.1. Language Policy in Education during the Imperial Regime (1935-1974)

During the regime of Haileselassie, the aim of government language policy was Amharization of the entire population (Marcus, 1987:137). In thinking of establishing national unity, the government sought to form national religion culture for all Ethiopians. That is, the culture of the northern high lands, Orthodox religion and Amharic language were (Prescribed) as remedy for national unity by the then emperor. According to Cooper (1976:188), Haileselassie's government was the first to enshrine the official position of Amharic language in the constitution of 1955 which states that "the official language of the Empire is Amharic". This policy was giving shape for Amharic, which already was reached at consensus by the ruling classroom group to use it as "only-official and instructional language at primary level. These were designed by assuming to strengthen and bring national unity and cohesion among the people of the country and undermining diversity (ibid).

The first national curriculum for elementary schools, which was introduced in 1947, used English as the main language of instruction. This curriculum was not revised until 1958, when new education act firmly established Amharic as the language of primary education, while English remained the main language of secondary, education (McNab, 1984: 717 as cited in Gideon, 2000). However, none of these policy and government functions recognizes other local languages to be used as a medium of instruction at any level of education. The first government's run Amharic language schools were established in the early 1930s. Such schools were fairly evenly distributed through out the country in the provincial capitals (Marcus, 1987:137). Its objective was promoting Amharic medium education in the urban centers and then diffuses it towards rural settings.

During the Italian occupation, the policy of the administration was to introduce teaching in the local languages in each of Ethiopia's linguistic regions (McNab, 1989:78). According to Ayalew (2000: 21) , Article XXXII of the educational ordinance states that the medium of instruction were local languages; Accordingly, Amharic, Tigrigna, Oromigna, Kafficho and Sidamigna were to be used to the different regions, though its objectives was not for pedagogical or cultural values. It was never accompanied by a serious attempt to develop the local language (Tefera, 1977:74). This policy served only to disrupt the existing pattern of

language use in education. The Italian occupation had a general negative effect on the Ethiopian education system. Educated Ethiopians were seen as a threat to Italian domination and many were killed. Established missionaries were also killed (Ibid). After the liberation of 1941, the government restored the position of Amharic again to be the language of primary education (Gideon, 2000). During Haileselassie's reign, all the official functions and publications were done in Amharic (Clapham, 1996:87, as cited in Gideon, 2000:56). Besides this, Amharic had remained language of instruction in the primary education (ibid).

2.5.2. Language Policy of Ethiopia in Education during the Dergue Regime (1974-1990).

This was the period when military government exercised its power after the demise of Haile sellessie's regime in 1974. According to Tekeste (1996:107), the new state assumed its responsibilities with two rather controversial interpretations of the educational policies of the former regime. The new state pointed out repeatedly that education policy of the imperial regime was elitist and that the curriculum did not take into account the concrete conditions in the country. The post Revolutionary state accepted the challenges of expanding the education sector on the assumption that the education held the key to the countries development (Ibid). It seems true that National literacy campaign was designed to this end though the development gained seems debatable. By the time, 15 local languages were used to carry on literacy campaign, though the choice of script was yet made by the authorities for each language (Tekeste, 1996:109). However, it is difficult to see emphasis given to develop nationalities languages in the schooling processes as a medium of instruction. In relation to this Ayalew (2000) however, mentions that during the military government, local languages were used for literacy purposes. He added, in the objectives and directives of the education document, it called for the creation of a language academy that will hasten the development of the remaining Ethiopian language in the medium of instruction.

The language policy adopted by the Dergue imitated those of the socialist states of the Eastern Europe, many of which are also linguistically diverse. Their language policies were developed in response to Lenin's theories on the rights of nationalities, which include linguistic

freedom as an integral part of the development of an egalitarian state (Gideon,1997:88). The Dergue asserted the rights of self determination for Ethiopia's These rights included the right to freedom from the forms of cultural, religious and linguistic domination. According to McNab (1984:719), Mengistu HaileMariam argued that the language policy of Haileselassie had been part of a deliberate strategy to increase the political hegemony of a dominant groups, the Amhara. Amharic he argued, had been imposed as an elite, language in rural areas of Ethiopian despite the fact that in some areas as little as 2% of the population were able to speak Amharic, the Dergue's policy was driven by the need for socialism , and that encouraged a concentration on adult literacy. Again in opposition to the polices of the imperial government, the Dergue asserted the rights of all Ethiopia's people to develop and become literate in their own languages, and consequently fifteen languages were selected to cover 90 percent of the population. National Literacy Campaign coordinating Committee (1987:150 as is cited in Gideon, 2000). Nonetheless, the Dergue made no corresponding attempt to introduce local languages in to the primary education system which continued in Amharic through out Ethiopia.

McNab (1989) describes the existing situation as follows:

"Ironically, the recognition of the nationality rights and their utilization as adult education media of instruction come at a time when the spread of Amharic seems to have gained momentum. This spread, although pre-dating the revaluation, is likely to be accelerated by the policy or rural development. As schools are building in more remote areas, more children are brought into contact with Amharic. The literacy campaign although through the medium of nationality language brings more adults into contact with speakers of the official language, Amharic. If there are schools in the area, their children are learning in Amharic."(p.88)

In conclusion, though it is difficult to see clear difference between Haileselassies and Dergue's regime language policies, little was that Haileselassie's regime attempted to develop Amharic speaking educated elites while Dergue's regime tried to introduction of literacy in Amharic to the entire population through primary education.

2.5.3. Language Policy of Ethiopia in Education Since 1991

After the collapse of the Military regime in Ethiopia, Ethiopian People Revolutionary Democratic Front (EPRDF) took over the political power and assumed the ruling position in the country. According to Tekeste (1996:80), “in the middle of 1991, they (Dergues) who were organized according to the slogan of Ethiopian unity or Death, were swept away for good. The Ethiopian people Revolutionary Democratic front (EPRDF) the successor of power appears to be the complete antithesis of Dergue regime and its slogan is the right of every ethnic groups to self determination up to and including succession”. The implication of the later one is that rights of the groups are observed regardless of the restriction.

Again according to Tekeste, it was in Feb.1993 that proclamation 45/1993 was promulgated. This proclamation dealt with the decision making and division of power between the central and regional administration. Tekeste (1996) again mentions, by the virtue of proclamation 45/1993, the regions began to assume formal and practical responsibility for running their own affairs in consultation with the central government. The main message of the 1993 proclamation was that each region, had the right to use its own language for instruction, and that each region was virtually responsible for the provision of primary education(from grade 1 to grade 8) to its citizens. The Education and Training Policy, of TGE (1994), on numbers 3.5.1 and 3.5.2 has clearly identifies and proves the role of the regions concerning the type of instructional languages to be exercised.

In regard with this, Ethiopian Education and Training Policy (1994) on article 3.5.1 states the following: “Cognizant of the pedagogical advantage of the child in learning in mother tongue and the right of nationalities to promote the use of their language, primary education will be given in nationality languages”. Again Article 3.5.2 while stressing the preconditions to be fulfilled and selection to be made by the regions before commencing of mother tongue education, it states as, “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 country wide distribution”. Again constitution of the Federal Democratic Republic of Ethiopia (1995) Article 5 in strengthening policy statements it confirms that “All languages shall enjoy equal state

recognition." In the Further confirmation, still the same constitution Article 39(2) reveals as there would be unconditional right for the Nations and Nationalities to speak, to write and develop its own language; to develop and to promote its culture and to preserve its history. Thus, embedded on top of this, the Ethiopian education system had undergone paramount change in its system in promoting the use of mother tongue as a medium of instruction in the primary schools as opposed to the previous regimes. Tekeste (1996:82) argues that the recognition given to the regional languages as a medium of instruction is new input of the policy. He says that, "the idea is not new. The literacy campaigns had earlier been carried out in local languages. What distinguishes this policy draft is the close association between the recognition of political rights of linguistic groups and the subsequent right of such entities to use their languages as a medium of instruction all the way in primary education."

In general, in the old education system the medium of instruction at the primary level was Amharic. However, new the policy declares that the primary education will be given in nationality languages. The policy puts two basic reasons to justify the promotion of nationality languages as the medium of primary, education. First it argues that the use of mother tongue in teaching and learning will have pedagogical advantage in facilitating communication, and thus yielding better learning outcomes. Second, it is the natural and constitutions rights of nations and nationalities to develop their languages by promoting them as a medium of primary education.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Design of the Study

As has been mentioned in the objectives, this study would aim at investigating factors that would facilitate and impede implementation process of mother tongue education in the primary schools and also to identify achievements that have been gained from its implementation in Hydiyya Zone. Hence, to get reliable information of the current state of the issues under the study, descriptive survey method was employed.

According to Fink (1995:14), "descriptive surveys as ways of producing information to describe, compare, and predict attitudes, opinions, values, and behavior based on what people say or see and what is contained in records about them and their activities." In relation to this again scholars such as McCrosson (1991), Ackroyd and Hughes (1983) have characterized survey into four categories each. However, what is common to them is that survey study deals with description of factual, attitudinal, social and opinion information. Seyoum and Ayalew (1989) as cited in Desta (2006) stated that descriptive survey method is useful in getting an exact description of current status of a problem. Moreover, Dawn Burton (2000:299) in his argument agrees with the analogy of Fink, Hughes, McCrosson in that descriptive research is fairly straight forward and merely describes the process where by researchers collect data which identifies trends. There is no attempt to explore or explain why phenomena occur but just to state that idea. Creswell (2003) discusses this method as mixed method. Hence, on the basis of such arguments, it seems convincing to employ descriptive survey method predominated by quantitative approach.

3.2. Source of Data

The sources of the data of this study were:

- 30 Teachers, and 170 students who were sampled from 9 schools were subjects of the study

- 16 Parents of the sampled students from the catchments of each sampled primary schools
- 10 Educational Officials from Zonal and Woredas Education Offices;
- Some secondary sources, that is, Charter of the Transitional Government of Ethiopia (1991), Education and Training Policy documents (1994) of the country as well as, yearly articles and different committees' minutes of the initial periods of implementation of mother tongue education and selection procedures of professionals who participate in course development in Hadiyyisa were consulted.

3.3. Sampling Technique

Employing sampling technique is meaningful when viewed in its socio-temporal and socio-cultural context (Pauline V.Young, 1966). Nevertheless, statistician Margaret Hagood in Pauline V.Young (1966) reminds that the sample must represent the universe, must be of adequate size and should be designed in such a way that is efficient. Therefore, it requires some distinct and relevant criteria to be set. It also requires consideration of administrative and organizational set up of the area where the study focuses. Pertaining to sampling techniques, both random and purposeful sampling techniques were employed for the reason that the research design of this study permits. Therefore, the number of woredas and schools that are found in Hadiya zone were taken into account in order to use probability random sampling techniques. Thus, both systematic and simple random sampling methods were used to select the subjects of the study. Other than this, purposive sampling method was also employed to discriminate respondents.

Hadiyya Zone has ten woredas and one town administration. Thus, the subjects of this study were drawn from 3 randomly selected woredas, which form 30% of the total woredas of the zone. Three randomly selected schools from each of these woredas were the sources of respondents. These were 9 in sum. Sample sizes of the schools were uniform because the community in the research area is predominantly homogenous in its language and culture. Out of the total 9 schools, three schools, which are purposefully selected from woreda/capitals, were used to get respondents of the study to maintain rural- urban balance and to be able to secure reliable data. In sum, 9 schools were the unit of analysis. Out of which, 170(10%) of the students' respondents

were selected from the schools' registration lists by employing systematic random sampling method. 30(30%) of the teachers' respondents and 16 parents from 8 schools were participants of this study. 2 parents from one school that is from Shone primary school area were reluctant to participate in this activity. Likewise, female parents were not also voluntary to come to schools and give their responses. The reason behind this seems to be that females in the rural sides were not yet developed self-confidence and break traditional chains which tie them with the home environment only.

Moreover, 2 Educational officials from each 3 woredas ($2 \times 3 = 6$) and 4 from Zonal Education Office in sum, 10 who have long experience in educational activities were purposefully selected because they were expected to give reliable information to interview. In sum, 226 respondents were subjects of this study.

Concerning the grade level of the students, the focus was given to the grade four students only because, the researcher believes that they would be better in maturity and understanding than those in the lower grade levels. It is also the upper limit where mother tongue education terminates as an instructional medium for many subjects. At the same time learners at this grade level were thought to have relatively long schooling experience than their juniors. Besides, the researcher was engaged in closer assistance on the ambiguous issues when they raise questions. The respondent teachers were drawn from among all 9 sampled primary first cycle school teachers. Parents' participants were parents of those sampled students and were selected randomly. The following table indicates the number of primary schools respondents' distribution by their woredas, schools and residential settings in Hadiyya Zone.

Table 1: Distribution of respondents by schools, woredas and residential settings

No	Woredas in Hadiya Zone	No. of schools in each Woreda	Sampled schools	Sampled Respondents				
				Teachers	Students	Education al officials	Parents	Residential settings
1	Hossana Town	28						
2	Lemo	32	-	-	-	-	-	-
3	Mishan	36	Morsuto Wo'lqusa Hage	5 3 2	17 10 7	2	6	Urban Rural Rural
4	Soro	37	Gimbichu Sorowoshe ba Jajura	5 2 2	35 18 13	2	6	Urban Rural Rural
5	Duna	30						
6	Mi'rab Badawacho	16			-			
7	Gibe	24						
8	Shashogo	36						
9	Misrak- Badawacho	35	Shone kutr.1 Lalogarbe Shone first	5 3 2	35 27 8	2	4	Urban Rural Rural
10	Gombora	17						
11	Aanlemo	28						
	Zone	-	-	-	-	4	-	-
	Total	317	9	30	170	10	16	

Source: Statistical document of Hadiyya Zone Education Office 1999 E.C/Dec 2006.

3.4. Instruments of Data Collection

As has been mentioned elsewhere in this study, mixed research approach was employed as a research strategy. Thus, these days, the trend of using mixed research methods is pervasively employed by the many researchers since it enables them to treat both qualitative and quantitative data in integration. In connection with this CresWell (2003:208), states that “with development perceived legitimacy of both qualitative and quantitative research in social and human sciences mixed research method employing the data collection associated with both forms of data is expanding...These procedures developed in response to a need to clarify the intent of mixing qualitative and quantitative data in a single study.” Hence, questionnaires, interview and observation were employed to secure reliable information.

3.4.1. Questionnaire

One of the data collecting methods used in this study was questionnaire. Thus, two different Structured and Semi-structured questionnaire were prepared for both teachers and students first in English. Subsequently, they were translated in the vernacular language of the research area-Hadiyyisa. To prepare questionnaire, some sample questionnaires were reviewed from previous related researches and some of them were used by modifying according to the research context in a way that would satisfy this research's goal. Teachers' questionnaire contains six sections: First section contains questions about the general background of the respondents and their language skills. The second section tries to find out teachers perception towards the use of Hadiyyisa and the attempts done to develop it. The third section raises questions related with training. The fourth section tries to find out teachers attitude in using Hadiyyisa as a medium of instruction. Fifth section raises questions related with preparation and supply of instructional materials. Final section of the questionnaire raises questions about the teachers and parents participation in curricular activities.

Students' questionnaire consists of two sections that raise questions to know their understanding abilities when learn in mother tongue and judging the status of mother tongue for instructional purposes beyond (see appendix A&B). The questionnaires were piloted in the near by three schools. It was distributed among 15 students from each school ($3 \times 15 = 45$) and 3 teachers from each ($3 \times 3 = 9$) and in sum, 54 respondents were participated in pilot test process. On the basis of the pilot test results and comments made by advisor and respondents, some ambiguous questions were improved and re-stated five irrelevant questions were omitted and four other new were added to the teachers questionnaire. After improvements and adjustments were made, it was distributed among the sampled respondent teachers and students.

3.4.2. Interview

Interview was one of the tools used to collect data in this study. Interview was employed in need to secure in-depth information about the problems related to the research. According to Benny and Hughes (1956) in Norman K Denzin and Yvonna S.Lincoln (1994:361), interview is one of the most powerful and most common ways that researchers use to understand their participants views. Denzin again argues that interview becomes both the tool and the subject in that the researcher is considered as the instrument of data gathering for that he or she is in close

participation to gain and generate detailed information. Therefore, unstructured interview guide was employed to the Zonal and Woreda superintendents and parents (see appendix C&D). Moreover, Tape-recording was used in order to be able to record participant's responses after getting their consent, because it would enable the researcher to review responses again and again from the Tape-recorder to catch up the idea that he couldn't transcribe during the interview.

3.4.3. Observation

One of the tools used in this study to gather data was observation. In connection with this, Denzin (1994), states that as long as people have been interested in studying social and natural world around them, observation has served as the bed rock source of human knowledge. Morris (1973) as cited in Denzin (1994:378) again in his contention offers a broad explanation of observation and defines it as "the act of noting phenomenon often with instrument and recording it for scientific or other purposes". Hence, in this study, observation was employed as one of the data gathering instruments for its ability to produce great rigor when combined with other methods. Therefore, three points observation checklist was used to rate classroom interaction situation and students' language competence (see appendix E). Observation was done for three subjects: Environmental Science, Aesthetics and Physical Education and Math's while lessons were being carried out for 15 to 20 minutes in order to triangulate and ascertain existing interaction conditions between the teachers and students as well as among students themselves

3.5. Procedure and Administration of Questionnaire

During this study, the following research procedures were followed. Questionnaires, classroom observation checklist and the interview guides were produced and submitted to the advisor to comment on. The pilot test of the questionnaires was carried out in the three schools, namely, Ersadada, Bobicho and Ambichogode primary schools. Two of these schools (Ersadada, Bobicho) were found in the center and northern outskirts of Hossana Town respectively. While Ambichogode primary school is found in Lemo Woreda. Three teachers and fifteen students from each school, in sum, 9 teachers and 45 students were participated in the pilot study process. The total number of the participants of pilot test was 54. Out of total, 52 of the distributed questionnaires for pilot purpose among the teachers and students were properly responded,

commented and returned back to the researcher. Two of the missed ones were those distributed among the teacher respondents.

The entire questionnaire distributed among the students for pilot test were properly completed and commented by the respondents. And its administration was done by the closer supervision of the researcher himself because he believes that children would require some assistance in the cases of ambiguity. Finally, it was collected back by the researcher himself because. All responses and comments were analyzed by categorizing them into favorable, unfavorable and neutral groups to be able to know the degree to which each question was supported either positively or negatively. On the basis of analysis of the result, some ambiguous questions were improved and re-stated.

After all these processes have been accomplished, communication was done with the Zonal and sampled Woredas officials and school principals to facilitate the process and set schedules in order to minimize the interruption of their regular work programs. According to the given program, sampled schools were visited by the researcher and respondents were identified from each school's registration lists and teacher's attendance book. From then on, systematic random sampling technique was employed to discriminate student respondents and simple random method was employed to get teacher respondents. After the sampling process was over, respondents were gathered in one pre-arranged class and orientation was given by the researcher. Both teachers and students were oriented and administration of questionnaires was conducted separately in different times. Therefore, administration of questionnaires took place in the presence of the researcher with closer supervision and assistance in the cases of ambiguity. Hence, all questionnaires were properly completed in both cases and collected back by the researcher himself.

Observation was also conducted according to the program arranged by the principals, teacher and observer. It was done for three subjects (Environmental Science, Aesthetics and Physical Education and Mathematics) for 15 to 20 minutes while lessons were being carried on utmost for one round only because of the temporal factor. These subjects were selected because the researcher assumes that they might contain some new scientific terms that vernacular language could not get their equivalent. So that he would be able to judge the degree of code-switch or

code-mixing during the classroom interaction. Therefore classroom observation was accompanied by observation checklist (see appendix E) and video-recording (not in all cases).

Interview was carried on with parents and educational officials' participants. Before interview was commenced, principles and procedures of the research from the point of view of the research ethics were read to the research participants. After the research participant's consent was gained, interview was carried on and it was tape-recorded. Transcription of interview was done side by side to the interview both in Hadiyyisa in parents' case and in English in educational officials' case.

Finally, after the data collection was completed, data were, categorized, tabulated and changed into frequencies and percentages. Analysis, interpretation and discussions were done by integrating data gathered through both quantitative and qualitative methods. Thus, concurrent nested technique (CresWell, 2003) was predominantly employed during the data collection and analysis. In the final part of the thesis, summary and conclusion were drawn and recommendations were stated.

