

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**THE USE OF THE WOLAITTA
LANGUAGE AS THE LANGUAGE OF
LEARNING IN PRIMARY SCHOOL**

**BY
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**THE USE OF THE WOLAITTA
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LEARNING IN PRIMARY SCHOOL**

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**BY
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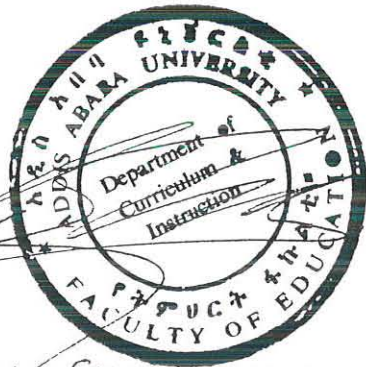
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To: The School of Graduate Studies
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Subject: M.A Thesis Submission



Please find enclosed the M.A Thesis of ALTAYE AYELE SALLA entitled
"THE USE OF THE WOLAITTA LANGUAGE AS THE
LANGUAGE OF LEARNING IN PRIMARY SCHOOL".

Thank you

SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY

THE USE OF THE WOLAITTA LANGUAGE AS
THE LANGUAGE OF LEARNING IN PRIMARY
SCHOOL

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ABSTRACT

This study aims at examining the extent to which both teachers and students in the primary schools of Wolaitta zone use the Wolaitta language as the language of learning.

The study sample included 18 teachers and students in 18 sections from 9 primary schools, which were selected randomly from three woredas of Wolaitta zone, SNNPR. Data were gathered using questionnaire and classroom observation checklist. And the collected data were analyzed using mainly mean values and percentages.

The findings of the study show that there is inadequate teacher training program to enhance teachers' use of the language, lack of student textbooks for the effective use of the Wolaitta language, and promising delivery of the contents in the language and relative weakness in writing and reading in the language. In the light of these findings, continuous teacher training on the use of language, organizing self help group in which teachers share their experiences and discuss problems related to the language use, introducing the language for office work and encouraging literary contest among the students were recommended.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

There can hardly be any education without language. In this regard, Coombs (1985: 256) notes that “language is the principal vehicle for teaching and learning- -” In order to be successful in teaching learning process, both teachers and learners have to have a good command of language of learning. If the learners are not proficient in the language of learning, they will not be able to read books and other instructional materials. But if students fully understand the language of learning s/he will find the teaching learning activity easier to learn (Fasold, 1993).

Success in learning relies basically on the ability of the learners to understand the teaching learning process and to express them in the language that is used for learning. Hence, students who lack sufficient language skills not only fail to progress in the language but they also fail in other subject areas as well (Thomas, 1990). For this reason, the choice to use the right language of learning becomes a very crucial issue in every educational context

When we examine the issue of what language to be used as a language of learning, Coombs (1984: 256) suggests that “in early primary grades young

children should be initially instructed and made literate in the mother tongue before being introduced to a second - - - language". The language that children effectively use has to be given priority in choosing the language of learning. If the opportunity is given to select a language to use as the language of learning it becomes clear that the choice, in the primary education, will be the child's mother tongue (Shuy & Fasold, 1973; Kotey & Der - Houssikian, 1977; Baker, 1988; Thomas, 1990; Fasold, 1993; Neilson & Cummings, 1997; and Gfeller, 1999).

A more elaborated UNESCO's Report rationalizes the necessity of using the child's mother tongue as the language of learning as follows.

It is axiomatic that the best medium for teaching a child is his mother tongue. Psychologically, it is the system of meaningful signs that in his mind works automatically for expression and understanding. Sociologically, it is a means of identification among the members of the community to which he belongs. Educationally, he learns more quickly through it than an unfamiliar linguistic medium (UNESCO in Fasold, 1993: 293).

Different scholars in the field of education confirm the importance of using mother tongue as the language of learning by arguing that a student is likely to learn faster and better if the language of learning is his/her own language. The closer the language of learning to the child's first language, the easier will the learning process be (Thomas, 1990; Neilson and Cummings, 1997; and Gfeller, 1999).

On the contrary because of the student's inability to master the language of learning (which is not his/her mother tongue), his/her ability to understand academic concepts is limited (Kotey & Der - Houssikian, 1977). Hakuta in Neilson & Cummings (1997: 81) strengthens this opinion by stating, "children are overburdened, in trying to gain literacy and academic skills through a language that they are not fluent in, and therefore are more likely to be tracked out of the academic path, to repeat a grade, and to drop out of school".

Although there are a number of benefits in using mother tongue as the language of learning, there are cases that can influence its success. For instance, inefficient use of mother tongue, the lack of textbooks and other reading materials, shortage of trained teachers in the language of learning, and inadequacy of vocabulary can badly affect its use (Fasold, 1993; Baker, 1988: and Nelson and Cummings, 1997).

On the other hand these hindrances, for mother tongue instruction, usually do not occur in some languages of wider communication. These languages have different importance like for worldwide communication, high job and educational opportunities, adequate vocabulary to translate science and technology, standardized writing system and availability of curricular materials.

In Ethiopia, until the early 1990s Amharic was used as a sole language of learning in formal education of the primary school even though about six local languages were used for teaching purposes during the Italian Occupation (Marew 2000). However, the Charter of the Transitional Government of Ethiopia recognized the right of nationalities to use their languages as instructional languages (Ghermai, 1998; Ayalew, 2000). Besides, the current Ethiopian Education and Training Policy declare the use of nationality languages as media of instruction for primary education (MOE, 1994). As a result of this about 20 languages are being used as the language of learning in primary schools in different regions (Marew, 2000; Ayalew, 2000). Among the mentioned number of instructional languages almost half of the languages are being implemented as languages of learning for primary education in the Southern Region. One of them is Wolaitta language (Gfeller, 1999), which is the target of the study. Though instruction in mother tongue has various importances, it may have its own limitation concerning the usage. Thus, the use of the language has to be examined with a view to how much it meets what it is expected of it.

1.2. Statement of the Problem

The Wolaitta language was used as the language of instruction for the literacy campaign conducted in 1970's and 1980's for the first time (Yalew, 1999.) The language is currently being used as a language of learning in 224 primary schools of Wolaitta zone, SNNPR. Besides, this language is used as medium of instruction for teacher training institute since 1993. For these primary schools

and teacher training institute curricular materials have been written in it since 1992. However, there is a hunch among the community that teachers and students have problems in using the language of learning.

Thus, the main intention of the researcher is to investigate the use of Wolaitta language as the language of learning in the primary schools by teachers and students. In this study, therefore, it will be attempted to seek answers for the following basic questions.

1. How do teachers deliver the school subjects using the language of learning?
2. How do teachers and students use the language to ask questions and to respond to questions, to give explanation and clarification of meaning?
3. Do teachers pay attention to problems related to language use beyond the context of the subject they teach?
4. Do the teachers have adequate training to teach primary education in the language?
5. Are there sufficient textbooks in Wolaitta language that supplement the use of the language?
6. Is there uniformity in the usage of newly coined, borrowed and extended terms and spelling of words by teachers and students?

1.3. Significance of the Study

This study is expected to come up with some findings for which recommendations will be made. These recommendations suggest ways for proper use of the language of learning. Therefore, the knowledge, which will be gained from this study, can be useful in designing strategies that might help to:

- Take corrective measures towards improving the use of language of learning while delivering the school subjects, asking questions and responding to questions and giving explanations and clarification of meanings.
- Take corrective measures towards improving the necessary conditions like teacher training and textbook supply for the effectiveness of using the language of learning.
- Found basis for further study on the use of the mother tongue which used as the language of learning

This study, therefore, should be of interest to different teachers and students as well as educational officials and respective governmental bodies of the area.

1.4. Delimitation of the Study

A study that attempts to investigate the use of Wolaitta language as the language of learning in such a large number of schools is obviously broad and difficult.

Therefore, because of the time, financial and facility constraints, the study is delimited to manageable size.

The study is focused on the first cycle of primary level (grades 1 to 4) because that is the cycle where the language is being fully used as the language of learning.

In Wolaitta there are seven woredas and 224 primary schools, which use Wolaitta language as the language of learning. Out of the seven woredas three woredas were selected. From each woreda three schools (two schools from Wolaitta Soddo and others rural) were chosen. The selection of grade level was restricted to grade 4 from each school.

Therefore, the study as a whole encompassed three woredas and nine primary schools from which 18 sections were selected.

Another delimitation of the study is that the study considered environmental science and mathematics of the selected grade because environmental science represents all social and natural science subjects and mathematics stands for itself.

1.5. Operational Definition of the Terms

Mother Tongue: It is the child's first language in which she/he starts listening and speaking for the first time in his/her life. The terms mother tongue and nationality language are interchangeably used in this study.

Language of learning: It is language, which is used to teach and learn in the school. The terms medium of instruction, language of learning, medium of instruction and language of instruction are interchangeably used in this study.

Geminated words: Words that are written or read with double consonant. e.g.
matta = (bee)

Code switching: It is the alternative uses of between Wolaitta and Amharic languages or between Wolaitta and English languages either at a word or a phrase or a sentences level.

LWC: Language of Wider Communication

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter deals with the importance of language of learning and some practical limitations in using mother tongue as a language of learning.

2.1. The Importance of a Language of Learning

Most scholars agree in the opinion that language plays a central role in teaching and learning process. Concerning the importance of language in education Rubagumya (2000) notes that it can hardly be possible to educate any individual without language. To be successful in the teaching and learning process the command of language of learning of both students and teachers should be good enough. Unless the students are proficient in the language of learning they face difficulty to read books and other instructional materials, to understand what is said to them and to express their wants and feelings (Shuy & Fasold, 1973). Rubagumya also says schoolteachers have to have good command in the language of learning otherwise they will not be able to impart knowledge effectively. For this matter, the important issue in every educational context is the choice of the right language of learning.

2.1.1. The Importance of a Language of Wider Communication as a Language of Learning

Before discussing the importance of language of wider communication (LWC) as language of learning let's attempt to clarify what we mean by the term LWC. It refers, here, to a language used for communication within a country or various countries by different language groups throughout the world. International languages like English and French are usually referred to as languages of wider communication. In addition, the languages which used as national language, lingua franca or official language of a country, for instance Amharic in Ethiopia (Gfeller, 1998), Swahili in Tanzania (Rubagumya, 1990), Guarani in Paraguay (Fasold, 1984), Filipino in the Philippines (Rubagumya, 2000) and the like, can be considered as languages of wider communication.

There are some scholars who favor the use of language of wider communication as language of learning raising different rationales to argue for its importance. The main importance that these scholars raise for the use of language of wider communication as a medium of instruction is that this kind of language has advantage for upward mobility or for worldwide communication so that learners can be proficient in this language that makes them competent in the economic world (Spencer in Neilson and Cumming, 1997). Therefore, according to the scholars, children should be exposed to the LWC in their early age using it as the language of learning in order to acquire the language more rapidly. Similarly the

study in South Africa, Rubagumya (2000:13), shows the attitude of many parents who “wish their children to have English as language of instruction right from the beginning of schooling, in the belief that an international language will give their children ahead start in a competitive world.” Edwards’ research findings give the same reason why parents of other language speakers in Montreal sent their children to English medium schools “since, their children would want to profit from job and educational opportunities in other parts” (1984:17) of the world.

