

ATTITUDES TOWARD GAMOTSTSO AS MEDIUM OF
INSTRUCTION IN THE FIRST CYCLE OF PRIMARY EDUCATION
IN GAMO GOFA ZONE

BY
MEQUANINT WANNA



September, 2009

**ATTITUDES TOWARD GAMOTSTSO AS MEDIUM OF
INSTRUCTION IN THE FIRST CYCLE OF PRIMARY EDUCATION
IN GAMO GOFA ZONE**

**A THESIS PRESENTED TO THE SCHOOL OF
GRADUATE STUDIES
ADDIS ABABA UNIVERSITY**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF
MASTER OF ARTS IN LINGUISTICS**



**BY
MEQUANINT WANNA GEBREMEDHIN**

SEPTEMBER, 2009

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

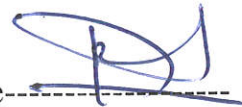
**Attitudes towards Gamotstso as Medium of Instruction in the First
Cycle of Primary Education in Gamo Gofa Zone**

**By
Mequanint wanna
Institute of Language studies**

Approved by:

Binyam Sisay

Signature-----



Advisor:

GIDEON P. E. COHEN

Signature-----



Examiner:

Examiner:

Signature-----



ACKNOWLEDGMENT

First of all I thank the almighty God for all time assistance offered me to finish my study. Many People are involved in the accomplishment of this project. Special thank goes to my thesis advisor Dr Binyam Sisay for his unreserved support he has rendered me in guiding and assisting me for the accomplishment of this work. I want to extend my heart felt thanks to Ato Bikale Seyoum for his usual assistance and evaluating the draft of the paper.

I would like to thank my brother Wendyifraw Wanna and his wife Tsehay Abera and their children who have always been in my side in addition to their moral and material support.

I am grateful to my friend Bitewelign Wendimenh for his priceless support and for his translation of the questionnaire into Gamotstso. My thanks also go to my brother Shimelis Wanna for his material and moral support.

I would like to appreciate my friend Dereje Tsgie who has been with me all the time when I need him for this work. My special thanks go to my friend Friew Bekele who devoted his crucial time in doing his best to correct the lay out of the work.

I would also like to thank Hawassa University for sponsoring me during my Graduate study in Addis Ababa.

Finally I appreciate all people who directly or indirectly involved in accomplishment of this work

Table of Contents

Page

Acknowledgment.....	i
Table of contents.....	ii
List of table.....	iv
Acronyms.....	V
Abstract.....	vi

CHAPTER ONE

INTRODUCTION

1.1. Background of the study.....	2
1.2. Statement of the Problem.....	4
1.3. Objectives of the study.....	4
1.4. Significance of the study.....	5
1.5. Delimitation of the study.....	5

CHAPTER TWO

CONCEPTUAL FRAMEWORK AND REVIEW OF RELATED LITERATUR

2.1 Conceptual and Theoretical Framework.....	6
2.1.1. What is attitude?.....	6
2.1.2. What is language attitude?.....	7
2.1.3. Theoretical Approaches to the Study of Language Attitudes study.....	9
2.1.4. A brief review to related works to language attitude and education in Ethiopia.....	10
2.1.5. Language Policy and attitude toward language.....	14
2.1.6 Mother Tongue Education.....	15
2.2 Brief History of Language Policy in Ethiopia.....	19
2.2.1. The Language Policy of the Imperial Regime.....	19
2.2.2. Language Policy of the Derge Regime.....	20
2.2.3. The Language Policy of EPRDF.....	21
2.3. The development of Gamotstso as medium of instruction.....	22

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. The Study Area.....	24
3.2. Selection of Schools.....	24
3.3. Sampling.....	25
3.4. Data Collection Instrument.....	27
3.4.1. The Questionnaire.....	27
3.4.2. The Interview.....	29
3.4.3. The Observation.....	30
3.5 Method of data analysis.....	30

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION

4.1. Questionnaire Result.....	31
4.1.1 Language proficiency Results.....	31
4.1.1.1. Students' Language Proficiency	31
4.1.1.2. Teachers' Language Proficiency.....	35
4.1.1.3. Parents' Languages Proficiency.....	40
4.1.2. Respondents Attitude towards Gamotstso	42
4.1.2.1. Students' Attitudes towards Gamotstso.....	42
4.1.2.2. Teachers' Attitudes towards Gamotstso	52
4.1.2.3. Parents' Attitudes towards Gamotstso	60
4.1.3. Attitudinal differences among students, teachers and parents regarding Gamotstso as MOI	68
4.1.4. Respondents Attitudinal differences due to their urban/ rural settlement... ..	69
4.2. The Interview	70
4.2.1. Interview with Students	70
4.2.2. Interview with Teachers.....	73
4.2.3. Interview with Parents	77
4.3. The Observation.....	80

CHAPTER FIVE

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Summary of findings.....	82
5.2 Conclusions	83
5.3 Recommendations.....	84
Reference.....	86
Appendix-A.....	90
Appendix-B.....	92
Appendix-C.....	94
Appendix-D.....	96
Appendix-E.....	96
Appendix-F.....	97
Appendix-G.....	97
Appendix-H.....	98
Appendix-I.....	100
Appendix-J.....	102
Appendix-K.....	104
Appendix-L.....	106
Appendix-M.....	109
Appendix-N.....	112
Appendix-O.....	114
Appendix-P.....	126

LIST OF TABLES

Page

Table 3.1	26
Table 3.2	26
Table 3.3	27
Table 3.4	27
Table 4.1	32
Table 4.2	34
Table 4.3	36
Table 4.4.....	37
Table 4.5	39
Table 4.6	41
Table 4.7	43
Table 4.8	45
Table 4.9	46
Table 4.10	48
Table 4.11	50
Table 4.12	51
Table 4.13	53
Table 4.14	54
Table 4.15	55
Table 4.16	57
Table 4.17	58
Table 4.18	59
Table 4.19	60
Table 4.20	61
Table 4.21	62
Table 4.22	64
Table 4.23	65
Table 4.24	66
Table 4.25	68
Table 4.26	69
Table 4.27	70

ACRONYMS

ANOVA _ **Analysis of Variance**

MOI _ **Medium of Instruction**

SPSS _ **Statistical Package for Social Science**

ABSTRACT

The purpose of this study is to investigate students, teachers, and parents' attitudes towards Gamotstso as medium of instruction (MOI) in the first cycle of primary education. To carry out this research, 220 subjects were selected from three rural and two urban centers, of Arbaminch town, Arbaminch zuria woreda, and Chenchu woreda. Besides language skill assessment, respondents were given with attitude questionnaire to measure their feelings towards Gamotstso instruction. Descriptive research method was employed to investigate the data. One way ANOVA and one sample t- test is used to analyzed the data obtained from the questionnaire using SPSS in addition to simple statistical operation such as mean, percentile etc. The result shows that students, teachers and parents in general hold positive attitudes towards Gamotstso serving as the medium of instruction. The termination of the target language in the first cycle is a major cause for the frustration of some respondents to feel that learning in the local language is useless. No statistically significant attitudinal variation is observed among student, teachers, and parents regarding the use of Gamotstso as MOI. Urban/ Rural settlement of the respondents does not result in a significant difference in their attitudes towards Gamotstso as medium of instruction. On the basis of these findings, it was suggested that curriculum designers or policy makers, and stake holders need to consider expanding the role of the local language beyond the first cycle. Attention should also be paid to re-examine the variation of Gamotstso as it poses some problems in the implementation of mother tongue education in Gamo Gofa zone.

CHAPTER ONE

INTRODUCTION

Education plays a significant role in the development of a country. This is done by enabling individual and the society in general to be involved in developmental activities through acquiring knowledge, ability, skills and attitudes (Education and training policy, 1994:1). “One of the aims of education is to strengthen the individuals and society’s problem-solving capacity, ability and culture starting from basic education and at all levels” (Ibid, 1994:1). Education can also bring about economic growth, modernization, redistribution of justice, and socio-economic transformation (Mabogunje, 1989, Cited in Gould, 1993:3).

Gould (1993:3) states the following about education:

It is seen by governments and individuals as a key vehicle to increase national and individual incomes and bring economic growth. It is a major force for social change and modernization of attitudes, value and economic and social behavior. Provision of schools and better access to education at all levels is large and common feature of development strategies that seek to promote redistributive justice.

Above all, education helps man to protect his environment by expanding knowledge of science and technology (Education and training policy, 1994:1). These could be the major reasons why many developing countries give due attention to the educational sector. The educational policy may vary nation to nation or from time to time when the political situation changes. Ethiopia, like many countries has shown a lot of changes in the educational sector for long period of time as this sector could influence the development of the country. The educational policy of the country changes when a new government comes to power. (See section 2.2)

Although modern education was introduced to Ethiopia several years ago, it did not result in the expected, meaningful impact on the lives of the people and the development of the country as whole. One of the cited reasons could be attributed to the educational, language policy that the country has been following. Ethiopia is a multilingual country having more than 85 languages. Amharic however had been serving as “national language of the country, medium of instruction

in primary school, and an official working language throughout the entire nation” (Hirut, 2007:212). Consequently, all other languages did not get the chance to be exercised in formal education. Gamotstso, as one of these languages and the focus of this research, had been denied of its right to be used for educational and other purposes.

1.1 Background of the Study

The role of language in education in general and in classroom in particular is undeniably significant. Teachers and students spend a lot of time dealing with language during the teaching learning process. Stubbs (1983:17) says that "schools and classrooms are pervasive language environment". Classroom language attracts the attention of many researchers. This is due to the fact that in teaching-learning process linguistic activities such as lecturing, explaining, discussing, telling, answering, listening, repeating, paraphrasing, and summarizing are common practices.

In educational process, it is expected that there should be communication, and understanding between teachers and students, so that the purpose of learning can be accomplished. Quality of education may depend on teachers training, educational facilities etc. However, when students learn in the language they know best, they can be successful. Researchers also proved that mother-tongue education helps children, especially at primary level. They perform better and will be able to express their own culture. In addition, it is the right of a child to learn using his/her mother tongue, and gets a chance to exercise his/her own identity (UNESCO, 1953:47-8 Bamgbose, 1984, Akinnaso, FN, 1993, Yates, 1995, as cited by Ogutu, 2006). Taking this fact as one of the main reasons, the federal government of Ethiopia has allowed the use of local languages in educational sector since 1994 (Education and training policy, 1994). Gamotstso was also allowed to be the language of instruction in primary education 15 years ago.

As discussed above, learning in ones own mother tongue has a lot of benefites. Despite this fact, attitude towards language can affect the whole educational process. The attitude and perception held by students, teachers and parents positively or negatively influence language learning.

Positive or negative attitude towards home language of young bilingual child can determine the overall educational experience which the child will have. People from minority groups will sometimes have negative attitudes towards their own language because they may not see it as a means of getting on in the wider community. (Mukherji, P. and Teresa, 2000:127-128)

In addition to this, the attitude of peers, teachers, and parents towards a particular language can also influence students' achievement concerning language study (McGroarty, M. 1996). Adopting a multilingual language policy and being committed for its implementation does not always bring about good result. People's perception and attitude towards a language should be given great attention (Mutas, 2006 and Cohen, 2000).

Since 1994 Gamotstso has been acting as a language of instruction in primary education. Though there are a number of researches conducted on Gamotstso almost all of them focused on the description of the language. As the researcher thinks that no study has been carried out in relation to the attitudes of the people towards Gamotstso as MOI. Therefore, the researcher believes that the attitude of students, teachers and parents should be examined as its impact on the implementation of the policy is high. (See section 2.1.5) This remains the main reason that the present study plans to include the attitudes of students, teachers and parents towards the use of Gamotstso as MOI.

Study conducted by Ejeh, M. (2004) on student-teacher attitude towards teaching in mother tongue in Nigeria primary school indicated that students had negative attitude to it. On the other hand, a study conducted by Fisseha (1994) shows that student- teachers have a strong positive attitude towards using Oromo language as medium of instruction in general. Other local study by Mitiku (2005) shows students, teachers, and parents held negative attitude towards Dawro as medium of instruction. Similarly, Cohen (2000) investigated regarding the use of Gamotstso as language of instruction. According to Cohen's observation Gamotstso is positively accepted by the local community around Arbaminch town (Zonal towns of Gamo Gofa). On the contrary, Gamotstso is negatively accepted in other part of Gamo area.

These contradicting investigations primarily triggered the researcher to carry out the research on the attitudes toward using Gamo language or Gamotstso (hereafter) as medium of instruction

in primary level (Wondimu, 2006). Besides this, the researcher familiarity to the area and his knowledge of the the language motivates him to conduct the study.

1.2 Statement of the Problem

Following the downfall of the military government in 1991, there have been changes in the political, social, and economical situation in Ethiopia. One of these changes was promoting mother tongue education in the country. Gamotstso has been used as medium of instruction in first cycle of primary education in Gamo Gofa zone. Since the implementation of the Ethiopian language policy in 1994, mother tongue education in Ethiopia, particularly in the former Semen Omo zone which used to include *Wolaita, Dawro, Konta* and *Basketo* special woredas in addition to Gamo and Gofa zone, has passed through several ups and downs. One of the challenges, according to Hirut (2007) was "sceptical attitude of the society towards mother-tongue education..." (210).The researcher feels that this scepticism needs to be well investigated so that its impact on the education of the area can be closely understood.

Based on the above potential problem, the following questions are forwarded.

- a) What attitudes do students, teachers, and parents have towards the use of Gamotstso as medium of instruction in schools?
- b) Is there any attitudinal difference among students, teachers, and parents towards the use of 'Gamotstso' as medium of instruction?
- c) Is there any variation between attitudes of students, teachers and parents towards Gamotstso depending on their rural/urban background?
- d) What is the over all situation of mother tongue education in the Gamo area in relation to the attitude of the speakers?

1.3. Objectives of the study

- a. To examine the attitudes of students, teachers, and parents towards 'Gamotstso' as medium of instruction.
- b. To assess attitudinal differences among students, teachers, and parents.

- c. To assess attitudinal differences among students, teachers, and parents according to their rural/urban background.
- d. To evaluate the over-all situation of mother tongue education especially in that particular area.

1.4. Significance of the study

Conducting this research may:

- a) Give reliable information for policy makers, curriculum designers regarding the attitude of students, teachers, and parents towards 'Gamotstso' as medium of instruction.
- b) Help the concerned bodies to take steps to alleviate immediate problems if there will be any.
- c) Give clue for those who wish to make further investigation on the situation of mother tongue education in the area.
- d) Initiate other researchers to conduct a similar research on other languages.

1.5. Delimitation of the study

The researcher will include only five schools, around Gamo area for the purpose of manageability. It will be more useful if the study covers the whole Gamo Gofa zone, but due to time and resource constraints the research will examine three rural, and two urban primary schools.

CHAPTER TWO

CONCEPTUAL FRAMEWORK AND REVIEW OF RELATED LITERATURE

In this section, the researcher attempts to provide conceptual frame work and review some related literatures. The conceptual framework presents the main concepts of attitude (both from social psychology the sociolinguistics perspectives) mainly about language attitude. In reviewing related literature attempt will be made to briefly discuss related researches in the past. These include language attitude and education in the Ethiopia context, language policy and attitude towards language, and finally arguments about mother tongue education.

2.1 Conceptual Framework

2.1.1. What is Attitude?

The concept of attitude is very important and occupies a central position in the field of social psychology. "Attitude was social psychology's most indispensable concept:" (Allport 1935 cited in Franzoi 2000:147). Similarly, Fox (1993) says attitudes have been the focus of Psychologists especially in the area of education. Accordingly, several scholars have defined the concept of attitude in various ways.

According to William (1974:21) "Attitude is considered as an internal state aroused by stimulation of some type and may mediate the organism's subsequent responses" (quoted in Fasold 1984:147). Fasold (1984) says that this definition is a typical example of the mentalist approach to the study of attitude in which it poses a serious problem to employ experimental research. (The Mentalist approach to the study of attitude will be discussed under the sub section of Theoretical Framework, 2.1.3).

The majority of definitions about attitude have three sub components. For example, in Edwards (2006:329) words, "attitude is a disposition to react favorably or unfavorably, a disposition with three components feeling (the affective element), thoughts (the cognitive element), and a result

of tendency to action (the behavioral element)". Fox (1993:88) also associates the meaning of attitude to three components. He says "A teacher's attitude to a situation or person has three components: knowledge, feelings and behaviour. Though all are interconnected, it is the feelings that distinguish an attitude from knowledge or behavior." Fox explains that if a teacher has knowledge in certain area or about something, but does not evaluate and has no feelings about it: she does not also have attitude to it. This proves that there is no cause and effect relationship between the components.

"Prior to the 1990s, attitudes were often defined in terms of three distinct components: belief, feelings, and behavioural intentions" (Breckler, 1984 in Franzoi, 2000). The scholar says although this multi-dimensional or tri-component view about attitudes shapes the meaning of attitude, all of the three categories cannot determine the existence of attitude (Eagly and Chaiken, 1993; Priester and Fleming, 1997 cited in Franzoi 2000). Since it is not necessary to have the three components to define attitudes, Franzoi makes clear that many social psychologists have been adopting a uni-dimensional, single component in which evaluation is central. Therefore, "attitude is simply defined as positive or negative evaluation of an object", (Schuman: 1995 quoted in Franzoi 2000:148). The objects as explained by Franzoi refer to people, things, events and issues.

2.1.2. What is Language Attitude?

In the previous section, the researcher has attempted to present the general concept of attitude. Language attitudes, however, are distinguished from other attitudes by the fact that they are precisely about language (Fasold 1984). Some scholars like Eastman, (1983) associate the origin and development of language attitudes to the contact between one social group with another (cited in Ting, S.H. 2003). Accordingly, people usually adopt positive or negative attitudes towards a different language or variety of the same language especially if they know their existence (Wolff, 2000:107). Wolff contends that people in general favorably or unfavorably judge a language or a variety of their own language. Such perception towards language may reflect linguistic difficulty or simplicity of learning, degree of importance and social status (Mugaddam 2006). Here as any one can understand students, teachers and parents

or the society as whole may have favourable or unfavourable attitudes towards the language which serve as language of education. In relation to this, the present study tried to address respondents' attitudes towards the varieties of Gamotstso in teaching learning process. As it is known that, the dialect situation in Gamo area is very complex. Therefore it may have impact on the teaching learning process and in the implementation of the program as whole.

Fishman (1974) (cited in Mekacha, R.D.K 1993) identifies four factors that make up language attitudes. These include: attitudes towards language, attitudes towards language as a group marker, attitudes towards a feature of language, and attitudes toward language use. In the analysis part the researcher measures the attitudes of his respondents by dividing into different sections. These include attitudes towards Gamotstso as MOI, attitudes towards language use, attitudes towards language, attitudes towards Gamotstso for its integrative or instrumental motivations. When people develop different attitudes towards various languages or varieties of the same language they consider some languages or varieties superior to others. Such feeling may lead to:

- i) *Linguistically naive perceptions that languages have intrinsic values.*
- ii) *Speakers perceptions of their language as good language to pass it on to the next generation and*
- iii) *Favourable or unfavorable reactions to socio linguistics changes in their society (Edward 1985:146 cited in Mekacha 1993:21-23)*

However, researchers prove that no language is naturally superior or inferior to another one. "...there is no universal consensus about which languages sound most beautiful and which most ugly, despite people's beliefs that some languages are just inherently more beautiful than others" (Holmes (1992:346). Researches conducted in the past; however, indicated that people develop some kind of attitudes toward language. In relation to this the study includes questions in the interview section to evaluate if the different varieties of Gamotstso have influenced the educational process. The study shows the variety of the local language has been perceived by some respondents (teachers) as causing problem in the implementation of mother tongue education in the zone.

2.1.3 Theoretical Approaches to Language Attitudes

The study of attitudes has been dominating social psychology since 1920s (Gardner, 2002 cited in Baker 2006:210). There are two well known theoretical approaches regarding language attitude. The first one is the mentalist view of language attitude. "Most language-attitude work is based on a mentalist view of attitude as a state of readiness; an intervening variables between a stimulus affecting a person and that person's response" (Agheyisi and Fishman 1970:138, Cooper and Fishman 1974, quoted in Fasold 1984:147).

The second approach to language attitude is the behaviorist view. According to the behaviorist approach, "attitudes are to be found simply in the responses people make to social situations" (Fasold 1984:147).

These approaches to the study of language attitudes are not totally free from problems when one needs to conduct a research. For example, regarding the mentalist approach the literature reveal that since attitude is abstract, it is difficult to elicit the real feelings of the people. As a result, "we must depend on self reports or infer attitudes indirectly from behavioral pattern" (Ibid). However, a finding of attitude which drives from 'self report' is not always dependable, and it poses the question of validity.

Similarly, the behaviorist approach to the study of language attitude faces some challenges though it is easy to conduct a research. This is due to the fact that the attitude obtained does not help to know other behavior. Agheyisi and Fishman (1970) (quoted in Fasold 1984:148) says "attitude of this sort, however, would not be quite as interesting as they would be if they were defined mentalistically because they cannot be used to predict other behavior."

Adopting either of the two theories has impact on determining the subcomponents of attitudes. For example, if one follows the mentalist approach, attitude includes components like cognitive (knowledge), affective (feeling), and conative (action). However, the behaviorist consider attitude as a single unit, in which, many social psychologist adapt this approach (Agheyisi and Fishman 1970 Cooper and Fishman 1974 cited in Fasold 1984).

Several scholars are in favor of the mentalist approach despite the fact that their findings are not dependable since internal, mental states cannot be measured. (Ibid, 148, Appeal and Muysken 1987) Some researchers follow the mentalist approach because of the following major reasons:

- i. *It provides logical findings which enables us to predict other behaviors.*
- ii. *It poses significant research problems because as stated earlier, attitudes are internal mental states which cannot be directly observed, but have to be inferred from behaviour or from self reported data which are of questionable validity" (Ihemere 2006:195 cited in Yohannes 2007:21).*

The researcher adopted a mentalist approach to gather data and tries to minimize the basic problems of validity by using different instruments including questionnaire, interview and observation. Employing these instruments will help to cross check the responses and to increase the validity of the investigation.

2.1.4. A brief review to related works to language attitude and education in Ethiopia

In Ethiopia, studies conducted on language attitude and education are very small in number. One of cited examples is Tsehay's (1977) work entiteled "*a sociolinguistic survey of language use and attitudes towards language in Ethiopia. Implications for language policy in Education.*" Tsehaye made a sociolinguistic survey to raise the awareness of educational and language policy makers and planners about the problems that exist in connection with multilingual nation. This work aims at investigating the attitudes of Ethiopians towards the use of Amharic in education and in other officials as well as non official functions, and to relate these findings to the then educational policies. The researcher used questionnaire as the main instrument to gather data for the study. The chie-squares (χ^2) were used to measure the degree of correlation of the two variables based on the distribution of frequency counts in the table. The researcher found that the majority of the respondents had positive attitudes towards mother tongue education at the elementary schools. However, most of them do not seem to agree with the idea that the use of mother tongue as medium of instruction at the secondary and university levels. Regarding attitudes towards government's language policy, most of the respondents

agree that the government should change its language policy. This is because; it influences the education and publication in the major languages. As one can see the findings by Tsehaye that mother tongue education is not favoured to be used beyond primary education. In the current research, however, respondents are positively accepting the proposal of expanding the role of Gamtstso above the first cycle of primary school. Though the study Tsehaye indicated there should be change in language policy several years ago, it took a long time to become practical. Besides this, the study was general assessment of the sociolinguistic of Ethiopia, and the researcher feels that attitudes towards a language needs to be given due attention so that immediate and detailed problems to be known.

Fisseha (1994) examines attitude of student teachers towards teaching in Oromo language. The research questions were.

1. *What is the direction and magnitude of the attitude of student teachers toward the use of Oromo language as medium of instruction?*
2. *Is there a statistically significant different in attitude between the student-teachers of the two consecutive batches considered in the study?*
3. *Is there a statistically significant relationship between the attitude of student teachers and urban/rural origin, teaching interest, academic achievement and political behaviour?*
4. *Is there a statistically significant mean difference in the attitude scores of student-teachers with respect to period of unemployment and mass media preference?*

Fisseha used questionnaire to gather data, and he found that student-teachers had generally positive attitude towards the use of Oromo language as medium of instruction. Regarding rural/urban factor, the study indicates that student-teachers who are from rural centers have a more positive attitude than student-teachers from urban centers.

Similarly to the study by Fisseha, the present researcher attempted to examine the attitudes of the respondents about the use of Gamotstso as MOI. He has found out that there is no statistically a significant difference is observed among students, teachers and parents themselves and their rural/ urban settlement.

Mitiku (2005) conducted a research to find out the attitude of students, teachers, parents and educational bureau officials towards *Dawurogna* as medium of instruction in primary schools. The researcher employed attitude scale as the main data gathering instrument and one sample t-test and two-way ANOVA to analyze the data. Finally the researcher discovered that students, teachers and parents held negative attitude, whereas the educational bureau officials showed positive attitude towards *Dawurogna*. Attitudinal differences due to sex, residence was insignificant, except that urban dwellers held higher level of negativity. Mitiku carried out his research in Dawro Zone which was part of the former Semen omo zone. The present researcher however focuses on some woredas of Gamo area and it does not include the attitude of Educational bureau as their attitude is predictable. As policy implementer the researcher believes that they may have favourable attitudes towards Gamotstso as MOI.

Yohannes (2007) also carried out an interesting study entitled "*Attitudes of the Oromo Christians towards the use of Amharic the case of Ethiopian Orthodox Tewahido Church*"

The data was gathered through five Point Likert-Scale questionnaires to determine the degree of agreement and disagreement. The researcher also employed semi-structured interview to have additional information. Quantitative analyses such as frequency, percentile, mean, correlation were used to analyze the data. Yohannes used T-test and ANOVA for the analysis, using SPSS₁₃. He found out that the Oromo Orthodox Christians had poor proficiency in and negative attitudes towards the use of Amharic at church in Oromia dioceses. The study also proved that age was the strongest predictor of attitude compared to educational level and gender. Yohannes strongly recommend the church to make use of Afan-Oromo for religious activities in Oromiya dioceses. Yohannes work focuses on attitudes towards second language in different (cherch) domain. The current researcher as indicated somewhere give due attention to attitudes towards Gamotstso for educational purposes. Like Yohannes, the researcher investigated the language proficiency of the respondents. He also employed ANOVA and independent T- test to determine the differences of attitudes among the respondents.

Alemgena (2008) has also done a recent research to examine the attitude and motivation of students learning Afan Oromo as second language in Adama Senior Secondary Schools. The researcher mainly focused on finding out the social and psychological factors that affect the

learning/teaching of Afan Oromo as a second language. He adopted the questionnaire by Gardner (1985) as his main instrument to elicit his subjects' attitudes and motivations. Interview and classroom observation were made to strengthen the findings obtained through the questionnaire. Statistical operations like mean, percentiles and frequencies were computed using SPSS. The findings revealed that the majority of the participants' degree of motivations to learn Afan Oromo as a second language was low. The same numbers of respondents were instrumentally motivated to learn Afan Oromo. Alemgena also found that the majority of his subjects had unfavourable attitudes towards Afan Oromo, but favourable attitudes to the speakers of the target language. The research finding by Alemgna seems against what Fasold says: "Attitudes toward language are often the reflection of Attitudes towards members of various ethnic groups" (1984:148). As the researcher indicated above if people have negative attitudes towards a certain language, it is not expected that these people have positive attitude towards the speaker of that particular language. This shows the strongest link between society and language.

The present researcher as that of Alemgena has included items which measure respondents' attitudes if affected by the instrumental and/or integrative motivation. Students and parents expressed their optimism that learning in Gamotstso will help someone get job, teachers on the contrary remain pessimistic. Alemgena and Yohannes investigated the views of the respondents to second languages. They differ that while Yohannes attempted to study attitudes towards Amharic Alemgena tried to do same on attitudes towards Oromiffa. Both employed SPSS for analyzing the data obtained through questionnaire.

The researcher has observed that studies on language attitude for educational purposes are not well investigated in Ethiopia. In addition to this, most of the works have been concerned with the big languages mainly Amharic, Afan Oromo and English as a second language. Researches on local languages are very small. In addition to this, the majority of the above mentioned research samples were heavily dependant on limited and direct method of data gathering. In order to minimize the limitations the present researcher deliberately focused on the attitudes of mother instruction towards Gamotstso by employing questionnaire, interview and observation.

2.1.5. Language Policy and attitude toward language

Several authors write about the interdependence of language policy and attitude toward language (Baker 2006:210). Language attitudes could be one of the reasons for the existence of psycho-sociological research on language policy. Studies reveal that the influence of peoples' attitudes is very high in the implementation of language policy. McGroarty says "the attitude toward language and language instruction held by elite groups in a society are particularly influential in determining educational policies." (1996:29) McGroarty adds in American for example legislators control the resources for education, activities in language learning, maintenance etc.

Some scholars like (Lewis 1981 in Baker 2006) underline the importance of considering the attitudes of the people on whom the policy would be implemented. Regarding this, Baker (2006:211) quotes the observation made by Lewis.

Any policy for language, especially in the system of education, has to take account of the attitude of those to be affected. In the long run, no policy will succeed which does not do one of three things: conform to the expressed attitudes of those involved; persuade those who express negative attitudes about the rightness of the policy or seek to remove the causes of the disagreement. In any case knowledge about attitudes is fundamental to the formation of policy as well as to success in its implementation.

As discussed above examining the attitudes of the people on which the policy functions should be prioritized before the implementation of the policy. When a new policy is formulated there are changes in the attitudes of the society. In Gamo Gofa zone, though the attitude of the people on which the policy is implemented is as crucial, the researcher feels that policy makers may not have given attention to it. Similarly, the use of Gamotstso as language of instruction started some years ago, the attitude of the Gamo people has not been examined.

However hard people invest all the necessary materials to achieve the objectives of language policy, the implementation to the large extent depends on the perception of the society (Mutasa 2006:74). Adebija (2000:92) strongly argues about the importance of attitude in deciding the fate of language policy. "Whatever attitude is adapted to language-policy formation or whatever option is adapted in a country, attitude toward particular languages will determine success or failure in the implementation of language policies." Adebija further argues that the

view or perception held by people must be given due attention; otherwise, developing a language policy is very dangerous. This is because, according to Adegbija (2000) that the impact of language attitude is so serious that it influences language policy, planning, policy implementation and policy consequences.

It is clear that education is one of the domains where language policy comes into practice. Therefore, the attitudes of student, teachers and parents need to be considered before formulating language policy. Governments should give due attention whenever designing language policy. This is because the language policy adopted by government has impact on language use and attitudes. Cohen (2000:78) proves this considering the Ethiopian context. He says "Government language policies have influenced patterns of language use, and attitudes towards language use, in Ethiopia." Therefore, Cohen advises that "It would be, however, be naive to suggest that simply by adopting a multilingual language policy the Ethiopian government can resolve all the language policy problems that is facing" (110). Taking these facts in to consideration that, the researcher tries to find out students', teachers' and parents' attitudes towards Gamotsto which is functioning as MOI in primary education.

2.1.6. Mother Tongue Education

A pupil's mother tongue is the language already acquired by the child before he/she starts formal education. As it is written in several literature mother-tongue is the language in which a child is familiar with and can easily learn to express his/her feelings about himself/herself and to the world around him/her (Ogutu 2006, Hirut 2007, Fisseha 1994).

Hirut (2007:223) by citing (Cf: Emenanjo 1990; Tollefson 1991:46) underlines about the correct concept of mother tongue. She says "mother tongue should not be interpreted to mean the language of one's mother or one's parents." The correction is needed because in most part of Ethiopia specially in Gamo, the meaning of mother-tongue has been wrongly understood. Hirut also reveals in her study that there is "misconception that child's mother tongue is the main language/dialect used in the area" (Ibid 224). This fact has been reflected in Gamo area when some teachers and students complain about the existence of the different varieties of

Gamotstso. When unfamiliar words are used in their text book, they do not feel comfortable as mentioned above

There are arguments for or against mother-tongue education. Those who are against mother tongue education provide the following reasons.

- some languages, it may seem, have no grammar or alphabet;*
- 1) *...it is useless to teach a mother tongue, since a child already knows it;*
 - 2) *to teach in mother tongue will make it more difficult for a youngster to learn a second language later: and*
 - 3) *...using vernacular language would impede national unity (Fasold 1984:293-294).*

Regarding the last point above, Cohen (2007:82) writes his observations in Ethiopian. He says "the use of local languages in primary education has been seen by some as an aspect of an ethnically divisive policy that encourage the perception differences and the development of regional nationalism." Cohen also says, the supporters of this view also underline that the use of local languages puts the integrity of the country in danger. Besides these, mother tongue education will force the local community to work only in a particular area. Consequently, minority group will have limited participation and influence in multilingual state like Ethiopia, where there are widely spoken languages such as: Amharic, Afan-Oromo and Tigrinya. Gamo people are well known by their migration to urban centers like Addis Ababa. Several children are taken to towns' mainly for waving. Those parents and teachers who are against mother tongue education frequently mention that children do not continue their education in urban centers if they learn in Gamotstso in their village. They feel that learning in Amharic is advantages in this regard. Proponent of this view also claim about the cost of standardizing a language, problem of having trained man-power, teaching materials and time needed as their arguments against the use of local languages (Bamgbnose 1984 cited in Fisseha 1994, Cohen 2006).

Generally those who are against mother tongue education propose the use of foreign languages instead of the child's mother tongue specially in Africa. Chumbow (1990) cited in Adamu

(2001:15) list down some of the arguments of the individuals who prefer foreign languages instead of the use of mother tongue (African languages) as medium of instruction.

- a) *The need for an international language by African nations so as to relate to the world community easily. Languages like English or French serve such a purpose readily.*
- b) *Given the multilingualism in Africa nations; national unity would be best achieved by using a foreign language like English because it is neutral.*
- c) *African languages are not adequately developed to express modern scientific and technical knowledge.*
- d) *It is better to go straight for English than starting off with an indigenous language only to return to English later. Such a switch, it is feared, may result in cognitive deficits and low productivity.*
- e) *It is expensive to provide educational materials and train teachers to undertake education in African language.*

In Ethiopia as discussed later, for different reasons the imperial and derg governments did not allow the use of local languages in education. Consequently, Amharic and English were the only languages used for various reasons. Similarly in Gamo Gofa zone Gamotstso was not a language of education before 1994.

Despite the abovementioned arguments against mother tongue education, many professionals prove that there are many advantages of using local languages for educational purposes. Since mother-tongue is the language that a child knows best he/she can learn faster. Ogutu (2006:42-43) says "School children learn better in their mother tongue the language they know best-and a start in the mother tongue actually enables them to perform better in other subjects well including a second language such as English" (UNESCO, 1953 Bamgbose 1984, Akinnaso, F.N 1993; Yates 1995 cited in Ogutu 2006)

Ogutu (2006) states that first of all the child uses his/her own language in the classroom so that he/she can understand the concept of the subject being taught very quickly without exerting extra-effort in language acquisition. In line with this, students approved that learning in their mother tongue (Gamotstso) facilitated their understanding of concepts. Moreover, the child attends class in the environment where he/she is free from any psychological stress (43)

Similarly, Fisseha 1994:168 quotes Bower cited in Mamo 1988 about the benefit the child gets behind using mother tongue education.

It is naturally quicker and easier (to use the mother tongue) to relate written symbols to know sounds and concepts than to use those of an unknown or foreign language. Moreover a person who has to speak, read write, learn and think in a language he is not familiar is at a disadvantage; his capacity to express himself handicapped; communication is slowed down and misunderstandings cause frustration and tension

After Gamotstso being the language of education student participation during session is very high. This was proved in the observation made by the researcher. In Amhari class communication between students and teachers is nothe same as that of Gamotstso class. This is really a good evidence for the benefite obtained mothertongue education.

Hirut (2007) citing Fasold (1993) also mentions about the psychological, sociological and educational advantages of employing the mother tongue as medium of instruction (UNESCO in Fasold).

Proponents of mother tongue education believe that the use of local languages for different purpose can enhance the status of these languages. When local languages are used for example in education, they will have written form which encourages the society's self expression. In addition to this, the development of local languages is very helpful in increasing the participation of the people from all Ethnic groups to develop a nation (Bamgbose 1991 in Cohen 2006:177). Attempt had been made to use Gamotstso for different purposes in addition to using for educational purpose but lasted for short time. In analysis part the researcher proved statements to investigate spondents' feeling towards expanding the role of the local language in various domains. Some parents and and teachers feel that it is impractical unless the problem of having different varieties of Gamotstso is avoided.

Ogutu writes about the advantages of using African languages in classrooms. He says the use of mother tongue is necessary to teach literature, music art and the culture of the community. The languages can be the main agent in "transferring hidden intellectual, spiritual treasure of the

community to the next generation (Ogutu 2006:44). This in other words means a society can express its identity by use its own language. The study examined the respondents views about Gamotstso as a identity marker for Gamo people. Majority of them believe that the use of Gamotstso in the classroom can help them maintain and appreciate their culture and identity.

Finally, Teshome (2007:69) reveals that employing mother tongue education in different countries results in effective learning. He says that ..." learning with mother tongue is effective for guaranteeing optimal transmission of social and cultural values, enhancing second language acquisition, and developing higher academic proficiency, higher decontextualised knowledge and higher problem solving capacity." Many teachers in the interview witnessed that Gamotstso being the MOI helps their students to show a better achievement in English language.

The above section summarized the arguments for or against mother tongue education in general. Despite the fact that there are arguments against the use child's mother tongue as language of instruction, the present government of Ethiopia has allowed the use of local languages for different purposes including to be the language of instruction.

Inspite of the fact that mother tongue education has the aforementioned benefits, it is useless if the language policy does not consider the interest and feelings parents, teachers, students and the society as a whole (Rubagumya 1990 cited in Hirut, 2007, Cohen 2006). This is one of the reasons why the present researcher attempted to assess the attitudes of people towards Gamotstso as MOI.

2.2 Brief History Language Policy in Ethiopia

2.2.1 Language Policy of the Imperial Regime

The researcher found it important to present the language policy of Ethiopia starting from the imperial time. This is due to the fact that the language policy to education began with the emergence of modern education in Ethiopia (McNab, 1987). Modern education in Ethiopia began in 1908 when the first state school was founded. The main objectives were promoting European language with special attention to French, by making it the medium of instruction

(McNab, 1987, Seyoum 1997). As McNab (1989) says the use of European languages were mainly to acquire the knowledge of western civilization.

The language policy of Ethiopia had been influenced by the political change of the country. For example, when Italy left Ethiopia in 1941, Ethiopia started strong economic and political relation with British government. At this time, Ethiopia had a clearly defined and documented language policy. As a result, English had been the medium of instruction until 1958, where Amharic had been offered as a subject starting from grade two (McNab 1989 Seyoum 1997). Amharic became the medium of instruction starting from 1958, where English retained its position in high school (Seyoum 1997). McNab reveals that the declaration of Amharic to become the official language of Ethiopia in the revised constitution (1955) was the major reason for the promotion of Amharic in primary education, which changed the existing language policy.

Many scholars declare that the language policy during the imperial period focused on the promotion of Amharic. Consequently, the imperial regime did not allow the use of vernacular languages for educational or administrative purpose even though there was a need by the society which was investigated by researchers such as Tesfaye Shewaye, 1971 and Tsehay Teferra 1977 cited in (McNab 1989). In Gamo Gofa zone like other regions Amharic was the language of education, court, offices etc till 1994. Gamotstso the focus of this study was one of these local languages which had been denied of its right to be exercised for education and other purposes during the imperial period.

