

**CHALLENGES AND ACHIEVEMENTS IN USING
HADIYA LANGUAGE AS A MEDIUM OF
INSTRUCTION:
THE CASE OF HOSSANA PRIMARY SCHOOLS**

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ABSTRACT

The main aim of this study was to comparatively investigate the problems encountered and achievements gained in both Hadiya and Amharic languages as media of instruction since the time of implementation at grass root level in the primary schools of Hossana town in Hadiya Zone-SNNPRG.

As the main subjects of the study, primary school teachers, students, principals, educational officials, parents and linguists were taken. In an attempt to collect reliable and valuable information, a combination of diverse research methods (triangulation) consisting of questionnaire, interview, observation and documentary sources were applied. The data gathered were analyzed and described based on comparative-descriptive survey method comprising both quantitative and qualitative research designs.

Language skill training offered to primary schools teachers in both Hadiya and Amharic media of instruction was not promising and satisfactorily treated. The short-term in-service training teachers who were graduates of old curriculum dominated the school environment and language instruction. Particularly, the delivery of education through Hadiya language in 2nd cycle (5-8) was left for the teachers who have not qualified nor they have offered sufficient skill training provisions for the position they held.

The study similarly shows that both Hadiya and Amharic media were suffering a lot from the shortage of curriculum materials and general reading references. The preparation of textbook was not contextualized and customized and didn't in full allow teachers' active participation. They were directly translated into language media (Hadiyyisa and Amharic) from the materials already available either in English or Amharic. The contents were full of alienated terms, lacked relevance to connectedly reflect students' classroom lesson with their day-to-day activities in the environment and failed to meet the psychology of their learning.

Through the evaluative mechanisms and serious measures taken, however, such difficulties were concurrently reduced. Almost all the subjects of the study (teachers, students, parents, principals, officials and linguists) were developed constructive attitude towards the use of Hadiya language and choice of Latin script to be used for instruction. Reversely, many respondents were dissatisfied and rejected the use of Amharic as a medium at primary school levels.

When compared over-all students' enrolment and retention rates, the degree of promotion and participation of girls in education and their level of academic achievements were more enhanced in Hadiyyisa than Amharic language medium. In the same way, the degree of students' detainment, dropout and repetition rates are decreased since mother tongue education commencement. The research findings again describes that Hadiya language medium had quite dependable relationship with English medium while the type of closeness the Amharic language medium shared with English language was low and small. It was therefore found that students in Hadiya language medium are performing better and scoring high grades than those who in Amharic medium.

The involvement of teachers in the preparation of curriculum materials which was marginal at the beginning became progressive. The flow of information, interactivity, communication and exchange of ideas reflected between the schools and the whole community was smooth, friendly and encouraging.

CHAPTER - ONE

INTRODUCTION

1.1 Background of the Study

Education is a cornerstone of economic growth and social development and a principal means of improving the welfare of individuals. It increases the productive capacity of societies and their political, economic, and scientific institutions. It also helps to reduce poverty by increasing the value and efficiency of the labor offered by the poor and by mitigating the population, health, and nutritional consequences of poverty (Lockheed, 1988:8).

So that primary education is expected to play a chief role in producing a literate and numerate population that can deal with problems at home and at work and to serve as a foundation upon which further education is built. However, the transmission and flow of any idea which has greatly linked with the daily lives of the school children could only be possible when the language of a child is properly used as an instrument and a vehicle.

To accept this as reality in the context of educational system and teaching-learning process, as supported by a number of scholars and UNESCO (1953), "a right of child to learn" is the selection and choice of appropriate and right language of learning. Coombs (1985), has also not been distanced from reminding about decision on which language to use as a medium of instruction is one of the most pedagogically difficult issue faced by schools in many countries.

Scholars like Skutnabb (1984) and Cummins (1986) attempt to explore the potentially damaging effects of ignoring a child's first language in the state education system. They claim that neglect of the home language would not only result in the gradual withering away of that language but would also hold the child back in general cognitive development because new concepts would be introduced via the second language.

According to Weva (2003), among the many means of adapting the school curriculum to the local context, mother language is one of the most important tools. The mother language helps the expansion of people's awareness of self, as individuals progress in reading and writing by using words that help them understand their world. In connection to this fact, a report by UNESCO

(1953) in Shimelis (2004: 2) expresses the importance of mother tongue in the school curriculum as mentioned below:

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

This report and many other educators assume that the development of the first language is a support for learning new concepts expanding people's self-awareness and new ways of speaking a foreign language with great effort. Hence, the psycho-pedagogical and socio-cultural development of the child seems to be highly influenced to the extent he/she uses the language of education in the process of teaching-learning as well as around the world.

Even if local language as a medium of instruction is provided with numerous advantages and a number of benefits, there are notable opponents of mother tongue who argue that local language alone cannot bring the quality of education. They suggest that the language policy and language practice in schooling are only one element amongst many that make a school more or less successful. A number of programmers of mother tongue education (even those published as highly successful) did not go beyond the experimental phase (Weva, 2003).

It is not, however, enough to see the language of the classroom merely as the medium of classroom communication but also it is so deeply embedded in many subjects of the school curriculum that it is some times difficult to separate learning the concepts and processes of a subject from learning to use language to represent and use these concepts and processes, and it is a means of learning (Barnes, 1969; in Routledge and Paul, 1972: 113). It can, therefore, be said that pupils' uses of language for learning are strongly influenced by the teachers' language, which prescribes to them their roles as learners because the very act of verbalizing new knowledge often requires re-organizing of the old and the new together. For these reasons language in the classroom must be discussed in a wider context.

After the military government was collapsed and replaced by the Transitional Government of Ethiopia in 1991, the old curriculum has been replaced by the new one, which incorporates the new educational assumptions and contents; and the Charter adopted by the Conference for Peace and Democracy held in Addis Ababa from July 2-6, 1991 recognized the right of the nationalities to develop their history and culture and to use and nurture their languages (Ayalew, 2000:61&75;

ETP, 1994:44). As a result, over 20 languages have been used as media of instruction for primary education (ETP, 1994:5). One of these is the use of Hadiya language as a medium of instruction. It is as one of the nationality (instructional) languages, as it can easily be seen, is firmly facing with aggressive challenges in implementing at base line. Which then, in turn, may facilitate and aggravate complaints bringing damaging effects in teaching-learning process among the implementers (teachers, students and parents) when mother tongue is used as a language of instruction at primary school levels.

1.2 Statement of the Problem

As currently enshrined in the Federal Democratic Republic of Ethiopian (FDER) Constitution, all nations, nationalities and people of Ethiopia are entitled to enjoy constitutionally guaranteed rights to free development of their cultures including the use of their languages. Since 1991 once again in well-advanced manner, Hadiya language became the language of education in both formal and non-formal settings of learning environment.

However, in a linguistically varied countries and in a situation where multilinguals exist, implementation of language policy with the use of vernacular languages as a language of learning seems to be challenging since it requires heavy human resource, financial capacity and material supply. As Weva (2003) points out African countries including Ethiopia are nations of such diverse cultures and ethnic groups composed of people with different physical features, religious beliefs, multilingual aptitudes, and a diversity of cultural backgrounds and ethnic origins. It is therefore with these situations that Ethiopia has recently begun to implement nationality languages at primary school curriculum and nationality languages at each region, one of these languages in the country is Hadiya language.

Take into account this reality, an attempt was made to dig-out and investigate the challenges faced and achievements gained by the post 1991 primary school curriculum with regard to mother tongue as a medium of instruction in the primary schools of Hossana town in Hadiya Zone.

The research study was, thus, made an effort to come-up with relevant solution, suggestion and response for the research questions mentioned below as:

- A. What are the challenges and successes which mother tongue as a language of education faced and attained in primary school curriculum?

- B. Are there possible actions taken to alleviate these acute challenges prevailing in primary schools of Hossana town?
- C. Do teachers, students and parents have constructive attitude towards the use of mother tongue as a language of learning?
- D. Are the curriculum materials available in the schools for the implementation of mother tongue education? (e.g. textbooks, teacher's guides, syllabuses, reference books and other instructional materials)
- E. How is the teachers qualification and competence in their profession to run mother tongue education? Is there any skill training provision to up-grade teachers' efficiency in teaching mother tongue?
- F. What is the role and responsibility of school principals in promoting and contributing resources to the teaching learning process through mother tongue?
- G. Does the existing situation at good stand in facilitating a sequence of necessary information among the school communities and experts (officials) and linguists of education bureau to effectively implement mother tongue education?

1.3 Objective of the Study

The main objective of this study is to investigate the challenges and to indicate corrective solutions (measures) in the implementation of mother tongue as a medium of instruction in primary school curriculum of Hossana town in Hadiya Zone. The research study, thus, focused on the following points as:

- ◆ Finding out the 'need' prevailing among the teachers and resources in implementing the use of local language as a medium of instruction;
- ◆ Digging out the major challenges and attainments which mother tongue faces and yields as a language of learning in the primary school curriculum;
- ◆ Stating the actions taken to mitigate such aggressive challenges that mother tongue as a medium of instruction meets during implementation;
- ◆ Investigating the role and responsibility of school principals in promoting and contributing resources for the implementation of the mother tongue;
- ◆ Investigating the attitude of teachers, students and parents as the implementers and beneficiaries towards the use of mother tongue as a language of learning;

- ◆ Stating the extent of communication about the implementation of mother tongue education that facilitates the sequence of relevant information between the school community and educational practitioners.

1.4 Significance of the Study

It is possible to say that the design of language policy at national level will genuinely be implemented and properly adapted new curricula at the bottom when the gap between producers and consumers is filled and sense of team work is fostered among the concerned bodies and the community at large. So, the study paves the ways for curriculum planners, educational practitioners, language policy makers, school principals and interested researchers in the field to realize the challenges, successes and issues as a whole in-depth and take possible measures. Furthermore, it will also be used as a cornerstone and foundation for further investigation and study.

1.5 Delimitation of the Study

This study is delimited to primary schools of Hossana town in Hadiya Zone/ SNNPRG. The reasons for the study are twofold: the manageability of the study with the time and the resource capacity of the researcher, and his familiarity and accessibility to the supposed group of population of the study. The scope of the study is also delimited to assess the existing situation of implementation of mother tongue as a language of education. Therefore, the challenges faced and achievements gained, the roles played, availability of curriculum materials and man power, the degree of communication among education bureau officials and the school community and the other organizational participation and the students-teachers interaction will be the major concerns of the study.

1.6. Limitation of the Study

Primary school curriculum at grass root level with language policy can only be implemented and effective when sense of belongingness, concern and real commitment among the implemented are developed. School communities (i.e. teachers, principals and students) in particular and the society in general should take a tremendous share to this end.

The reluctant behavior and irresponsiveness of main principal to provide ever building information in Alemu W/Hana primary school was degraded the intent of a student-researcher. Which later

earned a re-visit of a researcher to deal again with a vice- principal about the study conducted was, therefore, seriously hampered him to use the time budget sufficiently.

1.7 Definition of Operational Terms

It is important to define all unusual terms that could be misinterpreted. This definition helps to establish the frame of reference with which the researcher approaches the problem (Best,1999:40)

Triangulation - The use of two or more methods of data collection in the study of some aspect of human behavior (Cohen, 1994: 233)

Hadiyyisa - Hadiya language spoken very widely where Hadiya tribe settles

Frequency Counts - Nominal measures and the classification of variables in categories and in nominal form (Best, 1999:357)

The Chi- square Test (X^2) -A test of independence, the idea that one variable is not affected by, or related to, another variable.

Rank Order Correlation -It is a particular form of the Pearson product movement correlation that can be used with ordinal data as the spearman rank order coefficient of correlation.

First Language – The linguistic code used as mother tongue by most members of a speech community (Ibid)

Native Language -The language which has been acquired naturally during child hood (first language , mother tongue)

Second Language- The language learned by an individual after acquiring his first or native language or mother tongue (Routledge and Paul, 1972).

Vernacular - The indigenous language or dialect of a speech community

Speech Community- Any regional or socially definable human group identified by the use of a shared linguistic system and by participation in shared socio-linguistic norms

National Language- A language which may or may not have official status but is used by a large section of the speech community

Medium of Instruction - A language by which education at primary school level can be transmitted or instructed

Mother Tongue Education – The delivery of education through the use of ones own mother tongue as medium

Scores - Grades (results) that an individual earns (achieves) on certain type of a test

1.8 Organization of the Study

The priorities of the research will begin with introductory sections embracing basic substances which could go down shading its light on the proceeding pages and giving a reader an erosive motivation towards the research.

The second approach of the study was appeared to present and introduce main body described as problem to be investigated, under which it leaves the room for its parts and parcels for they are a bridge stone, and can tell a researcher as well as a reader the target and relevance of the study and how to come-up to those constraints with possible measures and solutions. Background and review of related literature is equally important and another pillar of this section because it illuminates the complete picture of the study with different views, suggestions, solutions and positions of scholars which support the study of the researcher as a stepping stone.

Thirdly, at the stage of procedures, organization of a study, was clearly emerged with the description of the research design, the sample, the instruments used, the procedures followed (the what, when, where, and how of the study), and justification of the statistical techniques used.

Soon after procedures attempted to be followed above, the report of the result, interpretations and descriptions of the findings pertinent to each of the research hypotheses or questions were carefully presented.

The last portion of the study summarizes the work of investigation and presents conclusions drawn from the findings (results) of the investigation. Based on the results of the study, recommendations were provided.

CHAPTER- TWO

REVIEW OF RELATED LITERATURE

2.1 The Concept of Primary Education and Its Curriculum

Education is a process by which man transmits his experiences, new findings and values accumulated over the years, in his struggle for survival and development through generations. The expansion of primary education in the 19thc was, in the same fashion, regarded as an instrument for training the children of the masses, the lower classes, to be content with the position. The development of the primary education represents all the changes which have been taken place, not only in social values, but in the attitude to knowledge and literacy, in the kind of knowledge that is of most worth, in the meaning of intelligence and the methods of its development, in the relation of mental and physical activities, in the learning process, and in general, in the concept of what makes a whole individual (Kandle, 1930:349).

The purposes of the primary school at a time were determined by a deep-rooted faith in knowledge as power and knowledge as virtue; literacy was regarded as the best panacea for all social ills. Therefore, there was the wide acceptance slogan “open a school and close a jail”. Which means through the acquisition of knowledge, the individual was to acquire, not only the skills and techniques of knowledge, which would adjust him to his environment, but a training in character.

To put it clearly, primary education most of the time appears with chief purposes like to produce a literate and numerate population that can deal with problems at home and at work. It is axiomatic that primary education serves as a foundation upon which further education is built. So that many countries in the developing world have to make primary education systems able to meet their objectives, to be effective in teaching students the core skills contained in their national curriculum, to provide all school-age children with opportunity to attend school. If it is to do so, primary education systems in turn maximize national efforts to build a human capital base for development (Lockheed, 1991:9).

However, this is only possible and bears fruits when one can workably understand the meaning and the nature of the concept of the curriculum and define it as the formal and non-formal content and process by which learners gain knowledge and understanding, develop skills, and alter attitudes, appreciations, and values under the auspices of that school (Weva, 2003:1). The above statement stands for both formal and informal aspects of school, what one learns (content) and how

one learns (process), and outcomes in forms of knowledge, understanding skills, attitudes, appreciations, and values.

2.2 The Role of Language in Education

Language is a vehicle through which groups of people seek to maintain their identity though linguistic diversity creates many problems of educational policy (Holmes,1983:11). According to Barnes (1969:113), “language is a major means of learning, and that the pupils’ uses of language, for learning are strongly influenced by the teachers’ language, which prescribes to them their roles as learners”. However, the degree to which they accept this prescription depends upon the socio-linguistic expectations which they have built up during their past experience.

As he reports, it is not enough to see the language of the classroom merely as the medium of classroom communication, but also language is so deeply-embedded in many subjects of the school curriculum that it is sometimes difficult to separate learning the concepts and processes of a subject from learning to use language to represent and use these concepts and processes. Piaget and his followers in Routledge and Kegan Paul (1972:114) hold that children learn to conceptualize first and that language comes in as a means of completing and representing such processes as classification and seriation. Therefore, whichever point of view one takes it is clear that learning to use language to think with is an essential part of most of the learning which goes on in both primary and secondary schools. And, for example, to learn to think more clearly, to speak and write more effectively, and to listen and read with greater understanding have been attempted, as the goals of the study of language (Hayakawa, 1972).

Accordingly, Smitherman (1998:85) in Shimelis (2004:10) states that the role of language in the instructional process is very critical because it represents a people theory of reality and it explains, interprets, constructs and reproduces that reality. Both Stierer and Maybin(1994:22) extend their view in such a way that "children have to experience language being used by people in appropriate ways, which enable them to create and share meanings. They, in the same way, believe that no child would ever learn to read if locked into the British library but they must have access to people using print in an appropriate ways. Which is to mean that learning ones’ mother tongue is learning the use of language, and the meanings. As they forward their point of view that what is necessary condition of language learning is the existence of a context where children can grow surrounded by purposeful and meaningful use of language.

Of course, regarding students' interaction with learning agents is best expressed by two scholars, Spolsky (1972) and Thomas (1990) in Altaye (2001:2). Their view supports that learning becomes more effective in school when there exist interaction of the children with the teachers, textbooks, peers and that language mediates the interactions. Therefore, to bring successful achievement in learning and the learners ability to comprehend the whole teaching-learning process together would seemingly based on the appropriate choice of medium of instruction in a multicultural community. Because the appropriate selection of medium of instruction enables the learners to express themselves in the language which is being used for their learning and it is basic condition for the teaching learning process. As it is viewed by Coombs (1985) and others, the question here to decide on which language to use as a medium of instruction is the most academically challenging and very sensitive issue faced by many schools in many multilingual countries. With respect to this, Annamalai (2003) in Shimelis (2004:11) adds-up his view as which language would give effective service as medium of instruction.

2.3 The Concepts of Vernacular Language and Its Roots

According to the Applied History Research Group (1997:1), the political stability achieved by the success of the feudal aristocracy created an increased demand for literacy and education which lead to an intellectual revival that further hastened the decline of Latin as a living language. Following this, vernacular languages of the ancient literature and others became ensconced in medieval aristocratic circles. New written forms of vernacular languages developed that were loosely based on the oral vernacular languages. The similarity of these new written forms of the spoken languages in everyday use allowed them to be easily assimilated and the use of these vernacular languages rapidly expanded in virtually all areas, making written works accessible to higher proportions of local populations.

On the other hand, as the Research Group further narrates, the rise of vernacular language was assisted by the increased nationalism which resulted from the consolidation of monarchies in the later middle ages. The decline of papal influence fractured the solidarity of Christendom, leaving people to identify with a single country, subject to one lord, king or emperor. The sharing of a common language no longer enhanced the sense of European unity and, while Latin remained the international language of formal politics, government and legal documents began to be written in the vernacular as early as the late 12thc in England and France.

Accordingly, it is Holmes' (1983) study that reveals the development of vernaculars as media of instruction and the language of scholars has its origins in the 17thc and the rise of nationalism. Mass literacy campaigns in the vernaculars and the development of national systems of universal elementary schooling in the 19thc served to differentiate European systems of education as they moved from elitist to mass education. However, as Unger (1996) notes that in education, a highly controversial approach to inner-city classroom teaching, is using vernacular language as a medium of instruction with which most children are more familiar. According to him "Verna" originates from the Latin and which means "language of the streets". Therefore, vernacular language is the indigenous or home language of dialect of a speech community.

2.4. The Meaning of Mother Tongue

The very important characteristic of language is well caught in the saying that "men must talk about themselves until they know themselves" (Routledge and Paul,1972). To possibly carry-out this saying in any environment, it is a mother tongue which takes a tremendous place in every day life. As many literatures show the terms "mother tongue," "native language" and "first language" have been used for a long period of time interchangeably. However, most of the terms that are in common prove difficulty to apply with any precision because they tend to emphasize certain features to the exclusion of others.

In connection to this, the term "mother tongue", for example, can be quite misleading, since it may literally not be the same thing as 'father tongue' or 'grandfather tongue'. "First language" seems to be of course a less ambiguous term but, like home language; it needs to be used with caution when referring to children from multilingual families, many of whom will be brought up to be bi-or trilingual in some degree. The term "native language" is perhaps most problematic of all, because it seems to imply a value judgment about a speaker's credentials (Stierer and Maybin, 1994: 75-96; Routledge and Paul,1972:113). In spite of their ambiguity, first language denotes the mother tongue and which refers to the linguistic codes corresponding to the individual's first language or mother tongue experience. Native language is meant the language which have been acquired naturally during childhood.

Declaring education for all, Benson & Carol (2005:2) highlight more in detail which many challenges remain; the use of mother tongue in education has powerful pedagogical and social justifications and, thus, is a critical step in the right direction towards achieving education for all. They again stretch their study that one of the principal mechanisms through which inequality is

reproduced is language, specifically the language used as the medium of instruction. It then shows how the learner's mother tongue holds the key to making schooling more inclusive for all disadvantage groups.

2.5 The Relevance of Mother Tongue as a Medium of Instruction

As the term mother tongue implies, language and identity are linked. Thus, a healthy identity balances different aspects of our personalities. Because a community expresses part of its identity in its languages of instruction and similarly a healthy society makes choices that promote harmonious communities and confident individuals.

Years of research have shown that children who begin their education in their mother tongue make a better start, and continue to perform better than those for whom school starts with a new language. The same applies to adults seeking to become literate. This is today widely realized and implemented even though some governments insist on imposing a foreign language of instruction on young children, either in a mistaken attempt at modernity or to express the pre-eminence of a social dominant group.

According to Holmes (1983:11) several language policies can be identified. In some countries, as in France, every effort has been made to create a national language and promote its acceptance through the schools. Where two major languages are spoken, as in Belgium and England and Wales, bilingual policies may be adopted; each group of children being taught in its own mother tongue. Where, as in the Russia, a multiplicity of languages exists, each child may be taught in its own mother tongue but a national language may be taught as a foreign language to all those who do not speak it at home.

So that, more convinced than ever of the value of multilingualism, certain countries in the world are at good attempt to promote learning in number of languages. In the same way, Baker (1988:61) in Altaye (2004:14) proves that "no child should be expected to cast off the language and culture of the home as he crosses the school threshold." As language has always held a central place in the affairs of man like in his education, his art and his science, is among the very first forms of behavior that we learn as children. When we later learn other skills and acquire other knowledge, much of our learning can reach us only through the medium of language (Burling, 1970:1).

Most experts agree that the mother tongue should be used as a medium of instruction during the child's early years. During this important and impressionable time, mother tongue instruction

enhances a child confidence. The child is able to assimilate knowledge through his/her own language and cultural references and this makes knowledge transfer more efficient. In line with this, UNESCO (1951) argues that the best medium of instruction for a child in the primary grades should be his/her mother tongue. So, the use of the mother tongue in the classroom represents more than a simple process of teaching the mother tongue to students. And thus, knowledge transfer in education systems is based on shared language and cultural references.

Which is strengthened by the statement of Burling (1970:200) as "the central facts of human language, then, are also the central facts of human culture: our ability to speak, like all our other human abilities, rests firmly upon our unique human heritage." On the other hand, limiting students to one language within a larger community of cultures also limits their world view. For this reason, experts agree that mother tongues should co-exist with learning in at least one national language. Successful programmes typically introduce national language instruction after the initial school years. At the very least, students and parents should be given the choice.

As UNESCO's (2003:18) Education Position Paper narrates that encouraging the promotion of linguistic diversity and the development of multilingual education from early childhood onwards is a way of ensuring the preservation of cultural pluralism and the conditions for international understanding, tolerance and mutual respect. Likely, Littlebear (1990:35) strongly witnesses that effective language educational practices and native language survival, which, when acted upon positively, can help lower the dropout rates of native language students, increase their achievement levels, enhance individual and cultural self-esteem, and aid in the acquisition of English.

It is, thus, clear that educational methods incorporating the cultural and linguistic knowledge of students are the most effective methods for preparing them to compete in the mainstream of society. However, the political and economic obstacles and challenges, according to various opponents, are enormous. Underlying this, some languages do not have the range of vocabulary and concepts to be successful or useful beyond the early stages of schooling without additional codification and the invention of new words, which can take years. Because of this condition, the children spend more time learning newly invented words than learning and grasping subject matter.

Similarly according to Fishman (1968:1), mother tongue education currently suffers from three serious lacks: a lack of funds, a lack of personnel, and lack of evaluated programs. Even though the use of mother tongue as a medium of instruction is debatable issue, findings from the above

studies show that mother-tongue teaching has provided a positive and non-threatening learning environment for students, and the feeling that they are making progress in second language learning. Students in mother tongue-medium programs appear to be more active, learn more subject matter, enjoy school more, and are improving in second language learning. It is thus tempting to say that first language-medium instruction has been a success, an agreement that is consistent with the position that education in the primary language benefits cognitive development and can contribute to second language acquisition.

2.6. The Views of Mother Tongue Medium Advocates

According to views of various authorities and research studies, it is easy to imagine that first language-medium of instruction has been suffering from arguments and discussions involving disagreement among the educators. The advocates of mother tongue-medium of instruction widen their mental horizon to look into its importance from three major angles. Therefore, pedagogical, psychological and sociological advantages (benefits) of mother tongue-medium of instruction are considered here.

2.6.1 Pedagogical Advantages of Mother Tongue Medium of Instruction

The development of home language literacy skills by students entails no negative consequences for their academic or cognitive growth, and, in some situations, there may be significant educational benefits for students in addition to the obvious personal benefits of bilingualism (Cummins, 1984). Pedagogical emphasis shows that rather attempting to eradicate children's bilingualism in order to help them learn second language, educators should encourage students to develop their linguistic talents and also provide parents with advice and resources to enable them to promote first language in the home.

Richards (1994:40), in this regard, outlines pedagogical benefit of mother tongue as "the educational and personal experiences students bring to schools constitute the foundation for all their future learning; schools should therefore attempt to amplify rather than replace these experiences." Schools so that communicate subtle messages to students regarding the value of their prior experiences and the appropriateness of their language and culture within the broader societal context. With considerable relevance, scholars attempt to explore the potentially damaging effects of ignoring a child's first language in the state education system. They claim that "neglect of the home-language would not only result in the gradual withering away of that language but would

also hold the child back in general cognitive development because new concepts would be introduced via the second language” (Skutnubb-Kangas, 1984; Cummins and Swain, 1986) .

✓ As repeatedly stated in the previous sections, UNESCO (1953) more clearly expounds that it is pedagogically advantageous and educationally beneficiary if the child can learn more quickly through mother tongue than unfamiliar linguistic medium. Quick learning and grasp of subject matter in a well defined manner is seemed to be possible when a child uses his/her home-language as a medium of instruction. Likewise, Dutcher (1982:51) cited by Mitiku (2005:20) presents his view as:

Children who have not learned in their mother tongue well will not learn well in second language. They will learn neither to read nor to acquire subject matter through it. Instruction in mother tongue will promote better learning. If the language the child uses is different from the language of medium, the child faces technical difficulties (pronunciation, grammar, etc) of the new language, and as a result, learning in that language is difficult.

This report notes that the appropriate use of mother tongue is very important not merely for clear understanding but also a bottom-rock for the second language development and which results in common underlying proficiency indicating that concepts and abilities acquired through first language transfer to second language. Furthermore, Cummins(1984) and many others believe that "instruction that promote proficiency in one's first language also promotes proficiency in the second language provided there is an adequate amount of exposure to second language and motivation to learn it". This indicates that a student who has mastered a concept or skill in one language does not need to re-learn it in his second language; all he needs is to learn new words and structures. For all children, academic success depends less on the specific language they know than on the ways of using the language they know (Heath, 1986:144). Thus, the school can promote academic and vocational success for all children regardless of their first language background by providing the greatest possible range of oral and written language uses.

✓ It can therefore be concluded that learning through the use of first language seems to result in mental flexibility, greater skill at forming concepts, and a more diversified set of mental abilities. Educators can play a significant role not only in promoting positive attitudes towards the local native language but in creating opportunities for people to use it. School personnel and community members together can also create and support participation in such initiatives.

