

A STUDY ON OPPORTUNITIES, CHALLENGES AND
SUCCESSSES IN USING HADIYYISA AS A MEDIU^m OF
INSTRUCTION: THE CASE OF HADIYYA ZONE
PRIMARY SCHOOLS/SNNPRS

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COLLEGE OF EDUCATION*

JUNE, 2007

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CHAPTER ONE

INTRODUCTION

In this part, the general background, which would give overview of the study, was dealt.

1.1. Background of the Study

The issues of mother tongue education seem better addressed by the UNESCO's policy statements. Thus, UNESCO (1953) noted in its policy statement that the use of mother tongue is the right of the child to language acquisition and leads to academic efficiency. Further, UNESCO's policy statement, while emphasizing psychological, pedagogical and sociological significance of mother tongue, states as follows:

It is axiomatic that best medium for teaching a child is his mother tongue. Psychologically, it is the system of meaning the signs that in his mind looks automatically for expression and understanding. Sociologically, it is a means of identification among the members of community to which he belongs. Educationally, he learns more quickly through it than unfamiliar linguistic medium UNESCO in Fasold (1984:293).

Therefore, these statements reveal that child who learn in his/her mother tongue would easily understand his/her environment, learns quickly and establish identity confidence among his/her community members. In connection with this, again another scholar Bunyi (1999:340) as cited in Mesfin (2001:8) states that "Language known and understood by the child on starting school was the most effective medium in the early years of education". This shows that a child who learns in a language that he/she knows would learn and understand a lesson better than the counter part.

As Leslie Limage (1998:89) mentions, 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. Hence, it is not uncommon for children who are born in the linguistically diversified society to be bilingual or multilingual (Padilla et al, 1990). Scholars such as Rubin and Ernudd (1971) in strengthening the above views have stated that "advantage of this for child is an individual ease, speed of expression, greater self esteem, great independence of thought, greater creativity, firmer grasp and longer retention of the subject matter." As

opposed to this, using weaker language, which the child has not relative mastery affects both the child's grasp and speed of reading (McNamara, 1967).

Ethiopia, like most African and Asian Countries is linguistically heterogeneous. There are about 85 nationality languages, which are classified into four language families, namely, Cushitic, Ethio-Semitic, Nilo-Saharan and Omotic (Elisabeth Gfeller, Sll, 1999). Since early time in Ethiopian history, people have lived side-by-side speaking diverse language families and dialects. Though Ethiopia is a country of diverse linguistic entity, for not less than a century, formal education was offered predominantly in a single language- Amharic. However, during the periods of Italian aggression the media of instruction were to be local languages. According to Ayalew (2000:21), Amharic, Tigregna, Oromigna Kaficho and Somaligna were to be used in the different regions. Again, Honig (1996:8) states that, the pioneers to use the mother tongue as medium of instruction were missionaries. Then, in the 1930s, the Italians made for six local languages on the basis of ethnicity. Later on, in the 1980's, during the National Literacy Campaign, fifteen different nationality languages were used (Bender, 1976).

After the collapse of the military regime, Ethiopian people's Revolutionary Democratic Front (EPRDF) took over political power and assumed ruling position all over the country. Thus, in 1994, Transitional Government of Ethiopia (TGE) has enacted the new Education and Training Policy, which would promote the use of mother tongue as medium of instruction in the primary schools. The central theme of the aforementioned Education and Training policy (TGE, 1994) was based on the democratic values and principles vested in the Transitional period Charter of Ethiopia (TGE, 1991). This was further elaborated in the constitution of the Federal Democratic Republic of Ethiopia (1995:26). This constitution recognizes cultural diversity as a valuable asset. It also promotes unity in diversity. Hence, the aforementioned Education and Training Policy conceives language as an integral and necessary aspect of building a wealthy and strong Ethiopia by lifting up collaborative and cooperative efforts of diverse Ethiopia Peoples.

On the basis of the acts and rights that have been vested in the constitution of the country, each administrative region has been granted right to lift up and implement mother tongue as medium of instruction by its respective nations and nationality languages.

In connection with this, Tekeste (1996:80) argues that “the regions began to assume formal and practical responsibility for running their own affairs in consultation with the central government. This proclamation gave each region right to use its own language for instruction and that each region was virtually responsible for the provision of primary education (grade 1 up to grade 8).”

However, some people contend that implementation process was hurried and didn't gain thorough discussion of the beneficiaries. According to Tekest (1996:82), as Cited in Ayalew (2000:77), “there is no proof that the respective speakers of the language were consulted to check on their ‘latent interest’”. Ayalew (2000:76) again discusses that decision made by some nationalities for choice of Latin script has totally deprived of the benefits of literacy gains of previous government. Moreover, he also argued about the problems encountered in curriculum development, textbook writing and translation work. He said that these were carried out without investigation of constraints and opportunities.

Here it would be worth to cite other more instance discussed by Altaye (2001) as one of the serious problems, which prevailed during the implementation process of "Wogagoda" in Wolaitta Zone which is one of the administrative Zones of SNNPRS. "Wogagoda" ought to be used by the people of Wolaitta as medium of instruction. However, it failed to be implemented because of strong resistance it faced from the Wolaitta people. Regarding to this issue, Altaye (2001:67) has to say "... the politicians of the area dreamed once and created this Esperanto language for schools instruction... due to the introduction of textbooks in the Wogagoda language, grade four textbooks in Wolaitta Language which were available before 1992, were discarded. After strong resistance of people to use "Wogagoda" and its textbooks for instruction, the local government revised its decision to the Wolaitta Language using as language of instruction."

Nonetheless, such problems would not be one and the same in all areas in the country but differ according to the specific features prevailing in different localities. Different societies might have been faced varied challenges, which would differ in their scope and depth or might have relatively smooth conditions in due course of the implementation of mother tongue education. Therefore, the researcher of this study by reviewing above mentioned contentions was convinced to investigate the opportunities, challenges and successes in implementing Hadiyyisa as a medium of instruction in the primary schools of Hadiyya zone.

1.2. Description of the Study Site

Hadiyya Zone is one of the thirteen Zones and eight Special Woredas of SNNPRS. Its population, according to Hadiyya Zone Finance and Economic Development Coordination Main Department (HZFEDCMD) 1998E.C/2006, trajectory was 1,282,907. The dominant vernacular language of this zone is known as Hadiyyisa. Currently this zone has ten Woredas and one Town Administration with total of 317 primary schools. Out of which, 306 of them were found practicing Hadiyyisa as a medium of instruction. The rest, 11 of them were using Amharic for their instructional purposes though the majority of these groups do not belong to Amharic speaking nationality. However, it was their parents' choice to teach them in Amharic because most of them were from nationalities different from Hadiyya. These people have their own indigenous vernacular language but few in numbers to have been taught in each of their mother tongue. They include people speaking languages such as Kambatigna, Siltigna, Guragigna, Alabigna and Amharic. However, this group assumes minority position that is only 4.18% of the total population in this zone. However, the population of Hadiyya Nationaliy assumes 82.64% of the total zonal population. Therefore, their respective languages, except Amharic, were not used for instructional purposes in the primary schools of Hadiyya Zone. Hence, in this study, opportunities, which have given an impetus for the implementation of mother tongue (Hadiyyisa) as a medium of instruction in Hadiyya Zone primary schools, challenges, that had been faced in the course of implementation and successes achieved during the implementation process of mother tongue as a medium of instruction were treated with great emphasis.

1.3. Statement of the Problem

As has been discussed in the preceding part, the New Education and Training Policy of the Federal Democratic Republic of Ethiopia (1994) declares the right of use of Mother tongue Education in the primary schools of the country irrespective of language differences. In connection with this, Elisabeth, Gfeller, Sil (1999:3) argued "Ethiopia has accepted the challenge of a multicultural education policy in 1991. In an exemplary way, it has opened the way for all languages to be used in Education." Constitution of the Federal Democratic Republic of Ethiopia also proves the same reality in Articles 5 and 39 (1995). The New Education and Training policy further ensures the possibility to either learn by their own languages after making necessary preparation among those or can choose from among those selected on the basis of national and countrywide distribution (TGE, 1994:23).

It was vividly clear to every body that Amharic was the medium of instruction in Ethiopia contexts for many years in the primary schools while other vernaculars were relegated. It was since 1991, that other vernacular languages of the country drew attention to be the medium of instruction in the respective localities in the primary schools. This was inevitably new phenomena in Ethiopian context, except the periods that Italians had tried to implement mother tongue education in few languages in the primary education level for one or another reason and attempts were made during the Dergue regime, in that Literacy Campaign was attempted in vernaculars in Sabean script. Mother tongue education in the history of Ethiopia in different vernaculars was not an agenda of the ruling classes of the past regimes.

Hence, the researcher assumes that new phenomenon might often face resistance from the beneficiaries and may have human, material and other resource constraints. Therefore, it was researcher's belief to conduct study on the topic Opportunities, Challenges and Success of Mother-tongue Education. Here the focus of the study was on the attitudes of the change affected people (beneficiaries), towards the instruction in mother tongue and other related practical and theoretical problem. Such problems include conditions of the educational materials, teachers training, psychological and sociological attributes of the change affected society.

Thus, Hadiyya Zone, being one of the beneficiaries of such opportunities, was embarked on implementation of mother tongue as an instructional medium in the primary schools of the zone and even in the Teacher Training Institutes to train student teacher of the zone since 1993. However,

- there were some informal complains from some people by saying that Hadiyyisa is not the need of the community of Hadiyyisa speaking people to be used for instructional purposes but it was imposed by the politicians of that area. Hence, the researcher was interested to investigate what was happened in reality.
- Absence of the study on the specific issues of this topic. Moreover, Hadiyya language didn't had as such developed written materials and literature for longer periods regard mother tongue education except that of attempts made by the Literacy Campaign Program (1970's-1980's) for literacy purposes.

- After 1991, some undergraduate students, for instance Mesfin (2001), has done a senior essay study on attitudes of parents, Students and teachers in using Hadiyyisa as a medium of instruction in Hossana Town and Fesseha (2003) attempted to conduct B.A senior essay study on problems and practices towards implementation of hadiyyisa in Hossana Town respectively. However, both studies result reflected that as if Hadiyyisa was put in to practice by political pressure. Nevertheless, the researcher has felt that conclusions of these senior essays, of which scopes were skewed towards single issues and confined to single nodal point with multicultural character, would not represent and give actual picture of the mother tongue education in the primary schools of Hadiya Zone whose more than 90% of the Hadiyyisa speaking people lives in the rural areas.
- Other reason was that the researcher has knowledge from his past experience as a member of staff of the zonal education office that mother tongue as an instructional medium was given in the schools of this zone from grade one upto grade six (1-6) and as a subject from grade one upto grade eight (1-8). But these days, giving instruction in mother tongue was limited at the level of primary first cycle (1-4) only. Owing to this fact, some people were found arguing that informally, as if this is the reflection of failure to the program because of challenges that it had faced in the process of implementation. This was also another issue that had made the researcher to concentrate his study on this topic.

In general the researcher was interested in investigating opportunities, which favored the program, challenges, which have faced in due course of the implementation of instruction in mother tongue (Hadiyyisa), and successes, which have been achieved during the implementation of mother tongue (Hadiyyisa) education. Therefore, on the basis of the above assumptions, the following objectives of the study were drawn.

1.4. Objectives of the Study

In this part, both general and specific objectives of the study were formulated and basic research questions were prepared.

General Objectives of the Study

Here, under, three general objectives were stated as an end of this study

1. Identifying opportunities which have induced the use of Hadiyyisa as a medium of instruction in the primary schools of Hadiyya Zone.
2. Investigating challenges that have been confronted as a result of the use of Hadiyyisa in the primary school of Hadiyya Zone for instructional purposes.
3. Identifying successes that have been achieved as a result of the implementation of Hadiyyisa as a medium of instruction in the primary schools of Hadiyya Zone.

Specific Objectives of the Study

- To investigate whether or not attitude assessment of the community members in using mother tongue (Hadiyyisa) as a medium of instruction was done.
- To investigate degree of community participation in the decisions made to select instructional language and its script
- To investigate the degree of attempts made to improve and develop instructional language (hadiyyisa)
- To find out whether training was organized in order to enhance teacher's instructional language competence.
- To investigate whether or not instructional (both main and supplementary) materials were prepared and distributed adequately and timely.
- To identify the degree to which teachers participate in preparation and translation of instructional materials.
- To investigate interaction conditions between teachers and students in side and out side the classroom in the instructional language (Hadiyyisa).
- To investigate teachers, students, parents and educational officials attitudes towards the use of mother tongue (Hadiyyis) for instructional purposes
- To identify the degree of professional support done by concerned bodies working in line with education

Basic Research Questions

Thus, to meet the above mentioned objectives, the following three basic research questions, which in due course would assist the researcher, were formulated as follows:

1. What were opportunities, which have induced or promoted implementation of Hadiyyisa as medium of instruction in the primary schools of Hadiyya Zone?
 - a) Do community members of Hadiyya Zone need to use Hadiyyisa as a medium of instruction?
 - b) Who did select the instructional language and its script to be used in the primary schools of Hadiyya Zone?
 - c) What attempts were done to develop instructional language as language of wider communication in side and outside the classroom?
 - d) What human and material resources were used as an input to start with?
2. What were challenges faced as a result of the use of Hadiyyisa as a medium of instruction in the primary schools of Hadiyya Zone?
 - a) How was training conditions of the teachers in the instructional language to develop language competence?
 - b) What looklikes instructional material supply conditions in the schools of the research area?
 - c) Who prepare Instructional materials?
3. What were the successes that have been gained from using the Hadiyyisa as a medium instruction in the primary schools of Hadiyya Zone?
 - a) How were enrollment, retention, and repetition conditions in the primary schools of the research area?
 - b) How were learners, teachers and parents attitudes towards the use of Hadiyyisa as a medium of instruction?

1.5. Significance of the Study

The significance of this study would emerge from the objectives of the use of mother tongue education that were stated in this study. Thus, after the successful completion, this study would have the following significances to educationalists of the research area in particular and other researchers in general.

1. It might be useful as an input for educational officials and decision makers of the research area to develop new strategies in training teachers, preparing instructional materials and evaluating the implementation process of Hadiyyisa in the primary schools of the research area.
2. This study would help teachers and educational officials of the Hadiyya Zone to know problems which would impede the implementation process of the mother tongue education in the primary schools of Hadiyya Zone, and to identify successes so that they will take corrective measures on the weak sides and handle the achievements properly.
3. The study may reveal up-to-date picture of the implementation conditions of mother tongue instruction in the research area. So that, it may help teachers, principals and education officials to take timely corrective measures against discovered problems
4. The Regional and Zonal Educational Bureaux could benefit from the research findings in improving their implementation strategies of mother tongue instruction and searching remedy to the related problems prevailing in other areas of the region.
5. The study might also contribute to the literature on the area and would serve as steppingstone for further and future researchers.

1.6. Delimitation of the Study

The scope of this study was confined to the one of the zonal administrations of SNNPRS. That is Hadiyya Zone and it would not also focus on the managerial issues of the mother tongue education implementation process though they were addressed indirectly in one or other way. Hadiyya Zone has ten woredas and one Town Administration. From these, 30%, that is three woredas were the focus of the study. From each sampled woreda, 3 schools were used to draw subjects of the study. The researcher was limited his study to this zone because he him self was from that area. Therefore, there was assumption that he would be able to get reliable information as an insider researcher.

1.7. Limitation of the Study

This study has the following limitations:

The first limitation was that, female parents were reluctant to participate in these activities. Presumably this was happened because of the influence of backward traditional culture that forces females to be confined along home environment. Therefore, this study does fail to contain female parents' opinion regarding the issues in using Hadiyyisa as a medium of instruction.

Secondly, classroom observation was done for minimal duration in that the researcher couldn't get sufficient time to stay more and get detailed information about instructional process in Hadiyyisa. So it is difficult to arrive at accurate conclusion accordingly, except indicating the trends.

Thirdly, since the focus of this study was researching prevailing conditions during the implementation process of mother tongue education (Hadiyyisa), studying detailed linguistic variables such as vocabularies, grammar orthography and others of Hadiyyisa were overlooked. Hence, the study is more pedagogical and sociological than it were linguistic in its approach.

Fourthly, the success reported in this study is based on the result obtained through questionnaires, interview and observation from the research participants but achievement test was not given for students in order to know the degree of their academic performance because of the fear in shortage of time and duplication of instruments which would lead to produce unmanageable volume.

1.8. Operational Definitions of Terms and Concepts

According to Elisabeth Gfeller (1999:25), languages can be categorized in many different ways. The name used for different categories are often defining one important aspect. Thus, they are not mutually exclusive, rather they overlap considerably, but not completely. Nonetheless, though it is difficult to make complete distinction between them, definitions were given in some cases according to the context in which these language variables were performing. For instance terms such as mother tongue, vernacular language, home language, first language and native languages

were used in this study alternatively in different parts of this thesis to serve the same purposes though it seems to have slight differences according to the contexts that they were used in different cases from this research. Hence, some terms are defined as follows:

Bilingualism: Refers to the use of minority languages in the multi national countries for instructional purpose or using more than one languages for learning activities

Challenges: Refer to conditions that would confront during the implementation process of mother tongue (Hadiyyisa) as a medium of instruction.

Code-switch or code-mixing: It implies to the use of alien language (words) to the vernacular language during the instructional process in the classroom.

First language: It is a pedagogical term used in the literature on language learning, meaning the first language learnt by a child in grouping up, in a 'natural 'way not in a school (ibid).

Home language: It is a language spoken in the home compound (ibid).

Indigenous language: The language of people considered to be the original inhabitants of an area (ibid).

Language of wider communication: This is a language used beyond its indigenous territory and many people learn it as second language to communicate beyond their own language group (ibid).

Local language: It is a language spoken on specific territory, usually in restricted area (Elisabeth Gfeller, 1999).

Medium of instruction: This indicates language used to teach (instruct) all other subjects in the schools except language it self.

Mother tongue or the Native Tongue: The language which a person acquires in early years and which normally becomes his natural instrument of thought and communication (Fishman, 1968).

Official language: It is a language approved by government as a language of communication in administration (ibid).

Opportunity:According to the context of this paper, refers to promises or conditions that would promote the use of mother tongue education as a medium of instruction

Second language: It is a language acquired by a person in addition to his mother tongue (ibid).

CHAPTER TWO

REVIWE OF RELATED LITERATURE

2.1. Conceptualization of Mother Tongue Education and Language

Planning for Education

It would be better to give a brief account about the bilingual education as an introduction before we directly deal with discussion about the theoretical concept of mother tongue education. Bilingualism has got so many definitions and each one of them may be suitable depending on the context in which discussion is occurring. According to Skutnabb-Kanas (1981), Rivern (1984b) and Mackey (1987) as cited in David Corosn (1990), when bilingualism is applied, to schooling, some one is not talking about one of the means by which schools achieve their educational goals.