2.2.2 Language Policy of the Derge Regime

The language policy during the socialist era brought about major changes of using local languages despite the fact that it was only for non-formal education. Accordingly, 15 languages were selected for mass literacy campaign. These include: “*Amharic, Oromigna, Tigrigna, Woaitigna, Somaligna, Hadiygna, Kematigna, Godigna, Kunnamigna, Tigre, Sidamigna, Siltigna, Afarigna, Kafa-Mochigna and Sahoigna*” (McNab, 1989:83). The use of these languages for mass-literacy campaign had been associated with the political change of Ethiopia

which followed socialism which respects the rights of nationalities including linguistic right Cohen (2000). McNab (1989) reveals that the selected languages were estimated to cover 90% the total population of the country. Shimelis (2006), however, reduces it to 60%. Shimelis states that although the campaign was known to include large number of people, it did not answer the question of using these languages for formal education. If one can see the above lists of languages again Gamotstso was not included for the programe. Consequently, Amharic was used in Gamo Gofa zone in order to accomplish the litracy program. During the Derg era like that of the imperial period Gamotstso was disadvantageous. Besides this, the choice of Ethiopic script for the selected languages raised a number of questions.

Despite the fact that the adoption of 15 languages for the campaign created suitable environment, and there was also proclaimed recognition of the right to self-determination of nationalities, the socialist government did not take step to promote these and other local languages to making them the media of education for primary school. As a result, Amharic was the only language that had been used in the formal education of primary education (McNab, 1989, Haile Michael Abera 1993, Cohen 2000). Amharic continued to dominate in Gamo Gofa Zone still today. In urban area, for example, in Arbaminch there are many Amharic and English medium school than that of Gamotstso. There are only two government schools whose medium of instruction is Gamotstso. The number of students in these schools is very few. This is why the researcher found it difficult to balance the sample of his respondents for all schools.

2.2.3 The Language Policy of EPRDF

After 1992, Ethiopia has shown a radical change in allowing local languages to be used as media of education instead of Amharic. The country was divided in different regions, and each region has the right to exercise its own languages for education and administration (Shimelis 2006, Fisseha 1994, Hirut 2007). Consequently, all languages in Ethiopia enjoy the protection of law.

Regarding languages and education, (Education and training policy 1994:23-24) states:

- *Cognizant of the pedagogical advantage of the child in learning in mother tongue and the right of nationalities to promote the use of their languages, primary education will be given in nationality languages.*
- *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.*
- *The language of teacher training for kindergarten and primary education will be the nationality language used in the area.*
- *Amharic shall be taught as a language of country wide communication.*
- *English will be the medium of instruction for secondary and higher education.*
- *Students can choose and learn at least one nationality language and one foreign language for culture and international relations.*
- *English will be taught as a subject starting from grade one.*
- *The necessary steps will be taken to strengthen language teaching at all levels.*

Following the new education and training policy, Gamotstso for the first time has been the medium of instruction in the primary level of education since 1994. The implementation of the policy started 15 years ago and this study aims to investigate how the Gamo people perceive the use of Gamotstso in school.

2.2.4 The development Gamotstso as medium of instruction

Gamotstso, as many Ethiopian languages, was not allowed to be used in education or for any official purpose before 1994. Consequently, Amharic had been serving as the medium of instruction in primary education. After 1994 following the political change in Ethiopia, many local languages have been used for various purposes including languages of instruction. In the former Seme Omo Zone, which included Wolayta and Dawro in addition to Gamo and Gofa WOGAGODA, a blended language was used as MOI in primary education though it lasts for short time. WOGAGODA is a blended language, from Wolayta, Gamo, Gofa, and Dawro. The attempt to make WOGAGODA as MOI was opposed by the people of the region.

Consequently, Wolaytatstso (Wolayta language) has been separately exercised in schools in Wolyta zone, where as Gamo, Gofa, and Dawro as one language continued to be used in the former Semen omo Zone (Getachew and Drib 2009). Currently, Gamotstso in Gamo Gofa zone has been used in primary school as language of education. Between 1994 and 2004 the local language was the MOI up to grade 6. There after English replaced Gamotstso as language of instruction while the indigenous tongue was offered as a subject. Since 2004, however Gamotstso has been restricted to be functioned in the first cycle of primary education (1-4). Beyond grade 5 onwards again English takes up the place of Gamotstso while Gamotstso is only being given as one subject until grade 8. In addition to this Amharic is offered as subjects starting from grade 3 up to grade 12 while English as a subject starts from grade 1. Gamotstso is also the language of teacher training in Gamo Gofa zone.

CHAPTER THREE

RESEARCH METHODOLOGY

Descriptive survey research method is used to get relevant information for the study. According to Best and Kahn (2005:114) “a descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist, opinion that is held, processes that are going on, effect that are evident, or trends that are developing.” Best and Kahn (2005:115) also say “Descriptive research method deals with the relationship between variables, the testing of hypotheses, and the development of generalization, principles, or theories that have universal validity.” As Weisberge Kronick and Brown, (1996:13) cited in Mitiku (2005:39) reveal that descriptive survey research method is the main tool to asses attitude in social psychology.

3.1. The Study Area

The study area of this research is Gamo Gofa Zone in Southern Nation and Nationalities Region (SNNPR). The study is mainly conducted in Gamo area of the zone. The researcher preferred to carry out his study in this particular place due to the following reasons.

- a) The researcher is well acquainted with the people, culture and the area, and consequently, he can conduct his work easily and safely.
- b) The researcher also speaks Gamotstso which greatly helped him in accomplishing the project.

3.2. Selection of Schools

In Gamo Gofa zone there are 501 primary schools. Out of these, 410 are functioning at the first cycle (Grade 1 up to Grade 4), and the rest are from grade 1 up to grade 8. As it is indicated above, the study focused on the Gamo highland: particularly schools from *Arbaminch* town, *Arbaminch zuria woreda*, and *Chencha woreda*.

Using purposive sampling method five schools were selected from these areas. These are *Čhencha* primary and junior, *Zozo* primary, *Dorze Holòo* primary, *Yetnebersh* primary and *Ćola Shara* primary and junior schools. *Čhencha* primary and junior and *Yetnebersh* primary schools are representatives of the urban areas, whereas the rest are representatives of the rural.

The researcher has found it relevant to make such divisions based on the rural/ urban background due to the previous finding by Cohen (2000) in SNNPR. Cohen (2000) identified that attitude toward language use for education is highly influenced by rural/urban settlement of the speakers. According to Cohen, urban people prefer to use Amharic to other local languages. This is because; these people are heterogeneous and educated. Besides this, urban people's attitude towards language in education is determined by its instrumental purpose.

In this study, the researcher relates urban centers to the area that Amharic is serving as language of wider communication. On the other hand, rural centers refer to areas where Gamotstso is widely used.

3.3. Sampling

The participants of the research were students, teachers and parents. Regarding students, in Gamo Gofa zone there are 218,920 students in the first cycle. Only 160 students participated in the study. In some schools, for example, *Čhencha*, *Ćola shara* and *Zozo* 40 students from each were randomly selected. In the other two schools: *Yetnebersh* and *Holòo* since the number of students are less than the researcher intended sample size, all of the students took part in the project.

Concerning teachers, again the whole teachers except in *Čhencha* primary and junior school were included in the study. The number of teachers is also less than the expected sample size. This is because in primary first cycle school a self-contained system is practice, where a single teacher teaches all the subject of a certain class. In schools such as: *Zozo*, *Yetnebersh*, *Dorze Holòo* and *Ćolashara* there are only four sections (1-4) in each school whose medium of instruction is Gamotstso. There were only 16 teachers in the above four schools. The rest 8

teachers were randomly selected from *Chencha* primary school. Totally 24 teachers participated in the study.

Parents were also part of the project. Therefore, again 36 parents (house holds) that live in areas where the schools are located were drawn using the random sampling method. By the help of some students and guide 24 parents who live around 3 schools were selected and the rest 12 parents who live around the rest two schools were also involved in the study.

Before distributing the questionnaire effort was made by the teacher, unit leader of the schools that the researcher is not government cadre so that respondents could express their feelings freely. The researcher familiarity to the study area greatly helped him to gather reliable data in addition the support he has got from different people.

Table 3.1 Respondents' category

		Number	Percent	Valid Percent	Cumulative Percent
Valid	Students	160	72.7	72.7	72.7
	Teachers	24	10.9	10.9	83.6
	Parents	36	16.4	16.4	100.0
	Total	220	100.0	100.0	

Table 3.2 Respondents' category * Sex of respondents Cross tabulation

		Sex of respondents			Total
			Female	Male	Female
Respondents' category	Students	Count	78	82	160
		% within Respondents' category	48.8%	51.3%	100.0%
	Teachers	Count	6	18	24
	Parents	Count	17	19	36
Total		Count	101	119	220
		% within Respondents' category	45.9%	54.1%	100.0%

Table 3.3 Average age of respondents

Respondents' category	Mean	N	Std. Deviation
Students	11.26	158	2.042
Teachers	41.75	24	7.941
Parents	43.94	36	12.179
Total	20.01	218	15.385

- Two students did not fill out their ages.

Table 3.4 Respondents' category * Residence Cross tabulation

			Residence		Total
			Rural	Urban	Rural
Respondents' category	Students	Count	92	68	160
		% within Respondents' category	57.5%	42.5%	100.0%
	Teachers	Count	11	13	24
	Parents	Count	20	16	36
Total		Count	123	97	220
		% within Respondents' category	55.9%	44.1%	100.0%

3.4. Data Collection Instrument

The researcher employed questionnaire, interview and observation to gather the data. "Questionnaire, interview, and observation are other direct methods in language attitude research"(Agheyisi and Fishman, 1970:147-50, cited in Fasold, 1984:151).

3.4.1. The Questionnaire

The questionnaire has three sections. The first section includes the general demographic background information of the respondents. These contain sex, age and residence. Within this section, the researcher needed to know about the language and the ethnic background of the participants. Concerning the language, respondents were supposed to write their first, second

or/and third languages, and the language they frequently use when they are at home. The researcher included these to compare and contrast the attitudinal response of the participants against the language and ethnic information.

The second section of the questionnaire intends to measure the proficiency of the respondents in Gamotstso and Amharic. These two languages are selected because Gamotstso is the language which the study focuses on. Amharic, however, is a widely spoken language in the Ethiopian context, and the researcher feels that it can influence the attitude of the respondents towards the target language. To measure the proficiency level, respondents were asked to indicate their language proficiency in one of the given choices. These are 'very good', 'good' and 'not so good'.

The third section of the questionnaire includes close ended statements which require five points scale of the Likert scale to measure the attitudes of the participants (students) towards Gamotstso as medium of instruction in the first cycle of primary school. Respondents indicate their agreement or disagreement of their choice with each item on the intensity scale. Likert type scale is highly reliable to measure attitude survey (Miller, D.C 1977). Five point Likert type scale includes specific categories to express opinion represented by number. Therefore, 5 is given to Strongly Agree (SA), 4 to Agree (A), 3 to Undecided (U), 2 to Disagree (D), and 1 to Strongly Disagree (SD), for positive statements. For the statistical calculation of negative statements, however, the results are conversely computed. Consequently, for such statement, 1 is used for Strongly Agree (SA), 2 for Agree (A), 3 for Undecided, 4 to Disagree (D), and 5 to Strongly Disagree (SD).

Thus, all of the respondents (students) have the score from minimum to maximum for each item and their total scores are considered to represent their overall attitudes towards Gamotstso as Medium of Instruction (MOI), in the first cycle of primary education. To calculate the mean, the scores are summed and the total is divided by a number of scores. Accordingly, if the score is less than 3 (the cut point), the respondents (students) held negative attitude, and if it is greater than 3, the respondents held positive attitude. If the score is equal to 3, it would be interpreted as the respondents held neutral position. The mean is, however, used to investigate if there are

differences among students, teachers and parents on their attitudes towards Gamotstso as MOI including their rural/ urban background.

Three different types of questionnaire having similar content were prepared for students, teachers and parents. Teachers and students questionnaire include 15 items whereas parents included 14. After observing the language situation in some schools, the researcher translated the questionnaire to Gamotstso with the help of professionals who have got a lot of experiences so that respondents could easily understand and show their own feelings. (See Appendix -H-)

Students and teachers filled out the questionnaires during their free time. Concerning parents, the researcher used Amharic version of the questionnaire for those who do not read Gamotstso. Gamotstso questionnaire was used for those parents who could read it. In some cases, attempts have been made by the researcher to read the questionnaire to some parents who could not read at all. Analysis of teachers and parents responses will be done by employing discussion as the number of the respondents is so small. Mean is used to only investigate the variation in attitudes among students' teachers and parents according to their urban and rural background.

3.4.2. The Interview

Interview is also employed for the study to strengthen the findings obtained through questionnaire. Semi-structured interview questions were designed for students, teachers, and parents. (See Appendix _ D, E, F)

The study included 30 students from all selected schools taking 6 from each using random sampling method. In some cases the interview with students is carried out in groups. This is because, these students are not well matured and they do not have experience to carryout the interview individually. The interview with 15 teachers, who teach in Gamotstso, is carried out in school compound during their free time taking 3 from each school. Regarding parents, the researcher personally visited 10 house holds and successfully accomplished interviewing them though in some areas people were suspicious until the researcher explained the purpose of his

differences among students, teachers and parents on their attitudes towards Gamotstso as MOI including their rural/ urban background.

Three different types of questionnaire having similar content were prepared for students, teachers and parents. Teachers and students questionnaire include 15 items whereas parents included 14. After observing the language situation in some schools, the researcher translated the questionnaire to Gamotstso with the help of professionals who have got a lot of experiences so that respondents could easily understand and show their own feelings. (See Appendix -H-)

Students and teachers filled out the questionnaires during their free time. Concerning parents, the researcher used Amharic version of the questionnaire for those who do not read Gamotstso. Gamotstso questionnaire was used for those parents who could read it. In some cases, attempts have been made by the researcher to read the questionnaire to some parents who could not read at all. Analysis of teachers and parents responses will be done by employing discussion as the number of the respondents is so small. Mean is used to only investigate the variation in attitudes among students' teachers and parents according to their urban and rural background.

3.4.2. The Interview

Interview is also employed for the study to strengthen the findings obtained through questionnaire. Semi-structured interview questions were designed for students, teachers, and parents. (See Appendix _ D, E, F)

The study included 30 students from all selected schools taking 6 from each using random sampling method. In some cases the interview with students is carried out in groups. This is because, these students are not well matured and they do not have experience to carryout the interview individually. The interview with 15 teachers, who teach in Gamotstso, is carried out in school compound during their free time taking 3 from each school. Regarding parents, the researcher personally visited 10 house holds and successfully accomplished interviewing them though in some areas people were suspicious until the researcher explained the purpose of his

visiting. The researcher took note in the middle of the interview. When some interviewees felt suspicious, the researcher made his note taking during his breaks. .

3.4.3. The Observation

Observation is the final instrument used by the researcher to crosscheck the data obtained through the questionnaire and the interview. Since the main target of the study was to determine the attitudes of students, teachers and parents toward Gamotstso as MOI, observation was made both in the classroom (during the teaching-learning process), and outside, in school compounds. The researcher observed three classrooms in three different schools, namely at *Čhencha*, *Zozo* and *Kolas hara*. This gave him great opportunity to examine the real classroom situation despite the fact that his presence might have influenced the perfect situation. Observation check-list was prepared prior to the actual observation. (Appendix--G--) Observation was also employed outside the classroom when students and teachers were unaware of the situation. The task was mainly focused on the language use of the participants, and this might have given clue to the researcher to compare and contrast the classroom and non-classroom environment.

3.5 Method of data analysis

The researcher employed both qualitative and quantitative methods for the analysis of the data. The data obtained through the questionnaire is analyzed quantitatively. Simple operations such as mean and percentile were used for analyzing students' questionnaire. Regarding the questionnaire of teachers and parents mean and percentile are not used since the sample population is so small. In addition to this, one way ANOVA is computed in order to analyze attitudinal differences among students, teachers and parents. The researcher also employed one independent sample- test so as to determine attitudinal variation due to rural/ urban settlement. Data obtained through interview and observation was analyzed using qualitative techniques.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION

This section presents and interprets the data obtained through questionnaire, interview, and observation. The study included 220 participants who filled out the questionnaire. Out of these (participants) 160 were students, 36 were parents of the students, and 24 were teachers. This chapter, therefore, presents and interprets the data by dividing it into three sub-sections. The first section analyzes students' claimed language proficiency and their attitude towards Gamotstso as medium of instruction. The second one presents and analyzes teachers' claimed languages proficiency and their attitude towards Gamotstso as medium of instruction. The third section similarly, analyzes parents' claimed language proficiency and their attitudes towards Gamotstso as medium of instruction. Data obtained through interview and observation will be presented following the analysis of the questionnaire.

4.1. Questionnaire Result

4.1.1. Language proficiency Results

4.1.1.1 Students' Language Proficiency

This part of the questionnaire aims to investigate how respondents measure their ability in Gamotstso and Amharic based on the four language skills: speaking, reading, listening and writing using three point scales. Although 160 students took part in filling out the questionnaire only 150 of them were successful in giving complete information concerning the languages skills part of the questionnaire. The analysis of self-rated language skills is based on this number, $(n=150) = (93.75\%)$

Table 4.1: Students Self-Rated Proficiency in Gamotstso

Skills	Proficiency level						Total
	Very good		Good		Not so good		
	No	%	No	%	No	%	
Speaking	134	89.33	14	9.33	2	1.33	150
Reading	117	78	22	14.67	11	7.33	150
Writing	118	78.67	27	18	4	2.67	150
Listening	134	89.33	14	9.33	2	1.33	150

No= number of the respondents

a. Respondents Speaking Proficiency

The above table (4.1) reveals that the majority of the respondents (89.33%) claim that they are very good at speaking Gamotstso. Only (14%) of the respondents, however, rated themselves as good in speaking Gamotstso. Small size (1.33%) reported that their speaking ability in Gamotstso is very poor. Gamotstso is the mother tongue for the majority of the respondents (88.78%). (See appendix-P). Therefore, it is expected that such large number of respondents have no difficulty in using it for various purposes.

b. Respondents Reading Proficiency

As can be observed from Table (4.1), 117(78%) of the respondents rated themselves as they have very good ability in reading Gamotstso texts, and 22(14.67%) of them respondents claim that they are good at Gamotstso reading skills. Again, a few of the respondents, i.e. (7.33%) rated themselves as not good at it.

c. Respondents' Writing Proficiency

Concerning writing skills in Gamotstso as depicted in the above table (4.1), (78.67%) of the respondents reported that they have very good ability writing in Gamotstso and (18%) of the students think that they are only good in the writing skills of the target language. On the other

hand, again small amount (2.67%) of the respondents rated themselves as someone who is not good in writing in the target language.

d. Respondents' Listening Proficiency

As it is shown in table (4.1), the same amount (89.33%) as that of speaking skills, of the respondents reported that they have very good listening skills in Gamotstso. Surprisingly, respondents' self rated proficiency in listening skills of Gamotstso is the same as that of their speaking skills proficiency in the three point scale. This is because speaking and listening skills are naturally acquired. A child does not need to go to school to speak and listen to his/her own mother tongue language.

Based on table, 4.1, it is possible to conclude that respondents' oral skills are greater than their literacy skills because they are the first skills in which they become proficient. Regarding literacy skills, almost 80% of the respondents claim that they are very good. The practice of mother tongue education in Ethiopia, and SNNPR in particular began 15 years ago. Because of this, as the researcher thinks that students' performance in reading and writing skills in Gamotstso is gradually developing. Such development in the literacy skills in the local language may indicate that mother tongue educational policy specially in Gamo Gofa zone has shown considerable changes. Majority students' self rated proficiency in the target language is in a very good condition. This may create conducive environment for the implementation of mother tongue education in the area as they have very good language proficiency in the target language. This self claimed response later cross checked in the class room observation and for some students their reading skills in Gamotstso is not the same as they self assessed. Teachers were observed in interrupting some students from their reading. In general students' language skills in the study looks in very good condition.

Table 4.2: Students' Self-Rated Proficiency in Amharic

Skills	Proficiency level						Total
	Very good		Good		Not so good		
	No	%	No	%	No	%	
Speaking	88	58.67	28	18.67	34	22.67	150
Reading	92	61.33	18	12	40	26.67	150
Writing	90	60	32	21.33	28	18.67	150
Listening	97	64.67	23	15.33	30	20	150

a. Respondents' Speaking Proficiency (Amharic)

Table (4.2) shows that (58.67%) of the participants claim that their speaking ability in Amharic is very good, and (18.6%) of the respondents, on the other hand, indicate that they were good at speaking Amharic. (22.67%) of the respondents however, reveal that they are not good at it.

b. Respondents' Reading Proficiency (Amharic)

As can be seen from the above table; once again, (61.33%) of the respondents rated themselves as very good in reading Amharic, and only (12%) of the respondents claim that their reading ability in Amharic is good. On the other hand, (26.67%) of the respondents reported that their reading ability in Amharic is bad.

c. Respondents' Writing Proficiency (Amharic)

Regarding their writing skills in Amharic, (60%) of the participants in the study claims that they had very good proficiency. Around (21.33%) however, think that their Amharic writing skill is only good. Not small amount, (18.67%) of the respondents rated themselves as not so good at it.

d. Respondents' Listening Proficiency (Amharic)

Table (4.2) also provides us with information about respondents' listening ability. Accordingly, (64.67%) of the respondents' listening skill in Amharic is very good, whereas (15.33%) of the respondents' listening skill is only good. Some students, (20%) claim that they cannot listen to Amharic.

From the above table one can infer that despite the fact that Amharic is the second language for the majority of the respondents, they self assess that their speaking, reading, writing, and listening skills are very good. This is in fact associated with the spread of the Amharic language all over Ethiopia for a long period of time. Therefore, it is not strange to see that a large number of respondents feel they have a very good command of Amharic. In contrast to Gamotstso, a little higher number of respondents reported that they were not good in Amharic. Teachers in *Čhencha* particularly, have been observed in switching from Gamotstso to Amharic during classroom sessions. Around (20%) of the students do not understand any Amharic at all. Therefore, the code switching is obviously a disadvantage to some of the students.

Despite the fact that most of the students claim their proficiency of Amharic is very good, the researcher's observation reveal that communication with the majority of students in Amharic poses difficulty. This is one of the reasons why the researcher had to translate the questionnaires to Gamotstso. Generally, majority of students claim that their proficiency in the two languages is very good. However, the gap that shows what students feel they can and the reality observed regarding Amharic skills may suggest their attitudes towards Amharic is positive. Students in the study indicated that they have favourable attitudes towards Amharic to act as MOI.

4.1.1.2. Teachers' Language Proficiency

Teachers are also asked to self rate their Gamotstso and Amharic proficiency in the four skills using three point scale. Unlike students, all the teachers, returned the questionnaire by providing the necessary information. The analysis of teachers' language proficiency includes all the participants in the study. (n=24).

Table 4.3: Teachers Self-Rated Proficiency in Gamotstso

Skills	Proficiency Level			Total
	Very Good	Good	Not so Good	
	<i>No</i>	<i>No</i>	<i>No</i>	
Speaking	16	8		24
Reading	14	10		24
Writing	15	7	2	24
Listening	20	4		24

a. Respondents' Speaking Proficiency (Gamotstso)

As can be seen from table (4.3), out of 24 respondents 16 reported that their Gamotstso speaking ability is very good. In addition, the rest 8 teachers claim that they have good ability in speaking Gamotstso. Based on the information, all of the respondents can express themselves using Gamotstso. No teacher in the study claims that his/her speaking ability in Gamotstso is bad.

b. Respondents' Reading Proficiency (Gamotstso)

Regarding the reading skills of respondents in Gamotstso, 14 of them said they have very good competence while the other 10 of the subjects responded that their reading skills is only good. We can infer from the above table that no respondents claim that their ability to read Gamotstso is poor.

c. Respondents' Writing Proficiency (Gamotstso)

Table 4.3 provides information regarding respondents' writing proficiency. 15 out of 24 teachers of claim that their writing skill is very good, and 9 of the respondents self rated themselves as they are good to write in Gamotstso. However, 2 of the total participants in the study confess that their ability to write is questionable. Though some teachers claim that their writing skills is poor, the researcher did notice when they suffer from writing in the local language during the observation.

d. Respondents Listening Proficiency (Gamotstso)

Table (4.3) exhibits that the majority of the respondents (20 of them) think that they have very good listening skills in Gamotstso. The remaining 4 teachers claim that they are good at listening to the local language.

We can also understand from the above table (4.3), that the majority of Gamotstso teachers who took part in the study reported that they are very good in the four language skills. Almost one-third of the respondents said their ability in the four language skills of Gamotstso is good. Speaking and listening skills of the respondents are better than that of reading and writing skills. As speaking and reading are the first skills in acquisition of language they are expected to be in better position. Quality of education is also the result good teaching; therefore, teachers educational training and qualification should be given due attention. In comparison with students, teachers' self-rated proficiency in Gamotstso is less. This could be attributed to their inadequate training, and their perception towards the target language. During the interview and observation undertaking the researcher however consider that teachers ability in the local language is very good. The researcher also feels that teachers' language ability of Gamotstso might have impact on the teaching-learning process.

Table 4.4: Teachers' Self-Rated Proficiency in Amharic

Skills	Proficiency Level			Total
	Very Good	Good	Not so Good	
	<i>No</i>	<i>No</i>	<i>No</i>	
Speaking	17	6	1	24
Reading	17	6	1	24
Writing	18	5	1	24
Listening	19	5		24

a. Respondents' Speaking Proficiency (Amharic)

As can be seen from the above table, 17 of the 24 respondents self-rated their speaking skills in Amharic as very good, and 6 participants indicate that they have good speaking ability in Amharic. One of the respondents claims that his/her Amharic is not so good.

b. Respondents' Reading Proficiency (Amharic)

Concerning the reading skills in Amharic, once again 17 respondents claim that they have 'very good' proficiency. Similar to the speaking skill 6 teachers think that they have 'good' reading skills. One of the respondents self rated themselves as 'not so good' in Amharic.

c. Respondents' Writing Proficiency (Amharic)

Like the above two language skills, (18) subjects reported that their writing skill in Amharic is very good, and 5 of the other respondents' writing skills in Amharic is only good. Similar to the speaking and reading skills, only one teacher's Amharic writing skill is found to be not so good.

d. Respondents Listening Proficiency (Amharic)

As it can be observed from the above table (4.3), 19 of all the respondents reported that their listening skill in Amharic is very good and 5 of the respondents claim that they are good at listening to Amharic. None of the respondents say that their listening skills in Amharic is not so good.

It is possible to deduce from the above data that teachers' Amharic ability is more developed than that of their students. This could be associated with their maturity together with their training which was pursued in the urban centers where Amharic is more frequently spoken than Gamotstso. In addition to this, the researcher relates their Amharic ability to the previous education policy of Ethiopia. The majority of the respondents had Amharic as a medium of instruction in both primary school and in teacher training institute. If one observes the above table, almost all of the participants are bilingual in Gamotstso and Amharic. The bilingual nature of the respondents may influence their views towards Gamotstso as medium of instruction. The researcher believes that the switching from Gamotstso to Amharic during teaching could be the result of bilingualism. In line with this, attempt has been made to measure the feelings of teachers regarding the use of other Amharic or English as language of education.

Many of the teachers unlike students and parents express that they do not like these languages replace Gamotstso to act as language of instruction.

4.1.1.3. Parents' Languages Proficiency

Attempts have been made to gather data regarding self-rated language proficiency of parents in Gamotstso and Amharic. Only 33 of the total 36 respondents gave complete responses about the language proficiency requests of the questionnaire. The researcher believes that this sample size can also help us to analyze self-rated language skills of the respondents.

Table 4.5: Parents' Self Rated Proficiency in Gamotstso

Skills	Proficiency Level			Total
	Very Good	Good	Not so Good	
	<i>No</i>	<i>No</i>	<i>No</i>	
Speaking	27	6	-	36
Reading	19	5	9	36
Writing	15	7	11	36
Listening	25	7	1	36

a. Respondents' Speaking Proficiency (Gamotstso)

The above table presents parents' language proficiency in Gamotstso. Accordingly, 27 out of 36 respondents claim that they have very good proficiency in speaking Gamotstso. The rest 6 parents; however, rated themselves as only good in speaking Gamotstso. No parent, measure one's speaking skills in Gamotstso as not so good.

b. Respondents' Reading Proficiency (Gamotstso)

Based on above table (4.4.) we can see that 19 subjects reported that their Gamotstso reading skills is very good, whereas 7 of the respondents rated their reading skills in Gamotstso as only good. Some of the respondents (9) say that their reading skill in Gamotstso is poor.

c. Respondents' Writing Proficiency (Gamotstso)

As can be seen from the above table (4.4), 15 of the respondents said that they have very good proficiency in writing Gamotstso, and 7 of the whole respondents rated their writing skill as good. Some parents (11), however, reported that their writing skills in Gamotstso is not so good.

d. Respondents' Listening Proficiency (Gamotstso)

Parents were also provided with questions if they can measure their listening skills in Gamotstso. Consequently, 25 of the respondents rated themselves as 'very good' in listening to Gamotstso. 7 subjects think that their listening ability in Gamotstso is only good. One third of the respondents, however; claim that their listening ability to the target language is not good at all.

We can infer from the above data that generally parents' Gamotstso proficiency is very good, with the exception a few of the respondents who claim that their language ability is not so good. Regarding the reading and writing skills in comparison with their children (students), there is a considerable difference that parents are not so good at reading and writing Gamotstso. The reason behind these findings could be attributed to the old educational policy in which the majority of the parents had been through.

The language proficiency of parents may have impact on their attitudes towards Gamotstso as medium of instruction, and their children education. The researcher observed that some of the parents were teachers and government employees. This could be the reason that 17 parents claim that their literacy skills is very good.

Table 4.6: Parents' (Self-Rated) Proficiency in Amharic

Skills	Proficiency Level			Total
	Very Good	Good	Not so Good	
	<i>No</i>	<i>No</i>	<i>No</i>	
Speaking	26	5	2	36
Reading	21	7	5	36
Writing	21	7	5	36
Listening	26	5	2	36

a. Respondents' Speaking Proficiency (Amharic)

As it is described in table (4.6), out of the total 36 participant of the study, 26 of them said they are very good in speaking skills of Amharic. We can also see that 5 of the respondents rated themselves as good in speaking Amharic. Only 2 Of the parents rated that their speaking ability in Amharic is not so good.

b. Respondents' Reading Skills (Amharic)

As it is clearly shown in the table (4.6), 21 subjects consider their reading skills as very good, and 7 of the respondents rated themselves as only good in reading Amharic texts. 5 parent; on the other hand, think that their reading skills is poor.

c. Respondents' Writing Skills (Amharic)

Concerning the writing skills, the above table (4.6) reveals that again 21 of the entire participant of the study rated themselves as very good in writing Amharic, whereas 7 of the participants evaluated themselves as good at writing in Amharic. The rest, 5 of them reported that their writing skill in Amharic is not so good.

d. Respondents' Listening Skills (Amharic)

The above table also includes information about parents' self-rated proficiency in listening Amharic. Accordingly, like that of speaking skills, the majority of the respondents (26)

measured themselves as very good in listening skills of Amharic. 7 subjects however, claim that their listening skills is only good. Only 2 of the 36 respondents said that they face difficulty in listening Amharic.

If one observes the above data, he or she can understand that parents' Amharic and Gamotstso proficiencies are almost the same. Parents claim their language abilities in the two languages are in better position. This finding shows that Amharic could be used widely next to the local language. The researcher has observed that in urban towns like Arbaminch and Chenchu the people frequently uses Amharic more than Gamotstso. In addition to this the continuous movement of the people (particularly for waving) to urban centers like Addis Ababa is believed to improve their Amharic skills. In rural areas like Zozo, kola shara and Dorze people make use of Gamotstso more than Amharic for different purposes.

4.1.2. Respondents Attitude towards Gamotstso

Since the main objective of the study is to investigate students; teachers; and parents' attitudes towards Gamotstso, which is functioning as medium of instruction, different attitude statements were forwarded to the respondents. The items were designed in such a way that respondents could show their agreement or disagreement to each statement by selecting the numbers. The statements were designed on five point- Likert- Scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), the most popular method of attitude measurement (Baker 2006).

4.1.2.1 Students' Attitudes towards Gamotstso

For the sake of simplicity and manageability of analysis, the items are grouped into six sections depending on their conceptual relationship.

a. Students' Attitudes towards Gamotstso as MOI

This section investigates students' attitudes towards Gamotstso as MOI. There are four statements under this section three of which are positively stated and one is negatively stated as described in the following table.

Table 4.7

Item	Responses											
	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
1	8	5	5	3.13	3	1.87	29	18.13	115	71.87	160	10
7	30	18.75	25	15.63	20	12.5	32	20	53	33.13	160	100
9	33	20.63	29	18.13	23	14.37	35	21.87	40	25	160	100
11	23	14.37	18	11.25	24	15	33	20.6	62	38.75	160	100

As we can see from table (4.7) for the statement "I feel comfortable when a lesson is given in Gamotstso" item 1, (71.87%) of the respondents strongly agree, and (18.13%) also agree. All in all, around (90%) of them are in agreement with the statement. Contrary to this, only (5%) of the respondents strongly disagree, and (3.13%) disagree with the statement. The rest (1.87%) have no opinion about it. The vast majority of the students feel confident with Gamotstso instruction.

In item 7, students are asked if they are proud that Gamotstso is used as the medium of instruction. (18.75%) strongly disagree whereas around (15.63%) disagree. (33.13%) of the respondents however, strongly agree and (20%) agree with the statement. The rest (12.5%) of the respondents neither agree nor disagree it. While responding to item 7, (53.33%) of the respondents feel proud that Gamotstso becomes the language of instruction. More than 33% of the respondents on the contrary expressed their dissatisfaction with mothertongue education.

In response to statement '9' "I feel that using Gamotstso as medium of instruction weakens students' achievement," (20.63%) of the respondents strongly disagree, and (18.13%) also disagree to it. On the other hand, (25%) of the respondents strongly agree and (21.87%) simply agree, but (14.37%) of the respondents are unable to indicate their agreement or disagreement to the idea. This statement is deliberately posed to the students to evaluate their response in regard to using the target language as language of education. According to the result above (46.87%) of the respondents believe that learning in Gamotstso will negatively affect their academic performance. Many researches however prove that a child becomes advantageous his or her mother tongue be used as medium of instruction. This is because; the child can understand concepts easily and learn intellectual skills with out any difficulty. There are of course more than (40%) who believe that learning in ones mother tongue does not weakens performance.

In the above table (4.7), item 11, depicts that (14.37%) of the respondents are strongly against the idea of supporting the continuation of the use of Gamotstso as a medium of instruction up to grade 12. (11.25%) also express their disagreement to the idea. On the contrary to this, (38.75%) are strongly behind the statement, and (20.6%) of them also in favour of it. Nearly (60%) of all the respondents are in support of Gamotstso being MOI until grade 12. There were also some students, (15%) which indicate that they have no opinion towards it. This result looks exactly the opposite of Tsehaye (1977) finding in which respondents are against the idea of learning through mother tongue in higher level.

The above table 4.7 also reveals that except item 9, the vast majority of the respondents are in favour of Gamotstso being used as medium of instruction. As some scholars like Mutasa,2006: Adgebija,2000, and Ndamba,2009 argue that attitudes of the society on which mother tongue instruction policy is implemented can influence the success or failure of the policy. The researcher had interviewed some students to find out their reasons for this favourable attitude. Majority of the interviewees underline that Gamotstso should continue to be the MOI because it helps them understand concepts very easily. They have also said that they found it easy and comfortable to ask questions in Gamotstso. Besides these, they said that Gamotstso is their mother tongue. As it is indicated in chapter two a child learns fast if classroom language is

his/her own language. This is because the child does not exert extra effort in language acquisition (Ogutu, 2006). It can be learned from the above data that mother tongue education in Gamo area benefited students a lot. Due to this and other reasons MOI in the area is positively accepted.

b. Students' Attitudes toward Gamotstso being offered as one Subject

In Gamo Gofa zone after the first cycle (1-4), Gamotstso is offered as one subject until grade 8. In the questionnaire distributed in undertaking this study, there is one positive statement aims at gathering data about students views concerning the continued offer of Gamotstso as a subject up to grade 12. Look at the following table

Table 4.8

Item	Responses											
	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
14	25	15.63	16	10	18	11.25	33	20.63	68	42.5	160	100

As is indicated in the above table (4.8), item 14, (15.63%) of the respondents reported that they strongly disagree, and also (10%) of express their disagreement to the idea. Contrary to this, (42.5%), and (20.63%) of the respondents strongly agree, and agree respectively to the suggestion of offering Gamotstso as a subject up to the completion of high school. There are also (11.25%) of the respondents who are indifferent. Here again more than (60%) of the respondents like to see Gamotstso to be offered as a subject above grade 8. Around (35.63%) of the respondents on the contrary are opposing the proposal.

In the interview that the researcher had with some students shows that, many of the interviewees were bitterly complaining about the interruption of Gamotstso as medium of instruction at grade 4 and as one subject in grade 8. Item 11 and item 14 are intended to measure respondents' perception towards the continued use of Gamotstso as MOI above grade

4, and Gamotstso as a subject beyond grade 8. The result describes that the subjects positively accept the planned ideas. The discontinuous situation of Gamotstso at grade 4 as MOI and as a school subject at grade 8 is; there fore, opposed by the respondents. This may also lead students to believe that learning in Gamotstso is worthless. The researcher also believes that, if the target language Gamotstso is being taught as a subject until grade 12, it will help large number of the student to appreciate their own culture, and identity. Besides, it may play great role in developing and enhancing the role of the language beyond the first cycle.

c. Attitudes towards Mother Tongue (Gamotstso) in Comparison with other Languages (Amharic and/or English) as MOI

The above data reveals that the majority of the students have positive attitudes towards Gamotstso as MOI. In this section however attempt has been made to measure students' attitudinal difference with regard to the use of other medium, (in this context Amharic or English) as MOI replacing Gamotstso. To do this, three negative statements were forwarded to the respondents. The results are presented in the following table.

Table 4.9

Item	Responses											
	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
4	32	20	19	11.87	20	12.5	33	20.63	56	35	160	100
6	28	17.5	30	18.75	24	15	35	21.87	43	26.87	160	100
13	24	15	20	12.5	24	15	30	18.75	62	38.75	160	100

As indicated in the above table, item 4 in response to the statement “I choose if all subjects are offered in English”, (20%) of the participants strongly disagreed, and (11.87%) show their disagreement to the wished-for idea. On the other hand, (35%) of the respondents are strongly in favor of it, followed by (20.63%) who also indicate their agreement. Around (12.5%) of the respondents have neutral feelings towards it. Despite the fact that many of the respondents

favoured Gamotstso instruction, here more than (60%) of the respondents also indicate their favourable attitude to English medium.

From the response given to item 6, (17.5%) of the respondents strongly oppose the statement “I don’t think it is a good idea to teach all subjects using Gamotstso”. In response to this again (18.75%) disagree, whereas (15%) are unable to decide. (26.87%) of the respondents, however strongly support the idea, and (21.87%) also indicate their agreement. (15%) have no opinion about it.

Regarding item 13, in the above table, (38.75%) of the respondents strongly agree to use Amharic as medium of instruction. (18.75%) of the respondents also show their support to it. In contrary to this, (15%) and (12.5%) strongly disagree and disagree respectively to the idea. Finally there were (15%) of the respondents who found it difficult to show their agreement or disagreement to the situation.

The results in the above table generally indicate that the majority of the respondents also accept the idea of using Amharic or English as the language of education like Gamotstso. In other words many of them do not have negative attitudes towards either Amharic or English.

