

**A STUDY OF BILINGUAL INSTRUCTION
PRACTICES IN SOME SELECTED PRIVATE
PRIMARY SCHOOLS OF YEKA
SUB-CITY IN ADDIS ABABA**

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ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUTE STUDIES



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BY
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LIST OF ACRONYMS

ADEA.....	Association for the Development of Education in Africa African
EFA.....	Education for All
ERGESE.....	Evaluative Research of the General Education System of Ethiopia
ESR.....	Education Sector Review
ESS.....	Education Sector Strategy
ETP.....	Education and Training Policy
ICDR.....	Institute of Curriculum Development and Research
JSS.....	Junior Secondary School
L1.....	First language/mother tongue
L2	Second language/Language of wider communication
MoE.....	Ministry of Education
MOI	Medium of instruction
MT.....	Mother tongue
MTE.....	Mother tongue education
NGO.....	Non-governmental organization
P1.....	Primary Grade 1
P3.....	Primary Grade 3
PS.....	Primary school
SNNPR.....	Southern Nations, Nationalities and Peoples' Region
SoI.....	Subject Instruction
SS.....	Secondary school
SSS.....	Senior Secondary school
TGE.....	Transitional Government of Ethiopia
TTC.....	Teacher training college
TTI	Teacher training institute (phasing out)
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF.....	United Nations International Children Education Fund

ABSTRACT

The purpose of this research was to explore the practices of bilingual instructional language in some selected private primary schools of Yeka sub-city in Addis Ababa. The research has attempted to assess the perceptions of teachers, parents & students in bilingual instruction in these selected schools. The research has also attempted to explore why and how private schools use bilingual instruction, their management of material and human resources and the major challenges encountered in the program. Thus, in order to address the basic questions of the study, descriptive survey method was employed. The instruments used to collect data were questionnaires for teacher respondents, interview questions for education officials, guide line questions for focus group discussions with parents and students, classroom observations were used. Hence, thirty eight teachers, ten education officials, twelve parents and eighteen students about a total of seventy eight were the target group participants to give their responses. The data gathered were finally analyzed both in quantitative and qualitative terms. The findings of the study have uncovered that private primary schools were using bilingual instruction with the inadequate availability of standard textbooks and trained teachers. The schools had used bilingual programs without consulting and participating stakeholders especially teachers, students and parents in the selection of the medium of instruction. The federal language policy established in 1994, calls the use of mother tongue as a medium of instruction throughout the primary education. Teacher training should also be in mother tongue instruction; however, teachers in private schools have been trained in English mediums at the college levels and teach first cycle grades. As revealed from the findings these teachers were not qualified for the level and were not proficient either in English language to teach in bilingual instructional programs. From the results of the study, it is possible to conclude that bilingual education in private schools is not effective pedagogically to achieve the designed educational goal as teachers are not trained in the context of bilingual education. Private schools used English as medium of instruction for market advocacy as if they provide quality education in English to attract the community. As a result, the provision of bilingual education will have adverse effect on the feeling of children's national identity and acquisition of knowledge where foreign language of instruction is not mandatory in the context of Addis Ababa. As the primary objective of education entails, it should be emphasized that quality education is the delivery of education which will best allow students to achieve high-level academic proficiency across the Curriculum. The language education policy and practice should be to support this objective. The interest of the learners, availability of human and material resources and including professional support should be considered to conduct bilingual education when it is necessary to achieve the intended educational goal in light of pedagogical science.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The language of instruction has been a point of controversial issues in the world, as an instructional language is a key element to communicate easily and understand the concepts of the subject, (Getasew, 2007). Many studies however, show that the language of instruction is the most problematic area in schools, since the language of instruction influences the learning and teaching processes which again affects the learners' experience particularly in communicating with the teacher and the ability to understand concepts in content of instruction.

The theory of cognitive development provides the psychological foundations for the approaches of teaching and learning in that children must form their own understanding of the world in which they live, (Pinker,(1989).

According to cognitive psychology, children can think before they can talk. Cognitive psychology has shown that people think not just in words but in images and abstract logical propositions. One can think of words can correspond to thoughts. Piaget in Kundu & Tutoo (1988) explains that the building of understandings can be manipulated by concrete materials and the content of the curriculum should promote active thinking.

In this regard, Pinker (1989) also discusses about the biology of language acquisitions in that human language is made possible by special adaptations of the human mind and body that occurred in the course of human evolution and which are put use by children in acquiring their mother tongue.

Learning for the child begins at home interacting with its social environment. The argument here is that in order to communicate and understand the

concepts of the subject matter, the child has to learn with his/her mother tongue. Hence, from the point of pedagogical advantages, there is no compromise in the choice of the mother tongue as instructional language in lower grades.

Instructional language planning therefore should be one of the tasks of policy makers and educators. In developing countries, particularly in multilingual communities, attempts to establish which language(s) will be used for governmental and other official functions have involved sociolinguistic considerations.

In Ethiopia, since the introduction of modern education, there was no mother tongue instructional language policy until recently. Before the Italian occupation of Ethiopia, foreign language, especially French was dominating as mediums of instructions (McNab, 1988).

During the Italian occupation, the uses of some local languages were used as mediums of instruction in primary grades. However, after liberation Amharic language replaced the local languages through out the country. In 1958, Amharic was fully applied as an instructional language of education throughout the primary education system. It has been one of the turning points in the history of Ethiopia when on May 28th 1991, the Ethiopian People's Revolutionary Democratic Front (EPRDF) overthrew the authoritarian military regime and took over the political power (Wartenberg, 2001) that brought about a new education language policy establishment with the provision for the choice of nationality languages of instruction in the primary education systems. Accordingly, the policy statement has allowed nations and nationalities to use vernacular language as medium of instruction as necessary.

The Education Policy also admits that nationalities can either learn in their own languages or can choose from among those selected on the basis of national and country side distribution. According to the policy document,

Amharic and English languages are to be taught as subjects at all levels. According to the ETP, English is also supposed to be the medium of instruction for secondary and higher education. (MoE, p. 24).

In this respect, all nationalities are likely to deliver primary education with their vernacular languages. For the last 13 years, until the new curriculum was effective since 1994, more than 20 nationalities languages were serving as mediums of instruction and curriculum development. According to the different aspects of regional states & their peculiarities, primary education is given in vernacular languages; grade 1-4, 1-6, or 1-8. Some regions start teaching with English medium from grade 6 and grade 7 (Education Sector Strategy, 1994).

At this juncture, Amharic remains to be the official language for many internal purposes. In the case of Addis Ababa Amharic/Lingua Franca/ is the language of instruction in the primary education from grade 1-6 in government and public schools.

Although there are pedagogical evidences for the advantages of bilingual schooling, there are arguments against it that reflect different views as there are valid elements in objections of bilingual schooling. One argument against bilingual education is the issue of language of national unity. Another argument is that parents and guardians want their children to learn the official language for better employment opportunities and the like (Benson, 2001).

The basic advantages of implementing the proper instructional languages is to bring about competencies in the cognitive development of the learners, which relates to content knowledge, instructional strategies and competencies in communication skills in accordance with the sociolinguistic situations to address multicultural issues, interpersonal relations, and self-concept development. This indicates and implies that learning is more motivated when it is mediated with the learners' familiar/mother tongue/ languages that lead

to positive ends for better academic achievements and easily communicating with his/her environments.

1.2 Statement of the problem

The advent of Education and Training Policy in 1994 has revolutionized the situations in the education sector in Ethiopia. By then, the right tasks for selection of the medium of instruction was given to regional administrations, which was effective in the awaiting years until after they assured their readiness. The history and evolution of language policy across the country has been in trouble evolving with a steadily process. The current Ethiopian language policy has been tried and succeeded and became amenable since it has better reflected the socio-economic and cultural realities of the multi-lingual Ethiopia. According to some researches, the current MoE of eight years of mother tongue medium of schooling is one of the best on the continent and promotes sound educational practice, (Heugh et.al, 2007).

Currently, there are urgent needs to revitalize the language policy in the primary school settings. Addressing to the different perspectives and views on how to develop and select language of education, research findings have identified different scenarios based on a tri-lingual model for Ethiopian primary education. The tri-lingual model encompasses mother tongue, Amharic as the national or second language of education and English as the international or foreign language.

The real situation in Ethiopia has been changed since the ETP (1994) renovated the medium of instruction in the following affirmation statement:

Cognizant of the pedagogical advantages of the child in learning in mother tongue and the rights of the nationalities to promote the use of their languages, primary education will be given in nationality languages (MoE 1994, p.23)

According to the policy assertion, it is necessary to use nationality language (mother tongue), official language or can choose from among those listed languages based on the national countrywide distributions. Mother tongue

instruction generally refers to the use of the learners' mother tongue as a medium of instruction in schools or it refers to the language used for teaching the basic curriculum of the primary educational system. Thus, the needs and purpose of using mother tongue instruction in primary education is to achieve high-level academic proficiency across the curriculum.

However, the real situations in private schools do not go in line with the language education policy of the country. The practices in private schools indicate that the use of English as medium in bilingual education to primary lower level grades suffer from shortage of trained teachers and the provision of necessary teaching and reference materials.

Foreign languages are not people's language. They could remain as the languages of the few, namely the elites who are alienated from their counterparts elsewhere with whom they are also unable to merge with the community. Seyoum (1997) elucidates the lack of integration of educational goals with the cultural context of African values that has contributed to the present educational crisis in Africa. He also mentions that education has made itself increasingly irrelevant to the real issues of the masses and Africa's development. This elitist nature of education is a constricting factor where students are forced to receive education in the foreign language.

Similarly, opponents of English mediums suggest their view points that English even if it is used as an International language for improvement, it should not be overtaking/at the expense of/ the place of vernacular languages in primary schools. Primary schools, especially the lower grades must practice their first language for sociological advantages too. This is to mean that introducing mother tongue proves the view that vernacular language enables children easy for understanding of traditional stories.

Accordingly, because of pedagogical, psychological (age factor), sociological and biological reasons, the language of education should be as the Natural medium of instruction in lower primary grades. The practice of foreign

language as medium of instruction should not be considered at the expense of the child's right to learn in his/her vernacular/familiar language.