In connection with this, again another scholar Nemetz Robinson (1978:8) gives a helpful definition of bilingual education which contrasts with the second language learning: that he says “bilingual education is distinguished from foreign or second language education, including the study of community language, in that bilingual education is the use of a non-dominant language as the medium of instruction during part of school day”. Thus, acquiring language is much more than mere language learning. Hence, bilingualism implies some degree of ‘biculturalism’ for the individual since learning language involves acquiring many attributes of the knowledge, beliefs, skills and experiences that the culture has produced (David Corson, 1990:160). In many countries, bilingualism is so common. Thus, in the societies with pluralist affluent, one can see that it is becoming more common for parents to offer bilingualism deliberately to their children as means of keeping them in touch with the culture of some other language which is not dominant one in their society (Saunders, 1982). In relation to this, Lambert (1975) has tried to identify two categories of bilingualism in the process of schooling. Namely: ‘Additive Bilingualism’ and ‘Subtractive bilingualism’. Thus, additive bilingualism refers to acquiring second language with the expectation that the mother tongue will continue to be used. While subtractive bilingualism to learning second language with the expectation that it will replace the mother tongue.

2.1.1. Mother tongue Education

According to UNESCO (1953: 698), mother tongue education is defined as “ Education uses as its medium of instruction a person’s mother tongue, that is the language which a person has acquired in early years and which normally has become his natural instrument of thought and communication.” That is mother tongue education is considered as an instrument through which a child would express him/her self and understand the world

Thus, Gyorgy Szipe (1984:63), on the other hand, explains that the term ‘mother tongue’ is a metaphor coined by European civilization. It was derived from the situation prevalent in the monolingual family where the mother usually the main source and guide of child primary social adaptation. Terms associated with ‘mother’, such as ‘mother earth’, ‘mother country,’ usually carry positive connotations (Ibid).

Elisabeth Gfeller (1999:26), presents antithesis of mother tongue as ‘father tongue’. In connection with this, she states some contexts in which people laugh at this term (mother tongue) in many African countries. It is usually the ‘father’s language’ that the children grow up with. Such perception reveals the possibility of using ‘father tongue’ for instructional purposes in the counties like Africa instead of mother tongue. Wilfried Hartmann (1986) discloses that only less people in education agree on the meaning of the term mother tongue education. According to him, some restrict its definition to the teaching of vernacular in the surrounding of another language, others use it to refer to minority language, still other groups denote it teaching of mainstream language to a native speakers of his language only. Therefore, this statement reveals that definitions of mother tongue were not yet get common meaning.

Fishman (1968: 689) defines mother tongue or native tongue as” the language which a person acquires in early years and which normally becomes his natural instrument of thought and communication.” In recent years, studies have clearly showed that teaching in mother tongue; together with national language enable children to do better in schools. It stimulates children’s cognitive development ability to study. Hence, mother tongue is an instrument to develop cognitive capacity of child (CODE, 2006).

Therefore, mother tongue instruction is a means of improving educational quality by building up the knowledge and experience of the learners and teachers (UNESCO, 2004). Moreover, Vygotsky, in E. Glyn Lewis (1972:236-332) identified the native tongue (mother tongue) with development of spontaneous concepts, while second language belongs to the 'exterior' social physical aspects of verbal thought. These mental structures are dependent on the unfolding or maturing of the inherent possibilities of the organism's endowment. In learning mother tongue, the child unconsciously develops his competence without explicit awareness of phonetics, grammatical forms, because the mother tongue develops, naturally and necessarily with the gradual evolution of the 'neurological system' which makes any kind of learning possible (ibid).

In the further analysis, according to Ghandhiji in Acharlu (1975) as cited in Leslie Limage (1998), help to conceptualize mother tongue from the point of view of pedagogical, political, sociological and psychological factors or values that it renders. His statements are noted as follows:

"Our language is a reflection of our selves and if it is said that our languages are too poor to express the best thought then the sooner we are wiped out of the existence the better for us to develop a language is the responsibility of those who speak it. If we fail to develop our language, and stick to the false notion that English alone can express our thoughts or transmit them, then there is no doubt that we shall continue to be slaves for all times, with a little effort we can impart the knowledge of even the new science through the mother tongue. It is only, our mental slavery that makes us feel that we can not do without English." (p.96).

Such Ghandhiji's statement outstandingly proves the position of mother tongue in transmitting thought and even scientific concepts to child effectively. That also has sense of freedom from physical and mental slavery.

2.1.2. Language Planning in Education

Planning to use and develop different language variables such as vocabularies, grammar, spelling and other variants in education were also other significant issues to be considered when the issue of mother tongue education was on agenda. In relation to this, Fishman (1973: 23-24) argues that language planning is another name for the evaluative approach to the sociology of language. When it is broadly conceived, language planning is concerned with any problem area in which language plays some role. It is 'the organized pursuit of solution to language problem.'

In line with this, Heath (1932) as cited in David Corson (1990), presents language planning activities into two broad groups. They include: 'Corpus planning' the structure of language variety (i.e. its spelling, pronunciation, grammar or vocabulary) is deliberately changed, and 'status planning' the way that the language is used in society is changed and this affects its status (for example in New Zealand the Maori language has recently been given equal recognition as a language for the law court). These two approaches overlap considerably, although the second one is more concerned with political and economic issues, decisions made reflect the values of those who hold political power (David Corson, 1990:19). Thus, this implies that status language planning approach does not focus on the issues of developing diverse languages for instructional purposes rather it focuses on developing national language.

Haugen (1983:987) as cited in David Corson (1999) established the major dimensions of language planning. He set out three problem areas that he regarded as the starting point of the language planners.

These are:

- Selection of a norm (deciding what language to be the norm).
- Codification of the norm (the assignment of styles and phrases of usage for the languages).
- Elaboration of function (continued implementation of a norm to meet the linguistic function of the culture).

2.2.1.3. Sociological Opportunities of Mother Tongue Education

Many scholars also argue about the sociological significance of mother tongue education for children of respective linguistic cluster or group.

According to Kenji Hakuta (1990), linguists and sociologists have attempted primarily to characterize social groups in terms of the configuration of the languages with respect to robustness, prestige and other sociological and institutional features. The primary justification some given for native language instruction is that literacy is best developed in native language (mother tongue) when integrated with the activities in which the parents can participate. Then after, the possibility of children to be assisted by their parents is wider than ever since. Hence, the connecting bridge between school and community is established. Therefore, parents would be motivated to take part and feel responsibility in schools affairs.

Supporters of bilingual instruction believe that students should gain confidence in using their native language before being introduced to the second language curriculum (Eugene E. Garcia, 1998). Dutcher (2003), notes that most children who begin their education in their mother tongue make better start, demonstrate increased self-confidence and continue to perform better than those who start school in new language.

The attitude of parents of school going children has real and decisive influence on which sort of life and outlook the school child will adapt. The preservation of the culture of the locality from which child is drawn, depends up on child's school knowledge and practice. In this regard, vernacular teaching has value. The mother tongue can stimulate and awaken the child's imagination through songs, stories, nursery rhymes, folktales and proverbs (Mwanakatwe, 1968: 216). Similarly, Alan Trussell-Cullen (1996) while discussing a key feature of the Newzeland's Philosophy of language teaching, he has emphasized the importance and welcoming of child's first languages because of its becoming part of child's identify and valuing what is unique and special about a child build self esteem, which is a vital precondition for learning.

Such linguistic diversity is an asset. It provide an opportunity for pupils to gain first hand experience, knowledge and understanding of others cultures and perspective. It also helps to prepare pupils for a life in multicultural society by promoting respect for all forms of language. Varieties of language are rich sources which schools should use as they implement the national curriculum (NCC, 1991, in Ranjet Arora, 2005:7).

2.2.1.4. Political Opportunities of Mother Tongue Education

Some scholars argue that mother tongue education has political significancesn to children of respective vernaculars when learn in it. For example, according to G.N.I Enobakhare (1993), “all true and meaningful education of the child is ought to proceed from mother tongue, because it is the language in which he moves and has his being.” It then follows that for the primary school system to be meaningful and culturally oriented, it must use mother tongue as instructional medium. If not, how a child is proud of his nationality if his means of communication and instructions is other language? Primary school system should foster language, dresses, songs, dances and cultural heritage of the people besides national ones (ibid). This implies that it is human rights to exercise for a child in a language that he/she start his/her first world.

Pertaining to this, Fasold (1984) mentions that ‘primarily every child has right to learn through its mother tongues.’ Countries (governments) with multilingual and multicultural regard language planning as an instrument to unify people (Bakamba 1991: 188). This impels that significance of language is strengthening and creating unifying bonds among the people of different culture. This would manifest in educational environment which would equally treats diversity in language as well. Hence, children will be cultivated by positive and enthusiastic passion to other culture and language when they are able to use their native language freely and properly

Similarly, Zaghoul Morsy (1984:7) in his arguments regarding individuals reading right in using his/her first language, he mentions that each individual’s right to name to the world, first of all in his own language has a meaning today only if everyone is open to a sort of linguistic common denominator, without alienation. That is to say that the cultures whose

language appear threatened have both the duty and the privilege to interiorize a bilingualism demanded both by necessity and reasons. In strengthening this argument other scholar Melanie Mikes (1984:121) has to say "Education in the mother tongue has the effect of ensuring the exercise of human rights in general and protection of national minority in particular." Again William Francis Mackey (1984:49) concludes that "to impose outside educational norms of any member of a language minority is to deny that person's right to be different: That right includes the option of selecting other norms."

2.2.2. Debate against the Use of Mother Tongue as a Medium of Instruction

As long as there are many scholars who support and acknowledge the significance of mother tongue education, however, there are also many who stood against the use of mother tongue as a medium of instruction. There are several objections often urged against the use of the mother tongue as the medium of instruction (Fishman, 1968:692). Hence, in the following part, we will try to examine opponent's views from the point of view of the pedagogical, sociological, cultural and political as well as economic aspects.

2.2.2.1 Pedagogical Challenges

One of the problems which opponents of mother tongue education raise is their inadequacy one inefficiency of mother tongue to use as medium of instruction. According to Lepage (1964), he argues that :

"A child learns more quickly through mother tongue than unfamiliar linguistic media is meaningless. Because there is no satisfactory teaching material and supplementary reading books available in so many vernaculars. Other than this, the most important factor, which determines how quickly a child learns is not the language factor, but the attitude of his parents, and his peer groups towards the language use".

Thus, this argument implies that the shortage of instructional materials and parents and peers attitudes would have impact on Childs language interest and learning ability either by hindering or by promoting it.

relapses into the old mechanical ways of rote teaching, on the other hand when language of wider communications is the medium of instruction there is a definite transfer of modern activity methods to teaching to other subject (Muanakatwe, 1968: 217-218).

This shows that the difficulty which a teacher who didn't master vernacular language might face in performing modern teaching methods in the classroom. However, it is difficult to generalize all teachers of vernacular under the same domain.

According to Evans (1996), the implementation of change requires staff to move from what has become at least the old competence to what is defined, after change introduction, as new competence. This is elucidated vividly in Fullen and Stigelbaure (1998:83) who state that nothing is more central to reform than selection and training of teachers and administrators. Therefore, literature emphasises that training of teachers was one of the component part in practicing mother tongue education.

Elsabeth Gfeller (1999) emphasizes the problem of development of unwritten languages. Here, she argues that languages with an oral tradition are usually not used extensively in schools. They have to be analyzed and writing system (orthography) has to be developed. However, fully standardized orthography can only be achieved in years of experience with written communication. Similarly, in the countries like ours, which is recently embarked on the line of use of mother tongue as medium of instruction, newly developed languages need to decide which script it wants to use what materials should be printed in which script might be reference of problem in mother tongue educational practicing.

In connection with this, Willaim Francis Mackey (1984) in Zaghoul Mrsy (1984) has contended in the following manner

"The more time spent in primary school on an unproductive language, the less time is left for learning a language of wider communication. For if a national languages were to be promoted exclusively, how long would it take to produce in it the amount of material now available in languages like English, Russian, French or German? It took more than 1,000 years for these modern languages to accumulate enough of the world's knowledge to replace Latina and Greek as language of learning."(p.42)

more from the society. Hence, the question which says "... Do parents want their children to preserve the ancestral tongue and to what extent normally is related with the attitudes of the parents towards mother tongue education". In fact, children in most cases reflect what they have acquired from their parents and their society.

Regarding to the attitudes the native speakers may have towards the use of vernacular language, Fishman (1968:277) noted the following statement "if we find a political system which embraces several language groups and these language groups are ranked in class hierarchy, superior and inferior, there is a prime facie probability that the language situation is unstable and that the higher ranking group are tending to assimilate the lower ranking group". Such hierarchical ranking may cause some thing positive or negative attitude among the pupils, parents and teachers in the school. Thus, it might favor languages at better rank and sometimes cause feeling of contempt and negligence among lower status towards their own vernacular. "The child already knows his mother tongue" is another attitudinal problem that some scholars forward (Fishman 1968). This means, those people who stood against the significance of mother tongue instruction, claim that the child already knows his mother tongue before he comes to school and that there is no need for schools to teach it for him

In relation to this, David Corson (1990: 22) out lined that the community attitudes in the questions of langue use are very important basis for policy decision, especially where those attitudes may be different from those held by staff member or may be in conflict with national or system level policy guidelines on this question. According to David (1990) again many parents are less willing to see the language of the home being used in the school, while others are confused about what might be possible, even about what the issue might be, and others are insistent that there certainly should be a place for the language of their children's cultural or social background in the schools activity (ibid). This implies that parents have diverse interest in using mother tongue for instructional purposes.

In general, then, educational activities can happen effectively and pupils would successfully learn when they developed positive attitude towards the language of learning. In relation to this Lambert (1972:180) mentions " the learners ethnocentric tendencies and his/her attitude towards other group determine his/her success in learning. This, motivation to learn is thought

to be determined by his attitude and by orientation towards the language used for instruction.” Hence, scholars such as Fender and Lambert (1973), Seligman, Tucker and Lambert (1972) in Fasold (1984:148) have contended that attitudes towards language are often the reflection of attitudes towards members of various ethnic groups.

In relation to teachers attitude towards the language of instruction Bank and Lutch (1986:17) mentions that teachers are human beings who bring their attitude values, aspiration, motives etc... to the classroom. Their values and attitudes mediate and interact with what they teach and influence the way the messages are communicated and understood by the learners. This shows that the success or failure of the educational objectives partly rely upon teachers attitudes towards the instructional medium.

2.4. International and Ethiopia’s Experience of Mother Tongue Education

Under this part, experiences of other international countries and Ethiopia’s will be dealt in order to be able to compare the situations how each of them has performed the mother tongue education. Thus, two other East African and Two countries from Europe and North America were treated as examples.

2.4.1. International Experience of Mother Tongue Education

In literal sense, countries like united states, west Germany, Britain, Sweden, Australia, Canada, Soviet union, India, South African, South of Sub-Saharan African countries are multicultural. That is to say they that they contain population of diverse culture and linguistic setup that has evolved in the course of history. Differences make them selves felt at point of contact and, in all modern instances contact between majority and minority is inevitable (John Edward,1984).

2.4.1.1. The Experience of Sweden

In Sweden the instruction can roughly be divided into three on the basis of instructional language (Edward,1984). These include:

1. Instruction through the medium of Swedish this takes place in Swedish speaking classes where children and teachers are Swedish with Swedish syllabus and teaching materials.
2. Two teacher's instructional classes, that is one from Swedish and the other one from immigrants groups and both Swedish and immigrant children from the same nationality only, so called compound or composite classes or cooperation classes by the Swedish authorities to make it more attractive to the immigrant organizations who prefer mother tongue classes.
3. Instruction mainly through the medium of mother tongue, with Swedish as second language such classes are connoted by Swedish authorities often as "monolingual classes" to make the sound segregator, even if they in fact produce the most bilingual pupils in the Swedish school system. These classes run for at least the first three years. But preferably at least through the first six grades with an increasing number of Swedish lessons.

2. 4.1.2. The Experience of Canada

Canada is a country with having multicultural society of great complex. Its language policy supports personal linguistic rights. For instance, language is not linked to its territory, the right to language lies with person, or a group of persons. Minority languages can organize themselves and get some support from the government to develop their languages for use in education. A number of European languages are used in schools, because of the parents' participation and contribution to include mother tongue into the education of children (Elisabeth Gfeller, 1999: 33). Above all, the new Canada's constitutions of 1982 includes charter of right and Freedoms, which tries to preserve and enhance country's multicultural heritage and to protect people linguistic right to use languages other than English and French (David Corson, 1990). On top of this, it is possible to generalize that Canada's education policy supports instruction through mother tongue of a child.

2.4.1.3. Experience of Kenya and Tanzania

Language policy is a topic of obvious interest and concern for decision regarding the structure and use of language have tremendous socio cultural ramification (Fishman, 1972). With in the

area of African educational language policy, there is a growing literature. It is true that majority of writers argue for change in educational policy, frequently advocating, from psychological sociological and linguistic perspectives, the mother tongue as medium of education. In the following part, the experience of language policy in education in two of the east African countries (in Kenya and Tanzania) would be dealt concurrently.

At the time of the independence, Tanzania in 1961 and Kenya in 1963, both countries inherited a four-tiered, British system of formal education, while both countries have made very different decisions regarding curricular emphases, allocation of educational resources, etc the basic structure had remained the same (Court and Kinyanjui, 1978:65).

Tanzania's linguistic composition is complex, for there are to day over one hundred vernacular language groups. This is however, only a roughly estimate (Abdulaziz, 1971:161). The 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. They are mainly living along the coastal area and in Zanzibar (Abdulaziz, 1971:161, Kihore 1997; 161, Kihore 1997:4 as cited in Nessawolfson J.M, 1985). For the rest of the population, Swahili is a second language that has become very wide spread, due to its societal and educational roles. It is both national and official language of Tanzania.

In Kenya, Swahili is also national and official language. But it is not used that much significant like it has been used in Tanzania because it is not the medium of Kenyans power structure. Swahili is used as symbol of nationalism and unification. But English is Kenya's economic and legal sphere. Due to this and to its prominence in the education system English has become the Channel of socio-economic mobility in Kenya (Scotten, 1978 and Zuengler, 1981 as cited in Nessawolafson Joan Manes, 1985: 242-244). The vernacular languages in Kenya have been placed in four major groups. One of these is the Bantua language groups which accounts for 65 to 70 percent of Kenyans (Abdulaziz, 1971:161, Whiteley 1974 a: 60).

Kenya and Tanzania have contrasting education policies. Difference is apparent beginning the first day of primary instruction. A Tanzanian Pupils in urban or rural schools will hear and speak only Swahili for all but one period a day. That one period is when English is taught as a subject.

Every other subject will be taught in Swahili. The Tanzanian Pupils will continue to use Swahili six out of the seven periods a day through standard seven, his last primary year (Ibid).