Researches carried out in some countries in Africa affirm that the colonial language (English and French) had been serving as language of education, administration etc. The indigenous Africa languages were highly prejudiced and they were only exercised in the first cycle of primary education, and then they were replaced by English, for example (Wolff, 2002, 131-132 cited in Ogutu, 2006). Gamotstso as one of these languages had been exercised in the primary educational level for long time. The researcher also understands that though mother-tongue education in Ethiopia has been implemented since 1994. The interruption after the first cycle, especially in Gamo Gofa zone affected the feelings of many students and teachers towards the local languages. Ndamba (2009) says the use of African language in the lower level of education has impact on the people to think that learning in the local language is useless. Besides this, Ndamba (2009:7) by citing Robinson (1996) and Adegbija (1994) states:

the local languages are characterized by oral usage, individual/community usage, emotional attachment, village solidarity and personal loyalties. The official language is characterized by institutional usage, written usage, functional use, economic advantage and national communication. English as an official language has therefore been associated with success, power, prestige, progress and achievement, and such associations have generally resulted in English getting a high positive evaluation.

In our context, Amharic and English have been also associated with power, success, prestige and achievement for long time. There fore it expected from the respondents to show favourable attitudes towards these languages. Besides this, there was an attempt to using Gamotstso in government offices or institutions but after two years (1995-1997) Amharic restored its position. Then onwards Gamotstso has been practiced in primary school. It has no economic or any other advantage in relating to the local language. These could be some of the reasons why the majority of the respondents positively accept the use Amharic or English medium of education.

d. Students' Attitudes towards Language Use

Under this section, respondents were provided with items which aimed at determining their attitudes based on the functions of Gamotstso for different purposes. To accomplish this, three positive statements are used.

Table 4.10

Item	Responses											
	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
2	9	5.63	5	3.13	4	2.5	37	23.13	105	65.63	160	100
3	15	9.37	12	7.5	15	9.37	32	20	86	53.75	160	100
5	12	7.5	14	8.75	16	10	37	23.13	81	50.63	160	100

According to the information given in response to item 2, “I feel that I understand very quickly when I learn in Gamotstso.” (65.63%) of the respondents strongly agree, and (23.13%) agree. More than (88%) of the respondents felt that they understand easily lessons in Gamotstso. It can be seen here that students are comfortable when lessons are given in Gamotstso. In response to item 2, however, (9.37%), and (3.13%) strongly disagree and disagree respectively. Only a small amount, (2.5%) of the respondents neither agree nor disagree to the statement.

Regarding item 3, on one hand, (53.75%) of the respondents strongly agree and (20%) agree to the statement which says “it gives me pleasure when I use Gamotstso in school compound.” On the other hand, (9.37%) strongly disagree, and 7.5% of the respondents disagree to the statement. The rest (9.37%) of the students have no opinion about their feelings towards using Gamotstso in school compound.

The above (4.10) table item 5 also reveals that almost half (50.63%) of the respondents felt relaxed when they use Gamotstso to ask question in the classroom, while (23.13%) also show their agreement to the same statement. About (7.5%) strongly disagreed, and 8.75% disagree to it. There were also (10%) of all the respondents who remained indifferent to the idea.

It possible to infer from the above table (4.10) items 2, 3, and 5 that majority of the student have favorable attitudes towards the use of Gamotstso in the classroom and in the school compound. This in other words, may suggest that students feel advantageous of Gamotstso being the language of education. As it is frequently discussed in chapter two that students have educational, psychological, social, economical etc advantages from mothertongue education. Students seem to have good awareness regarding mother tongue education.

e) Students’ Attitudes towards Gamotstso (Instrumental Motivation)

In order to measure students’ attitude towards Gamotstso due to the fact that they were instrumentally motivated or not, one negative and two positive statements are forwarded to the respondents. The results are presented as follows.

Table 4.11

Item	Responses											
	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
10	43	26.87	24	15	24	15	17	10.63	52	32.5	160	100
12	21	13.13	20	12.5	25	15.63	27	16.87	67	41.87	160	100
15	33	20.63	17	10.63	11	6.87	22	13.75	77	48.13	160	100

As can observe from the above table (4.11), item 10, in reaction to the statement “I think that learning in Gamotstso is useless” (26.87%) and (15%) of the respondents strongly disagree and disagree respectively. In the contrary, (32.5%) strongly agree whereas (10.63%) agree to the statement. On response to this item (15%) of the respondents however, have neutral feelings towards it.

In the above table (4.11) item, 12, (13.13%) and (12.5%) of the respondents strongly disagree and disagree respectively to the statement about the advantage of learning in Gamotstso in helping to learn other languages. In reaction to this, (41.87%) of the respondents strongly agree and (16.87%) agree. The rest (15.63%) the respondents show that they are indifferent. In relation to this Ndamba (2009) approve by mentioning many scholars such as (Westley, 1992 in Mwam wenda 1996; Hawes, 1979; Hakuta 1986, in Travers et al 1993) that mother tongue education is very important in the acquisition other language, for example, like English as a second language.

Concerning item 15 in the above table, (20.63%0 the respondents strongly disagree that Gamotstso will help get job. Around (10.63%) express their disagreement to the same statement. Contrary to this, (48.13%) and (13.75%) strongly agree and agree respectively to the idea of securing a job after learning in Gamotstso. Still (6.87%) of the respondents are not sure about getting job as Gamotstso being the medium of instruction. Though the role of Gamotstso is decreasing it is surprising to find that more than 60% of the respondents feel that they will get

job after studying in the local language. This finding may tell us that students have favourable attitudes towards Gamotstso.

Table (4.11) makes clear that the majority of the respondent have positive attitude towards Gamotstso, as MOI, and think that it is useful in learning other languages and in securing job in their future career. Interview held with both the teachers and the students also substantiated this by pointing out that the English performance of many students is improving

f. Students' Attitude towards Gamotstso for its Integrative Motivation

One positively stated item was used to investigate students' attitude towards Gamotstso if it is the appropriate language to maintain the culture of Gamo people. The result is indicated in table (4.12) below

Table 4.12

Item	Responses											
	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
8	21	13.13	14	8.75	17	10.63	33	20.63	75	48.87	160	100

Table (4.12) shows that in response to the statement, "I think Gamotstso is the most appropriate language to maintain the culture of Gamo people", (48.87%) of the respondents strongly agreed, and (20.63%) also agreed. Nearly (70%) of the respondents suppose that Gamotstso is the right medium in maintaining the Gamo culture. However, (13.13%) strongly disagree, and (8.75%) disagree to the above statement. Again there are 10.63% of the respondents who have no opinion about it.

In relation to this, Ogutu (2006:43) says "As a means of oral expression mother tongue is very suitable for artistic, humanity subjects, such as: literature, music, arts and culture". He further says that the oral expression is "...rich in linguistic and cultural heritage of Africa..."

In general, as indicated in various literary works that attitude to a language is highly influenced by two human needs: instrumental motivation and integrative motivation. (Edwards 2006:324; Kembo Sure 2000; Baker 2006:215-216). Baker (2006:215) explains the difference between the two. He says:

Instrumental motivation reflects pragmatic utilitarian motives. An instrumental attitude to a language is mostly self-oriented individualistic. Integrative attitude to a language, on the other hand, is mostly social and interpersonal in orientation and represent a desire to be like representative members of the other language community. ... it may concern attachment to , or identification with, a language group and its cultural activities.

Many scholars associate the meaning of instrumental and integrative motivation to second language learning. The concept is also related to mother tongue learning. Hofman and Cais, 1984:151) cited in Adamu (2002:21), say: "... maintaining or shifting language to or from mother tongue is related with sentimental and instrumental orientations towards that language." According to these scholars sentimentalism is associated with maintaining ones mother tongue simply motivated by emotional feelings lacking logical reason. Instrumentalism: however, related to language shift to other language due to economic advantage. Therefore according to the above data several students believe that Gamotstso unlike other languages plays a role in maintaining and Gamo culture.

4.1.2.2. Teachers' Attitudes towards Gamotstso

a) Teachers' Attitudes towards Gamotstso as MOI

In this section attempts will be made to present teachers' attitudes towards Gamotstso serving as language of education. To do this, respondents (Gamotstso teachers, who teach different subjects using Gamotstso as MIO) are provided with five statements in which two of the items are negative and the rest are positive. The results are presented in the next table.

Table 4.13

Item	Responses					
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
	No	No	No	No	No	No
1	2	1	2	9	10	24
4	10	5	3	3	3	24
6	3	6	3	5	7	24
10	8		5	7	4	24
11	1	2	7	5	9	24

The above table (4.13) item 1 declares that 10 of the 24 respondents strongly be of the same mind to the statement which says “I feel that students learn best through their mother tongue.” 9 respondents also showed their agreement to the statement. Together 19, the great majority of the participants think that Gamotstso is the best medium of instruction. 2 respondents strongly disagree, and while 1 respondent disagree to the statement. There are 2 teachers who remained undecided.

Item 4 is stated “I think that Gamotstso is not the right medium of instruction for the first cycle of primary school children.” is exactly the opposite of item 1 above. 10 respondents strongly disagree, and 5 disagree to the statement. In items, 4, many teachers have favorable attitudes towards Gamotstso as MOI. There are 6 respondents who show their disagreement towards Gamotstso, as language of education. The rest 3 have no opinion about the issue.

Regarding item 6, in the above table, 7 respondents strongly agree and 5 agree to the item which reads “I am in favour of the idea that Gamotstso can continue to be the medium of instruction in higher level” Together half of the overall respondents express their support to the statement. On the contrary to this, while 3 teachers strongly disagree, 6 teachers disagree to the statement. This covers more than one third of the total respondents who do not agree to the idea. Still, the same size of the respondents, as item 4, 3 respondents could not decide on the idea.

As is indicated in the above table, regarding item 10, 8 of the entire 24 respondents have strongly disagreed to the statement, which says that as medium of instruction Gamotstso negatively affect the quality of education. This covers one third of the total respondents who

strongly oppose the statement. However, 12 respondents agree to the statement. The remaining 5 teachers have no opinion about it.

Lastly, regarding item 11, in reaction to “I feel proud that Gamotstso becomes a medium of instruction”, 9 out of 24 of the respondents have strongly agreed while 5 of them expressed their agreement to the item. Only a single respondent strongly disagree and 2 disagree to it. Again there are 7 participants who neither agree nor disagree with the statement.

The result in the above table reveals that the majority of the teachers hold positive attitude towards Gamotstso as medium of instruction. The researcher considers that teachers’ attitudes towards a language may influence students’ favorable or unfavorable views towards the classroom language. Therefore, it is possible to infer from the investigation that teachers’ positive attitudes towards Gamotstso may have contributed a lot to for the majority of students to follow suit. Fasold, (1984:148) citing Frender and Lambert (1973); Seligman, Tucker, and Lamber (1972) says “There is some evidence that language attitudes may influence how teachers deal with pupils”. If the teacher holds favourable attitudes towards the target language he or she is motivated to do his or her work besides helping one’s students to success. This in other words means the attitudes of the teachers directly or indirectly influence the attitude of one’s students. Therefore, studying teachers’ attitudes towards the language of students is very helpful in evaluating the teaching learning process.

b) Teachers’ Attitudes towards Gamotstso being given as one Subject

In this section, the researcher attempts to determine teachers’ attitude towards Gamotstso being offered as one language up-to grade 12. To asses these, one positive statement is forwarded. The statement aims to find out respondents views about the idea of continuing usage of Gamotstso as a subject beyond grade 8. The table 4.14 below describes the findings.

Table 4.14

Item	Responses					
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
	No	No	No	No	No	No
9	2	2		7	13	24

The above table declares teachers' views about the continuing use of Gamotstso as one subject beyond grade 8. Regarding this, 13 of the whole respondents strongly agree to the idea, and 7 agree to it. Contrary to this, 4 respondents oppose the idea. The result in table (4.14) shows that the majority of the respondents have a positive attitude towards Gamotstso. In Gamo area as it has been indicated that Gamotstso is offered as a subject up to Grade 8. The above finding describes that the great number of the respondents supported the continue offering of the local language beyond grade 8. The researcher believes that the expanding Gamotstso in higher level may lay a fertile ground in developing the language to be the medium of instruction in second and third cycle.

c) Teachers' Attitudes towards Mother Tongue (Gamotstso) in Comparison with other Language(s) (Amharic and/or English) as MOI

In order to investigate respondents' attitude to the idea of using other language (Amharic or English) as medium of instruction in place of Gamotstso, three negative statements were used. The results are indicated in the table below.

Table 4.15

Item	Responses					
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
	No	No	No	No	No	No
12	7	7	2	3	5	24
14	6	8	1	4	6	24
15	9	3	1	8	5	24

As can be seen from the above table (4.15) in response to the statement 12 "I prefer if English becomes the language of education instead of Gamotstso", 7 out of 24 respondents strongly disagree, and the same sizes of the respondents just disagree. Together 14 teachers prefer Gamotstso to English as MOI. The same statement was strongly supported by 5 teachers. 3 teachers simply express their agreement. Two of the respondents have neutral positions about it.

In item 14 there is a similar item, but the replacing language is Amharic instead of English. According to the above table, one fourth (6) of the respondents are strongly opposing the statement, and one third (8) have disapproved it. There are 6 respondents who, on the other hand, strongly accepted the proposed statement. Similarly, 4 teachers accepted it. Only one of the respondents, have no view about the statement.

Finally, in response to item 15 “I think that some subjects are better being thought either in English or Amharic displacing Gamotstso.” 9 teachers strongly refused the idea, 3 teachers also disagree to it. On the contrary 5 out of the 24 teachers strongly agree to the proposal. 8 respondents just agree to the statement. Only one respondent is undecided to the question.

Generally, the table presents the finding that a considerable size of the respondents does not want the use of either Amharic or English as MOI replacing Gamotstso. In response to similar statements many students showed their support either Amharic or English to be the MOI. Therefore teachers and students differ from one another on these points too. Teachers look more positive towards the target language than that of their students. Teachers of course believe that some subjects are better being taught in English or Amharic than that of Gamotstso. In the interview, it has been learnt that majority of the respondents are in favour of Gamotstso since mainly it facilitates the teaching learning process, by making communication easier besides other benefits.

d) Teachers' Attitudes towards Language Use

Under this group, teachers are also provided with items whose objectives are to find out their views towards the functioning of Gamotstso for various purposes. One positive and one negative statement are used, and the results are indicated in table (4.16) below.

Table 4.16

Item	Responses					
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
	No	No	No	No	No	No
2	10	7	1	2	4	24
3	4	4	1	7	8	24
7	11	8	3	2		24

According to item 2, in the above table, respondents were given the statement “I don’t feel happy when I listen to students discussing topics in Gamotstso.” In relation to this, 10 of all respondents are strongly against it, whereas 7 oppose it. This covers 17 of the 24 respondents who like student discuss topics in the local language. 6 teachers, however, reported that they felt unhappy when students make use of Gamotstso in the classroom. One of the respondents does not decide on this point.

In a similar way, teachers were given a statement which measures their feeling when they make use of Gamotstso during the teaching-learning process. The above table item 3 reveals that one third of the respondents (8) strongly agree and 7 agree to the point which says “I feel free when I use Gamotstso during teaching.” 8 out of 24 respondents express their dissatisfaction of using the local language during the teaching-learning process. Again, the remaining 3 respondents found it difficult to determine their feelings about the issue at hand.

Item 7 reads” I hate writing comments on students' work using Gamotstso although they're found to be commented” In reply to this, 11 of all teachers strongly oppose the idea. 8 teachers also express their protest. 2 of the teachers on the contrary witnessed that they do not like to write comment in the target language. The remaining 3 teachers could not decide on this point.

The findings in the above table indicate that teachers’ have positive attitudes towards Gamotstso serving for various purposes like for classroom discussion, for teaching purpose etc. It is clear that language plays a significant role in classroom activities. Linguistic activities like lecturing, discussing, telling, explaining, answering, listening are more common practices (Stubbs 1983). If teachers are in position to accept Gamotstso positively, and if they feel at

ease during teaching, then it is expected that this creates a good understanding between student and teachers. This might also be mentioned as one of the benefits of mother-tongue education.

e) Teachers' Attitudes towards Gamotstso (Instrumental Motivation)

As already mentioned above, teachers were asked to reply to questions inquiring whether their preference for Gamotstso is motivated by material benefit. To get relevant data, one negative and one positive statement have been forwarded. The table below depicts the result.

Table 4.17

Item	Responses					
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
	No	No	No	No	No	No
5	6	7	4	4	3	24
13	10	6	2	4	2	24

In the above table 4.17 item 5, 24 teachers are asked if they believe that learning in Gamotstso will help a student to get a job. In the above table, when 6 teachers strongly disagree the other 7 teachers disagree. Totally 13 out of 24 teachers argue that students do not secure jobs learning in Gamotstso. There are of course, 3 teachers who strongly agree, and 4 teachers who just agree that Gamotstso as medium of instruction will assist student to get a job. Between the two extremes, 4 respondents remained impartial. As mentioned above students are also asked similar question and around 60% of them reported that Gamotstso medium of instruction can help them get jobs. On the opposite of this, more than half of the teachers expressed their disagreement. Teachers' response could be associated with the actual role of Gamotstso in the area. Offices, courts, organizations etc use Amharic in steady of the target language. Hence the role of the local language is highly limited in education only. Teachers' reaction to the statement look logical compared to that of students.

Item number 13 states that "I believe that teaching in Gamotstso is a waste of time". In reaction to this statement, 10 respondents strongly disagree and 6 of them disagree. On the other hand, 6 of the 24 respondents assume that teaching in Gamotstso has no use. The rest 2 of the

respondents have no opinion about it. The finding reveals that many teachers have good awareness of the advantage of mother tongue education. Some teachers have unfavourable views towards Gamotstso instruction.

f) Teachers' Attitudes towards Gamotstso for its Integrative Motivation

Attempts had been made to decide and identify teachers' attitudes towards the role of Gamotstso in helping to maintain Gamo culture and identity. One positively stated item was used and the finding is described in the following table.

Table 4.18

Item	Responses					
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
	No	No	No	No	No	No
8	3		1	8	12	24

Opponents against mother tongue education frequently raise that a country needs one language in order to strengthen national unity. On the contrary to this, Ogotu (2006:45) citing Simala (2004:49) argue that "mother tongue serves the role for individual identity". Besides this, culture plays a very significant role in defining identity.

Concerning this, teachers were asked to forward their feelings whether the use of Gamotstso in the classroom can help in maintaining Gamo culture and identity. In response to this, half (12) out the total respondents strongly agree, and 8 respondents agreed with the statement. This covers 20 respondents who approve the fact that the use of Gamotstso in educational sector plays a significant role in maintaining Gamo identity and retaining the culture. 3 respondents strongly argue against the statement. One person was unable to decide.

In observing the two tables (4.17, and 4.18) above it is possible to determine that teachers were developing favorable attitude towards Gamotstso. Some teachers did not believe that learning in Gamotstso will guarantee a job. The reason behind this could be attributed to the situation in

that particular zone. In the zone, despite the fact that students and teachers have favorable attitudes towards Gamotstso as MOI, the role of Gamotstso has been reduced. Before 1998, Gamotstso was the language of administration, court, office; however, since then Amharic has replaced it, except in primary schools. Since it is not part of the objective of the study, the researcher did not investigate the reasons. The researcher however, feels that the replacement of Gamotstso by Amharic might have contributed to the teachers response in which learning in Gamotstso will not help in getting job. This may affect their teaching and their attitudes towards the language, which in turn influences students' attitudes of the target language.

4.1.2.3. Parents' Attitudes towards Gamotstso

a) Parents' Attitudes towards Gamotstso as MOI

Three attitude statements, all positively stated, were used in order to get parents' view about Gamotstso as medium of instruction. See the following table 4.19.

Table 4.19

Item	Responses					
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
	No	No	No	No	No	No
1	2	5	1	5	23	36
7	9	5	6	3	13	36
8	8	2	6	6	14	36

The above table shows that out of the 36 only 2 respondents strongly disagree to the statement which runs "I feel that students learn best through their mother tongue". 5 respondents also expressed their disagreement to it. 5 respondents on the other hand expressed their agreement 23 out of 36 participants strongly agree with the statement. One of the respondents however was not able to specify the degree of his/her agreement. In general, 28 out of 36 parents believe that Gamotstso is the best medium.

Item 7 in table 4.19 also presents the reactions to the statement which says "I feel proud that Gamotstso has been the medium of instruction". In response to this statement, 9 parents strongly disagree, and 5 disagree. On the opposite side, 13 parents strongly agree whereas 3 of

the other respondents just agree to the statement. 6 participants are indifferent. The above finding reveals that some 14 of the parents do not feel happy with Gamotstso being language of instruction. It is clear that parents' involvement to their children's education is very high. Therefore parents' view towards the language of instruction can favorably or unfavorably affect the effectiveness of the policy.

Regarding item 8 in which parents were asked to show their views if receiving lesson in Gamotstso makes their children successful academically. Out of 36 participants 14 strongly agree, and 6 other parents agree with it. On the contrary, 8 parents are strongly against the statement. 2 of the 36 parents disagree with the statement. One sixth of the total sample size are in a position not to specify their level of agreement or disagreement.

The above table reveals that parents' in general hold positive attitudes towards Gamotstso as MOI. Since students spend a lot of their time with their parents, they mainly use the language that both know well and understand. As it is indicated in appendix- O around (88.78%) of the respondents' mother tongue is Gamotstso, so one can guess that they make use of it for various purposes. Therefore, parents' attitudes towards the local language greatly affect the students' attitudes and their success in the classroom.

b) Parents' Attitudes towards Gamotstso to be offered as a Subject

Similar to the statement forwarded to students and teachers, parents were also asked to indicate their attitudes to the continued use of Gamotstso as a subject beyond grade 8. One positively stated statement was used to determine their views. The table below has got the finding.

Table 4.20

Item	Responses					
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
	No	No	No	No	No	No
12	7	5	7	9	12	36

According to table (4.20) regarding item 12 in response to the statement “I choose if Gamotstso is given as one subject up to grade 12”, One third (12) of the total respondents strongly support it, and one fourth (9) parents also agreed with it. Together more than half 21 respondents want to see their language (Gamotstso) continue to be used at least as a subject until grade 12. There were 7 respondents who disagree to the statement. 5 parents also disagree to it. 7 out of the 36 participants could not make their decision to the idea. As can be seen from the above finding that majority of the respondents are in support of extending the role of Gamotstso beyond Grade 8. Majority of students, teachers and parents are in favour of the continue offering of Gamotstso at least as a subject in the high school level. As discussed somewhere above, if Gamotstso if given as a subject beyond grade 8, the researcher believe that it pave the way to develop the language to become the language of instruction in the second and third cycle.

c) Parents’ Attitudes towards Mother-Tongue (Gamotstso) in Comparison with Other Languages (Amharic or English) as MOI

There are two positive statements whose purpose was to find out parents’ attitudes if other languages like Amharic or English could be introduced as the medium of instruction in the place of Gamotstso. Table 2.21 provides the result.

Table 4.21

Item	Responses					
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
	No	No	No	No	No	No
6	9	6	5	5	11	36
10	8	4	6	3	15	36

Item 6 “I like English to be the language of education rather than Gamotstso” In response to this statement, 11 out of the total participants reported that they strongly agree, while 5 respondent just agree with it. However, 9 parents strongly disagree, and 6 other disagree with the statement. Altogether 15 of the 36 respondents are against the proposal. This statement divides respondents almost equally. Between the two, the remaining 6 of the participants did not agree

or disagree to the statement.. This finding almost divided the respondents in to two about the idea of making English as MIO instead of Gamotstso.

Similarly in item 10 in the above table, parents were also given a statement which again proposes Amharic to be used as medium of instruction instead of Gamotstso. With regard to this, 15 out of 36 of the respondents strongly agree and only 3 parents agree to it. On the other side, 8 respondents are strongly against the proposal followed by 4 who also disagree. The rest 6 of the participants have no opinion about it.

Item 6 and item 10 were deliberately designed to cross check parents' attitude by creating the ideal situation. The figures on the above table show that parents share similar feelings with that of students concerning the idea of using Amharic or English as language of education. Parents do not oppose if Amharic or English to be MOI despite the fact that they have favorable attitude towards Gamotstso as MOI in the previous statement. This result may suggest that having positive feelings towards mother-tongue education does not necessarily imply negative views against Amharic or English. The researcher thinks that both Amharic and English are widely used in Ethiopia and in the world respectively. These languages have high prestige and are associated with a lot of advantages. These facts influence the perception of parent compared to the local language. Besides this, since many of the parents' education background were based on the previous language policy, it is expected that they feel nostalgic to the old policy. In addition to this, it known that many of the Gamo community migrate to urban centers like Addis Ababa. Many of them have been observed to make use of Amharic frequently even in Gamo area. This might influence other people to think that learning in Amharic has a lot of benefits. The researcher thinks these could contribute a lot to the above findings.

d) Parents' Attitudes towards Language Use

In order to investigate parents attitudes towards Gamotstso serving different functions, three items all positively stated were used. The results are described below.

Table 4.22

Item	Responses					
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
	No	No	No	No	No	No
2	1	3	1	5	26	36
3	2	1	3	7	23	36
14	5	4	4	8	15	36

Item 2 in the above table shows that 26 of the total 36 respondents reported that they strongly agree to the statement “I think using Gamotstso as medium of instruction helps pupils to express their thoughts and feelings easily.” In addition to this, 5 parents also agree to the statement. Together 31 out of 36 participants believe that when Gamotstso is the language of education it helps students to communicate easily in the classroom. One of the respondents strongly disagrees while 3 of them disagree with the statement. Only one person neither agrees nor disagrees to it.

Item 3 “I feel very happy when I observe my child discuss lesson in Gamotstso.” In response to this as indicated in the above table again 23 respondents show their strong support to the item, whereas 7 parents agree to it. On the contrary, 2 participants strongly disagree followed by 1 of the respondents who disagree to it. There are 3 parents who did not specify their position regarding the statement. This figure tells us that parents hold favourable attitudes towards Gamotstso. This response is very useful if parents encourage their children learning through their mother tongue. This is because “a strong support of the mother tongue in the home and in the community typically benefits the child’s academic results” (Hamers and Blanc 2000: 86). Based on the above finding, parents’ positive attitude towards mother tongue education may help them do all things for their children to be successful.

Item 14, in the above table, parents were asked to indicate their agreement to whether Gamotstso as a medium of instruction can contribute to the development of the society. Out of 36 participants 15 strongly agree, and 8 also agree to it. 5 parents strongly argue that Gamotstso being a language of instruction does not help in the development of the society. Still there are 4 respondents and who disagree to it. The rest 4 of the participants did not decide on it.

The above table generally describes that parents of the students had positive attitude towards Gamotstso. The grand mean 4.08 is taken as an evidence for the claim.

e) Parents' Attitudes towards Gamotstso for its Instrumental Motivation

People develop favorable or unfavorable attitude towards a language for their personal benefits. One positive and one negative statement were forwarded to parents.

Table 4.23

Item	Responses					
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
	No	No	No	No	No	No
5	8	8	5	10	5	36
9	12	8	7	3	6	36

According to item 5 (see table 4.23 above) parents were asked to express their feelings to the following statement, "I am against the idea of using Gamotstso to be the medium of instruction as it does not help my children get good job." In reaction to this, 8 subjects strongly opposed to it. The same number of the participant (8) and also expressed their disagreement with the statement. This covers 16 of the total participants who are opposing the statement. However, 10 of the respondents approved it, while 5 other parents greatly approved it. 5 out of the whole respondents of have neutral feelings about it. As discussed above, the role of Gamotstso has been greatly reduced to function in only for education sector since 1997/1998. There is no any hope for the student to secure job learning in the target language. Despite this fact many of the respondents seemed in favour of Gamotstso to be the MOI. This may suggest that the society have come to learn advantage of mother tongue education more than just for its instrumental purposes. Contrary to this, 15 of the parents' beleive that local language does not guarantee job after learning in it.

Concerning item 9, again parents were provided with statement which says employing Gamotstso as a medium of instruction has no use. In response to this one third (12) of the respondents are strongly against it and 8 express their disagreement. One six (6) of the parents

strongly believe that the use of Gamotstso in educational sector has no use. 3 parents agree to the statement. 7 respondents found it difficult to determine their own feelings about it. Though, mother tongue education benefits the child a lot still some parents look do not aware of it at all. This may indicate that policy makers need to do a lot to create awareness regarding the benefits of mother tongue instruction. It is promising to have more than half of the respondents have got a good understanding regarding MOI.

Similar items were presented to students and teachers and parents. Many of the students and parents though aware of the fact that learning in the local language does not guarantee jobs, they hope that Gamotstso as the language of education helps student to be advantageous in their future career. Teachers; however, expressed their pessimism about securing job after learning through the local language. Teachers during the interview explain that the local language does not help get job since Gamotstso is limited to be used only in primary school. In addition to this, they suggest that the different varieties of Gamotstso together with the termination of MOI in primary level are their main argument towards their pessimistic views.

f) Parents' Attitudes towards Gamotstso its Integrative Motivation

In order to investigate parents' views towards the use of Gamotstso in school, which in turn helps the society to maintain its own culture, history and identity, two positively stated statements have been employed. There is one positive question aiming at gathering data if the practicing of mother-tongue education is bringing unity among Gamo people.

The following table presents the findings:

Table 4.24

Item	Responses					
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
	No	No	No	No	No	No
4	2	3	2	9	20	36
11	7	4	2	9	14	36
13	4	4	3	8	17	36

In item 4 above parents were asked to respond to the following question, "I support that Gamotstso as a medium of instruction helps the Gamo people to preserve its own culture and history." In response to this, 20 out of 36 respondents strongly agree, while 9 agree to it. Totally, 29 respondents have the concept of associating language with culture and history. Out of the total sample size only 2 respondents strongly disagree while 3 disagree to the statement. 2 parents had no opinion about it.

The above table also shows in reaction to item 11, 14 participants strongly agreed followed by 9 other respondents who just agreed to the new policy of using mother-tongue education in maintaining ones identity. However, 11 parents do not accept the statement. Therefore they expressed their disagreement. 2 parents are in dilemma of making their decision towards it.

Item 13 in the above table describes the result to the statement which says "using Gamotstso as language of education harmonizes Gamo people socially and culturally." In reaction to this, out of 36 respondents 17 participants greatly support it. 8 respondents also agree to the statement. On the other hand, 4 respondents strongly disagree, while another 4 respondents just disagree with it. Around 3 participants prefer not to agree or disagree with the statement.

In general based on the above data, it is possible to infer that many parents had awareness about the benefits of mother tongue education in helping their children to learn best. Besides this, majority of the respondents, have been developing favorable attitudes towards Gamotstso functioning in educational process.

Generally the finding obtained from students teachers and parents indicate that they seem to develop favourable attitudes towards Gamotstso functioning as medium of instruction in the area. The respondents also positively accepted of the idea of expanding the role of the local language beyond grade 8. The grand mean (in the case of students) which is above the average testifies this results. Regarding the use of English or Amharic as language of instruction instead of Gamotstso, students and parents have similar view whereas teachers react negatively to the idea.

4.1.3 Attitudinal differences among students, teachers and parents regarding Gamotstso as MOI

In this study efforts have been exerted to investigate the differences in the attitudes of students' teachers and parents towards the target language. Using SPSS (statistical package for social science) one way ANOVA (analysis of variance) is computed. To do this, 14 conceptually related items which are common to the three questionnaires are purposely selected. The result shows that except for two items, no significant attitudinal difference is observed among the respondents. (See appendix _N_)

In this section however, the two items which bring about significant differences are discussed. Table (4.24), presents the first result and then followed by discussion.

- a) Respondents are asked to determine their feelings about using Gamotstso in classroom or in school compound. They are also asked what they feel when others use it in class or in school compound or at home.

Table 4.25

	Sum of squares	df	Mean square	F	Sig
Between groups	76,002	2	38.001	21,758	.000
Within groups	3,99478	217	1.747		
Total	454, 995				

df = degree of freedom F = F- ratio p <0.05 (significance)

In analysis of variance ratio is computed in F-ratio. For example based on the above table, F-ratio of 21.758 would mean that the variance between the groups in the experiment is 21.758 times greater than the variance within the groups. Therefore, one can observe from the above table that there are significant differences among the respondents, as $p < 0.05$.

In the previous section, item 3, table (4.10), Item 2, table (4.16) and item 3, table (4.22) indicated that though students, teachers and parents have favourable attitude towards Gamotstso, there is differences in their responses. Students and parents are more positive to use and like to see their children use Gamotstso in school and home respectively. The difference in

the attitude of teachers compared to either students or parents is statistically significance. Self rated language proficiency by the students and parents approve this result as both respondents have better proficiency in Gamotstso is in comparison with the teachers.

The observation carried out in school compound can affirm the finding. Many teachers were more recurrently using Amharic than the local language.

- b) Respondents were as well provided with statement which asks them to express their perception about the benefit obtained after learning through Gamotstso. Table (4.26) presents the finding.

Table 4.26

	Sum of squares	df	Mean square	F	Sig
Between groups	16,143	2	8.071	3.136	.045
Within groups	558,489	217	2.574		
Total	574,632	219			

df = degree of freedom F = F- ratio p <0.05 (significance)

Similarly here again in response to the item statistically significance differences is observed in the attitude of students, teachers and parents at $p < 0.05$. The previous figure reveals that students think that learning in Gamotstso has no use, but teachers and parents believe that there is benefit after learning in the local language. The variation in their response is statistically significance as $p < 0.05$.

The researcher understands in the interview that students' negative perception about benefits after learning in Gamotstso is due to the interruption of the target language as MIO in the first cycle. In addition to this, the decreasing role of the target language which is confined to be used for informal purposes also may influence students' attitudes.

4.1.4. Respondents Attitudinal differences due to their urban/ rural settlement

The current study attempted to examine attitudinal differences due to the residence of the respondents either at urban or rural settings. As it is indicated in chapter three, Cohen (2000) finds out that urban dwellers in SNNPR would like to use Amharic more frequently than their

local languages. Taking this into consideration, the researcher included schools from both urban and rural areas. Efforts have been made to analyze the total attitudinal mean of urban corresponds to their rural counterparts for students teachers and parents independently. The findings are presented in the following table (4.27)

Table 4.27 Students' attitude differences due to their place of residence.

Variable	Categories	Number	Percentage	Grand mean
Residence	Rural	90	56.25	3.76
	Urban	70	43.75	3.43
	Total	160	100	

Looking at the figure one can tell that rural students tend to have more favourable attitudes towards Gamotstso than that of the urban settlers since the average mean shows that it is beyond the cut point (3.00).

T- Test is computed using SPSS about the variation in the attitudes of students, teachers, and parents based on the rural/urban background. In the similar way to ANOVA the same selected statements have been used. It has been found that there is no statistically significant variation is obtained due to the place of the resident as $p > 0.05$. (See appendix --O--)

4.2. The Interview Results

4.2.1. Interview with Students

As it is indicated in chapter 3, 30 students were interviewed. In Kola-Shara, Dorze and Chenchu the researcher tried to make the interview individually, but it was not satisfactory. This is because some children afraid to speak in the absence of their friends, and it was difficult to get enough data. Accordingly, the interview was carried out in groups. Students were free to forward their views towards Gamotstso being functioning as MOI.

1. What do you feel as a Student about the Use of Gamotstso MOI?

In response to this almost all of the interviewees said that they felt very happy and proud of Gamotstso being serving as language of education. The majority of them mention the following points. They reported that first of all Gamotstso is their own mother tongue. Consequently, they easily understand what the teachers and the textbooks say. In addition to this some of the students confirmed that Gamotstso instruction greatly helped them develop their English knowledge. The response has been strengthened by English teacher that students easily understand English language. Students interviewed at *Zozo, Chenchazuria worda* explain that Gamotstso is part of their identity. They state that learning in target language increases their confidence of using for different purpose even if they go to towns.

2. How do you evaluate the reaction of your teachers when you make use of Gamotstso in the classroom?

The question was aimed at investigating teachers' attitudes towards students' language (Gamotstso). In reaction to this, many of the interviewees witnessed that their teachers were usually encouraging them even if they make use of any variety of Gamotstso in the classroom. It is known that students come to school with their home variety of the language. Teachers; therefore, are expected to tolerate different varieties when they teach in the target language. Some teachers ask their students if they don't know the child's language. They advised pupils to ask question if what they are talking is not clear. As some students explain that there were very good classroom situation due to mother tongue education. They understand their teacher with out any difficulty.

3. What is the Advantage of using Gamotstso in the Classroom?

The underlying objective of this question was to determine the attitude of the respondents towards Gamotstso in response to their personal benefits. The researcher feels that students' response to this question may have impact on their attitudes towards the target language. All of the students interviewed reported that Gamotstso highly helped them understand lesson easily

by making the teaching-learning environment very communicative. The interviewees at Čhencha explained that Gamotstso being MOI will help to maintain Gamo identity and culture, besides developing the language.

4. Which Language do you usually make use of, for example, when you are at Home at School etc?

In response to this question, the majority of the interviewees at the rural areas particularly reported that they were highly dependent on using mainly Gamotstso when they are at home. Some students in urban areas; however, said that they are using both Gamotstso and Amharic. All of the interviewees use both languages when they come to school. The researcher also observed that the majority of the students were using Gamotstso more frequently both in the classroom and in school compounds.

5. What are your Views about Learning Gamotstso as one Subject up to Grade 12?

The responses given to the questionnaire had been cross checked to this particular question. When the researcher raised this question, the interviewees at Čhencha, Zozo and Kola Shara were bitterly complaining about the termination of mother-tongue education at grade 4 and Gamotstso as a subject at grade 8. One of the participant said, “We know that education in Gamotstso discontinued some where at grade 8, and we felt that the language was useless”. This kind of remark as any one understands suggests that it greatly affects respondents’ attitude towards the target language. Student may think that Gamotstso is not strong enough to be used in higher grades. Besides this, it will not help them get jobs or any advantage learning with it. The majority of the interviewees; therefore, were accepting the proposed idea. They also underlined that offering Gamotstso as a subject can develop the language. It can help maintaining, Gamo identity and culture.

6. What do you think about using Amharic or English as Language of Education in Primary School?

This question was deliberately targeted to draw students' attention and measure their view to other media: such as Amharic or English if acting as language of education instead of Gamotstso. The researcher has found there are two groups. One group was supporting and the others were protesting the idea.

Some of the interviewees who have favourable attitudes for Amharic medium frequently mentioned that Amharic is the national language, and helps them to continue their education when they move to Addis Ababa, for example. English medium was also preferred because it is the national language and the language of education beginning from grade 5.

Those, who were against the question, provided their own reasons. They argue that Gamotstso is their own language, and define their identity. They feel that replacing Gamotstso either with Amharic or English means losing ones identity. Besides this, Gamotstso makes learning easy. As the result, they do not want either Amharic or English replaces it in schools.

4.2.2. Interview with Teachers

The researcher also employed interview with teachers to strengthen and cross check their responses with that of the questionnaire.

1. What do you feel as a teacher about the use of Gamotstso as MOI?

The main goal of the question was to assess teachers' attitudes towards Gamotstso serving as language of education. This question divided the interviewees in two with opposed responses. The teachers who were thinking Gamotstso was the right media list down the advantages that the teacher and student gain as a result of mother tongue education. They argue that teaching in Gamotstso is good in creating communicative teaching learning environment, and teachers

don't exert a lot of efforts so that students understand them. Interviewees at *Chencha* and *Arbaminch* reported that their students were free to explain their thoughts.

The researcher also interviewed those teachers who had the opposite idea. Majority of the teachers feel that it is sometimes difficult to teach in the target language in which the different varieties pose some problems like meaning and pronunciation differences with some words. This problem is of course really available in Gamo Gofa zone. Regarding this, Wondimu (2006:2) by citing Fleming (1976:299) and Hirut (2005:67) says the dialect situation in Gamo area is very complex and diverse. He also says "...linguistic variation in Gamo area exist in a continuum" (Wondimu, 2006:19) Therefore, the researcher believes that since it is a serious issue attention should be given to re-examine the texts in order to facilitate effective teaching.