The use of bilingual education without standard and equivalent curriculum syllabi in both Amharic and English versions will create knowledge fallacy, confusion and anxiety of the child. As a result, the quality of bilingual education in private schools seemed to be low with poor knowledge acquisition. Besides, it might bring identity crises when children are imposed to learn in foreign language of instruction as they are not immigrants to English speaking public. Hence, the major momentum of this study was to carefully examine the challenges of bilingual education. Consequently, the study tried to answer the following basic questions.

- i. Why do private schools use bilingual instruction & what are the basic rationales that parents, students, teachers & directors put forward for the usage of foreign instructional languages?
- ii. Do teachers have adequate training and preparation in bilingual instructional approach to teach primary education in language selected as a medium?
- iii. What are the attitudes of education officials towards the practice and implementation of instructional language policy in the primary education?
- iv. To what extent is bilingual education effective in children's learning and achievement?
- v. Does bilingual education in the private schools match with the current curriculum developed for the first cycle (Grades 1-4) primary level in both Amharic and English versions in line with the new education policy?

1.3. Objectives of the Study

The general objective of this study was to investigate problems of instructional language policy implementation in primary private schools. The study was intended to achieve the following specific objectives.

1. To assess the current practice of instructional language regarding the policy framework and strategies in selected primary private schools;
2. To assess the perceptions and opinions of stakeholders/parents, students, teachers, directors and education officers/ about the practices of two instructional languages in lower primary schools;
3. To identify teachers' training in bilingual instruction in satisfying competency of the needs of the learners.

1.5 Significance of the Study

This study is believed to contribute the following benefits:

- a) Gives an insight in to the disparity between private and government schools in implementing instructional language policy and there by calls on pertinent officials to take collective measures;
- b) Gives an insight in to the impact on students leanings using foreign language contrary to using mother tongue as stipulated in the policy;
- c) The study would serve for further studies in the field.

1.5 Delimitations of the Study

According to the annual education statistics report of 2007 by Addis Ababa Education Bureau, there were 521 primary (grades 1-8) schools out of which 240 of them were private schools in the city. Yeka is one of the 10 sub-cities

and shares a total of 81 primary schools and out of this, 47 schools were privately owned with full accreditation and licenses.

The study is first of all restricted to primary private schools at Addis Ababa in Yeka sub-city. It particularly focused on grade 4 first cycle primary private schools. The study also focused on perceptions of parents, teachers and education officials in using bilingual instructional languages to teach one and the same subject.

The study does not include either teachers' or students' academic performances. It will be difficult to raise and cover all issues concerning bilingual instruction in this research due to the shortage of time, money and other facilities. Hence, the scope of this research focuses on the facts, and opinions of using bilingual instruction.

1.6 Limitations of the Study.

There were some limitations during the research process. Since bilingual education is a new trend in our country there are not clear perceptions towards it for most of the stakeholders. This has contributed to limitations for the research. The scarcity of research materials in bilingual education has also encountered problems to the researcher. Thus, the researcher however used experiences of other countries and tried to research in the contexts as much as possible.

1.7 Organization of the Study

This research paper is organized in to five chapters. Chapter one deals with the general background, the objectives, statement of the problem and its approaches. Chapter two focuses on the review of related literature. The third part deals with research methodology. Chapter four includes presentation, analysis, and discussion of the findings of the data. Finally, chapter five presents summary of the findings, conclusion and recommendations.

1.8. Operational Definitions of Terms

- **Bilingual Education/Bilingual Instruction:** - Bilingual education refers to an educational program in which both a native language and a second language are taught as subject matter and used as media of instruction for academic subjects. In the context of this research, it refers the use Amharic and English as instructional mediums to teach same subject.
- **Code-switching** is a term referring to describe using more than one variety of language often using in a single situation.
- **Language proficiency or linguistic proficiency** is the ability of an individual to speak or perform in an acquired language.
- **Lingua Franca:** - is a language of communication which is widely used among sociolinguistic diversity groups of people.
- **Mother Tongue:** the mother tongue is a home language one has learned first and/identified with.
- **Multilingual:** - an individual speaker who uses two or more languages. A Multilingual person is anyone who can communicate in more than one language.
- **National language:** - is generally developed and used as local language which serves as symbol of national unity.
- **Nationality language:** a language of group of people, in Ethiopia. It is also administrative and official language of nationalities language in the Ethiopian context.
- **Official language:** - Official languages are primarily concerned with the day-to-day practical tasks of administrative work. According to the ETP Amharic is a language officially used for administrative, educational and official purposes.

CHAPTER TWO

Review of Related Literature

2.1. Bilingual Education: The Concept

Bilingual education under different circumstances is a universal issue and it is also debatable with its different aspects such as in the goals, the approaches, the problems, and the advantages as well as the different views and perspectives on how to foster quality education. Bilingual education can be defined as the instruction in two languages and the use of each language as a medium of instruction for any part of, or the entire school curriculum, (Anderson & Boyer (1970).

According to Baker (1996), bilingualism is the ability and use of two languages. Individual bilinguals do not exist in separation from the community in that bilinguals or multilingual are usually found in groups. An individual may regularly speak two languages, but competence in one language may be limited. Another person may be proficient in conversation and another for writing and reading. Hence, the important distinction is therefore between ability and use of a language. UNESCO (2003) affirms that bilingualism is the use of more than one language in daily life, will be a normal practice in the bilingual or multilingual contexts.

Bilingual Education as in the context of the United States is also referring to the programs in public schools by which instruction is given to immigrant children in their native languages as a step toward their transfer to classes where subjects taught in English,

2.1.1. A Theoretical Framework and Principles of Bilingual Education.

Bilingual education exists in two levels; as a system and in the classrooms. A chosen model can be presented in a classroom and an intervention is also

needed to harmonize the integration. In any bilingual education, it is essential to integrate the inputs, contexts, processes and the outputs. Baker (1996) explains about bilingual education with the analogy of the garden. With this analogy, seeds are the inputs to the garden. There is also a continuous action which is called the process. The outcomes are the plants or flowers. The ingredients are the contexts; water, climate and the soil.

In applying this analogy to the real situation of bilingual education, any program intervention begins to consider to integrate; i) the inputs or human ingredients into the classroom. The outcome depends on the quality of teacher training, the students' language abilities and so on. ii) the environmental contexts or the school environment at macro or micro level, the government, the society, the sociolinguistic conditions and the like affect the classroom. iii) the process is the actual classroom practice; the process variables could be teacher-student interaction, student-student interaction and the use of the curriculum materials. iv) and the last conditions are the outcomes /output variables.

Policy makers have to consider the result of applying bilingual programs for the needs of an evaluation process, what achievements in the curriculum and what attitudes about the medium of the language(s) are attained? The nature of the political ideology- whether it is an assimilationist, accommodationist or pluralist view points.

At a theoretical level, however, there is likely a controversial issue, reflecting the fact that there is no cross-disciplinary consensus regarding the nature of bilingual education. However, bilingual education should be based on sound educational theory, that it is adequately implemented and that the effectiveness of the program evaluation is to meet the needs of the learners (Hakuta, 2003).

In this regard however, over the last three decades, discourses on bilingual education did not focus mainly on academic basis, but on biased opinions and

siding on political ideologies. One basic reason is that bilingualism is a newly evolving discipline (Crawford, 1992). Although, there are numerous controversial issues that thrive, the reports show less pedagogical issues, and more opinionated views lacking rationalities.

2.1.2. Principles for Bilingual Education

According to Crawford (1996), there are two types of proficiency; one is cited as playground speech by a child which is an interpersonal communication and the other is academic proficiency. The communicative language, in this case is high in context, but low in cognitive demands since academic language is needed for abstract reasoning.

Cummins (1981), for the first time has elaborated the distinctions between the types of proficiency; BICS (Basic Interpersonal Communication Skills) which are the surface skills of listening and speaking which are typically acquired by many students. CALP (Cognitive Academic Language Proficiency) which refers to basic ability to cope with academic demands. CULP (Common Underlying Language proficiency) which provides the base for the development of for both the first and second language. Cummins (1981) concludes that children need much more less time to develop conversational proficiency (1-2 years) in a second language than academic proficiency (5-7 years).

The principle of language proficiency has a significant implication for teachers, curriculum developers, and policy makers in that they should consider the degree of fluency in everyday spoken second language does not correspond to academic language proficiency. It is very important that students be encouraged by their teachers in the mainstream program. Second language speakers may be catching the language easily, this can mislead teachers. Thus, one should consider that competency in academic language may not be achieved easily.

Crawford (1992) states that children's foundation in their native tongue and starting over from scratch, facilitates a transfer of these proficiencies to the second language. Cummins (1981) also calls this transfer of proficiency as the theory of interdependence i.e. the second language proficiency depends on the ability of the first language. Hakuta (2003), an educational psychologist, in addition explains that the cognitive theory supports the notion that for both the student's languages and the skills that learned in the first language can be transferred to and can be accessible in the student's second language.

Researchers discovered a lot on the dependency theory; a significant benefit is confirmed that the first tongue facilitates the acquisition of a second, Crawford (1992). In support of these ideas, Krashen (1999) writes about how knowledge and literacy can be transferred. When schools provide children quality education, it is expected that they gain knowledge and literacy. The knowledge that children get through their first language helps make them in the second language to hear and read more comprehensible. Literacy developed in the primary language transfers to the second language. It is possible to conclude with a simple reason in that to learn to read by making sense of what is on the text in ones own language can read in general.

Therefore, it is important to bear in mind that language for conversational purpose is quite different from the language used in school learning, and acquiring literacy is equivalent acquiring knowledge. We learn to read by reading, by making sense of print Crawford (1992).

Literacy is a broader term, however, in simple terms, it is defined as the ability to read and write. Hence, a literate child in his familiar language transfers the skills gained already. Although, schools today tend to promote bi-literacy to maintain quality education, the tendency in maintaining quality education, of course, depends on the program approaches working equally in dual languages or in a program directed toward the improvements of one language.

2.1.3. Models of Bilingual Education

The effectiveness of various program models for second language students remains the subject of controversy. Although there may be reasons to claim the superiority of one program model over another in certain situations, a variety of programs can be effective, (Chumbow, 1996). The choice should be made at the local level after careful consideration of the needs of the students involved and the resources available (Rennie 1993). However, the issues of educational models need to be fit into the immediate local in schools and at large in the societies.