Rubagumya has objections for this argument. As to him the attitude of parents developed from the historical impact of colonial language policy. He says, “They [parents] stem from colonial history, which undervalued indigenous languages and gave a high symbolic value to colonial languages.” (Ibid, P.13) He goes on contending that it is misconception that one can only learn a language successfully by using it as a language of learning. This is because the subject teachers mainly focus on the transmission of the lesson content and accomplishing its activities rather than on language teaching. In order to make students acquire rapidly and efficiently the LWC, the methods suggested are giving it as a subject as early and switching the medium to it after the completion of basic education or after children have acquired native language literacy skills as possible because “native language literacy skills act as important support for development of second language literacy skills.” (Neilson and Cumming, 1997:95).

The expansion of vocabulary – especially technical and scientific terms – and writing system of the LWC (this refers mostly to metropolitan languages as to different scholars) are other aspects of argument in favor of it as a medium of instruction. Concerning these issues, Fasold (1984) advocates the use of majority language (English) because of its modernization but he conversely argues the use of mother tongue as a medium of instruction because of its inadequacy of modern vocabulary and lack of writing system. The language modernization can be measured, as to Ferguson (1968) quoted in Kotey & Der-Houssikian (1977: 39), by the expansion of the lexicon of the language by new words and expressions. More specifically the report on Nuffield Foundation and the Colonial Office (1953:81) argues by saying that the vocabulary of vernacular is limited, “so that for subtle, modern, or abstract thought English terms must be added.” In other words English language has words to treat subtle, modern, or abstract thought.

Another area of importance is the availability of teaching and reading materials and trained teachers. Gorman as quoted by Kotey & Der-Houssikian (1977:39) states “teaching in African languages is not possible ... because of the lack of teaching materials and trained (indigenous) teachers.” He goes on by proposing the supposed solution for these problems. As to him, that can be overcome by adopting the dominant languages as media of instruction. Kotey & Der-Houssikian also agree the advantage of the use of dominant (‘colonial’)

languages for time being because of their extensive written literature and teaching cadres.

If a government chooses a dominant (foreign) language, the teaching materials and teachers can be imported. Concerning this Spencer (1985) in Neilson and Cumming (1997:81) writes that using the foreign languages as the language of learning “promises financial advantage because it allows ... importing textbooks, [and] other teaching materials....” On the other hand, Spolsky (1986) sees the importing of teaching materials in other ways.

The imported materials are imposing the alien cultural values that are not relevant to the objective conditions of the students. Rubagumya (1990:1-2) strongly argues against the use of international language for instruction in terms of teaching materials and practitioners. As to him “... neither the materials written in English nor the people capable of teaching in it are adequate in Tanzania,” for instance. The research findings in Tanzania show that there is lack of competent teachers who can teach in English or English as a subject because teachers at primary school level are not adequately proficient in English language. At the same time it is difficult to import teachers who are proficient in English because of its economic and socio-linguistic disadvantages (Rubagumya, 1990). These arguments imply not only to metropolitan languages but also to other languages of wider communication.

2.1.2. The Importance of a Mother Tongue as a Language of Learning

The view that education is best given in the mother tongue seems to be widely accepted among scholars even though there is some debate concerning the use of it as a language of learning. Learning begins from one's experience. In this relation, Baker (1988:61) writes, "No child should be expected to cast off the language and culture of the home as he crosses the school threshold." Similarly, Kotey & Der-Houssikian (1977:36) argue in favor of the use of mother tongue by commenting "the most effective medium of instruction in the preliminary stage of a child education is his mother tongue." Coombs (1985) also urges for the use of the student's mother tongue especially in the primary grades. He goes on arguing that students have to be early instructed and made literate in their first language before being introduced to any language.

Fasold (1984) justifies that students can hardly get easier to learn the school subjects if they are not proficient enough in the language of learning. Due to this reason "it becomes clear that the choice in virtually every case will be the child's mother tongue." (P.292). According to Fishman, Ferguson & Das Gupta (1968:88) if the students' mother tongue satisfies the criteria that include the presence of:

- an accepted alphabet and texts
- basic teaching and reading materials

- trained teachers who speak, read and write it, it is the natural choice to use it for instruction.

In general different scholars note that students should start their education in the mother tongue while learning a second or dominant language as a subject. Nevertheless, at some stage, the medium should be switched to a dominant language (Rubagumya, 1990; Neilson & Cumming, 1997; Fishman, Ferguson & Das Gupta, 1968; Coombs, 1985; Baker, 1988; Gfeller 1998; Hymes, 1964; Brown and Hiskett, 1975).

Furthermore, the use of mother tongue, particularly at primary level, as a medium of instruction results in better learning achievements, lower dropouts, preservation, better acquisition of second language skills, and self-confidence in students (Okonkwo, 1979 and Dutcher, 1983 in Vawda, 1998). Thus, using the mother tongue as the language of learning has pedagogical, psychological and sociological importance.

2.1.2.1. Pedagogical Importance

UNESCO is the first advocate of using mother tongue as a language of learning. Various UNESCO declarations since 1953 indicate its position concerning the importance of mother tongue in education. UNESCO cited in Fasold (1984), highlighting the pedagogical importance of the use of mother tongue as a

medium of instruction, states that a student “learns more quickly through it (mother tongue) than unfamiliar linguistic medium”(P.292). Similarly, Neilson and Cumming (1997), reviewing the works of Cummins (1981), Mikes (1986), and Skutnabb-Kangas (1984), indicate the easiness of acquisition of basic literacy skills and comprehension of academic content in the mother tongue.

In relation to the easiness of comprehending academic content in mother tongue, Padilla, Fairchild & Valadez (1990) quoting Willig’s evaluations of bilingual education program, provide evidences that the use of the students’ first language as a medium of instruction improves their academic achievement.

Modiano (1934) in Engle (1975) writes that the students easily read when what they are reading makes sense, or gives meaning. Therefore, for the beginners a word is meaningful or makes sense when they read it in their own language. This implies that it is easier to read in the first language. On the other hand, according to Dutcher (1995) the students who do not learn in their mother tongue are hardly successful not only in reading skill but also in comprehending subject matter.

According to Uchendu (1993) in Muluneh (2000) there is correspondence between the cultural and social environment and the learning activity in the classroom. If the language of instruction is the language, which explains the existing environment, it will simplify and give ease in the effort the students make to comprehend the instruction. Developing this idea Fafuna in Muluneh

(2000) identifies that the language, in which the students have gained their life experience and developed concepts, makes teaching learning activity more successful than an alien language in which they do not have any experience.

The children come to school with a reasonable proficiency in their language that allows them to absorb the teaching and to engage in the interactive methodology. They can actively participate in the lessons because they cannot be hindered by lack of language (Gfeller, 1998; 1999).

On the contrary as Ansre (1969) in Kotey & Der-Houssikian (1977) correctly observes that the students are often incapable to participate in classroom discussion in the language that is not their mother tongue. Different educational studies support this idea. A study conducted in South Africa, Lockett (1994) in Kinyanjui (1997), shows that students could not explain in English what they already knew in their first languages. Similarly a research result in Tanzania has clearly shown for instance, that “when students are asked a question in English, the answer is often incoherent and irrelevant, showing lack of understanding of the question or an inability to answer in English. When the same question is asked in Kiswahili, students give a relevant ... answer.” (Kinyanjui, 1997:39) The implication is that students' participation in the teaching learning process can be significantly better in a class which used mother tongue than non-mother tongue as a language of learning. This is true not only for oral participation but also reading and writing activities.

The healthy and conducive classroom interaction promotes high efficiency of teaching learning process that leads to better students' performance. That is why Chauhan (1983:140) states "teaching is necessarily interactive process where teacher and learner participate in reciprocal manner." Teaching is not a one-way process; it is a two-way process whereby teachers and students influence each other. In strong sense Adams and Dickey (1956:22) contend by saying "what a student does is more important than what his teacher does. This is to say that student learns primarily through his own activity." Similarly, Dale (1969) in Amare (2000) confirms the advantage of student participation by arguing that one can learn better when s/he actively participates in the teaching learning activities. The more one participates in activities, the more one learns. The students can participate actively in their learning activity if they are proficient in the language. This is quite possible for all students if the language of instruction is in their mother tongue.

2.1.2.2. Psychological Importance

When students start their schooling, the school environment and its activities become new and strange for them. However, if there is no difference between home language and school language, they may not feel as isolated (Ramos et al., 1967, and Lavalley, 1973 in Engle, 1975). In other words instruction in the mother tongue "has motivational effects on children's school attendance and performance." (McGroarty in Neilson and Cumming, 1997:83)

If students learn in the language that they know already they can be confident enough to share their views with their teachers and peers. This may develop their interest toward schooling. On the other hand, according to Fishman, Ferguson and Das Gupta (1968:385) the students who are instructed in a language with which they are not familiar have various disadvantages. In this situation their “capacity to express them is handicapped, communication is slowed down, and misunderstandings cause frustration and tension.” This shows that using a school language that is different from home language negatively affects students' school performance. In the process they lose self-confidence to use what they have because of the lack of language proficiency.

Modiano (1993) in Engle (1975) adds another psychological importance of mother tongue. He states that students in mother tongue class do not have any problem (concerning language) to communicate freely and briefly with their teachers from the initial days onward. When they communicate with their teachers by their language, they consider their teachers as if they were brothers or sisters. This creates good friendship and confidence on the side of students. Moreover, Engle indicates that students develop a sense of being successful in school because they can understand what is being said through their language.

UNESCO in Fasold (1984:292) concludes the psychological advantage of instruction in mother tongue by arguing that one's mother tongue “is the system

of meaningful signs that in his mind works automatically for expression and understanding.”

2.1.2.3. Sociological Importance

Spolsky (1986) points out that the existence of great ties between a language and culture motivate the promotion of mother tongue in education. Every language expresses and symbolizes its culture better than any other language. Therefore, the students are proud of using their language as language of learning. At the same time this language makes easy to understand the social and cultural values (folklore, poetry) of the society in education (Uchendu in Muluneh, 2000). Furthermore, Saville and Troike (1971) in Engle (1975) argue that teaching the students in their own language will give them great sense of respect for themselves and their language which will in turn enhance their learning capabilities.

On the other hand using a language other than the mother tongue has depersonalizing effects. As Ansre (1969) in Kotey & Der-Houssikian (1977) observes that some Ghanaians feel a certain amount of shamefulness by using their own language. This weakens their beliefs and confidence to be proud of themselves, their society and culture. Supporting this idea Makulu (1971) in Solomon (1995) notes that education does not yield fruit as expected if it does not make the children understand their society and culture. This can be well done

by using the mother tongue that expresses the societal and cultural value of the learner.