3.6. Data Analysis

Data gathered through questionnaire, observation, and interview were edited, categorized, tabulated, transformed in to frequencies and percentages and transcribed. While data secured through interview were translated from vernacular language into English and transcribed. Analysis and discussion of data obtained in both quantitative and qualitative methods were carried out integrated. The analysis and discussions were focused on data of major issues. That is, some data were overlooked for that it was analyzed and discussed with other related issues.

As one can see from table 2, 66.7 % of respondent teachers were males. This indicates that more male teachers have participated in these research activities than their counterparts. When one sees this from the point of view of age category, the same table shows that 66.6% of teachers' respondents found in age group between 30 and 49 while only 10% of them lie in age category between 50 and 59. From this data analysis one can understand that the majority of teachers were relatively young age that would enable them to give longer service.

Regarding students respondents, the same table illuminates that 81(47.6%) of them were males and 89 (52.4 %) of them were females. This shows that a bit number female respondents participated in this study. Almost all 170 (100 %) of them lie between age category of 10-19.

Concerning the educational officials, all 10 (100 %) of respondents were males. Out of which 30 % of them lie between age categories of 40-49 while 70% of them found between age categories of 50-59. Regarding to the parents research participants, all 16 (100%) of them were males. Out of which 1(6.20%) of them found between the age group of 30-39 while 15(93.7%), of them were found between age group 40-60. From this, it is possible to understand that only 6.2% of parent respondents were relatively younger than the others

As to the qualification of the respondents, table 2 shows that 30 (100%) of teacher respondents were graduates from Teacher Training Institutes (TTIs). Therefore, the survey result indicates that primary schools in the research area were occupied by the teachers who were fit for the level when viewed from the point of the MOEs (2001) minimum standard required for that level. Concerning service years of the teacher respondents, majority, 21 (70%) of them have service years above 15 and below 29 while only 2 (6.7%) them have longer service that is above 30 years. Their counter parts with least service year also make only 6.7%. This implies that schools in the research area were predominantly occupied by teachers having better service and work experience

Regarding Educational officials, out of the total respondents, 70% of them were diploma holders while 30% of them were B.A/B.Sc holders. Concerning their service years, 20% of them lay between years 15 and 24 While 80% of them have service years ranging 25-34. Meaning more experience respondents were involved in this study.

Table 3: Respondents' distribution by their nationality and language

No	Categories	Variables							
		Teachers		Students		Educational officials			
		No	%	No	%	No	%	No	%
1	<u>Nationality</u>								
	• Hadiyya	29	96.7	163	95.9	10	100	16	100
	• Kambata	-	-	1	0.59	-	-	-	-
	• Amhara	1	3.3	6	3.51	-	-	-	-
	• Others	-	-	-	-	-	-	-	-
	Total	30	100	170	100	10	100	16	100
2	<u>Language (Mother tongue)</u>								
	• Hadiyyisa	29	96.7	170	100	10	100	16	100
	• Kambatisa	-	-	-	-	-	-	-	-
	• Amharic	1	3.3	-	-	-	-	-	-
	• Others	-	-	-	-	-	-	-	-
	Total	30	100	170	100	10	100	16	100

As indicated from the table 3, the majority of the respondents belong to the Hadiyya Nationality. For example, 29 (96.7%) of teachers, 163 (95.9%) of students 100% of educational officials and parent respondents were from the Hadiyya Nationality. The other nationalities like Amhara and kambata were quite marginal. Regarding the language category, one can read similar picture to that of nationality data exhibited on the same table. All 100% of students, educational officials and parents have reported that their Mother tongue (first language) was Hadiyyisa.

4.2 Opportunities in using Hadiyyisa as a Medium of Instruction

In this part, analysis and discussion of data obtained through interview from educational officials and parents were done first and then followed by the analysis and discussion of data obtained through questionnaires and observation from teachers and students related to the opportunities in using Hadiyyisa for instructional purposes.



4.2.1. Planning for Mother Tongue Education

Educational officials were questioned to give the general account about the opportunities, or promises that have promoted planning for implementation of mother tongue education (Hadiyyisa) in the primary schools of Hadiyya Zone.

Thus, concerning this question, two of the educational officials, heads of the teacher training and primary education and kindergarten sections of Hadiyya Zone Education Office share common views. Therefore, their responses were stated as follows. According to these respondents, the first opportunity that has induced Hadiyya Zone to launch Hadiyyisa as a medium of instruction was, the Nationality language policy of the country. Besides this, at the zonal level, high enthusiastic interest of the zonal administration at the beginning, high moral attitudes of Hadiyya intellectuals, better literacy level of the people and publication of books during the Literacy Campaign during the Dergue regime as well as experience retained from Literacy Campaign and accessibility of schools were the major opportunities that have facilitated implementation of mother tongue education (Hadiyyisa) as medium of instruction in this zone.

In connection with this, Educational officials were also interviewed two interrelated questions. These were to explain whether assessment related to attitudes of community towards the use of Hadiyyisa as a medium of instruction was done before it was put in to practice and how instructional language and script choice processes were conducted. These questions were raised in order to know type of attempts made to identify psychological readiness of the beneficiaries as one of the opportunities in implementing Hadiyyisa for instructional purposes.

In this regard, almost all the educational official respondents have common understanding in that assessment to know the interest of community in using Hadiyyisa for instructional purposes was made and the choice of the script was also done after long discussion and deliberation was conducted by the community members of Hadiyyisa speakers.. Hence, their responses were transcribed as follows: According to the educational officials' responses, before the commencement of mother tongue education, meetings were organized in order to gather public opinion. Participants of the meeting were delegates from different clans, government officials,

from religious institutions, elders, intellectuals and delegates from other neighboring nationalities members who live together with Hadiyyisa speaking people.

According to their report, agenda discussed on this meeting were, related with selecting possible instructional language and its script. Thus, Amharic and Sabean script on one hand and Hadiyyisa and Latin script on the other hand were proposed for discussion. According to the above mentioned respondents, this meeting was held in Hossana Town. On this meeting, professionals explained the merits and demerits if either of these suggested languages and scripts was used for instruction. Moreover, one of the educational official respondents, explained that “after long deliberation, the meeting was agreed with that Hadiyyisa to be a language of instruction and Latin script to be used for writing and reading in Hadiyyisa because of its pedagogical, political and psychological advantages”. Thus, according to him, pedagogically, students easily understand their lesson and classroom would be more active, politically, students will build self-confidence and proud of their identity and psychologically, they will acquient themselves easily to the educational environment.

In connection with this, parents were also interviewed to confirm their views whether or not they have participated in the process of selecting instructional language and its script. Therefore, one of the parents respondent (26-3-2007) responded as follows:

“Some times before Hadiyyisa was launched as a medium of instruction, Hadiyya intellectuals came from the Zonal and Woredas Education Offices and taught us about the importance of using Hadiyyisa and Latin script for instructional purposes. By that time, some individuals who were not from Hadiyya Nationality have claimed that Amharic should continue for instruction as it was before. However, after long explanation and discussion, all of us were convinced and accepted that Hadiyyisa to be offered in the primary schools of Hadiyya Zone as medium of instruction”.

In general, the above responses, show that attempts were made to gather public opinion and create awareness to promote the interest of the community towards the use of Hadiyyisa and Latin script in the instructional process.

Educational officials were also interviewed to explain whether they have standardized the language (Hadiyyisa) for instructional purpose. In this regard, almost all of the research participants have responded that language standardization was done. Moreover, one of the educational official research participants, in his explanation during the interview, mentioned that “standardization was done. And its process has involved educational professionals, teachers and other people who were delegated from different dialects of Hadiyyisa”. Therefore, again according to Tesfaye, the first step that was taken to standardize the language was collecting dialects' from the communities of different localities and preparing glossary of vocabularies. After that subject dictionary was prepared and distributed among the schools.

In connection with this, scholars such as Ferguson (1968), Nestupny (1970), and Jernudd (1973) have presented different approaches of language standardization. Thus, in their arguments, each of them has contributed approaches like graphization, standardization and modernization approach (Ferguson, 1968), cultivation and policy approach (Nestupry, 1970), and language determination and development approach (Jernudd, 1973). Nevertheless, dialect determination, solution of orthography consideration of the styles and correctness of language variables, the establishments of the spellings, adoption of writing system and the orthographic conventions are another Language constructs to be taken in to account during the standardization (Fasold 1984:246 -248).

Standardization of language is very essential in order to redress dialect confusion which would occur during the teaching learning process. Thus, the research result shows that attempts done to standardize or bring uniformity in reading, writing and pronunciation skills of Hadiyyisa. Moreover, according to the research participants, Preparation of subject dictionary, organizing glossaries of some scientific terms, preparation of proverbs and sayings etc in instructional language have contributed in maintaining standardization of Hadiyyisa.

Educational official were also interviewed in order to explain whether Hadiyya Zone has reference (base source) materials which would support implementation process of mother tongue education (Hadiyyisa) as an input during its initial stage and favoring opportunities. Concerning this question, respondents have mentioned that before mother tongue education was

started in the primary schools of the zone, Hadiyyisa was used for Literacy Campaign purpose. Taking this opportunity, some instructional materials were produced in Hadiyyisa for Literacy Campaign purpose in Sabeen Script. Thus, these materials and experience of experts who were engaged in Literacy Campaign activities were used as an input and ingredient in facilitating activities of mother tongue education to be practiced in the primary schools of Hadiyya Zone.

Generally, it is true that lack of source materials and experienced professionals would have impeding effect on the implementation process of mother tongue education. Preparation and translation of textbooks, teacher guides and syllabi need expertise knowledge and source materials for reference. As one can understand from the responses of research participants, Hadiyyisa had already assumed some of these advantages from literacy campaign. Thus, source materials and expertise knowledge were in its disposal and at the promising level to launch this program. Hence, in sum, research findings show that Hadiyyisa had already partially secured good advantage to commence it in the primary schools as a medium of instruction.

4.2.2. Teachers' Attitude towards Using Hadiyyisa as a Medium of Instruction

Thus, as has been mentioned in the preceding parts, teachers were questioned to judge situations related to opportunities in using Hadiyyisa for instruction.

Hence, in the following parts analysis of data obtained through questionnaires to the variables related to opportunities in using Hadiyyisa as a medium of instruction would be dealt.

4.2.2.1. Variables Related to teachers' Language Proficiency

This part tries to analyse teachers' responses regarding to their level of instructional language skill as one of the opportunities in teaching learning process

Table 4: Teachers' responses to the questions related to their proficiency level in instructional language (Hadiyyisa).

Very high (V.H), High (H), Medium (M), Low (L), Very low (V.L)

No	Categories	V.H		H		M		L		V.L		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Listening skill	29	96.7	1	3.3	-	-	-	-	-	-	30	100
2	Speaking skill	25	83.3	5	16.7	-	-	-	-	-	-	30	100
3	Reading skill	24	80	3	10	3.	10	-	-	-	-	30	100
4	Writing skill	19	63.3	9	30	2	6.2	-	-	-	-	30	100

Table 4 indicates teachers' responses regarding their proficiency level in the instructional language (Hadiyyisa). That focuses on the language skill questions of the teachers, which it was supported by 29 (96.7%) of teacher respondents by rating "very high " in their listening skills. Similarly, 25 (83.3 %) of the respondents rated that their speaking ability was " very high ", while only 5 (16.7%) of them have identified that their speaking ability was "high". Concerning the reading skill, 24 (80 %) of teacher respondents rated " very high " and regard writing skill, 19 (63.3%) of the respondents rated "very high", and other 9(30%) rated "high".

Hence, teacher's ability in instructional language (Hdiyyisa) to teach in it is very vital and is considered as one of the facilitating opportunities of mother tongue education. Therefore, it alleviates the difficulty in carrying out lessons effectively for a teacher who did not acquire skills in a language that he /she is ought to teach children. Hence, capacity of understanding and transmitting the content of subject matter by respective teachers heavily relies upon his /her language skills. Thus, research result shows that teachers of the research area had good skill in the instructional language and were ready to cope up with change happened in language of instruction.

4.2.2.2. Teachers Attitudes towards the variables related to the Instruction in mother tongue

This part deals with the analysis of data related to the feelings of teachers when Hadiyyisa is used for instruction

Table 5: Teachers' responses in using Hadiyyisa as a medium of Instruction

SA = Strongly agree, A = Agree, M = medium, D = Disagree, SD=Strongly disagree.

No	Categories	N=30 Responses corresponding to the scales											
		SA		A		M		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Teaching in Hadiyyisa was what I was dreaming for long	16	53.4	13	43.3	1	3.3	-	-	-	-	30	100
2	Learning in Hadiyyisa has a good pedagogical, psychological and politically opportunity for children	20	66.7	9	30	1	3.3	-	-	-	-	30	100
3	It is individuals and groups right to use mother tongue for instruction	26	86.7	4	13.3	-	-	-	-	-	-	30	100
4	Classroom is more warm and active when learners are taught in Hadiyyisa	18	60	10	33.4	1	3.3	-	-	1	3.3	30	100

One of the questions that teachers were questioned was related with checking the degree of their willingness in teaching through Hadiyyisa. It was stated as "Teaching in Hadiyyisa was what I was dreaming for long". Thus, 16 (53.4%) and 13 (43.3%) in sum, 29(96.07% of respondents have supported it positively by rating "strongly agree" and "agree" respectively. Therefore, this result shows that the majority of teachers were in desire that Hadiyyisa to be instructional language even before its commencement as a medium of instruction, which, this indicates that most of teachers were ready to welcome Hadiyyisa to be used as a medium of instruction.

Again teachers were questioned to judge whether learning in Hadiyyisa has pedagogical, psychological and politically opportunity for children. Concerning this question, as is indicated from table 5, 20 (66.7%) and 9(30%) of teacher respondents have rated "strongly agree" and "agree" respectively. Thus, in sum, 29 (96.7) of respondents have positively supported this statement. While only 1(3.3%) of respondents rejected its pedagogical, psychological and political benefits for the child of that vernacular language. Probably this percentage of students was in difficulty in learning through Hadiyyisa.

These research findings seem to be compatible with the argument of (Engle 1975, in Jackson, 1996:338). Engle discussed that students who learn to read in their native (vernacular) languages were generally more successful both in reading and in subject matter understanding than were

students who had learned to read in second language in which they were not fully proficient. Zaghoul Morsy (1984) again argues that questions of basic political rights, cultural identity, access to further education and employment, facility of transition from one linguistic context to another are remarkable phenomena of mother tongue education. In sum, the field result and literature have been mutually supported each other positively.

Teachers were also questioned to decide their position to the following question as one of the learning opportunities "it is individuals and groups right to use mother tongue as a medium of instruction." Regarding to this question, as one can see from table 4, 26(86.7%) of respondents rated "strongly agree" and 4(13.3%) rated "agree". In sum, 30 (100%) of respondents positively favored this statement. Therefore, research result proved that mother tongue education is individuals and groups natural and political right

In connection with this, Leslie Limage (1998:93) argues that the role of mother tongue instruction could not be under estimated in serving and shaping political attitude of a child. Therefore, enabling a child to be aware of his/her natural right mother-tongue education is paramount important in his/her social life. Therefore, it is human right to exercises for a child in a language that he start his first world (Zaghoul Morsy, 1984:7) In general, field results were supported by the scholars views positively in that mother tongue education is inevitable child's right to acquire a lesson. Respondent's decision and literature have positive correlation and promote mother tongue education as child's right and this seems practical among children of the research area.

Teacher respondents were also asked question related to the learners classroom situation while lesson was being carried on in Hadiyyisa that was stated as "classroom is warmer and active when learners were taught in Hadiyyisa ". In this case, 18(60%) and 10(33.4%) in sum, (93.4%) of respondents supported this statement by rating "strongly agree" and "agree" respectively. However, only 1(3.3%) rated "strongly disagree".

In connection with these question, the researcher also involved classroom observation for further understanding while lessons were running on three subjects (Environmental science, Math's and

Aesthetics and physical Education) utmost for one round in each 6 sampled schools in the randomly sampled sections from grade four for 15-20 minutes. That is 18 sessions (3 periods in each school) were observed. During this time, researcher has observed different points by using observation checklist that was produced for this purpose.

The researchers focus was on the learners' ability how to ask and answer questions in the instructional language and teachers' command of the instructional language and his ability to simplify the subject matter in a way that children can understand the lesson. Here the researcher was convinced to say that learners and teachers were able to communicate at ease in instructional language. Students were found asking questions and answering to the questions that they were asked. Though the time used for observation was short, the researcher has noticed some important things being done in the classroom. That is, most of the teachers were found encouraging their students to perform group works, independent activities and checking class works and homework. Meanwhile some deficiencies were also observed. For instance, questioning and answering was in mass. However, though it was short period, the researcher was able to get general picture about learners and teachers interaction situation in instructional language. In general, both classroom observation and research participant responses witnessed that classroom was relatively active and interaction between teachers and students was found to be high when students learning in Hadiyyisa.

4.2.2.3. Teachers Perception to the Variables Related to using Hadiyyisa as Language of Wider Communication

In this part, the study tries to reveal the degree to which Hadiyyisa was used by teachers and students inside and outside the classroom as well as professional support done by the Educationists.

Table 6: Teachers perception towards use of Hadiyyisa as a language of wider Communication

No	Categories	N=30 Teachers' responses											
		V.H		H		M		L		V.L		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Students' ability to communicate with their parents about what they have learned in Hadiyyisa	10	33.4	8	26.7	7	23.3	4	13.3	1	3.3	30	100
2	The degree of using Hadiyyisa in side the classroom	16	53.3	8	26.7	4	13.3	-	-	2	6.7	30	100
3	The language most used for communication in your school out side the class room												
	• Hadiyyisa	23	76.7	4	13.3	3	10	-	-	-	-	30	100
	• Amharic	0	0	1	3.3	16	53.3	8	26.7	5	16.7	30	100
4	Professional support on language instruction issues from woreda or Zonal educational professionals.	7	23.3	7	23.3	10	33.3	2	6.7	4	13.4	30	100
5	The degree of teachers' interpersonal interaction to develop skills of instructional language	10	33.3	12	40	8	26.7	-	-	-	-	30	100
6	The participation of professionals in selecting script	7	23.3	12	40	11	36.7	-	-	-	-	30	100

Table 6 describes teachers' perception in using Hadiyyisa as a language of communication (interaction) and attempts made to develop the language. In relation to this, one of the questions raised was to identify the degree of students' ability to communicate through Hadiyyisa with their parents on the issue of education. Pertaining to this question, 10 (33.4%) and 8 (26.7%) in sum, 16 (60.1%) of respondents agreed that students ability to communicate with their parents on the educational issues was "Very high" and "high" respectively. Where as only 5 (16.6%) of them rejected it by rating "low" and "very low" respectively for reason that they did not identified in this study. This result shows that learners- parents' relation ship in instructional issues was enhanced since Hadiyyisa was on use for instructional purposes.

Teachers were also asked how often they use instructional language (Hadiyyisa) inside the classroom. This question was supported by 16 (53.3%) and 8 (26.7%) in sum, 24 (80%) of teacher respondents by rating "very high" and "high" respectively. Where as insignificant amount, that is 2 (6.7%) of the respondents have judged that it was "very low". Therefore, it shows that Hadiyyisa was highly used by the majority of teachers.

Teacher respondents were also questioned to decide the degree to which Hadiyyisa is used out side the classroom "which language was most used for communication out side the classroom".

In this case, alternatives were given to the respondents to decide their position. In this regard, majority 27 (90%) of respondents confirmed that Hadiyyisa was used "very high" and "high" outside the classrooms. But 1 (3.3%), 16 (53.3%), 8 (26.7%) and 5 (16.7%) of the total respondents have confirmed that the usage of Amharic outside the classroom was "High", "Medium", "low" and "very low" respectively.