The interviewees also mention some problems in relation to Gamotstso which serves as MOI. These include the lack of Gamotstso-English dictionary, which poses a chronic problem specially to students who transfer to the second cycle (5-8 grade) where the MOI shifted to English. In line with this, the researcher affirmed by interviewing two students from grade 7. They said that they faced challenge at grade 5 and 6 due to the switch to English medium.

Some teachers were against Gamotstso as language of education due to the fact that it prevents students from continuing his/her education in other parts of Ethiopia since the people of Gamo are mobile. As Gamo Gofa Zone Culture and Information Department, (2004) as cited in Wondimu (2006:15-16) provides evidence about this issue. He says:

Weaving is the major economic activity next to agriculture. Weaving mainly centers at Dorze and practiced in other surrounding Gamo sub-community. These days it has become a common trend for members of Gamo ethnic group to leave their home place to generate additional income through weaving. Many of them go to towns in SNNPR, Oromiya and Addis Ababa.

As a researcher and resident of *Chencha* town, I have observed that many children have been transferred to town specially Addis Ababa for weaving. They work day and night and consequently a lot of children are denied of the right to be educated. As a researcher I feel that one of the reason that the owner of the children do not send children school is due to the fact

that there are no Gamotstso medium schools in urban area. This problem may be one the reflection of the issue of mother-tongue education around Gamo area.

2. What are your views about using or teaching Gamotstso as one subject up to grade 12?

Majority of the interviewees were supporting the idea. They forwarded their own reasons. They said teaching Gamotstso as one subject is advantageous for the society to maintain its own identity and culture. On the other hand, those who reject the idea still argue that the language is not matured enough to be used in the high school. Moreover, they reported that lack of enough training, and teaching materials have been posing obstacles to the implementation of the proposal.

They also suggest that attempt should be made to alleviate or reduce the problem of having a lot of dialects of the same language. Gamotstso as language of instruction should be revised in order to guarantee uniformity and understanding among teachers, students, parents and also with government officials. This can be made forming committees who represent the various dialects.

3. What is the advantage of using Gamotstso in classroom?

Almost all of the interviewees gave short and precise answer. They stressed that being MOI, Gamotstso played a crucial role in facilitating understanding and communication among students and teachers. Even those who were against mother tongue education could not deny the benefit students gain from Gamotstso being serving as language of education.

4. What is your reaction about using Gamotstso for example, in education, at home, administration and for trade etc?

The main target of the question was to assess teachers' view about the use of the target language for different purposes. Teachers reported that Gamotstso was the language of

administration some years ago in the past and then shifted to Amharic. Many of the respondents believe that Gamotstso could not be used for the above mentioned activities. They illustrated their own point as follows:

- Lack of uniformity of the language which creates meaning difference and affect effective communication
- Even politicians and educated people do not use the target language themselves.

During my stay around Chenchu and as a resident of the town that many of the officials frequently use Amharic unless they come across people who do not understand Amharic at all. Such situation is common specially at Arbaminch town.

5. How do you evaluate the reaction and motivation of your students when you make use of Gamotstso in the classroom?

The main purpose is to investigate students' attitude towards Gamotstso in the eyes of the teachers. All of the interviewees said that students were happy to hear their language is being spoken in class. In some rare cases, however, teachers reported that their students do not understand texts since they are beyond students' competency. English words are some times used for concepts, which are difficult to explain in Gamotstso. Generally, students feel very confident; and actively attend class because the instructional medium is Gamotstso.

6. What do you feel if Amharic or English replaces Gamotstso as MOI?

In response to this question, some teachers showed their support for English or Amharic. A few teachers reported that since Gamotstso has got limited functions and terminates at the end the first cycle it should not be used at all. Others, however, showed their support to Amharic or English because Amharic is the national language. In addition to this students would not be the losers if they are transferred to other areas. Besides this, regarding English, the teachers believe that some subjects like environmental science are better taught in English than in Gamotstso. They explain that Gamotstso is not well developed, and the curriculum did not consider the culture of the society. For instance, taboo words are used in the text.

The researcher also interviewed some teachers who do not like to see if Amharic or English replaces Gamotstso. They argued that Gamotstso instruction has brought big changes in the educational sector. Therefore, the local language should continue to be used as language of instruction even if there are some problems in implementing the policy. They further say that challenges are expected when exercising a new phenomenon. Adegbija (2000) discusses when a language is not used; for example, for educational purpose, it lacks growth, development and challenges.

7. Do you think that the policy of using the mother tongue as MOI has brought about significant change in the educational process?

All of the interviewees witnessed the changes since the implementation of the educational policy: These changes are:

- The number of students has increased
- Students learn without any influence, and as result their performance has increased
- Students found it easy to learn English compared to students of who learn through other media other than their own mother tongue.

4.2.3. Interview with Parents

Similar interview questions were forwarded to some parents so as to gather data regarding Gamotstso as MOI.

1. What do you feel as a parent about the use of Gamotstso as MOI?

There were two groups as far as the response to this question is concerned. The ones that feel proud of Gamotstso form one group while the others who do not have pride in their language make the second.

The interviewees the researcher found at *Arbaminch* and *Kola Shara* explained that at the beginning of implementing the policy the community held negative attitude towards it. Later

when people started to see some changes like the development of literacy skills in Gamotstso and the acquisition of English easily they grew in favour of Gamotstso medium.

The researcher also examined the views of those parents who rejected mother tongue education. They associate their reason with their children's mobility to different parts of the country. The interviewee that the researcher met at Zozo rural area was not happy even though Gamotstso was her own language. The woman explained that in the past during the Derge and Imperial regime people who could not speak Amharic were considered as illiterate and were given bad names. People were ashamed of speaking their own language particularly when they went to town. The woman stressed saying "I don't want my children to be treated like I was, and hence, I am against the policy." Concerning this, McGroarty (1996:19) says:

The attitude of parents reflect personal histories; including their response to the wider cultural themes framing their own experiences. Thus parents who believe that they may have been stigmatized because of their own language are particularly eager to have their children acquire a standard language.

The researcher believes that there was similar experience specifically in the past where people were not proud of their identities. Amharic was the language of every sector: school, administration etc. The influence of this language still persists. People had to use Amharic for various purposes. Therefore, it may not be surprising if such incident has had impact on the present attitudes towards their own language.

2. What are your views about teaching Gamotstso as one subject up to grade 12?

Many parents reported that they support it, and it would create good environment to maintain Gamo identity and to develop the language. There were of course a few respondents who reject the idea as Gamotstso lacks uniformity. They underline that attention should be given to minimize the existing problems, which pose some difficulty in effective teaching learning environment before thinking of implementing the idea.

3. What is your reaction about using Gamotstso in different domains? For example, for administration, court, publication of news paper etc?

One of the respondents at Čhencha said the following in response to this question:

“The society here is not psychologically ready to think about using Gamotstso up in different domains. The language needs to be homogeneous so that every society clearly understands each other. Even the politicians do not use the language except preaching for political purpose. Therefore, this idea needs time to be practical”

As discussed earlier Gamotstso has been limited to function in education sector only for a long time. One of the reason mentioned by the people in the area shows that there are a number of Varieties of Gamotstso. This shows that attention need to be paid to select alleviate the problem for exempling, through standardizing Gamotstso in order to be used for different purposes.

5. Do you think that the policy of using mother-tongue as MOI has brought significant change in the educational process?

The people interviewed reported that the policy of mother tongue education has resulted in a number of changes. They provide evidence that many people can read and write using Gamotstso. In addition to this, there have been radical changes in awakening the question of ‘who I am?’ Many of the interviewees were not pleased with the termination of mother tongue education at grade 4. Accordingly, as the researcher later understood that one of their reasons to see Gamotstso to be replaced by English or Amharic may be the discontinuation of mother tongue education at the first cycle. There were of course some respondents who said that the new language policy does not help at all. They mentioned that there is no job learning through the local language. Besides this, Gamotstso becomes powerless after it has been limited to function only at primary school.

According to the findings obtained through interviewing students, teachers and parents show that some changes of responses have been found in the interview compare to the questionnaire. However, the majority of the respondents believe that there have been considerable change due to mother tongue education, the case of migration made by many children, the different variety

of Gamotstso and the termination of mother tongue remained the major challenges that have influenced their attitudes towards Gamotstso as MOI.

4.3. The Observation

The third data collection instrument employed by the researchers was observation. As it is indicated in the methodology the researcher visited three schools: namely Čhencha, Kola Shara and Zozo primary schools. He observed both classroom and school compound (out of classroom) activities. The classroom observation was made in the awareness of both the teachers and students, but the observation made in the schools environment was with out the recognition of the subjects. Accordingly the observation employed to gather the attitude of the students and teachers towards Gamotstso as MOI had been dependent on the observable activities both in the classrooms and out of classrooms.

The first class observed was when the teacher was teaching Gamotstso as one subject. The teacher had been seen organizing, instructing the overall activities using Gamotstso. In some rare cases, he was using Amharic, even though he speaks it very well. Students were also actively participating in reading, asking and answering. Concerning their reading skill in Gamotstso, however, the researcher noticed that their ability in the reading skill was not the same as they self-rated themselves as the teacher was interrupting some students in the middle of their readings.

The other two observations were made when students were learning environmental science and Amharic (for comparison) respectively. In the first session of environmental science class, students were actively taking part in all activities. The communication between students and teacher were interesting, and they understand each other without any problem even though the variety of Gamotstso they use was not the same. Although many parents and teachers were repeatedly raising the existence of different dialects, in affecting the teaching learning process, as the researcher observed, their claim was over exaggerated. There was very good understanding between the teacher and the students as almost all students were willing to take part in answering and raising questions.

Regarding Amharic class, the teacher was seen working very hard so that students understand him. Particularly at *Kola-shara*, the researcher observed that Amharic class was not as active as the above two. The researcher understood that Amharic and English started from grade 3 to be offered as one subject independently. In addition to this, since Amharic is not their first language for almost all of the students, it was expected that the classroom situation would not be as lively as other classes which uses the child's mother tongue. Despite the fact that many students claim that their Amharic is very good, in the observation the researcher realize that it is not true. Such response may indicate their views towards Amharic.

The observation made in the school environment again based on the language(s) use of the teachers and students. Students had been observed to use Gamotstso when playing and discussing. However, teachers were heavily dependent on using Amharic among themselves and instructing their students.

In spite of the fact that, it is difficult to find the correct attitudes of the participants, it is possible to infer from the activities. Accordingly, based on the researcher's observation students' have more positive attitudes towards Gamotstso as MOI than that of teachers.

CHAPTER FIVE

FINDINGS, CNCLUSIONS, AND RECOMMENDATIONS

5.1 Summary of findings

The major objectives of the research were to investigate students, teachers and parents' attitudes towards Gamotstso as medium of instruction. In order to answer the research questions, the researcher employed questionnaire, interview and observation as data collecting instruments. The results obtained through the questionnaire were calculated quantitatively, so simple statistical operations such as frequency percentiles (for students) and mean were used. Besides this, one way ANOVA and one sample t-test are used to investigate the differences in attitudes towards Gamotstso. Data gathered through interview and observation were analyzed qualitatively

The followings are the main findings of the study:

- The researcher has found out that students, teachers and parents have very good proficiency in Gamotstso and Amharic. The majority of them were found to be bilingual in Amharic and the local language.
- The study noted that students, teachers and parents in general have favourable attitudes towards Gamotstso as medium of instruction. For some items (4, 13, 6, 10) many of the students and parents showed favorable attitude to Amharic and English.
- The study has also found out that the different dialects of Gamotstso have been posing some problems for the implementation of mother tongue education. Teachers and parents particularly underline that the varieties of the local language have been obstacles for the use of Gamotstso in offices and for the development of the language in general.

- The research identified that the interruptions of Gamotstso as MOI in the first cycle is opposed by the majority of the respondents. Besides this, the participants of the study like to see Gamotstso to be offered as a subject until Grade 12.
- Except for two items, (3 of the students/ parents' and item 2 of the teachers') which are about the use of Gamotstso in school compound and securing job after learning in the local language no significance attitudinal difference was found among students, teachers and parents towards Gamotstso as MOI.
- Rural/ urban background of the respondents does not bring about statistically significant variation in their attitudes towards the local language.
- Majority of the students and parents have also positive attitudes towards Amharic and English as media of instruction. This means they do not have negative feelings towards Amharic and/or English to be language of instruction. Some teachers believe that English is the right language to teach some subjects.

5.2 Conclusions

In this study attempt has been made to investigate attitudes of students', teachers' and parents' towards Gamotstso as MOI. Besides this, it has also assessed respondents' proficiency in Gamotstso and Amharic. The main objectives of the study is therefore determining the views of these respondents to mother tongue education in Gamo area. The study also investigates if there is differences among students, teaches and parents based on their rural/ urban background. In order to answer the objectives, 220 sample populations are randomly drawn from three rural and two urban centers from Arbaminch and Chencha werdas of Gamo Gofa zone. Out of these 160 are students, 24 are teachers and 36 are parents of the students. Questionnaire, interview and observation are the main tool to gather the necessary data. Totally 55 respondets of the sample size are involved in the interview. Observations are made by the researcher in three schools both in the class room and out the class room. The questionnaire included 15 conceptually related items for students and teacher whereas 14 items for parents. The statements are grouped into six sections. These include: attitudes towards Gamotstso as MOI, attitudes

towards Gamotstso as a subject beyond grade 8, Attitudes towards Gamotstso in Comparison with Amharic and/or English as MOI, attitudes towards language use, attitudes towards Gamotstso for its instrumental purpose and finally attitudes towards Gamotstso for its integrative motivation. The statements are both affirmative and negative. The calculation of the mean for students is based on the rule the statistics. Generally it has been investigated that the respondents have favourable attitudes towards the use of Gamotstso as medium of instruction. There are no statistically significant differences are observed among students, teachers and parents. Their rural/ urban background of the respondents does not result in statistically significant differences. It has been also found out that respondents claim that their language proficiencies in Gamotstso and Amharic are very good. Parents and students seem to believe that job will be secured after learning in Gamotstso. Teachers in the contrary, look pessimistic regarding securing job. Parents and students again have favourable attitudes towards Amharic and English in addition to Gamotstso. Teachers do not opted for the use of Amharic or English to be the MOI, but they think that some subjects are better taught in English than Gamotstso. The different varieties of Gamotstso are perceived as causing some problems in practicing mother tongue education in the area. In addition to this, the discontinuation of mother tongue instruction in the first cycle and the absence of bilingual education in the target language in urban centers remained the major factor that affects the views of some respondents. Generally, the researcher investigated that the use of Gamotstso in the region is generally positively perceived by the people.

5.3 Recommendations

Based on the findings of the study, the researcher would like to suggest the following points:

- It would be advisable for policy makers, curriculum designers, and government officials to give due attention to the attitude of the people towards a language before making and implementing new educational policy.
- Having positive attitudes towards a language does not necessarily guarantee success in education unless it is followed by effective strategies that help students to become beneficiary of it.

- Experts in the field need to consider the different varieties of Gamotstso in order to minimize the problem. The task of standardizing the Gamotstso varieties must be given due attention and priority. Attempts should be made to accommodate the various dialects of the target language.
- Mother tongue education should not be terminated at the end of the first cycle and switched immediately to other medium; for example, English in Gamo Gofa zone. Therefore, efforts should be made to continue use of Gamotstso to teach subjects like social science and mathematics/ natural science so that it minimize the shock created by the immediate switch to English. Such delay in quick transfer to other medium is believed to minimize the problem. Similarly attempt is needed to continue to offer Gamotstso as a subject beyond grade 8.
- Teachers of the target language should receive follow up training and workshop to improve their concept of mother tongue education and to improve their skills in the local language.
- Gamotstso in Gamo Gofa zone have to be promoted by expanding its role in different domains and create incentives for its learners, for instance by making one of the criteria to get a job. Schools in zone should also play various roles in promoting Gamotstso through using the language widely in writing.
- Gamo ethnic group who live; for example, in Addis Ababa, “suro meda” have large community and hence need to be allowed to have bilingual education one of which must comprise their mother tongue.
- Further research is recommended to address the current problems on implementing a mother tongue policy at school level in the zone.

References

- Adamu, A. (2002). *Students' Attitude towards Mother Tongue Instruction as a Correlate of Academic Achievement: The Case of Sidama*. Unpublished MA thesis, Addis Ababa University. Addis Ababa.
- Adegabija, E. (2000). "Language Attitudes in West Africa." International Journal of the Sociology of Language, Bamgbose (ed.) Mouton De Gruyter, Berlin
- Alemgena, B. (2008). *Attitudes and Motivation of Students Learning Afan Oromo as Second Language: The Case of Adama Senior Secondary School*. Unpublished MA Thesis, Addis Ababa University, Addis Ababa.
- Appel R. and Muysken, P. (1987). *Language Contact and Bilingualism*. Hodder and Stoughton Ltd. Great Britain.
- Baker, C. (2006). "Psycho-Sociological Analysis in Language Policy", *An Introduction to Language Policy, Theory and Method*. Ricento, T. (ed.) Blackwell Publishing Ltd. USA.
- Best, J.W. and Kahn, J.V. (2005). *Research in Education*. ninth ed, Prentice- Hall of India Private limited. New Delhi.
- Cohen, G.P.E. (2006). "The development of Regional and Local Languages in Ethiopia. Federal System, Ethnic Federalism." *The Ethiopian Experience in Comparative Perspective*, Turton, D. (ed.), Addis Ababa University Press, Addis Ababa.
- Cohen, G.P.E. (2000). *Identity and Opportunity. The Implications of Using Local Languages in the Primary Education System of the Southern Nationalities and Peoples Region (SNNPR), Ethiopia*. Unpublished PHD Dissertation, School of Oriental and African Studies (SOAS), London University.
- Cohen, G.P.E. (2007). "Mother tongue and other tongue in Primary Education. Can equity be achieved with the use of different languages?" *Language and Development. Africa and Beyond*. Proceedings of the 7th International Language and Development Conference. Coleman, H. (ed). Master Printing Press. Addis Ababa, Ethiopia.
- "Education and Training policy." MoE, (1994). The Federal Democratic Republic of Ethiopia, Addis Ababa.

- Edwards, J. (2006). *"Language Attitudes."* Encyclopedia of Language and Linguistics. Brown K. (ed) 2nd ed. ELSEVIER Ltd.
- Ejeh, M.U.C. (2004). *"Attitudes of Student-Teachers towards Teaching in Mother Tongue in Nigeria Primary Schools. Implications for Planning."* *Language, Culture and Curriculum.* Obafemi Awolowo University, Ile-Ife, Nigeria.
- Fasold, R. (1984). *The sociolinguistics of Society.* Oxford: Basil Blackwell.
- Fisseha, M. (1994). *Teaching in a Regional Language. Attitude of Student Teachers towards Teaching in Oromo Language.* "Paper of the 12th international conference of Ethiopian Studies, KCTE.
- Fox, M. (1993). *Psychological perspectives in Education.* Cassell educational limited. New York.
- Franzoi, S.L. (2000). *Social Psychology.* McGraw-Hill companies, Inc. USA.
- Getachew A. and Derib A. (2009) *Language Policy in Ethiopia: History and Current Trends.* <http://www.ethiopia-ed.net/images>.
- Gould, W.T.S (1993). *People and Education in the Third World.* Longman Scientific and Technical , Longman Group UK limited
- Hamers, J. F. and Micheal H.A Blanc. (2000)second ed. Cambridge university press. UK.
- Haile Michael, A. (1993). *Developing a Service English Syllabus to Meet the Academic Demands and Constraints in the Ethiopian University Context.* Unpublished PHD Dissertation. Addis Ababa University, Addis Ababa.
- Hirut, W. (2007). *The Challenges of Mother-tongue Education in Ethiopia. The Case of North Omo Area.* <http://dx.doi.org/>.
- Holmes, J. (1992). *An Introduction to sociolinguistics.* Longman, London. Gould, W.T.S. (1993). *People and education in the third world.* Longman scientific and Technical Longman group uk limited.
- Kembo-S. and Vic Webb. (2000) *"Language in competition"* Africa voice: An introduction to the language and linguistics of Africa. Webb V. and Kembo Sure (eds.). Oxford University Press, South Africa.
- Linn, M.D. and Pinche, G. (1986). *"Black and White Adolescent and Preadolescent Attitudes towards Black English."* *Dialect and Language Variation.* Allen, H.P and Linn, M.D. (eds). Academic Press San Diego.

- McGroarty, M. (1996). *"Language Attitudes, Motivation and Standards."* *Sociolinguistics and language Teaching*. McKay, S.L. and Harnberger, N.H. (eds) Cambridge University Press. USA.
- Mcnab, (1989). *Language policy and Language practice Implementation Dilemmas in Ethiopians Education*. Institute of International Education. University of Stockholm.
- Mekacha, R.D.K. (1993). *The Sociolinguistics Impact of Kiswahili on Ethnic Community Language in Tanzania. A case study of Ekinate*. Bayreuth African Studies, Bonn.
- Miller, D.C.(1977). *Handbook of Research Design and Social Measurement*. David McKay Company, Inc. New York.
- Mitiku. M. (2005). *Attitudes of Students, Teachers, Parents and Educational Bureau Officials towards Dawurogna as Medium of Instruction in Primary Schools in Dawro Zone*. Unpublished MA thesis, Addis Ababa University, Addis Ababa.
- Mugaddam, A.R.H. (2006). *Language attitudes and Language Shift among Ethnic Migrants in Khartoum*. Department of Linguistics, University of Khartoum. Retrieved March 6, 2009, from <http://www.dipphrw.del> Afrikanistik online.
- Mukherji and others. (2000). *Understanding Childern's Language and Literacy*. Nelson Thorns Ltd.
- Mutasa, DE. (2006). *African Languages in the 21st century: the main challenges*. Shimba Guru Publishers. Pretoria.
- Ndamba, G.T. (2009). *Mother Tongue Usage in Learning: An Examination of Language preferences in Zimbabwe*. Retrieved from <http://www.jpanafrica.com>
- Ogut, E.A (2006). "Mother Tongue Amidst other Languages: Playing Roles in the Classroom and outside." *African Language in the 21st century. The Main Challenges*. Mutasa, D.E (ed) Simba Guru publishers, Pretoria.
- Seyoum, H. (1997). "Language policy and access to education in Ethiopia" *Ethiopia Conquest and the Quest for Freedom and Democracy*. Seyoum and et al (eds.) (pp. 154-166) London: TSC publishers.
- Shimelis, (2006). "Language Policy and Language Education in Ethiopia Context." Proceedings of the Conference on Teachers Education for Sustainable Development in Ethiopia. Elizabeth, A (ed.) Debrezeit.
- Stubbs, M. (1983). *Language, School and Classrooms*. 2nded. Routledge.

- Teshome, N. (2007). *"The impact of learning with the mother tongue on academic achievement: A case study of Grade 8 students in Ethiopia."* Coleman (ed.) *Language and Development: African and Beyond* Proceedings of the 7th International Language and Development Conference. Addis Ababa, Ethiopia.
- Ting, S.H. (2003). "Impact of language planning on language attitudes: A case study in Sarawak," *Journal of Multilingual and Multicultural Development*. Vol. 24:3.
- Tsehaye, T. (1977). *A socio linguistic survey of language use and attitudes towards language in Ethiopia: Implications for Language Policy in Education*. Published PhD Dissertation. Xerox University Microfilms.
- Wolff, H.E. (2000). "Language and Society," *African Languages: An Introduction*. Hein, B and Nurse, D.(eds) Cambridge University Press.
- Wondimu, G. (2006). *Some aspects of Sociolinguistics, Phonological and Morphological Descriptions of Gamo dialects. A comparative approach*. Unpublished MA thesis, Addis Ababa University Addis Ababa.
- Yohannes, A. (2007). *Attitude of the Oromo Christians towards the Use of Amharic: The Case of Ethiopian Orthodox Tewahido Church*. Unpublished MA thesis. Addis Ababa University, Addis Ababa.

**Addis Ababa University
Department of Linguistics
Graduate Program**

Appendix A

The English version of the questionnaire

Title: - *Attitudes towards Gamotstso as medium of instruction in the first cycle of primary school in Gamo Gofa Zone*

This questionnaire aims at gathering information about students' attitudes towards Gamotstso as medium of instruction in first cycle of primary education. Thus the questionnaire is to be filled out by grade four students. Your responses would be very important for the completion of this project. Therefore, read the following statements and respond by marking at a tick (✓) of your choice and/or circling the number which indicate the level of your agreement or disagreement with each statement. The answers will be kept confidentially to be used only for the research purpose.

You don't need to write your name.

Thank you in advance for your cooperation.

I Background Information

1. Sex Male _____ Female _____
2. Age _____
3. Residence Urban _____ Rural _____
- a) What language do you first speak? _____
- b) What other language(s), if any, do you speak?
 - i. _____ ii. _____ iii. _____
1. Which language do you mostly speak at home? _____
2. Which ethnic group/nationality do you belong to _____

II. Respondents' Gamotstso Proficiency

1. How do you rate your proficiency in the following Gamotstso skills?

Skills	Very good	Good	Not so good
Speaking			
Writing			
Reading			
Listening			

III. Respondents' Amharic Proficiency

2. How do you rate your proficiency in the following Amharic skills?

Skills	Very good	Good	Not so good
Speaking			
Writing			
Reading			
Listening			

IV. Respondents' Attitudes towards Gamotstso as medium of instruction

Read the statements below and circle the number that best describes your thinking and feeling of agreement or disagreement.

Key: 1. Strongly Disagree 3. Undecided 5. Strongly Agree
 2. Disagree 4. Agree

1	I feel comfortable when lesson is given in Gamotstso.	1	2	3	4	5
2	I understand very quickly when I learn with Gamotstso.	1	2	3	4	5
3	It gives me pleasure when I use Gamotstso in the classroom and also in school compound.	1	2	3	4	5
4	I choose if all subjects are offered in English	1	2	3	4	5
5	I feel relaxed when I use Gamotstso to ask question in the class room.	1	2	3	4	5
6	I don't think it is a good idea to teach all subjects using Gamotstso.	1	2	3	4	5
7	I feel proud of Gamotstso becomes the medium of instruction	1	2	3	4	5
8	I think Gamotstso is the most appropriate language to maintain the culture of Gamo people.	1	2	3	4	5
9	I feel that using Gamotstso as medium of instruction weakens students' achievement.	1	2	3	4	5
10	I think that learning in Gamotstso is useless.	1	2	3	4	5
11	I support the idea that Gamotstso continue to be the medium of instruction up to grade 12.	1	2	3	4	5
12	I feel that learning in Gamotstso has increased my confidence and ability to learn other languages.	1	2	3	4	5
13	I would like either Amharic or English replaces Gamotstso as medium of instruction.	1	2	3	4	5
14	I support the idea of offering Gamotstso as one subject up to grade 12.	1	2	3	4	5
15	I believe that learning in Gamotstso will help to get good job.	1	2	3	4	5

Appendix –B

- Questionnaire for teacher.

Title: *attitudes towards Gamotstso as medium of instruction in the first cycle primary school in Gamo Gofa Zone*

This questionnaire aims at gathering information about teachers' attitudes towards Gamotstso as medium of instruction in first cycle of primary education. Thus the questionnaire is to be filled out by primary education teachers of the first cycle. Your responses would be very important for the completion of this project. Therefore, read the following questions and respond by marking a tick (✓) of your choice and/or circling the number which indicates the level of your agreement or disagreement with each statement. The answers will be kept confidentially to be used only for the research purpose.

You don't need to write your name.

Thank you in advance for your cooperation.

I. Background Information

1. Sex Male _____ Female _____
2. Age _____
3. Residence Urban _____ Rural _____
4. a) What language do you first speak? _____
b) What other language(s), if any, do you speak?
i. _____ ii. _____ iii. _____
c) Which language do you mostly speak at home? _____
5. Which ethnic group/nationality do you belong to _____

II. Respondents' Gamotstso Proficiency

1. How do you rate your proficiency in the following Gamotstso skills?

Skills	Very good	Good	Not so good
Speaking			
Writing			
Reading			
Listening			

III. Respondents' Amharic Proficiency

1. How do you rate your proficiency in the following Amharic skills?

Skills	Very good	Good	Not so good
Speaking			
Writing			
Reading			
Listening			

IV. Respondents' Attitudes towards Gamotstso as medium of instruction

Read the statements below and circle the number that best describes your thinking and feeling of agreement or disagreement.

Key: 1. Strongly Disagree 3. Undecided 5. Strongly Agree
 2. Disagree 4. Agree

1	I feel that students learn best through their mother tongue.	1	2	3	4	5
2	I don't feel happy when I listen to students discussing topics in Gamotstso.	1	2	3	4	5
3	I feel relaxed when I use Gamotstso during teaching.	1	2	3	4	5
4	I think that Gamotstso is not the right medium of instruction for first cycle of primary education.	1	2	3	4	5
5	I feel that learning in Gamotstso will guarantee good job.	1	2	3	4	5
6	I am in favor of the idea that Gamotstso can continue to be the medium of instruction in the higher level.	1	2	3	4	5
7	I hate writing comments on students' work using Gamotstso although they're found to be commented	1	2	3	4	5
8	I am in favor of Gamotstso as medium of instruction because the language helps in maintaining Gamo culture.	1	2	3	4	5
9	I prefer if Gamotstso is offered as one subject until grade 12.	1	2	3	4	5
10	I think that using Gamotstso as medium of instruction degrades the quality of education	1	2	3	4	5
11	I feel proud that Gamotstso becomes the medium of instruction.	1	2	3	4	5
12	I prefer if English replaces Gamotstso as medium of instruction	1	2	3	4	5
13	I believe that teaching in Gamotstso is a waste of time.	1	2	3	4	5
14	I like if Amharic replaces Gamotstso as medium of instruction.	1	2	3	4	5
15	I think that some subjects are better being thought either in English or Amharic displacing Gamotstso.	1	2	3	4	5

Appendix C

Questionnaire for parents:

Title: *attitudes towards Gamotstso as medium of instruction in the first cycle primary school in Gamo Gofa Zone*

This questionnaire aims at gathering information about parents' attitudes towards Gamotstso as medium of instruction in first cycle of primary education. Thus the questionnaire is to be filled out by the parents of the areas. Your responses would be very important for the successful completion of this project. Therefore, read the following statement and respond by marking a tick (✓) of your choice and/or circling the number which indicates the level of your agreement or disagreement with each statement. The information will be handled confidentially to be used only for research purpose.

You don't need to write your name.

Thank you in advance for your cooperation.

I. Background Information

1. Sex Male _____ Female _____
2. Age _____
3. Residence Urban _____ Rural _____
4. a) What language do you first speak? _____
 b) What other language(s), if any, do you speak?
 i. _____ ii. _____ iii. _____
 c) Which language do you mostly speak at home? _____
5. Which ethnic group/nationality do you belong to _____

II. Respondents' Gamotstso Proficiency

1. How do you rate your proficiency in the following Gamotstso skills?

Skills	Very good	Good	Not so good
Speaking			
Writing			
Reading			
Listening			

III. Respondents' Amharic Proficiency

1. How do you rate your proficiency in the following Amharic skills?

Skills	Very good	Good	Not so good
Speaking			
Writing			
Reading			
Listening			

IV. Respondents' Attitudes towards Gamotstso as medium of instruction.

Read the statements below and circle the number that best describes your thinking and feeling of agreement or disagreement.

Key: 1. Strongly Disagree 3. Undecided 5. Strongly Agree
 2. Disagree 4. Agree

1	I feel that students learn best through their mother tongue.	1	2	3	4	5
2	I think using Gamotstso as medium of instruction helps pupils to express their thoughts and feelings easily.	1	2	3	4	5
3	I am in favour of Gamotstso being a medium of instruction because it helps me to involve in my children's education.	1	2	3	4	5
4	I feel very happy when I observe my child discusses lesson in Gamotstso.	1	2	3	4	5
5	I support that Gamotstso is a medium of instruction because it helps the Gamo people to preserve its own culture and history.	1	2	3	4	5
6	I am against the idea of using Gamotstso to be the medium of instruction due to that fact that it does not help my children get good job.	1	2	3	4	5
7	Using Gamotstso as a medium of instruction makes student unsuccessful in their education.	1	2	3	4	5
8	I feel proud that Gamotstso has been the medium of instruction.	1	2	3	4	5

3. What is the advantage of using Gamotstso in the classroom?
5. What is your reaction about using Gamotstso for example, in education, at home, administration and for trade etc?
4. How do you evaluate the reaction or motivation of your students when you make use of Gamotstso in the classroom?
6. What do you feel if Amharic or English replaces Gamotstso as MOI?
7. Do you think that the policy of using the mother tongue as MOI has brought about significant change in the educational process?

Appendix - F

INTERVIEW SCHEDULES FOR PARENTS

1. What do you feel as a parent about the use of Gamotstso as medium of instruction?
2. What are your views about teaching Gamotstso as one subject up to grade 12?
3. What is your reaction about using Gamotstso in different domains? For example, for administration, court, publication of news paper etc?
4. Do you think that the policy of using the mother tongue as MOI has brought about significant change in the educational process?

Appendix-G

Observation Check List

1. Teachers' activities in the class room.
2. Students' activities in the class room
3. Teachers' reaction when students make use of Gamotstso.
4. Students' reaction when teachers make use of Gamotstso.
5. The overall observation when respondents make use of Gamotstso in school compound.

Appendix - H

The Gamotstso version of the questionnaires

Taamaretas shiqqida Oychcho

Xinate kaaray:- *Attitudes towards Gamotstso as medium of instruction in the first cycle of primary education in Gamo Gofa Zone*

Ha oycho qofay tamaretas Gamoththo donay koyro deththa timirtte keththan tammarison donay giddooisas deza qofa bessidi maraja shishanaskko. Hayse gidosas inteni emiza maraja ha ximates wursseththos darssi maddiza gishas intteni intte qofa fumafeththanine loyththi xeelidi kunththana mala bonchchora oyhayse.

Intte imida maraja assi erona mala koyko suntha xaafu woyko intteneteththa xaafu koshena. Intte wozinape immida madoes sinththetada garsa galatayse

kifille 1:-

1. **Mattuuma** : - Adde ----- Macca -----

2. **Layththa** :- -----

3. **Dussasoho**:- Kattama ----- Gaxxare -----

4. 4.1. Koyro doonay anaysse?

A/ Gamoththo B/ Amaaraththo C/ Hara gidikko xaafa-----

4.2. Hara doonay danda7ay?

A/ Gamoththo B/ Amaaraththo C/Nam7ataka D/ Hara gidikko xaafa-----

4.3. Soo giddon daro wode anayssa doona hasayay?

A/ Gamoththo B/ Amaaraththo C/Nam7ataka D/ Hara gidikko xaafa-----

5. Anayssa zaare kochcha (asa)

A/ Gamo B/ Amaara C/ Hara gidikko xaafa-----

Kifille 2:- Zaarida tamaretta doona erateththa isskele mixe(gedaro)

1. zaaridaytta Gamoththo doona erataththa bagga hayssaffe garssan de7iya sohotan malata woththa(O)

Erateththa	Daaro Lo7o	Lo7o	Lo7o denna
Hassa7o			
Xaafu			
Nabbabo			
Si7o			

2. Zaariya tamaretta Amaaraththo doona erateththa bagga paacco

2.1. Amaaraththo woykko hara doona erateththa bagga haysaffe garssan de7iya sohotan malata woththa(O)

Erateththa	Daaro Lo7o	Lo7o	Lo7o denna
Hassa7o			
Xaafu			
Nabbabo			
Si7o			

Kifille 3 :- Zaarida tamaretas Gamoththoy tamarisso doona gidoyssaas de7iza qoffa

Hayssaffe garssan de7iza zaran immetida qoffa loyththa nababada isso issos giggone giggontta ago bessoos sinththen de7iza paccesson Ezzo (0) maalata wotha.

- Daro gaggonta aggiko 1^{thon}
- Gaggonta aggiko 2^{thon}
- Qoffay bandda aggiko 3^{thon}
- Giggaddis gikko 4^{thon}
- Darssa gaggadise gikko 5^{tho} ----- garssan maalata wotha.

Haa gaasoon:-

- 1^{thoy}. Darssa gigikke
- 2^{thoy}. Gigikke
- 3^{thoy}. Aykkokka qoffay baawa
- 4^{thoy}. Giggana
- 5^{thoy}. Darssa gaggadis _____ hanes guussa

P.M	Qofata	1	2	3	4	5
1	Ta amanoon timirttey gamoththo doonan gidoyssi taas lo7okko(qonccees)					
2	Gamoththon tamarishen tas elle qonccees (gelles)					
3	Tamaaresson gamoththo hasaayishen tana uffaysses					
4	Ubba timirttey Inggilizethon gidirrakko dooraysse					
5	kifile giddone Gamoththo doonan oychcha oychchishen tana daro lo7essinne uffaysses					
6	Ta qofara ubaa timirtte Gamoththo doonan tamaroy lo7o denna					
7	Gamoththoy tamaaro doona gidoyssas tana ottorissees					
8	Ta qofan gidikko Gamo dere assa woganne banatetha gam7isanaas Gamoththo doonay suure doona					
9	Ta qofan gidikko Gamoththo temarisso doona go7eteththay temareta murrata ziiqises (guthes)					
10	Ta qofan gidikko Gamoththora tamaroos go7ay bawa					
11	Gamoththo doonan 12 ^{tho} kifille gaththo tamaroy daannas koshshes giza qofa maaddaysse					
12	Ta qofan gidikko Gamoththon tamaroy hara donatan (Amaraththonne Inggilizeththo) tamaranassinne banan amanththo erratetha gujees					
13	Amaratho woykko Inggilizeththo doonay Gamoththo doonasohon tamarisso doona gididdakko dossays					
14	Gamoththoy issi timirtte qommo mala immettidakko dossays					
15	Ta qofan Gamoththora tamaroy lo7o ooththo demmanaas maaddes.					

Appendix - I

Asttamaareta shiqqida Oychcho

Xinate kaaray:- “Attitudes towards Gamotstso as medium of instruction in the first cycle of primary education in Gamo Gofa Zone”

Ha oyochos qofay astemaaretas Gamoththo donay koyro deththa timirtte keththan tammarison donay giddooisas deza qofa bessidi maraja shishanaskko. Hayse gidosas inteni emiza maraja ha ximates wursseththos darssi maddiza gishas intteni intte qofa fumafeththanine loyththi xeelidi kunththana mala bonchchora oycharayse.

Intte imida maraja assi erona mala koyko suntha xaafu woyko intteneteththa xaafu koshena. Intte wozinape immida madoes sinththetada garsa galatayse

kifille 1:-

1. **Mattuuma:** - Adde ----- Macca -----

2. **Layththa** :- 18-25 ----- 26-34 ----- 35-44 -----
45-54 ----- 55ne bollan -----

3. **Dussasoho:** - Kattama ----- Gaxxare -----

4. 4.1. Koyro doonay anaysse?