The kind of language education model depends on the educational goals which can be examined with respect to national or societal goals. Therefore, linguistic goals, and educational goals in general (national goals) are of two types: assimilationist and Pluralistic (Baker, 1996). Assimilationist goals seek to assimilate minority language speakers into the majority language and culture. Pluralistic goals typically affirm individual and group language rights, and are seen as support for group autonomy, which may or may not be viewed as a threat to larger group unity. Hence, it is likely to believe that assimilationist and pluralistic goals reflect ideological and philosophical differences in choosing and using the kind of bilingual model(s) (Roberts 1995).

In pluralistic approaches of language models, different responses can emerge in accordance with the situations; where, there is no large regional language, a two or bilingual model is regarded as sufficient, where there are two or more languages significantly used lingua-fracas, or trilingual (a three language) model is usually recommended. There is a tendency to move from bilingual and trilingual models due to pressure from external & internal conditions to monolingual models (Heugh, et.al 2007).

Factors in selecting a program model are critical to consider with several variables that will ultimately influence the type of program most likely to be appropriate and effective in a given situation. Some of these influencing factors

are region or school demographics (language diversity), student characteristics (students with strong academic preparation in their native language) and school resources (teachers, material resources and administrators trained to work with students in the second language proficiency).

Thus, such and the like factors may be able to influence the effectiveness of bilingual classes. Therefore, policy makers should consider the opportunities and threatening factors from the large pool of bilingual settings; the student's behavior, attitudes of the community, resources and personnel/teachers in the community to staff bilingual programs.

2.1.4. Types of Instructional Program Models

According to Baker (1996) instructional models and programs can be classified into two distinct categories as early and late immersions depending on the age at which a child commences experience, the amount of time spent in immersion is also termed as partial and total immersion.

- a) Subtractive models:** - the objective of this model is to move the learners out of the home languages and begin the medium of learning as early as possible in first grade in schools.

- b) Transitional model:** - this model has the same end/goal as subtractive model, it has single target at the end of the school. The learners begin with their first language and move to the second language as the medium. The transition or switch takes place 1-5 years. When the switch takes place from 2-3 years, it is known as early-exit with its goal is English literacy and if the transition is delayed, it is known as a late-exit transitional model. The goal for late-exit is to develop academic proficiency in English where, its success is determined with available and proficient bilingual teachers.

c) Bilingual immersion programs models

A learner may study some subjects in an L1, and the others in an L2. This kind of partial immersion is commonly found in maintenance bilingual models. The medium of instruction is equally managed in partial immersion in both languages. Total immersion is the quickest route to fluency into the L2 and assimilation into the dominant culture. The limited number of bilingual teachers available to teach in the higher grades and teachers trained in second language methodology to teach content in a second language (often sheltered instructional strategies) could affect the effectiveness and implementation of the program.

d) Two-way Bilingualism (Dual medium)

This kind of additive bilingual model is more applicable in most countries, especially in Africa. It could be either L1 as medium through out with L2 as subject with trend teachers or dual mediums, usually L1 to at least Grade 4-5; followed by gradual use of L2 not more than 50% of the day. In some programs the switching is done in alternating days. Two-way bilingual classes may be taught by a single teacher proficient in both languages or by two teachers, one of whom is bilingual (Rennie, 1993). The goal is to develop proficiency in the L1 and L2 in a dual language immersion. The program could be successful with teachers trained into two languages with a sheltered instruction and strong commitment from school, family and the community

e) Developmental/maintenance bilingual Education

The main purpose of a maintenance program is to reinforce the home language /mother tongue/and a sense of cultural identity of the learner, as well as developing proficiency in the L2. Thus, this kind of model promotes full bilingualism. The goal of maintenance bilingual programs is to promote bilingualism and biliteracy; rather than an assimilationist goal, hence, model promotes pluralism (Roberts, 1995).

Generally, transitional programs give less emphasis on developing students' first language and more emphasis on the first language as a bridge to English language development, whereas developmental programs, generally place equal emphasis on developing and maintaining students' primary language and academic English proficiency. It is highly effective to develop literacy in the primary language as foundation for English reading. The program is supposed to be appropriate when sufficient numbers of bilingual teachers are available to teach in the higher elementary (or later) grades.

f) Structured Immersion

When the sub-immersion (analogous to swimming) education program places children in a mainstream education, it is likely a structured immersion program. Therefore, structured immersion programs are sub-immersions rather than immersions (analogous to sink). The goal is fluency in English, thus all students in program are English Language Learners. There is content instruction in English with adjustment to proficiency level so subject matter is comprehensible (such as sheltered English instructional methods). Typically there is no native language support or development. Teachers have strong receptive skills in students' primary language, (Sonia 1998).

g) Immersion (Canadian Model)

The immersion model was originally developed in Canada, and was used successfully with English speakers learning French as well as with growing numbers of minority language children (Sonia, 1998). Goal is fluency in French (L2) and English (L1) (bilingualism). Immerses students in second language for first 2 years using sheltered language instruction, and then introduces English (L1). When immersion is used with majority English speakers learning French, immersion bilingual education is generally pluralistic and promotes additive bilingualism. Learners become bi-literate and bilingual in two languages. However, when minority language speakers are

immersed in the majority language, the goal is frequently assimilationist and results in subtractive bilingualism.

2.1.5. Debates of Bilingual Education

Although there is a clear evidence of the pedagogical advantages of bilingual schooling, arguments against it often reflect different considerations (Benson, 2001). However, while there are also some elements in the objections, it is also true that most of the objections emanate from prejudice and misinterpretations (Crawford, 1992).

Therefore, it is very important to clarify, the misconceptions with the number of key concepts and views to review the typical arguments against bilingual education. In official bilingualism as has been seen from the experience of countries could be noted as an occasional or intermittent in the practice of bilingual policies. Research findings afford considerably more support for bilingual approaches of education in that the native languages provides the development of the cognitive and pedagogical advantages Crawford (1995).

One of the controversial areas that proponents argue against bilingual education refers to the status of the official language, considered to be the language of national unity, international communication, literacy and expressing modern concepts. In contrast, the local languages are seen as of the languages of the communities and traditional cultures without written form (Benson, 2001). Another argument is that, not all studies prove the use of first language works best. The supporters of English only in general argue by citing evidences as their contending examples that students' of bilingual educations do not have better performances. The last but no list opposition towards the provision of bilingual education is that the large sum of cost it incurs.

2.2. Language and Education Policy in a Multilingual Societies

Language policy refers to rules set by authorities to govern the acquisition and/or use of languages. Policy makers and analysts have used the term to apply to a wide variety of administrative levels ranging from international organizations, to world regions and to single educational institutions (Lambert, 2003). Language is a complex and dynamic system of conventional symbol, which is used in various modes of transmission of, culture, customs, thought and knowledge. It is also serving as a means of communication which helps people to express their ideas, feelings, and attitudes.

The number of languages through out the world is estimated to be 6,000 (Li Wei, 2006). Among these, few languages serve as wider communication around the world, such as Arabic, Bengali, English, French, Hindi, Malay, Mandarin, Portuguese, Russian and Spanish. Hence, many more children throughout the world have been and continue to be educated through a second or a later-acquired language, at least for some portion of their formal education, than there are children educated exclusively via the first language. A research submitted to the World Bank by Richard and Tucker (1994), indicate that in many parts of the world, bilingualism or multilingualism and innovative approaches to education, which involve the use of two or more languages, constitute the normal everyday experience.

The evolution of language planning as an academic process came into existence as early as 1950s. However, it has been accepted conventionally after the UNESCOs' declaration of the use of mother tongue in 1953. The favoring factors for such advancements were due to the collapse of European colonial empires (Kaplan, 2003). The late 1950s and the 1960s constitute a period of great campaigning in language planning. Thus, more recently instructional language policies are considered as becoming the vehicles for socializing and improving communication between linguistically heterogeneous groups of people or countries.

The use of multiple languages in education may be attributed to numerous factors, such as the linguistic heterogeneity of a country or region, specific social or religious attitudes, or the desire to promote national identity. Alexander (2001) states that the most important domains of social reproduction, which comes in the front ground is that of language policy and language practice. Instructional language practices are sensitive in nature with the range of politics (ideology), social, cultural and economic issues that may be involved.

The involvement of citizens and educators especially students and parents would be helpful to create opportunities for communication in culturally and linguistically different contexts to choose language of instruction, planning, review and participate in the implementation process. The fact that involvement is a necessity not only reflects citizens' views, beliefs and cultures but also is essential to improve the teaching-learning environment in the diversity settings. According to Pena (1998), parents may play a critical role in maintaining their child's first language skills that supports the development of subsequent language. In order that parents could participate and share their experiences to the schools needs some strategic means. Therefore, schools should of course, take the initiatives by providing small group seminars, creating student support groups, facilitating informal communication, access to cultural centers and creating agencies in the community to provide information and services for the parents.

Professionals can also facilitate and exchange information with parents and with the school community to promote exchange of ideas and transfer of knowledge. Among the most important and central personnel of schools are students. However, in schools today, students are often addressed as passive learners, merely participants in their education, as opposed to other partners or stakeholders. Even if opportunities are given meaningful and significant student involvement in education planning, school leadership and self-

governance are primarily offered to gifted and advanced students only (Fletcher, 2001).

In this case, students should directly be involved with the decision-making processes in schools. Schools must also find an organized way in which students' needs; attitudes, beliefs, and behaviors be echoed through the system and become an integral part of the problem-solving process. According to Fletcher (2001), the different ways students can participate in school decision-making could be noted as: participating in curriculum design, deciding what is to be taught, deciding the issues concerning the selection of instructional and supplementary materials and the in the selection of medium of instructions .

2.2.1. Crosscutting Themes in Language Planning

There are some considerations to be made in instructional language planning; the sociological, political, cultural and pedagogical aspects before formulating decision-making strategies. Language policy is an integral part of the general social policy. In the planning process, the local linguistic diversity, multicultural issues, the national economic and social status, the global conditions and problems related to pedagogic aspects should be considered. Therefore, in order to propose and choose from the varieties of instructional languages, the general education purpose and circumstances of the classroom, as well as the pedagogy should be taken in to consideration.