This shows that both classrooms and outside classroom interactions were dominantly done in instructional language (Hadiyyisa). The degree of use of instructional language both outside and inside the classrooms by the teachers would have its own effect on students' interest in using instructional language either by promoting or by discouraging. If teachers were found using instructional language enthusiastically, learners would be more encouraged to use instructional languages with better interest. This has been proved that from the responses of some informally interviewed students that says "we are happy when our teachers speak our language"

In connection with this researcher also has tried to observe the situation formally and informally inside and outside the classroom. For example, classroom observation was done in 3 urban and 3 rural schools for 3 periods in each school. That is 18 periods or teachers were visited in 6 schools. During urban class observation, 3 (16.7%) code-switches were registered while in the rural schools 2 (11%) code-mixings were registered (see appendix H). Hence, as one can see from this data, though code-mixing and code-switching situations were prevalent at negligible rate, the usage of Hadiyyisa both outside and inside the classroom was high both in urban and rural settings. In relation to this, Fasold (1984) contends that sociolinguistic variation implies that speakers have a chance to choose among language varieties. This choice may be between using one language and another depending on the situation (code-switching, whether or not to use elements from one language while speaking another language (code-mixing) or among the myriad variants within a single language system.

In the primary schools of the research area, during the observation, the researcher perceived that some scientific English words, which do not have local equivalent, were found being used by mixing with instructional language at negligible frequency. Amharic was also found being used rarely during instruction in the classroom in urban sides whereas in the rural schools the use of

Amharic was insignificant even outside the classroom. Therefore, as one can see from table 6, survey result shows that Hadiyyisa was used relatively highly by the teachers and students both inside and outside the classroom.

Teachers were also questioned to identify the degree of professional support rendered by Zonal or woreda Education professionals on the issues of instructional language- Hadiyyisa to teachers. This question was supported by 7 (23.3%) and 7 (23.3%) in sum, 14 (46.6%) of the respondents by rating "very high" and "high" respectively. while remaining 2 (6.7) and 4 (13.4) in sum, 6 (20.1%) of respondents rejected it by rating "low" and "very low" respectively. 10 (33.3%) of them have decided that professional support offered was "medium". This research result indicates that professional support given to teachers was insufficient.

Similar question was also raised to the Educational officials during the interview. Thus, to this question, one of the educational officials (28-3-2007) responded as follows:

"During the initial periods, however, in-service (short term trainings) were given for teachers continuously for a week or even more. Experts were also assigned to visit schools, evaluate classroom activities and give feed back for teachers on the spots, correct weaknesses and help teachers to improve their language as well as content competence. Bring feed back to the offices for discussions and improvement. Text books were also evaluated. Ambiguous vocabularies were collected and meanings were given by the language committee and then feed backs were sent to schools. Besides this, training was given in the TTIs for student teachers. But with advance in time most of these activities were abandoned because of the structural shrinking in curriculum development and Research department of the zonal education office".

Based on the above description, one can understand that both teacher respondents and educational officials have common view that insufficient professional support was offered for teachers to help the implementation of instructional language.

Another question that teacher respondents were asked was to judge the degree of teachers' interpersonal interaction was maintained to develop skills of instructional language (Hadiyyisa). This question was raised in order to know whether teachers were able to share their

experience since it is commonly true that different people have different level of know-how and skills. Hence, it was assumed that such interaction might contribute in developing language competence. Thus, 10 (33.3%) and 12 (40%) in sum, 22 (73.3%) of respondents have rated "very high" and "high" respectively. In general terms, making relation between the professionals who own different experiences is invaluable asset from which one can gain and give ideas and knowledge. Hence, interpersonal relation would have a great value mainly in the educational sphere. It helps teachers to cope up themselves with recent information and technologies which would assist them for instructional activities. Therefore, the above research result implies that the relation between the teachers in one or another way to develop their skills of instructional language in the research area was high and promising.

The same table also treats question raised to the teacher respondents regarding the participation of professionals in selecting script used to write Hadiyyisa. Though it seems quite clear that professionals would participate in script selection, it could be also violated in some cases and politicians would substitute professionals' activities. Therefore, the theme of this question was to identify the role of professionals in the research area in these activities. Thus, this statement was supported by 16 (53.3%) and 8 (26.7%) in sum, 24 (80%) of teacher respondents by rating "very high" and "high" respectively. In general, majority of the respondents were agreed that script selection was done by the professionals.

Educational officials were also interviewed similar question to the above one. Their responses also proved that professionals were participated in script selection in Hadiyya Zone. Again another educational official respondent mentioned that, the script used to write and read in Hadiyyisa was selected by the professionals after meetings and dialogues were organized. On the meetings, the opinions of elders, intellectuals of Hadiyya nationality, professionals from different governmental offices, delegates of Religious Institutions and experienced professionals who were working in the ministry of Education were gathered. Besides this, the experience of Oromifa who had already started implementation before Hadiyyisa was used as one of the inputs. On the basis of this deliberation, Latin script was selected by the professionals and participants of the meeting that was held at the venue in Hossana Hospital (now queen Elenei Hospital).

Regarding its orthographic and phonological merits and demerits when used in Hadiyyisa, intensive deliberation and explanation was done by the language professionals and members of the meeting. According to one of the educational official research participant responses, the merits and demerits of Sabeian script was discussed in comparison with Latin script by the meeting. However, Latin was selected because of its advantage in that; it was easy to read words according to the pronunciation used by Hadiyyisa with out any confusion. It is difficult to read and write Hadiyyisa in Sabeian Script in a way that people of Hadiyya call wards. According to the Hadiyyisa -English dictionary (1996 E.C), the sound of the vowels doesn't alter in different words like in English. For instance in English the same "a" can have different sounds in different words like: ate, all, at...Etc. But in Hadiyyisa the vowel "a" is read the same in all cases. For example, Baxo, baba, bare...etc. The long vowels produce long sounds and similar in all cases. When consonants are doubled stressed sound is produced. For example, bala = the letter "l" is read as hello in English and balla = in this case the letter "l" is read as tall in English. Such problems were solved by using Latin script to write and read in Hadiyyisa. However, the respondents also mentioned that Sabeian script failed to be used in Hadiyyisa because of its numerous alphabets and difficulty in reading and identifying stressed and loosen words (see appendix G).

In general, as has been discussed above, 80% Of teachers and almost all educational official research participants supported that script used to write and read Hadiyyisa was selected by the participation of professionals after hot dialogue and deliberation was held. In connection with this Fishman, Ferguson and Das Gupta (1968:88) as cited in Workalemahu (2004) stated that choice of script for a language is some thing which required an intensive study of the language and it must be done by specialized linguistics and educators who must be given sufficient time to carry out this task before teaching begins.

Moreover, the type of the script which would be selected must bear the following attributes linguistically. According to Care, Berry in Waqshum, cited in Muluneh (2000), firstly the script should represent the language economically consistently. Thus, every letter should stand for the same sound through out the system. Secondly, the script typography should suit to the needs of modern techniques of graphic representation. In Fishman (1968) in connection with this,

UNESCO advises that in case where different languages are used at different levels of education (primary and secondary), it is advantageous to students if both languages share the same script in order to save a time that might be wasted in learning new script for the second language.

On top of the above research result, it is possible to say that the steps taken in the research area to choose aforementioned script have pedagogical advantage for the children learning in the primary schools of this zone and followed some how an appropriate direction.

4.2.2.4. Teachers Opinion to the Variables Related to Their Participation in Preparation of Instructional Materials in Hadiyyisa

This part will treat the degree to which teachers contributed in preparation of instructional materials used in the primary schools of the research area.

Table 7: Teachers' responses related to participation in preparation of curricular activities.

No	Categories	N=30 Responses corresponding to the scales											
		SA		A		M		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Teachers participation in preparing teaching materials development of text in Hadiyyisa was high	10	33.3	5	16.7	6	20	7	23.3	2	6.7	30	100
2	Teachers' participation in preparation of supplementary teaching materials in Hadiyyisa (teaching aids, children's literature, stories, puzzles etc...)was low	5	16.7	5	16.7	16	53.3	2	6.7	2	6.7	30	100
3	Teachers' participation in evaluation of teaching materials prepared in Hadiyyisa. Was high	2	6.7	5	16.7	20	66.6	1	3.3	2	6.7	30	100

Table 7 treats teachers' reaction in regard with their participation in preparing curricular activities. Some scholars believe that curriculum preparation and planning should involve teachers, students and parents (Hilda Taba, 1962, Ralph Tyler, 1949, as cited in Derebssa Dufera, 2004). Hence, the participation of these elements would make respective curriculum more viable and useful among the beneficiaries. Researcher of this paper strongly believes that particularly mother tongue education should involve or get contribution from the above mentioned elements

at least by delivering their opinions. On the other hand, this also related with the question of opportunities to man power that would contribute to the preparation of reasonable curricular materials.

On top of this, different interrelated questions were raised to teacher respondents to judge the degree of their participation in the curriculum preparation, translation and evaluation.

Hence, as it is shown on table 7, the first question raised to the teacher respondents was to judge the degree of their participation in preparing teaching materials in Hadiyyisa. Regarding this question, 10 (33.3%) and 5 (16.7%) in sum, almost half 15 (50%) of the respondents supported it positively by rating "very high" and "high" respectively. Whereas 2 (6.7%) and 7 (23.3%) in sum, 30% of them have rejected this statement by rating "very low" and " low" respectively. This result still implies that teachers' participation in preparation of instructional materials was insignificant.

Another question that teacher respondents were questioned was to judge the degree of their participation in the preparation of supplementary teaching materials (stories folktales, puzzle etc...) in Hadiyyisa. In this regard, as has been depicted on the same table 5 (16.7%) and 5 (16.7%) In sum,10 (33.4 %) of teacher respondents rated "very high" and "high" respectively. However, almost half 16(53.3%) of them rated it "medium". On the basis of these findings, it is possible to say that teachers' participation in preparation of supplementary teaching materials in mother tongue (Hadiyyisa) was less.

Teachers respondents were also questioned to rate the degree to which teachers participate in evaluating teaching materials prepared in Hadiyisa. This was supported by insignificant figure 2 (6.7%) and 5 (16.7%) in sum, 23.4% of teacher respondents and rejected by 2 (6.7%) and 1 (3.3%) in sum, 3 (10%). However, a considerable amount of the respondents 20 (66.6%) judged that the participation of teachers in evaluation of teaching materials was "medium".

On the other hand, educational officials were also interviewed similar question to substantiate the degree to which teachers were participating in preparation, translation and improvement of teaching and supplementary teaching materials prepared in Hadiyyisa. Thus, almost all educational official participants responded that the preparation, translation and improvement of

instructional materials were done by the participation of teachers and educational professionals who have better educational background, language proficiency in Hadiyyisa and who have good experience in this sphere. Nonetheless, only few TTI graduate teachers were participated particularly in preparation, translation and, improvements of Aesthetic and physical education subject.

However, according to one of educational official respondents, evaluation of the program was done only by the Ethiopian National Baseline Assessment programs on grade 4 on the subjects like Nationality language (Hadiyyisa), Math's and Environmental Science. The research informant, in his further elaboration again mentioned that, the zonal and national result of these three subjects was identified during this survey. That is at national level, in Mathematics; the mean was 39% while at zonal level it was 33%. In Environmental Science that national mean was 48% while zonal mean was 44% and in Mother tongue (Nationality language) national mean was 3 % while zonal mean was 58% "Therefore, he said again that this result shows that mother tongue instruction was at promising status when compared with previous conditions of the zonal education system. Again according to educational official respondents, teachers and educational professionals were participated in evaluation of contents of text books in different subject and results were also reported to the zonal offices and regional education bureau.

In conclusion, as one can observe from the teachers responses and educational officials interview results, teachers' participation in preparation and evaluation of teaching materials prepared in Hadiyyisa was not sufficient. The researcher believes that the participation of teachers in preparation, translation and evaluation activities of the instructional materials is paramount important. Because, it is a teacher who is the closest person to the instructional materials and knows existing problems in the textbooks and other related instructional issues. Therefore, teachers' suggestions and comments are more reliable and viable than any one else. In *general, research* result shows that teachers' participation in the preparation and evaluation of instructional materials was insufficient.

4.2.2.5. Variables Related to Parents Participation in Educational Affairs

Here, teachers' judgement regarding parents' feelings and degree of participation in assisting their children in educational activities as a result of using mother tongue for instructional purpose will be dealt.

Table 8: Teachers perception related to parents' participation in using Hadiyyisa as a medium of Instruction.

No	Categories	N=30 Teachers' Responses regarding parents participation											
		SA		A		M		D		SD		Total	
		F	%	f	%	F	%	F	%	F	%	F	%
1	Parents feeling towards use of Hadiyyisa as a medium instruction was promising (positive)	14	46.7	9	30	4	13.3	-	-	3	10	30	100
2	Parents assistance to their children in academic issues in the schools by consulting teachers and checking, their achievement was low	6	20	5	16.7	13	43.3	2	6.7	4	13.3	30	100
3	Parents' assistance to their children at home in performing home works and during study was improved because of the use of Hadiyyisa as a medium of instruction.	8	26.7	19	63.3	-	-	-	-	3	10	30	100
4	Parents' school relation was weakened since Hadiyyisa was on use for instruction.	3	10	-	-	1	3.3	11	36.7	15	50	30	100

Table 8 deals with the teachers' perception regarding parents' participation in the curricular activities run in Hadiyyisa.

In connection with the parents support to their children, some scholars like William Francis Mackey (1984) argue that "Schools do not have monopoly on education. Pupils learn much from their parents and more from society. Nor do the state and its school hold a monopoly on language and its uses".

Therefore, teacher respondents were questioned 4 interrelated questions with understanding that mother tongue education is one of the opportunities that would attract parents to the school and creates bridge between school and parents. Thus, the first question raised to teacher respondents

in this respect was to judge parents feeling when Hadiyyisa is used for instruction. It was stated as "parents' feelings towards use of Hadiyyisa as a medium of instruction was positive". In this regard, 14 (46.7%) and 9(30%) in sum, 23 (76.7%) of respondents supported by rating "strongly agree" and "agree" respectively. However, only 3 (10%) of respondents rejected it by rating "strongly disagree".Therefore, this indicates that the majority of parents support instruction in Hadiyyisa.

Another question raised to teacher respondents in connection with this was judging the degree to which parents' assist their children in academic issues in the schools by consulting teachers and checking their academic performances. Pertaining to this question, as one can perceive from table 8, 6 (20%) and 5 (16.7%) in sum, 36.7% of teacher respondents have expressed their judgment positively by rating "strongly agree" and "agree". Where as only 6 (19.7%) of them rejected this statement. 14 (43.3%) of them have judged it "medium". In conclusion, parents' assistance to their children's at schools seems to be low.

Question related with judging the degree of parents' assistance to their children at home because of the use of Hadiyyisa as a medium of instruction was also raised to teachers. In this regard, almost all 8 (26.7%) and 19 (63, 3%) in sum, 90% of respondents have supported it by rating "strongly agree" and "agree" respectively. Where as only 3 (10%) negated this statement by rating "strongly disagree". This result indicates that parents' assistance at home as result of using Hadiyyisa as a medium of instruction was high for the reason that they can speak the same language.

Teacher respondents were also asked to judge the degree of relation to which parents and schools maintain. In this case as one can see from the same table, item 4, 15 (50.6) and 11 (36.7%) in sum, 87.3% of respondents rejected this statement by rating "strongly disagree" and "disagree" respectively. Where as only 3 (10%) supported by rating "Strongly agree". Therefore, from this analysis one can understand that relation between schools and parents was maintained strongly as a result of using Hadiyyisa in the primary schools of Hadiyya Zone.

In general, the research result illuminates that mother tongue education strengthens parents' school relationship in that parent feel responsibility regarding the schools affairs. In relation to

this, Makinguchi, (1989: 19-20) as was cited in Workalemahu (2004) argues that parents participation in school planning is imperative. Because of this, most families send their children off to school as soon as possible the children reach school age. The participation of community in the Planning and implementation process is necessary to increase the relationship between the school and community (ibid). Hence, the research result is strongly supported by the literature. Therefore, in the research are, according to the research result, school-parents relation was positively maintained because of the use of Hadiyyisa as a medium of instruction.

4.2.3. Variables Related to Interraction in Hadiyyisa

In this part, students attitudes related to their understanding level when learn in Hadiyyisa and degree of its use would be treated.

4.2.3.1. Students Attitudes Related to their Understanding Abilities when Learn in Hadiyyisa

This part deals with students ability to understand the lesson when learn in vernacular language and the degree of their language skills and the range of its use.

Table 9: Analysis of learners attitudes related to opportunity to understand subject matter and communicate in the classroom when learn in Hadiyyisa.

No	Sub categories	N = 170 Responses corresponding scales										Total	
		Very High		High		Medium		Low		very low			
		F	%	F	%	F	%	F	%	F	%	F	%
1	Your understanding ability of subject matter. When learn in Hadiyyisa	143	84.1	18	10.7	9	5.3	-	-	-	-	170	100
2	Your ability to communicate in the class with your teacher in Hadiyyisa (questioning, answering, self expressing)	124	72.92	32	18.82	14	8.24	-	-	-	-	170	100
3	Your ability to communicate with your peers in the class room in Hadiyyisa	110	64.7	36	21.2	18	10.6	6	3.5	-	-	170	100
4	Your writing ability in Hadiyyisa	129	75.9	28	16.5	11	6.5	2	1.1	-	-	170	100
5	Your reading ability in Hadiyyisa	138	81.2	19	11.2	13	7.6	-	-	-	-	170	100
6	Your need to learn where instruction is not in Hadiyyisa	24	14.10	15	8.80	18	10.6	36	21.2	77	45.3	170	100
7	The degree of using Hadiyyisa outside the class room	104	61.17	29	17.06	14	8.23	10	5.9	13	7.64	170	100

Table 9 elucidates the reaction of student respondents pertaining to the degree of the understanding the subject matter and ability to communicate through Hadiyyisa inside the

classroom. In connection with this students were questioned to judge their understanding ability when learned in mother tongue (Hadiyyisa). Hence, as one can perceive from table 9, 143 (84.1%) and 18 (10.7%) in sum, 161 (94.78%) of respondents supported this statement positively by rating "very high" and " High" respectively while only 9 (5.3%) rated "medium". Therefore this shows that students of research area can do better in their lesson when learn in Hadiyyisa.

Students were also questioned to judge the degree of their abilities to communicate in the classrooms with their teachers (questioning, answering and self expressing) in Hadiyyisa. This question was supported by, 124 (72.92 %) and 32 (18.82%) in sum, 91.74 % by rating "very high" and "high" respectively while only 14 (8.24) of the respondents rated "medium". From this, one can understand that students can express them selves easily when learn in their mother tongue (Hadiyyisa).

Students were also questioned to judge the degree of their communication with their peers inside and out side the classroom in Hadiyyisa. Pertaining to this question, 110 (64.7 %) and 36 (21.2%) in sum, 146 (85.9 %) of students respondents favored it positively by rating "Very high" and " high". 18 (10.6) of them rated "medium". Whereas 6 (3.5%) of the respondents judged that it was "low". This shows that majority of the students have agreed that their ability to communicate with their peers in Hadiyyisa inside and out side the classroom was high.

Therefore, it is possible to say that when language is used frequently for communication and instructional purposes, both inside and out side the classroom, by learners and teachers, their language competence would be enhanced and desired instructional goal would be attained. The research result also reveals that language barrier which would inhibit communication between teachers and students, students and students both inside and out side the classroom was avoided because of the use of mother tongue for instructional purposes and learners were able to express them selves easily in their mother tongue in the research area.

In connection with this, Fishman (1968:691) contends that "on educational grounds we recommend that the use of the mother tongue be extended to as late a stage in education as possible. In particular, pupils should begin their schooling through the medium of the mother tongue, because they understand at best and because to begin their school life in mother tongue will make the break between home and school as small as possible". Therefore, students'

responses confirm that Fishman's arguments was viable in that learner can understand when learned in his/her first language.

In connection with this, students were also questioned to judge the degree of using mother tongue (Hadiyyisa) outside the classroom. This question was forwarded in order to know how often students were using Hadiyyisa though it seems quite fact. Thus, it was supported by 133 (78.23 %) of students respondents. And was rejected by 23 (13.54%) of respondents. This indicates as there were some students that would not use Hadiyyisa frequently out side the classroom

Students were also asked to judge their reading and writing abilities in Hadiyyisa as is depicted on table 9, 92.4% of respondents rated "very high" and "high" respectively whereas insignificant percent 2 (1.1%) of them rejected it by rating "low". Hence, the research finding elucidates that 92.4% of students were able to write and read efficiently in Hadiyyisa.

