

Addis Ababa University
College of Social Science and Humanities
School of graduate studies

***THE ASSESSMENT OF ADVANTAGE AND DISADVANTAGE
OF ENGLISH AS MEDIUM OF INSTRUCTION IN PRIMARY
SCHOOLS IN THE CASE OF
HOLY SAVIOUR AND NAZARETH SCHOOLS.***

BY:- KETEMAW ESHETU ASHAGRI

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Degree Masters of Art in Applied linguistics.

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Abstract

English which is a prominent international language is taught and learn as an important second foreign language in many countries.

Our country Ethiopian has also made it a part of her educational system and used it as medium of instruction in secondary and tertiary level (grade 7 up to college and universities) for a long period of time, but now a days most of private schools used English as medium of instruction for first cycle (1-4) elementary schools and also for second cycle (5-8).

So the purpose of this study is to asses the advantage and disadvantage of English as medium of instruction in first cycle primary schools in Addis Ababa and suggest possible solutions to the problems that may impede the medium of instruction. To this end the research employed a survey descriptive research methodology. The sample consists of two private elementary schools those are used English as medium of instruction. The sample schools and woredas regarding to the respondents 209 students, ninty families, fourty one teachers and two woreda and sub city experts using systematic simple Random method respectively.

The teachers, students and their family made to fill in the questionnaire. Furthermore, interview was held with selected two experts cluster supervisors from woreda and sub city education offices.

The data colelcted were anslysiend (quantitatively and qualitaively) using percentages and decriptive phrases. The results indicate that English medium is advantagous for many aspects in teaching-learning process, such as providing acadamic understandability, it's intersting while in teaching and learning process for teachers and pupls, it's also accepted by the students family, and it makes the pupils active participant in class ,but there are problems for its success such as, lack of text books, reference materials and other teaching

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learning materials like manuals and supplementary materials are absent in the school and using teaching materials which are beyond the pupils ability and capacity. The absence of these materials resulted in hampering the interests and motivations of both the teacher and the students, means it is indirectly create problems in teaching learning process of in using English as medium of instruction. Based on the findings and conclusions the study eventually makes recommendation.

Which includes the importance of English medium of instruction for elementary grades in many aspects as mentioned as above, but it is necessary that the provision of teaching learning materials such as texts, reference materials, manuals, supplementary materials, teaching aids and so on in accordance with the level and capacity of pupils. It is also important that giving special courses, training, and workshops for teachers, because elementary pupils are young in age and but also mentality. In addition to these there are also other problems like pupils who are young in age and weak in academic become stress and other pupils who have no help at home faced difficulty in learning and in interaction or communication with their teacher in class, then they need tutor and extra & special help by the teachers and their family regularly. It is also necessary to have computers, other electronic materials such as slides, films and so on in order to make English medium more effective.

Table of Content

Chapter One	1
1.1 Back ground.....	1
1.2 Objective of the study	4
1.3 Significance.....	4
1.4 Scope of the study	5
1.5 Limitation of the study	5
Chapter Two.....	6
Methodology.....	6
2.1 Methods.....	6
2.2 Source of data	7
Sample of the study.....	8
2.3 Sample Size and sampling technique	8
2.4 Data collection instrument.....	9
2.5 Methods of data analysis	9
2.6 Questionnaire.....	10
2.7 Interview.....	10
2.8 Data Analysis	10
Chapter Three	11
Review of Related literature	11
3.1 Language in education	11
3.2 Teaching material.....	13
3.3 Training of teachers in the language serving as medium of instruction	14
3.4 Language immersion program	15
3.5 The advantages and disadvantages of English language	16
as medium of instruction	16
3.6.the disadvantages of English medium.....	19
Chapter Four.....	22
4.1 Data presentation analysis and interpretation	22
4.2 Back ground of respondents.....	22
4.1 Characteristics of English medium teachers	

respondents by years of service.	23
4.2 Teachers ability in four language skills	24
4.3 Impact encountered teaching in English medium	
(for teachers).	25
4.4 Teachers' training	28
4.5 Communication between teacher and students	28
4.6 English texts designation:-	28
4.7 Reference and related materials:-	29
4.8 Preparation & utilization of proper teaching aids	29
4.9 teacher attitude towards English medium	29
4.10. The language used by teachers during training:-	30
4.11 Interview for educational experts.....	31
6.1 Questionnaire for target group (students)-----	33
7.1 questionnaire for parents impact encountered in teaching English medium of instruction.....	36
Chapter five.....	39
Summery, conclusion and Recommendation.....	39
5. Summary, Conclustion and Recommendation.....	39
5.1 Summary	39
5.2 Conclusion	41
5.3 Recommendation.....	42
Appendix	
Bibliography.....	

List of Tables

4.1 Characteristics of English medium teachers respondents by years of service.....	23
4.2 Teachers ability in four language skills	24
4.3 Impact encountered teaching in English medium (for teachers).	25
6.1 Questionnaire for target group (students) Impact encountered learning in English medium	33
7.1 Questionnaire for parents impact encountered in teaching-learning process English medium of instruction.	36

Chapter One

1.1 Back ground

Education is the process of developing the potential of learners and is only possible through language. The role of the language that is used as medium of instruction in the educational process is very important. This is because the effectiveness of the process is dependent on the extent of effective communication between teachers and learners.

Communication between teachers and learners takes place most effectively when the appropriate language (medium of instruction) is used (Emenanjo 1990:62). Under such situations, a question may arise as to which language (medium of instruction) should be used in education.

In Ethiopia, since the introduction of modern education around the turn of 20th century, language policy regarding education has been changed many times due to external influences and the political interests of the leaders of the time (MacNab 1989:112). As mentioned by MacNab, "there was apparently no educational policy governing the use of language, but foreign languages (particularly French) were used as media of instruction in modern Ethiopia schools until the Italian occupation. About six languages were used for teaching purpose during the Italian period, but only the Amharic language continued to be a language of instruction in primary grades of formal education in Ethiopia until 1990", (McNab, (1989:78).

“While Haile Sellasies government had been concerned with the development of an Amharic speaking educated elite, the Derg attempted to introduce literacy through nationality languages through its contribution to the improvement of the local languages was insignificant”. (Cohen cited in Girmaw Allene, 2007)

Prior to the year 1959 the English language had been used as medium of instruction starting from the first year of schooling in Ethiopia. The majority of the teachers were foreign and English speakers and text books were also imported from Europe and America. (ministry of education 1959:51).