According to Richard (1997), policy planning is critically cross-cutting within the domain of language education reform. When an additional language is introduced into a curriculum, the child must go back and relearn the academic concepts already mastered. A study carried by the World Bank (1995) demonstrates about the doubts and fears that many policy makers have characterized bilingual education as a high risk undertaking. According to the World Bank, undertaking bilingual education needs to ensure the programs appropriateness for the unique socio-cultural contexts. Since the majority of

children face a language gap that must be bridged when using the target language as a medium of instruction. In order to bridge the language gap, policy makers could be able to base their attention upon the following four areas: these include (1) sociolinguistic research (2) the use of a more appropriate model (3) materials development, reproduction, and distribution of the selected instructional languages and (4) development of a cadre of trained teachers who are proficient speakers of these languages (Swain, 1996).

2.2.2. Aspects of Instructional Language Policy

Language policy planning is a central factor in nation building. To this point Ghirmay (1998) indicates the problems of the policy implications of political decisions either for or against diversity of languages. Thus, there is need to examine the complex issues involved in the process of planning; the type of curriculum and language of instruction must be decided and put explicitly in the context of multilingual society.

Consequently, during language policy formulations the political and ideological factors affect the balance between internal and external aspects related to changing the emphasis upon linguistic assimilation, transitional policies for linguistic coexistence, pluralism and bilingualism (Lewis, 1972). Therefore, the kind of policy that appeared in practice is usually prevailing with favored opportunities of the political ideology. The restrictionist theory of history offers such strategies undermining deep values of minorities and stick to dominant beliefs and attitudes that promotes assimilation. Internal forces, like national movements tend to promote bilingualism where as external forces like centralism and globalization begin to exert their influences by ideological and cultural importations to push for the homogeneity as well as the hegemony of one culture and one language. Historically, this can be witnessed in the process of Americanization the USA in the periods of 1880-1960s repressing the Indian language and culture by replacing it with only English policies (Ovando, 2003).

In multilingual societies, the assimilationist policy in the name of "integration" contradicts with unity in diversity. According to Alemseged (2004), when states feel that their administrative and academic institutional structures are not conducive to diversity; they favor assimilation which is a sign of absolutism. In this case, in a multilingual society, diversity seems to be an obstacle in state building because of ethnic tensions and conflicts due to identity politics which finally leads to a secessionist route by the political actors.

On the other hand, the 'accommodation' policy better drives a genuine cultural diversity by retaining non-discriminatory economic, cultural, linguistic diversity and political institutions. Opponents of this perspective adhere to point out the developments of American and European history how multiculturalism descended into nationalism resulting with a monolithic society and a centralized state.

2.3. Language Policy and Practices in Africa.

2.3.1. The Language Factor and Education in Africa.

A language policy of most independent African countries was the continuation of the colonial policies (Bokmba and Tlou, 1972). Therefore, African states began to struggle for social change and education as early as their independence. The use of African languages in education alongside with other languages was part of the struggle in search of the path of Africa's development.

Therefore, tracing back on the birth of language policies, the efforts and failures of African countries were influenced by political ideologies. Seyoum (1997) on the other hand demonstrates the uncertainty of the time that refrained African countries from deciding on the frame of national policies. In the late 1950s and 1960s, African leaders were influenced by the fashion of the days and with the ideas of modernization and nation-building. The heritages they acquired were not comfortable in either way to insist on their

own culture and language of the mass. Thus, they all found comfort in centralism and inflexible of their national policies.

The African continent is the home of about one third of the world's languages of a total of about 6.000 languages still spoken around the globe. According to Wikipedia the free encyclopedia, 2 March 2008, Africa is a large continent and it has a diverse set of languages, which are estimated to be about 2000 languages many of which bear little relation to one another.

The implementation of instructional language(s) in the African multicultural and multilingual settings could be successful in the presence of political will and if attention is given to proper planning considering the solutions for the qualitative (Pedagogical) and quantitative (materials and finance) problems that would pose any major theoretical, methodological or technical problems for language planning.

Kaplan (2003) symbolizes language planning as an academic process came into existence in the 1950s, out of the political needs of nations. Language in education is the core of African development. Therefore, during the implementation of language policies, it should be considered to understand the components like, appropriate medium of instruction, cultural adequacy (content in the curriculum), professional application (training of teachers and teaching methods) and adequacy of financial & material resources.

2.3.2 Practices and Experiences of Instructional Language Policies In Some Selected Countries.

South Africa

English language is dominant in South Africa and its hegemony in the modern sector of the economy came from the reasons connected with the colonial history. Today, in South Africa, English is seen as important international language with its domination in science & technology, media & the internet, largely associated with power, financial and prosperity. Even though, there are

attempts to promote multilingualism, English is most often used as media tool even by politicians or government officials. According to Olivier (2006), about 3, 673, 203 (8.2%) were first language speakers of English in South Africa, around 45% of South African population had a basic knowledge of English and 61% of South African blacks have knowledge of English.

There are major achievements since the beginning of democratization in South Africa with the continuous development of official languages and the implementation of these languages. The challenges and response to the complexity of problems faced by South Africa with the central domain of education needs attention to stakeholders to learn in a legitimate language(s) mainly because of its fundamental role in production process, social status, proficiency & competence in the market (Alexander, 1992).

The next problem arises from the shifting perspectives on the medium of instruction. In South Africa, more recently, there is a shift in the perceptions of the public on the virtues and benefits of mother tongue-based education. There are people realizing the potential of the poor children in terms of giving them quality schooling. South Africa is a multilingual and multiethnic country whose language policy implementation is successful as compared to its young age. However, the language policy stipulations are criticized. The firstly criticism is that it is impossible to implement a policy of 11 official languages, a problem of promotion of language equity & esteem according to the constitution spirit. And secondly, the state in actual practice is becoming monolingual with English dominance.

Therefore, language in education policy practice must ensure that the languages of instruction should facilitate effective educational development, and do not obstruct it Webb (2005). By then South Africa, should be consistent in its language policy implementation with a free will adjustment towards the internal environmental problems, such as the multilingual diversity (about 80 languages), and the external pressures from globalization,

westernization, technolegisation, the global economy impact and the knowledge era.

Nigeria

The federal government has led an instructional language policy for the country in the primary, junior and secondary levels. In the primary school, which lasts six years, each child must study two languages; mother-tongue and English language. In Junior Secondary School (JSS), which is of three years' duration, the child must study three languages; mother-tongue, English language, and just any one of the three major indigenous language in the country, namely, Hausa, Igbo, and Yoruba, provided the Language chosen is distinct from the child's mother-tongue. In Senior Secondary School (SSS), which also lasts three years, the child must study two languages, an indigenous language, and English language and French and Arabic exist under the policy as language options at both the Junior and Senior Secondary School levels (Awobuluyi, 1998). For the Nigerians, language is important if it is a market language possibly for buying and selling as well as competencies in the individual's careers.

Ghana

More recently, there existed dilemmas in Ghana on language policy. The demands for a national language sufficient to prepare the youth in the 21st century education was the points of discussion through out the Ghanaian education system. The old policy stipulated that pupils in the lower primary (P1 – P3) should be instructed in the vernacular of the area where they attended school. Then from primary 4, the medium of instruction was to be the English language. The introduction of a new language policy to replace the old one was a serious discussion among the Ghanaians. Despite public protests against the government's decision to make English Language the medium of instruction in the primary schools, the Ghanaian government and

the proponents of English mediums were strictly insisting on forwarding their decisions.

Hence, the proponents for mother tongue education, however, believe that a mother tongue has deep developmental, emotional, cultural, and political significance. Again, relying on research evidences, they propagate that children understand better when they are taught in their mother tongue. Therefore, they argue that the old language policy should be maintained in order to save Ghanaian children from a wholesale cultural denial.

From the above dialogues, one has to have a fair conclusive remark concerning the type of language policies that the Ghanaians should implement in their education systems. Therefore, the Ghanaians could adopt the proper models of language suitable for their multilingual settings. The Ghanaian's children could achieve academic success with out compromising with their native language(s).

Singapore

The language situation of the Singapore society is unique in several aspects. Primarily, the multi-racial social makeup results in a unique language situation and language profile of the Singapore society. However, it has to be pointed out that bilingualism in Singapore means proficiency in English and one other official language. In addition to their mother tongue, most Singaporeans use English for communication (Manfred, 2005). The official policy of bilingualism will lead to a kind of 'multiculture' in Singapore. Abbot, (1989b) indicates that Singaporeans are always multilingual not because of the governments' policy, but because of the perceived good cultural reasons for being multicultural. English, for instance, is seen as the language of technology, management, and the indigenous languages as the carriers of cultural values.

Therefore, language planning in Singapore has been successful in achieving Government's stated aims. There should be also considerations towards existing issues and potential problems underlying the bilingual policy. The main problems that could face countries are more or less having similar universal features; lack of experiences and lack of teachers training. In this case, the co-operation between teachers and policy-makers, an effective indigenized language policy, curriculum, methodology and teaching materials designing should be well thought as the solutions for success.

Experience of the United States of America

Bilingual education in the United States has been contested and reformulated within varying historical, political, social, and economic contexts, (Ovando, 2003). The controversy over language policy was expected from the beginning. The nation's founders did not decide an official or a national language in the first constitution. However, European languages were more likely treated with respect than others. The Americans strictly followed restrictive policy, until the 1960s. Education was not set up to promote bilingualism. It was likely, a repressive policy which aimed at to promote a dominant beliefs and attitudes sticking towards assimilation over pluralism.

Supporters of bilingual education say that it is only easier for students to learn English if they are literate in their first language, but such students who are literate in their language will learn English better and become bilingual and bi-literate. More recently, however, the bilingual Education Act was terminated in 2001 by new federal education policy known as No Child Left Behind Act by the Congress. This law rather offers no support for native language learning rather promotes total immersion, sink or swim program models.

In winding up, language policies in the United States have lacked ideological consistencies for several reasons; that language issues were politically given less attention, English has already achieved hegemony status, the tendency to use neutral policy against racism and by creating a symbolic language

(English) became an important ideological support for the imperial rule. Therefore, on the side of pluralism, that can affirm equality and social justice for all, rethinking should start now by all policy makers, researchers, teachers and parents too.

