ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

THE PERCEPTION OF PROSPECTIVE TEACHERS, TEACHER EDUCATORS AND COLLEGE OFFICIALS TOWARDS UTILIZATION OF AWNGI AS MEDIUM OF INSTRUCTION AT DEBRE MARKOS COLLEGE OF TEACHER EDUCATION

BY

KINDIE BIRHAN FENTA

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A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF MASTERS OF ART IN CURRICULUM AND INSTRUCTION

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Abbreviations

AAZ- Awi Administrative Zone

AAZED- Awi Administrative Zone Education Department

ANRSEB- Amhara National Regional State Education Bureau

COs- College Officials

EPRDF- Ethiopian Peoples Revolutionary Democratic Front

FDRE- Federal Democratic Republic Of Ethiopia

ICDR- Institute of Curriculum Development and Research

MOE- Ministry of Education

PTs- Prospective Teachers

TGE- Transitional Government of Ethiopia

TEs- Teacher Educators

Abstract

The purpose of this study was to investigate the perception of prospective Teachers, Teacher Educators and College Officials towards utilization of Awngi as medium of instruction at Debre Markos College of Teacher Education. The status quo of awareness created, attitude developed, opportunity provided and challenge facing the program were emphasis areas of the study. To achieve this end, the descriptive survey method was employed. Prospective Teachers of diploma program who were attending teacher education in Awngi, Teacher Educators and College Officials were used as source of data. Having determined this, stratified random sampling technique was used to draw proportional unit of trainees from each department and 49.17% of trainees were selected to respond to the questionnaire. Moreover, simple random sampling technique (lottery method) was used to select trainees to participate in the focus group discussion. Furthermore, simple random sampling technique (lottery method)e and availability sampling techniques were used to select sample Teacher Educators and College Officials respectively. Questionnaire, focus group discussion and interview guides were data collecting instruments used. Data collected through questionnaire were presented, analyzed and interpreted using frequency counts and percentage of responses. On the other hand, data secured through focus group discussion and interview were analyzed and interpreted qualitatively through descriptive statements and /or explanation. The findings of the study indicated that the majority of Prospective Teachers and Teacher Educators were aware of the educational, psychological, sociological, linguistic and political significances of provision of Teacher Education in Awngi. They also reacted towards the advantages of the program favorably. Prospective teachers who were deprived of attending primary education in Awngi were less aware of the significance of the program and reacted towards the benefits of the program unfavorably for they did not noticed practically these advantages. Although more of COs were aware of educational, linguistic and political advantages of this program, half of COs were less aware of the psychological and sociological benefits of the program. When more of COs reacted in favor of educational and linguistic significances of the program, half of COs reacted towards psychological, sociological and political advantages of the program discouragingly. Better awareness created and favorable reactions of most of Teacher Educators and Prospective Teachers towards the significances of the program, encouraging support rendered to the program by ANRSEB, AAZED, the Awngi Unit of the College, Teacher Educators of the Awngi Unit and better language skills proficiency of more of Prospective Teachers were opportunities of the program. However, lack of beforehand prepared curriculum materials, lack of teacher training on how to train in Awngi, absence of reference materials in Awngi, poor support of more of COs and other College community members, poor language skills proficiency of Teacher Educators in Awngi and lack of adaptation of curriculum materials to local resources and culture of the Awi nation were challenges of the program. At the end, so as to strengthen and maintain the sustainability of the program, it was recommended to raise the awareness of stakeholders towards the advantages of the program; to develop language skills proficiency of Teacher Educators in Awngi; to provide the required support to the program; to adapt curriculum materials to local resources and culture of the Awi nation and to establish and strengthen Teacher Education College in Awi Administrative Zone where Prospective Teachers and Teacher Educators can fetch information that strengthens the program.

CHAPTER ONE

Introduction

1.1 Background of the Study

Education, in general, is a process through which human beings transmit their experiences, new findings and values accumulated over the years, in their struggle for survival and development, through generations. It enables individuals and society to take all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes (TGE, 1994). In line with this, Lockheed and Verspoor (1991) also argued that education is a cornerstone of economic and social development. It improves the productive capacity of societies and their political, social, economic and scientific institutions.

Emphasizing the role of education in preserving and transmitting cultural heritage, the collective experiences of the past and the present, to new generation, Jaeger cited in Delgado (1971) stated that education is a means through which a group preserves and transmits both its material and spiritual knowledge to future generation.

From the conception, roles and significances of education discussed above, we can understand that preparation of teachers who will be motivated, committed, responsible and accountable for the preservation and transmission of cultural heritage to new generation is vitally important. Hence, pre-service teacher education which is the concern of this study in which prospective teachers acquire knowledge and develop skills and attitudes before being licensed to teach should be geared to help individuals become good teachers if they learn a series of values, acquire beliefs and knowledge that prepare them for teaching. To meet various social, political, cultural and economic goals of education by producing capable and self-relied citizens, a teacher education must have its own curriculum dealing with the objective conditions of a nation. In addition, availability of well-qualified and committed teachers, adequate facilities and conducive work environment take the significant line of share in determining the attainment of educational intentions (Coombs, 1985 and Mores, 1967).

In the transmission as well as construction of knowledge, language plays a vital role. In line with this, Stubbs (1983) discussed that teaching and learning are most inconceivable without language for teaching and learning typically comprise linguistic activities such as lecturing, explaining and

summarizing. He further stated that a child's language is a crucial cause of his/her educational success or failure. In the same token, regarding the significance of language in education, Spolsky (1972) discussed that learning in school depends on interaction. Interaction of the pupil with his/her teachers, with his/her books, with his/her peers and all these interactions are mediated by language. Most of school's teaching takes place through language and most of learning depends on a pupil's ability to understand what his/her teacher says and what is in his/her books. Without effective communication between teachers and pupils, there is little chance of effective education.

In sum, language is a key factor that plays a crucial role and affects the success of educational process. Consolidating this idea, DeWet and Nieman (1999) stated that language can promote or impede scholastic success. Hence, in order to promote success in education, a language that facilitates scholastic success must be selected.

With regard to language choice, Sibayana (1971) asserted that before 1951, several countries raised the question of which language should be used as medium of instruction in primary education. As of UNESCO (1953)), following questions raised regarding language choice, it had a meeting of experts in Paris in 1951 and experts came up with a recommendation that pupils should begin their schooling through the medium of their mother tongue. Better addressing the psychological, pedagogical and sociological significances of utilization of mother tongue as language of education, UNESCO cited in Fasold (1984:293) discusses as follows:

> *It is axiomatic that the best medium for teaching a child is a mother tongue. Psychologically, it is the system of meaningful signs in that 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 through unfamiliar linguistic medium.*

These expressions reveal that a child who learns in his/her mother tongue would easily understand his/her environment, learn quickly and establish identity confidence among his/her community members.

Even though the number of countries which started to use mother tongue as medium of instruction has increased, the axiomatic expression of UNESCO that pupils who receive instruction in their mother tongue understand and perform better than in the second language has lacked satisfactory empirical evidence and has become inclusive (Dekin et al., 1968 cited in Fasold 1984).In addition, as of DeWet and Niemann (1999), the majority of pupils, their parents, and teachers did not prefer

mother tongue to serve as a medium of instruction for parents preferred their children to learn in a language dominant in the area and spoken by the majority of a society.

In case of Ethiopia, regarding utilization of mother tongue as language of instruction, we notice that, though Ethiopia is a country of diverse linguistic entity, having about 85 nationality languages, for not less than a century, formal primary education was offered predominantly in Amharic. However, during the periods of Italian aggression, in the 1930s, local languages were made to serve as media of instruction and hence, Amharic, Tigregna, Afanoromo and Somaligna were made to serve as medium of instruction on the basis of ethnicity in different regions (Ayalew, 2000). As of Honig (1996), missionaries were the first to use local languages as medium of instruction in Ethiopia. Later on, in the 1980s, during the National Literacy Campaign, fifteen different nationality languages were used as media of instruction but they were used in non-formal education.

When the "Derg" regime came to end and the Ethiopian Peoples Revolutionary Democratic Front (EPRDF) took political power in 1991, the centralized educational system of the "Derg" regime was changed and replaced by the decentralized educational system of the new federal government. Thus, the current education and training policy of Ethiopia which promotes the use of mother tongue as medium of instruction in primary as well as in teacher education in consideration of the pedagogical advantages of the child in learning through mother tongue and the rights of nationalities to promote the use of their languages was enacted in 1994 (TGE, 1994). This was further elaborated in the constitution of the Federal Democratic Republic of Ethiopia (FDRE, 1995). It recognizes cultural diversity as a valuable asset and promotes unity in diversity. Hence, language has been conceived as an integral and necessary aspect of building a wealthy and strong Ethiopia by increasing collaborative and cooperative efforts of diverse Ethiopian peoples by the educational policy of TGE (1994).

According to Getu (2006), based on the acts and rights have been vested in the constitution and educational policy of the present government of Ethiopia, each administrative region has been granted right to lift up and implement mother tongue as medium of instruction to its respective nations. Therefore, more than twenty languages have become languages of instruction in primary education. Of course, as far as the knowledge of the researcher is concerned, some languages such as Amhari, Afanoromo, Tigregna and Awngi are being used as medium of instruction in both primary and teacher education in respective regions.

As per to Girmaw (2007), Awngi which is native to Awi people who live in Awi Administrative zone which is one of the three ethnic Administrative zones of the Amhara National Regional State was reduced to a written form in 1995 and has been serving as a medium of instruction in primary education since 1996. Based on the census of 1995, by 2004, the projected population size of the zone is estimated to be about one million. Among these, 49.91% are males and 50.09% are females and of the total of which, 10.69% are urban and 89.32% are rural dwellers respectively. Most of the rural population speaks Awngi and the rest speak either both Awngi and Amharic or only Amharic. There are also some people in the zone who speak Gumuz or Shinasha languages. Nevertheless, the working or official language of the government in Awi Administrative Zone is Amharic (Melaku, 2004).

In the attempt to train primary school teachers in Awngi, the first initiative was taken by Highland Private College. According to Highland Private College (2007), with the accreditation given to it from Amhara National Regional State Technical and Vocational Education and Training commission, 83 primary school teachers were trained using Awngi as medium of instruction for the first time in history. In addition, as of Awi Administrative Zone Education Department Office (2007) and Amhara National Regional State Education Bureau (2007), Awngi has been used as medium of instruction at Debre Markos College of Teacher Education since 2007 to train primary school teachers.

Although Awngi has been used as medium of instruction at this college level as a new trend (Innovation), any scientific research has never been done to investigate the perception of Prospective Teachers (PTs), Teacher Educators (TEs), and College Officials (COs) regarding utilization of Awngi as medium of instruction at this college.

For the reason that Awngi has been used as medium of instruction as a new trend and the researcher of this study has believed that Teacher Educators, Prospective Teachers and College officials are likely to hold different perceptions regarding utilization of Awngi as medium of instruction, this research has been done to investigate the perception of the aforementioned parties regarding utilization of Awngi as medium of instruction at Debre Markos College of Teacher Education. This is because securing these perceptions helps to take timely and appropriate measures that may alleviate practical problems facing the program and strengthen further successes obtained.

1.2 Statement of the Problem

As it has been discussed in the background of this study, the 1994 the new education and training policy of the transitional government of Ethiopia has declared the right of nations, nationalities and peoples of Ethiopia to use their mother tongues as media of instruction in the primary as well as in the teacher education irrespective of language differences. The constitution of the Federal Democratic Republic of Ethiopia also approves the same reality in Articles 5 and 39 (1995). Accordingly, about twenty six languages have been used as media of instruction in primary education in different regions (Alem, 2007)

As the result of the aforementioned conducive constitutional and educational opportunities created by the current government of Ethiopia, like some other vernacular languages in Ethiopia, Awngi which had never been even reduced to a written form before 1995, has been serving as medium of instruction in primary as well as in teacher education since 1996 and 2007 respectively. Even though this has been the fact, it has never been without any problem. Particularly, in primary education, as of Girmaw (2007), due to the fact that teachers did not take training in Awngi, textbooks were not prepared to treat or reflect the culture of Awi people, who are native to Awngi, and the students and teachers were less motivated in instruction through Awngi, there existed a communication gap between teachers and students.

Like wise, as utilization of Awngi as language of instruction at college of teacher education is a new phenomenon (innovation), the implementation process is likely to encounter certain challenges, which may contribute to the impediment of scholastic success. As the result, prospective teachers, teacher educators and college officials are in a position to hold different perceptions regarding issues directly related to utilization of Awngi as medium of instruction such as awareness, attitudes, opportunity and challenge. Though this is the fact, there has never been done any scientific research to investigate the perception of the aforementioned parties regarding utilization of Awngi as medium of instruction at this teacher education college level. Hence, this study has been conducted with the intention to discover the perception of Prospective Teachers, Teacher Educators and College Officials regarding utilization of Awngi as medium of instruction giving great emphasis to awareness created, attitude developed, opportunity provided and challenge facing the program. In order to achieve the purpose of the study, this research has been guided by the following basic research questions:

1. What do Prospective Teachers, Teacher Educators and College officials know about the significance of utilization of mother tongue (Awngi) as medium of instruction at Debre Markos College of Teacher Education?
2. What is the attitude of Prospective Teachers, Teacher Educators and College Officials towards utilization of Awngi as medium of instruction at Debre Markos College of Teacher Education?
3. What opportunities are there to utilize Awngi as medium of instruction at Debre Markos College of Teacher Education?
4. Is there any challenge to utilize Awngi as medium of instruction at Debre Markos College of Teacher Education?

1.3. Significance of the Study

This research has been conducted with the intention to discover the perception of Prospective Teachers, Teacher Educators and College Officials regarding utilization of Awngi as medium of instruction at Debre Markos College of Teacher Education. Hence, the research finding of this study has been assumed to have the following potential significances to concerned bodies mentioned bellow:

- It might be useful to stakeholders of education in the Amhara National Regional State such as ANRSEB, AAZED, Debre Markos College of Teacher Education and the likes to be aware of the perception of Prospective Teachers, Teacher Educators and College Officials towards the status of awareness created, attitudes developed, opportunities provided and practical challenges facing the program. This awareness in turn may enable stakeholders to take timely and appropriate measures that may alleviate practical problems facing and strengthen further scholastic successes obtained in utilization of Awngi as medium of instruction at this Teacher Education College;
- It may suggest alternative recommendations while dealing with issues directly related to the case under investigation;
- It may give insight into the problem area and be valuable for those who intend to carryout further research on the topic as well as related issues in depth and breadth.

1.4. Delimitation of the Study

In order to accomplish a research activity effectively and efficiently, delimiting the scope of the study in such a way that the researcher can manage it is necessary. Accordingly, this research has

been confined to the discovery of the perception of Prospective Teachers of diploma program who learn in Awngi, Teacher Educators who teach in Awngi and College Officials towards utilization of Awngi as medium of instruction at Debre Markos College of Teacher Education. These perceptions have been confined to be on issues such as Awareness, Attitude, Challenge and opportunity for these are issues to be more related to investigation of the status quo of implementation of an innovation. Moreover, issues of curriculum, classroom activities, management, provision of human and non-human resources and Training of Teacher Educators, which may affect the implementation process, have been concerned in the study.

The research was delimited to collect data only from the aforementioned subjects so that the data collected can be manageable and live for these subjects have been directly involving in utilization of Awngi as medium of instruction. In addition, the study has been confined to Debre Markos College of Teacher Education for there has never been any other college of teacher education where Awngi has been used as medium of instruction.

1.5. Limitation of the Study

Utilization of mother tongue as a medium of instruction in teacher education is a recent phenomenon in the educational system of Ethiopia. It might be due to this fact that the study faced lack of adequate related literature in our context. Moreover, since a part of Cos was reluctant to respond to the interview the researcher was obliged to secure information only from some Cos that limited the source of data.

1.6. Operational Definition of Key Terms

- **Attitude-** A tendency to respond either encouragingly i.e. favorably or discouragingly i.e. unfavorably regarding utilization of Awngi as a medium of instruction at Debre Markos College of Teacher Education.
- **Awareness-** Having knowledge of for what Awngi is being used as a medium of instruction at Debre Markos College of Teacher Education.
- **Awi-**one of the administrative zones of Amhara Region where the Awi people live.
- **Awngi-** A language native to Awi people which is widely spoken in Awi Administrative Zone.
- **Challenge-** Any condition that has been confronting the utilization of Awngi as a medium of instruction at Debre Markos College of Teacher Education.

- **College Officials**- The Awngi Unit Coordinator and Department Heads of Debre Markos College of Teacher Education.
- **Medium of Instruction**- Awngi language in which the teaching-leaning process is being carried on and the curriculum is written for the Awngi teacher education program at Debre Markos College of Teacher Education.
- **Mother Tongue**- A language which a person acquires in early years and which normally becomes his/her natural instrument of thought and communication.
- **Opportunity**- Any promise or condition that has been promoting utilization of Awngi as a medium of instruction at Debre Markos College of Teacher Education.
- **Perception**- a way of seeing, understanding or interpreting utilization of Awngi as a medium of instruction at Debre Markos College of Teacher Education.
- **Program**- Teacher education being provided in Awngi at Debre Markos College of Teacher Education
- **Prospective Teacher**- Would be teacher who is being trained as the primary school teacher using Awngi as a medium of instruction at Debre Markos College of Teacher Education. (In this study, the Prospective Teacher will be used interchangeably with Trainee.)
- **Second Language**- Any language acquired by a person in addition to his/her mother tongue.
- **Teacher Educator**-A qualified professional person who is responsible for the preparation and training of primary school teachers using Awngi as a medium of instruction at Debre Markos College of Teacher Education. (In this study Teacher Educator will be used interchangeably with Trainer.)
- **Utilization**- The actual use of Awngi as a medium of instruction at Debre Markos College of teacher education.

CHAPTER TWO

Review of Related Literature

2.1. Teacher Education

Teacher education is a deliberately organized and an important element of any educational system. It is usually designed to equip trainees with the desired knowledge, skills and attitudes. In line with this, Tatto (1997) stated that teacher education is a formally organized attempt to provide more knowledge, skills and dispositions to prospective or experienced teachers (teachers who attend in-service further teacher education).

A teacher education program can prepare the required professionals in teaching through teacher education structure characterized by three basic approaches to teacher development. These include pre-service teacher education program which is designed to prepare people who, in general, have never taught in schools; in-service teacher education program that supports the future development of people who are experienced teachers and induction program which is intended to initiate people into the teaching profession and to support their first year of teaching (Tatto, 1997).

From the aforementioned structure of teacher education, we understand that teacher education is a continuous process. It takes place before an individual is assigned to teach and while one is engaged in teaching. Pre-service teacher education plays a pivotal role in producing the required personnel in the profession of teaching before an individual engages in teaching. This is vitally important for the reason that to educate others, one himself/herself must first be educated. This program enables prospective teachers acquire adequate subject matter knowledge and develop pedagogical skills and favorable attitudes towards the profession.

In addition to initial teacher education program, the induction program contributes its own share to teacher development. It plays significant roles in initiating inexperienced teachers to the profession of teaching and in supporting their initial engagement in teaching.

Furthermore, the in-service teacher education program creates an opportunity that makes teacher development continuous. In the in-service teacher education program, experienced teachers increase and update their knowledge and skills required in the profession. The program helps to fill the gaps observed in the knowledge, skills and attitudes of teachers mostly due to the dynamic nature of science and technology and social, economic and political changes.

2.1.1. Pre-Service Teacher Education

Pre-service teacher education is one of the teacher development programs, which equip trainees with the required knowledge, skills and attitudes. It is a program that enables Prospective Teachers to acquire knowledge and develop skills and attitudes that help them to be effective and efficient in their work as teachers in the future. Supporting the significance of pre-service teacher education, Shiundu and Omuland (1992) stated that for a teacher to be able to educate others, one himself/herself must be educated and have a broad background of general cultural training. Extending their discussion, they argued that it is only such education that will develop resourcefulness and enterprise in the teacher's work. In the same token, Tatto (1997) citing McGinn and Borden stated that individuals will become good teachers if they learn in pre-service teacher education a series of values, acquire beliefs and knowledge that prepare them for teaching.

As we can understand from what has been stated above by different scholars, pre-service teacher education is the area of teacher development, which provides initially for prospective teachers basic subject matter knowledge, pedagogical skills and attitudes that enable trainees to perform their work as teachers. Hence, in order to prepare teachers of the required kind, the teacher education program is required to be organized in such a way that it enables would be teachers acquire adequate knowledge in the subject matter they attend to teach and develop pedagogical skills and favorable attitude which would enhance learning and facilitate the teaching-learning process.

But, according to Alemayehu (1998), teacher education in Ethiopia is characterized by producing most practitioners in teaching who are inadequately prepared for teaching. This is a problem that needs timely and appropriate measure to be taken place. Suggesting one of the remedies to the problem of teacher education, Bridges (1998) stated that the first step to have the best teacher is to recruit into training those who already have the best range of relevant attributes and abilities. These include more than the narrow academic ability, which tends to dominate the usual selection procedures of trainees.

From what Bridges stated, we can understand that recruiting prospective teachers into training demands taking into consideration attributes and abilities other than academic abilities. For instance, the ability of trainees and trainers in the language used as medium of instruction should be given due attention. Because, according to Webb and Sure (2001), an individual needs the required language ability to understand a central purpose of a text, abstract concepts, to select information and organize it into a new coherent whole and to recognize relationships between events. According

to them, this language ability can only develop in a familiar language. Therefore, as a language more familiar to students and teachers is their mother tongue, utilization of mother tongue as medium of instruction enhances learning. Hence, in order to attain the intended educational goals, one who involves in the teaching-learning process has to have a thorough understanding and native like command of a language to be used as medium of instruction.

In general, issues related to teacher education such as curriculum, educational, social and cultural background of trainees, trainers and other stakeholders, classroom practice, field experiences particularly teaching practice and supervision, educational management, attitude of stakeholders towards various issues in the program and communication affairs such as language of instruction are likely to have great impact on the success or failure of the teacher education program.

As per to Dufour (1990), Curriculum is the most central aspect of an educational system. In its broader sense, curriculum comprises all the opportunities provided for learning by the school. It includes both the classroom and outside of the classroom activities deliberately promoted or supported by the school. Moreover, as this author stated, there are various interactive relationships, attitudes and styles of behaviors among the members of the school community which would result in desired educational objectives.

Regarding the concept of curriculum, Dereje (1998) citing UNESCO (1997) stated that curriculum conceptions and meanings are greatly associated with the existing historical, cultural, social, economic and political background of a given society. Moreover, they are also intimately related to the schools of thought and individuals who influence what is to be taught in schools at a given historical period. From the arguments of scholars presented above regarding curriculum, we understand that the opportunities provided for learning i.e. activities provided in the curriculum, interactive relationships, attitudes and styles of behaviors among members of the school (educational institution) influence the attainment of the desired educational objectives. It also dictates that curriculum must be directly connected with the existing historical, cultural, social, economic and political situation of a given society. In other words, curriculum should be developed based on the culture of a given society. Goodenough (1982) cited in Peshkin (1996) stated that Culture of a given society consists of whatever one has to know or believe in order to operate in a manner acceptable to its members. To Goodenough, "one has to know and believe" stands for the categories of curriculum experiences for which agents (who, in light of some cultural orientations, propose or support some curriculum elements) will have particular recommendations. Cazden and

Mehan (1989) cited in Peshkin (1996) think of culture as the normal expected ways of perceiving, thinking and behaving of large social groups, nations or communities. Erikson (1986) also views culture as earned and shared standards for ways of thinking, feeling and acting considering teachers and students as sub-cultures.

The discussions made by scholars mentioned above imply that there should be a fit between culture and curriculum in a given society. Hence, a curriculum of teacher education should fit to the culture of a given society whose children would be teachers would teach. Because, the fit between culture and curriculum enables prospective teachers acquire knowledge of the culture of children they would teach and develop skills and attitudes that would enable them to teach those children effectively. While discussing the need for the presence of similarity between what prospective teachers learn in pre-service teacher education and that they will teach in primary schools, Gergen (1995) cited in Tatto (1997) described that the beliefs about what teachers should know are directly linked intrinsically with beliefs about the type of knowledge worth teaching in schools.

This tells us that the relevance of a curriculum is likely to be maintained as long as there is congruence between what prospective teachers learn and what primary school students are required to learn. If a curriculum lacks relevance, change in that curriculum will be mandatory. In line with this, Dalton (1988) discussed that any change in the social, economic, and political arena demands a corresponding change in curriculum is basically necessary when the one in use is no longer responsive to the needs and interests of the society it is intended to serve.

This is to mean that if education is to serve national needs, the curriculum in use has to have a direct bearing on the existing socio-economic policies and directions. Otherwise, students who come out of the system cannot be active actors and beneficiaries of the system.

The other viable strategy that makes curriculum relevant is decentralization of education for in a decentralized education system it would be very easy to negotiate the curriculum to the real local needs and classroom situations. This is for the reason that any curriculum is shaped by the methodologies and specific social norms and needs (Boomer et, al., 1992). If the curriculum is centralized, it cannot satisfy the needs of the learner and the public at large. Inline with this, Klafk (1996) cited in Dereje (1998) stated that centralized curriculum activities do not and cannot enjoy immediacy and healthy professional relationships between and among educators who are supposed to work for the common educational objective. Moreover, the content and approach of the actual

teaching-learning process are too far from the actual life of the learner thus lacking practical meaning and application.

In general, from this discussion it is possible to see that decentralization of education contributes to maintain curriculum relevance. The curriculum contents to be selected at various levels of the education system can be closer to the present real life problems and give the learners opportunities and initiatives for the solution of community problems.

As per to Anderson (1995), the typical teacher education curriculum includes two major components: formal course work and field experiences. Prospective teachers attend scheduled classes and learn about their academic discipline, foundation of education and curriculum and instruction.

For prospective primary school teachers, the academic discipline consists of a wide range of general knowledge and ways of knowing coupled with an extensive body of knowledge of the children they will be teaching. Hence, the primary purpose of the academic discipline is to ensure that prospective teachers have a good grounding in the subject area or areas they attend to teach. On the other hand, educational foundations consist of courses in history, philosophy, psychology and sociology as these disciplines apply to education. These courses are included in initial teacher education based on the premise that teachers should know and appreciate the past events, develop a philosophy that guides their actions, understand how their students learn or fail to learn and be cognizant of the social institutes that interact with and influence what happens in schools. In addition, initial teacher education offers courses in curriculum and instruction. It focuses on the aims of education, the structure of knowledge, means by which knowledge to be learned can be sequenced and integrated, ways of assessing learning and methods or strategies that can be used to transmit knowledge and facilitate learning.

