

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**ASSESSMENT OF MOTHER TONGUE EDUCATION POLICY
IN RELATION TO ITS IMPLEMENTATION IN GAMBELLA
ADMINISTRATIVE TOWN: (THE CASE OF AGNUAK
LANGUAGE).**

BY: TADESSE AKALU

June, 2011

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**ASSESSMENT OF MOTHER TONGUE EDUCATION POLICY IN
RELATION TO ITS IMPLEMENTATION IN GAMBELLA
ADMINISTRATIVE TOWN: (THE CASE OF AGNUAK
LANGUAGE).**

**A THESIS PRESENTED TO THE SCHOOL OF GRADUATE
STUDIES ADDIS ABABA UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF
MASTERS OF ART IN MULTICULTURAL AND MULTI LINGUAL
EDUCATION.**

BY: TADESSE AKALU

June, 2011

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**ASSESSMENT OF MOTHER TONGUE EDUCATION POLICY IN
RELATION TO ITS IMPLEMENTATION IN GAMBELLA
ADMINISTRATIVE TOWN: (THE CASE OF AGNUAK
LANGUAGE).**

BY:

TADESSE AKALU

APPROVED BY BOARD OF EXAMINERS

| | | |
|-------------------|-----------|-------|
| _____ | _____ | _____ |
| Chair Person | Signature | Date |
| _____ | _____ | _____ |
| Advisor | Signature | Date |
| _____ | _____ | _____ |
| Internal Examiner | Signature | Date |
| _____ | _____ | _____ |
| External Examiner | Signature | Date |

June, 2011

ACKNOWLEDGEMENTS

My deepest gratitude goes to my advisor Dr. Abebe Gebretsadik for making all efforts and sacrifices in order to maintain the success of the research.

My heart felt thanks also goes to my wife China Kuma for her moral support.

Furthermore, I would like to extend my heart felt gratitude to Gambella Administrative Town Educational Office for financial support so as to end the reach so successfully.

I am indebted to Elsabet Kebede for typing it in full form.

TABLE OF CONTENTS

| | |
|---|-----------|
| Acknowledgement..... | i |
| Table of Content | ii |
| Acronyms | v |
| Abstract | vi |
| CHAPTER ONE | |
| 1. INTRODUCTION | 1 |
| 1.1. Background | 1 |
| 1.2. Statement of the Problem | 3 |
| 1.3. The Area and the People | 7 |
| 1.4. Objectives of the Study | 8 |
| 1.4.1. General Objectives..... | 8 |
| 1.4.2. Specific Objectives..... | 8 |
| 1.5. Significant of the Study | 8 |
| 1.6. Delimitation of the Study | 9 |
| CHAPTER TWO | |
| 2. REVIEW OF RELATED LITERATURE | 10 |
| 2.1. Language in Education | 10 |
| 2.2 Argument over Mother Tongue Instruction | 11 |
| 2.2.1 Advantage of Mother Tongue for Instruction | 11 |
| 1.2.1.1. Psychological Advantage of Mother Tongue..... | 11 |
| 1.2.1.2. Pedagogical Advantage of Mother Tongue | 12 |
| 2.2.1.3. Sociological Advantage of Mother Tongue | 13 |
| 2.2.2. Opposition on Mother Tongue for Instruction..... | 13 |
| 2.2.2.1. Economic Perspective | 14 |
| 2.2.2.2. Political perspective | 14 |
| 2.2.2.3. Problems Related to Transition Period..... | 15 |
| 2.3. Implementation of Mother Tongue Education | 16 |
| 2.3.1 The Issue of Writing System | 16 |

| | |
|---|----|
| 2.3.2 The Issue of Teaching Materials and References..... | 17 |
| 2.3.3. The Issue of Orientation to Changes | 18 |
| 2.3.4. The Issue of Teacher training..... | 19 |
| 2.3.5 The Issue of Community Participation | 21 |
| 2.4. Current Language Policy in Ethiopia | 22 |
| 2.4.1. Arguments against the New Language Policy..... | 24 |
| 2.4.2 Arguments for the Use of Local Language | 24 |

CHAPTER THREE

| | |
|--|----|
| 3. RESEARCH DESIGN | 27 |
| 3.1. Methodology..... | 27 |
| 3.2. Sources of Data..... | 27 |
| 3.3. Sampling Size and Sampling Techniques | 28 |
| 3.4. Procedure of Data Collection | 29 |
| 3.5. Data Collection Instruments | 29 |
| 3.5.1. Interview | 30 |
| 3.5.2. Focus Group Discussion | 30 |
| 3.5.3. Observation | 30 |
| 3.6. Data Analysis | 30 |

CHAPTER FOUR

| | |
|--|----|
| 4. DATA PRESENTATION ANALYSIS AND INTERPRETATION | 31 |
| 4.1. Background of Respondents..... | 31 |
| 4.2. Result and Discussion | 32 |
| 4.2.1. Data From interview | 32 |
| 4.2.1.1. Interview with Teachers | 32 |
| 4.2.1.2. Interview with parents | 35 |
| 4.2.1.3. Interview with school principle | 35 |
| 4.2.1.4. Interview with educational experts | 36 |
| 4.2.2. Data from focus group discussion..... | 37 |
| 4.2.2.1. The use of Teaching Aids and Reference Materials..... | 38 |
| 4.2.2.2. Translation Problem..... | 38 |
| 4.2.2.3. Classroom Interaction..... | 39 |

| | |
|---|-----------|
| 4.2.2.4. The Attitudes of Students | 39 |
| 4.3 Problems Encountered in Implementation of the Agnuak Medium of Instruction/AMI /Policy | 40 |
| 4.3.1. Teachers' Qualification and Training in the LOI, Agnuak..... | 40 |
| 4.3.2. The use of Agnwak Language in the class room by Teachers and Students | 42 |
| 4.3.3 Preparations made in AMI Curriculum Development..... | 44 |
| 4.3.3.1. Agnuak Script Formation | 44 |
| 4.3.3.2. Preparation and Translation of Text books | 45 |
| 4.3.4. The Availability of Text Books and Supportive Instructional Materials | 46 |
| 4.4. Attitude of Teachers Students and Parent Toward AMI | 49 |
| 4.5. Supports and Measures needed..... | 53 |
| 4.5.1. The Need for Teacher Recruitment, Training and Professional Development..... | 54 |
| 4.5.2. Schools' Actions and Resource in Enhancing AMI Implementation..... | 54 |
| 4.5.3. Schools Choices AMI for Primary Grades | 55 |
| CHAPTER FIVE | |
| SUMMARY, CONCLUSION AND RECOMMENDATIONS | 57 |
| 5.1. Summary..... | 57 |
| 5.2. Conclusion..... | 59 |
| 5.3. Recommendations | 59 |
| Reference | |
| Appendix | |

ACRONYMS

AMI - Anyaa Medium of Instruction.

MOI - Medium of Instruction.

LOI - Language of Instruction.

(Note. In this study, MOI and LOI have been used interchangeably)

ETP - The New Ethiopia Education and Training Policy

TTI - Teachers' Training Institute (one year program)

Abstract

In Ethiopia the use of mother tongue as a MOI for formal education widely started with the adoption of the new education and training policy of 1994. Thus, several nationality languages are being used as medium of instruction. Anguak is among these languages. The purpose of this study is to assess the implementation of mother tongue education using Anguak language as a medium of instruction in Gambella Woreda (Gambella Town) and also examining the attitude of teachers, students and society to ward the use of this Anguak language as a medium of instruction and suggest possible solution to the problem. To this end, research employed a survey descriptive research methodology. The study's sample includes teachers, students, parents and educational and language experts in the town.

Data was collected using interview, focus group discussion and observation. Qualitative methods was used to analyze datas.

Absence of in service training, the negative attitude of the students, parents and teachers toward using Anguak medium and absence of reference material are among the major findings of this research. Therefore so as to solve the problem of implementing Anguak medium of instruction teacher should receive in service training in Anguak context, Anguak medium reference material should be design, Ethnic and linguistic complexity should take in to consideration by the Regional government and assessment and evaluation should be incorporated into implementation of AMI Anguak policy.

CHAPTER ONE

INTRODUCTION

1.1. Background

In the educational process the role of language that is used as a medium of instruction is the most important of all. This is because the effectiveness of this process is dependent on the existence of effective communication between teachers and students. This effective communication takes place when the appropriate language (medium of instruction) is used (Emenanjo, 1990:62). Under such situation, a question may arise as to which language (medium of instruction) is more important for class room instruction through which the child would be initiated to participate in activities in his social setting?

As a numerous scholars suggest, it is the child's mother tongue has to learn in the primary grades using his mother tongue. The advantage of this for the child is an individual ease, speed of expression, greater self esteem, greater independence of thought, a greater certainty, firmer grasp and longer retention of the subject matter (Rubin and Jernudd, 1971). Conversely using the weaker language of a child over which the child has no relative mastery, according to Macnamara (1967), affects both the child's grasp and speed of reading.

Similarly, other scholars argue that teaching a child using his mother tongue is not only useful because of its pedagogical suitability, but also it is a matter of a child's right: the denial of the mother tongue to the minority is a discrimination against the minority and a violation of human right (Spolsky, 1986: 14 Lynch, Modgil and Modgil 1992:16). That is why Jones (1926) states that no greater in justice can be committed against people than to deprive them of their own language. Fafuna (1987:466), more intensifying this argument writes that taking

his mother tongue away from indigenous speaker is like removing his soul.

In Ethiopia, since the introduction of modern education around the turn of 20th century, language policy regarding education has been changed many times due to external influence and political interests of the leaders of the time (Macnab 1989:112). As mentioned by Macnab, the use of language, foreign languages (particularly French) were used as medium of instruction in modern Ethiopian schools until the Italian occupation. However, about six local languages were used for teaching purpose during the Italian period. Only Amharic language continued to be a language instruction in primary grades of formal and education in Ethiopia until 1990. (Macnab, 1989:78) while Haile Sellasies' government has been concerned; with the development of Amharic speaking educated life, the Derg, attempted to introduce literacy through 15 nationality languages to contribution for the improvement of the local language was insignificant.

When the EPRDF (Ethiopian People Revolutionary Democratic Front) government replaced Derg in 1991 it recognized the rights of nationalities. Besides, a new education and training policy draft had been set up with provision for choice of nationality languages of instruction in the primary education system. The current education system, especially in the choice of educational medium, follows the logic of decentralized policy. As a result, over twenty nationality languages have been used as a language of learning in primary schools, due to the decentralized policy, some nations and nationalities of Ethiopia have entered into "automatic" use of their languages as a medium of instruction. That is to say with out the necessary preliminary preparation, such as text preparation, provisions of reference materials, provision of adequate and relevant trainings of teachers were not

sufficiently carried out enough time prior to implementation of their respective programme.

Anguak, Nuer, Mezenger, Obko and Opo, are currently spoken in Gambella People Nation nationality and Regional State. They are spoken in their respective zone. But, Anguak and Nuer are widely spoken in Gambella town, which is the capital of the region. They are serving as medium of instruction for grade 1-4 in the first cycle in Gambella town. However, Anguak language was chosen so as to assess implementation condition of mother tongue education in Gambella Woreda (Gambella town).

1.2. Statement of the Problem

A child learns best in mother tongue. That is why many scholars indicated that the significance of mother tongue in the educational process is unquestionable. Hence, in Ethiopian context, Tesfaye (1971), Tsehay (1977), and UNESCO (1990) cited in Waqshum (1995) indicated that most of the respondents favored mother tongue education. In Ethiopia nevertheless, using only mother tongue can never assure the effectiveness of learning. This is because, there are other determinant factors for the successful implementation teaching learning process. Among these, the teacher training, community participation, teaching materials and writing materials are issues that determine the effectiveness of learning.