During Haile Selassie’s reign, grade one students were highly exposed to be taught in English language. students were made ask to communicate exclusively in English in class. These students were made to show dramas in Class, to write school journals and even were encouraged to express their feelings to their instructors by writing letters.

Starting from 1959 onwards Amharic as medium of instruction replaced English in elementary schools. And for English subject teaching it was said “English will be taught as a subject starting in grade three.” (Ministry of education 1959:2).

When the EPRDF (Ethiopian Peoples Republic of Democratic Front) government replaced Derg in 1991, the new government recognized the rights of nationalities to speak, to write and to develop their own languages, besides, a new education and training policy was established with provision for choice of nationality languages of instruction in the primary education system. The current education system , especially in the choice

educational medium follows the logic of decentralized policy. As a result over twenty nationality languages have been used as the languages of learning in primary schools in different regions of the country. As observed in the last few years due to the decentralized policy, some nations and nationalities of Ethiopia have entered in to using their language as a medium of instruction. (Ministry of education 1959:5-6).

1. English has constitutional status in Ethiopia, where it is declared to be the designated language for international communication.
2. English is taught as a subject to all Ethiopian students.

English is also currently used as medium of instruction in private schools, because of the EPRDF policy that states the provision for choice of language of instruction in the primary education system (Decentralized policy). Therefore the policy should be initiated the private schools to be able to use English as medium of instruction starting from elementary grades to the end.

1.2 Objective of the study

The purpose of this study is to conduct an assessment of the advantages and disadvantages, of English as medium of instruction at elementary school, with reference to Holy Saviour and Nazareth schools.

This study has the following objectives.

- i. Explore the background of students English language skills.
- ii. Identify the major results of using English as medium of instruction on the teaching-learning process.
- iii. Identify the instructional materials that are essential for the teaching -learning process.

Hence, in order to achieve the above stated objectives the following research questions were raised.

1. What are the factors that cause success and failure in learning English as medium of instruction?
2. Do teachers have adequate training and preparation in bilingual instructional approach to teach primary educations in English as a medium of instruction?
3. What is the effectiveness of resources support provided for the implementation of English instruction?

1.3 Significance

The result from this study is intended to help different bodies involved in the teaching and learning of elementary students level by using English as medium of instruction.

First it's hoped to provide possible suggestions that could help teachers (teaching elementary students) in organizing subjects

(lessons) that consider the students understanding abilities and skills.

Second syllabus designers and material writers could make use of this research since it's hoped to guide on how and what type of language is used as medium of instruction include the different subjects that consider the young age learners.

Third it will provide some suggestions that could improve teachers and students awareness on teaching-learning process.

Finally the research results are expected to serve as a stepping stone(basis) for other researchers in interested to work in this area.

1.4 Scope of the study

This research is conducted in two elementary schools in Addis Ababa. They are Holy saviour and Nazareth school.

Time, economic and resource constraints are some of the factors that make this research limited to these two elementary school students.

1.5 Limitation of the study

This research has not been conducted on a national scale. The researcher could not do this basically because of time constrains and unmanageability of the number of students. More over, the financial constrains was also a problem. However learning style is a broad term. It could be affected by many different variables in addition to medium of instruction, in spite of this, this study focus on two private elementary schools Holly Savior and Nazareth school , particularly limited with the advantage and disadvantage of English medium for elementary grades of first cycle (1-4).

Chapter Two

Methodology

2.1 Methods

The main concern of this research is to investigate the advantages and disadvantages of English language as medium of instruction in primary school first cycle in Addis Ababa with reference to Holy Saviour and Nazareth school. Those schools are found in Arada Sub city woreda 6 .When the researcher start this study , first goes to the schools and discussed about the issue with the school directors and received the students list. On the other day the researcher distributed the questionnaire for teachers, students and their family turn by turn, after they fill it, collect, arranged and categorize in to the questionnaire items and analysed it. For the interviewer the researcher go to Arada sub city education office and Woreda 6 education office and then after ask the questions for the cluster supervisors by writing their response roughly, then the researcher organized and analysed it.

To conduct any type of research, a research methodology that is commensurate with purpose, structure, problem and other related element of the case under study ought to be used. Ayalew and Seyoum (1980:7) also stated that descriptive survey method in research is appropriate together with several method type of data or study of such a broad size rather than studies in depth, which means that it engaged open ended questions it enables the respondents to express their idea, comment, suggestions etc. Therefore this method has potential to make detail description about existing phenomena, Justify current conditions and practices to make intelligent solution for improvement.

A review of related literature was also made to substantiate major issues to be dealt with and gear them towards the objective of the study and develop instrument for data collection.

2.2 Source of data

The data's collected from two private schools in Addis Ababa Holy Saviour and Nazareth schools. Students, teachers, students family and education experts are the sources of data_ and other relevant documents were also used to enrich the study.

The two reference school elementary students and teachers are directly engaged in implementing and participating the program in using English medium of instruction, because they know better than other bodies to give better information for the study, in addition to this the school director, and administration heads also suggests additional possible information.

Similarly, since students and teachers are target groups are important in giving realistic information regarding English medium of instruction. Those are related issues in implementing the teaching- learning process.

In addition to this, the need for selection of education experts (supervisors) arises from the following principal factors.

1. It is these bodies who supervise how the program is run and officiate the teachers with implementation. Thus they know more about the teaching-learning process and activities in English medium of instruction.

2.It is prudent to see the efforts made by the offices as well as the experts in seeking solutions to only impediments in the teaching learning process.

2.3 Sample Size and sampling technique **Sample of the study.**

To address the research questions set in the statement of the problem above, the investigation was made on the population that's directly involved in school activities. The sample includes teachers, and students who use English for instruction in class rooms, directors who coordinate school activity, students family, sub city and woreda education officials who are responsible for facilitating the process. Holly Saviour and Nazareth school were selected those are found in Addis Ababa.

Because of the fact that both of the schools are taught in English medium their elementary grades and also Nazareth school is well known in Addis Ababa, in addition to this, the two schools directors and teachers are cooperative to give information for such kind of research.

In these selected schools there are a total of 905 first cycle students and 41 teachers teaching in these schools. (according to the school directors data).

In each sample school all available teachers are Selected for they are not large in number.

As for the students 30% of the total number excluding grade 1 and then thirty four students representing grade level 2-4 were drawn from each section sampled school based on systematic random sampling technique, which means according to registration list of students arranged alphabetical order and

every third of the list were taken for the sample ,two hundred and ten were taken as the total sample for this research out of a total of seven hundred . The reason for not including grade 1 students in the target group is that they are not mature enough to provide information for this study.