He further discussed that the purpose of these courses is to help prospective teachers build a bridge between what children already know and what they are expected to learn and to help students cross this bridge. Therefore, it is likely to say that prospective teachers are expected to be educated in a way that enables them to help students to fill the gaps between what the students have already learned and what they are expected to learn in school. This is possible if curriculum of teacher education consists of issues and culture identical to that student learns in schools, where would be teachers are to be assigned to teach.

Among the issues of curriculum that need to be considered so as to make curriculum relevant is the choice of the appropriate language to be used as medium of instruction. The language of instruction in teacher education should be the language to be used as medium of instruction in primary schools. Confirming this, TGE (1994) stated that the mother tongue which is advocated to be used as a medium of instruction in primary education should also be used as medium of instruction in primary school teacher education. Supporting this idea, Girmaw (2007) argued that formal education requires training of teachers in a language that serves as a medium of instruction in schools where would be teachers are to teach. Because, such training enhances the would be teachers' ability in language skills and enables them to teach the subject matter in accordance with the children's level of understanding of the language as well as their cultural background.

The second major component of initial teacher education curriculum is field experience. It comprises visits to schools, discussions with teachers, classroom observations and actual teaching. Field experiences provide practical experiences to prospective teachers. Regarding this, Morine-Dershimeer and Leighfield (1989) stated that field experiences are the major vehicles for providing practical experiences in any teacher education program. To them, teaching practice is the ultimate field experience. They also discussed that field experience is the program area where the conflict between theory and practice occurs most strongly.

Therefore, as implementation of an innovation in education, in general, is likely to meet resistance from stakeholders, implementation of Awngi as medium of instruction at College of Teacher Education as an innovation may encounter challenge. However, what is important as of Shiundu and Omuland (1992) is to understand that any innovation is usually meant to improve the existing curriculum, although some have not been able to improve any thing while others have failed altogether for different socio-economic and political challenges faced them. The success of any innovation depends on varied socio-economic and physical factors. In general, the success of an innovation depends on the response of the potential adopters. Curriculum innovations must not ignore the teachers, learners, parents, and the lay public. In other words, innovations must fit in with the goals and objectives of education, which usually reflect the needs, interests, values and problems of the society.

In order to facilitate teacher education through field experience, supervision has been made to play a great role. The major purpose of supervision is to help a prospective teacher become a competent teacher. Through a variety of field experiences in primary or secondary schools, prospective

teachers attempt to implement what they have learned in teacher education courses and gain practical experiences in teaching and managing a classroom. This supervision is carried out by two supervisors: a college supervisor and a cooperating teacher (a teacher in the school in which the trainee is placed for teaching practice). Cooper (1976) stated that the presence of multiple supervisors has led to several problems for both the supervisors and trainees. Most of these problems result from the lack of coordination between the supervisors in terms of their relative responsibilities for observing, providing feedback and assigning grades. Communication among trainees, college supervisors and cooperating teachers is often reported to be a problem. Areas of difficulty include uncertain role expectations, college-school communications and interpersonal interactions.

Implementation of an innovative curriculum is also to be influenced by the attitude of stakeholders towards that innovation. In line with this, Lepage (1964) argued that the most important factor which determines how quickly a child learns is not the language he uses but the attitude of parents, teachers and his peer groups towards the language used as medium of instruction. This indicates that the attitude held by stakeholders towards the language used as medium of instruction influences the attitude of students towards learning in that language and in turn, the attitude held by students will affect the success or failure of learning.

2.1.2. Language in Teacher Education

Education, in general, presumes exchange of ideas among teachers, students and members of the school community for instructional process involves taking in new information from source to destination. In line with this, Stollenwork (1996) stated that in any instructional situation, there is a message to be communicated. It may be subject-specific material, directions to the learners, about how to best proceed with their study, questions about the content studied, feedback to help the learners or other information. This transmission of information is made possible through a medium (channel of communication) which carries information from a source to a destination. From what has been stated inhere, we understand that education demands the presence of a medium through which individuals engaged in the teaching-learning process exchange information.

Language plays the role of a medium in education. It is clear that people use language to communicate, explain and share their ideas, feelings and attitudes to one another in their day-to-day activities. Regarding this, Lyons (1981) stated that language is purely human and non-instinctive method of communicating ideas, emotions and desires. Wales (1972) also argued that language is a

system of phonic and graphic symbols used to exchange information and the system is passed from one generation to the next. Language other than the purpose it serves for transmitting information, it also serves as a means of thinking collectively. In this regard, Foley, J. and Thompson, L. (2003: 112) noted that "Language is used for creating knowledge so that the language and knowledge we create with it are resources for the development of the individual with the community in the community." By emphasizing, the effect language has in education and as a determining factor for effective teaching and learning process, Limage (1998) stated that language is a crucial means of gaining access to important knowledge and skills. It is the key to cognitive development and can either promote or impede scholastic success.

What Limage above has stated implies that the language that promotes scholastic success should be chosen and used as medium of instruction. It is argued by scholars that mother tongue is the language in which learning can best take place and best known by the learners. Confirming this, for instance, Mackey (1984) stated that mother tongue is the language best known or most often used by the learner and a language belonging to a cultural or ethnic group.

2.1.2.1 Language Policy and Its Implementation in Some Countries

The language of instruction has a potential either to facilitate or impede the teaching learning process. Thus, the choice of an appropriate language of instruction is one of the most significant factors that contribute to the effectiveness of any educational system. Regarding language policy in education, scholars have proposed that the language, which is beneficial from pedagogical, sociological, and psychological point of view, should be used as medium of instruction (Gachukia, 1970 and Kunene, 1978).Mother tongue has been recommended to have the aforementioned qualities. For instance, UNESCO (1953) stated that utilization of mother tongue as medium of instruction provides pedagogical, sociological and psychological advantages to the learners. In addition, Gfeller (1998: 193) noted that "If the language of instruction and the mother tongue are identical, students' ability to identify, specify, talk about new abstract concepts and detailed subjects is enhanced. On the other hand, if the language of instruction is different from the mother tongue, the level of cognitive development and level of language proficiency do not match."

It can be concluded, therefore, that countries will be benefited more if they provide teacher training using mother tongue of trainees as medium of instruction because utilization of a native language, which is common to both the learner and the teacher, facilitates the teaching-learning process. Confirming this, Spolsky (1972) argued that the use of a common language as a medium of

instruction increases participation and removes the communication deficiencies between the teacher and the learner. Since both of them have the same language, they can bring in their feelings and experiences a mutual communicative situation.

Depending on the objectives education is aimed to achieve, several countries design their language policies on education. In countries with multicultural and multilingual societies, the language policy in education is designed from the pint of view of local, ethnic, cultural and national objectives. Regarding language policy in education, scholars such as Gachukia (1970) and Kunene(1978) proposed that the wise choice of language of instruction is to be advantageous if viewed from pedagogical, psychological and sociological point of view. Therefore, it can be concluded that employing mother tongue, as medium of instruction is believed to offer pedagogical, sociological and psychological opportunities to the learner. The following few countries are considered to address their experiences in utilizing the indigenous language as a medium of instruction. Thus, three East African countries including Ethiopia and two countries, one from Europe and the other from North America, have been taken as examples.

I. The Experience of Sweden

As Edward (1984) asserted, Sweden is a multicultural country where instruction can roughly be divided into three on the basis of instructional languages used. In Swedish speaking classes where students and teachers are Swedish, instruction takes place through the medium of Swedish. The syllabus and teaching materials are prepared in Swedish. On the other hand, in classes with Swedish as second language, instruction mainly takes place through the medium of mother tongue. These classes run at least for the first three years. It goes preferably at least through the first six grades with an increasing number of Swedish lessons. Moreover, there are classes called compound or composite classes by Swedish authorities to make it more attractive to the immigrant organizations that prefer mother tongue classes. In such classes, two teachers, one from Swedish and the other from immigrant groups teach both Swedish and immigrant children from the same nationality only.

From the experience of Sweden we understand that emphasis has been given to mother tongue education for both native and immigrant children. Teachers are made to be those who are from the same nationalities of children in a class. Therefore, it is likely to say that utilization of a common language native to both teachers and students, as medium of instruction in teacher education is vitally important.

II. The Experience of Canada

Canada is a country of a multicultural society. It has established a language policy that supports personal linguistic rights. That means the right to language lies with person, or a group of persons. Nevertheless, language is not linked to its territory. Minority languages can organize themselves and nationalities get the required support from the government to develop their languages for use in education. Citing Gfeller (1999), Birhanu (2007) stated that as parents participate and contribute to include mother tongue into their children's education, a number of European languages are used in schools. According to Corson, 1990), the 1982 Canada's constitution includes charter of right and freedoms which attempts to preserve and enhance the country's multicultural heritage and to protect people's linguistic right to use languages other than English and French. Hence, from what has been discussed above we can generalize that Canada's education policy supports education provided through mother tongue. All citizens have personal right to use and develop their own languages in education.

III. The Experience of Tanzania

Tanzania is East African country, which got its independence in 1961. It inherited a British system of formal education (Court and Kinyanjui, 1978). As Abdulaziz's (1971) rough estimate shows, Tanzania has a complex linguistic composition, for there are over one hundred vernacular language groups. These vernaculars fall into three language families (Bantu, Nilotic and Cushitic). Over 90 percent of population speaks Bantu language as a first language and of this portion, 10 percent are native speakers of Swahili mainly living along the costal area and in Zanzibar. For the rest of the population, Swahili is a second language that has become very wide spread due to its educational and other societal roles. It serves as national and official language of Tanzania.

In Tanzania, as per to Abdulaziz (1971), in urban as well as in rural schools pupils learn every subject in Swahili except for one period when English is taught as a subject. These pupils continue to use Swahili in six out of seven periods per day through out primary education. Tanzania's experience generally tells us that its education policy uses Swahili, the dominant language of majority, as medium of instruction in primary education in the country regardless of the pedagogical, psychological, sociological and political right of minority nationalities to use their mother tongue in education. Consequently, it is likely to see that teacher education is given in a dominant language in Tanzania

IV. The Experience of Kenya

Kenya is the East African country that gained its independence in 1963. It inherited the British system of formal education (Court and Kinyanjui, 1978). Like that of Tanzania, Swahili is a national and official language in Kenya. However, as Swahili is not the medium of power structure in Kenya, its role is less significant. On the other hand, English is a Kenya's economic and legal sphere. Due to this and to its prominence in education system, English has become the channel of the socio-economic mobility in Kenya (Zuengler, 1981 cited in Manes, 1985). From the vernacular languages of Kenya, which have been placed in four major groups, the Bantu language group accounts about 65 to 70 percent (Abdulaziz, 1971, Whieteley, 1974a).

In Kenya, as Abdulaziz (1971) and Whieteley (1974a) asserted, the predominant language of the community in which a school is situated serves as a medium of instruction. Hence, in a school in Nairobi, a pupil attends schooling in English. English is used to teach all subjects except Swahili which a pupil studies one period a day. In the rural schools of Kitui (one of the districts of Kenya), on the other hand, languages other than English serve as medium of instruction. At central primary schools in the town of Kitui, most of the instruction is given in Swahili from standard one through three. In schools out side of the town, Kekamba is the sole medium for the first three years, except for one period a day of English. Beginning from standard four, the rural and urban schools of Kenya use uniform curriculum. That means English serves as medium of instruction and Swahili is taught as subject starting from standard four on wards (Abdulaziz, 1971 and Whieteley, 1974a)).

The experience of Kenya shows that most vernacular languages are not used as medium of instruction in Kenya's primary education. English is dominating over other native languages. Therefore, it is possible to see that teacher education is given in languages other than mother tongues because education is being given either on language dominant in the area or in English.

V. The Experience of Ethiopia

When we see the language policy in education of Ethiopia, we understand that like that of other multilingual nations, language use in education was influenced by government's language policy because government's language policies were important ideological and political philosophy indicators. As Birhanu (2007) citing Gedion(2000) stated, Policies may attempt to harmonize the objectives of the government and the existing pattern of language use in education. Considering this, the language polices of Ethiopia, in the educational spheres have been dealt as follows.

The introduction of modern education had brought about the use of foreign languages such as French, Arabic, and English as medium of instruction at different levels of education. Missionaries who made education an important weapon in the spread of Christianity began mother tongue education. The contributions by the missionaries to education include the production of written religious materials and books and the tradition of starting education in the mother tongue. According to McNab (1987:16), in 1944, a proclamation issued regarding language use by missionaries stated that "In open areas missionaries may use orally local languages in the early stages of missionary work until such time as possible and missionaries in open areas shall have a working knowledge of the Amharic language. The local languages may be used in the course of ordinary contacts with the local population".

According to Marcus (1987), during the regime of Haileselassie, the aim of government's language policy was Amharization of the entire population. As Cooper (1976) stated, having thought to establishing national unity, the then government sought to form national religion and culture for all Ethiopians. That is, the culture of the northern highlands, Orthodox religion and Amharic language were prescribed as remedy for maintaining national unity. Hailesellassie's government was the first to enshrine the official position of Amharic language in the 1955 constitution of Ethiopia, which states that "the official language of the Empire is Amharic." Consolidating this, Bender et, al. (1976) stated that in 1955, Amharic in primary schools had become the medium of instruction throughout the country.

The first national curriculum for primary schools, which was introduced in 1947, used English as the language of instruction. When the new education act firmly established Amharic as the language of primary education in 1958, English remained the main language of secondary education (McNab, 1989).However, none of these language policies and government functions recognized the local languages to be used as medium of instruction at any level of education.

As McNab (1989) noticed, during the Italian occupation, there was a policy to introduce teaching in the local languages in each of Ethiopia's linguistic regions. According to Ayalew (2000), Amharic, Tigrign, Afanoromo, Kafficho and Sidamigna were used to the different regions, though the objective was not for pedagogical or cultural values. Rather, citing Gideon (2000), Birhanu (2007) stated that this policy never attempted to develop the local language. It served only to disrupt the existing pattern of language use in education. After the liberation of 1941, the Ethiopian government again made Amharic to serve as the medium of instruction).

The 1974 political change brought about a new direction in language policy. As fisseha (1997) citing Mammo (1988) stated, the government proclaimed in its program of the National Democratic Revolution (NDR, section 2, No.5) that "a nationality within its environs has the right to determine the contents of its political, economic, and social life, to use its own language and elect its own leaders and administrators to lead its internal organs." The constitution of the PDRE (Article 2, sub-article 5) stated that "The People's Democratic Republic of Ethiopia shall ensure the equality, development and responsibility of the languages of nationalities." To implement the above proclamations regarding language policy, the government attempted to employ fifteen vernacular languages in the national literacy program. However, it is possible to see that emphasis was not given to develop nationalities' languages in the schooling process as a medium of instruction (Tekeste, 1996).

That means, the Derge regime made no corresponding attempt to introduce local languages into the primary education system, which continued teaching in Amharic throughout Ethiopia.

Therefore, it is possible to see that the language of instruction in primary as well as in teacher education during the Dergue regime, except for children whose mother tongue is Amharic was different from students' mother tongue. Since 1991, when the Ethiopian Peoples Revolutionary Democratic Front (EPRDF) took over the political power and assumed the ruling position in the country, considering the pedagogical advantages of teaching in mother tongue and in the name of realizing the rights of nationalities to promote the development of their languages, primary education has started to be given in vernacular languages. This is the realization of the proclamation in the charter, which is the supreme law of the country for the period of transition. As per to ICDR (1992), the charter (Article 2, sub-article A) states that Nations/Nationalities have the right to self determination, to protect, preserve and develop their identity, culture, and history and have the right to use and develop their language.

Hence, based on this principle, the government issued a policy on languages of education. The ministry of education has acted accordingly and curriculum materials have been translated from Amharic to regional languages. The task of the ministry has included preparation of new material for each regional language to be used in grades one through twelve. Following the completion of translation of subjects of primary education, the curriculum of teacher training institutes were formally adopted. Thus, the medium of instruction as well as the working language of the institutes have been changed into the language of the region in which they are based (Fissha, 1994).

With regard to language use in education, TGE (1994) on article 3.5.1 states that "...cognizant of the pedagogical advantage of the child in learning in mother tongue and the right of nationalities to promote the use of their language, primary education will be given in nationality languages." Again Article 3.2.2 by emphasizing the preconditions to be fulfilled and selection to be made by regions before commencing of mother tongue education states that "... making the necessary preparation, nations and nationalities can either learn in their own language or can choose from among those selected on the basis of national and country wide distribution." Moreover, the constitution of FDRE (1995) on Article 5 confirms that "All language shall enjoy equal state recognition." The same constitution Article 39 sub-article 2 tells that there would be unconditional right for the nations and nationalities to speak, to write, and to develop its own language, to develop and to promote its culture and to preserve its history. TGE (1994) also declared that mother tongue would be used as language of instruction in teacher education.

On top of the aforementioned legal and policy grounds, the present Ethiopian education system has promoted the use of mother tongue as medium of instruction in primary as well as in teacher education programs. According to Alem (2007), about 26 nationality languages are being used as medium of instruction in different regions. It is also well known that more mother tongues such as Amharic, Oromigna, Tigrigna, and the likes are being used as medium of instruction in teacher education too. As it has been mentioned earlier in this thesis, Awngi is being used as medium of instruction in teacher education since 2007.

In general, as Ethiopia's experience of language policy in education shows, in the old education systems Amharic was the dominant language used as medium of instruction in primary education all over the country. Moreover, teacher education was not given in nationality languages of the students. However, the new education policy declares that the primary as well as teacher education for primary school teachers would be given in mother tongues. Accordingly, a number of mother tongues are being serving as medium of instruction in primary as well as in primary school teacher education. Hence, it is possible to see that in the current education system of Ethiopia, primary as well as primary school teacher education has language policy that facilitates communication as well as the right of nationalities to preserve culture and to use and develop their own languages.

2.1.2.2. Education through Mother Tongue

In education, language serves as a means of communication among stakeholders. Mother tongue is a kind of language a person acquires in early years of life and it serves him/her to think and communicate. In connection with this, Fishman (1968: 689) defines mother tongue, as "...the language which a person acquires in early years and which normally becomes his natural instrument of thought and communication."

Regarding education through mother tongue, scholars in the field of education have held different views. While scholars who support using mother tongue as medium of instruction argue that it gives pedagogical, psychological, social, linguistic and political advantages to learners, scholars who argue against this dictate that it may result in social, economic, and political plight to the society at large. Therefore, the views of proponents and opponents of education through mother tongue have been treated respectively as follows.

2.1.2.2.1. Debate for Education through Mother Tongue

As literature on education through mother tongue proves, using mother tongue as language of instruction offers pedagogical, psychological, sociological, linguistic and political advantages to the learner. For instance, UNESCO (1953) stated that mother tongue is the best medium of instruction in that it provides psychological, pedagogical and sociological benefits to the learner.

Emphasizing the pedagogical advantage of mother tongue instruction, Cummins (1981) argued that student's first language increases and strengthens his/her underlying cognitive capacity to learn and to function intellectually. This implies that linguistic proficiency is a foundation to whatever is learned in the educational environment. By comparing the findings of reading development in vernacular languages versus second languages, Engles (1975) asserted that students who learned to read in their native language were generally more successful both in reading and in subject matter understanding than students who had learned to read in second language in which they were not fully proficient. This result could be in line with the declaration of UNESCO (1953) which acknowledges a child's literacy and education to be provided in vernacular language. Consolidating the pedagogical significance of instruction in mother tongue, Limage (1998) also stated that researchers world wide believe that learners who use their mother tongue as a medium of instruction generally perform better than those who use foreign language as a medium of

instruction. It is, therefore, advantageous to use mother tongue of the learners at least at primary and primary school teacher education levels.

Regarding the pedagogical opportunities mother tongue education provides to the learner, scholars, (Commins, 1979 and Engles, 1975) asserted that students who are provided education in their own language not only succeed academically but also their learning in their mother tongue lays the foundation for the acquisition of a second language. Thonis (1981:180) also stated that "...first language strength contributes to a second language acquisition." Hence, providing instruction in one's first language is essential for the learner to achieve the language proficiency needed for academic work and second langue acquisition. Therefore, it is likely to say that opportunities that facilitate mother tongue instruction should be created.

Literatures also confirm that the psychological significance of mother tongue instruction is paramount. Mother tongue instruction empowers children's, cognitive make up and helps them easily adjust themselves to the new environment that is different from home. In connection with this, Schultz (2001) citing Noddings (1995) stated that mother tongue instruction creates comfortable situation and a feeling of lower stress in learners that would develop competence in their school work confidently. Similarly, scholars like Levine (1992) and Baker (1990) asserted that using mother tongue as medium of instruction helps learners to develop positive attitude towards learning, maintain individual and group identity, self-esteem, social and emotional wellbeing.

Moreover, as of Cummins (1981), psychological problems such as confusion in thinking, emotional insecurity and school failures may result from not learning in mother tongue. Children who are deprived of instruction in mother tongue are characterized by psychologists as lowest ranking in academic achievement (Cagonova, 1992); viewed as deficient (Darder, 1991) and subjected to low teacher expectation (Frenett, 1992) cited in Schultz (2001). From this we understand that children who learn in a language unfamiliar to them are likely to face psychological problems and unlikely to succeed in their academic performance. This necessitates the use of mother tongue as medium of instruction at least at primary and primary school teacher education programs. Because, the common language (mother tongue) used by teachers and students is likely to enhance motivation to learn, facilitate communication, increase self-esteem, confidence and cognitive development of learners.

Concerning the sociological benefits to be secured by using mother tongue as medium of instruction, many scholars have argued in favor of it. For instance, Hoben (1994) stated that

sociologically, it asserts the identity of the groups. Schultz (2001:126) also argued that "...educating a child in a language of his/her own will help him/her to connect what he/she learnt in the classroom to the home culture to avoid alienation." This indicates that instruction through mother tongue helps to promote better understanding between the home and the school or any educational institution.

Furthermore, mother tongue instruction contributes a lot in securing the political right of a nation to use and develop its own language in particular and culture in general. In line with this, MOE (1994) stated that mother tongue will be used as medium of instruction in primary as well as in primary school teacher education. Similarly, the constitution of FDRE (1995) Article 5 states that all languages shall enjoy equal state recognition. The same constitution Article 39 sub-critical two tells that there would be unconditional right for the nations and nationalities to speak, write, and develop its own language, to develop and to promote its won culture and to preserve its history. In line with this, Birhanu(2007) citing Gedion (2000) also argued that politically, mother tongue instruction empowers linguistic and cultural minority ethnic groups in many parts of the world. Therefore, as literature has indicated, mother tongue instruction is the right of an individual to attend education in a language familiar to the learner. Hence, it is likely to say that depriving opportunities that facilitate mother tongue instruction is depriving the right of the learner to learn in a language familiar to him/her.

2.1.2.2.2. Debate against Education through Mother Tongue

Though many scholars due to the pedagogical, psychological, sociological and political advantages have supported education through mother tongue it offers to the learner as well as the nationality to which the learner belongs, it also meets objections against the use of mother tongue as medium of instruction (Fishman, 1968). Hence, some of the views of opponents of mother tongue education have been reviewed in the following paragraph.

In their views against the use of mother tongue as language of instruction, scholars have mentioned that education through mother tongue meets pedagogical problems. For instance, Fasold (1984), in his discussion regarding education through mother tongue identified some such problems raised by opponents of mother tongue education. The first problem was that some languages seem have no grammar or alphabet. This may create difficulty in standardizing the language of instruction. The second problem suggested was that the use of mother tongue prevents the acquisition of the second

language. They claimed that a good command of the second language is possible only if the school adopts the second language as medium of instruction from the very beginning.

In addition to problems mentioned above, UNESCO's experts cited in Fasold (1984) stated that lack of textbooks and educational materials, lack of general reading materials, shortage of trained teachers and inadequacy of vocabulary are problems that are more serious. In the same token, Neilson and Cummings (1997) noted that the shortage of textbooks, general reading materials, scarcity of trained teachers and other personnel, lack of well established organizations, lack of well developed writing system, standardization of languages and expansion of vocabularies for instructional purposes have limiting effect on education through mother tongue.

From what has been discussed by Neilson and Cummings (1997), we understand that the problem mentioned is more serous especially if the language to be used as medium of instruction was not reduced into a written language before some period. In line with this, Birhanu (2007) citing Gfeller (1999) stated that languages that are with oral tradition have to be analyzed and the writing system has to be developed. However, fully standardized writing system can only be achieved in years of experience with written communication. Other scholar, Christen (1996), citing Olnek (1990) and Mattai (1992) argued that educating children in their mother tongue is divisive and will lock out minority groups from the system of failing to teach them, to participate both the culture of one's country and the intellectual and artistic achievements of the human race. That means children who are let to learn in their mother tongue are made to think only about their own culture and reflect their own local identity. As a result, they will not have access to much of the world's knowledge.

Utilization of a mother tongue as a medium of instruction, which was not previously used in schools and did not own vocabularies and grammar would request more money. In line with this, Mialaret (1979) contends that the extra cost need to introduce new materials for newly available language in the education system makes the teaching-learning process obstructed. That means, publication of instructional materials, translation works, training personnel, etc in all nationality languages require a huge amount of money. In the same token, Neilson and Cummings, (1997) argued that in a country which has diverse linguistic and cultural trends, it is assumed to be true that education costs large share of economy. Hence, in the case of linguistically heterogeneous country, like that of Ethiopia, the cost of introducing new languages may be very high since it requires material supply and personnel training.

As different scholars mentioned, in addition to challenges discussed above, education through mother tongue confronts social and political challenges. In connection with this, Fishman (1968) and Fasold (1984) reported that there were some scholars who though education through mother tongue impedes national unity. Concerning this, they argued that the use of mother tongue as medium of instruction results in heavy business of the government. Because, governing a country where more languages are spoken is challenging. However, insisting on the national language as a medium of instruction in a country with multilingual nations would necessarily end in disunity. Fasold (1984) again suggested that strong insistence on the national language may cause some minorities to their national government and refuse to accept national identity. These arguments lead to infer that imposition against education through mother tongue would relatively hinder national unity.

Other opponents of mother tongue education also promote that allowing diverse languages to flourish due to mother tongue education can cause division among the citizens and may potentially lead to antagonism among the diverse ethnicities steaming from language differences. Lewis (1962) suggested that so as to create a harmonious society that contributes to nation cohesion and national integration, education should be given in the nation's majority language/official or national language.

In opposition to this assumption, Collins (1996:353) counter argued on dominant language use as medium of instruction as "...the use of one langue, the dominant language does not determine a country's national unity. Diversity of language and national unity can co-exist. The co-existence of two or more languages is rarely a cause of tension, disunity or strife. Rather, it is political, economic and religious differences as prominent cause for the perceived problems."