2.6.2. Psychological Advantages of Mother Tongue-Medium of Instruction

✓ It is bold enough to perceive the existence of an occasion that brings to mind the days when children had their mouths washed out with soap for speaking their own language and learning through their home-language. Cantoni (1997) describing the situation, writes that it is misconception that learning through mother tongue could retard a child's development and cause confusion and the perception that school language is more valuable than an indigenous language. Because, as he scales-up his view, the reverse could deprive the cognitive advantages, retard their development and cause confusion in their language learning. In favor of this, Fishman (1968) in Muluneh (2000:11) discusses that "to expect a child to deal with new information presented in new language is to impose on him a double burden which results in slow progress of the child." This is to say that exposing a child to a strange school environment and unfamiliar language use may lead him to the declined of home language which can again bring frustration to greatly suffer him/her in school because he/she could not understand the teacher's language.

✓ Gaum (2002) also reports "the intuition that children who are obliged to learn through a language they don not know are in most cases extremely disadvantaged and unable to catch up." Meaning, instead of teaching the children the language of their home, by making an effort and sacrifice of using only the language of the school, will slow down communication and interaction between the learners and the teachers.

Lockheed and Verspoor (1991: 37-38) in arguing strongly the ineffectiveness of teaching-learning process as a result of home-school language incongruence under the circumstances in many developing countries where high dropout rates exist, magnify that the failure to begin with the home-language as the medium of instruction and due attention given to foreign language in school cause cognitive problems and language handicaps. With this situation the students have become unable to transmit cultural knowledge that has no equivalent in the world-view and language outsiders. Therefore, mother tongue education as the psychological advantage secures the frustration, mental disturbances and lose of confidence of the children which seem to be remained longer with them as a result of home- school language imbalances.

2.6.3 Sociological Advantages of Mother Tongue-Medium of Instruction

It is not far from the truth, in the eyes of several educators, that instruction of child through home-languages is a very important source of identity, strength, and sacredness. And they viewed the

loss of their language and culture as leading to social dysfunction, erosion of identity and beliefs, disappearance of sacred ceremonies, and abandonment of traditional teachings. Here, what is equally important for children learning, as Richards (1994: 4) entails is "through the process of learning a language that is embedded in the social life of a community, the child learns the values, beliefs and ways of interacting in that community and in turn becomes a member in good standing in that social group." This is therefore clearly understood to say that in learning a language the developing child becomes a fully functioning and valued member of the community of speakers of that language.

Burling (1970: 200), in favor of the above fact, suggests that "the particular traditions of language or of culture that any one of us acquires result from our own individual experiences." His view precisely shows that our day-to-day lives, the way we perceive things, and express our within feelings are all about direct reflection of our language and culture. Hence, it is best remembering and worthy to accept if and only if those sociological values of education secure more information grasp of a child through the language familiar to his all members of community use and enable itself to express and well understand its cultural meaning.

Makulus (1971) as cited by Solomon (1995) presents the interaction and inter-relation among the instructional elements: education and the child, society and culture. And as he further elaborates education has to make a child able to have vividly understanding his social and cultural values and the life of the society he grows up. Therefore, all the elements here can make a link only through using the language that best empowers his culture.

It is also a study of Spolsky (1986) that emerges out switching its light on the strong linkage existing between the language and culture that initiate mother tongue medium promotion in education. Because according to Littlebear (1990), there are serious measures to be taken to preserve home- languages and cultures and to use them daily and everywhere. He extends his points of view as "we must talk to our children our languages and share with them the positive sides of our past and contemporary cultures, we must return the learning and teaching of our languages and our cultures to where they rightfully belong- in the families." This is to prove the view that learning and teaching languages and cultures of ones own will give the learners great satisfaction, respect and pride for themselves. Otherwise, as said above, education fails when it fails to make the child understand his social and cultural post and the life of his society. And then, learning occurs when the student does something to or with his environment. He interacts with or

manipulates some portion of his world, and he undergoes the consequences of his interaction (Tibbetts, Akeson and Silverman, 1968:82).

2.7. The Views of Mother Tongue-Medium Opponents

It is almost agreeable and acceptable fact in the eyes of many educators that learning and teaching learners through mother tongue is advantageous and effective particularly at the base line. However, there exist some authorities argument against the use of home- language as a medium of instruction. For their opposition of the use of home-language instruction as a medium, they appear with some problems, practical draw backs and harmful effects. Those factors and major difficulties in the process of effective implementation of mother tongue and its challenge in using as a language of education would be focusing issues.

Seemingly, Routledge and Paul (1972) state that " the mother tongue has an ambiguous status in curriculum." The main reason for this they come across is that English at once indicates a subject area, and a medium of learning and teaching. Therefore, there is no vacant position for home-languages to occupy and to be treated as a medium of instruction. Accordingly, Weinstein (1983:103) stresses that the term mother tongue has no universally agreed meaning rather appearing with considerable confusion. It is, thus, their fear that in education may facilitate fragmentation and language dilemma which in turn leads to political instability and national disunity. Congruently, Weva (2003:23) presents the views of some language educators in such a way that a number of programmes of mother tongue education (even those publicized as highly successful) did not go beyond the experimental phase and were discontinued as soon as there was a change in regime. According to Williams (1977) quoted by Emenanjo (1990), if the language skills particularly reading and writing are encouraged by home- languages as a medium of education, the sense of national feeling would seriously be damaged and national disunity prevails at large.

✓ It is also imperative to look at some opponents of mother tongue education because they strongly argue that multicultural education threatens to divide students along racial and cultural lines, rather unite them as a nation-builder. However, multicultural education proponents and UNESCO documents of different periods reacted against the opponents view explaining that multicultural education promotes the core values that stem from the principles of human dignity, justice, equality, freedom, self-determination and democracy.

As Ansre (1979) in Emenanjo (1990) strongly asserts that there is strength in ethnic and cultural pluralism, that ethnic allegiance and national loyalty are not irreconcilable; and that co-operation and coalition among ethnic groups are not dependent upon having identical beliefs, values, and behaviors. What Ansre attempts to outline is that one's national unity can be fostered by multicultural education and plural society. Therefore, multilingualism/ multiculturalism/ pluralism could serve as a powerful force for nation building and political stability and tolerance. It is well-understood that strong political push, by Charismatic leaders, has led to the adoption and development of regional or zonal languages in a number of multilingual countries. And the same strong political push was used in Ethiopia to promote regional and zonal languages as a medium of instruction (Weva, 2003:24). It is well-known that the implementation of such language policies however has been made easier by strong economic base and government action. Because the economy of a particular country is the main mobilizing factor for its education system but, as both ✓ Nielson and Cummings (1997) argue introducing new language in a linguistically diverse cultures and society needs huge investment and seems to be costly and expensive.

Another points of argument against home- language of a child with regard to economic challenge indicated by Mialaret (1979:165) in Mitiku (2005:24) are the demand of material and human resource supply, production and publication of teaching materials and textbooks. So that, according to mother tongue opponents, it is clear to see the economic challenges tending to make the effective use of home- languages very complex since the provision of appropriate and suitable materials and training of teachers in the languages for those local communities requires large amount of money.

✓ Successful curriculum reform efforts must tackle the more difficult issue of preparing a coherent, appropriately paced and sequenced instructional program and developing effective instructional materials. However, the actual curriculum in many developing countries is poor in both scope and sequence of instructional materials (Lockheed and Verspoor, 1991:16-17). Based on this, the opponents of mother tongue-medium of instruction critically argue that vernacular languages are severely affected by the shortage of learning materials. Fasold (1984), one of the opponents, feels that the use of mother tongue as a medium of education with scarcity of instructional materials, lack of alternative references, shortage of well- trained teachers and insufficient vocabularies has no meaning and is an attempt with no fruit. Spencer (1985) cited by Zerihun (2001) ascertains that any attempt to process teaching-learning in the mother tongue as a medium where inadequacy of literature, magazines, periodicals, and newspapers prevail, seems to be hopeless and meaningless.

This reveals that in the absence of satisfactory teaching materials and available supplementary reading materials, the approach which guarantees quick learning and ease grasp of a child through his mother tongue rather than unfamiliar language medium seems to appear with no meaning. This is because instructional and learning materials are key ingredients in learning and they provide information, organize the presentation of information, offer students opportunities to use what they have learned. The learning materials known to enhance student achievement most significantly are text books and teacher guides (Lockheed and Verspoor, 1991:17). However, as mother tongue education opponents stress, in many developing countries, primary school students either lack books together or are required to share books with other students. Hence, due to the scarcity and shortage of teaching and reading materials one can easily understand that how much mother-tongue education is suffering from.

While the idea of mother- tongue language education is a great idea when it is first suggested, language policy makers have to think through all the possibilities because only with the creation of real need for language learning is the program ever likely to succeed. It will, therefore, not certainly have a ground to implement the kind of real changes needed. This reflects that one of the major possibilities for the effective implementation of mother tongue education is the quality of teachers in the language of learning.

Accordingly, Komarek (1996) as cited by Altaye (2001:23) explains that there are teachers at the base to serve the educational system as a cornerstone and to realize the existing situation and implement it very effectively. All teachers should develop an integrated approach to language across the curriculum, building on what the learners bring to the classroom from their out-of-school experiences and from other classes, especially on native language and culture. In focus of this, bringing and re-bringing of teachers to a desired standard of efficiency by practice is a response for the pressing major problems in implementing mother tongue as a medium of instruction (Siquan and Mackey, 1988 in Wagshum, 1995: 15).

However, as to Fishman (1984) and other scholars, all the efforts made to implement mother tongue education are very challenging and is not affordable in an illiterate society. The reason falls on difficulty of trained teacher to whom the language is familiar and interactive. In congruence with this, Coombs (1985:156) argues that lack of educated personnel and trained persons in mother tongue education exists damaging the successful implementation of multilingual and multicultural education throughout the world.

This can possibly be alleviated and reduced through the sustained teacher training provision and giving special and continuous feedback towards their profession. These are very essential components to implement mother tongue education and make the teachers able and develop their capability of reading and writing in the language they use. The need for such kind of training provision is unquestionably necessary because it helps the teachers understand the enormous differences in contexts, cultures, backgrounds, ages, and achievement levels that exist in every classroom. This again calls them for flexibility, adaptability, and creativity, rather than passive submission to a syllabus developed and imposed by some one else and to a new innovation.

According to Salia- Boa (1989:1), there is need for a thorough understanding of the adapted curriculum and how to apply the principles to the African situation because most teachers are yet untrained in African. Broadening the issue, Fullan (1991) suggests exposing teachers to new practices in workshops and seminars makes little difference to the quality of their teaching unless they are supported in their new found understandings in their own classroom environment, over a lengthy period. According to these authors the provision of material and skill support for the teachers is central to fit the new environment. Frequent and sustainable support and training must be provided to help teachers develop professional competence to new innovation. Change in teaching for more effective learning requires major transformation in the culture of the educational institution, and in the relationship to other agencies . This is more explained by Dessu (2006: 30) who clearly puts that improvement of teacher training programmes and making the teacher central in education system by creating a well-trained, facilitated and disciplined teacher are among the current national priorities. So that such strategy needs to be implemented in mother tongue education to redress the existing imbalances and gaps between the teachers competence and mother tongue education implementation.

Another point of argument for the mother tongue opponents is inadequacy of vocabularies. Particularly in linguistically diverse countries, however, the lack of adequate vocabulary in mother tongue is prevalent. With regard to this, both Hymes (1964:530) and Weinstein (1983:16) have pointed out that the serious challenges and pressing problems in those vernacular languages seems to be the insufficient amount of vocabularies. Therefore, it is difficult to provide actual instruction in the home languages.

Many vernaculars, as Fishman (1977) in Altaye (2004: 28) stated, are not written and appropriately used as a medium of instruction holding rich vocabulary relevant to the cultural values of the

society speaking them, have still lack of technical terms for modern and abstract thought. Therefore, no option for the vernaculars to keep its culture alive and translate its values in to the needs of the society. Rather these languages were translated based on the educational materials which were written in other languages. This is strengthened by Fishman (1968) explaining that many home- languages lack competent translators. On the other side, as oppose to this, Lockheed and Verspoor (1991:37) present their argument of mother tongue as children who are taught in a local language are at advantage for further educational opportunities because they are developing literacy skills in their first language. But others yet worry that teaching the home- languages may interfere with the development of English skills which in turn could retard a child's developments and cause confusion and frustration. However, this is abundantly evidenced by the study of different scholars as previously stated.

2.8 Mother Tongue Education and Language Script Choice

Some scholars still point out problems and challenges in the mother tongue education programs. Because several research findings of first language instruction have not shown the popularity among parents of linguistically diverse countries around the world. For example, in schools according to survey of parents, the increasingly limited time available for home-language instruction is perceived as more usefully spent on English instruction. Side by side, it is also apparent that children with multilingual and multicultural origin face difficulty in their learning because they can not read the writing script adopted by the system of education for the mother tongue instruction.

This is because most of the languages around the world have no writing style Hymes (1964). According to David (2006), the written script adopted by the Ministry of Education in Taiwan for instruction has not caught on as a method of preserving the language. Due to this, their culture continues to be recorded in other languages. Similarly, transmission and usage of the language have continued to follow historical patterns, and as a result, citizens do not see language as an appropriate subject for academic instruction. To avoid the problems and make the language suitable for academic instruction, selection and choosing appropriate script could be a solution. To this end, Berry (in Mamo as cited by Wagshum (1995) describes any appropriate choice of scripts should follow the language system. This linguistic representation of script selection should be consistent, economical and unambiguous. But, care taking here is significant because we need to reduce down the letter risk and unnecessary expense of time, labor and energy which might be appeared after the script is put in to effect. UNESCO experts in Fishman (1968) cited by Muluneh

(2000:17) suggest that “ a simple writing system using those alphabets which are commonly available on all the principal modern machines and which can be arranged in a single line since the modern machines including typewriters work best with them .” The experts further explain that it is workable and better to use single letter for each phoneme but digraphs (sequences of two letters) are preferable to complex character. And they add that the script typographical should suit to the needs of modern techniques of graphic representation.

As Sommers (2006) states children fail to do their assignment and it seems difficult for them since the script contains too many characters that can not read. To this effect, UNESCO (1968) suggests that “where different languages are used at different levels of education, 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”. Hence, from this what we conclude is that the writing system applied in secondary education is determining factor for the selection of script in primary education offered in local languages. It is therefore commonly agreeable that an effort is being made to choose the script or writing system needs deep-rooted study and in-depth understanding. So that this seems to be deserved for those trained linguists and educators in the fields whose attempt requires sufficient time for the completion of their task before teaching begins (Fishman, Ferguson and Das Gupta, 1968). Lastly, according to Hanswolff in Fishman, Ferguson and Das Gupta (1968) cited by Altaye (2004: 38) “a good writing system is learned easily when it has accuracy, economy (phonemically significant sounds should be written), consistency, and similarity to orthographies.” Even though those languages which do not have a written typography or written literally need high efforts in development of alphabets, curriculum, textbooks and teaching materials, it is suggestive that the scarcity of writing materials and lack of well – developed written system can be eliminated by drawing appropriate script line to language system and trained linguists in collaboration with the educators.

2.9 Community Participation and Language Attitudes towards Mother-Tongue Education

It is concluded that the successful indigenous language programs need to link language and culture, need written teaching materials, and need community support and parental involvement (Stiles; 1997). Therefore, that successful program can fight gang activity, alcohol and drug abuse, and a high drop-out rates in indigenous communities. This position is concisely expressed in the policy statement to the Rural School and Community Trust (2000):

Strong local communities are the best habitat for excellence in education. From our perspective, every community is a richly detailed place able to provide a laboratory for learning, children are young citizen as whose work in school should serve to improve their community, and education is the responsibility of whole community, not only of professional educators (Weva, 2003:7).

This indicates that local schools should be free to design and offer curricula that reflect and enhance the life ways-of the children they serve. By connecting academic content to the real-world experiences of students, schools increase the chances that all children will derive meaning from their studies. Among the implementers children and parents are key players in one another's language socialization- parents perceive themselves to be deliberate and central participants in their children's language development, but children too, are responsible for helping adults negotiate transactions with outside institutions (Richards, 1994:91) . With the same spirit, if parent- community participation in the language policy of school is something healthy, there is a tendency to look at children doing and performing well in school (Nielson and Cummings, 1997) in Muluneh (2000:28).

When parents are unable to talk to their children, they cannot easily convey to them their values, beliefs, understandings, or wisdom about how to cope with their experiences. Several scholars believe that meaningful connections and interaction between curriculum and community and active participation among change facilitators and implementers improve classroom environment as well as school atmosphere. And it creates positive attitude among the parents, students, teachers, the school and the communities. According to Richards (1994:94), when schools do not incorporate or build up on the language-use patterns that have contributed to successful learning in students homes and communities, they waste the resources that children bring to school. So, the results can be very shocking and devastating. This also bears conflicts at home and at schools that threaten students', parents', and teachers' ability to interact and learn from one another. It is succinctly expressed by (Cummins, 1998:473) in Mamo (2001:48) that where better school management and organization exists, it is evident to see that the relationship between the community members and the school staunchly flourishes. Thus, by acknowledging and building upon the meanings and experiences that students bring to school, teachers and administrators help foster healthy relationships between parents, teachers, and students.

The teacher has the role of setting the stage and providing the environment with which the children can engage in learning activities in terms of their own interests, needs & capabilities. Children have certain natural drives, urges, and interests and that they bring these to school with them. They are therefore expected to initiate activities and to construct their own meanings (Temechegn, 2001). The main issue of this is to make the learning process more effective and successful in mother tongue education. The effectiveness of home-language instruction is influenced positively or negatively by the attitude of teachers and students, and by parents and community members at large. Accordingly Philips (1989:65) in Shimelis (2004:25) finds out that the attitude of the learner is an essential element to be taken into account during decision making on how to use and which language to offer in schools. Fishman (1987:12) clarifies that the cultural connection cannot be made to the language without those who know the culture best. As attitude most commonly arouses the feelings and emotions of an individual, it is therefore parents and the community who respond the cultural connection positively or negatively to their children. Because the most important element for the implementation of mother tongue education is the support of the parents in the home. The language learned at school must be reinforced at home in order for true bilingualism to occur in indigenous language. If this is exercised by the parents or community members, the children's attitude is likely to be positively influenced in their mother tongue education be that home and in school. To the contrary, if all the communities experience objections to the native tongue teaching so serious and if teachers are convinced the languages are unsuitable for academic endeavors, no question about they will develop negative attitudes towards home- language use as a medium of instruction (Stiles, 1997). In this case, the attitude of the children in language learning and parents' participation and involvement in the school related activities will be damaged. Because language proficiency and cognitive development do not match as the language of education is other than mother tongue.

It is equally important to consider the attitude of the teachers in the mother tongue education since, according to Fentahun (1999:28), education system of a particular country in the world lies on the teachers' effort in the classroom. This implies that the failure or success of the education system is greatly affected by the attitude of a teacher for he has much access to the children to shape them positively or negatively. Regarding this, Gagne (1977) sees that attitudes make classes of individual actions more or less likely to be engaged in. It can therefore be said that, though teachers are officially expected to implement language policy at primary school level, their actual engagement in teaching through mother tongue will be highly influenced by their attitudes. It is, of

course, believed that everyday use of language in a wide range of contexts provides language with its life blood through a self-generating process (Stiles, 1997). So, to successfully implement a curriculum and make mother tongue education effective and meaningful, there must be extended parental involvement, professional competence, development of resources and heartfelt commitment towards the program. This is why because everyday use of home -language cannot occur in a vacuum. Through co-operative and interactive action, vertical and horizontal relationship, frequent feedback provision and in-service training, and developing positive attitudes among the implementers (teachers, parents, students and the school communities) and stockholders (such as organized private sectors, informal sector players, farmers and youth leaders), it is possible to resolve challenges and problems related to home language use, teaching strategies and teaching -learning materials.

2.10. A Survey of Ethiopian Education and Its Language Policy

According to Woube (2005:51) and many other scholars, the exact date for the introduction of indigenous (aboriginal) education is not well-known generally in Africa and particularly in Ethiopia. Before the introduction of modern education, traditionally church education was the center of cultural, spiritual, literary and artistic life in Ethiopia (Teshome, 1990:63). However, several educators believe that both church and Quarn education have started around the 4th and 7th centuries with the introduction of Christianity and Moslem religions respectively.

The objective of church and Quarn education was basically religious and their curriculum seemed static and largely unchanging where the contents were considered true, valuable and worthwhile (Adane, 1991:4) cited by (Woube, 2005:53; Wartenberg, 2001:10). The medium of instruction in church education was Geez which in the past times was a spoken as well as only a written language similar to that Latin language. In the teaching of Kuranic verses Arabic was used as a medium of instruction. The kuranic schools were not widely spread as Geez schools, however, they were part of traditional schooling system (Woube, 2005; Wartenberg, 2001; Ansre, 1975) in Habtemariam cited by Mamo 2001:25). As both Woube and Wartenberg further discuss the Ethiopian secular cultures and spoken languages were not given the appropriate emphasis and level of importance in the curriculum of the traditional schools. It is concisely understood that education is one of the factors responsible for development of a country (Derebssa, 2001). Nevertheless, traditional education of Ethiopia was failed to incorporate this core element as its objective.

Unlikely, as Tekeste (1990:1) describes it was at the beginning of 20thc that modern public education made a modest entry into the history of the country with the establishment of Menilek II School as the first governmental school. However, during the periods of the monarchy and military regime its systems had suffered from western ideology, and dependent on outside curriculum which did not correspond to the local peculiarities (TGE, 1994). Before the issuance of the Education and Training Policy (1994) in the system of modern education, those local peculiarities were not emphasized but marginalized (Warterberg, 2001:12). This is best exemplified and observed by Tekeste (1990) as "during the first twenty years of its existence, Menilek II school resembled a language institute other than a proper school. There was no age limitation for admission, but a prior knowledge of Amharic was prerequisite. French, English, Italian and Arabic were the main subjects taught." Pankhurst (1974:87) also very succinctly and similarly entails that since the establishment of Menilek II School as first government school in 1908, French language has been used as a dominant medium of instruction and given emphasis. School contents of the period were dominated by the European cultures and languages disregarding the diverse cultural values of Ethiopian society.

In an attempt of magnifying the education system of the past here in Ethiopia, Amare (1998) critically argues that the degree of the cultural role played by the schooling system was to marginalize, downgrade and undermine diverse Ethiopian cultures and impose cultural values of only one dominating national culture upon the other nations and nationalities in the country. Concerning this reality, as a response, and for the above challenging issues, the Constitution of the Federal Democratic Republic of Ethiopia promulgated in 1991 declaring that "every nation, nationality and people in Ethiopia has the right to develop its own language, to express, to develop and promote its culture, and to preserve its history." Further, the Constitution and the Education and Training Policy have capitalized on the importance of nations using their own languages because the language policy is a cornerstone for the cultural basis of education (ETP, 1994:23). Therefore, ETP (1994) assures cognizant of the pedagogical advantage of the child in learning in mother tongue and the rights of nationalities to promote the use of their languages, primary education will be given in nationality languages. One of the reasons for this policy making realizes that learning in one's mother tongue reinforces identity and enables its users to be proud of their culture. They become self-confident and proud citizens with the acquisition of knowledge and skills through schooling (MOE, 2002:36). Every one has the right to learn, speak and write on any language of one's choice. Likely, various research findings and scholars concluded education

system with regard to language policy that down grades the use of home-languages and encourages conformity instead of diversity emphasizes social differences and leads to elitism and intolerance for some and low-esteem and inner-conflict for others.

Comparing to this, however, in the period of military government the idea of using and developing other nationality languages as a media of instruction was scantily considered and barely enough. Because, as Ayalew (2000:75) states among the eighty languages only fifteen languages were used in the literacy campaign informally and most of them were not written prior to 1974. Broadly speaking, what we deduce from modern education system and its language policy prior to 1990's is that there was a need to create space for less powerful languages and cultures which were in danger of being colonized by a dominant, pervasive, and invasive culture and language. Therefore, in those days in those students in particular and community in general, there was a tendency to lose language skills, cultural heritages and aboriginal identity.

Education and Training Policy (1994) again concisely puts another opportunity in such a way that through making the necessary preparation, nations and nationalities can either learn in their own languages or can choose from those among selected on the basis of national and country wide. Based on this fact, the use of Amharic as a medium of instruction continues in the areas where the mother tongue is Amharic and shall be taught as a country wide communication. Oromigna, Hadiyyisa, Tigrigna, Sidamigna and Wolaitigna be used as a media of instruction since 1991/92. English will be medium of instruction for secondary and higher education and will be taught as a subject starting from grade one and students can choose and learn at least one nationality language and one foreign language for cultural and international relations (ETP, 1994:24; Ayalew, 2000:76; MOE, 2002:39-40). Furthermore, these nationality languages were given the right to choose the scripts in which the respective language to be written. For Amharic and Tigrigna the Geez script was chosen while for Afaan-Oromo, Hadiyyisa, Sidamigna, Wolaitigna, etc. the Latin script was opted (Ayalew, 2000).

Even if the Education and Training Policy (1994) bears with social and political fruits and pedagogical benefits, it seems to be very challenging to implement mother tongue education more effectively at the bottom-line. And some educators argue that language policy of Ethiopia was carried out without major investigation of the complaints and opportunities that were to be encountered during implementation (Ayalew, 2000). According to Tekeste the speedy and hurry attempt in the language policy and its implementation considered was the reflection of the "latent

interest" which existed before and remained buried on the languages of the past (Tekeste, 1996 in Ayalew, 2000). Therefore, a careful planning is a necessary pre-requisite for implementation, which would address the needs, changes necessary and resources required for carrying-out intended actions (Derebssa, 2001). Underlying to this, Teshome (1995) argues that it is in the presence of insufficient and inadequate human and material resources that the actions of language policy implementation were speeded up and rapidly carried-out in the country.

From the arguments raised above, of course, what we cannot escape from is the prevalence of common problems and challenges affecting the implementation of mother tongue education very seriously at grass-root level. Since the culture and the language curve -out a territory, within this territory the first culture should therefore be far from remaining static. Which means it expands, innovates, evolves and reenacts the old, the inherited, the sources of roots, claims, and identity (Stiles, 1997). So that, this later on will prove the effective use of home- language education in school. It is not, thus, distanced from the reality that the Education and Training Policy (1994) drawn its basis up on the culture and languages of the people to be flourished and used for instruction all over the country. Accordingly, it is again a realistic for the Hadiya language and its culture to curve-out within its territory focusing on curriculum development, community support and parent-government involvement as they are common components for the effective teaching of indigenous language.

CHAPTER -THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

As it is clearly noted before, the main aim of this study is to look at thoroughly the challenges and achievements of post 1991 primary school curriculum in using Hadiya language as a medium of education in primary schools of Hosanna town in Hadiya Zone.

The implementation of first cycle of primary schools curriculum in Hossana town is some what different from those primary schools of Hadiya Zone in rural areas, for there are two languages (Hadiya and Amharic) to be used as a medium of instruction. Therefore, the researcher was found it that comparative – descriptive survey method is appropriate for the study consisting of both qualitative and quantitative research designs.

This is because descriptive survey study has the potential to provide researcher with a lot of information obtained from quite a large sample of individuals. According to Best (2003:114), it is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions. In this sprit, a tremendous efforts were made by the student – researcher in associating the past events prevalent since the birth of mother tongue education with the present trends; however, more emphasis was given for current situations.

3.2 Sources of Data

Basic data sources for the study were primarily primary school students and teachers of both media (Hadiya and Amharic language media), school principals of primary schools, educational officials and parents.

3.3 Sample Size and Sampling Techniques

In the purposive sampling technique, investigators use personal judgment to select the samples assuming that they can use their knowledge of the population to judge whether or not a particular sample will be representative. This is to say that the researchers use their judgment to select a sample which they believe, based on prior information, will provide the data they need. Hence, purposive sampling technique was employed in the study to select the research subjects.

Out of the nine government primary schools of Hossana town in Hadiya Zone, five primary schools were involved in the study using the available sampling technique since all the primary school in the town use both Hadiya and Amharic languages as a medium of instruction.

To conduct descriptive- comparative study at certain level of the use of two language media, from eight hundred students about 140 students in both Hadiya and Amharic sections at first cycle (i.e. grades 3-4) for questionnaire, and 60 students from 200 in both Hadiya and Amharic media background at 2nd cycle (i.e. grades 5-8) for focused group discussion in the same primary schools of Hossana town were involved in the study emphatically focusing on purposive sampling technique.