In connection with this question, researcher also has tried to observe their reading and writing abilities during the class room activities while classes were going on. This was an event that researcher had an opportunity to know closely about the teachers and students abilities in reading and writing. To be honest, in most cases most of the students were very fast and fluent in reading and writing in Hadiyyisa. For instance, 5, in sum, (5x6=30) students from each observed sections were arbitrarily selected and were given a paragraph of 120 words reading and writing assignment. 5 minutes for reading and 10 minutes for writing were allocated. Therefore, on this basis, the following results were registered. From urban schools, 66.7% of students were rated "high" because they have finished reading paragraph less than given time. Similarly, 80% of rural students finished their reading task before the given time. As to writing skill is concerned, 80% of urban students finished it before the given time and 53.3% of them wrote it accurately and rated "high". Regarding rural school students, 73.3% of them finished it before the given time and rated "high" while 53.3% wrote accurately (see appendix H).

Therefore, the research result clearly shows that students from both urban and rural settings were able easily to perform reading and writing in Hadiyyisa. Though one can see negligible degree of

difference retained in both cases, and yet, the majority of them performed better in reading and writing in Hadiyyisa in both settings.

Students were also questioned in order to judge their interest in learning in the schools where Hadiyyisa is not a medium of instruction. Thus, 24 (14.10%) and 15 (8.8%) in sum, 39 (22.9%) rated "very high" and "high" respectively. Whereas 77 (45.3%) and 36 (21.2%) in sum, 113 (66.47%) of respondents rejected this statement by rating "very low" and "low" respectively. Then, one can understand from this that the majority of learners do not will to change their schools from where Hadiyyisa was instructional language. This indicates that, majority of the students have showed their positive interest in using Hadiyyisa.

In connection with this, student respondents were also questioned in the open ended part of the questionnaire to write their reasons why they do prefer that particular language for instructional purpose and want to change schools from where Hadiyyisa was given as a medium of instruction or remain in continuing in the same language. As far as research findings show, some of them need to learn in Amharic because they think that students who learn in Amharic were brilliant in their academic career. Others replied that learning in Hadiyyisa makes them work only in Hadiyya Zone. Therefore they think that they can't move to other parts of the country in search of job opportunities after completion of their education. Still others responded that they want to learn in the schools where English is medium of instruction. This group reasons out that they want to know English because they want to be able to communicate in English when they go abroad (over seas).

Again related question was forwarded to student respondents to judge their parents feeling or choice of instructional language. In relation to this Taylor (1973: 43) mentioned that the most important environment influence which affects Lerner's attitude towards language used for instruction is believed to be the support and sympathy he has given at home.

Therefore, parents influence on learners' interest towards learning language is considered to be one of the significant phenomena although learners' internal interest is another basic factor that affects students' attitudes in choosing his/her instructional language. Concerning this question, students were assigned four alternatives to decide their parents' choice on behalf of them. The researcher assumes that student may know their parents' feelings towards their instructional

language. Thus, 126 (74.10) of them decided that their parents choice for their instruction was Hadiyyisa. 19 (11.6%) of student respondents judged that their parents choice was Amharic. Where as 26 (14.7%) of them have decided that their parents choice was English for their instruction. As has been described above, the research findings vividly elucidate that majority (74.1%) reported that their parents' choice was Hadiyyisa. In general, according to students report, the survey result shows that Hadiyyisa was accepted by the majority of parents of the research area to beuse as a medium of instruction.

4.2.3.2. Variables Releted to the Students Feelings in Instructional Language

Under this topic, students' judgement regarding their interest in instructional language would be analyzed

Table 10: Analysis of students' attitude to the questions related to self-confidece when learn in Hadiyyisa

No	categories	SA		A		M		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Learning in Hadiyyisa makes me happy to got school because it is easy to understand the lesson	145	85.3	11	6.5	7	4.1	-	-	7	4.1	170	100
2	When I learn in Hadiyyisa, my parents assist me at home on my home work& study	116	68.23	24	14.1	20	11.8	3	1.76	7	4.11	170	100
3	Learning in Hadiyyisa (mother tongue) makes me feel self-confidence.	101	59.4	29	17.05	20	11.8	10	5.9	10	5.9	170	100

Student respondents were also questioned to judge their feelings towards education in Hadiyyisa. In connection with this, students were asked that "learning in Hadiyyisa makes me happy to go to school because it is easy to understand the lesson when I learn in Hadiyyisa". Concerning this question, as one can see from table 10, almost all, 145 (85.3%) and 11 (6.5%) in sum, 91.8% of respondents supported this statement by rating "strongly agree" and "agree" respectively. Whereas 7 (4.1%) of the respondents rejected it by rating "strongly disagree".

In general, the above research findings show that majority of the students were happy when they learn in Hadiyyisa because they can easily understand the lesson when they learn in it

Students' respondents were also questioned that "when I learn in Hadiyyisa my parents assist me at home on my home work, study and questions" This question was supported by, 116 (68.23%) and 24 (14.1%) in sum, 140 (82.33%) student respondents by rating "strongly agree" and "agree" respectively. It was rejected by insignificant figure 5.87% of students. This implies that parents contribute a considerable part on children education because of using Hadiyyisa as a medium of instruction. In relation to this scholars like William Francis Macky (1984) schools do not have monopoly on education but students can learn much from their parents and more fro societies. Hence, in the final sayings, research result was found supporting the significance of the Hadiyyisa in strengthening students-parents relation on academic issues.

Students were also questioned to judge whether learning in Hadiyyisa makes them feel self-confidence. In this regard, 76.45% of respondents reacted positively by rating "strongly agree" and "agree" respectively. However, insignificant part of students (17.7%) rejected it for the reason that they did not identified. Therefore, the research result shows that learning in Hadiyyisa helped children of the research area to develop self-confidence so that they will express themselves confidently in their future life.

To sum up this part, the research findings obtained from educational officials, teachers, students and parents in relation to opportunity, in usind Hadiyyisa revealed that already existent expertise knowledge, material and experience retained from Literacy Campaign, relatively adequate trained man power that would prepare instructional materials and teach students in the vernacular language, National Education Policy, psychological readiness of communities of the research area to accept Hadiyyisa as an instructional language and enthusiastic feeling of the local government authorities at the initial stage were considered as some of the major research findigs to opportunities of implementing Hadiyyisa as a medium of instruction on one hand, and students ability to easily understand the lesson in Hadiyyisa, creation of self-confidence and self-esteem in students, and parents ability to assist their children in Hadiyyisa were also opportunities identified by the study on the other hand.

4.3. Challenges in using Hadiyyisa as a Medium of Instruction

This part deals with analysis of data collected from educational officials, teachers, students and parents related to challenges faced during implementation of Hadiyyisa in the primary schools of research area. Thus, qualitative data was analyzed first and then followed by integrated analysis of both quantitative and qualitative data.

4.3.1. Challenges Related to Planning for Mother Tongue Education

In connection with this, educational officials were interviewed one general question to explain if there were problems that were faced by the research area while implementing Hadiyyisa as a medium of instruction.

To this question, their responses were transcribed in the following manner. They mentioned that time shortage for both choice of script and preparation of instructional materials, lack of sufficient experienced professionals in translation and preparation work of the instructional materials at the beginning and inadequate training of the teachers to begin with, as some of the challenges that were confronted. Educational research participants in their extended discussion again mentioned that failing to use Hadiyyisa for official purpose in the different zonal offices was another challenge that was faced by the zone during the implementation of Hadiyyisa.

4.3.2. Challenges in Using Hadiyyisa for Instruction

In connection with the challenges of using Hadiyyisa as a medium of instruction, teachers and students were also questioned to judge existing situation in the primary schools of research area. Therefore, the data obtained through questionnaire were analyzed as follows.

4.3.2.1. Teachers Attitudes towards the Variables Related to Training

This part deals with teachers attitudes in connection with training and orientation done how to use Instructional Language in the research area.

Table 11: Analysis of Teachers' responses to the questions related to Training and Awareness Creation in using Hadiyyisa for Instruction.

No	Alternatives	N = 30 Responses					
		Yes		NO		Total	
		Number	percent	Number	percent	Number	percent
1	Do you think there was training about how to use Hadiyyisa as a medium of Instruction?	29	96.7	1	3.3	30	100%
2	Did you participate in any training regarding mother tongue education implementation	29	96.7	1	3.3	30	100%

Table 11 indicates reaction of teacher respondents to the questions raised in relation to preparation and organization of training and awareness creation for teachers about the use of instructional language. This question was raised by presuming that training of teachers in instructional language would be one of the challenging factors since it could not be overlooked in educational activities

In this connection, teacher respondents were questioned to make sure whether training was organized about how to use Hadiyyisa as a medium of instruction and their participation condition. As one can see from the above table, both questions were supported by almost all 29 (96.7%) of respondents by remarking "Yes" while negligible number 1 (3.3%) rejected it. Therefore, this indicates that almost all teachers were trained how to teach in Hadiyyisa

4.3.2.1.1. Variables Related to Duration of Training

This part deals with time span that teachers were participated in training how to use instructional language

Table 12: Respondents Distribution by Training order

No	Time span of Training	No.	%
1	Short term in service (one week -month) training	19	63.3
2	Long term (one year pre-service TTI) Training	10	33.4
3	None trained	1	3.3
	Total	30	100

Table 12 depicts that the majority 19 (63.3 %) of teachers had one week to month training as compared to almost one-third of teachers have reported that they had one year training.

4.3.2.1.2. Teachers Perception towards the Training Process on how to use Instructional Language (Hadiyyisa)

This part evaluates the training process through which teachers have passed.

Table 13: Teachers responses to the questions related to training process

No	Categories	N=29 Responses corresponding to the scales											
		V.H		H		M		L		V.L		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Your interest in training	20	69	5	17.2	4	13.8	-	-	-	-	29	100
2	The degree of independent work during training	7	24.1	14	48.3	4	13.8	4	13.8	-	-	29	100
3	The degree of team work	8	27.6	10	34.4	5	17.3	5	17.3	1	3.4	29	100
4	Your trainers experience in Hadiyyisa	10	34.5	11	37.93	7	24.13	1	3.44	-	-	29	100
5	Your trainers proficiency in Hadiyyisa	6	20.7	12	41.4	8	27.6	3	10.3	-	-	29	100
6	The chance for continuous professional development	3	10.3	7	24.13	12	41.4	7	24.13	-	-	29	100

Table 13 shows teachers' perception towards the training process on how to use instructional language (Hadiyyisa) for instructional purposes. The responses performed on this table were only for those who participate in training. Therefore, it excludes one respondent who has responded that he did not participate in any form of the training in Hadiyyisa.

As has been indicated on table 13, questions 1, 2,3,4,5 were supported by 86.2%, 72.4%, 62%, 72.4%, and 62% respectively by rating "very high" and "high". Nonetheless, question item number 6 was supported by only 34.43% of teacher respondents. Therefore, from these research findings, one can imagine that continuous professional development in connection with Hadiyyisa was neglected

4.3.2.2. Teachers Attitude to the Variables Related to challenges in using Mother Tongue Education

This part again deals with analysis of teachers' responses given to the negatively stated questions that were speculated as challenges in mother tongue education

Table 14: Teachers' responses to the challenges in using Hadiyyisa for instruction

No	Categories	N=30 Responses corresponding to the scales											
		SA		A		M		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	If there were schools teaching in Amharic, I prefer to be there	4	13.3	3	10	5	16.6	7	23.4	11	36.7	30	100
2	Teaching in Hadiyyisa was full of difficulty	2	6.7	1	3.3	4	13.3	6	20	17	56.7	30	100
3	This is not time to use Hadiyyisa as a medium of instruction	1	3.3	2	6.7	1	3.3	5	16.7	21	70	30	100
4	It is wastage of time to use Hadiyyisa in the schools for instruction because a child already knows it	3	10	2	6.7	-	-	4	13.3	21	70	30	100
5	Using Hadiyyisa hindered teachers from using modern teaching methods	1	3.3	1	3.3	4	13.4	6	20	18	60	30	100
6	Using Hadiyyisa weakens learners views towards national unity	2	6.7	2	6.7	1	3.3	6	20	19	63.3	30	100
7	Teaching in Hadiyyisa does not help to convey lesson easily	-	-	3	10	1	3.3	8	26.7	18	60	30	100

Table 14, deals with judging teachers' attitude related to challenges in using Hadiyyisa as a medium of instruction. In connection with this, 7 negative questions were raised to the teacher respondents in order to be able to judge teachers' attitudes regarding negative trends of mother tongue education that might be exhibited by the teachers of research area.

The first question that table 14 treats was posed to judge teachers position whether they were interested to change their work place with change in instructional language. It was stated as "if there were schools teaching in Amharic, I prefer to be transferred and teach there." This question was supported by only 7 (23.3%) of respondents by rating "strongly agree" and "agree". However, it was rejected by 18 (60%) of respondents. This indicates that majority (60%) of respondents were interested in teaching through Hadiyyisa

Again teachers were questioned that "teaching in Hadiyyisa was full of difficulty, therefore, it is of no use to learn in Hadiyyisa". This question was favored by only 3 (10%) of respondents while 23 (76%) of respondents judged it negatively by rating "strongly disagree" and "disagree" respectively. This research finding implies that teaching in Hadiyyisa does not cause problem which would result in its negligence.

Another question still raised to the teacher respondent was stated as "this is not time to use Hadiyyisa as a medium of instruction." Pertaining to this question, 21 (70%) and 5 (16.7 %) of the teacher respondents have judged negatively by rating "strongly disagree" and "disagree" respectively. In sum, 86.7% of respondents unflavored this question. Hence, this indicates that the time when Hadiyyisa was started as a medium of instruction was appropriate.

Teacher respondents were also questioned to judge the following question "It is wastage of time to use Hadiyyisa in the schools for instructional purposes because a child already knows it." As one can observe from the same table, 21 (70%) and 4 (13.3%) of the respondents have negatively reacted to this question by rating "strongly disagree" and "disagree" respectively. In sum, 26 (83.3%) of respondents agree with that the use of Hadiyyisa for a child who knows it already is not wastage of time. However, only 5 (16.7%) of respondents rated "strongly agree" and "agree" respectively. Meaning, 16.7% of them support the above mentioned statement. However, some scholars who stood against the mother tongue education contend that no need for school to teach mother tongue to a child because he/she already knows his/her mother tongue before he/she comes to school (Fish man 1968). Nevertheless, the field result shows direct opposite to these views in that mother tongue instruction was outstandingly supported by the respondents of the research area for its pedagogical and political advantages.

In relation to this, UNESCO's experts in Fasold (1984) contended two important points: The first one is that, children already know their mother tongue well enough to serve a child's purposes, but their facility in it needs to be increased; and the second one is, the point is not so much that the school would be teaching the mother tongue as teaching other subjects in the mother tongue. Meaning, though the child is able to know his mother tongue through the interaction of his natural settings (interaction with his home environment first), it does not mean he/ she might

acquire all the facilities that a complete language requires. He/she needs some more additional facilities which would empower him/her more in this context. In the final sayings the research result was found to be positively correlated with the UNESCOs stand to the mother tongue education on this question

Still teachers were questioned to decide whether using Hadiyyisa hinders application of modern teaching methods. The question was stated as "using Hadiyyisa hindered teachers from using modern (active teaching) method in the classroom". Therefore, 18 (60%) and 6 (20%) in sum, 24 (80%) of respondents rejected this statement by rating "strongly disagree" and "disagree" respectively. Meaning, majority (80%) of respondents supported possibility of using modern teaching methods in the classroom when vernacular language is used as a language of instruction. Where as minimal figure 2 (6.6%) of respondents supported it by rating "strongly agree" and "agree" respectively. This shows that teachers in the research area were not hindered to use modern teaching methods as a result of the use of Hadiyyisa for instructional purposes.

In relation with this, the researcher also has tried to observe classroom situation while lesson was going on. As has been mentioned elsewhere, classroom observation was done for short duration and it was only once for each subject. Thus, researcher found that most of the teachers of Aesthetics and physical Education and Environmental Science were assigning group works and independent works though there were shortages of textbooks that would inhibit their activities. Mathematics teachers were also found assigning students to solve problems on the chalk boards in the fronts of their peers. In general, the research result shows that teachers of the research area were found while attempting to apply modern teaching methods. Hence, according to the survey results, it is not difficult to employ modern teaching methods because of the use of mother tongue for instructional purposes.

Another question raised to teacher respondents was stated as "using Hadiyyisa (mother tongue) weakens learner's views towards the national unity". Table14, shows that 19 (63.3%) and 6 (20%) in sum, 25 (83.3%) of respondents rejected this question by rating "strongly disagree" and "disagree" respectively. Meaning, the majority (83.3%) of respondents agreed with strengthening

effect of Hadiyyisa on students view towards the national unity in the research area. However, insignificant figure (13.3%) of teacher respondents supported this question positively.

In this regards, there were some scholars that contend as if mother tongue education would seriously hinders the development of national unity and causes dispute. For instance Emenanjo (1990) argues that instruction in many languages seriously hinder the development of national unity. However, the research result shows that instruction in mother tongue would promote positively individuals feeling towards the national unity by building self confidence and self esteem.

Again one of the parent respondents (23-3-2007) has remarked the following statement during interview in connection with question similar to above one.

"Learning in mother tongue does not hinder national unity. But it means to teach a child in his 'father's language that he knows well. In the old days, when we were in the schools, we were forced to learn in a language that we do not communicate and understand. It was during that time conflicts were happening between the individuals of disadvantaged and favored language. This causes lack of self confidence and inferiority complex. Therefore, people would be dissatisfied and conflicts would arise. But now a day children have right to learn in their own languages. No body is legitimate to suppress one another, so why children lack the sense of national unity? I doubt".

To sum up, from the above discussion, one can understand that research results were found supporting that learning in Hadiyyisa would strengthens the feelings of learners' national unity. As a result, it would be possible to say that a child who learns in his mother tongue could develop positive feelings and respect towards the national unity, other culture and language under the condition where his/her culture and language were respected.

Another question that teacher respondents were asked was "teaching in Hadiyyisa (mother tongue) does not help to convey lesson easily" In regard with this, 18 (60%) and 8 (26.7%) in sum, 26 (86.7%)of respondents judged this question negatively by rating "strongly disagree" and "disagree" respectively. That is teaching in mother tongue (Hadiyyisa) would help to convey lesson easily.

4.3.2.3. Teachers Attitudes towards the Variables Related to Preparation and Provision of Instructional Materials

Under this topic, teachers' attitudes towards the degree of preparation and supply of instructional materials will be analyzed.

Table 15: Teachers reaction to the questions related to challenges of preparation and provision of instructional materials in Hadiyyisa.

No	Categories	Teachers' Responses corresponding to the scales											
		SA		A		M		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Teaching materials in Hadiyyisa were prepared and made ready for use on time in the schools	6	20	7	23.3	-	-	13	43.4	4	13.3	30	100
2	Teaching materials prepared were not relevant to the age and psychological level of the children	5	16.7	11	36.6	7	23.3	5	16.6	2	6.7	30	100
3	The standard of the language used to prepare teaching materials in Hadiyyisa was fit to the level and easy to understand	1	3.3	10	33.3	16	53.4	3	10	-	-	30	100
4	The supply of supplementary teaching materials prepared in Hadiyyisa was low	-	-	5	16.7	18	60	6	20	1	3.3	30	100
5	Teaching materials were supplied Adequately	10	33.3	2	6.7	2	6.7	15	50	1	3.3	30	100

Table 15 deals with the teachers' reaction towards the preparation and provision of instructional materials in Hadiyyisa.

In connection with this, Fasold, (1884), Fishman, (1968) contended that the lack of text books and education materials and the lack of the general reading materials to be serious problems during the implementation of mother tongue education. Again Lepage (1964) argues that "a child learns more quickly through mother tongue than unfamiliar linguistic media is meaning less .Because there is no satisfactory teaching materials and supplementary reading materials available in so many vernaculars."

On top of this, five interrelated questions were raised to teachers to judge the actual conditions that prevail in schools. The first question raised was "Teaching materials in Hadiyyisa were prepared and made ready for use on time in the schools". This question was supported by only 6 (20%) and 5 (16.7%) in sum, 36.7%. However, it was rejected by almost half (56.7%) of respondents.