This is to mean that education through mother tongue does not result in regional or national disunity as well as inter group conflict more than political and economic factors. That is why Birhanu (2007) citing Gfeller (1999) on the roles different languages play stated that the mother tongue and the nationality language have different roles. Each one of them has a role of its own. They are complementary and can co-exist peacefully. Hence, in a multilingual country, language planning must balance and determine carefully which role each language to play. The other issue opponents of mother tongue education raise is the orthographic problem. Information exchange through writing and reading requires the acquisition of the alphabets along with the names of the letters and the sounds they represent. Inadequacy in mastery of these and other graphologies results in

challenges of communication. Concerning this problem, particularly when the language has not developed into a system of writing, Ohannassian and Ansre (1975:59-63) state that

> *It is essential to know whether the langue has been reduced to writing, whether the orthographies are adequate and whether there is any need for reform or standardization... since consistency in spelling is generally regarded as desirable, for educational purposes, some condition is to be given to the problem of orthography in most programs concerned with teaching reading (writing) in primary schools.*

Generally, this indicates that appropriate mastery of the orthographies of a language, which has not been well developed into a writing system, is mandatory before using that language as medium of instruction at any education. Still opponents of mother tongue education argue that due to the leave economic and skilled manpower problem, the provision of supplementary resource materials to all diversified languages to each ethnic minority poses a major challenge. Regarding the scarcity of supplementary reading materials and its impact on learning in mother tongue, Gfeller (1999:7) cited in Birhanu (2007) states as "...the scarcity of reading materials in any language especially in rural areas influences reading acquisition', interactive, student centered methods usually assume print rich environment. If textbooks are the main sources of information, reading skills may develop slowly; fluent reading may not be achieved widely."

Expressing this in other words, Thonis (1981:176) states as "...reading materials carefully chosen on the basis of the language needs and development levels of children contributes greatly to learning successfully. Schools must consider seriously the addition of native language books and other materials to supplement classroom instruction and to extend opportunities for growth in reading and thinking skills."

These arguments indicate that in addition to textbooks other supplementary reading materials should be available so that mother tongue education would be successful.

2.1.2.2.3 Attitude of Stakeholders towards Education through Mother tongue.

According to Robbins (1997), attitude is evaluative statement either favorable or unfavorable concerning objects, people or events. Individuals reflect how they feel about something. This implies that attitude influences one's performance in a certain activity. Effective implementation of a change in curriculum, therefore, highly depends on positive attitude stakeholders hold towards a change in curriculum.

In multilingual and multicultural societies, the attitude of stakeholders towards using a certain language as medium of instruction determines the effectiveness of language policies in education.

That means, the positive or negative attitude stakeholders attach to the language can either promote or hinder the use and development of that language.

In connection to this, Lepage (1964:21) argued that "...the most important factor which determines how quickly a child learns is not the language he uses but the attitude of his parents, teachers and his peer groups towards the language used." This indicates that the attitude held by stakeholders towards a language to be used as a medium of instruction is even more influential than the language itself in its effect on the teaching-learning process. That is why, concerning the effect attitudes have towards language particularly by parents, Wells (1979:36) stated that"... parents who feel a strong sense of pride in their language and cultural background are eager to transmit their cultural heritage to their children. This in turn helps their children succeed academically." As Cummins (1981) argued, on the other hand, the negative attitude parents held about their cultural background (language) can encourage their children to develop negative attitudes towards their mother tongue. Hence, it is possible to infer that these children are likely to develop negative attitude towards learning in their mother tongue. Consequently, they may be in a position to decide to learn in another unfamiliar language dominant in the area. This in turn may have a potential to affect the development of the language as well as the effective implementation of Teacher Education negatively. Finally, due to lose of opportunities to be gained from education through mother tongue, learners are likely to be unsuccessful in their academic progress.

CHAPTER THREE

Design of the Study

3.1. Research Method

Research method is utmost importance in a research process. It describes various steps of the plan of attack to be adopted in solving a research problem. The nature of the problem governs the research method to be employed in conducting a research. That means the selection of a method appropriate in investigating a research problem depends up on the kind of data that the problem entails (Koul, 1984). He further stated that descriptive method can tell us about what exists at present by determining the nature and degree of existing conditions. Because of the method's apparent ease and directness, descriptive method has undoubtedly been the most widely used research method in education. Descriptive survey is a means through which opinions, attitudes and suggestions for improvement of educational practices and other data can be obtained. Regarding this, Best and Kahn (1999) also stated that descriptive survey is most useful to describe, analyze and interpret conditions that exist. Seyoum and Ayalew (1989) again described that descriptive survey method is useful in getting an exact description of status of a problem under study. Accordingly, in this research, the descriptive survey research method which helps to produce information that enables the researcher to describe, compare and predict attitudes, opinions, values and behavior based on what people say or see about them and their activities has been used. Hence, on the basis of such arguments, it seems likely to employ descriptive survey method in this study.

3.2. Source of Data

The target population of this research has included diploma program prospective teachers and their Teacher Educators who have been using Awngi as medium of instruction, the Awngi unit coordinator of the college and Department Heads who have been directly concerned with utilization of Awngi as medium of instruction at Debre Markos College of Teacher Education in 2008/9.

3.3. Sampling Techniques

To realize the objective of the study, a representative sample of subjects that makes sample size manageable and practical has been selected from diploma program Prospective Teachers and their Teacher Educators who have been using Awngi as medium of instruction, the Awngi Unit Coordinator of the College and Department Heads who have been directly concerned with

utilization of Awngi as medium of instruction. Before selecting sample from prospective teachers, the researcher determined the percentage of prospective teachers for the population of these trainees was large and including all of prospective teachers in the sample makes the management of the research difficult. To select proportional unit of the aforementioned trainees from each stratum of the strata of departments identified as department of Languages, Natural Sciences, Social Sciences, Mathematics, Pedagogical Sciences and Physical Education, stratified random sampling method which can be used to select proportional unit of individuals from the population which consists of two or more strata of individuals that can have different attitude, stand or behavior regarding a certain issue (Yalew,1998) has been employed. Having determined the proportional unit to be drawn from each stratum by employing the stratified random sampling technique, simple random sampling technique (lottery method) was employed to select sample trainees from each stratum of the strata of departments. Moreover, for the reason that as the sample size increases sampling error decreases and samples become more representative of the population from which they are drawn (Yalew, 1998), the sample size of trainees was made large enough (i.e. 50% of the population of trainees who were attending the program in 6 departments were included in the sample of the trainees). In addition, among trainees who responded to the questionnaire, 12 trainees i.e. 2 trainees from each of 6 departments were selected by employing simple random sampling technique (lottery method) to participate in the focus group discussion.

As one of the seven departments, each consisting of 40 trainees was used for pilot study of the questionnaire used to gather information from trainees, the rest six departments were used to select samples that responded to the questionnaire. In dong so, from 240 diploma program prospective teachers existing in 6 departments where each department consisted of only one section of trainees,120 prospective teachers were included in the sample of the trainees. However, since two incompletely filled questionnaires were returned, those two incompletely filled questionnaires were discarded and the responses of only 118 (49.17% of trainees were used in this research.

To select Teacher Educators who have been using Awngi as medium of instruction at the college, simple random sampling technique (lottery method) was employed. Then, 7 TEs who were more likely to give the required information concerning the status quo of implementation of the program for they have been engaged directly in the implementation of the program were included in the sample of trainers.

In order to collect pertinent data from the Awngi Unit Coordinator of the college and the Department Heads who have been directly concerned with the case under investigation, one Awngi Unit Coordinator and six Department Heads who were believed to give more accurate information concerning the case under consideration in each department in particular and in the Awngi Unit Program in general have been selected for the sample by employing available sampling technique.

3.4. Instruments of Data Collection

As it has been mentioned in the design part of this study, the descriptive survey method, which enables the researcher to secure both quantitative and qualitative data, has been used as a research method (Best and Kahn, 1999). Hence, instruments of data collection, which serve to collect quantitative and qualitative data such as questionnaire, interview and focus group discussion, have been used in this study.

3.4.1. Questionnaire

Questionnaire is an instrument, which helps to collect both quantitative and qualitative data. It is advantageous to collect data for it enables the researcher to provide the same question to all respondents at the same time. It also saves time, energy and money and encourages respondents to give reliable data because they cannot be identified in the questionnaire (Yalew, 2006). Hence, in this study, both close-ended and open-ended questionnaires were prepared by the researcher himself based on the reviewed related literature and used to collect quantitative and qualitative data respectively from prospective teachers. To secure quantitative data, a questionnaire consisting of a 5-point Likert scale useful to measure the respondent's degree of agreement or disagreement and a 5-point rating scale, which involves verbal description as alternatives to opinion questions (MOE, 2002) was used. In addition, open-ended questionnaire was used to secure qualitative data. So as to discover the perception of trainees regarding the case under investigation, issues such as awareness, attitude, opportunity and challenge have been treated in the questionnaire.

3.4.2. Interview

In this study, interview has been one of data collecting instruments that were employed to secure in-depth information from teacher educators, the Awngi Unit Coordinator of the college and Department Heads regarding the problem under study. In explaining the role of interview, Denzin and Lincoln (1994) citing Benny and Hushes stated that interview is one of the most powerful and most common ways that researchers use to understand their participants' views. Therefore, to

secure the desired qualitative data, semi-structured interview, which is probably the most common type of interview used in qualitative social research, was employed in this research. In doing so, after getting the respondents' consent, so as to be able to record participants' responses so that the researcher can review responses now and again, tape recorder was used to secure in- depth data.

3.4.3. Focus Group Discussion

In connection with utilization of focus group discussion as a technique to secure data, Robson (2002) stated that it is a highly efficient technique for qualitative data collection since the amount and range of data are increased by collecting them from several people at the same time. It is fairly easy to assess the extent to which there is a consistent and shared view. Participants are empowered and able to make comments in their own words while being stimulated by thoughts and comments of others in the group. Hence, in this study, having prepared open-ended guiding questions from reviewed related literature, focus group discussion was made to secure data from 12 trainees regarding the issue under investigation.

3.5. Data Collection Procedures

In order to collect data, questionnaire, interview and focus group discussion guides were prepared and submitted to the advisor of the researcher to comment on whether or not they can generate the expected information and to consider their internal consistency. In addition, these data collecting instruments were given to two language experts at Awi Administrative Zone Education Department to comment on their content validity. Based on the feedbacks obtained from the advisor of the researcher and that of the aforementioned language experts, one interview guide item from each of interview guides prepared for teacher educators and college officials were eliminated for they were repeating issues stated in other items. Moreover, having taken all 40 trainees existing in one department for pilot test, pilot test of the questionnaire was made with closer supervision of the researcher so that he could manage the process of filling the questionnaire appropriately. In doing this, after collecting the dispatched questionnaire, the reliability estimate of the questionnaire to answer the research question was calculated using the Cronbach alpha method. Then, the reliability of the questionnaire became 0.795.To study attitude, tendency, need and the likes of respondents towards a certain issue, the reliability of a questionnaire should be at least 0.65 (Yalew, 1998).Hence, in this study, 0.795 reliability of the questionnaire used to investigate the perception of trainees towards utilization of Awngi as medium of instruction is more likely to be adequate

enough to secure relevant data for the study. On the basis of the feedback obtained through the responses secured from trainees, amendments were made on two questionnaire items. That is, among dispatched questionnaire items, two of them to which most respondents did not respond were made clear and specific.

Finally, communication was made with Vice Dean, the Awngi Unit Coordinator, Department Heads and Teacher Educators of the College so as to facilitate the data collection process and to set the schedule for collecting the research data. Having done this, the respondents were selected with the help of two voluntary teacher educators of the Awngi Unit and orientation was given to PTs by the researcher. Then, data were secured from trainees in the presence of the researcher himself.

The focus group discussion was carried out among 12 trainees for two hours to secure the intended qualitative data. So as to secure in-depth data; a tape recorder was used during the focus group discussion session.

After the participants' consent was secured, interview was carried out to collect data from the Awngi Unit Coordinator, Department Heads and Teacher Educators of the College. So as to collect such in-depth data, a tape recorder was used during the interview session to record the participants' responses.

After collection of the research data was completed, the quantitative data were organized and the responses of two incompletely filled questionnaires were avoided from the data. Having done this, the quantitative data were categorized, tabulated and changed into percentage and frequency counts of responses. With regard to qualitative data, the data secured through open-ended questionnaire, interview and focus group discussion were organized. Direct quotation and description of data were used to present qualitative data. Then, the data that were gathered through both quantitative and qualitative methods were analyzed and interpreted.

3.6. Data Analysis

Data secured through questionnaire were categorized and transformed into frequency counts and percentage of responses. Then, descriptive analysis and interpretation were made for merged and each individual frequency counts and percentage of response. In case of the qualitative data that were secured through interview, focus group discussion and open-ended questionnaire, the data were directly quoted and described. Then, the data were analyzed and interpreted and/or explained descriptively. Therefore, it is likely to see that both quantitative and qualitative data analysis techniques were used in this study.

CHAPTER FOUR

Presentation, Analysis and Interpretation of Data

In this chapter, the data that had been secured through questionnaire, interview and focus group discussion concerning the perception of informants towards utilization of Awngi language as medium of instruction at Debre Markos College of Teacher Education have been presented, analyzed and interpreted both quantitatively and qualitatively.

4.1 Background of the Respondents

In order to obtain clear picture of the respondents who responded to the provided questionnaire, interview, and focus group discussion, items related to their sex, age, mother tongue, second language, language of instruction used at primary school education and qualification have been presented in table 4.1.

Table 4.1 Background of the Respondents

No	Item		Respondents					
			PTs		TEs		COs	
			No	%	No	%	No	%
1	Sex:	I. Male	68	57.63	7	100	7	100
		II. Female	50	42.37	-	-	-	-
		Total	118	100	7	100	7	100
2	Age:	I. 18-22	116	98.31	-	-	-	-
		II. 23-27		1.69	2	28.57	2	28.57
		III. 28 and above	-	-	5	71.43	5	71.43
		Total	118	100	7	100	7	100
3	Mother tongue	I Awngi	94	79.66	6	85.71	1	14.29
		II. Amharic	24	20.34	1	14.29	6	85.71
		III. Other	-	-	-	-	-	-
		Total	118	100	7	100	7	100
4	Second language	I. Awngi	24	20.34	1	14.29	1	14.29
		II.Amharic	86	72.88	6	85.71	1	14.29
		III. Other	8	6.78	-	-	5	71.42
		Total	118	100	7	100	7	100
5	Language of instruction used at primary school education	I. Awngi	72	61.02	-	-	-	-
		II. Amharic	46	38.98	-	-	-	-
		III. Other	-	-	-	-	-	-
		Total	118	100	-	-	-	-
6	Qualification	I. BA/BSc	-	-	5	71.43	-	-
		II. MA/MSc	-	-	2	28.57	7	100
		Total	-	-	7	100	7	100

Key: PTs=Prospective Teachers; TEs =Teacher Educators; COs = College Officials

As it has been indicated in table 4.1, the background information of Prospective Teachers, Teacher Educators and College Officials has been presented respectively.

Accordingly, when 68 (57.63%) of Prospective Teachers (PTs) who filled in the questionnaire were males, the rest 50 (42.37%) of them were females. From this, it is possible to see that the number of female trainees joining the profession of teaching is less than that of male trainees. As a result, schools may face shortage of female teachers who could be models for female education that encourages female trainees. With regard to Teacher Educators (TEs) responded to the interview question provided to them, 7 (100%) of them were males. The same was also true that among College Officials (COs) who responded to the interview question provided to them, 7(100%) of College Officials were males. This information seems to indicate that less attention might has been given to the employment of female Teacher Educators as well as to the assignment of them as College Officials. As a result, female trainees seem more likely to develop low self confidence towards their efficiency as teachers and school leaders. This in turn can affect the participation of trainees and the success of the program negatively.

In case of age, 116 (98.31%) of the PTs fall within the age range of 18-22 years. On the other hand, 2 (1.69%) of PTs, 2 (28.57%) of TEs and 2 (28.57%) of COs exist within the age range of 23-27 years. It was also indicated that 5 (71.43%) of TEs, and 5 (71.43%) of COs were found within the age range of 28 and above years. From these data, we can see that most of the trainees joining the teaching profession were very young. This in turn may create an opportunity where would be teachers would give service for many years in the profession. In addition, the presence of more matured TEs and COs seems to imply that younger TEs and COs will share experience with experienced older ones.

With regard to mother tongue of the informants, it was indicated that the mother tongue of 94 (79.66%) of PTs, 6 (85.71%) of TEs and 1 (14.29%) of COs was Awngi. On the other hand, the mother tongue of 24 (20.34%) of PTs, 1 (14.29%) of TEs, and 6 (85.71%) of COs was Amharic. These data seem to suggest that since the mother tongue of the majority of PTs and TEs is Awngi, which is being used as medium of instruction at this college; their communication as well as their academic performance is likely to be better. Whereas, 6 (85.71%) of COs whose mother tongue and second language were Amharic and non-Awngi respectively may probably encounter communication problems with trainees.

In case of a second language, it is indicated that 24 (20.34%) of PTs, 1 (14.29%) of TEs and 1 (14.29%) of COs speak Awngi as a second language. Whereas, 86 (72.88%) of PTs, 6 (85.71%) of TEs and 1 (14.29%) of COs speak Amharic as a second language. Furthermore, 8 (6.78%) of PTs and 5 (71.42%) of COs speak other languages as second language. It seems possible to say here that the presence of more native speakers of Awngi among TEs and PTs facilitates the teaching-learning processes being provided in Awngi. Whereas, about 71.42% of COs who never use Awngi either as mother tongue or as a second language may face communication problems particularly with trainees.

Concerning the language of instruction used at primary education, it was indicated that only 72 (61.02%) of PTs attended primary education in Awngi. The rest, 46 (38.98%) of them, used Amharic as language of instruction at their primary education. This may imply that more PTs who attended primary education in Awngi may have better language skills development in Awngi than those who did not attend primary education in Awngi. Consequently, PTs who attended primary education in Awngi are more likely to show better communication and academic performance than those who did not attend primary education in Awngi.

The data concerning qualification indicated that 5 (71.43%) of TEs and 2 (28.57%) of TEs were BA/BSc and MA/MSc graduates respectively. Whereas, 7 (100%) of COs were MA/MSc graduates. Here, although all college officials were second degree graduates, the majority of TEs were first-degree graduates. This may affect the quality of teacher education being provided in Awngi negatively.

4.2. Respondents' Reaction towards Their Awareness of the Significance of Provision of Teacher Education in Awngi

The stakeholders' awareness of the significance of utilization of mother tongue as medium of instruction may affect their reaction towards the implementation process of a language policy in education either positively or negatively. Having a clear understanding of the awareness of stakeholders such as PTs, TEs, and COs in this case may enable concerned bodies to take measures that contribute to the successful implementation of utilization of Awngi as medium of instruction in teacher education. Hence, the responses of PTs, TEs and COs given to questions related to their awareness of the significance of provision of teacher education in mother tongue (Awngi) have been presented, analyzed and interpreted below.

4.2.1. Prospective Teachers' Awareness of the Pedagogical Advantage of Prevision of Teacher Education in Awngi.

Table 4.2 Prospective Teachers' Awareness of the Pedagogical Advantage of Provision of Teacher Education in Awngi

No	Item	Responses											
		SA		A		UD		DA		SD		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
2.1	Education given in mother tongue (Awngi) helps you achieve better academically than education given in a second language	92	77.97	14	11.86	4	3.39	4	3.39	4	3.39	118	100
2.4	Using mother tongue (Awngi) as medium of instruction increases learner participation in the course of learning	98	83.05	20	16.95	-	-	-	-	-	-	118	100
2.5	Using mother tongue (Awngi) as medium of instruction avoids communication problems	70	59.32	30	25.42	2	1.70	12	10.17	4	3.39	118	100

Key: SA =Strongly Agree; A= Agree; UD= Undecided; DA=Disagree; SD =Strongly Disagree

As indicated in table 4.2, concerning item 2.1, 106 (89.83%) of PTs reported that education given in mother tongue (Awngi) helps them achieve better academically than education given in a second language. This was confirmed by 92 (77.97%) of strong agreement and 14 (11.86%) of agreement responses. Contrary to this, a few PTs, 8 (6.78%) of them, declared that provision of education in Awngi to them cannot help them to secure better academic performance than what is given in a second language. This disagreement received 4 (3.39%) of disagreement and 4 (3.39%) of strong disagreement responses. The remaining, 4 (3.39%) of PTs, took neutral position in their response. This analysis of data seems to imply that the positive reaction of the majority of PTs, 89.83% of them, in the pedagogical advantage of provision of education in Awngi has been an opportunity that facilitates the implementation process of this program. Prospective teachers are likely to participate actively in the teaching-learning process and to give more value to the Awngi language. This in turn may improve their academic performance. What Hoben (1994) stated, in line with this approves

that learners achieve better academically when they learn in their mother tongue than when they learn in a second language.

Regarding item 2.4, all prospective teachers agreed that provision of education in Awngi increases learner participation in the course of learning. This was revealed by 98 (83.05%) of agreement and 20 (16.95%) of strong agreement responses. This may indicate that great awareness created in PTs concerning the role of mother tongue instruction in increasing learner participation has created better motivation in PTS to participate actively in the teaching learning process and to have better communication with TEs. This is in line with what Spolsky (1972) argued that the use of mother tongue as medium of instruction increases participation and removes the communication deficiencies between the learner and the teacher.

In item 2.5, the majority of PTs, 100 (84.74%) of them, perceived that provision of education in Awngi avoids communication problems that may occur during provision of it in a second language. Specifically, 70 (59.32%) of strong agreement and 30 (25.42%) of agreement responses indicated this agreement. Conversely, 16 (13.56%) of PTs confirmed that utilization of Awngi as medium of instruction never avoids communication problems expected to occur while learning in a second language. The rest, 2 (1.70%) of them, indicated that their perception is neutral. The overall information implies that prospective teachers have established better communication in Awngi in the teaching-learning process. This in turn may promote their participation as well as their academic competence.

Furthermore, information secured from the focus group discussion (FGD) of PTs which was held on 05/03/2009 has indicated that the majority of prospective teachers agreed that provision of teacher education in Awngi gives better educational advantages to them rather than what is given in a second language. To justify this, PTs forwarded that learning in Awngi helps to develop the Awngi language itself, practice the constitutional right of the Awi people to develop, use and preserve the Awngi language and establish easy and better communication between the learner and the teacher. It also helps to understand the subject matter easily and quickly and avoids much time needed to study language skills in a second language to be used as language of instruction.

All these justifications seem to imply that prospective teachers' awareness of the pedagogical advantage of provision of teacher education in Awngi is in a position to encourage PTs to participate actively in the implementation process of the program.

Table 4.3 Prospective Teachers' Awareness of the Psychological Advantage of Provision of Teacher Education in Awngi

No	Item	Responses											
		SA		A		UD		DA		SD		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
2.6	Learning in mother tongue (Awngi) helps you to be proud of your language (Awngi)	96	81.36	12	10.17	4	3.39	6	5.08	-	-	118	100
2.7	Learning in mother tongue (Awngi) helps you to develop self confidence in yourself	84	71.19	28	23.73	-	-	4	3.39	2	1.69	118	100

In item 2.6, the majority of PTs, 108 (91.53%) of them, assured that learning in Awngi helps them to be proud of the Awngi language itself. This agreement was supported by 96 (81.36%) of strong agreement and 12 (10.17%) of agreement responses. Whereas, 6 (5.08%) of these informants declared that learning in Awngi never makes them to be proud of their mother tongue (Awngi). The rest, 4 (3.39%) of them, indicated that their perception is neutral. This analysis of data seems more likely to suggest that the awareness created in the majority of PTs, 91.53% of them, might have made the implementation process easy and comfortable. In addition, in the FGD, the majority of PTs reported that they were proud of learning in Awngi. This is in line with what Schultz (2001) citing Nodings (1995) stated that mother tongue instruction creates comfortable situation and a feeling of lower stress in learners that may develop confidence in their school work.

Concerning the role of mother tongue (Awngi) in developing self confidence of the learner, 112 (94.92%) of PTs reported that provision of education in Awngi helps them to develop their self confidence. This awareness was supported by 84 (71.19%) of strong agreement and by 28 (23.73%) of agreement responses. To the contrary, 6 (5.08%) of the informants expressed that learning in Awngi cannot help them to develop their self. This unfavorable response received 4 (3.39%) of disagreement and 2 (1.69%) of strong disagreement. The analysis of the responses implies that Due to provision of their education in Awngi, the majority of PTs, 94.92% of them, have developed self confidence in them. Consequently, the implementation process of the program seems to be successful. More of PTs participated in the FGD also approved that learning in Awngi increased their self confidence. Hence, PTs are likely to attend the program confidentially. Because, this is in

line with what Cummins (1981) stated that confusion in thinking, emotional insecurity and school failures may result from not learning in one's own mother tongue.

Table 4.4 Prospective Teachers' Awareness of the Sociological Advantage of Provision of Teacher Education in Awngi

No	Item	Responses											
		SA		A		UD		DA		SD		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
2.8	Education given in mother tongue (Awngi) helps you to develop a sense of ownership and a secured identity	82	69.49	26	22.03	4	3.39	2	1.70	4	3.39	118	100

Concerning item 2.8 of table 4.4, the majority of PTs, 108 (91.52%) of them, agreed that provision of teacher education in Awngi helps to develop their sense of ownership and a secured identity. This agreement received 82 (69.49%) of strong agreement and 26 (22.03%) of agreement responses. The other a few of respondents, 6 (5.09%) of them, reported their disagreement which was asserted by 2 (1.70%) of disagreement and 4 (3.39%) of strong disagreement responses. The remaining, 4 (3.39%) of PTs responded indifferently to this issue. As the researcher can understand from this analysis of data, the agreement of the majority of respondents, 91.52% of them, implies that most of PTs are in a position that enables them to accept the fact that they are owners of the Awngi language and identified as members of the Awi society whose mother tongue (Awngi) is being used as medium of instruction in this teacher education. Consequently, they are more likely to develop positive attitude that motivates them to develop, use and preserve their own mother tongue in particular and their culture in general for it may raise the concern of the learners to their culture. Furthermore, as almost all PTs indicated in the FGD, they were aware of that the program helps to maintain their identity. This is more likely to raise the motivation of PTs to attend the program happily that leads to the successful implementation of the program.