In short using the mother tongue as the language of learning has the following advantages.

Table 1. Importance of Mother Tongue as Summarized

Pedagogical	<ul style="list-style-type: none">- Students learn more quickly- It makes easy to acquire basic literacy skills and academic contents- It causes better academic achievement- It facilitates reading- Students can participate actively
Psychological	<ul style="list-style-type: none">- Students feel comfort and motivated to learn- Students develop confidence to share ideas with teachers and peers- Students express and communicates clearly- Students avoid frustration and tension that alien language may create- Students develop good friendship with their teachers- Students develop a sense of successfulness in schooling
Sociological	<ul style="list-style-type: none">- Better to express one's culture and environment- Makes easy to understand one's own social and cultural value in education- Gives a sense of respect for the students

2.2. Challenges in Using a Mother Tongue as a Language of Learning

Though it is almost agreed that mother tongue is the best medium for teaching Students in primary level, there are practical limitations in the use of mother tongue in education. According to Fasold (1984) these limitations encompass the lack of textbooks and other general reading materials, a shortage of trained teachers and inadequacy of vocabulary. Other problems that are related with the implementation of mother tongue as language of learning for Neilson and Cumming (1997) are lack of developed writing system, standardization of languages, and expansion of vocabulary for the instructional purpose. In what follows the major challenges in using mother tongue as a language of learning will be highlighted.

2.2.1. Availability of Trained Teachers

One of the practical problems in implementing mother tongue as the language of learning is the availability of well-trained teachers in the schools. Teachers are bases of educational system (Komarek, 1996). Therefore, the availability of capable teachers who can handle a particular educational program is a central issue that can highly affect the effectiveness of instruction (Fishman, et al., 1968). Further explaining the importance of teacher to curriculum implementation Le Page (1965) in Solomon (1995) recommends that good

teachers are more important than any other aspects in education. To make teachers available and capable for educational change, staff development (teacher training) is a central theme (Fullan & Stiegelbauer in Muluneh, 2000). Unless teacher acquires the necessary technical and professional skills to teach, the plan for educational development is valueless.

Related to the mother tongue implementation Siguan and Mackey in Waqshum (1995) suggest the necessity of training and re-training of teacher so that adequate staff is to be available. As to Fishman and others in a highly illiterate community it can be difficult to implement mother tongue as medium of instruction because it is difficult to find teachers who speak the language. The final report (1980:11) of UNESCO more specifically indicates the problem of some countries where there is a lack of sufficient number of teachers. In the report even where teachers are available, they are not of high quality and do not have sufficient expertise in using the mother tongue as a language of learning. In such case, schools may be compelled to use non-mother tongue.

Teachers must be able to understand, speak and use efficiently the language of learning. Fishman & others similarly argue that it is obvious that teachers should not be assigned to teach students in a language, which they do not speak, read and write fluently and correctly. On the contrary Gfeller (1999), explaining the real condition of manpower in minority language, argues that often literacy skills in minority languages are little developed, even among educated people. The

educated people from minority language may have left their language area for different reasons. They did not use their language for their schooling; therefore, they may never have developed their mother tongue proficiency (specific vocabulary, writing and reading skills).

To minimize the mentioned problems according to Komarek (1996) teacher training is an indispensable component in implementing mother tongue for instruction. More specifically Dutcher (1995) clarifies that to teach in a vernacular with which the teachers did not use in their own schooling, they must receive special and ongoing training in order to be capable in writing and reading in the language. This implies that future training and upgrading of teachers who handle mother tongue instruction is mandatory. This is why Eshun et al. (1996) recommend that teachers training should not stop after the initial training. It should be an on-going or continuing process throughout their career.

Hymes (1964) specifying the type of training and its language comments teachers who are going to teach in the vernacular class should be trained in the same language which is used as medium of instruction in the school. In contrast, he explains that those teachers, who trained in a language other than their own, will not teach the vernacular students properly because of the limitations of their language skills. Unless they are trained how to use the mother tongue, they will suffer particularly in the use of specific vocabulary, reading and writing in the language.

2.2.2. Availability of Teaching and Reading Materials

The existence of textbooks and other supplementary reading materials in quality and quantity is another influential aspect in teaching learning process. As Dalby (1985) indicates one of the major problems in education (particularly in Africa) is the availability of teaching materials. The scarcity of teaching and reading materials is more severe in vernacular than dominant language when using as medium of instruction.

The shortage of textbooks and other supplementary reading materials in mother tongue is one of the sources of hatred for some parents toward the use of their own language for instruction. This becomes not only a point of objection for some of the parents but also for the opponents of using mother tongue as language of learning (Watson, 1982 in Muluneh, 2000). Fasold (1984) being one of the strong opponents of using mother tongue as language of learning raises the lack of textbooks and other general reading materials in mother tongue as one of the reasons for his disagreement.

Le Page (1964) in Solomon (1995) points out the opinion that using one's mother tongue as a medium of instruction makes learning easier and faster than unfamiliar language is meaningless since the adequacy of teaching and reading materials in most vernaculars is under question. Vawda (1998), similarly, states

that the benefits of vernacular education may be limited on the students educated under the absence of supplementary reading materials published in that language.

Textbooks can help teachers and students to reach at common understanding in learning teaching process. Both teachers and students can use uniform language if they have the textbooks at hand. In other words, whether the language of the teaching materials is appropriate or not, students and teachers can utilize standard language if they follow the materials. The availability of these materials determines not only the uniform utilization of the language but also it enhances the development of the vernacular. Therefore, textbooks and other similar reading materials are the necessary things for both (assumed) proper language uses in instruction and effective teaching and learning.

2.2.3. Adequacy of Vocabulary

Assefa (1984) states that any language has adequate words in its rich vocabulary to express the ideas and objects innovated by its indigenous speakers. This is why he says that there is no language borne out as a big or small, civilized or primitive, scientific or unscientific. All human languages are equally complete and perfect as instruments of communication to say the things its speakers want to say. As he exemplifies the Eskimos can speak about snow more precisely than the English.

On the other hand, the expression of new objects, materials, processes and concepts that have come as a result of cultural and social change and innovation is difficult to employ in the existing vocabulary of a language (Assefa, 1984). Similarly, Fishman (1972) indicates that many languages those are still unwritten or have not been used for educational purposes very widely, although rich in vocabulary that were relevant to the traditional life, culture and environment of the people who speak them, are poor in technical terms for modern and abstract thought.

As to Fishman (1968) if a language is to be used for school instruction its vocabulary must be developed or expanded. Fishman (1977) in Rubagumya (1990) develops this idea by indicating that the modernization of a language is necessary when it moves into functions for which it was not previously employed. Using a language for instructional purposes mean that it moves to play additional role that may not exist in the socio-economic and cultural life of speakers of that language. That means its vocabulary cannot express the terms, which are alien to it. Such is the case for mother tongue. When mother tongue becomes a language of learning it suffers from lack of adequate modern vocabulary.

Kinyanjui (1997) reports the research findings that support the idea that most mother tongues have lack of technical terms in implementing as a language of

learning. As to his research result the inadequacy and inappropriateness of technical terms is one of the implementation problems in Kiswahili. Smith (1997) in Vawda (1998) adds that in order to use the local language for instruction its vocabulary should be modernized since its vocabulary may not suit the current educational needs.

The inadequacy of vocabulary in most vernaculars exists not only due to the scientific and technological innovation and invention of new objects and concepts but the infrequent use of mother tongue by its speakers, which compels to forget the existing words of mother tongue. Weinreich (1970) shares this idea. He says that "... other things being equal, the frequent words come easily to mind and are therefore more stable; relatively infrequent words of the vocabulary are ... less stable, more subject to oblivion and replacement."(P.57) He exemplifies Russian infrequent and unstable words, which are represented by Finnish loanwords.

Another area of problem in word usage is related with the social value or status of the language, and adaptability problem of the terms. Weinreich (1970: 59-60) discusses "if one language is endowed with prestige, the bilingual is likely to use what are identifiable loanwords from it as a means of displaying the social status which its knowledge symbolizes." He gives example that the Irish speakers use English word *belt* instead of the existing Irish word *crios* (meaning-belt). They use it, as to him, because they have the feeling that English is a superior

language. In addition to that, Assefa (1984) indicates that people sometimes unconsciously reject using the coined, extended, compounded or hybrid words; rather they use the term from the source language as it is. Surprisingly, they favor using the source language (in this case English), for example, “አናርኪስት” and “ሶሻሊዝም” instead of “ሥርዐተ አልባኛ” and “ኡብረተሰባዊነት” respectively in Amharic.

In order to surmount the problem of technical terms or inadequacy of vocabulary of the language of learning, various scholars suggest different ways. The most commonly used ways to expand the vocabulary of a language are word borrowing, coinage, extending the meaning of existing words, compounding and hybrid words (Assefa, 1984; Hymes, 1964; Fishman, Ferguson and Das Gupta 1968; Rubin and Jernudd, 1971; Rubagumya, 1990; Dalby, 1985).

The meaning of technical terms, by whatever means they can be created, should be transparent and therefore require no special explanation. This means the new technical terms which are intended primarily for instructional purposes should, as much as possible, always be transparent (clear) in meaning (Nigerian Educational Research and Development Council in ICDR, 1992).

It is the case, however, that various ways of creating new terms indicated above do not all guarantee transparency of meaning. Research results point out the

same problem from various corners. For instance, Uisso (1991) in Kinyanjui (1997) indicates the problems of created words for technical terms in Kiswahili. He argued that “many of the technical terms are difficult: many of the concepts are still foreign but only written in Kiswahili; and many definitions either are imprecise or distort the concepts they are supposed to define.” (P.44) Riedmiller (1991) in Kinyanjui (1997) raised the same argument about the inappropriateness of created words that brings difficulty to understand the supposed concepts. Similarly, the reviewed studies of terminology work in Swahili (Tumbo, 1982; Abdulaziz, 1972; MacWilliam, 1985; Mdee, 1983) by Rubagumya (1990) indicate its unsatisfactory result. As to him, the attempt is discouraging because the created terms are limited in number, inconsistent and confusing, and the dissemination of the terms so formed is very poor.

In most cases to overcome the inadequacy of vocabulary, teachers and students use code switching, the alternative use of two languages. Concerning this, Ovando and Collier (1985) state that code switching may play an important role in school instruction for both teachers and students in a bilingual setting.

Regarding the occurrence of code switching scholars like Ovando and Collier (ibid) indicate that it “can occur at a word, phrase, clause, or sentence level” (P.86). On the other hand, as to Fase, Jaspert and Kroon (1992) code switching cannot occur between a bound morpheme and a lexical form of the languages, but it should be in free morpheme level.