Were as in the case of students family 10% of a total of ninety families take for the sample, that is fifteen families representing grades level 2-4 for each sections of sampled schools which is used the same as the above systematic sampling technique.

As for selecting of education experts in sub city and woredas, one interviewee from the sub city and one from the woreda cluster supervisors were selected, and then interviewed to provide necessary information for the research.

2.4 Data collection instrument

The major tools used in collecting data for this study are questionnaire and interview.

2.5 Methods of data analysis

To arrive at a meaningful conclusion, the data gathered from the respondents thorough questionnaire and interview were analysed descriptively. The data obtained from close-ended(alternative questions) items in the questionnaire were interpreted with the help of percentages and briefly described. The data from collected from open-end(^{sub}jective type) questionnaire and interview were also summarized and analysed descriptively.

2.6 Questionnaire

Questionnaire was used to collect data from the students, teachers and students family. The questionnaire consisted both close^{end}(choice) and open end (subjective) questions so, the researcher was able to draw not only factual information but also opinions, attitudes and views from the respondents. The questionnaire items were prepared in English.

2.7 Interview

Interview is another data collection tool used to obtain information from education experts. The reason for interviewing the educational experts was that the experts were fewer in number. In addition to this, interviewee quite was employed because it permits the interviewer to arrange questions, modify time and add some new question to the list.

2.8 Data Analysis

Since the items in part two of the close ended questionnaire were prepared in such a way that Agree, Disagree and don't know is appropriate to indicate the advantage and disadvantage of English as medium of instruction for elementary grades(first cycle), responses were converted into numerical value as indicated in table 4.3,6.1 and table 7.1.

The data obtained through interview and open end questions(giving suggestions, ideas ,opinion ,etc. as much as you can) were analysed descriptively.

Chapter Three

Review of Related literature

3.1 Language in education

“There is not a clear and concise definition of language, different scholars define language in different, but functionally related ways Lyons (1981:3), states that languages is human and non- instinctive methods of communication idea, emotion and desires by means of voluntarily produced symbols. The symbols are spoken and written the latter representing the former. A written form is human and is used to pass an information from generation to generation from one part of the world to the other”. (Girmaw Allene, 2007).

Spoken language basically involves the use of sounds. The speech sounds which are seriously combined to form words and words which are combined to form sentences are combined following a commonly established. Voles Hughes (1962:4), states spoken language as “ the use of sounds and combination of sounds in commonly established pattern (words) analysed in commonly understood sequences (word order, sentence) to communicate to express a taught).”

I used this idea to inform that, using English medium is not as such a simple task because of its phonic and graphic symbols and it also used to pass information generation to generation in the form of written symbols.

Written language is a sort of codified communication which is purely merging spoken and written language together/Getu

(2006:11) citing Wales (1972), states that language is a system of phonic and graphic symbols used by the members of the society to exchange information and the system is passed from one generation to the next.

1. In educational curriculum where mother tongue is a medium, the teaching of other language as a subject to broaden the students awareness regarding cultural values. Concerning this Getu (2006:11), citing Eleazu (1986), states that apart from the medium of instruction we ought to consider the teaching of specific language as a subject in the curriculum and the effect they have on the cultural awareness and psychological sense of the students.

Children's experience of language is socially oriented from the out set and the social environment plays a significant role in the acquisition of language and other dimensions of cognitive development language culture and environment are interdependent.

I used this idea that English medium should be disadvantageous because of its disability to express some of the native languages of sounds ,words , sentences and other expressions those are related to the native languages only.

3.2 Teaching material

Primary education provides a fundamental base for all further school training or self education. It provides the basis for developing the capacity of their skill.

Instructional material can be defined in different ways depending on the purpose of schools, for example Amare (1999:29), "instruction materials are instrument with which a teacher teaches and from which students learn".

And from this view we understand that instructional materials have an impact for the advantage and disadvantage of English medium of instruction. When instruction materials are well developed these are helpful for the advantages of the medium of instruction if not the English medium becomes disadvantageous.

MbaMba (1992:154), defines instructional materials as any object or unit areas of space so designed and organized deliberately to support and use teaching and learning operations." He goes on explain that they are designed, modified and prepared to assist teaching and learning operations.

Teaching-Learning materials which act as. . . sources and or channel for which a learner draws knowledge and acquires skills.

These materials are essential for making education effective. They play a vital role in imparting and receiving the necessary information in the teaching learning process, they have a great value in conveying vivid and realistic information which is impossible to be obtained by a verbal approach.

The importance of this idea is that the quality and quantity of the teaching materials are one of the major factors of teaching-learning process in English medium of instruction for its effectiveness, then it is directly related to the advantage of English medium.

3.3 Training of teachers in the language serving as medium of instruction

Successful implementation of universal primary education requires availability of teachers in the right quantity and quality. Besides mother tongue, English medium instruction teachers should have proper English language skills contextual information about the cultural milieu of the target language and appropriate attitudinal orientation as well as professional skill that enable them to bring about the desired behavioural change in the learner; (word educational encyclopaedia, 1988:473).

What we understand from this is that the situation with regard to the introduction of English medium if instruction becomes difficult when the teachers have not take training enough to apply in their teaching even though they have not yet grasped the understanding concepts behind the curriculum, the objective, the teaching methodology and the expected achievements of the children they should continued to teach with all the problems.

“To effectively implement teaching learning process in primary school it is imperative that effective communication should be attained between the teacher and the children, language use in

the classroom should be interactive. There fore a good teacher of in English language medium should be a capable of that language, that he must be able to understand easily and speak fluently the accepted forms of the language,”(Girmaw Allene 2007)

The teacher need to acquire necessary English language skills appropriate and be prepared enough to effectively handle the class room situation teaching -learning process.

According to educational document of UNESCO /1978/, a person is literate when he can with understanding both read and write a short simple statement in his every day- life. Such a skill, according to UNESCO, is referred to as basic literacy which may or may not include basic numeracy. It is the first step on the way to achieving a more functional or applicable level of skills including calculation which UNESCO puts as the result of literacy.

In addition to trained teachers and sufficient instrumental materials, effective teaching methodology also plays a great roll in English medium of elementary school teaching- learning process. These effective methods of teaching should be mentioned as basic requirements like:-

- a. Using the method of translation from native language to English.
- b. Using samples and figures and mentioning their names.
- c. Introducing simple morphological units like suffixes, -s or -es, to change the nouns in to plurals and verbs in to singulars. Some other types of suffixes like -ess or -ss to change the gender from masculine to feminine. Some prefixes should also be introduced like -ir, -il, un-,anti-, -im, -in, to form negative words.