Table 4.5 Prospective Teachers' Awareness of the Linguistic Significance of Provision of Teacher Education in Awngi

No	Item	Responses											
		SA		A		UD		DA		SD		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
2.3	Using mother tongue (Awngi) as medium of instruction helps the language (Awngi) itself to develop	102	86.44	14	11.86	-	-	2	1.70	-	-	118	100
2.2	Using mother tongue (Awngi) as medium of instruction helps the language (Awngi) itself to survive	92	77.97	24	20.34	-	-	2	1.69	-	-	118	100

As the data in item 2.3 have indicated, the majority of respondents, 116 (98.30%) of them, confirmed that they were aware of that provision of education in Awngi develops the Awngi language itself. In support of this agreement, 102 (86.44%) of strong agreement and 14 (11.86%) of agreement responses were forwarded. On the other hand, few PTs, 2 (1.70%) of them, reported that they were not aware of that utilization of mother tongue (Awngi) as language of instruction develops the Awngi language. From this analysis it seems fair to interpret that since the majority of PTs, 98.30% of them, agreed that utilization of Awngi as medium of instruction develops the Awngi language, this awareness might have contributed to the successful implementation of this program. Because, having awareness of the significance of mother tongue instruction initiates and motivates stakeholders engaged in the implementation process of mother tongue instruction. For instance, as Thonis (1981:164) asserted, "The interests, values and motives of students and their families depend on how well they are informed about the program of mother tongue education."

With regard to item 2.2, nearly all prospective teachers, 116 (98.31%) of them, reported that they agree that utilization of Awngi as medium of instruction contributes to maintain its sustainability. The following 92 (77.97%) of strong agreement and 24 (20.34%) of agreement responses assured this fact. Whereas, almost in significant number of PTs, 2 (1.69%) of them, indicated their disagreement in this case. From the response of the majority of respondents, 98.31% of them, it seems more likely to suggest that most of PTs might have been actively engaged in the implementation process of the program, which advocates utilization of Awngi language as medium of instruction in teacher education.

Moreover, the majority of PTs participated in the FGD informed that they were aware of that this program contributes a lot to develop and sustain Awngi itself. This is more likely to facilitate the academic success of learners for they have developed trust in the benefits of the program.

Table 4.6 Prospective Teachers' Awareness of the Political Advantage of Provision of Teacher Education in Awngi

No	Item	Responses											
		SA		A		UD		DA		SD		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
2.9	Provision of education in mother tongue (Awngi) to you empowers the Awi people to exercise their right to develop their language	94	79.66	24	20.34	-	-	-	-	-	-	118	100

Concerning item 2.9 in table 4.6, all of PTs reported their perception that provision of education to them in Awngi empowers the Awi people to practice their right to develop, use and preserve the Awngi language. To confirm this, 94 (79.66%) of strong agreement and 24 (20.34%) of agreement responses were secured from the respondents. This total agreement seems to indicate that prospective teachers' better understanding of the role of mother tongue instruction in empowering the nation (the Awi people) to exercise their right to use, develop, and preserve Awngi might have contributed to the successful implementation of the program. Moreover, in the FGD, more of PTs showed that they were aware of that this program is the means to exercise the right of the Awi nation to use Awngi for academic affaires. It seems fair to say that the awareness of PTs has become an opportunity that facilitates the success of the program and the implementation of what is stated in the character (article 2, sub-article A) of the transitional government of Ethiopia that Nations/Nationalities have the right to self determination, to protect, preserve, and develop their identity, culture and history and have the right to use and develop their language (ICDR, 1992).

4.2.2. Teacher Educators' and College Officials' Reaction towards Prospective Teachers', Teacher Educators' and College Officials' Awareness of the Significance of Provision of Teacher Education in Awngi.

So as to secure information from 7 TEs and 7 COs concerning their awareness of the significance of provision of teacher education in Awngi, semi-structured interview questions were provided on individual basis in a face to face contact with the researcher. In addition to notes taken during the interview session, the interview was tape recorded and then transcribed. Among 16 interview

questions provided for TEs, 2 of them were dealing with PTs' and COs' awareness of the significance of provision of teacher education in Awngi. However, among 6 interview questions given to COs, one interview question was dealing about COs' awareness of the significance of mother tongue instruction. The analysis and interpretation of the responses of these informants have been presented below.

4.2.2.1. Teacher Educators' Reaction towards Prospective Teachers', Teacher Educators' and College Officials' Awareness of the Significance of Provision of Teacher Education in Awngi

With regard to the interview question provided for TEs so that they can indicate their awareness of the significance of provision of teacher education in Awngi, the most majority of them (TEs) declared that they know that provision of education in Awngi has numerous advantages that cannot be obtained from education given in a second language. For instance, during the interview made on 03/03/2009, one TE said that "...since PTs know Awngi better than any other second language, learning in Awngi helps them to understand lessons easily." This awareness seems to imply that provision of teacher education in Awngi has encouraged TEs to participate actively in the implementation process of the program. What this teacher educator said consolidates the confirmation given by the majority of PTs in table 4.2 concerning the pedagogical significance of provision of teacher education in Awngi.

Indicating the psychological advantage of provision of education to PTs in Awngi, on 04/02/2009, the other TE forwarded that "...when PTs learn in Awngi, they feel ease and the value which they give to Awngi increases." This may indicate that TEs themselves might have felt ease and given high value to the Awngi language as well as to the program. This in turn is more likely to facilitate the implementation process of the program. Furthermore, other TE inhere reported that

> *...provision of Teacher Education in Awngi gives opportunity to develop, use and sustain Awngi itself, facilitates communication for most of PTs have developed language skills in Awngi while learning primary education in it and strengthens PTs' language skills in Awngi so that they would use them to teach in it effectively. Moreover, it enables PTs express ideas easily (04/03/2009).*

These responses seem to suggest that the awareness of teacher educators concerning the case under consideration is adequate to discharge their professional responsibilities in utilizing Awngi as medium of instruction.

In the second interview question, TEs were asked to tell how TEs, PTs and COs understand the significance of provision of teacher education in Awngi. Then, concerning the awareness of TEs themselves, most of TEs asserted that TEs were aware of the advantage of provision of teacher education in mother tongue. However, they disclosed that their awareness was not to the extent expected. While expressing the status quo of the awareness of TEs, one TE said that

> *...almost all TEs understand that while learning in Awngi, PTs understand the subject matter easily, feel comfort and give more value to their mother tongue (Awngi). I think we all know that provision of education to these trainees in Awngi facilitates communication and increases intimacy, concern and commitment. That is why we are committed and working in hardships facing us while working in this new program" 05/03/2009.)*

To the contrary, few TEs reported that there existed few TEs who had limitation in understanding the advantage of learning in Awngi. In line with this, for instance, one TE on 04/03/2009 said that "...some few TEs think that PTs are deprived of learning in a well developed language such as Amharic or English. They also think that the government established the program for its political benefit but not for the benefit of the language society." Based on this information, it seems more likely to say that although few TEs never understood the benefits to be gained from the provision of education in mother tongue, the most majority of TEs had clear knowledge of the significance of provision of education in mother tongue. This in turn seems to imply that most of TEs might have been motivated and committed to the successful implementation of the program.

In case of the awareness of PTs, almost all TEs told that most of PTs were aware of the advantage they gain from provision of education in Awngi. While confirming this, one TE on 04/03/2009 said that "...PTs speak that while learning in Awngi they communicate easily with TEs, understand the lesson easily and feel ease while explaining ideas in Awngi rather than in other language." Of course, they did not deny that there were some PTs who were ignorant of this advantage and who as a result were complaining the program. In line with this, on the same date found in this paragraph one TE said that "Due to the Presence of some PTs who did not attend primary education in Awngi, their language skills in Awngi are less developed. As a result, they are reluctant in classroom participation and think that the program has made them disadvantageous." Here it seems more likely to consider that although most PTs who attended primary education in Awngi were by far aware of the advantage of learning in Awngi, those PTs who were deprived of learning in Awngi were not clear with the benefit of learning in Awngi. Based on this, it can be possible to say that though the presence of the majority PTs who were aware of the advantage of mother tongue instruction creates an opportunity to implement the program, the presence of PTs who were not

aware of its advantage can be challenge of the program. In addition, the other TE who was interviewed on 05/03/2009 said that "...some PTs think that for Awngi can not be used as medium of instruction for their further education; learning in Awngi makes them disadvantageous." The development of such negative attitude in PTs may reduce the success of implementation of the program. Because, what Fishman (1974:193) stated confirms that "...the motivation to learn in indigenous language is naturally low if one can expect that he will be able to use it for a few years." This may imply that some PTs will be discouraged to learn in Awngi and Consequently their academic performance as well as the program as a whole may face challenge.

In providing their response of the awareness of COs, the majority of TEs preferred to categorize college officials into two. These were Officials who were assigned to manage the Awngi Unit and those COs assigned to run other Teacher Education Programs of the College being provided in other languages (Amharic or English) and the Awngi Program itself. The majority of TEs perceived that the Awngi Unit Official was highly concerned, committed and better understood the significance of this Program. In line with this, One TE told that "...the Awngi Unit official makes contact with trainees mostly through classroom representatives and discusses on problems facing them, discusses with teacher educators concerning the teaching-learning process, attempts to provide necessary material support to the staff on time and has good communication with the ANRSEB"(03/03/2009).

However, concerning those COs who were assigned to run duties of the Awngi Unit as well as orher Programs, most TEs said that most such COs seem that they were not aware of the psychological and sociological advantages of provision of education in Awngi. Because, as one TE said,they thought that

> ... *PTs donot feel ease to express their ideas freely and learning in Awngi reduces the cooperation of PTs attending education in different languages in the college. They also considered PTs as students of the Awngi Unit but not as the students of the College. Moreover, the Departments were not well concerned to the program of the Awngi Unit and the college attempted to consider the Awngi Unit as one language Department consisting of different disciplines (04/03/2009).*

Most of Other TEs also reported that COs assigned to run duties of both the Awngi and non-Awngi programs reported that they did not give most of the time positive response to decisions of the Awngi Unit, they lacked interest to support the program for they considered it as additional task for them. Hence, it seems fair to dare to say that although the Awngi unit officials were aware of the significance of provision of education in Awngi, other college officials seem tobe less ware of the

psychological as well as sociological advantages of the program. This is likely to affect the implementation process of the program negatively.

4.2.2.2 College Officials' Reaction towards Prospective Teachers', Teacher Educators' and College Officials' Awareness of the Significance of Provision of Teacher Education in Awngi.

Concerning PTs' awareness of the significance of the program, the majority of COs revealed that most of PTs were aware of the advantage of mother tongue instruction. While confirming this, they stated that PTs know that the program enables PTs understand the lesson easily, express ideas with comfort, facilitates communication and. develops Awngi itself. However, they did not deny the presence of a few of PTs who condemn the program. One CO on 06/03/2009 reasoned out that"... PTs thought that due to provision of education in Awngi at this college level, they may not continue their further education." Hence, it seems recommendable to think that although high awareness of of most PTs may facilitate learning, low awareness of some PTs towards the program may affect the academic performance of learners and the implementation process of the program negatively.

With regard to the understanding of TEs, most of COs asserted that TEs had clear awareness of the educational psychological sociological linguistic and political advantages of provision of education in Awngi. However, some few COs disclosed that there existed some TEs who did not have adequate understanding of the significance of provision of teacher education in Awngi. For instance, on 05/03/2009 one TE said that "...some few TEs considered that the program was launched to put political influence on the nation." Most of other COs also reported that there existed some TEs who were discouraged by practical problems facing the program like lack of reference materials and absence of any orientation on how to teach in Awngi. From this information it seems more likely to infer that the majority of TEs who had better awareness of the advantage of the program might be facilitating the implementation process of the program. However, it seems also likely to say that the ignorance of some few TEs can reduce the success of the program

Half of COs themselves declared that they (COs) were aware of the significance of provision of teacher education in mother tongue (Awngi).They said that COs know that PTs understand the subject matter easily, can have easy and better communication with TEs and it is the right of the nation to provide education in Awngi. However, the remaining half of COs revealed that there were COs who did not have sufficient knowledge of the significance of the program. Because, they told that these COs thought that the Awngi program PTs may dislike learning in Awngi for Awngi is not

adequately developed to serve as medium of education and they believed that learning in Awngi may weaken PTs' sense of national unity. This may indicate that less awareness of half of COs might have been affecting the success of the program negatively.

4.3 Attitude of Respondents towards Provision of Teacher Education in Awngi

The reaction of stakeholders towards a language policy may determine the effectiveness of the language policy in education. The attitude of parents, students, teachers, etc, towards the language advocated to serve as medium of instruction can either facilitate or hinder the success of the implementation process of the program. Concerning this, Lepage (1964) stated that the most important factor that determines how quickly a child learns is not the language he uses but it is the attitude of his/her parents, teachers, and peer groups towards the language used as medium of instruction. Hence, having a clear understanding of the attitude of PTs, TEs and COs contributes to have a clear picture of the implementation process of the program. In order to do this, the responses of PTs, TEs and COs concerning their reaction towards provision of teacher education in Awngi have been presented, analyzed and interpreted below.

4.3.1 Attitude of Prospective Teachers towards Provision of Teacher Education in Awngi

In table 4.7- 4.11, data secured from PTs concerning their attitude towards provision of teacher education in Awngi have been presented, analyzed and interpreted.

Table 4.7 Attitude of Prospective Teachers towards the Right of the Awi Nation to Provide Teacher Education in Awngi

No	Item	Responses											
		SA		A		UD		DA		SD		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
3.1	It is individual's and group's natural right to use mother tongue (Awngi) as medium of instruction in teacher education	76	64.41	28	23.73	4	3.39	10	8.47	-	-	118	100

In table 4.7, 104 (88.14%) of PTs agreed that individuals as well as groups do have the right to use their own mother tongue (Awngi) as medium of instruction in teacher education. This agreement was confirmed by 76 (64.41%) of very strong agreement and 28 (23.73%) of agreement responses. To the contrary, very few PTs, 10 (8.47%) of them, indicated their disagreement to this language

policy. The rest, 4 (3.39%) of them, showed their indifference in their response. The analysis of the data seems to suggest that the majority of PTs were striving for the attainment of the right of the Awi nation to provide teacher education in Awngi. The majority of PTs participated in the FGD reacted favorably towards the right vested to the Awi nation to commence this program. Consequently, this positive reaction of PTs is more likely to lead to the successful implementation of the program. On the other hand, the unfavorable reaction of some PTs is also likely to challenge the effectiveness of the implementation process of the program.

Table 4.8 Attitude of Prospective Teachers towards the Sociological significance of Provision of Teacher Education in Awngi

No	Item	Responses											
		SA		A		UD		DA		SD		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
3.2	Utilization of mother tongue (Awngi) as medium of instruction in teacher education weakens the learner's views towards national unity	18	15.25	8	6.78	10	8.48	24	20.34	58	49.15	118	100

As it has been indicated in table 4.8, 26 (22.03%) of PTs showed their agreement that provision of teacher education in Awngi weakens prospective teachers' views towards national unity. This agreement received 18 (15.25%) of strong agreement and 8 (6.78%) of agreement responses. On the other hand, 82 (69.49%) of them, forwarded their disagreement. This was confirmed by 24 (20.34%) of disagreement and 58 (49.15%) of strong disagreement responses. The remaining 10 (8.48%) of PTs took neutral position in their response. The analysis of data informs that the majority of prospective teachers were aware of that as far as the rights of different nations are maintained, mother tongue instruction strengthen national unity. Most of PTs during the FGD reacted unfavorably towards what was stated in item 3.2 of table 4.8. Hence, it seems appropriate to think that these PTs are ready to live cooperatively with trainees of other nations attending education in Amharic or in English in the college that may lead to effective implementation of the program. However, those few PTs who thought that mother tongue instruction weakens national unity may become reluctant to participate actively in the implementation process of the program. Consequently, the success of the program can be challenged.

Table 4.9 Attitude of Prospective Teachers towards the Pedagogical significance of Provision of Teacher Education in Awngi

No	Item	Responses											
		SA		A		UD		DA		SD		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
3.3	Utilization of mother tongue (Awngi) as medium of instruction has increased your motivation to learn	86	72.88	22	18.64	2	1.70	8	6.78	-	-	118	100
3.4	When you have learned in mother tongue (Awngi), the classroom interaction has become warm and active	74	62.71	36	30.51	4	3.39	4	3.39	-	-	118	100
3.6	When you have learned in mother tongue (Awngi), you have understood the lesson easily and quickly	88	74.58	24	20.34	2	1.69	4	3.39	-	-	118	100
3.10	Learning in Awngi saves your time needed to learn in Amharic or in English	56	47.46	24	20.34	12	10.17	16	13.56	10	8.47	118	100

In response to item 3.3, the majority of informants, 108 (91.52%) of them, reported that provision of teacher education in Awngi has increased their motivation to learn. This was approved by 86 (72.88%) of strong agreement and 22 (18.64%) of agreement responses. When very few respondents, 2 (1.70%) of them, gave indifferent response, the remaining respondents 8 (6.78%) of them, forwarded their disagreement. Based on the response of 91.52% of respondents who approved the increment of their motivation while learning in Awngi, it seems fair to interpret that the majority of PTs were actively participating in the implementation process of program that contributes to the development and sustainability of the program.

In case of item 3.4, 110 (93.22%) of PTs informed that provision of teacher education in Awngi has made their classroom interaction warm and active. This information was confirmed by 74 (62.71%) of strong agreement and 36 (30.51%) of agreement responses. But relatively very few respondents, 4 (3.39%) of them, indicated their disagreement. Still others, 4 (3.39%) of them, neither agreed nor disagreed in this case. From the analysis of these data, it seems possible to deduce that the warm

and active classroom interaction has facilitated the teaching-learning in that Stakeholders in a classroom can express their ideas with a lesser difficulty. This may have positive effect to develop and sustain the program that goes in line with" Learning in their mother tongue enhances understanding and frees the thinking of the children. It helps to express their ideas with ease and confidence" Gfeller (1999:19) being cited in Birhanu (2007).Almost all PTs in the focus group discussion reacted that learning in Awngi has made their classroom participation active for they know Awngi better.

With regard to item 3.6, the most majority of respondents, 112 (94.92%) of PTs, reported that provision of education in Awngi has made their understanding of the subject matter easy and quick. The responses of 88 (74.58%) of strong agreement and 24 (20.34%) of agreement confirmed this report. To the opposite, only 4 (3.39%) of respondents showed their disagreement. The rest of them, 2 (1.69%), showed their indifference in responding to this item. The agreement held by the majority of respondents, 94.92% of them, seems to imply that provision of teacher education in Awngi has motivated and encouraged PTs to learn in Awngi and perform better academically in the program. This is in line with what Hoben (1994) stated that if students learn in mother tongue, they can achieve better academic performance for it reduces language difficulties likely to occur while learning in a second language. Consequently, it seems faire to think that better academic performance of PTs has also encouraged PTs to attend education in Awngi that facilitates the strength of the program.

In the FGD held with PTs, almost all PTs confirmed that utilization of Awngi as medium of instruction made their academic performance better. In this regard, for instance, one PT said "...while learning in Awngi, I could understand better because I have better language skills in Awngi." This response consolidates what most PTs confirmed in items 3.3, 3.4 and 3.6 in table 4.9 concerning the pedagogical advantage of learning in Awngi. Intensifying this, another PT said that "...when I learn in Awngi, I understand the lesson easily and quickly." Of course, the majority of participants supported this idea. However, they did not deny that lack of standardized terms in Awngi that stand for scientific and technological concepts was a problem facing the implementation process of the program. Hence, the researcher is more likely to say that most PTs' better academic performance has motivated PTs to attend education in Awngi.

In response to the question raised in item 3.10, the majority of PTs, 80 (67.80%) of them, approved that mother tongue instruction saves their time needed to learn in Amharic or in English. The

responses of 56 (47.46%) of strong agreement and 24 (20.34%) of agreement responses assured this. Conversely, 26 (22.03%) of respondents reported that learning in Awngi never saves the time need to learn in Amharic or in English. This was supported by 16 (13.56%) of disagreement and 10 (8.47%) of strong disagreement responses. Still the reaming 12 (10.17%) took neutral position in their response. The analysis of data seems to imply that most of PTs have preferred to attend education in Awngi than in a second language for while learning in Awngi PTs seem to have understood a subject matter quickly and easily. Of course, the disagreement of some PTs seems to imply that such PTs might have faced a problem to attend education in Awngi that affects the success of the program negatively. This is in line with the case Spolsky (1972:3) stated that"... the first few years spent in school acquiring competence or knowledge in the home language is considered wasted. Such language barrier which blocks their learning discourages their efforts and reduces their chance of success in the educational system."

Table 4.10 Attitude of Prospective Teachers towards the Psychological significance of Provision of Teacher Education in Awngi

No	Item	Responses											
		SA		A		UD		DA		SD		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
3.5	Utilization of mother tongue (Awngi) at college level as medium of instruction has made you happy	100	84.75	14	11.86	-	-	4	3.39	-	-	118	100
3.7	You would be happy to teach all subjects in Awngi at primary school education	76	64.41	28	23.73	4	3.39	8	6.78	2	1.69	118	100
3.8	When you learn in Awngi you fell inferiority	6	5.08	12	10.17	4	3.39	32	27.12	64	54.24	118	100

In item 3.5, the majority of PTs, 114 (96.61%) of them, assured that learning in Awngi has made them happy. In assuring this, 100 (84.75%) of strong agreement and 14 (11.86%) of agreement responses were received. To the contrary, extremely few respondents, 4 (3.39%) of them, reported that they were unhappy in the issue. This analysis of data seems to indicate that the majority of PTs, 96.61% of them, have engaged actively in the teaching-learning process. This in turn has the potential to further strengthen the program. This is in line with what Collins (1996) stated that one's

learning in his/her mother tongue creates a comfortable situation in which he/she can participate actively and confidently in the classroom situation.

In case of item 3.7, most of PTs, 104 (88.14%) of them, assured that they are happy to teach different subjects in Awngi in the future. This favorable reaction received 76 (64.41%) of strong agreement and 28 (23.73%) of agreement responses. However, 10 (8.47%) of the respondents reported their disagreement to the case. This disagreement received 8 (6.78%) of disagreement and 2 (1.69%) of strong disagreement responses. The rest, only 4 (3.39%) of them, gave indifferent ratings. The positive reaction of the majority of PTs, 88.14% of them, to teach in Awngi in the future implies that most of them have been attending the program with great interest and encouragement that facilitates the implementation process of the program.

In addition to what has been aforementioned, the data secured through FGD and open-ended questionnaire concerning the interest of PTs to teach in Awngi in the future indicated that the majority of PTs were interested to learn and teach in Awngi. In line with this, for instance, one PT said that "...when I learn in Awngi I feel happy because I know Awngi well. Therefore, I am interested to teach in Awngi." This seems to suggest that this PT was playing active roles that strengthen the implementation process of the program. The other PT also said that "Learning in Awngi helps me to understand the subject matter easily. This makes me happy." What this seems to imply is that PTs are happy and encouraged to learn as well as to teach in Awngi. However, they did not deny that the program faced some problems. In this case, for example, one trainee said that "*...the inside as well as the outside of the college community undermine the Awngi language and TEs of the Awngi Unit donot have smooth relation with TEs teaching in English or in Amharic because TEs teaching either in Amharic or English undermine the significance of the Awngi language as well as the Awngi program*". The majority of trainees supported what this trainee said. This may enable the researcher to consider that some PTs may probably be discouraged to attend the program and the effectiveness of the program may be hampered.

Regarding item 3.8, relatively a few respondents, 18 (15.25%) of them, reported that when they learn in Awngi, they feel inferiority. this report received 6 (5.08%) of strong agreement and 12 (10.17%) of agreement responses. On the other hand, when 4 (3.39%) of PTs gave indifferent response, the rest of them, 96 (81.36%) of PTs, asserted their disagreement. The responses of 32 (27.12%) of disagreement and 64 (54.24%) of strong disagreement responses confirmed it.Hence, the researcher seems fair to accept that the majority of PTs were confident enough in that they

believed that the Awngi language is equal to other languages such as Amharic to express its culture. Therefore, these PTs are likely to be encouraged to learn in Awngi. That means, it is possible to see that a comfortable situation that facilitates learning in Awngi seems has been created in PTs. However, those PTs who expressed their feeling of inferiority while learning in Awngi may resist the implementation process of the program.

Table 4.11 Attitude of Prospective Teachers towards Linguistic significance of Provision of Teacher Education in Awngi

No	Item	Responses											
		SA		A		UD		DA		SD		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
3.1	Since you already know Awngi, you prefer to learn in Amharic/in English	4	3.39	12	10.17	15	12.71	51	43.22	36	3.51	118	100
3.9	Learning in Awngi weakens your second language ability	4	3.39	20	16.95	10	8.47	52	44.07	32	27.12	118	100
3.12	Due to utilization of Awngi as medium of instruction, there has been better communication among your selves	90	76.27	16	13.56	6	5.08	4	3.39	2	1.70	118	100
3.13	Due to utilization of Awngi as medium of instruction, there has been better communication between you and teacher educators	78	66.10	34	28.81	-	-	4	3.39	2	1.70	118	100

The data in item 3.1 reveal that 16 (13.56%) of PTs preferred to learn in Amharic or English rather than in Awngi. To assert this, 4 (3.39%) of strong agreement and 12(10.17%) of agreement responses were given. Conversely, 87 (73.73%) of the respondents decided to learn in Awngi rather than in Amharic or English. This decision got a support of 51 (43.22%) of disagreement and 36(30.51%) of strong disagreement responses. The remaining ones, 15 (12.71%) of them, showed neither agreement nor disagreement in their response. The analysis of the data implies that more

than half of respondents are likely to support the implementation process of the program. However, those PTs who refused provision of education in Awngi and those who showed indifferent preference seem to be obstacles of the implementation process of the program. Because, about 26.27% of PTs seem either they were deliberately opposing mother tongue instruction or they were not clear with the advantages of mother tongue instruction. This is in line with what Fishman (1974:55) said that "...a person may be willing to accept one language for some purpose, he may find it suitable; in other circumstances, and he may have a firm negative attitude towards it. Conflict can occur in the same person between his individual needs and capacities and on the other the demands of the group to which he is affiliated."

In case of item 3.9, 24 (20.34%) of PTs perceived that provision of education in Awngi reduces their second language ability. This was assured by 4 (3.39%) of strong agreement and 20 (16.95%) of agreement responses. To the contrary, 84 (71.19%) of respondents replied that provision of teacher education in Awngi never weakens their second language acquisition ability. This decision received 52 (44.07%) of disagreement and 32 (27.12%) of strong disagreement responses. Other respondents, 10 (8.47%) of them, declared that they are neutral in their response. As more of PTs reported during the FGD, learning in Awngi never weakened their language ability in Amharic as well as in English. Here it seems fair to judge that because learning in Awngi might have served them as a basis to acquire language skills in a second language, the majority of PTs might have developed better language skills in a second language that encourages them to attend the program enthusiastically. This analysis of data confirms what Thonis (1981) stated that students who are provided education in mother tongue not only succeed academically but also mother tongue instruction lays the foundation for the acquisition of a second langue.