The language in Kenyans counter part will be exposed to as initial medium of instruction will become difficult to predict, for it will be predominant' language of the community in which school is situated. In Kenya, if the pupil attends school in Nairobi, he/she will have English as medium of instruction for standard done on wards English is used to teach all subject except Swahili, which the pupil will study one period a day. In the rural schools of Kitui (one of the districted of Kenya), on the other hand, the instruction will begin in languages other than English. At central primary schools in the town of kitui, most of the instruction in Swahili from standards one through three. The teachers also use a bit of kikamba. In schools out side the town, kekamba in the sole medium for the first three years, except for one period a day of English. Means beginning from standard four, the Kenya rural and urban schools curricula will become uniform. That is English will be given as a medium of instruction with Swahili taught as subject starting from standard four and on wards (Ibid).

To sum up, each country has corresponding differences in the languages selected as a medium of instruction. Thus, Tanzania uses Swahili, the dominant language of majority, while Kenya uses English, which is the language of its socio-economic elite. It has been argued that educational language policy in these countries reflects their educational development goals. Consequently, it is unlikely that Swahili will change its dominant position in Tanzanian schools or English is dominant in Kenya schools, unless there is fundamental change in their goals for educational development.

2.5. Language Policy in Ethiopian

In Ethiopia, presumably similar to other multilingual nations, the pattern of language use and attitudes towards language use was influenced by governments language policy were important ideological and political philosophy indicators. Policies may attempt to harmonize the wider objectives of the government and the existing pattern of language use (Gideon, 2000: 78). Having this in mind, the following part will deal with the general profiles of the language policies of Ethiopia in the educational spheres since emperor HaileSELLASSIE's time till recent time

2.5.1. Language Policy in Education during the Imperial Regime (1935-1974)

During the regime of Haileselassie, the aim of government language policy was Amharization of the entire population (Marcus, 1987:137). In thinking of establishing national unity, the government sought to form national religion culture for all Ethiopians. That is, the culture of the northern high lands, Orthodox religion and Amharic language were (Prescribed) as remedy for national unity by the then emperor According to cooper (1976:188), Haileselassie's government was the first to enshrine the official position of Amharic language in the constitution of 1955 which states that "the official language of the Empire is Amharic". This policy was giving shape for Amharic, which already was reached at consensus by the ruling classroom group to use it as "only-official and instructional language at primary level. These were designed by assuming to strength and bring national unity and cohesion among the people of the country and undermining diversity (ibid).

The first national curriculum for elementary schools, which was introduced in 1947, used English as the main language of instruction. This curriculum was not revised until 1958, when new education act firmly established Amharic as the language of primary education, while English remained the main language of secondary, education (McNab, 1984: 717 as cited in Gideon, 2000). However, none of these policy and government functions recognizes other local languages to be used as a medium of instruction at any level of education. The first government's run Amharic language schools were established in the early 1930s. Such schools were fairly evenly distributed through out the country in the provincial capitals (Marcus, 1987:137). Its objective was promoting Amharic medium education in the urban centers and then diffuses it towards rural settings.

During the Italian occupation, the policy of the administration was to introduce teaching in the local languages in each of Ethiopia's linguistic regions (McNab, 1989:78). According to Ayalew (2000: 21) , Article XXXII of the educational ordinance states that the medium of instruction were local languages; Accordingly, Amharic, Tigrigna, Oromigna, Kafficho and Sidamigna were to be used to the different regions, though its objectives was not for pedagogical or cultural values. It was never accompanied by a serious attempt to develop the local language (Tefera, 1977:74). This policy served only to disrupt the existing pattern of

freedom as an integral part of the development of an egalitarian state (Gideon,1997:88). The Dergue asserted the rights of self determination for Ethiopia's These rights included the right to freedom from the forms of cultural, religious and linguistic domination. According to McNab (1984:719), Mengistu HaileMariam argued that the language policy of Haileselassie had been part of a deliberate strategy to increase the political hegemony of a dominant groups, the Amhara. Amharic he argued, had been imposed as an elite, language in rural areas of Ethiopian despite the fact that in some areas as little as 2% of the population were able to speak Amharic, the Dergue's policy was driven by the need for socialism , and that encouraged a concentration on adult literacy. Again in opposition to the polices of the imperial government, the Dergue asserted the rights of all Ethiopia's people to develop and become literate in their own languages, and consequently fifteen languages were selected to cover 90 percent of the population. National Literacy Campaign coordinating Committee (1987:150 as is cited in Gideon, 2000). Nonetheless, the Dergue made no corresponding attempt to introduce local languages in to the primary education system which continued in Amharic through out Ethiopia.

McNab (1989) describes the existing situation as follows:

"Ironically, the recognition of the nationality rights and their utilization as adult education media of instruction come at a time when the spread of Amharic seems to have gained momentum. This spread, although pre-dating the revaluation, is likely to be accelerated by the policy of rural development. As schools are building in more remote areas, more children are brought into contact with Amharic. The literacy campaign although through the medium of nationality language brings more adults into contact with speakers of the official language, Amharic. If there are schools in the area, their children are learning in Amharic."(p.88)

In conclusion, though it is difficult to see clear difference between Haileselassies and Dergue's regime language policies, little was that Haileselassie's regime attempted to develop Amharic speaking educated elites while Dergue's regime tried to introduction literacy in Amharic to the entire population through primary education.

2.5.3. Language Policy of Ethiopia in Education Since 1991

After the collapse of the Military regime in Ethiopia, Ethiopian People Revolutionary Democratic Front (EPRDF) took over the political power and assumed the ruling position in the country. According to Tekeste (1996:80), “ in the middle of 1991, they (Dergues) who were organized according to the slogan of Ethiopian unity or Death, were swept away for good. The Ethiopian people Revolutionary Democratic front (EPRDF) the successor of power appears to be the complete antithesis of Dergue regime and its slogan is the right of every ethnic groups to self determination up to and including succession”. The implication of the later one is that rights of the groups are observed regardless of the restriction.

Again according to Tekeste, it was in Feb.1993 that proclamation 45/1993 was promulgated. This proclamation dealt with the decision making and division of power between the central and regional administration. Tekeste (1996) again mentions, by the virtue of proclamation 45/1993, the regions began to assume formal and practical responsibility for running their own affairs in consultation with the central government. The main message of the 1993 proclamation was that each region, had the right to use its own language for instruction, and that each region was virtually responsible for the provision of primary education(from grade 1 to grade 8) to its citizens. The Education and Training Policy, of TGE (1994), on numbers 3.5.1 and 3.5.2 has clearly identifies and proves the role of the regions concerning the type of instructional languages to be exercised.

In regard with this, Ethiopian Education and Training Policy (1994) on article 3.5.1 states the following: “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 3.5.2 while stressing the preconditions to be fulfilled and selection to be made by the regions before commencing of mother tongue education, it states as, “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”. Again constitution of the Federal Democratic Republic of Ethiopia (1995) Article 5 in strengthening policy statements it confirms that “All languages shall enjoy equal state

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Design of the Study

As has been mentioned in the objectives, this study would aim at investigating factors that would facilitate and impede implementation process of mother tongue education in the primary schools and also to identify achievements that have been gained from its implementation in Hydiyya Zone. Hence, to get reliable information of the current state of the issues under the study, descriptive survey method was employed.

According to Fink (1995:14), "descriptive surveys as ways of producing information to describe, compare, and predict attitudes, opinions, values, and behavior based on what people say or see and what is contained in records about them and their activities." In relation to this again scholars such as McCrosson (1991), Ackroyd and Hughes (1983) have characterized survey into four categories each. However, what is common to them is that survey study deals with description of factual, attitudinal, social and opinion information. Seyoum and Ayalew (1989) as cited in Desta (2006) stated that descriptive survey method is useful in getting an exact description of current status of a problem. Moreover, Dawn Burton (2000:299) in his argument agrees with the analogy of Fink, Hughes, McCrosson in that descriptive research is fairly straight forward and merely describes the process where by researchers collect data which identifies trends. There is no attempt to explore or explain why phenomena occur but just to state that idea. Creswell (2003) discusses this method as mixed method. Hence, on the basis of such arguments, it seems convincing to employ descriptive survey method predominated by quantitative approach.

3.2. Source of Data

The sources of the data of this study were:

- 30 Teachers, and 170 students who were sampled from 9 schools were subjects of the study

- 16 Parents of the sampled students from the catchments of each sampled primary schools
- 10 Educational Officials from Zonal and Woredas Education Offices;
- Some secondary sources, that is, Charter of the Transitional Government of Ethiopia (1991), Education and Training Policy documents (1994) of the country as well as, yearly articles and different committees' minutes of the initial periods of implementation of mother tongue education and selection procedures of professionals who participate in course development in Hadiyyisa were consulted.

3.3. Sampling Technique

Employing sampling technique is meaningful when viewed in its socio-temporal and socio-cultural context (Pauline V.Young, 1966). Nevertheless, statistician Margaret Hagood in Pauline V.Young (1966) reminds that the sample must represent the universe, must be of adequate size and should be designed in such a way that is efficient. Therefore, it requires some distinct and relevant criteria to be set. It also requires consideration of administrative and organizational set up of the area where the study focuses. Pertaining to sampling techniques, both random and purposeful sampling techniques were employed for the reason that the research design of this study permits. Therefore, the number of woredas and schools that are found in Hadiya zone were taken into account in order to use probability random sampling techniques. Thus, both systematic and simple random sampling methods were used to select the subjects of the study. Other than this, purposive sampling method was also employed to discriminate respondents.

Hadiyya Zone has ten woredas and one town administration. Thus, the subjects of this study were drawn from 3 randomly selected woredas, which form 30% of the total woredas of the zone. Three randomly selected schools from each of these woredas were the sources of respondents. These were 9 in sum. Sample sizes of the schools were uniform because the community in the research area is predominantly homogenous in its language and culture. Out of the total 9 schools, three schools, which are purposefully selected from woreda capitals, were used to get respondents of the study to maintain rural- urban balance and to be able to secure reliable data. In sum, 9 schools were the unit of analysis. Out of which, 170(10%) of the students' respondents

Table 1: Distribution of respondents by schools, woredas and residential settings

No	Woredas in Hadiya Zone	No. of schools in each Woreda	Sampled schools	Sampled Respondents				
				Teachers	Students	Educational officials	Parents	Residential settings
1	Hossana Town	28						
2	Lemo	32	-	-	-	-	-	-
3	Mish	36	Morsuto	5	17			Urban
			Wo'lqusa	3	10	2	6	Rural
			Hage	2	7			Rural
4	Soro	37	Gimbichu	5	35			Urban
			Sorowosheba	2	18	2	6	Rural
			Jajura	2	13			Rural
5	Duna	30						
6	Mi'rab - Badawacho	16						
7	Gibe	24						
8	Shashogo	36						
9	Misrak-Badawacho	35	Shone					Urban
			ku'tr.I	5	35	2	4	Rural
			Lalogarbe	3	27			Rural
10	Gombora	17	Shone first	2	8			
11	Aanlemo	28	-	-	-	-	-	
	Zone	-	-	-	-	4		
	Total	317	9	30	170	10	16	

Source: Statistical document of Hadiyya Zone Education Office 1999 E.C/Dec 2006.

3.4. Instruments of Data Collection

As has been mentioned elsewhere in this study, mixed research approach was employed as a research strategy. Thus, these days, the trend of using mixed research methods is pervasively employed by the many researchers since it enables them to treat both qualitative and quantitative data in integration. In connection with this CresWell (2003:208), states that “ with development perceived legitimacy of both qualitative and quantitative research in social and human sciences mixed research method employing the data collection associated with both forms of data is expanding...These procedures developed in response to a need to clarify the intent of mixing qualitative and quantitative data in a single study.” Hence, questionnaires, interview and observation were employed to secure reliable information.

3.4.1. Questionnaire

One of the data collecting methods used in this study was questionnaire. Thus, two different Structured and Semi-structured questionnaire were prepared for both teachers and students first in English. Subsequently, they were translated in the vernacular language of the research area-Hadiyyisa. To prepare questionnaire, some sample questionnaires were reviewed from previous related researches and some of them were used by modifying according to the research context in a way that would satisfy this research's goal. Teachers' questionnaire contains six sections: First section contains questions about the general background of the respondents and their language skills. The second section tries to find out teachers perception towards the use of Hadiyyisa and the attempts done to develop it. The third section raises questions related with training. The fourth section tries to find out teachers attitude in using Hadiyyisa as a medium of instruction. Fifth section raises questions related with preparation and supply of instructional materials. Final section of the questionnaire raises questions about the teachers and parents participation in curricular activities.

Students' questionnaire consists of two sections that raise questions to know their understanding abilities when learn in mother tongue and judging the status of mother tongue for instructional purposes beyond (see appendix A&B). The questionnaires were piloted in the near by three schools. It was distributed among 15 students from each school ($3 \times 15 = 45$) and 3 teachers from each ($3 \times 3 = 9$) and in sum, 54 respondents were participated in pilot test process. On the basis of the pilot test results and comments made by advisor and respondents, some ambiguous questions were improved and re-stated five irrelevant questions were ommited and four other new were added to the teachers questionnaire. After improvements and adjustments were made, it was distributed among the sampled respondent teachers and students.

3.4.2. Interview

Interview was one of the tools used to collect data in this study. Interview was employed in need to secure in-depth information about the problems related to the research. According to Benny and Hughes (1956) in Norman K Denzin and Yvonna S.Lincoln (1994:361), interview is one of the most powerful and most common ways that researchers use to understand their participants views. Denzin again argues that interview becomes both the tool and the subject in that the researcher is considered as the instrument of data gathering for that he or she is in close

commented and returned back to the researcher. Two of the missed ones were those distributed among the teacher respondents.

The entire questionnaire distributed among the students for pilot test were properly completed and commented by the respondents. And its administration was done by the closer supervision of the researcher himself because he believes that children would require some assistance in the cases of ambiguity. Finally, it was collected back by the researcher himself because. All responses and comments were analyzed by categorizing them into favorable, unfavorable and neutral groups to be able to know the degree to which each question was supported either positively or negatively. On the basis of analysis of the result, some ambiguous questions were improved and re-stated.

After all these processes have been accomplished, communication was done with the Zonal and sampled Woredas officials and school principals to facilitate the process and set schedules in order to minimize the interruption of their regular work programs. According to the given program, sampled schools were visited by the researcher and respondents were identified from each school's registration lists and teacher's attendance book. From then on, systematic random sampling technique was employed to discriminate student respondents and simple random method was employed to get teacher respondents. After the sampling process was over, respondents were gathered in one pre-arranged class and orientation was given by the researcher. Both teachers and students were oriented and administration of questionnaires was conducted separately in different times. Therefore, administration of questionnaires took place in the presence of the researcher with closer supervision and assistance in the cases of ambiguity. Hence, all questionnaires were properly completed in both cases and collected back by the researcher himself.

Observation was also conducted according to the program arranged by the principals, teacher and observer. It was done for three subjects (Environmental Science, Aesthetics and Physical Education and Mathematics) for 15 to 20 minutes while lessons were being carried on utmost for one round only because of the temporal factor. These subjects were selected because the researcher assumes that they might contain some new scientific terms that vernacular language could not get their equivalent. So that he would be able to judge the degree of code-switch or

code-mixing during the classroom interaction. Therefore classroom observation was accompanied by observation checklist (see appendix E) and video-recording (not in all cases).

Interview was carried on with parents and educational officials' participants. Before interview was commenced, principles and procedures of the research from the point of view of the research ethics were read to the research participants. After the research participant's consent was gained, interview was carried on and it was tape-recorded. Transcription of interview was done side by side to the interview both in Hadiyyisa in parents' case and in English in educational officials' case.

Finally, after the data collection was completed, data were, categorized, tabulated and changed into frequencies and percentages. Analysis, interpretation and discussions were done by integrating data gathered through both quantitative and qualitative methods. Thus, concurrent nested technique (CresWell, 2003) was predominantly employed during the data collection and analysis. In the final part of the thesis, summary and conclusion were drawn and recommendations were stated.

3.6. Data Analysis

Data gathered through questionnaire, observation, and interview were edited, categorized, tabulated, transformed in to frequencies and percentages and transcribed. While data secured through interview were translated from vernacular language into English and transcribed. Analysis and discussion of data obtained in both quantitative and qualitative methods were carried out integrated. The analysis and discussions were focused on data of major issues. That is, some data were overlooked for that it was analyzed and discussed with other related issues.

As one can see from table 2, 66.7 % of respondent teachers were males. This indicates that more male teachers have participated in these research activities than their counterparts. When one sees this from the point of view of age category, the same table shows that 66.6% of teachers' respondents found in age group between 30 and 49 while only 10% of them lie in age category between 50 and 59. From this data analysis one can understand that the majority of teachers were relatively young age that would enable them to give longer service.

Regarding students respondents, the same table illuminates that 81(47.6%) of them were males and 89 (52.4 %) of them were females. This shows that a bit ^{more than half} number female respondents participated in this study. Almost all 170 (100 %) of them lie between age category of 10-19.

Concerning the educational officials, all 10 (100 %) of respondents were males. Out of which 30 % of them lie between age categories of 40-49 while 70% of them found between age categories of 50-59. Regarding to the parents research participants, all 16 (100%) of them were males. Out of which 1(6.20%) of them found between the age group of 30-39 while 15(93.7%), of them were found between age group 40-60. From this, it is possible to understand that only 6.2% of parent respondents were relatively younger than the others

As to the qualification of the respondents, table 2 shows that 30 (100%) of teacher respondents were graduates from Teacher Training Institutes (TTIs). Therefore, the survey result indicates that primary schools in the research area were occupied by the teachers who were fit for the level when viewed from the point of the MOEs (2001) minimum standard required for that level. Concerning service years of the teacher respondents, majority, 21 (70%) of them have service years above 15 and below 29 while only 2 (6.7%) them have longer service that is above 30 years. Their counter parts with least service year also make only 6.7%. This implies that schools in the research area were predominantly occupied by teachers having better service and work experience

Regarding Educational officials, out of the total respondents, 70% of them were diploma holders while 30% of them were B.A/B.Sc holders. Concerning their service years, 20% of them lay between years 15 and 24 While 80% of them have service years ranging 25-34. Meaning more experience respondents were involved in this study.

from religious institutions, elders, intellectuals and delegates from other neighboring nationalities members who live together with Hadiyyisa speaking people.

According to their report, agenda discussed on this meeting were, related with selecting possible instructional language and its script. Thus, Amharic and Sabean script on one hand and Hadiyyisa and Latin script on the other hand were proposed for discussion. According to the above mentioned respondents, this meeting was held in Hossana Town. On this meeting, professionals explained the merits and demerits if either of these suggested languages and scripts was used for instruction. Moreover, one of the educational official respondents, explained that “after long deliberation, the meeting was agreed with that Hadiyyisa to be a language of instruction and Latin script to be used for writing and reading in Hadiyyisa because of its pedagogical, political and psychological advantages”. Thus, according to him, pedagogically, students easily understand their lesson and classroom would be more active, politically, students will build self-confidence and proud of their identity and psychologically, they will acquient themselves easily to the educational environment.