2.4. Language and Education Policies in Ethiopia.

2.4.1. Language Policy in Ethiopia: A Historical Overview of Education

Until the Early 1900, formal Education was confined to traditional system of religious instruction. The church (orthodox) and Muslim schools prepared individuals for different religious duties and positions. At the beginning of the 20th century, the traditional system of education has failed to meet the necessary needs of peoples and government diplomacy, commerce, industry and government- sponsored secular education. Thus, the first government school, which is know called Menelik II school was opened in 1908 (Bloor & Tamrat, 1996).

When modern schooling started, there was strong opposition due to the establishment and running secular type of schools. In 1925, the Ethiopian government adopted a plan to expand schools. Menelk II has permitted the establishments of European missionaries (American and Swedish) to open schools in the capital city of Addis Ababa. Foreign languages, elementary mathematics and science were taught in the curriculum (Abebe, 1998).

In 1936-1941 after the restoration of the Ethiopian independence, schools were reopened; however, there were shortages of teachers, textbooks and facilities. In 1961, there was an entire revision of the school systems, curriculum revisions which introduced Amharic as a medium of instruction in the entire primary schools and foreign Languages in the Junior and senior secondary schools. The Government followed a monolingual Education policy by the time (Teklehimanot, 2001 & Heugh, et al. 2007).

The education reforms in Ethiopia were expected to influence the young and the public. The first reform in 1970 was Education Sector Review (ESR) which was finally politicized by the Derg. The ESR was criticized for focusing on preparing students to the next level which again criticized for its lacking the concern for dropouts and self-contained terminates from grade four. It failed because it did not incorporate the interests of the stakeholders (Seyoum, 1997). Another education Policy established during the Derg regime was known as the Evaluative Research of General Education (ERGESE) basically a reorientation of socialist lines. By the time, it suffered from Limited managerial and resource capacity.

2.4.2. Previous States Language Policies in Ethiopia.

The first state schools established in 1908 promoted foreign language with obligatory French, and optional English, Italian and Arabic. The purpose of schooling during this time was to provide Cadres who could cope with foreign affairs. Until 1919, Amharic was taught as a subject. The imperial rule pronounced Amharic as a language of education and literacy. Therefore, from 1947 to 1958 the medium of instruction in primary schools was English and in 1958 the medium of instruction switched to Amharic in elementary schools, but English remained the medium in the junior and secondary grades. Both English and Amharic languages were taught as academic subjects at all school levels.

Under the Derg regime (1974-1991), there was little effective of change policy, although some attention was paid to vernacular languages (Bloor & Tamrat, 1996). A mass literacy program was pursued in the spirit of mass mobilization, for which purpose indigenous languages were used (Seyoum, 1997). Although indigenous languages were used for literacy, the script was Amharic. Hence Amharic language during this period was considered as a sign of national unity and the medium of elementary school education. The Derg followed an assimilationist policy purely with an orientation of the imperial rulers. The

inculcation and imposition of one language and one dominant culture has led the country towards ethnic tensions which resulted finally with secessionist war fronts.

2.4.3. The New Language policy in Ethiopia.

It has been one of the turning points in history of Ethiopia when on May 28th 1991 the Ethiopian People's Revolutionary Democratic Front (EPRDF) overthrew the authoritarian military regime and took over the political power (Wartenberg, 2001). The victory obtained not only political power, but also ended the disastrous civil wars among ethnic nationalities. This turn of history opened to words a new avenue for a federal structure of enhancing the ethnic and linguistic practices as well as the cultural advancements of nations and nationalities of the country.

The military dictator and repressive power as its predecessors of the feudal monarchy couldn't hold Ethiopia together. In this task, the new rulers seem to understand that accommodation is a larger global trend (Alemseged, 2004). Certainly, there are arguments over accommodation policies, on the turn of history; the new coalition government (EPRDF) now is trying another way to make ethnic tension at ease and save Ethiopia from breaking apart. A recent policy decision issued on 20th July 1991, and the draft constitution of 1993, divided the country in nine regions based on the majority languages spoken in the areas concerned henceforth (Bloor & Tamrat (1996).

Federalism, as the system that decentralizes the decision-making process, is antidotal to the unitary and assimilationist policies that were at the root of Ethiopia's political malaise (Alemseged, 2004). Thus, restructuring the political map along ethnic federal lines was expected to alleviate the problems associated with ethnic politics. In favor of their own house, the ethnic groups were to become in charge of their own domestic economy, education, administration and security.

The new policy took a considerable emphasis on languages in education which was officially effective in 1994. The 1994 constitution states in article 5, that Amharic shall be the official language of the Federal government. It is also stated that all languages shall enjoy equal status and recognition and that 'the member states of the Federation shall determine their respective national languages. The New language policy decree states that: (1) Primary education will be in the medium of the nationality language of the region. This will also be the medium of teacher training institutes for kindergarten and primary education. (2) Amharic will be taught as a language of country-wide communication. (3) English will be the medium for secondary and higher education. (TGE, 1994).

In this case, by now there are about 13 nationality languages which are endorsed for mediums of instruction in 9 regions. The New Education and Training policy legalized medium of instructional languages in the primary basic education and stated that:

Cognizant of the pedagogical advantages of the child in learning in mother tongue and the rights of the nationalities to promote the use of their languages, primary education will be given in nationality Language (MoE, 1994, pp.23-24).

The Education policy also declared that nationalities can either learn in their own languages or can choose from among those selected on the basis of national and country side distribution (ETP, P.23). Amharic and English languages will be taught as subjects at all levels. English is also supposed will be the medium of instruction for secondary and higher education (MoE, p. 24).

Ethiopia is a multi-cultural and multi-ethnic country, and is linguistically diversified. Thus, applying and the implementation of indigenous languages as medium of instruction are not uncommon in the bilingual and multi-lingual settings. The basis for the choice of instructional languages depends on several factors; linguistic diversities of the nation,

the readiness of the language to be used for medium of instruction, the resources availability and the political condition in general. The linguistic and ethnic diversity was significant in distinguishing instructional languages from the 80 ethnic groups of distinct cultural features.

Ethnic identity was not favored during the assimilationist policy followers of the past regimes. One of the problems mentioned in the controversial arguments in the use of mother tongue as medium of instruction is that the language readiness to accommodate literacy and education in its graphic representation of the symbolic alphabets. Thus, it is obvious that the Sabian script serves only for Amharic and Tigrigna, and the other languages preferably chosen the Latin alphabets. Language change especially, its use in education should commensurate with social acceptance and be in line with social trends, not by decrees. In other words, there is a clear social benefit in the new policy; primarily language is a right in its respect for ethnic identities and secondly the child has the right of instruction in his/her mother tongue (UNESCO, 1953).

2.4.4. The Eight Years Mother Tongue Schooling Policy in Ethiopia

The recent final report on the study of medium of instruction in primary schools in Ethiopia indicates that the practices by the regions are found to be compatible with varying degrees as of the established language policy in 1994. The report also describes that some regions like Oromia and Amhara are completely consistent with the policy. Addis Ababa, Gambella and SNNR have already removed mother tongue from grade 7-8. Afar and Benshangul Gumuz have not had mother tongue medium at any level of primary. According to the report Somalia and Tigray are reasonably consistent because, they use the mother tongue as medium of instruction for all eight years of primary schooling, but both use English as medium of instruction for 2nd cycle (diploma) teacher training (Heugh et al. 2007).

According to Heugh et al. (2007), about 9 regions in their practices (implementation) are in different situations or varying in consistencies where some regions initially began with mother tongue for the entire primary schooling and finally changed to English the medium of instruction for grade 7-8. There is a wide spread believe that using English as medium of instruction will help students gain language competence for secondary schools and higher education. However, in the final report of Heugh et al. (2007), the team has concluded that students who can learn in their mother tongue can interact with the teacher, with each other and with the curricular content in that promoted effective and efficient learning. Although the policy does not notify the beginning level or grade for the study of Amharic as a second language, all regions have implemented this language with different materials, methodology and contexts.

Despite the fact that all regions are inconsistent to some degrees and with various reasons; such as trained human, material resources, and readiness to select a language for medium of instruction, the current language policy of eight years mother tongue medium schooling could be considered as one of the best successful sound educational practice in the country. The language policy is based on a tri-lingual model for primary education in Ethiopia. Mother tongues (vernaculars), Amharic as the official or second language of education and English as the international or foreign language comprise the tri-lingual model.

2.4.5. The Rational For Mother Tongue Education.

The mother tongue as a personal and social instrument plays a central role in different perspectives. Some fundamental pedagogical reasons encourage that it is ideal for students to learn through their own languages, especially during the early years of schooling when they acquire basic skills in reading, writing and concept formation (Benson,

view that vernacular language enables easy understanding of traditional stories.

According to ADEA (2005), language in education policies is at the core of African Development. In multi-lingual settings the choice of for both medium of instruction (MoI) and subject instruction (SoI) is crucial if Africa is to achieve Development. In other words the choice of language instruction is associated with development. In this regard studies indicate that quality education in schools could benefit from mother tongue education. Pupil achievement is enhanced if pupils first become literate in their mother tongue, but what ever the languages policy may be, teaching must be effective for pupils to achieve quality education.

In this case, regardless of the camping debates, mother tongue schooling should be initiated in the first formative ages of children because of the major issues related to psychological, pedagogical, sociological and for political benefits.

2.4.6. The Implementation of Instructional Policy in Addis Ababa.

The 1994 census data of Ethiopia indicates that the distribution of the major ethnic groups of Addis Ababa are estimated as Amhara 1,019,729 (48.3%), Oromo 413,162 (19.6%), Gurage 370,15 (17.5%), Tigrawi 161,524 (7.7%) and others 148,165 (7.0%). Linguistic and ethnic diversity is a unique feature of Addis Ababa. It is a mosaic of ethnic groups with distinct cultures and languages. According to the census data registered, the population distribution by mother tongue and the language spoken, the majority (72.6%) population of Addis Ababa use Amargna as a mother tongue. Oromigna used by 10.0%, Guragigna and Tigrigna with 8.7% & 5.4% respectively. The remaining languages comprise with 2.6% and foreign languages 0.6% respectively.

In summary of the sociolinguistic situation of Addis Ababa, the majority population about 97% speaks Amharic either as a mother tongue or as a second language. With respect to the literacy status of Addis Ababa, it is

tongue. Oromigna used by 10.0%, Guragigna and Tigrigna with 8.7% & 5.4% respectively. The remaining languages comprise with 2.6% and foreign languages 0.6% respectively.