This survey result shows that preparation and supply of teaching materials in the instructional language were not performed timely. However, it is known that late preparation and supply of teaching materials severely harm teaching learning processes. During the observation, the researcher has seen that teachers were facing difficulties in assign class works, home works and other individual and group activities because of the lack of textbooks for their student. All sampled schools claimed that they do not get textbooks, teachers' guides and syllabi timely and adequately. For example, textbooks of some subjects like Aesthetics and Physical Education were none existent at all in all schools. In Jajura primary school, books students' ratio in grade 1, 16 Hadiyyisa (mother tongue) books were distributed among 266 students; the same was true in the cases of Math's, and Environmental science for this grade level. In grade 2, 16 Hadiyyisa (mother tongue) books were distributed among 125 students, 1 Mathematics book was distributed for 6 students and 1 Environmental science book for 5 students.

Concerning Grade 3, none of the books were distributed at all. Grade 4, Hadiyyisa (Mother tinge) 12 books were shared among 129, again Math's 12 books were shared among 129 student, Environmental science 19 books were supplied for 129 students where as Aesthetics and physical education textbooks were not available at all in all grade levels. In Gimbichu primary school, books students ratio seems the following: for example, Hadiyyisa (mother tongue) textbooK – studentin ratio in grade 1, 58 :322 in grade 2, 50: 349 in grade3, 38:291, in grade4,60:349. Mathematics in grad1, 56 books, in grade 2, 55 books, in grade 3, 28 books, and in grade 4, 50 books were shared among the same number of students as mentioned above. Environmental Science also had almost similar history like to the other subjects. However, Shone kutur-aand primary school, Hagge, lalogarbe and Wo'lqussa could not supply adequate information in this regard. Nonetheless, their situation also might not be different from others condition as the researcher was informed informally.

Another question raised to teacher respondents was stated as "teaching materials prepared were not relevant to the age and psychological level of the children". This question was supported by 5 (16.7%) and 11 (36.6%) in sum, 53.3% of respondents by rating "strongly agree" and "agree" respectively. Where as only 2 (6.7%) and 5 (16.6%) in sum, 23.3% of respondents rejected it.

From this analysis one can understand that more than half of the respondents agreed that instructional materials prepared in Hadiyyisa were not relevant to the age and psychological level of the children. This result seems true because almost all instructional materials were translations from materials prepared in Amharic and English perhaps except mother tongue. Therefore, so many alien words and difficult concepts might have not been simplified during the translation in the instructional language.

Again teacher respondents, on the same table were questioned about the standard of language used to prepare teaching materials in Hadiyyisa. It was stated as "the standard of the language (grammar, vocabularies...etc) used to prepare teaching materials in Hadiyyisa was fit to the level and easy to understand". Regarding this question, table 15 illuminates that 1 (3.3 %) and 10 (33.3%) in sum, 36.3% of respondents have favored it by rating "strongly agree" and "agree" respectively. And it was rejected by 3 (10%) of respondents. However, almost half of the respondents 16 (53.4%) of them have judged that the standard of language used to prepare teaching materials was "medium". This indicates that the language standard used in Hadiyyisa to prepare instructional materials was average.

Teachers were also questioned about the supply conditions of supplementary teaching materials. This question was stated as "the preparation and supply of supplementary teaching materials prepared in Hadiyyisa (children's literatures, stories, folktales etc...) was low". This question was supported by negligible number (16.7%) of respondents while majority (60%) of teacher respondents judged it "medium".

Another question raised in connection with this to teachers was "teaching materials were supplied adequately." This question was supported by 10 (33.3%) and 2 (6.7%) in sum, only 40% of

teacher respondents. From this discussion, one can understand that the supply of teaching materials prepared in mother tongue (Hadiyyisa) was scarce or insufficient.

On the other hand, however, educational official of Hadiyya zone and sampled woredas during interview have responded that instructional materials (Textbooks, teachers' guides and syllabus) were prepared and distributed adequately on time. According to head of curriculum development and research division of Hadiyye Zone Education Office, during the initial periods of the implementation, though the time given was short, however, adequate budget allocated for this purposes and heated feelings of local political authorities have encouraged professionals to hasten preparation of instructional materials in Hadiyyisa as soon as possible. In relation to this, again another educational official's research participant while emphasizing teachers participation, mentioned that preparation of both texts and supplementary teaching materials, was done by both teachers and educational professionals. This includes vocabulary glossaries, folktales, stories; subject dictionary, proverbs and puzzles. Educational officials also mentioned that all this materials were, published in Hadiyyisa and distributed to the respective primary schools.

Although, zonal and woredas educational officials tried to explain as if instructional materials prepared in Hadiyyisa were adequately supplied to the schools on time, the research result dominantly reveals that it was insufficiently done. In connection with this, the researcher also collected information about the distribution condition of instructional materials from the schools' principals and tried to observe libraries and pedagogical centers of the schools to make sure the degree of reference materials and supplementary teaching aids that schools have. According to the observation findings, libraries and pedagogical centers also have insufficient instructional materials and yet, even this was worst in some schools cases.

To sum up this part, as one can understand from the survey results, educational officials were trying to ensure that the work of teaching materials was done sufficiently. However, teachers and students were tried to disprove what has been said by the educational officials. This implies that both textbooks and other supplementary teaching materials were prepared and distributed insufficiently. Moreover, it seems that the question of equity, adequacy and timely supply were undermined though educational activities were time bounded.

4.3.3. Students Attitude towards the Variables Related to the Degree of Supply of Instructional Materials and use of Hadiyyisa

Here, students' perception in regard with the supply and adequacy of learning materials will be treated. Besides, students' responses concerning the use of Hadiyyisa at different educational ladders will be discussed.

4.3.3.1. Students' Attitude towards the Variables Related to the Degree of Supply of Instructional Materials

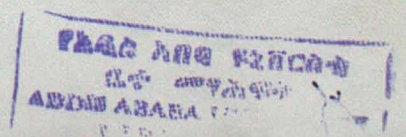
This part of study would analyze students' responses in relation to supply of educational materials in their schools

Table16: Attitudes of learners towards the degree of supply of educational materials prepared in Hadiyyisa.

No	Categories	N = 170		Responses corresponding scales									
		Very High		High		Medium		Low		very low		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	supply of learning materials prepared in Hadiyyisa	40	23.52	30	17.64	59	34.7	36	21.2	5	2.94	170	100
2	supply of additional instructional materials (teaching aids, stories, folktales etc) prepared in Hadiyyisa	45	26.4	32	18.82	57	33.52	31	18.23	5	2.94	170	100

The above table shows students' responses to the questions posed in relation to preparation and supply of instructional materials in Hadiyyisa to the beneficiaries. Thus, question item 1 on table 16, was supported by 40 (23.52%) and 30 (17.64%) in sum, 41.16% by rating "very high" and "high" respectively. While 36 (21.2%) and 5 (2.94%) in sum, 41 (24.14%) of the respondents rejected it by rating "low" and "very low". 59 (34.7%) of them rated "medium". This shows that the supply of instructional materials prepared in Hadiyyisa was done insufficiently.

Again students were questioned to judge conditions of the supply of supplementary instructional materials. This question was raised in order to know whether students have access to the other



educational materials which would widen their horizons. Thus, this question was supported by 45 (26.4%) and 32 (18.82%) in sum, 45.22% and rejected by 31 (18.23%) and 5 (2.94%) in sum, 21.17% of the respondents. 57(33.52%) of the respondents rated “medium”. Therefore, from this one can understand that supply of the supplementary instructional materials was also done less or insignificantly.

4.3.3.2. Students’ Attitudes in Using Hadiyyisa at Different Educational Levels

In this part, students’ were questioned to give their opinions whether Hadiyyisa should or should not be offered at different laders of education other than primary level. It also tries to analyze the impact of instructional language on learners’ academic abilities and proficiene level on their second language.

Table 17: Students' attitude related to using Hadiyyisa for instructional purposes at different levels

No	categories	SA		A		M		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Hadiyyisa should remain as a medium of instruction only at the primary first cycle/1-4/	60	35.3	27	15.9	22	12.94	34	20	27	15.9	170	100
2	Instruction should not be given in Hadiyyisa because it is difficult to understand	25	14.7	11	6.5	14	8.23	35	20.6	85	50	170	100
3	Leering in Hadiyyisa makes me weak academically	16	9.41	8	4.2	18	10.6	30	17.64	98	57.14	170	100
4	Learning in mother tongue (Hadiyyisa) has weakened my second language ability	22	12.9	12	7.09	29	17.00	30	17.06	77	45.35	170	100
5	Hadiyyisa should continue as a medium of instruction up to all level of education	122	71.8	6	3.5	15	8.8	7	4.1	20	11.8	170	100

Student's respondents were questioned that "Hidyysa should remain as a medium of instruction only at primary first cycle (1-4) level". Thus, 60 (35.3%) and 27 (15.9%) of the respondents have rated it positively by underlining "strongly agree" and “agree" respectively. Where as 27 (15.9%) and 34 (20%) of the respondents have judged it negatively in that they agree with its inverse situation. That means 35.9 % of the respondents agreed with that Hadiyyisa should continue beyond the primary level as a medium of instruction and 22 (12.94) of them rated

"medium". However, it was supported by almost half (51.2%) of the respondents. This result matches with the perspectives of some scholars that promote mother tongue education to be covered at the primary level for children of the respective vernaculars. For instance, Fishman (1968:697) in regard with this argues that mother tongue should be used in the early stages of education, even when another language must be used for further training. The early training in the mother tongue should serve as a bridge for learning the second language. So that literature supports offering mother tongue education at the primary level.

Students were also questioned to judge the degree of their academic strength when learning in their mother tongue. The question raised in this respect was "Learning in Hasiyyisa makes me weak academically." Thus, 98 (57.64%) and 30 (17.64%) in sum, 75.28% of respondents rated "strongly disagree" and "disagree" respectively. Where as negligible figure 16 (9.41%) and 8 (4.7) in sum, 13.3% of respondents supported this statement by rating "strongly agree" and "agree" respectively. However, literatures prove that a child can understand and perform well academically when he/she learn in his /her first language. For instance, Joshua Fishman in Zaghloul Morsy (1984:52) says that "...However, on the whole, it would definitely seem to be best to rely upon a learner's strongest language as the medium of instruction in what ever subject until the weaker language is fully strong enough to carry additional freight."

Students were also questioned on the same table to judge whether or not learning in mother tongue (Hadiyyisa) made them feel self confident or not. Thus, 101 (59.4 %) and 29 (17.05%) in sum, 130 (76.45%) of student respondents have favored this statement positively by rating "strongly agree" and "agree" respectively. Therefore, on the basis of above analysis, it is relatively possible to say that learning in Hadiyyisa helps children to build self- confidence and self-esteem.

As has been discussed above, it is believed by many people that learning in mother tongue would build self confidence because language is one of the cultural strands from which individual's identity emanates. In connection with this, Melanie Mikes (1984:128) argues that the acquisition of elementary education and literacy training in the mother tongue especially for those who belong to the nationalities are extremely important factor in promoting cultural life

Students were also asked on the same table to judge the degree of influence that mother tongue exerts on the proficiency level of second language. This question was raised on the basis of the assumption that mother tongue would have weakening effect on second language ability of students. Thus, this question was supported by 22 (12.9%) and 12 (7.09%) in sum, 34 (19.99%) by rating "strongly agree" and "agree" respectively. Where as 77 (45.35%) and 30 (17.06 %) in sum, 62.41% of them judged that Hadiyyisa does not weaken their second language ability.

In connection with this, parents were also asked orally during the interview to express their opinion about the effect of mother tongue on the second language ability of their children. Except one parent who was worried about the transition period from one level to the other level, that is from primary first cycle to the primary second cycle, the rest of them have expressed that learning in Hadiyyisa has pedagogical advantage in that students will be acquainted with the same alphabet that English uses though phonological approach varies. Owing to this fact one of the parents respondents mentioned as their choice of Hadiyyisa was perfect since instruction is being delivered in English in the primary second cycle and secondary schools in Hadiyya Zone, and even at the regional level.

Again this question was forwarded to Educational Officials during the interview (see appendix C). They have mentioned that Hadiyyisa would not create any problem on second language efficiency of children. Because English is being offered as a subject concurrently to the mother tongue starting from grade one. Therefore, according to their statement, students will be acquainted side by side with both languages. Alphabets used for both languages are Latin Scripts which have similar structural values. Therefore, mother tongue (Hadiyyisa) does not cause weakness on second language ability of children rather it strengthens.

In relation to this, it would be promising to see what scholars say about. According to Fishman (1968), "the early training in the mother tongue should serve as bridge for learning second language". Again another scholar William Francis Mackey (1984) contends that "once skill of reading has been learned, albeit efficiently, there may be little that is worth reading in the language. Fortunately alphabetic skills are transferable to reading in another language, using the same alphabet..."

Table 17 also treats another question related to learner's attitudes towards position of Hadiyyisa in using for instructional purposes. In relation to this, students were questioned as "Hadiyyisa should continue as a medium of instruction up to all educational levels". In regard with this question, 122 (71.8%) and 6 (3.5%) in sum, 128 (75.3%) of the student respondents supported it by rating "strongly agree" and "agree" respectively. That is 128 (75.3%) of the respondents favored Hadiyyisa to continue as a medium of instruction at all educational levels that is from primary up to higher education. But it was rejected by 27 (15.9%) of students.

In general, lack of continuous professional development for teachers refreshment in instructional language, failure to use Hadiyyisa in other sectoral offices of Hadiyya Zone as language of wider communication, insufficient and untimely distribution of instructional materials, loose relation between educational officials and teacher, less teachers participation in preparation and evaluation of instructional materials were some of the major challenges identified during this study

4.4. Successes in using Hadiyyisa as a Medium of Instruction

In relation to this, Educational officials were interviewed one general question to explain the successes gained as a result of using Hadiyyisa as a medium of instruction.

Their responses in this regard were stated as follows. According to one of the educational official research participants, Since the time Hadiyyisa was in use for instructional purposes, high students enrollment in the schools was registered, very warm and interactive classroom activities were often perceived, the moral and communicative level of students were enhanced, parents participation in the school affairs and in assisting their children was improved, professionals expertise level and production of additional instructional materials were improved.

Another successes again mentioned by educational officials were preparation and printing of subject dictionary in Hadiyyisa, printing of folktales by Zonal Education Department and NGOs particularly in Southern Central Synods Hosannas Mekone Yesus Evangelical Church, highly generated interest of Hadiyya intellectuals to conduct research on the issues of mother tongue education and High level of production of cassette of spiritual and secular songs and high rate of

academic achievement in that National Examinations that is very great number of students promotions were some of the success mentioned by the education officials respondents. Moreover, educational officials also mentioned that supporting primary education by electronic medium (Radio education) in Hadiyyisa was another success.

4.4.1. Variable Related to Students Enrollment Conditions

This part deals with teachers' attitude in relation to students' enrollment, retention and repetition conditions

Table 18: Teachers responses in relation to students' enrollment conditions

No	Categories	N=30 responses											
		SA		A		M		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	The rate of enrollment was increased since Hadiyyisa is used for instruction	18	60	8	26.7	3	10	1	3.3	-	-	30	100
2	The rate of retention was decreased since Hadiyyisa is used for instruction	-	-	2	6.7	5	16.6	5	16.6	18	60	30	100
3	The rate of repetition was decreased since Hadiyyisa is in use for instruction	11	36.7	13	43.3	4	13.3	-	-	2	6.7	30	100

As table 18 shows teachers were questioned to judge the enrollment conditions of students since Hadiyyisa was on use as a medium of instruction in the research area. Thus, it was stated as "the rate of enrollment was increased because the instruction was in Hadiyyisa". Thus, 18 (60%) and 8 (26.7 %) in sum, (86.7%) of respondents reacted positively by rating "strongly agree" and "agree" respectively. But, insignificant figure 1 (3.3%) of respondents rejected this statement by rating "disagree". Moreover, the following data also shows relative picture of students enrollment conditions between 1985/1992 and 1999/2006 (data for 1986 and 1987 were not available). Thus, in 1985/92 according to "Caakka" (1993), yearly article of Hadiyya Zone Education Office, total enrollment of students registered in government primary schools (grade 1 to grade 6) of Hadiyya Zone was 42644. However, in 1999/2006 according to the zonal educational statistics of 2006, students' enrolment of only grade 4 was, 31,330. Hence, when

we compare both extreme cases, only grade 4 students' number almost approached the number of 6 grades in 1985/92 condition. Therefore, this can at least roughly indicate improved students enrollment conditions in the primary schools of Hadiyya Zone though other many factors would contribute to this effect.

In connection with this, another negative question raised to teacher respondents on the same table was stated as "the rate of retention was decreased because of the use of Hadiyyisa as a medium of instruction". This statement was rejected by 23 (76%) of the respondents. Meaning, majority of respondents agree with the increased retention of students because of the use of Hadiyyisa for instructional purposes. However, negligible figure 2 (6.7%) of teacher respondents supported it by rating "agree".

In sum, in the cases of both questions mentioned above, the majority of teacher respondents (86.7%) and (76 %) positively favored that instruction in Hadiyyisa attracted more students to the school and improved retention rate of the learners by reducing drop out rates. This can be triangulated from the responses of educational officials and parents as has been presented in the following paragraph.

Parents' and educational official participants were also interviewed similar questions. Their responses were not as such different from teachers ones. They have common understanding in that students' enrollment and retention in the primary schools were improved because of the implementation of mother tongue (Hadiyyisa) as a medium of instruction. In connection with this, one of the educational officials has mentioned some examples of the primary school students Gross Enrollment Ratio condition as evidence that is in 1995 E.C it was 76.1%, in 1996, it was 74.2% and in 1997, it was 83.5%. From this information, one can understand that though the rate of enrollment growth in 1996 E.C. seems to be a bit declined than it was in 1995, still its general trend confirms increasing direction as it can be ascertained from the case of 1997 E.C that has increased in considerable amount. Although the growth of students' enrollment is the function of many things the above research result shows that mother tongue education has remarkable contribution in improving enrollment and retention in the primary schools of the research area.

In connection with this, one of the parents' respondent (23-3-2007), described the condition as follows:

"Today, thanks to God and our government, our children's are allowed learning in their own language that they can easily communicate with their teachers and can easily understand the lesson. They are taught by the teachers who can talk their own language. And learn in books that were prepared in their own language. As a result, parents were happy to send their children early to the schools. Hence, school enrollment has increased consecutively".

The same respondent again in his further elaboration mentioned that:

"I have some unforgettable events of 1950s through which I and my friends were forced to pass. That was when we were young; learning was painful and considered as a crime. Because, we were forced to learn in a language that we can not speak and listen. It was- Amharic. Our teachers were also from different places who can not communicate in our language but they can only in Amharic. They can not listen and speak in Hadiyyisa. Books were prepared in Amharic that we can not read. Teachers cannot help us in our language in the cases of our difficulty in understanding the subject We were obliged to talk in the schools campuses only Amharic which we can not speak. If any of us fail to do so, automatic expulsion from school will be immediate consequence. Therefore, said Ababe, we were not interested to go to the school. But we developed hatred. Finally, our fate became leaving school totally and goes to take care of goats and sheep and then tilling the land. Do you know why most of us remained being peasants? It was not because we were naturally weak and inferior in knowledge but mainly because of language problem".

Again another parent respondent (28-3-2007) mentioned that:

"Today many schools have been opened, our boys and girls who speak and can understand our language are teaching in the schools and books are also prepared in our language (Hadiyyisa) therefore, parents send their children to the schools by their own interest. Our local government is also promoting us to send our children to schools. People also accepted

their language of learning. That is why we can see many children in the schools than it were ever since. Our children are happy to learn in their own languages. We, parents, are also happy when our children learn in a language that we use”.

He goes on to saying again,

“There was a saying that some people used to say in old days to discourage us. That is, Hadiyyisa can not help to Cross Batena”. (Batena is a river near Hossana Town) and again others say that “the book of Hadiyyisa was swallowed by the cows”. Know I’m happy because Hadiyyisa is launched as a medium of instruction and lost book was found back from the cow’s bell”. Therefore, our children are fortune for that they are learning in their own language”.