A/ Gamoththo B/ Amaaraththo C/ Hara gidikko xaafa-----

4.2 Hara doona danda7ay?

A/ Gamoththo B/ Amaaraththo C/Nam7ataka D/ Hara gidikko xaafa-----

4.3. Soo giddon daro wode anayssa doona hasayay?

A/ Gamoththo B/ Amaaraththo C/Nam7ataka D/ Hara gidikko xaafa-----

5 Anayssa zaare kochchca assa

A/ Gamo B/ Amaara C/ Hara gidikko xaafa-----

Kifile 2:- Zaaridayta doona erattetha isskele mixe

1. zaaridaytta Gamoththo doona erattetha bagga hayssafe garssan de7iza sohotan malata woththa(O)

Erateththa	Daaro Lo7o	Lo7o	Lo7o denna
Haassa7o			
Xaafu			
Nabbabo			
Si7o			

2. Zaarida assas Amaaratho doona erattetha bagga paacco

2.1. Amaaraththo doona erattetha bagga hayssafe garssan de7iya sohotan malata wotha (O)

Eratetha	Daaro Lo7o	Lo7o	Lo7o denna
Haassa7o			
Xaafu			
Nabbabo			
Si7o			

Kifile 3 :- Zaarida assas Gamoththoy tamarisso doona gidoyssaas de7iza qofa

Hayssafe garssan de7iya zaran immetida qofa loyththa nabbabada isso issos giggone giggonta ago bessoos sinththen de7iya pacesson Ezzo (0) malata woththa.

- Daro giggonta aggiko 1^{thon}
- Giggonta aggiko 2^{thon}
- Qofay bandda aggiko 3^{thon}
- Giggaddis gikko 4^{thon}
- Darssa giggadise gikko 5^{tho} _____ garssan maalata wotha.

Haa gassoon:-

- 1^{thoy} . Darssa gigikke
- 2^{thoy} . Gigikke
- 3^{thoy} . Aykkoka qoffay baawa
- 4^{thoy} . Giggana
- 5^{thoy} . Darssa giggadis _____ hanes guussa

P.M	Qofata	1	2	3	4	5
1	Ta qofan temareti duna birshida donan temaroy lo7oko.					
2	Ta qofan gidikko temareti Gamoththon hasayshen (kifille gidдон) si7eshen tana lo7ena.					
3	Gamoththon dunnara asttemaishin taana uffaysses					
4	Ta qoffizaysa mala giddiko Gamoththo 1 ^{tho} sykkile taamarisso doona gidoyssi like denna.					
5	Ta amanoon Gamothoy dunay tamariyo lo7o oththo demises.					
6	Ta qofan gidikko Gamoththoy xoqqa timirtte gaththo temarisso dona hananas danda7es giza qoffa madayesse.					
7	Tamareta xaffo (oththo) bolan worddo demmiko Gamoththo doonay loytho (aramo) dossike.					
8	Ta amannon Gamoththo doonan kiffle gidдон go7etoy Gamo derre ass woganne baneteththa erissanasine gam7esanaas maddes.					
9	Gamoththoy issi timirtte qommo mala 12 ^{tho} kiffele gaththo imettidako dorayse.					
10	Ta qoffan mala Gamoththo taamarisiza dona histtoy timirtte geshateththa guththes.					
11	Gamoththo doonay tamriso doona gidoyssi tana ottorsses.					
12	Ta qoffan giddiko Gamoththo duna gishsha Inggilizetho timirtte dunay giddirako doorayse.					
13	Ta qofan gidikko Gamoththo donan tamaroy wode wurssoko.					
14	Amaarahtho donay Gamoththoy dunason taamarrisiso duna gididako dorayse.					
15	Ta qoffan issi issi timirtteta Gamoththofe Inggilizeththo Go7etidako lo7o gides.					

Appendix- J

Tamaareta yellida keththa assas shiqqida Oychcho

Xinate kaaray:- “Attitudes towards Gamotstso as medium of instruction in the first cycle of primary education in Gamo Gofa Zone”

Ha oychos qofay tamaretas yelida keththa asa Gamoththo donay koyro deththa timirtte keththan tamarison donay giddooisas deza qofa bessidi maraja shishanaskko. Hayse gidosas inteni emiza maraja ha ximates wursseththos darssi maddiza gishas intteni intte qofa fumafeththanine loyththi xeelidi kunththana mala bonchchora oy chayse.

Intte imida maraja assi erona mala koyko suntha xaafu woyko intteneteththa xaafu koshena. Intte wozinape immida madoes sinththetada garsa galatayse

kifille 1:-

1. **Mattuuma:** - Adde ----- Macca -----
2. **Layththa:** - 18-25 ----- 26-34 ----- 35-44 -----
45-54 ----- 55ne bollan -----
3. **Dussasoho:** - Kattama ----- Gaxxare -----
5. 4.1. Koyro doonay anyasse?
A/ Gamoththo B/ Amaaraththo C/ Hara gidikko xaafa-----
- 5.2 Hara doona danda7ay?
A/ Gamoththo B/ Amaaraththo C/Nam7ataka D/ Hara gidikko xaafa-----
- 4.3. Soo gidдон daro wode anyassa doona hasayay?
A/ Gamoththo B/ Amaaraththo C/Nam7ataka D/ Hara gidikko xaafa-----
- 6 Anyassa zaare kochchca assa
A/ Gamo B/ Amaara C/ Hara gidikko xaafa-----

Kifile 2:- Zaaridayta doona erateththa issekele mixe

1. zaaridaytta Gamoththo doona erateththa bagga hayssafe garssan de7iza sohotan malata woththa(O)

Erateththa	Daarro Lo7o	Lo7o	Lo7o denna
Haassa7o			
Xaafu			
Nabbabo			
Si7o			

2. Zaarida assas Amaaratho doona erateththa bagga paacco

- 2.1. Amaaraththo woykko hara doona erateththa bagga hayssafe garssan de7iya sohotan malata wotha(O)

Eratetha	Daaro Lo7o	Lo7o	Lo7o denna
Haassa7o			
Xaafu			
Nabbabo			
Si7o			

Kifile 3 :- Zaarida assas Gamoththoy tamarisso doona gidoyssaas de7iza qofa

Hayssafe garssan de7iya zaran immetida qofa loyththa nabbabada isso issos giggone giggonta ago bessoos sinththen de7iya pacesson Ezzo (0) malata woththa.

- Daro giggonta aggiko 1^{thon}
- Giggonta aggiko 2^{thon}
- Qofay bandda aggiko 3^{thon}
- Giggaddis gikko 4^{thon}
- Darssa giggadise gikko 5^{tho} _____ garssan maalata wotha.

Haa gassoon:-

- 1^{thoy} . Darssa gigikke
- 2^{thoy} . Gigikke
- 3^{thoy} . Aykkoka qoffay baawa
- 4^{thoy} . Giggana
- 5^{thoy} . Darssa giggadis _____ hanes guussa

P.M	Qofata	1	2	3	4	5
1	Ta qofan ta na7ay Gamoththo doonan loythidi tames					
2	Ta qofan gidikko Gamoththoy taamarissiza doona gidoysas, ta nayti ba qofa loyththidi yottiza					
3	Ta naytti Gamoththo doonan hasaayishen sii7ishen taana uffaysses					
4	Gamoththo doonay taamarisiza doona gidirayssi Gamo dere assa woganne tarike gam7issanas maaddes					
5	Ta qoffan naytas lo7o oththo demmissona gishshas Gamothoy dunay tamarrisso duna giddoysa dorrike					
6	Ta qofan gidikko Gamoththo doona schon Inggilizetho timirtte doonay gidirakko doorays					
7	Gamoththo doonay tamrriso doona gidoysa tana ottorsses					
8	Ta naytti Gamoththo doonan taamarroyssas gooba hanniza gaara qofays					
9	Gamoththo doonay tamarissiza doona hanyoyssi aykkoka go7ena					
10	Amaraththo woykko Inggilizetho doonay Gamoththo doonason taamarisso doona gididdakko dossays					
11	Gamoththo doonay nu banatetha erissizza giddoysas timirttey izzara (duna birshshossan) tamarrissiza "polisse" darssa dorays					
12	Gamoththoy issi timirtte qommo mala imettidako dossays					
13	Gamoththo deere assa woganne issipeteththa naagannas Gamoththo timirttey loyththiri maades					
14	Gamoththoy taamarisiza doona gidoysa nu heera dichchanas maades					

Appendix-K

መጋቢት 2001 ዓ.ም

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ት/ቤት

የሥነ-ልቦና ትምህርት ክፍል

በተማሪዎች የሚሞላ መጠይቅ

የጥናቱ ርዕስ: “Attitudes towards Gamotstso language as Medium of Instruction in the first cycle of Primary Education in Gamo Gofa Zone

የዚህ መጠይቅ ዓላማ ተማሪዎች ጋሙኛ ቋንቋ በመጀመሪያ ሳይክል የማስተማሪያ ቋንቋ በመሆኑ ያላቸውን አመለካከት በተመለከተ መረጃ ለመሰብሰብ ነው። በመሆኑም እርስዎ የሚሰጡት መረጃ ለጥናቱ መሳካት ከፍተኛ አስተዋጽኦ ሰላለው የገልጾን አስተያየት በትክክልና በጥንቃቄ እንዲሞሉ በትኩረት እጠይቃለሁኝ። የሚሰጡትን መረጃ ሚስጥራዊነት ለመጠበቅ እንዲቻል ስም መጻፍ ወይም ማንነት መግለጽ አያስፈልግም። ለሚያደርጉት ቀና ትብብር ከወዲሁ ላቅ ያለ ምስጋናዬን አቀርባለሁኝ።

ክፍል አንድ: አጠቃላይ መረጃ

- 1. ያታ:- ወንድ _____ ሴት _____
- 2. ዕድሜ:- 18-25 _____ 26-34 _____
 5-44 _____ 45-54 _____ 55 እና በላይ _____
- 3. መኖሪያ ከተማ _____ ገጠር _____
- 4. 4.1. የመጀመሪያ ቋንቋ የቱ ነው?
 ሀ/ ጋሙኛ ለ/ አማርኛ ሐ/ሌላ ከሆነ ይግለጹ _____
- 4.2. ሌላ ቋንቋ (ዎች) ምን ይናገራሉ?
 ሀ/ ጋሙኛ ለ/ አማርኛ ሐ/ ሁሉንም መ/ ሌላ ካለ ይግለጹ _____
- 4.3. እቤትዎ ሲሆኑ በአብኛው ጊዜ የሚጠቀሙት ቋንቋ የትኛው ነው?
 ሀ/ ሀ/ ጋሙኛ ለ/ አማርኛ ሐ/ ሁሉንም መ/ ሌላ ካለ ይግለጹ _____
- 5. ከየትኛው ብሔር ይመደባሉ?
 ሀ/ ጋሞ ለ/ አማርኛ ሐ/ሌላ ከሆነ ይግለጹ _____

ክፍል 2: የመላሾች የቋንቋ ችሎታ መለኪያ

- 1. የመላሾች የጋሙኛ ቋንቋ ችሎታ
 - 1.1. የጋሙኛ ቋንቋ ችሎታችሁን በተመለከተ በሚከተሉት ክፍት ቦታዎች ላይ ምልክት አድርጉ (0)

ችሎታ	በጣም ጥሩ	ጥሩ	ጥሩ አይደለም
መናገር			
መጻፍ			
ማንበብ			
መስማት			

2. የመላሾች የአማርኛ ወይንም ሌላ ቋንቋ ችሎታ

2.1. የአማርኛ ወይንም የሌላ ቋንቋ ችሎታችሁን በተመለከተ በሚከተሉትን ክፍት ቦታዎች ላይ ምልክት አድርጉ (0)

ችሎታ	በጣም ጥሩ	ጥሩ	ጥሩ አይደለም
መናገር			
መጻፍ			
ማንበብ			
መስማት			

ክፍት ሦስት መላሾች ጋራ (ቋንቋ) የማስተማሪያ ቋንቋ በመሆኑ ያላቸው አመለካከት በሚከተለው ሰንጠረዥ ውስጥ የተሰጡትን ሐሳቦች በጥምና ካነበቡ በኋላ በእያንዳንዱ ጉዳይ ላይ መስማማት አለመስማማትዎን ለማመልከት በየአምዱ ራስጌ ከተቀመጡት ክፍተ ቦታዎች ላይ የክብን (0) ምልክት በማድረግ ይግለጹ።

- በጣም የማይስማሙ ከሆነ በ «1»
- የማየሰማሙ ከሆነ በ«2»
- ምንም ሀሳብ የለኝም ወይንም አልወሰንኩም ከሆነ በ«3»
- እስማማለሁ ከሆነ በ«4»
- በጣም እስማማለሁ ከሆነ ደግሞ በ«5» ሥር ምልክት ያስቀምጡ።

በዚህ መሰረት፡-

1. በጣም አልስማማም
2. አልስማማም
3. ምንም ሀሳብ የለኝም ወይንም አልወሰንኩም

4. እስማማለሁ
5. በጣም እስማማለሁ ማለት ይሆናል

ተ.ቁ	ጉዳዮች (ITERMS)	1	2	3	4	5
1	በእኔ እምነት ትምህርት በጋሙኛ በመሆኑ ጥሩ ነው ይመቻል።					
2	በጋሙኛ ስማር በቀላሉ ቶሎ ይገኛል					
3	በትምህርት ቤት ግቢ ውስጥ በጋሙኛ ሳወራ ደስታ ይሰጠኛል።					
4	ሁሉንም ትምህርቶች በእንግሊዘኛ ቢሆኑ እመርጣለሁኝ።					
5	በጋሙኛ ቋንቋ ክፍል ውስጥ ጥያቄ ስጠይቅ ነፃና ቀለል ያለ ስሜት ይሰማኛል።					
6	እንደእኔ ሀሳብ ከሆነ ሁሉንም ትምህርቶች በጋሙኛ ማማሩ ጥሩ አይደለም።					
7	ጋሙኛ የትምህርት ቋንቋ በመሆኑ ከራት ይሰማኛል።					
8	እንደ እኔ እምነት ከሆነ የጋሞን ሕዝብ ባህልንና ማንነትን ለማቆየት ጋሙኛ ትክክለኛ ቋንቋ ነው።					
9	እነደኔ ስሜት ከሆነ ጋሙኛን ለማስተማሪያነት ቋንቋ መጠቀም የተማሪዎችን ውጤታማነት ይቀንሳል።					
10	እንደ እኔ ሀሳብ ከሆነ በጋሙኛ መማር ጥቅም የለውም።					
11	ጋሙኛ እስከ 12 ክፍል ድረስ በማስተማሪያነት ቋንቋ ይቀጥል የማለውን ሀሳብ እደግፋለሁኝ።					
12	እንደ እኔ ሀሳብ ከሆነ በጋሙኛ ማማራ ሌሎች ቋንቋዎች (እንግሊዘኛ አማረኛ) ለማማርና በራስ የመተማመን ችሎታዬን አዳብርልኛል።					
13	አማርኛ ወይም እንግሊዘኛ ቋንቋ በጋሙኛ ፋንታ የማስተማሪያ ቋንቋ ቢሆን እወዳለሁኝ።					
14	ጋሙኛ እንደ አንድ የትምህርት ዓይነት እስከ 12 ክፍል ይሰጥ የሚለው ሀሳብ ጥሩ ነው።					
15	በእኔ እምነት በጋሙኛ መማር ጥሩ ሥራ ለማግኘት					

ይረዳል::					
--------	--	--	--	--	--

Appendix- L

የጥናቱ ርዕስ: “Attitudes towards Gamotstso language as Medium of Instruction in the first cycle of Primary Education in Gamo Gofa Zone”

የዚህ መጠይቅ ዓላማ መምህራን ጋራው ቋንቋ በመጀመሪያ ሳይክል የማስተማሪያ ቋንቋ በመሆኑ ያላቸውን አመለካከት በተመለከተ መረጃ ለመሰብሰብ ነው። በመሆኑም እርስዎ የሚሰጡት መረጃ ለጥናቱ መሳካት ከፍተኛ አስተዋጽኦ ሰላለው የገልጾን አስተያየት በትክክልና በጥንቃቄ እንዲሞሉ በትኩረት እጠይቃለሁኝ። የሚሰጡትን መረጃ ሚስጥራዊነት ለመጠበቅ እንዲቻል ስም መፍፀም ወይም ማንነት መግለጽ አያስፈልግም። ለሚያደርጉት ቀና ትብብር ከወዲሁ ላቅ ያለ ምስጋናዬን አቀርባለሁኝ።

ክፍል አንድ: አጠቃላይ መረጃ

1. ያታ:- ወንድ _____ ሴት _____
2. ዕድሜ:- 18-25 _____ 26-34 _____
 5-44 _____ 45-54 _____ 55 እና በላይ _____
3. መኖሪያ ከተማ _____ ገጠር _____
4. 4.1. የመጀመሪያ ቋንቋ የቱ ነው?
 ሀ/ ጋራው ስ/ አማርኛ ሐ/ሌላ ከሆነ ይግለጹ _____
- 4.2. ሌላ ቋንቋ (ዎች) ምን ይናገራሉ?
 ሀ/ ጋራው ስ/ አማርኛ ሐ/ ሁሉንም መ/ ሌላ ካለ ይግለጹ _____
- 4.3. እቤትዎ ሲሆኑ በአብኛው ጊዜ የሚጠቀሙት ቋንቋ የትኛው ነው?
 ሀ/ ሀ/ ጋራው ስ/ አማርኛ ሐ/ ሁሉንም መ/ ሌላ ካለ ይግለጹ _____
5. ከየትኛው ብሔር ይመደባሉ?
 ሀ/ ጋሞ ስ/ አማርኛ ሐ/ሌላ ከሆነ ይግለጹ _____

ክፍል 2: የመላሾች የቋንቋ ችሎታ መለኪያ

1. የመላሾች የጋራው ቋንቋ ችሎታ

1.1. የጋራው ቋንቋ ችሎታችሁን በተመለከተ በሚከተሉት ክፍት ቦታዎች ላይ ምልክት አድርጉ (0)

ችሎታ	በጣም ጥሩ	ጥሩ	ጥሩ አይደለም
መናገር			

መጻፍ			
ማንበብ			
መስማት			

2. የመላሾች የአማርኛ ወይንም ሌላ ቋንቋ ችሎት

2.1. የአማርኛ ወይንም የሌላ ቋንቋ ችሎታችሁን በተመለከተ በሚከተሉት ክፍት ቦታዎች ላይ ምልክት አድርጉ (0)

ችሎታ	በጣም ጥሩ	ጥሩ	ጥሩ አይደለም
መናገር			
መጻፍ			
ማንበብ			
መስማት			

ክፍት ሦስ: መላሾች ጋሙኛ (ቋንቋ) የማሰተማሪያ ቋንቋ በመሆኑ ያላቸው አመለካከት በሚከተለው ሰንጠረዥ ውስጥ የተሰጡትን ሐሳቦች በጥሞና ካነበቡ በኋላ በእያንዳንዱ ጉዳይ ላይ መስማማት አለመስማማትዎን ለማመልከት በየአምዱ ራስጌ ከተቀመጡት ክፍተ ቦታዎች ላይ የክብን (0) ምልክት በማድረግ ይግለጹ::

- በጣም የማይስማሙ ከሆነ በ «1»
- የማየሰማሙ ከሆነ በ«2»
- ምንም ሀሳብ የለኝም ወይንም አልወሰንኩም ከሆነ በ«3»
- እስማማለሁ ከሆነ በ«4»
- በጣም እስማማለሁ ከሆነ ደግሞ በ«5» ሥር ምልክት ያስቀምጡ::

በዚህ መሰረት:-

1. በጣም አልስማማም
2. አልስማማም
3. ምንም ሀሳብ የለኝም ወይንም አልወሰንኩም
4. እስማማለሁ
5. በጣም እስማማለሁ ማለት ይሆናል

ተ.ቁ	ጉዳዮች (ITERMS)	1	2	3	4	5
1	በእኔ እምነት ከሆነ ተማሪዎች በአፍ መፍቻ ቋንቋ በጥሩ					

	ሁኔታ ይማራሉ።					
2	ተማሪዎች በጋሙኛ ሲወያዩ (ክፍል ውስጥ) ስሰማ ደስ አይሰኝም።					
3	በጋሙኛ ማስተምር ነፃ ስሜት ይሰማኛል።					
4	እኔ እንደማስበው ከሆነ ጋሙኛ በመጀመሪያ ማይክል (first cycle) የማስተማሪያ ቋንቋ መሆኑ ትክክል አይደለም።					
5	በእምነት ጋሙኛ መማር ጥሩ ስራ ያስገኛል።					
6	ጋሙኛ በከፍተኛ ትምህርት ደረጃ ጭምር የማስተማሪያ ቋንቋ መሆን ይችላል የሚለውን ሀሳብ እደግፈዋለሁኝ።					
7	በተማሪች ሥራ (ፀ-ሁ-ፍ) ላይ ስህተት ባገኝም በጋሙኛ ቋንቋ ማረም አልወደውም።					
8	በእኔ እምነት በትምህርት ክፍል ውስጥ መጠቀም የጋሞን ህዝብ ባህልና ማንነት ለመግለጽና ለማቆየት ይረዳል።					
9	ጋሙኛ እንደ አንድ ትምህርት እስከ 12ኛ ክፍል ቢሰጥ እመርጣለሁኝ።					
10	እኔ እንደማስበው ጋሙኛን የማስተማሪያ ቋንቋ መጠቀም የትምህርቱን ጥራት ይቀንሳል።					
11	ጋሙኛ የማስተማሪያ ቋንቋ በመሆኑ ከራሱ ይሰማኛል።					
12	እንደእኔ ከሆነ በጋሙኛ ፋንታ እንግሊዘኛ የትምህርት ቋንቋ ቢሆን እመርጣለሁኝ።					
13	በእኔ እምነት በጋሙኛ ቋንቋ ማስተማር ጊዜ ማጥፋት ነው።					
14	እንደእኔ ከሆነ በጋሙኛ ፋንታ አማርኛ የትምህርት ቋንቋ ቢሆን እመርጣለሁኝ					
15	በእኔ ሀሳብ አንዳንድ ትምህርቶችን ከጋሙኛ ይልቅ እንግሊዘኛ ወይም አማርኛ ቋንቋ በንጠቀም የተሻለ ይሆናል።					

Appendix- M

የጥናቱ ርዕስ: “Attitudes towards Gamotstso language as Medium of Instruction in the first cycle of Primary Education in Gamo Gofa Zone”

የዚህ መጠይቅ ዓላማ ወላጆች ጋራውን ቋንቋ በመጀመሪያ ሳይክል የማስተማሪያ ቋንቋ በመሆኑ ያላቸውን አመለካከት በተመለከተ መረጃ ለመሰብሰብ ነው። በመሆኑም እርስዎ የሚሰጡት መረጃ ለጥናቱ መሳካት ከፍተኛ አስተዋጽኦ ሰላለው የገልጾን አስተያየት በትክክልና በጥንቃቄ እንዲሞሉ በትህትና እጠይቃለሁኝ። የሚሰጡትን መረጃ ሚስጥራዊነት ለመጠበቅ እንዲቻል ስም መፃፍ ወይንም ማንነት መግለጽ አያስፈልገም። ለሚያደርጉት ቀና ትብብር ከወዲሁ ላቅ ያለ ምስጋናዬን አቀርባለሁኝ።

ክፍል አንድ: አጠቃላይ መረጃ

1. ያታ:- ወንድ _____ ሴት _____
2. ዕድሜ:- 18-25 _____ 26-34 _____
 5-44 _____ 45-54 _____ 55 እና በላይ _____
3. መኖሪያ ከተማ _____ ገጠር _____
4. 4.1. የመጀመሪያ ቋንቋ የቱ ነው?
 ሀ/ ጋራው ለ/ አማርኛ ሐ/ሌላ ከሆነ ይግለጹ _____
- 4.2. ሌላ ቋንቋ (ዎች) ምን ይናገራሉ?
 ሀ/ ጋራው ለ/ አማርኛ ሐ/ ሁሉንም መ/ ሌላ ካለ ይግለጹ _____
- 4.3. እቤትዎ ሲሆኑ በአብኛው ጊዜ የሚጠቀሙት ቋንቋ የትኛው ነው?
 ሀ/ ሀ/ ጋራው ለ/ አማርኛ ሐ/ ሁሉንም መ/ ሌላ ካለ ይግለጹ _____
5. ከየትኛው ብሔር ይመደባሉ?
 ሀ/ ጋሞ ለ/ አማርኛ ሐ/ሌላ ከሆነ ይግለጹ _____

ክፍል 2: የመላሾች የቋንቋ ችሎታ መለኪያ

3. የመላሾች የጋራውን ቋንቋ ችሎታ
 - 3.1. የጋራውን ቋንቋ ችሎታችሁን በተመለከተ በሚከተሉት ክፍት ቦታዎች ላይ ምልክት አድርጉ (0)

ችሎታ	በጣም ጥሩ	ጥሩ	ጥሩ አይደለም
መናገር			
መፃፍ			
ማንበብ			
መስማት			

4. የመላሾች የአማርኛ ወይንም ሌላ ቋንቋ ችሎታ
 - 4.1. የአማርኛ ወይንም የሌላ ቋንቋ ችሎታችሁን በተመለከተ በሚከተሉት ክፍት ቦታዎች ላይ ምልክት አድርጉ (0)

ችሎታ	በጣም ጥሩ	ጥሩ	ጥሩ አይደለም
መናገር			
መጻፍ			
ማንበብ			
መስማት			

ክፍት ሦስት መላሾች ጋሙኛ (ቋንቋ) የማሰተማሪያ ቋንቋ በመሆኑ ያላቸው አመለካከት በሚከተለው ሰንጠረዥ ውስጥ የተሰጡትን ሐሳቦች በጥሞና ካነበቡ በኋላ በእያንዳንዱ ጉዳይ ላይ መስማማት አለመስማማትዎን ለማመልከት በየአምዱ ራስጌ ከተቀመጡት ክፍተቶች ላይ የክብን (0) ምልክት በማድረግ ይግለጹ።

- በጣም የማይስማሙ ከሆነ በ «1»
- የማይስማሙ ከሆነ በ«2»
- ምንም ሆኖ የሰጥኛም ወይም አልወሰንኩም ከሆነ በ«3»
- እስማማለሁ ከሆነ በ«4»
- በጣም እስማማለሁ ከሆነ ደግሞ በ«5» ሥር ምልክት ያስቀምጡ።

በዚህ መሰረት፡-

6. በጣም አልስማማም
7. አልስማማም
8. ምንም ሆኖ የሰጥኛም ወይም አልወሰንኩም
9. እስማማለሁ
10. በጣም እስማማለሁ ማለት ይሆናል

ተ.ቁ	ጉዳዮች (ITERMS)	1	2	3	4	5
1	በእኔ እምነት ከሆነ ተማሪዎች በአፍ መፍቻ ቋንቋ በጥሩ ሁኔታ ይማራሉ።					
2	እንደ እኔ ሀሳብ ከሆነ ጋሙኛ የማስተማሪያ ቋንቋ በመሆኑ ተማሪዎች ሰሜታቸውንና ሀሳባቸው በቀላሉ ለመገለጽ ይርሳሉ።					
3	ልጆቼ በጋሙኛ ቋንቋ የተማሩትን ሲወያዩ ስመለከት በጣም ደስ ይለኛል።					
4	ጋሙኛ ቋንቋ የማስተማሪያ ቋንቋ በመሆኑ የጋሞን ሀዘብ ባህልና ታሪክ ለማቆየት ይረዳል ብሎ አምናለሁ።					
5	ሰለጆቼ ጥሩ ስራ ስለማያስገኘን ጋሙኛ የማስተማሪያ ቋንቋ መሆኑን እቃወማለሁ።					
6	በእኔ ሀሳብ ከሆነ በጋሙኛ ፋንታ እንግሊዘኛ የትምህርት ቋንቋ ቢሆን እመርጣለሁኝ።					
7	ጋሙኛ ቋንቋ በመሆኑ ከራት ይሰማኛል።					
8	በጋሙኛ ቋንቋ በመማራቸው ልጆቼ ውጤታማ ይሆናሉ ብዬ አስባለሁኝ።					
9	ጋሙኛ የማስተማሪያ ቋንቋ መሆኑ ምንም ጥቅም የለውም።					
10	አማርኛ ጋሙኛን ተክቶ የማስተማሪያ ቋንቋ ቢሆን እወዳለሁኝ።					
11	ጋሙኛ ማንነታችን የሚገልጽ ስለሆነ የአፍ መፍቻ ቋንቋ ትምህርት ፖሊሲን በሚገባ እደግፋለሁ።					
12	ጋሙኛ እንደ አንድ የትምህርት ዓይነት እስከ 12ኛ ክፍል ድረስ ቢሰጥ እመርጣለሁ።					
13	ጋሙኛን የትምህርት ቋንቋ ማድረግ የጋሞን ሀዘብ በባህል አንድ የማድረግ ዓይነተኛ ሚና ይጫወታል።					
14	ጋሙኛ የማስተማሪያ ቋንቋ በመሆኑ ለአካባቢው እድገት ጥሩ ነው።					

Appendix - N

One way - ANOVA

		Sum of Squares	df	Mean Square	F	Sig.	
I feel comfortable when lesson is given in Gamotstso.	Between Groups	6.760	2	3.380	2.798	.063	
	Within Groups	262.149	217	1.208			
	Total	268.909	219				
It gives me pleasure when I use Gamotstso in the classroom and also in school compound.	Between Groups	76.002	2	38.001	21.758	.000	Sig
	Within Groups	378.994	217	1.747			
	Total	454.995	219				
Sometimes when I find words or phrase that I don't understand I ask my teacher.	Between Groups	6.768	2	3.384	1.356	.260	
	Within Groups	536.663	215	2.496			
	Total	543.431	217				
I feel relaxed when I use Gamotstso to ask question in classroom.	Between Groups	5.616	1	5.616	3.396	.067	
	Within Groups	300.944	182	1.654			
	Total	306.560	183				
I don't think it is a god idea to teach all subjects using Gamotstso.	Between Groups	.217	1	.217	.100	.752	
	Within Groups	396.652	182	2.179			
	Total	396.870	183				

I feel proud of Gamotstso becomes the medium of instruction	Between Groups	7.763	2	3.882	1.654	.194	
	Within Groups	509.414	217	2.348			
	Total	517.177	219				
I think Gamotstso is the most appropriate language to maintain the culture of Gamo people.	Between Groups	1.756	1	1.756	.788	.376	
	Within Groups	432.489	194	2.229			
	Total	434.245	195				
I feel that using Gamotstso as medium of instruction weakens students' achievement.	Between Groups	3.254	2	1.627	.705	.495	
	Within Groups	500.833	217	2.308			
	Total	504.086	219				
I think that learning in Gamotstso is useless.	Between Groups	16.143	2	8.071	3.136	.045	Sig
	Within Groups	558.489	217	2.574			
	Total	574.632	219				
I support the idea that Gamotstso continue to be the medium of instruction up to grade 12.	Between Groups	2.774	1	2.774	1.204	.274	
	Within Groups	419.177	182	2.303			
	Total	421.951	183				
I would like either Amharic or English replaces Gamotstso as medium of instruction.	Between Groups	13.445	2	6.723	2.942	.055	
	Within Groups	495.914	217	2.285			
	Total	509.359	219				
Gamotstso being the medium of instruction helps us not to lose our identity.	Between Groups	4.984	2	2.492	1.107	.332	
	Within Groups	488.452	217	2.251			
	Total	493.436	219				

Post Hoc Tests

Multiple Comparisons

Test: Tukey HSD

Dependent Variable	(I) Respondents' category	(J) Respondents' category	Statistics
--------------------	---------------------------	---------------------------	------------

			Mean Difference (I-J)	Std. Error	Sig.
It gives me pleasure when I use Gamotstso in the classroom and also in school compound.	Students	Teachers	1.806(*)	.289	.000
		Parents	-.277	.244	.493
	Teachers	Students	-1.806(*)	.289	.000
		Parents	-2.083(*)	.348	.000
	Parents	Students	.277	.244	.493
		Teachers	2.083(*)	.348	.000
I think that learning in Gamotstso is useless.	Students	Teachers	.804	.351	.059
		Parents	.401	.296	.366
	Teachers	Students	-.804	.351	.059
		Parents	-.403	.423	.608
	Parents	Students	-.401	.296	.366
		Teachers	.403	.423	.608
I would like either Amharic or English replaces Gamotstso as medium of instruction.	Students	Teachers	.788(*)	.331	.048
		Parents	.232	.279	.684
	Teachers	Students	-.788(*)	.331	.048
		Parents	-.556	.398	.346
	Parents	Students	-.232	.279	.684
		Teachers	.556	.398	.346
		Parents	.677(*)	.285	.048
	Teachers	Students	-.927(*)	.338	.018
		Parents	-.250	.407	.813
	Parents	Students	-.677(*)	.285	.048
		Teachers	.250	.407	.813

* The mean difference is significant at the .05 level.

Appendix – O

- T-Test

Group Statistics

Respondents' category		Residence	N	Mean	Std. Deviation	Std. Error Mean
Students	I feel comfortable when lesson is given in Gamotstso.	Rural	92	4.59	.974	.102
		Urban	68	4.31	1.083	.131

	I understand very quickly when I learn with Gamotstso.	Rural	92	4.34	1.160	.121
		Urban	68	4.29	1.134	.137
	It gives me pleasure when I use Gamotstso in the classroom and also in school compound.	Rural	92	4.17	1.219	.127
		Urban	68	3.90	1.457	.177
	Sometimes when I find words or phrase that I don't understand I ask my teacher.	Rural	92	3.21	1.537	.160
		Urban	68	3.49	1.569	.190
	I feel relaxed when I use Gamotstso to ask question in classroom.	Rural	92	4.04	1.275	.133
		Urban	68	3.99	1.228	.149
	I don't think it is a good idea to teach all subjects using Gamotstso.	Rural	92	2.87	1.360	.142
		Urban	68	3.51	1.511	.183
	I feel proud of Gamotstso becomes the medium of instruction	Rural	92	3.14	1.635	.170
		Urban	68	3.34	1.410	.171
	I think Gamotstso is the most appropriate language to maintain the culture of Gamo people.	Rural	92	4.07	1.274	.133
		Urban	68	3.44	1.643	.199
	I feel that using Gamotstso as medium of instruction weakens students' achievement.	Rural	92	3.32	1.467	.153
		Urban	68	2.97	1.496	.181
	I think that learning in Gamotstso is useless.	Rural	92	3.03	1.725	.180
		Urban	68	2.99	1.550	.188
	I support the idea that Gamotstso continue to be the medium of instruction up to grade 12.	Rural	92	3.51	1.530	.160
		Urban	68	3.56	1.510	.183
	I feel that learning in	Rural	92	3.54	1.529	.159

	Gamotstso has increased my confidence and ability to learn other languages.					
		Urban	68	3.75	1.408	.171
	I would like either Amharic or English replaces Gamotstso as medium of instruction.	Rural	92	3.57	1.462	.152
		Urban	68	3.50	1.491	.181
	Gamotstso being the medium of instruction helps us not to lose our identity.	Rural	92	3.64	1.614	.168
		Urban	68	3.44	1.460	.177
		Urban	68	3.91	1.494	.181
Teachers	I feel comfortable when lesson is given in Gamotstso.	Rural	11	4.09	1.136	.343
		Urban	13	3.92	1.320	.366
	I understand very quickly when I learn with Gamotstso.	Rural	0(a)	.	.	.
		Urban	0(a)	.	.	.
	It gives me pleasure when I use Gamotstso in the classroom and also in school compound.	Rural	11	1.91	1.375	.415
		Urban	13	2.54	1.664	.462
	Sometimes when I find words or phrase that I don't understand I ask my teacher.	Rural	11	2.64	1.748	.527
		Urban	11	3.09	1.578	.476
	I feel relaxed when I use Gamotstso to ask question in classroom.	Rural	11	3.45	1.508	.455
		Urban	13	3.54	1.561	.433
	I don't think it is a good idea to teach all subjects using Gamotstso.	Rural	11	2.73	1.555	.469
		Urban	13	3.31	1.653	.458
	I feel proud of Gamotstso becomes the medium of instruction	Rural	11	4.00	1.095	.330
		Urban	13	3.62	1.261	.350
	I think Gamotstso is the	Rural	0(a)	.	.	.

	most appropriate language to maintain the culture of Gamo people.					
		Urban	0(a)	.	.	.
	I feel that using Gamotstso as medium of instruction weakens students' achievement.	Rural	11	2.73	1.737	.524
		Urban	13	3.08	1.553	.431
	I think that learning in Gamotstso is useless.	Rural	11	1.91	1.375	.415
		Urban	13	2.46	1.450	.402
	I support the idea that Gamotstso continue to be the medium of instruction up to grade 12.	Rural	11	3.00	1.612	.486
		Urban	13	3.31	1.494	.414
	I feel that learning in Gamotstso has increased my confidence and ability to learn other languages.	Rural	0(a)	.	.	.
		Urban	0(a)	.	.	.
	I would like either Amharic or English replaces Gamotstso as medium of instruction.	Rural	11	2.55	1.508	.455
		Urban	13	2.92	1.754	.487
	Gamotstso being the medium of instruction helps us not to lose our identity.	Rural	11	3.55	1.695	.511
		Urban	13	4.46	.877	.243
		Urban	13	2.54	1.198	.332
Parents	I feel comfortable when lesson is given in Gamotstso.	Rural	20	4.45	1.234	.276
		Urban	16	3.75	1.342	.335
	I understand very quickly when I learn with Gamotstso.	Rural	0(a)	.	.	.
		Urban	0(a)	.	.	.
	It gives me pleasure when I see Gamotstso in the classroom and also in school compound.	Rural	20	4.35	1.309	.293

		Urban	16	4.31	.873	.218
	Sometimes when I find words or phrase that I don't understand I ask my teacher.	Rural	20	3.35	1.663	.372
		Urban	16	2.50	1.592	.398
	I feel relaxed when I use Gamotstso to ask question in classroom.	Rural	0(a)	.	.	.
		Urban	0(a)	.	.	.
	I don't think it is a good idea to teach all subjects using Gamotstso.	Rural	0(a)	.	.	.
		Urban	0(a)	.	.	.
	I feel proud of Gamotstso becomes the medium of instruction	Rural	20	3.15	1.755	.393
		Urban	16	3.06	1.652	.413
	I think Gamotstso is the most appropriate language to maintain the culture of Gamo people.	Rural	20	3.40	1.635	.366
		Urban	16	3.75	1.571	.393
	I feel that using Gamotstso as medium of instruction weakens students' achievement.	Rural	20	3.55	1.669	.373
		Urban	16	3.19	1.559	.390
	I think that learning in Gamotstso is useless.	Rural	20	2.70	1.490	.333
		Urban	16	2.50	1.592	.398
	I support the idea that Gamotstso continue to be the medium of instruction up to grade 12.	Rural	0(a)	.	.	.
		Urban	0(a)	.	.	.
	I feel that learning in Gamotstso has increased my confidence and ability to learn other languages.	Rural	0(a)	.	.	.
		Urban	0(a)	.	.	.
	I would like either Amharic or English replaces Gamotstso as medium of instruction.	Rural	20	3.25	1.446	.323
		Urban	16	3.38	1.857	.464
	Gamotstso being the	Rural	20	3.40	1.429	.320

	medium of instruction helps us not to lose our identity.					
--	--	--	--	--	--	--

a cannot be computed because at least one of the groups is empty.