In connection with this, parents were also interviewed to confirm their views whether or not they have participated in the process of selecting instructional language and its script. Therefore, one of the parents respondent (26-3-2007) responded as follows:

“Some times before Hadiyyisa was launched as a medium of instruction, Hadiyya intellectuals came from the Zonal and Woredas Education Offices and taught us about the importance of using Hadiyyisa and Latin script for instructional purposes. By that time, some individuals who were not from Hadiyya Nationality have claimed that Amharic should continue for instruction as it was before. However, after long explanation and discussion, all of us were convinced and accepted that Hadiyyisa to be offered in the primary schools of tHadiyya Zone as medium of instruction”.

In general, the above responses, show that attempts were made to gather public opinion and create awareness to promote the interest of the community towards the use of Hadiyyisa and Latin script in the instructional process.

started in the primary schools of the zone, Hadiyyisa was used for Literacy Campaign purpose. Taking this opportunity, some instructional materials were produced in Hadiyyisa for Literacy Campaign purpose in Sabeen Script. Thus, these materials and experience of experts who were engaged in Literacy Campaign activities were used as an input and ingredient in facilitating activities of mother tongue education to be practiced in the primary schools of Hadiyya Zone.

Generally, it is true that lack of source materials and experienced professionals would have impeding effect on the implementation process of mother tongue education. Preparation and translation of textbooks, teacher guides and syllabi need expertise knowledge and source materials for reference. As one can understand from the responses of research participants, Hadiyyisa had already assumed some of these advantages from literacy campaign. Thus, source materials and expertise knowledge were in its disposal and at the promising level to launch this program. Hence, in sum, research findings show that Hadiyyisa had already partially secured good advantage to commence it in the primary schools as a medium of instruction.

4.2.2. Teachers' Attitude towards Using Hadiyyisa as a Medium of Instruction

Thus, as has been mentioned in the preceding parts, teachers were questioned to judge situations related to opportunities in using Hadiyyisa for instruction.

Hence, in the following parts analysis of data obtained through questionnaires to the variables related to opportunities in using Hadiyyisa as a medium of instruction would be dealt.

4.2.2.1. Variables Related to teachers' Language Proficiency

This part tries to analyse teachers' responses regarding to their level of instructional language skill as one of the opportunities in teaching learning process

Aesthetics and physical Education) utmost for one round in each 6 sampled schools in the randomly sampled sections from grade four for 15-20 minutes. That is 18 sessions (3 periods in each school) were observed. During this time, researcher has observed different points by using observation checklist that was produced for this purpose.

The researchers focus was on the learners' ability how to ask and answer questions in the instructional language and teachers' command of the instructional language and his ability to simplify the subject matter in a way that children can understand the lesson. Here the researcher was convinced to say that learners and teachers were able to communicate at ease in instructional language. Students were found asking questions and answering to the questions that they were asked. Though the time used for observation was short, the researcher has noticed some important things being done in the classroom. That is, most of the teachers were found encouraging their students to perform group works, independent activities and checking class works and homework. Meanwhile some deficiencies were also observed. For instance, questioning and answering was in mass. However, though it was short period, the researcher was able to get general picture about learners and teachers interaction situation in instructional language. In general, both classroom observation and research participant responses witnessed that classroom was relatively active and interaction between teachers and students was found to be high when students learning in Hadiyyisa.

4.2.2.3. Teachers Perception to the Variables Related to using Hadiyyisa as Language of Wider Communication

In this part, the study tries to reveal the degree to which Hadiyyisa was used by teachers and students inside and outside the classroom as well as professional support done by the Educationists.

Table 6: Teachers perception towards use of Hadiyyisa as a language of wider Communication

No	Categories	N=30 Teachers' responses											
		V.H		H		M		L		V.L		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Students' ability to communicate with their parents about what they have learned in Hadiyyisa	10	33.4	8	26.7	7	23.3	4	13.3	1	3.3	30	100
2	The degree of using Hadiyyisa in side the classroom	16	53.3	8	26.7	4	13.3	-	-	2	6.7	30	100
3	The language most used for communication in your school out side the class room												
	• Hadiyyisa	23	76.7	4	13.3	3	10	-	-	-	-	30	100
	• Amharic	0	0	1	3.3	16	53.3	8	26.7	5	16.7	30	100
4	Professional support on language instruction issues from woreda or Zonal educational professionals.	7	23.3	7	23.3	10	33.3	2	6.7	4	13.4	30	100
5	The degree of teachers' interpersonal interaction to develop skills of instructional language	10	33.3	12	40	8	26.7	-	-	-	-	30	100
6	The participation of professionals in selecting script	7	23.3	12	40	11	36.7	-	-	-	-	30	100

Table 6 describes teachers' perception in using Hadiyyisa as a language of communication (interaction) and attempts made to develop the language. In relation to this, one of the questions raised was to identify the degree of students' ability to communicate through Hadiyyisa with their parents on the issue of education. Pertaining to this question, 10 (33.4%) and 8 (26.7%) in sum, 16 (60.1%) of respondents agreed that students ability to communicate with their parents on the educational issues was "Very high" and "high" respectively. Where as only 5 (16.6%) of them rejected it by rating "low" and "very low" respectively for reason that they did not identified in this study. This result shows that learners- parents' relation ship in instructional issues was enhanced since Hadiyyisa was on use for instructional purposes.

Teachers were also asked how often they use instructional language (Hadiyyisa) inside the classroom. This question was supported by 16 (33.4%) and 8 (26.7%) in sum, 24 (80%) of teacher respondents by rating "very high" and " high" respectively. Where as insignificant amount, that is 2 (6.7%) of the respondents have judged that it was "very low". Therefore, it shows that Hadiyyisa was highly used by the majority of teachers.

Teacher respondents were also questioned to decide the degree to which Hadiyyisa is used out side the classroom "which language was most used for communication out side the classroom".

In this case, alternatives were given to the respondents to decide their position. In this regard, majority 27 (90%) of respondents confirmed that Hadiyyisa was used "very high" and "high" outside the classrooms. But 1 (3.3%), 16 (53.3%), 8 (26.7%) and 5 (16.7%) of the total respondents have confirmed that the usage of Amharic outside the classroom was "High", "Medium", "low" and "very low" respectively.

This shows that both classrooms and outside classroom interactions were dominantly done in instructional language (Hadiyyisa). The degree of use of instructional language both outside and inside the classrooms by the teachers would have its own effect on students' interest in using instructional language either by promoting or by discouraging. If teachers were found using instructional language enthusiastically, learners would be more encouraged to use instructional languages with better interest. This has been proved that from the responses of some informally interviewed students that says "we are happy when our teachers speak our language"

In connection with this researcher also has tried to observe the situation formally and informally inside and outside the classroom. For example, classroom observation was done in 3 urban and 3 rural schools for 3 periods in each school. That is 18 periods or teachers were visited in 6 schools. During urban class observation, 3 (16.7%) code-switches were registered while in the rural schools 2 (11%) code-mixings were registered (see appendix H). Hence, as one can see from this data, though code-mixing and code-switching situations were prevalent at negligible rate, the usage of Hadiyyisa both outside and inside the classroom was high both in urban and rural settings. In relation to this, Fasold (1984) contends that sociolinguistic variation implies that speakers have a chance to choose among language varieties. This choice may be between using one language and another depending on the situation (code-switching, whether or not to use elements from one language while speaking another language (code-mixing) or among the myriad variants within a single language system.

In the primary schools of the research area, during the observation, the researcher perceived that some scientific English words, which do not have local equivalent, were found being used by mixing with instructional language at negligible frequency. Amharic was also found being used rarely during instruction in the classroom in urban sides whereas in the rural schools the use of

Regarding its orthographic and phonological merits and demerits when used in Hadiyyisa, intensive deliberation and explanation was done by the language professionals and members of the meeting. According to one of the educational official research participant responses, the merits and demerits of Sabeen script was discussed in comparison with Latin script by the meeting. However, Latin was selected because of its advantage in that; it was easy to read words according to the pronunciation used by Hadiyyisa with out any confusion. It is difficult to read and write Hadiyyisa in Sabeen Script in a way that people of Hadiyya call wards. According to the Hadiyyisa -English dictionary (1996 E.C), the sound of the vowels doesn't alter in different words like in English. For instance in English the same "a" can have different sounds in different words like: ate, all, at...Etc. But in Hadiyyisa the vowel "a" is read the same in all cases. For example, Baxo, baba, bare...etc. The long vowels produce long sounds and similar in all cases. When consonants are doubled stressed sound is produced. For example. bala = the letter "l" is read as hello in English and balla = in this case the letter "l" is read as tall in English. Such problems were solved by using Latin script to write and read in Hadiyyisa. However, the respondents also mentioned that Sabeen script failed to be used in Hadiyyisa because of its numerous alphabets and difficulty in reading and identifying stressed and loosen words (see appendix G).

In general, as has been discussed above, 80% of teachers and almost all educational official research participants supported that script used to write and read Hadiyyisa was selected by the participation of professionals after hot dialogue and deliberation was held. In connection with this Fishman, Ferguson and Das Gupta (1968:88) as cited in Workalemahu (2004) stated that choice of script for a language is some thing which required an intensive study of the language and it must be done by specialized linguistics and educators who must be given sufficient time to carry out this task before teaching begins.

Moreover, the type of the script which would be selected must bear the following attributes linguistically. According to Care, Berry in Waqshum, cited in Muluneh (2000), firstly the script should represent the language economically consistently. Thus, every letter should stand for the same sound through out the system. Secondly, the script typography should suit to the needs of modern techniques of graphic representation. In Fishman (1968) in connection with this,

UNESCO advises that in case where different languages are used at different levels of education (primary and secondary), it is advantageous to students if both languages share the same script in order to save a time that might be wasted in learning new script for the second language.

On top of the above research result, it is possible to say that the steps taken in the research area to choose aforementioned script have pedagogical advantage for the children learning in the primary schools of this zone and followed some how an appropriate direction.

4.2.2.4. Teachers Opinion to the Variables Related to Their Participation in Preparation of Instructional Materials in Hadiyyisa

This part will treat the degree to which teachers contributed in preparation of instructional materials used in the primary schools of the research area.

Table 7: Teachers' responses related to participation in preparation of curricular activities.

No	Categories	N=30 Responses corresponding to the scales											
		SA		A		M		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Teachers participation in preparing teaching materials development of text in Hadiyyisa was high	10	33.3	5	16.7	6	20	7	23.3	2	6.7	30	100
2	Teachers' participation in preparation of supplementary teaching materials in Hadiyyisa (teaching aids, children's literature, stories, puzzles etc...)was low	5	16.7	5	16.7	16	53.3	2	6.7	2	6.7	30	100
3	Teachers' participation in evaluation of teaching materials prepared in Hadiyyisa. Was high	2	6.7	5	16.7	20	66.6	1	3.3	2	6.7	30	100

Table 7 treats teachers' reaction in regard with their participation in preparing curricular activities. Some scholars believe that curriculum preparation and planning should involve teachers, students and parents (Hilda Taba, 1962, Ralph Tyler, 1949, as cited in Derebssa Dufera, 2004). Hence, the participation of these elements would make respective curriculum more viable and useful among the beneficiaries. Researcher of this paper strongly believes that particularly mother tongue education should involve or get contribution from the above mentioned elements

at least by delivering their opinions. On the other hand, this also related with the question of opportunities to man power that would contribute to the preparation of reasonable curricular materials.

On top of this, different interrelated questions were raised to teacher respondents to judge the degree of their participation in the curriculum preparation, translation and evaluation.

Hence, as it is shown on table 7, the first question raised to the teacher respondents was to judge the degree of their participation in preparing teaching materials in Hadiyyisa. Regarding this question, 10 (33.3%) and 5 (16.7%) in sum, almost half 15 (50%) of the respondents supported it positively by rating "very high" and "high" respectively. Whereas 2 (6.7%) and 7 (23.3%) in sum, 30% of them have rejected this statement by rating "very low" and " low" respectively. This result still implies that teachers' participation in preparation of instructional materials was insignificant.

Another question that teacher respondents were questioned was to judge the degree of their participation in the preparation of supplementary teaching materials (stories folktales, puzzle etc...) in Hadiyyisa. In this regard, as has been depicted on the same table 5 (16.7%) and 5 (16.7%) In sum,10 (33.4 %) of teacher respondents rated "very high" and "high" respectively. However, almost half 16(53.3%) of them rated it "medium". On the basis of these findings, it is possible to say that teachers' participation in preparation of supplementary teaching materials in mother tongue (Hadiyyisa) was less.

Teachers respondents were also questioned to rate the degree to which teachers participate in evaluating teaching materials prepared in Hadiyisa. This was supported by insignificant figure 2 (6.7%) and 5 (16.7%) in sum, 23.4% of teacher respondents and rejected by 2 (6.7%) and 1 (3.3%) in sum, 3 (10%). However, a considerable amount of the respondents 20 (66.6%) judged that the participation of teachers in evaluation of teaching materials was "medium".

On the other hand, educational officials were also interviewed similar question to substantiate the degree to which teachers were participating in preparation, translation and improvement of teaching and supplementary teaching materials prepared in Hadiyyisa. Thus, almost all educational official participants responded that the preparation, translation and improvement of

instructional materials were done by the participation of teachers and educational professionals who have better educational background, language proficiency in Hadiyyisa and who have good experience in this sphere. Nonetheless, only few TTI graduate teachers were participated particularly in preparation, translation and, improvements of Aesthetic and physical education subject.

However, according to one of educational official respondents, evaluation of the program was done only by the Ethiopian National Baseline Assessment programs on grade 4 on the subjects like Nationality language (Hadiyyisa), Math's and Environmental Science. The research informant, in his further elaboration again mentioned that, the zonal and national result of these three subjects was identified during this survey. That is at national level, in Mathematics; the mean was 39% while at zonal level it was 33%. In Environmental Science that national mean was 48% while zonal mean was 44% and in Mother tongue (Nationality language) national mean was 3 % while zonal mean was 58% "Therefore, he said again that this result shows that mother tongue instruction was at promising status when compared with previous conditions of the zonal education system. Again according to educational official respondents, teachers and educational professionals were participated in evaluation of contents of text books in different subject and results were also reported to the zonal offices and regional education bureau.

In conclusion, as one can observe from the teachers responses and educational officials interview results, teachers' participation in preparation and evaluation of teaching materials prepared in Hadiyyisa was not sufficient. The researcher believes that the participation of teachers in preparation, translation and evaluation activities of the instructional materials is paramount important. Because, it is a teacher who is the closest person to the instructional materials and knows existing problems in the textbooks and other related instructional issues. Therefore, teachers' suggestions and comments are more reliable and viable than any one else .In *general, research* result shows that teachers' participation in the preparation and evaluation of instructional materials was insufficient.

4.2.2.5. Variables Related to Parents Participation in Educational Affairs

Here, teachers' judgement regarding parents' feelings and degree of participation in assisting their children in educational activities as a result of using mother tongue for instructional purpose will be dealt.

Table 8: Teachers perception related to parents' participation in using Hadiyyisa as a medium of Instruction.

No	Categories	N=30 Teachers' Responses regarding parents participation											
		SA		A		M		D		SD		Total	
		F	%	f	%	F	%	F	%	F	%	F	%
1	Parents feeling towards use of Hadiyyisa as a medium instruction was promising (positive)	14	46.7	9	30	4	13.3	-	-	3	10	30	100
2	Parents assistance to their children in academic issues in the schools by consulting teachers and checking, their achievement was low	6	20	5	16.7	13	43.3	2	6.7	4	13.3	30	100
3	Parents' assistance to their children at home in performing home works and during study was improved because of the use of Hadiyyisa as a medium of instruction.	8	26.7	19	63.3	-	-	-	-	3	10	30	100
4	Parents' school relation was weakened since Hadiyyisa was on use for instruction.	3	10	-	-	1	3.3	11	36.7	15	50	30	100

Table 8 deals with the teachers' perception regarding parents' participation in the curricular activities run in Hadiyyisa.

In connection with the parents support to their children, some scholars like William Francis Mackey (1984) argue that "Schools do not have monopoly on education. Pupils learn much from their parents and more from society. Nor do the state and its school hold a monopoly on language and its uses".

Therefore, teacher respondents were questioned 4 interrelated questions with understanding that mother tongue education is one of the opportunities that would attract parents to the school and creates bridge between school and parents. Thus, the first question raised to teacher respondents

in this respect was to judge parents feeling when Hadiyyisa is used for instruction. It was stated as "parents' feelings towards use of Hadiyyisa as a medium of instruction was positive". In this regard, 14 (46.7%) and 9(30%) in sum, 23 (76.7%) of respondents supported by rating "strongly agree" and "agree" respectively. However, only 3 (10%) of respondents rejected it by rating "strongly disagree".Therefore, this indicates that the majority of parents support instruction in Hadiyyisa.

Another question raised to teacher respondents in connection with this was judging the degree to which parents' assist their children in academic issues in the schools by consulting teachers and checking their academic performances. Pertaining to this question, as one can perceive from table 8, 6 (20%) and 5 (16.7%) in sum, 36.7% of teacher respondents have expressed their judgment positively by rating "strongly agree" and "agree". Where as only 6 (19.7%) of them rejected this statement. 14 (43.3%) of them have judged it "medium". In conclusion, parents' assistance to their children's at schools seems to be low.

Question related with judging the degree of parents' assistance to their children at home because of the use of Hadiyyisa as a medium of instruction was also raised to teachers. In this regard, almost all 8 (26.7%) and 19 (63, 3%) in sum, 90% of respondents have supported it by rating "strongly agree" and "agree" respectively. Where as only 3 (10%) negated this statement by rating "strongly disagree". This result indicates that parents' assistance at home as result of using Hadiyyisa as a medium of instruction was high for the reason that they can speak the same language.

Teacher respondents were also asked to judge the degree of relation to which parents and schools maintain. In this case as one can see from the same table, item 4, 15 (50.6) and 11 (36.7%) in sum, 87.3% of respondents rejected this statement by rating "strongly disagree" and "disagree" respectively. Where as only 3 (10%) supported by rating "Strongly agree". Therefore, from this analysis one can understand that relation between schools and parents was maintained strongly as a result of using Hadiyyisa in the primary schools of Hadiyya Zone.

In general, the research result illuminates that mother tongue education strengthens parents' school relationship in that parent feel responsibility regarding the schools affairs. In relation to

this, Makinguchi, (1989: 19-20) as was cited in Workalemahu (2004) argues that parents participation in school planning is imperative. Because of this, most families send their children off to school as soon as possible the children reach school age. The participation of community in the Planning and implementation process is necessary to increase the relationship between the school and community (ibid). Hence, the research result is strongly supported by the literature. Therefore, in the research are, according to the research result, school-parents relation was positively maintained because of the use of Hadiyyisa as a medium of instruction.

4.2.3. Variables Related to Interraction in Hadiyyisa

In this part, students attitudes related to their understanding level when learn in Hadiyyisa and degree of its use would be treated.