In conclusion, we can see from the research findings that most of the Teachers, Educational officials and parents participants confirmed that the use of mother tongue (Hadiyyisa) as a medium of instruction has improved students enrollment conditions, improved retention and decreased dropouts and repetitions in the research area because it is a language that children can understand easily and their parents can assist them through. This impels that the rate of increased enrollment and improved retention in the research area was the function of mother tongue education though there were many other things that would contribute to it.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

This chapter is dedicated to summarize major findings of the study and to make conclusion on the basis of these findings. Finally viable recommendation will be made.

5.1. Summary

The main purposes of this study was to investigate opportunities that have induced the implementation of mother tongue education to identify the challenges that have confronted in due course and examining successes that have been gained as result of the implication of mother Hadiyyisa.

Thus, this study in its preceding parts, dealt with the situations related with internal and external support of the mother tongue. These include the decision to begin language planning and development, material preparation, teacher selection and training, research and evaluation and external support such as the role of the local government, community and parents involvement.

Moreover, in order to achieve these objectives three basic questions were also formulated on the basis of the general them of the study. These are:

1. What were opportunities which have induced implementation of mother tongue instruction in the primary schools of Hadiyya Zone?
2. What were challenges that were faced during the implementation process of mother tongue education in the primary schools of Hadiya Zone?
3. What were the successes that have been gained from using the mother tongue as an instructional medium in the primary schools of Hadiyya zone?

Hence, the study was carried out in 3 woredas and 9 primary first cycle schools of the zone. Schools from urban and rural settings were considered in the study.

The research method used in this study was descriptive survey method. Hence, concurrent nested technique in collecting and analyzing data was employed. The sources of data were teachers, students and parents of the respective sampled 9 schools. Besides this, zonal and woreda education officials were also research participants. In order to treat aforementioned basic research questions, data securing instrument were identified. These include questionnaires, interviews and observation checklist. Thus, the data gathered through these instruments were analyzed through frequencies, percentages and narration.

Therefore, on the grounds of analysis made on the data, the following major findings have been identified

The first findings were related with promises or opportunities that were facilitated implementation process of Hadiyyisa as a medium of instruction. These include:

- a. According to the research findings the commencement of mother tongue education was founded on already existing inherited expertise knowledge, the Literacy Campaign experiences and materials produced to effect Literacy Program, already existent enthusiastic intellectuals feelings and desire to offer mother tongue education in the research site, and above all, national language policy and esteemed interest of the police leaders were an inputs that have motivated this zone to implement mother tongue education in the primary schools.
- b. The research result also has showed that Hadiyya Zone has carried out an assessment to identify the need of the people in regard with the selection of instructional language and its scripts before implementation of mother tongue education was launched. Research participants and documentary sources have clearly identified that Hadiyya Zone in this regard has made promising activities (see appendices G1-G5). Therefore, the instructional language choice and script practices were done on the common consensus of beneficiaries of the research areas that has enhanced interest of the local officials and communities of the research area to use Hadiyyisa for instruction purpose.
- c. The research result also indicates that orientation and awareness creation works were done among the community members during and pre- implementation periods of mother tongue education in order to make them be able to identify its merits and

demerits. Therefore, beneficiaries were already built psychological and moral readiness. Hence, the implementation of mother tongue (Hadiyyisa) was carried out with out facing any significant resistance from the beneficiaries.

The second findings of the research emphasis challenges confronted while effecting mother tongue education. They are summarized in the following way:

- a. According to the information gained from the educational official participants, the time given for preparation of the instructional materials was short at the beginning. Therefore, it became difficult to come up with quality teaching materials. At the same time instructional materials were translations from already prepared Amharic and English version. Thus, this situation together with the less experienced professionals have affected the quality of teaching materials during the first periods of implementation of mother tongue education .
- b. Although almost half (50%) of respondents have supported that teachers were participated in preparation, and translation of the instructional materials, it seems still insufficient because yet, it was rejected by other half (50%) of respondents. Therefore, since a teacher is the most wanted man in implementing curricular activities, 50% is much less than required that a teacher has to do in reality.
- c. Professional support given to teacher on the instructional language issues by the educational professionals of the zone and woreda was judged to be low. Only 46.6% of the respondent have supported that teachers were given professional support to develop their instructional language competence. However, 53.4% of respondents reacted.
- d. During the instructional process in side the classroom, some teachers were found using alien languages or words from that of learners use for instructional purposes. This was proved during the observation periods. Hence, it shows that yet lesson is suffering from code-switching and code-mixing. It indicates those teachers were governed by the type of textbooks that they use and degree of their own ability substituting vocabulary or term in the instructional language.
- e. According to the research results, the chance for continuous professional development in instructional language was low in the research area. That is only 34.4% of respondents acknowledge that the chance for professional development was high. However, majority (65.57%) of respondents proved that opportunities to develop teacher's language and

professional skills were insufficient. This implies that either the long term or short term professional training programs to develop language skills were not done in the research area effectively.

- f. The research findings also showed that the rate of feed back on the issues of instructional language activities was insufficient.
- g. Regarding the preparation and timely supply of the instructional materials, research result showed that it was supported by insignificant number (36.7%) of respondent. Nevertheless, 63.3% of the respondents have proved that this activity was done insignificantly. Therefore, timely supply of instructional materials to the schools was disputable though educational officials claimed that it was done on time and adequately. However, teacher respondents reaction, students responses and researchers observation result showed that instructional materials (Textbooks, syllabus, teachers guides and other supplementary materials) were not distributed to the schools on time and adequately. Because of the inadequacy in the instructional materials, teachers were found while teaching by sharing 1 book among more than 200 students. Therefore, this it was difficult to assign students homework, class work and other activities both in group and individually under such condition.
- h. Regarding teaching materials adequacy, 60% of the respondent reacted that it was inadequate.
- i. Concerning the relevance of the instructional materials prepared in Hadiyyisa to the children's age and psychological level, 53.5% of the respondents have judged that it was not relevant. Hence, this result indicates that preparation and translation of teaching materials have inherent difficulties as has been discussed elsewhere in this study.
- j. Standards of language (vocabularies, concepts) used to prepare subjects were judged to be medium by 53.4% of the respondent.
- k. The survey result also indicates that limitation of the instructional language only at the primary school level has created questions why Hadiyyisa is not used for official purposes in the zonal offices?
- l. According to the survey result, the work of awareness creation and orientation among communities and even among teachers seems to be abandoned totally. For the reason that the activities of mother tongue education were primarily dependent on the foreign

support. But as has been mentioned elsewhere, its support was minimized by large than ever it was. Therefore, according to one of the educational officials, almost half of the works were reduced following reduction of the financial support by the foreign aids.

Third findings of research were related the successes achieved as a result of the use of Hadiyyisa as a medium of instruction in the research area. These were summarized as follows:

- a. According to the survey result, though the supply was found to be scarce in the schools, in order to remedy language variants and vocabulary confusions, preparation of subject dictionary, glossaries, local stories, local sayings, folktales and standardization of the language dialects were done.
- b. The research result also showed some remarkable gains achieved because of implementation of Hadiyyisa as a medium of instruction in the primary schools of the research area. For instance, increased school enrollment in both sexes, minimized dropout, improved promotion on national Examinations, and self confidence self esteem that was created among children, and improved retention of students were some of the successes mentioned by research participant
- c. Research result also indicated that classroom interaction was facilitated and effective because teachers and students were communicating in their first language with out any barriers.

Therefore, the research result indicates both favorable and unfavorable results identified during survey. Thus, attempts were made in order to assess attitudes of change affected people and implementers before Hadiyyisa were launched as a medium of instruction. Community members, parents, elder, intellectuals, religious leaders, and other peoples opinions were gathered by organizing meetings. People were allowed to discuss on the issues of instructional language and script choices. Orientations were given regarding the merits and demerits of the nationality language and second language were explained to the beneficiaries.

5.2. Conclusion

As one can understand from the preceding discussions under this study, attempts were made to describe the perspectives of pros and cons towards the use of mother tongue education. Thus, the pedagogical, psychological, political and sociological opportunities as well as its counter

perspectives were reviewed. On top of this, three basic questions were drawn and research findings were presented accordingly.

Therefore, the research result indicated that community participation since its very point, stimulated support from local government authorities, enthusiastic feelings and dedication of intellectuals of the research area in order to give their time and knowledge to prepare instructional materials and train teachers in the vernacular language, experience gained from Literacy Campaign Program were identified as some of the opportunities that have fostered the use of Hadiyyisa for instructional purposes on one hand and the advantage of students to easily understand and express themselves and building self-confidence were another opportunities that were identified during the study.

The research result also showed some problems which happened in due course that would draw attentions of the educationists. The research result clearly shown that professional development of teachers to build their language and content capacity either through long-term or short-term training seems already has been abandoned because of the shortage of skilled man power and financial scarcity. Both zonal and woredas education officials were failed to supply educational material on time and maintain adequacy as well as proportionality on the basis of the exiting numbers of the students and teachers in the respective schools. Again the survey, result indicated that inherent deficiency retained in the instructional materials. Thus, 53.3% of teacher respondents have reported that instructional materials were not adequate to the age and psychological level of the children, insufficient participation of teachers in preparation and evaluation of instructional materials were also some of the challenges identified by the study.

Finally, the research result also revealed considerable amount of successes scored in students' enrollement, retention, preparation of supplementary instructional materials, positive change in communities' attitude, and supporting education through electronic medium, stimulated classroom activities and building self-confidence were also identified by the research findings as some of the successes. Moreover, the preparation of subject dictionary, stories, and sayings in the vernacular language and improved experience in language activities were identified by the study as some of the successes.

5.3. Recommendation

As has been indicated in the summary part in a consolidated form, research results shown some challenges that have confronted during the implementation process of Hadiyyisa in the primary schools of the research area. Therefore, the following recommendations were forwarded on the basis of research findings.

- I. It is quite clear that teaching learning process should be backed by relentless professional training and adequate and timely supply of educational materials. However, in the research area:
 - a. Giving continuous training for professional development in instructional language competence to teachers was almost abandoned. Therefore, in order to cope up teachers with new dynamism, need to get training. Thus, concerning bodies such as woreda, zonal education officials and other concerned zonal and regional authorities need to take initiatives to train teachers in order to develop their language competence. Should correct and reverse existing situation which undermines the need for teachers' continuous professional development in the vernacular.
 - b. The research result also showed that schools were running under the scarcity of instructional materials. Beside this, un- timely (late) supply and disproportional distribution of the instructional materials among the schools were also found to be other bottleneck problems. It is clear that both teachers and students need adequate teaching and learning materials. Home works, class works and other activities are heavily reliant on textbooks, teacher's guides etc... Therefore, it is difficult to organza and assist students otherwise. Hence, again educational officials of the research area should pay attention to alleviate or at least to minimize such problems on time and or even early. Thus, books should be published and distributed on time and adequately. Equity of resource distribution among the schools should be maintained on the basis of students and teachers number that each school would have.
- II. Language has utility value in many aspects its degree of attraction also would be enhanced with its scope of utility. The uses of language only for limited service might affect interest of the users. However, in the research area, Hadiyyisa was limited only to the primary schools level. Research results showed that zonal offices failed to use Hadiyyisa for official purposes

though it was proclaimed to be functional in the offices of this zone concurrently to the schooling purposes. Therefore, concerned zonal authorities should underline the use of Hadiyyisa for official purposes too.

III. Producing quality and relevant teaching materials is very imperative in teaching learning process. Teaching materials should be prepared and translation in taking into accounts the age and psychological level of the learners. Besides this, local situation from where children were drawn should not be forgotten. What ever ideas retained in the books, emphasize children's capacity to catch up what they learn. Hence books to be translated should be refined accordingly. The research result in relation to this showed that instructional materials translated and prepared in Hadiyyisa were difficult to understand and were above the level of children in its content and volume. For instance, Environmental science and mathematics were mentioned by teachers of research area as volume ness as higher classes. Therefore, careful attention should be taken during the preparation and translation of instructional materials to adjust it to fit the level

Iv. Research result showed that teachers' participation in preparation of instructional materials was insignificant. Since teacher is the closest person for curricular activities, his/her participation in its preparation need not undermined. Hence, educational authorities of the research area need consider techers contribution in preparation of instructional materials.

Finally, the researcher recommends that any interested individual to conduct a research on the same topic. Because, it is really difficult to say one can exhaustively treats all the issues related to mother tongue education since it has ever changing sociological variants.

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APPENDIX-A

Addis Ababa University

School of Graduate Studies

College of Education

Department of Curriculum and Teacher Development Studies

A. Questionnaires for Teachers and Principals

General Direction

The purpose of this questionnaire is to collect data in order to investigate opportunities, challenges and successes encountered in the course of using Hadiyyisa as a medium of instruction in the primary schools of Hadiya Zone. This research result will contribute in revealing actual conditions faced during implementation process of the mother tongue education. It would assist teachers, education officials and other professionals working in line with education in taking corrective measures for discovered problems and strengthening strong sides. Therefore, you are required to provide genuine and honest responses. There is no *correct* or *wrong* response. The *confidentiality* of your responses will be held utmost strictly. Therefore, you are kindly requested to complete all kinds of questions in this questionnaire.

Specific Direction:

Please read the following questions and respond all of them. You should not write your name on the questionnaires. To the question which have boxes provided in front of them, please put “√” mark in side the box and for the questions which have choices, please encircle the letter of your choice. For the items that require open answer, please write your opinion freely in the blank spaces provide under the questions.

I. *Respondent's Background*: Please respond to the following questions by filling in the space provided against each question.

1. Name of school you teach _____
2. Age _____
3. sex _____
4. Service year in teaching _____
5. Subject you teach _____
6. Grade you teach _____
7. Nationality _____
8. Mother tongue (first language) _____
9. Your second language _____

10. Qualification _____

11. Proficiency level in Hadiyyisa

Please put "√" mark in side the box under the scales you choose

Skill	Very high	High	Medium	Low	Very low
Listening					
Speaking					
Reading					
Writing					

II. Teachers' perception towards the usage of Hadiyyisa a language of wider communication and attempts made for language development

1. Students ability to communication through Hadiyyisa with their parents according to their instruction in the class was:

- A. Very high C. Medium E. very low
 B. High D. Low

2. The Degree of using Hadiyyisa inside the class room by both teachers and students

- A. Very high C. Medium E. very low
 B. High D. Low

3. Contribution made by concerned bodies (Education officials, Teachers and others) for the development of the Hadiyyisa out side the classroom (in literatures, among communities by using it for discussions on the meetings, by arranging debates etc...)

- A. Very high C. Medium E. very low
 B. High D. Low

4. The language most used for communication in your schools out side the class room.

Hadiyyisa = Very high Amharic=very high

- | | | | |
|----------|--------------------------|----------|--------------------------|
| High | <input type="checkbox"/> | High | <input type="checkbox"/> |
| Medium | <input type="checkbox"/> | Medium | <input type="checkbox"/> |
| Low | <input type="checkbox"/> | Low | <input type="checkbox"/> |
| Very low | <input type="checkbox"/> | Very low | <input type="checkbox"/> |

5. The degree to which parents visit to the schools for discussion on the issues of language used for instruction

- A. Very high C. Medium E. very low
 B. High D. Low

6. Professional support on language (Hadiyyisa) instruction issues from woredas or zonal educational professionals

A. Very high C. Medium E. very low

B. High D. Low

7. The degree of the teachers' interpersonal interaction to develop skills of the instructional language and trained teachers' support to untrained ones was

A. Very high C. Medium E. very low

B. High D. Low

8. The participation conditions of professionals in selecting script used to write and read instructional language (Hadiyyisa)

A. Very high C. Medium E. very low

B. High D. Low

9. The relation between the neighboring schools to help each other on the issues of instructional language

A. Very high C. Medium E. very low

B. High D. Low

8. As your professional knowledge, would you state any practical improvement that you have observed in developing the language?

III. Regarding Training and Awareness Creation

1. Do you think there was training about how to use Hadiyyisa as a medium of instruction?

A. Yes B. No

2. Did you participate in any form of training regarding the use of mother tongue education?

A. Yes B. No

3. If your answer is yes for questions number 2, please decide your choice.

A. Short term in-service (one week, one month) training

B. Long term pre-service or TTI (one year) training

C. None trained

4. If you have taken training, please indicate your agreement by putting “√” mark in the box under the rating scales “very high”, “High”, “Medium”, “Low”, or “very low”.

No	Categories	Very high	High	Medium	Low	Very low
1	Your interest in training					
2	The degree of independent activity					
3	The degree of team work					
4	The chance for using second language during training process or in between (code-switch)					
5	Your trainers experience in Hadiyyisa					
6	Your trainers proficiency in Hadiyyisa					
7	The chance for continuous professional development					
8	The rate of giving feed back					
9	Benefits and purposes were clearly identified and explained					

IV. Teachers' Attitude in using Hadiyyisa as a Medium of Instruction

Instruction: please indicate degree of your agreement by putting “√” mark in the box provided under the “SA”, “A”, “M”, “D”, “SD”. Thus, SA= strongly agree, A= Agree, M= Medium, D= Disagree SD= strongly disagree.

No	Categories	SA	A	M	D	SD
1	Teaching in Hadiyyisa was what I was dreaming for long					
2	Learning in Hadiyyisa is a good pedagogical, psychological and political opportunity for child					
3	If there were schools teaching in Amharic, I prefer to be transferred and teach there					
4	Teaching in Hadiyyisa was full of difficulty. Hence it is of no use to learn in Hadiyyisa					
5	This is not time to use Hadiyyisa as a medium of instruction					
6	It is individuals and groups natural right to use mother tongue as a medium of instruction					
7	It is wastage of time to use Hadiyyisa in the school for instructional purposes because a child already knows it					
8	Classroom is warm and active when learners are taught in Hadiyyisa					
9	Using Hadiyyisa hinders teachers from using modern methods (active teaching method) in the classroom					
10	Using Hadiyyisa weakens learner' views towards the national unity					
11	Teaching in Hadiyyisa does not help to convey lesson easily for pupils in a way they can understand					
12	The rate of enrollment was increased because of instruction was in mother tongue(Hadiyissa)					
13	The rate of retention is decreased because of the use of Hadiyyisa as a medium of instruction					
14	The rate of repetition is decreased because Hadiyyisa was in use for instruction					

V.Regarding preparation and Provision of instructional Materials

Instruction: Put “√” mark in the box of your choice.

1. Teaching materials were prepared and made ready for use on time
A. Strongly agree D. Disagree
B. Agree E. Strongly disagree
C. Loosely agree
2. Teaching materials prepared were not relevant to the age and psychological level of the children
A. Strongly agree D. Disagree
B. Agree E. Strongly disagree
C. Loosely agree
3. The standard of the language used to prepare teaching materials in Hadiyyisa was fit to the level and easy to understand
A. Strongly agree D. Disagree
B. Agree E. Strongly disagree
C. Loosely agree
4. The supply of the supplementary teaching materials (local news, children’s literature, folktales, dictionaries etc) prepared in Hadiyyisa was very low:
A. Strongly agree D. Disagree
B. Agree E. Strongly disagree
C. Loosely agree
5. Teaching materials (textbooks, teacher’s guides’ syllabus etc...) were supplied adequately.
A. Strongly agree D. Disagree
B. Agree E. Strongly disagree
C. Loosely agree

VI. Questions regarding Participation of Teachers and Parents

A. Teachers participation

1. Teachers’ participation in preparing teaching materials (translation, developing texts etc...) in Hadiyyisa was
A. Very high C. Medium
B. High D. Low E. Very low
2. Teachers, participation in preparing supplementary instructional materials (teaching aids, children’s literature, stories, puzzels etc) was
A. Very high C. Medium

B. High D. Low E. Very low

3. Teachers participate in evaluating the teaching materials prepared in Hadiyyisa?

A. Very high C. Medium

B. High D. Low E. Very low

B. Teachers' opinion regarding parents' participation in curricular activities

1. Parents feeling towards use of Hadiyyisa as a medium of instruction was promising one

A. Strongly agree D. Disagree

B. Agree E. Strongly disagree

C. Loosely agree

2. Parents assistance to their children in academic issues in the schools, by consulting teachers and checking their achievements was low

A. Strongly agree D. Disagree

B. Agree E. Strongly disagree

C. Loosely agree

3. Parents assistance to their children at home while performing homework's, study etc was improved because of the use of Hadiyyisa as learning language.