Farrant (1980), cautions the implementation of mother tongue policies for teaching in primary schools without the necessary preparation poses problems in education. On one hand, such policies are commenced without ensuring that there are sufficient teachers fluent in the required language to make policy succeed. On the other hand, they are introduced without any teaching materials in the chosen language. Similarly, Cohen

(2006), when languages are raised from mere vernacular to a medium of instruction, a number of problems affecting the implementation occur. Among these problems with provision of an appropriately trained teachers, the problem with provision of well prepared texts and reference materials, problem with effective preparation and proper utilization of teaching aids and absence of inclination to teach and learn in the language are the basic ones. Therefore, despite considerable research that has been devoted to the issue, it is still difficult to determine the exact degree of impact that teaching in mother tongue has on academic success other than that it is a factor of primordial importance. Rather, no matter how enlightened a language policy may be in its form, many preconditions must be considered wisely and properly or it will certainly fail to achieve the outcome its planner intended (Cummins, 2003).

In Gambella peoples nation nationality regional state five languages such as Anguak Nuer, Muzenger, Opko and Opo are considered as indigenous (Dereje, 2006). Among these only Anguak and Nuer are spoken in Gambella Woreda /Bambella town, which the specific place of this study. In addition to these two languages, Amharic, Oromic, Tigre, and Sidama, are spoken. Amharic is the working language of the region.

Anguak and Nuer become language of instruction starting from 1996 for grade 1 to 4. where as, Muzenger has begin serving as language of instruction starting from 2010. Before the introduction of mother tongue policy, Amharic language was the language of instruction for grade 1to6. At that time, Geez script had been chosen as writing system.

Even though Anguak and Nuer languages are serving as medium of instruction for grade 1 to 4, the former one has been chosen for this study. This is because of its numerical advantage of its speaker in the town and also the number of schools in which Anguak is medium is

grater than the Nuer one. Again the settlement of Nuer tribe in Gambella region is a recent phenomenon compared to the Anguak tribe. Literatures indicated that Nuer expansion driven by the need for dry season pasture and water points, and the nascent process of urbanization have brought groups of Nuer into areas which are traditionally regarded as Anguak territory (Dereje, 2006).

During the introduction of Anguak language medium, the most important activities was the replacement of Geez script with Latin script with some modifications. Hence, each sound in Anguak language has been represented by the new writing system.

When Anguak medium of instruction is considered, it appears that no research has been conducted on what has been going on its implementation process. Again Anguak language the specific area of this study, doesn't have a rich written literature before it was launched to serve as a medium of instruction. This fact by itself could challenge the practical implementation process.

The region has 13 'Woredas' with 29 primary schools. In which Anguak is used as a medium. From there, 5 primary first cycle schools are found in Gambella administrative town. The problem which has been observed in using mother tongue education resulted from the existing diversity and resources limitation, which is reflected on teachers training and material production and distributions.

Geared towards the most pressing problem of the country's education system, the main concern of this paper aims to assess some of the major problems encountered in the implementation of Anguak medium of instruction policy and forward possible solutions for successful implementation in the context of target study area Gambella Administrative town. It is with this background that the present study

has been under taken. Therefore, having the above criteria factors as a guide the main objective of the studying problems encountered in the implementation of mother tongue education policy, this writer raises the following research questions.

1. Have Anguak and Nuer teachers received appropriate training that enables them to efficiently implement the program?
2. Is there better communication between the teacher and the student during the teaching learning proces
3. What is the reaction of teachers, parents and students to ward using the Anguak and Nuer for instruction
4. What is the degree of resources support provided for the implementation of the mother tongue instruction? Are the newly produced materials and references available and well distributed in schools?
5. Is there a room for the participation of concerned people in facilitating and implementing mother tongue policy?

1.3. The Area and the People

Gambella people, Nation, National and regional state is located in the western part of Ethiopia. There are five ethno-lingustics groups living in the region: the Anguak who make up 27 percent of the population, the Nuer (40%), the mejenger (6%) and OPO and the Komo (3%) (Derje, 2006). The people from other parts of the country contributed about 24% of the total population of the region. The people from other part of the country, such as Amhara, Oromo, Tigre, Sidama and Kembata also living in this region.

As to Dereje, the Anguak live in eight of the nine districts of Gambella, dispersed along the major river called Baro, while the Nuer live in two of

the nine districts (Ibid.). Among the nine districts, Gambella Woreda (Gambella town) is belongs to Anguak. There fore, in terms of domination the Anguak took the upper hand in the Gambella woreda.

Gamebella town, the capital of the Region, located on 777km away from Addis Ababa along the main road of Jimma. Among the Ethnic groups inhabiting in Gambella region, Mzenger, Komo and Opo are not found in large number in Gambella administrative town.

The Gambella Woreda (Gambella town) is bounded by Itang in the south, Abobo woreda in north east, Godere woreda in North West and Oromia region in the east. Baro River divides the town in to two. The majority of the population depends on agriculture, practicing mixed farming system. Climatically, the town is classified as 'Kola'.

1.4. Objectives of the Study

The study conducted with the aim of attaining the following objectives.

1.4.1. General Objectives

The major objective of the study is assessing mother tongue education in relation to its implementation activity in Gambella Woreda (Gambella town).

1.4.2. Specific Objectives

The specific objectives of this study are targeted.

- To find out whether Anguak teachers receive appropriate training that enables them to efficiently implement the program.

- To understand attitude and reaction of teachers, parents and students to ward using the Anguak and Nuer for instruction.
- To find out whether Anguak medium teaching materials are appropriately provided to the student and teachers.

1.5. Significant of the Study

This study is expected to come up with some findings for which recommendations would be forwarded. These recommendations would have contributions for proper implementation of the language policy related to education. To this end, the result of this would be used in an effort to alleviate problems related to the medium of instruction by:

- Educational officials who are in charge of facilitating the implementation of mother tongue policy by taking measures ranging from training teachers to evaluating the out come of the instruction process and make necessary amendments on the present system of using the languages as an instruction medium.
- Teachers who particularly implement the policy in the class room by taking measures in preparing themselves for more effectiveness in communication during instruction.
- Consultant who work with educational officials and teachers.

Findings on this study, further more, enrich the existing resource in the use of nationality languages as a medium of instruction and would help as informant to those are engaged in the related field of research. All these attempt would be for the benefit of students for whose development the total human, material and financial resources utilized.

1.6. Delimitation of the Study

Presently in this country there are several nationality languages being used as a medium of instruction in primary schools. In order to have a

complete picture of problems encountered in the implementation process of our schools languages policy. However, since it particularly impossible to cover all primary schools. Thus, the study is limited to one primary school of Gambella administrative town. This is because first, to make the study manageable interims of time and material supply, second, the researcher is well familiar to the area and repost developed with teacher's and other educational officers.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Language in Education

For the successful teaching learning process language in education is very important. Hence, if the people want to give themselves realistic opportunity to develop to their full potential educationally, economically and politically and to contribute to the resolution of their many problems, the issue of language in education must be addressed, text and other reference material need to be prepared in a manner that the learner can easily grasp the contents (Kembo, 2001).

Similarly Ghermai (1998:62), citing Baker (1993) states that the relationship between language and education in curriculum is not immutable. So texts to be prepared in languages, either as a subject to be studied or as a medium instruction have to be appropriate to the level of the learner. Again education as one of the dominant means to development can not be successfully attained without incorporating into education system, the vehicle of human culture, civilization and human tool of communication i.e language. The education system devoid of culture and civilization is alien to the learner. The learner will not easily internalize the intended mission, nor will she /he appreciate it because it is out of his domain. As language play a vital role in expressing culture and civilization–language issue should be duly addressed in education system.

As to Getu (2006:11) citing Cleazu (1986), apart from the medium of instruction we ought to consider the teaching of specific language as subject in the curriculum and the effect they have on the cultural awareness and psychological sense of the subject. Therefore, in educational curriculum where mother tongue is a medium, the teaching

of other language as a subject broadens the student's awareness regarding cultural values.

2.2. Argument over Mother Tongue Instruction

There are argument over the use of mother tongue for instruction. These are advocating and opposing the use of mother tongue for instruction. The advocators emphasize its advantage where as the opponents point out the problems attached to the use of mother tongue for instruction.

2.2.1. Advantage of Mother Tongue for Instruction

Even though there is opposition to the use of mother tongue for instruction, a number of scholars advocate its advantage. For instance, (Fasold, 1984:293) states the psychological, pedagogical and sociological advantage of mother tongue, if used for instruction. Similarly, different scholars are in favour of this idea.

2.2.1.1. Psychological Advantage of Mother Tongue

The issue of language is one aspect in challenging the psychosocial adjustment of children. Fishman (1968) explaining this , to expect a child to deal with new information presented in new language is to impose on him /her a double burden which result in slow progress of the child . Hence, he add, shock (adjustment difficulty) resulting from the transfer to a new environment can be softned by using mother tongue as a medium of instruction.

Similarly UNESCO (1953) as cited by Emenanjo (1990:63) exposing the instructional failure as result of home school language differences, state that the situation in which a child used his intimately related language at home and has to switch to foreign language vehicle of foreign culture that unknown to him – creates a gap between school and home in which

case a child may feel inadequate psychologically disturbed and resented with teachers and schools. Hence mother tongue is seen to give advantage in lining both school and home keeping the child psychologically secured.

1.2.1.2. Pedagogical Advantage of Mother Tongue

The use of mother tongue for instruction is useful for clear understanding and for the development of second language. Duthecher (1982) in Solomon (1995) stated that those children who have learned in mother tongue will not learn we have learnt in mother tongue will not learn we missed the enhance of learning in mother tongue lose both advantages.

It is clear that a child better learn in his /her mother tongue. Regarding this, Geflier, (1998:193), underlines the importance of mother tongue education as follows.

If the language of instruction is different from the mother tongue or the home/ community language, the level of cognitive development and the level of language proficiency do not match. Subject contents may be neglected for the sake of language acquisition. If the language of instruction and mother tongue are identical, the students ability to identify, specify, talk about new, abstract concepts and detailed subject information grows to gather with their mother tongue and development. Similarly, Unchendu (1993:53), emphasizing the pedagogical interest initiating quality of mother tongue writes the neglect of mother tongue is serious because it makes learning to young one both difficult and uninteresting where as using mother tongue provides the surest key to the child's mind in learning is immediate environment. Here the ideal of Unchendu is that while learning in the class room the existing

correspondence between the cultural environment and the language which explains that environmental simplifies and gives ease in the effort a child makes to understand the classroom instruction other wise which is difficult to grasp.

2.2.1.3. Sociological Advantage of Mother Tongue

It is clear that education become more targetfull when a child is instructed by the language in which his society uses to explain itself and its culture. This idea is supported by Makulus (1971) in Solomon (1995) when he states that education fails when its fails to make the child understand his social and cultural life of his society. This can be done using the language which explains his culture.

Similarly, Uchendu (1993), quoting Enobakhare, raises such a sharp question. How can a child be proud of his country if its means of communication is foreign? This is more explained in his own idea that the use of vernacular language enables the easy understanding of traditional folklore, and poetry in which societies are expressed and it generates national pride. This means that unless education uses the vernacular, it may have weakness in making one self proud of him/her self, his /her culture.

Another argument of advocates of the use of mother tongue is that the sociological values of education is gained more when a child is instructed by the language in which his society uses to explain itself and its culture.

2.2.2. Opposition on Mother Tongue for Instruction

Although proponents of mother tongue for instruction point out its advantages form different angles it could not escape from criticism. Opponents of mother tongue for instruction state the problems from

different perspectives, such as economic, political and transitional period.

2.2.2.1. Economic Perspective

It is impossible to separate the educational system from economy of a given country. They are greatly interrelated (Mialaret, 1979:165). The opposition has its root in this inter relationship. Here the argument is that although there exist a belief that mother tongue is advantageous in children interaction, in the case of linguistically heterogeneous society the cost of introducing new languages is very high since it requires materials and personnel training in various languages (Nilson and Commings, 1997).

2.2.2.2. Political perspective

Some political leaders consider the use of mother tongue for instruction a treat for national unity especially, where there are linguistically heterogeneous society diversity is not considered as a resource. This political believes that this condition may leads people to live in isolation because of their tongue. Citing Wiliamson(1977) in Emenanjo(1990) stated that to encourage reading and writing in multiplicity of languages seriously hinders the development of national unity.