4.2.3.1. Students Attitudes Related to their Understanding Abilities when Learn in Hadiyyisa

This part deals with students ability to understand the lesson when learn in vernacular language and the degree of their language skills and the range of its use.

Table 9: Analysis of learners attitudes related to opportunity to understand subject matter and communicate in the classroom when learn in Hadiyyisa.

No	Sub categories	N = 170											
		Responses corresponding scales											
		Very High		High		Medium		Low		very low		Total	
F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	Your understanding ability of subject matter. When learn in Hadiyyisa	143	84.1	18	10.7	9	5.3	-	-	-	-	170	100
2	Your ability to communicate in the class with your teacher in Hadiyyisa (questioning, answering, self expressing)	124	72.92	32	18.82	14	8.24	-	-	-	-	170	100
3	Your ability to communicate with your peers in the class room in Hadiyyisa	110	64.7	36	21.2	18	10.6	6	3.5	-	-	170	100
4	Your writing ability in Hadiyyisa	129	75.9	28	16.5	11	6.5	2	1.1	-	-	170	100
5	Your reading ability in Hadiyyisa	138	81.2	19	11.2	13	7.6	-	-	-	-	170	100
6	Your need to learn where instruction is not in Hadiyyisa	24	14.10	15	8.80	18	10.6	36	21.2	77	45.3	170	100
7	The degree of using Hadiyyisa out side the class room	104	61.17	29	17.06	14	8.23	10	5.9	13	7.64	170	100

Table 9 elucidates the reaction of student respondents pertaining to the degree of the understanding the subject matter and ability to communicate through Hadiyyisa inside the

language. Thus, 126 (74.10) of them decided that their parents choice for their instruction was Hadiyyisa. 19 (11.6%) of student respondents judged that their parents choice was Amharic. Where as 26 (14.7%) of them have decided that their parents choice was English for their instruction. As has been described above, the research findings vividly elucidate that majority (74.1%) reported that their parents' choice was Hadiyyisa. In general, according to students report, the survey result shows that Hadiyyisa was accepted by the majority of parents of the research area to be used as a medium of instruction.

4.2.3.2. Variables Related to the Students Feelings in Instructional Language

Under this topic, students' judgement regarding their interest in instructional language would be analyzed

Table 10: Analysis of students' attitude to the questions related to self-confidence when learn in Hadiyyisa

No	categories	SA		A		M		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Learning in Hadiyyisa makes me happy to go to school because it is easy to understand the lesson	145	85.3	11	6.5	7	4.1	-	-	7	4.1	170	100
2	When I learn in Hadiyyisa, my parents assist me at home on my home work & study	116	68.23	24	14.1	20	11.8	3	1.76	7	4.11	170	100
3	Learning in Hadiyyisa (mother tongue) makes me feel self-confidence.	101	59.4	29	17.05	20	11.8	10	5.9	10	5.9	170	100

Student respondents were also questioned to judge their feelings towards education in Hadiyyisa. In connection with this, students were asked that "learning in Hadiyyisa makes me happy to go to school because it is easy to understand the lesson when I learn in Hadiyyisa". Concerning this question, as one can see from table 10, almost all, 145 (85.3%) and 11 (6.5%) in sum, 91.8% of respondents supported this statement by rating "strongly agree" and "agree" respectively. Whereas 7 (4.1%) of the respondents rejected it by rating "strongly disagree".

In general, the above research findings show that majority of the students were happy when they learn in Hadiyyisa because they can easily understand the lesson when they learn in it

Students' respondents were also questioned that "when I learn in Hadiyyisa my parents assist me at home on my home work, study and questions" This question was supported by, 116 (68.23%) and 24 (14.1%) in sum, 140 (82.33%) student respondents by rating "strongly agree" and "agree" respectively. It was rejected by insignificant figure 5.87% of students. This implies that parents contribute a considerable part on children education because of using Hadiyyisa as a medium of instruction. In relation to this scholars like William Francis Macky (1984) schools do not have monopoly on education but students can learn much from their parents and more fro societies. Hence, in the final sayings, research result was found supporting the significance of the Hadiyyisa in strengthening students-parents relation on academic issues.

Students were also questioned to judge whether learning in Hadiyyisa makes them feel self-confidence. In this regard, 76.45% of respondents reacted positively by rating "strongly agree" and "agree" respectively. However, insignificant part of students (17.7%) rejected it for the reason that they did not identified. Therefore, the research result shows that learning in Hadiyyisa helped children of the research area to develop self-confidence so that they will express themselves confidently in their future life.

To sum up this part, the research findings obtained from educational officials, teachers, students and parents in relation to opportunity, in usind Hadiyyisa revealed that already existent expertise knowledge, material and experience retained from Literacy Campaign, relatively adequate trained man power that would prepare instructional materials and teach students in the vernacular language, National Education Policy, psychological readiness of communities of the research area to accept Hadiyyisa as an instructional language and enthusiastic feeling of the local government authorities at the initial stage were considered as some of the major research findigs to opportunities of implementing Hadiyyisa as a medium of instruction on one hand, and students ability to easily understand the lesson in Hadiyyisa, creation of self-confidence and self-esteem in students, and parents ability to assist their children in Hadiyyisa were also opportunities identified by the study on the other hand.

4.3. Challenges in using Hadiyyisa as a Medium of Instruction

This part deals with analysis of data collected from educational officials, teachers, students and parents related to challenges faced during implementation of Hadiyyisa in the primary schools of research area. Thus, qualitative data was analyzed first and then followed by integrated analysis of both quantitative and qualitative data.

4.3.1. Challenges Related to Planning for Mother Tongue Education

In connection with this, educational officials were interviewed one general question to explain if there were problems that were faced by the research area while implementing Hadiyyisa as a medium of instruction.

To this question, their responses were transcribed in the following manner. They mentioned that time shortage for both choice of script and preparation of instructional materials, lack of sufficient experienced professionals in translation and preparation work of the instructional materials at the beginning and inadequate training of the teachers to begin with, as some of the challenges that were confronted. Educational research participants in their extended discussion again mentioned that failing to use Hadiyyisa for official purpose in the different zonal offices was another challenge that was faced by the zone during the implementation of Hadiyyisa.

4.3.2. Challenges in Using Hadiyyisa for Instruction

In connection with the challenges of using Hadiyyisa as a medium of instruction, teachers and students were also questioned to judge existing situation in the primary schools of research area. Therefore, the data obtained through questionnaire were analyzed as follows.

4.3.2.1. Teachers Attitudes towards the Variables Related to Training

This part deals with teachers attitudes in connection with training and orientation done how to use Instructional Language in the research area.

Table 11: Analysis of Teachers' responses to the questions related to Training and Awareness Creation in using Hadiyyisa for Instruction.

No	Alternatives	N = 30 Responses					
		Yes		NO		Total	
		Number	percent	Number	percent	Number	percent
1	Do you think there was training about how to use Hadiyyisa as a medium of Instruction?	29	96.7	1	3.3	30	100%
2	Did you participate in any training regarding mother tongue education implementation	29	96.7	1	3.3	30	100%

Table 11 indicates reaction of teacher respondents to the questions raised in relation to preparation and organization of training and awareness creation for teachers about the use of instructional language. This question was raised by presuming that training of teachers in instructional language would be one of the challenging factors since it could not be overlooked in educational activities

In this connection, teacher respondents were questioned to make sure whether training was organized about how to use Hadiyyisa as a medium of instruction and their participation condition. As one can see from the above table, both questions were supported by almost all 29 (96.7%) of respondents by remarking "Yes" while negligible number 1 (3.3%) rejected it. Therefore, this indicates that almost all teachers were trained how to teach in Hadiyyisa

4.3.2.1.1. Variables Related to Duration of Training

This part deals with time span that teachers were participated in training how to use instructional language

Table 12: Respondents Distribution by Training order

No	Time span of Training	No.	%
1	Short term in service (one week -month) training	19	63.3
2	Long term (one year pre-service TTI) Training	10	33.4
3	None trained	1	3.3
	Total	30	100

Table 12 depicts that the majority 19 (63.3 %) of teachers had one week to month training as compared to almost one-third of teachers have reported that they had one year training.

4.3.2.1.2. Teachers Perception towards the Training Process on how to use Instructional Language (Hadiyyisa)

This part evaluates the training process through which teachers have passed.

Table 13: Teachers responses to the questions related to training process

No	Categories	N=29 Responses corresponding to the scales											
		V.H		H		M		L		V.L		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Your interest in training	20	69	5	17.2	4	13.8	-	-	-	-	29	100
2	The degree of independent work during training	7	24.1	14	48.3	4	13.8	4	13.8	-	-	29	100
3	The degree of team work	8	27.6	10	34.4	5	17.3	5	17.3	1	3.4	29	100
4	Your trainers experience in Hadiyyisa	10	34.5	11	37.93	7	24.13	1	3.44	-	-	29	100
5	Your trainers proficiency in Hadiyyisa	6	20.7	12	41.4	8	27.6	3	10.3	-	-	29	100
6	The chance for continuous professional development	3	10.3	7	24.13	12	41.4	7	24.13	-	-	29	100

Table 13 shows teachers' perception towards the training process on how to use instructional language (Hadiyyisa) for instructional purposes. The responses performed on this table were only for those who participate in training. Therefore, it excludes one respondent who has responded that he did not participate in any form of the training in Hadiyyisa.

As has been indicated on table 13, questions 1, 2,3,4,5 were supported by 86.2%, 72.4%, 62%, 72.4%, and 62% respectively by rating “very high” and “high”. Nonetheless, question item number 6 was supported by only 34.43% of teacher respondents. Therefore, from these research findings, one can imagine that continuous professional development in connection with Hadiyyisa was neglected

4.3.2.2. Teachers Attitude to the Variables Related to challenges in using Mother Tongue Education

This part again deals with analysis of teachers' responses given to the negatively stated questions that were speculated as challenges in mother tongue education

Table 14: Teachers' responses to the challenges in using Hadiyyisa for instruction

No	Categories	N=30 Responses corresponding to the scales											
		SA		A		M		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	If there were schools teaching in Amharic, I prefer to be there	4	13.3	3	10	5	16.6	7	23.4	11	36.7	30	100
2	Teaching in Hadiyyisa was full of difficulty	2	6.7	1	3.3	4	13.3	6	20	17	56.7	30	100
3	This is not time to use Hadiyyisa as a medium of instruction	1	3.3	2	6.7	1	3.3	5	16.7	21	70	30	100
4	It is wastage of time to use Hadiyyisa in the schools for instruction because a child already knows it	3	10	2	6.7	-	-	4	13.3	21	70	30	100
5	Using Hadiyyisa hindered teachers from using modern teaching methods	1	3.3	1	3.3	4	13.4	6	20	18	60	30	100
6	Using Hadiyyisa weakens learners views towards national unity	2	6.7	2	6.7	1	3.3	6	20	19	63.3	30	100
7	Teaching in Hadiyyisa does not help to convey lesson easily	-	-	3	10	1	3.3	8	26.7	18	60	30	100

Table 14, deals with judging teachers' attitude related to challenges in using Hadiyyisa as a medium of instruction. In connection with this, 7 negative questions were raised to the teacher respondents in order to be able to judge teachers' attitudes regarding negative trends of mother tongue education that might be exhibited by the teachers of research area.

The first question that table 14 treats was posed to judge teachers position whether they were interested to change their work place with change in instructional language. It was stated as "if there were schools teaching in Amharic, I prefer to be transferred and teach there." This question was supported by only 7 (23.3%) of respondents by rating "strongly agree" and "agree". However, it was rejected by 18 (60%) of respondents. This indicates that majority (60%) of respondents were interested in teaching through Hadiyyisa

Again teachers were questioned that "teaching in Hadiyyisa was full of difficulty, therefore, it is of no use to learn in Hadiyyisa". This question was favored by only 3 (10%) of respondents while 23 (76%) of respondents judged it negatively by rating "strongly disagree" and "disagree" respectively. This research finding implies that teaching in Hadiyyisa does not cause problem which would result in its negligence.

Another question still raised to the teacher respondent was stated as "this is not time to use Hadiyyisa as a medium of instruction." Pertaining to this question, 21 (70%) and 5 (16.7 %) of the teacher respondents have judged negatively by rating "strongly disagree" and "disagree" respectively. In sum, 86.7% of respondents unflavored this question. Hence, this indicates that the time when Hadiyyisa was started as a medium of instruction was appropriate.

Teacher respondents were also questioned to judge the following question "It is wastage of time to use Hadiyyisa in the schools for instructional purposes because a child already knows it." As one can observe from the same table, 21 (70%) and 4 (13.3%) of the respondents have negatively reacted to this question by rating "strongly disagree" and "disagree" respectively. In sum, 26 (83.3%) of respondents agree with that the use of Hadiyyisa for a child who knows it already is not wastage of time. However, only 5 (16.7%) of respondents rated "strongly agree" and "agree" respectively. Meaning, 16.7% of them support the above mentioned statement. However, some scholars who stood against the mother tongue education contend that no need for school to teach mother tongue to a child because he/she already knows his/her mother tongue before he/she comes to school (Fish man 1968). Nevertheless, the field result shows direct opposite to these views in that mother tongue instruction was outstandingly supported by the respondents of the research area for its pedagogical and political advantages.

In relation to this, UNESCO's experts in Fasold (1984) contended two important points: The first one is that, children already know their mother tongue well enough to serve a child's purposes, but their facility in it needs to be increased; and the second one is, the point is not so much that the school would be teaching the mother tongue as teaching other subjects in the mother tongue. Meaning, though the child is able to know his mother tongue through the interaction of his natural settings (interaction with his home environment first), it does not mean he/ she might

acquire all the facilities that a complete language requires. He/she needs some more additional facilities which would empower him/her more in this context. In the final sayings the research result was found to be positively correlated with the UNESCOs stand to the mother tongue education on this question

Still teachers were questioned to decide whether using Hadiyyisa hinders application of modern teaching methods. The question was stated as "using Hadiyyisa hindered teachers from using modern (active teaching) method in the classroom". Therefore, 18 (60%) and 6 (20%) in sum, 24 (80%) of respondents rejected this statement by rating "strongly disagree" and "disagree" respectively. Meaning, majority (80%) of respondents supported possibility of using modern teaching methods in the classroom when vernacular language is used as a language of instruction. Where as minimal figure 2 (6.6%) of respondents supported it by rating "strongly agree" and "agree" respectively. This shows that teachers in the research area were not hindered to use modern teaching methods as a result of the use of Hadiyyisa for instructional purposes.

In relation with this, the researcher also has tried to observe classroom situation while lesson was going on. As has been mentioned elsewhere, classroom observation was done for short duration and it was only once for each subject. Thus, researcher found that most of the teachers of Aesthetics and physical Education and Environmental Science were assigning group works and independent works though there were shortages of textbooks that would inhibit their activities. Mathematics teachers were also found assigning students to solve problems on the chalk boards in the fronts of their peers. In general, the research result shows that teachers of the research area were found while attempting to apply modern teaching methods. Hence, according to the survey results, it is not difficult to employ modern teaching methods because of the use of mother tongue for instructional purposes.

Another question raised to teacher respondents was stated as "using Hadiyyisa (mother tongue) weakens learner's views towards the national unity". Table14, shows that 19 (63.3%) and 6 (20%) in sum, 25 (83.3%) of respondents rejected this question by rating "strongly disagree" and "disagree" respectively. Meaning, the majority (83.3%) of respondents agreed with strengthening

effect of Hadiyyisa on students view towards the national unity in the research area. However, insignificant figure (13.3%) of teacher respondents supported this question positively.

In this regards, there were some scholars that contend as if mother tongue education would seriously hinders the development of national unity and causes dispute. For instance Emenanjo (1990) argues that instruction in many languages seriously hinder the development of national unity. However, the research result shows that instruction in mother tongue would promote positively individuals feeling towards the national unity by building self confidence and self esteem.

Again one of the parent respondents (23-3-2007) has remarked the following statement during interview in connection with question similar to above one.

"Learning in mother tongue does not hinder national unity. But it means to teach a child in his 'father's language that he knows well. In the old days, when we were in the schools, we were forced to learn in a language that we do not communicate and understand. It was during that time conflicts were happening between the individuals of disadvantaged and favored language. This causes lack of self confidence and inferiority complex. Therefore, people would be dissatisfied and conflicts would arise. But now a day children have right to learn in their own languages. No body is legitimate to suppress one another, so why children lack the sense of national unity? I doubt".

To sum up, from the above discussion, one can understand that research results were found supporting that learning in Hadiyyisa would strengthens the feelings of learners' national unity. As a result, it would be possible to say that a child who learns in his mother tongue could develop positive feelings and respect towards the national unity, other culture and language under the condition where his/her culture and language were respected.

Another question that teacher respondents were asked was "teaching in Hadiyyisa (mother tongue) does not help to convey lesson easily" In regard with this, 18 (60%) and 8 (26.7%) in sum, 26 (86.7%)of respondents judged this question negatively by rating "strongly disagree" and "disagree" respectively. That is teaching in mother tongue (Hadiyyisa) would help to convey lesson easily.

4.3.3. Students Attitude towards the Variables Related to the Degree of Supply of Instructional Materials and use of Hadiyyisa

Here, students' perception in regard with the supply and adequacy of learning materials will be treated. Besides, students' responses concerning the use of Hadiyyisa at different educational ladders will be discussed.

4.3.3.1. Students' Attitude towards the Variables Related to the Degree of Supply of Instructional Materials

This part of study would analyze students' responses in relation to supply of educational materials in their schools

Table16: Attitudes of learners towards the degree of supply of educational materials prepared in Hadiyyisa.

No	Categories	N = 170											
		Very High		High		Medium		Low		very low		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	supply of learning materials prepared in Hadiyyisa	40	23.52	30	17.64	59	34.7	36	21.2	5	2.94	170	100
2	supply of additional instructional materials (teaching aids, stories, folktales etc) prepared in Hadiyyisa	45	26.4	32	18.82	57	33.52	31	18.23	5	2.94	170	100

The above table shows students' responses to the questions posed in relation to preparation and supply of instructional materials in Hadiyyisa to the beneficiaries. Thus, question item 1 on table 16, was supported by 40 (23.52%) and 30 (17.64%) in sum, 41.16% by rating "very high" and "high" respectively. While 36 (21.2%) and 5 (2.94%) in sum, 41 (24.14%) of the respondents rejected it by rating "low" and "very low". 59 (34.7%) of them rated "medium". This shows that the supply of instructional materials prepared in Hadiyyisa was done insufficiently.

Again students were questioned to judge conditions of the supply of supplementary instructional materials. This question was raised in order to know whether students have access to the other

educational materials which would widen their horizons. Thus, this question was supported by 45 (26.4%) and 32 (18.82%) in sum, 45.22% and rejected by 31 (18.23%) and 5 (2.94%) in sum, 21.17% of the respondents. 57(33.52%) of the respondents rated “medium”. Therefore, from this one can understand that supply of the supplementary instructional materials was also done less or insignificantly.