Independent Samples Test

Respondent s' category			Levene's Test for Equality of Variances		t-test for Equality of Means				
			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Students	I feel comfortable when lesson is given in Gamotstso.	Equal variances assumed	1.912	.169	1.703	158	.091	.278	.163
		Equal variances not assumed			1.676	135.447	.096	.278	.166
	I understand very quickly when I learn with Gamotstso.	Equal variances assumed	.004	.952	.233	158	.816	.043	.184
		Equal variances not assumed			.234	146.339	.815	.043	.183
	It gives me pleasure when I use Gamotstso in the classroom and also in school compound.	Equal variances assumed	5.264	.023	1.306	158	.193	.277	.212
		Equal variances not assumed			1.272	128.849	.206	.277	.218
	Sometimes when I find words or phrase that I don't understand I ask my teacher.	Equal variances assumed	.103	.749	-1.124	158	.263	-.279	.248
		Equal variances not assumed			-1.120	142.849	.264	-.279	.249

	I think that learning in Gamotstso is useless.	Equal variances assumed	3.684	.057	.179	158	.858	.047	.264
		Equal variances not assumed			.182	152.030	.856	.047	.260
	I support the idea that Gamotstso continue to be the medium of instruction up to grade 12.	Equal variances assumed	.018	.893	-.197	158	.844	-.048	.243
		Equal variances not assumed			-.197	145.549	.844	-.048	.243
	I feel that learning in Gamotstso has increased my confidence and ability to learn other languages.	Equal variances assumed	1.368	.244	-.873	158	.384	-.207	.237
		Equal variances not assumed			-.884	150.541	.378	-.207	.234
	I would like either Amharic or English replaces Gamotstso as medium of instruction.	Equal variances assumed	.379	.539	.277	158	.782	.065	.236
		Equal variances not assumed			.276	142.928	.783	.065	.237
	Gamotstso being the medium of instruction helps us not to lose our identity.	Equal variances assumed	2.011	.158	.807	158	.421	.200	.248

		Equal variances not assumed			.819	151.647	.414	.200	.244
								-.553	.250
Teachers	I feel comfortable when lesson is given in Gamotstso.	Equal variances assumed	1.167	.292	.330	22	.744	.168	.508
		Equal variances not assumed			.335	21.987	.741	.168	.501
	It gives me pleasure when I use Gamotstso in the classroom and also in school compound.	Equal variances assumed	1.732	.202	-.998	22	.329	-.629	.631
		Equal variances not assumed			-1.014	21.994	.321	-.629	.620
	Sometimes when I find words or phrase that I don't understand I ask my teacher.	Equal variances assumed	.343	.565	-.640	20	.529	-.455	.710
		Equal variances not assumed			-.640	19.796	.529	-.455	.710
	I feel relaxed when I use Gamotstso to ask question in classroom.	Equal variances assumed	.106	.748	-.133	22	.895	-.084	.630
		Equal variances not assumed			-.134	21.575	.895	-.084	.628
	I don't think it is a good idea to teach all subjects using	Equal variances assumed	.079	.782	-.881	22	.388	-.580	.659

	replaces Gamotstso as medium of instruction.								
		Equal variances not assumed							
	Gamotstso being the medium of instruction helps us not to lose our identity.	Equal variances assumed	11.282	.003	-1.702	22	.103	-.916	.538
		Equal variances not assumed							
Parents	I feel comfortable when lesson is given in Gamotstso.	Equal variances assumed	.648	.427	1.627	34	.113	.700	.430
		Equal variances not assumed							
	It gives me pleasure when I use Gamotstso in the classroom and also in school compound.	Equal variances assumed	1.435	.239	.098	34	.922	.038	.382
		Equal variances not assumed							
	Sometimes when I find words or phrase that I don't understand I ask my teacher.	Equal variances assumed	.093	.762	1.553	34	.130	.850	.547
		Equal variances not assumed							

	I feel proud of Gamotstso becomes the medium of instruction	Equal variances assumed	.253	.618	.153	34	.880	.088	.574
		Equal variances not assumed			.154	33.049	.879	.088	.570
	I think Gamotstso is the most appropriate language to maintain the culture of Gamo people.	Equal variances assumed	.661	.422	-.649	34	.520	-.350	.539
		Equal variances not assumed			-.652	32.814	.519	-.350	.537
	I feel that using Gamotstso as medium of instruction weakens students' achievement.	Equal variances assumed	.241	.626	.667	34	.510	.363	.544
		Equal variances not assumed			.672	33.134	.506	.363	.540
	I think that learning in Gamotstso is useless.	Equal variances assumed	.323	.574	.388	34	.700	.200	.515
		Equal variances not assumed			.385	31.274	.703	.200	.519
	I would like either Amharic or English replaces Gamotstso as medium of instruction.	Equal variances assumed	4.696	.037	-.227	34	.822	-.125	.550
		Equal variances not assumed			-.221	27.900	.827	-.125	.566

	Gamotstso being the medium of instruction helps us not to lose our identity.	Equal variances assumed	2.262	.142	-1.338	34	.190	-.600	.449
		Equal variances not assumed			-1.363	33.860	.182	-.600	.440

Appendix - P

Respondents' Language Background (n=205)

Mother Tongue		
Language	f	%
Gamotstso	182	88.78
Amharic	23	11.22
Total	205	100

Students' Language Background (n=151)

Mother Tongue		
Language	f	%
Gamotstso	131	86.75
Amharic	20	13.24
Total	151	100

Teachers' Language Background (n=22)

Mother Tongue		
Language	f	%
Gamotstso	20	90.91
Amharic	2	9.09
Total	22	100

Parents' Language Background (n=32)

Mother Tongue		
Language	f	%
Gamotstso	31	96.87
Amharic	1	3.13
Total	32	100

3.4.1.3.2 Purpose of Local Development Plan

LDP studies are supposed to perform two major purposes:

First and foremost local development plans are supposed to present viable development directions to some areas under pressure, sites already identified as strategic investment areas in the city, or those that are prone to severe problems and in need of immediate actions. The local development plans will give plausible solutions to those problematic areas. The planning process that will follow will focus more on these kinds of LDP projects and will present the different issues in detail.

Secondly, even in those areas that do not require immediate action or are not classified as major intervention sites or priority areas for development, requests for construction arise by private individuals or investors. In those cases, there is not enough ground to grant permit. The planning regulation prepared at the city level states that in similar situation where there is no prior LDP study, the plan proposals should abide to the regulations that are mentioned on the Structure Plan. The regulations at this level are however not enough in some instances. Since the city of Addis has evolved or grown in an unplanned manner, most of the circulation patterns and road width may not fulfill the minimum standards per se. In some cases, some nodal points in the city, even if they are not strategic points at this stage, certain urban design scheme may be required to avoid haphazard development, that does not give any consideration to the existing character in that area. The preparation of LDP for similar sites will hence facilitate and respond to the building permit request that would arise in the different part of the city. These LDP projects, unlike the first ones, will not be very detailed or need not concern much about implementation strategies or detail financial mechanisms. The main core of these LDP would be to present a visualization of the given site and existing spatial character, and set basic regulations that need to be fulfilled to ensure the basics and have a harmonized development in that area.

LDP's should also incorporate

- Zoning of use type, height & density
- Organization of transport system
- Local structures & layout of basic infrastructure
- Housing typology & neighborhood organization

- Urban renewal, upgrading, relocation of intervention areas
- Green areas, open spaces, water bodies, and places that might be utilized for common benefits.

Therefore, LDP is one of the implementation tools for the structure plan. It provides all the necessary design rules, regulations and other design guiding criteria that benefit the general public.

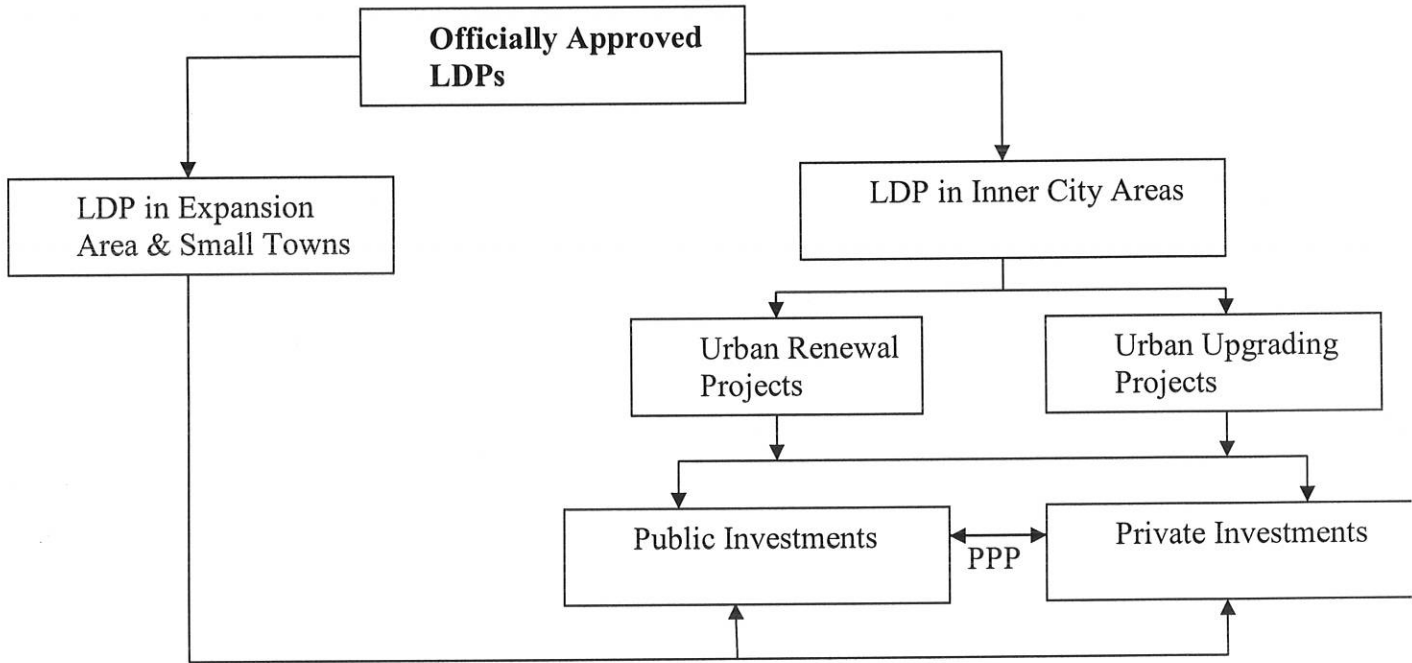


Figure 3.4 Strategies for implementation of LDP³⁶

3.4.1.3.3 Plan Preparation Process

Although the planning process is not a simple linear trajectory but one that goes back and forth during the process, there is a certain underlying successive path that will be at the basis of any plan preparation process to ensure the grasp of main issues at the different stages of the process. It is however pertinent to note that findings at a later stage of the process could, should mould, shape, and/or redirect previous steps into a more refined and clarified direction.

³⁶ Source: LDP manual (Final draft)

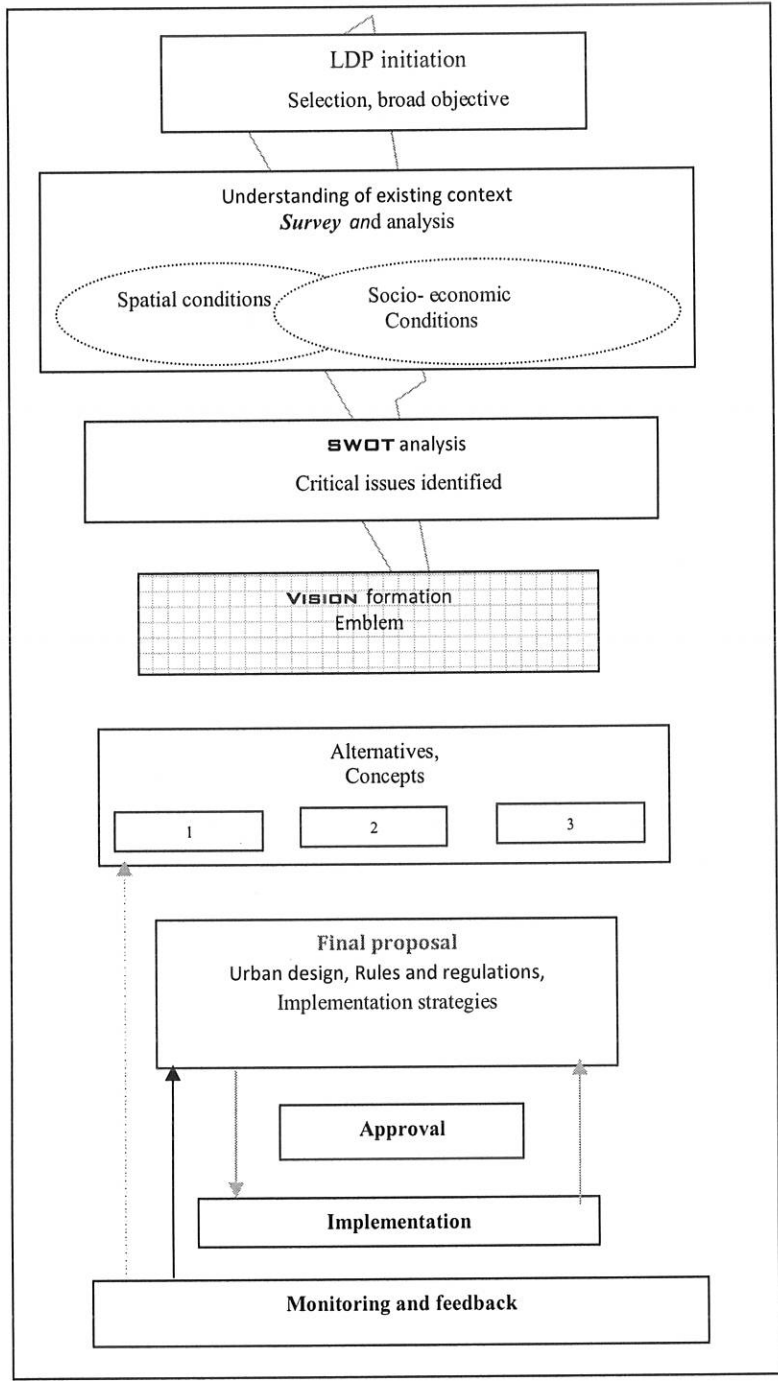
P
A
R
T
I
C
I
P
A
T
I
O
N

Stakeholders

- Local community (representatives)
- Key investors

- Public institutions (implementing, decision makers, ...)

- CBO
- NGO



Site selection, TOR preparation, study team/consultant

Major problems, potentials,

Key issues

Prioritized selective approach

Shared vision

Refined version

Advantages/disadvantages of each

Weighing criteria

Figure 3.5 Components of the planning Process³⁷

³⁷ Adapted from National Urban Planning manual

3.4.2 The Private Sector

The approach to development lay the private sector has been to look for investment opportunities that have a high probability of financial success. Industrial developers vary considerably in personality & social concerns. Some are risk takers others are financially very conservatives, preferring to avoid failure than to be innovative. Some developers are very responsive to local communities & others are not. Nevertheless the general approach to looking at the world is the same for all developers. A region of the world, a country, a city or a neighborhood is looked as a series of development opportunities, each of which is associated with opportunities & risks as long as land is seen as a commodity.

The private sector development process is complex and involves series of steps.

- Scouring the existing environment for opportunities of development
- Predicting the market
- Preparing feasibility study
- Projecting development costs
- Projecting the cash flow in terms of expenses & incomes will be overtime
- Obtaining short & long term financing
- Finalizing plan
- Controlling and
- Managing operation of the development.

The private sector has an important role in speeding up the development & bringing about welfare improvement in different countries. This sector's involvement in Ethiopia had been restricted during the Dergue Regime. This was mainly due to socialist ideology of the government that was dictated by the 1974 proclamation.

Ethiopia now under pinned the framework of the economic policy & the respective roles of the public & the private sector. Except for strategic areas as mining, energy, large scale engineering, metallurgical plant, other sectors have been opened to private sector participation. In these sectors the role of the state will be that of a facilitator for private activities.

Under this framework, an economic reform program has been launched by the government together with the World Bank & the international monetary fund to create favorable policy environment that would attract investment & bring about growth. The Economic Reform Program is envisaged to be implemented in three overlapping phases which are; stabilization (such as tight monetary and fiscal policy); structural reforms and further structural measures to reorganize the financial sector, civil service and so on. Among the major policy measures relevant to the private sector development are:-

- Enactment of liberalized investment land and labor laws in a market economy framework
- Establishment of investment office to facilitate & promote investment at ease
- Privatization and public enterprise restructuring and
- Tread liberalization measures³⁸

Therefore, the above policy adjustments greatly enhanced the service provision & delivery on the role of the private sector in changing the urban built environment.

3.5 Urban Design Implementation Objectives in Ethiopia

The quality of the built environment depends, among other things, on proper planning, design & coordination of implementing activities. Urban planning, design and implementations are vital due to the long services span of structure and their effects on the built environment, a very high cost and complex process in creating despite the fact that these will be complicated to adjust and modify once generated.

Implementation strategies, thus, are comprehensive tools for the built environment to be meaningful, expressive, identity generative to the entire sweep of forces involved in people's relation to their surroundings.

³⁸ Source: Abdella Jemal; The role of the private sector in urban development in Ethiopia

The Office of the Revision of Addis Ababa Master Plan (ORAAMP) laid out strategic development framework and management tools that provide a clear focus and direction for the effective realization of the structure plan. Structural plans are difficult to implement simultaneously due to financial, institutional regulations and technical constraints. Therefore, SDF provides policy directions in line with overall economic policy and development strategies of the country over difficult time horizons thereby considering cross-sectional issues and synergies among strategic elements.

Despite these design implementation regulations, such as building height regulations, urban planning regulations, building permit & construction regulations and other management regulations concerning urban development control, manages & direct the implementation strategies of urban design.³⁹

According to urban planning & implementation manual 2004 regulations guidelines provides ways and means for plan implementation. These directives give general principles as well as step by step procedures for effective implementation of plans.

Plan implementation should be undertaken in accordance with relevant regulations, binding laws & by laws. Plans should have legal backing for implementation. Since every urban plans & design must have implementations strategies as well as properly laid plans. The following sets of basic principles are stated:-

- Must state guidelines & clear means to achieve stated objectives
- Should focus on specific issues
- Should clearly state aims and objectives and their justifications to be achievable
- Should be developed in multidisciplinary parcel
- Should be flexible and adaptable to local condition

³⁹ Currently the sub cities land administration and building permits & building permit & controlling office gives a five page title deed information service format that incorporates the legality of the deeds, the building height, the built up area ratio, the road net work and infrastructures around the vicinity that serves as a development guideline in the urban structure. This title deed information service format locally known as planning consent on its first page shows the legality of the title deed. The second page shows structural components of the title deed. Pages three and four present the position of the title deed in the master plan in 5000 & 1000 scale respectively for the purpose of reference. The final page shows the conformed title deed by the administrative office.

- Should have resource implementation
- Should have specific strategies of implementation
- Should provide for decision makers to have a mechanism to oversee plan implementation and ensure compliance with legislative requirements.

3.6 Design Development Reviews & Control in Ethiopia

Major design review in Ethiopia was made by the ORAAMP in 2002 due to failure in implementation in the master plan of 1994.

The need for the review was

- Disorderly land use, mushrooming informal developments
- Increasing demand for housing visa as vise a low level income and rapid increase in homelessness
- Intra-urban disparity in basic urban services and lack of hierarchically organized service system
- Lack of efficient documentation on urban land
- Persistence of poor drainage and sanitation
- High level of poverty and unemployment
- Low institutions and human resource capacity, which resulted in poor urban management system and the violation of the master plan proposals affecting the overall structure of the city

According to the ORAAMP executive summary report 2002 in addition to the above mentioned problems, the shift in economic policy from centralized to decentralized economic strategy created major opportunities to the private sector investment and the introduction of market economy which needs the involvement of other sectors made the pervious master plan inefficient to cope up with the coming strategy.

The current revised master plan also lived in practice since 2002; therefore, it is in its completion period and needs to be revised since the Federal Negarit Gazeta Proclamation No.

574/2002 states the validity of structure plan shall be valid for a period of 10 years from the date of approvals.

3.7 Planning and Implementation Processes in Addis Ababa

As mentioned in section 3.4.1 these planning and implementing processes are executed in Addis Ababa through different office structures and work processes that are arranged hierarchically from planning to implementation and inspection.⁴⁰

3.7.1 Planning

Currently urban plan preparation and inspection department is responsible for the core processes in LDP preparation and implementation strategies and its main tasks include preparation of long term & urban development plans.

Department of Urban Planning and Inspection was organized in 2003, under the then Policy Study and Plan Commission recognizing the importance of a ceaseless urban planning and evaluation and through the restructuring process. More specifically, DUPPI was organized to ensure the continuous urban planning process and effective execution of the revised master plan. When the Policy Study and Plan Commission were relinquished in 2005, DUPPI became a department under the City Manager Office of Addis Ababa. By then Land Development Agency was relinquished and Land Development and Administration Authority was formed. This will be discussed later. Since its establishment, DUPPI has been inspecting the revised master plan's proposals, prepared a number of Local Development Plans and Upgrading studies and has been supervising and correcting their implementation. As the revised master plan has a focus on strategic and structural issues, it cannot detail urban design issues. To address this, Local Development Plans were used as special tools as they integrate urban designs with practical regulations. Particularly, as the LDPs are tools for implementing the structural plans long-term objectives of the city, DUPPI's role as an engineer for these endeavors has been quite significant.

⁴⁰ Planning and implementation offices are structured hierarchically from city administration level up to kebele level.

In addition, DUPPI has been involved in preparing and implementing different rules and regulations that are helpful to guide the city's planned development.

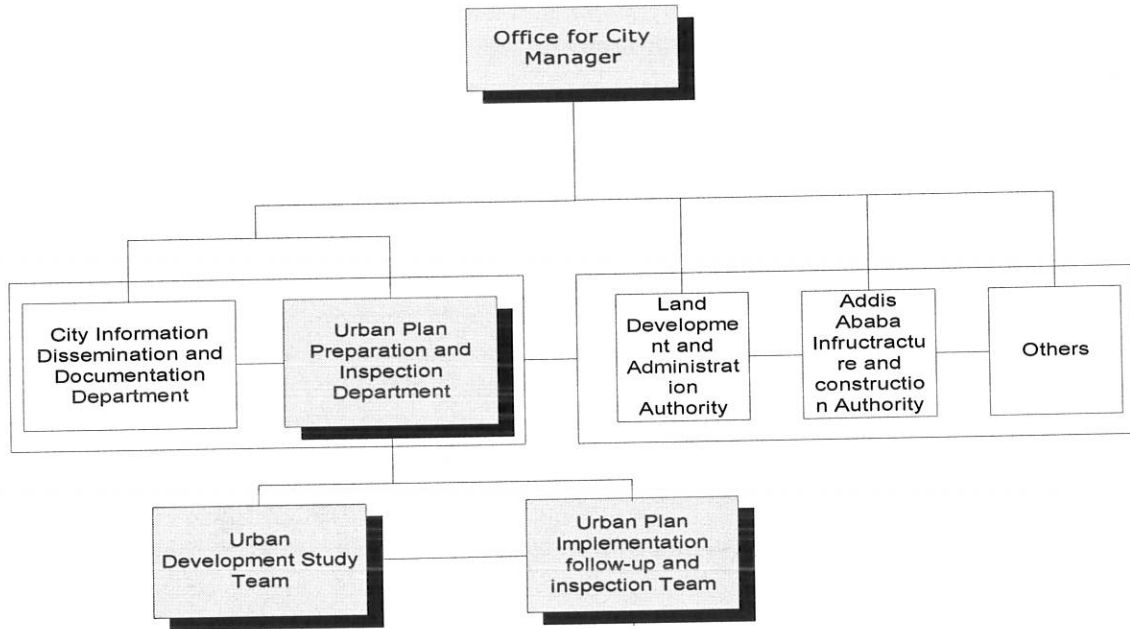


Figure 4.8 Organizational structure of Duppi⁴¹

3.7.2 Implementation

3.7.2.1 Transferring the land

Federal Negarit Gazeta proclamation no 272/2002 states; land is the property of the people of Ethiopia and that its use is a subject of specific regulation by law and urban land shall be permitted to be held by lease.

In conformity with plan guidelines where such plan exists, or, it does not exist, in conformity with the law which region or city government makes, as a case may be, and

On auction or through negotiation; or

According to the decision of region or city government

⁴¹ Source: Addis Ababa city Government Organizational structure

In addition, Addis Ababa city government guideline draft 2009 about its delivery strategies of urban through lease process states, under the framework of lease proclamation no 272/2002,

Urban land is permitted on lease by:-

- Auction
- Negotiation
- Lot
- Allocation
- Prize

- Areas allocated for auction

- The following areas are allocated by auction
- areas where many competitors are expected
- location which indicate market price
- prepared areas are locations where detailed urban development plan is prepared
- a base for development, development rank highly believed to be prone to be selected fundamentally for basic development area
- if believed that the auction price may enable to prepare much attractive area
- areas whose development is coordinated and confirmed to government investment effectiveness
- no dispute of possession, all free and allotted and must have prepared map for the land

Any urban land (areas) for auction must satisfy basic fundamental development service (road, electricity and water)

- Land for negotiation

The following areas shall be available for negotiation:-

- Believed to bring about better development and cannot be auctioned or preferred negotiation than auction
 - Location when by city development priority had been to be developed by the government , but due to financial limitation was not possible to develop for education, health and other social services, the it is preferred if negotiated
 - Land which have high positive developmental contribution for local development including land selected for basic development buildings, for city planning and development strategy development project proposals service city land for high economic and social benefit leading development project building
 - Land believed to enhance investment expansion
 - Land which has no possession dispute and is confirmed that a map is prepared
-
- Areas allocated for lot

Those who form house cooperative associations to build dwelling houses shall be given land by lot.

- Land for allocation
 - Non-profit social service organization, religious institution (church, mosque e. c.)
 - Building and budgeted government office building shall be allocated land according city plan by lot
 - Industrial project service which has government special favor to build industrial villages shall receive land by allocation
- Land for prize
 - Citizens believed to contribute high service indifferent walks of life to the country and the public or who are role models may be prized up to 500 sq/m of land
 - According to city administration decision role model developer organizations may be prized land

- Expenses incurred to prepare the land shall be covered by the by prize awarding authority. In addition the land if by lease, auction or by negotiation the cost shall be calculated and indicated in the lease contract.

3.7.2.2 Building Permit Processes

According to Addis Negari Gazeta Regulation No. 17/2004, Addis Ababa is the capital city of the Federal Democratic Government of Ethiopia as well as the seat of African Union and international institutes;

It is essential to have procedures for the execution of construction that may enable to make the City modern and standard as well as congenial for residence and work;

It is also essential to give details that shall relatively fulfill contents of design and the appropriate implementation strategies for the size of the site on which the construction is erected safety measures that shall be maintained inside one's own possession in relation to neighbors.

Thus, the land tenure administration and building permit authority plays the major role in the development process. Starting from land preparation, land granting through lease process, issuing planning consent and approving a building permit are the responsibility of the office.

(Addis Ababa city structure is organized hierarchically in three manners. At city level, at sub city level & at kebele level.) After issuing a planning consent, design will be reviewed during the building permit process. During the permit process projects will be reviewed in three categories due to their heights and their roads, streets, physical costs & complexities and strategic advantages to the city and the number and skill of the professionals they incorporate.

The currently working land & building permit guideline draft (2009) states hierarchically from bottom to top the responsibilities and authorities of each sector's as follows:-

On Kebeles;

- Single storey buildings and fences:
- Renovation and Demolishing permit
- Permits for temporary structures and temporary modifications
- Any litigations resolving in relation to building structure

In Sub Cities:

- Up to 5 story structures
- Educational facilities up to 2ndry schools
- Up to 100 single residential units
- Health facilities up to higher clinics, and
- Other facilities (storages & factories) that cost up to 5 000 000.00 Birr

Building permits at city level

- six stories & above structures
- above four structures to be built on RR & PAS roads
- structure to be built by national and international institutions
- diplomatic missions
- structures that trespass more than one sub cities
- national and international facilities, and
- any structure that is not permitted at kebele & sub city level

The major difference from the building permit directive 1/97 in the permit process is that the previous directive was also categorical according to area i.e. more than 5000m² areas were permitted at the city level and all structures that lie in R.R & PAS roads and does not incorporate kebeles for permit process.

3.7.2.3 Building Regulatory and Capacity Development Process

The urban Administration Building Regulatory and capacity development process Includes of construction Industries:-

- Building regulatory and capacity development process performs preparation of codes, standards, directives, regulation and laws
- Perform capacity development based on the construction sectors capacity limitation
- Search alternative technologies
- Guide participants in construction
- Record and give work permit
- Collect, coordinates, follow, control and disseminate information of constructions development & generally development inputs in construction sector.

3.7.2.3.1 Duty and Responsibility of Work Processes

Building Regulator and capacity developer duty & responsibility work processes are:-

- Building regulator and capacity developer of work process is accountable directly to the head of the institutions and has such duties and responsibility as preparing, approving, or get approved the documents of building and developing basic systems for implementation, follow up their control and their implementation.
- Check and confirm all constructions are built according to permits, construction codes & standards and give certificates for finished constructions in the city.
- Check, with the help of laboratory tests the inputs & building standards, give certifications for those buildings which qualify the standard and take measures against those which have deficiencies.

- Identify construction industry limitations and present different solutions for the capacity limitation in the city administration.
- Record, give and cancel permit, issue capacity and ethical standards and follow its confirmation, administer and develop their capacity for institutions, professionals, consultants, constructors, manufactures and whole sales, distributors of building materials in the construction sector in the city.
- Prepare harmonized and standardized development plan, perform research to enhance coordinated constructors' coordination of their work, take measures on those who did not keep priorities and basic standard of development buildings.
- Solve any disputes in the construction sector, see that any contractual dispute and all constructions are constructed according the laws, directives and standards.
- Fix construction prices and disseminate to the administration and the sector's beneficiary institutions.
- Have full information of houses and building development networks, record changes, update, analyze, interpret and indicate development and direct the city administration.
- Search new technology and do researches to strengthen construction industry and development capacity. In addition, introduce new technologies, acquire experiences, enhance and disseminate their use in construction industry.
- Establish standards follow and control all notice boards and notices put on the buildings in the city zone.
- Confirms that clear, fast and effective performance is reached and the goals and successes are achieved.
- Confirms that all construction codes and standards are followed in the city.
- Give, with responsibility, technical decisions for all hierarchically laid out works and results.
- maintain direct relation with concerned institutions, determine inputs of information for the work and give necessary information when desired, and
- Performs other duties necessary for his objectives.

PART IV CASE STUDIES

4. Bisrate Gebriel, Case Study I

Bisrate Gebriel is selected as a case study since it is one of the first 'LDP sites'⁴² that has gone through the development process. Currently the case study area has few plots to be developed. Therefore, the site could show the challenges & opportunities the urban design strategies starting from its vision up to its implementation & influences on the city at large.

4.1 Background Information

4.1.1 Establishment

The name, Besrate Gebriel, is given to the vicinity due to the establishment of Debre Bisrat Kidus Gebriel Church. The church was established in 1973 and begun construction the same year, after the land was granted to the church by Princess Tenagnwork Haile Selassie, previous owner of the neighborhood, and completed in 1974. The main church that is serving today was built 1981-1984. The next establishment in this area was the tennis club, now, it is known as International tennis club and S. O. S children's Village 1978 & 1988 respectively. According to the elder's in the neighborhood, there was also a circular concrete pole with an approximate height of 1.5mts. & 30cms diameter erected in the middle of the field and was believed to be built by the Italians during the Italian invasion in 1935-1940 as part of the 'Gideo Washa'⁴³. Except the above mentioned structures, the area was open space used practically for different sport activities such as horse racing, cycling, motorcycling, athletics, football, vehicles and others until 1997.

⁴² The site is not mentioned as L.D.P. initially because it was developed as detailed plan. But in the reviewed master plan report with some strategies developed it became L.D.P. by the city administration & it is now mentioned as L.D.P. in the Tile deeds information service formats that serves for the implementation purposes.

⁴³ Gideo Washa is a historic site, even though it is not indicated in the master plan as a historic site, found in Nefassilk Lafo Kebele 03/05 neighboring the case study site. It is believed to have a number of concrete halls connected by tunnels with an appropriate diameter of 15-20 meters and 60-70 meters depth stretching up to the old air port site. These halls were constructed by more than 5000 laborers serve the Italians as storage facility for their military and other hardware during their occupation.

In 1997 the case study area had started to be developed as 'LDP site' during the master plan revision and the plots begun to be transferred through the lease processes. Currently Bisrate Gebriel is one of the sites in Addis Ababa where active construction is largely visible. It is also vibrant in its activities as an administrative, residential, recreational & entertainment, business and other centers despite its religious services due to the fact that most of the plots are transferred to both the public and the private sectors.

The specific area measures approximately 930 meters on its north-east axis and 320 meters on its south-east axis covering around 32 hectares of land including its roads and more than 70 owners. It is completely isolated from the neighborhood by the major and collector roads surrounding it.

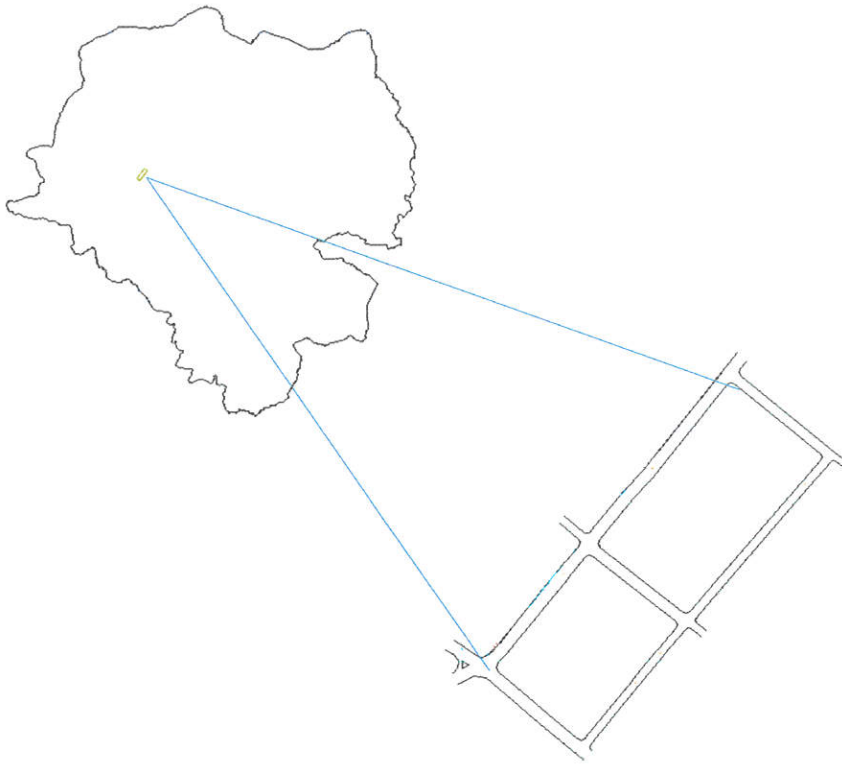


Figure 4.1 Location of Bisrate Gebriel⁴⁴

44 Source: Structure map of Addis Ababa

4.1.2 Structure of the case study area

4.1.2.1 Land Use

The revised structure plan of Addis Ababa level St Gebriel as minor sub-centre and this sub-centre allows any development except industries, manufacturing's & storages which require more than 500m² areas, military establishment, prison, waste treatment plant, landfill sites, and mining& quarries.

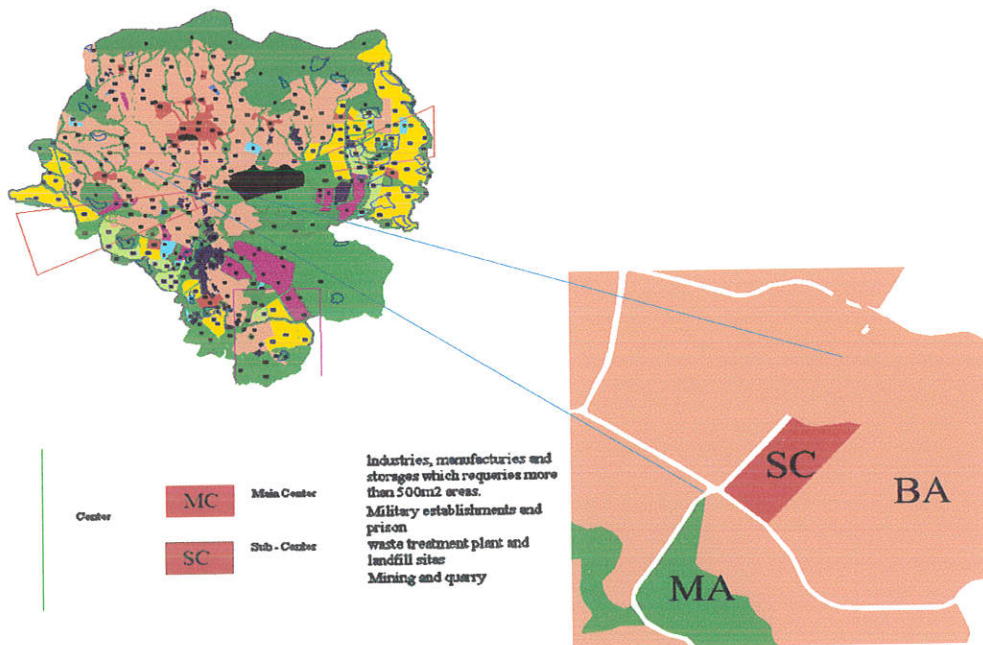


Figure 4.2 Land Use of Bisrate Gebriel⁴⁵

4.1.2.2 Building Height

The building height in the case study area is currently minimum three storey and maximum as per LDP. Before 2008 the height in this area used to be four storey minimum even though the maximum was as per LDP.

45 Source: Ibid

THE CASE OF BISRATE GEBRIEL AND JEMO 1

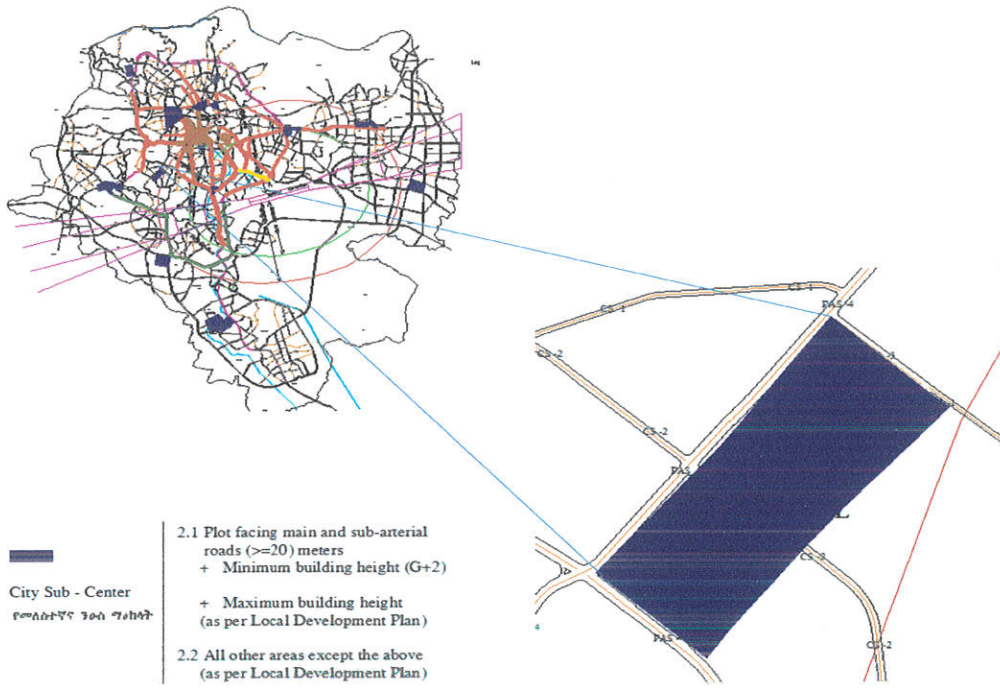


Figure 4.3 Building Height of Bisrate Gebriel after 2008.⁴⁶

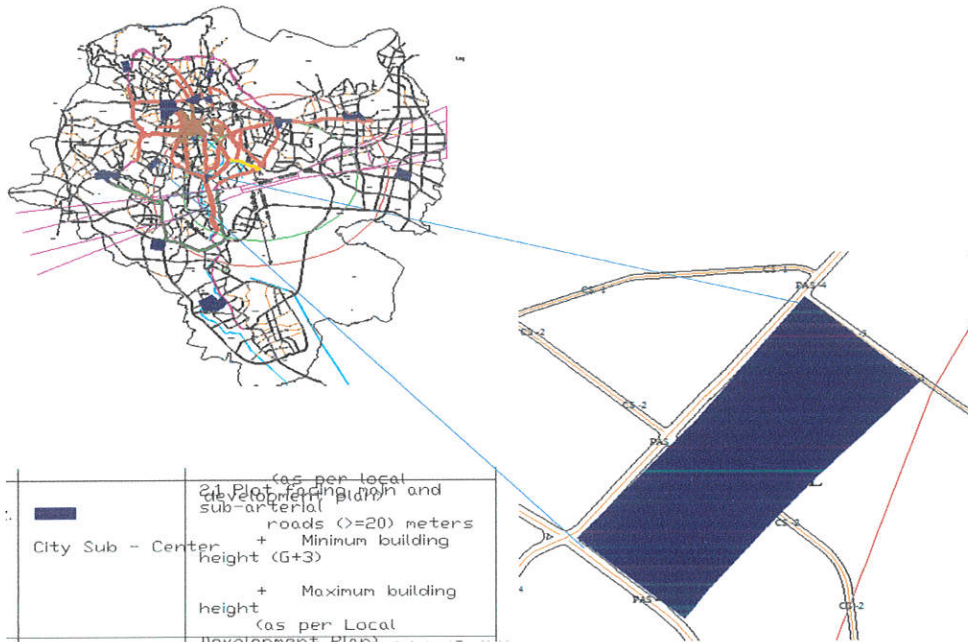


Figure 4.4 Building Height of Bisrate Gebriel before 2008.⁴⁷

46 Source: Ibid

47 Source: Ibid

4.1.2.3 Road Network

The case study area is surrounded by PAS -4 and CS-2 streets and crossed by CS3 streets and their local roads.⁴⁸

The North-eastern PAS-4 streets connect the site to Lideta – Merkato on one end and on opposite side it takes to St. Michael’s church ring road and further to Alemegna in Oromia region. The south-east PAS-4 streets connect an end No.3 bus Mazonia ring road -Ayertena and on the opposite side it connects to Abo-mazonia road which takes either to Sarbet or Mekannissa. These two PAS-4 streets are also connected by a roundabout; the CS streets are major feeders to PAS streets.