On the other hand , those individuals who are offering mother tongue education (teachers), administering the schools (principals), providing skill training for teachers (educational officials), producing reading materials (linguists and experts) and some selected parents believed to bring the needed information were considered. Based on this, 26 primary school teachers, 8 school principals, 6 education officials, and 4 linguists, and 26 parents were also taken as the main subjects of the study.

The schools sampled, their grade levels and setting, language medium being used for instruction and teachers' dispersion at each school level are described in the following table.

Table 1. Setting of Sampled Primary Schools and the Dispersion of Teachers

No.	Sampled Schools	Grade Level	Language Medium	Setting	Teachers' Status		Total
					12+1	12+2	
1	Alemu W/Hanna	1-8	Hadiyyisa and Amharic	Hossana Town	31	25	56
2	Ersa Adada	1-8	Hadiyyisa and Amharic	Hossana Town	28	23	51
3	Girma Bekele	1-8	Hadiyyisa and Amharic	Hossana Town	19	10	29
4	Haile Bubamo	1-8	Hadiyyisa and Amharic	Hossana Town	28	19	47
5	Iwuket Chora	1-8	Hadiyyisa and Amharic	Hossana Town	10	2	12

Source: Educational Radio Transmission, Co-curricular Activities and Over-all Students Service Provision Bureau of Hossana City Administration.

3.4 Instruments

In the event of obtaining relevant and adequate information for the research study, on the researcher side, the following types of data collection tools were functioned: questionnaire, observation, interview and document analysis. The data collection tools appropriate for the study under taken were originally prepared in English and then after translated into both Hadiya and Amharic languages.

3.4.1 Questionnaire

It is the most widely used instrument in the research to collect data consisting both open-ended and close-ended items. According to Best (2003:300-301), questionnaires administered personally to groups of individuals have a number of advantages. The student-researcher and any other who is administering the instrument has therefore an opportunity to establish rapport and explain the purpose of the study.

Two sets of questionnaires comprising close-ended items were developed in English first and translated in to Hadiyyisa and Amharic languages to obtain reliable information from the two groups of subjects namely, students and teachers in both media of instruction of the target grade levels. Among the total 150 questionnaires distributed to students of first cycle of primary schools, 140 (93.3%) copies were returned but the remaining ten (6.6%) were missed and wasted. On the other hand, from the 30 copies of questionnaires distributed for teachers of those sample schools, only four (13.3%) of them were missed. However, most of them 26 (86.6%) were brought securing the type of information needed.

3.4.1.1 Pilot Test

As a pilot study is a small-scale trial of the proposed procedures, before the study was properly carried out, Haile Bubamo and Iwuket Chora primary schools of Hossana town were selected for the conduction of pilot test. In light of this, instruments of data collection prepared and distributed to students, teachers and school principals of those schools were clarified and their sustainability and generativity to hold and retain the expected information was also tested.

Consequently, ambiguity of statements was modified, clarity of items and directions was examined and its lengthy character was properly corrected, and necessary feedback was also provided. Based on this view, in bottom line, the student researcher was capably responded to those dismantled and disintegrated instruments by shaping, medicating and rearranging them prior to distribution of modified items for the actual research study.

3.4.2 Interview

The interview is in a sense an oral questionnaire. Instead of writing the response, the subject or interviewee gives the needed information orally and face- to face. With a skillful interviewer, it is often superior to other data gathering devices (Best, 2003:323). A great attention was given to collect relevant information from in-depth interview because as stated above through discussion certain types of confidential information can be obtained which an individual might be reluctant to put into writing.

As it also helps the student- researcher to explain more explicitly the investigation's purposes and just what information he/she wants, a structured and non-structured interview formats were employed in the study for the subjects like educational officials, school principals, parents and focused group discussion (teachers and students). The interviews were recorded using a tape recorder and relevant notes were taken from their facial expressions and emotional reactions understanding their feelings when they responded to the questions.

3.4.3 Observation

As Best (2003:294) reports, direct observation as a data gathering device makes an important contribution to descriptive research. Certain information can be best obtained through direct examination by the researcher.

To secure this idea, in search of assessing the actual implementation of mother tongue as a language of education, the challenges and aggressive problems affecting the process of teaching learning in the use of home language, and the motivation and feelings of a students and teachers towards the languages being used for instruction, external observations (the whole school compounds –its outer coverages) and internal observations (class-room atmosphere at all) were made through the application of rating scale (observation checklist).

In other words, the use of teaching modalities (approaches), writing and reading abilities of both students and teachers, classroom interaction, subject knowledge, aggressive behaviors, mistakes committed, reading rooms, pedagogical centers, availability of instructional aids and provisions of curriculum materials were considerably observed and merged into the analysis part of the research study and capacitated the interpretative power of a student-researcher.

3.4.4 Documentary Sources

Through the investigation and exploration of documentary (secondary) sources in the study, an opportunity was created there to possibly and reliably draw information on the scores (grades) of students at lower levels (1-4) in both media of instruction, and their academic achievements and over-all understandability of subject matters being taught at upper levels(5-8) of primary schools. It was also seemed to be relevant to use document analysis in the study undertaken to come with valuable information or generate the expected information from the students' enrollment and drop-out rates, degree of promotion and detainment, ratio of curriculum materials and its provisions and skill training programs and teacher's qualification.

At this point, students' year-to year profile, teachers' roasters, zonal statistics of student-population, charts and bar-graphs of each primary school available in the office of a school principals and teachers staff, regional curriculum and syllabus documents clearly displaying ' "how much" ' and "what type" ' of teachers skill training programs and other curricular issues were employed providing valuable information for the research study and taken as a relevant secondary sources of investigation.

3.4.5 Data Collection Procedure

In the event of data collection, those diverse approaches (triangulating the diverse methods and measures such as questionnaire, interview, observation and documents) as already noted combining both quantitative and qualitative research designs for data gathering were used in the study. Because the use of multiple methods in an investigation helps a researcher to overcome the weaknesses or biases of a single method. Similarly, an attempt to apply more than one data gathering method follows the study to combine the strengths and correct certain defects of any single source of data.

3.4.6 Data Analysis

Depending on both research methods (i.e. quantitative and qualitative designs), the data collected from research subjects were interpreted and analyzed. The data gathered through interview, observation and documentary sources were qualitatively transcribed, organized, described and interpreted. And, those data generated and drawn mainly from the questionnaires were statistically computed and calculated. Valuable information obtained through this method was also tallied, organized and analyzed using the appropriate quantitative techniques consisting of frequency counts, percentages (%), chi-square (χ^2), and Pearson's rank correlation coefficient (ρ). The chi-

square test was employed to see whether there is a statistically significant difference between the two respondent-groups (teachers with pre-service and in-service training) of the research. Pearson's rank order coefficient correlation was used to observe the relationship between the ranks of individuals. Which means the variables are expressed in ordinal form (ranked in order, expressed as first, second, third, etc...). Frequency counts was also applied to express variables in nominal form and to indicate their classification in categories (Best, 1999:357).

CHAPTER- FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

In this section, this study attempts to make an analysis and interpretation of the data collected using multiple research methods. Such instruments applied in the study with regard to the major challenges and attainments of mother tongue education in primary schools are questionnaire, interview, documentary sources and observation.

Based on this, the data is presented in tables and figures followed by textual discussion. Although tables and figures are self-explanatory, a serious effort was also made to textual discussion, and important facts were critically analyzed soon after each table giving a clear-cut picture for the study.

In the preliminary section of this chapter, the general characteristics of the research subjects are clearly described keeping the sequence of data analysis. At its second phase, two tables with deep-rooted discussions are indicated comparing pre-service and in-service training provisions of the teachers. Thirdly, the data gathered about the use of mother tongue in the eyes of teachers in both media of instruction is compared, analyzed and discussed in detail.

Fourthly, the chapter comparatively analyzes and carefully discusses the language attitudes of students in two categories, and at fifth phase, it presents parental and students' choice of medium and the use of script. Lastly, over-all students' attainments, their academic achievements, subject correlations, the availability of curriculum materials, and roles and responsibilities of teachers and school principals are consecutively dealt in comparison.

4.1 General Description of the Respondents

Table:2 Characteristics of The Respondents

General Description of Items	Responses	Respondents							
		Educational. Officials, linguists ,and principals		Teachers		Students		Parents	
		No	%	No	%	No	%	No	%
Sex	Male	16	88.88	18	69.2	97	48.5	20	76.9
	Female	2	11.11	8	30.76	103	51.5	6	23.07
	Total	18	100	26	100	200	100	26	100
Educational Background	12 Complete	-	-	-	-	-	-	6	23.07
	TTI Graduate	-	-	26	100	-	-	6	23.07
	12+2 (Diploma)	8	44.4	-	-	-	-	6	23.07
	12+4 (BA/BSC)	6	33.3	-	-	-	-	6	23.07
	12+6 (MA/MSC)	4	22.2	-	-	-	-	2	7.69
	Total	18	100	26	100	200	100	26	100
Experience	1-10 years	-	-	2	7.69	-	-	5	19.2
	11-20 years	10	55.5	5	19.2	-	-	12	46.1
	21-30 years	6	33.3	11	42.3	-	-	6	23.07
	31-40 years	2	11.1	8	30.76	-	-	3	11.5
	Total	18	100	26	100	100	100	26	100
Age	8-17=10	-	-	-	-	200	100	-	--
	18-27=10	-	-	-	-	-	-	-	-
	28-37=10	7	38.8	5	19.2	-	-	7	26.9
	38-47=10	8	44.4	10	38.46	-	-	7	26.9
	48-57=10	3	16.6	11	42.3	-	-	12	46.1
	Total	18	100	26	100	200	100	26	100
Mother Tongue and Nationality	Hadiyyisa -Hadiya	18	100	24	92.3	198	99	26	100
	Amharic-Amhara	-	-	1	3.8	2	1	-	-
	Kambatigna-Kambata	-	-	-	-	-	-	-	-
	Afaan Oromo- Oromo	-	-	1	3.8	-	-	-	-
	Total	18	100	26	100	200	100	26	100

Among the involved research respondents, as table 2 indicates (88.88%), (69.2%) ,(48.5%), and (76.9%) in each category were respectively males. But very surprisingly and exceedingly about 103 (51.5%) of female-students were participated in the study dominating the school environment. And likewise, 8(30.76) female-teachers took their share in filling the questionnaire providing relevant suggestions for the implementation of primary school curriculum. Only 2 (11.11%) and 6 (23.07%) under categories were female- respondents whose degree of involvement in the study was not therefore satisfactory.

With respect to educational background, 100% of teacher- and 23.07% of parent- respondents were pre-service (TTI) trainees. About 8 (44.4%) of educational officials and 6 (23.07%) parent respondents were diploma graduates. And 55.5% and 30.76% of these groups (officials and parents) who were involved in the interview were degree (BA/BSC) and masters (MA/MSC) holders. Which has greatly secured reliable information and maximized the activity of a student-researcher to potentially analyze the data obtained in this sphere.

Only about 26.89 percent of teacher-respondents were found between 1-20 service years. But majority of them (42.3% and 30.76%) totally 73.06% were laid between the service years of 21-30 and 31-40 respectively earning more experiences. Work experience about 55.5% and 33.3% of educational officials, linguists and school principals found between the years 11-20 and 21-30, while 2(11.1%) lies between 31-40 with more working experiences. Experiences about 5(19.2%) and 12(46.1%) of parent- respondents lain in-between 1-10 and 11-20 years, whereas 6(23.07%) and 3(11.5%) of them were lay between the years 21-30 and 31-40. Therefore, majority of parent-respondents (46.1%) have service years between 11-20

As again table: 2 clearly show all the student respondents 200(100%) were found in age category of 7-17. Only 5(19.2%) of teacher- respondents were between 28-37 age category. Ten (38.46%) and eleven (42.3%) of them however found to be in between 38-47 and 48-57 age category respectively. This describes that most of the teacher-respondents in this regard were not young but old and aged. The age category for most parent respondents (53.8%) situate in between 28-47, and about 46.1% of them lain between 48-57 age group. But, in this age category (48-57) as the table depicts, only 16.6% of educational officials were laid. More than 80 % were however situated between 28-47 age categories.

At last row, table 2 also elaborates that all the respondents, officials 18 (100%), teachers 25(96.15%), students 198(99%), and parents 26(100%) were native to Hadiya language and belonged to Hadiya ethnic group. However, very insignificant number 1(3.8%) of teacher respondent and 2(1%) of students respondent seemed to be native to Amharic language.

4.2 Comparison of Skill Training Provision and Orientation Offered to Teachers in a New Situation(Mother Tongue Education)

As already mentioned it is undeniable fact that education is serving as a cornerstone for the economic advancement of a country, and then definitely primary education becomes its foundation improving the productivity of the individuals. Therefore, the viability of any educational objective at every phase of school curriculum is mainly influenced by the teachers. This is to mean that as teachers belong to human resource development and are expected to initiate and utilize all the facilities in school compound effectively for the creation of a qualified teaching- learning process, they can strongly influence education.

With regard to skill training provision and orientation to a new situation, teachers of three primary schools as a main implementers, were asked questions. Their responses for the questions posed by the researchers will be presented in the following tables.

Table 3: Skill Training Provision Offered to Teachers on how to Use Mother Tongue Education

Span of skill training provision	Responses	
	Frequency	percent
Provision of short- term in-service skill training on how to use mother tongue education.	16	61.53
Provision of long-term (one year) pre-service skill training on how to use mother tongue education.	4	15.38
More than one year pre-service skill training provision on how to use mother tongue education	-	-
No qualification and sufficient skill training provision in the delivery of other tongue education	6	23.07
Total	26	100

Table 3 here reveals the passage of teachers through various skill training provisions and orientation. Accordingly, most of the teachers (61.53%) were taken short-term training for the delivery of mother tongue education while only (15.38%) of them were provided with one year pre-service skill training. Totally, about 20 (76.91%) of teacher-respondents have offered certain types of skill training. The table also appears with the indication of teachers with out any skill training (23.07%) among the total subjects. As Lockheed and Verspoor (1991) state “a key determinant of students’ achievement is the quality of teaching.” This clearly shows that the quality of primary education much depends on the quality and availability of teachers to manage the program.

In line with this, a rigorous attempt was made by the researcher to get reliable information from the supervisors, experts, officials, principals, teachers and linguists on the issue of skill training provision and orientation offered to teachers to deliver education through mother tongue. Accordingly, educational experts and officials in the zone and city administration of Hossana town forwarded that almost all the teachers in the first cycle of primary schools were assigned to teach mother tongue education without sufficient skill training provision. On the other hand, surprisingly in the 2nd cycle of primary schools especially only mother tongue education (Hadiyyisa) teachers were not taken skill training provision at college level and competent enough for the position they engage in. But, based on the experiences they earned and language fluency they acquired, many of them who have selected to run mother tongue education in the 2nd cycle were TTI graduates of old curriculum. As the respondents view, these sections of teachers haven't yet in full trained and gained professional skill at all for the subjects they are offering to children at second phase of primary schools.

Qualified and committed teachers are essential since it is in the classroom that real learning takes place. Without a competent teacher, no curriculum can be implemented effectively and quality education will not be attained (MOE, 2005:30). To the contrary, from the data gathered and tabulated, it has been found that 23.07% of the teachers in the 2nd cycle either have no qualification at a diploma level or have not taken pre-service training program in a new situation. In this respect, the majority of Hadiya language teachers in the 2nd cycle of all primary schools in Hossana town are unqualified who recruited merely for the level whereas to the reverse it was found that English and Amharic teachers were diploma holders .

According to school principals, head teachers and educational experts of Hossana city administration - home language education (Haddiyyisa) and instruction of Amharic medium were greatly damaged and seriously affected by two major complex natures. The first one is a lack of competent and professionally capable human resource at both cycles of primary school levels to carryout the instructional processes more effectively. This is to mean that those teachers who have neither taken pre-service training nor they have given sufficient in- service-training provisions in the first cycle particularly are teaching Hadiyyisa in the 2nd cycle by using their mere experiences. Secondly, as the experts posed, the provision of adequate program of continuous professional development for the teachers to implement mother tongue education at local level is quite difficult. Connected with this, Ayalew (1991b: 114) best expresses that teaching profession is not something

a mere field of occupation where people can go through with out having possessed the requisite qualification. Which therefore requires specialized skills, expert knowledge and a feeling of responsibility.

Particularly, the interviewed principals and teachers of the sample schools felt that implementation of mother tongue education at grassroot level requires real commitment of teachers towards their profession and heavy investment on skill training provision and materials supply. Based on this, for the up-coming question, Ato Getachew W/Meskel, the vice principal (March 10,2008) forwarded his view in the following manner. "How do you state the use of mother tongue as a medium of instruction with regard to provision of skill training?"

ሀፃናት አፋቸውን በፊቱበት ቋንቋ እንዲማሩ ማድረግ ሙሉ መብታቸውን የሚያረጋግጥ ጉዳይ ሲሆን እኛም እጅግን ደስ ይለናል። በቋንቋ መምህራን ላይ ያለው ችግር ይህ ነው። አፋቸውን በቋንቋው ስለፈቱ ነገር ግን በሙያው በቂ ስልጠና ሳይሰጣቸው እንዲያስተምሩ ይደረጋል። ምክንያቱም ቋንቋውን በደንብ መናገር ይችላሉና። በዚህ ምክንያት የቋንቋው የትምህርት ሂደት በከፍተኛ ሁኔታ መጉዳቱ ተስተውሏል። ሌላው ደግሞ የስልጠናው ጊዜ በልዩ ሁኔታ ያጠረና ያነሰ በመሆኑ የመምህራኑ ብቃት አለማደግና አለመጎልበት ነው። ሁላችን የከተማ መምህራን ማለት ይቻላል የአንድ ዓመት የቋንቋ ስልጠና ያልወሰደን ነን። በወቅቱ የበላይ አካላት ለስልጠና የተበጀተውን ጊዜና በጀት በማሳጠርና በማስቀረት ትኩረት አለመሰጠታቸው ሌላው ነው። እነርሱ የአንድ ወር ስልጠና ወስደው እኛን የሳምንት ወይም የአምስት ቀን ብቻ ስልጠና እንድንወስድ ማድረግ። ስልጠናው ለእነርሱም ለእኛም በቂ አይደለም ። ዜጋውን ለመቅረፅ የሚያስችል አይሆንም። ከዚህም የተነሳ መምህራኑ ተነሳሽነት እያጡ ነው ያሉት ስለዚህ እኛ የምንለው ተከተታይነት ያለው የሙያ ስልጠና መሰጠት ለቋንቋው እድገት አስተዋፅኦ ያደርጋል። በመስኩ በቂ ስልጠና ያላቸው እና በNGO አማካኝነት የሙያ ስልጠና የወሰዱ ባለሙያዎች ለመምህራን ሁኔታውን አመቻችተው ስልጠናውን ማቅረብ አለባቸው። ሃዲያ ቋንቋ በብዙ መልኩ ሰፊ በመሆኑ እንደ አፋን ኦሮሞ ፣ትግርኛ፣ ወዘተ በኮሌጅ ደረጃ ባለመሰጠቱ 1ኛ ደረጃ ሁለተኛ ሳይክል የመማር ማስተማሩ ሂደት በከፍተኛ ሁኔታ ችግር እየደረሰበት ነው።

It is a child's right to learn through his/her own mother tongue which in turn gives us a great pleasure for they are pedagogically benefited. However, mother tongue education lacks well educated and trained teachers to implement it at bottom line. Mere experiences and language fluency dominated mother tongue instruction affecting its implementation very badly. Teachers are all not qualified and taken one year pre-service training, and professionally incompetent to offer education through mother tongue. Teachers lacked motivation in the mother tongue education due to the insufficiency of time span given for the skill training provision. For the effective implementation of mother tongue education, there must be continuous professional skill development and conducive environment in the schools. Teachers who are offering mother tongue education in the 2nd cycle of primary schools have no qualification required for the level and were not trained well to improve their professional incapability. Since Hadiya language is used for wider-communication and embraces large number of school population in the region, it has to be acquired and given at college level to produce teachers with sustainable professional skill development for secondary schools as what Afaan Oromo and Tigrigna were doing and functioning

It was therefore such situation that could be one of the major challenges and hindrances for the implementation of mother tongue education. The above statement appears to be realistic because of the fact that unqualified home language teachers lack the appropriate professional competence and deep-rooted knowledge on how to use mother tongue as a medium for instruction. As a result of this, teacher's capability to have in-depth understanding about the lessons they deliver and clear-cut communication they make with the learners is barely enough.

Unlike primary schools of the zone in rural areas, problems and challenges in primary schools of Hossana town with regard to training provision are acute and twofold. Since the majority of the teachers in these schools have more experiences and certified in the old curriculum, there is a gap and mismatch between the type of training they received before and the existing situation in which they are involved to offer education as a medium and the writing system it holds.

On how to use mother tongue as a medium of instruction and what measures were taken to alleviate such challenges, six experts from both zonal education bureau and Hossana city administration were interviewed. They explained that at first some selected experts were trained for one month. Based on this, eight days training was given for school teachers at the beginning of mother tongue education. And later, by the help of different NGOs certain type of training provision has been taken for the directors and head teachers who were responsible to disseminate the concepts of new medium of instruction to those non-participant teachers.

4.3 Situations Considered During Pre-service and In -service Teachers Training Programs

Towards Mother Tongue Education.

The situations of skill training provision given for teachers on how to use mother tongue education, as above stated in table 3, were mostly one year pre-service and a short-term in- service training programs. Since the content of pre-service and in-service teacher training programs are heterogeneous and they enable teachers to acquire and to develop appropriate pedagogical skills that are academically sound, both group of teachers were asked questions about the training programs they have been taken. The teacher-respondents from the two categories (i.e. 4 of them taken from pre-service category and 16 were from in-service category) with their feelings will be presented here under table 4.

Table 4: Situations of Pre-service and In-service Training Programs Offered for the Teachers at Primary School levels in relation to Mother Tongue Education.

Items	Category One Respondents		Category Two Respondents	
	Frequency	percent	Frequency	percent
Provision of skill training taken on how to use mother tongue education was impressive, sufficient and comprehensive enough to implement it effectively				
a) Strongly agree	3	75	-	-
b) Agree	1	25	-	-
c) undecided	-	-	-	-
d) Disagree	-	-	4	25
e) Strongly disagree	-	-	12	75
Total	4	100	16	100
Teachers are all qualified, well-trained and competent enough in their profession to offer mother tongue education since the training was provided with alternative reference materials and suitable home language approaches				
a) Strongly agree	1	25	-	-
b) Agree	2	50	1	6.25
c) Undecided	-	-	1	6.25
d) Disagree	1	25	10	62.5
e) Strongly disagree	-	-	4	25
Total	4	100	16	100
Mother tongue language teachers need for further skill training because they were not made feel certain on the purposes and benefits of using the home-language for the delivery of instruction				
a) Strongly agree	-	-	8	50
b) Agree	3	75	6	37.5
c) Undecided	-	-	-	-
d) Disagree	1	25	2	12.5
e) Strongly disagree	-	-	-	-
Total	4	100	16	100

Aiming at the same objective which is bringing effective implementation of mother tongue education at local level, heterogeneous training programs of teachers (pre-service and in-service) presented in table 4 reflects that all the pre-service teacher-respondents (100%) were greatly satisfied and impressed with the provision of skill training they have taken. Whereas those who in-service responded to the same item differently. That is, 12 (75%) and 4(25%) of them indicated their responses negatively by rating "strongly disagree" and "disagree" to the item respectively.

With regard to mother tongue language competence, professional qualification and training provision supplemented by alternative materials and various home-language modalities, most of the pre-service teachers 3(75%) were favored while about 1(25%) of them responded unfavorably. However, 14(87.5%) in-service training teachers (i.e. 62.5% disagree and 25% agree) were dissatisfied and un favored to the item. The remaining portion of them 1(6.5%) and 1(6.5%) rated on "agree" and "undecided" respectively.

Among the category 1 respondents, 3(75%) of them showed their agreement on further skill training needed for mother tongue education and only 1(25%) was attached with the item claiming that pre-service training taken by the teachers to run mother tongue education is more than enough. To the same item from those teachers of short term training (category 2 in service training teachers) about 14(87.5%) were positively responded. But, very insignificant number 2(12.5%) were come with unfavorable response.

Table 4 as an umbrella clearly states the parts and parcels of skill training provision offered in the implementation of mother tongue education through three items it holds. In this sense, under item number 1 teachers who passed through a one year pre-service training seemed to be confident on the use of mother tongue as a medium of instruction. Because all of them 3(75%) and 1(25%) believed that the sufficiency of time length taken, impressive approaches applied and comprehensiveness reflected on the training at a time enabled them to be effective in the home-language education. Unlikely, those who have experienced a short-term training (100%) felt that they are not competent enough and legible to offer education through mother tongue due to the lack of those basic skills/ elements. This therefore shows that there is a gap and inverse relationship between the two categories in the same environment which in turn would facilitate damaging effect on the performance of the students as well as the teachers.

For the item number 2 administered to see how much the supplementary materials and various modalities applied during training were supported the qualification and competence of mother tongue education teachers, almost all in category one agreed. This situation under category two respondents was treated oppositely for the majority of them were unqualified, ill-trained and in competent in their profession. This is because, according to them, extending their views and stretching skill into the environment where things are complex, such an attempt to make an individual brilliant and the program more effective through a five or an eight days short-term training is a miracle and unthinkable. 75% of the respondents in category 1, as can be seen from the table under item number 3, tended to reflect their responses positively. Because they believed that the brief details and elaboration given at the beginning on the objectives and benefits of mother tongue education were not as such persuasive particularly for short term training teachers. Category 2 also clarifies that most of the teachers in the primary schools of Hossana town, at present time, are not trained about mother tongue education in the institution for one year; but they

are teachers of short-term training, having many years experiences, students of old-curriculum and transferred teachers from the various environments of the country.

Table 4 consists of the three items best describes the training provision of mother tongue education and its challenges into two major programs: the pre-service teachers training program (PTTP) and in service teachers training program (ITTP). When compared, the number of teachers passed through PTTP is very few while teachers under ITTP are very large. Now, the challenges here are age, experience, exposure, motivation and accommodation. Those teachers who took a five or an eight days in service training are all aged using eye-glasses, have served the schools for many years (transferred teachers), were not exposed to the new innovation appropriately and products of formerly designed curriculum, were not highly refreshed and motivated by continuous professional development and awareness creation programs, and almost all the classroom lessons are accommodated by themselves since they are large.

Therefore, there is no room for one to secure mother tongue education more efficiently unless those deported rural and pre-service training teachers are promoted and transferred to urban primary schools at least to work in collaboration with highly served minds in the centers. To this end, urban centers must invite new generations trained in the new innovation and motivate them to be provided with necessary skills of using mother tongue and the scripts chosen for the instruction in both media (Hadiyyisa and Amharic). Even though the challenges of mother tongue education with regard to skill training provision were emphatically described as it is a new implementing area, it is found that the above and forth-coming challenges are equally threatening issues the delivery of instruction in Amharic medium too.

4.4 Perception of Teachers Towards the Use of Mother Tongue as a Medium of Instruction

Table:5 Teachers Attitude Towards Mother Tongue Education

Items	SA		A		U		D		SD		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Children who begin their education in their mother tongue make a better start	26	100	-	-	-	-	-	-	-	-	26	100
The learners mother tongue holds the key to make schooling more inclusive	25	96.2	1	3.8	-	-	-	-	-	-	26	100
The delivery of instruction through mother tongue is boring	-	-	-	-	-	-	8	30.8	18	69.2	26	100
I believe that learning in mother tongue will help students to get support and follow-up from their families	20	76.9	6	23.07	-	-	-	-	-	-	26	100
I do not get frustrated and confused when I discuss classroom lesson with my students through mother tongue	-	-	23	88.5	-	-	3	11.5	-	-	26	100
The use of mother tongue as a medium of instruction down-grades the quality of primary education	1	3.8	2	7.7	-	-	14	53.8	9	34.6	26	100
It is my wish to serve a school with Amharic language as a medium of instruction since I still fail to see the relevance of mother tongue education	-	-	-	-	-	-	5	19.2	21	80.8	26	100
Promoting learning in a number of languages is a mistaken attempt	2	7.7	2	7.7	-	-	10	38.46	12	46.2	26	100
Mother tongue education helps to lower the dropout rates of students and increases their achievement levels	19	73.07	7	26.92	-	-	-	-	-	-	26	100
I found Latin script appropriate choice for the instruction of mother tongue	12	46.2	14	53.84	-	-	-	-	-	-	26	100

Learning in a mother tongue enables the student to understand lessons easily, and avoids problems associated with language barriers (MOE,2002:36). Underlying to this, in table 5 item numbers 1 and 2 were presented to teachers to check whether the above statement of MOE (2002) corresponds with what is actually going on in the primary schools of the study area. Teacher-respondents were positively replied to both items, that is, all of them 26(100%) for item 1 indicated their agreement by rating on "strongly agree": And, similarly, item 2 is exclusively positively responded by the figures invited expressing their feeling as 25(96.2%) and 1(3.8%) put the tick mark on "strongly agree" and "agree" respectively. For item no 3, the respondents gave their reactions negatively, i.e. 8 (30.8%) and 18 (69.2%) were coincided with "disagree" and "strongly disagree", but 1(3.8%) corresponded positively to the item.