4.3.3.2. Students’ Attitudes in Using Hadiyyisa at Different Educational Levels

In this part, students’ were questioned to give their opinions whether Hadiyyisa should or should not be offered at different laders of education other than primary level. It also tries to analyze the impact of instructional language on learners’ academic abilities and proficience level on their second language.

Table 17: Students' attitude related to using Hadiyyisa for instructional purposes at different levels

No	categories	SA		A		M		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Hadiyyisa should remain as a medium of instruction only at the primary first cycle/1-4/	60	35.3	27	15.9	22	12.94	34	20	27	15.9	170	100
2	Instruction should not be given in Hadiyyisa because it is difficult to understand	25	14.7	11	6.5	14	8.23	35	20.6	85	50	170	100
3	Leering in Hadiyyisa makes me weak academically	16	9.41	8	4.2	18	10.6	30	17.64	98	57.14	170	100
4	Learning in mother tongue (Hadiyyisa) has weakened my second language ability	22	12.9	12	7.09	29	17.00	30	17.06	77	45.35	170	100
5	Hadiyyisa should continue as a medium of instruction up to all level of education	122	71.8	6	3.5	15	8.8	7	4.1	20	11.8	170	100

Student's respondents were questioned that "Hidyyisa should remain as a medium of instruction only at primary first cycle (1-4) level". Thus, 60 (35.3%) and 27 (15.9%) of the respondents have rated it positively by underlining "strongly agree" and “agree" respectively. Where as 27 (15.9%) and 34 (20%) of the respondents have judged it negatively in that they agree with its inverse situation. That means 35.9 % of the respondents agreed with that Hadiyyisa should continue beyond the primary level as a medium of instruction and 22 (12.94) of them rated

"medium". However, it was supported by almost half (51.2%) of the respondents. This result matches with the perspectives of some scholars that promote mother tongue education to be covered at the primary level for children of the respective vernaculars. For instance, Fishman (1968:697) in regard with this argues that mother tongue should be used in the early stages of education, even when another language must be used for further training. The early training in the mother tongue should serve as a bridge for learning the second language. So that literature supports offering mother tongue education at the primary level.

Students were also questioned to judge the degree of their academic strength when learning in their mother tongue. The question raised in this respect was "Learning in Hasiyyisa makes me weak academically." Thus, 98 (57.64%) and 30 (17.64%) in sum, 75.28% of respondents rated "strongly disagree" and "disagree" respectively. Where as negligible figure 16 (9.41%) and 8 (4.7) in sum, 13.3% of respondents supported this statement by rating "strongly agree" and "agree" respectively. However, literatures prove that a child can understand and perform well academically when he/she learn in his /her first language. For instance, Joshua Fishman in Zaghoul Morsy (1984:52) says that "...However, on the whole, it would definitely seem to be best to rely upon a learner's strongest language as the medium of instruction in what ever subject until the weaker language is fully strong enough to carry additional freight."

Students were also questioned on the same table to judge whether or not learning in mother tongue (Hadiyyisa) made them feel self confident ornot. Thus, 101 (59.4 %) and 29 (17.05%) in sum, 130 (76.45%) of student respondents have favored this statement positively by rating "strongly agree" and "agree" respectively. Therefore, on the basis of above analysis, it is relatively possible to say that learning in Hadiyyisa helps children to build self- confidence and self-esteem.

As has been discussed above, it is believed by many people that learning in mother tongue would build self confidence because language is one of the cultural strands from which individual's identity emanates. In connection with this, Melanie Mikes (1984:128) argues that the acquisition of elementary education and literacy training in the mother tongue especially for those who belong to the nationalities are extremely important factor in promoting cultural life

Students were also asked on the same table to judge the degree of influence that mother tongue exerts on the proficiency level of second language. This question was raised on the basis of the assumption that mother tongue would have weakening effect on second language ability of students. Thus, this question was supported by 22 (12.9%) and 12 (7.09%) in sum, 34 (19.99%) by rating "strongly agree" and "agree" respectively. Where as 77 (45.35%) and 30 (17.06 %) in sum, 62.41% of them judged that Hadiyyisa does not weaken their second language ability.

In connection with this, parents were also asked orally during the interview to express their opinion about the effect of mother tongue on the second language ability of their children. Except one parent who was worried about the transition period from one level to the other level, that is from primary first cycle to the primary second cycle, the rest of them have expressed that learning in Hadiyyisa has pedagogical advantage in that students will be acquainted with the same alphabet that English uses though phonological approach varies. Owing to this fact one of the parents respondents mentioned as their choice of Hadiyyisa was perfect since instruction is being delivered in English in the primary second cycle and secondary schools in Hadiyya Zone, and even at the regional level.

Again this question was forwarded to Educational Officials during the interview (see appendix C). They have mentioned that Hadiyyisa would not create any problem on second language efficiency of children. Because English is being offered as a subject concurrently to the mother tongue starting from grade one. Therefore, according to their statement, students will be acquainted side by side with both languages. Alphabets used for both languages are Latin Scripts which have similar structural values. Therefore, mother tongue (Hadiyyisa) does not cause weakness on second language ability of children rather it strengthens.

In relation to this, it would be promising to see what scholars say about. According to Fishman (1968), "the early training in the mother tongue should serve as bridge for learning second language". Again another scholar William Francis Mackey (1984) contends that "once skill of reading has been learned, albeit efficiently, there may be little that is worth reading in the language. Fortunately alphabetic skills are transferable to reading in another language, using the same alphabet..."

we compare both extreme cases, only grade 4 students' number almost approached the number of 6 grades in 1985/92 condition. Therefore, this can at least roughly indicate improved students enrollment conditions in the primary schools of Hadiyya Zone though other many factors would contribute to this effect.

In connection with this, another negative question raised to teacher respondents on the same table was stated as "the rate of retention was decreased because of the use of Hadiyyisa as a medium of instruction". This statement was rejected by 23 (76%) of the respondents. Meaning, majority of respondents agree with the increased retention of students because of the use of Hadiyyisa for instructional purposes. However, negligible figure 2 (6.7%) of teacher respondents supported it by rating "agree".

In sum, in the cases of both questions mentioned above, the majority of teacher respondents (86.7%) and (76 %) positively favored that instruction in Hadiyyisa attracted more students to the school and improved retention rate of the learners by reducing drop out rates. This can be triangulated from the responses of educational officials and parents as has been presented in the following paragraph.

Parents' and educational official participants were also interviewed similar questions. Their responses were not as such different from teachers ones. They have common understanding in that students' enrollment and retention in the primary schools were improved because of the implementation of mother tongue (Hadiyyisa) as a medium of instruction. In connection with this, one of the educational officials has mentioned some examples of the primary school students Gross Enrollment Ratio condition as evidence that is in 1995 E.C it was 76.1%, in 1996, it was 74.2% and in 1997, it was 83.5%. From this information, one can understand that though the rate of enrollment growth in 1996 E.C. seems to be a bit declined than it was in 1995, still its general trend confirms increasing direction as it can be ascertained from the case of 1997 E.C that has increased in considerable amount. Although the growth of students' enrollment is the function of many things the above research result shows that mother tongue education has remarkable contribution in improving enrollment and retention in the primary schools of the research area.

In connection with this, one of the parents' respondent (23-3-2007), described the condition as follows:

"Today, thanks to God and our government, our children's are allowed learning in their own language that they can easily communicate with their teachers and can easily understand the lesson. They are taught by the teachers who can talk their own language. And learn in books that were prepared in their own language. As a result, parents were happy to send their children early to the schools. Hence, school enrollment has increased consecutively".

The same respondent again in his further elaboration mentioned that:

"I have some unforgettable events of 1950s through which I and my friends were forced to pass. That was when we were young; learning was painful and considered as a crime. Because, we were forced to learn in a language that we can not speak and listen. It was- Amharic. Our teachers were also from different places who can not communicate in our language but they can only in Amharic. They can not listen and speak in Hadiyyisa. Books were prepared in Amharic that we can not read. Teachers cannot help us in our language in the cases of our difficulty in understanding the subject We were obliged to talk in the schools campuses only Amharic which we can not speak. If any of us fail to do so, automatic expulsion from school will be immediate consequence. Therefore, said Ababe, we were not interested to go to the school. But we developed hatred. Finally, our fate became leaving school totally and goes to take care of goats and sheep and then tilling the land. Do you know why most of us remained being peasants? It was not because we were naturally weak and inferior in knowledge but mainly because of language problem".

Again another parent respondent (28-3-2007) mentioned that:

"Today many schools have been opened, our boys and girls who speak and can understand our language are teaching in the schools and books are also prepared in our language (Hadiyyisa) therefore, parents send their children to the schools by their own interest. Our local government is also promoting us to send our children to schools. People also accepted

their language of learning. That is why we can see many children in the schools than it were ever since. Our children are happy to learn in their own languages. We, parents, are also happy when our children learn in a language that we use”.

He goes on to saying again,

“There was a saying that some people used to say in old days to discourage us. That is, Hadiyyisa can not help to Cross Batena”. (Batena is a river near Hossana Town) and again others say that “the book of Hadiyyisa was swallowed by the cows”. Know I’m happy because Hadiyyisa is launched as a medium of instruction and lost book was found back from the cow’s bell”. Therefore, our children are fortune for that they are learning in their own language”.

In conclusion, we can see from the research findings that most of the Teachers, Educational officials and parents participants confirmed that the use of mother tongue (Hadiyyisa) as a medium of instruction has improved students enrollment conditions, improved retention and decreased dropouts and repetitions in the research area because it is a language that children can understand easily and their parents can assist them through. This impels that the rate of increased enrollment and improved retention in the research area was the function of mother tongue education though there were many other things that would contribute to it.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

This chapter is dedicated to summarize major findings of the study and to make conclusion on the basis of these findings. Finally viable recommendation will be made.

5.1. Summary

The main purposes of this study was to investigate opportunities that have induced the implementation of mother tongue education to identify the challenges that have confronted in due course and examining successes that have been gained as result of the implication of mother Hadiyyisa.

Thus, this study in its preceding parts, dealt with the situations related with internal and external support of the mother tongue. These include the decision to begin language planning and development, material preparation, teacher selection and training, research and evaluation and external support such as the role of the local government, community and parents involvement.

Moreover, in order to achieve these objectives three basic questions were also formulated on the basis of the general them of the study. These are:

1. What were opportunities which have induced implementation of mother tongue instruction in the primary schools of Hadiyya Zone?
2. What were challenges that were faced during the implementation process of mother tongue education in the primary schools of Hadiya Zone?
3. What were the successes that have been gained from using the mother tongue as an instructional medium in the primary schools of Hadiyya zone?

Hence, the study was carried out in 3 woredas and 9 primary first cycle schools of the zone. Schools from urban and rural settings were considered in the study.

The research method used in this study was descriptive survey method. Hence, concurrent nested technique in collecting and analyzing data was employed. The sources of data were teachers, students and parents of the respective sampled 9 schools. Besides this, zonal and woreda education officials were also research participants. In order to treat aforementioned basic research questions, data securing instrument were identified. These include questionnaires, interviews and observation checklist. Thus, the data gathered through these instruments were analyzed through frequencies, percentages and narration.

Therefore, on the grounds of analysis made on the data, the following major findings have been identified

The first findings were related with promises or opportunities that were facilitated implementation process of Hadiyyisa as a medium of instruction. These include:

- a. According to the research findings the commencement of mother tongue education was founded on already existing inherited expertise knowledge, the Literacy Campaign experiences and materials produced to effect Literacy Program, already existent enthusiastic intellectuals feelings and desire to offer mother tongue education in the research site, and above all, national language policy and esteemed interest of the police leaders were an inputs that have motivated this zone to implement mother tongue education in the primary schools.
- b. The research result also has showed that Hadiyya Zone has carried out an assessment to identify the need of the people in regard with the selection of instructional language and its scripts before implementation of mother tongue education was launched. Research participants and documentary sources have clearly identified that Hadiyya Zone in this regard has made promising activities (see appendices G1-G5). Therefore, the instructional language choice and script practices were done on the common consensus of beneficiaries of the research areas that has enhanced interest of the local officials and communities of the research area to use Hadiyyisa for instruction purpose.
- c. The research result also indicates that orientation and awareness creation works were done among the community members during and pre- implementation periods of mother tongue education in order to make them be able to identify its merits and

demerits. Therefore, beneficiaries were already built psychological and moral readiness. Hence, the implementation of mother tongue (Hadiyyisa) was carried out with out facing any significant resistance from the beneficiaries.

The second findings of the research emphasis challenges confronted while effecting mother tongue education. They are summarized in the following way:

- a. According to the information gained from the educational official participants, the time given for preparation of the instructional materials was short at the beginning. Therefore, it became difficult to come up with quality teaching materials. At the same time instructional materials were translations from already prepared Amharic and English version. Thus, this situation together with the less experienced professionals have affected the quality of teaching materials during the first periods of implementation of mother tongue education .
- b. Although almost half (50%) of respondents have supported that teachers were participated in preparation, and translation of the instructional materials, it seems still insufficient because yet, it was rejected by other half (50%) of respondents. Therefore, since a teacher is the most wanted man in implementing curricular activities, 50% is much less than required that a teacher has to do in reality.
- c. Professional support given to teacher on the instructional language issues by the educational professionals of the zone and woreda was judged to be low. Only 46.6% of the respondent have supported that teachers were given professional support to develop their instructional language competence. However, 53.4% of respondents reacted.
- d. During the instructional process in side the classroom, some teachers were found using alien languages or words from that of learners use for instructional purposes. This was proved during the observation periods. Hence, it shows that yet lesson is suffering from code-switching and code-mixing. It indicates those teachers were governed by the type of textbooks that they use and degree of their own ability substituting vocabulary or term in the instructional language.
- e. According to the research results, the chance for continuous professional development in instructional language was low in the research area. That is only 34.4% of respondents acknowledge that the chance for professional development was high. However, majority (65.57%) of respondents proved that opportunities to develop teacher's language and

professional skills were insufficient. This implies that either the long term or short term professional training programs to develop language skills were not done in the research area effectively.

- f. The research findings also showed that the rate of feed back on the issues of instructional language activities was insufficient.
- g. Regarding the preparation and timely supply of the instructional materials, research result showed that it was supported by insignificant number (36.7%) of respondent. Nevertheless, 63.3% of the respondents have proved that this activity was done insignificantly. Therefore, timely supply of instructional materials to the schools was disputable though educational officials claimed that it was done on time and adequately. However, teacher respondents reaction, students responses and researchers observation result showed that instructional materials (Textbooks, syllabus, teachers guides and other supplementary materials) were not distributed to the schools on time and adequately. Because of the inadequacy in the instructional materials, teachers were found while teaching by sharing 1 book among more than 200 students. Therefore, this it was difficult to assign students homework, class work and other activities both in group and individually under such condition.
- h. Regarding teaching materials adequacy, 60% of the respondent reacted that it was inadequate.
- i. Concerning the relevance of the instructional materials prepared in Hadiyyisa to the children's age and psychological level, 53.5% of the respondents have judged that it was not relevant. Hence, this result indicates that preparation and translation of teaching materials have inherent difficulties as has been discussed elsewhere in this study.
- j. Standards of language (vocabularies, concepts) used to prepare subjects were judged to be medium by 53.4% of the respondent.
- k. The survey result also indicates that limitation of the instructional language only at the primary school level has created questions why Hadiyyisa is not used for official purposes in the zonal offices?
- l. According to the survey result, the work of awareness creation and orientation among communities and even among teachers seems to be abandoned totally. For the reason that the activities of mother tongue education were primarily dependent on the foreign

5.3. Recommendation

As has been indicated in the summary part in a consolidated form, research results shown some challenges that have confronted during the implementation process of Hadiyyisa in the primary schools of the research area. Therefore, the following recommendations were forwarded on the basis of research findings.

- I. It is quite clear that teaching learning process should be backed by relentless professional training and adequate and timely supply of educational materials. However, in the research area:
 - a. Giving continuous training for professional development in instructional language competence to teachers was almost abandoned. Therefore, in order to cope up teachers with new dynamism, need to get training. Thus, concerning bodies such as woreda, zonal education officials and other concerned zonal and regional authorities need to take initiatives to train teachers in order to develop their language competence. Should correct and reverse existing situation which undermines the need for teachers' continuous professional development in the vernacular.
 - b. The research result also showed that schools were running under the scarcity of instructional materials. Beside this, un- timely (late) supply and disproportional distribution of the instructional materials among the schools were also found to be other bottleneck problems. It is clear that both teachers and students need adequate teaching and learning materials. Home works, class works and other activities are heavily reliant on textbooks, teacher's guides etc... Therefore, it is difficult to organza and assist students otherwise. Hence, again educational officials of the research area should pay attention to alleviate or at least to minimize such problems on time and or even early. Thus, books should be published and distributed on time and adequately. Equity of resource distribution among the schools should be maintained on the basis of students and teachers number that each school would have.
- II. Language has utility value in many aspects its degree of attraction also would be enhanced with its scope of utility. The uses of language only for limited service might affect interest of the users. However, in the research area, Hadiyyisa was limited only to the primary schools level. Research results showed that zonal offices failed to use Hadiyyisa for official purposes

though it was proclaimed to be functional in the offices of this zone concurrently to the schooling purposes. Therefore, concerned zonal authorities should underline the use of Hadiyyisa for official purposes too.

- III. Producing quality and relevant teaching materials is very imperative in teaching learning process. Teaching materials should be prepared and translation in taking into accounts the age and psychological level of the learners. Besides this, local situation from where children were drawn should not be forgotten. What ever ideas retained in the books, emphasize children's capacity to catch up what they learn. Hence books to be translated should be refined accordingly. The research result in relation to this showed that instructional materials translated and prepared in Hadiyyisa were difficult to understand and were above the level of children in its content and volume. For instance, Environmental science and mathematics were mentioned by teachers of research area as volume ness as higher classes. Therefore, careful attention should be taken during the preparation and translation of instructional materials to adjust it to fit the level
- Iv. Research result showed that teachers' participation in preparation of instructional materials was insignificant. Since teacher is the closest person for curricular activities, his/her participation in its preparation need not undermined. Hence, educational authorities of the research area need consider techers contribution in preparation of instructional materials.

Finally, the researcher recommends that any interested individual to conduct a research on the same topic. Because, it is really difficult to say one can exhaustively treats all the issues related to mother tongue education since it has ever changing sociological variants.



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6. Professional support on language (Hadiyyisa) instruction issues from woredas or zonal educational professionals

- A. Very high C. Medium E. very low
B. High D. Low

7. The degree of the teachers' interpersonal interaction to develop skills of the instructional language and trained teachers' support to untrained ones was

- A. Very high C. Medium E. very low
B. High D. Low

8. The participation conditions of professionals in selecting script used to write and read instructional language (Hadiyyisa)

- A. Very high C. Medium E. very low
B. High D. Low

9. The relation between the neighboring schools to help each other on the issues of instructional language

- A. Very high C. Medium E. very low
B. High D. Low

8. As your professional knowledge, would you state any practical improvement that you have observed in developing the language?