This can be seen in Mrs, Gand's speech quoted by Dankin, etal (1968) which states that the proposal in of using mother tongue might encourage separation in which case people in present days can not live isolated one another because of their tongues. As this is the case in Ethiopia, its reslers until the period of EPRDF (come to power, in 1991) favored and some time declared mono culture and language policies which in their assumed base for national unity (Hamdessai (1982), Jeylon (1920) and Tekeste, 2006).

The regimes of Emperor, Haile sellesie and Mengistus in Ethiopia used language of legitimating like our people our united mother land, our unique history, our historical period, our ideology, etc. When ever they wanted to mobilize the population to ward their political goals At the same time, they openly dis courage multicultural ism as reason against national integrity and viewed the linguistic based identity or consciousness as antithetical, to the national integrity of Ethiopia (Bloor and Tamrate , 1996).

2.2.2.3. Problems Related to Transition Period

The third argument of opponents against the use of mother tongue for instruction is that transition from mother tongue instruction at lower level to the education in the second language at the higher level creates frustration.

In the history of mother tongue education in Africa and else where it was suggested several times by UNESCD and others that:

- The transition from mother tongue education to second language as a medium of education should be delayed until student get enough skills to use their second language as a medium of instruction (UNESCO,1968 :53).
- The second language should be introduced as earlier as possible as one subject in curriculum (Brown and Hiskett 1976, UNESCD 1968).

However, there exists difference in application, that means presently the level of transition from mother tongue instruction to second language instruction , and the time of introduction of the second language as a

subject of instruction varies even within the same country Ethiopia being one example (Dereje,1991).

2.3. Implementation Mother Tongue Education

In order to see the implementation of mother tongue education, the issue of writing system/script/ teaching materials and references, orientation on changes , teacher training community participation and interaction among change facilitator and implementer should be considered.

2.3.1. The Issue of Writing System

In Linguistically heterogeneous countries which aim at the introduction of new language for instruction,. the choice of writing system is the most challenging issue . This is due to the fact that these languages may have not been reduced to their written form or may have been recorded only by travelers or else there may be two different writing systems by different groups in a country (Fishman, 1968: 703) Under such conditions where the making of choice has to be made with carefully thought over criteria in order to avoid the lesser risk of unnecessary expense of time, labor and energy. Again the script typographical should suit to the needs of modern techniques of graphic representation on this typographical criteria experts of UNESCO in Fishman (1968) too recommend a simple writing system using those alphabets which are commonly available on all the principal modern machines and which can be arranged in a single line work best with them.

Further, Scholars argued that the pedagogical the alphabet should achieve strictly utilitarian aim of economy of time and labor in learning to read and write .In relation to the pedagogical criteria UNESCO (cited above) advises that in cases where different languages are used at different levels of education,(primary and secondary) it is advantageous to

students if both languages share the same script in order to save a time that might be wasted in learning new script for the second language.

Choice of script for a language is something which requires an intensive study of the language and it must be entrusted (according to the international conference on public Education) to specialized linguists and educators who must be given.

Again choice of script depends on factors related to linguistic nature, economic /financial ability, publishing technology and governmental support. It is to this idea that scholars strictly argue saying that decision making on the choice of script is not a layman's work but it is one which should be handled by a trained linguist collaborated with education printers and publishers and politicians and should keep in touch with public opinion. This co-operation is needed because of the necessity that the end product must be a written language that can conveniently be typed, printed and published by publishers, endorsed by government, used by educators and enjoy wide popular acceptance (Fishman, 1968:78).

2.3.2. The Issue of Teaching Materials and References

As to Amare (1999:29) instructional materials are instrument with which a teacher teaches and from which student learn. Therefore we understand that instructional materials are the base for quality of education and for the implication of mother tongue education. This is because the problem of scarcity of reading resource in mother tongue became a point of objection- of vernacular education specially since the day of UNESCO's recommendation of Mother tongue of instruction the objection is based on lack of books and other teaching materials, lack of general reading materials, shortages of trained teachers and inadequacies of vocabulary (Fasold, 1984:294).

According to UNESCO recommendation, the scarcity teaching material is not as attractive for poor countries as its recommendations for use of mother tongue in primary instruction. Although its experts believed that there exists difficulty in training of competent authors and translators to obtain supplementary materials, solutions to these problem were not sufficiently recommended . Their recommendations place responsibilities on governments to remedy the scarcity by printing of books, magazines, news paper's and officials notes in bilingual versions (ibid).

2.3.3. The Issue of Orientation to Changes

Where ever changes a pear in a given country or society they touch and challenge the philosophical values of change adaptors. Changing this philosophical values attached to educations. It is obvious that when change is introduced, resistance is inevitable make.

So as to benefit the society out of the change how can this resistance be minimized? Armstrong (1983) cited by Zaudneh (1994:101) indicates that resistance to changes can be minimized when the change a effected people of feel and understand that the change is not imposed and it is to their advantage. These arguments, and it is to their totality imply that feelings, needs and values play great role in the success or failure of change implementation-And there fore, according to as UNESCO 1968 state by Fasold (1984:295) it is the work of change agents to listen to the heart of beats of the change affected people and gear appropriate methods, to alleviate problems resulting from resistance to change.

Under some circumstances it is not to see that the change in medium of instruction to mother tongue is not accepted resistance's to changes have been observed in various countries for example in Nigeria (Thomas,

1990), Peru (Neilson and Cummings, 1977) and south Africa (UNESCO, 1972) reasons for resistances emanate from peoples belief that minority languages can not facilitate the international and national communication for commerce industry, or education and employment.

What some scholars underline is the determinant role of one's belief and value which should be won in one or another way for the success of change implementation and which might be lost because of the improper treatment of change adopter, by authorities commands gross et.al. (1996) too, emphasize that motivation and clarity of the change have to get attention since the greater the understanding of the goal, the greater the acceptance and its implementation will be.

2.3.4. The Issue of Teacher training

Educational change involves learning how to do something new, and staff development is a central theme related to the change in practice Fullan and Stiegelbauer (1998:198). Change in the medium instruction is no exception to this fact. Related to this specific change Siguan and Mackey, cited by Waqshum (1995) state that when planning mother tongue education, adequate provision must be given for recruitment , training and further training , priority must be given to this training so that sufficient , staff would be all available.

In the same source , related to the mother tongue education Canham (1972) attributed difficulties in teaching mother tongue to inadequacies in persona l's educational level, poor teaching abilities and above all to the lack of teacher awareness labor objectives of teaching in mother tongue and then he urges for training. This is because of the fact that compatibility of the staff to the requirements of the new change is a limiting factors of the level of success in implementation.

Generalizing this idea Evans (1996:63) states the implementation of change requires staff, to move from what has become at least the old competence to what is defined, after change introduction, as a new competence. This is more explained by Fullan and Stigler (1998) who state that nothing is more central to reform than selection and training of teachers and administrators.

Here, accepting the need for training to fit the new condition one may raise a question as to when and what type of the training should be. To this question, Evans (1996) responded that in order to help teachers to develop competence to new situation training must be personal and continuous. Training needs to be personal because it has to relate to the knowledge, practice, and need of teachers, it too needs to be continuous: should not only proceed change but also has to accompany, the change through the early and middle stages until the implementers get mastery on the newly required skills. This continuity of training does not serve as a creator of strong bond between the change facilitators and implementers /consultants and teachers /but also gives opportunity to teachers to work together discuss problems and argue on problems other wise of which the mastery of skill and knowledge required by the change is not possible.

Such trainings which only follow implementation without much understanding are blamed for their failure to bring long lasting effects in the change adaptors. Here, one may ask that why do so much promising work shops and conferences become so wasteful frustrating and lead to less significant changes on the part of change adaptors?

This failure seems to appear not only due to unsuitable materials and organizational conditions of implementation but also due to conditions

during where, as Evans (1996) wrote, impersonalized large group training takes place under such situation although training is provided, the little opportunity given for participants to grasp their learning by interacting with trainer and each other, is likely to lessen the effectiveness of training. In addition, the lack indicates the weaknesses may have their roots in financial problem, time shortage, organizational structure and the like.

In summary to bring a significant change in the desired direction, it is a point of agreement that change implementation. It has also to be continuous, and personalized. The source of weakness also have to be minimized by common action of organizational elements working at different levels.

2.3.5. The Issue of Community Participation

Curricular changes are no exceptions of affairs which call for community participation since the beginning. From important figures in the history of the field of curriculum, some decades ago, Stance and Shores (1957:452) stressed the need for community participation stating that changes may last longer if they are supported by the change affected people.

As a medium of instruction is one aspect of the curriculum, the implication of the above idea for it is that, it shares with all other curricular changes the attention and needs participation of community in decision making about it. The above authors identify with in the community the academic gatekeepers (principals, teachers and department heads) are more significant and have to be reached if the need is for success. The natural gatekeepers (those influential peoples in the community to whom the fears and misgivings of the community

reach and whose reaction tends to shape the attitude of the community) also need to be included according to these scholars.

From several studies cited Nielson and Comming (1997) (Gibson and Ogbu, 1991, Ogba, 1978,1979,1981, 1991) the conclusion was that when a community's support do well in school , and conversely when a community does not support a particular school language policy, children under per form in school.

Further, Orstein and Hunkins (1998) indicated that the degree of ease in implementation of change is proportional to degree of participation of those involved and affected by change. This is because of the fact that they may react against the change and work on the opposite direction thinking that the change is something imposed on them and on the other hand, It is for the fact that they may enthusiastically support the change and work for its realization thinking that the change is to their advantage (Zqudneh, 1994, sellsand Trites, 1960).

In general, in the present world where people are demanding for their write in decision making on affairs that affect their daily life, it is hard to think that they can be kept quite, unconscious or passive of what is being decided for them. And similarly it is hard to think that they would accept what ever thing made ready for them. This seems the basic principle why the participation of people in making decision on their fate is called up on.

2.4. Current Language Policy in Ethiopia

Unlike to the previous perspectives EPRDF sees to be accepting and appreciating diversity with in Unity . As a result, the post 1991 is known for the flourishing of several minor language in the history of Ethiopia .

All languages have got at least, equal constitutional status regardless of their visible difference in use and practice.

The introduction of several local languages in written forms in Ethiopia during the 1990's was a manifestation of the rights of nationalities as enshrined in article 39 of the constitution (Government of the Federal Democratic Republic of Ethiopia, (1995). According to article 39(2) "every nationality and people in Ethiopia has the right to speak, to write and develop its own language to express, to develop and to promote its culture and to preserve its history . The (Cohen, 2006).

This policy was welcomed by many Ethiopians and really considered as the era of language revival even for those languages which were at the eve of death and extinction. Its positive contribution is that it erodes the previous domination of one language leads to the trend of total assimilation. According to (Cohen, 2006), the government , has not , however design a cover language policy that shows details the use of particular languages for defined purposes "In stead an implicit language policy exists as part of the government's wide federalist agenda (Cohen, 2006:165).

(Seyoum, 1997) has explained the year 1991 as the starting day which brought promise to the previously oppressed languages of Ethiopia after the armed struggle has ended. According to him "the new regime drafted an interim education and language policy which has three central themes. The provisions are ascertained in the article 3 and 2 of the Ethiopian constitution (1994) that Ethiopian languages shall enjoy equal state recognition".

At the same time , the members states of the federation were also given the right to determine their official language .The second issue is

Amharic which chose to be the official language of the federal state taken for granted its previous status and this was in article 5 of the new constitution (1994). The third decision was English language remain kept its status to be medium of instruction at secondary schools and to be thought as a subject in elementary school's starting from grade one (Seyoum, 1997).

2.4.1. Arguments against the New Language Policy

“substantial hostility and resentment is felt towards the development of local languages in Ethiopia for range of both rational and irrational reasons. Argument against the use of local language usually being that assertion that it is inevitably divisive” (Cohen, 2006:172).