Regarding the support and continuous follow-up of parents and teachers confidence on mother tongue education delivery to the learners, as stated in the items no 4 and 5, they all reacted favorably and confidently except very few no who was remained staunchly unfavorably. On the basis of this, 76.9% was strongly agreed and the remaining portion of the respondents (23.07%) agreed on the issue that students learning through their home language is nurtured and strengthened by the help of their families within the environment surrounds them. Accordingly, Foley and Thompson (2003:116) suggested that a child becomes a thinker and problem solver within their cultural experiences. They learn from what they experience and what they need to know. Language is the essential per formative tool in all learning. Therefore, the child's thinking and communicating is a reflection of the social context in which the learning is taking place.

The teacher-respondents about 23(88.5%) were interestingly reflected their view to the item number 5 while only 3(11.5%) showed their disinterest. According to the majority of the teachers, there is hot discussion, active participation and interactive approach during the lesson delivery through mother tongue between the learners and the teachers. Because there exist common understandings and environmental familiarities which are considered as the sources of knowledge, learning, communication and thinking; but they are origins, the whole social context. 88.4%, 100% and 84.66% of respondent teachers to the items 6,7, and 8, responded negatively and rating their responses as 14 (53.8%) on "disagree" and 9(34.6%) "strongly disagree"; 5(19.2%) "disagree" and 21(80.8%) "strongly disagree"; and 10(38.48%) "disagree" and 12 (46.2%) "strongly disagree" respectively. However, 1(3.8%) among the respondents was indicated his strong agreement and 2(7.7%) of them were rated on "agree" to the item number 6. 2(7.7%) "strongly agree" and 2(7.7%) "agree" which means totally 4(15.4%) were corresponded to the item number 8 positively. In this spirit, most of the respondents (88.4%) of item 6 have failed to accept the expression presented as "the quality of primary schools will be down graded when mother tongue is used as a medium of instruction." Their counterattack to this argument is that children learn better and grasp well subject matters in their mother tongue which then up-grades the quality of their learning.

In the case of item 7, no one is wished to serve a school with Amharic medium particularly at the bottom line; and nor others failed to see the relevance of mother tongue education. Because it is a child's basic educational right to be instructed in his/her own native language which is familiar and works automatically for expression and understanding and a means of identifications among the members of the community (Ayalew, 2000:83). That is why, 5(19.2%) and 21(80.8%) totally

100% were not coincided with and responded unfavorably by rating on "strongly disagree" and "disagree" respectively.

Among the respondents of item number 8, 10 (38.46%) and 12 (46.2%) as "strongly disagree" and "disagree", totally 84.66% were rejected the view that takes "the promotion of learning in a number of language is a mistaken attempt". According to Ayalew, their position is justified and compatible with the statement "in the era of globalization, proficiency in more than one language is considered a necessity to participate in a shrinking world" (Ayalew, 2000).

About the respondents of "strongly agree" 19 (73.07%) and 7(26.92%) "agree", totally 26 (100%) were congruently gone to accept the view as presented in the table stating that "education in home-language lowers the dropout rates of students". This is their belief that if implemented appropriately, specifically at primary level, mother tongue education guarantees high achievement level and better performance of students and increases enrolment rates. They, generally, agree that learning through mother tongue maximizes students enrolment rates, reduces dropout and repetition rates and increases their achievement levels.

On the matter of script appropriateness selected for the instruction of mother tongue, 12 (46.2%) of teacher-respondents rated on "strongly agree" and 14 (53.84%) replied to "agree." Thus, 26 (100%) of them have developed positive attitude towards the use of Latin script for mother tongue instruction. All of them agree on the fact that the choice of Latin script for the students learning is right decision and appropriate way of writing system for the language being used as a medium of instruction. This is because, as they justify, Latin script is linguistically related with the nature of word pronunciation in the language of instruction which students use. Educational officials and school principals who participated in the process of script selection and others were interviewed for the questions "What did you observe from the script chosen for the instruction of mother tongue?" "What benefits do you think were gained from the Latin script selected by the professionals for the instruction of home-language education?"

For the questions posed above, more than 90% of the interviewees responded that the script used in the instructional process of mother tongue is appropriate and suitable. The suitability and appropriateness of the script, as they further go-down, is the consequence of maximum efforts, hot discussions and strong arguments made by all-rounded intellectuals on how to use it and what benefits are there after that enrich students learning. It, therefore, helped students to learn words and read sentences written in the Latin script without any confusion and ambiguity .This is because

all the learning becomes more visible and clearly understandable if those difficulties of pronunciation in the new innovation again become powerless. Amharic medium teachers were again differently interviewed to check whether they have positive attitude to the use of medium of Amharic and mother tongue education. 83.3% of them were positively responded to the delivery of mother tongue while only 16.7% agreed on the use of Amharic medium.

This indicates that let alone teachers in the home-language, teachers of Amharic medium by themselves acknowledged and agreed on the education delivery through one's own language. They also recommended that if the learners in the Amharic medium shifts their mind to Hadiyyisa since they are native to the Hadiya language and few in number; learning will be brilliant and simplified for them particularly at baseline.

4.5 Teachers' Attitude Category Towards Mother Tongue Education

Here under the up-coming table, an attempt is made to show the mean attitude score category of teacher-respondents into favorable and unfavorable based on the items presented in table 5. But, generally, it is to put clearly that whether the attitude of teachers towards mother tongue as a medium of instruction is statistically significant or not (i.e. to see statistically significant difference between the two respondent groups).

Table 6: Favorable and Unfavorable Category of Teachers Attitude

Attitude Category	Frequency	Percent	X^2
Favorable	23	88.46	9.846
Non-favorable	3	11.53	
<i>Total</i>	<i>26</i>	<i>100</i>	

Table 6 states that the attitude categories of teacher respondents towards mother tongue education, among which, therefore about 23 (88.46%) were reacted favorably whereas 3 (11.53%) replied to the issue above unfavorably. This is to mean that large amount of respondents (88.46%) have agreed and favorably accepted the delivery of education through the language which is very familiar with and easy to learn. But insignificant number of respondents (11.53%) indicated their disagreement with the instruction of mother tongue education.

Now, this possibly appears with a certain tendency of having statistically significant difference among the teacher respondents who developed positive attitude to the use of mother tongue and

those who responded negatively to it. Accordingly, the computed chi-square value ($X^2= 9.846$) is higher than both the critical Values ($X^2= 3.841$) and ($X^2=6.635$) at .05 and 0.01 levels of significance with degrees of freedom = 1 respectively. Thus, the explanation of above statement is the implication of the computed chi-square result. Conclusively, almost all teacher-respondents perceived and felt that the use of mother tongue as a medium of instruction is appreciating and should be promoted for it holds the key benefits for the child effective learning.

4.6 Perception of Teachers Towards Students' Performance in both Hadiya and Amharic Language Backgrounds in Second Cycle (5-8)

This part is expected to come with the perception of teachers towards the performance of students in their mother tongue education and tries to show the contribution of mother tongue education in the learning of 2nd language (English) in 2nd cycle of primary schools. At this point 2nd language teachers (Hadiyyisa, Amharic and English) and others were involved and asked questions about the students' current performance who were formerly in different language backgrounds (Hadiyyisa and Amharic). This was done primarily to see the achievement of students and their reading and writing ability of English language in 2nd cycle of primary education.

Table: 7 Teachers' Perception Towards Students' Achievement in both Hadiyyisa and Amharic Media of Education

Items	Respondents				
	Yes		No		Total
	No	%	No	%	%
No question about that a child who used mother tongue education in first cycle (1-4) will perform better when medium of instruction becomes English in 2 nd cycle (5-8)	22	84.61	4	15.38	100
Students from Amharic background are grasping subject matter well and score high grades in English medium	8	30.76	18	69.23	100
Mother tongue education learners achieve more in English subject than school language learners (Amharic)	24	92.30	2	7.69	100
For the students of mother tongue, language ability to understand subject matter, to express themselves and their environment is questionable when English appears to be a medium of instruction	1	3.84	25	96.15	100
Medium of instruction in the home language does not aid in the acquisition of English	-	-	26	100	100
<i>It is possible to judge that students of mother tongue education are more effective and successful at 2nd phase than those in the Amharic medium.</i>	21	80.76	5	19.23	100

Effective instruction builds on the skills, knowledge and experiences that young children acquire prior to school (Richards, 1994:3) Based on this, table 7 illustrates the students performance of two language media background in connection with the new medium (English) they confront in

those who responded negatively to it. Accordingly, the computed chi-square value ($X^2= 9.846$) is higher than both the critical Values ($X^2= 3.841$) and ($X^2=6.635$) at .05 and 0.01 levels of significance with degrees of freedom = 1 respectively. Thus, the explanation of above statement is the implication of the computed chi-square result. Conclusively, almost all teacher-respondents perceived and felt that the use of mother tongue as a medium of instruction is appreciating and should be promoted for it holds the key benefits for the child effective learning.

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	No	%	No	%	%
No question about that a child who used mother tongue education in first cycle (1-4) will perform better when medium of instruction becomes English in 2 nd cycle (5-8)	22	84.61	4	15.38	100
Students from Amharic background are grasping subject matter well and score high grades in English medium	8	30.76	18	69.23	100
Mother tongue education learners achieve more in English subject than school language learners (Amharic)	24	92.30	2	7.69	100
For the students of mother tongue, language ability to understand subject matter, to express themselves and their environment is questionable when English appears to be a medium of instruction	1	3.84	25	96.15	100
Medium of instruction in the home language does not aid in the acquisition of English	-	-	26	100	100
<i>It is possible to judge that students of mother tongue education are more effective and successful at 2nd phase than those in the Amharic medium.</i>	21	80.76	5	19.23	100

Effective instruction builds on the skills, knowledge and experiences that young children acquire prior to school (Richards, 1994:3) Based on this, table 7 illustrates the students performance of two language media background in connection with the new medium (English) they confront in

second phase of primary schools. Accordingly, it is believed that providing instruction on the basis of children's existing competencies and using experiences and knowledge that are familiar to the learner provides a solid foundation for extending children's skills and knowledge in new direction. So that for the first item 22 (84.61%) of teacher-respondents were replied positively whereas 4 (15.38%) responded negatively.

This suggests that mother tongue education if it is given properly for a child at baseline helps and positively influences the learners' performance when the medium of instruction becomes English. Teachers were differently responded to item number 2, which is, about 8 (30.76%) said "Yes" but 18 (69.23%) indicated their disagreement. Disagreement arises about (69.23%) of teacher respondents seems to be students former medium of instruction (Amharic) whose contribution to the second language (English) learning is less. The implication for both items (1 and 2) is positively and negatively related with English medium. That is the degree of grasping subject matter and the score obtained in the English medium by the students of mother tongue education is much more satisfactory than those who in Amharic language medium.

With regard to English subject achievements of students in the medium of mother tongue and Amharic language, among the respondents about 24(92.30%) accepted the item agreeably while 2(7.6%) rejected the statement disagreeably. From this it is therefore, found that the performance of students achieved on the English subject at 2nd cycle of primary schools is greatly contributed by mother tongue education and its Latin script selected for the instruction. But, the achievements of school language learners (Amharic) on English subject is very poor as it is approved as correct by the teacher-respondents, i.e. only (7.69%). The table also presents in 4th and 5th rows that almost all teacher-respondents (i.e. 25(96.15%) and 26 (100%) respectively gave a similar opinion as they reject the statements. On the other side, only 1(3.84%) agreed on both items. However, as the responses of majority of teachers (96.15%) testified when English becomes a medium of instruction, mother tongue education background students express themselves and their environment with understanding, and the language ability in general to comprehend the lessons they are learning also becomes high. As stated above, (100%) of teacher-respondents responded that home language instruction strengthens and facilitates second language (English) learning or acquisition. The reason for this is when learning carries out on the basis of established skills and known experiences, a reassuring context in which to acquire new skills and concepts is confirmed.

In comparison, to judge students overall effects and successes in both media (Hadiyyisa and Amharic), teacher-respondents at 2nd cycle were asked under the last row. In accordance with, 21 (80.76%) responded "Yes", while 5 (19.23%) responded "No" to the item . Therefore, there is a room to judge that Amharic medium contributes less to English medium for the students to perform better than that of mother tongue medium. Home-language students are more effective and successful in the English medium because of the fact that the alphabets and writing system of both Latin and English languages are similar. Mother tongue learners already exercised all English alphabets at lower grades through Latin script and learned some common characteristics shared by both languages. It is, thus, possible to say that such a linkage and relationship that exists between the Hadiyyisa and English media accelerates students learning speed and guarantee their effective performance in the second language learning.

Besides to this, educational officials and school principals were separately interviewed about the status of mother tongue education and holistic picture of students performance in 2nd language learning. For instance questions like: "Are mother tongue teachers at equal professional status with Amharic and English teachers at the level?." "Do you think that mother tongue learners are performing well in all subject areas in the English medium?." "How do you treat the achievement of Amharic background students when medium of instruction is English?" "Which group do you think is more active in reading and writing in new medium?" Why?

The interviewed officials and principals were surprisingly responded to the first question is that those mother tongue (Hadiyyisa) teachers are not at equal professional status compared to Amharic and English teachers. They are (mother tongue teachers) either 10+1 or 12+1 (i.e. TTI) graduates, whereas all others are diploma holders. The level (2nd cycle), however, requires diploma graduates to all subject areas but the case in Hadiyyisa is the reverse; which is one of the challenges and damaging the implementation of mother tongue very badly. Therefore, as a solution to this effect, Ato Binchamo Shanqo, one of the principals (18-3-2008), urged that:

ከአምስተኛ እስከ ስምንተኛ ክፍል የሚሰጠው የሃድይኛ ቋንቋ ትምህርት ወይንም ሃድይሳ ክፍላችን እየተገዳና የመምህራንንም አቅም እየተፈታተነው በመሆኑ ልክ እንደ ትግርኛ እና አፋን ኦሮሞ ቋንቋዎች ሃድይሳም በኮሌጅ ደረጃ መሰጠት የግድ ይላል። ምክንያቱም አንደኛ፣ በአንደኛ ደረጃ በሁለተኛ ሳይክል ሃድይሳን የሚያስተምር መምህር የሰርተፍኬት ተመራቂ ስሆን ሁለተኛ እንደገና የቋንቋው ስርጭትና የትምህርቱ ፍላጎት እጅግን ከጊዜ ወደ ጊዜ ከፍ እያለና እየጨመረ በመምጣቱ የሃድይ ቋንቋ ትምህርት በስምንተኛ ሳይገደብ እስከ 12ኛ ዘመን በክልሉ ባሉት ኮሌጆች መሰጠት አለበት እንላለን።

Due to the absence of qualified teachers particularly the instruction of mother tongue (Hadiyyisa) at 2nd cycle earned damaging effect. It, therefore, seems to be a "must" that Hadiya language needs competent teachers produced in the college as equally as Tigrigna and Afaan Oromo who best suit for the level and fill the gap created because of certification and imbalances. Consequently, delivery of education through Hadiya language has to be extended to preparatory and college levels since people do not use it for only sharing as communicative and cultural tool but also for jointly developing the knowledge, which enables organized human social life to exist and continue.

The interviewees were also strengthened the views of teacher-respondents for the question they asked about the students' performance of mother tongue in all subject areas in English medium. But, relatively those students in Amharic medium are low achievers when compared to those mother tongue education learners. Nevertheless, there is a far difference between the students from mother tongue education background and Amharic medium of instruction in that reading and writing ability of former group (Hadiyyisa) students is very high than those in later group (Amharic) language learners. This is why because as mentioned above, English language ability of former group students was highly positively influenced by mother tongue education which embraces the same alphabets and the script being used by the learners. However, the language skill of the later group of students was not as much as influenced by their medium because it has little to do with English medium and its correlation to this new medium is also less positive.

4.7 Perception of Hadiya Language Background Students Towards both Hadiyyisa and Amharic Languages as a Media of Education

Table:8 Students' Perception Towards the Use of Mother Tongue as a Medium of Instruction.

Items	Student-respondents, N=96				Total %
	Yes		No		
	Freq.	%	Freq.	%	
I am happy with the delivery of education through mother tongue as a medium of instruction	94	97.9	2	2.08	100
Students in mother tongue instruction appear to be more active, learn more subject matter and enjoy school more	93	96.8	3	3.12	100
I understand the teachers' language easily when medium of instruction is mother tongue	95	98.9	1	1.04	100
Classroom interaction becomes warmer and warmer when learning occurs through the use of mother tongue	95	98.9	1	1.04	100
The process of teaching and learning through first language medium has a success on my academic performance	93	96.8	3	3.12	100
It is better for me to replace my first language with second language (Amharic)	-	-	96	100	100
The use of mother tongue education reduces the time available for learning a national language (Amharic)	5	5.20	91	94.7	100
Reading and writing in the mother tongue is challenging without the assistance of a teacher	11	11.45	85	88.54	100
Children become mentally disturbed and loss confidence when they learn mother tongue education	4	4.16	92	95.8	100
Mother tongue education undermines the personal and cultural confidence of the students	-	-	96	100	100
Learning through mother tongue limits students' world view and leave them unprepared for life in the wider social context	6	6.25	90	93.75	100
Lack of text books and curriculum materials for learning and further reading in the mother tongue education is a serious problem.	84	87.5	12	12.5	100

The use of children's first language in school helps rather than hinders their over-all academic development as well as their eventual acquisition of English (Lambert, 1981). This is true when only the language being taught can positively influence the attitude of the learners. Correspondingly, as table 8 elaborates, 97.9% of student-respondents were happy with the instruction of mother tongue and the remaining 2.08% were not negotiated with the item. The table further expounds that about 96.8% of respondents were agreed on the students active learning, well grasp of subject matter and continuous attendance to school. This explains that students learn more quickly, understand the subjects easily and participate actively in the lessons of mother tongue than other languages. However, only 3.12% responded reversely to the statement. Almost all 98.9% student-respondents replied that they understand and comprehend the language of teacher when he/she delivers instruction through mother tongue.

Again, similar figure of respondents, that is, 98.9% appeared agreeing on the existence of hot discussion in the mother tongue lessons. This shows that learning in the mother tongue is expressive, interactive, communicable and interesting because students are familiar with the language being used and words and terms being taught in the classroom. Therefore, teaching the children with their home-language scales up communication and interaction between the learners and the teachers.

Regarding the success on the students' academic performance gained through the home-language instruction, among the asked student-respondents, 96.8% were agreed on, whereas only 3.12% disagreed on the issue stated. The implication of this expression strengthens the view that mother tongue as a medium of instruction can help students and develop not only sense of being successful in school learning but also could serve as a powerful force for nation building . So, from the above appearances what we can easily infer is that the attitude of more than 96% out of the total student-respondents were positively influenced by mother tongue education. This is because as stated in review part of the study, education in the primary language benefits students' cognitive development, gives great satisfaction, respect and pride for themselves and puts them in the center of the lesson to actively involve and come with flowering future in the implementation of primary school curriculum in general.

The same respondents responded to the items (6-12) differently because they were negatively worded and considered as challenging issues. For the item under no 6. as it reads "It is better for me to replace my first language with 2nd language", all the respondents about 100% said "No."

This infers that there is staunch love and respect for their own language being used as a medium. They extended their view that mother tongue instruction does not reduce the time availability for learning a national language because each subject area has its own time schedule and lesson period. Accordingly, about 94.7% testified this with above expression, but 5.2% failed to reject it and tended to accept the statement as it is. 88.5% of student-respondents responded that students are brilliant in reading and writing in the Latin script while about 11.45% agreed that it is a challenging for the learners to read and write in the home-language with out a teacher assistance. Even though, there are some students who need certain type of support, according to the majority of respondents, most of the students read speedily and write quickly in the mother tongue even more than the teachers can do because they are creative and out-standing, putting aside those basic challenges.

To the statement at 9th row, 95.8% of respondents replied negatively and 4.16% responded positively. According to the majority (95.8%) of respondents, students can only become mentally flexible and develop confidence when the delivery of education starts through the mother tongue at beginning phase. Thus, it is bold enough to say that mother tongue education does not cause confusion and disturbs students' mental development.

All the respondents (100%) were disagreed with the item no 10 in the table. This view implies that mother tongue education promotes rather than undermines the core values and personal and cultural confidence of the students that originate from the principles of human dignity, equality and democracy. Out of 96 respondents about 90 (93.7%) were responded to the item 11 unfavorably rejecting the statement reads as "Learning through mother tongue limits students' world view and leave them unprepared for life in the wider social context." But only 6 (6.25%) accepted it favorably forwarding their fear as that mother tongue education may lead students to the declined knowledge transfer and leave them as local minded. However, such a side effect expected is far from the reality since mother tongue education is connected with a child's blood vessels and cognitive development, and it widens students mental horizon and pave the way for them to grasp concepts with ease speed and gentle movement.

Lastly, about 84 (87.5%) of student-respondents agreed that they are suffering from the shortage of text books and other materials needed to be read. On the contrary, 12(12.5%) were disagreed on the statement for it does not suit with their feeling because, as it seems to be, such a lack of curriculum materials for them becomes less severe. Nevertheless; compared to rural schools,

although primary schools of Hossana town relatively have a good provision of instructional materials, it is one of the major challenges for the effective implementation of mother tongue education.

4.8 Perception of Amharic Background Students Towards both Hadiyyisa and Amharic Media of Instruction

Table:9 The View of Students Towards the Use of both Media of Instruction.

Items	Student respondents, N=44				
	Yes		No		Total (in %)
	Freq	%	Freq	%	
I choose Amharic to be used as a medium of instruction because it is my mother tongue	3	6.81	41	93.18	100
I prefer to learn Amharic as a medium of instruction for it is a national language	40	90.9	4	9.09	100
I see that education becomes more interesting and meaningful when Amharic is used as a medium	6	13.63	38	86.36	100
A turn to Amharic language as a medium of instruction in primary education would lead students to academic improvement	2	4.54	42	95.45	100
I believe that the use of Amharic as a medium provides a solid foundation for extending students' skills and knowledge	2	4.54	42	95.45	100
I am not interested and happy in mother tongue education since it threatens to dividen students along racial and cultural lines	-	-	44	100	100
Learning through Hadiya language is boredom and makes me incompetent in Amharic that is why I choose Amharic medium.	4	9.09	40	90.9	100

Table 9 briefly describes the attitude of students of Amharic background towards the media of instruction whether they are using and not using. That means, Amharic as a medium which is being used in their learning but Hadiyyisa is not. In light of this, 93.18% responded negatively to the 1st item by rating "No", while 6.81% reacted positively. Thus, this contends that more than 90% of students in Amharic category are 2nd language learners whose native language is Haidyyisa. For only few learners, Amharic becomes their mother tongue but they can equally speak Hadiyyisa. Secondly, about 40 (90.9%) chose Amharic language to learn as a medium whereas 4 (9.09%) rejected the item. This axiomatically shows that majority of the students tended to learn Amharic language since it is a national language. To the 3rd statement, 6 (3.63%) of them held their position favorably but the remaining elements about 38 (86.36%) were un favorably responded. The reason for most of the student-respondents (86.36%) not to accept the statement was seemed that learning in Amharic bears no fruits expected and they were facing with language and content difficulties for they are not native to Amharic. Forty-two (95.45%) out of total student-respondents were treated fourth item negatively but only 2 (4.54%) showed their reaction positively. This shares the view that the medium of Amharic is failed to function its customers, the learners, and unable to lead students into the desired direction particularly at grass- root level.

This also testifies that students in Amharic medium remain with slow academic progress because of unfamiliarity of words and terms directly translated into Amharic by ill-trained persons and under qualified professionals. Due to this and other similar factors, students were tended to develop negative attitude towards the medium being used concurrently.

Student-respondents who were about 42 (95.45%) rejected the statement explaining that there is no opportunity for the students to have a solid foundation to extend their skills and knowledge in the Amharic medium at grassroot level. On the opposite side, 2 (4.54%) negotiated with the item in the sense that a national language when used as a medium can help students understand all the sources of knowledge. But, the feeling of the majority respondents comes across with the vivid understanding level of students on their social and cultural values gained in the walk of learning through familiar language approach and medium.

With the idea raised whether mother tongue education threatens to divide students along racial and cultural lines, all 44 (100%) responded "Yes". This clearly indicates that education in the mother tongue does not have threatening and dividing tendency among the learners along racial lines rather it benefits them with cognitive development and academic success and progress. And, it rather helps a child becomes more independent, confident and competent enough on his learning atmosphere where each activity is nearby available.

The last question on the table was responded positively by 4 (9.09%) of student-respondents whereas about 40 (90.9%) were given their responses negatively or "No". To this later group of respondents, Amharic medium can be acquired by the students without the impact of mother tongue because education in the home-language is not a severe obstacle to learn second language like Amharic and English. Reversely, for only 9.09% of respondents which is realistic, not far from the reality. For the students' choice of Amharic medium according to the majority (90.9%), the reason was not the difficulty of education in the Hadiya language because it does not have any ground to expose learners to Amharic language incompetence but it was a need for a wider communication, being national language.

So, most of the students (more than 90 percent) who are learning in Amharic medium found to be native speakers to Hadiya language and whose fate of learning in the medium is bounded with the difficulty of subject matter and challenging new words and terminologies. About 90.9% were highly interested in the learning of Amharic medium because it is a national language. This also reveals that there is lack of awareness among the learners about the use of language for instruction,

but what they need is a wider communication ignoring pedagogical, psychological and sociological benefits of a language as a learning tool by which they can easily grasp concepts and lessons, and it provides them with deep-rooted knowledge about the environment they live in.

Therefore, the above table shows a greater number of student respondents were negatively responded to the items unfavoring the use of Amharic medium for instruction. Because they confronted with difficulty even in forwarding questions in the medium, and their reading and writing speed in the medium is also low and questionable. On the other hand, some interviewed students and teachers suggested that even if the shortage of textbooks and other curriculum materials are the common major problems for both media of instruction, the situation of learning materials here in Amharic medium is severely considered. Most of them due to this and other difficulties of content learning through the Sabean script became hopeless and developed the sense of dissatisfaction to the use of Amharic language medium at primary school levels.

4.9 Perception of Parents and Students Towards the Choice of Medium and the Script for Instruction

Table : 10 Students and Parental Selection (Choice) of Medium of Instruction

Media of Instruction	Choice of Respondents			
	Students		Parents	
	Freq.	%	Freq.	%
Hadiyyisa	90	81.8	86	84.31
Amharic	5	4.54	10	9.80
English	15	13.63	6	5.88
Total	110	100	102	100

As can concisely be seen above, table 10 shows that how much the perception of students and parents is inclined to the medium of instruction presented. To this end, both implementers (students and parents) were asked similar questions differently to check to what extent the degree of their attitude is positively or negatively influenced each other. For the question "By now, is it Hadiya language or any other that you prefer to choose as a language of learning?": out of 110 student-respondents, about 90 (81.8%) were chosen Hadiya language, 5 (4.54%) Amharic and 15 (13.63%) English languages respectively.

It is thus convincingly Hadiya language was chosen by the students for their instruction as best medium. On the other hand, parents were asked a question like "which language do you or they (if you have children) choose to use as an appropriate medium of instruction in school?." Accordingly, 86 (84.3%) of them selected Hadiya language, 10 (9.8%) of them selected Amharic language and finally about 6 (5.8%) of them chose English for the instruction respectively. So that

in both cases (students and parental choice) the large section of respondents (81.8%) and (84.3%) chose Hadiyyisa to be the medium of instruction. To this expression the majority of the student - parent respondents have been reflected their justifications and evidences.