- d. Simple rhymes should be recited to improve the accent and pronunciation of the children.

3.4 Language immersion program

Language immersion is educational approaches in which students are taught the curriculum content through the medium of second language. In this way, immersion students not only learn the content, but also gain knowledge of the language in which it is taught. In total immersion programs, children learn their entire core subjects (reading, writing, mathematics, social studies and science) in the second language partial immersion programs are based on the same principle, but only a portion of the curriculum is taught in the second language.

The main difference between an immersion setting and a foreign language class is the approach to second language learning. In an immersion program language is a method for teaching the content rather than the subject of instruction. ([http://www.Montgomeryschools & md.Org/elementary immersion](http://www.Montgomeryschools&md.Org/elementaryimmersion)).

I used this idea that Nazareth school uses immersion. Immersion means only using the stated language in the school.

3.5 The Advantages and disadvantages of English language as medium of instruction.

The advantage and disadvantages of English medium of instruction is are as follows.

The advantage of English medium

According to different scholars the advantages and disadvantages of medium schools are expected to train and educate students for their future professional life, such as for the competence of technology, information, creative and social competence.

Therefore according to <http://www.onstopenglish.com/section.asp>), The students can develop the ability to use a new technology (internet) in order to get a lot of information and communication with the others without the limitations of distance. And also it helps to develop the ability to realize the social consequence of the new media and the appropriate responsibility.

As different scholars show that medium of English leads in to a working knowledge of English as perceived as being required in many fields, professions and occupations, may state throughout the world mandate the teaching of English at least a basic level, in an effort to increase the competitiveness of their economies the new technology.

This idea is used to fill the gap that using English language as medium of instruction has many advantages such as creative thinking, educational benefits, etc. as defined as above.

"However, the important of using English language medium is not limited to the ability of communicating with people who speak different language. A number of studies have also shown that when students learn using English medium they have a tendency of outscoring those who are proficient in only a single language on tests of nonverbal and verbal intelligence." (<http://www.educationpurpose.com>).

This idea filling the gap that English language medium is advantageous than monolingual children in academics. English medium of instruction is very important at every level of education and more so during the elementary education as that is the time when a child is exposed to the vast world of knowledge.

According to <http://www.co.uk> makes schools gate content "one of the advantages of English education is having access to two different worlds of experience with the language comes idiom and sayings,

folk stories and history, culture and music both tradition and modern", This shows that the students can develop the ability of pronunciation of English language and other characteristics of the language. In addition to this reading and writing in two languages shows that a bilingual person can adopt to the culture of both languages.

"This can create a deeper understanding of different traditions and ways of thinking and behaving the pleasure of reading novels poetry and magazines and the enjoyment of writing to friends and family are all doubled for bilingual people."([http://www co.uk](http://www.co.uk) makes school gate content)

Another advantage is that as cited in (<http.co.uk> walls school gate, the tolerance of other languages and cultures, is the two languages give students a wider cultural experience.

This shows that, they can develop tolerance of different in cultures, a system of religious beliefs and customs beyond their own experience. There fore when students learn in English language medium they can develop allow existing of their culture with foreign culture. In addition to this their creative thinking, ability of bilingual children have two or more words for each object and idea and different meanings are sometimes attached to words by the two languages. This shows that students can think more flexible and in a wider situation because of English medium capability in order to know more about the language and the subject matter by using compare and contrast method their native and foreign language, and also they have to know which language to speak with whom and when to speak.

The other advantage is educational benefit as cited as in ([http://www ontogeny schools and md.org/](http://www.ontogeny.schools.md.org/) elementary immersion), "Children's who have two languages tend to do better in the

curriculum and to show slightly higher performance in tests and examination”.

According to Webb and Sure cognitive skills, such as:

The ability to understand the central purpose of a text or to

Summarize its mainline of argument.

- The ability to select the information and to organize it in to a new coherent whole.
- The ability to discover and formulate generalization
- The ability to understand abstract concepts and to manipulated them in arguments and
- The ability to recognize relationship between events / for example, cause and effect) can develop only in and through a familiar language. (Webb and Sure (2001:5-6)

What we understand from webb and sures statement is that one has to have thorough understanding and native like command of language to effective attain the above mentioned purposes. Especially formal education requires training of teacher in a language that serves as a medium such training not only enhances the trainee's ability in language skills but also enables them to teach the subject matter in accordance with the children level of undemanding in one language as well their cultural back ground.

This idea shows that teacher training is essential for elementary teachers especially in English medium teaching- learning process in order to increase the trainee's ability and enable them to teach the subject matter effectively.

These the above four concepts shows that of the advantages of English medium of instruction in the new technology (computer science) and used follow of information (latest method of information media and other sources), for the employment opportunity and for better education purpose.

In addition to the above advantage there are also the most specific important advantages of English are as follows.

- a) English is a global language to know about the world English is essential.
- b) For the development in the field of science & technology and even trade on world level.
- c) To compete the country on world level
- d) For international communication

The Disadvantages of English medium

The English medium problem is that for children who do not speak English at home find it very hard to grasp concepts in unfamiliar language. Then the pressure doubles on them as they expected to learn a foreign language with the concepts simultaneously on the other hand, if they receive the same learning in language that they are comfortable in, it became much easier and convenient to understand the subject.

The other disadvantage of English medium is that incapability to express the native language, This shows that English lacks the sound, the word and the sentence for some of the native language expressions because of its cultural difference.

In addition to these the other problems are not directly connected to the English language medium, but these problems are indirectly influence the success of this medium. Some of them are lack of reference materials, text books, and manuals, teaching aids, etc.

Absence and shortage of these materials made the English medium difficult for the teaching learning process. All the above mention difficulties are the problems only which require solutions but the

following are not require solution so, these are said to be disadvantages. The important disadvantages of English as the medium of instruction may be:

- a) Originality of our culture may be influenced and polluted.
- b) Our traditional way of production and trade maybe affected
- c) Native poor workers may lose their works due to modernization
- d) Cultural art, music, dance and folk lore, etc, may abolish due to modernization.

Because of the above facts when the English medium instruction compare according to its advantages and disadvantages, its advantages are more than its disadvantages. In order to make it clear and short, it was shown below by the help of the table selecting the main points of advantages and disadvantages of English medium of instruction.