It is clear that this ideal or attitude emanates from the perspectives of “greater Ethiopia”. This is a tendency to favor the motto “one country in order to maintain the unity of the country. Consequently, they see the use of local language as potential dangers and they strongly discourage using it .

The other rational for them is also it is economically unwise to promote local language to prepare textbooks, to train teacher and to air it through media broad cases. According to Cohen, the standardization of language is also their point of disagreements. They believe it is difficult to the possible resistance by the people who speak different dialect (variety) of the same language (Ibid).

2.4.2. Arguments for the Use of Local Language

The demand for use of local languages is one of the critical issues in the national discourses of Ethiopian history. Language was one of the key questions to those who feel that there was “national oppression” in Ethiopia. Therefore, all nationalist movements were claimed for the use of

their national language symbolizes their sense of identify. For instance, Cohen (2006), pointed out argument of those who are in favor of using local languages as “argument in support of the extension of local languages age use often being by the high lighting of facilitating the expression of identify” (p.176).

The supporter of this perspective argued that the use of mother tongue enhance the status of many Ethiopians in the political , economic and social involvement of the country .They believe also it is a prerequisite to increase local, regional and national self –esteem.

As to Syoumi, (1997), the reason for objecting to Amharic and seeking for alternatives are political, social and pedagogical. In fact, it is the best solution to empower the historically marginalized groups and to due contribution for the development of their country .(Mekuria, 1997), suggested that the use of mother tongue for the purpose of administrative teaching and publishing protects the minority groups from being assimilated and linguistic homogenization. He put his very example of in the previous regimes how the non-Amharic speaking children were frustrated especially, during their primary schools, as been alienated and prejudiced and ridiculed including by their Amharic teachers. Children where ridiculed from their grammatical errors or mispronunciation of Amharic words.

To sum up the two perspectives, first and foremost it is important to accept to hard fact that Ethiopia is multilingual country. As opponents of mother tongue education said multilingualism and Multi ethnicity is not politically constricted regardless of how political manipulate it for their own benefit.

It is hoped that, by strengthening locals identity, member of various linguistic groups will feel more strangely identified with Ethiopian states and that this will help to provide a basis for jointer action and reduce likelihood of conflict. If the state can become multilingual, then it can also be seen as multi-ethnic and encourage ownership of political and other aspects of national life by all Ethiopia (cohen, 200:176).

Certainly, those who argue against mother tongue education are failing to understand the sociological aspect of language and to propose feasible alternatives “percing people to adapt an imposed national language is not longer ideologically acceptable or practically visible (Ibid).

CHAPTER THREE

RESEARCH DESIGN

3.1. Methodology

This research is based on the assessment of mother tongue education in relation to its implementation on Gambella region. Hence, the main concern of this research is to investigate the implementation of mother tongue education using Anguak as a medium of instruction in primary first cycle schools in Gambella people, Nations, nationality and regional state (the case of Gambella Administrative town). To serve this purpose the descriptive survey method was used with the assumption that it could help the researcher to assess the implementation condition of mother tongue education. Similarly, the nature of the study under investigation demands the descriptive method to describe the problem area in wider magnitude (Weinberg et al 1996). Therefore, to get answers to the researcher questions raised in the present day, survey method was used. This is because this method has a potential to make detailed description about the existing phenomena, justify current conditions and practices to make intelligent solutions for improvement. In addition, documentary sources were also used to substantiate major issues to be dealt with and greater than towards the objective of the study and develop instruments of data collection. Based on the review of related literature and information obtained; data collecting instruments were developed.

3.2. Sources of Data

Teachers, students of first cycle Anguak from Anguak school, family (parents) of the student from Anguak schools, regional educational experts were sources of data. Archival and other relevant documents were used to enrich the study.

3.3. Sampling Size and Sampling Techniques

There are 13 Woredas in Gambella region. The number of first cycle primary schools in which Anguak use as medium is 29. From these, 5 primary first cycle primary schools are found in Gambella administrative town. The number of teachers teaching in these schools of Gambella town is 70 while the number of student is 35,901.

Among these 3 schools one was chosen: he selection was based on simple random sampling method in a lottery system.

In the sampled school all available teachers were selected based on systematic random sampling technique. As for the student, 30 students were representing grade levels 2-4 was drown the sampled school using purposive sampling technique. Thus, the total number of students who participated in focus group discussion were 10. The absence of grade one from focus group discussion is because they are not mature enough to provide information.

For selecting educational and langue experts in region, the researcher used purposive and availability sampling method and as a result four educational experts were interviewed to provide necessary information for the research. Similarly, student's parents were also chosen based on purposive sampling technique. Thus, 10 parents were the selected school were chosen for interview and focus group discussion.

In this study one class was observed in each of 4 class of Anguak medium. The reason for observing only one class was, in addition to shortage of time, the similarity of techniques employed and procedure used by almost all teachers.

A class room observation checklist was used during observation in order for the researcher to see the class room atmosphere of both teachers and students while Anguak medium to place

3.4. Procedure of Data Collection

To make the data-gathering instrument reliable and valid, initially, informal preliminary discussions were made with colleges on the draft of the instruments that might help to check the face validity. Again to reduce the ambiguity of instruments items, the researcher tried to clearly define and state the meaning of words, phrase or sentence level, to ask the right question and use items that sample significant aspect of the purpose of the study.

Based on the comment and suggestions for warded, questions that looked repeated were improved or avoided in various aspects and questions that found vague to the respondents were further refined and improved. Some closed questions were also changed in to open ended ones so that respondents were not restricted to the response and the reverse was made to suit.

For this matter data collection instrument was be developed. So as to test the availability of data collection instrument pilot survey was conducted in one primary first cycle schools such as Awaash Gura first cycle primary schools. During the pilot study teachers student's parents and officials from educational bureau will be participated.

3.5. Data Collection Instruments

The major tools used in collecting data for this study were interview, focus groups discussion, observation and documentary sources.

3.5.1. Interview

It was used to obtain information from educational officers, from teachers and from student's parent.

3.5.2. Focus Group Discussion

This method was employed to obtain necessary information from the students, teachers and students' parent. To obtain the necessary information open group discussion was conducted. This open group discussion was led by the researcher and supported and encouraged by each other. As a result they can express their views freely.

3.5.3. Observation

For this study open observation was used to observe every thing that transpire the classroom in relation to Anguak medium. It was used to collect the necessary data in the class interaction. Open observation helps to make open recording as factual as possible. Here the observer could note down key points about Anguak medium. For this study key points observed were mainly related to:

- The extent teachers use Anguak language in the class.
- Whether teacher use teacher guide and other teaching materials that designed for Anguak medium.
- To observe the attitude of students to ward Anguak medium.

3.6. Data Analysis

The data collected from mentioned sources were accordingly short out and tallied. The organized data were analyzed qualitatively.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND INTERPRETATION

In this section the result obtained from interview for teachers, parents, school principal and education experts of regional Bureau, focus group discussion for students, teachers and parents and observation checklist were analyzed and described qualitatively.

4.1. Background of Respondents

For this study, teachers, students, school principal, parents and education experts were respondents. However, teachers; students' and parents' language skill have been presented in this section. In addition, teachers' qualification was point of discussion. This was because, these points have a direct impact on the implementation of mother tongue education policy.

In sampled school, ten first cycle primary school teachers who were teaching in Anguak medium were interviewed and focus group discussion was conducted on four Anguak Medium teachers.

Among these half of them are native speakers of Anguak while the rest are speak Anguak as their second language, since they teach Anguak language, a language of instruction (LOI), these non-Anguak mother tongue teachers are not fluent as the native ones.

Regarding educational status of these teacher respondents, almost all are from teacher training institution (TTI/ who attending one year of formal training in teacher training institution. But, now days some are gating upgraded their profession and a few are doing the same. Unfortunately, these teachers are attending other stream.

As far as students are concerned, thirty members of students participated in the study. Out of this twelve students speak Anguak as their mother tongue. Ten speak this language. The rest do not speak Anguak language. This clearly shows that the majority of the student who are enrolled in medium (AMI) schools speak Anguak as their mother tongue, where as the non-Anguak mother tongue are relatively less.

In regard to student's parent respondents, from the total ten respondents six speak Anguak as their mother tongue while the rest speak Amharic, Oromic, Tigre and Sidama language. From these non-Anguak speaks half of them could not speak Anguak language. The rest can speak as a second language. This shows that the town is in habited by different nationalities.

4.2. Result and Discussion

Here, the data from different sources using different data gathering tools were presented and interpreted.

4.2.1. Data From interview

In order to assess the implementation condition of mother tongue education policy in Gambella town, the researcher has used teachers, parents, principal of sampled school and regional educational experts for interview.

4.2.1.1. Interview with Teachers

So as to obtain information on teachers training, Anguak medium teaching materials. Teachers Attitude toward Anguak medium, the researcher has used teachers for interview. This is because; these points are the most important factors that determine the implementation of mother tongue education policy.

The teacher respondents were asked to tell whether or not they had taken a training in Anguak language. All of them replied that they had not taken a training in this language. According to their response to the question “in what language did you take formal training?” the majority of them replied that they were trained in English, where as Anguak has been given only as a subject. What we understand from this data is that they are made to teach in Anguak after taking a training in English. Further more, the respondents indicated that they faced difficulties in applying the skills obtained in the training. So it will not be difficult to imagine the difficulty those teachers with low language skill encounter when teaching children.

Similarly, concerning the duration of training, respondents replied that they have been trained for one year in teacher training institution. Teachers who were asked to respond whether the one year formal training they received adequate, have responded that it does not. This indicated that the formal training they acquired was inadequate and did not equip them with necessary skills. Ditcher points out that due to lack of adequate training teachers rely on their own experiences to teach (2004). Therefore, So as to supplement the formal training, teachers have to received in-service training at list on four language skills.

As for as in-service training is concerned, the teacher respondents were asked to tell whether they had taken in Anguak language for the successful implementation of mother tongue education policy. They replied that they had not taken in-service training in Anguak at all. Here, with the absence of in-service training, it is so difficult to talk about the proper implementation of mother tongue education policy.

With regard to question what problem teacher forced in relation to Anguak teaching materials, almost all teacher respondents suggested

Anguak mother tongue implementation is difficult and unmanageable under their school context. Most of the common reasons suggested were absence of Anguak Medium supportive materials, teachers guide and shortage of student text book.

It is clear that the status of attitude with respect to a certain activity negatively or positively influence its performance. For example, Million (2006) point out that teachers with negative attitude are transmitters of negative values and attitudes to pupils. It is in this respect that the researcher is interested to analyze attitude of Anguak teachers towards teaching in Anguak.

According to data collected with regard to attitude of teacher toward the use of Anguak as a medium of interaction, half of the teacher respondents prefer Amharic a medium of instruction. This attitude emanated from the existing linguistic diversity in the town. The rest believe that using Anguak Anguak as a language of instruction helps to develop the language. They also believe that Anguak medium education promotes cultural development of Anguak.

Nearly in all attitude interview about Anguak as a medium of instruction, the respondents expressed strong desire to teach in Amharic. This implies that they have gloomy future about the use of Anguak as a medium of instruction; for example, they have fear of job opportunity.

In general, many AMI teachers faced serious professional challenges and it can be said that with out adequate training resulted in many problems and burdens upon preparation teachers. Therefore, teacher in AMI school are faced many problems. Researches results advice that making teacher to teach with out proper training may not make an individual effective (Alidou, 2003 cited in Dutcher, 2004).

4.2.1.2. Interview with parents

The students' parents were asked whether or not they are interested with Anguak as a medium of instruction, few parent respondents have shown their interest on Anguak medium. This is because, they have got the chance to help their children. However, the majority of respondents did not support the Anguak programme. Hence, it will not be difficult to imagine the extent of difficulties the program is facing. Almost all respondents expressed their disagreement when they were asked whether or not they cooperate in implementing the Anguak program. The respondents suggested that the main reason for not to accept Anguak as a MOI is that they don't see any sort of opportunity in the future. They also doubt its sustainability. They strongly argue that the child should not waste its prime time learning the language whose function does not extend beyond an elementary school level. They say they want their children to join the university and believe that for an achievement of such an aspiration, Amharic and English by for preferable to Anguak. They, therefore, strongly argue that the child should confront with the languages which she/he will get at higher level-he/she should learn these language during their prime time.