Figure 4.5 Road Network of Bisrate Gebriel.⁴⁹

⁴⁸ PAS-4 is a primary arterial street that has a width of 30mts.

CS-2 is a collector street that has a width of 20mts

CS* is also a collector street but it has a width of 30mts

⁴⁹ Source: Ibid

4.1.2.4 Centrality

Addis Ababa's structure plan and its centrality strategy states the characteristics of centers in three parts i.e. main centre, well positioned to accommodate major commercial and business giving institutions, governmental and nongovernmental organizations, transport centers, high rise building developments, public spaces & nodal points. Major (complementary) sub centers; are planned at optimum distance from each other and at an average distance of 5km radius from main centre in favorable location to main transport. Minor (tertiary) sub-centers are planned for people living within the catchments of 3-5km radius. Land use in these centers includes administrative, cultural & recreational and other socioeconomic functions (ORAAMP). Bisrate Gebriel, selected as a minor sub-center, is fulfilling the above criteria and it will be mentioned as center in all structure plans.

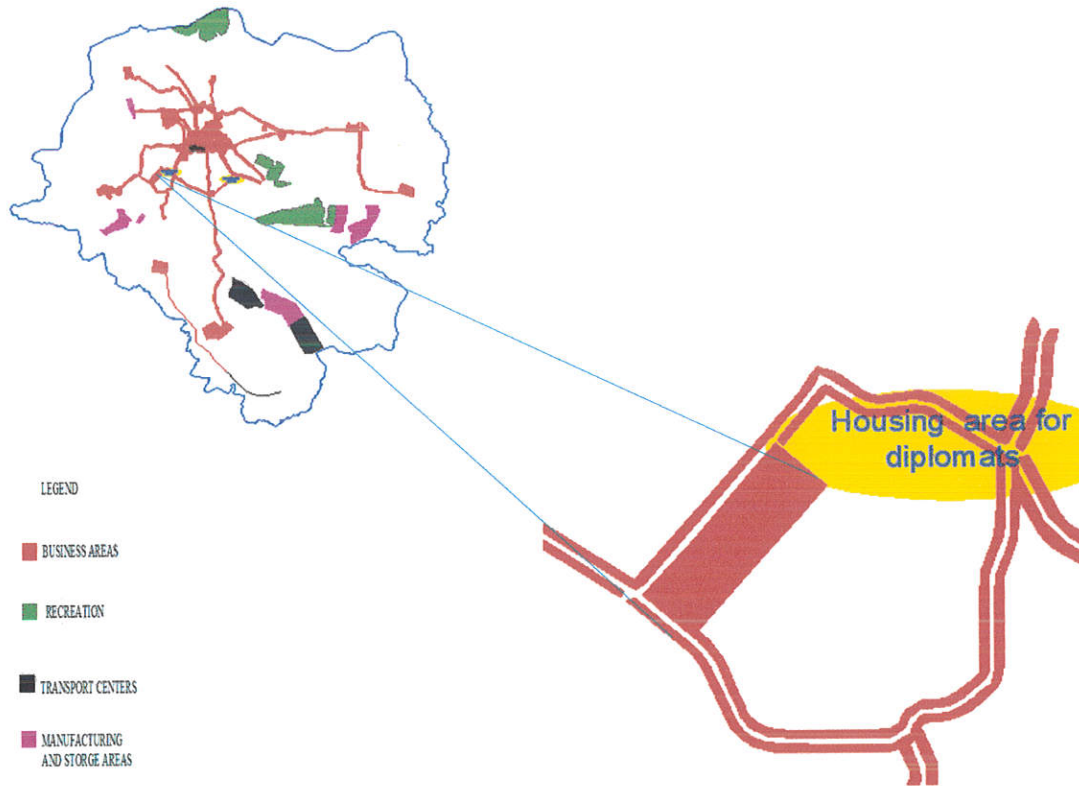


Figure 4.6 Centrality of Bisrate Gebriel.⁵⁰

⁵⁰ Source: Ibid

4.1.2.5 Other Infrastructures

Bisrate Gebriel one of the LDP sites due to its existing neighborhood that have the prestige of having almost complete infrastructure. It accommodates electric lines, Telecommunication lines, main water lines and the newly constructed an underground sewer system partially.

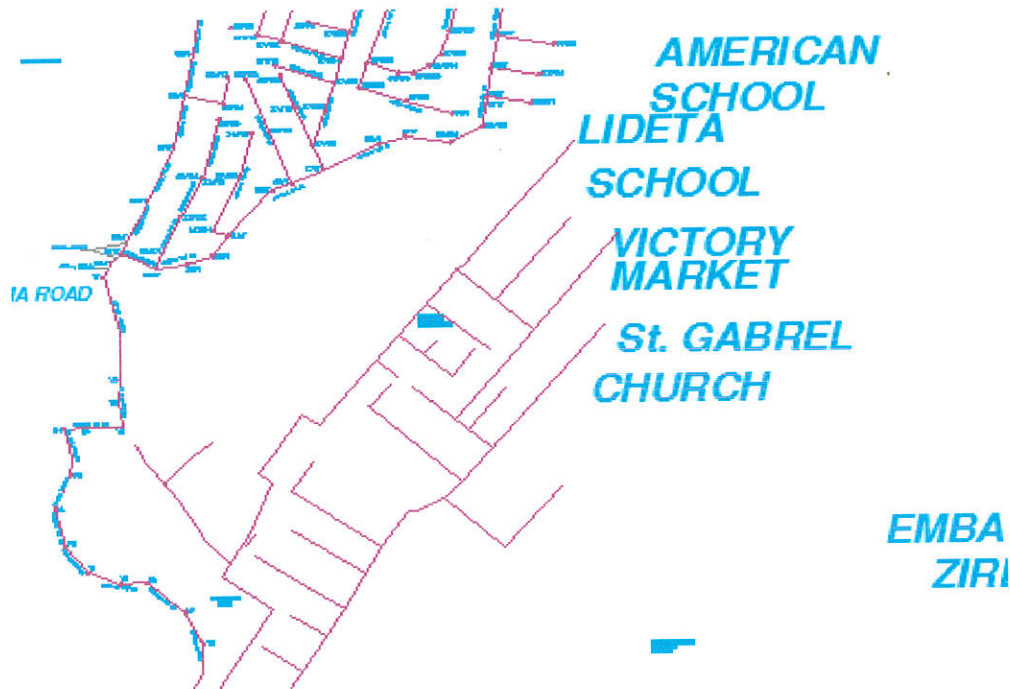


Figure 4.7 Sewer Lines around Bisrate Gebriel⁵¹

4.2 Urban design strategies in Bisrate Gebriel

Addis Ababa had started its revised development strategies since the beginning of its master plan revision. The revision implements its studies basically through the structure plan & local development plan in specifically selected sites.

According to my interview with W/ro Tsion Lemma, architect planner, at the time of the design, the site was designed following all the necessary procedures and professional man power including:-

- Socioeconomic study

⁵¹ Source: AAWSA

- Physical/ special & environmental data
- Legal formation
- Financial information

The site was intended to be 'Ketena center'⁵², now called minor sub-center, therefore, it was designed as a complete business center that incorporates all the facilities that was required such as wholesale, shops, stores, supermarkets, hotels, cultural centers sports, utilities (fire brigades, water and sewer authorities, electric and power authorities and other infrastructure services) residences etc. with a height of minimum five storey and & maximum ten storey ranging hierarchically and presented with detailed documents that include land use plans, two dimensional & three dimensional, road networks & other infrastructure works and implementation strategies in addition to socioeconomic measures.⁵³

By the time of the design, before the master plan revision started implementation, it was prepared as a detail plan even though it fulfills all the requirements of a local development plan and considered as one.

Nevertheless, the design was prepared under a different political, economic & social policy framework and development strategies that could not serve as an appropriate instrument for the *current situation*.

In addition, architectural and other design reviews in the permit process are made mostly on single project basis. Design reviews at city and district level are provided only on few parts of the city with LDP provisions. The case study area, Bisrate Gebriel, is also one of the sites in Addis Ababa that is going through the development process on project - by - project basis even though it is "LDP site". The building permits that are issued to the developers at city level & at sub city level considers only the architectural qualities of each structure without any considerations for the urban image that is to come in the near future. The planning consent that is given by the authority shows the spatial arrangement of the surrounding from the structure plan

⁵² Ketena center is an administrative region (unit) that incorporates all the institutional facilities of a central government but in small scale.

⁵³ Even though the designer states the site had gone through all the planning and implementation strategies no document was found to prove that including the LDP itself that shall be used as an implementing tool.

& gives all the necessary information for the specific plot, it does not tell relationship of individual structures and permit directives only states relationship of neighboring structures for safety reasons & purposes. Consideration of design principles such as order, unity, proportion, scale, harmony, balance symmetry, control, rhythms and etc. that erects from solid concepts are neglected for the architectural as well as urban images.

4.2.1 Ownership & Service

The case study area inhabits around 75 owners including the previously existing sites.

4.2.1.1 Public & Private

The site incorporate four (4) public owned sites that serves as kebele, Youth center, Defense residential apartments & Water Authority, One (1) Religious structure, One (1) Nongovernmental organization known as S.O.S which gives shelter for the orphans, twelve (12) diplomatic compounds, forty-one (41) privately owned service giving structures, ten (10) residential structures and six (6) open lands.

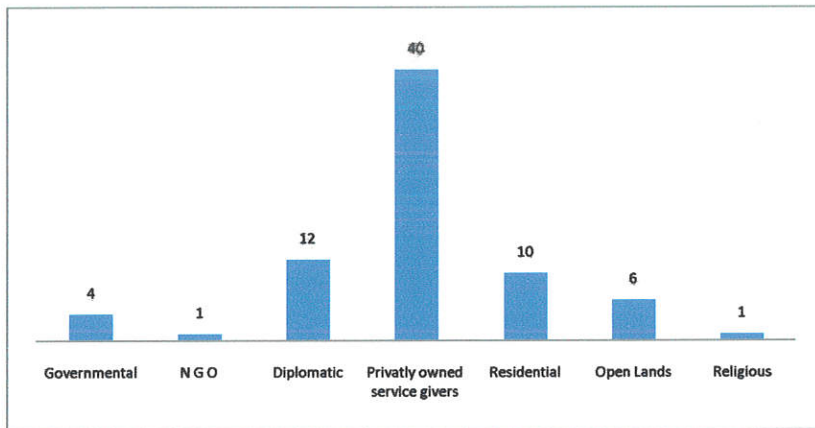


Figure 4.9 Ownership status bar⁵⁴

54 Source: Compiled by Author

THE CASE OF BISRATE GEBRIEL AND JEMO I

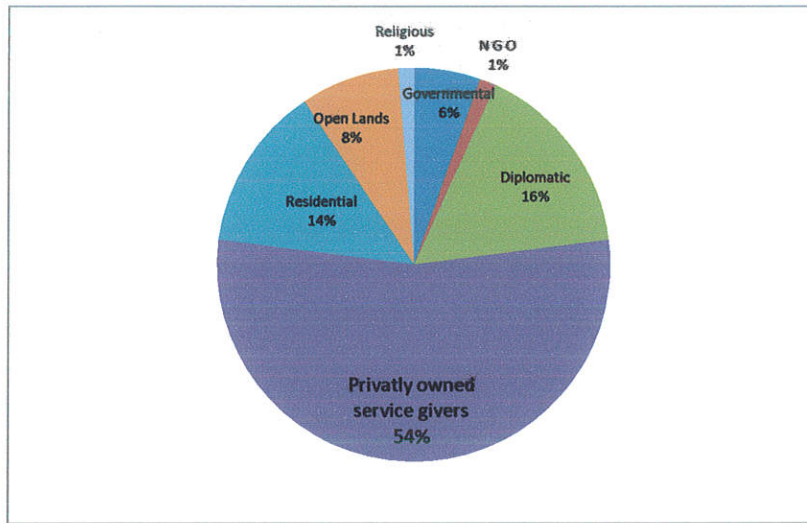


Figure 4.10 Ownership status pie chart.⁵⁵

4.2.1.2 Title Deed Status

Out of the 75 owners & three previously owned non-lease title deeds three are lease through allocation transferred sites, six sites are transferred through auction recently & six not yet transferred. The rest of the title deeds are leased by negotiation through different prices according to their size and time of transfer.

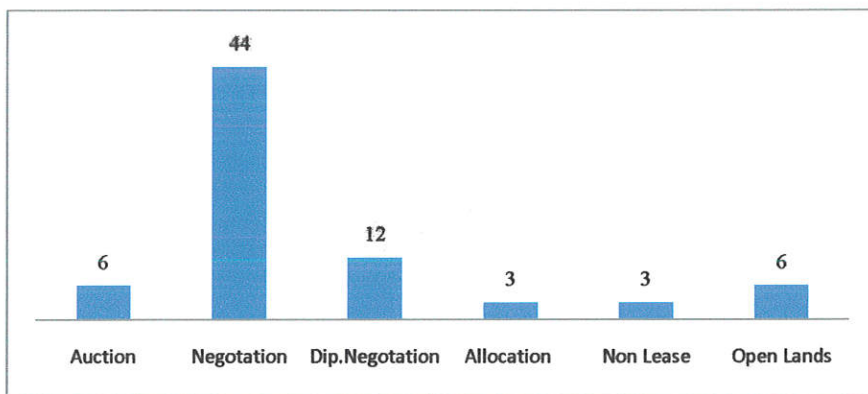


Figure 4.11 Title Deed status bar⁵⁶

55 Source: Ibid

56 Source: Ibid

THE CASE OF BISRATE GEBRIEL AND JEMO 1

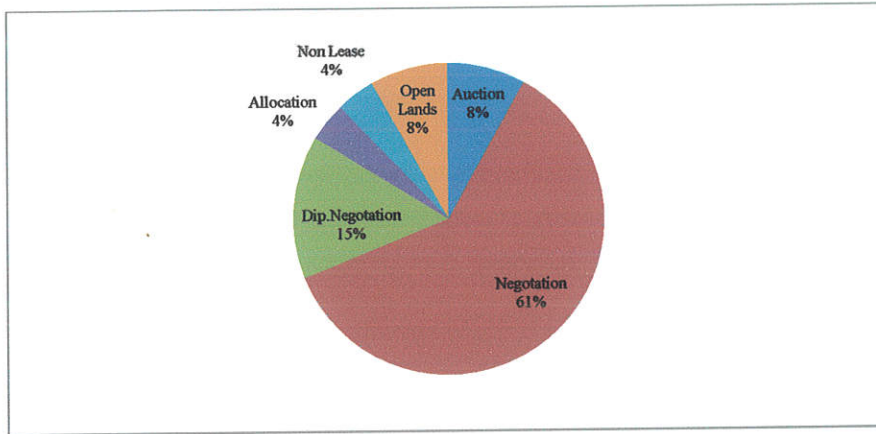


Figure 4.12 Title Deed status pie chart. ⁵⁷

4.2.1.3 Services vs. Area

On the site there are different types of services delivered to the public such as religious, residential, commercial, diplomatic, and governmental and others.

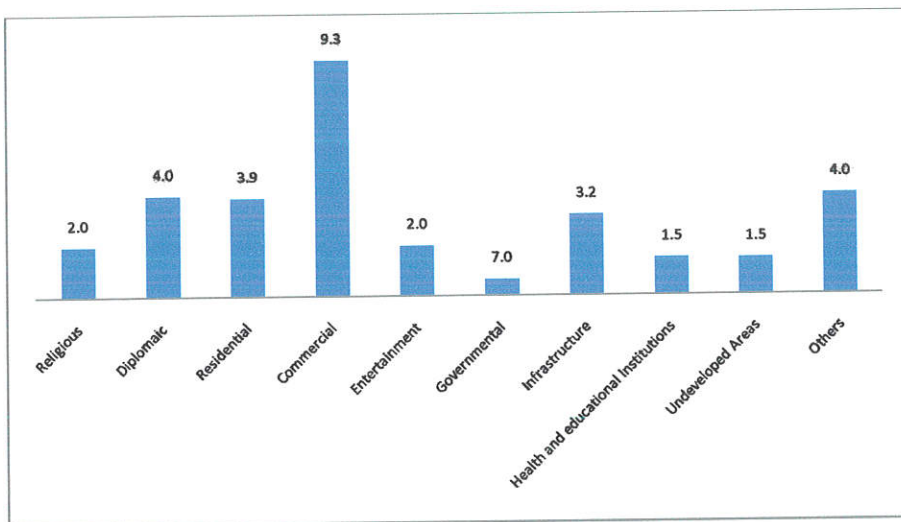


Figure 4.13 Area of services in hectares. ⁵⁸

57 Source: Ibid

58 Source: Ibid

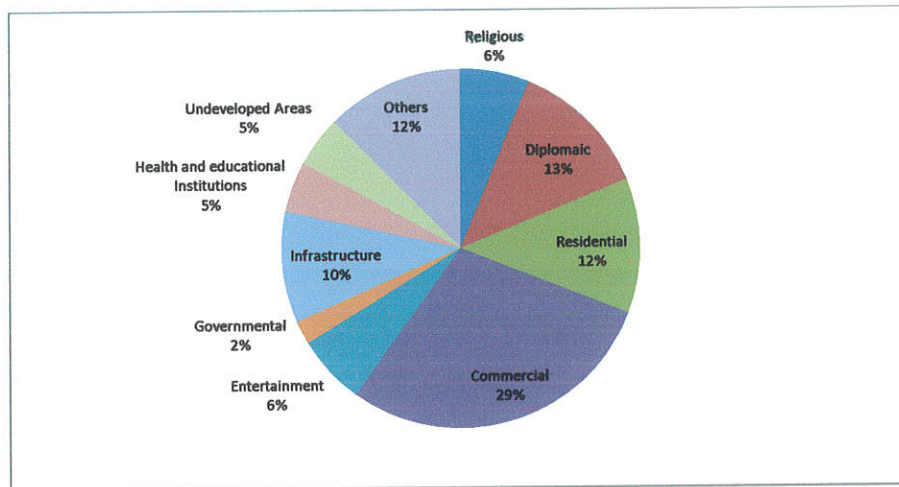


Figure 4.14 Services proportion in percentage.⁵⁹

4.3 Development Trends and Roles of Bisrate Gebriel in Addis Ababa

As mentioned section 4.1 Bisrate Gebriel “LDP site” started to develop since 1997 through the lease land holding strategy. According to the owner’s and officials I interviewed in the beginning of the development the lease price was 125 birr/ sq. meters by negotiation and there were established height limits with a maximum height of ten stories and minimum height of five stories but there were no restrictions or guidance on built up ratio & other requirements for the implementation. After the master plan revision completion in 2002. the site becomes a tertiary center with the minimum height of four storey structure despite the consideration of local roads and other factors in the site.

It is also a 32 hectare development proposed to be minor sub center at one of the sub centers of Addis Ababa. It is also one of the strategic investment areas that are planned as a business district. The case study area is found adjacent to a proposed housing area for diplomats and it’s surrounded by existing mixed functions mostly serving as residential area.

⁵⁹ Source: *Ibid*

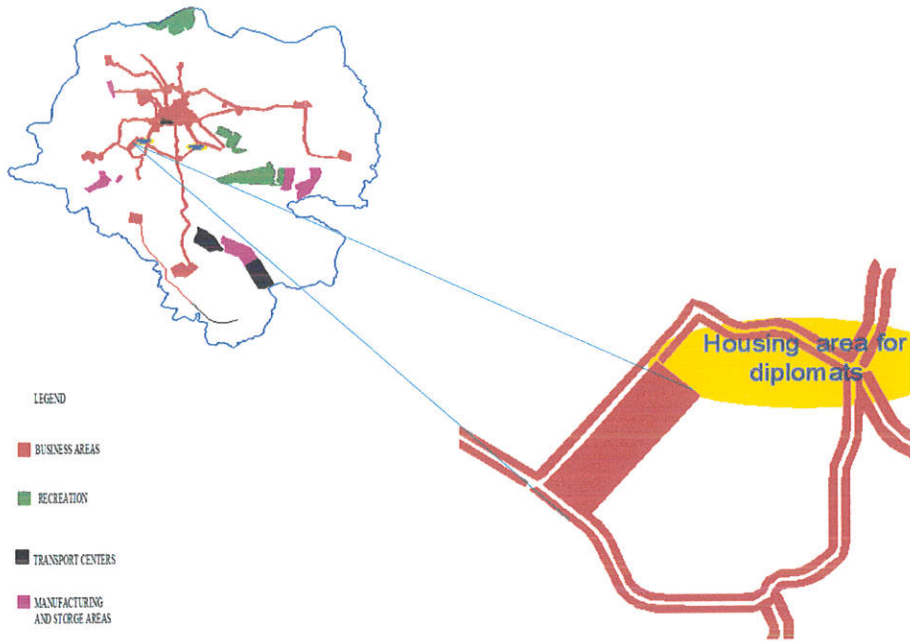


Figure 4.15 Strategic investment allocations in B.G.⁶⁰

In 2002, the evolution of African Union in Addis Ababa from its previous status of Organization of African Union influenced the development patterns of the site in certain ways.⁶¹

The government of Ethiopia, at that time promised for the African nations to grant a land with a minimum area of 2000 square meters of land and to name part of the streets of Addis Ababa on behalf of the nations. During this time, the site was partially vacant and ready for development, because of this more than eleven nations were allocated. During the process the government also adjusted and compromised some of the requirements of the site, such as minimum height, through the procedural and normative decision making processes discussed in section 2.9.

⁶⁰ Source: Structure map of Addis Ababa

⁶¹ The African Union is an intergovernmental organization consisting of 53 African states. Established on 9 July 2002, the AU was formed as a successor to the Organization of African Unity (OAU). The most important decisions of the AU are made by the Assembly of African Union, a semi-annual meeting of the heads of state and government of its member state. The AU's secretariat, the African Union Commission, is based in Addis Ababa, Ethiopia.



Figure 4.16 Algeria Embassy Residence.



Figure 4.17 Algeria Embassy Chancery.



Figure 4.18 Chinese Economic Commission.



Figure 4.19 Saharawi Arab Republic Embassy



Figure 4. 20 South Africa Embassy.



Figure 4.21 Libya Embassy.



Figure 4.22 Site of Burkina Faso Embassy.



Figure 4.23 Site of Mauritania Embassy.⁶²

⁶² Source: Figure 16- 23 Field Surveys

In 2008 local development plan commission again revised the minimum height requirement from four storeys to three storeys to integrate the structure plan to the existing situations and to harmonize the city with consistent height along the existing and proposed road side developments as shown in figure 4.2.

The unlimited option for the maximum height also influences the development trends in certain ways. According the data's from the lease department in Nefas Silk Lafto subcity, the 4th auction held in December 2009, the average price through lease reached more than 5000 birr per square meters and expected to rise for the coming few plots.

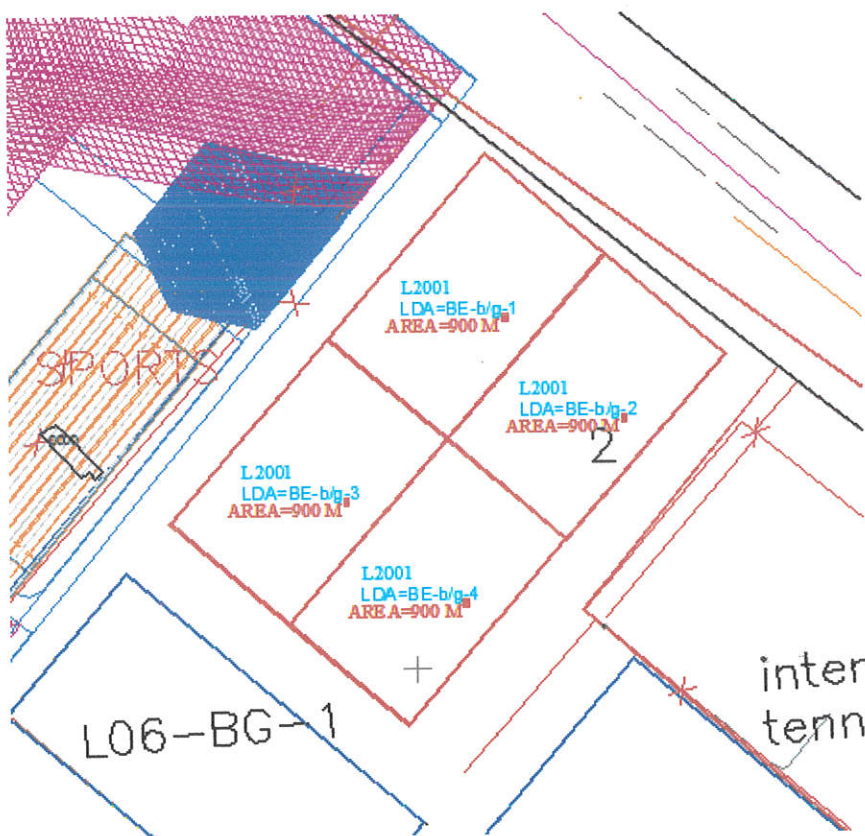


Figure 4.24 Fourth round lease auction sites⁶³

63 Source: Nefassilk Lafto Sub city Administration

It is also assumed by the professionals, commission workers, owners and the city administration officials that the lease price will rise due to some of the prominent structures erected in the site.

The grant of sheet metal shops through short term lease⁶⁴ small scale industry services by the city administration was at first intended to give services for the daily laborers on the construction sites now developed into micro cafes & restaurants for the employees of inhibited structure after completions. The increasing number of completed structure in the site also encourages the surrounding area in giving services for the users of the new structures.



Figure 4.25 B.G church small shops.



Figure 4.26 Metal sheet lease shops.



Figure 4.27 B.G church small shops.



Figure 4.28 Neighboring shops⁶⁵

⁶⁴ Short term lease is given to small income groups organized in cooperatives to use it a maximum of 5 years (currently reduced to 4 years) if the land is not in the program of development by the land development agency within the mentioned period. The construction will be commenced using easily dismantle able materials such as sheet metals.

⁶⁵ Source: Figure 25-28 Field Surveys

The establishment of the diplomatic institutions in the site is another economic factor for the site and its neighboring residents to construct luxurious residential houses to be rented for the diplomats generating foreign currency and building economic capacities of individuals and in other words implementing the proposals of the revised master plan to develop the surrounding as housing area for the diplomats.



Figure 4.29 Neighboring Rented Residence



Figure 4.30 Neighboring Rented Residence



Figure 4.31 Rented Residence



Figure 4.32 Rented Residence for Embassy



Figure 4.33 Diplomat's Residence



Figure 4.34 Residence for the commissioner of A.U⁶⁶

66 Source: Figure 29-33 Field Surveys

The iconic⁶⁷ structures built on the case study area attracts the interests of various groups in the society, particularly those with profits seeking motivations, increasing the price of land at first and the image of the location as a successful business area.



Figure 4.35 Boren and Huda Real estates.



Figure 4.36 South Africa Embassy

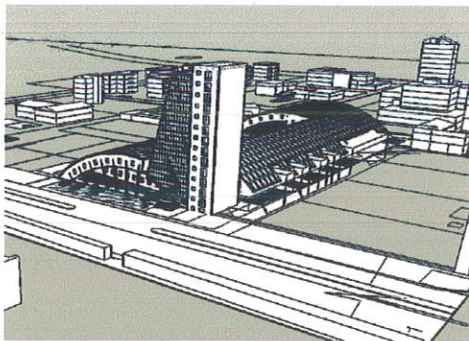


Figure 4.37 Samson Sport Center.



Figure 4.38 Samson Sport Center.



Figure 4.39 Adot Multiplex⁶⁸.



Figure 4.40 Adot Multiplex⁶⁹.

⁶⁷ Iconic structures are selected due to their height, massiveness, economic influence, outstanding design and their significance in the surrounding.

⁶⁸ Figure 4.37 & 4.39 are the intellectual products of Zeleke Belay and Mesfin consulting architects and engineers.

⁶⁹ Note also the transformation of the erected structures from design to implementation phase.

The transformation of the function from offices to hotels, luxurious residential units and related services also indicates the influence of diplomatic missions established in the area. The international institutions & NGO's rented the completed structures are part of the influence in the transformation of the structures from their intended services.



Figure 4.41 Office converted to Luxurious Residence



Figure 4.42 Office to Hotel



Figure 4.43 Apartment to Office.



Figure 4.44 Store to School⁷⁰

As mentioned in section 3.4.1.1 the revised master plan of Addis Ababa executive summary report states as part of the reasons and the goals of Addis Ababa is to be irrefutable center for Africa i.e. to function as the major gateway to Africa, as a representation of African cities and to be Africa's diplomatic capital. Bisrate Gebriel is one of the sites that accepted these goals and visions in the implementation process and imprints its effect in the diplomatic activities of Addis Ababa, Ethiopia in general, was bestowed deservedly by its historic role, even though it was not intended to be one.

⁷⁰ Source: Figure 41-44 Field Surveys

4.4 Analysis of the urban structure & its spatial quality in Bisrate Gebriel

Bisrate Gebriel's urban design was planned using the structures that surround the blocks. The building heights were limited to a height of 10storeys and with setbacks from each other & the structures. Each building are free standing and provided with their facilities such as parking, green areas, septic tank, and other requirements the building code suggests for a single building to fulfill.

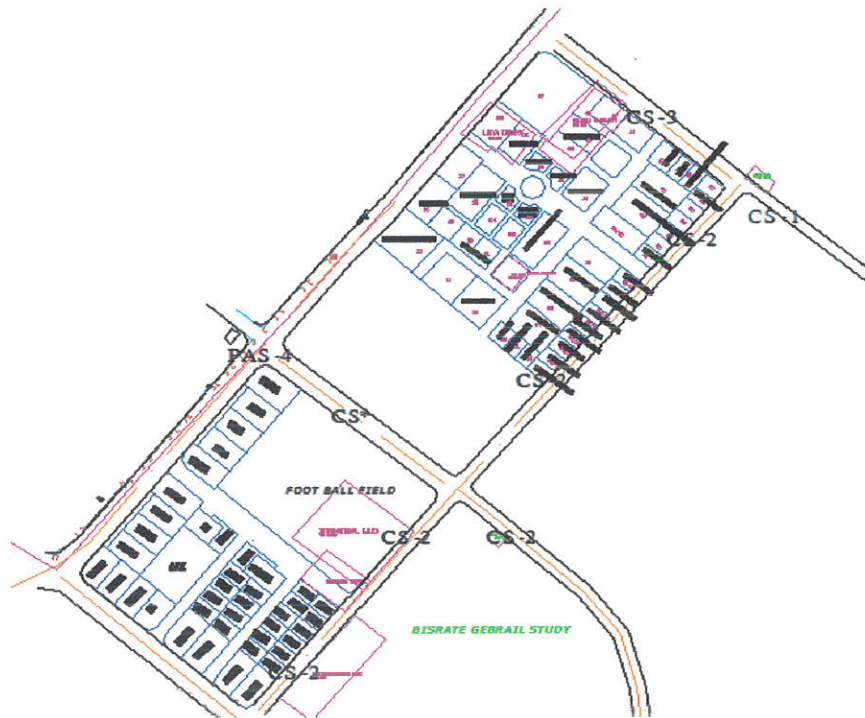


Figure 4.45 Bisrate Gebriel's proposed parcelation plan.⁷¹

The composition of functions such as diplomatic missions, residences, offices, apartments, hotels, real estates, government organizations, warehouses, sport centers, hospitals and religious structures gives the site significance in terms of its urban design role in Addis Ababa.

Due to some of the notable structures on the site for their height, economic influence due to their massiveness or outstanding design, the area can be perceived as landmark. (See section 4.3) This site accommodates high rise, middle rise and other structures with built up areas greater

⁷¹ Source: Nefassilk Lafto Sub city Administration

than 60%⁷². Thus, increasing the inhabitants of the area notably and creates congestion.⁷³ The open field in Bisrate Gebriel church that is getting reduced there to small services is the only visible open space to serve for the neighborhood and the city at large serves as breathing point by its large open space serving as a green area for the whole site.

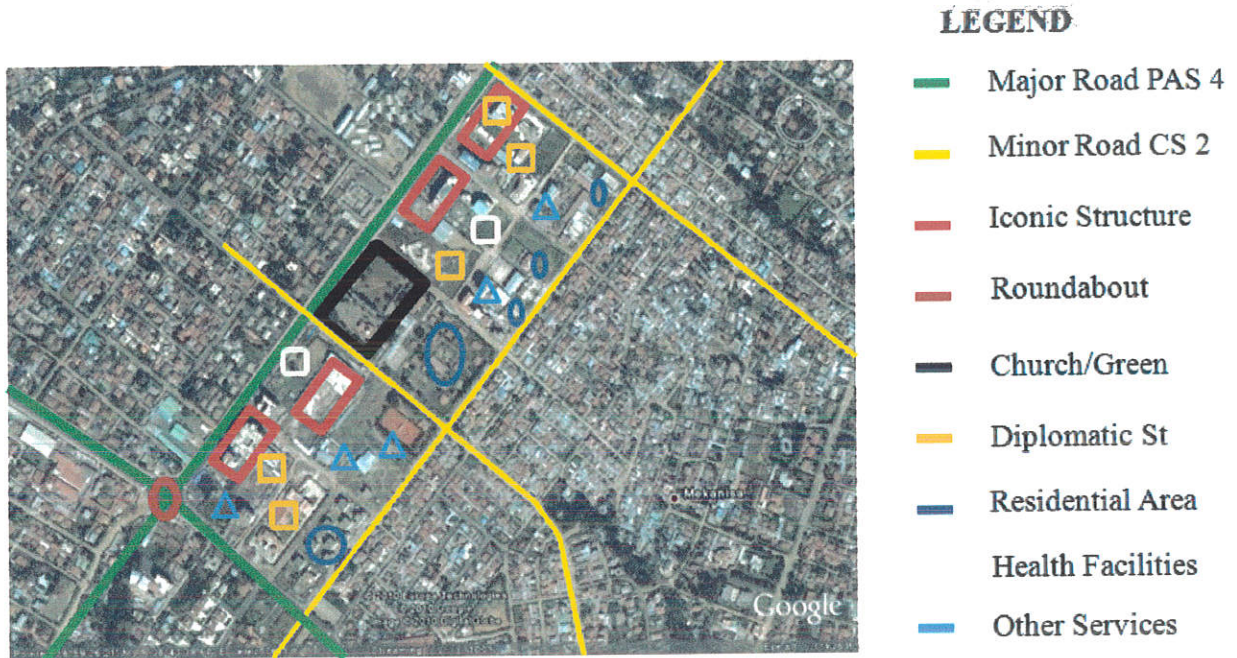


Figure 4.46 Goggle Map showing some prominent structures, green and existing surrounding⁷⁴

The size of the 75 plots on the site varies from 500m² up to 10000m² excluding the existing structures of Bisrate Gebriel Church and S.O.S. Children’s Village which constitutes 12.5% of the project site. The roads that surround & cross the site cover 26.25 %. The rest i.e. 61.25% of the site is the developed /to be developed part. The height of the structures on the site varies from 7 meters to 42 meters, which is the highest currently, is the highest and with the road width that varies from 30 meters primary streets to 4 meters of pedestrians access. All the plots have at least 10mts main roads.

⁷² The built up area ratio is not stated on the LDP, therefore, it is assumed to be as per the code states with at least 60% for private services and 75% for public services. Built up area ratio for a building structure had officially begun implementation after 17/97 building permit regulation in 2005 were put into use, but it was practiced mostly after the revised master plan in 2002.

⁷³ Even though the master plan states the minimum height requirements and built up area ratio, it does not state in its detail plans the massing of the blocks in relation to the plot size and the maximum height to control the skyline.