In summary of the sociolinguistic situation of Addis Ababa, the majority population about 97% speaks Amharic either as a mother tongue or as a second language. With respect to the literacy status of Addis Ababa, it is reported that 85% of the population is literate and the illiterate consists of 17.4%. Regarding the implementation of instructional languages at the different grade levels of Addis Ababa city administration, Amharic and English languages are employed in that Amharic is serving as a medium of instruction in grades 1-6. English is given as a medium from 7-8. Both languages are given as subjects from grade 1-8 consistent with the policy (Heugh, et.al. 2007).

Early in 1994 before the education policy was effective in practice, the instructional language was decided by the administrative council. Since 97% of Addis Ababa population speaks Amharic either as a mother tongue or as a second language, the reasons for selection would not go beyond the attitudes that "Amharic is not the mother tongue for all, but it is a language of wider communication or a lingua-franca". National Language is a *lingua franca* of the population apart from being the official language of the Federal Government. In view of this, it is offered at all levels of the education system.

2.4.7. The History of English in Ethiopian Education

After the independence of the country in 1941, English was regarded as the status of being the dominant language of instruction at all levels until Amharic was officially declared as the medium of instruction in the primary education. Amharic, as studies indicate was offered as partial linguistic and cultural freedom from the hegemony of English language in the education system. By the time, indigenous cultural relevance was initiated in the contents to bridge the gap between the student's home

language and the school. Thus, when English was partially replaced by Amharic, there was a sounding pedagogical benefit than to begin with unfamiliar language with a familiar indigenous language and it was also an opportunity at least for Amharic speakers to learn in their mother tongue.

English language is the second official language for the country. The federal government has decided the status of English as a medium of instruction in the secondary and tertiary education systems and it also serves as a second official language in some government and non-GVOs. Thus, English has a special status in Ethiopia exactly as an official language (Bloor & Tamrat, 1996).

The reasons why English became prominent in the country differ from the history of other African British colonized nations. The 1941 independence and the defeat of the Italian forces, by Menelik II in Adwa has favored for European nations to continue their former contact as well as to reinforce new diplomatic relations with Ethiopia. The British, French, Swedish and other European governments introduced commerce, education, military support and strengthened their diplomatic relations with the new modern Ethiopia. English language is seen as a sign of modernity by the Ethiopian elites until recently, this is because most of the former elites got western education. In the history of Ethiopian Education, English has significantly played basic roles and helped in the development of literacy for the indigenous languages. Still, it should continue its utilitarian characteristics, basically the role it plays in education; science & technology, new knowledge acquisition and access to the global inter-relationship.

2.4.8. The Question of National Language

What were the reasons, those countries in history which became very successful in their development? Could the answers be due to the proper selection of language policies? In multiethnic and multilingual societies, it is

natural that languages tend to hinder addressing a national language(s) in that ethnic groups insist on maintaining their own languages as a means of transmitting cultural and social values and as a result, they resist the concept of a national language, (Alemseged, 2004).

Thus, an alternative choice of instructional language policy formulation is open to discussion likewise any affirmative action taken for nation-building. In examining instructional language planning, it is hardly possible to find a standard model. The basic concept and rationale is to make the necessary preparations to use an alternative instructional language. In connection with this rationale, there is no doubt to get in to the real track by scrutinizing the nationally relevant ideas raised in the planning process. One of the best choices for policy makers could be an assertive inclination towards the potential role of a language beyond its utilitarian purpose.

A national language is a political cultural and social unit. The distinction between a national language and an official language according to Fasold (1987) is that official languages are in place primarily for nationalist reasons, those concerned with the day to day practical tasks of governing. The nationalist function is concerned with a nationalist motivation, the unifying and separatist functions, the link with the glorious past, and authenticity.

A national language is generally developed and used as symbol of national unity (Ghermay, 1998). In this case, the functions of a national language could be noted as an identity and unifying the nation. In contrast to national language, an official language is simply used for government purposes. Its function is primarily utilitarian rather than symbolic. Thus, a national language can serve both functions; as utilitarian purpose like the official language does and as well as symbolically representing a nation building purpose. An official language could not be a national language. However, until recently both were confused each other heavily and mistakenly held as "synonymous with uniformity and similarity" (Baker, 1996). The question of

and the need for a national language is an urgent cross-cutting issue not only to address symbolic ideology but also to cohesively promote the minorities' educational needs.

The 1994 language policy defines Amharic as an official working language of the federal language. The policy has declared that nations and nationalities have their own official languages. Equality among languages is actualized according to the constitution, however, how could one find Ethiopia to be unified with out a national language? Unity in diversity is the present statusco, but equality in this context does not necessarily mean arresting a relatively advanced language (Ghirmay, 1998), the country having paid sacrifices with the past political ills should not refrain from maintaining a common language to transmit cultural & social values.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Methodology

The purpose of this research was to explore the practices of bilingual instructional language in some selected private primary schools of Yeka sub-city in Addis Ababa. In order to meet the aims of the research, descriptive survey was applied for the basic reason that a descriptive survey is pertinent and reliable to depict data to study current situations of school settings. Hence, by descriptive survey method of representative samples, it is possible deduce generalizations (Koul, 1984). With the aim of making the information collected more in depth, a combination of quantitative and qualitative research design has been used.

Questionnaires were distributed to all self-contained available teachers in ten purposively selected private primary schools. Most the questionnaire items were closed ended and some open ended items were also included for the purpose of getting free and qualitative information. The questionnaire was first prepared in English, but for the sake of understanding, it was translated in to Amharic. The questionnaire was distributed to 40 teachers. Among the distributed questionnaires 38(95%) were filled and returned. Focus group discussions and interview questions were also employed in order to get additional information from students, parents, directors and education officials.

Hence, this study focused to provide evidence on medium of instruction specifically the implementation of instructional language in private schools and the implications for educational quality; the usage of home/mother/ language as a medium of instruction, the principles and theoretical framework for contextual education language practices.

3.2. Source of Data

In order to get reliable and valid data, teachers, education officials and parents were involved. Similarly, since private schools and students were the target groups, they were equally important in attempting to secure valid data for the research. Private schools' directors (management staff) and parents were determined for their level of participation in planning and decision making in the selection of instructional language in the community. The reasons for the choice of medium of instruction and their attitudes towards bilingual educations were very important as source of information.

In implementing and practicing instructional language policy in primary schools, teachers were directly involved in the problems regarding the learning and teaching process. Hence, no other body can suggest better and possible solutions other than teachers who are on the implementation process.

The need for the selection of education officials as data sources was evident due to their responsibilities as policy makers, in curriculum planning, program implementation and decision making efforts. It is these bodies who supervise how the program goes in harmony with the policy framework and assist teachers in the implementation process and how much cautious were the education officials at all levels in the instructional language implementations in order to seek solutions to the problems associated with quality education in the primary education.

In sum, it was decided to collect data from the above mentioned bodies as primary sources on the following grounds.

- To depict information in relation to planning, implementation and management of medium of instruction;
- The effectiveness of bilingual education (learning one subject in two languages) in the learning and teaching process;

- The attitudes of the beneficiary stakeholders towards instructional languages in private schools;
- The efforts made in supervision by education officials to communicate and assist private schools to comply with the language policy;
- The availability of reference materials and relevance of curriculum materials pertinent to the MoE syllabus.

3.3 Sample Size and Sampling Techniques

Along with the activities identified in the research process, fundamentally quantitative and qualitative data were generated. According to the purpose of this study, it was aimed to explore the attitudes and the state of educational language implementation in lower primary grades of selected private schools. Thus, accordingly, the study was conducted in 10 private schools of Yeka sub-city. In the primary schools currently working, 47 schools were private schools.

For the basic reason that there is large number of private schools in Addis Ababa, the study focused only in Yeka sub-city. The researcher believes that the area selected could represent all the rest of the 9 sub-cities in relation to the issue of the study. It was selected purposefully due to the fact that the sub-city has contained the second largest number of private schools than the others in the city. On the other hand, the relevant data concerning bilingual instruction was expectedly available in the sub-city. The third reason was its proximity and institutional cooperativeness for the researcher. Similarly purposive sampling technique was employed to select the 10 (21.3%) schools. From the total size, the selection list included the following schools; 1) Magic 2) Carpet, 3) School of Tomorrow, 4) Kidus Michael/Youth Academy, 5) Safe Academy, 6) Hill Side, 7) Global Vision, 8) CHH (Children Happy Home), 8) Yeka Global, 9) Elbetel and 10) Rigib.

In the sample technique, availability sampling was used to select teachers parallel to the subject matters taught in the schools, notably math, Environmental science, Social science, Aesthetics, Physical education and Music. However, in practice the available teachers were about 40 in number and 38 questionnaires were returned from the self-contained classroom teachers.

From the selected school samples, three purposively selected schools were taken and 18 students /six from each school/ were selected for focus group discussions. The techniques for the selection of these six students from each school was systematically done i.e. two students were taken from each category of high, medium and low achievers. By a purposive selection method three school directors, were chosen for interviewing. Focus group discussion was carried out with 12 parents selected from two schools. Parent selection was done by volunteer students to call their parents.

3.4 Data Collection Instruments

3.4.1 Questionnaire

The major tools employed to collect data in this research were questionnaire, interview, focus group discussions and classroom observations. The principal tools were questionnaires prepared for teachers respondents. Standard questionnaire was first prepared in English and finally translated into Amharic version. The Amharic translations were sent to the respondents. From the total 40 teachers respondents 38 question responses were returned.

3.4.2 Interviews

The interview guide questions were aimed to collect free opinions from education officials and school directors. A semi-structured interview guide questions were prepared. The questionnaires were managed by the researcher and each discussion with the interviewee was tape-recorded. Finally the records were also transcribed into texts.

3.4.3. Focus Group Discussions

Focus group discussion was another method employed to obtain necessary information from students and parents. Since the students' maturity level was not enough to give information on their own, they were invited to participate in focus group discussions. The discussion was held in three rounds. There were six students in each round. The discussions were managed by the researcher with guideline discussion points. The tape-recorded data obtained from the discussion was finally transcribed in to texts.