The evidences presented here suggest that:

- a) It is a good opportunity for the learners to bring the common-sense knowledge of the home to consciousness as an object of explicit to investigation. Because all education takes place through the medium of language he/she is very familiar with;
- b) It is certainly true that if the delivery of education is provided with a new language when they begin school, the over all development of the children throughout primary education will be affected by such a situation;
- c) It is also possibly useful to consider that the learning atmosphere and interaction in the classrooms becomes smooth and conducive in which knowledge is jointly constructed and people help others to develop their understanding. This is because the medium of home-language can serve as the essential condition of knowing, the process by experience becomes knowledge;
- d) When children go to school and become literate in the home-language, they are not simply extending their power into a new medium (reading and writing); they are learning a new way to learn;
- e) Education through the medium of home language does not mean that merely learning and examining what a child already knew but it strongly provides a more accurate assessment of the child's intellectual capacity. It is also a strategy (mechanism) whereby the learner can grow intellectually and internalize the processes necessary for such development;
- f) Through the use of home-language children learn to develop their believes, feelings and behaviors appropriate to the particular role in the society as well as to learn about the language itself;
- g) First language development can also enhance students' second language (Amharic and English) development and academic achievement.
- h) Since transmission of educational information and messages at primary level in the radio program is through the home-language, students learning can easily be promoted and the objective of the lesson is catched-up without confusion;
- i) Acquiring of language skills specifically reading and writing in the first language medium is easily learnable;

- j) Since home-language education has no ground to make students incompetent in Amharic language proficiency.

However, if the institution of the school exists fails to initiate children into more consciously designed, systematized and explicit ways of reasoning about the world, such an attempt to justify the use of home-language as the best medium of instruction will naively be judged and becomes nasty. The medium of language chosen, therefore, has to be used as the primary tool for developing pupils ability to move from the world of commonsense knowledge (everyday language) to the kind of technical and academic discourses required by the school syllabus.

On the basis of this fact, 81.8% of student and 84.3% parent-respondents who justified their position of medium choice with the above expression were recommended the language of Hadiya to be an appropriate medium for instruction.

4.10 Perception of Parents Towards the Use of both Hadiyyisa and Amharic Languages as a Medium of Instruction

The position paper contributed by the government of Guinea Bissau (1979) quoted by Weva (2003) declares that schools must be rooted in the village communities so that they can play the role of permanent learning environment. In line with this, parent-respondents from the selected three schools were interviewed about the use of home-language for the purpose of instruction. The question followed is "Are the language similar that the children speak at home and use in school to learn their education?" The response for the majorities (87.5%) has been "Yes" whereas for about 3 (12.5%) it was "No". Because most of the students in school informer case use their own language for instruction.

Therefore, there is a match between the languages of students spoken at home and used in school. But, in the case of later respondents (12.5%) there exists mismatch between the languages students use for instruction in school and communication at home. Surprisingly, non-of the students in the medium was fluent speakers of Amharic but all of them were native to Hadiya language. Some of the teacher-parents (12.5%) of this group logically justified their position with great remorse as they sent their children unconsciously to learn with the language which they do not know and speak fluently. At a time they did not understand the effects of Amharic medium in over-all academic development of their children and due to the lack of awareness and being unconscious on the use of language medium, they did it very stupidly, they furthered their view. That is why at base line any body or any professional or layman is expected to be psychologically ready, aware of

and conscious to use his/her full potential and maximum efforts for the academic achievements of the children, and they should not be far from appreciating their cultural values and using appropriately their own language. However, certain section of parents believed that there was no much concern and commitment made by the policy agents on the brief explanation of mother tongue education and awareness creation that contributes to the accelerated implementation of it. It was merely acted at the beginning equivocally and suddenly which at the same time engendered to 'Tabula Raza', arriving with white paper in the absence of adequate instructional materials, qualified teachers and conscious parental community forces.

Another question arrived to parent-respondents was "Is the delivery of education through mother tongue helpful and advantageous for a child to grow up with full personality at primary level?." Amazingly, about 24 (92.3%) responded that without a question mother tongue education is advantageous and helpful particularly for students' academic development. This is to mean that when education is delivered for a child at bottom line with a language he/she commonly knows, he/she becomes intellectually (mentally) capacitated and self-confident on the activity he/she needs to know or learn and interactive and active participant while working any tasks in the classroom with other persons as well as with teachers . To the contrary, only 2 (7.69%) were responded negatively to the statement claiming that even if Amharic language seems to be less contributing to the full growth of personality of a child, it has a tremendous role to link him with a wider communication.

Moreover, the view consolidates that since some parents have been from that language family (Hadiyyisa) who were conscious, and others were teacher-parents, a key elements in providing the medium of language for students to acquire educational knowledge is that of instructional support. Such a guiding support of both teachers and parents sees learning as a process of gradual internalization of routines and procedures available to the learner from the social and cultural context in which learning takes place.

Students also learn new skills by engaging collaboratively in tasks that would be too difficult for the them to undertake alone but can be completed successfully in interaction with parents and teachers at home-environment (community level) and in an educational setting. In accordance with this, in this interaction, the role of the teacher and parent teacher, as mother tongue education facilitator, is to provide the necessary support to allow the child to complete the task and also in the process to provide the child with an understanding of the problem and the strategies available

for its solution (Foley, 2003). However; if there is no possibility for children to spend a great deal of item (interactivity) with their families and teachers; and if the information delivery approach to them is minimal, no question about access to knowledge of the world is not available at the level. And, in the walk of mother tongue learning if there is unavailability of learning materials that are text books, teachers guides, folklores, poetry, syllabuses and other magazines, students of mother tongue would be disadvantaged which in turn endangers its implementation and the whole teaching learning processes in general.

During the research interview among the parent-respondents, the views of teacher-parents in both media were reflected here to the question posed: "Do you think that children who use Amharic as a medium of instruction are more academically powerful and potentially explosive than those who use Hadiya language?." One of the teacher-parent-respondents said that "It is impossible for me to compare children's power of learning and their academic success between both media. Since students in Amharic medium are very few in number in all school cases, there is a tendency to be less focused and they yield low academic achievements year to year for they are learning through the language to which their mental readiness copes little up with." To another respondent what was workable and persuasive view to the above item is that only mother tongue education at base line can produce students with increased ability and expanded academic power. The reason is children at this phase seem to be creative and potent, having great natural power. To extend the degree of such potentiality, they need to be guided and supported in their learning by their parents and teachers. Besides to this, there is availability of social interaction and language medium as a main vehicle to enrich and flourish the pace of students' academic posture. Such things are common and enhancing forces for the mother tongue learners and out-shining better performance of them in the medium.

But, on the opposite side, the same respondents suggested that the mismatch of the home and school languages is seriously affecting students' achievements and their expressive power in Amharic medium due to the language difficulty and other related factors. Generally speaking, it has been found from the research under taken that almost all parent-respondents were pleasantly observed that a match of home-language of their children with that of school language brought many advantages and successes throughout their learning. It is differently considered that learning for those students in a mismatched situation (Amharic medium) appears to be challenging due to the factors stated before. Also, they confirmed that education in the mother tongue cannot make interaction and communication of the learners dead and weak. A child can grow up more with full

academic development in the home-language medium than a language medium of the school. And then, overall students' scores and academic achievements in the medium of Hadiya language is also exceeding than those in the school medium. Hence, nearly all parent-respondents interviewed and asked felt that they developed positive attitude towards the use of Hadiya language and its script and clearly indicated their readiness to promote its implementation in collaboration with whole society if the school opens the doors and invites them to make an argument on the issues and affairs of the school systems.

4.11 Attainments of Mother Tongue Medium in the First Cycle (1-4) of Primary Schools

There is a common atmosphere to all languages in the country that can lead to success when used properly as a medium at grassroot level. Then, according to MOE (2002), over 20 languages have been used as a medium of instruction as the new curriculum became operational.

Closely related to this, a student–researcher referred secondary sources, checked valuable documents to develop know how on the operation of local language and delivered interview questions to the school principals and educational officials in search of reliable information on how schools as clearly put were succeeding in the use of mother tongue education since its commencement. Primary and secondary sources investigated similarly trace back to the success story of mother tongue education. Concerning this, Ato Amanuel Sediso (26-3-2008), one of the language experts, tried to narrate it as presented below:

ከ1986ዓ.ም ጀምሮ በአፍ መፍቻ ቋንቋነት (ከ1ኛ-6ኛ) ሃድይኛ ይሰጥ ጀመር። በመጀመሪያዎቹ ወራት በዚህ ዓመተ-ምህረት የትምህርቱ ሃይት ከአማርኛ ወደ ሃድይኛ በመምህራን አማካይነት ተተርጉሞ ሲሰጥ ቋንቋው ለማስተማሪያነት በመዋሉ ምክንያት የተማሪዎች የማመር ፍላጎት ከፍተኛ ነበር። በርግጥ ለመምህሩ ተርጉሞ ማስተማሩ ለአጭር ጊዜም ቢሆን ከባድ ነበር፤ ነገር ግን የተማሪው አእምሮ መነሳሳትና በቋንቋውም ለመማር ያለው ስሜት ጥልቅ በመሆኑ ሃድይኛን እንደ ሁለ ነገራቸው ይወስዱት እንደ ነበር እናስታውሳለን። ተማሪውም በላቲን ሲማር ይገብዝና ይበረታታ ነበር። ለዚህም ምክንያቱ የላቲን ፊደል በቀላሉ የሚገባና የሚነበብ ብሎም ከሃድይኛ ድምፅ አወጣጥ ጋር የሚሄድና ከእንግሊዝኛ ፊደል ጋርም ተመሳሳይነት ሰላለው ወዲያው ይለምዱትና ያወቁት ነበር። የሃድይኛ-እንግሊዝኛ ውጤታቸውም ተደጋጋፊና ተመጣጣኝ እየሆነ መጣ ። ይህም ምቹ ሁኔታ በመሆኑ የተመዘገቡ ተማሪዎች ፍላጎት ከጊዜ ወደ ጊዜ በእጥፍ እየጨመረ ፤ የሚያቋርጥና የሚወድቅ ተማሪ ቁጥር ግን በአጅጉ እየቀነሰና የቋንቋውም ውጤታማነት የላቀ ደረጃ ላይ እየደረሰ መሆኑን መገንዘብ ይቻላል። የሴት ተማሪዎች ተሳትፎ በመጨመሩ የትምህርቱ እመርታ ጉልህ እየሆነ መጥቷል።

Hadiya language began to render education as a medium of instruction up to grade six since 1986E.C. Teaching-learning process based on translation from Amharic to Hadiya language

made teachers very busy but such an attempt aroused students' feelings erotically and pleasantly postured their mental thinking on to the medium. Although it seemed to be equivocal for a teacher to run education in such a way (because textbooks were not yet prepared for this purpose), students were highly motivated by the pattern of a medium and ready to learn through with great enthusiasm and full passion. It was felt that education at primary level could be a guarantee for a child's full personality development and sustainable knowledge construction. Students in short time span were easily acquired and learnt the script chosen for the instruction as it is not intractably structured. It additively maximized students' learning brilliance since words can visibly be read and its pronunciation is related to Hadiya language system and has impetus to link learning with English language and its alphabets. This moving force of the Latin script to English medium testified a tendency of having perfect correlation between the results of students in Hadiya medium and academic achievements of students in English language medium. On the occasion of this, students enrolment and retention rates were alarmingly increasing from time to time, while dropout and repletion rates of the students become reduced; hence the relevance of mother tongue medium is tenaciously maximized and adorably enhanced in the eyes of the society. On the other hand, those forgotten and marginalized section of our society, the girls, become actively involved and benefited much more in the process.

From the interviews presented it is clear that the attainments gained from the mother tongue education is based on the substantial efforts made by the teachers, students, parents, principals, officials and other concerning bodies. There was real devotion and commitment on the side of teachers who struggled to teach students through their mother tongue by translating all the concepts intricated in the absence of textbooks and teacher's guides. Developed students' strong feelings, interests aroused and heartedly derives originated from a source in the use of Hadiya language as a medium were greatly contributed to its implementation. The active participation and hot discussion made on the issues of mother tongue education, its script appropriateness, and textbooks preparation by the linguists was considerably taken as a basement rock which later freed and paved the way for constructive ideas, supportive comments and relevant information either to be added up or rejected. An indispensable knowledge transfer, original word fabrication, an irreducible source of learning experiences, and initiated home-wise students' learning and encouragement obtained from the parents credited a lot in shaping and adjusting the life of the learners in the walk of mother tongue education both at home and in school.

4.11.1 Comparison of Students Over all School Attainments in both Hadiya and Amharic Media of Instruction

Under the up-coming portion of research study, students' over-all characteristics of school registration from the sampled schools on the basis of some selected formative years will be

presented in table 11. All therefore show that how many of students were enrolled, dropped-out, promoted to next grade and detained where they were/are in those years.

Table:11 Over-all Enrolment Behaviors of Students in Sampled Schools

School Name	Formative Years	Gross Enrolment			Drop-Out	Promotion			Detainment			Total
		M	F	T		M	F	T	M	F	T	
A	1994	461	505	966	8	458	500	950	3	5	8	958
	1995	462	599	1061	10	449	584	1030	8	10	18	1051
	1998	553	699	1252	5	545	687	1232	6	9	15	1247
	1999	689	702	1391	3	684	693	1377	4	7	11	1388
B	1993	440	551	991	4	437	541	978	1	8	9	987
	1996	484	596	1080	2	480	588	1068	4	6	10	1078
	1997*	597	647	1244	9	584	628	1212	10	13	23	1235
	2000*	593	703	1296	-	593	701	1294	-	2	2	1296
C	1997*	494	589	1083	15	484	575	1059	4	5	9	1068
	1998	565	700	1265	5	562	694	1256	1	3	4	1256
	1999	641	639	1280	2	640	638	1278	0	0	0	1278
	2000*	696	722	1418	-	696	722	1418	0	0	0	1418

Source: Educational radio transmission, co-curricular activities and over-all students service provision bureau of Hossana City Administration

Table 11 illustrates the distribution of students' enrolment and dropout rates, and the nature of promotion and detainment in each school. It also attempts to analyze the existing data of different years in different but selected school settings giving due attention for first cycle (1-4) grades of primary levels. All the processes in both media (Hadiyyisa and Amharic) from enrolment to promotion or detainment in the learning environment were collectively and inseparably considered in the table. It is therefore believed that years taken randomly with varying raw data under each focused school level help one to observe either the flow of students to school is permanently increasing with expected attainments or reversely going on unsuccessfully as wastage. Comparatively, according to data presented above, the situation of enrolment of students in the selected three schools (A, B, and C) was at an increasing rate. For instance, which is under the school "A" the number of students' enrolment was between 966 to 1391 and its dropout rate varied from 3 to 10 students. In the same school among the total student- population of 4644, about 4592 were promoted to next grade level, while 21 and 31 male and female students were detained in those years.

Secondly, under the school "B" rate of student enrolment in the years of 1993, 1996, 1997 and 2000 was alarmingly increasing and reached from 991 to 1296 whereas only fifteen students were dropped out the school. When we see the degree of promotion and detainment of students in these years, the case is not as such far from the above one. From the total figure of the school population (4596), about 4552 have been in the promotion zone, but only 15 male and 29 female students

have been found in the boxes of school detainment. Thirdly, circumstances considered under "C" school level were little bit progressive when we can look at all the sections on the table except the line of dropout rate. According to the information available, the increased enrolment rate of students, as registered 1083 students in 1997 E.C., continued with relative enhancement up to 1418 in 2000 E.C. On the contrary, about 22 learners were dropped their learning out. Surprisingly, 5011 students were promoted and very few number (13) was detained out of 5024 school students population.

This figure and data exclusively stress the successes and attainments of primary schools gained through the mother tongue education and efforts made by the whole sections of the society particularly at baseline (1-4) grades level. Since the delivery of education through Amharic medium is limited only in one section in all school atmospheres, the number of students is very few, and the medium itself was allowed to be used as a medium around 1997 E.C, the student-researcher is failed to compare such things with mother tongue education on separate paper.

However, the profile of students registered in three consecutive years (1997 E.C-1999 E.C) states that enrolment and retention rates in Amharic medium were stagnant and tended to gradual increment of dropout and repetition rates. Some times students by themselves reach at decision to transfer and shift to Hadiya medium where seemingly better classroom accommodation and hot discussion exists. Asked parents as they informed by their children, officials as they observed, and teachers as they involved in the teaching learning process extended their view in such a way that enrolment of students' in Amharic medium is low and high rate of dropout and repetition was considered; consequently the degree of detainment is exceedingly leading the degree of students' promotion from grade to grade. However, thanks to the so called " automatic promotion", students were forced to get themselves in promotion zone . Therefore, considering this level of education as a critical phase for a child to learn, an extensive frequent evaluation and follow-up has to be hastened as geared to come with valuable solutions.

Generally, the situations shown on the table were consolidated by the interviewed teachers, parents, principals and educational officials. Because they were asked the same question in different manner on the issues of enrolment, retention, dropout, and repetition rates and about the degree of promotion and detainment obtained and prevailed in the walk of home-language medium. Translated into classroom practice, as the table displays and respondents stress, this means that medium of mother tongue provides:

- an increased students' enrolment rate and ability to retain them in school until they complete their lesson
- a reduced dropout rate and repetition of students
- enhanced the degree of students' promotion
- a declined degree of students' detainment
- an encouraged progress of girls both in enrolment and academic success.

To conclude, primarily, it is considered that mother tongue education is greatly contributing to an increment of students' enrolment and retention rates. Which in turn enhances their learning to grow up with better performance and promotion and lowers the degree of detainment. Secondly, education in the home-language has a tendency to decrease students' dropout and repletion rates and closes the gender gap dominated the schools' curriculum for a long period of time. Out of this, as one of the officials in the town describes, following the implementation of mother tongue education many things were improved and progressively carried out. For instance, through the school committee established, parental-community involvement in supporting school building and material provision were fostered. Transmission of lesson for primary level through radio was started to widen and expand the scope of language learning and students' understanding level. The interest of parents was greatly initiated in facilitating their children's learning atmosphere in the medium. Communication and interaction in the classroom involved much more than exchange of words (written or spoken) between children and teachers. For example, body gestures, facial expressions and tone of voice specific to that language and culture as an all integral parts of non-worded communication signals conveying feelings, moods, attitudes of children towards the teacher they are talking to were amazingly developed.

Children also began to learn new ways and uses of language and the new means of invisible control inherent in the texts. That is why because they were not exposed to learn only from teacher-talk but also the language of textbooks, learning materials and other general but more related reference materials produced for the level by the help of government and society at large through professionals, educational officials and some local and national researchers. It, thus, gave an impetus to the improvements and academic achievements of students' learning, classroom results and national examinations promotion. Such out-comes and attainments, as an irreducible successes, seemed to be achieved and gained as a result of the use of mother tongue as a medium of instruction, keeping other related impetus in mind.

4.12 Comparison of Students' Academic Achievements and Subject Correlation in both Hadiya and Amharic Media of Education

This section of research study differently reveals the performance and achievement of the students in three language subject areas and media of instruction. This is to mean that students are taught at first cycle (1-4) grades through both Hadiyya and Amharic media, which will be compared in terms of their scores obtained from Hadiyyisa, Amharic and English subjects. On the other hand, the results of students in English medium (5-8 grades) who were formerly from Hadiya-Amharic media and the correlation of Hadiyyisa and Amharic subjects with English medium are also the focus areas presented below in table 12.

Table :12 Students' Academic Achievement and Language Medium Correlation at First Cycle of Primary Education (1-4) Grades

No.	Grade Level	Medium Category	Top-down Scores					Calculated Correlation	
			Subjects			Average	Rank		
			Hadiyyisa	Amharic	English				
	One-A	Hadiyyisa (Hadiya language medium)	100	-	99	99.6	1 st	r=0.945	
			100	-	100	99.4	2 nd		
			99	-	97	98.2	3 rd		
			92	-	90	90.5	4 th		
			89	-	91	88.3	5 th		
			Bottom-up Scores						
			50	-	41	45.5	46 th		
			53	-	41	49.6	45 th		
			52	-	44	51.8	44 th		
			60	-	66	59.4	43 rd		
	67	-	59	63.6	42 nd				
	One -B	Amharic Medium	-	85	78	85.2	1 st	r= 0.189	
			-	84	73	80.4	2 nd		
			-	80	76	80.2	3 rd		
			-	76	64	68.2	4 th		
			-	65	66	62.6	5 th		
			Bottom-up Scores						
			-	28	28	33	21 st		
			-	38	40	40.2	20 th		
			-	42	39	40.4	19 th		
			-	48	47	45.6	18 th		
	-	50	46	47.5	17 th				

Source: Educational radio transmission, co-curricular activities and over-all students service provision bureau of Hossana City Administration

Table 12 now more clearly presents top-down and bottom-up scores of three different subjects (Hadiyyisa, Amharic and English) achieved by ten students in first cycle of primary school at grade one level. Scores are of two types: in the first category they were eclectically taken from the sources available representing Hadiyya language medium, while scores in the 2nd category were earned from documents of Amharic medium

The table again tries to compare the achievements of students within the two separate media by taking twenty students' scores as a sample. Besides to this, an attempt is made to check whether there is any correlation between two variables: which are Hadiyyisa and Amharic media with English medium. With this spirit, when compared to Amharic medium, over-all academic achievements of students in the medium category of Hadiyyisa is more advanced and progressive. That is from the sampled scores only two individuals 2(20%) were low achievers but the rest 8(80%) deserved high scores in Hadiyyisa medium. Nonetheless, the figure in Amharic medium states that about 5 (50%) with a minimal subject matter grades, average scores, and rank levels has shown very low academic achievement. However, the remaining (50%) top-down scores are relatively good results but not as high as those top-down scores in Hadiyyisa. Because the individual scores of Hadiya medium indicate outwardly brilliant appearance. The total average of scores by 5 students in this medium was 96% whereas the scores of five students it was 78% in the Amharic medium.

The scores of 5 students in English subject from Hadiya medium is averagely 95.4% but the scores of 5 individuals in English subject in the Amharic language medium becomes 71.4%. This implies that students' in Hadyia language medium are performing better than those in Amharic medium. This can easily be ascertained by the data presented on the table under the subject Hadiyyisa immediately below to bottom- up scores. One of the main reasons for this is the individual scores of Hadiya medium (all are above 50 out of 100 percent) and the second is comparatively low scores of five students (41.2%) of Amharic medium. To sum-up, the average top-down scores of students in Hadiyyisa and English subjects from Hadiya medium category is 96% and 95.4% respectively. The average scores of bottom-up in the same medium is also 56.4% and 50.2 consecutively. On the contrary, it is 78% for Amharic and 71.4% for English subjects, and about 41.2% of Amharic and only 40% of English subjects was averagely scored by the students at bottom-up level. Which is, hence, far from the average scores achieved by the students in the use of mother tongue (Hadiyyisa) as a medium of instruction. An indication of this documentary sources is corresponded and matched with what the teachers, principals and education officials attached to it in previous sections that is students become high achievers in the mother tongue education and perform better in English subject area and medium more than those who use school language (Amharic). For this reason it is considerably possible to say that the contribution of mother tongue education on the learning process of English language as well as its medium is tremendous, has positive impact and tendency of correlation.

Such a result obtained by the students is both Hadiyyisa and Amharic media has something to tell us with regard to correlation each subject may have to English subject/ medium. In fact a correlation exists between Hadiyyisa and Amharic to English was computed and identified. Accordingly, both variables have a correlation with English language but such relationship prevailed is differently considered in each subject area.

In the case of Hadiyyisa (Hadiya language) the computed correlation coefficient is ($r= 0.945$). This result can have an interpretation of existence of very high correlation between two variables at the 0.01 level of significance. As the computed value indicates, the experiences (performance) of the individual between Hadiyyisa and English are very highly correlated. The relationship exists between the scores of students in two subject areas is positive but quite dependable relationship. Due to the existence of strong closeness between Hadiyyisa and English subjects and languages, students' effectiveness and academic success is witnessed and secured. Computed correlation coefficient in the case of Amharic medium is ($r=0.189$). This value on the contrary tells us the existence of slight relationship between two variables. This is to say that there exists almost negligible relationship between Amharic and English performance of the individuals. Which is also quite far from the calculated value of Hadiya medium indicating little or almost no contribution to English performance of the students. So that one can boldly understand that dependability and closeness prevalent to both Hadiyyisa and English has staunchly been strengthening over-all learning activities of students through out their academic years, while others in the medium other than this are missing and at a loose end without a definite occupation.

Subject area Correlations and Achievements of Students in both First and 2nd cycles of Primary Schools under Hadiyyisa, Amharic, and English Media

Table: 13 Subject Correlations and Academic Achievements of Students at Different Grade Levels under Different Media.

Grades	Medium Category	Subjects	Correlations		
			Subject Correlations		
			Hadiyyisa	Amharic	English
4 A	Hadiyyisa Medium	Hadiyyisa	1	0.210	0.871 (**)
		Amharic	0.210	1	0.520
		English	0.781(**)	0.520	1
4 C	Amharic Medium	Hadiyyisa	1	0.811	0.644
		Amharic	0.811	1	0.061
		English	0.644	0.061	1
6	Hadiya language background	Hadiyyisa	1	0.412	0.945
		Amharic	0.412	1	0.91
		English	0.945	0.91	1
	Amharic language background	Hadiyyisa	1	0.172	0.999 (**)
		Amharic	0.172	1	0.148
		English	0.999 (**)	0.148	1
8	Hadiya language background	Hadiyyisa	1	.	1.000 (**)
		Amharic	.	1	0.966
		English	1.000 (**)	0.966	1
	Amharic language background	Hadiyyisa	1	.	0.849
		Amharic	.	1	-352
		English	0.849	-352	1

Source: Educational radio transmission, co-curricular activities and over-all students service provision bureau of Hossana City Administration

Table 13 in first row displays the conduction of research study at the last classroom level (4th A versus 4th C) of first cycle in different schools taking both media (Hadiyyisa and Amharic) in comparison to consolidate finding obtained in table 12. It is thus easy to see the computed correlation coefficient of each subject in two medium categories; however, under the heading of "Subjects" in Hadiyyisa category the calculated value between the individuals' achievements of two variables (Hadiyyisa and English) is (r=.0871) and its correlation is significant at the 0.01 level. The indication of this value is then the existence of high correlation between two variables. The academic success of students in Hadiyyisa has a marked relationship with the performance of English subject/ medium. But the computed correlation coefficient between Amharic and English can be interpreted as having moderate relationship because the obtained value is (r =.061). Thus, in this case the degree of correlation between the scores of individuals is positive and substantial but small relationship.

As has been clearly stated at the beginning of this part of the study, the condition of education delivery program in the primary schools of Hossana town is a little bit different. That is, in the first

phase (1-4 grades) of primary schools, Hadiyyisa (Hadiya language) is taught as a medium of instruction. And in the same fashion, only one section at each grade level (1-4) in this phase, Amharic language is used as a medium of instruction but Hadiyyisa as a subject is given in Amharic medium from grade 3 up wards and reversely the same is true in Hadiyya medium. However; students' after completing first phase lesson in both media, join together in the 2nd phase of primary education (5-8) and begin to learn all subjects in new medium (English). Now, both Hadiyyisa and Amharic subjects remain as common subjects to be taught independently. Concerning this, student- researcher employed his study on three schools at different grade levels. And then students' performance of different subjects from Hadiya and Amharic language backgrounds at 6th grade level in one school and achievements of students at 8th grade level in different school settings, taking both media backgrounds, were collected and their correlation was computed and calculated.

Accordingly, here is again the relationship between Hadiyyisa and English subjects becomes positive but the degree of closeness has been very high correlation. Which is proved by the value ($r=0.945$) obtained through computation of correlation between two variables. Nevertheless, Amharic - English correlation is slight. As the calculated value ($r=0.148$) of both variables is found between (0.00-0.20), the type of relationship between the performance of individuals refers to almost negligible correlation. On the other hand, quite differently, the correlation between Hadiyyisa and English subjects at 8th grade level falls on ($r=1.000$) at 0.01 level of significance as it is obtained by computation. That is, in other words, an implication of perfect correlation stating outwardly almost identical relationship between the students' achievements of both Hadiyyisa and English subject areas. Whereas the extent of relationship between Amharic and English subject areas considered through calculation is surprisingly negative. This (-) sign therefore tells us the existence of negative relationship between the scores of two subjects. The computed value ($r=-0.352$) of correlation coefficient has an indication of negative relationship between Amharic and English performance of the individuals. In a simple term, it is possibly said that due to the major factors mentioned above, an increase of students' achievement in Hadiyyisa as a subject and medium of instruction greatly corresponds to an increase of students' performance in English subject as well as medium.