Advantage	Disadvantage and problems
<ul style="list-style-type: none"> • Access to wide resource • Able to use new technology, like computer science, etc. • It uses in scientific research • It has employment advantages. • It uses in educational benefits. • The ability to collect and select information • The ability to recognize relationship between events (cause & effect) • The ability to understand abstract concepts 	<p><u>Some of the problems are:-</u></p> <ul style="list-style-type: none"> • Comprehension problem. • It is incapability to express some of the native culture. • Students need extra help • Indirect influence or problems:- • Lack of text books, reference materials, manuals, and so on • It needs teacher training in English medium of instruction • Lack of teaching aids. <p><u>Some of the disadvantages are:-</u></p>

<ul style="list-style-type: none"> • The ability to discover and formulate generalization • The ability to produce and offer information by the help of the media. • Enhance the academic skill (in reading, writing & mathematics.) • Children grasp linguistic concepts such as words have several meanings. • It helps to develop linguistic skills. • It helps to compete the country on world level. • It helps in international communication. • It also helps the development in the field of science and technology and even trade on world level. • English is global language. To know about the world English is essential. 	<ul style="list-style-type: none"> • Originality of our culture may be influenced and polluted • Our tradition way of production and trade may be affected. • Native poor workers may lose their works due to modernization. • Cultural art music, dance and folk lore, etc may be abolished due to modernization.
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Chapter Four

4.1 Data presentation analysis and interpretation

In this section, data collected are discussed and given descriptive analysis. In doing so, arguments from review literature are presented when necessary.

4.2 Back ground of respondents

In sample schools, 41 first cycle primary education teachers who were teaching Nazareth school and Holly Saviour school were given a questionnaire .The questions were designed to examine the implementation of English as medium of instruction education program. Out of these teachers 19 were female and the remaining 22 were Male.

Among the teachers, 15 out of 41 speak English their 1st language (they are foreign teachers). While 26 of them speak English as their second language. Amharic, Tigrigna and Again Oromo being their first language. This shows that are majority of the teachers teaching English medium are native Amara Tigre & Oromo or their 1st language is Amharic, Tigrigna and Afaan Oromo regarding educational status of the teachers respondents 6 were trained and certified with teaching certificate in teachers training institutions after completing twelve grade and about 20 of the teachers have their diploma from teacher training college, where as the rest 9 of the teachers are having their own degree from different universities.

With regard to education status there is no problem and they are beyond the expected education level , primary first cycle teachers are assigned after being trained for one year after completing high school education, but these teachers had a higher standard.

According to student respondents of 209 students, 209 questionnaire was distributed and 190 questionnaire returned and the rest 19 questionnaire are not returned and among their family 90 respondents given a questionnaire 85 questionnaire returned and the rest 5 of the questionnaire are not returned and replied. The family also discuss useful additional problems comments and suggestions.

4.1 Characteristics of English medium teachers respondents by years of service.

Experience in year	No teachers
	No
Less than 5	14
5-10	12
11-15	10
16 and above	5
Total	41

As shown in table 4.1 all of the teachers selected as respondents currently teaching in English medium of instruction.

Table 4.1 shows that most of the teachers, who teach English have less experience in teaching, i.e. 14 teachers out of 41 have below 5 years teaching experience. The number of teachers with

5-10 years teaching experience is considerable that is 12 .The numbers of teachers having teaching experience of 11-15 years are 10 ,these with 16 years and above are only 5 .

This shows that teachers engaged in teaching in English medium generally have higher experience and the researcher assumes that this has same contribution to teachers' performance.

4.2 Teachers ability in four language skills

Skills	High	Medium	Low	Total
	No	No	No	
Listening	28	13	-	41
Speaking	23	18	-	41
Reading	22	16	3	41
Writing	25	10	6	41

The table 4.2 show that 28 of the respondents have high listening skill and the rest 13 have medium, 23 have high speaking skill, while the rest have medium; 22 show high reading skill while the rest 16 and 3 show medium and low respectively. Similarly 25 of these respondents show high writing skill while the rest 10 and 6 show medium and low writing skill respectively.

According to the above data most of the teachers have high ability to listen and write and also minority of the teachers have high speaking and reading ability, but few of them have medium speaking, reading ,listening and writing ability, very few teachers

have low writing and reading ability respectively 6 and 3 in number.

The teacher need to acquire necessary language skills and ability enough to effectively handle the class room situation, teaching learning process.

Table 4.3 Impact encountered teaching in English medium (for teachers).

Questionnaire items	Agree	Disagree	Don't know	Total
	No	No	No	no
Pupils learn best in English language.	30	9	2	41
Like to teach elementary lesson in English.	33	8	-	41
English medium improve pupils academic achievement.	32	8	1	41
English medium makes pupils active participant	8	32	1	41
Teaching in English is interesting.	34	6	1	41
English is capable of being used as medium of instruction in primary schools.	31	7	3	41
Texts and teaching aids of English medium are adequate or good.	7	32	2	41

As we observe from table 4.3; 30 of the respondents show agreement. Learning in English is best for elementary pupils, 9 of them disagreed and only 2 of the respondents replied don't know. So the teachers display a positive attitude towards learning in English is best for students.

Among the teacher respondents 33 were confirmed that they like to teach elementary lesson in English. The respondents expressed strong desire to teach in English medium. Where as 8 of the respondents disagreed at this point, this shows that majority of the teachers like to teach in English.

When these respondents were asked whether or not English medium improve pupils academic achievement 8 of them disagreed while 32 agreed and only 1 respondent replied don't know. This shows that English medium can help the students succeed in doing by effort or skill.

Among teacher respondents, 32 of them and 1 respondent disagreed and replied don't know and only 8 agreed with the questionnaire item that says "English medium makes pupils active participant". Therefore the researcher understand that the teachers says the students are not active participant in English medium. In this case the teachers faced not only lose of their interest but also decreases their motivation, which is vital for teaching their lesson.

When teachers were asked whether or not teaching in English is interesting ,34 agreed, 6 disagreed, and only 1 respondent replied don't know.

Among the teacher respondents 34 show an agreement and 6 of the respondents replied disagreed and the rest of them said don't know in the questionnaire that says, 'Teaching in English is interesting. Therefore the researcher understand that majority of the teachers like to teach in English medium of instruction.

Among teacher respondents, 32 disagreed and 2 of them replied don't know the questionnaire that says, 'texts and teaching aids of English medium are adequate or good,' while only 7 agreed. This shows that there is shortage of teaching aid and texts in the schools.