4.2.1.3. Interview with school principle

In responses to the mechanism the school administration had for checking if teachers were implementing Anguak Medium continuously, the principal, said that they didn't have any way of checking and they had not attempted to do so.

Regarding materials support principal answered that they give stationary materials like, pencil and paper etc on semester basis for teachers. As for as teaching materials for students and teacher are concerned, the school always attempt to supply. However, he said:

“The distribution of materials from education bureau has to pass through a long process and takes time, and this in turn has an impact on the teaching and learning process” He further explained that the school always encourages teachers to prepare their own supplementary materials. However, only a few teachers have prepared.

As for as teacher training is concerned, the school principal responded that teachers have not received any kind of in-service training concerning Anguak medium so as to support the one year formal training.

With regard to teachers’ students’ and community’s attitude on Anguak medium. School principal suggested that almost all of them are against Anguak medium. He further said many parents including Anguak natives and teachers even AMI teachers have used to send their children to the private schools where the medium is Amharic. Only low earned parents send their children to us.

4.2.1.4. Interview with educational experts

Educational officers engaged in supervising and giving technical support to Anguak Medium teachers were asked whether or not they really had the capacity to assist the teachers with their technical work. They replied as “we are doing our best”

The educational experts were also asked to tell whether teachers had appropriate training that would avail them to teach efficiently in the language. Their response was “yes”. They further stated that there was Teacher Training institution in the town of course, the training which was taken in English in teacher training institutions equipped the teachers with general pedagogical skills that helped them to give general

assistance. This did not however, avail to solve specific, technical and language related problems the teachers face during teaching learning process.

According to the education experts, teachers used to be given in-service training to acquaint them with the texts before they start teaching. They did not, however, deny that this is hardly sufficient to equip the teachers with technical skills specifically related Anguak.

For the question “to what extent do education experts assist the school teachers in Anguak program?” They stated that apart from giving supports related with general pedagogical activities such as preparation of teaching aids, lesson plan, etc, they had insisted in the assignment of Anguak School heads and in training of Anguak teachers in primary schools and presented their request for concerned bodies.

At the end, the educational experts were asked to point out any other problems with regard to Anguak primary education. They thus suggested that lack of community attitude to teach their children in the language, absences of Anguak dictionary, absence of Anguak texts insufficient quality and translation problem were posing problem point out by the experts.

4.2.2. Data from focus group discussion

The focus group discussion have been conducted with teachers, parents and students. However, the discussion with teachers and parents has not been presented in this section. This was because, the data obtained through group discussion almost similar to that of the interview. Therefore, only focus group discussion which has been held with groups of students was presented. Hence the use of teaching aids and reference

materials, translation problem, classroom interaction and the Attitudes of students were points of discussion.

4.2.2.1. The use of Teaching Aids and Reference Materials

The researcher held discussion with group of students in 3 grade level. These were the student from grade 2, 3, and 4. Even though each of the groups held discussions with the researcher on different days, what they say about Anguak education implementation are almost the same. The first question posed for discussion was whether or not their teachers use teaching aids. A most all of them told that there are no teaching aid materials at all.

The students also disclosed that they are not engaged in preparing teaching aid materials. With regard to the use of reference materials all groups confirmed that the only written materials in the language are text books; no dictionary, no other reference materials such as pedagogical grammar books. Etc. Of course, there exists a library in every school with limited Amharic or English reference materials as the students pointed out during the discussions.

4.2.2.2. Translation Problem

It should be noted that all Anguak texts were translated from Amharic and English texts. In the discussion held in all groups, the students pointed out that the texts are full of words which are not familiar in Anguak and owing to this, they find the contents obscured.

Regarding translation and related problems, McNabb (1989), states that alien concepts which cannot be easily translated into a particular language and dialect differences and lack of standard usage for some words are among the key problems which affect the quality of the

instructional materials. The students also pointed out that illustrative pictures in the texts are not clear.

4.2.2.3. Classroom Interaction

As the students pointed out, the teachers use Amharic phrases and sentences frequently during class discussions and this constrains their level of understanding the lessons. They further pointed out that Anguak command of some teachers is very low. “Some times, the teachers refer Amharic books, which they have brought with them, to answer some questions raised in class by students”. They, however, did not deny that there are no such problems with these teachers whose Anguak command is high.

From discussions held in all the groups, lack of reference materials and teaching aids, translation and interaction problems due to frequent code switching from Anguak to Amharic have contributed to lack of motivation in the children to learn in the language.

4.2.2.4. The Attitudes of Students

It is paradoxical that nearly none of the children accepted Anguak as a MOI. The reason for their not accepting is not different from that of the teachers. They replied, “It is more advantageous for us if we learn in Private school where Amharic is medium of instruction”. This shows that the pupils prefer learning in the Amharic medium in spite of their awareness towards the advantages using Anguak medium.

Most of respondents, students, said (the researcher also ascertained this by watching their language communication outside classroom) that even the native students used Amharic to talk to classmate even though they were not as fluent as they were in Anguak. This might emanate from the

existing language diversity. Again Amharic is claimed to be language of political economic opportunity.

4.3 Problems Encountered in Implementation of the Anguak Medium of Instruction/AMI /Policy.

Among many others that might exist four categories of factors; teachers qualification and training in the language of instruction (LOI), Anguak, the use of Anguak language in the class room by teachers and student preparations and translations of text books, the availability of text books and supportive instructional materials that have the potential to impede the implementation of the proposed AMI policy were set out and discussed in this section.

4.3.1. Teachers' Qualification and Training in the LOI, Anguak

In the beginning when the sampled teachers respondents have been assigned to teach in first cycle primary school, they were TTI graduates who attended a one-year formal training in teachers training institution. According to (MOE, 2002), for quality education teacher of first and second cycle primary schools shall have diploma. For this matter all teachers are up grading to diploma. However, the sampled school could not cure of shortage of diploma graduates in AMI. This is because they joined other field of study. There fore, due to lack of adequate training teachers rely on their own experiences to teach (Dutcher, 2004).

All the teachers were trained in English medium during their formal training year, where as Anguak has been given as a subject in teacher training institution. Nevertheless, in Anguak medium instruction (AMI) primary schools, teachers are made to teach in Anguak Language

medium being they speak the language or use it as a second language. The result might lead to poor communication and language modeling on the part of teachers and in effective learning on the part of the learner, Because, it is the impression of the researcher that the quality of learning and teaching in LOI or in the home language of learners, amongst other factors (Corson,1990). Put differently, teachers are in many cases not effective, because of language deficiencies and despite their formal qualification. The result seems to suggest that because of insufficient in their prior formal training, teachers might perceive greater problem in the AMI.

In regard to teaching experience the greater number of teachers have experiences in teaching Agnuak as LOI for 3 to 8 years. Thus, teachers who are engage AMI are relatively with less experiences as compared to on set of AMI implementation, 8 Responses of teachers found the least experienced teachers are assigned to lower grades and teachers with higher experience in year of service transferred to the next cycle. Thus, the AMI classes are losing experienced teachers who cope better with problem in AMI This can be taken as a problem since the findings suggest that teachers with high experience in year of service perceive teaching problems as being significantly less serious than those with least years of service (Dutcher,2004).

In qualification and received in service training of Agnuak medium teachers, all teachers did not take any kind of in service training on the LOI, Agnuak. The sampled teacher respondents further elaborated that they have taken key English language training and they used the skill that acquired from this training in AMI, Agnuak.

Many AMI teachers' face serious professional challenges and it can be said that with out adequate training resulted in many problems and burdens up on preparation of teachers. Therefore, teachers in AMI

schools are faced with many problems. Research results advice that making teacher to teach with out proper training may not make an individual effective (Alidou,2003 cited in Dutcher,2004).

4.3.2 The use of Anguak Language in the class room by Teachers and Students.

The data on how teachers and students are using Anguak language as LOI in the class room was obtained from interviews, focus group, discussion and observation. As teacher respondents view, out teachers do not take any kind of in service training so as to support one-year formal training even in basic language skills. In one hand the fluent teachers have problem in Agnuak vocabularies. It is due to lack of familiarity with subject specific terminologies, On the other hand since the teachers them selves have been thought using English as MOI during their professional training, therefore, their academic language professional training and their academic language proficiency will undermined when exercised in LOI, Agnwak. Further more, because of the existing diversity teachers forced to use Amharic so as to clarify certain points. Obviously, as the Agnuak language used in different subjects in different, from ordinary language so subject specific language is at he core of instruction and it is there fore, important for teachers to be able to over come the difficulty through training in the language.

Therefore, if it is determined, the Agnuak language will be used for instruction, then teacher who is fluent at academic level of this language should provide the instruction. This is because a teacher who is only fluent in the social aspect of the native language may struggle to communicate precisely with academic terms and expressions in that language, and may not be able to take their native students to a higher level of learning (IDRC,2004).

Secondly, general concept of fluency in mother tongue, Agnuak, may not help in the context of the teaching of academic subjects, (Cunnins(1981), conception of interrelation between language proficiency and context of use has implication in this respect. According to Cummins, basic interpersonal communication skill refers to context embedded, cognitively undemanding use of language such as a causal conversation between peers: where as cognitive academic language proficiency concerns context reduced, cognitively demanding application, Here, language use in the context of classroom interaction demands primarily cognitive academic language proficiency(Baker,1988). There fore, teachers who have had their academic training in English have now shifted to AMI have to master subject specific language from a new in Agnuak in order to perform adequately in Agnuak medium context. This is an indication to the need for retraining with special focus on AMI and repeated support.

Result from observation responses have showed a switching of teachers to Amharic language. However, teachers know they are not allowed to code switch, yet most of them still do. In doing so, they write in Agnuak scripts to teach the academic curriculum but they use principally Agnuak and most alternatively Amharic during discussions.

When teachers are asked after their class time, why they do so by the researcher, they responded from different perspectives. Some said that the existing diversity in each class forced teacher to use Amharic language the Majority of the students understand better, feel free and confident in Agnuak medium classes. In accordance with the primary beneficial aspects discussed in the literature during the change in MOI are improvement of communication and interactions in the class room (Dutcher 2004). However, many students need assistance from their teacher and their problems more in a cadmic learning like reading

lessening and writing skills, vocabulary use, reacting to questions and others as these are experienced problems in most teachers. Information from interview, focus group discussion as well as observation indicated that the native students are confident with AMI. However, they don't want learning in AMI. Again the non-Agnuak native students faces many problems. Among these problem of understanding better, unable to freely expressing feelings, lack of confident speaking in (tgnouk even in asking question and giving answers. For instance, from contact with two students one from Agnuak native and one from Amharic native the researcher obtained as taking difference between these two students with the same LOI. Quoting the first student who is from Agnuak native said: *"There is such a happy learning in the cheviots of jokes and discussions not only with teachers but also more among the students"*

On the other hand quoting the Amharic native students, Said:

"I do not understand much what is tough in the class compared to my Agnuak native counterparts. I wish joining private school because Agnuak is not medium, unfortunately parent couldn't afford paying in private school".

4.3.3 Preparations made in AMI Curriculum Development

4.3.3.1. Agnuak Script Formation

The data obtained from the interview of education experts revealed that during Agnuak language analysis and script formation, there is no deeprooted study or review of the already available grammars on Agnuak language by linguists, educationalist or tribal community personas. A suitable script for the language was developed using Latin scripts as the respondent described, Agnuak's sound can best represented by the Latin

scripts rather than Geez script which has been used before the introduction of the Latin one.

Agnuak alphabet is referred as “Goore Modha Anywaa”. They are 29, each representing its own sound. Among these 21 are directly adopted from Latin scripts and the eight are the newly formed scripts. This means 5 Latin Alphabets are omitted such as; H, Q, V, X, Z. This is because, no sound in Agnuak language that represent by these letters. However, the newly adopted alphabets are A, Ę, DH, Ĩ, NY, NG, O, TH. Among these A, E, I, O, are vowels. Together with these four letters Agnuak language has 10 vowels. These are A, A, E, Ę, I, Ĩ, U, O, O, Ø. Similarly, like the Latin one, Agnuak alphabets have capital and small letter.