Opposite to this, at different grade levels as observed previously, a decrease of students' scores in Amharic medium and subject at both cycles corresponds to a decrease of English subject or medium performance of individuals. But some times; when academic achievements of students in

Hadiyyisa are in harmony with an increased results of English language, reversely, a decreased performance of Amharic medium students corresponds to an increase of students' achievement in English subject. This shows the correlation between Amharic and English seems to be sometimes positive but scanty and negative another times. The type of relationship considered between Hadiyyisa and English subjects and media as well however at both phases is positive but quite dependable and perfect sometimes. For why this, among the interviewees, some trace to linguistic base- as students' learning carries out in their mother tongue using Latin script, reading different terms (words) corresponds to the way of pronunciation employed in the language native to them. Some again are in harmony with the similarity of alphabets in both Latin and English languages. Some also justify that learning in one's own language means learning all cultural values he/she pass through and well familiar with. Others add up all the learning's in the classroom situation are a cumulative effect of experiences and knowledge sources he/she brings to class from the environments he/she lives in. And some others still emphatically stress on disposition, positive attitude developed towards it, consciousness and awareness created and support substantiated from all corners of the society. Such a contribution however in a situation where instruction is given other than Hadiya medium is relatively comparably unsatisfactory.

4.13 Comparison of Teachers Perception towards the Availability of Curriculum Materials

Table :14 Teachers' Perception on the Supplication of Teaching- learning Materials.

Items	Respondents, N=26				
	Yes		No		Total
	Freq.	Perc.	Freq.	Perc.	%
I fear that a lack of curium materials in the use of mother tongue education earns deficiency on the development of the students' higher order thinking skills	20	76.92	6	23.07	100
Learning materials of mother tongue education were contextualized when prepared	5	19.23	21	80.76	100

A major problem for curriculum studies and teaching courses in African institutions is the lack of a satisfactory African text books (Salia Bao, 1989). With regard to this, teacher respondents (76.92%) on the table presented tended to accept the idea of first item, while 6 (23.07%) of them rejected it. Majority of respondents have found that the development of the students' higher order thinking skills and over-all growth of educational knowledge would be deficient unless mother tongue education is supplemented by adequate curriculum materials. Concerning the second item according to 5 (19.23%) of teacher-respondents' perception, learning materials were context based during preparation when mother tongue education began. But the contextualization of learning

materials at the preparation phase was rejected by the majority of teacher respondents 21 (80.76%).

This is because according to Salia-Bao (1989) , an effective curriculum is one that fits the needs, culture and environments of a country, and which is based on the philosophy, politics and economy of that country, thus contributing to national unity and development, and ideological and social cohesion. As oppose to this, those learning materials of mother tongue were directly translated into Hadiyyisa from the knowledge sources already available in Amharic and English reading materials completely ignoring what is suggested by the scholar above and other researchers for the implementation of mother tongue education and school curriculum. As a result, such an attempt earned failure and difficulty in overall context learning of students from the textbooks because foreign, ambiguous and unfamiliar terms and words were not identified and substituted by the terminologies equivalently available in the language being used. In other terms, in most cases students were exposed to learn the nature of both Amharic and English languages through Hadiya language medium putting aside the needs, culture, environment, language nature and the life philosophy of that particular society. Unless such situation is thoroughly investigated and those learning materials are very critically and carefully re-treated and re-revised in line with the day-to-day lives of a society, reversely invalidation of native culture and its language and pervading the culture of school language into mother tongue education will occur which can in turn destroy the attainment of students in learning and contributes to a high drop-out rate endangering curriculum implementation at bottom layer level.

To the one of the interview questions asked:"How do the teachers respond to the availability and quality of the text books?" teacher-respondents consolidated the view in the way that text books availability in both media of instruction is unsatisfactory and inadequate. Because generally students in the primary schools of Hossana town are suffering a lot from the shortage of textbooks needed to carryout effective instruction. For instance, when we look into the preparation and availability of Amharic learning materials, there exist small amount of textbooks which are not also contextualized and less intricated for almost all the learners are second language students. The availability of the curriculum materials (textbooks, teacher's guide, syllabuses, reference materials and other learning materials) in the schools to a greater amount has failed to satisfy the demand of the school community as a whole and its preparation was also unable to define the psychology of learning, understanding level of the students and the context, a richly detailed environment which excels education as the best habitat for it.

According to school principals and teacher-parents, the availability and the quality of textbooks is mismatched why because texts are to some extent available for the students but the quality of them has to be examined and questioned. They extended their suggestion that as they discussed several times about the quality of textbooks with subject teachers, language expertise and other educational experts. However, there was no tangible solution for those identified challenges from the concerned bodies and subject specialists. Therefore, Ato Bekele E'lisho (29-2-2008), one of the teacher parents, said that:

በአማርኛ ይሁን በሃድይኛ የመማሪያ መጻሕፍት በጣም የተንዛዙና የተማሪዎችን የመማር ፍላጎት ሊቀንስ በሚችል መልኩ የተዘጋጁ ነው የሚመስሉት። የትምህርቱም ይዘት በማይታወቁ ቃላት የታጀቡ እጅግ ከባድና የተማሪውን የግንዛቤ ደረጃ ያላገናዘበ ነው።

Inappropriate preparation of text books engendered to the reduced psychology of students learning. Contents and learning experiences selected were full of alienated terms, intractable and not relevant and beyond the understanding level of the students.

This is, of course, common problem of the country as a whole and such a trend must be alleviated at the initial stage otherwise what follows seems to be disinteresting. Sometimes contents are invited in the text books inappropriately leading learners to confusion and failure of handling what they are learning and reading both from the teacher in the class room situation and the textbooks wherever they are. Consequently, the students may develop the feeling of disregarding and dissatisfaction on the textbooks that also could be an obstacle in the teaching learning process and implementation of primary school curriculum. However; as a solution, asked educational officials regarded that now recently all the text books were assessed and passed through evaluation and revised including all possible suggestions, relevant comments and constructive opinions contributed from the wider sections of the society. And they began to distribute newly revised learning materials to primary schools in the town but yet some of the schools are not part of the distribution it may be due to the shortage of copies it faced or time unavailability. Following this, content difficulties, ambiguity of some technical terms, irrelevant psychology of learning and imbalanced age and understanding level between the textbooks and the learners were reduced and diminished down to a certain amount.

Here, therefore, a tremendous role is expected to be played by the teachers as well as the subject area specialists in collaboration with other sections of education to consider this problem when they teach and produce the textbooks (contents) and other supplementary materials. The selection

of contents and learning experiences as well as instructional methods (approaches) is remained as a sole responsibility for the subject teachers understanding the needs, interests and the life experiences of the learners to meet this demand. The subject specialists must follow the same procedures when they prepare and develop student textbooks for the schools.

Lastly, school principals and students were asked a question: "How do you describe the student-text-ratio in both cycles of primary schools?". The researcher found out that there are different types of textbooks distributions in three sampled schools. At Alemu W/Hana primary school level, student-text ratio for grades (1-4) in Hadiyyisa medium of instruction is averagely 1:2 (one-to-two ratio). For Amharic medium at (1-4) grades level, it is at average 1:6 (one-to-six) for all subjects. In the sections of 2nd cycle of this school (5-8), the average ratio is 1:2 (one -to-two).

In Girma Bekele primary school for both first cycle (1-4grades) including Amharic and Hadiyyisa media of learning and second cycle (5-8), the average student text ratio is 1:4 (one-to-four). In the case of Ersu Adada primary school, student-text-ratio for Hadiyyisa language medium at average is 1:2 (one-to-two), and 1:5 (One-to-five) in Amharic medium and it is averagely 1:3 (one-to-three) at the 2nd phase of the school (5-8). When generally compared the student-text-ratio of rural primary schools in Hadiya zone, the above figure (average-student-text-ratio) in the case of Hossana primary schools is relatively satisfactory. Student text-ratio in Alemu W/Hana primary school in both cycles except Amharic language medium is better seemed than those of two schools because this school is a model school in the town.

Again, distribution availability of textbooks in Hadiyyisa is seemingly promising and sufficient but the situation in Amharic medium seems to be twofold and challenging when its textbooks distribution is compared with the Hadiyyisa which has relatively fair distribution. But still the demand for teacher's guide, syllabus and other alternative materials in all subject areas is not fulfilled and adequately treated. Both principals and officials associated their view in such away that the schools have not have any ground to face with acute problems and difficulty as before as serious measures have been taken recently in this and other regards. Previously, it was obvious that there were various challenges to satisfy the needs and respond the matters of the students however now, concern of text books and other necessary materials becomes promising and further yielding.

In spite of this fact, a student-researcher is fearful and not confident enough that how much the availability of textbooks is sufficient, satisfactory, and problem solving unless the students

learning and creativity is harmonized with the relevant and furnishing reading materials in the school climate. Textbooks, when fulfilled, encourage students' learning and give an exposure for them to engage their mind on those exercises and activities available in the text but supplementing such learning and interaction of students by further learning materials is suggestive and highly expected from them. To achieve the objective set, goal of widening students' mental horizon and implement school curriculum very efficiently, still there must be fabrications of learning, some additional references, and supportive alternatives in the school of multi-environment.

4.14 The Roles played, Actions taken and Participations reflected by the Teachers, School principals, Officials and Parents in the Implementation of Mother Tongue Education.

Table:15 Roles and Responsibilities of Teachers and Principals, and the Degree of their Participation in the Use of New Media.

Items	Respondents, N=26				
	Yes		No		Total (%)
	Freq.	%	Freq.	%	
The role and responsibility of teachers and school principals in promoting and contributing resources to the teaching-learning process of mother tongue is tremendous	22	84.6	4	15.4	100
I was one of the involving parties in course of writing and producing reference materials.	8	30.76	18	69.23	100
I often observe hot discussion and interaction among the school, educational officials, parents and the teachers on how to use and implement the new instruction	20	76.92	6	23.07	100

With regard to roles and responsibilities played by the school principals in table 15 about 22 (84.6) percent of teacher-respondents responded "Yes" while only 4 (15.4%) "No". From this what we can judge is that the significant roles played by the teachers and school principals promoted mother tongue education. Since the time of mother tongue education has begun to be used as a medium of instruction, it passed through very challenging phases and faced shortage of textbooks, qualified teachers, well trained persons and contents which lacked sequence, integration and continuity. Even though the delivery of education through mother tongue secures the equality of languages, preserves its culture, history and all the values and norms, makes students to adore their language, culture, and people and helps them develop self-confidence, it was seriously damaged by the lack of curriculum materials and appropriate instructional guidelines (syllabi, teacher's guides, and other relevant readings materials)

It is therefore in this spirit that majority of teacher-respondents (84.6%) responded positively to the item as both the teachers and school principals were responsibly made an attempt to tackle such challenges encountered step-by-step and contributed a lot for the adjustment and re adjustment of

mother tongue instruction. As another interviewed teachers added up, we were unstoppably struggling and fighting with such an acute challenges and serious problems our language implementation affected by and confronted with since its beginning. This is because the desired goal and set objective can not be achieved over night without ups and downs. Due to the contribution and promotion of resources (inputs) to the teaching-learning process in both media of instruction, there will not have any room for those serious problems to negatively affect and cease the process of mother tongue education expansion and an enhanced quality of power influencing the whole language users as well as the learners.

In the campaigns of problem solving first the area of major challenges was identified and then opportunities were created for solution among the officials, teachers and principals. So that teaching-learning process in Hadiyyisa and Amharic media supplemented by reducing down difficulty and alienated terms from the contents, and conducting assessment program for curriculum materials. Producing additive dictionary and reading materials, providing incentives and feedback for teachers to make them prepare learning materials and get ready to appropriately and confidently implement the curriculum and lending hand to different corners in search of some books needed for the instruction so as to narrow the gap between inputs and processes of teaching. However, unceasing complaints and everlasting loud wordless sound utterances are there to be heard from the all corners of a society and any program needs to be renewed and improved, there has to be continuous follow-up programs, evaluation, adequate supply of materials and other necessary facilities in the implementation of our curriculum.

Secondly, for the question raised as whether they were taken part in writing and producing reference materials, 8 (30.76%) responded to item number 2 agreeably whereas majority of them 18 (69.23%) were negatively responded and disagreeably indicated their responses. Of course, as far as a student-researcher knowledge concerns, there were some teachers who involved in the preparation and production of textbooks and additional materials for mother tongue education since such a trend and writing skills of the individuals was already prevalent during Derg regime when literacy campaign provoked in the region, and there were publications (books and magazines) still whose pigments are serving as a genre for today's language policy implementation. That is why 30.8% of respondents reacted positively to the statement and ascertained this fact tracing back to military government. But to the 69.23% of teacher-respondents, participation of course writing and reference materials preparation for certain years since mother tongue education commencement was questionable and quite untalkable. Because,

most teachers at the beginning were offering education by translation and thinking about how to provide education through mother tongue translating materials written either in Amharic or English into Hadiya language medium. At this point, the involvement to this group of respondents was less and marginal. Nevertheless, other interviewed group of teachers said that “even if it was not satisfactory and as they wished to involve, the degree of teachers' participation in the evaluation of textbooks and other curriculum materials later on became slightly differently significant.” They also began to participate in instructional materials preparation to aid and supplement the actual learning process in both media. It is also undeniable fact that until many professionals emerged in the field and convinced about at the eve of mother tongue education, the work of textbook writing, edition of its contents and preparation of reference materials in the languages was left for few individuals without know-how and psychological readiness. Such an action is not of course encouraging and supporting, for the educational scholars strongly stress that an innovation at its preliminary phase has to be progressive but not be done very hastily without warning (awareness creation). As a consequence of those attempts made upon the issues stated above, the participation of subject teachers and other professionals is nowadays promising and appreciating.

Thirdly, about 20(76.92%) of teacher-respondents replied positively to the statement they were asked whether there is interaction and discussion between the schools and community as whole concerning mother tongue education. Unlikely, only 6(23.07%) responded to it negatively as they could not see any discussion and interaction relevant and necessary to the implementation of mother tongue between those concerned bodies and the schools.

It is, therefore, possible to say that the process of learning between the two media (Amharic and Hadiyyisa) and the implementation of primary school curriculum specifically language policy is facilitated, taking its best part in the eyes of the users and growing vigorously. Schools as a base for further and full personal development should provide and invite hot discussion, clear communication, interaction and other basic responsibilities between teachers, parents and officials towards the use of new innovation as well as school curriculum. Teachers and principals of schools should establish friendly and co-operative relationship with the parents of the learners. They have to mobilize potential resources available in the environment surrounding parents and arouse their feelings and interests to serve the schools and make them involve actively in building and furnishing the external and internal structures of the schools where their children can learn

with facility. Parents should also take their part in all school affairs and must be encouraged to observe their children's academic achievement as well as social interaction with peers and school community.

It is also believed that schools are the organizations where different learners banded together with different experiences and understanding levels to collectively learn from each other. This means that the school opened for the community has to shape and prepare children for tomorrow and to the desired direction in collaboration with teachers and parents. The teachers as significant role players should link the school with the community and provide times available to discuss problems with them on the teaching learning processes. Teachers, parents, school principals and educational officials were again interviewed in this regard and responded that students learning in Hadiyyisa medium is strengthened by the parental community home-based support and their children are leading their educational life without difficulty and confusion. The interaction and communication created between the schools and educational officials and other concerned bodies targeting provision of materials supply, identification of serious problems to mitigate and providing regular and frequent follow-up on the students learning and teachers' delivery of subject area competence could be taken as the major gains in the implementation of mother tongue education as well as school curriculum in general.

According to them as the schools opened its door to parental-community involvement, they are vigorously building up the implementation of primary school curriculum and psychologically ready to foster school learning of their children at home when they return back. School to school communication, exchange of ideas between the teachers at different school levels, school to educational officials interaction and teacher-to-student free discussion already established have recently advanced to challenge all-together the existing situations and to clearly appropriate the home-language education at primary level. Although all those attempts gained fame at this point, still there is a 'need' to be filled and narrowed. So that when others walk we must run twice as our athletes because there exist long journeys to step-down our feet on the implementation of primary school curriculum at grassroot level.

CHAPTER- FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This is the last chapter of the research study dealing with the summary of major findings and results, drawn conclusions and recommendations made by the student- researcher on the implementation of mother tongue education

5.1 Summary

5.1.1 Findings of the Study

The major results and findings of the study obtained from the analysis made on the data collected through the methodologies employed will be summarized below:

I. Comparison of challenges with respect to skill training provision and teachers' qualification. The research findings show that:

- ❖ About 61.5% of primary schools' teachers have been offered a short-term in-service skill training provision on how to implement mother tongue education and the medium of Amharic. This means those teachers (61.5%) who are serving primary schools by now are formerly TTI graduates from Amharic medium who were at the same time assigned to offer education through Hadiya language. By taking only five or eight days short-lived in-service skill training provision and a one year pre-service training in old curriculum using Amharic as a medium, an attempt was surprisingly made to run the delivery of mother tongue education by those graduates in this sphere .
- ❖ Only 15.4% were passed through a one year or pre-service skill training program. It reveals that in these primary schools of Hosanna town the number of teachers with a long-term or pre-service training program was either very low or nil. All the vacant positions are occupied by the aged and experienced teachers from the former curriculum but short-lived trainees, inexperienced and unqualified in the use of mother tongue education. Such situation led many pre-service trainees of mother tongue education to be evacuated and deported to rural areas leaving a serious scar on the primary schools of Hossana town where the demand for qualified and well-trained persons is high.
- ❖ About 23.07% of primary school teachers were not trained at all for the level which requires at least a diploma graduate. Differently, this best describes the complete absence of qualified teachers for mother tongue education (Hadiyyisa) in 2nd cycle (5-8) of

primary schools. This is to mean that unlike Amharic and English subjects, Hadiya language is delivered in 2nd cycle by those first phase language teachers who were not fit for the position and qualified enough for the level. In this respect, what the result of the research study boldly here narrates is that the training provision and its orientation offered for the first phase of primary school teachers to implement new innovation was inadequate, shot-lived and insufficiently treated since the period of mother tongue commencement. The second phase mother tongue (Hadiyyisa) teachers were all short-term certificate teachers in old curriculum who incapably assigned a load to lift up over their shoulder.

And also in the Amharic medium of first phase (1-4) of primary schools, most Amharic subject teachers were taken training of Amharic as a second language but what they were teaching are texts of Amharic prepared for Amharic learners as a first language. Here, the trend of training provision, Amharic textbook preparation, teachers' responsibility and students' learning was intricately and mismatched. Since most of the students in the Amharic medium are native to Hadiyyisa, content learning becomes more challenging because texts prepared belong to learners of Amharic as a first language. Meaning, teachers took Amharic course in the institution as a second language trainees but the texts they are offering were prepared for 1st language learners in the primary schools .

II Comparison of challenges with regard to curriculum material supply and content learning. The research findings also

- A. Clearly illustrate that the preparation and translation of learning materials since mother tongue beginning in both media was not contextualized and held dozens of problems in it
 - B. Concisely put that the supply and availability of curriculum materials to the media was employed and being used was considered as unsatisfactory and insufficient
 - C. Briefly state that content learning and understanding level of the learners in Hadiyyisa and Amharic media appeared to be mismatched and lacked relevance
- ❖ About 80.8% of teacher-respondents argued that the responsibility and task of translation was left for some semi-professionals and ill-trained persons at the eve of mother tongue education. It did not allow all active professionals and intellectuals to actively involve in both translation and preparation works. Because it was hastily and suddenly exploded and provoked to certain group of individuals. Learning materials prepared due to the above factors were not contextualized and inline with needs, interests and the cultural values of a

society. This is partly, 1st the inability of those semi-professionals to include the cultural heritages and life philosophy of that particular society into the language, 2ndly direct translation of both Amharic and English versions into Hadiya language learning system. That was finally exposed the medium being used to hold and be loaded with the terms and words alienated out of the context. This situation then fits with what the scholars viewed in literature part.

- ❖ About 76.9% of respondents agreed that the implementation of primary school curriculum (both Hadiya language and Amharic media) was affected by the shortage of curriculum materials relevant to carry knowledge sources. The demand of the school population and the supply of learning materials were not balanced.
- ❖ The shortage of textbooks, among others, was worsening and creating huge gap between the learners and learning environment. The classroom environment with its instructional process was insufficiently supplemented and supported by teachers' guide and other reference materials. Due to the incapacity of schools libraries to accommodate curriculum materials and to help maximize students' learning, their feet were folded back twice and not busy to hurry (rush) to reading rooms for there is no chance to view the single world ones again.
- ❖ Thirdly, content inappropriateness and its failure to cement the psychology of students' learning with the context surrounding them was another acute challenge. The contents and learning experiences available in the texts and selected were unrelated to day-to-day activities of the learners and they were difficult to understand easily as they were directly transformed knowledge sources of other written versions but not refined and screened out.

In spite of the fact that those challenges and acute problems related to mother tongue education as well as Amharic medium complicated its implementation, by the actions and measures taken through time were being diminished and held promising future in this respect initiating and arousing students' learning. Because content difficulty and its intractable nature with unknown terms were shrunked, and the availability of curriculum materials to some how implying the sign of improvement

III. Comparison of teachers, students and parents perception towards the use of mother tongue as a medium of education. The research findings

- State that majority of the teachers (96.5%), the students (93.7%) and the parents (92.3%) were appeared to be in-harmony with the instruction of mother tongue education as a medium of instruction, while insignificant number of the respondents was favored the use of Amharic as a medium.
- With regard to students' and parents' choice of medium for instruction, one hundred ten students who participated in the questionnaire were assigned to come with their and parents' view. Accordingly, 90(81.8%) of student respondents preferred Hadiyyisa, 15(13.6%) put English at 2nd place and finally 5(4.54%) chose Amharic as a medium of instruction. On the other hand, 86(84.3%) , 10(9.8%) and 6(5.88%) of parent respondents preferred Hadiyyisa, Amharic and English respectively. And an interviewed teacher respondents 22(84.5%) again made Hadiyyisa first, 3(11.5%) English second and 1(3.8%) Amharic third.. In this sense, a high percentage of teacher- 22(84.5%), parent- 86(84.3%) and student- 90(81.8%) respondents preferred Hadiya language to be instructed as a medium at primary schools.
- Elaborate that 26 (100%) of teachers and more than 90% of interviewed educational officials, school principals, parents and 85.3% students were selected the use of Latin script for the instruction of mother tongue education as it is easily understandable to read and write words and terms
- Indicate that in all primary schools of Hossana town both Hadiyyisa and Amharic media are being used for instruction. However, 26(100%) of teachers, 96(100%) of students and (87.5%) of parents were dissatisfied with the instruction of Amharic as a medium and recommended a shift from Amharic to Hadiyyisa. Again some teacher-parents who sent their children to Amharic medium were felt that they are in great remorse for their children missed pedagogical, psychological and sociological advantages of home language as they are native to Hadiya language.
- Show that 40 (90.9%) of students in Amharic medium preferred to learn through Amharic since it is a national language. In this regard, for more than 90% of Amharic medium students the purpose of the language use as a medium was vague. Since majority of the students in Amharic medium are second language learners and were not oriented about,

they failed to understand its academic benefits rather thinking about wider communication it earns.

- Again stressed 86.3% of students in Amharic medium were disinterested in the medium of instruction and more than 90% were developed negative attitude towards it as they were severely faced with content difficulty and its irrelevance to their daily lives as well as the society at large. This view was also strongly confirmed by the interviewed Amharic teachers, school principals, and educational officials (who continuously evaluate and assess students' achievement and academic potential of each student in the medium chosen) and the parents.
- All the subjects of the study (teachers, principals, parents, students and educational officials) expressed their heart felt that Hadiya language should be expanded, skill training provision for the teachers should properly be given, a single class in the use of Amharic medium should be merged into Hadiya language medium, and they suggested that the provision of Hadiya language instruction must continue up to college level to produce qualified and well-trained teachers for the 2nd phase (5-8) instruction of Hadiya language

IV Attainments gained in the use of mother tongue education. According to the research finding (93.7%) of student-respondents indicated the view with regard to successes they obtained from the walk of mother tongue as follows:

- First as all education takes place in the medium of language she/he is very familiar with, she/he had a good chance to bring her/his common sense knowledge to consciousness (school environment to deal with through investigation).
- Learning atmosphere and interaction in the classroom became smooth and conducive so that knowledge is jointly constructed and understanding level is developed.
- Acquiring of language skills (reading and writing) in the first language is easily learnable
- Students have got an exposure to learn from the transmission of radio lesson as a remedy and consolidation
- Students' academic achievement become improved and second language development was fastened because their first language development enhanced its acquisition in the learning process
- Children learn to develop their believes, feelings and behaviors appropriate to the particular role in their society

- Education in the mother tongue does not mean simply learning what the children already knew but it is a more accurate assessment of the children's intellectual capacity
- Children's understanding and level of thinking was developed on the use of their language, their cultural values, their historical inheritance and the whole life philosophy of their community due to linkage of their home-language to school language.
- Overall, students in the medium of their own language are learning a new way to learn the essential condition of knowing (the process by which experiences become knowledge), growing full personality development throughout primary education, and acquire second language very easily.
- They developed constructive attitude towards other nationality languages in the country and respect and appreciate them through enjoying diversity for the nation building because promoting learning in a number of languages and the provision of mother tongue education in nations and nationalities is not a mistaken attempt and does not disrupt the national integration of the state and degrades the value of national language.

V. Attainments as a result of mother tongue education were also viewed by the (88.5%) of teacher-respondents. Accordingly education in the mother tongue:

- ◆ Secures a child's right to learn his/her education through his/her own mother tongue
- ◆ Makes students transfer knowledge more efficiently from baseline to proceeding level enhancing their later learning in second languages.
- ◆ Helps students to relate their school learning with their daily activities in the environment
- ◆ Avoids frustration and confusion among the teachers and the students when they discuss the lesson together in the classroom
- ◆ Enables children to learn better and grasp well the subject matter and perform better when medium of instruction becomes English in the 2nd cycle of primary school.
- ◆ Holds the key to make schooling more inclusive for all promoting the core values originated from the principles of human dignity and equality,
- ◆ Can serve as a powerful force for nation building but not as disrupting the national integration of the state as it has a power of tolerating and stabilizing the politics of a country
- ◆ Makes the children academically powerful and potentially explosive for it provides an exposure to learn their lesson through multiple media as the media by themselves re-enforce each other.

- ◆ Increases students' understanding level of English language skills, maximizes their subject matter knowledge in the English medium and makes them competent enough in the proficiency of Amharic language
- ◆ Creates a good opportunity for the learners to know and investigate some relevant, hidden, and buried words and terms which they want to examine and deal with, and how these terms function and work in the environment and the school. Also, in the walk of their learning through mother tongue, they got another chance of learning-respecting, appreciating nationality languages and their cultures wherever they found, how they exercise and relate with the language they are actually using.
- ◆ Helps and initiates teachers to refer other written languages to provide their teaching with the knowledge they obtained from these materials. Based on this, they also attempt to produce instructional materials and some reference books of mother tongue education.
- ◆ Develops students' sense of belongingness, self-confidence and self-esteem, and helps them appreciate and love their cultures, people and history of their society
- ◆ Arouses the latent feelings, deep-passions and emotions of the local and national intellectuals but original to the language and their thinking either to make them participate financially and mentally in the production of curriculum materials in collaboration with or personally to contribute reading and reference materials related to mother tongue education connecting it with the global and universal knowledge of the planet. And then dictionaries, reference materials, folktales, pocket-notes, stories and others inclusive of the cultural values, the language use and historical background of the society were erosively produced and published in line with the mother tongue education. It widened the scope of the language use terrifically.
- ◆ Enhances over-all academic achievements and scores of the students when compared with the students in Amharic medium. For instance, students academic achievements were much more satisfactory in the medium of Hadiyyisa than Amharic language medium. Students over-all learning performance, ability of subject matter to understand, ability of English language, expressive capacity and academic interactivity compared testified that students in Hadiyyisa are excellently surpassing those learners in the Amharic medium.
- ◆ Is correlated attractively with English language, and earned high and tremendous scores (grades) in all subject areas in the 2nd cycle, as it did at lower level of primary schools when compared with Amharic medium, which has slight relationship with English medium.