Code switching is very common in second language use. That is the reason why, Ovando and Collier (1985) say that in code switching the terms are inserted in the second language. Nevertheless, the study conducted in Zimbabwe by Cleghorn and Dube (1998:250) shows that “the speaker might switch from English to Shona or Ndebele, or vice-versa.” As they try to indicate code switching is possible in both cases: from second language to first language as well as from first language to second language since Shona and Ndebele are the first languages of the students who are attending in Mz and CHITS schools in Zimbabwe. Therefore, code switching is natural in teaching learning activity in either language.

Recent literature has argued in favor of using code switching. For instance Ovando and Collier (1985) see code switching as the most creative and dynamic process in the language use. And also, as to them, the occurrence of code switching is inevitable when two languages come in contact. Cleghor and Dube (1998) are in the same position in the use of code switching. They promote the use of code switching because it facilitates learning in multilingual school settings. They further discuss the advantage of code switching that it “may represent a valuable resource of insuring that meaning is established.”(P:250) Similarly, Rubagumya (1990) explains that code switching between two languages, particularly in the case of technical terms, should be seen as a natural expression. According to him, teachers and students should not be seen as inadequate in a language use because of the use of code switching.

There are certain criteria to use code switching according to some linguists. They consider the use of code switching as creative use of language if the bilinguals know both languages well. Accordingly, teachers can use code switching only with students who know both languages (Ovando and Collier, 1985).

Though some scholars advocate the use of code switching, it may be taken as an indication of the speaker's inadequacy to express an idea in one language or the other. Gonzalez and Maez (1980) in Ovando and Collier (1985) discuss the cause of code switching. As to them, students use code switching to provide the missing lexical items. Students employ code switching, as they indicate, "by loss of their first language in the process of acquiring the second language." (P.131). In addition, students have less chance to acquire the target language if they continuously use code switching. Consequently, the frequent use of code switching can impede the development of important target language proficiency of the students.

However, the study conducted in Zimbabwe (grade 2), for instance, indicates that when there is no equivalent word exists in the mother tongue, Shona (language of instruction), English terms are represented.

e.g. Pedzisai samu dziripa *board* idzo, mungonyora *answer* yenyu pamberi pe *equal sign* (Trans. **Attempt the sums on the board and write your answer after the equal sign**)

In general the case of vocabulary expansion is time taking activity. And due to its problem the instructional process in mother tongue should not be interrupted. Since no language is inherently inadequate, instructing in the mother tongue, particularly at primary level, is advisable while creating technical terms by employing different methods. Above all, living languages continuously change through language use. Therefore, the main remedy of inadequacy of vocabulary is employing the language for various purposes (Rubagumya, 1990).

2.2.4. The Choice of Writing System

The choice of writing system for a language is relevant if previously unwritten language is to be used for school instruction, or if the existing writing system is considered unsuitable for writing and a change is proposed, according to Fishman, Ferguson and Das Gupta (1968).

Concerning the presence of writing system for languages, Hymes (1964) states that the majority of the languages of the world do not have written form that, as he discusses the consequence, becomes one of the problems to achieve simply the elimination of illiteracy. In addition, he suggests that the writing system of

many languages is not geared to the need of modern world so that it is difficult to use the modern typesetting and printing machines which are essential to the rapid and economical production of educational materials.

Scholars agree in the opinion that all writing system exists in different languages is not equally suitable for supposed language. Concerning this issue, Fishman, Ferguson and Das Gupta (1968:392) say “certain writing systems are more – or less – suited to the structure of particular languages”. It means that some writing systems are superior or inferior to others. Therefore, as scholars recommend that the choice of writing system requires due consideration to avoid the latter risk of unnecessary expense of human, material and financial resources. In order to choose appropriate writing system, there are certain criteria as suggested by different scholars.

The writing system which makes learning and reading simpler, has standardized spelling that goes with contemporary pronunciation and the phonemic system, makes the reproduction of texts simple and uses a limited set of symbols written in a single line can be chosen, as to Hymes (1964). More precisely such points as maximum representation of speech, maximum ease of learning, maximum transfer and maximum ease of reproduction can be considered as criteria for the choice of appropriate writing system (Smalley, et al, 1964; and SIL, 1999)

Maximum representation of speech in choosing script for a language is taken as one of the criteria, which normally means one symbol stands for each phoneme in the language. It is important to emphasize on the accuracy of the correspondence between a writing system and speech. That is the use of one symbol for each significant sound of the language is a recommendable system, which makes writing and reading simpler and easier. In connection to this, Smalley, et al. (1964:38) suggest that “the phonemic principle which underlies all adequate writing system, therefore, is ... that every distinctive sound is represented by one symbol and only one in the writing system.” The symbol-sound correspondence creates consistency in the writing system that may avoid confusion in learning. Accordingly it is easy for them to read and write symbols of words associating their sounds if the writing system has symbol-sound correspondence (SIL, 1999).

Another point of consideration is the transfer potential of writing system between or among languages. It is argued that the reading and writing skills of the students that gained through their mother tongue instruction should help to read and write another language. This is quite possible if both languages share the same script (Smalley, 1964). In relation to this SIL (1999) recommends that the alphabet which is chosen to be used for a language as much as possible, should follow the symbols used in the regional, national, or ‘colonial’ language in order to facilitate the acquisition of second language. More specifically, Gfeller (1998) notes that teaching the students discrimination of letter shapes in

English is meaningless and waste of time for the one who learned the mother tongue in Latin script.

Similarly, other scholars, because of its pedagogical advantage, suggest the use of similar script. Usually, students in primary level use different language as medium of instruction from the secondary level. In case this is true, it is advantageous to students when both languages share the same script which save the time and labor of students that might be wasted in learning new script for the second language in upper level of schooling (UNESCO in Muluneh, 2000). Therefore, it can be deduced that the type of script, which used in the secondary education, can determine the choice of script or writing system for the primary education.

A writing system is a faithful representation of the spoken language. Thus, the alphabet chosen for writing system should be capable of being typed conveniently on standard typewriter and printed at reasonable cost. Modern writing machine including computer and various typesetting machines for printing work are best with simple writing symbols using a limited number of characters. In short it is best to choose script, which is commonly found on keyboards of modern typesetting machines and in printing presses. In other words, the writing system that is the easiest to type and print is the best (Fishman, Ferguson and Das Gupta, 1968; Hymes, 1964; Smalley, 1964; and SIL, 1999).

As Hans Wolff cited in Fishman, Ferguson and Das Gupta (1968) conclude that a good writing system is learned easily when it has accuracy, economy (phonemically significant sounds should be written), consistency, and similarity to other orthographies.

Despite all the challenges discussed earlier, Ethiopian scholars also recommended using the mother tongue as a language of learning in Ethiopian primary schools. For instance, with the objective of investigating the attitude of people towards the mother tongue instruction and the extent of implementing the mother tongue as the language of learning Muleneh in Kambata and Solomon in Wolaitta languages attempted to come up with some recommendations to use mother tongue for instruction. Nevertheless, this study attempts to observe the status of the use of the Wolaitta language as the language of learning in the classroom.

CHAPTER THREE

DESIGN OF THE STUDY

3.1. Data Sources of the Study

In order to attain the objective of the study teachers and students were taken as sources of the study who are directly involved in teaching learning activities in the mother tongue.

3.2. Sampling Procedures of the Study

Due to shortage of time and facilities, the researcher focused only on three woredas. They were Damot Gale, Soddo Zuriya and Humbo woredas. These woredas were selected using purposive sampling. Damot Gale woreda is located at the northern tip of Walaitta zone. It can represent the other woredas that are located towards the northern side of the zone. Soddo Zuriya woreda is located at the center and it can represent the central part of Wolaitta. The other third woreda, Humbo, was selected from the southern part of Wolaitta, which can represent the southern area.

From each woreda three primary schools were randomly selected. Among these schools two primary schools were purposefully taken from Wolaitta Soddo town that can indicate the characteristics of urban areas.

Then after, grade 4 was taken from each school. This grade was selected because students in it are assumed to participate actively in teaching learning process (particularly in writing and reading activities) rather than the lower grades since they have been in their schools for four years. Among three subjects that are given in the Wolaitta language environmental science and mathematics, which have student textbook, were selected. As a result all 18 teachers who teach these subjects in grade 4 were taken to fill the questionnaire. Besides, two sections from each school, which have averagely 100 students, were selected. That is 18 sections were taken from nine primary schools, which have totally 880 students. Moreover, the language use of the students and teachers during mathematics period in one section and environmental science in another section was observed. During the observation more than half of students (541 among 880) participated by asking and answering questions, discussing and clarifying opinions, reading and writing notes and so forth (See Appendix E). The observation was conducted at least five times in each section.

3.3. Instruments for Data Collection

The main instruments of data collection in the study were questionnaire and observation (See Appendix B – D). The questionnaire was developed and distributed to the sample teachers. This questionnaire has four basic parts in which teachers were expected to give necessary information for the study. It deals with teachers' general background, quality of teacher training, the

availability of textbooks and the appropriateness of the language both teachers and students use during classroom activities.

To judge the language use of teachers and students classes were directly observed. Observation checklists were used to collect data on classroom activities regarding the use of the language of learning. There were two types of observation checklists: one for observing teachers and the other for observing students' activities. These observation checklists focused on speaking, reading and writing skills of the students and teachers.

3.4 Procedures of Data Collection

In order to found basis for the study related literature was reviewed from the works of different scholars.

On the basis of the literature review and the research questions, instruments were developed to gather data. After the instruments developed, they were tested in Ligaba Beyene Primary School and Abiyot Chora Primary School that use Wolaitta language as a language of learning. After giving explanation on the objective of the study and on the ways to fill the questionnaire, it was distributed to seven environmental science and mathematics teachers of grade four.

In addition the classroom observation was made in the same schools. Before conducting the classroom observation to test the observation checklists the researcher trained three observers for consecutive two days. Two of them have BA degree in English language and the third observer has college diploma in the same field of study and who is currently following in-service program in the field in AAU. All of them are teaching English language in the high school. These observers together with the researcher tested the appropriateness of the instrument. The tested instruments were improved on the basis of the pilot responses. The modified questionnaire was distributed to 18 mathematics and environmental science teachers, and all teachers submitted the questionnaire back to the researcher. Furthermore, the modified observation checklists were given to the observers and they collected the data repeatedly from each sample classes and finally summarized the results in a checklist. Finally, the data collected from different sources were tallied and analyzed.

3.5. Methods of Data Analysis

The data collected through different instruments were tabulated, coded and analyzed. For reporting, analyzing and interpreting the data frequency distributions, means and percentages were employed.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1. The Ways the Wolaitta Language is Used

It is widely agreed that language plays an important role in teaching learning process. To be successful in the process the command of language of learning of both students and teachers should be good enough. The data gathered indicates that teachers and students used the Wolaitta language as the language of learning in various degrees. In general the findings show the way teachers and students use the Wolaitta language as the language of learning was encouraging. The data gathered on this issue are presented and interpreted as follows.