A. strongly agree D. Disagree

B. Agree E. Strongly disagree

C. Medium

4. Parents schools relation was weakened since mother tongue (Hadiyyisa) became a medium of instruction

A. strongly agrees D. Disagree

B. Agree E. Strongly disagree

C. Medium

Thank you

Appendix. B
Addis Ababa University
School of Graduate Studies
College of Education
Department of Curriculum and Teacher Development Studies

B. Questionnaire for Students

Age _____ sex _____ Grade _____ Section _____

Mother tongue _____ second language _____ other _____

I. Students' Attitudes towards the Classroom interaction in Hadiyyisa

Instruction: Decide your agreement or disagreement by putting “√” mark in the box provided under rating scales “very high”, “high”, “Medium” “low” and “very low” for your choice.

No	Categories	Very high	High	Medium	Low	Very low
1	Your understanding ability when you learn in Hadiyyisa					
2	Your ability to communicate in the class with your teacher in Hadiyyisa					
3	Your ability to communicate with your peers in the classroom and out side the class in Hadiyyisa					
4	Your writing ability in Hadiyyisa					
5	Your reading ability in Hadiyyisa					
6	Your need to learn where instruction is not in Hadiyyisa					
7	Supply of teaching materials prepared in Hadiyyisa					
8	Supply of additional instructional materials(teaching aids, stories etc)					
9	The degree of using Hadiyyisa out side the classroom					
10	Your interest in learning through Hadiyyisa					

II. Student's attitude towards Hadiyyisa development (position) in instruction (encircle your choices)

1. Hadiyyisa should continue as a medium of instruction up to all levels of education (from primary up to higher education).
 - A. Strongly agree
 - B. Agree
 - C. Undecided
 - D. Disagree
 - E. Strongly disagree
2. Hadiyyisa should remain as a medium of instruction only at the primary first cycle (1-4) level.
 - A. Strongly agree
 - B. Agree
 - C. Undecided
 - D. Disagree
 - E. Strongly disagree
3. Instruction shouldn't be given in Hadiyyisa because it is difficult to understand
 - A. strongly agree
 - B. Agree
 - C. Undecided
 - D) disagree
 - E) Strongly disagree
4. Learning in Hadiyyisa makes me happy to go to school because it is easily to understand the lesson when I learn in Hdiyyisa
 - A. Strongly agree
 - B. Agree
 - C. Undecided
 - D. Disagree
 - E. Strongly disagree
5. When I learn in Hadiyyisa, my parents, assist me at home on my home work and study
 - A. Strongly agree
 - B. Agree
 - C. Undecided
 - D. Disagree
 - E. Strongly disagree
6. Learning in Hadiyyisa makes me weak academically.
 - A. Strongly agree
 - B. Agree
 - C. Undecided
 - D. Disagree
 - E. Strongly disagree
7. Learning in (mother tongue) Hadiyyisa makes me feel self-confidence.
 - A. Strongly agree
 - B. Agree
 - C. Undecided
 - D. Disagree
 - E. Strongly disagree

8. I Feel inferiority when I learn in Hadiyyisa (Mother tongue).

- A. Strongly agree
- B. Agree
- C. Undecided
- D. Disagree
- E. Strongly disagree

9. Learning in mother tongue (Hadiyyisa) has weakened my second language ability.

- A. Strongly agree
- B. Agree
- C. Undecided
- D. Disagree
- E. Strongly disagree

10. Which language do your parents choose for your instruction? Please put Mark in the box

Hadiyyisa

Amharic

English

Other

12. Why do you think they choose it? Please write their reason if you know.

Appendix. C

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

Department of Curriculum and Teacher Development Studies

Interview for Education Officials

Instruction: The purpose of this study is to investigate implementation condition of mother tongue as a medium of instruction. Its opportunities challenges as well as successes will be identified and reported in the final analysis. Hence, your genuine and honest information has great value in this research validity. There is no wrong or right answer the confidentiality of your response is mandatory.

Background of Respondent:

Age _____ Sex _____ Nationality _____
Service year _____ Qualification _____
Mother tongue _____ Second language _____

I. Regarding Planning for language Education

1. Do you think assessment about the attitudes of community towards the relevance of instructional language was made before the selection of instructional language and its script? If your response is yes, would you please brief the process how it was conducted
2. If assessment was made who were the source of information?
3. Who did participate in assessment process? Would you please mention them?
4. How did you get professional skills and linguistic knowledge of the participants in preparing and translating curricular materials? Please would brief it?
5. How did professionals selected for curricular work? Please would you specify selection criteria that were used?
6. Did Community participate in the decision made for selection of language of instruction to be Hadiyyisa? If your answer is yes, would you please brief how it was done? If your response is no, why?
7. Did Zonal council formulated any policy which would facilitate implementation process of mother tongue (Hadiyyisa) as a medium of instruction?
8. Do you think schools were accessible to promote mother tongue (Hadiyyisa) as a medium of instruction in each locality at reasonable distance?
9. Do you think the choice of script was done by professionals? If your response is yes, how was its process? Would you please brief?

10. If your answer for question number 9 is no, who did it? Please brief.
11. Do you think the Zone had references (base sources) which would help it to start mother tongue education at initial point? If your response is yes, would you mention any of them?
12. Do you think economic problem hindered preparation of instructional materials adequately in this zone?
13. Your general suggestion regarding pre-implementation preparation.

III. Regarding Preparation and Provision of Instructional Materials

1. Do you think primary schools in your locality have adequate instructional materials and supply was done timely? If your answer is no, would you tell mechanisms how you have tackled confronting instructional materials problem?
2. Was there, any attempt made by Zonal (woreda) education office experts or teachers to provide supplementary (additional) teaching materials to develop language proficiency and concepts of subject matters of pupil? Please brief in short if there is any attempt made
3. If no attempt is made, what options were used or planned to use in order to enrich learners understanding level in language and subject matter? Would you please brief it?
4. Is there any professional support (training, orientation etc) given to teachers to develop both language and subject knowledge and skill?
5. If your response is yes, how did you organize it? Please brief it in short.
6. Do you think your office and school do support professionally learners to develop second language skill? If your response is yes, how? Please would you brief?
7. If your answer is no, why? Please brief your reason.
8. What is your attitude towards the mother tongue and second language education? Please would you brief it by comparing both cases?

IV. Interaction (Communication)

1. Is there any educational evaluation made to know the degree of development of language? If there is, please would briefly?
2. Is Hadiyyisa used for purposes other than instruction (office work and like)?
3. If your answer is no, why do you think it is not used for other purposes? Please specify your reason.
4. Do you think there could be impact on learners, teachers and parent's attitude or instructional process if mother tongue is not used for purposes other than instruction?
5. If your answer is yes, how? Please specify it.

6. Is there any children's literature (stories, folk tale etc) prepared by schools, your organization or any other which would enrich their mother tongue education and knowledge? If there is any, please brief.
7. Who participate in preparation, translation and improvement of instructional materials? Please mention.
8. Did you create awareness about the use of Hadiyyisa as a medium of instruction to the Community? If your response is yes, how? Brief it.
9. Are you happy in teaching your children in Hadiyyisa? If your response is yes, why? Please brief it.
10. Have you tried to standardize the language (Hadiyyisia) for instructional purpose?
11. If your answer is yes, who participated in standardization? And what language variables were the points of attention for standardization? Please brief.
12. what were reasons that have forced the zone to limit Hadiyssia as a medium of instruction at primary first cycle (1-4) level only than it were performing up to grade six? Please brief your critical reasons
13. How was communication between your office and schools regarding instructional language? Please brief.
14. Do you think students enrollment was increased as a result of the use of Hadiyyisa for instruction?
15. Can you say any thing about the repletion and students drop put conditions since Hadiyyisa is on use?
16. Please, specify shortly if you have any additional suggestion regarding :
 - Opportunities that have facilitated implementation
 - Challenges that have faced in due course of implementation
 - Successes gained in using Hadiyyisa as a medium of instruction.

Thank you

Appendix. D

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

Department of Curriculum and Teacher Development Studies

Interview for Parents

Age _____ Sex _____ Nationality _____ Mother tongue _____

1. How Many children do you have in primary school
2. Have you been oriented about the use of mother tongue (Hadiyyisa) as a medium of instruction? If your response is yes, please brief.
3. Did you or other community members in your area participate in decision made in selecting Hadiyyisa as a medium of instruction?
4. Do you like teaching your children in Hadiyyisa? If your response is yes or no, why? Please tell me your reason.
5. Do you want to shift your children from where they learn in Hadiyyisa to the schools where Amharic is medium of instruction? If your response is yes, why? Please tell me the reason
6. Do you observe ability difference between children who learn in Hadiyyisa and Amharic? If your answer is yes, why do you think that has happened?
7. Do you support your children at home after their return from, the school? If your answer is yes, how?
8. Do you see your children happy learning in Hadiyyisa? If your answer is yes or no, why is that you think? Brief.
9. Do you think learning in mother tongue (Hadiyyisa) develops self confidence in your children? If your response is yes, why? Brief it.
10. Do you believe children who learn in Hadiyyisa are weak in their academic competence? If your answer is yes, why? Please specify.
11. Do you think children's feel inferiority because they learn in Hadiyyisa? If your response is yes or no, why? Please brief.
12. Do you think enrollment and retention conditions were improved as a result of the use of Hadiyyisa for instruction purposes?

Thank you

Appendix. E
Addis Ababa University
School of Graduate Studies
College of Education

Department of curriculum and teacher professional development studies

E. Observation Checklist

I. introduction: this observation checklist is prepared to record data pertinent to investigating current classroom practice in using Hadiyyisa as a medium of instruction in the primary schools of Hadiyya Zone. The checklist consists of 2 major parts that all together makes a total of 16 items. The information to be gathered through observation rating scale is to be used for the purpose of triangulation.

I. Background of the teacher to be observed

- a. Name of school _____
- b. Grade and Section observed _____
- c. Date of observation _____
- d. Time observation began at _____ to _____
- e. Unit of teaching _____
- f. Lesson topic _____
- g. Round of observation _____

Put “√” mark in the box under observation scales

No	Categories of the classroom observation	High	Average	Low
.1	Participation and command of language			
	1.1. Teachers ability to present lesson in instructional language (good use of vocabularies)			
	1.2. clarity and simplicity of language used to teach			
	1.3. Reading and speaking skill of teacher			
	1.4. Reading and speaking skill of pupils			
	1.5. pupils participation in the classroom activity			
	1.6. Teachers ability to use modern methods of teaching through the instructional language			
	1.7. Classroom is active and motivated			
	1.8. Code-switching			
	1.9. Learners use text books prepared in instructional language (Hadiyyisa)			

Aappendeks. A

Addis Abaphphi yuuniiveersiite'i

La'm Digre'i losa'n mine

Losa'n Kolleejja

Kaarkulee'mmanee Losisaa'n Mixxeellwwi Lichcha Saaroyimmi Baxxancha

Losisaa'n Xa'mmichcha

Ka xa'mmichchik horoor sawwit Hadiyysinne uwwamoo losano baxanne hosisimmi maratonne, taaphaunuki luwwi duuha' il bakkina, gambauiyyuukki hawwi bikkinnaa siidamukki mishaa moo'ooisanne baa'yyato te'm amma'nnishshuwwa wixxa'mmiinate. Ee bikkina ki'nneense siidamoo amma'nnishshowwi Ka saarayyi baxo tunga afisimmina araaqaa awwaadoohane ihu bikkina hanqa yitakkamoka caakkissakka'a hundem xa'mmichchina dabachcha uwwitakkona haydinne xa'mmoommo. Odim uwwitakkam dabachchi hanqa te'm qophphano yakka'a hawweenakkam bee'ane. Uwwitakkam amma'nnishshik moqqo'om egeramoothane.

Issitakkam eeyyitina gaassatem araaqa galaxxoommo !!

Finto' I Awwonsa: Ka xa'mmichchik horror sawwit saarayyi baxo ihubikkina; Summa kitaabimmi hasisooyyo. Ee bikkina Kanniins woroon siidamoo xa'mmichchuwina bon beyyi gudu keenina ki'n sawwite kitaabimmine odim saaxin gudu keenina, saax'n woroonne “ √ “ mare'e issimminne, doo'llimmi hasisookeenina doo'llitakko'i fidalanne Kulullees mare'e Issitaku'uuyyi daballehe.

Losisaano Moo'oo xa'mmichchuwina

I. Dabachcha uwwaanchi Lule' i Duuha'a.

Kanniinsi woroon siidamoo xa'mmichchuwina bon beyyone kitaabbakku'uuyyi dabachcha uwwehe..

1. Losa'n m'n summa _____
2. Ki'n umur _____
3. ki'n albachchi _____
4. Baxxakko'i hiinchi qaxoom (Losisimmanne) _____
5. Losissakkam baxxanchi _____
6. Losissakkam losa'n hagar _____
7. Ki'n giir-giichch. _____
8. Ki'n luxxi suum _____
9. La'm xantakam suum _____
10. Losa'n gabal _____

II. Hadiyyisa xanaxxi (lachchi) gabala moo'oo xa'mmichcha

- Kanniinsi woroon fara'lli woronne siidamoo xa'mmichchuwwina iittantakkamoka saaxi'n woronne “√ “mare'e issimminne doo'llehe.

Xanato	Araqa Lobakata	Lobakata	Lambeaancho	Hoffane	Hrem Hoffanem
Maceesima					
Wacimma					
Qananaachcha					
Kitaabimma					

II. Hadiyyisa li'simmina issamukki yakitee ixennem edanchaa moo'oo xa'mmichchuwwa

1. Losaan Hadiyyisinne losamukki luwwi bikkina anno'inne-ammo'neen issamoo

Aagixxanchi te'm qaraaniinsi siidamoo bakkiishshi

- A. Araqa Lobakata Ch. Hoffane
 B. Lobakata D. Horem Hoffane
 C. Lambe'aancho

2. Losaan Hadiyyisa qarxworiinsi biireen Hadiyyisa awwaaxxamoois

- A. Araqa lobakata Ch. Hoffane
 B. Lobakata D. Horem Hoffane
 C. Lambe'aancho

3. Hadiyyis Lichchi bikkina quuxoom moo'oo woshaabbuwwi te'm lachchi manni issamukki sharad (

Kitabo'uwu gudisimminne, dommichchannee nulli minadaphphi quuxxuwwannee

hadiyyisa awwaxxakkamisina gaafaassimminnee)

- A. Araqa lobakata Ch. Hoffane
 B. Lobakata D. Horem Hoffane
 C. Lambe'aancho

4. Ki'nnuwwi Losa'n minenne qarxi woriinsi biireen losaan lophphaahim awwaaxxoo suum

- Hadiyyisa: Araqa lobakata Lobakata
 Lambe'aancho Hoffane
 Horem hoffane
- Amaa'llisa: Araqa lobakata
 Lobakata
 Lambe'aancho
 Hoffane
 Horem hoffane

5. Qaraan (anno'ii amo'ii) Hadiyyisinne uwwakkam Losano moo'oo quuxonne atoorareena losa'n mine waarookko.Losisaaninnem edamaa atoorarookko.

- A. Araqa lobakata Ch. Hoffane
B. Lobakata D. Horem Hoffane
C. Lambe'aancho

6. Hadiyyisinne Booraddo'i losisaan booraddo'i bee'keenina Hadiyyis losa'n bikkina hara'mmato issitamo

- A. Araqa lobakata Ch. Hoffane
B. Lobakata D. Horem Hoffane
C. Lambe'aancho

7. Zoo'n te'im woroxxi lachchimanni (mixxeelluwwi) losisaanina issitam booradishshii tamo'ii

- A. Araqa lobakata Ch. Hoffane
B. Lobakata D. Horem Hoffane
C. Lambe'aancho

8.Losisaa'n lambe'enne hadiyyisinne uwwamoo losano li'ishshi bikkina yoo edomchi duuha'i

- A. Araqa lobakata Ch. Hoffane
B. Lobakata D. Horem Hoffane
C. Lambe'aancho

9. Hadiyyisinne losimmi losishshi marat bikkina losaa'n qaraaniinsi, losaaniinsee muli manniinsee uwwamoo sawwit yookko yitoohanne? Eeyya Yitoohan ihulas, mayyemooda'em caackkissehe.

10. Hadiyyi suumina awwaadoo iskripta (fiddalowwa) doo'llukkoo suu'mmi lachchi manna

- A) Araqa iittamoommo Ch) Iittamoommoyyo
B) Iittamoommo D) Horem iittamoommoyyo
C) Lambe'aanchcho

11.Ki'nnuwwi olla'anne siidamoo losa'n minnewwinne yoo edanchii ta'mmanchii araqa lobakata

- A) Araqa iittamoommo Ch) Iittamoommoyyo
B) Iittamoommo D) Horem iittamoommoyyo
C) Lambe'aanchcho

12.Hadiyyisa Li'simmina losa'n minennem ihona te'm muli quuxxoom moo'oo keeninne issaakkoo bax yoohone ?

- A. Araqa lobakata Ch. Hoffane
B. Lobakata D. Horem Hoffane
C. Lambe'aancho

III.. Booradishshaa baqbaqaatoo moo'oo xa'mmichcha

1. Hadiyyisinne Losishshi bikkina booradishshi gudaatee uwwamaatee la'oo?
 - A. Eeyya gudookkoo uwwamaakkoo
 - B. Gudaatee uwwamaatee la'ooyyo
 - C. La'oommoyyo

2. Ki'n dabachchi Eeyya booradishshi gudda la'ookko yoohane ihulas, Ki'nne baxxantakka'a laqqakkamo?
 - A. Eeyya baxxamaa lo'oosmo
 - B. Aayyi baxxama la'oommoyyo

3. Booradishshanne baxxantakka'a laqqakkaman ihulas hinka'n ammaninate ihuda'em ka keeniinsi labookko yitakka'a amma'nnitakkamoka doo'llehe.
 - A) Gundi amma'nneka (saantiinsi - agan affeebee'e)
 - B) Sas aga'nneke
 - C) Loh aga'nneke
 - Ch) Mat hiinchchika

4. Booradishshanne Baxxanxakko'oohane ihulas kanniinsi woroon gudukki fara'l woroonne siidamoo xa'mmichchuwwina ka mare'e "√" "Araqa lobakata", "lobakata", "Lambe'aancho", "Hoffane" Te'm "Horem hoffane" yoo keenaxxi lugummonne gudukki' saaxx'n woronne issimminne ki'n doo'llitakkamoka kullehe.

Xigo	Finto'I xa'mmichcha	Araga Lobakato	Lobakata	Lombe'aancho	Hoofaane	Horem Hoffane
1	Booraadishshoomina hee'ukki ki mixan (hasan)					
2	Gaga xanokka'a baximma booradishshi duuha'a					
3	Gaalchinne baximma booradishshi duuha'i					
4	Hadiyyisiinse mulli suume awwaxximmi duuha'i					
5	Booradisa'n Hadiyyisa xanat qaxoom					
6	Booradisaa'n mixxeella'n gabal Hadiyyisinne					
7	Mulli e'lloo losannina te'm lichchina yoo gada'i booradishshai					
8	Losanoo'm marat duuha'a moo'ooisanne baa'yyaata daba'llanchi duuha'i					
9	Booradishshoommane booradishshoomik horoor sawwitii awwaadii caakkaa hincaakko					

IV. Hadiyyisinne Losano uwwimmi bike moo'oo xa'mmichcha

Kanniisi Woroon siidamoo xa'mmichchuwina Ki'nneka doo'lla ' Araqa iittamoommo (AI)", " Iittamoommo (I) " " Lombe'aancho (L)", "Iittamoommoyyo(IYO)", " Horem iittamoommoyyo (HIYo)". yitakku'uyyi doo'llitakko'I kee'n lugumonne siidamoo saax'n woronne ka mare'e "√" issehe.