VI. All the school principals 8(100%) , almost all education officials 5(83.3%) , all language experts (linguists) 4(100%), and some group of the research subjects who strongly approved and staunchly ascertained the expressions of teacher-and student-respondents stated before regarding the attainments obtained as a consequence of mother tongue education were also added-up certain views

Some of the following views but all are bold to them, were again presented in this regard as a consolidation to reliably foster the information flowed above.

- Learning in the mother tongue increased students' enrolment rate and has an ability to retain the learners in school.
- It reduced dropout and repletion rates of students that later on avoids wastage of education and its financial budget increasing efficiency rate
- It enhanced the degree of students' promotion. This is to mean that the delivery of education in the mother tongue facilitates students learning to grow up with better performance and promotion from grade to grade with more understanding. As a result, in the National Examination the degree of students' promotion as registered was so high and become improved.
- It led to a declined degree of students' detainment. This is because learning in the mother tongue is being supported and remedied by the transmission of information through radio, home family based continuous follow-up, teachers dedication to offer education to learner using extra time and provision of additional classes for those who need academic support and advices and certain material supply provision
- Encouraged progress of girls both in enrolment and academic success narrowing the disparity gaps exist between males and females

Thus, the above mentioned and others throughout the research study were considered as the gains, attainments, and successes of post 1991 primary school curriculum with respect to mother tongue education in Hossana town in Hadiya Zone – SNNPRG.

VII. Comparison among the roles played, actions taken, participation and interaction reflected by the respondents in the implementation of mother tongue education. The major research finding with respect to this bears to be:

- ❖ Holding identical perceptions both the majority of teachers 20 (76.92%) and students 84(87.5%) revealed that mother tongue education and Amharic medium were affected by many pressing problems. And, in the same way, those interviewed respondents (parents,

school principals, and educational officials) regarded that both media of instruction were seriously damaged since their beginning. As stated before, shortage of text books, lack of qualified teachers and well-trained persons, contents which lacked sequence, integration and continuity and lack of curriculum materials were acute and sharp problems that primary school curriculum was encountered.

- ❖ According to the majority of teacher-respondents 22(84.6%), however, a significant attempt has been made by the teachers and school principals as well as parental-community and educational officials involvement in financing to tackle such problems step-by-step. And they contributed a lot for the program designed to arrange and re-adjust the primary school language instruction in both media and supplied resources (inputs) to the teaching learning processes
- ❖ After the major areas of challenges identified, opportunities were created for the solutions so that teaching- learning processes in Hadiyyisa and Amharic media began to be supplemented by the reduction of difficulty and alienated terms from the contents. Learning contents to some extent by the efforts made became consistent with the understanding level, age and language abilities of the learners. Assessment program for curriculum materials was conducted, production of dictionary and reading materials was promoted and incentives and feedback were given for teachers in the preparation of learning materials and the coverage of the lessons.
- ❖ Due to the absence of appropriately conducted research study in the primary schools of Hossana town to critically investigate those acute and pressing challenges affecting the implementation of mother tongue education at bottom line, language experts(linguists) and educational officials lacked valuable mechanisms (strategies) to apply on how to assess the efficiency of the implementers in each medium of instruction. About 18(69.23%) of teacher-respondents were not significantly participated in course writing and reference material preparation. Particularly at the birth of mother tongue education, teachers' participation in textbook writing, reference material production, curriculum material evaluation and learning material preparation was marginal and insufficient. However, later on the degree of teachers' participation was improved and they began to evaluate textbooks, curriculum materials, and prepare learning materials to aid and supplement the actual learning processes in both media of instruction.

- ❖ The majority of teacher- respondents 20(76.9%) stated that there was interaction and discussion between the schools and the community on the issue of mother tongue education. According to the study, the major role played by parents in the implementation of school curriculum as well as facilitation of mother tongue education was appreciating and seemingly satisfactory. Respondents other than these were witnessed that students learning particularly in Hadiyyisa was facilitated and strengthened by the parental-community home-based support and their extended visits to schools.
- ❖ The interaction and communication made between the schools and educational officials laid a fertile ground in the implementation of mother tongue education as well as school curriculum. As the views added-up, by the respondents (parents, school principals and educational officials) school- to-school communication, exchange of idea between the teachers of the same and /or different school (s) and teacher-to-student free interaction on how to implement mother tongue education was established confirming the prevalence of smooth and close relationship among these implementers.

5.2 Conclusions

Taking the findings of the research study and considering the research questions, the forth- coming conclusions were drawn.

- ❖ To implement the curriculum at every level of school in general and mother tongue education at primary school levels in particular, there has to be continuous skill training, feedback and follow-up. qualified and trained teachers. Pre-service skill training program should strongly assess the trainees' competence and capability of analyzing and identifying the prevailing situations by critically associating them with the past experiences, which is not thus considered as a simple activities and task since it serves as a blood vessel in the implementation of school curriculum;
- ❖ In-service skill training programs have to be emerged to school with special mission in changing the pre-existing school climate into well structured and established system for the welfare of the students and the community as well. The curriculum is not simply implemented as desired unless deep-rooted and investigative researches and studies are employed in supplying human and material resources and inputs. Because the short term skill training programs and feed back that conducted at certain level are not ready to alleviate the acute problems of primary school curriculum as expected. In line with this,

the over- all skill training provision programs offered at the birth of mother tongue education was dissatisfying and not encouraging to make ready the teacher implementers in the field;

- ❖ Large number of teacher population in primary schools took only a short-term skill training provision, while a few of them were passed through a pre-service skill training program. On the other hand, some of the teachers in the 2nd cycle of primary schools have not taken skill training required for the level. Almost all teachers were not qualified and competent enough to deliver education through the media, and actions taken to mitigate such drawbacks were not significant;
- ❖ As the findings of the study depict, education through the use of Hadiya language and Amharic medium was seriously challenged by the lack of curriculum materials particularly at its initial phase. The preparation and translation of reading materials were not contextualized, and failed to relate classroom learning with the experiences available in the environment. The contents of language texts seemed to be full of alienated words and difficulties and unable to define the psychology of students learning. However, through the step-by -step attempts made by the schools and the teachers, such aggressive and acute problems in the implementation of primary school curriculum were to somehow shrunk down;
- ❖ The perceptions of teachers, students and parents towards the use of mother tongue education (Hadiyyisa) and its script were positive and pleasantly indicated their tendency to support its implementation and students learning through it. The study also found that Latin script is the appropriate choice for the instruction of mother tongue education (Hadiyyisa). The classroom observation as the student-researcher proved that all the teachers observed in the schools were appreciated in their proper use of Latin script and students were also active, fast, quick and dynamic in reading and writing through the script. Students became happy with the delivery of education in their mother tongue and developed ability of writing, reading, understanding and comprehending the concepts;
- ❖ Most teacher-, student-, and parent -respondents came with the sprit of negative attitude to the use of Amharic language medium. Parent respondents recommended that mental diversion and physical shift of students to Hadiyyisa from Amharic medium will lead them to bright future, make them know their culture well and the life philosophy of their society. This is to say that since more than 90 % of students in the Amharic medium are native

speakers of Hadiyyisa and very few in number, the shift to Hadiya language medium equips them with core values and guide them to acquire the desired knowledge and skill at primary school levels for they are second language students;

- ❖ As viewed from the data gathered, school principals, educational officials and teacher-parents were commonly extended that Hadiya language being used in the primary schools for instruction should be expanded and advanced, and the community should also support its implementation as it is a language of the whole society, and no one's ears are deafen to listen it in the town. And all the respondents recommended that since education in the Hadiyyisa enables the learners to develop confidence and self-esteem in their socio-culture and enhances their learning, and serves as an instrumental for shortage of qualified teachers in 2nd cycle, the use of Hadiya language as a medium of instruction should be continued up to college level;
- ❖ Most of the teacher- respondents in the study concluded that the delivery of education through Hadiyyisa is interesting and impressive because it makes students learn more quickly, more actively, attend school more and grasp subject matter well. As it is advocated by the educators, this is to mean that the use of mother tongue in education benefits cognitive development, gives the learners great satisfaction, respect, and pride and, has a success on students' academic performance;
- ❖ According to respondents and documentary sources, students who learned in the Hadiya language medium were considered to be academically powerful, high achievers, top scorers and better performers in both cycles(1-4) and (5-8) grade levels than those who were learning in the Amharic medium. Understanding ability of subject matter, expressive power, English language competence and over-all academic performance of the students in Hadiya language medium was found to be exceedingly excelled the achievements of students in Amharic medium;
- ❖ As a result of Hadiyyisa, students' enrolment and retention rates, the level of achievement and the degree of promotion were tremendously enhanced. On the other hand, dropout and repetition rates, gender-gap, and the extent of students detainment with unsatisfactory grades were diminished down. Such an occasion was also better and well-understood in the Hadiya language medium than that of Amharic medium;

- ❖ All the students' scores in all subject areas in Hadiyyisa except Amharic subject indicated marked relationship (correlations) with the English language and its medium when compared with Amharic medium which sometimes shows variably positive and negative correlation in the English language/ medium. It was testified and justified by the data gathered that all the learning processes in English period in particular and its medium in general were improved and academic achievements of the students were comparatively well adjusted in Hadiyyisa than Amharic medium as observed before;
- ❖ The implementation of mother tongue education (Hadiyyisa) and the school curriculum at large was appreciated and gained moral support from the whole community which seemed to be rough at the eve of new innovation. The participation of parents and the community in school affairs, and interaction between the community and the schools in visiting what is going on practically was promising and satisfactory;
- ❖ Information flow and relationship friendly established between the schools and educational officials, school-to-school, teacher-to-teacher, teacher-to student and exchange of idea among the various sectors on the use and implementation of mother tongue and school curriculum was some how strong and fruitful. And, the participatory roles played by the teachers in facilitating teaching-learning processes and preparing instructional materials in the implementation of new innovation was vigorous and satisfying.

5.3 Recommendations

Depending on the research results gained from the data collected and conclusions drawn, the upcoming recommendations are forwarded.

- To implement mother tongue education very effectively at grassroot level, providing skill training for the teachers is most important factor. Those pre-service training programs in the field, in service skill trainings, feedback provision and short term workshops play an irreducible role in facilitating and accelerating the effectiveness, quality and proper implementation of the curriculum at large;
- In line with this, the research study was found that large number of teachers in the primary schools of Hossana town in both media were short-term trainees who took their training through Amharic medium in the old curriculum .Since they need further skill training provision to be competent enough and capacitated, there has to be a conduction of in service training and re-training programs and the content of such training provisions should

be revisited so that teachers acquire and develop appropriate pedagogical skills. A pre-service training program of teachers should also be intensified and up-graded to make teachers competent for the position they held in 2nd cycle of primary schools. To this end, the respondents were strongly recommended that Hadiya language must be offered in the regional colleges to mitigate the shortage of qualified teachers in the 2nd phase of primary school curriculum;

- The shortage of teacher's guides, syllabuses, references and additional reading materials can badly affect the effectiveness of teaching-learning processes as a whole. Lack of quality and availability of textbooks is another aggressive factor that hinders the implementation of education through the mother tongue. In this regard, although promising attempts were made to reduce down the degree of the challenges of curriculum materials, it is also wise to supply and distribute additional learning materials to school and supplement students' learning. The schools and zonal curriculum experts in collaboration with regional education bureau have to take responsibility and assign to balance the demand and the supply between the learners and books relevant to their learning;
- Chaotically organized and widely covered contents and learning experiences without a question damage the quality of the texts and students learning as well as the school curriculum. As this research study reveals, the preparation of instructional materials and translation of textbooks were not inline with the life philosophy of the society and psychology of learning. They were not contextualized and localized. Their contents were not easily learnable because alienated words and difficulties dominated them. To this effect, the teachers, school principals and educational experts made an effort to tackle such acute challenges. However, since these problem are not easily diminishable and stoppable, those aforementioned responsible individuals have to conduct a deep-rooted and an investigative researches and studies to paralyze its sources and bring clear-cut solution;
- Closely established relationship and flow of information already available between the school communities and educational officials has to be fostered. Frequent follow-up and supervision programs to schools if conducted by those officials can serve as a bottom rock in changing the attitudes of both teachers and students as their perceptions have great and direct impact in the implementation of mother tongue education. A well-organized and structured supervision program needs to be conducted at each school level to evaluate

school curriculum and its material availability, students' language use, their performance and implementation of mother tongue education in both media of instruction;

- The school as an institution has responsibility to prepare children for the future. When it is possible it is possible to say that the school is serving and functioning the societal mission and vision it may be achieved after a long term program. To this end, as resources are base-lines for learning and all the necessary curriculum materials should be available in school, it is advisable for school community to create linking environment with parental community participation and teachers' involvement to work together and feel sense of ownership in this regard. Since such connection greatly supports and facilitates the implementation of mother tongue education, it has to be considered and such parental participation and teachers' involvement should be strengthened. As the teachers are the pioneers and role-players in the -whole teaching-learning process, their truly dedication and love of profession have significant impact in the implementation of mother tongue education;
- In bottom line, it is evident to see that students' over - all academic achievements and English language competence in 1st cycle (1-4) and 2nd cycle (5-8) grade levels of primary school were higher in Hadiyyisa than Amharic medium. When compared Hadiya category students in all primary schools both in their own language learning and English medium, they became academically strong and potentially explosive than Amharic category students. Based on this reality, almost all respondents assured confidently that since it is one of the top ten languages, has relatively developed literature, covers a wider scope of a subject, greatly encourages students learning and equips them with desired knowledge sources, its use as a medium should not be stopped at primary school phase but must go up to secondary school and college levels;

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Appendices

Appendix-A

Addis Ababa University
School of Graduate Studies
College of Education.

Department of Curriculum and Teachers Professional Development
Studies

Sets of Questionnaires Administered for Teacher's Mother Tongue Use

I. General Personal Background Information

- a/ School's Name----- e/ Sex: Male / Female
- b/ Age----- f/ Service Year -----
- c/ Qualification-----
- d/ Mother Tongue-----

II. Instruction: The main intention to administrate the sets of questionnaires here focuses on the data collection appropriately which further needs to find out the necessary conditions for the implementation of home language as a medium of learning. It is therefore your better understanding and careful responses to the items that mediate the poor quality of primary education secure effective implementation of mother tongue instruction through the research study.

So, please don't be influenced by your personal feelings and opinions during your attempt to respond to the sets of questionnaires.

Direction 1: Looking at the following items very carefully, please put a tick (✓) mark in the boxes under “SA” “A”, “U”, “D” or “SD”

N.B (SA= Strongly Agree, A=Agree, U=Undecided, D= Disagree and SD= Strongly Disagree)

No	Items	SA	A	U	D	SD
1	Children who begin their education in their mother tongue make a better start..					
2	Starting one’s education in home-language would jeopardize later learning in second language (Amharic, English).					
3	Education in the mother tongue could serve as a powerful force for nation building, political stability and tolerance.					
4	The learners’ mother tongue holds the key to make schooling more inclusive for all.					
5	Mother tongue education promotes core values that originate from the principles of human dignity, equality, freedom, self-determination and democracy.					
6	The use of mother tongue as a medium down grades the quality of primary education.					
7	The delivery of instruction through mother tongue is quite interesting and expressive.					
8	I have positive attitude towards teaching mother tongue education.					
9	I don’t believe that children learn better and grasp well subject matter in their mother tongue.					
10	Promoting learning in a number of languages is a mistaken attempt because it degrades the value of national language.					
11	Provision of skill training taken on how to use mother tongue education is positively influenced and impressed me to implement it.					
12	I don’t get frustrated and confused when I discuss classroom lesson with my students through mother tongue.					
13	Teachers are all qualified, well-trained and competent enough in their profession to offer mother tongue education.					
14	One can easily see that students in primary schools suffer a lot from lack of text books when mother tongue is used as a medium.					
15	Mother tongue language teachers need further skill training and re-training provision in mother tongue education.					
16	I still fail to see the relevance of mother tongue education since its beginning.					
17	It is my wish to serve a school with Amharic language as a medium of instruction.					
18	There must be extended parental-community involvement for the successful implementation of mother tongue education.					
19	A child who misses the chance of learning through his mother tongue at a baseline will be less-confident and fails to make knowledge transfer more efficiently to proceeding level.					
20	Mother tongue education helps to lower the dropout rates of students and increases their achievement levels					
21	I found Latin script appropriate choice for the instruction of mother tongue.					

22. Could you please describe the major challenges and acute problems encountered during your lesson since new innovation (mother tongue education) made in the medium of instruction?

23. How do you state the possible measures, strategies and mechanisms taken to alleviate these challenges prevailed in the primary school curriculum with regard to mother tongue implementation?

24. Do you have any latent suggestions that you may light up on it? Please forward frankly

Direction:2 Looking at the following items very carefully, please put a tick (✓) mark in the boxes under “Yes” or “No” for the statement you agree or disagree.

29. Students from Amharic background are grasping subject matter well and score high grades in English medium. Yes No

30. Mother tongue education learners achieve more in English subject than school language learners (Amharic). Yes No 114

31. For the students of mother tongue, language ability to understand subject matter, to express themselves and their environment is questionable when English appears to be a medium of instruction. Yes No

32. Medium of instruction in the home language does not aid in the acquisition of English. Yes No

33. It is possible to judge that students of mother tongue education are more effective and successful at 2nd phase than those in the Amharic medium. Yes No

34. Learning materials of mother tongue education were contextualized when prepared. Yes No

35. The role and responsibility of teachers and school principals in promoting and contributing resources to the teaching learning process of mother tongue is tremendous.

Yes No

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

Department of Curriculum and Teachers Professional Development
Studies

Sets of Questionnaires Developed for Students' Mother Tongue Language Use

I. General Personal Background Information

- A. School's Name-----
- B. Age-----
- C. Sex: Male / Female
- D. Language proficiency
- Home Language -----
 - Any other language -----
- E. Grade Level -----

II. Instruction: The main intention to administrate the sets of questionnaires here focuses on the data collection appropriately which further needs to find out the necessary conditions for the implementation of home language as a medium of learning. It is therefore your better understanding and careful responses to the items that mediate the poor quality of primary education secures effective implementation of mother tongue instruction through the research study.

So, please don't be influenced by your personal feelings and opinions during your attempt to respond to the sets of questionnaires.

Part One:-Items to be filled by Hadiya Language Background Students.

Direction: Looking at the following items very carefully please put a tick (✓) mark in the boxes under “Yes” or “No” for the statement you agree or disagree.

	Items	Yes	No
6	I am happy with the delivery of education through mother tongue as a medium of instruction.		
	Students in mother tongue instruction appear to be more active, learn more subject matter and enjoy school more.		
	Education in the primary language (mother tongue) benefits cognitive development.		
	The process of teaching and learning through first language medium has a success on my academic performance.		
	I learn more quickly and grasp subject matter well through mother tongue than other languages.		
5	It is better for me to replace my first language with second language.		
7	The use of mother tongue in education will give the learners great satisfaction, respect, and pride for them selves.		
8	I understand the teachers’ language easily when medium of instruction is mother language.		
9	Classroom interaction becomes warmer and warmer when learning occurs through the use of mother tongue.		
10	Mother tongue education causes confusion.		
11	The use of mother tongue education reduces the time available for learning a national Language like Amharic.		
12	I dislike learning through mother tongue language medium because which is valueless.		
13	Reading and writing in the mother tongue education is challenging without the assistance of a teacher.		
14	Education in the mother tongue medium has no meaning unless it is offered through Amharic medium.		
15	Questioning and answering in the mother tongue education is difficult and boring		
16	Learning in the mother tongue education is expressive and interesting.		
17	Children become mentally disturbed and loss confidence when they learn mother tongue education.		
18	I perform poorly in 2 nd cycle when medium of instruction is English because medium of education in 1 st cycle is not mother tongue.		
19	Mother tongue as a medium of instruction cannot help me develop sense of being successful in school.		
20	Teaching the children with their home language will slow down communication and interaction between the learners and the teachers.		
21	Making an effort and sacrifice of using only the language of the School (Amharic) is the source of knowledge since it is national language.		
22	Mother tongue education undermines the personal and cultural confidence of the students.		
23	Lack of text books and curriculum materials for learning and further reading in the mother tongue education is a serious problem		

24. By now, is it Hadiya language or any other that you prefer to choose as a Language of learning? Please list down.

a) _____ b) _____ c) _____

25. Is it your parents' choice to use Hadiya Language as a medium of instruction?

Yes No

26. Are there any other languages that they (parents) suggest for your school to learn as a medium? Yes No

Please specify the reason _____

Part Two: Items to be filled by Amharic Language Background Students

Direction: Looking at the following items very carefully please put a tick (✓) mark in the boxes under "Yes" or "No" for the statement you agree or disagree.

No	Items	Yes	No
1	I prefer to learn Amharic as a medium of instruction for it is a national language.		
2	Education makes a child able to have vivid understanding on his social and cultural values when medium of instruction is Amharic.		
3	The delivery of instruction through Amharic medium is better than Hadiya language medium.		
4	I see that education becomes more interesting and meaningful when Amharic is used as a medium.		
5	I feel that I am academically powerful in the English medium since I am from Amharic medium in the first cycle.		
6	It is me who decided to shift from Hadiya language medium to Amharic medium of instruction based on my interest.		
7	Learning through Amharic language is advantageous, effective and everything for a child at the base line.		
8	A turn to Amharic language as a medium of instruction in primary education would lead students to academic improvement.		
9	I believe that the use of Amharic as a medium of instruction provides a solid foundation for extending students' skills and knowledge.		
10	I choose Amharic medium to learn since it is prestigious than Hadiya language medium.		
11	I am not interested and happy in mother tongue education since threatens to divide students along racial and cultural lines.		
12	It is only Amharic medium of instruction that strengthens the academic achievement of a learner not any other.		
13	Learning through Hadiya language medium is boredom and makes me incompetent in Amharic that is why I choose Amharic medium.		
14	If the language skills (reading and writing) are encouraged by home-language as a medium of instruction, the sense of national feeling could be damaged		
15	It is not my choice to use Amharic as a medium but the influence of my parent.		
16	Offering education to a child other than Amharic language results in slow progress of the child		
17	I choose Amharic to be used as a medium of instruction because it is my mother tongue.		
18	Shortage of text books and curriculum materials for learning and further reading in Amharic medium is more aggressive problem than Hadiya language medium.		

Appendix-C
Addis Ababa University
School of Graduate Studies
College of Education
Department of Curriculum and Teachers professional Development
Studies

Interview Items to Educational officials

- a) Age _____ d) Religion _____
- b) Sex: Male/Female e) Qualification _____
- c) Mother Tongue _____ f) Service Year _____
1. Are you happy when you discuss and communicate with school, teachers and principals on the issues of mother tongue education? Do you use mother tongue frequently?
 2. Do you believe that the use of other tongue education in school is a right decision to pay parents attention to involve in school activities?
 3. Are the parents and teachers persuaded to see greater benefits in sending their children to schools where mother tongue is used as a medium of instruction?
 4. Do you believe that a child who enjoys mother tongue education in primary level will perform better in the 2nd cycle than that uses Amharic as a medium at bottom – line? Why?
 5. Are there ways of maintaining school-community relationship to help the instruction through new innovation?
 6. Is there any skill training provision to up-grade teachers' efficiency in teachers' efficiency in teaching mother tongue education?
 7. Are the curriculum materials available in the schools for the implementation of mother tongue education? If there are shortages, what measures were do you think taken to mitigate such problems?
 8. What are the instructional materials other than textbooks, teacher guides and syllabuses that more known to enhance students achievements?

9. How do you define the role of school principals and teachers in promoting material resources to implement mother tongue education?
10. Which are do you think the major challenges and successes faced and registered in mother tongue education respectively?
11. How do you describe the possible measures taken to mitigate these pressing challenges?
12. What are taking place to make schools improve their physical, human and financial aspects?
13. Do you frequently visit schools in the town to evaluate their activities on mother tongue education implementation?
14. Are there continuous follow-up program, immediate feedback provision and basic teaching strategies prepared for teachers on how to implement and attain the objective of mother tongue education?
15. Do you have evaluative mechanisms on mother tongue education program to tackle more difficult issues of primary school curriculum?
16. Are mother tongue teachers at equal professional status with Amharic and English teachers at 2nd level of primary schools?
17. What do you suggest about primary schools enrolment and dropout rates since mother tongue education implementation?
18. Is Latin script appropriate choice for the delivery of mother tongue education?
Why?
19. How do you state the student-text - ratio in both cycles of primary schools?
20. How do you state Hadiyyisa – Amharic - English media with regard to type of correlation existing and considered?

10. Are you frequently communicate with the school members through mother tongue?
11. Is it your position that realizes students perform well in the 2nd cycle who use Amharic as a medium of instruction at grass root level?
12. Which group do you think is more active in reading and writing in new medium (English)? Why?
13. How do you treat the achievement of Amharic background students when medium of instruction is English?
14. Are mother tongue teachers at equal professional status with Amharic and English teachers at 2nd level of primary schools?
15. How do you respond to the availability and quality of the text books?
16. How do you describe the student text ratio in both cycles of primary schools? What measures were taken to mitigate such problems? (If there are)
17. Which medium of instruction do you thinking is contributing a lot in the learning of English medium?
18. Is Latin script appropriate choice for the instruction of mother tongue? Why?
19. Do you think that both enrolment and dropout rates have been increasing and decreasing since mother tongue beginning respectively?

Appendix-E

Addis Ababa University

School of Graduate Studies

College of Education

Department of Curriculum and Teacher professional Development
Studies

Interview Items to parents

a) Age _____

c) Mother Tongue _____

b) Sex: Male/Female

d) Occupation/Qualification _____

1. Do you have children who learn at primary school level? Do they use their first language for education in school?
2. Are the languages similar that they speak at home and use in school to learn their education?
3. Which language do they choose to use as best medium of instruction in school? Why?
4. What do you feel when your child learns his education through his home language? Is Latin script appropriate choice for the delivery of mother tongue education?
Please justify
5. Is the delivery of education through mother tongue helpful and advantageous for a child to grow up with full personality at primary level?
6. What is your feeling when children of primary school use mother tongue as a medium of instruction?
7. Are you confident enough to say that children perform better in learning, grasp well the subject matter and express themselves easily while education is offered through home-language?
8. Do you think that children who use Amharic as a medium of instruction are more academically powerful and potentially explosive than those who use Hadiya language as a medium of instruction?
9. Which medium of instruction do you think is appropriate for the school children in your community? Why?
10. Have you ever taken your share to successfully attain the objective of mother tongue education?

11. What problems do you think are observed on the implementation of mother tongue education?
12. What would be contributing forces do you suggest to excel the mother tongue education in primary level?
13. Do you think that students from Hadiya medium of instruction become academically strong when English medium begins in the 2nd cycle? How do you know?
14. What do you say about enrolment and dropout rates of students in primary schools since mother tongue education commencement?
15. Is the type of relationship among the Hadiyysia , Amharic & English subject areas positive?

Appendix –F
Addis Ababa University
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Department of Curriculum and Teachers professional
Development Studies

Observation Checklist for both Teachers and Students Language Learning

a) School's Name _____ c) Grade Level _____
 b) Subject _____ d) Date of observation _____

Instruction: in trying to identify and address the serious problems and hindering factors in the education system of primary schools, an observation scale will be employed by researcher. Here, mainly language skills (reading & writing) of both teachers and students in classroom will be evaluated and checked. Accordingly, mistakes committed in the language use of classroom by teacher and student and the efforts made by themselves to improve language learning are to be observed and stated under "H" =high, "M"=medium, and or "L"= low.

	Items on how to use language skills	Teacher			Student		
		3 _H	2 ^M	1 ^L	3 _H	2 ^M	1 ^L
a)	His/her cleverness in reading to learn terms without difficulty with tedious length.						
b)	His/her understanding to learn without temporary stop on words.						
c)	His/her exact understanding to learn sounds with double consonants or vowels.						
d)	His/her adaptability with new letters or symbols.						
e)	His/her making and reprovng errors in reading to learn.						
f)	His/her writing ability on doubling of consonants to show stress						
g)	His/her writing ability on doubling of consonants to show stress						
h)	His/her strategies to overcome errors on doubling of vowels to show length while he/she writes words.						
i)	His/her appropriate use of glottal & nasal signs when he/she learns to write.						
j)	His/her language use in general, and classroom atmosphere and facilities in particular.						