Therefore it is clear that one of the disadvantages is lack of adequate and enough teaching-learning materials. According to Mbamba (1992) supplementary materials have a great role in conveying vivid and realistic information which is difficult to be obtained by a verbal approach. Hence the teachers in capability to prepare supplementary materials which are commensurate with the students level of understanding as serving as a ladder to understand more alien concepts results in efficiency teaching learning process.

It should be noted that if the texts are not adequate enough and some of them are difficult or beyond their capacity, they will appear totally unfamiliar to the children, as a result the children will not be motivated for the text and are beyond their perception power.

As can be seen from table 4.3 for all of the questionnaire items, respondents replies confirm that there are no serious problems that are hampering teaching learning process in English

medium. But problems seems to emanate form lack of speaking experience (teacher- student interaction problem) and lack of teaching learning materials .

4.4 Teachers' training:- The respondents were asked to tell whether or not they had take a training in the language most of them replied that they had taken a training in English, but not take a special training English as medium of instruction. In addition to this According to their response to the question "what language did you take training?" 38 of them replied that they were trained in English while only 3 respondents were trained in Amharic .what we understand from these data is that they are made to teach in English after taking a training in English, so it will not be difficult to imagine those teachers can teach without problems.

4.5 Communication between teacher and students:-when the teacher respondents were asked the questionnaire that says "is there better communicate between the teacher and the students during the teaching learning process in English". Most of them replied minimal communication was created in between and sometimes even miss understanding is created among the teacher and the students. There fore the researcher understand that because of lack of students speaking in English experience teacher student communication or interaction becomes minimal.

4.6 English texts designation:-

When the teacher respondents were asked the questionnaire that says, "Are the English medium texts efficncetly designed?" almost all of them replied that there was not efficiently designed

,this means that the materials are beyond the students ability (capacity) and also there is shortages of texts and other related teaching-learning materials. So the researcher understand that teaching materials are designed without analysing the student's educational background and level.

4.7 Reference and related materials:-

When the teacher respondents asked whether or not adequate reference and related materials in the English language medium, most of the teachers replied that there is shortage of related materials and reference in the school and even out of the school.

So it is clear that references and related materials distribution is not adequate enough according to the number of students.

4.8 Preparation & utilization of proper teaching aids :-

In the open question the respondent teachers asked the questionnaire that says, " Are the teachers engaged in effective preparation and proper utilization of teaching aids?" majority of the teacher respondents pointed out that there is no work shop, skilled human power and raw materials in order to produce teaching aids .the other thing is that utilization ,if there is lack of preparation it results directly the absence and shortage of utilization of teaching aids. Therefore, it shows that there is lack of the possibility of producing and using teaching aids in order to make the teaching-learning process practical, visual and easily understandable.

4.9 teacher attitude towards English medium:- it's clear that the status of attitude with respect to a certain activity negatively or positively influences its performance. When the

teacher respondents were asked the open questionnaire that says "what is the attitude of teachers towards the use of English as the medium of instruction? Majority of the teachers replied that they have positive attitude. Therefore they are likely to be transmitters of positive values and attitudes about teaching in English to the pupils they teach. Then attitude of teacher towards the English language medium of instruction is indispensable factor for those who are engaged in teaching-learning process.

4.10. *The language used by teachers during training:-*

When the teachers respondents asked the questionnaire "have you taken training in English language?" most of the respondents replied that they are taking training in English, but they said that the training was not appropriate and enough and it's necessary to take additional training. So it is clear to understand teachers need special training in order to able them to teach English medium for elementary grades effectively and successfully.

4.11 Interview for educational experts

Educational officers engaged in supervising and giving technical support to private school teachers.

The interview was takes place in A.A Arada subcity wereda 6 educational offices. The woreda 6 cluster supervisor was asked the following questions. One of the questions is that says "Do you think that you are capable of supervising private schools those use English medium of instruction? As he answered that ,he supervised rarely because of the lack of time to check all the wereda schools according to the scad ule(the schools are large in number in relation to the number of supervisors).

The education experts were also asked whether or not the number of supervisors at wored was sufficient enough to supervise due assistance to the school teachers. Their response in this regard is that there is a serious scarcity i.e. there was only one woreda expert for 14 school ,about 6 private schools and 8 government, catholic, church schools.

For the interview "is the number of qualified teachers to implement this program sufficiently" the education expert state that teachers qualification was beyond the /expected quality and status/ even if the teachers were not taking special training in teaching English medium.

When the supervisors asked the questionnaire that says "are there available reference materials to support the instructional process?"According to the education experts, English texts are

very difficult and beyond the pupils capacity and also it makes the students stressed ,then there is no available reference materials.

When the supervisor asked whether the school teachers obtain an adequate training or not, the supervisor answer that they are taking training in English above the available stage (they are diploma holder and above.)

when the supervisor asked the questionnaire that says, ("how is education in English supervised through the government structures?", The supervisor answered that the supervision is equal for the government, private, church and catholic schools when they plan the supervision program. But their teaching-learning in English do not have the same quality as private schools. The private schools have more quality than the government schools.

At the end the education experts were asked to point out any other problems with regard to English medium in primary education. They suggested that there is shortage of teaching material and lack a uniform curriculum were posing problems pointed out by the experts.

6.1 Questionnaire for target group (students)

Impact encountered learning in English medium

Questionnaire items	Agree		Disagree		Don't know		Total	
	No	%	No	%	No	%	No	%
Lesson in English medium is preferable.	183	93.32	4	2.12	3	1.58	190	100%
Confident in using English for communication.	161	84.74	14	7.37	5	2.63	190	100%
English lecture is easily understandable.	177	93.16	8	4.21	5	2.63	190	100%
Books written in English is easily readable.	160	84.20	13	6.84	7	3.68	190	100%
Reading in English is interesting.	162	85.26	12	6.32	6	3.16	190	100%
Texts and teaching aids in English medium are easily understandable.	101	53.16	61	32.12	18	9.47	190	100%

According to table 6.1, 183 (93.32%) respondents agreed and while 4(2.12%) disagreed and 3 (1.58%) replied don't know, when they asked whether English was the preferable medium

of instruction or not. There for English medium is accepted by the pupils rather than their mother tongue.

When they are asked about confident in using English for communication 161 (84.74%) respondents agreed and only 14 (7.33%) were disagreed and 5 (2.63%) replied don't know. This shows that majority of the respondents want to learn in English medium then they have a great interest to use and communicate in English.