4.1.1 Teachers' Use of the Wolaitta Language

Teachers were asked whether or not they deliver the content of the subjects they teach fully in the Wolaitta language. From the total respondents, 83.3 percent of them replied positively while 11.1 percent of them replied negatively. From this one can conclude that the majority of teachers present the content of the subjects fully in the Wolaitta language. This has been also confirmed by class observation conducted. In observation checklist from 18 sections observed, teachers in 17 sections have ranked high to use the Wolaitta language fully to present the contents of the subjects.

Teachers were also asked whether or not they switch into Amharic/English at sentence level. For this question, 83.3percent of the respondents showed their disagreement i.e. they didn't use code switching, while 16.7 percent of them showed the agreement to switch from the Wolaitta language to another language. The issue of code switching was checked during the classroom observation. One can see from the observation checklist for teachers' use of the Wolaitta language in Part C that only in two (11.1percent) sections teachers were rarely observed (medium rank) using code switching at sentence level. On the other hand in 88.9 percent of the sections teachers used the language of learning without code switching at sentence level.

However, the classroom observation results show that teachers used code switching at word and phrase level when necessary in most observed sections (83.3 percent). That means teachers used code switching in the case of technical terms or lack of equivalent words or phrases in the target language. On the other hand teachers in most observed sections did not use code switching if the language has terms to explain or interpret a concept. But below in one third of the sections observed (27.8 percent) teachers used code switching to provide the missing lexical items. In other words there were some teachers who used code switching even if the Wolaitta language has equivalent words. This is because these teachers may be unable to remind that words of the Wolaitta language that are not common in their daily life. Or it is because of the influence of second language they forget some of the words of the language.

Furthermore, the classroom observation about the code switching from the target language to another is shown in the table hereunder.

Table 2. Code switching.

Item	High	Medium	Low
Using no code switching at sentence level	16	2	
Using code switching where necessary or in the case of lack of equivalent words in the target language	15	3	
Avoiding code switching to provide the missing lexical items	13	5	

In general, from both class observation and questionnaire filled out, one can infer that teachers did not switch from the Wolaitta language to Amharic or English now and then. Only when there is necessity they did. That means teachers used code switching only in the case of lack of equivalent or appropriate words for some terms in the Wolaitta language.

The teachers either trained in the language for a year or took short orientation on the use of the language of learning for a week or even below that deliver the contents of the subjects in the Wolaitta language. Teachers deliver the lessons in

the language because all of them (except a teacher) are native speakers of the language (see Appendix A).

Teachers were also asked whether or not they use the Wolaitta language while asking content questions and giving answers. Accordingly, from the total respondents 88.9 percent of the teachers reported that they used the language when asking questions and responding to the questions. Nevertheless, 11.1 percent of the teachers replied that they did not use only the Wolaitta language; they mixed Amharic while asking and answering questions. This was also confirmed by classroom observation, thus in all 18 sections observed teachers used the Wolaitta language to ask and answer questions.

Teachers were asked whether they give explanation in another language like Amharic or English. Accordingly, 11.1 percent of the respondents responded that they used languages other than the target language whereas 88.9 percent responded that they did not use other languages to explain the concerns. Those teachers who mixed the language of learning with Amharic when asking and answering questions had their own reason that they intended to develop Amharic language skills of the students. According to the responses of these teachers it is possible to develop Amharic language skills of the students by using some terms in Amharic instead of in the Wolaitta language. In the classroom observation conducted teachers performed their activities only in the Wolaitta language; that

means in all sections observed (100 percent) teachers explain meaning of any concept in the Wolaitta language.

Besides the delivery of contents of the subjects, it was found that teachers used the language of learning fluently, correctly and effectively while asking questions and responding to questions. Using the Wolaitta language in these aspects of teaching made teaching learning activities clear and also initiated students to participate actively. This finding is similar to the finding of Kinkajou (1997) in which he pointed that when teachers ask any question in English, the answer is often incoherent and irrelevant which shows lack of understanding of the question or an inability to answer in English. As to him when the same question is asked in their mother tongue, students give a relevant answer and the class participation becomes warmer.

Teachers are responsible to correct the mistakes of the students and give feedbacks. In this regard the teachers were asked to see whether or not they correct the language errors of their students and the responses are tabulated below.

Table 3. Correcting Language Errors of the Student.

Item	Yes		No	
	No	%	No	%
Spelling error	16	88.9	2	11.1
Misuse of terms	17	94.4	1	5.6
Unnecessary code switching	16	88.9	2	11.1
Mistakes in reading	17	94.4	1	5.6

As it can be seen in the table above, teachers gave correction including spelling error 88.9 percent, misuse of terms 94.4 percent, unnecessary code switching 88.9 percent and mistakes in reading 94.4 percent. The classroom observation reveals that most teachers gave correction when their students made language errors. Out of 18 sections in 13 sections (72.2 percent) teachers were highly concerned with students' mistakes. In other words most teachers passed no language mistake of the students whether it is connected or not with the subject matter. On the other hand in some sections (27.8 percent) some teachers did not give high attention to students language errors especially in the case of writing. In general it was found that teachers correct students' language mistakes. Teachers did not undermine the language errors of students especially in the case of misuse of terms and mistakes in reading.

Though 88.9 percent of the teachers responded that they correct student mistakes in writing, they did not effectively correct the writing mistakes of students that they wrongly wrote in their notebooks. They were trying to correct errors in writing at the spot. However, misspelling, inappropriate use of capitalization and punctuation in the students' exercise books were not corrected and checked.

According to the results of classroom observation most teachers in most sections were better in reading than in writing. That means teachers ability to read long, geminated or non-geminated words with double vowels was high (83.3 - 94.4 percent), but in some sections (5.6 - 16.7 percent) teachers had some difficulty (i.e. ranked at medium scale) in different aspects of reading skills. According to the results of the classroom observation 77.8 percent of the teachers correctly wrote but 22.2 percent of them wrote sometimes the geminated words with spelling errors.

About 94.4 percent of the observed sections, teachers used the glottal sign very clearly, appropriately and consistently. On the other hand in some sections some teachers to some extent lack consistency and confidence writing words correctly. It was observed that some teachers were not confident to write without erasing and correcting spellings repeatedly. Most teachers did this successfully.

Teachers mentioned a reason for the weakness in reading and writing that they including their students do not have favorable condition to develop their reading

and writing skills outside the classroom. This is an acceptable reason that starting from simple local kebele office to zonal offices Amharic is being used as a working language. Let alone other governmental offices, school offices and notice boards use Amharic language whereas the Wolaitta language is limited to only teaching in classrooms. This does not mean that students and teachers cannot write in the language. About 66.7 percent of the respondents (teachers) agreed that their students express their feeling in writing correctly.

As the results of the questionnaire and observation of the sampled classes, teachers consistently used the language of learning as indicated in the following tables.

Table 4. Uniformity of the language used

Items		Yes	No	Total
Do teachers switch the language into Amharic at sentence level?	<u>No</u>	2	16	18
	%	11.1	88.9	100
Do teachers explain a concept in Amharic?	<u>No</u>	2	16	18
	%	11.1	88.9	100

As the table indicates that out of the total respondents 88.9 percent of the teachers did not use other languages rather than the Wolaitta language whereas 11.1 percent of the respondents agreed that they used some of the terms in

Amharic language. Similarly, 88.9 percent of the teachers did not use Amharic to give explanation and clarification of a concept but only in the Wolaitta language. On the other hand 11.1 percent of the teachers used not only the Wolaitta language but also sometimes used Amharic to explain a concept.

Table 5. Consistency in using terms

Item	High (3)	Medium (2)	Low (1)	Mean Value
Using coined, extended and borrowed words consistently	14	4	-	2.8
Using words of an object, idea, a concept etc consistently	17	1	-	2.9

As one can understand from the observation result that the activity of the teachers in using the coined and borrowed as well as words with the extended meaning was promising because the mean value of the first item in table 5 is 2.8 which is above the mid point 2.0. Similarly, teachers used words of an object, idea and concept consistently in the Wolaitta language. Thus, the mean value of the issue is about 2.9 that is approaching to the highest point, 3.0. These imply that teachers used the language of learning consistently.

The use of coined, extended and borrowed words is consistent that all teachers and students used them as to the given meaning. In addition to that both teachers and students used word of an object, idea, a concept uniformly. However, there is lack of consistency in spelling by the side of both teachers and students. Sometimes, a word is differently written by teachers as well as by students

4.1.2. Students' Use of the Wolaitta Language

As mentioned earlier students' language proficiency plays great role in student understanding of the subject matter. In order to see whether the students use the language appropriately questions were forwarded to teachers. The following table reveals the ways the Wolaitta language was used by the students.

Table 6. Language Use of the Students

	Item	Yes		No	
		No	%	No	%
1	Students understand better when their teachers speak in the Wolaitta language	17	94.4	1	5.6
2	Students express their feeling easily in front of their classmates when they use the Wolaitta language.	18	100	-	-
3	They develop confidence when they speak to their classmates in Wolaitta language.	17	94.4	1	5.6
4	The classroom discussion is warmer when they use the Wolaitta language.	17	94.4	1	5.6
5	It is easier and simpler for the students to answer questions in the Wolaitta language.	18	100	-	-
6	It is easier for the students to ask questions in the Wolaitta language.	17	94.4	1	5.6
7	The students are fast in reading the Wolaitta language.	15	83.3	3	16.7
8	The students write correctly in the Wolaitta language.	12	66.7	6	33.3
9	The students do not need more assistance from their teachers when they read and write in the Wolaitta language.	16	88.9	2	11.1

The above table indicates how effectively students use the Wolaitta language. The teachers were asked a question to comment whether or not their students understand them better when they speak in the Wolaitta language. More than 94

percent of the total respondents reported that the students understand the content of the school subjects better in the Wolaitta language.

Similarly students express their feelings easily in front of their classmates when they use the Wolaitta language. All teachers (100 percent) responded positively that their students are proficient to forward their ideas before their classmates in the language.

Furthermore as to 94.4 percent of the respondents the students became confident when they use the Wolaitta language that is the language of learning presently in the area. Contrary to this only 5.6 percent of the respondents replied that their students lack confidence when they use the Wolaitta language in front of their classmates.

94.4 percent of the teachers also agreed that the students actively participate in the classroom discussion using the Wolaitta language but 5.6 percent of them did not accept this opinion. The results of the classroom observation similarly show that the students felt confident during the class participation in which they participated freely without any communication barriers because they do not have language problem to understand their teachers, to express themselves and so forth in the Wolaitta language.

The respondents were also asked whether the students answer questions, which were forwarded to them in the Wolaitta language. To this question all the teachers (100 percent) agreed that every question was clear to answer in the Wolaitta language. The students were able to give the relevant answers when the questions were asked in their language. Similarly 94.4 percent of the teachers responded that it is easier for the students to forward their questions in the language. Classroom observation confirmed this opinion that almost all students were active and alert to ask and answer questions in the language. During the classroom observation no student was seen asking and answering any question in other languages than Wolaitta. Unless the students were hindered by the difficulty of the contents, they faced no problem to ask questions and to respond to questions.