This step, according to the writer of this paper, for the preparation of Agnuak language scripts seems very important because of the following reasons. If meaningful sound units are not represented orthographically, it will be very difficult for the teachers as well as for the students to teach and pronounce the letters properly. This adoption of Latin scripts through the public writings available in their environment, hence is very helpful.

4.3.3.2. Preparation and Translation of Text books

The survey of responses of teachers principal and educational experts confirm that some text books are prepared and others are translations of the former Amharic Medium .According to the educational expert there were selected environment of subject teachers, language expert and community tribal members in together during the preparation of the text book to contriblste their own for the benefit of the AMI school children.

Problems were encountered by many teachers and considerable number of students after the shift was made to use Agnuak as the MOI in AMI schools because of change indicated that there are problems in text book translation. They also indicate that due to unfamiliarity with some Agnuak vocabulary of subjects their lecture lack fluency . Teachers even the natives are in problem of translating and to find the equivalent terms between Amharic and Agnuak. Such problem was happened because of the absence of Agnuak dictionary. Again teachers themselves were totally depend on Amharic sometimes English .A number of teachers also indicated that interims of designing and writing up examinations questions, they experience a higher amount of problems. This is due to their in adequate knowledge of written Agnuak.

These teachers and students also claimed that some of the terms are difficult , the concepts are new to Agnuak language but only written in Agnuak and many definitions distort the concepts they are supposed to define coining new terms which the students may not easily understood. As Canham (1972) demonist reted, the complexity of syntactic patterns in primary schools text books works against suessfull implantation of the policy of reference acceptable way of developing appropriate terminology in critical subject such as mathematics environment as science and social science will have to be promoted.

4.3.4. The Availability of Text Books and Supportive Instructional Materials

Teachers who don't have regular support from principals and inspectors heavily relay on available text books and teachers guides to develop their curriculum and lesson plan (Dutcher, 2004). Therefore, this issue is acute in AMI school where teachers with five or six month formal training

and in change to teach translated teaching materials that are designed for instruction through other language medium.

Based on the data obtained from teachers there are problems most prevalent are lack of availability text book supportive instructional material, and the inappropriateness of examples to local, quality of available materials Teachers pinpoints that it is hard to find out Agnuak written and suitably designed aids. Similarly, teaching materials are not available in the market. For instance, school principal had reported that privateer with text books, where as most of the schools using the Agnuak language had student text books which are not equivalent to the number of students.

Therefore, the quality of primary education delivery in AMI schools is challenged by shortage of text books, teaching materials and teacher guides and their qualities. As to Baker, the text books are helpful develop more confidence among the children; as a result, the teacher student interaction is more heavily (1988). Similarly, Magaya (1991) in IDRC (2004) also surveyed text books and supplementary readers available in primary schools and concluded that they leave a lot to be desired in terms of both quality and quantity, thus the lack of quality materials or text books in Agnuak medium will be alleviated.

Further, there were teachers indicating other problem related to text book. Among these, the content of some text book is not match with the level of students grade. For instance, content of grade seven is included in grade three and four text book. However, teachers make certain arrangements so as to adjust with the level of the students. In addition other teachers have indicated problems from poor quality translation consistency and choices perspectives. Quality of the available text book is poor. For example, contents are out dated or boring, inadequate or

poorly designed exercise and poor writing skill. Text books are not developed specifically for Agnuak mother tongue. Concerning translation, text book are poorly translated versions is inappropriate in a con text. For example, poor writing style resulted from translation skill, inconsistent or poorly translated terms or content to simple in Agnuak medium context poor translation can also result in different problems in the translated text and those identified by teachers include in accurate expression and the content being inappropriate to Agnuak language context.

Moreover, contents in text books lacks consistency. For instance, point that should raise in unit one has been placed at the lost unit

Further, the issue of choices is point of discussion in relation to problems related to text books, supportive instructional materials, teachers guides and Agnuak written literature in general. The problem is due to the fact that in the past most teaching aids were produced for Amharic and English Medium instruction. The problem of inadequate choice of text books is indicative of the fact that the Agnuak medium textbook market was very undeveloped.

The over all results in this study reveal that there is insufficient supply of textbooks and teachers guides. The majority of Agnuak text book specially science text books are still directly translated, their contents tends to be informational, their style and level of difficulty have not been properly adjusted and their quality is less. In addition, the translation of the terms used are not unified which makes text books contents difficult for teachers as well as to students. This is due to besides other shortage absence of competent translators .There fore ,it is still difficult to find Agnuok written teaching aide and suitable designed teaching materials for AMI student in Gambella town. For this issue UNESCO committee itself affirmed that the main obstacle to the use of vernacular language

is the shortage of educational materials including school books; hence, the child learn more through his mother tongue than unfamiliar linguistic medium is meaning less if there are no supplementary reading materials in the LOI (lepoge,1964).

In Gambela town from survey of teachers principal and experts responses and from the researcher observations, generally, written literature in Agnuak language is almost no- existent. However, at what level of studies there is need for students to access literature in their mother tongue language, Agnuak, as wells in Amharic and English as many education a concepts and theories are learnt from foreign countries. Student do always have the opportunity to us the literacy skills they develop in their mother tongue Agnouk RAO (2002) pinpoint out that at present free voluntary reading (reading for information or for enjoyment), studies on to its effects on learning indicate better reading compression, writing style, vocabulary, spelling or grammatical development than when teaching is largely or only done by directing instruction.

4.4. Attitude of Teachers Students and Parent Toward AMI

To see the attitude of teachers parents, and students to wards AMI, interview and focus group discussion were conducted on some frequently discussed issues in AMI implementation. Again observation check list has been used so as to observe the attitude of teachers parents and students to words Agnuak medium implementation.

The Agnuak natives teachers, students and parents significantly agreed that early education in Agnuak language makes schools less problematic for the child. This seems that they perceive that education in mother tongue as a worthwhile. Similarly other teachers, parents and students also significantly agreed that the child better understand his environment when he/she used Agnuak language. This seems because;

the child has more experience about the perception on the continuity in home experiences express the earlier views by Urerbu (2001) cited in Cummins (2003) that early education in mother tongue promotes the child's cognitive equilibrium.

Some teachers were of the view that early education in mother tongue makes for learning prosperity in the future and AMI is right medium for children's education. This may consider with the idea that the MOI ideally ought to be the mother tongue all stages of the school education and at least in the primary stage (Kalat, 1990). The stage off which they are introduced in the school. The perception of the Agnuak native students suggests that the use of AMI has brought about instruction that is more effective. As the language of the heart learners can acquire complex skills to their additional languages (Dutcherv, 2004). Early introduction of foreign language contributes to learning difficulties and failure, which in turn could account for dropout (Emanenjo, 1990) and in this regard suggested that early education could help to mitigate these problems .

On the contrary because of the existing ethnic and linguistics complexity in the town Gambella the non Agnuok native parents and students are not in favor of Agnuak language medium. Agnuak language is not their mother tongue hence they choose private primary schools where Amharic is a medium of instruction. In Gambella town almost all students are familiar with Amharic language .That is way Amharic playing a key role in clarifying discussion even in AMI. Thus, those parents who have a capacity to pay in the private school ignore government school where Agnuok language is medium of instruction. Teachers, head officers, Police men Accountants, highest government officers etc. send their children to private primary schools. Only students from low earned parent are learn in government school where Agnuak language is medium.

In principle, in regard to parental support and encouragement the native parent and student significantly agreed that AMI education helps parent to support and follow up their children. The students may perceive in this way because of the students discussion with their parents at home on their schooling that may give opportunity for parental involvement .Both parents and teachers also recognize the need for home support for the education of the child in the form of parents being able to support supervise and direct their children's home study. However, this may not be equally practiced in all parents. On one hand this it possible for literate parents. On the other hand as it was mentioned earlier many are almost form lowered parents, These parents may not have time to discuss with their children .Here experiences show that it is difficult to say that parents can support their children's communicates and interact freely with their children's teacher.

On the other hand, some parents and student were found to be different in their perceptions in regard to AMI as a means of promoting cultural heritage from teachers .Teacher respondents agree with the use of AMI education to promote cultural development. Teachers may understand that the language it self that they use as LOI is one aspects of culture .on the inclusion of the cultural aspects in to the curriculum, parent may not have the chance to read whether the cultural elements were included or not in the curriculum. Similarly, students may not make such detail thought being they are not mature enough and cannot judge the included contents are element of the culture.

With regard to acceptance of Agnuak as MOI and its provision for job opportunity, all the teachers students and parents have the same view. All of them significantly disagreed that AMI creates job opportunity. Most parents would feel uncomfortable when their children are concerned

about access to higher education, or employment opportunities and regard Knowledge of a high status language, hence, English or Amharic are crucial for achieving these aspiration. Therefore, parents and students as well as teachers expect that children should get the best type of education and they believe that it is possible only through English or Amharic and knowledge of English or Amharic is seen to be the key to socio-economic prosperity .They consider Agnuak has no economic value out side the region since no job exists for people who lean Agnuake. Even in Gambella region Amharic is a working language. This is because people view at getting jobs over the country as the most important goal of education.

In support of the use of Agnuak language of its implementation, some students agreed that they have an interest to support it .In this aspect primary school students admit that they understand their teachers better when teaching is carried out in Agnuak language but significant number of these student still think that Amharic or English should be maintained as the LOI .This result is similar to Dutcheim (1982)who found that many students resist the change of LOI from dominant language to vernacular be cause they assume that the dominant is the best medium of science and technology in many schools. Such idea can be seen as an induction of where the power is perceived to be in the society .This attitude shows that the language preference is not just a matter of pedagogical effectiveness but is linked to a wider political and socio-economic factors including status of various languages (Gollnick and Chin, 1998) .However some teachers responded in the direction of agreement but their tendency to encourage the AMI implementation remained insignificant .This shows that they have considered the provision of AMI in principle as to be encouraged but have faced many implementations that are to be corrected.

Parents did not agree significantly to support the implementation of AMI. This shows that they have no interest to support it or have an objection. For this as interview data obtained from school principals indicated that there is a claim to a problem related to quality of students in take. The principal reported the problem that better performing students are withdrawing from school. The result suggests that parents demonstrate their resistance against AMI school not by directly exerting pressure or objection on the AMI schools where their children are attending but by taking them out of AMI school or avoiding them sending to private school where Agnuak language is not medium of instruction.

All parents, students as well as teacher significantly agreed that AMI helps for the development of Agnuak language. The student may consider the continuous provision of it in the class room for education purpose as one step of its development since it will for them pose an influence on language development of the students. However teachers may see and think it differently part from this. Their idea may go with if a language had to be learnt properly and fully, it had to be learnt not only as a language it should be the MOI (Gefeller, 1998)

Further all teachers students and parents agreed that the provision of AMI reflects one's right to education and for self respect. Their views go with some of the researchers state explicitly and most others imply that mother tongue instruction affirm in their self worth and in their identity (Dutcher, 2004) Therefore, teachers should not reject the language and culture of their children nor accept passively.

4.5. Supports and Measures needed

So as to alleviate the problems that faced the AMI policy implementation the researcher gathered data mainly from teachers school principals and experts on possible measures to be taken and supports needed for its

effective implementation through focus group discussion and interviews .The data obtained from the respondents were categorized in theme and discussed.

4.5.1 The Need for Teacher Recruitment, Training and Professional Development

All teacher strongly urged that during formal training year teacher-training institute should use Agnuak as MOI .Teacher may require training because even if they have speaking the language, Agnuak they need to be fluent in reading and writing the language as well. Again language expert suggested that to meet the demand of AMI school teachers at elementary level it is better to give chance of upgrading in Agnuak language and continuous in-service training is unquestionable. Similarly, education experts pinpoints it is better to recruit Agnuak native high school completes and give them three years of teacher training in AMI. According to the expert, these Agnuak natives should speak Amharic language so as trust linguistic diversity in the class.