3.4.4 Classroom Observations

Classroom observations were conducted by the use of checklists to assess the teaching and learning process as well as the social environments in the school in relation to the use of English as medium of instruction and as a social communication language. In there purposively selected schools, a total of 12 observations (4 observations in each school in line with the subjects) were carried. The checklists were designed in such away that how classroom learning process and students interactions took place. The observation was the basic tool to assess the practice of bilingual instruction in order to counter-check the responses obtained from the questionnaire and interview questions.

3.5 Data Analysis

Data collected from the mentioned sources were finally tallied according to their proper categories and tabulated in to Tables with numerical and percentile values. The data collected from interviews and focus group discussions were qualitatively analyzed and a triangulation method was used to correlate with the questionnaire responses to get the picture of the issues discussed. Since two methods (Quantitative & Qualitative) were used in this research, to try to verify the validity of the information being collected, a triangulation research approach is used to analyze different sources and perspectives.

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

In this chapter, the data collected are presented, discussed, analysed and the results are interpreted. The responses of teachers, students, education officials and parents are presented separately. The inter-relationships of the results are analysed, interpreted and discussed with the support of literature when ever necessary.

4.1 Characteristics of Teacher Respondents

This section has presented and discussed data gathered using questionnaire from teachers. The questionnaire responses from teachers are presented separately and the analysis started from the background of the respondents. As indicated earlier in the methodology, questionnaires were prepared both in English and Amharic. From the English version, Amharic questionnaires were translated and distributed to respondents. The questionnaires were sent to 10 schools of teachers for those who teach Environmental Science, Social Science, and Mathematics, and Aesthetics (Sports and Music). Thus, from 40 teachers (4 from each school) 38 respondents (95%) returned the questionnaires. The background of teacher respondents from the schools is tabulated in the next table as follows.

Table 1 Characteristic of Teacher Respondents by Age, Sex and Qualifications

Item No	Item	Respondents	
		No	%
1	Sex		
	A/Male	29	76.3
	B/Female	9	23.7
2	Age		
	16-25	14	36.8
	26-35	22	57.9
	36 and above	2	5.3
3	Education		
	A/ Certificates	5	13.2
	B/ Diploma	27	71.0
	C/ BA	6	15.8
	D/ Masters	-	
4	Service year		
	A/ 1-5 years	27	71.0
	B/ 6-10 years	6	15.8
	C/ 11 and above	5	13.2

Table1 shows the characteristics of sample teacher respondents tabulated by age, sex and qualifications. The respondents were selected from 10 private schools currently teaching in Yeka sub-city. Twenty nine (76.3%) respondents are males and nine (23.7%) are females. The majority of the respondents about 94.7% fall between 16-35 age groups.

As to qualification, about twenty seven (71.1%) of the teachers held diploma. Six (15.8%) of the teachers have first degrees and five (13.1%) of them have certificates. From the table, one can observe that certificates teachers are very few in numbers and the rest 33(86.9%) of them had qualifications beyond the required standard to teach the first cycle in (grades 1-4) as per requirements by the MoE teachers' training for the level.

Concerning work experiences 27 (71.0%) of teachers reside between 1-5 years of services and 11 (29%) of them have more than six years teaching experiences. The service years exhibit that the teaching experience for most of the teachers is by far low. This might affect the quality of bilingual teaching-learning process in private schools.

4.2 The Need for Teachers' Proficiency in Instructional Languages for Effective Bilingual Education

Table 2 Teachers' Proficiency in Instructional Languages

Item No	Item	High		Medium		Low		Total	
		No	%	No	%	No	%		
1	Language fluency of speaking and explanation								
	i) Amharic	38	100	-	-	-	-	38	100
	ii) English	7	18.4	31	81.6	-	-	38	100
2	Language efficiency of writing in:								
	i) Amharic	38	100	-	-	-	-	38	100
	ii) English	6	15.8	32	84.2	-	-	38	100

Survey results on the opinion of teachers about their proficiency of instructional languages in bilingual education are illustrated in table 2. It can be seen in item 1 of the table, thirty eight (100%) of the teachers as they replied have high language fluency in speaking and explanation in Amharic and thirty one (81.6%) of them have medium language fluency in English.

In addition, regarding language efficiency of writing, thirty eight (100%) of teachers responded as they have high efficiency in Amharic; where as thirty-two (84.2%) of the respondents have medium efficiency in English. From this information, one can comprehend that teachers with medium proficiency in English are unlikely to be capable of translating the standard Amharic version of the curriculum syllabi appropriately in to English version for effective content based instruction. As a result, due to this English language skill deficiency, the teachers might not be able to instruct children properly and unable to translate the contents of the subject matter course without destroying the concepts.

4.3 Appropriateness of Training to Bilingual Education

Table 3 Training and Orientation of Teachers in Training Institutions/Colleges

Item No	Statement	Strongly agree (5)		Agree (4)		Undecided (3)		Disagree (2)		Strongly Disagree (1)	
		No	%	No	%	No	%	No	%	No	%
1	Instructional language used in Training institutions or colleges										
	i). In Amharic	5	13.2	-	-	-	-	-	-	-	-
	ii). In English	33	86.8	-	-	-	-	-	-	-	-
	iii). Other	-	-	-	-	-	-	-	-	-	-
2	The training was appropriate for Bilingual training	9	23.7	-	-	2	5.3	-	-	27	71.0
3	The purpose and benefits of mother tongue was convincingly clarified during the training	18	47.4	-	-	2	5.2	-	-	18	47.4
4	Teacher training was appropriate to me for the first cycle (grade 1-4) primary education	5	13.2	-	-	2	5.3	21	55.2	10	26.3

As depicted in item 1 of table 3, thirty-three (86.8%) of the teachers had strongly agreed that English was used as medium of instruction in training institutions or colleges, since they were trained in diplomas and degrees for the second cycle primary and secondary level. Besides in item 4 of the same table, 31 (78.5%) of the teachers disagreed on the appropriateness of their training for the lower level (first cycle) primary education. This implies that most of the teachers may lack the necessary methodological and pedagogical knowledge and skills as they were not trained for the first cycle lower level and primary education. Furthermore, item 2 of the table showed that when twenty seven (71%) of the teachers had responded as the teacher training was not appropriate and not related to bilingual education, two (5.3%) of them responded undecided. In item 3, 18 (74.4%) agreed and the same number of

respondents disagreed with the purpose and benefits of mother tongue was convincingly clarified during the training or not and 2 (5.2%) were not deciding their response to support either negatively or positively. This indicates that majority of the respondents were trained at college level and had not get the chance for mother tongue orientation for its importance as a medium of instruction.

Hence, the data gathered under table three portrayed that majority of the teachers did not take appropriate training and method of teaching in order to conduct bilingual education effectively. As a result, one can realize that bilingual education is administered without basic teacher training since this trend is new for the education system. For this reason, teachers might lack the necessary skills and have inadequate pedagogical knowledge for the grade level they are teaching.

4.4 The Match between the Provision of Bilingual Education and the Standard Curriculum

Table 4 Availability of Textbooks and Reference Materials for Bilingual Education

Item No	Statement	5		4		3		2		1	
		No	%	No	%	No	%	No	%	No	%
1	Textbooks prepared according to Ministry of Educations' Curriculum syllabus at grade level										
	i).Amharic & English	-	-	-	-	3	7.9	10	26.3	25	65.8
	ii).Amharic only	29	76.3	9	23.7	-	-	-	-	-	-
	iii).English only	-	-	-	-	3	7.9	10	26.3	25	65.8
2	Reference materials prepared in:										
	i) Amharic	18	47.4	3	7.9	17	44.7	-	-	-	-
	ii) English	24	63.2	3	7.9	11	28.9	-	-	-	-
3	Possibility to cover the subject matter course as scheduled to the year in your bilingual education	4	10.5	6	15.8	-	-	28	73.7	-	-

Concerning the availability of equivalent text books and reference materials to bilingual education, in item 1 of table 4, thirty eight (100%) of the teachers had agreed that there were textbooks in Amharic version prepared according to the standard curriculum. However, thirty-five (92.1%) of them disagreed on the availability of standard text book in English version, the same as Amharic version for each grade of first cycle primary level of education. The rest 3 (7.9%) of them did not give their opinions either in agreement or disagreement. From this data, one can argue that lack of prepared Standard English version text books will create misconception and distortion of subject matter contents when it is viewed in the pedagogical knowledge perspectives.

Regarding the provision and utilization of teaching-learning materials of English version on the ground, it was observed and confirmed by twenty-seven (71.1%) respondents and the school administration as there were imported teaching and reference materials in English version (a series of books) published by Vikas Company in India, beyond the standard curriculum of MoE, which are loaded with foreign values and cultures. In this category, some respondents i.e. 17 (44.7%) have undecided in their responses. To make clear the hesitant responses, the researcher had identified that there are no Amharic reference materials by his observations. In addition, there is problem of subject matter course coverage according to the annual plan. For instance, twenty-eight (73.7%) of the respondents did not agree in course coverage as scheduled annually in bilingual education classes. However, about 10 (36.3%) have agreed that they were able to cover the portions in bilingual classes.

Hence, from this information, one can possibly generalize that the provision of imported English version of teaching materials, which are full-fledged by foreign values without the consent and knowledge of the professionals and education bureaus, will have adverse effect on the ability of transmission of cultural heritage and determination of self-identity, which collide with the stated standard curriculum.