In the case of reading, the condition was slightly different as observed in the classes and data gathered from the field. Some (16.7 percent) of the respondents believed that their students are slow in reading books and writings in the Wolaitta language. Although 83.3 percent of the teachers reported that their students were fast and correct while reading in the Wolaitta language, the results obtained through the classroom observation indicates differently. That means different aspects of reading skill (27.8-61.1percent ranked medium) challenged the students. Thus:

- Some students were unable to read long terms with ease.

- Repetition of words while reading was very common among the students
- Sometimes some students read with pause on words
- Nearly in one third of the sections students made mistakes more than twice while reading geminated words.

The students failed to write correctly in the language according to some of the respondents. Exactly one third of the teachers (33.3 percent) responded that their students were unable to write correctly. On the other hand 66.7 percent of teachers agreed that their students write correctly using the current language of learning. In the observed classes some students were to some extent challenged in writing Latin script that was adapted to the Wolaitta language. This was especially observed in

- Writing geminated words
- Spelling consistency
- Using capitalization and punctuation

Surprisingly, despite the indicated problems of the students in writing and reading, only 11.1 percent of the teachers reported that their students need more assistance from them when they read and write in the language. However, the majority of the respondents (88.9 percent) did not accept the view that students

need more assistance from the teachers. As to them they (students) write and read without any special guidance or follow up.

4.2. Teacher Training for the Use of the Wolaitta Language

Teachers were asked a question to observe whether they were trained by the same language of learning in which they are currently teaching at the primary school. The following table presents their response to this question.

Table 7. Language of Training in TTI

Language	No	Percent
Wolaitta Language	2	11.1
Amharic Language	12	66.7
English Language	4	22.2
Total	18	100

Table 7 shows that different languages of training were used to train teachers at TTI. Among the respondents 88.9 percent of teachers were trained in languages, which are different from the current language of learning in the school. Out of this 88.9 percent exactly two third of the teachers were trained in Amharic which is not used for instruction in the area. The table depicts also that only 11.1

percent of teachers were given training in the Wolaitta language. This group of teachers (11.1 percent) is the only appropriate teachers who can teach in the language of learning.

The teachers who were trained using non-school languages of the zone were asked a question to evaluate their training level to use the mother tongue for instruction. These teachers (88.9 percent) were given a short-term training for three to five days on how to use the Wolaitta language for instruction especially how to write and read in the language.

This indicates that there are a number of teachers who are not well ready to teach in the schools, which use the Wolaitta language for instruction because most of them were trained for the Amharic medium schools. As to the respondents this short-term orientation on the use of mother tongue for instruction didn't equip the teachers with necessary language skills.

As it was indicated in Table 7 teachers were trained their profession in different languages of training: some are different from the school language and the other is similar with the school language. In other words one can see from the above presentation that a few teachers were given one year pre-service training in their mother tongue for the present school but the others were trained shortly on the use of the school language. This indicates that the situation of the training of teachers is different concerning the language use. Therefore, this difference

leads to see whether the training equally equipped both teachers who were trained a year and a few days to use the current school language. The following table shows the condition or adequacy of the training of two groups in the use of school language.

Table 8. Conditions of the Training

Statement		Yes		No		Not Answered	
		No	%	No	%	No	%
1	The training time span was enough	2	11.1	15	83.3	1	5.6
2	The training equipped the teachers with sufficient skill to use the Wolaitta language as language of learning	14	77.8	4	22.2		
3	The training equipped the teachers to write in the Wolaitta language adequately	8	44.4	10	55.6		
4	The training equipped the teachers to read in the Wolaitta language fluently	9	50	9	50		
5	The training equipped the teachers to use specific technical terms in the language	8	44.4	9	50	1	5.6

As Table 8 depicts the training time span was not enough for 83.3 percent of teachers. On the other hand only for two teachers that is 11.1 percent the time

length of the training was sufficient that these teachers acquired necessary skills for using the Wolaitta language as the language of learning. If the one who did not respond to this question (5.6 percent) gave response as the others did, the percentage of the teachers who did not get satisfaction on the length of training period might have been increased. From these responses one can assume that those teachers who satisfied with training time length are the one who were trained a year in the language in which they are teaching currently. Therefore, for the majority of the teachers the time length of the training was not adequate to make the teachers well skilled in using the language for instruction.

In the case of general language skill the response is somewhat different. 77.8 percent of the respondents of the study agreed that the training equipped them to use the language as the language of learning in general sense. On the contrary 22.2 percent of the teachers responded that the training did not equip them with sufficient skills to use the school language.

As to 44.4 percent of respondents the training made them write correctly in the language of learning whereas 55.6 percent of teachers believed that the training of the language of learning was not satisfactory to equip them with necessary writing skill in the language.

Teachers were asked whether their training equipped them with sufficient reading skill in the language. To this point the responses for both positive and

negative are equal in percent. That means 50 percent of the respondents positively responded that their training made them read in the language fluently. According to the responses of the teachers the training brought about better outcome in reading than writing.

Regarding the use of specific technical terms in the language there is slight difference in responses that 44.4 percent of respondents positively answered that the training upgraded their skill of using specific technical terms in the Wolaitta language. This refers that a number of teachers were unable to use the scientific and technological words and phrases in the current school language of the area.

In general we can deduce from the above information (Table 8) the given training on the use of the language of learning did not equip well the teachers in each language skill even though the teachers who passed through one year pre-service seem much better in use of different language skills than those teachers who were trained for a few days. Due to this reason teachers were asked whether they need further training to develop their skills in the language of learning. To this question the majority of teachers responded positively. That is most teachers were in need of additional training on how to use the language of learning, particularly reading and writing.

Table 9. The Need of Additional Training in Using the Wolaitta Language for Instruction

			Yes	No	Not Answered	Total
A	Listening skill	No	6	9	3	18
		%	33.3	50	16.7	100
B	Speaking skill	No	7	8	3	18
		%	38.9	44.4	16.7	100
C	Reading skill	No	16	2	-	18
		%	88.9	11.1	-	100
D	Writing skill	No	16	2	-	18
		%	88.9	11.1	-	100

From the above table one can see that the majority of teachers badly needed additional training on the school language use. To say more specifically the need of training on listening the Wolaitta language was low. Out of the respondents 33.3 percent had interest to take additional training on listening. However, the majority of the teachers (50 percent) disagreed on the importance of giving further training on listening the language. The majority of teachers did not want to take additional training on the listening skill of the Wolaitta language. This is probably because of their proficiency in the language that all of them (except a teacher) are the native speakers of the Wolaitta language.

Similarly the majority of teachers did not have interest to take additional training to capacitate their speaking skill of the language. This is the reason why only 38.9 percent of teachers interested to take further training on speaking. Though 16.7 percent of the respondents did not answer the question, the additional training on speaking the Wolaitta language is unnecessary.

Conversely, the need for additional training on reading and writing was very high. As can be seen in both reading and writing cases about 88.9 percent of teachers wanted to take additional training. This high need of additional training on reading and writing indicates that those teachers who were trained in the use of the language of learning for a few days seem to be less competent in teaching school subjects in the mentioned language.

Regarding teacher training, the data collected from the schools enabled to come to the finding that teachers currently teaching in primary schools do not have the same back ground in the language of learning. Among the respondents in the sample schools only 11.1 percent were trained their teaching profession in the Wolaitta language for using this language in the primary schools. Whereas the vast majority of the teachers (88.9 percent) were given a few days orientation on the use of mother tongue instruction. The latter group of teachers is those who took teacher training which prepared it for the former Amharic medium schools. This shows that the number of teachers who took short orientation on use of new

medium of instruction exceeds the number of teachers who were trained in the same language that the primary schools are using presently.

This is the case that most teachers in sample schools need to take further training on the use of the mother tongue for instruction because the orientation on the use of mother tongue in general and its script in particular was inadequate. However, according to the respondents these teachers could not get any further training, which can capacitate them to use the language of learning. This is different from the idea that Dutcher (1995) recommends to teach in a vernacular which the teachers did not use in their own schooling, they must receive special and ongoing training in order to be capable in writing and reading in the Wolaitta language.

Those teachers who received short-term training for three days (88.9percent of the respondents) are not at a good ground to use the mother tongue for instruction even though they were able to teach in it being the native speakers of the language.

Therefore, one can deduce from the above discussion that schools do not have qualitatively an encouraging number of teachers who are well trained to teach in the Wolaitta language in the respective schools. This does not mean that schools do not have any type of teachers. That means most schools have more than enough teachers when one counts all including teachers who were trained for

Amharic medium schools. Since most of these teachers are not efficient to teach in the Wolaitta language medium schools in comparison with teachers who took pre-service teacher training in Wolaitta language, schools need adequately trained teachers.

4.3 Availability of Textbooks for Teaching and Learning in the Wolaitta Language

The availability of schoolbooks is one of the major issues to guide teaching-learning process effectively. It includes student textbooks, teacher guides, syllabi and other related books. Even though all types are important in instructional process, textbooks play great role to unite students and teachers. By using the same textbooks teachers and students could share the same idea. Concerning this issue teachers were asked whether the supply of textbooks was satisfactory or not.

Table 10. Availability of Textbooks

Statements	Yes		No	
	No	%	No	%
School textbooks come on time	-	-	18	100
Supply of textbooks is adequate to students and teachers demand	-	-	18	100

All respondents agreed on the same point. The point is no textbooks come on time and provided to the students.

To secure this information more, teachers were asked to point out student textbook ratio, particularly for two sample subjects in grade four. As to them, no textbook was given to the students in all sections. The unavailability of textbooks in this grade level was proved during class observation; no student was seen with environmental science and mathematics textbooks in grade 4 of the selected schools. However, in each selected school, teachers have a copy for each subject.

Teachers were asked to evaluate whether the unavailability of textbooks has impact on the language use. All respondents (100 percent) were agreed that the unavailability of textbooks has negative impact on both teachers and students

language use. Most teachers agreed that the following effects could occur due to the absence of textbooks for the students and teachers.

- Students and teachers are unable to use words and expressions consistently.
- Students and teachers fail to use the so-called standardized form of the language.
- Students have less chance to develop their language skills.

As it was mentioned earlier all sampled schools did not have textbooks. In these schools no student of grade four got textbooks not only for environmental science and mathematics but also for all other subjects. Even though each teacher had a copy of locally bind textbook, all teachers were surprised by complete absence of textbook for the students. As to the respondents of the study reason for the absence of textbooks is the introduction of unnatural language, the so-called "Wogagoda" into schools for instruction. Politician of the area dreamed once and created this Esperanto language for school instruction. Plenty of textbooks of grade 4 published and distributed to schools for 1992 academic year. Due to the introduction of textbooks in the "Wogagoda" language grade 4 textbooks in the Wolaitta language, which were available before 1992 were discarded. After the strong resistance of the people not to use "Wogagoda" and its textbooks for instruction, the local government reversed its decision to the Wolaitta language using as the language of learning. However, the school textbooks were not published in line with the current

education for grade four in the Wolaitta language. Therefore teachers were using the photocopied textbooks written for trail program in the Wolaitta language.