As the reaction of PTs to item 3.12 shows, the majority of them, and 106 (89.83%), reported that provision of teacher education in Awngi resulted in the presence of better communication among them. The report of 90 (76.27%) of strong agreement and 16 (13.56%) of agreement reports confirmed this. However, very few respondents, 6 (5.09%) of them, assured that provision of education in Awngi complicated their communication. This report received 4 (3.39%) of disagreement and 2 (1.70%) of strong disagreement responses. The rest of them, 6 (5.08%), gave indifferent responses to the case. Taking the analysis of these data into consideration, the researcher seems fair to suggest that the majority of PTs can exchange ideas in Awngi effectively. This in turn can facilitate the effectiveness of the teaching-learning process being conducted in Awngi which

goes in line with what Spolsky (1972) argued that utilization of a common language (mother tongue of the learner and the teacher) increases participation and removes communication deficiencies between them.

In case of item 3.13, 112 (94.91%) of respondents approved that as the result of provision of education in Awngi, their communication with teacher educators was improved. This approval received 78 (66.10%) of strong agreement and 34 (28.81%) of agreement reaction. But only 6 (5.09%) of them disclosed that provision of education in Awngi reduced their communication with teacher educators. Inhere, it seems more likely to conclude that better communication established between most of trainees and trainers as the result of provision of education in Awngi has facilitated the teaching-learning process. As a result, it seems likely to see that most of PTs have given high value to Awngi that can promote the academic performance of PTs and enhance the strength of the program.

During the FGD, the majority of PTs forwarded that this program increases intimacy of PTs and TEs that results in smooth and better communication between the learner and the teacher. This is likely to facilitate the implementation process of the program.

4.3.2 Attitude of Teacher Educators and College Officials towards Provision of Teacher Education in Awngi

Among 16 interview questions provided for TEs, 4 of them were dealing with attitudinal issues related to mother tongue instruction. Among 6 interview questions given to COs, 2 of them were prepared by emphasizing on attitudinal issues.

4.3.2.1 Attitude of Teacher Educators towards Provision of Teacher Education in Awngi.

During the interview, TEs were requested to give response to the question emphasizing on the impact of mother tongue instruction in developing the self-confidence of PTs. Concerning this, the majority of TEs reacted favorably that provision of teacher education in Awngi develops the self-confidence of PTs. For instance, in his argument, one TE said that"...when trainees learn in Awing, they can get opportunity to be aware of that Awngi can give whatever services that other languages give in education. Since PTs know Awing well, they can communicate easily with every one who communicates in Awing, understand the subject matter easily, feel comfort while exchanging ideas in it and give more value to Awing" (04/03/2009).

More of TEs supported this argument. However, relatively few respondents reported that they think that provision of instruction in Awngi cannot develop PTs' self-confidence. These TEs reasoned out that absence of further education program in Awngi, inadequacy of reference materials prepared in Awngi and less developed language skills in Awngi particularly in reading and writing skills are likely to affect the development of PTs' self confidence negatively. As the analysis of the responses implies, the majority of TEs were actively engaged in the implementation process of the program that may encourage PTs to attend the program confidently.

With regard to the impact of mother tongue instruction in the academic competence of PTs, the majority of TEs thought that mother tongue instruction enhances the academic competence of learners and facilitates communication. For example, on 04/03/2009, one TE said that"...learning in Awngi makes communication clear and easy, enables learners understand the subject matter easily and the curriculum to be adapted to the learner's culture." Most of TEs supported this idea. Of course, to the contrary, few respondents thought that mother tongue instruction weakens the academic competence of trainees. Their reasons were that absence of reference materials, inadequate language skills of TEs in Awngi and less emphasis given to the program by COs were likely to affect the implementation process of the program negatively. It seems acceptable to interpret that the support of most of TEs is likely to enhance the strength of the program. However, the existence of practical problems raised inhere is more likely to reduce the academic competence of PTs and to weaken the program.

Concerning the effect of mother tongue instruction on the view of trainees towards their sense of national unity, the great majority of TEs believed that mother tongue instruction strengthens the view of PTs towards national unity. As the reason, for instance, on 05/03/2009 one TE stated that"... as far as different nations are treated equally in different affaires, the possibility of maintaining national unity increases." Most of TEs forwarded the same reason to support this idea. To the contrary, relatively very few interviewees said that utilization of Awngi as medium of instruction weakens PTs' view towards national unity. Their reasons were that the trainees have been reporting that Awngi is undermined by the inside as well as outside of the college community and they themselves have been discriminated. Hence, it seems fair to say that most of TEs have reasonable positive attitude towards mother tongue instruction that contributes to the successful implementation of the program. TEs who complained the program were even reasonable because

undermining the language and discrimination of trainees may lead different groups into dispute. As a result, PTs' view of national unity may be weakened.

With regard to the attitude of TEs towards provision of education in Awngi, the respondents confirmed that almost all TEs were very interested and committed to discharge their responsibilities while using Awngi as medium of instruction. In expressing how TEs were optimist to the program, One TE stated that "...Teacher Educators seem to have patriotic feeling or ethnic loyalty in carrying out their duty. TEs are translating, writing and preparing curriculum materials in free of charge. Of course, we are very loaded in preparing curriculum materials and in teaching courses. But we are highly motivated and concerned to the feasibility of the program" (05/03/2009).

The majority of TEs reported the presence of such over load and commitment on the part of TEs. Of course, although the optimistic view outweighs to that of the pessimistic one, one TE reported that "...some TEs have unfavorable attitude to the program for they think that the Awngi language lacks standardized terms that stand for scientific and technological concepts, TEs do not have adequate language skills in Awngi, TEs did not take any training of how to teach in Awngi and the support and encouragement offered to them from the college was not satisfactory" (03/03/2009).

This was the fact supported by more TEs.This response implies that although the majority of TEs were interested and committed to the feasibility of the program at least principally, inadequate language skills of TEs, lack of standardized terms that stand for scientific and technological concepts in Awngi, absence of training given to TEs and inadequacy of support and encouragement given to the program seem to affect the attitude of some TEs towards the program negatively. This in turn is likely to have negative effect towards the success of the program.

In case of the attitude of PTs, almost all TEs except one witnessed that PTs reacted positively to the feasibility of the program. This seems to indicate that PTs have become active participants of the teaching-learning process.

Whereas, concerning the attitude of COs towards provision of teacher education in Awngi, the majority of TEs revealed that except COs who manage the Awngi Unit, the remaining COs were reluctant to exert what was required from them to the feasibility of the program. Respondents put that COs other than those officials who manage the Awngi Unit thought that they were not beneficiaries of the program because the program was not their businesses rather it was the business of the Awngi Unit and curriculum materials were not prepared before the commencement of the

program. What it seems reasonable to conclude there is that unfavorable attitude of the aforementioned negatively reacted COs is more likely to affect the implementation process of the program negatively?

4.3.2.2 Attitude of College Officials towards Provision of Teacher Education in Awngi

Concerning the appropriateness of provision of teacher education in Awngi, the majority of interviewed COs reported that it was more appropriate to provide teacher education in mother tongue (Awngi) which has been serving as medium of instruction at primary school level in Awi administrative Zone. However, having mentioned the presence of some practical problems affecting the feasibility of the program negatively, most of COs complained the commencement of the program. In this case, One CO argued that

> *...the curriculum materials were not prepared before hand and TEs did not get any pre-orientation on how to teach in Awngi. TEs have in sufficient language skills in Awng and particularly the program lacks reference materials and teaching aids prepared in Awngi. Moreover, any workshop that could have helped to enrich curriculum materials prepared and to discuss on different issues concerning the program has never been prepared."(11/03/2009)*

Having stated the same issues raised here,most of COs forwarded the same objection to the commencement of the program. The responses of COs imply that COs might have been discouraged and less committed to exert the required effort that contributes to alleviate practical problems facing the program because most of practical problems mentioned inhere should have been solved through their own effort.

In addition to their own attitude towards provision of teacher education in Awngi, COs were interviewed about the attitude of TEs and PTs towards the program. Very few COs replied that some few TEs had negative attitude towards utilization of Awngi as medium of instruction. Inhere, COs justified that some TEs undermined learning in Awngi and became resistant to prepare modules in free of charge. They were discouraged to teach in Awngi for hey had inadequate language skills in Awngi and they were burdened in teaching and preparing curriculum materials. Of course, the majority of COs witnessed that TEs were positive and committed to the successful implementation of the program. The implication of the responses seems that practical problems facing the program have affected the attitude of some TEs negatively. This in turn might have affected the effectiveness of the program negatively.

As the responses of the COs indicate, most of PTs were eager to attend education in Awngi. They reasoned out that the chance most of PTs got to learn primary education in Awngi facilitated

communication as well as their academic performance and the existence of immediate job opportunity after graduation has become inviting. However, a few of COs reported that some PTs were pessimistic to the program. Because, when some PTs worry about the fate of their further education in Awngi, some other ones doubt the proficiency of their language skills in Awngi to attend the program. Here it seems true that though most of PTs were likely to facilitate the implementation process of the program, some of few of them were in a position to affect it negatively.

Concerning their own attitude towards provision of teacher education in Awngi, only half of COs confirmed that they themselves have optimistic view towards the program. For this they forwarded that it is the right of trainees to attend education in mother tongue which gives them linguistic and educational advantages. Whereas, the rest of COs reported that some COs did not accept the commencement of the program. Their reasons were that learning in undeveloped language (Awngi) discourages PTs, reduces their self confidence that ends in discouraging PTs to attend the program. One CO also declared that"... some COs did not exert maximum effort to strengthen the program; rather their acts seemed only to discharge their accountability but not the responsibility of the college" (10/03/2009). This information seems to indicate that the possibility of half of COs to be reluctant in discharging their responsibilities is high. This may weaken the success of the program.

4.4. Reaction of Respondents towards Provision of Opportunities in Teacher Education Provided in Awngi

The presence of opportunities that facilitate utilization of mother tongue as language of instruction facilitates the success of its implementation process. Understanding the status quo of opportunities created in this case enables concerned bodies to take timely and appropriate measures that either alleviate problems created or consolidate strengths obtained. Accordingly, the responses of PTs, TEs and COs concerning the status quo of provision of the required opportunities that can facilitate utilization of Awngi as medium of instruction have been presented, analyzed and interpreted bellow.

4.4.1 Reaction of Prospective Teachers towards Provision of Opportunities in Teacher Education Provided in Awngi

Table 4.12 Reaction of Prospective Teachers towards Provision of Support and Supply to the Program

No	Item	Responses											
		VH		H		M		L		VL		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
4.1	The support which the college community has been providing so as to facilitate utilization of Awngi as medium of instruction has become	20	16.95	6	5.09	22	18.64	28	23.73	42	35.59	118	100
4.9	The shortage of reading materials prepared in Awngi that may help to practice and improve reading and writing skills in Awngi and to enrich knowledge of different subjects has been	58	49.15	44	37.29	4	3.39	8	6.78	4	3.39	118	100

Key: VH = Very High, H = High, M = Medium, L = Low, VL = Very Low

Concerning item 4.1 in table 4.12, 26 (22.04%) of the respondents assured that the college community gave high support. This was confirmed by 20 (16.95%) of very high and 6 (5.09%) of high responses. To the contrary, 70 (59.32%) of PTs revealed that the support given by the college community was low. This received 28 (23.73%) of low and 42 (35.59%) of very low responses. The remaining respondents, 22 (18.64%) of them, gave their indifferent response. The response of the majority of respondents, 59.32% implies that the program has got less concern of the college community that is more likely to affect its success negatively.

The information secured during the FGD held with PTs shows that TEs who teach in Awngi gave high support to the program. For instance, concerning this support given to the program, one trainee said that "... almost all our TEs give us their teaching materials to photocopy and use. In addition, they arrange special make-up classes to help us. TEs always advise us to give high value to the program, encourage us to use Awngi wherever possible and have established friendly rapport with trainees."

This response seems to tell to the researcher that the concern and commitment of TEs who rendered support to the program has become an opportunity that facilitates the success of the program.

As the agreement of almost all PTs participated in FGD shows, particularly, COs and TEs other than COs who manage the Awngi Unit and TEs who teach in Awngi never offered the required support. In line with this, for instance, one trainee said that "First of all, they undermine the language and consider themselves as if they were superior to Awngi speakers." This seems to confirm what about 59.32% of PTs said in item 4.1 of table 4.12 concerning the support of the college community given to the program. This unfavorable act is more likely to be great challenge of the program.

With regard to the status quo of the shortage of reading materials prepared in Awngi, 102 (86.44%) of PTs reported that the shortage of reading materials prepared in Awngi was great. This received the response of 58 (49.15%) of very high and 44 (37.29%) of high. Conversely, only a few of respondents, 12 (10.17%) of them, revealed that few reading materials prepared in Awngi exist in the college. The responses of 8 (6.78%) of low and 4 (3.39%) of very low responses assured this fact. The rest of PTs, 4 (3.39%) of them, declared that shortage of reading materials became medium. The information secured in item 4.9 implies that the shortage of reading materials prepared in Awngi has been highly affecting the implementation process of the program negatively because inadequacy of reading materials reduces the source of information where trainees as well as TEs can fetch information. This in turn is more likely to be challenge of the implementation process of the program that goes in line with what Thonis (1981:176) stated concerning the necessity of providing books and other reading materials prepared in a language being used as medium of instruction that "The school must seriously consider the addition of native language books and other materials to supplement the classroom instruction and to extend opportunities for growth in reading and thinking skills."

The data secured during the FGD session consolidated the report of the majority of PTs in item 4.9 that there exists a serious problem of shortage of reading materials written in Awngi. Almost all of PTs confirmed this fact. While expressing this fact, one trainee said "...there is no any reference material prepared in Awngi in the library. We photocopy and use teacher's teaching materials". Hence, this informs that inadequate provision of reading materials has affected the implementation process of the program negatively.

Table 4.13 Reaction of Prospective Teachers towards the Status Quo of Stakeholders' Psychological Readiness to Utilize Awngi as Medium of Instruction

No	Item	Responses											
		VH		H		M		L		VL		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
4.2	The interest and enthusiasm of Teacher Educators to teach you in Awngi has been	80	67.80	16	13.56	8	6.78	8	6.78	6	5.08	118	100
4.3	Your interest and enthusiasm to learn in Awngi rather than in any second language has been	88	74.58	20	16.95	4	3.39	2	1.69	4	3.39	118	100
4.10	The extent to which your parents have become happy in the provision of Teacher Educators in Awngi has been	80	67.80	25	21.19	7	5.93	6	5.08	-	-	118	100
4.7	When you make conversation with any body in Awngi, your comfort always has become	70	59.32	22	18.64	10	8.48	12	10.17	4	3.39	118	100

Concerning item 4.2 which states the interest and enthusiasm of TEs to teach in Awngi, the majority of trainees, 96 (81.36%) of them, reported that the interest and enthusiasm of TEs has become high. These 80 (67.80%) of very high and 16 (13.56%) of high responses confirmed this perception. However, 14 (11.86%) of PTs declared that TEs have low interest and enthusiasm. It received 8 (6.78%) of low and 6 (5.08%) of very low responses. Other PTs, 8 (6.78%) of them preferred the middle position for their response. The researcher seems fair to interpret that high motivation and enthusiasm of most of TEs has become an opportunity that enables TEs to carryout their task effectively that can raise the interest and motivation of PTs.

In addition, PTs who participated in the FGD assured that TEs were highly interested to teach in Awngi. Regarding this, for example, one trainee said "...TEs are very concerned to the program. They advise us to tackle whatever challenge facing us." This information consolidates the perception of PTs who reported in item 4.2 that the interest and enthusiasm of TEs has become high.

With regard to the interest and enthusiasm of PTs themselves to learn in Awngi, 108 (91.53%) of PTs reported that they have been highly interested and enthusiastic to learn in Awngi. This favorable response received 88 (74.58%) of very high and 20 (16.95%) of high reaction. Contrary

to this, 6 (5.08%) of respondents indicated that provision of education in Awngi has reduced the interest of PTs. Inhere, 2 (1.69%) of low and 4 (3.39%) of very low responses revealed this event. The rest of them, 4 (3.39%) of PTs, assured that the interest and enthusiasm of PTs has been medium. As the analysis of data indicates, the interest and enthusiasm of the majority of PTs is in line with what Baker (1990) stated that using mother tongue as medium of instruction helps learners to develop positive attitude towards learning and to maintain individual and group identity, self esteem, social and emotional well-being. This again may serve as an opportunity that facilitates the academic performance of trainees.

Concerning the extent of their parents' happiness in the provision of teacher education in Awngi, almost all of PTs, 105 (88.99%) of them, witnessed that their parents have become happy in it. This was confirmed by 80 (67.80%) of very high and 25 (21.19%) of high reactions. Whereas, relatively very few respondents, 6 (5.08%) of them, indicated that their parents have become disappointed in provision of education in Awngi. Other respondents, 7 (5.93%) of them, declared that their parents have become neither happy nor disappointed. From the analysis of these data it seems likely to understand that the majority of parents have understood the advantage of mother tongue instruction for they seem that they were supporting and encouraging their children to attend their education in Awngi. This is in favor of a policy of mother tongue instruction requires parents to understand the advantage of their children's learning in mother tongue for students benefit when the parents are involved and supporting their schooling(Gudmund ,2003).

With regard to item 4.7 in table 4.13, the majority of trainees, 92 (77.96%) of them, confirmed that when they converse with any body in Awngi, they feel high comfort. This response received 70 (59.32%) of very high and 22 (18.64%) of high reaction. To the contrary, 16 (13.56%) of them, assured that their comfort becomes low. This information received 12 (10.17%) of low and 4 (3.39%) very low reaction of respondents. The remaining 10 (8.48%) of the respondents took neutral position in their reaction of the case under discussion. The implication of the analysis of data seems that mother tongue instruction has increased the confidence of learners that improves their academic performance. This is in line with what Schultz (2001) citing Nodings stated that mother tongue instruction creates comfortable situation and a felling of lower stress in learners that would develop competence in their schoolwork confidently.

Table 4.14 Reaction of Prospective Teachers towards Stakeholders' Proficiency of Language Skills in Awngi

No	Item		Responses											
			VH		H		M		L		VL		Total	
			No	%	No	%	No	%	No	%	No	%	No	%
4.5	The Awngi languae skills proficiency of teacher educators	In listening has been	74	62.71	30	25.42	8	6.78	4	3.39	2	1.70	118	100
		in speaking has been	28	23.73	46	38.98	28	23.73	12	10.17	4	3.39	118	100
		In reading has been	15	12.71	21	17.80	10	8.48	38	32.20	34	28.81	118	100
		In writing has been	20	16.95	10	8.48	22	18.64	26	22.03	40	33.90	118	100
4.6	Your Awngi languag e skills proficiency	In listening has been	90	76.27	22	18.64	2	1.70	4	3.39	-	-	118	100
		in speaking has been	82	69.49	24	20.34	8	6.78	4	3.39	-	-	118	100
		In reading has been	70	59.32	34	28.81	8	6.78	4	3.39	2	1.70	118	100
		In writing has been	76	64.41	14	11.86	18	15.25	2	1.70	8	6.78	118	100
4.11	While learning in Awngi, your ability to communicate with your teacher as well as with your peers has become		62	52.54	42	35.59	8	6.78	4	3.39	2	1.70	118	100
4.4	The adequacy of Teacher Educator's knowledge and skills to teach you in Awngi has been		11	9.32	14	11.86	10	8.48	50	42.37	33	27.97	118	100

In item 4.5, concerning the listening skills proficiency of TEs, most of PTs 104 (88.13%) of them, informed that the listening skills proficiency of TEs has become high. To confirm this, 74 (62.71%) of very high and 30 (25.42%) of high responses were given. On the other hand, 6 (5.09%) of PTs reported that the listening skills proficiency of TEs has been very low. Still other PTs, 8 (6.78%) of them, indicated that TEs have medium listening skills proficiency in Awngi. Concerning the speaking skills proficiency, 74 (62.71%) of PTs reported that TEs have possessed high proficiency of speaking skills in Awngi. Inhere, 28 (23.73%) of very high and 46 (38.98%) of responses assured this report. Other 16 (13.56%) of PTs confirmed that TEs have low proficiency of speaking skills. To assert this, 12 (10.17%) of low and 4 (3.39%) of very low responses were received. Other PTs, 28 (23.73%) of them, gave indifferent response.

The responses of 36 (30.51%) of PTs indicate that the reading skills proficiency of TEs in Awngi has been high. To confirm this, 15 (12.71%) of very high and 21 (17.80%) of high responses were

given. To the opposite of this, 72 (61.01%) of PTs forwarded that the reading skills proficiency of TEs in Awngi has become low. This report received 38 (32.20%) of low and 34 (28.81%) of very low responses. Whereas, 10 (8.48%) of respondents confirmed that the reading skills proficiency of TEs has been medium. Concerning the writing skills of TEs in Awngi, few respondents, 30 (25.43%) of them, reported that they have high writing skills proficiency. The responses of 20 (16.95%) of very high and 10 (8.48%) of high responses were given to indicate this. However, 66 (55.93%) of respondents indicated that it has become low. Among these, 26 (22.03%) of low and 40 (33.90%) of very low responses confirmed it. Other 22 (18.64%) of PTs reported that the writing skills proficiency of TEs is to be described as medium. As the analysis of data secured regarding TEs' proficiency in listening, speaking, reading and writing skills in Awngi language implies, poor reading and writing skills proficiency of TEs in Awngi are more likely to affect the teaching-learning process of the program negatively i.e. TEs may not use these skills efficiently to read and write curriculum materials.

During the FGD session, PTs reported their belief that most of TEs have inadequate language skills in Awngi. One trainee, for instance, said that"...most of TEs have problems of language skills proficiency in Awngi. They simply teach us in moral." The other trainee also said that "...most of TEs face problems of language skills particularly in speaking, reading and writing skills of the Awngi language." Almost all participants agreed on the presence of such problems. In general, as the analysis of data secured through questionnaire and FGD from PTs indicate, inadequacy of language skills of TEs in Awngi, particularly in speaking, reading and writing skills might have reduced the efficiency of teacher educators to teach in Awngi that consequently weakens the strength of the program.

As it has been indicated in table 4.14, in item 4.6, PTs were requested to indicate their perception on their language skills proficiency in Awngi. Then, the majority of PTs, 112 (94.91%) of them, reported that they have high listening skills in Awngi. Specifically, 90 (76.27%) of very high and 22 (18.64%0 of high perceptions confirmed this report. Among the remaining respondents, 4 (3.39%) of them, indicated that their listening skills proficiency has become low. Still other PTs, 2 (1.70%) of them, asserted that their listening skills proficiency in Awngi has been medium. With regard to their speaking skills ability in Awngi, 106 (89.83%) of them, declared that it has become high. To confirm this, 82 (69.49%) of very high and 24 (20.34%) of high responses were given. However, very few PTs, 4 (3.39%) of them, reported that they have low speaking skills proficiency.

Moreover, 8 (6.78%) of respondents approved that they have medium speaking skills ability in Awngi. In case of their reading ability in Awngi, 104 (88.13%) of PTs witnessed that they have high reading skills proficiency. Here, 70 (59.32%) of very high and 34 (28.81%) of high responses assured the report. Conversely, 6 (5.09%) of respondents declared that their reading skills proficiency has been low. This information was supported by 4 (3.39%) of low and 2 (1.7%) of very low responses. The rest of them, 8 (6.78%), confirmed that it has become medium. The response of trainees concerning their writing skills ability in Awngi indicates that 90 (76.27%) of them have high writing skills proficiency. This is the fact that received 76 (64.41%) of very high and 14 (11.86%) of high responses. However, other 10 (8.48%) of PTs revealed that their writing skills ability has become low. 2 (1.70%) of low and 8 (6.78%) of very low responses confirmed it. The remaining 18 (15.25%) of them gave indifferent responses to this proficiency level. As the data analysis indicates, it is more likely to say that high listening, speaking, reading and writing skills proficiency of PTs in Awngi has been facilitating the implementation process of the program.

In addition to what has been described above concerning the language skills proficiency of PTs in Awngi, the majority of PTs who participated in the FGD reported that the majority of PTs have adequate listening, speaking, reading and writing skills proficiency in Awngi. However, they disclosed that some PTs who did not attend primary education in Awngi have inadequate language skills in Awngi, particularly in reading and writing skills .Concerning this, one trainee said that "...PTs who attended primary education in Awngi have good listening, speaking, reading and writing skills in Awngi. We even help TEs. But other trainees who attended primary education in Amharic cannot speak, read and write as quickly as possible."

The analysis of information secured through questionnaire as well as FGD seems to enable the researcher to say that the majority of PTs, particularly those who attended primary education in Awngi might have used their developed language skills in Awngi to attend education given in Awngi efficiently. However, those PTs who were deprived of attending primary education in Awngi are more likely to be inefficient in their academic performance for they may not use their language skill in Awngi to understand and express ideas as efficiently as possible.

In item 4.11, 104 (88.13%) of the trainees reported that while learning in Awngi their ability to communicate with TEs and their peers has become high. This received 62 (52.54%) of very high and 42 (35.59%) of high responses. Contrary to this, very few trainees, 6 (5.09%) of them, revealed that their communication ability has become low. To indicate this, 4 (3.39%) of low and 2 (1.70%)

of very low responses were given. The last, 8 (6.78%) of PTs gave indifferent responses in this case. The response of the majority of respondents seems to inform to the researcher that most of PTs have exchanged information with TEs as well as with their peers effectively. This might have contributed to better academic performance of PTs that motivates PTs to attend the program enthusiastically. This is because, as Spolsky (1972) argued, "...a common language used as medium of instruction increases participation and removes the communication deficiencies between the learner and the teacher."