⁷⁴ Source: Goggle Earth map edited by Auther

THE CASE OF BISRATE GEBRIEL AND JEMO 1

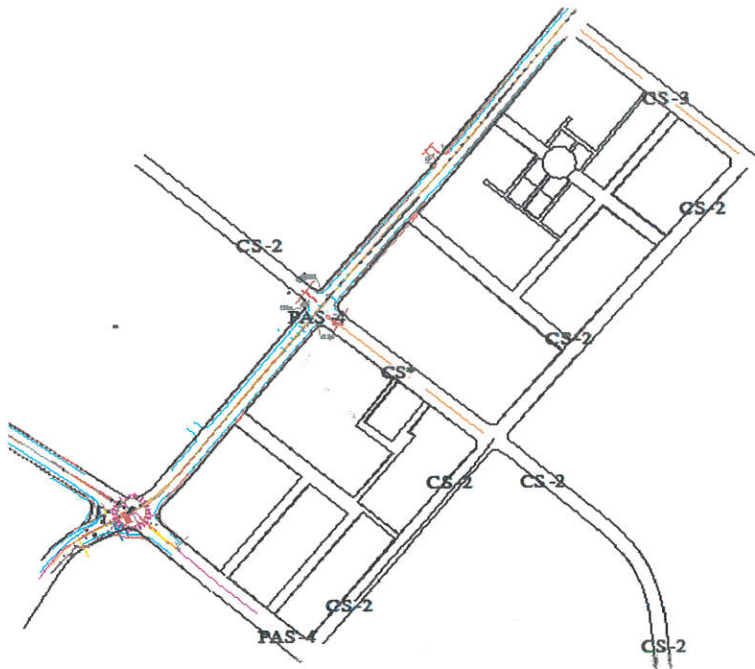


Figure 4.47 Bisrate Gebriel's existing Road network.⁷⁵

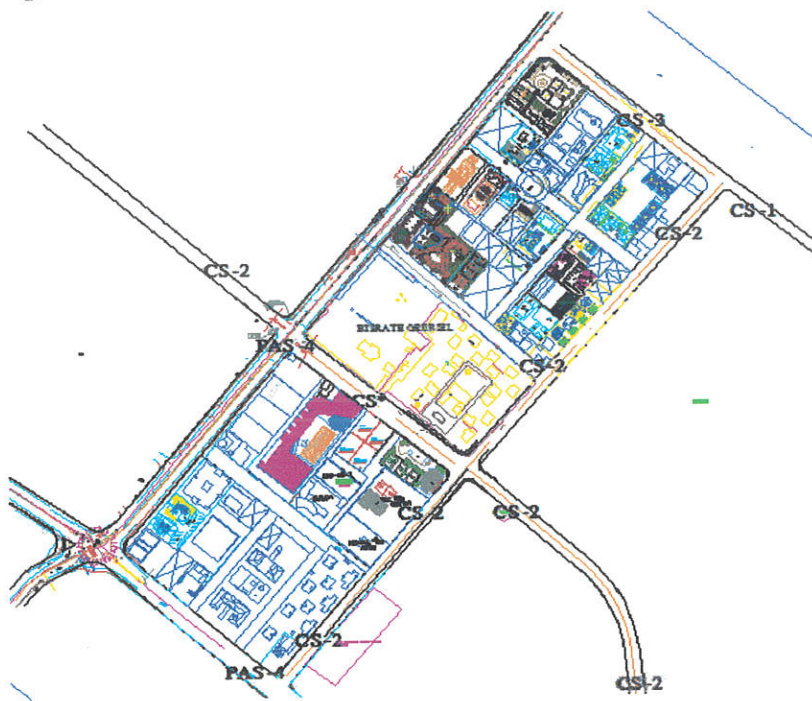


Figure 4.48 Bisrate Gebriel's existing and proposed blocks.⁷⁶

75 Source: Nefassilk Lafto Subcity Administration and edited by Author
76 Source: Ibid

THE CASE OF BISRATE GEBRIEL AND JEMO I

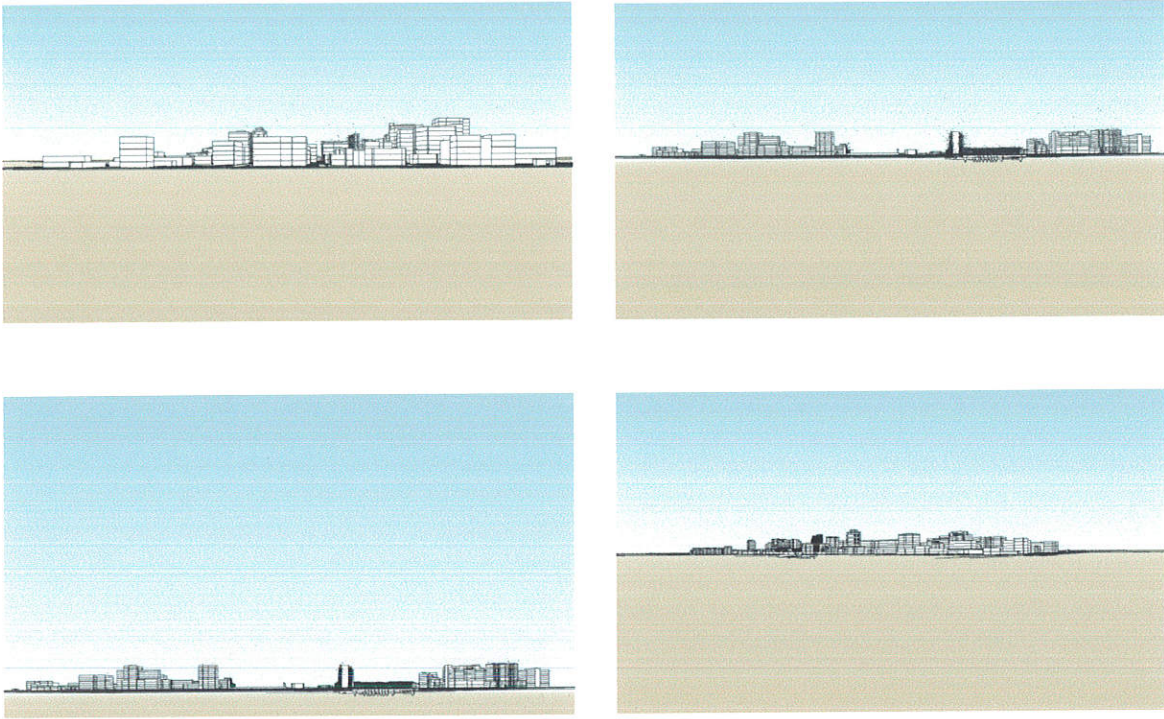


Figure 4.49 Sky lines of existing and proposed blocks.⁷⁷

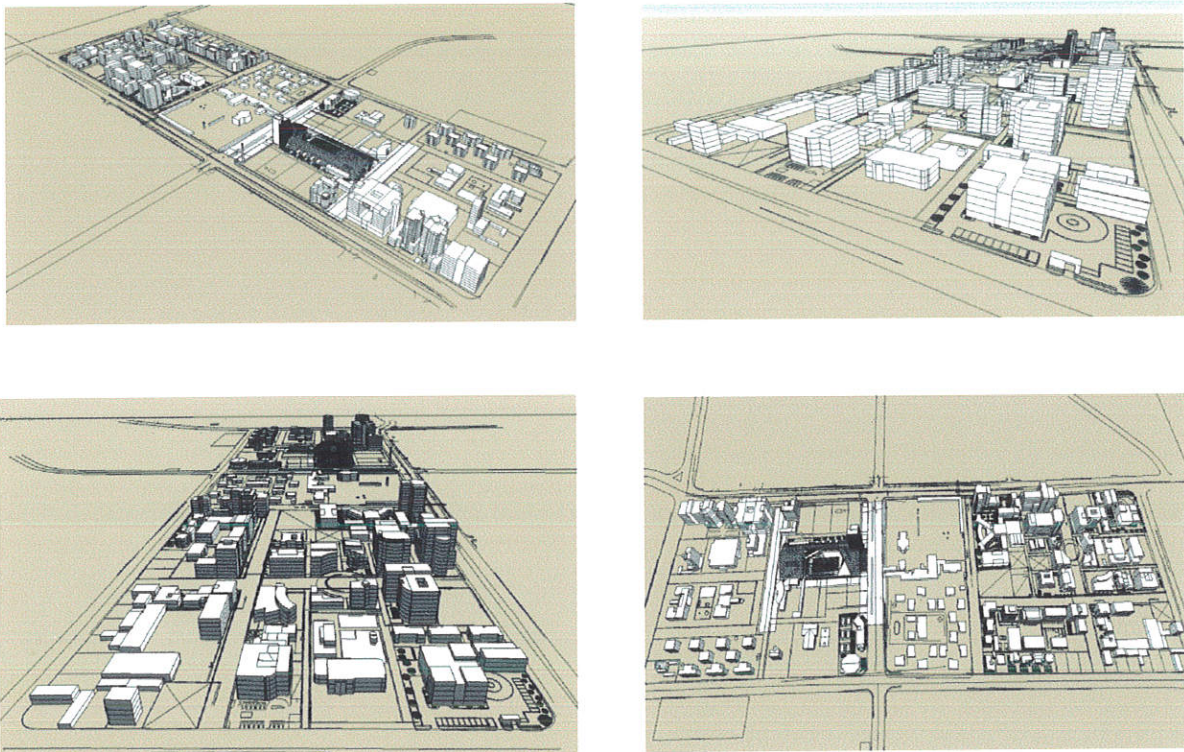


Figure 4.50 3Dimensional views of existing and proposed blocks.⁷⁸

⁷⁷ Source: Projected By Author

⁷⁸ Source: Ibid

4.5 Jemo I, Case Study II

Jemo I is located at the south-west of Addis Ababa covering around 92 hectares of land on the expansion area 1.6km and 2.5km from the ring road on the Mekanissa Michael Roundabout and Lebu Roundabout respectively, next to the existing China Glass Factory in Nefassilk Lafto sub city at the boundaries of Kebele 01 and 02. The site is mostly surrounded by private residential developments and crossed by PAS 4-30 and PAS 3-40 roads. The name is given to the site since it is known as Jemo customarily by the previous settlers and farmers of the surrounding area.

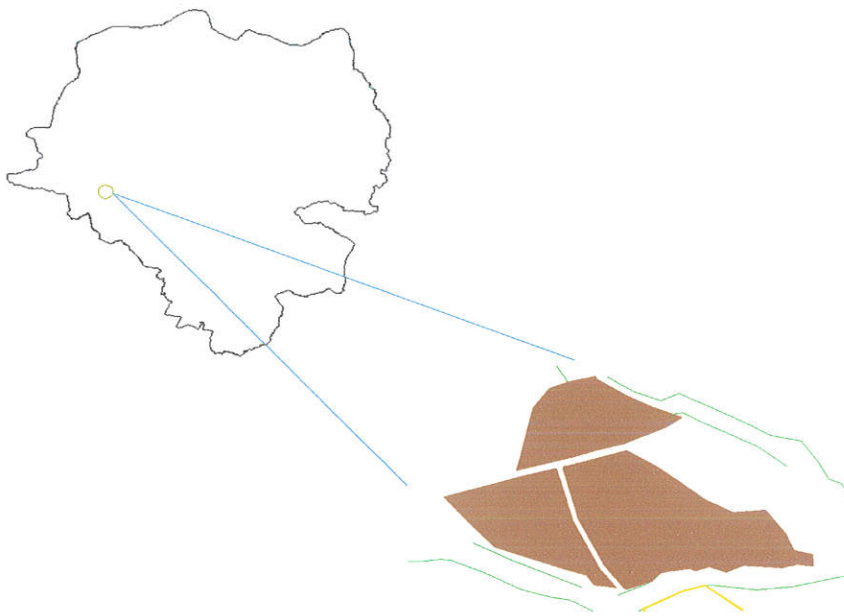


Figure 4.51 Location of Jemo I⁷⁹

4.6 Structure of Jemo I

According to the map of the structure plan of the revised master plan the site was originally reserved for a green area as wood land. But due to the alarming growth rate of the area as a residential area and the need for the provision of the public houses, the city government of Addis

⁷⁹ Source: Structure map of Addis Ababa

Ababa revised the location as a mixed use area. The building height of the site varies from one storey to five storeys.

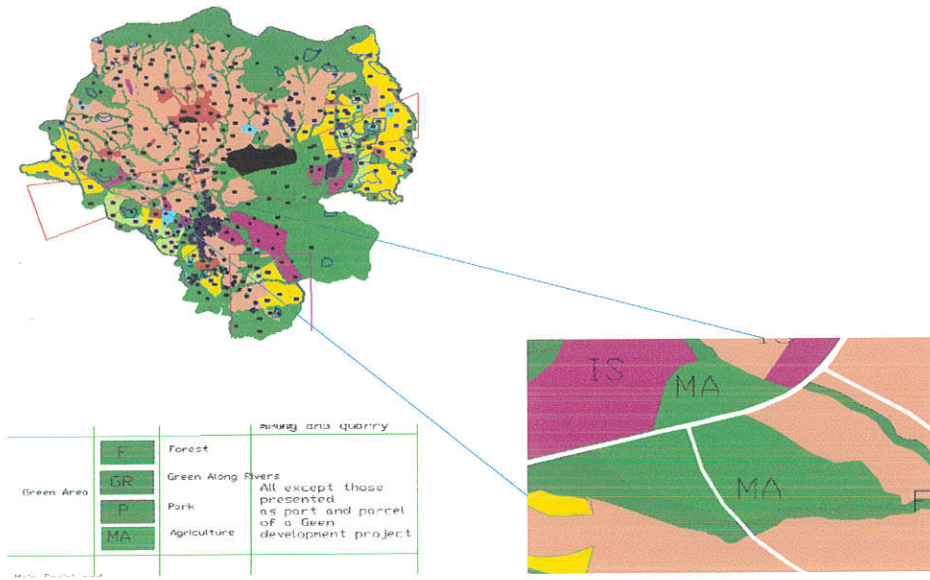


Figure 4.52 Land use of Jemo I⁸⁰

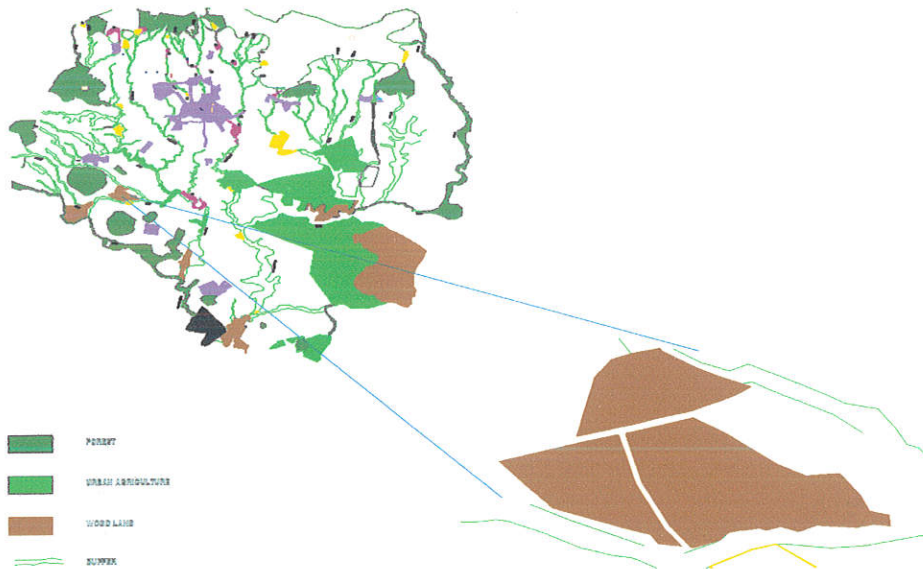


Figure 4.53 Environmental Map of Jemo I⁸¹

⁸⁰ Source: *Ibid*

⁸¹ Source: *Ibid*

4.7 Development Strategies and Trends of Jemo I

Jemo I LDP was studied by Addis Ababa Housing Development Project Office On behalf of urban plan preparation & Inspection Department of Addis Ababa in 2007 by fulfilling the strategies mentioned in section 4.2 for Bisrate Gebriel but according to the manual the study focuses only on spatial/physical aspect (Absence of socio-economic study). This means the exact target groups who are assumed to live in the social housing are not clearly known, however assumptions are taken based on earlier practices especially in determining the mix of housing typologies in number of bed rooms; The study was framed by predefined condominium building blocks and this may create monotony of silhouettes line; Some constructions (e.g.. Roads) are undertaken parallel with this study so that sometimes it has make data hard to find; Messy placement of important data in the Land development & administration and finally; Time (the LDP & residential neighborhood study was expected to be completed within three months of time).

It was also designed in detail and built as a neighborhood from an off centered roundabout on the site by composing three block types to accommodate 337 condominium blocks that inhabits 9090 residential flats and 710 shops within the five storey structures, 24 two storey and 55 single storey structures that serves as communal and service functions for the blocks.

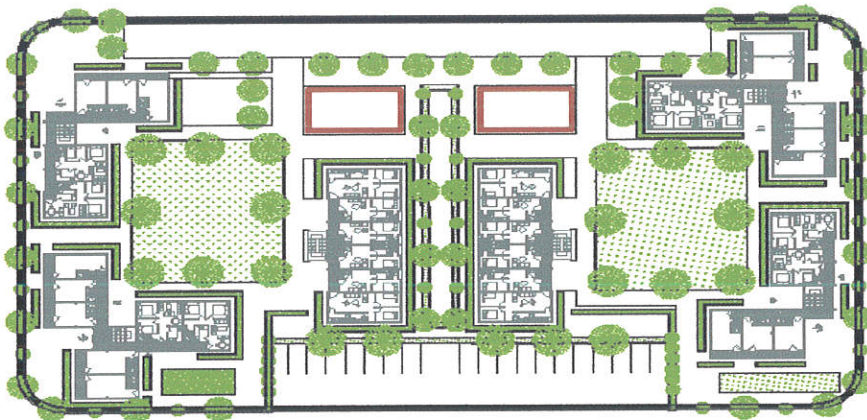


Figure 4.54 Typologies of blocks⁸²

82 Source: Nefassilk Lafto Sub city housing development branch office

On these 337 condominium blocks 2085 studio types, 3738 one bed rooms, 2028 two bed rooms, 1239 three bed rooms and 710 shops on ground floors of the blocks are incorporated.

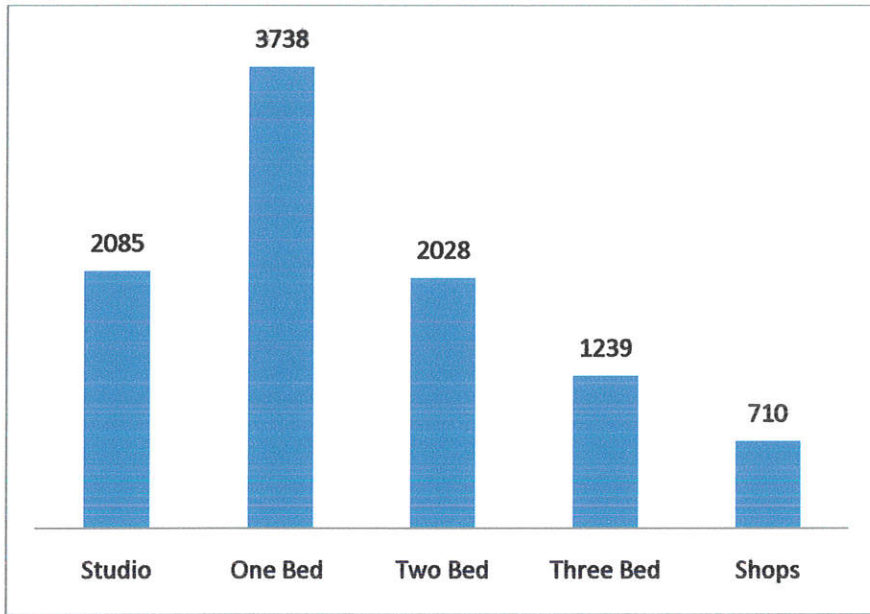


Figure 4.55 Number of House types.⁸³

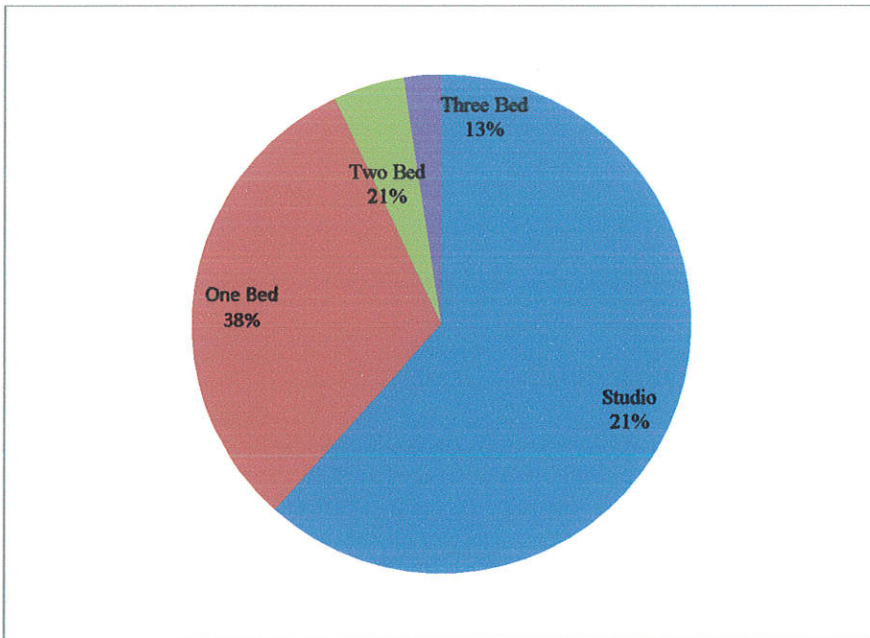


Figure 4.56 Percentage of House types.⁸⁴

⁸³ Source: Compiled by author from AAHDPO

⁸⁴ Source: *Ibid*

The neighborhood design also accommodates 72 open spaces to be developed by private investors and government as health centers, schools, open markets, commercial centers, administrative centers, fire brigades, police station, sport fields, water well areas and other open spaces to be used according to the future needs in addition to the green areas.⁸⁵



Figure 4.57 Detail arrangement of the site.⁸⁶



Figure 4.58 Google map of the site.⁸⁷

⁸⁵ The layout of the LDP show off street parking on major streets despite the restrictions of the Building Permit Code 17/97.

⁸⁶ Source: Nefassilk Lafto Sub city Administration

⁸⁷ Source: Google Earth modified by Author

Even though the site was originally reserved as green area as mentioned in section 4.6 it started to develop mainly as a neighborhood condominium residence to satisfy the housing needs the city requires. But, due to the main roads crossing the site, it is also influenced as a commercial area.⁸⁸



Figure 4.59 Partial view of the site



Figure 4.60 Open spaces for private commercial services



Figure 4.61 Main Street crossing the site



Figure 4.62 Vacant spaces on street sides



Figure 4.63 Main Street crossing the site



Figure 4.64 Reserved Green for condominiums⁸⁹

⁸⁸It is the observation of the researcher that most of the commercial areas that are auctioned to lease in round 11 attracts the private developers to be used as warehouses due to their proximity to neighboring industrial areas, the ring road and their own relatively wide areas.

⁸⁹Source: Figure 59-64 AAHDPO

4.8 Transferring Techniques of Jemo I

Condominium structures are transferred to the current owners by lottery, allocation⁹⁰, and auction systems.

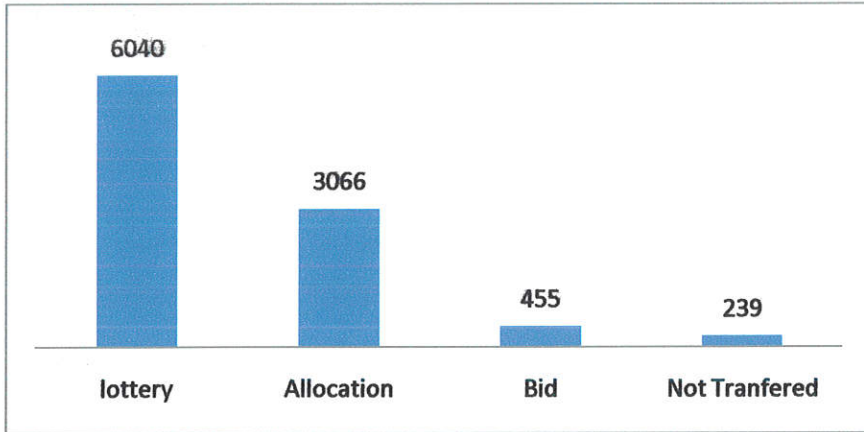


Figure 4.65 Number of houses transferred.⁹¹

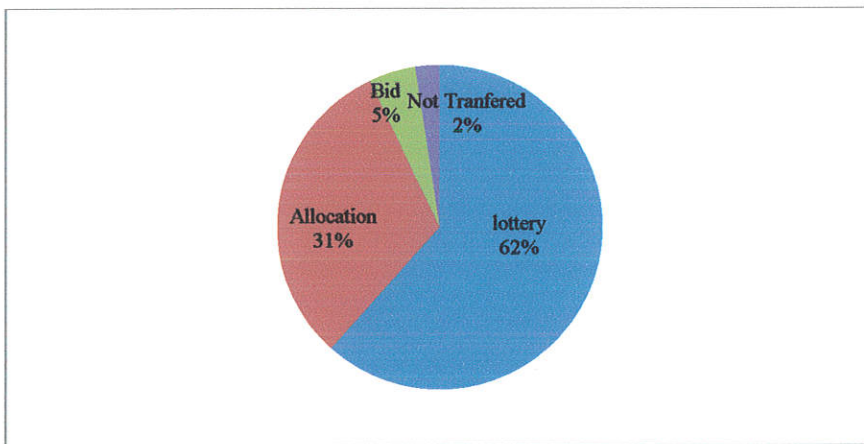


Figure 4.66 Proportion of transferred Houses.⁹²

The open lands are also prepared and partially transferred through lease auction on the 11th round and the Government facilities will be expected to be transferred through allocation by the Nefassilk Lafto sub city Land Administration lease sub process office.

⁹⁰Lease allocations are mostly given to kebele house owners of Addis Ababa renewal sites such as Lideta , Basha Wolde and newly constructed main road developments.

⁹¹ Source: Compiled by author from AAHDPO

⁹² Source: Ibid

PART V FINDINGS, CONCLUSION, RECOMMENDATIONS

5.1 Findings

As mentioned in the background study the aim of this thesis is to assess and understand using international and local experiences what the basic design frameworks, planning approaches methods of design and implementation strategies are, and to what extent they are used in the development process of the selected sites.

Therefore, this section of the thesis discusses the major findings of the research expressed as follows

- Weak Collaboration among Stakeholders and Professionals
- Incomplete Codes and Regulations
- Weak Public Participation
- Weak Implementation Capacity
- Weak Motivation to Implement Plans
- Weak Integration of Review and Control of Plans

5.1.1 Weak Collaboration among Stakeholders and Professionals

Designing and implementing urban design using its implementing strategies is a collaborative process for it to function successfully. It must evolve collaboration between and among;

- Public and private sectors
- Design professionals
- Professionals and clients
- Different researchers
- Sponsors and users
- Researchers and designers

A successful collaboration is inevitable if there is a common understanding on the nature of design and development strategies and processes. A collaborative action includes not just architects, planners, engineers and surveyors, but also developers, investors, occupiers, civil servants, politicians, event organizers, crime and fire prevention officers, environmental health officials, and many others. Individuals and groups engage in the development processes and strategies in different capacities and with different objectives.

Many different stakeholders also involve in designing changes in the physical fabric of cities. Each profession has a specific area of competence and tends to see the environment in terms of its expertise. It is clear that a wide variety of expertise is necessary to deal with design problems in anything that approximates a holistic way.

In addition, in section 3.3 of the contextual review, Federal Democratic Republic of Ethiopia Urban Planning Proclamation No574/2007 page 4067, states that all stakeholders should fully participate strategically for the general well being of the society and the environment.

Nevertheless, due to the lack of the above mentioned collaborations, Bisrate Gebriel, minor center, which was designed at first as 'ketena' center by few professionals, in master plan shifts without a design review to match the changed political, economic, social policy frameworks and development strategies as mentioned in section 3.4.1 especially urban planning paradigms that are developed to serve the master plan generating haphazard developments that lead to shifts in the intended outcomes.

This phenomenon is also true for Jemo I site which was planned without the necessary collaborations to be developed by public sector as condominium housing and by private investors as commercial and other supporting services. The area is now challenged to be developing into industrial and storage services area contrary to the original plan and without formal review of the plan.

5.1.2 Incomplete Codes and Regulations

One of the ways to ensure the consistency and predictability of cities is through codes and regulations. These codes and regulations should be designed at an urban level focusing on physical structures describing the building volumes, articulations (building materials, colors and other surface design issues) and relationship to the streets- either to protect and enhance their historic character or to develop a character of their own-so that the city can benefit from its outcomes. It should also make also make relationship with the architectural codes.(Carmona et.al 2007).

As it is mentioned in section 2.11.2 of literature review codes and regulations provide and enhance the quality of life by creating and maintaining a comfortable and safe environment.

In addition, in section 3.4.1.3.1 of the contextual review, legal components of the local development plans ensures harmony and spatial integrities of cities.

Despite these legal frameworks codes and regulations to control the LDP's at an urban level is nonexistent. Projects are reviewed by authorities for approval and construction on a single project basis. Urban contexts can only be understood in building permit regulations through setbacks between blocks and at street level. But these setbacks only focus on single structures rather than overall image of the urban effects.

In implementing the development strategies, the legally binding codes and regulations, such as lease agreements focuses basically on payment schedules, development years and building heights. To act as a legally binding document it should also show in detail guiding frameworks that are coordinated with other implementing strategies.

5.1.3 Weak Public Participation

Public participation is central to the development of a nation; particularly where the degree of power has been delegated to the public implies decentralized administration.

Public participation in the process of design and implementation is a key factor in the definition of sustainable development. Urban development is the result of a participatory process. An important aspect of a designer's skill is therefore, the development and use of a menu of techniques of public participation for incorporation into the design process. These techniques range from anthropological studies establishing essential cultural data, user studies and planning surveys, through informative techniques such as the exhibition, press notice and other media means of communication, to administrative procedures such as planning appeals and public inquiries. People's views can also be elicited at public meetings or sought through the electoral process by the inclusion of planning matters in political manifestos. Finally, there is a group of more active forms of participation, such as community design exercises, self-build operations and procedures for community administration and control.

Ethiopia's Federal Negarit Gazeta Proclamation number 17/2004, states the levels of public participation while local development plan is being prepared as follows;

- An opportunity shall be given to the residents of the city residing in the area covered by the plan and affected to have clear knowledge and discuss it;
- Shall present the exhibits for those residents of the city who are interested to see.
- One day meeting shall be arranged for the residents of the city during which opinion about the general idea and strategy are gathered;
- Where an objection is raised by any person the manager shall give within ten days in a written form an explanation of as to what extent the objection is considered.

Public participation is one of the major components of the design and planning process in LDP preparation in addition to other factors as shown in figure 3.5. However public participation has been insignificant on both sites in the preparation and implementation processes, rather it is initiated and completed with orders and involvement of few decision makers and professionals especially architects and planners.

5.1.4 Weak Implementation Capacity

Understanding the processes of urban design and development is fundamental to structuring and carrying out the overall design-implementation processes. Design and implementation strategies are designed by considering the contexts of the existing situations, but during the processes;

- Lack of understanding the capacities of different public sectors in terms of budget, finance and other strategic constraints despite the strategies stated in section 3.4.1.3.
- Lack of understanding the responsibilities and co-ordinations of the public sector and its relationships with private sector.
- In implementing the regulations, codes and standards; shortage of human resources, financial constraints and ineffectiveness of implementing offices are the major hindrances.

5.1.5 Weak Motivation to Implement Plans

Urban design strategies consists of development agendas, defined goals and objectives embodied in the description of a desired system and assertion about what the built environment should afford in order to fulfill the function required of it. it also involves a series of decisions starting from a general statement to specific activities that are involved up to implementation.

As mentioned in section 2.10 of literature review, to meet the goals of development strategy ‘in our case decentralization’ strategies are developed by incorporating key components of design policy and frameworks.

The master plan is, therefore, structured following the basic principles of urban design and development strategies using structure plan to implement development policies that also incorporate global issues in addition to the other issues mentioned in section 3.4.1.2.

The local development plans, which are the minor reflections of the structure plan which are intended to serve as an implementing tool for the master plan through the structure plan are also designed to meet the development objectives, implementation techniques, roles of implementing bodies, required institutions, local economic dynamisms, concrete standards, spatial frameworks, budget and time of implementations using standardized mechanisms as mentioned in section 3.4.1.3 of the contextual review.

To realize the above mentioned strategies, offices are organized hierarchically from planning to implementation and controlling through different sectors from top-bottom to horizontal links in order to bring about sound development.

However, during these processes of urban development, plans (structure and local development plans) are deviated by the decision makers and professionals to accommodate the unpredicted phenomenon the city faces.

In case of Bisrate Gebriel, due to the need to firmly establish African Union head quarters in Addis Ababa for the best interest of the nation, 12% of the plots were allocated through lease and other means as mentioned in section 4.2, without revising the development intentions of the site. This allocation of the site for the diplomatic institutions using the legal implementation strategies of lease, building permit and regulatory procedures, has changed the plan to develop the site as a minor sub center as proposed by the revised master plan even though it serves Addis Ababa's vision to develop as Africa's diplomatic center.

In case of Jemo I, due to the need to implement the housing supply strategy, the site was changed from green area that serves as wood land to a mixed use area.

5.1.6 Weak Integration of Review and Control of Plans

Control and review of plans were not basically attempted on both sites in an integrated manner in design and implementation processes mainly due to the following reasons.

- Time constraints
- Professional constraints
- Financial constraints and
- Lack of awareness of the public as well as the project initiators

5.2 Conclusion

The process of urban design and its implementation strategies are complex and argumentative ones. In addition urban designers and public sectors face conflicts in understanding the consequences of their strategies since they are dealing with the future and plan under uncertainty about the best courses of actions to take.

Urban designers, therefore, need to be aware of the political, social and economic forces impacting on the situation, and be able to engage in the debate whilst having sufficient knowledge of the form implications of those forces such that the designers can lead the design team to produce as many outcomes as necessary to achieve consensus.

Thus, urban design strategies should be envisaged not only to satisfy the present needs but also not to preclude future possibilities by trying to attain open ended structures that could match the current as well as the future situations.

The purpose of this thesis is to assess and investigate the problems and opportunities of urban design strategies. As mentioned in section 5.1 of the findings the major problems were identified and the opportunities are understood in the literature and contextual reviews as theoretical and conceptual frameworks that are stated as design and implementation techniques to be used in the development process.

Within the above mentioned purpose, Bisrate Gebriel and Jemo I sites in Addis Ababa are used to understand the city wide approach by means of the case studies. Accordingly, the case studies indicate the following city wide trends;

- In Addis Ababa urban design strategies are not limited to the instruments of city plans detail plans, design reviews, design controls, design guides and the like only. They also include administrative decisions.
- Plans are not viewed by city authorities and government officials as objectives to be strictly implemented. They are viewed largely as documents to inspire implementation.
- Urban design and development is dominated by piecemeal (project by project or site by site) development approach.
- There is no systematic feedback mechanism by which urban designers and planners can learn from past mistakes.
- Public and stakeholder participation is underdeveloped component of planning in Addis Ababa.

5.3 Recommendations

Another objective of the research is to focus on problems identified by the research and recommend actions that can help to solve them. Accordingly the following five actions are recommended based on the findings and conclusion of the research;

- The city must strive to develop by applying internationally accepted urban design strategies while modifying the strategies to fit its local context.
- Government must strive to create conditions for the city to develop by using “standard” urban design strategies by fulfilling its manpower, finance and other logistic requirements.
- Professionals must strive to be advising to city authorities and government officials rather than acting merely as detail designers and implementers of administrative decisions.

- Plans must include statutory conditions under which other mechanisms such as administrative can be used to alter them.
- Professional associations and other pressure groups must strive to take clear position with regard to the goals and means of development of the city, increase awareness and consensus of the public and press for achievement of the goals by the agreed upon means.

Generally, the design strategies, frameworks and implementation mechanisms shall be laid out to create a better quality of life for everyone, conserving resources, protecting environmental assets and meeting the needs of the public at large in terms of the basic social, cultural, and physiological needs.

Finally, this thesis research has tried to see the problems and opportunities of urban design strategies focusing on the public sector strategies and objectives. However, the study doesn't cover other sectors objectives and involvements. Therefore researchers are recommended to study on these and other areas.

Bibliography

- Addis Ababa Building Permit Regulation no-1/97, (1997EC) Ministry of infrastructure and building authority, Yekatit, Addis Ababa (Amharic version)
- Bacon, Edmund (1974). *Design of Cities*. London: Thames and Hudson.
- Barnett, Jonathan (1982). *An Introduction to Urban Design*. New York: Harper & Row.
- Barnett, Jonathan (1974). *Urban Design as Public Policy*. New York: Architectural Record.
- Barnett, Jonathan (1987). "In the public interest: Design guidelines." *Architectural Records*, July 1987.
- Carmona. Matthew, Tim Heath, Taner Oc and Steve Tiesdell (2003). *Public Places, Urban Spaces: The Dimensions of Urban Design*. Oxford: Architectural Press.
- Carmona. Matthew and Steve Tiesdell (2007). *Urban Design Reader*. Oxford: Architectural Press.
- Creese, W.J. (1994) in Unwin, R. [1909]. *Town Planning in Practice: an introduction to the art of designing cities and suburbs*. New York: Princeton.
- Lynch, Kevin (1981). *A Theory of Good City Form*. Cambridge: the MIT Press.
- Chambers twentieth century dictionary
- Cullen, Gordon (1976). *The Concise Townscape*. New York: Van Nostrand Reinhold.
- Donald Watson, Alan Plattus and Robert Shibley (2003). *Time –Saver Standards for Urban Design*: McGrew- Hill Companies.Inc.
- Elizabeth Burton and Lynne Mitchell (2006). *Inclusive Urban Design: Streets for Life*. Oxford: Butterworth Architecture.
- Federal Negarit Gazeta Proclamation No.574/2008, Urban Planning Proclamation
- Globalization and uneven urbanization in Africa: the limits to effective Urban governance in the provision of basic services Fantu Cheru American University.
- Hall, A. C. (1996). *Design Control: towards a new approach*. Oxford: Butterworth Architecture.
- Heru Wibowo Poerbo (2001) *Urban Design Guidelines as Design Control Instrument with a case study of the Silver Triangle Superblock, Jakarta*, PhD dissertation, Kaiserslautern 2001.
- Jacobs, Jane (1961). *The Life and Death of Great American Cities*. New York: Random House.
- Lang, Jon (1994). *Urban Design: The American Experience*. New York: Van Nostrand Reinhold.

- Lang, Jon (2005). *Urban Design: The Typology of Procedures and Products*. Oxford: Architectural Press.
- Local Development Plan at JEMO In Nifas Silk Lafto Subcity Kebele 02 Addis Ababa, Ethiopia By Addis Ababa Housing Development Project Office On behalf of Urban plan preparation & Inspection Department of Addis Ababa. Study Team Baymot Tsegaye, Tibebe Assefa & Nebyou April, 2007
- Local Development Plan Preparation Manual, Policy Study and Plan Commission. September (2004)
- Local Development Plan Manual, Ministry of Works and Urban Development. Federal Urban Planning Institute. September (2006)
- Mark Angelel and Dirk Habel (2008) *Cities of Change Addis Ababa, Transformation Strategies for Urban Territories in the 21st Century*
- Moughtin, C. (1992). *Urban Design: Street and Square*. Oxford: Butterworth Architecture.
- Moughtin, Cliff, Rafael Cuesta, Christine Sarris and Paola Signoretta (1999). *Urban Design: Methods and Techniques*. Oxford: Architectural Press.
- Norms and standards of the Addis Ababa Structure Plan Components. May (2002)
- ORRAMP Office For The Revision Of Addis Ababa Master Plan, Executive Summary Report December (2002)
- Proclamation No.7, 1993: National guidelines of urban land lease holding regulation. The transitional government of Ethiopia. Addis Ababa, Ethiopia.
- Proclamation No.574/2008: Federal Negarit Gazeta A Proclamation to Provide for Urban Plans. Addis Ababa, Ethiopia.
- Proclamation No.272/2002: Federal Negarit Gazeta. Re- Enactment of Urban Land Lease Holding Proclamation. Addis Ababa, Ethiopia.
- Proclamation No.3, 1994: Region 14 urban land lease holding regulation. Addis Negari, Addis Ababa, Ethiopia.
- Proclamation No.17, 1997: Region 14 Building Permit regulation. Addis Negari, Addis Ababa, Ethiopia.
- Punter, J. and M. Carmona (1997). *The Design Dimension of Local Plans: theory, content and best practice*. London: Chapman & Hall
- Punter; John (1999). *Design Guidelines in American Cities: A Review of Design*

I certify that this thesis is my work and that all sources of materials
have been duly acknowledged

Alanna

University

1/12/2009

I am authorized to have this thesis examined for examination with my approval as university advisor