Textbooks are expected to be designed to guide teachers and students in doing help for effective teaching and learning. They have, ideally, appropriate exercises, properly chosen vocabulary and sentences. This is to say that these textbooks have to be written in the right language taking the maturity and educational level of the students into consideration. In addition to that textbooks are characterized by cultural relevance and linguistic adequacy according to Gabouret-Keller et al (1977). Because of the lack of textbooks, grade four students and teachers were to some extent unable to use uniform words and expressions. In general the system of instructional language use of the students and teachers is negatively influenced. The students especially do not have chance to use appropriate and chosen vocabulary and sentences, which fit their level.

Another thing, which is related with student textbook, is reading material. Schools do not have adequate reading materials in the Wolaitta language that can develop students' language skills. Most reading materials, which are available in the language, are mostly religious type and these may not win the interest of all students. However, there are two books (Wolaitta - Amharic Dictionary and

Wolaitta - Amharic - English conversation) that may supplement to some extent the language skills of all groups.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

5.1.1 The Objective and Methodology of the Study

As it was indicated at the introductory part of this study, the objective of the study is to examine to what extent the Wolaitta language is used as the language of learning in the primary schools. To this end the following research questions were formulated.

1. How do teachers deliver the school subjects using the language of learning?
2. How do teachers and students use the language to ask questions and to respond to questions, to give explanation and clarification of meaning?
3. Do teachers pay attention to problems related to language use beyond the context of the subject they teach?
4. Do the teachers have adequate training to teach primary education in the language?
5. Are there sufficient textbooks in Wolaitta language that supplement the use of language?
6. Is there uniformity in the usage of newly coined, borrowed and extended terms and spelling of words by teachers and students?

To accomplish this, nine primary schools, which use the Wolaitta language as the language of learning, were selected. The subjects of the main study were 18 teachers who teach environmental science and mathematics subjects in the Wolaitta language in grade four, and students in 18 selected sections of the mentioned grade level

Questionnaire and classroom observation checklist were designed and selected to gather appropriate data for the study. The data collected using the mentioned tools were analyzed using frequency counts, percentages and mean.

5.1.2 Findings

The findings show that

1. About 83.3 percent of the teachers used fully the Wolaitta language to deliver the contents of the school subjects whereas 11.1 percent of them used not only the Wolaitta language but also the other language, Amharic. However, according to the results of the classroom observation most of the teachers (94.4 percent) used only the Wolaitta language while delivering the lessons. Thus, the use of the language of learning is encouraging.
 - 1.1. 83.3 percent of the teachers reported that they did not use code switching at sentence level. These teachers did not use another

language except the Wolaitta during the classroom teaching and learning activity. The classroom observation confirmed that about 88.9 percent of teachers did not use code switching at the sentence level.

- 1.2. According to the responses of 83.3 percent of the respondents teachers used code switching at word or phrase level when there is only lack of equivalent words in the Wolaitta language. This does not mean that teachers did not deliver the contents of the school subjects in the Wolaitta language because as to the different scholars using code switching when necessary is a recommendable system in the language use in the bilingual setting.
2. From the total respondents about 88.9 percent responded that teachers used the Wolaitta language for asking questions, responding to questions and giving explanation and clarification of meanings. But the classroom observation conducted shows that all teachers (100 percent) used only the Wolaitta language for performing the mentioned activities. Besides the teachers' use, the students also effectively used the language of learning while acting on the above activities because 100 percent of the respondents agreed on the issues.
3. In this study it was found that teachers and students have relative problems in reading and writing in comparison with other use of language though two

third and above of the respondents confirmed the correct use of reading and writing in the mother tongue. This relative problems occurred as to the data collected because of the inefficient training given for teachers, the use of non-mother tongue for office work and lack of written materials including textbooks to supplement classroom instruction.

4. The other point in the findings is correcting language errors that students made during their learning activity. Above 88.9 percent of the respondents teachers gave high attention to different problems related with the use of Wolaitta language that are beyond the context of the subjects they were teaching even though they did not correct continuously misspelling, and inappropriate use of capitalization and punctuation which were observed in the students' notebooks.
5. About 88.9 percent of the teachers did not take their pre-service teacher training in the Wolaitta language so that they were given a short-term training that did not fully capacitate them as needed to use the Wolaitta language effectively as the language of learning. Even if their training on how to use the language as the language of learning was not sufficient, they were using the Wolaitta language because of their language background. On the other hand as the data indicate that a few teachers (11.1 percent) took one-year pre-service teacher training in the Wolaitta language that made them teach properly in their respective schools.

6. It was found that the schools do not have any textbooks that relatively minimized the effective use of the language of learning of the teachers and students.
7. Another finding in the study was that teachers as well as students kept uniformity of the use of the Wolaitta language in the case of newly created and borrowed words for the terms and meanings of the concept. Another thing to be mentioned regarding uniformity in the language use is the use of spelling. As the data indicated that there was some inconsistency in the use of spelling.

5.2. Conclusion

On the basis of the findings the following conclusions were made.

1. The teachers used the Wolaitta language in promising ways when delivering the contents of the subjects in which they together with their students did not use unnecessary code switching.
2. Teachers as well as their students also efficiently used the language of learning while asking questions, responding to questions and giving explanation and clarification of meanings.

3. The vast number of teachers and students, though, read and wrote correctly and clearly, there was some problem in using these two skills in the Wolaitta language among both teachers and students
4. It was found that teachers paid attention to problems related to language use beyond the context of the subjects they teach.
5. It is commonly accepted by various educators that the implementation of the mother tongue for instruction urges to prepare teachers in quantity and quality so as to be successful in implementation. However, it is the practical problem that exists among the teachers who are teaching in the Wolaitta language. That means the training that was given for most teachers was inadequate to use successfully and confidently the language especially in the case of reading and writing. However, all of the teachers being the native speakers of the Wolaitta language attempt to teach in the language as much as they can.
6. Even though the unavailability of textbooks did not cause any significant problem in the language use, students do not have textbooks to upgrade their language skills and to create common understanding between teachers and students. There is also a severe shortage of reading materials in the language to supplement the classroom instruction. Moreover the biggest problem that discourages the school community is

the use of office language. That is offices including school offices and notice board use Amharic as a working language that not only isolated the school (particularly classroom instruction) from outside world but also hampers the chance of students to practice the language, especially reading and writing.

7. The majority of the teachers as well as the students used the language of learning uniformly and consistently in most cases.

In general the use of the language of learning in the classroom is encouraging even if it needs some issues like teacher training, material supply and the like to be improved in order to be more successful in the language use.

5.3. Recommendations

Although as such there are no significant problems in the language use, the hindrances that were found in this study should be alleviated in order to be more successful in the language use. Thus, the accountable body has to take into consideration the following recommendations that have been forwarded on the basis of indicated problems.

1. As mentioned time and again, the importance of well-qualified teachers for teaching in the language of learning is unquestionable. In order to have well-qualified teachers adequate teacher training

should be given. Therefore, it is advisable that teachers who are teaching currently in the Wolaitta language should be given sufficient training to use very efficiently the language of learning. Giving emphases to how to write and read in the language, this training can be conducted daily by using schools as temporary training centers until they develop their reading and writing skills to use efficiently the language of learning.

2. Without textbooks it is quite impossible to carryout teaching learning activities effectively. The zonal education department and the regional education bureau should publish textbooks and teacher guides including syllabi as soon as possible, and books have to be distributed to schools according to the demand of students and teachers. Moreover, other reading materials, which can supplement language use of the students and teachers, are the other important issues to make the language use more effective. Thus, teachers and other capable and interested bodies should be encouraged to write or translate supplementary reading materials including dictionaries in the Wolaitta language. The zonal and regional bureaus of culture and education have to carryout the above activities by allocating necessary budget and assigning professionals. By doing this, the severe shortage of reading materials can be solved.

3. The use of the Wolaitta language only in classroom does not improve the reading and writing skills of the students and teachers in the language of learning. Therefore, in order to create favorable language situation outside the classroom, the zonal council and any concerned authorities have to take initiative to use the Wolaitta language as a working language in offices so that students and teachers get good chance to practice reading and writing in the Wolaitta language.

4. It is seriously recommended that children's literary contest in the Wolaitta language at different levels (grade, school, woreda and zonal) should be periodically conducted to surmount completely the problems of writing and reading in the language among the students. Those works of the students, which win in the contest, should be read or presented orally by the writers in the public and get encouraging awards or incentives. It is also recommendable that among the presented literary works in the contest the best readable and selected works could be printed or duplicated and distributed to schools.

5. Teachers in each school should organize a self-help group selecting better teachers in the use of the language of learning and share

experience on the issues of the language use especially in reading and writing.

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APPENDIXES

Appendix A. General Background of Teachers

Background		No	%
Service in year:	1-5	2	11.1
	6-10	3	16.7
	11-15	4	22.2
	16-20	5	27.8
	21-25	4	22.2
	25+	-	-
	Total	18	100
Qualification: 12+TTI		18	100
	Grade 12 Complete	-	-
Total		18	100
Mother Tongue:	Wolaitta language	17	94.4
	Amharic	1	5.6
	Others	-	-
Total		18	100

Wolaitta language skills of the teachers		High	Medium	Low	Total
Listening	No	17	1	-	18
	%	94.4	5.6	-	100
Speaking	No	16	2	-	18
	%	88.9	11.1	-	100
Reading	No	10	8	-	19
	%	55.6	44.4	-	100
Writing	No	12	6	-	18
	%	66.7	33.3	-	100

Appendix B

Addis Ababa University, School of Graduate Studies

Questionnaire for Mathematics and Environmental Science Teachers

The purpose of this questionnaire is to collect information for the study that attempts to investigate the use of the Wolaitta language as the language of learning in primary schools. The information to be obtained through the questionnaire is going to be employed solely for academic research purpose. So, your cooperation in providing genuine information is of paramount importance.

You are not required to write your name.

PART ONE: General Information

Direction: Please mark X for all your correct responses, except for questions that require written responses, in the space provided.

1. Name of the School _____
2. The area that the School is located
 - a. Urban _____ Name _____
 - b. Rural _____ Name _____
3. What subject(s) are you currently teaching? a, Math_____ b, Environmental Science_____ c, Both_____ d, others, specify_____

4. At what grade(s) are you currently teaching? a, Grade 3 _____ b, Grade 4 _____
c, Grade 3 and 4 _____

5. How many years have you served as teacher?

a. 1-5 yr__ b. 6-10 yr_____

c. 11-15 yr_____d.. 16-20 yr_____ e. 21-25 yr_____

f. above 25 yr___.