The reaction of PTs towards the adequacy of the skills and knowledge of TEs to teach in Awngi reveals that some of PTs, 25 (21.18%) of them, reported that TEs have possessed high level of skills and knowledge that enable them to teach in Awngi. In confirming this, 11 (9.32%) of very high and 14(11.86%) of high reactions were observed. On the other hand, 83 (70.34%) of them reacted that the skills and knowledge of TEs to teach in Awngi were low. In this case, 50 (42.37%) of low and 33 (27.97%) of very low reactions confirmed this. The remaining PTs, 10 (8.48%) of them gave indifferent response to this case. The analysis of data seems to indicate that inadequacy of TEs' knowledge and skills to teach in Awngi might have reduced the efficiency of TEs to teach in Awngi. Any limitation in the knowledge, probably due to lack of training in this language, is more likely to hamper the success of the teaching-learning process of the program. What Fishman (1974:196) said seems to be an indicator of the impact of the presence of such limitations. What he said was that

> *The belief that a native speaker of a language is automatically qualified to teach in the language including its grammar, pronunciation, reading and writing is a misconception. Teachers are effective if they have been taught from the beginning in their own grammatical concepts of their mother tongue which may complicate and obscure the structure of their own language with that of the language they themselves have been educated."*

Table 4.15 Reaction of Prospective Teachers towards the Status Quo of Adaptation of Curriculum and Other Reading Materials prepared in Awngi

No	Item	Responses											
		VH		H		M		L		VL		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
4.8	The degree to which the curriculum and additional reading materials written in Awngi have sued examples from local resources and cultures of the Awi people has become	12	10.17	16	13.56	15	12.71	30	25.42	45	38.14	118	100

Concerning item 4.8, only 28 (23.73%) of trainees approved that curriculum and other reading materials prepared in Awngi have been contextualized highly into the local resources and culture of the Awi people. This approval received 12 (10.17%) of very high and 16 (13.56%) of high reaction. The other 75 (63.56%) of them revealed that the attempt made to adapt these materials to the concerned culture and local resource has been low. In this case, 30 (25.42%) of low and 45 (38.14%) of very low reactions assured this report. The remaining ones, 15 (12.71%) of PTs, gave indifferent responses to the case being concerned. This is contrary to what Dereje (1998) citing UNESCO (1997) stated that curriculum conceptions and meanings are greatly associated with the existing historical, cultural, social, economic and political background of a given society. It is also opposite to what Boomer; et al. (1992) stated supporting the need of adapting curriculum to the real local needs and classroom situations that in order to negotiate the curriculum to the real local needs and classroom situation, any curriculum must be shaped by the methodologies and specific social norms and needs. That means, the attempt made to adapt the curriculum and other reading materials to the real local needs and norms is very low. This seems to imply that trainees as well as TEs are likely to find the curriculum and other reading materials prepared in Awngi challenging to understand and explain. In addition, the training may lack direct linkage with the primary school education curriculum which would be teachers are to teach.

4.4.2 Reaction of Teacher Educators and College Officials towards Provision of Opportunities in Teacher Education Provided in Awngi

Teacher Educators and College Officials are stakeholders directly concerned with the implementation processes of the program who can provide live information about the status quo of provision of opportunities that facilitate the implementation process of the program. Therefore, their responses have been presented and analyzed bellow.

4.4.2.1 Reaction of Teacher Educators towards Provision of Opportunities in Teacher Education Provided in Awngi

In order to be successful in implementing mother tongue instruction program, the required opportunities should be maintained. In this case, having adequate knowledge about the significance of mother tongue instruction can be considered as an opportunity that promotes stakeholders' role in implementing the program. Hence, TEs are expected to create awareness in PTs regarding the significance of mother tongue education. This is because if PTs become aware of it, they can play positive roles in the implementation process of mother tongue instruction. As the response of TEs

given to interview questions concerning the attempt TEs made to inform PTs about the advantage of mother tongue instruction shows, almost all TEs attempted to create awareness in PTs regarding the advantage of the program. In this case, for instance, one TE on 04/03/2009 said that "...most of the time we inform PTs that learning in Awngi contributes to develop, use and preserve Awngi and other cultures of the Awi nation." While expressing what they attempted to create awareness, most of TEs also mentioned that they encouraged, supported and advised PTs, particularly those PTs who have inadequate language skills in Awngi and negative attitude towards the program. In addition, they have been teaching the value of mother tongue instruction in developing and preserving the language and other cultures of the nation. Hence, it seems fair to consider that the effort TEs made to inform PTs about the merits of mother tongue instruction has enabled PTs to trust the program and to participate actively in the teaching-learning process.

The presence of favorable interest of stakeholders towards mother tongue instruction facilitates its success. In line with this, TEs and PTs are required to have interest in mother tongue instruction. The response of the majority of TEs revealed that TEs were highly interested and motivated in the provision of teacher education in Awngi. In line with this, for instance, one TE said that"...almost all TEs know that mother tongue instruction saves mother tongue from dying. Hence, we are very interested and motivated in the program. I think most of TEs seem keen to teach in Awngi rather than in any other language. Because, when we teach in Awngi, PTs understand the lesson easily and we have good rapport with them." (03/03/2009).

The responses of the majority of TEs supported this argument. However, with regard to the interest and motivation of PTs, most of TEs reported that when the majority of PTs who attended primary education in Awngi were highly motivated and interested, PTs who did not attend primary education in Awngi were less motivated and interested to attend the program. In addition, ignorance of the advantage of mother tongue instruction and the question of the fate of further education of PTs were also causes of some PTs' unfavorable interest and motivation. The responses imply that high interest and motivation of TEs and favorable interest and motivation of most of PTs who attended primary education in Awngi might have facilitated the implementation process of the program. However, the acts of those discouraged and uninterested PTs seem to affect the effectiveness of the program negatively.

With regard to the support and encouragement provided from the college community to the program, most of TEs approved that it was not satisfactory. In support of this, for instance, one TE

said "...TEs are translating curriculum materials in free of charge. But the college never gave us any special support such as financial or reduction of teaching load that should have been given" (06/03/2009). The other TE also said, "Although the program is new, the college does not give any especial support and encouragement." (05/03/2009). As the response tells the researcher, it seems fair to say that poor support and encouragement of the college community seems to reduce the success of the program.

In response to the interview question concerned with the status quo of opportunities created to facilitate mother tongue instruction program, most of TEs disclosed that the opportunities created are negligible. Of course, the presence of government policies and directions that advocate mother tongue instruction in teacher education, committed Awngi TEs, good support of parents, adequate recruit able 10^{th} and 12^{th} grade graduates and immediate utilization of graduates of the program were reported as provided opportunities that may facilitate the success of the program.Whereas, absence of reference materials prepared in Awngi, absence of Teacher Education College in Awi Administrative Zone where PTs would have used the society as source of information to supplement their education, absence of workshops to comment and enrich translated curriculum materials, absence of training given to TEs to teach in Awngi and absence of teaching aids prepared in Awngi in the college were mentioned as missed opportunities that can weaken the program.

What the analysis of data implies seems that although provided opportunities are likely to facilitate the implementation of the program, lack of provision of the aforementioned missed opportunities might have challenged the efficiency of the program greatly.

Concerning the proficiency of TEs in language skills of Awngi, almost all TEs indicated that they have poor proficiency of language skills in Awngi. For instance, one TE said that "...since TEs did not take any training to teach in Awngi, particularly beginner TEs face communication problem. We can not understand and express concepts easily."(03/03/2009). The other most TEs also stated that TEs have problems of language skills in Awngi, particularly in speaking, reading and writing skills. However, in case of the proficiency of PTs, most of TEs witnessed that except PTs who did not attend primary education in Awngi, most of PTs have good language skills proficiency in Awngi. This response consolidates what most of PTs reported concerning the proficiency of TEs and PTs in language skills of Awngi in table 4.14. Hence, it seems acceptable to say that the engagement of more PTs who have better language skills in Awngi makes the implementation

process of the program convenient. However, the presence of almost all inadequately skilled TEs in Awngi might have challenged the effectiveness of the program.

The other issue considered was the presence and adequacy of reference materials prepared in Awngi. In this case, all of TEs confirmed that except some modules, the extent of the presence of reference materials is negligible. They told that trainees use only teachers' teaching materials. In expressing how serious the problem is, one TE said that "...there is serous shortage of reference materials. Even we can not use the society as source of information for the college is geographically far from the Awi society" (04/03/2009). The researcher understands from this response that TEs confirmed what the majority of PTs reported in table 4.12 that the shortage of reading materials prepared in Awngi has become serious problem of the implementation process of the program.

To the interview question provided to TEs concerning the situation of contextualizing curriculum and other reading materials to local resources and culture of Awi people, all TEs reported that these materials were not adapted to the local resources or culture the Awi nation. This is inline with what majority of PTs reported concerning the case in table 4.15. Hence, the analysis of this case seems to indicate that the curriculum and other materials translated directly from other cultures are likely to make the implementation process complex and isolate would be teachers from the culture of the Awi people which they would teach.

Furthermore, concerning the training given to them to teach in Awngi, all TEs assured that they have never taken any special training in this case. Inhere; it seems probably possible to say that TEs might have become inefficient in carrying out their task in the profession. Because what Fishman (1974) said confirms that being native speaker of a language being used as medium of instruction cannot guarantee to teach efficiently in the language including their efficiency of grammar, pronunciation, reading and writing skills.

4.4.2.2 Reaction of College Officials towards Provision of Opportunities in Teacher Education Provided in Awngi

With regard to the interview question provided for COs concerning the contribution of the college community as well as other stakeholders to facilitate the process of provision of teacher education in Awngi, the majority of COs confirmed that the contribution of the college community to the successful implementation of teacher education being provided in Awngi was not different from that of teacher education programs being provided in Amharic or in English. In line with this, for

instance, one CO said that "...Of course, the same emphasis has been given to teacher education programs being given in different languages such as Awngi, Amharic and English. But, since the Awngi program is less experienced, it should have got better commitment of the college community" (06/03/2009).

The other CO also said "...the college community, especially some COs other than COs of the Awngi program does not give any special concern to the program. Rather they consider the program as if it were burden to them" (10/03/2009).

Based on this information, the researcher seems to be more likely to accept that lack of special contribution of the college community particularly COs that discouragingly supported this less experienced teacher education program provided in Awngi has affected the success of the implementation process of the program negatively.

In case of the contribution of stakeholders other than the college community, the majority of COs reported that the initiation and commitment of the ANRSEB and that of AAZED has been better. They stated that the ANRSEB was committed to allocate especial budget to the program, to give direction to establish the Awngi Unit, and to facilitate the employment of TEs for the Awngi Unit. In addition, the AAZED was committed to question the need and commencement of the program, recruit PTs, employ TEs of the Awngi Unit, and print some curriculum materials prepared in Awngi, particularly at the beginning of the program. Hence, the researcher seems more likely to see that the presence of better contribution of some stakeholders such as ANRSEB and AAZED has been facilitating the success of the implementation process of the program.

Concerning the status quo of provision of opportunities that facilitate the implementation process of provision of teacher education in Awngi, the majority of COs assured that the required opportunities were not provided. In this case, they mentioned that TEs did not take any training in Awngi, the curriculum materials were not prepared before the commencement of the program and the program lacked reference materials prepared in Awngi. In addition, they mentioned that the pedagogical center was not equipped with teaching aids prepared in Awngi and any workshop that helps to comment and enrich curriculum materials prepared in Awngi has never been prepared .moreover, since there was no any secretary employed for the Awngi Unit by the time that could have typed translated curriculum materials, TEs themselves were obliged to write these materials and became highly over loaded. However, some few COs reported that some opportunities have been created. They stated that the existence of government's policy which advocates Teacher

Education in mother tongue, the provision of primary education in Awngi, employment of TEs for the Awngi unit, the establishment of the Awngi Unit in the College, the presence of recruitable 10th and 12th grade graduates and the existence of good communication between the Awngi Unit and that of ANRSEBwere opportunities to run the program. As this response tells to the researcher, the absence of provision of more vitally important opportunities aforementioned seems to have reduced the success of the implementation process of the program.

CHAPTER FIVE

Summary, Conclusion and Recommendation

This part of the study has consisted of summary, conclusion drawn from the research findings and recommendation made regarding the research findings.

5.1. Summary

As it has been mentioned in the introductory section of this thesis, Awngi has been used as medium of instruction at Debre Markos College of Teacher Education since 2007. As far as the knowledge of the researcher is concerned, there has never been made any research concerning the perception of PTs, TEs and COs towards utilization of Awngi as medium of instruction at this college.

Hence, the purpose of this research was to investigate the perception of these PTs, TEs and COs towards utilization of Awngi as medium of instruction at the college. The findings of the research were thought to be significant in that concerned bodies such as ANRSEB, AAZED, Debre Markos College of Teacher Education and the likes would be aware of the perception of PTs, TEs, and COs towards utilization of Awngi as medium of instruction in the teacher education and take timely and appropriate measures that may alleviate practical problems facing the program and further strengthen the scholastic success obtained from the implementation of the program.

In order to attain the purpose of the research, basic research questions emphasizing on awareness, attitude, opportunity and challenge were raised.

To find answer to basic research questions raised emphasizing on aforementioned issues, a descriptive survey research method was employed. The diploma program PTs, TEs and COs were used as source of data. Then, having used Stratified random sampling method which enables the researcher to draw proportional unit of trainees from each department, 118 (49.17%) of PTs were selected for the sample of trainees. Moreover, simple random sampling technique (lottery method) was employed to select 12 PTs for the FGD. Furthermore, employing purposive sampling technique, 7 TEs and 7 COs were selected for the sample of TEs and COs.

To collect data from PTs, semi-structured questionnaire and open-ended FGD guides were prepared and used. On the other hand, semi-structured interview guides were used to secure information from TEs and Cos. Finally, the research data secured through these instruments were organized,

tabulated, analyzed and interpreted using frequency counts, percentages, direct quotation and description and/or explanation of responses.

As far as the result of the study is concerned, the following research findings were obtained:

Concerning the pedagogical significance of learning in Awngi, it was found that the majority of PTs, TEs and COs were aware of that learning in Awngi enables them understand the subject matter easily and quickly and achieve better academically than learning in a second language; increases learner participation in the course of learning; avoids communication problems that may face them while learning in a second language and reduces much time needed to study a subject matter in a second language. However, as most of TEs and PTs themselves witnessed, some PTs who did not attend primary education in Awngi had relatively less awareness of the pedagogical significance of mother tongue instruction.

The majority of PTs and TEs also knew that provision of education in Awngi is psychologically significant. They knew that learning in Awngi makes PTs to be proud of Awngi; helps PTs develop self-confidence; increases intimacy of the learner and the teacher; helps PTs feel comfort while expressing ideas in Awngi and motivates PTs to give more value to Awngi. To the contrary, it was found that the awareness of half of interviewed COs was very low for they forwarded that PTs may feel discomfort to express ideas in undeveloped language (Awngi).

It was found in the study that the majority of PTs and TEs were aware of that provision of teacher education in Awngi has sociological advantage. While confirming this, PTs stated that mother tongue education develops their sense of ownership and a secured identity. It was also found that almost all TEs knew that learning in Awngi enables PTs establish good rapport with TEs and understand better that they are owners of the Awngi language and identified as members of the Awi nation. However, more of COs had less awareness of the sociological significance of the program for they informed that learning in Awngi may make PTs uncooperative with PTs attending education in other languages and weaken PTs' sense of national unity.

Almost all PTs and most of TEs were conscious that provision of teacher education in Awngi has linguistic significances. Almost All PTs and most of TEs knew that provision of education in Awngi is the right of PTs that secures PTs' linguistic advantage; contributes to the development and sustainability of Awngi itself and empowers the Awi people to practice their right to develop, use and preserve Awngi.

The attitude of the majority of PTs and almost all TEs towards the right of the Awi nation to utilize Awngi as medium of instruction was favorable. However, having mentioned that the curriculum materials were not prepared before hand, TEs were not pre-oriented on how to teach in Awngi and the reference materials prepared in Awngi were absent ,.some COs other than COs of the Awngi unit and some few PTs who did not attend primary education in Awngi did not support the commencement of the program.

The majority of PTs and TEs reacted favorably towards the sociological significance of provision of education in Awngi,. Both of them supported that learning in Awngi strengthens their views towards national unity for they believed that equal treatment of nations in academic affaires may result in living together cooperatively. To the contrary, more COs thought that provision of education in different languages may weaken PTs' sense of national unity in that PTs may become uncooperative with PTs of other programs and enter in dispute.

What was found concerning the attitude of PTs, TEs and Cos towards the pedagogical significance of provision of teacher education in Awngi was that the majority of PTs, TEs and Cos were in favor of it. Inhere, the majority of PTs approved that mother tongue instruction increases learners' motivation to learn; makes classroom interaction active and warm; enables PTs understand the subject matter easily and quickly and saves their time needed to learn in Amharic or in English. Similarly, the majority of TEs approved that provision of education in Awngi makes classroom communication easy and clear; enables the curriculum to be adapted to the learners' culture and makes learners active and quick to understand the subject matter. The majority of Cos also approved that learning in Awngi facilitates the academic performance of trainees.

The attitude of the majority of PTs and TEs towards the psychological significance of provision of teacher education in Awngi was favorable. The majority of PTs assured that learning in Awngi made them happy and raised their motivation to learn and teach all subjects in Awngi in the future and made most of them feel proud rather than inferiority while learning in Awngi. However, half of COs reacted that mother tongue instruction erodes the self-confidence of PTs for they thought that PTs become discouraged while learning in undeveloped language (Awngi).

The attitude of the majority of PTs and TEs towards the linguistic significance of provision of teacher education was favorable. They approved that learning in Awngi improves PTs' communication with their peers and TEs, secures the development and sustainability of Awngi itself and strengthens their second language acquisition ability. They also showed their preference

to learn and teach in Awngi rather than in a second language respectively. Similarly, more of COs reacted favorably towards the linguistic benefits of provision of education in Awngi.

Concerning the support given to the program from the college community, it was found that the support given by the Awngi Unit CO and that of TEs of the Awngi Unit was encouraging. This fact received the support of the majority of PTs and TEs of the Awngi Unit. However, the majority of COs themselves admitted that COs did not offer any special support to the Awngi program.

As the majority of PTs and almost all TEs and COs assured, this program faced a serious shortage of reading materials prepared in Awngi. In addition, the scarcity of teaching aids prepared in Awngi was very high.

The majority of PTs, TEs and parents had high psychological readiness to implement this program. Most of TEs and PTs were highly interested and enthusiastic to teach and learn in Awngi respectively. Most of PTs also felt high comfort to express ideas in Awngi and confirmed that their parents were in favor of provision of education in Awngi. However, some PTs who did not attend primary education in Awngi and a significant number of COs lacked the required psychological readiness to utilize Awngi as language of instruction.

Concerning the stakeholders' language skills proficiency in Awngi, it was found that when the majority of PTs had better language skills proficiency in all language skills, the majority of TEs had poor speaking, reading and writing skills proficiency in Awngi. Moreover, as the majority of PTs and TEs assured, it was noticed that PTs' ability to communicate with their peers and TEs in Awngi had become high. Of course, Those PTs and TEs disclosed that the speaking, reading and writing skills proficiency of PTs who did not attend primary education in Awngi had become low.

As far as the adequacy of TEs' knowledge and skills to teach in Awngi is concerned, the majority of PTs and TEs assured that the knowledge and skills of TEs to teach in Awngi was low. Both of they argued that absence of TEs' training on how to teach in Awngi and their poor speaking, reading and writing skills proficiency in Awngi contributed to the presence of inadequate knowledge and skills of teaching in Awngi.

With regard to the status quo of adaptation of curriculum as well as additional reading materials written in Awngi to local resources and culture of the Awi people, the majority of PTs and all TEs confirmed that there was no any attempt made to adapt these materials to the required local resources and culture of the Awi people.

5.2 Conclusion

- The majority of PTs and TEs were aware of that provision of teacher education in Awngi increases learner participation; helps PTs have better communication; reduces much time needed to study a subject matter in a second language and helps PTs achieve better academic performance, it seems more likely to conclude that this great awareness can encourage PTs and TEs to exert the required effort to the feasibility of the program.
- While reacting favorably to wards the pedagogical significance of provision of education in Awngi, the majority of PTs and TEs stated that learning in Awngi increases PTs' motivation to learn; activates and warms classroom interaction; makes communication easy and the subject matter understandable easily; saves much time needed to study a subject matter in a second language and enables the curriculum to be adapted to local resources and culture of PTs. Hence, it seems more likely to say that this favorable reaction of PTs and TEs has become an opportunity that facilitates the implementation process of the program
- Some PTs who did not attend primary education in Awngi had less awareness of the pedagogical advantage of mother tongue instruction as well as relatively less developed language skills in Awngi. Hence, they can become discouraged and resistant of the implementation process of the program.
- More of PTs and TEs understood the psychological significance of provision of education in Awngi. They approved that learning in Awngi develops the self-confidence of PTs; helps PTs to be proud of Awngi itself; to express ideas with great comfort in Awngi and to give more value to Awngi. Hence, it might be fair to conclude that these PTs and TEs are in a position to be encouraged and devoted to the successful implementation of the program.
- The majority of PTs and TEs approved that provision of education in Awngi develops PTs' self-confidence; gives PTs pleasure to learn and teach in Awngi and enables PTs to feel proud of Awngi rather than feeling inferiority. In addition, most of PTs, TEs and parents were interested, enthusiastic and happy to implement this program. Moreover, most of PTs preferred to learn in Awngi rather than in a second language for they believed that learning in Awngi strengthens their second language acquisition ability and improves communication ability in Awngi. This may show that most of PTs, TEs and parents have high psychological readiness to implement the program that results in the successful implementation of the program.

- It was also noticed that the majority of PTs and TEs were aware of that provision of education in Awngi enables PTs to develop self-confidence, secure social identity and maintain their sense of national unity strong. Therefore, the researcher dares to conclude that most of PTs and TEs are in a position to support and encourage the Awngi program.
- Having considered that mother tongue instruction offers a chance of equal treatment of nations in academic affaires, most of PTs and TEs reacted favorably that learning in Awngi strengthens PTs' sense of national unity. However, more of COs did not trust the role of the program to develop PTs' sense of national unity. Hence, the researcher dares to say that these unfavorably reacted COs may be reserved from offering services that may facilitate the successful implementation of the program. As the result, the implementation process of the program can be affected negatively.
- Most of PTs and TEs were conscious that learning in Awngi has linguistic significances in that it contributes to the development and sustainability of Awngi itself and facilitates communication. Hence, it seems likely to see that most of PTs and TEs can exert effort that enhances the feasibility of the program that secures the linguistic benefits of the program.
- The majority of PTs and TEs supported that provision of education in Awngi contributes to the development and sustainability of Awngi itself. This is more likely to be an opportunity that encourages PTs and TEs to strive for securing the linguistic advantages of the program actively participating in the implementation process of the program.
- With regard to the political advantage of provision of education in Awngi, still most of PTs and TEs were aware of that learning in Awngi empowers the Awi people to practice their right to develop, use and preserve Awngi. This opportunity can facilitate the success of the program.
- As far as the attitude of stakeholders towards the right of provision of education in Awngi is concerned, the majority of PTs and TEs were in favor of it. But having considered practical problems of the program such as lack of beforehand preparation of curriculum materials, absence of teacher training (orientation) on how to teach in Awngi, inadequacy of reference materials and recruiting PTs who did not attend primary education in Awngi, some COs and PTs were condemning the commencement of the program. Therefore, the implementation process of the program is likely to receive resistance of some PTs and COs who reacted unfavorably to the commencement of the program. This act is more likely to weaken the program.

- Although the majority of COs were aware of that provision of education in Awngi has educational, linguistic and political significances, half of interviewed COs were not aware of the psychological as well as sociological significance of learning in Awngi. Hence, more of these COs reacted unfavorably towards the psychological and sociological significances of learning in Awngi. Because they thought that provision of education in undeveloped language (Awngi) reduces the self confidence and comfort of PTs to learn in Awngi and PTs will become uncooperative and enter into dispute with PTs of other programs. Hence, it might be recommendable to conclude that these COs but COs of the Awngi Unit are more likely to be reluctant to offer the required service that facilitates the implementation process of the program. Consequently, PTs and TEs can be discouraged to exert maximum effort to the feasibility of the program and the success of the program can be challenged. .
- The support rendered to the Awngi program by ANRSEB, AAZED and TEs and COs of the Awngi Unit was relatively better than what was rendered by other community members of the college. Therefore, it seems likely to consider that although better support given is likely to strengthen the program, relatively discouraging support given by some community members of the college can affect the implementation process of the program negatively.
- Shortage of reading materials and lack of teaching aids prepared in Awngi had become serious problems of the program. Moreover, since the college exists geographically far from Awi administration Zone (in Debre Markos), TEs and PTs could not use the society as source of information. Hence, it seems more likely to conclude that this serious shortage of reading materials and teaching aids prepared in Awngi and inability of TEs and PTs to use the Awi society as source of information can affect the success of the program negatively.
- The majority of PTs and TEs and parents had high psychological readiness to implement the program. When most of PTs and TEs were highly interested and enthusiastic to teach and learn respectively, most of parents were in favor of the program. This is an opportunity that enhances the success of the program. However, some PTs who missed opportunity to learn primary education in Awngi and more of COs lacked the required psychological readiness in this case. This can discourage unfavorably reacted PTs and TEs and affect the program negatively.
- Although high listening, speaking, reading and writing skills proficiency of most of PTs in Awngi is more likely to facilitate the implementation process of the program, poor speaking, reading and writing skills proficiency of most of TEs in Awngi and TEs' inadequate

knowledge and skills of teaching in Awngi probably resulted from lack of training of TEs on how to teach in Awngi can affect the implementation process of the program negatively.

- Most probably, some PTs who did not attend primary education in Awngi are likely to have less developed language skills proficiency in Awngi. Hence, they may become discouraged and disadvantageous in their academic performance.
- Since lack of adaptation of curriculum materials of the program to local resources and culture of PTs which PTs and TEs can understand easily, these directly translated materials can make understanding of curriculum materials difficult and the teaching-learning process complex? This teacher education curriculum can also be isolated from the primary school curriculum which would be teachers are expected to teach.

5.3. Recommendation

- The majority of PTs and TEs had great awareness towards the pedagogical, psychological, sociological, linguistic and political advantages of provision of education in Awngi. The presence of this awareness on the part of PTs and TEs is more likely to encourage PTs and TEs to contribute their own share to the successful implementation of the program. However, some PTs who were deprived of attending primary education in Awngi might have been attending this program provably with little or no awareness of the pedagogical, psychological, sociological, linguistic and political advantages of learning in Awngi. This ignorance is more likely to challenge the success of the program. Therefore,
    - to raise the awareness of PTs and TEs further towards the advantages of provision of Teacher Education in Awngi, the College is likely to have periodical discussion with PTs and TEs concerning the advantage of the program.
    - AAZED should provide equal opportunities for all primary school students to attend primary education in Awngi.
    - PTs who have better language skills proficiency in Awngi should be recruited.
    - Awngi Language Improvement Center should be established in the college.
- The majority of COs were aware of the pedagogical, linguistic and political advantages of learning in Awngi. However, unlike to most of PTs and TEs, more of COs except COs of the Awngi unit seem that they lacked adequate knowledge of the psychological and sociological advantages of provision of education in Awngi. As a result, those more of COs who had inadequate awareness of the psychological and sociological advantages of

provision of education in Awngi are more likely at least to be reluctant to render the required service to the program. Consequently, the success of the program is more likely to be affected negatively. As a remedy, so that COs can offer the required service, the college should arrange discussion programs with COs that can help to raise the awareness of COs towards the advantage of mother tongue education.