Appendix –G
Addis Ababa University
School of Graduate Studies
College of Education.
Department of Curriculum and Teachers professional
Development Studies

Focused Group Interview Items to Teachers

Age Sex Mother tongue Qualification
Service Year.....

1. How do you state the use of mother tongue as medium of instruction with regard to provision of skill training?
2. Are mother tongue teachers in 2nd phase of primary schools at equal professional status with both Amharic and English teachers?
3. What do you suggest about primary schools enrolment and dropout rates after the beginning of mother tongue education?
4. Is Latin script appropriate choice for mother tongue education delivery? Why?
5. How do you see the degree of closeness (correlation) between Hadiyyisa and English and, Amharic and English at both phases of Primary Schools?
6. How do the teachers respond to the availability and quality of the textbooks?
7. How do you describe the student text ratio in both cycles of primary schools?
8. Do you think that the shortage of instructional materials is challenging issue in both home and school languages of primary schools?
9. Is the time span taken to provide skill training program in both media for all teachers satisfactory?
10. Is it learning questionable issue for the mother tongue learners than those who in the Amharic medium when English becomes a medium of instruction?
11. Do you feel that in all subject areas at primary levels home language (Hadiyyisa) students better perform when compared to school language (Amharic) learners?
12. What is the disadvantage of learning through the medium of Amharic and advantage of Hadiyyisa?

13. To which group of students do you prefer to offer education? Why? Please specify
.....
14. What would you say about the skills of (reading and writing) students in both media of instruction?
15. Could you believe that the medium of Amharic is more interesting and expressive than Hadiya language medium? Why? Justify.....
16. Is there any opportunity that initiates parental involvement on the affairs of schools particularly with the issues connected to the implementation of mother tongue?
17. To what extent do you think the relationship between the schools and the communities is flourished?

Appendix –H
Addis Ababa University
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Department of Curriculum and Teachers professional Development
Studies

Focused Group Interview Items Students

Age Sex Mother tongue Grade Level.....

1. From which medium category do you come from? What do you feel about?
2. If you are form Amharic medium do you think that learning through mother tongue is wastage of time?
3. How do you describe the effect of mother tongue education when medium of instruction becomes English at 2nd cycle of primary schools?
4. Do you believe that students who learnt education at grass root level through home language are pedagogically and psychologically advantageous? Why?
Please justify
5. Is it possible to judge that students in the use of Amharic as a medium are more effective and successful than Hadiya language medium?
6. Are students eager and happy to learn the lesson in Hadiyyisa? Why?
7. Does it mean that education in the Amharic medium is much more interesting and attractive than Hadiya language medium? How? Please
Suggest.....
8. Which script do you think is appropriate for your language medium?
How? Please Suggest.....
9. Is learning through the Amharic medium is disadvantageous?
10. Do you believe that education in the medium of Amharic makes students global-minded and international thinkers?
11. Does learning through Hadiya language medium limit students' world view and leave them unprepared for life in the wider social context of their community? Why?

12. Has Amharic medium of instruction a tendency to lower the dropout rates of students and increase their achievement level?
13. Is medium of instruction in the Hadiya language not aiding in the acquisition of English?
14. Is a lack of text books and other reading materials serious problem in the uses of both Amharic and Hadiya media?
15. Do you think that students are facing serious content difficulty in the walk of mother tongue education than Amharic medium?
16. How do you state students' reading and writing skills of both Hadiya and Amharic language at both phases of primary school?
17. Are teachers ready and complete enough to help you when you face with challenges related to your academic affairs?
18. Is perception of students towards the use of Hadiya language as a medium of instruction positive?
19. Is there strong relationship between the school and the community? Are parents eager to visit the school environment and learning process through mother tongue?

ተቀጥላ-አንድ

አዲስ አበባ ዩኒቨርሲቲ

ደሀረ- ምረቃ ትምህርት ጥናት

ስነ-ትምህርት ኮሌጅ

የስርአተ- ትምህርትና የመምህራን ሞያዊ ልማት ጥናት ትምህርት ክፍል

አፍ መፍቻ ቋንቋ አጠቃቀምን በሚመለከት ለመምህራን የተዘጋጀ መጠይቅ

I. አጠቃላይ ግላዊ መረጃ

- a) የትምህርት ቤቱ ስም-----
- b) እድሜ-----
- c) የትምህር ደረጃ -----
- d) የታ-----
- e) አፍ መፍቻ ቋንቋ-----
- f) የአገልግሎት ዘመን-----

II. መመሪያ :- የዚህ ጥናታዊ መጠይቅ ዝግጅት አላማ በዋናነት የሚያተኩረው የተፈለገውን መረጃ በጥንቃቄ ማሰባሰብ ላይ ሲሆን ባጠቃላይ ግን አፍ መፍቻ ቋንቋን ለማስተማሪያነት በመጠቀም ሂደት ላይ ያለውን ገፅታ በጥልቀት በመመርመር ጥናት ለማካሄድ ነው።

ስለዚህ ለጥናቱ ፋይዳ ሲኖረው የአንተ/የአንቺ በቂ ግንዛቤና ጥንቃቄአዊ የመጠይቅ አሞላል በተግባር ሲውል ብቻ ነው። የአፍ መፍቻ ቋንቋ ትምህርትና የአንደኛ ደረጃ ትምህርት ሂደትም ውጤታማ የሚሆነውና በአግባቡ ተፈጻሚ ሲሆን የሚችለው በአንተ/በአንቺ ብስለታዊ ምላሽ በጥናታዊ መጠይቆቹ ላይ ሲታከልበት ነው።

ስለሆነም መጠይቁን (ቅፁን) በምትሞላበት/ሞይበት ጊዜ ከማንኛውም ግላዊ አድሎና አስተያየታዊ ስሜት ነፃ መሆን አስፈላጊ እንደሆነ አትዘንጋ/ገ።

ትእዛዝ አንድ፡-የሚከተሉትን መጠይቆች በጥንቃቄ በማጤን በተዘጋጀው ሳጥን ውስጥ በጣም እስማማለሁ፣ እስማማለሁ፣ አልወሰንኩም፣ አልስማማም፣ በጣም አልስማማም በማለት መስማማዎትንና አለመስማማዎትን ይህን ምልክት (✓) በመጠቀም ግለፁ።

1. አፋቸውን በፈቱበት ቋንቋ ትምህርታቸውን የጀመሩ ህፃናት ጥሩ የትምህርት መሰረት ይኖራቸዋል።

በጣም እስማማለሁ እስማማለሁ አልወሰንኩም
 አልስማማም በጣም አልስማማም

2. ትምህርቱን በአፍ መፍቻ ቋንቋ መጀመር ወደፊት በሁለተኛ ቋንቋ ትምህርት ላይ ችግር ያስከትላል።

በጣም እስማማለሁ እስማማለሁ አልወሰንኩም
 አልስማማም በጣም አልስማማም

3. በአፍ መፍቻ ቋንቋ ትምህርት መሰጠት ጠንካራ ህብረተሰብን ለመገንባት ያስችላል። በአንድ ሃገር ህዝቦች መካከልም መግባባትንና መቻቻልን ይፈጥራል።

በጣም እስማማለሁ እስማማለሁ አልወሰንኩም
 አልስማማም በጣም አልስማማም

4. የትምህርቱ ሂደት በአፍ መፍቻ ቋንቋ ሲሆን ሁሉም ተማሪ እኩል ተጠቃሚ ይሆናል።

በጣም እስማማለሁ እስማማለሁ አልወሰንኩም አልስማማም በጣም አልስማማም

5. ያፍ መፍቻ ቋንቋ ለትምህርት ማስተላለፊያ መሳሪያነት ሲያገለግል የተጠቃሚውን ህብረተሰብ ማንነት፣ ባህላዊ እሴቱን፣ እኩልነቱን፣ ነፃነቱንና ዴሞክራሲያዊ መብቱን ያጎለብትላል።

በጣም እስማማለሁ እስማማለሁ አልወሰንኩም አልስማማም በጣም አልስማማም

6. ትምህርት በአፍ መፍቻ ቋንቋ ሲሰጥ ያንደኛ ደረጃ ትምህርት ጥራት ይቀንሳል።

በጣም እስማማለሁ እስማማለሁ አልወሰንኩም አልስማማም በጣም አልስማማም

7. የትምህርት ሂደት በአፍ መፍቻ ቋንቋ ሲከናወን የመማር ማስተማሩ ተግባር እጅጉን ማራኪ ይሆናል።

በጣም እስማማለሁ እስማማለሁ አልወሰንኩም አልስማማም በጣም አልስማማም

8. እኔ በአፍ መፍቻ ቋንቋ ትምህርት ላይ አውንታዊ አመለካከት አለኝ።

በጣም እስማማለሁ እስማማለሁ አልወሰንኩም አልስማማም በጣም አልስማማም

9. ተማሪዎች በአፍ መፍቻ ቋንቋ ትምህርታቸውን በአግባቡ ይማራሉ፣ ተገቢውንም እውቀት ይቀስማሉ ብዬ አላስብም።

በጣም እስማማለሁ እስማማለሁ አልወሰንኩም አልስማማም በጣም አልስማማም

10. በአንደኛ ደረጃ ትምህርቱን በተለያዩ ቋንቋዎች መስጠት የተሳሳተ ጥረት ነው ምክንያቱም የአንድ አገር ብሔራዊ ቋንቋ የሚሰጠውን ዋጋ ዝቅ ያደርገዋልና።

- በጣም እስማማለሁ እስማማለሁ አልወሰንኩም አልስማማም በጣም አልስማማም
11. አፍ መፍቻ ቋንቋ በማስተማሪያ መሳሪያነት ለመጠቀም በተደረገው ትግል የተሰጠው ትምህርታዊና ሙያዊ ስልጠና አርክቶኛል።
በጣም እስማማለሁ እስማማለሁ አልወሰንኩም አልስማማም በጣም አልስማማም
 12. በመማሪያ ክፍል ውስጥ ከተማሪዎቹ ጋር በአፍ መፍቻ ቋንቋ ሲወያይ ፍርሃትና ግራ መጋባት ስሜት አይሰማኝም።
በጣም እስማማለሁ እስማማለሁ አልወሰንኩም አልስማማም በጣም አልስማማም
 13. የአፍ መፍቻ ቋንቋ መምህራን በሙሉ ደረጃውን የሚመጥኑ፣ በቂ ስልጠና የወሰዱና ሙያዊ ብቃት ያላቸው ናቸው።
በጣም እስማማለሁ እስማማለሁ አልወሰንኩም አልስማማም በጣም አልስማማም
 14. አፍ መፍቻ ቋንቋ ለማስተማሪያነት በመዋሉ ምክንያት የተማሪዎች ቁጥር ጨምሯል፣ የአቆራጭተማሪ ቁጥር ቀንሷል፣ የሴት ተማሪዎች ብዛትና ተሳትፎ አድጓል፣ የአጠቃላይ ተማሪዎች የትምህርት ውጤት ከፍብሏል።
በጣም እስማማለሁ እስማማለሁ አልወሰንኩም አልስማማም በጣም አልስማማም
 15. በኔ እምነት ለአፍ መፍቻ (ለሃድያ ቋንቋ) ማስተማሪያነት የላቲን ፊደል አጠቃቀም ተመራጭ ነው።
በጣም እስማማለሁ እስማማለሁ አልወሰንኩም አልስማማም በጣም አልስማማም
 16. ማንኛውም ሰው (ግለሰብ) በአንደኛ ደረጃ በአፍ መፍቻ ቋንቋ ትምህርት ላይ የመማሪያ መጻሕፍት እጥረት መኖሩን በቀላሉ መገንዘብ ይችላል።
በጣም እስማማለሁ እስማማለሁ አልወሰንኩም አልስማማም በጣም አልስማማም
 17. ትምህርት በአፍ መፍቻ ቋንቋ መሰጠት ከተጀመረበት ጊዜ ጀምሮ የቋንቋን ፋይዳ ማየት አልቻልኩም።
በጣም እስማማለሁ እስማማለሁ አልወሰንኩም አልስማማም በጣም አልስማማም
 18. ፍላጎቴ በአፍ መፍቻ ቋንቋ (በሃድያ) ማስተማር ሳይሆን አማርኛ እንደማስተማሪያ ቋንቋነት የሚሰጥበትን ትምህርት ቤት ማገልገል ነው።
በጣም እስማማለሁ እስማማለሁ አልወሰንኩም አልስማማም በጣም አልስማማም
 19. የአፍ መፍቻ ቋንቋ ትምህርት ስኬታማ እንዲሆን ከተፈለገ የወላጆች ንቁ ተሳትፎ የግድ መኖር አለበት እላለሁ።
በጣም እስማማለሁ እስማማለሁ አልወሰንኩም አልስማማም በጣም አልስማማም
 20. በአንደኛ ደረጃ አፋን በፈታበት ቋንቋ ትምህርቱን መማር ያልቻለ ተማሪ በራስ የመተማመን ጉዳይ ዝቅተኛ ነው፣ የእውቀት ፍሰቱንም ወደሚቀጥሉት የትምህርት ደረጃዎች ማሸጋገር አይችልም።
በጣም እስማማለሁ እስማማለሁ አልወሰንኩም አልስማማም በጣም አልስማማም

21. የአፍመፍቻ ቋንቋ (የመጀመሪያቋንቋ) ለመስተማሪያነት ከዋለበት ወቅት ጀምሮ ያግጣሙ ችግሮች ምን ምን ናቸው ብለህ/ሽ ትገምታለህ/ትገምቻለሽ?

22. ከዚህ ጋር በተያያዘ መልኩ ችግሩን ለመቅረፍ የተወሰዱ እርምጃዎች አሉ? ካሉ ዘርዘር እድርገህጥቀስ

23. ሌላ የምትጨምረውና ማክል አለብኝ የምትለው መፍትሔና አስተያየት ካለ በነፃነት ዘርዘር።

ትዕዛዝ ሁለት፡- የሚከተሉትን መጠይቆች በጥንቃቄ በማጤን በተዘጋጀው ሳጥን ውስጥ "አዎን" ወይን "አይደለም" በማለት መስማማትዎንና አለመስማማትዎን ይህንን ምልክት(

✓) በመጠቀም ይግለጹ

24. በሁለተኛ ሳይክል ከአማርኛ ቋንቋ ትምህርት ክፍል የመጡ ተማሪዎች በእንግሊዘኛ ቋንቋ ትምህርት ሲተላለፍ ከፍተኛ ውጤት ያስመዘግባሉ እያንዳንዱን የትምህርት ዓይነትም በቀላሉ ይማሩታል፡፡

አዎን አይደለም

25. በእንግሊዘኛ ቋንቋ ትምህርት ያፍ መፍቻ ቋንቋ (ሃዲይኛ) ተማሪዎች አጥጋቢና የተሻለ ውጤት ከአማርኛ ቋንቋ ተማሪዎች ይልቅ ያመጣሉ የሚል እምነት አለኝ፡፡

አዎን አይደለም

26. የትምህርቱ ማስተላለፊያ ቋንቋ እንግሊዘኛ ሲሆን ያፍ መፍቻ ቋንቋ ተማሪዎች በእንግሊዘኛ አካባቢያውንና ራሳቸውን የመግለጽ አቅም ያጣሉ፡፡ የትምህርቱንም ሃይት የመረዳት አዝማሚያ አይስተዋልባቸውም፡፡

አዎን አይደለም

27. የአፍ መፍቻ ቋንቋ ትምህርት (ሃዲይኛ) ለሁለተኛ ቋንቋ (እንግሊዘኛ/አማርኛ) ለመዳ (ትምህርት) ምንም አይነት አስተዋጽኦ አያደርግም፡፡

አዎን አይደለም

28. በአጠቃላይ ሲታይ የሃድያ ቋንቋ ትምህርት ክፍል ተማሪዎች ከአማርኛ ቋንቋ ተማሪዎች ይልቅ በትምህርቱ ሃይት እጅግ ውጤታማና ስኬታማ ናቸው፡፡

አዎን አይደለም

29. የመማሪያና ማስተማሪያ መጻሕፍት ለሁለቱም ቋንቋዎች (ሃዲይኛና አማርኛ) የአካባቢውን ተጨባጭ ሁኔታ ያገናዘቡ፣ የሀብረተሰቡንም ፍላጎትና ስሜት የዳሰሰ ስለመሆኑ ምንም ጥርጥር የለኝም፡፡

አዎን አይደለም

30. ያለምንም ጥያቄ አፋን በፈታበት ቋንቋ የአንደኛ ደረጃ ትምህርቱን ያጠናቀቀ ህፃን (ተማሪ) በሁለተኛ ቋንቋ (አማርኛ) ከተማረ ህፃን (ተማሪ) የተሻለ አካባቢያዊ ብሎም አለም አቀፋዊ አስተሳሰብና የላቀ የእንግሊዘኛ ቋንቋ ግንዛቤ ሊኖረው ይችላል፡፡

አዎን አይደለም

31. የማስተማሪያ መፃሕፍትና የመርጃ መሳሪያዎች እጥረት በአፍ መፍቻ ቋንቋ ትምህርት ሃይት ላይ የሚያርሰው ተጽእኖ ከፍተኛ በመሆኑ የተማሪዎችን ክህሎትና የእውቀት አድማሳቸውን ዝቅ የማድረግ አዝማሚያ ሊያስከትል ይችላል የሚል ስጋት አለኝ፡፡

አዎን አይደለም

32. የአፍ መፍቻ ቋንቋ ሥራ ላይ ሲውል ማጣቀሻ መጻሕፍትንና መማሪያ መጻፍትን በማዘጋጀት በኩል መያዝ ድርሻዬን ተወጥቻለሁ።

አዎን አይደለም

33. የአፍ መፍቻ ቋንቋ ትምህርት ተግባራዊነት በማረጋገጥ ረገድ በአስፈጻሚዎች (መምህራን፣ ትምህርት ቤቶች፣ የትምህርት ባለሙያዎች፣ ወላጆችና ተማሪዎች) መካከል ያለው መስተጋብርና ውይይት ከጊዜ ወደ ጊዜ እየተሻሻለ መምጣቱን መመስከር እችላለሁ።

አዎን አይደለም

11. በሃዲይኛ ቋንቋ ትምህርት መስጠቱን አልደግፈውም ምክንያቱም በተማሪዎች መካከል ልዩነትንና መከፋፈል ያመጣል። አዎን አይደለም
12. በአማርኛ ቋንቋ ብቻ እንጂ በሌሎች ቋንቋዎች ተማሪዎች በትምህርታቸው ጠንካራና ተፎካካሪ ሊሆኑ አይችሉም። አዎን አይደለም
13. በአማርኛ መማርን የፈለኩት ሃዲይኛ አሰልፎና በአማርኛ ቋንቋ ክህሎት ብቁ ስላላደረገኝ ነው። አዎን አይደለም
14. ተማሪዎች በአማርኛ በሚማሩበት ጊዜ አስተማማኝ መሠረት ፣ የደብረ የቋንቋ ክህሎትና የዕውቀት ክምችት እንደሚኖራቸው ፅኑ እምነቴ ነው። አዎን አይደለም
15. በአማርኛ ሲማሩ ከሃዲይኛ ከተማሩት ይልቅ በእንግሊዝኛ እጅግን የመማር አቅሜን እንደሚያገለግሉት ይሰማኛል። አዎን አይደለም
16. ከአማርኛ ቋንቋ ውጪ ትምህርት በሌሎች ቋንቋዎች መስጠት በተማሪ ላይ ቀንበር የመጫንን ያህል ስለሚሆን ትምህርቱን እንዲያሻሽል ያደርጋል። አዎን አይደለም

LUXXI-BAKKISHSHA

ADDISSAAPHPI YUNIVEERSIITTE'I LA'M DIGIRE'I LOSA'N MI'N
GOOLLO'I SAARAYYA

GAQQISUUM AWWAAXXIBIKKINA XA'MMICHCHOMISSINNE
LOSISAANIANA GUDAAKKO (XAAXXAAKKO)WIXXITTUWWA.

I. GAQQIILLAGE'N LULE'I BAAYYAATTA

- | | |
|--|------------------------------|
| a) Losa'n mine _____ | e)Baxxanch Qooxo'o..... |
| b) Umura _____ | f)Losissakkam baxxanchi ____ |
| c) Albachcha:-Gonchcho/Mentichcho | g)Losa'n hagar..... |
| d) Luxxi Suum _____
Mulli xantakam suum _____ | h)Awwaaxxi hiinchi..... |

II. **Awwonssa**:- keyye xammichcham xaxxittumma wixxxaa'immi horoor sawwit xiniisookkok xabbeenanne wixxaakko wixxttuwwoannet ihaah suume titakko'i suume losa'n minenne losa'n muutoomina awwaxxakkam duuhs'uwwa laboo'isne kitabo'inne caakkisimma.

Eebikkina ni daanam qalbeexximmii ege'llat wo'mmaakko dabachchuwwii luxxi qooxo'I losa'n hongaaanch midadduwwi mashka'uwuwwina gaga'aakko misham gaqqi suu'm seeraam sarayy koobimma. Kaxa'mmichchaam xaaxxittuuwwa dabarimina yakkitte issito ammone ki gaqqi hasaninne sawwitnee ciimmoo'antitte.

21. Ka Haddiyyi suu'm losa'n duhanne yookko yitto kee'imaalligawwuwwi maha maha?Hino'r chaakkiisa dissehe.

22. Ka ke'imaalli hawwuwwa tirimminaa sholiissimminaa massako'I luwwi marucho?Gundisssa gundisaa kitaabee.

23. Mulleeka kakka kakka edakkotain eranne yitto sawwiittuwwa fintitaa chaakkisse.

Ijjachi II:- Ka awwontam keeno xiiniinsitaa mooiminne (✓) ka mare'e saxxin woronne "eeyya" teim "a'ae" yohani lugumoonne shinnatamohaninaa shinaatamoobee'-anima disse

24. Amaaliisin losano lxxi gaba'l luxxi qooxo'onne loso'ilosaanila'm qooxo'onne danaam Mishshaa kee'imaali lachchaadammo

eeyya

a'ae

25. Haddiyissine losano losammi keen losa'n mu'utti Englizisinnettihoo'amame Amaallisin loikeeni lobokka liraanso mishsha ebeena xantamo.

eeyya

a'ae

26. Haddiyyi suu'm losan la'm suu'm "inglizisaa amallisa) losanninaa lwimminaa uwwoo haraa'imat horem nugutaa eeyya

eeyya

a'ae

27. Amaallisinnisi haddiyisi ingilizina shiqqakko matteeyomi yookko

eeyya

a'ae

28. losa'n kitaabuwwi gudukuuyi geev'ammene hegeeqqilule, I sawwiitte duu
ha'ammisine xassaakko

eeyya

a'ae

29. Tamo'I mu'uxi hoffechi haddiyianne lophu mo'amoouiihubikkina losawn lachchi
xillallaloomi bi'ollaa.

eeyya

a'ae

SA'X-BAKKISHSHA

ADDISSAAPHPHI YUNIVEERSIITTE'I LA'M DIGIRE'I LOSA'N MI'N GOOLLO'I SAARAYYA

ANNOO'OO AMOO'OO MOO'O SAGA'L XA'MMICHCHUWWA

- a)Umura..... c)Luxxi suum.....
b)Albachcha:-Gonchcho/Mentichcho..... d)Baxo.....

- 1.1-8 afeebe'e yoo losa'n mineeloso losaan yoo?Ixxuwwi gaqqi suum losanomina
awwaaxxitamula?
- 2.Minenne woccamookkokkii los'n minene lossaam suummuwwii labantamoonihee?
- 3.lonsitaalosa'n higgisshi mu'utoomina kilosa'n minennehink suume doo'llitio?
- 4.Kiciilluwwi ixuwwilosano ixuwwi gaqqisuminne losamutta'n mahmaceesaamo?
5. Losano ixuwwi gaqqi suuminne hınca' immi luxxi gaba;I qooxo' ciilluwwi liichina gara'
mmohanee awwaadoohane?
- 6.Luxxi gabaa'l isa'n mi'n ciilluwwi ixuwwi gaqqi suum losa'n higgilshsh mu'utoomina
awwaaxxitota'n mah maceesaamo?
- 7.ciilluwina ixuwwi gaqqi suumenne losan hincoohaare losannone qoxatto'okko , los'n wor'l
mish wosha aa'llokkoo ixuwwi gaga caakkisammo yitena hinkana xanto?
- 8.losano Amaallissa awwaxxito'ikeen Haddiyyisinne losso'I keeniinsi losanonne araqa
malaayyammuuwaa qooCiilmmi xant yookeenoo yitaa sawwito?
- 9.Ki minaadaphphi losa'n minina hink losa'n higgilshsh mu'ute'lloo?Te'em makko?Mahina?
- 10.Ki gaqqi suu'm losa' horoor sawwixxi bikkina keese moo'o quxoo huullitaa?
- 11.GAqqi suu'm losa'n kitaabimmane affu hawwuwwi mah maha?
- 12.Haddiyyisinne losukkeen INgilizision^{2'mm} sayikillane asheerukkare losanne qoxatto'onne?
Hinkid laqqo?

Observation Checklist

No of Schools observed-six (6) primary schools

No of classes observed - Twelve (12) classrooms

No of teachers observed - Twelve (12) primary school teachers

Amount of time effectively used to each above concerns - 35 minutes

Results gained from each item administered for both teachers and students

Cumulative Computed Results

Teachers

- a. H-3 -100%
- b. H-3-100%
- c. H-3-100%
- d. H-3-100%
- e. M-2 -66.6%
- f. H-3-100%
- g. -----
- h. M-2 -66.6%
- i. H-3-100%
- j. H-3-100%

Students

- a. H-3-100%
- b. H-3-100%
- c. M-2-66.6%
- d. H-3-100%
- e.-----
- f. H-3-100%
- g. -----
- h. -----
- i. H-3-100 %
- j. H-3-100 %

Correlations

Subject Correlations

Category		s-hadiya	s-amh	s-english
Hadiya	s-hadiya pearson correlation	1	.(a)	.945
	sig. (2-tailed)	.	.212	
	N	3	0	3
	s-amh pearson correlation	.(a)	1	.075
	sig. (2-tailed)	.		.952
	N	0	3	3
	s-english Pearson correlation	.945	.075	1
	sig. (2-tailed)	.212	.952	
	N	3	3	6
Amhara	s-amh Pearson Correlation	1	.(a)	.189
	sig. (2-tailed)	.	.879	
	N	3	0	3
	s-hadiya Pearson Correlation	.(a)	1	.937
	sig. (2-tailed)	.		.227
	N	0	3	3
	s-english Pearson correlation	.189	.937	1
	sig. (2-tailed)	.879	.227	
	N	3	3	6
Hadiya	s-hadiya Pearson Correlation	1	.(a)	1.000(**)
	sig. (2tailed)	.		.000
	N	3	0	3
	s-amh Pearson Correlation	.(a)	1	.966
	sig. (2tailed)	.		.166
	N	0	3	3
	s-english Pearson Correlation	1.000(**)	.966	1
	sig. (2tailed)	.000	.166	
	N	3	3	6
Amhara	s-amh Pearson Correlation	1	.(a)	-.352
	sig. (2tailed)	.		.354
	N	3	0	3
	s-hadiya Pearson Correlation	.(a)	1	.849

sig. (2tailed)	.		.771
N	0	3	3
s-english Pearson Correlation	.849	-.352	1
Sig. (2tailed)	.354	.771	
N	3	3	6

NPar Tests

Chi-Square Test

Frequencies

Favorable & unfavorable category

	Observed N	Expected N	Nesidual
Non favorable	3	13.0	-8.0
Favorable	23	13.0	8.0
Total	26		

Test Statistics

Favorable & unfavorable category

Chi- Square (a)	9.846
df	1
Asymp. Sig.	.002

a . cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 13.0

DECLARATION

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

Name : TESFAYE LIMORE DEGAGA

Signature _____

Place : ADDIS ABABA UNIVERSITY

Date of Submission: JULY, 2008

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

Name : Dr. K. EAGAVALLI

Signature _____

Date : _____