III. Regarding Training and Awareness Creation

1. Do you think there was training about how to use Hadiyyisa as a medium of instruction?

- A. Yes B. No

2. Did you participate in any form of training regarding the use of mother tongue education?

- A. Yes B. No

3. If your answer is yes for questions number 2, please decide your choice.

- A. Short term in-service (one week, one month) training
B. Long term pre-service or TTI (one year) training
C. None trained

V.Regarding preparation and Provision of instructional Materials

Instruction: Put “√” mark in the box of your choice.

1. Teaching materials were prepared and made ready for use on time

- | | | | |
|-------------------|--------------------------|----------------------|--------------------------|
| A. Strongly agree | <input type="checkbox"/> | D. Disagree | <input type="checkbox"/> |
| B. Agree | <input type="checkbox"/> | E. Strongly disagree | <input type="checkbox"/> |
| C. Loosely agree | <input type="checkbox"/> | | |

2. Teaching materials prepared were not relevant to the age and psychological level of the children

- | | | | |
|-------------------|--------------------------|----------------------|--------------------------|
| A. Strongly agree | <input type="checkbox"/> | D. Disagree | <input type="checkbox"/> |
| B. Agree | <input type="checkbox"/> | E. Strongly disagree | <input type="checkbox"/> |
| C. Loosely agree | <input type="checkbox"/> | | |

3. The standard of the language used to prepare teaching materials in Hadiyyisa was fit to the level and easy to understand

- | | | | |
|-------------------|--------------------------|----------------------|--------------------------|
| A. Strongly agree | <input type="checkbox"/> | D. Disagree | <input type="checkbox"/> |
| B. Agree | <input type="checkbox"/> | E. Strongly disagree | <input type="checkbox"/> |
| C. Loosely agree | <input type="checkbox"/> | | |

4. The supply of the supplementary teaching materials (local news, children’s literature, folktales, dictionaries etc) prepared in Hadiyyisa was very low:

- | | | | |
|-------------------|--------------------------|----------------------|--------------------------|
| A. Strongly agree | <input type="checkbox"/> | D. Disagree | <input type="checkbox"/> |
| B. Agree | <input type="checkbox"/> | E. Strongly disagree | <input type="checkbox"/> |
| C. Loosely agree | <input type="checkbox"/> | | |

5. Teaching materials (textbooks, teacher’s guides’ syllabus etc...) were supplied adequately.

- | | | | |
|-------------------|--------------------------|----------------------|--------------------------|
| A. Strongly agree | <input type="checkbox"/> | D. Disagree | <input type="checkbox"/> |
| B. Agree | <input type="checkbox"/> | E. Strongly disagree | <input type="checkbox"/> |
| C. Loosely agree | <input type="checkbox"/> | | |

VI. Questions regarding Participation of Teachers and Parents

A. Teachers participation

1. Teachers’ participation in preparing teaching materials (translation, developing texts etc...) in Hadiyyisa was

- | | | | | | |
|--------------|--------------------------|-----------|--------------------------|-------------|--------------------------|
| A. Very high | <input type="checkbox"/> | C. Medium | <input type="checkbox"/> | | |
| B. High | <input type="checkbox"/> | D. Low | <input type="checkbox"/> | E. Very low | <input type="checkbox"/> |

2. Teachers, participation in preparing supplementary instructional materials (teaching aids, children’s literature, stories, puzzels etc) was

- | | | | |
|--------------|--------------------------|-----------|--------------------------|
| A. Very high | <input type="checkbox"/> | C. Medium | <input type="checkbox"/> |
|--------------|--------------------------|-----------|--------------------------|

- B. High D. Low E. Very low
3. Teachers participate in evaluating the teaching materials prepared in Hadiyyisa?
 A. Very high C. Medium
 B. High D. Low E. Very low

B. Teachers' opinion regarding parents' participation in curricular activities

1. Parents feeling towards use of Hadiyyisa as a medium of instruction was promising one
 A. Strongly agree D. Disagree
 B. Agree E. Strongly disagree
 C. Loosely agree
2. Parents assistance to their children in academic issues in the schools, by consulting teachers and checking their achievements was low
 A. Strongly agree D. Disagree
 B. Agree E. Strongly disagree
 C. Loosely agree
3. Parents assistance to their children at home while performing homework's, study etc was improved because of the use of Hadiyyisa as learning language.
 A. strongly agree D. Disagree
 B. Agree E. Strongly disagree
 C. Medium
4. Parents schools relation was weakened since mother tongue (Hadiyyisa) became a medium of instruction
 A. strongly agrees D. Disagree
 B. Agree E. Strongly disagree
 C. Medium

Thank you

Appendix. B
Addis Ababa University
School of Graduate Studies
College of Education

Department of Curriculum and Teacher Development Studies

B. Questionnaire for Students

Age _____ sex _____ Grade _____ Section _____
 Mother tongue _____ second language _____ other _____

I. Students' Attitudes towards the Classroom interaction in Hadiyyisa

Instruction: Decide your agreement or disagreement by putting “√” mark in the box provided under rating scales “ very high”, “ high”, “Medium” “ low” and “ very low” for your choice.

No	Categories	Very high	High	Medium	Low	Very low
1	Your understanding ability when you learn in Hadiyyisa					
2	Your ability to communicate in the class with your teacher in Hadiyyisa					
3	Your ability to communicate with your peers in the classroom and out side the class in Hadiyyisa					
4	Your writing ability in Hadiyyisa					
5	Your reading ability in Hadiyyisa					
6	Your need to learn where instruction is not in Hadiyyisa					
7	Supply of teaching materials prepared in Hadiyyisa					
8	Supply of additional instructional materials(teaching aids, stories etc)					
9	The degree of using Hadiyyisa out side the classroom					
10	Your interest in learning through Hadiyyisa					

II. Student's attitude towards Hadiyyisa development (position) in instruction (*encircle your choices*)

1. Hadiyyisa should continue as a medium of instruction up to all levels of education (from primary up to higher education).
 - A. Strongly agree
 - B. Agree
 - C. Undecided
 - D. Disagree
 - E. Strongly disagree
2. Hadiyyisa should remain as a medium of instruction only at the primary first cycle (1-4) level.
 - A. Strongly agree
 - B. Agree
 - C. Undecided
 - D. Disagree
 - E. Strongly disagree
3. Instruction shouldn't be given in Hadiyyisa because it is difficult to understand
 - A. strongly agree
 - B. Agree
 - C. Undecided
 - D) disagree
 - E) Strongly disagree
4. Learning in Hadiyyisa makes me happy to go to school because it is easily to understand the lesson when I learn in Hadiyyisa
 - A. Strongly agree
 - B. Agree
 - C. Undecided
 - D. Disagree
 - E. Strongly disagree
5. When I learn in Hadiyyisa, my parents, assist me at home on my home work and study
 - A. Strongly agree
 - B. Agree
 - C. Undecided
 - D. Disagree
 - E. Strongly disagree
6. Learning in Hadiyyisa makes me weak academically.
 - A. Strongly agree
 - B. Agree
 - C. Undecided
 - D. Disagree
 - E. Strongly disagree
7. Learning in (mother tongue) Hadiyyisa makes me feel self-confidence.
 - A. Strongly agree
 - B. Agree
 - C. Undecided
 - D. Disagree
 - E. Strongly disagree

8. I Feel inferiority when I learn in Hadiyyisa (Mother tongue).

- A. Strongly agree
- B. Agree
- C. Undecided
- D. Disagree
- E. Strongly disagree

9. Learning in mother tongue (Hadiyyisa) has weakened my second language ability.

- A. Strongly agree
- B. Agree
- C. Undecided
- D. Disagree
- E. Strongly disagree

10. Which language do your parents choose for your instruction? Please put Mark in the box

- Hadiyyisa
- Amharic
- English
- Other

12. Why do you think they choose it? Please write their reason if you know.

10. If your answer for question number 9 is no, who did it? Please brief.
11. Do you think the Zone had references (base sources) which would help it to start mother tongue education at initial point? If your response is yes, would you mention any of them?
12. Do you think economic problem hindered preparation of instructional materials adequately in this zone?
13. Your general suggestion regarding pre-implementation preparation.

III. Regarding Preparation and Provision of Instructional Materials

1. Do you think primary schools in your locality have adequate instructional materials and supply was done timely? If your answer is no, would you tell mechanisms how you have tackled confronting instructional materials problem?
2. Was there, any attempt made by Zonal (woreda) education office experts or teachers to provide supplementary (additional) teaching materials to develop language proficiency and concepts of subject matters of pupil? Please brief in short if there is any attempt made
3. If no attempt is made, what options were used or planned to use in order to enrich learners understanding level in language and subject matter? Would you please brief it?
4. Is there any professional support (training, orientation etc) given to teachers to develop both language and subject knowledge and skill?
5. If your response is yes, how did you organize it? Please brief it in short.
6. Do you think your office and school do support professionally learners to develop second language skill? If your response is yes, how? Please would you brief?
7. If your answer is no, why? Please brief your reason.
8. What is your attitude towards the mother tongue and second language education? Please would you brief it by comparing both cases?

IV. Interaction (Communication)

1. Is there any educational evaluation made to know the degree of development of language? If there is, please would briefly?
2. Is Hadiyyisa used for purposes other than instruction (office work and like)?
3. If your answer is no, why do you think it is not used for other purposes? Please specify your reason.
4. Do you think there could be impact on learners, teachers and parent's attitude or instructional process if mother tongue is not used for purposes other than instruction?
5. If your answer is yes, how? Please specify it.

Appendix. D
Addis Ababa University
School of Graduate Studies
College of Education

Department of Curriculum and Teacher Development Studies

Interview for Parents

Age _____ Sex _____ Nationality _____ Mother tongue _____

1. How Many children do you have in primary school
2. Have you been oriented about the use of mother tongue (Hadiyyisa) as a medium of instruction? If your response is yes, please brief.
3. Did you or other community members in your area participate in decision made in selecting Hadiyyisa as a medium of instruction?
4. Do you like teaching your children in Hadiyyisa? If your response is yes or no, why? Please tell me your reason.
5. Do you want to shift your children from where they learn in Hadiyyisa to the schools where Amharic is medium of instruction? If your response is yes, why? Please tell me the reason
6. Do you observe ability difference between children who learn in Hadiyyisa and Amharic? If your answer is yes, why do you think that has happened?
7. Do you support your children at home after their return from, the school? If your answer is yes, how?
8. Do you see your children happy learning in Hadiyyisa? If your answer is yes or no, why is that you think? Brief.
9. Do you think learning in mother tongue (Hadiyyisa) develops self confidence in your children? If your response is yes, why? Brief it.
10. Do you believe children who learn in Hadiyyisa are weak in their academic competence? If your answer is yes, why? Please specify.
11. Do you think children's feel inferiority because they learn in Hadiyyisa? If your response is yes or no, why? Please brief.
12. Do you think enrollment and retention conditions were improved as a result of the use of Hadiyyisa for instruction purposes?

Thank you

11. Hadiyyisa xanaxxi (lachchi) gabala moo'oo xa'mmichcha

- Kanniinsi woroon fara'lli woronne siidamoo xa'mmichhuwwina iittantakkamoka saaxi'n woronne “√“mare'e issimminne doo'llehe.

Xanato	Araqa Lobakata	Lobakata	Lambeaancha	Hoffane	Hrem Hoffanem
Maceesima					
Wacimma					
Qananaachcha					
Kitaabimma					

II. Hadiyyisa li'simmina issamukki yakitee ixnennem edanchaa moo'oo xa'mmichhuwwa

1. Losaan Hadiyyisinne losamukki luwwi bikkina anno'inne-ammo'nnee issamoo

Aagixxanchi te'm qaraaniinsi siidamoo bakkiishshi

- A. Araqa Lobakata Ch. Hoffane
 B. Lobakata D. Horem Hoffane
 C. Lambe'aancha

2. Losaan Hadiyyisa qarxworiinsi biireen Hadiyyisa awwaaxxamoois

- A. Araqa lobakata Ch. Hoffane
 B. Lobakata D. Horem Hoffane
 C. Lambe'aancha

3. Hadiyyis Lichchi bikkina quuxoom moo'oo woshaabbuwwi te'm lachchi manni issamukki sharad (

Kitabo'uwu gudisimminne, dommichchannee mulli minadaphphi quuxxuwwanee

hadiyyisa awwaxxakkamisina gaafaassimminnee)

- A. Araqa lobakata Ch. Hoffane
 B. Lobakata D. Horem Hoffane
 C. Lambe'aancha

4. Ki'nnuwwi Losa'n minenne qarxi woriinsi biireen losaan lophphaahim awwaaxxoo suum

- Hadiyyisa: Araqa lobakata Lobakata
 Lambe'aancha Hoffane
 Horem hoffane
- Amaa'llisa: Araqa lobakata
 Lobakata
 Lambe'aancha
 Hoffane
 Horem hoffane

III.. Booradishshaa baqbaqaatoo moo'oo xa'mmichcha

1. Hadiyyisinne Losishshi bikkina booradishshi gudaatee uwwamaatee la'oo?
 - A. Eeyya gudookkoo uwwamaakkoo
 - B. Gudaatee uwwamaatee la'ooyyo
 - C. La'oommoyyo
2. Ki'n dabachchi Eeyya booradishshi gudda la'ookko yoohane ihulas, Ki'nne baxxantakka'a laqqakkamo?
 - A. Eeyya baxxamaa lo'oommo
 - B. Aayyi baxxama la'oommoyyo
3. Booradishahanne baxxantakka'a laqqakkaman ihulas hinka'n ammaninatte ihuda'em ka keeniinsi labookko yitakka'a amma'n nitakkamoka doo'llehe.
 - A) Gundi amma'nneka (saantiinsi - agan affeebee'e)
 - B) Sas aga'nneke
 - C) Loh aga'nneke
 - Ch) Mat hiinchchika
4. Booradishshanne Baxxanxakko'oothane ihulas kanniinsi woroon gudukki fara'l woroonne siidamoo xa'mmichchuwina ka mare'e "√ " Araqa lobakata", " lobakata", " Lambe'aancho", " Hoffane" Te'm " Horem hoffane" yoo keenaxxi lugummonne gudukki' saax'n woronne issimminne ki'n doo'llitakkamoka kullehe.

Xigo	Finto'I xa'mmichcha	Araga Lobakato	Lobakata	Lombe'aancho	Hoofaane	Horem Hoffane
1	Booraadishshoomina hee'ukki ki mixan (hasan)					
2	Gaga xanokka'a baximma booradishshi duuha'a					
3	Gaalchinne baximma booradishshi duuha'i					
4	Hadiyyisiinse mulli suume awwaxximmi duuha'i					
5	Booradisa'n Hadiyyisa xanat qaxoom					
6	Booradisaa'n mixxeella'n gabal Hadiyyisinne					
7	Mulli e'lloo losannina te'm lichchina yoo gada'i booradishshai					
8	Losanoo'm marat duuha'a moo'ooisanne baa'yyaata daba'llanchi duuha'i					
9	Booradishshoommane booradishshoomik horoor sawwitii awwaadii caakkaa hincaakko					

Aappendeks. A
Addis Abaphphi yuuniiveersiite'i
La'm Digre'i losa'n mine
Losa'n Kolleejja

Kaarkulee'mmanee Losisaa'n Mixxeellwwi Lichcha Saaroyimmi Baxxancha

Losisaa'n Xa'mmichcha

Ka xa'mmichchik horoor sawwit Hadiyysinne uwwamoo losano baxanne hosisimmi maratonne, taaphaunuki luwwi duuha' il bakkina, gambauyuukki hawwi bikkinaa siidamukki mishaa moo'ooisanne baa'yyato te'm amma'nnishshuwwa wixxa'mmiinate. Ee bikkina ki'nneense siidamoo amma'nnishshowwi Ka saarayyi baxo tunga afisimmina araaqaa awwaadoohane ihu bikkina hanqa yitakkamoka caakkissakka'a hundem xa'mmichchina dabachcha uwwitakkona haydinne xa'mmoommo. Odim uwwitakkam dabachchi hanqa te'm qophphano yakka'a hawweenakkam bee'ane. Uwwitakkam amma'nnishshik moqgo'om egeramoohane.

Issitakkam eeyyitina gaassatem araaqa galaxxoommo !!

Finto' I Awwonsa: Ka xa'mmichchik horoor sawwit saarayyi baxo ihubikkina; Summa kitaabimmi hasisooyyo. Ee bikkina Kanniins woroon siidamoo xa'mmichchuwina bon beyyi gudu keenina ki'n sawwite kitaabimmine odim saaxin gudu keenina, saax'n woroonne “ √ “ mare'e issimminne, doo'llimmi hasisookeenina doo'llitakko'i fidalanne Kulullees mare'e Issitakku'uuyyi daballehe.

Losisaano Moo'oo xa'mmichchuwina

I. Dabachcha uwwaanchi Lule' i Duuha'a.

Kanniinsi woroon siidamoo xa'mmichchuwina bon beyyone kitaabbakku'uuyyi dabachcha uwwehe..

1. Losa'n m'n summa _____
2. Ki'n umur _____
3. ki'n albachchi _____
4. Baxxakko'i hiinchi qaxoom (Losisimmanne) _____
5. Losissakkam baxxanchi _____
6. Losissakkam losa'n hagar _____
7. Ki'n giir-giichch. _____
8. Ki'n luxxi suum _____
9. La'm xantakam suum _____
10. Losa'n gabal _____

IV. Hadiyyisinne Losano uwwinni bike moo'oo xa'mmichcha

Kanniisi Woroon siidamoo xa'mmichchuwwina Ki'nneka doo'lla ' Araqa iittamoommo (AI)", " Iittamoommo (I) " " Lombe'aancho (L)", "Iittamoommoyyo(IYO)", " Horem iittamoommoyyo (HIYo)". yitakku'uuyi doo'llitakko'I kee'n lugumonne siidamoo saax'n woronne ka mare'e "√" issehe.