There fore, teacher training is key to the sustainability of AMI problem and the first requirement for teachers working the AMI is likely that they should receive formal training using Agnuak language as a medium to know the language and can use in class rooms comfortably.

4.5.2. Schools' Actions and Resource in Enhancing AMI Implementation

Data reflecting school's efforts in efforts in AMI implementation were mainly collected through school principals and experts interview. Education experts from Regional bureau indicated that now days there are supports from different organization both government and non-government organization with writing materials. Similarly, the sampled school principal suggested that schools can strengthen their AMI

curriculum by measures such as holding supplementary classes and by using extra-curriculum activities for first cycle.

4.5.3. Schools Choices AMI for Primary Grades

There are two languages, namely the mother tongue language (Agnuak) and the language of wider communication (English) that are being used as MOI and taught as a subject in first cycle primary schools in Agnuak schools in Gambella administrative Town respectively. Teaching these two languages is obligatory as part of the general pattern of AMI curriculum in its respective schools in Gambella town.

To gather data on the condition that to what grade level the Agnuak language could be used as a MOI, interview was conducted for teachers and parents. Teachers suggested that not only for 1-4, it is better extending up grade six, where as students and parents prefer from grade 1 to 4 some even suggested to revert to Amharic or English medium, no matter which language is used as a LOI and think that students' needs to pursue further studies should be taken in to consideration.

Based on data from interview, parents emphasized from two perspectives. On one hand they justified that their students should learn English. On the other hand Amharic medium should be given as one option. Teachers and students opting for English medium instruction explain their reason behind their choice being the need to cope with language requirements in higher education. However, teachers have well reasoned out for their justification. They identified for further study (the use of English in higher education) market demand (factors relating to future carrier such as parents expectation or societal demands), continuity and consistency between primary and secondary schools and students competence.

With regard to amount of duration of mother tongue education as LOI Thomas and Collier (1997) as cited in Shumba and Manyeti, (2000), conducted large scale study and their findings demonstrate a direct link between amount of duration of mother tongue use and average performance. There is also an ample of evidences that children beginning education in their mother tongue will learn better both subject matter and the official, often the foreign, better than children exposed only to the official language (Dutcher and Tucker, 1996; Cummins, 2000; William 1996, Wagner, 1998 allcited in Shumba and Manyati, 2000). It also impossible for pupils to learn enough of the second language in three years to switch to a second language as MOI by Grade 1– 4 (ICDR, 2004). In addition, language education models, which remove the mother tongue as a primary MOI before grade 5, will facilitate little success for the majority of learners (Dutcher, 2004).

There fore, in line with these reviews, the researcher suggest that Agnuak be currently used for initial instruction starting from grade 1 to grade 4 as LOI with English given as subject. It is better if Amharic is given as a subject. This is because, student in a given class composed of different linguistic background. Hence, teacher used Amharic so as to clarify contents. Thus, Amharic should be given as a subject starting from grade one. In addition, the writer of this paper indicates that the non-Agnuak native students are not learning in their mother tongue. Literature suggests that teaching a child using his mother tongue is not only useful because of its pedagogical suitability, but also it is a matter of a child's right: the dental of the mother tongue to the minority is administration against the minority and a violation of human right (Spolsky, 1986:14; Lynch, Modgil, 1992) Therefore, The region have to treat the exiting linguistic diversity accordingly.

CHAPTER FIVE

Summary, Conclusion and Recommendations

5.1. Summary

Starting with 1996 school year, from 9 first primary schools of government in Gambella Administrative town, 5 first cycle primary schools, at present, were required to adopt Agnuak as MOI in grade 1 to 4. While the rest 4 schools were with Nuer language medium of instruction. However, this study tried to assess mother tongue education in relation to the problems that AMI policy has faced in its implementation and point out supports needed.

To accomplish this task, the following basic questions were formulated.

- What are the major problems that encountered the implementation of the AMI policy in primary of Gambella-Administrative Town?
- What is the attitude of teachers, parents and students toward the provision of AMI?
- What are the measures to be taken and supports needed to better assist the effective implementation of AMI policy objectives?

So as to answers to these questions; findings were made based on data extracted from interview, focus group discussion and observation. Interview was conducted for the school principal of the sampled school, the educational and language experts, teachers parents and students focus group discussion was also carried out on teachers, students and parents. In addition, observation was conducted. The data obtained was analyzed qualitatively.

The major findings obtained that are pertaining to the AMI implementation were summarized and are set out below:

- The teachers who are part of this study have been formally trained for 9 month. However, they are teaching with out any in service training even is some basic skills.
- On the question of the need to training, some AMI teachers have problems in reading and wiring skills, which shows that they are already requesting to get support.
- There is short are of experienced Agnuak teacher for first cycle primary school. The experienced teacher either transfer to the next cycle or up grading in other field of study.
- There is insufficient supply of text books many of available text books are translated directly from other medium (Amharic, English), their content tends to be less desirable, and their quality is less.
- There no Agnuak language written materials that supplement teaching learning process.
- Because of the existing linguistics diversity, conditions forced the non-Agnuak native student to join AMI.
- Teachers are experiencing problems in the actual class room teaching. Many students in a class could not understand Agnuak language Hence teacher forced to switching to Amharic. At any discussion switching is obligatory in any Agnuak Medium class.
- The commonly identified technical problem arised from inadequate translation include directly adopting works, inappropriate use of vocabularies, conceptual mistakes, wrong translation and problems in spelling errors. All these problem may meant from the absence of dictionary for Agnuak language.
- Latin alphabet have been chosen with certain modification so as to represent sounds in Agnuak language.

- AMI is not still well accepted and viewed by parents, teachers and students being less important for the future academic achievement and to job opportunities.

5.2. Conclusion

In this research the intended AMI policy that Gambella Administrative Town has begun to implement for about one and half decade has had some successes but the completeness of its success was highly be characterized as one in which implementation is the main problem. As a result, the potential benefits of using AMI have not been adequately realized since its seemed to have been changed with out any serious pedagogical preparation and considering the existing linguistic complexity.

If AMI is to be implemented out successfully, these issues will have to be addressed by means of careful planning, training and retraining of teachers, publication of desirable materials that would also require coordinated change in curriculum. Similarly, the linguistic, ethnic, social and economic factors should be take in consideration for the successful implementation of Agnuak medium of instruction. Otherwise, the writer of this paper, tempt to conclude the implementation of AMI is difficult through its importance is well acknowledged in the ground of mother tongue education.

5.3. Recommendations

1. As the AMI policy has been introduced with a new LOI, teacher should receive in service training in AMI context. Teachers themselves should also be familiar with the new knowledge and expertise.
 - Methodologies of mother tongue education should be established, either as part of government or as free private institutes.

- The AMI teachers should be encouraged to upgrade in Agnuak language.
 - Organize workshops and experience sharing discussions and to allow teachers to share their experiences in the use of subject specific Agnuak vocabulary and style of expression in different subjects for immediate use.
 - Once the textbooks or other materials are available in print, the teachers should be given orientation about the book and they use them in classes.
2. Design Agnuak language written reference materials and supportive instructional aids that are useful to translate ideas into practice.
- As front line educational workers, teachers should prepare and collect appropriate reference materials and organize them according to subjects.
 - Continue to give full play to successful implementations; the school principals should also play the role of collecting and selecting teaching aids.
 - Create the conditions needed for publishing Agnuak written materials by promoting partnerships between public and private sectors, with NGOs through sharing of resources publishing projects.
 - In order to help teachers and students with vocabulary problems, an Agnuak language dictionary should be prepared. This may also solve translation problems.
3. Ethnic and linguistic complexity should be taken into consideration by the Regional government.
- Gambella town has a first language (Mother tongue) that is different from the official language of the country. However, the official language (Amharic), is more instrumental for social mobility in the region. That is why it has become the working language of the region.

Therefore, it is better establish Amharic medium government schools as an alternative.

4. The government servants and official leaders at regional woreda and school level could be ready to face the challenges in implementing the AMI policy.
 - They would encourage curriculum development and material production, teacher recruitment, training and supervision, program expansion and effective measures for building community support.
 - Educational officials as well as various levels of administrative staff should have a sense of being responsible by means of careful planning, training and retraining teachers, as well as through the publication of the successes and failures of AMI policy implementation.
5. Assessment and evaluation should be incorporated in to the implementation of AMI policy.
 - Teachers and government servants, at all levels need to encourage continuous program improvement and assess the practice to see the effectiveness of this policy in order to make sure that it is implemented successfully.
 - To solve the problem for teachers, plan to design and publish a handbook in using Aгаuek as the MOI and distribute it to teachers who are engaged in implementing AMI policy. With this as a ready reference, the researcher hopes that during the practical implementation of AMI, it will assist teachers to develop their practical knowledge for solving problems in schools.
6. In this study, some major problems have been identified in the AMI policy implementation. Yet, the study focuses on limited issues with insights given by the respondents, it is suggested that a number of other problems can be investigated further.

REFERENCES

- Amore Asegdome (1999) Availability and Use of Instructional Material in Tigray Primary Schools, "IER FLAMBEAU vol. 7. No 1 pp. 53-66.
- Appel R.A 8 Mysken, P. (1987) Language Contact and Bilingualism. London: Edward Arnold.
- Bakar, C. (1988). Key Issues in Bilingualism and Bilingual Education. Clevedon: Multilingual Matter.
- Bambose, A. (1976). Mother Tongue Education: The west Africa Experience. London: Hodder and Stoughton
- Bloor and Tamrate (1996) Issues in Ethiopian Language Policy and Education: Journal of multilingual and multicultural Development 17(5): 321-337.
- Brown G.N and Hiskett, M. (1975) Conflict and Harmony in Education in Tropical Africa. London George Allen and Unwin ltd.
- Canham, G.W. (1972). Mother Tongue Teaching. Hamburg: UNESCO.
- Cohen, G. (2006) The Development of Regional and Local Languages in Ethiopia's federal System: pp 165-180. In Ethnic Federalism, Burton, Dohio university press.
- Corson, D. (1990). Language Policy Across the Curriculum. The veden: Multicultural Matters. Inc.
- Cummins, J (2003) Bilingual children's Mother Tongue: why is it Important for Education? Founded in <http://www>.
- Cummins, J. (1981). The Role of Primary Language Development in Promoting Educational Success for Language Minority Students, Schooling and Language Minority Students. A Theoretical Frame Work. Los Angles, CA: California State University.
- Dakin, J, Tiffen, B, Widdowson, E. (1968). Language in Education. The problem in Ecommon Wealth Africa and the In Do-Pakistan sub. Continent London: Oxford University press.
- Dereje, T. (2006). The Development of Regional and Local Languages in Ethiopia's Federal System: pp 208-216. In Ethnic Federalism, Burton, Dohio University Press.