- Bearing in mind that this program offers educational, psychological, sociological linguistic and political significances of learning in Awngi, most of PTs and TEs reacted favorably concerning the right given to the Awi people to provide education in Awngi. However, having mentioned the presence of some practical problems facing the program, more of COs condemned the commencement of the program. This act may discourage stakeholders engaged in the implementation process of the program and consequently reduce the success of the program. Hence,
  - to change unfavorable attitude of COs towards the commencement of the program, the College as well as the ANRSEB should have panel discussion with COs.
  - to minimize practical problems facing the program, curriculum materials should be prepared beforehand, reference materials should be provided adequately and TEs should get training on how to teach in Awngi.
- The support (moral or material) provided to this program by the ANRSEB, AAZED and TEs and COs of the Awngi Unit had become relatively better than what other COs and community members of the college rendered. Therefore, in order to increase the support of COs and other college community members required to be given to the program, the ANRSEB and Debre Markos College of Teacher Education should have discussion with the college community and increase their participation.
- This program faced serous shortage of reference materials and teaching aids prepared in Awngi. In order to alleviate the problem of shortage of these materials,
  - ANRSEB, AAZED and the College should allocate sufficient budget to provide reference materials and teaching aids from the market.
  - TEs and PTs should work hard to prepare teaching aids from locally available materials.
  - Scholars of the Awi nation should be concerned and work hard to write the Awngi literature that is more likely to minimize the shortage of reference materials that facilitate the success of the program.

- The existence of the college geographically far from AAZ made PTs and TEs unable to use the language society as source of information. Hence, so that PTs and TEs can fetch information from the Awi society that enriches the curriculum and facilitates the teaching learning process of the program, the ANRSEBis likely to have and strengthen Teacher Education College in AAZ.
- In addition to inadequate knowledge and skills of TEs to teach in Awngi, their poor speaking, reading and writing skills proficiency in Awngi affected the efficiency of TEs to teach in Awngi negatively. Therefore, in order to enhance the efficiency of TEs to teach in Awngi, trainings that help to raise the language skills proficiency and knowledge and skills of TEs to teach in Awngi are likely to be given to TEs.
- Lack of adaptation of curriculum materials to local resources and culture of the learner (PTs) made understanding of curriculum materials difficult and the teaching-learning process complex. In order to minimize such problem of the program, curriculum materials should be adapted to local resources and culture of the learners (PTs).
- In order to secure the development and sustainability of the program, the researcher claims that further in-depth research is likely to be done on issues related to this program periodically.

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APENDIX A

DDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHERS

PROFESSIONAL DEVELOPMENT STUDIES

A QUESTIONNAIRE FOR PROSPECTIVE TEACHERS

General Direction

The objective of this questionnaire is to secure information regarding awareness created, attitude developed, opportunity provided and challenge facing in the course of using Awngi language as medium of instruction at Debre Markos College of Teacher Education. The researcher believes that this information, to be secured from you, will reveal actual conditions perceived during the implementation process of Awngi as medium of instruction at this teacher education college. Based on this information, the researcher will be able to make recommendations that may help concerned bodies working in line with education to solve problems facing and consolidate further the strengths and observed during the implementation process of the program. Therefore, you are kindly requested to provide genuine and honest responses. The confidentiality of your responses will be held utmost strictly. When you fill in the questionnaire, you need to respond all of them and you do not need to write your name in the questionnaire. Moreover, you are required to **put "√"** mark inside the box for questions, which have boxes provided, to **encircle** the letter of your choice for questions, which have choices, and to **write your own answers** freely to questions, which require open answers in the blank spaces provided under the questions.

Thank you in advance!

I. Background of Prospective Teachers

Instruction: Please respond to the following questions by filling in the space provided against each question.

1.1. Age _____ 1.2. Sex: a) Male _____ b) Female _____ 1.3. Languages: a) Mother tongue _____ b) Second language _____ 1.4. Language of instruction used in your primary school education: _____

II. Issues of Awareness and Challenge

Instruction: For the following questions, please encircle the letter of your choice among the given alternative answers.

2.1. Education given through mother tongue (Awngi) helps you achieve better academically than education given through a second language.

a) Strongly Agree b) Agree c) Undecided d) Disagree e) Strongly Disagree

2.2. Using mother tongue (Awngi) as a medium of instruction helps the language (Awngi) itself to survive.

a) Strongly Agree b) Agree c) Undecided d) Disagree e)Strongly Disagree

2.3. Using mother tongue (Awngi) as a medium of instruction helps the language (Awngi) itself to develop.

a) Strongly Agree b) Agree c) Undecided d) Disagree e) Strongly Disagree

2.4. Using mother tongue (Awngi) as medium of instruction increases learner participation in the course of Learning.

a) Strongly Agree b) Agree c) Undecided d) Disagree e) Strongly Disagree

2.5. Using mother tongue (Awngi) as medium of instruction avoids communication problems.

a) Strongly Agree b) Agree c) Undecided d) Disagree e) Strongly Disagree

2.6. Learning through mother tongue (Awngi) helps you to be proud of your language (Awngi).

a) Strongly Agree b) Agree c) Undecided d) Disagree e) Strongly Disagree

2.7. Learning through mother tongue (Awngi) helps you to develop confidence in yourself.

a) Strongly Agree b) Agree c) Undecided d) Disagree e) Strongly Disagree

2.8. Education given through mother tongue (Awngi) helps you to develop a sense of ownership and a secured identity.

a) Strongly Agree b) Agree c) Undecided d) Disagree e) Strongly Disagree

2.9. Giving education through mother tongue (Awngi) to you gives power to the Awi people to exercise their rights to develop their language.

a) Strongly Agree b) Agree c) Undecided d) Disagree e) Strongly Disagree

III. Issues of Attitude towards Education through Mother Tongue (Awngi) and Challenge.

Instruction: In the boxes provided under rating scales of **"SA", "A", "U", "DA"** and **"SD"** put "√" mark and indicate your agreement or disagreement of the corresponding statements.

No	Items	SA	A	U	DA	SD
3.1	It is individual's and group's natural right to use mother tongue (Awngi) as medium of instruction					
3.2	Using mother tongue (Awngi) as medium of instruction weakens learner's views towards national unity					
3.3	Using mother tongue (Awngi) as medium of instruction has increased your motivation to learn					
3.4	When you have learned in mother tongue (Awngi), the classroom interaction has become warm and active					
3.5	Utilization of mother tongue (Awngi) at this college level as medium of instruction has made you happy					
3.6	When you have learned in Awngi, you have understood the lesson easily and quickly					
3.7	You would be happy to teach all subjects in Awngi at primary school education					
3.8	When you learn in Awngi, you feel inferiority					
3.9	Learning in Awngi weakens your second language ability					
3.10	Learning in Awngi saves your time needed to learn in Amharic or in English					
3.11	Since you already know Awngi, you prefer to learn in Amharic or in English					
3.12	Due to utilization of Awngi as medium of instruction, there has been better communication among you.					
3.13	Due to utilization of Awngi as medium of instruction, there has been better communication between you and your teacher educators.					

Note: SA=Strongly Agree, A=Agree, U=Undecided DA=Disagree, SD=Strongly Disagree

3.14 If you have any more points to say concerning attitudinal problems that have been hindering utilization of Awngi as medium of instruction, please write them down _____

_____

_____

IV. Issues of Opportunity And Challenge

Instruction: In the table below, statements related to opportunities, challenges and successes are given. Hence, please put a "√" mark in the boxes provided under rating scales of "VH", "H", "M", "L" and "VL" and indicate your perception on each corresponding statement.

No	Items		VH	H	M	L	VL
4.1	The support which the college community has been providing so as to facilitate utilization of Awngi as medium of instruction has been						
4.2	The interest and enthusiasm of teacher educators to teach you in Awngi has been						
4.3	Your interest and enthusiasm to learn in Awngi rather than in any other language has been						
4.4	The adequacy of teacher educators' knowledge and skills to teach you in Awngi has been						
4.5	The Awngi langue skill proficiency of teacher educators:	In listening has been					
		In speaking has been					
		In reading has been					
		In writing has been					
4.6	Your Awngi language skill proficiency:	In listening has been					
		In speaking has been					
		In reading has been					
		In writing has been					
4.7	When you make conversation with any body in Awngi, your comfort always has become						
4.8	The degree to which the curriculum and additional reading materials written in Awngi have used examples from local resources and from the culture of Awi people has been						
4.9	The shortage of reading materials prepared in Awngi that may help to practice and improve reading and writing skills in Awngi and to enrich knowledge of different subjects has been						
3.10	The extent to which your parents have become happy in the provision of education for you in Awngi has been						
4.11	While learning in Awngi, your ability to communicate with your teacher as well as with your peers has become						

Note: VH = Very High, H=High, M= Medium, L = Low VL = Very Low

4.12 If you do have any more points that you expect from college officials, teacher educators, parents as well as Awi Administrative Zone Education Department Officials to improve so that you can learn in Awngi with out a problem, please write them below _____

_____

APENDIX B

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHERS

PROFESSIONAL DEVELOPMENT STUDIES

A Focus Group Discussion (FGD) Guide for Prospective Teachers

Instruction: The purpose of this focus group discussion is to generate relevant information on the perception of prospective teachers regarding utilization of Awngi language as medium of instruction at Debre Markos College of Teacher Education. The awareness, attitude, opportunity and challenge will be investigated and reported in the final analysis of the research. Hence, your genuine and honest information will make the result of the research more valid and reliable. There is no wrong or right answer. The confidentiality of your response will be held utmost strictly. Therefore, you are kindly requested to provide your genuine and honest information during this discussion.

Thank you in advance!

Issues of Awareness, Attitude, Opportunity and Challenge

1. Let us discussion on your knowledge of the significance of utilization of mother tongue (Awngi) as medium of instruction at this teacher education college.
2. During your stay at this college as trainees you have been attending courses using Awngi language as medium of instruction. Can we say that you have been happy of attending courses using Awngi language as medium of instruction? Why?
3. How do you evaluate the interest, support and encouragement of teacher educators, college officials and other college community members to implement Awngi language as medium of instruction?
4. Do you believe that you and your teacher educators have adequate language skills in Awngi that enables you to communicate and attend the courses accurately?
5. Do you say that there are additional reading materials written in Awngi that contribute to practice and develop language skills as well as to enrich knowledge in other disciplines? If you say there are, are they adequate?
6. In general, do you say that the program is running successfully? Why? What improvements do you suggest?
7. What do you say the impact of utilization of Awngi as medium of instruction on your academic performance?

APENDIX C

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHERS PROFESSIONAL DEVELOPMENT STUDIES

An Interview Guide for Teacher Educators

Instruction: The purpose of this interview is to generate relevant information on the perception of teacher educators regarding utilization of Awngi language as medium of instruction at Debre Markos College of Teacher Education. The awareness, attitude, opportunity and challenge will be investigated and reported on the final analysis of the research. Hence, your genuine and honest information will make the result of the research more valid and reliable. There is no wrong or right answer. The confidentiality of your response will be held utmost strictly. Therefore, you are kindly requested to provide your genuine and honest responses.

Thank you in advance!

I. Background of Teacher Educators

1.1 Age _____ 1.2. Sex: a) Male _____ b)Female _____

1.3. Qualification _____

1.4. Language: a) Mother tongue _____ b) Second language _____

II. Issues of awareness, attitude, opportunity, challenge and success.

2.1. Do you think that provision of education through mother tongue (Awngi) has a certain benefit? If you say "Yes", Please briefly mention some of them?

2.2. Do you think that teacher educators, prospective teachers and college officials are aware of the benefit of teacher education through mother tongue (Awngi)? If your answer is 'Yes', to what extent do they know it?

2.3. Have you attempted to create awareness about the benefit of education through mother tongue (Awngi) to your trainees? If your answer is "Yes", what have you done?

2.4. Do you think that learning in mother tongue (Awngi) develops self-confidence in prospective teachers? If your answer is "Yes," why? Please briefly mention it.

2.5. Do you think prospective teachers who learn in mother tongue (Awngi) are weak in their academic competence? If your answer is yes, please briefly discuss it.

2.6. Do you think that using Awngi as medium of instruction has weakened prospective teacher's view towards national unity? If your answer is "Yes", briefly explain it how.

2.7. How do you see the interest and motivation of yourself and that of prospective teachers to teach and learn in mother tongue (Awngi) respectively? Why?

2.8. What do you think are the attitudes of teacher educators, prospective teachers, college officials and other stakeholders towards utilization of Awngi as medium of instruction?

2.9. How do you see the support and encouragement provided by the college community to facilitate teacher education given in Awngi?

2.10. What are the major opportunities provided to facilitate the teaching-learning process in Awngi? Briefly explain it.

2.11. Do you believe that the language proficiency of teacher educators and prospective teachers in Awngi has enabled them to communicate and to understand the lesson well?

2.12. How is the presence and adequacy of reference materials written in Awngi?

2.13. Do you think that the curriculums as well as additional reading materials written in Awngi language have used examples from local resources and from the culture of Awi people? If your answer is "Yes", briefly explain how.

2.14. Have you taken any training to teach in mother tongue (Awngi)? If your answer is "Yes", have you found it is enough? Briefly explain.

2.15. Have you ever faced any problem so far while you have been teaching the subject you have been assigned to teach in Awngi? If your answer is "Yes", briefly explain it.

2.16. What improvements do you suggest to raise the status of teaching and learning in Awngi language?

APENDIX D

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHERS

PROFESSIONAL DEVELOPMENT STUDIES

An Interview Guide for College Official

Instruction: The purpose of this interview is to generate relevant information on the perception of college officials regarding utilization of Awngi language as medium of instruction at Debre Markos College of Teacher Education. The awareness, attitude, opportunity and challenge will be investigated and reported in the final analysis of the research. Hence, your genuine and honest information will make the result of the research more valid and reliable. There is no wrong or right answer. The confidentiality of your response will be held utmost strictly. Therefore, you are kindly requested to provide your genuine and honest responses.

Thank you in advance!

I. Background of College Officials

1.1. Age _____ 1.2. Sex: a) Male _____ b) Female _____

1.3. Qualification _____

1.4. Language: a) Mother tongue _____ b) Second language _____

1.5. Responsibility _____

II. Issues of Awareness, Attitude, Opportunity and Challenge

1. Do you believe that teacher educators, prospective teachers and college officials are aware of the significance of utilization of mother tongue (Awngi) as medium of instruction? If your answer is "Yes', briefly explain it.
2. How do you see the contribution of the college community as well as other stakeholders to the enhancement of the teaching learning process in Awngi?
3. Do you believe that educating prospective teachers in Awngi is appropriate? If your answer is "Yes", explain why it is.

4. How do you see the attitude of teacher educators, prospective teachers, and college officials towards utilization of mother tongue (Awngi) as medium of instruction?
5. Do you believe that the required opportunities that facilitate utilization of Awngi language as medium of instruction are provided? If your answer is "Yes", briefly specify them.
6. Have you noticed or received a report of problems encountered during utilization of Awngi as medium of instruction? If your answer is "Yes", briefly specify them.
7. Do you believe that teacher educators, prospective teachers and college officials are aware of the significance of utilization of mother tongue (Awngi) as medium of instruction? If your answer is "Yes', briefly explain it.
8. How do you see the contribution of the college community as well as other stakeholders to the enhancement of the teaching learning process in Awngi?
9. Do you believe that educating prospective teachers in Awngi is appropriate? If your answer is "Yes", explain why it is.
10. How do you see the attitude of teacher educators, prospective teachers, and college officials towards utilization of mother tongue (Awngi) as medium of instruction?
11. Do you believe that the required opportunities that facilitate utilization of Awngi language as medium of instruction are provided? If your answer is "Yes", briefly specify them.
12. Have you noticed or received a report of problems encountered during utilization of Awngi as medium of instruction? If your answer is "Yes", briefly specify them.

ሐይላንድ ኮሌጅ
Highland College

ቁጥር ሐኮ/ኢ-ተ/ቁ/ክ/ፈ
ቀን ፳፬ - ፲፩ - ፻፱

ለአብክመ ቴክኒክና ሙያ ትምህርትና ስልጠና ማስፋፊያ ኤጀንሲ
ባ/ዳር

ጉዳዩ፡- ፈቃድ እንዲሰጠን ስለመጠየቅ

ሐይላንድ ኮሌጅ በእንጅባራ ከተማ በከፈተው ካምፓስ የአንደኛ ደረጃ መጀመሪያ ሳይክል ዕጩ መምህራንን ለማሰልጠን የሚያስችል የእውቅና ፈቃድ ከአብክመ ቴክኒክና ሙያ ትምህርትና ስልጠና ማስፋፊያ ኤጀንሲ አግኝቶ ስልጠናውን በመስጠት ላይ መሆኑ ይታወቃል። ይሁን እንጅ ኮሌጁ ከአሁን በፊት ስልጠናውን ሲሰጥ የቀየው በአማርኛ ቋንቋ ሲሆን በ1999 ዓም የትምህርት ዘመን በአማርኛ ቋንቋ ከሚሰጠው ስልጠና በተጨማሪ ከህብረተሰቡ በቀረበ ጥያቄና የሥኑ መስተዳደርም በአዊኛ ቋንቋ ብናሰለጥንለት ፈቃዱ መሆኑን በመረዳታችን በአዊኛ ቋንቋ መሰልጠን ለሚፈልጉ የአንደኛ ደረጃ መጀመሪያ ሳይክል ዕጩ መምህራን ስልጠናውን በአዊኛ ቋንቋ ለመስጠት ዝግጅት በማድረግ ላይ እንገኛለን።

ስለዚህ በአማርኛ ቋንቋ ከምንሰጠው ስልጠና ጐን ለጐን በአዊኛ ቋንቋ የአንደኛ ደረጃ መጀመሪያ ሳይክል ዕጩ መምህራንን እንድናሰለጥን እንዲፈቀድልን በማክበር እንጠይቃለን።

ከሠላምታ ጋር

ከ ዲ ብርሃን ፈ
Kindi Birhan
ዲን
Dean

ፖ.ሣ.ቁ 58
☎058-227-02-66
እንጅባራ

ቁጥር ...

ቀን ...

ለአብክመ ቴክኒክና ሙያ፣ ትምህርትና ሥልጠና ማስፋፊያ ኤጀንሲ.

ባህርዳር፣

ጉዳዩ፣ ሐይላንድ ኮሌጅ የ1ኛ ደረጃ (1-4ኛ ክፍል) መምህራንን በአዊኛ ቋንቋ ማሠልጠንን ይመለከታል፣

እንጅባራ ከተማ የሚገኘው ሐይላንድ ኮሌጅ በ1999 ዓ.ም የአንደኛ ደረጃ መጀመሪያ ማይክል (1-4ኛ) እጩ መምህራንን በአዊኛ ቋንቋ ለማሠልጠን የሚያስችል ዝግጅት ማድረጉን ገልጾ፣ ማሠልጠን የሚያስችሉ ዝግጅቶች መደረጋቸውን በአካል ተገኝተን በማየት ያለውን እውነታ ለአብክመ ቴክኒክና ሙያ፣ ትምህርትና ሥልጠና ማስፋፊያ ኤጀንሲ እንድንገልፅ በተፈረመው ሐ/ክ/ኢ.646/1/25 በ4/1/1999 ዓ.ም በተሰጠ ደብዳቤ ጠይቆናል።

መምሪያችንም በቀረበለት ጥያቄ መሠረት በ13/1/1999 ዓ ም 3 አባላት ያለበት ቡድን ወደ ሥፍራው ልኮ በአዊኛ ቋንቋ ማሠልጠን የሚያሥችሉ ዝግጅቶች መኖራቸውን አጥንቶ እንዲመጣ አድርጓል። ቡድኑም ከላይ በተገለፀው ቀን ሙሉውን ቀን ሲሰራ ውሎ በ11/1/1999 ለመምሪያው ሪፖርት አቅርቧል። በሪፖርቱም የሚከተሉት ጭብጦች ተነትተዋል።

1. በመጀመሪያ በኩል የተደረጉ ዝግጅቶችን በተመለከተ

   1.1. የሂሣብ፣ የአዊኛ፣ የአካባቢ ሣይንሥ፣ የሥነዜጋና ሥነምግባር፣ ሥነው ተኮ ሰውነት ማጎልመሻ ማሠልጠኛ ሞጁሎች /modules/ ከአማርኛ ወደ አዊኛ ተተርጉመዋል፣ በብዙ ኮርሶች ለማባዛትም ዝግጅት እየተደረገ መሆኑ

   1.2. የሙያ ኮርሶች በመተርጉም ላይ መሆናቸው፣ ይህንንም ይበልጥ ለማረጋገጥ ከተርጓሚዎች ጋር የተያዘውን የውል ስምምነት ስነድ ቡድኑ አያቶ ማረጋገጡን

   1.3. በአዊኛ የተዘጋጁ ከ1-4ኛ ክፍሎች የመማሪያ መጻህፍት፣ ፅ በአዊኛ የተዘጋጁ ልዩ ልዩ ማጣቀሻና የተጨማሪ ንባብ ቡክሮች፣ የአዊኛ ቋንቋ መዝገበ ቃላት በኮሌጁ ቤተመጻህፍት መኖራቸው።

2. የመምህራን አቅርቦትን በተመለከተ፣ 8 መምህራን በቋሚና በተመላላሽ የተቀጠሩ ሲሆን፣ 8ቱም መምህራን በቋንቋው ማስተማር የሚያስችል የመማሪያ ቋንቋ ችሎታ /አዊኛ/ ያላቸው መሆኑን ቡድኑ ማረጋገጡንና ከተቀጠሩ 8 መምህራን መካከል 7ቱ 12+4 እንዱ 12+2 የትምህርት ደረጃ ያላቸው ሆነው ከ8ቱ፣ 4ቱ ቋሚ 4ቱ ደግሞ ተመላላሽ መሆናቸው።

- በታሪክ ትምህርት 12+4 በቁጥር 3 መምህራን
- በሥነ ትምህርት /pedagogics/ እና እንግሊዝኛ ኮምፖዚት 12+4 በቁጥር 1
- በሥነ ትምህርት / pedagogics/ እና ሂሣብ ኮምፖዚት 12+4 በቁጥር 1
- በሂሣብ ትምህርት 12+4 በቁጥር 1
- በእንግሊዝኛ 12+4 በቁጥር 1
- ሰውነት ማጎልመሻ 12+2 በቁጥር 1 መሆናቸውን ቡድኑ አረጋግጧል።

መምሪያችን ሥራ አመራር ኮሚቴ በ11/1/1999 ዓ.ም ከቡድኑ የቀረበለትን ሪፖርት መሠረት በማድረግና በጠቃላይ አስፈላጊነቱን በተመለከተ ሰፊ ውይይት አድርጐ አስተያየት አስተላልፏል። ይኸውም፦

- በአማርኛ ለማሠልጠን አስፈላጊ ሆነው ከቀረቡ ማቴሪያሎች ጋር በማነፃፀር ሲመዘን በአዲሱ ለማሠልጠን የሚያስችል የትምህርት መሣሪያዎች አቅርቦት በቂ መሆኑን።
- ሥልጠናውን መስጠት /ማስተማር/ የሚችሉ በ2ኛ ደረጃ ት/ቤቶች ያስተማሩና እያስተማሩ ያሉ ልምድ ያላቸው መምህራን የተቀጠሩ መሆኑን
- ከሀገራዊው የትምህርትና ሥልጠና ፖለሲና ካፖሊሲው ሥትራቴጂ አኳያ ሥልጠናው ጥራቱን የጠበቀ መሆን እንዳለበት መምሪያው ፅኑ እምነት እንዳለውና ይህም አውን መሆን መምሪያው የሥልጠናውን ሂደት ለማሳካት ከነሌጁ ጐን የሚሰጠው መሆኑን፣ በተለይም በሥርዓተ ትምህርና መጻህፍት ትርጉም ሥራ ፣በመጻህፍት ግምገማ፣ በመማር-ማስተማር ሂደት በቋንቋ አጠቃቀምና በሌሎች ቋንቋና ቋንቋነክ በሆኑ ጉዳዮች ላይ ሁሉ-ኮሌጁን ለማገዝ መሉ ፍላጎት ያለው መሆኑን
- በመጨረሻም ከመማር-ማስተማር መርህም ሆነ ከትምህርት ቋንቋ አጠቃቀም አንፃር መምህራን መሰልጠን ያለባቸው ከሥልጠና በኋላ ት/ቤት ሂደው በሚያስተምሩት ቋንቋ መሆን እንደሚባ በመርህ ብቻም አይደለም በተግባርም ተቀባይነት ያለው ጉዳይ ሆኖ እያለ በዞናችን በአዲሱ የሚሰጠው ትምህርት ግን የዚህ መርህ ተጠቃሚ አይደለም። በዚህ በኩል ያለውን ክፍተት ለመሙላት በመንግሥት በኩል ጥረት እየተደረገ ሰሆን፣ መንግሥት ከሚያደርገው ጥረት በጨማሪ የግል ባለሀብቶችም እየተሳተፉ ናቸው። ለዚህም ጥሩ አብነት የሚሆነው በእንጅባራ ከተማ የሚገኘው ሐይላንድ ኮሌጅ በአካባቢው ቋንቋ የማሰጠውን ትምህርት ጥራት ለማስጠበቅ የሚያስችል ግብአት ለመፍጠር በአዲሱ ቋንቋ መምህራንን ለማሠልጠን መነሳሳቱ ለአካባቢው ብሎም ለክልሉ ትምህርት ጥራት መጠበቅ የማይናቅ አስተዋፅኦ እንዳለው የመምሪያው ግንዛቤ ነው።

ስለዚህ በአፍ መፍቻ ቋንቋቸው በሚማሩ ተማሪዎች ዘንድ ተፈላጊውን የዘረፉ ሰውኃ ማምጣት ይቻል ዘንድ እንደ አጠቃለይ እና እንዲሁም ለብሔረሰቡ ቋንቋ እድገት ምቹ ሁኔታ የሚፈጥር በመሆኑ ከላይ በተገለፀው ሁኔታ የመምሪያው እገዛ የሚታከልበት ሆኖ ሳለ፣ በአዲሱ ቋንቋ ሥልጠናውን ቢሰጥ ፍላጎታችን መሆኑን እንገልፃለን።