Xigo	Finto'I xa'mmichcha	AI	I	L	Iyo	HIyo
1	Hadiyyisinne losisimmaa Losimmaa mixam hee'ummane					
2	Hadiyyisinne Losimmi Oosina peedaagoje'iki, saaykolooje'iki polotiqqi eroommi yoohane					
3	Ammaa'llisinne losakkam Losa'n minnuwwi yoohan ihuta'n uraa eekke'e mareaa Losisam hee'ummo					
4	Hadiyyisinne losisimmanne araq howwi yoohanne ihubikkina awwaado bee'anee					
5	Hadiyyisa Losanina awwaaxximmina kuk ammaneyo (gaaggambaammo).					
6	Ciilichchi ixxi suume bacukki suumminne Losimmi lxxi mannoommaxxi hanqa					
7	Hadiyyisinne losimmi kora'a ammane bi'shsha mashka'oomm eraarem la'oommane ihubikkina.					
8	Hadiyyi Zoonanne hee'oo Oos hundim Hadiyyisinne Losimmi hasisookko					
9	Hadiyyisa la'm Hadiyyi Zoonanne Losisimmina luxxi moo'akkam luwwi ihimmi hesisooyyo.					
10	Losaan Hadiyyisinne Lossamaare araq Liirantamo					
11	Losaan Hadiyyisinne Lossam ammane Losa'n maratonne danaamisa ang-eddamoyyo (baxxamamooyyo)					
12	Losaan Hadilyisinne Lossammaare qaarxi woro'l losan danaamisa iibbookkoo haraar attoorachchim hee'ookko					
13	Hadiyyisinne Losisoo keen doollab Losa'n tamo'i mu'uta (muuta) Losishsh qooroomaa awwaaxxa xanooyyo.					
14	Hadiyyisinne Losimmi losaa'nneka uulli mateeyyoomina hee,oo mixano hoogseena xanoohane					
15	Hadiyyisinne Losimmi mateeyyooma qoxxsoohane					
16	Gaqqi suuminne Losimmi mulli kee'n suume, wogaa heechchi qaanqaa Lonsimmiina tamoohe					
17	Hadiyyisinne Losisimmi Losano Losaanina aagooisanne hgisimmina tamoohe					
18	Hadiyyisinne losan asheeramukkaa -nniinsi keen losaa'n xig edaakko					
19	Hadiyyisinne losan ashsheerukkaanniinsi keen losano muroo oos xig hofe'aakko					
20	Hadiyyisinne losan asheerukkaanniinsi keen losaan losano tunga afisoo'nnem urookko					

V. Losishshi mu'uta (muuta) gudisimmaa afisimma moo'oo

x'mmichchuwwa.

Awwaonsa: Doo'llitakko'aa'n illagenne siidamoo saaxinanne ka mare'e "√" issehe.

1. Losishshina tamoo mu'ut erammaninnem gadaa Losa'n mine affookko

- | | | | |
|-------------------------|--------------------------|-------------------------|--------------------------|
| A/ Araqa iittamoommo | <input type="checkbox"/> | Ch) Iittamoommoyyo | <input type="checkbox"/> |
| B/ Iittamoommo | <input type="checkbox"/> | D) Horem iittamoommoyyo | <input type="checkbox"/> |
| C/ Hoffokam iittamoommo | <input type="checkbox"/> | | |

2. Ihoo qax Losishshi mu'ut (Ki'taabbuwii, Siilabassuwii, Losisaanchi awwonsii)

Losa'n minina affookko

- | | | | |
|-------------------------|--------------------------|-------------------------|--------------------------|
| A/ Araqa iittamoommo | <input type="checkbox"/> | Ch) Iittamoommoyyo | <input type="checkbox"/> |
| B/ Iittamoommo | <input type="checkbox"/> | D) Horem iittamoommoyyo | <input type="checkbox"/> |
| C/ Hoffokam iittamoommo | <input type="checkbox"/> | | |

3. Affooyyo yitakkaman ihulas mashka'oom maha laboo? Huno'o gundannem caakkissehe.

4. Gudukki Losimmi Losishshi kitaabbuwii ee gabalanne losoo oos umurinee saaykoloje'nnee shiinnatamoochane

- | | | | |
|-------------------------|--------------------------|-------------------------|--------------------------|
| A) Araqa iittamoommo | <input type="checkbox"/> | Ch) Iittamoommoyyo | <input type="checkbox"/> |
| B) Iittamoommo | <input type="checkbox"/> | D) Horem iittamoommoyyo | <input type="checkbox"/> |
| C) Hoffokam iittamoommo | <input type="checkbox"/> | | |

5. Kitaabbuwii gudisimminaa tirimminaa awwaaxxakko'i sagachchei te'm suum ee gabalina shiinnaatamoochane

- | | | | |
|-------------------------|--------------------------|-------------------------|--------------------------|
| A/ Araqa iittamoommo | <input type="checkbox"/> | Ch) Iittamoommoyyo | <input type="checkbox"/> |
| B/ Iittamoommo | <input type="checkbox"/> | D) Horem iittamoommoyyo | <input type="checkbox"/> |
| C/ Hoffokam iittamoommo | <input type="checkbox"/> | | |

6. Losa'n tamo'i mu'ut gadaa hincukki duuha'i (hegeeqqi gaazeexxuwii, Heessuwii, Yannuwii mulii keenimi) horem hoffane

- | | | | |
|-------------------------|--------------------------|-------------------------|--------------------------|
| A/ Araqa iittamoommo | <input type="checkbox"/> | Ch) Iittamoommoyyo | <input type="checkbox"/> |
| B/ Iittamoommo | <input type="checkbox"/> | D) Horem iittamoommoyyo | <input type="checkbox"/> |
| C/ Hoffokam iittamoommo | <input type="checkbox"/> | | |

**VI.. Losisaanii losaa'n qaraanii losano gudisimmanne issitam
ang-ejja moo'oo xa'mmichcha.**

.a.Losisaa'n ang-ejja moo'oo xa'mmichcha

1. Losisaan Hadiyyisinne losishshi mu'uta (muuta) gudishshanne issoo ang-eejji
A) Araqa lobakata Ch) Hoffane
B) Lobakata D) Horem hoffane
C) Lambe'aancho
2. Losisaan Hadiyyisinne losishshi tamo'i mu'uta (muuta) gudishshanne ang-ejji duuha'i
A) Araqa lobakata Ch) Hoffane
B) Lobakata D) Horem hoffane
C) Lambe'aancho
3. Losisaan Hadiyyisinne losishshsina gudukki mu'uta keenimmanne baxxamim duuha'i.
A) Araqa lobakata Ch) Hoffane
B) Lobakata D) Horem hoffane
C) Lambe'aancho
4. Hanaa'n xa'mmichchina ki'n dabachchi lobakata yoohan ihulas shuqunttakko'I luwwika mishooma kitaabehe.

5. Hadiyyisinne losano uwwitittuuyyi gamba yukki hawwi' yohan ihulas huno'o caakkisse.

6. Ee Hawwiinsi firimmina ma-googo awwaaxxito? Huno'o caakkisse.

7. Hadiyyisinne losan uwwamukki bikkina moo'amukki eroommi (lichchi) yoohan ihulas Huno'o laqqakkamoka haraassitakka'a caakkassehe.

b. *Qaraa'n ang-ejja moo'oo xa'mmichcha*

1. Qaraan (anno'ii amo'ii) Hadiyyisinne losano uwwimmi bikkina yoo sawwit maha Laboo.
A) Araqa danaamo Ch) Jora
B) Danaamo D) Horem jora
C) Lambe'aanchome
2. Qaraan ixxuwwi oosina Hadiyyisinne losan uwwamu bikkina losano soroobimmi duuha'anne
ixxuwwi oosina tamimmina issitam yakit bee'e
A) Araqa iittamoommo Ch) Iittamoommoyyo
B) Iittamoommo D) Horem iittamoomoyyo
C) Lambe'aancho
3. Qaraan ixxuwwi oos Losa'n dirkin Losisaaninne losa'n mininnee issomoo atoorachchi (
a'llansimmi) Hadiyyisinne losishshi asheeru bikkina e'llaakko.
A) Araqa iittamoommo Ch) Iittamoommoyyo
B) Iittamoommo D) Horem iittamoomoyyo
C) Lambe'aancho
4. Hadiyyisinne losano uwwimmi losa'n minneewwaannonnee qaraa'n lombe'enne yoo edanchi
qoxxiisa issaakko
A) Araqa iittamoommo Ch) Iittamoommoyyo
B) Iittamoommo D) Horem iittamoomoyyo
C) Lambe'aancho

Galaxxomm

Aappendeks.B
Addis Abaphphi yuuniiveersiite'i
La'm Digre'i losa'n mine
Losa'n Kolleejja

Kaarkulee'mmanee Losisaa'n Mixxeellwwi Lichcha Saaroyyimmii Baxxancha
Losaanina Hincoo Ya'mmichcha

Losaa'n Xa'mmichchae

Awwonsa: Konniins woroon yoo xa'mmichchauwwa hundam qananaa'llatta hanqo'I dabachchca uwwa. At Uwwitoo hanqo'i dabachchi Ka saarayya mishaam ihoona tomoohane.

B. Losaanchi lule'I amma'nnishsha: Ki dabachcha bon beyonne kitaabe

Umur _____ Albachchi _____ Lossoo baxxanchi _____

Qarxi _____ Woccoo (suume baccit) suum _____

Mulli xantoo suum _____

Awwonsa: Kenn'iinsi woroon gudukki fara'lli woronne uwwamukki doo'llchchi'wwiinsi at iittantoohaannonne "Araqa lobabata," "Lobakata", "lembe'aancho", "Hoffane", "Horem hoffane", Yoo Kee'n Lugumonne gudukki saaxinnuwwi woroone doo'llititaannina ka mare'e "√" isse.

Xigo	<i>Xaimmichchuwwa</i>	<i>Araqa Lobakata</i>	<i>lobakatao</i>	<i>Lambe 'aancho</i>	<i>hoffane</i>	<i>Horem hoffane</i>
1	Hadiyyisinne Lossoommaare losan aagookko yittoo amma'nnat					
2	Hadiyyisinne Kilosisaanchinne Losa'n bikkina atoorachchii caakkixximikkii xanat					
3	Hadiyyisinne ki beshshuwwinne issitoo edanchi xa'mmimmikii attorachch xanat					
		<i>Araqa Lobakata</i>	<i>lobakatao</i>	<i>Lambe 'aancho</i>	<i>hoffane</i>	<i>Horem hoffane</i>
4	Hadiyyisinne losa'n qarxworoone xa'mmichcha ki'simmikkii dabarmmikii xanat					
5	Hadiyyisinne kitaabimmilk xanat					
6	Hadiyyisinne qananaachchi xanat					
7	Hadiyyisinne losano uwwakkam bee'I losa'n minenne losimmimina yoo mixan					
8	Hadiyyisinne gudukki Losimmina awwaado kitaabbuwwa hincaachchi duuha'i					
9	Losa'n tamo'I mu'uta (muuta) hincaachchi duuha'i					
10	Hadiyyisa qarxi woriinsi biireen awwaaxximmi duuha'i					
11	Hadiyyisinne losimmi mixan (hasan)					

B.II.2. Hadiyyisine losano uwwimmi bikkina losaa'n sawwite moo'oo xa'mmichcha

1. Hadiyyisinne losan hundem Losa'n gabalanne uwwamona (Luxxi gaballiinsi ki'saa kolleejji afeebe'e)
 - A. Araqa iittamoommo
 - B. Iittamoommo
 - C. Lambe'aanchcho
 - Ch) Iittamoommoyyo
 - D) Horem Iittamoommoyyo
2. Hadiyyisinne losan, xale'i luxxi gabalina uwwamona
 - A) Araqa iitomoommo
 - B) Iittamoommo
 - C) Lambe'aanchcho
 - Ch) Iittamoommoyyo
 - D)Horem iittamoommoyyo
3. Hadiyyis hundem losa'n gabalanne suu'm losanoomina xale'e uwwanchi hasisookko
 - A) Araqa iittamoommo
 - B) Iittamoommo
 - C. Lambe'aanchcho
 - Ch) Iittamoommoyyo
 - D) Horem iittamoommoyyo
4. Hadiyyisinne losan uwwanchi horem hasisooyyo
 - A) Araqa iittamoommo
 - B) Iittamoommo
 - C. Lambe'aanchcho
 - Ch) Iittamoommoyyo
 - D)Horem Iittamoommoyyo
5. Hadyiyyisinne Losoommare losan araqa caakkaa sholle'aallaa ihaa siidamoobikkina losa'n mine marimmi araqa liiransookko.
 - A)Arqa iittamoommo
 - B) Iittamoommo
 - C. Lambe'aanchcho
 - Ch) Iittamoommoyyo
 - D) Horem iittamoommoyyo
6. Hadiyyisinne Losoommi bikkina qaraan soroobommi ammanee mi'n baxo baxoommi ammanee tameena (hara'mmeena) xanookko.
 - A)Arqa iittamoommo
 - B) Iittamoommo
 - C. Lambe'aanchcho
 - Ch) Iittamoommoyyo
 - D) Horem iittamoommoyyo
7. Hadiyyisinne losoommi bikkina losanonne hoongaanchcho
 - A) Arqa iittamoommo
 - B) Iittamoommo
 - C. Lambe'aanchcho
 - Ch) Iittamoommoyyo
 - D) Horem iittamoommoyyo

8. Gaqqi suuminne losimmi gaganne amma'nnimmaa ayyooma la'mma gaafaassoohane

- A) Arqa iittamoommo Ch) Iittamoommoyyo
B) Iittamoommo D) Horem iittamoommoyyo
C. Lambe'aanchcho

9. Hadiyyisinne (gaqqi suuminne) losimmi tuussiisoothane mannoommaxxi hoffaannoma
macceesisoohane

- A) Arqa iittamoommo Ch) Iittamoommoyyo
B) Iittamoommo D) Horem iittamoommoyyo
C. Lambe'aanchcho

!0.Hadiyyisinne losimmi mulli suumina hee'oo xanato hoogisoohane

- A) Arqa iittamoommo Ch) Iittamoommoyyo
B) Iittamoommo D) Horem iittamoommoyyo
C. Lambe'aanchcho

11. Kanniinsi woroon yoo keeniinsi ki'qaraan (anno'ii amo'ii) Ki losanina hinka doo'llamoo.

- A) Hadiyyisa
B) Amaa'llesa
C) Ingliizis

12. Mahina ee suume doo'llamoo da'em mashka'a kitaabe. _____

Galaxxoommo!!

Aappendeks. D

Addis Abaphphi yuuniiveersiite'i

La'm Digre'i losa'n mine

Losa'n Kolleejja

Kaarkulee'mmanee Losisaa'n Mixxeellwwi Lichcha Saarooyimmi Baxxancha

Ch. Qaraonina(anno'inaa amo'naa) hinchoo Saga'l xa'mmichcha

Awwonsa- Ka xa'mmichchik horoor sawwit Haddyisinne uwwamoo losa'n marato moo'oo Duuha'anne hee'ukki makki duuha'a, gambayukki hawwoo siidamikki mishaa moo'ooisianne saarayya issimmina tamoo amma'nnishshuwwa(baa'yyata) Wixxa'mminatte. Eebikkina ki'nne uwwitakkam dabachchi arqa hara'mmoohane ihubikkina hanqo'i dabachcha uwwitakkona hayidinne xa'mmoommo. Uwwitakkam dabachchik *moqqo'oom* ki'nne lambe'ennee I lambe'ennee egerammoohane ihukkuuyyi, dabachchuwwoomim *hanqa* te'm *qophphano* yimminne hawweenamoo (keenamoo) bee'ane ihubikkina maham malantakkoo'n hundem xa'mmichchina ki'nnena labbo dabachcha uwwehe.

Qaraano moo'oo lule'i Amma'nnishsha

Umur _____ Albachchi _____ Gaiir-giichchi _____ wocakkam suum _____

Bax hagari _____ Mulli laqqakkam suum _____ Ga'n _____

Xa'mmichcha

Ch.II.Hadiyyisinne losimmi bikkina qaraanina yoo sawwite la'mmina hincoo xa'mmichcha

1. Ki'nnex Luxxi gaba'l luxxi saayki'l loso'n minenne losoo oos Yoohanne?
2. Eeyya yookko yitakkaman ihulas mee'i oss yook ?
3. Oosoom losookkok ma-suuminne?
4. Hadiyyisinne losano uwwimmi awwaxxi bikkina ki'nnena te'm mulli mannina uwwamukki losan (booradishshi) hee'ukkonne? Eeyya hee'ukko yitakkaman ihulas mah-atoorattakko'da'em tiitakkmo? Huno'o Caakkissehe.
5. Hadiyyisa Losano uwwimmina awwaadona do'llakko'I maratonne Losaa'n qaraan te'm mulli minaadab baxxamamaakka hee'u
6. Ki'n ciilluwwi haydyissinne losona iittitakkamonihe?Eeyye iitoommo yitakkaman ihulass mahinada'em hino'o caakkissehe ?
7. Odim Iittoommayyo Yitakkamanim ihulas mohinada'em ki'n mashka'a caakkassehe?
8. Mulli mannim Hadiyyisinne ixuwwi ciilluwwa Losisuta'n iittitakkamonihe?
9. Eeyya yitakkaman ihulas mahinatemda'e hino'o caakkissehe.

10. K'in ciilluwwa Hadiyyisinne Losamoo beyyiinsi Amaa'llisinne Losisoo Losa'n minenne dabattakka'a Losisimma iittitakkomonihe? Eeyya yitakkaman ihulas mahinatda'em hino'i caakkissehe?
11. Hadiyyisinnee Amaa'llisinnee losoo Oos lambe'en lachchi gba'l annannaat yookko yitakka'a amma'annitakkamonnehe? Eeyya yookko Yitakkaman ihulas mahinat da'em caakkissehe
12. K'in Ooso minenne Losano soroobonaa mi'n baxo baxonaa hara'mmitakkamonniehe? Eeyya yitakko'ilas mahin laboo hara'mmitakkeena xantakko'ok? Hino'I caakkissehe
13. K'n Oos Hadiyyisinne losommubikkina liiramoohane? Eeyya Yitakkoi'las mahin laboo? Caakkissehe.
- 14 .Hadiyyisinne(ixxuwwi gaqqi suuminne) Oos losimmi ixxuwwi gagannee ayyoomannee bakke'ooisina baqaa'mminne awwaadookko yitaka'a amma'nnitakkomonihe? Eeyye yitakkaman ihulas hinkidenne? Caakkissehe.
15. Hadiyyisinne Losoo Oos Losanonne hoongaancha yitakka'a amma'nnitakkamonihe? Eeyya Yitaako'las mohinattem da'e caakkissehe.
16. Hadiyyisenne losan asheerukkaanniinsi keen lossa'n xig losa'n minenne edaa? Losano murummi duuha'I maha laboo?
17. Hadiyyisinne losubikkina oos ixxuwwi ayyoomanne tuuroohonne? Eeyya yitakkaman ihulas ki'n mashka'a caakkissehe.
18. Mullek eddakam luwwi yoolas cakkissehe.

Araqa Galaxxoommo !!

Appendix F

Principles and procedures for the Research

The following framework consists of my ethical principles and procedures were adopted from Ali Yasin Ali (2005), which I am willing to discuss with my participant in pursuit of an agreed upon and amended framework. Therefore, the following procedures were disclosed to the participants

1. Participation in the research is voluntary. You have the right to withdraw from the research at any time;
2. Information given to me (by your willing) will be treated as belonging to you; and it can be used with your permission.
3. Observations and interpretations made by me will be treated as belongings to me. When ever implicated is such observation and interpretations, you will be invited to comment upon their fairness, accuracy and relevance.
4. I will seek your permission to create or use audio records, you have the right to refuse, change your mind after being recorded or withdraw your recordings. You can edit or change them, as you are invited to listen to the taped information. Copies of transcripts will also be shown to you for checking for correct transcription.
5. I will securely store data
6. In case views may be revealing, the presentation of these views will be negotiated with you.
7. Full anonymity of your identity and confidentiality of the information you share with me will be maintained.
8. Except for the purpose of professional collaboration in the project, no data arising from interview will be disclosed in any form to third parties without your explicit and prior consent. Where data is shared for the purpose of professional collaboration this protocols and procedures apply to all those involved in that collaboration.
9. I am willing to discuss these principles and procedures with you in pursuit of an agreed frame work for the research and to amend them as necessary, and
10. You have the right to get any benefits during your participation.

Thank you

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- የሰህጻን ገንዘብ ስህተት ስህተት ስህተት ስህተት ስህተት ስህተት ስህተት ስህተት

በሰህጻን ገንዘብ ስህተት ስህተት ስህተት ስህተት ስህተት ስህተት ስህተት ስህተት

በሰህጻን ገንዘብ ስህተት ስህተት ስህተት ስህተት ስህተት ስህተት ስህተት ስህተት