Among student respondents 177 (93.16%) agreed and 8 (4.21%) disagreed and 5 (2.63%) replied don't know to the question that says "English lecture is easily understandable". Majority of the student respondents replied that English lecture is easily understandable . So this shows that majority of the students can interact with their teacher with out much problem and can acquire the subject matter.

When the respondents asked whether or not "books written in English is easily readable" only 13 (6.84%) and 7 (3.68) replied disagreed and don't know 160 (84.20%) agreed then it shows that reading problem is minimal in the teaching learning process of English medium of instruction.

Among student respondent 162 (85.26%) agreed and 12(6.32%) disagreed and 6(3.16%) replied don't know with in the questionnaire that says "learning in English is interesting", Then it is clear to understand that English medium is accepted by majority of the students because of their internal felling (having interest) in the teaching learning process.

When the respondents asked whether or not "Texts and teaching aids in English medium are easily understandable" 101 (53.16%) agreed and 61 (32.12%) respondent disagreed and 18 (9.47%) replied don't know. Therefore the researcher understands that there is clear understanding of the teaching aids and texts in order to learn the subject matter.

As can be seen from table 6.1 for most of the questionnaire items, respondent's replies confirm that there are not serious problems. however teaching material (texts and teaching aids) are one of the basic factor of teaching - learning process that can be proceeded and lags the process.

7.1 Questionnaire for parents impact encountered in teaching English medium of instruction.

Questionnaire items	Agree		Disagree		Don't know		Total	
	No	%	No	%	No	%	No	%
English medium help pupils to express their taught and feeling easily.	65	76.47	20	23.53	5	5.88	85	100%
English medium enable a good relationship between parents and the school.	60	70.59	22	25.88	3	3.53	85	100%
English medium enable children to discuss what they learn with their parents.	66	77.65	17	20	2	2.35	85	100%
Parents like their children when they discuss lesson in English.	79	92.94	4	4.71	2	2.35	85	100%
Parents feel that their pupils learn best and interesting in English language.	60	70.59	9	10.59	6	7.06	85	100%
English medium improve pupils academic achievement.	63	74.12	8	9.41	4	4.71	85	100%
Texts and teaching aids of English medium are adequate or good.	16	18.82	61	71.76	8	9.41	85	100%

As we observe from table 7.1, 65 (76.47%) parent respondents show agreement that English medium help pupils to express their thoughts and feelings easily, only 20 (23.53%) of them disagreed and the 5 (5.88) replied don't know. So it shows that students express their feeling in English because of their interest to speak in English.

Among the parent respondents 60 (70.59%) agreed that English medium enable a good relationship between parents and the school, and 22 (25.88%) disagreed, and 3 (3.53%) replied don't know. There fore it is clear that parents can communicate with the school without problem.

When parent respondents asked the questionnaire that says, "English enables children to discuss what they learn with their parents." 66 (77.65%) of them agreed while 17 (20%) disagreed and only 2 (2.35%) of the respondents replied don't know. Then it shows that majority of the parents can help and discuss with their student day to day without difficulty.

Among parent respondents 79 (92.94%) agreed that when the parent respondents asked the questionnaire that says, "parents like their children when they discuss lesson in English", and only 4 and 2 of the respondents replied disagreed and don't know, then the researcher understand that most of the parents want to hear when their children speak in English.

When the respondents asked the questionnaire that says "parent feel that their pupils learn best and interesting in English language", 60 (70.59%) show an agreement while 9 (10.59%) and

6(7.06%) replied disagreed and don't know. Then the researcher understand that most of the families choose the school that use English medium.

Among the respondents 63 (74.12%) agreed 8(9.41%) and 4(4.71%) disagreed and replied don't know when they asked the questionnaire that says", English medium improve pupils academic achievement." So it is clear that English medium can help the students succeed in doing by effort or skill.

61 (71.67%) disagreed and 8 (9.41) replied don't known and only 16 (18.82%) agreed according to the questionnaire that says" Texts and teaching aids of English medium are adequate or good." There fore it shows that there is absence of texts and teaching aids.

As can be seen from table 7.1 for some of the questionnaire items, the parent respondents replied that there are not serious problems that can affect teaching learning process. ,except the last question item that says, " texts and teaching aids of English medium are adequate or good "this means that there is absence and shortage of texts, teaching aids and other teaching materials. And also there is a problem of lack of uniform curriculum as explained by the supervisors.

when I plan this study my assumption was that it may has many disadvantages like clearness, lack of understand ability, lakes of interest by students, teachers, the family and so on, but now the finding (result) is the reverse as mentioned as the above analysis.

Chapter Five

Summary, Conclusion and Recommendation

5.1 Summary

The objective of this study is to assess the advantage and disadvantage of English as medium of instruction in primary schools of first cycle /1-4/ in Addis Ababa reference to Nazareth and Holly Saviour school. In order to achieve the intended objective, the study employed a survey descriptive research methodology. Thirty four students were selected from each section of each school excluding grade one and using a systematic random sampling method. Thus a total of two hundred and nine students were selected and involved in the target group discussion. The other sources of data are the families of these students. Thus ninety families were selected using the same technique and system as the students we use that of systematic random sampling and were made to fill question are. The teachers are also the other sources of data and all 41 available teachers are selected for they are not large in number. Furthermore, interview was held with two experts (supervisors) from Arada sub city and wereda 6 education offices.

The data collected from all sources mentioned above have been tabulated for analysis that includes statistical applications involving percentage and descriptive phrases presently in summary as follows.

1. It was found that using English as medium of instruction for elementary school is preferable. Because of the fact that it succeed in imparting and acquiring the subject matter in relation to the new technology(internet),having the access to use computer in order to receive information easily.

2. It was also found that English as medium has an advantage of employment opportunity; it also helps to develop educational back ground.
3. The study also ascertains that English medium is interesting for teachers while they are teaching and also for the students while they are learning.
 - It is also accepted by the students, teachers, supervisors and student's family, because of the fact that the pupil's faced English as medium for all subjects at 7th grade, and then it is believed that it's a useful base for the students.
4. It is also found that English lecture is easily understand able for students
5. It was proved that parents like their children when they discos lesson in English
6. The study suggests that there are problem in providing text books and reference materials in addition to inadequate trained teachers.

It was proved that

- English medium texts, reference materials and manuals are not adequate enough for the teaching learning process.

5.2 Conclusion

The findings of the research led the researcher to draw the following conclusions’.