ከሠላምታ ጋር

ግልባጭ፣

- ለአቅም ግንባታ መምሪያ
- ለት/መምሪያ ሀላፊ
- ለምክትል መም/ሀላፊ
- ለት/ፕሮግራሞች ማስ/ክፍል
- ለሁ/ም/ሥልጠና ማዕከል
- ለሐይላንድ ኮሌጅ እንጅባራ ኮምፓስ እንጅባራ፣

በአማራ ብሔራዊ ክልላዊ መንግሥት
የቴክኒክና ሙያ ትምህርትና ሥልጠና ኮሚሽን
Amhara National Regional State
Technical & Vocational Education & Training Commission

☎ 251 058 222011 89 E-Mail: amharatvet@ ethionet.et ✉ 764 Fax: 251- 058 222 11 90

ቁጥር ---

ቀን ---

ለሐይላንድ ኮሌጅ
እንጅባራ

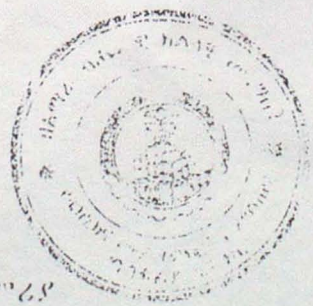
ጉዳዩ፡- ያቀረባችሁትን የቅድመ ዕውቅና ጥያቄ ይመለከታል

በቁጥር ቴክ 10/698/ቴመ/የ-2 በቀን 26/01/98 በተጻፈ ደብዳቤ እንጅባራ ከተማ በሚገኘው ሀይላንድ ኮሌጅ የመጀመሪያ ደረጃ የመጀመሪያ ሳይክል ሠምህራንን እንድታሰለጥኑ የዕውቅና ፈቃድ መሠጠቱ የሚታወስ ነው።

አሁን ደግሞ የብሔረሰቡ ዞን አቅም ግንባታ መምሪያ የስልጠና ሞጁሎች ከአማርኛ ወደ አዊኛ በትክክል መተርጉማቸውን፣ ማጣቀሻ መሣሀፍትና መገገብ ቃላት መዘጋጀታቸውን፣ በአዊኛ ለማስተማር የሚችሉ በመጀመሪያ ዲግሪ የተመረቁ አሰልጣኝ መምህራን መሟላታቸውን ሲያረጋግጥ በተመሣሣይ ደረጃ በአዊኛ ቋንቋ የመጀመሪያ ደረጃ የመጀመሪያ ሣይክል መምህራንን በሠርትፊኬት ደረጃ ማሠልጠን እንድትችሉ የቅድመ ዕውቅና ፈቃድ እንዲሰጣችሁ ላቀረባችሁት ጥያቄ ተገቢ ምላሽ እንዲሰጣችሁ ተወስኗል።

በዚህም መሠረት የዞኑ አቅም ግንባታ መምሪያ ከላይ የተጠቀሱት ግብዓቶች መሟላታቸውን ስለአረጋገጠ ቀደም ሲል ስልጠና ትሰጡባቸው በነበሩ ሁለት የመማሪያ ክፍሎች የመያዝ አቅም ልክ 83 ሠልጣኞችን በአዊኛ ቋንቋ በመጀመሪያ ደረጃ የመጀመሪያ ሣይክል መምህራንን እንድታሰለጥኑ ከ01/03/99 እስከ 30/02/2000 ዓ/ም ለ1 ዓመት የሚቆይ የቅድመ ዕውቅና ፈቃድ የተሰጣችሁ መሆኑን እየገለጽን፣ ከዚህ በፊት የመጀመሪያ ደረጃ 1ኛ ሣይክል መምህራንን እንድታሰለጥኑ ከተፈቀዱላችሁ የመማሪያ ክፍሎች ውስጥ ሦስቱ ለ10+3 መምህራን ስልጠና፣ ሁለቱ ደግሞ በአዊኛ ቋንቋ የመጀመሪያ ሣይክል መምህራን ስልጠና የሚውሉ በመሆናቸው የምታሠለጥኗቸው ሠልጣኞች ቁጥር ከ299 ወደ 72 ዝቅ ያለ በመሆኑ በዚህ መሠረት እንዲፈጸም እናሳስባለን።

ከሠላምታ ጋር



ግልባጭ
- ለሥራ አስኪያጅ ጽ/ቤት
- ለም/ሥራ አስኪያጅ ጽ/ቤት
- ለፕ/ክ/ተ/ም/መምሪያ
- ለፕሮ/ክ/ቡድን
  ቴክ/ሙ/ት/ሥ/ማ/ኤጀንሲ
- ለአዊ አስተዳደር ዞን አቅም ግንባታ መምሪያ
  እንጅባራ

በአማራ ብሔራዊ ክልላዊ መንግሥት
ቴክኒክና ሙያ ትምህርትና ሥልጠና ኮሚሽን
Amhara National Regional State
Technical & Vocational Education & Training Commission
☎ 058 22211 89 E-Mail: amharatvet@ethionet.et ✉ 764 Fax: 251- 058 222 11 90

ቁጥር ቴ3ህ/1323/ፍ80/ሶ-2
ቀን 15-ሰኔ-1999

ለሐይላንድ ኮሌጅ
እንጅባራ

ጉዳዩ፡- የእውቅና ፈቃድን ይመለከታል፣

ባመጀመሪያ ደረጃ የመጀመሪያ ሣይክል መምህርነት 83 ሠልጣኞችን በአዊኛ ቋንቋ በቀኑ ፕሮግራም ተቀብሎ አንዲያሰለጥን በቁጥር ቴክ10/911/ቴሙ/ኖ-2 በቀን 05/03/99 ዓ.ም. በተጻፈ ደብዳቤ ከ01/03/99 ዓ.ም እስከ 30/02/2000 ለአንድ አመት የሚቆይ የቅድመ እውቅና ፈቃድ መሠጠቱ ይታወሳል።

ባመሆኑም ትምህርት ሚኒስቴር የመምህራን ትምህርት በሚመለከት ካወጣው መመሪያ አንጻር የተቀበላችኋቸውን 83 ሠልጣኞችን ለማስመረቅ ብቻ የእውቅና ፈቃድ ተሰጥቷችሁ መሆኑን እናስታውቃለን።

ከሠላምታ ጋር
እጅ ሹመ አባይ
ዳይሬክተር

ግልባጭ/
- ለሥራ አስኪያጅ ጽ/ቤት
- ለም/ሥራ አስኪያጅ ጽ/ቤት
- ለብ/ማ/ሥ/ት/ጥ/ም/መምሪያ
- ለብቃት ማረጋገጫ ቡድን ቴ/ሙ/ት/ስ/ማ/ኤጀንሲ
- ለአዊ ዞን አስ/ማን/መምሪያ
እንጅባራ

15/03/2000

በአማራ ክልላዊ መንግሥት
የአዊ አስተዳደር ዞን ጽ/ቤት

ቁጥር 3053/2-50
ቀን 6-3-2000

ለአብክመ ትምህርት ቢሮ
ባህርዳር፣

ጉዳዩ፣ በብሔረሰቡ ቋንቋ የሚሰጠውን ትምህርት ይመለከታል፣

በክልሉ ከሚገኙ ብሔረሰብ ዞኖች ውስጥ አንዱ የሆነው የአዊ ብሔረሰብ አስተዳደር የፌዴራልና የክልሉ መንግስት ባረጋገጡለት መብት መሠረት ከ1989 ዓ.ም ጀምሮ የአፍ መፍቻ ቋንቋቸው አዊኛ በሆኑ አካባቢዎች የ1ኛ ደረጃ ትምህርት እንዲሰጥ እየተደረገ ይገኛል::

ይህ በመሆኑ የዜጐች መብት እንዲከበር ከማድረጉ በተጨማሪ የብሔረሰቡ ቋንቋ እንዲያድግ ትልቅ ዕድል ፈጥሯል፣ በአፍ መፍቻ ቋንቋቸው በመማራቸውም ውጤታማ እንዲሆኑ አድርጓል::

በዚህ ረገድ እስካሁን የክልሉ መንግስት፣ ትምህርት ቢሮና ዞኑ አበረታች እንቅስቃሴ አድርገው የሚያበረታታ ውጤት ተገኝቶበታል:: በ1989 ዓ.ም በ5 ት/ቤቶች በ10 መምህራን በ300 ተማሪዎች የተጀመረው አሁን በ~~142~~ 135 ት/ቤቶች በ1382 መምህራን ከ78000 በላይ ተማሪዎች በአፍ መፍቻ ቋንቋቸው እየተማሩ ከመሆናቸው በላይ በ147 ት/ቤቶች ደግሞ አዊኛ እንደ አንድ የትምህርት አይነት እየተሰጠ ይገኛል:: ይህ እንደተጠበቀ ሆኖ ግን የመማር ማስተማሩን ሂደት ውጤታማ ለማድረግና ከዚህ ጋር ተያይዞ ቋንቋው እንዲያድግ ለማድረግ ያጋጠሙ ችግሮች በርካቶች ናቸው:: በመሆኑም ያጋጠሙ ዋና ዋና ችግሮችንና የመፍትሄ ሀሣቦችን በዚህ ሸኝ የላክን በመሆኑ ቢሮው ለጉዳዩ ከፍተኛ ትኩረት ሰጥቶ እንዲያሣልን እንጠይቃለን::

ከሠላምታ ጋር

ባዘዘው ሚኔ ከበደ
ዋና አስተዳዳሪ

ግልባጭ/-
- ለርዕሰ መስ/ክልል መስ/ጽ/ቤት
  ባህርዳር፣
- ለምክትል አስተዳዳሪና አቅም ግ/መም/ኃላፊ
- ለትምህርት ዋና መምሪያ
  እንጅባራ፣

1. በአዋቂ መማር ማስተማር ሂደት ያጋጠሙ ችግሮች

ሀ. የሠለጠኑ መምህራን እጥረት

አፍ መፍቻ ቋንቋቸው አዋቂ በሆነባቸው አካባቢዎች 1ኛ ደረጃ ትምህርትን ማስተማር ስንጀምር የተሟላና በቂ ዝግጅት ተደርጐ አልነበረም። በወቅቱ ባለው አቅም በአማርኛ በሠለጠኑ መምህራን ትምህርቱ እንዲጀመር ተደርጓል። ይህ መሆኑ ትምህርቱን ማስጀመር ከነበረው ፋይዳ አኳያ ትክክለኛ እርምጃ ነበር። በዚህ አግባብ ለዓመታት ከቀጠለ በኋላ ትምህርት ቢሮው በወሰደው እርምጃ መሠረት ደ/ማርቆስ መምህራን ኮሌጅ unit በመክፈት አዋቂን እንደ አንድ የትምህርት አይነት ሌሎች የትምህርት አይነቶችን በአማርኛ ለመጀመሪያ ጊዜ 50 መምህራንን አሰልጥኖ እንዲመደቡ ተደርጓል። ይህ እርምጃ የተለያዩ ጉድለቶች ያለበት መሆኑ እንደተጠበቀ ሆኖ የከፋ አልነበረም። ሆኖም ግን የትምህርት ጥራትን ከመጠበቅ አኳያ እንደሀገር በCertificate መመህራንን ማሰልጠን እንዲቆም ተደርጓል። ይህ በመሆኑ ምክንያት አንዱ መፍትሄ የሚፈልግ አስገዳጅ ጉዳይ ሁኗል።

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ለ. ትምህርት በሬዲዮ ስርጭት ማቆሙ

በ1997 ዓ.ም በአዋቂ ትምህርት በሬዲዮ ስርጭት መጀመሩ ለተማሪዎች ብቻ ሣይሆን ለብሔረሰቡም ትልቅ ስሜት ፈጥሮለት ነበር። ሆኖም ግን ቢሮ ላይ ያለው ማሠራጫ መሣሪያ በመበላሸቱ ምክንያት ስርጭቱ ከቆመ ዓመታት ተቆጥረዋል።

ሐ. በዞኑ የመምህራን ማሠልጠኛ ኮሌጅ አለመኖር፣

መንግስት በቀየሰው ስትራቴጂ መሠረት በሁሉም አካባቢ በተለያየ ሙያ የሠለጠነ የሰው ሀይል የሚያፈሩ ኮሌጆችና ዩኒቨርስቲዎች በመስፋፋት ላይ ናቸው። የክልላችን መንግስትም በተለያዩ አካባቢዎች ሁኔታዎችን ግምት ውስጥ ባስገባ መንገድ ኮሌጆችን እያስፋፋ ይገኛል። ይህ በጣም ትክክልና ተጠናክሮ እንደሚቀጥልም እናምናለን። ሆኖም ግን በመንግስት አቅም አጥረት ምክንያት ዛናችን አስካሁን ኮሌጅ አላገኘም። ይህ ቢሆን ጉሮ ኮሌጅ ከሚኖረው ጠቀሜታ አኳያ በተለይም በብሔረሰቡ ቋንቋ የሚሰለጥኑ መምህራንን በማፍራት የሚኖረው አስተዋጽዖ ተነሱ የማይገኝለት ነው።

የአዲስ አበባ ዩኒቨርሲቲ ቤተ መጻሕፍት

2. አማራጭ የመፍትሄ ሃሳቦች፣

ከላይ በተጠቀሰው መንገድ ያጋጠሙ ችግሮች በጣም መሠረታዊና የአመራር ውሣኔንም የሚጠይቁ በመሆናቸው ከክልሉ ከፍተኛ የአመራር አካላት ጋር መወያየት በማስፈለጉ ክቡር ምክትል ር/መስተዳድሩና የትምህርት ቢሮ ኃላፊው ባሉበት ውይይት ተደርጓል። በዚህ ውይይት በእርግጥም ከፍተኛ አመራሩ የሰጠውን ትኩረት ጭምር የሚያሣዩ አጥጋቢ የመፍትሄ አቅጣጫዎች ተቀምጠዋል። እነዚህ የመፍትሄ ሃሳቦች በአጭርና በረጅም ጊዜ ተከፋፍለው የሚታዩ ሲሆን በተደረሰበት ድምዳሜ መሠረት የዞን አመራሩም የተስማማበት መፍትሄ የሚከተለውን ይመስላል።

ሀ. የመምህራንን ሥልጠና በተመለከተ፣

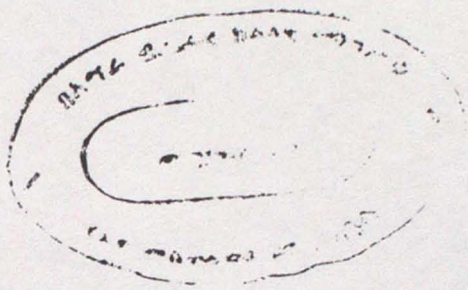
ከመምህራን ሥልጠና አኳያ ሁለት መፍትሄዎች የተቀመጡ ሲሆን በደ/ማርቆስ መምህራን ኮሌጅ የዲፕሎማ መምህራንን ሁሉንም የትምህርት አይነት በአዊኛ እንዲሠለጥኑ በማድረግ በበቂ ቁጥር ማፍራት ሲሆን አቅም በፈቀደ መጠን በቂ ዝግጅት ተደርጐ ከዚህ በጀት ዓመት ግማሽ ጀምሮ ሥልጠናው እንዲሰጥ ቢደረግና እነዚህ የዲፕሎማ መምህራን ተመርቀው እስከሚወጡ ድረስ ለሽግግር ጊዜ ሁሉንም የትምህርት አይነት በአዊኛ ሠልጥነው የሚወጡ Certificate መምህራንን ማሠልጠንና ይህም በቅርብ ጊዜ እንዲጀመር ቢደረግና ከኮሌጁ ይህንን በባለቤትነት የሚከታተል የሚደግፍና የሚመራ አንድ ሰው በኃላፊነት ቢመደብ

ለ. የሬዲዮ ትምህርት ስርጭትን በሚመለከት፣

በሬዲዮ ትምህርት ስርጭት የሚሰጠው ጥቅም ይታወቃል። ከብሄረሰባችን አኳያ ደግሞ ሌሎች ተደራቢ ጥቅሞችም ጭምር ያሉት ነው። የወፍ ቋንቋ ይባል የነበረ ብሔረሰብ አሁን የልጆቹ መማሪያ ሆኖ በሬዲዮ ጭምር ሲሰራጭና ሲሰማ የሚያገኘው እርካታ ከፍተኛ ነው። ለቋንቋው እድገትም ከፍተኛ አስተዋጽኦ አለው። በመሆኑም ይህንን ለማሳካት አንድም የትምህርት ቢሮው የተበላሸው መሣሪያ እንዲጠገን ወይም እንዲለወጥ አድርጐ ስርጭቱ ቢጀመር፣ በሌላ በኩል ደግሞ ዞኑ የራሱ ማሠራጫ ይኖረው ዘንድ አስፈላጊው ድጋፍ ሁሉ ቢደረግልን።

ሐ. የመምህራን ማሠልጠኛ ኮሌጅን በሚመለከት፣

ለብሔረሰቡ የመምህራን ማሠልጠኛ ኮሌጅ ቢኖር ካለው ጥቅም አንፃር ተደጋጋሚ ጉዳዩን ለክፍተኛ አመራሩ ስናቀርብ ቆይተናል። ሆኖም ጥያቄው የሚታመንበትና ፍትሃዊ ቢሆንም በአቅም እጥረት ምክንያት በአጭር ጊዜ ሊሟላ ያልቻለ ቢሆንም ከመምህራን ሥልጠና አኳያ እያጋጠመ ያለውን ችግር በዘላቂነት የሚፈታ በመሆኑ የመምህራን ማሠልጠኛ ኮሌጅ እንዲከፈት ቢደረግ የሚሉት ናቸው።



በአማራ ብሔራዊ ክልላዊ መንግሥት
የትምህርት ቢሮ

ቁጥር ት/ቢ6/1880/ተሰ16/1
ቀን- 06/02/2000

ለ ሃሮ ዞን ትምህርት መምሪያ
ኃኒ ይላሁ
ለባህር ዳ ከተማ አስተዳደር ትም/ጽ/ቤት
ባህር ዳር

ጉዳዩ፡- ለ2000 የትምህርት ዘመን የመጀመሪያ ደረጃ ትምህርት በመምህራን ትምህርት ኮሌጆች የተደለደሉ ዕጩ ሰልጣኞችን ኮታ ስለማሳወቅ

በዘመኑ የመጀመሪያ ደረጃ ትምህርት የዕጩ መምህራን የምልመላ መመሪያና የምልመላ የጊዜ ሰሌዳ ቀደም ሲል በቁጥር ት/ቢ6/1535/ትጠ1/1 በ23/01/2000 ቡተዳፊ ሽኝ ደብዳቤ ማስተላለፋችን ይታወሳል።

በዚህም መሠረት በየፕሮግራሙ ለየዞኑ የተሰጠውን ኮታ በዚህ ደብዳቤ ሽኝነት የላክን በመሆኑ የዘመኑን የመጀመሪያ ደረጃ ጥቅል የተማሪዎች ብዛት መሠረት በማድረግ ለወረዳዎች የኮታ ድልድል እንዲሰራና መመሪያው ተጠብቆ ምልመላው እንዲካሄድ እየገለጽን፣

- በልዩ ትምህርት ለመሰልጠን የሚመለመሉት ከመደበኛ የሰርቲፊኬት መምህራን መካከል ሆኖ በረጅም ጊዜ ስልጠና መመልመያ መመሪያ መሰረት እየተወዳደሩና ያለፉት ደመወዛቸውን እንደያዙ የሚማሩ በመሆናቸው በአግባቡ ውል እየያዙ እንዲላኩ ይደረግ።
- የልዩ ፍላጎት ትምህርት ሙያ ሙሉ ጤንነትንና የአካል ጥንካሬን ስለሚጠይቅ የተመልማዮቹ ዕድሜ ከ35 ዓመት መብለጥ የለበትም።
- የልዩ ፍላጎት ትምህርት በማስተማር ላይ የሚገኙት መምህራን እንዲወዳደሩ ቢደረግና አልፈው ወደ ኮሌጅ ቢገቡ በዘመኑ እነርሱን የሚተካ ሌላ መምህር ሊገኝ ስለማይችልና ተማሪዎቹ ስለሚጎዱ መመዘኛውን አሟልተው እስከተገኙ ድረስ ያለውድድር በክረምት ስለምናሰለጥናቸው አሁን እንዳይወዳደሩ ሆኖ ዝርዝራቸው ለክልሉ ት/ቢሮ እንዲላክልን፣
- ለዲፕሎማ (በእንግሊዝኛ) ፕሮግራም የሚሰለጥኑ ዕጩ መምህራን የአካል ብቃት መስፈርት በ4.1.2.2. በተጠቀሰው መሰረት እንዲሆን (የማየት ችግር ያለባቸው ካለፉ በኮሌጁ አማካይነት ወደ 2ኛው ሳይክል እንዲመደቡ ይደረጋል)፣
- ምልመላው የሚካሄደው በየሳይክሉ ተለይቶ ሳይሆን በአንድ ላይ ለ10 +3 ፕሮግራም ይሆናል። በየሳይክሉ የሚለያዩት በየኮሌጁ ከገቡ በኋላ ይሆናል።
- ለሙያ ትምህርት ስለሚመለመሉ ዕጩ ሰልጣኞች የምልመላ ሂደት አከታትለን እንልካለን።
- ኮታ ከተደለደለ በኋላ በየፈተና ማዕከሉ የሚኖረውን የተፈታኞች ብዛትም (የማዕከሉ አባል ወረዳዎች ኮታ እጥፍ) ለኮሌጆች እንዲገለጽ እናሳስባለን።

ከሰላምታ ጋር

ፈቃዱ የሺዋስ
የሰውኃይል ልማት መምሪያ ኃላፊ

ግልባጭ

- ለቢሮ ኃላፊ
- ለም/ቢሮ ኃላፊ(የትም/ፕሮ/ሱፐርቪዥን ዘርፍ)
- ለም/ቢሮ ኃላፊ(የትም/ተቋማት አ/የሰ/ኃ/ማ/ ዘርፍ)
- ለም/ቢሮ ኃላፊ(የትም/ድጋፍ ሰጭ ዘርፍ)
- ለ_____ መምሪያ/ቡድን
  ባህር ዳር
  ለ_____ የመምህራን ትምህርት ኮሌጅ
  _____

የ2000 ዓ.ም የዕጩ መምህራን ድልድል በየኮሌጆች

ዞን	ፕሮግራም	ኮሌጅ				ድምር
		ጎንደር	ደ/ማርቆስ	ደሴ	ደ/ብርሃን	
ምዕ/ጎጃም	በእንግሊዝኛ(10+3)	277	70			
	ልዩ ፍላጎት ትም/				8	
	መ.ያ				12	367
ምስ/ጎጃም	በእንግሊዝኛ(10+3)		350			
	ልዩ ፍላጎት ትም/				10	
	መ.ያ				15	375
ደቡ.ብ ጎንደር	በእንግሊዝኛ(10+3)	284			-	
	ልዩ ፍላጎት ትም/				6	
	መ.ያ				9	299
ሰሜን ጎንደር	በእንግሊዝኛ(10+3)	427			-	
	ልዩ ፍላጎት ትም/				12	
	መ.ያ				18	457
ሰሜን ሸዋ	በእንግሊዝኛ(10+3)				310	
	ልዩ ፍላጎት ትም/				13	
	መ.ያ				20	343
ደቡ.ብ ወሎ	በእንግሊዝኛ(10+3)			415	-	
	ልዩ ፍላጎት ትም/				12	
	መ.ያ				18	445
ሰሜን ወሎ	በእንግሊዝኛ(10+3)	141		25	58	
	ልዩ ፍላጎት ትም/				6	
	መ.ያ				10	240
አዊ	በእንግሊዝኛ(10+3)	103	60		-	
	ልዩ ፍላጎት ትም/				5	
	መ.ያ				7	215
	አዊኛ		40		-	
የኦሮሞ ብሄረሰብ ዞን	በእንግሊዝኛ(10+3)				72	
	ልዩ ፍላጎት ትም/				3	
	መ.ያ				5	320
	አፋን ኦሮሞ			240	-	
ዋግ ኽምራ	በእንግሊዝኛ(10+3)	48			-	
	ልዩ ፍላጎት ትም/				4	
	መ.ያ				6	98
	ኽምጠኛ			40	-	
ባህር ዳር	ልዩ ፍላጎት ትም/				1	1
ድምር		1280	520	720	640	3160

የ2000 ዓ.ም የዕጩ መምህራን ድልድል በየኮሌጆች

ዞን	ፕሮግራም	ኮሌጅ				ድምር
		ጎንደር	ደ/ማርቆስ	ደሴ	ደ/ብርሃን	
ምዕ/ጎጃም	በእንግሊዝኛ(10+3)	277	70			
	ልዩ ፍላጎት ትም/				8	
	ሙ.ያ				12	367
ምስ/ጎጃም	በእንግሊዝኛ(10+3)		350			
	ልዩ ፍላጎት ትም/				10	
	ሙ.ያ				15	375
ደቡ·ብ ጎንደር	በእንግሊዝኛ(10+3)	284			-	
	ልዩ ፍላጎት ትም/				6	
	ሙ.ያ				9	299
ሰሜን ጎንደር	በእንግሊዝኛ(10+3)	427			-	
	ልዩ ፍላጎት ትም/				12	
	ሙ.ያ				18	457
ሰሜን ሸዋ	በእንግሊዝኛ(10+3)				310	
	ልዩ ፍላጎት ትም/				13	
	ሙ.ያ				20	343
ደቡ·ብ ወሎ	በእንግሊዝኛ(10+3)			415	-	
	ልዩ ፍላጎት ትም/				12	
	ሙ.ያ				18	445
ሰሜን ወሎ	በእንግሊዝኛ(10+3)	141		25	58	
	ልዩ ፍላጎት ትም/				6	
	ሙ.ያ				10	240
አዊ	በእንግሊዝኛ(10+3)	103	60		-	
	ልዩ ፍላጎት ትም/				5	
	ሙ.ያ				7	215
	አዊኛ		40		-	
የኦሮሞ ብሄረሰብ ዞን	በእንግሊዝኛ(10+3)				72	
	ልዩ ፍላጎት ትም/				3	
	ሙ.ያ				5	320
	አፋን አሮሞ			240	-	
ዋግ ኽምራ	በእንግሊዝኛ(10+3)	48			-	
	ልዩ ፍላጎት ትም/				4	
	ሙ.ያ				6	98
	ኽምጠኛ			40	-	
ባህር ዳር	ልዩ ፍላጎት ትም/				1	1
ድምር		1280	520	720	640	3160

Declaration

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

Name Kindie Birhan

Signature _____

Date 08/07/09

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

Name Getachew Adugna (PhD)

Signature _____

Date 08/07/09