- Dutcher, N. (2004). Expanding Educational Opportunities in Linguistically Diverse Societies. Washington Dc: Ford foundation.
- Dutchien, N. (1982). The use of First and Second Language in Primary Education: Selected Case Studies. Washington DC: World Bank.
- Emenanjo, E.N. (1990). Multilingualism: Minority Languages and Language Policy in Nigeria. Agbor: Central Book Ltd.
- Evan, R. (1996) The Human side of School Change: Reform, Resistance and Real life Problems of Innovation Sanfransisco: Jossey-Boss Publishers
- Fafuna, B.A. (1987). "Nigeria: A national Language" West Africa No 3623 London: West Africa Publishing Company Ltd pp 451-495.
- Fasold, R.W. (1984). The Sociolinguistic of Society: Introduction to Sociolinguistics. New York: Basil Black Well Inc.
- FDRE (1995) The Constitution of the Federal Democratic Republic of Ethiopia
- Fish man (1968). Readings in the Sociology of Languages. The Hague Nouton Publishers.
- Fullan, M and Stiegelbauers, S. (1998). The New Meaning of educational Change. New York: Teachers college press.
- Getu, Abebe (2006). "The implementation of Afan Oromo as a medium of instruction in the second cycle of primary school the case of East Wolega Zone" (An M.A. Thesis) Addis Ababa: Addis Ababa university.
- Gfeller, E. (1998) Learning Across Language. "In Amare (ed, Qualify of Education in Ethiopia In Gorman (ed) language in Education Eastern African Nairobi: Oxford University: Prentice Hall. Iteachile. Com/Cummins/mother. Htm

- Ghermai, A. (1998) "*The Primary Curriculum and Language issue in Ethiopia.*
 "In Amere Asgedom (edt), IER flambeau. Vol. 5 No. 2 Addis
 Ababa University
- Gollnick, D.M. and Chinn, P.C. (1988) *Multicultural Education in
 Pluralistic Society* (5th ed). New Jersey: prentice Hall.
- Hamdessa, T. (1989) *Minority Education in Ethiopia Africa*, 37(3), 31-46.
- Internal Development Research Center, IDRC (2004). *Important Notices.*
 Founded in [http://web.idrc](http://web.idrc.ca/en/Ev-5/886-201-1-Do-topic.html)
 cal en/Ev-5/886-201-1-Do-topic
 htmc.
- Jeylan Wolyie (2008) *Politics of Language, Power and Pedagogy in Ethiopia,*
 Addressing the past and the present conditions of the Oromo
 language. Australia Journal of Linguistics 28:1, 31-57.
- Jones.T.J. (1925). *Education in East Africa.* New York: Negro Univerity Press.
- Kalat, J.W. (1990). *Introduction to Psychology.* (2nd ed.). California: wads
 worth publishing company.
- Kembo, J (2001). "*Language in Education and Language on Learning in
 Africa*" in vice web and Kembo. Sure (edrs). African voices: An
Introduction to the Languages and Linguistics of Africa. Cape-
 town: Oxford University Press.
- Lyons, J. (1981). *Language and Linguistic: An Introduction.* New York:
 Cambridge University Press.
- Macnomara, J (1967). "*The Effect of Instruction in a Weaker Language*"
 Journal of Social Vol. 23 No. 2 pp. 121-134.
- Mcnab, C (1989). *Language Policy and Language Practice: Implementation
 Dilemmas in Ethiopia Education.* Stockholm: Stockholm
 University.
- Mekuria Bulcha (1997) *The Politics of Linguistic Homogenization in Ethiopia
 and the conflict over the status of Afaan Oromo,* In journal of
 African Affairs, 96, 325-357.
- Mialart, G. (1979) *The Child's Right to Education.* Preis UNESCO.

- Ministry of Education, MOE. (2002). Education and Training Policy and Its implementation Addis Abeba: EMPDA.
- Neilson H and Cummings W.K. (1997) Quality Education for All: Community Oriented Approach. London: Garland Publishing Inc.
- Neilson, H and Cummings W.K. (1997) Quality Education for au Community Oriented Approach London Garland Publishing inc.
- Ornstein, A.C. and Hunkins, F.D. (1998) Curriculum: Foundrations Principles and Issues. 3rd ed. Boston: Allyn Bancom
- Rao, N. (2002). Language Policy in the Primary School of the Western Cope. Founded in <http://wced>. Wape.Gov.20 /Documents/ long-policy/finding. Htmy.
- Rubin.J. and Jernudd, B.H (1971) Can Language Be planned? Honolulu: The University Press of Hawaii.
- Sells, S, B and Trites, D. (1960) "Attitude "Encyclopedia of Education Research 3rd ed.p 113.
- Seyoum Hameso (1997) "Language policy and Access to Education in Ethiopia, In Ethiopia conause and the quese for freedom and democracy. Edited by Seyoum Y. Hames etal tsc publishers, London.
- Shumba,O. Mnyeti, M. (2000). "Language Communities Actions" in Zimbabwe Primary School Environmental Science Lessons: Implementing Active Participatory Methodologies. In Zimbabwe Journal of Education. Vol. 12, No.1.
- Solomon Lemma (1995). Survey of teacher and parents. Attitude towards using Wolayita language as a medium of instruction in primary schools of Wolyita. (Unpublished B.A. Thesis) Addis Ababa University. Addis Ababa.
- Spolsky, B. (1986). Language and Education in Multilingual Setting Clecedon: Multilingual Matters Ltd.

- Tekeste Negash (2006) "Education in Ethiopia from rises to the Brink of Collapse." Nordiscas Africa Instituteuupsal, Discuss on paper 33 pp 5-53.
- Thomas R.M (1990) International Comparative Education: Practice Issues and Prospects. New York Programon Press.
- UBESCO. (1968) "The Use of Vernacular Languages in Education. The Report of the UNICCO meeting of specialists 1951" in Fishman J.A (ed) Regarding in sociology of languages. Netherlands Mouton and co N.V publisher, the Hague.
- Uchendu P.K (1993) Perspectives in Nigeran Education. Enugu: Fourth Dimension publishing co. Ltd.
- UNESCO (1972) Apartheid. Its Effect on Education Science and Culture and Information. Paris.
- Wagshum Dhugassa (1995) "Afan Oromo as a Medium Instruction: A Survey Study in a Selected Teacher training Institutes of Oromia Region, Un published B.A The sis.
- Weinberg, H.F., Krosnick, J.A.A. Bowen, B.D. (1996). An Introduction Survey Research Pilling and Analysis (3rd ed). California SAGE Publication. Inc.
- Weinstein, B. (1983). The Civic Tongue: Political Consequence of Language Choice. New Delhi: Long man Inc.
- Zaudneh Yimtatu (1994) Changes and Innovation in Education. Addis Ababa: Facility of Education.
- ••• (1991) ••• ••••• ••• ••• ••••• ••••• ••• •••••
 ••••• ••••• ••••• ••• ••• ••• (•••••)••

Appendix A

Addis Ababa University

Graduate study

Department of Multicultural and Multilingual Education

Interview for Educational Officials and Language Experts

Instruction: The aim of this interview is to gather information on problems that encountered the implementation Anguak languages as a medium of instruction in first cycle primarily school of Gambella Administrative town and forward possible solution. Since the information you will give have a graduate importance for this study, you are kindly requested to give correct and reliable information I would like to ensure that the information you will give is confidential and be used only for this purpose.

I. For Educational Officers

1. In Anguak Medium curriculum, what changes have been make other than the changes in the language of instruction, Anguak?
2. During the development of the Anguak as medium of instruction policy, what preparations were made?

In regard to:-

- Teachers recruitment and training
- Preparation and translation of text books
- Discussion with the community members
- Script choice/writing system.
- If any other, specify _____

3. In the use of Anguak as medium of instruction, did teachers receive pre-service or in-service training? Who gave training? What type of training they received? For how long?
4. What preparation like translation of text book and formation of scripts were made during the Anguak curriculum development? Who were participants?
 - Educational development? Who were participants?
 - Subject teacher
 - Community member
 - If any, specify _____
5. is the financial and resources supply adequate for the implementation of Anguak medium of instruction policy.
6. What measures you think to be taken and supports need for the effective implementation of Anguak medium of instruction policy? Please, Mention _____
7. What arrangements have been taken for Non Anguak speakers?
8. During resource allocation are there disagreement between Anguak?
9. Do you have any more information? Please mention _____

Thank you in Advance!

Appendix B

II. For School Principal

1. Do the qualification and training of Anguak medium of Instruction teachers fit with subjects they a signed to teach?
2. Do teacher receive in-service training?
What type of training? How is the condition of training?
3. Are there Anguak language written text books and materials adequately available? What is the quality of those available materials?
4. Do teachers prepare and use their own teaching materials? If not what is their problem not to prepare?
5. Do educational experts and other officials follow upand give support for the implementation of Anguak medium of instruction policy?
What type of support they give?
6. Is fincial and resource demand needed for Anguak or Nuer medium of instruction implementation adequate? What is the source of it?
7. Currently, what major problems are encountered the implementation of Anguakmedium of instruction? Please mention _____
8. What are the attitude of teachers, parent and students toward the use of Anguak as a medium of instruction?
9. What are the measures to be taken and supports needed do you think for the effective implementation of Anguak medium of instruction policy? Please, mention _____
10. How does the school treats those student who don't speak Anguak very well.

11. Do you have any more information?

Please mention _____

Thank you in advance!

Appendix C

Addis Ababa University

Graduate study

Department of Multicultural and Multilingual Education

Interview for Parent

Instruction: The aim of this interview is to gather information on problems that encountered the implementation Anguak language as a medium of instruction in first cycle primarily school of Gambella Administrative town and forward possible solution. Since the information you will give have a graduate importance for his study, you are kindly requested to give correct and reliable information I would like to ensure that the information you will give is confidential and be used only for this purpose.

1. Do you support in the use of Anguak language as a medium of instruction? What is your active toward this?
2. Concerning Anguak medium of instruction has you participated in any of the meeting or discussions with others?
3. Concerning your child's education in Anguak language, have you discussed with school principals or teacher?
4. Do you think education in Anguak as medium makes school less problematic for the child?
5. Education in Anguak makes you help and follow the progress of your child in learning?

6. Do you think child understands more about the environment in Anguak medium
7. Does child gets enough text books? How do you see material productions?
8. What are the attitude of child and teachers to wand the use of Anguak as a medium of Instruction?
9. In relation to Anguak as a medium of Instruction what major problems are encountered?
10. Do you have any more information?

Please mention _____

Thank you in advance!

Appendix D

Addis Ababa University

Graduate study

Department of Multicultural and Multilingual Education

Interview for Teachers

Instruction: The aim of this interview is to gather information on problems that encountered the implementation of Anguak language as a medium of instruction in first cycle of Gambella Town and for ward possible solutions. Since the information you will give have a great importance for this study you are kindly requested to give correct and reliable information I would like to ensure that the information you will give is confidential and be used only for this purpose.

1. When Anguak medium began, what changes did you observed?
2. During development of Anguak as a medium what preparation was mode in regard to teacher?
3. In the use of Anguak as a medium of instruction did you receive pre-service or in service training? Who gave you the training? What type of training you received? For how long?
4. In which language a medium of instruction you took training in teaching
5. Have you taken any kind of training on how to use Anguak language as a medium of instruction for grades levels or subject you are assigned to teach?

6. Do you believe the Anguak written student text book and teachers guides are sufficiently available?
7. Do you think the references and other supportive Anguak languages written instructional materials are adequately available?
8. What is the role of teacher in text book preparation and translation?
9. Do you believe that the preparation of text book is based on understanding level of students?
10. Have you faced any type of problem in using text books, guides, and other Anguak language written materials?
11. Do you believe that early education Anguak medium makes school less problematic for the child?
12. What is your attitude to ward Anguak medium of Instruction policy?
13. Do you believe Education in Anguak makes parent help and follow the progress of their child in learning?
14. Do education other than Anguak medium poses learning difficulties?
15. Do Anguak medium education is widely accepted by the society?
16. Do you think students and parents are interested and encourage Anguak medium Education?
17. Do you believe using Anguak as along vale of instruction in a sign of respect, right and reflection of ones own identity?
18. How do you treat students whose mother tongue is not Anguak language.

Thank you in Advance!

Appendix E

Addis Ababa University Graduate Study

Department of Multicultural and Multilingual Education

Focus Group Discussion for Students

1. Some people say using Anguak as a medium help only the native student. The students from highlanders have been marginalized. How do you react to this?
2. How do you see the importance of Anguak as a medium of instruction?
3. Do you think education in Anguak help you to discuss with your parent at home on certain issues?
4. Do you feel your school environment is conducive to implement Anguak medium of Instruction?
 - Are there enough instruction materials?
 - Re there teacher fluent in Anguak?
5. Some people say teachers are not interested in teaching in teaching Anguak. How do you react to this?

Declaration

I, the undersigned student declare that this is my original work and has not been presented for a degree in any other University and all the references used for the thesis have been fully acknowledge.

Student's Name: Tadesse Akalu

Signature: _____

Date of Submission: _____

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

Advisor's Name: Abebe G/Tsadit (PhD)

Signature: _____

Date of Submission: _____