1. Using English as medium of instruction for elementary schools has many advantages, such as,
 - It was interesting for both the pupils and the teacher in the teaching learning process.
 - It was accepted by the students, teachers, supervisors and the students’ family.
 - lesson in English is preferable.
 - It was also found that English lecture is easily understandable for students.
 - Parents like that their children when they discuss lesson in English.
 - It was found that it helps to develop linguistic skills.
 - It helps to compete the country on world level.
 - It helps in international communication.
 - English is a global language. To know about the world English is essential.
 - It also helps the development in the field of science and technology and even trade on world level.
2. There is a problem in lack of teaching learning materials, such as texts, teaching aids, manuals, reference materials, etc. The schools face difficulty in using uniform curriculum and teaching materials, as result the texts appear beyond the children capacity.
 - Originality our culture may be influenced and polluted.
 - Our tradition way of production and trade may be affected.
 - Cultural art music, dance and folk lore, etc may abolish due to modernization.

5.3 Recommendation

Based on the summary and conclusions drawn from the findings, the researcher forwards the following recommendations.

1. The students should be used computer and other related electronics materials in order to improve their English understanding.
2. The teacher and the students should be prepare and utilize teaching aids properly and adequately to make the subject non forgot able.
3. The students should be practice and experience speaking in English in the school and out of the school in order to create a better and clear understanding in English medium of instruction during lecture time.
4. There should be motivation of the society to use English medium schools for their children because of its numerous advantages as mentioned as in the study.
5. It should be necessary to give attention by the government to organize the private schools in order to have uniform curriculum and the same teaching materials, in addition to this the government should create the capability to use English medium in government schools in order to have a better knowledge of students.
6. The students should get extra help to manage the English medium of instruction.

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Apendix

Part II

Questionnaire for Teachers

The purpose of this questioner is to collect data for the study that Attempts to investigate the advantage and Disadvantage of English as medium of instruction.

The result of the study is of great importance in suggesting possible solution to the encountered problems; and more over, your response to the questionnaire would be kept confidential.

There for please be objective while you respond to each item in the questionnaire.

I. Respondents back ground

1. Age _____ 2. Sex _____ 3. Service/ year _____
4. Qualification _____ 5. Grade you teach _____
6. Subject you teach _____ 7. Mother tongue _____
8. Other language you speak _____
9. Year of graduation from T.T.I. _____ or college _____
10. Proficiency level in English language.

Skill	High	Medium	Low
Listening			
Speaking			
Reading			
Writing			

Note: Indicate the degree of impact you encountered teaching in English by putting an "X" under A, D, D/K.

Where, A= Agree, D= Disagree, D/k= Don't know

Thank you in advance for your cooperation!

1. I feel that pupils learn best in English language.
2. I like to teach Elementary lesson in English.
3. I like to write in English the lesson easily.
4. English medium improve pupil's academic achievement.
5. Teaching in English makes pupils active participant.
6. I find teaching in English is interesting.
7. English is capable of being used as medium of instruction in primary schools.
8. Texts & teaching aids English medium are adequate or good.

A	D	D/K

Section II

1. Have English teachers received the appropriate training enables them teach effectively the language?

2. Is there better communication between the teacher and the student during the teaching learning process in English?

3. Are the English texts efficiently designed?

4. Is there adequate provisions of reference and related materials in the language?

5. Are the teachers engaged in effective preparation and proper utilization of teaching aids?
_____.
6. what is the attitude of teachers towards the use of English as the medium of instruction?
_____.
7. Have you taken training in English language?
a. Yes b. No
8. For question '6' if you answer is "Yes" what is the duration of time? _____.
9. In what language did you take training in the teachers training?
a. in English b. in Amharic c. Other language
10. If any problems encounter in using English medium specify?
_____.

Part III

II. Questionnaire for Parents.

1. Sex male _____ Female _____
2. Age _____
3. a. what language did your first speak? _____
b. What other language(s), if any, do you speak?
i. _____ ii. _____
4. Your residence now: town _____ sub city _____
woreda _____

II. Direction:

The purpose of this questionnaire is to gather information from parents toward advantages and disadvantages of English as a medium of instruction in 1st cycle of primary education.

This is not a test. There is no right or wrong answers.

Please answer as you really think and feel. Your answer will be left confidential. Read each statement carefully and respond by encircling the number that most accurately represents your thinking and feeling.

Note: Indicate the degree of impact you encountered teaching in English by putting an "X" under A, D, D/K.

Where, A= Agree, D= Disagree, D/k= Don't know

Thank you in advance for your cooperation!

1. English medium help pupils to express their taught and feelings easily.
2. English medium enables a good relationship between parents and the school.
3. English medium enables children to discuss what they learn with their parents.

A	D	D/K

4. I like when my children discuss lesson in English.
5. I feel that pupils learn best & interesting in English language.
6. English medium improve pupils academic achievement.
7. Texts and teaching aids of English medium are adequate or good.

A	D	D/K

Section IV

INTERVIEW GUIDES TO EDUCATION BUREAU

OFFICIAL EXPERTS

I. Background information

1. Sex male _____ Female _____
2. Age _____
3. a. what language did your first speak as a child? _____
b. what other language(s), if any, do you speak?
I _____ II _____
- c. What language(s), do you mostly use at office workplace?

II. Direction:

The purpose of this interview is to gather information from education Bureau official toward the advantage & disadvantage of English as a medium of instruction in 1st cycle of primary education.

This is not a test. There is no right or wrong answers. Please answer as you really think and feel. Your answer will be left confidential. Listen each statement carefully and respond orally as much as possible.

Thank you in advance for your cooperation!


1. Do you think that you are capable of supervising and supporting the education given through the English medium? give reasons.
2. Do you think that school teachers obtain an adequate training in the language?

3. Are there available reference materials to support the instructional process?
4. Is the number of qualified teachers to implement this program sufficient? Discuss.
5. Is the number of supervisors and experts implementing this program sufficiently?
6. How is education in English supervised through the government structures?
7. Are there any other problems you want to point with regard to English medium in primary education?

Declaration

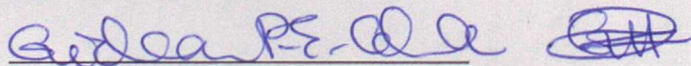
I, the undersigned, declare that this is my original work has not been presented for degree in any other univesity and that all sources of materials used for the thesis have been duly acknowledged.

Name ketemaw Eshetu

Signature 

Date 03/05/2011

This thesis has been submitted for examination with my aproval as univesity advsior.



Dr. Gedeon Cohen