6. What is your mother tongue?

a. Wolaitta_____ b. Amharic_____ c. Others, specify _____

7. Please indicate your level of proficiency in Wolaitta language.

Skills	High	Medium	Low
Listening			
Speaking			
Reading			
Writing			

8. Do you speak other language(s)? Write the language(s) in order of your proficiency. 1,

2,

3,

PART TWO: TEACHER TRAINING

9. Were you trained in TTI to be professional teacher?

a, Yes _____ b, No _____

10. If your response for question number 9 is yes, in which language were you trained most courses in TTI?

- a. Wolaitta__ b. Amharic_____ c. Oromiffa_____
- d. Others, specify _____

11. Have you taken training on how to use Wolaitta language for instruction?

- a, Yes_____ b, No _____

12. If your answer for question number 11 is “Yes”, for how long?

- a. below a week_____ b, week____ c, week to month___d, month_____

13. If you have taken training please indicate your agreement or disagreement about the training you took by putting “X” under “Yes” or “No”

		Yes	No
1	The training time span was enough		
2	The training equipped me with sufficient skill to use Wolaitta language as a language of learning		
3	The training equipped me to write in Wolaitta language adequately		
4	The training equipped me to read in Wolaitta language fluently		
5	The training equipped me to use specific technical terms in the language for instruction.		

14. If you were given a chance for further training in using Wolaitta language for instruction:

		Yes	No
1	Do you need further training in listening the Wolaitta language?		
2	Do you need further training in speaking the Wolaitta language?		
3	Do you need further training in reading the Wolaitta language?		
4	Do you need further training in writing the Wolaitta language?		

PART THREE: LANGUAGE USE

15. Please indicate your opinion by putting 'X' under 'Yes' or 'No'.

		Yes	No
1	Do you deliver the content of the subject fully in the Wolaitta language?		
2	Do you ask question and give answers fully in Wolaitta language?		
3	Do you correct the language errors of the students in relation to and beyond the subject matter?		

	Spelling error		
	Misuse of terms		
	Unnecessary code switching		
	Mistakes in reading		
4	Do you switch the language into English or Amharic when you face inadequacy of vocabulary?		
5	Do you give explanation of a concept in other languages like Amharic or English?		

16. If your answer for question number 15--A is "no", what is your reason?

- A. Because I cannot speak Wolaitta language well. _____
- B. Because I want to develop students' skill in other languages which will be more useful in their future life. _____
- C. Because the students do not understand easily and simply the lesson in Wolaitta language. _____
- D. Usually I forget to use Wolaitta language appropriately because of the other language influence. _____
- E. All of the above. _____
- F. Others, specify _____

17. If your answer for question number 15--B is "no", why did you say that?

- A. Because I cannot speak Wolaitta language well. _____

B. Because I want to develop students' skill in other languages which will be more useful in their future life._____

C. Because the students do not understand easily and simply the questions and answers in the Wolaitta language._____

D. Usually I forget to use Wolaitta language appropriately because of the other language influence._____

E. All of the above._____

F. Others, specify_____

18. If your answer for question number 15--C is "no", why did you say that?

A. Because I cannot speak the Wolaitta language well._____

B. Because I want to develop students' skill in other languages which will be more useful in their future life._____

C. Because the students do not understand easily and simply the corrections in the Wolaitta language._____

D. All of the above._____

E. Others, specify_____

19. What is your reason if you answered "no" for question number 15--E?

A. Because I cannot explain Wolaitta language well._____

B. Because I want to develop students' skill in other languages which will be more useful in their future life._____

C. Because the students do not understand easily and simply the meaning of a concept in the Wolaitta language. _____

D. All of the above. _____

E. Others, specify _____

20. Please indicate your opinion by putting “X” in the space parallel to your choice.

N	Statements	Yes	No
0			
1	Your students understand you better when you speak in the Wolaitta language.		
2	Your students express their feeling easily in front of their classmates when they use the Wolaitta language.		
3	They develop confidence when they speak to their classmates in the Wolaitta language.		
4	The classroom discussion is warmer when they use the Wolaitta language.		
5	It is easier and simpler for the students to answer questions in the Wolaitta language.		
6	It is easier for the students to forward their questions in the Wolaitta language.		
7	Your students are fast in reading the Wolaitta language.		

8	Your students write correctly in the Wolaitta language.		
9	Your students do not need more assistance from you when they read and write in the Wolaitta language.		

21. What measures should be taken to improve the instructional language use of both students and teachers?

- A. Giving adequate training of instructional language usage for teachers_____
- B. Supplying sufficient textbooks on time._____
- C. Making the language as working or office language._____
- D. Preparing dictionary and other reading materials in the language.
- E. All of the above_____
- F. Others, specify_____

PART FOUR: AVAILABILITY OF TEXTBOOKS

22. Do the school textbooks come on the time needed?

- A. Yes_____ B. No_____

23. Is the supply of textbooks adequate to students demand?

- A. Yes_____ B. No_____

24. If your answer for question number 21 and/or 22 is "no", what negative impact does it have on the language use?

- A. Students and teacher are unable to use words and expressions consistently. _____
- B. Students and teacher are unable to use the so-called standardized form the language. _____
- C. Students cannot develop their language skills. _____
- D. All of the above _____
- E. Others, specify _____

25. Please indicate the number of students, textbooks distributed, and their ratio to students for the subject and grade level (section) you are currently teaching.

Grade	No of Students	Math	Ratio	Environmental Science	Ratio
4					

26. If you have any suggestion that is helpful for the study, please write it. __

Appendix C

Addis Ababa University, School of Graduate Studies

Classroom Observation Check List for Teachers' Language Use

Name of the school _____

Subject _____

Woreda _____ Urban _____ Rural _____

Grade and Section _____

Date of Observation _____

Period _____ Time, from _____ to _____ minutes _____

An observation scale to be used by observer with an objective of checking the language skills of classroom teacher

Direction: Observe and state the language use of classroom teacher under H = high, M = medium, or L = low according to his/her language proficiency.

A. Reading skills

		3	2	1
		H	M	L
1	Ability to read long terms with ease			
2	No repetition of words while reading (regression)			
3	Reading without pause on words			
4	Reading geminated words correctly			

5	Reading non-geminated words accordingly			
6	Reading words with double and/or single vowels according to the rules			
7	Reading words with letters named differently from English (c, q, x, ph) correctly			
8	Correcting students' mistakes in reading			

B. Writing skills

		3	2	1
		H	M	L
1	Writing geminated words correctly			
2	Writing words with double vowels to show length where necessary			
3	Using glottal sign appropriately			
4	Writing without erasing and correcting spelling errors repeatedly			
5	Spelling consistency			
6	Writing without unnatural word breaking			
7	Writing borrowed words according to the writing system of the Wolaitta language.			

8	Writing different words separately (writing words with correct word break)			
9	Writing correct spelling			
10	Correcting students' mistakes in writing			
11	Using capitalization appropriately			
12	Using punctuation marks appropriately			
13	Writing words according to cases in the Wolaitta language			

C. Use of Vocabulary

		3	2	1
		H	M	L
1	Delivering the content of the lesson in the Wolaitta language			
2	Asking and answering questions in the Wolaitta language			
3	Explaining meaning of a concept in the Wolaitta language			
4	Using the Wolaitta language words avoiding unnecessary word borrowing (avoiding using English or Amharic words instead of the existing the Wolaitta language)			
5	Using coined, extended and borrowed words consistently			

6	Using words of an object, idea, a concept etc consistently			
7	Using no code switching at sentence level.			
8	Using relevant words to the context of the lesson			
9	Using clear words whose meaning requires no special explanation			
10	Using code switching where necessary to insure that the meaning is established (in the case of technical terms or lack of equivalent words in the target language)			
11	Avoiding code switching to provide the missing lexical items			
12	Correcting students' wrong language uses while asking questions, giving responses and explanation			
13	Using words according to cases in the Wolaitta language (nominative, accusative, genitive cases)			

NB: High (H) = No mistake observed

Medium (M) = 1-3 mistakes observed

Low (L) = 4 and above mistakes observed

Appendix D

Classroom Observation Checklist for Students' Language Use

Name of the school _____

Subject _____

Woreda _____ Urban _____ Rural _____

Grade and Section _____

Date of Observation _____

Period _____ Time from _____ to _____ minutes _____

Direction:

Observe and state the language use of student under H = high, M = medium, or L = low according to his/her language proficiency.

A. Reading skills

		3	2	1
		H	M	L
1	Ability to read long terms with ease			
2	No repetition of words while reading (regression)			
3	Reading without pause on words			
4	Reading geminated words correctly			
5	Reading non-geminated words accordingly			
6	Reading words with double and/or single vowels accordingly			

7	Reading words with letters named differently from English (c, q, x, ph) correctly			
8	Correcting teacher's mistakes in reading			

B. Writing Skill

		3	2	1
		H	M	L
1	Writing geminated words correctly			
2	Writing words with double vowels to show length where necessary			
3	Using glottal sign appropriately			
4	Writing without erasing and correcting spelling errors repeatedly			
5	Spelling consistency			
6	Writing without unnatural work breaking			
7	Writing different words separately (writing words with correct word break)			
8	Writing borrowed words according to the writing system of the Wolaitta language.			
9	Writing correct spelling			
10	Correcting teacher's mistakes in writing			

11	Using capitalization appropriately			
12	Using punctuation marks appropriately			
13	Writing words according to cases in the Wolaitta language			

C. Use of Vocabulary

		3	2	1
		H	M	L
1	Asking and answering questions in the Wolaitta language only			
2	Explaining meaning of a concept in the Wolaitta language only			
3	Using the Wolaitta language words avoiding unnecessary word borrowing (avoiding using English or Amharic words instead of the existing the Wolaitta language.)			
4	Using coined, extended and borrowed words consistently			
5	Using words of an object, idea, a concept etc. consistently.			
6	Using no code switching at sentence level			
7	Avoiding code switching to provide the missing (forgotten) lexical items because of second language influence.			
8	Using code switching where necessary in the case of technical terms or lack of equivalent words in the target language			
9	Using relevant words to the context of the lesson			

10	Using clear words whose meaning requires no special explanation			
11	Using words according to cases in the Wolaitta language (nominative, accusative, and other cases)			

Appendix E

The Sample Schools of the Study

No	Name of the Sample Schools	No of Env. Science and Math Teachers in Grade 4	No of Students in the Observed Sections	No of Participated Students during the Observation
1	Ligaba Beyene Primary School	3	154	86
2	Soddo Giorgis Primary School	2	114	69
3	Kokate Marachare Primary School	2	89	60
4	Adde Charake Primary School	2	86	55
5	Bodditti Primary School	3	134	78
6	Shasha Gale Primary School	1	70	45
7	Humbo Tabala Primary School	2	84	59
8	Gututo Larena Primary School	2	76	47
9	Shochora Ogodama Primary School	1	73	42
Total		18	880	541

DECLARATION

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



Altaye Ayele Salla

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

Dr. Marew Zewdie