Xigo	Finto'I xa'mmichcha	AI	I	L	Iyo	HIyo
1	Hadiyyisinne losisimmaa Losimmaa mixam hee'ummane					
2	Hadiyyisinne Losimmi Oosina peedaagoje'iki, saaykoloje'iki polotiqqi eroommi yoohane					
3	Ammaa'llisinne losakkam Losa'n minnuwwi yoohan ihuta'n uraa eekke'e mareaa Losisam hee'ummo					
4	Hadiyyisinne losisimmanne araq howwi yoohanne ihubikkina awwaado bee'ane					
5	Hadiyyisa Losanina awwaaxximmina kuk ammaneyo (gaaggambaammo).					
6	Ciilichchi ixxi suume bacukki suumminne Losimmi lxxi mannoommaxxi hanqa					
7	Hadiyyisinne losimmi kora'a ammane bi'shsha mashka'oomm eraarem la'oommane ihubikkina.					
8	Hadiyyi Zoonanne hee'oo Oos hundim Hadiyyisinne Losimmi hasisookko					
9	Hadiyyisa la'm Hadiyyi Zoonanne Losisimmina luxxi moo'akkam luwwi ihimmi hesisooyyo.					
10	Losaan Hadiyyisinne Lossamaare araqa Liirantamo					
11	Losaan Hadiyyisinne Lossam ammane Losa'n maratonne danaamisa ang-eddamoyyo (baxxamamooyyo)					
12	Losaan Hadilyisinne Lossammaare qaarxi woro'l losan danaamisa iibbookkoo haraar attoorachchim hee'ookko					
13	Hadiyyisinne Losisoo keen doollab Losa'n tamo'i mu'uta (muuta) Losishsh qooroomaa awwaaxxa xanoyyo.					
14	Hadiyyisinne Losimmi losaa'nneka uulli mateeyyoomina hee,oo mixano hoogseena xanoohane					
15	Hadiyyisinne Losimmi mateeyyooma qoxxsoohane					
16	Gaqqi suuminne Losimmi mulli kee'n suume, wogaa heechchi qaanqaa Lonsimmiina tamoohene					
17	Hadiyyisinne Losisimmi Losano Losaanina aagooisanne higisimmina tamoohaneyyo					
18	Hadiyyisinne losan asheeramukkaa -nniinsi keen losaa'n xig edaakko					
19	Hsdiyyisinne losan ashsheerukkaanniinsi keen losano muroo oos xig hoffe'aakko					
20	Hadiyyisinne losan asheerukkaanniinsi keen losaan losano tunga afisoo'nnem urookko					

V. *Losishshi mu'uta (muuta) gudisimmaa afisimma moo'oo x'mmichhuwwa.*

Awwaonsa: Doo'ilitakko'aa'n illagenne siidamoo saaxinanne ka mare'e "√" issehe.

1. Losishshina tamoo mu'ut erammaninnem gadaa Losa'n mine affookko

- A/ Araqa iittamoommo Ch) Iittamoommoyyo
B/ Iittamoommo D) Horem iittamoommoyyo
C/ Hoffokam iittamoommo

2. Ihoo qax Losishshi mu'ut (Ki'taabuuwwi, Siilabassuuwwii, Losisaanchi awwonsii)

Losan minina affookko

- A/ Araqa iittamoommo Ch) Iittamoommoyyo
B/ Iittamoommo D) Horem iittamoommoyyo
C/ Hoffokam iittamoommo

3. Affooyyo yitakkaman ihulas mashka'oom maha laboo? Huno'o gundannem caakkissehe.

4. Gudukki Losimmi Losishshi kitaabuuwwi ee gabalanne losoo oos umurinnee saaykoloje'nnee shiinnatamoohane

- A) Araqa iittamoommo Ch) Iittamoommoyyo
B) Iittamoommo D) Horem iittamoommoyyo
C) Hoffokam iittamoommo

5. Kitaabuuwwa gudisimminaa tirimminaa awwaaxxakko'i sagachchei te'm suum ee gabalina shiinnaatamoohane

- A/ Araqa iittamoommo Ch) Iittamoommoyyo
B/ Iittamoommo D) Horem iittamoommoyyo
C/ Hoffokam iittamoommo

6. Losa'n tamo'i mu'ut gadaa hincukki duuha'i (hegeeqqi gaazeexxuuwwi, Heessuuwwi, Yannuuwwii muli keenimi) horem hoffane

- A/ Araqa iittamoommo Ch) Iittamoommoyyo
B/ Iittamoommo D) Horem iittamoommoyyo
C/ Hoffokam iittamoommo

VI. Losisaanii losaa'n qaraanii losano gudisimmanne issitam

ang-ejja moo'oo xa'mmichcha.

.a.Losisaa'n ang-ejja moo'oo xa'mmichcha

1. Losisaan Hadiyyisinne losishshi mu'uta (muuta) gudishshanne issoo ang-eejji
A) Araqa lobakata Ch) Hoffane
B) Lobakata D) Horem hoffane
C) Lambe'aancho
2. Losisaan Hadiyyisinne losishshi tamo'i mu'uta (muuta) gudishshanne ang-ejji duuha'i
A) Araqa lobakata Ch) Hoffane
B) Lobakata D) Horem hoffane
C) Lambe'aancho
3. Losisaan Hadiyyisinne losishshsina gudukki mu'uta keenimmanne baxxamim duuha'i.
A) Araqa lobakata Ch) Hoffane
B) Lobakata D) Horem hoffane
C) Lambe'aancho
4. Hanaa'n xa'mmichchina ki'n dabachchi lobakata yoohan ihulas shuqunttakko'I luwwika mishooma kitaabehe.

5. Hadiyyisinne losano uwwitittuuyyi gamba yukki hawwi' yohan ihulas huno'o caakkisse.

6. Ee Hawwiinsi firimmina ma-googo awwaaxxito? Huno'o caakkisse.

7. Hadiyyisinne losan uwwamukki bikkina moo'amukki eroommi (lichchi) yoohan ihulas Huno'o laqqakkamoka haraassitakka'a caakkassehe.

b. Qaraa'n ang-ejja moo'oo xa'mmichcha

1. Qaraan (anno'ii amo'ii) Hadiyyisinne losano uwwimmi bikkina yoo sawwit maha Laboo.
A) Araqa danaamo Ch) Jora
B) Danaamo D) Horem jora
C) Lambe'aanhome
2. Qaraan ixxuwwi oosina Hadiyyisinne losan uwwamu bikkina losano soroobimmi duuha'anne
ixxuwwi oosina tamimmina issitam yakit bee'e
A) Araqa iittamoommo Ch) Iittamoommoyyo
B) Iittamoommo D) Horem iittamoomoyyo
C) Lambe'aancho
3. Qaraan ixxuwwi oos Losa n dikkii Losisaaninee losa'n mininee issomoo atoorachchi (
a'llansimmi) Hadiyyisinne losishshi asheeru bikkina e'llaakko.
A) Araqa iittamoommo Ch) Iittamoommoyyo
B) Iittamoommo D) Horem iittamoomoyyo
C) Lambe'aancho
4. Hadiyyisinne losano uwwimmi losa'n minneewwaannonnee qaraa'n lombe'enne yoo edanchi
qoxxiioisa issaakko
A) Araqa iittamoommo Ch) Iittamoommoyyo
B) Iittamoommo D) Horem iittamoomoyyo
C) Lambe'aancho

Galaxxomm

Aappendeks.B
Addis Abaphphi yuuniiveersiite'i
La'm Digre'i losa'n mine
Losa'n Kolleejja

Kaarkulee'mmanee Losisaa'n Mixxeellwwi Lichcha Saaroyyimmi Baxxancha
Losaanina Hincoo Ya'mmichcha

Losaa'n Xa'mmichchae

Awwonsa: Konniins woroon yoo xa'mmichchauwwa hundam qananaa'llatta hanqo'I dabachchca uwwa. At Uwwitoo hanqo'i dabachchi Ka saarayya mishaam ihoona tomoohane.

B. Losaanchi lule'I amma'nnishsha: Ki dabachcha bon beyonne kitaabe

Umur _____ Albachchi _____ Lossoo baxxanchi _____

Qarxi _____ Woccoo (suume baccit) suum _____

Mulli xantoo suum _____

Awwonsa: Kenn'iinsi woroon gudukki fara'lli woronne uwwamukki doo'llchchi'wwiinsi at iittantoohaannonne “ Araqa lobabata ,” “ Lobakata”, “ lembe'aancho”, “ Hoffane”, “Horem hoffane”, Yoo Kee'n Lugumonne gudukki saaxxinnuwwi woroone doo'llitittaannina ka mare'e “ √ “ isse.

Xigo	<i>Xaimmichchuwwa</i>	<i>Araqa Lobakata</i>	<i>lobakatao</i>	<i>Lambe 'aancho</i>	<i>hoffane</i>	<i>Horem hoffane</i>
1	Hadiyyisinne Lossoommaare losan aagookko yitoo amma'nnat					
2	Hadiyyisinne Kilosisaanchinne Losa'n bikkina atoorachchii caakkixximikkii xanat					
.3	Hadiyyisinne ki beshshuwwinne issitoo edanchi xa'mmimmikii attorachch xanat					
		<i>Araqa Lobakata</i>	<i>lobakatao</i>	<i>Lambe 'aancho</i>	<i>hoffane</i>	<i>Horem hoffane</i>
4	Hadiyyisinne losa'n qarxworoone xa'mmichcha ki'simmikkii dabarmmikii xanat					
.5	Hadiyyisinne kitaabimmilk xanat					
6	Hadiyyisinne qananaachchi xanat					
7	Hadiyyisinne losano uwwakkam bee'I losa'n minenne losimmimina yoo mixan					
8	Hadiyyisinne gudukki Losimmina awwaado kitaabbuwwa hincachchi duuha'i					
9	Losa'n tamo'I mu'uta (muuta) hincachchi duuha'i					
10	Hadyyisa qarxi woriinsi biireen awwaaxximmi duuha'i					
11	Hadiyyisinne losimmi mixan (hasan)					

B.II.2. Hadiyyisine losano uwwimmi bikkina losaa'n sawwite moo'oo xa'mmichcha

1. Hadiyyisinne losan hundem Losa'n gabalanne uwwamona (Luxxi gaballiinsi ki'saa kolleejji afeebe'e)
 - A. Araqa iittamoommo
 - B. Iittamoommo
 - C. Lambe'aanchcho
 - Ch) Iittamoommoyyo
 - D) Horem Iittamoommoyyo
2. Hadiyyisinne losan, xale'i luxxi gabalina uwwamona
 - A) Araqa iittamoommo
 - B) Iittamoommo
 - C) Lambe'aanchcho
 - Ch) Iittamoommoyyo
 - D)Horem iittamoommoyyo
3. Hadiyyis hundem losa'n gabalanne suu'm losanoomina xale'e uwwanchi hasisookko
 - A) Araqa iittamoommo
 - B) Iittamoommo
 - C. Lambe'aanchcho
 - Ch) Iittamoommoyyo
 - D) Horem iittamoommoyyo
4. Hadiyyisinne losan uwwanchi horem hasisooyyo
 - A) Araqa iittamoommo
 - B) Iittamoommo
 - C. Lambe'aanchcho
 - Ch) Iittamoommoyyo
 - D)Horem Iittamoommoyyo
5. Hadiyyisinne Losoommare losan araqaa caakkaa sholle'aallaa ihaa siidamoobikkina losa'n mine marimmi araqaa liiransookko.
 - A)Arqa iittamoommo
 - B) Iittamoommo
 - C. Lambe'aanchcho
 - Ch) Iittamoommoyyo
 - D) Horem iittamoommoyyo
6. Hadiyyisinne Losoommi bikkina qaraan soroobommi ammanee mi'n baxo baxoommi ammanee tameena (hara'mmeena) xanoocko.
 - A)Arqa iittamoommo
 - B) Iittamoommo
 - C. Lambe'aanchcho
 - Ch) Iittamoommoyyo
 - D) Horem iittamoommoyyo
7. Hadiyyisinne losoommi bikkina losanonne hoongaanchcho
 - A) Arqa iittamoommo
 - B) Iittamoommo
 - C. Lambe'aanchcho
 - Ch) Iittamoommoyyo
 - D) Horem iittamoommoyyo

8. Gaqqi suuminne losimmi gaganne amma'nnimmaa ayyooma la'mma gaafaassoohane
- A) Arqa iittamoommo Ch) Iittamoommoyyo
B) Iittamoommo D) Horem iittamoommoyyo
C. Lambe'aanchcho
9. Hadiyyisinne (gaqqi suuminne) losimmi tuussiisoothane mannoommaxxi hoffaannoma macceesoothane
- A) Arqa iittamoommo Ch) Iittamoommoyyo
B) Iittamoommo D) Horem iittamoommoyyo
C. Lambe'aanchcho
10. Hadiyyisinne losimmi muli suumina hee'oo xanato hoogisoothane.
- A) Arqa iittamoommo Ch) Iittamoommoyyo
B) Iittamoommo D) Horem iittamoommoyyo
C. Lambe'aanchcho
11. Kanniinsi woroon yoo keeniinsi ki'qaraan (anno'ii amo'ii) Ki losanina hinka doo'llamoo.
- A) Hadiyyisa
B) Amaa'llesa
C) Ingliizis
12. Mahina ee suume doo'llamoo da'em mashka'a kitaabe. _____

Galaxxoommo!!

10. K'in ciilluwwa Hadiyyisinne Losamoo beyyiinsi Amaa'llisinne Losisoo Losa'n minenne dabattakka'a Losisimma iittitakkomonnihe? Eeyya yitakkaman ihulas mahinatda'em hino'i caakkissehe?
11. Hadiyyisinee Amaa'llisinee losoo Oos lambe'en lachchi gba'l annannaat yookko yitakka'a amma'annitakkamonnehe? Eeyya yookko Yitakkaman ihulas mahinat da'em caakkissehe
12. K'in Ooso minenne Losano soroobonaa mi'n baxo baxonaa hara'mmitakkamonniehe? Eeyya yitakko'ilas mahin laboo hara'mmitakkeena xantakko'ok?Hino'I caakkissehe
13. K'n Oos Hadiyyisinne losommubikkina liiramoohane? Eeyya Yitakko'ilas mahin laboo? Caakkissehe.
- 14 .Hadiyyisinne(ixxuwwi gaqqi suuminne) Oos losimmi ixxuwwi gagannee ayyoomanee bakke'ooisina baqaa'mminne awwaadookko yitaka'a amma'nnitakkomonnihe? Eeyye yitakkaman ihulas hinkidenne? Caakkissehe.
15. Hadiyyisinne Losoo Oos Losanonne hoongaancha yitakka'a amma'nnitakkamonnihe? Eeyya Yitaako'las mohinattem da'e caakkissehe.
16. Hadiyyisenne losan asheerukkaanniinsi keen lossa'n xig losa'n minenne edaa? Losano murummi duuha'I maha laboo?
17. Hadiyyisinne losubikkina oos ixxuwwi ayyoomanne tuuroohonne? Eeyya yitakkaman ihulas ki'n mashka'a caakkissehe.
18. Mullek eddakam luwwi yoolas cakkissehe.

Araqa Galaxxoommo !!

ከተለያዩ መጠኖች ለተጨማሪ መረጃ፣ የምክር ቤቶች ተወካዮችና ዕውቅ ነጋዴዎች ጥሬ ተሰጥቶች አገህ ዛሬ በዚህ አዳራሽ ለመጠበብ መቻላችን አጅግ የሚያረካን በመሆኑ በቅድም ስጠሰባውን በገረዘዳ የም የሚኖሩትን ምርጥ የሀይድሮ ልጆች አገዳ ባገዱ ለገቢው ባሰተጠቅሙ ወቅት ከቤቱ ያልተቋቋመ የደጋፊ ግብዓት ተርቦላቸዋል።

በመተመልዎ የገቢውን መገለጫና ውሳኔ የሚያቀርቡ ገለሰቦች ከተጠባባቢዎች መካከል ተጠቅሞ ።

1. ተጠቅሞ ወልዳ
2. አገገኛ ልጆች
3. አገገኛ ልጆች አገገኛ
4. " አገገኛ ልጆች
5. " መጠላቸው

፩. " ላይ አገገኛ ልጆች ተወካይ / ተጠቅሞ በቤቱ በሙሉ ደምፅ አይቋቋም። በገረዘዳ መሠረት አገገኛ ልጆች ወይንም ለሀይድሮ ደጋፊ ገቢ ለማግኘት በአገገኛ አጠባባቢ ስሜት ተዘጋጅተው ባቀረቡት ጥያቄ ገቢ ላይ ስራ ገለጻና ማጠራራት ስጥ ተቀኝተዋል። በዚህም በመግቢያ ገንጠታው የአገገኛ ገቢ በጠር ለጠረጠብ ደጋፊ የራሱ የሆነ ሥርዓትና ወገን ያለው መሆኑን በማውባት ማጠራራት ከሰጠው በኋላ ለሀይድሮ ደጋፊ ስራ ልዩ ልዩ አገገኛ ልጆች አገገኛ የሚሉትን ጥያቄ ተረጋግጦ በኋላ የሀይድሮ ደጋፊ አሰጣጥን የራሱ የሆነ የሥነ ጥናት ሥርዓት ወይንም ልዩ ልዩ ሌላ ሌላ አገገኛ ልጆች በማግኘት በተጠቅሞ ስለ ስራ አሰጣጥ አሰራርን አጠባብረው በማሰባሰብ የሀይድሮ ደጋፊ ስራ ማቀጠር አገገኛ ልጆች አጠባብረው ተቀኝተዋል።

በዚህም ከሌሎች በጠር ለጠረጠብ ደጋፊዎች ጋር ለብድረት የሚሰማሙ ደጋፊ ልጆች ስራ የሚሰጡ ጥያቄ ተርቦ ደጋፊዎችን ከሰጠው ገቢ / ልዩ ልዩ ደጋፊ ልጆችን አገገኛ ልጆች / ልዩ ልዩ መጠቀም አገገኛ መሆኑን ጠቅሞ ዋል። በዚህም የሰጠውን ልዩ ልዩ 307 መሆኑን ጠቅሞ ከአገገኛው ውስጥ ለሀይድሮ የሚሰማሙ ልጆችን በቻ በመረጥ በቀረበው አገገኛ መሠረት $24 \times 5 = 120$ ልዩ ልዩ የተመረጡ ቢሆኑም ገቢና ስራ ልዩ ልዩ ስራ ስራ ስራ ስራ ስራ ስራ / 169 ልዩ ልዩ በቻ አገገኛ የሀይድሮ ልጆች ማግኘት አገገኛ ልጆች ተገልጿል።

በሌላ አገገኛ የቀረበው የሰጠው ልዩ ልዩ ስራ ከ26 ቶ / 21 ተገልጿልና 5 አገገኛ / በቀጠለው ውስጥ የሌሎች ልዩ ልዩ ስራ 21 ልዩ ልዩ ስራ /

Appendix. H

No	Categories		Observed N=30											
			Urban											
			V.High		Average		Low		V.High		Average		Low	
			No	%	N	%	N	%	N	%	N	%	N	%
1	Reading skill	speed	10	66.7	3	20	2	13.3	12	80	2	13.3	1	6.7
		Fluency	10	66.7	3	20	2	13.3	12	80	3	20	-	-
2	Writing skill	Speed	12	80	2	13.3	1	6.7	11	73.3	2	13.3	2	13.3
		Accuracy	8	53.3	4	26.7	3	20	8	53.3	6	40	1	6.7
Total														

1	Communica tion	Code-switch	3 times or 3 teachers	16.7%
		Code-mixing	2 times or 2 teachers	11.1%
				N=18

Weightage:

Reading, given time: 5 minutes

Finishing time: before 3 minutes=High

= 3 minutes= Average

4-5 minutes=low

Writing, given time: 10 minutes. Finishing time, before 4minute=High

Between 5and 6=Average

7-10= low