4.5 The Reaction to Bilingual Education In Light of the Education Policy

Table 5 Teachers' Reaction to Bilingual Education in light of the Education Policy

Item No	Statement	5		4		3		2		1		Non-respondents
		No	%	No	%	No	%	No	%	No	%	
1	Since, Amharic is a national/ Official language, students better learn if the medium of instruction is Amharic	16	48.5	6	18.2	9	27.3	2	6.0	-	-	5
2	Amharic is a wider communication language, thus acquiring better literacy in Amharic leads the student to a better academic success and second language acquisition.	13	39.4	6	18.2	8	24.2	6	18.2	-	-	5
3	Amharic medium helps to understand technical words in the curriculum and motivates the student in the learning-teaching process.	12	36.3	7	21.2	9	27.3	5	15.2	-	-	5
4	I feel more comfortable and easy to use Amharic as a medium of instruction	10	40.0	4	16.0	4	16.0	7	28.0	-	-	13
5	Instructional language selection and decision should be done by:											
	i).Parents	1	2.7	3	8.1	1	2.7	1	2.7	-	-	32
	ii).School administration	19	51.4	5	13.5	-	-	-	-	-	-	14
	iii).Both	5	13.5	2	4.5	-	-	-	-	-	-	31
6	Preference of instructional language at primary level of education											
A	A better acquisition of English Language and literacy as a subject helps the student for academic success.	23	74.2	8	25.8	-	-	-	-	-	-	7
B	There is a pressure from the school administration to use English in bilingual education.	6	22.2	10	37.1	2	7.4	4	14.8	5	18.5	11
C	Since, English is an international and second official language for our country; students should begin to practice bilingual education at the lower level.	2	5.3	-	-	3	7.9	-	-	33	86.8	0
7	The ability of students who understand to what they are fluent in speaking and able to express their idea in writing efficiently at the lower primary level	23	67.7	6	17.7	1	2.9	3	8.8	1	2.9	3

Teacher Respondents were asked to view their opinions about bilingual instruction and education. As identified in item 1 of table 5, majority respondents about 22 (68.7%) of them agreed that students learn better if the medium of instruction is Amharic and 2 (6.0%) disagreed. The rest of 9 (27.3%) had undecided in their response. As to the advantage of Amharic language for better success of literacy, most of the respondents 19 (52.6%) of

the respondents agreed, 8 (24.2%) did not decide and very few respondents 6(18.2%) had also disagreed in item 2 of the table.

In support of the idea for the advantages of first language literacy transferring the skills for the second language skills and proficiency, Hakuta (2003) an educational psychologist, explains that the cognitive theory of second language acquisition supports the notion that “there is one common underlying proficiency for both student’s languages and the skills that learned in a student’s first language can be transferred to and accessible in the students second language”. Hence, it is possible to suggest that most teacher respondents confirmed that Amharic literacy can lead the student to a better academic successes and second language acquisition.

Concerning the appropriate medium of instruction at the primary lower level, in item 3 of table 5, about nineteen (57.5%) of the teachers agreed that Amharic helps to understand technical terms and motivates students’ learning, 5 (15.2%) disagreed and 9 (27.3%) had undecided. As respondents were also asked if they feel comfortable in Amharic instruction or not, fourteen (56%) of teachers had agreed that they are comfortable, 7 (28.0%) disagreed and very few i.e. 4 (16.0%) of them did not decide in their responses whether they feel comfortable in Amharic instruction or not.

Regarding the role of parents to participation in the selection of instructional language in private schools, item 5 of the same table exhibited that about twenty-four (64.9%) respondents agreed that the school administration had the biggest role in selection of dual medium of instruction. Furthermore, sixteen (66.7%) of them responded that there is a pressure from the school administration to use English as medium. From this information one can argue that parents have not actively involved in decision making to choose the instructional languages for the current bilingual education in the private schools. Parents’ participation in decision making is ought to have to community or societal recognition for steady support in attaining quality education.

In connection with the preference of instructional language in primary level of education in item 6 of table 5, 31(100%) of the respondents had agreed that a better English language acquisition as a subject can lead to academic success. About 16 (59.3%) of the respondents have agreed that the selection of bilingual education in private primary schools has been decided by the school administration and about 9 (33.3%) of them responded with disagreement. The rest 2 (7.4%) of them did not give their opinions. On the other hand, in relation to English preference for bilingual instruction at lower level, the majority of respondents i.e. 33 (68.8%) have responded with disagreement where as only 2 (5.3%) of them have agreed and the rest 3 (7.9%) of the respondents have undecided in their response. Hence, one can conclude that English language is preferred for academic success when it is taught as a subject and not as medium of instruction in the lower primary level.

Concerning the advantage of learning in first language (mother tongue) from item 7 of table 5, twenty-nine (85.4%) of the teachers responded as they had agreed, 4 (17.7%) disagreed and 1 (2.9%) of them undecided that students will develop efficient writing skill in the language they are fluent in speaking and understanding. This implies that learning in first language/mother tongue or community language/ has the advantage to conceptual understanding and writing skill development for transfer of knowledge to second language and academic success at the lower level of primary education.

4.6 Data Analysis of Interview Responses from education

Department Heads, Supervisors and School Directors

There were three groups of interviewees, from Yeka sub-city. In the first group, there were 3 supervisors, 1 Team leader & 1 Head of Department. The second group of interviewees was from the education Bureau that included 1 Head Department of Curriculum Development and Education Support and 1 Team leader from Educational Supervision Department. The third group of interviewees were private school Directors. All the interview discussions were

tape-recorded. The same guideline questions were asked for all interviewees except for the school directors. The interview took place from April 4-21/2008 in their respective offices with the scheduled (appropriate) time.

The interview was held with Yeka Sub-city Head of Education Department, team leader of General Education, from Addis Ababa Education Bureau, Head of Curriculum Development & Education Support and team leader of General Education Supervision Programs. Regarding to their educational status, the education officials were qualified in Master of Science degree in Biology, Bachelor of Arts in Educational administration, Master of Arts in curriculum and Bachelor of Arts in Educational administration respectively.

To analyze and interpret this interview results obtained from these interviewees, qualitative method was applied in a narration approach. In so doing, questions raised during the interview were summarized and addressed in that what were the advantages of bilingual education from psychological and pedagogical perspectives and did private schools consult the education department to conduct the program as per the framework of the education policy as well as questions about the challenges of bilingual education that might encounter and its adverse effect on children's cognitive development.

Thus, the education official interviewees had answered the questions, their answers and responses are summarized in the following way:

“...በቅድሚያ የግል ትምህርት ቤቶች ባይሊንንል ትምህርት ሲሰጡ የትምህርት ቢሮውን ሆነ የትምህርት መምሪያውን አልጠየቁም። አንድን ትምህርት በሁለት ቋንቋ መስጠት በልጆች የአዕምሮ መዳበርና የስነ-ልቦና እድገት ምን ችግር ወይም ጠቀሜታ እንደሚያመጣ የትምህርት ባለሙያዎችን አላማከሩም።

በመሠረቱ የባይሊንንል የትምህርት ተፈላጊነት አንድ ማህበረሰብ ወደ ሌላ አካባቢ አዲስ ነዋሪ ሆኖ በሚቀላቀል ጊዜ ከሰፊው ማህበረሰብ ጋር በሰፊው በሚነገር ቋንቋ ሲማር ችግር እንዳይገጥመው እና ችግሩን ለማቃለልና እንዲቀላቀል የእናት ቋንቋውን በማቀላቀል ትምህርቱ ሲሰጥ ለባእድ ቋንቋው እድገት እንዲረዳውና እንዲያዘጋጀው ለማድረግ ነው። በአገራችን ተጨባጭ ሁኔታ ግን ማህበረሰቡ በራሱ ቋንቋና ባህል በሚኖሩበት የትምህርት ፖሊሲው እድሜን መሠረት ባደረገ ደረጃ በደረጃ ክህጻናት የስነ-ልቦና እድገት አንጻር ዓለም አቀፍ ቋንቋ አጠቃቀም ስትራቴጂ ቀይሶ እየተሰራበት ይገኛል። ስለዚህ እንደትምህርት ባለሙያ ህጻናት በጨቅላ አዕምሮ በማያቋትና ከአካባቢያቸው ጋር በማካሄድ ቋንቋ እንዲማሩ ማስገደድ በልጆች ላይ የስነ-ልቦና ችግር በመፍጠር እንዲጨነቁ በማድረግ ለፍራስትሬሽንና (Frustration) ለአንግዛይቲ (Anxiety) ያጋልጣቸዋል። በትምህርት አቀባበል እንደልባቸው ሀሳባቸውን ለመግለጽ፣ ጽንሰ-ሃሳቦችን ከአካባቢያቸው ጋር አዛምደው በቀላሉ

ለመረዳትና ሀሳባቸውን የመግለጽና የመተንተን፣ በራስ አለመተማመን ችግር ይፈጠርባቸዋል። ምክንያቱም አዕምሮአዊ መዳበር ሊመጣ የሚችለው አንድ ሰው ከአካባቢው ጋር በሚያደርገው መስተጋብር በቀላሉ በሚግባባበት ቋንቋ ሲጠቀም ብቻ ነው።

በተጨማሪም ከፖሊሲ አንጻር በህጻን ዕድሜ በባእድ ቋንቋ እንዲማሩ ልጆችን ማስገደድ የህጻናት የአፍ መፍቻ ቋንቋን የመጠቀም መብት /Child convention/ ከመጣስ ባሻገር በራስ መተማመንን በመሸርሸር የራስ ማንነትን ያሳጣል። ይህንን ችግር ለመቅረፍ ነው የትምህርት ፖሊሲው ሥርዓተ-ትምህርቱንና የቋንቋ ስትራቴጂው ሕብረተሰቡን ማዕከል ያደረገው...”

Thus, the above responses of the interviewees had illustrated that the private primary schools did not consult and seek professional advice about the use of bilingual education program in their respective schools. The education officials said that the provision of bilingual education using foreign language at early age of children is not important in Ethiopian context. It has psychological and pedagogical problems. As they pointed out, when children are forced to learn in both Amharic and English each subject simultaneously, they might not feel comfortable and become frustrated. As a result, the program will have negative impact on cognitive development of children.

From this information, one can infer that the private schools provision of bilingual education at lower primary level has not been officially recognized by the education system for its adverse effect on the cognitive development and child right convention in light of the national Education and Training Policy of the Ethiopian context.

Further more the three supervisors had answered the interview questions and their responses are summarized as follows:

“...በሱፐርቪዥን ሥራ እንደታዘብነው የመጀመሪያ ደረጃ የግል ትምህርት ቤቶች በሁለቱ አማርኛና እንግሊዘኛ ማስተማሪያ ቋንቋ ሲጠቀሙ የአማርኛ የመማሪያ መጻሕፍት በየትምህርት ዓይነቱ በትምህርት ሚኒስቴር ሥርዓተ-ትምህርት ደረጃ የተዘጋጁ ሲሆን በእንግሊዘኛ የተዘጋጁትን መማሪያ መጻሕፍት በስታንዳርዱ መሠረት ደረጃቸውን የጠበቁ አይደሉም ይልቁንም አብዛኛው ትምህርት ቤት በሌላ ሀገር በባእድ ቋንቋ የተዘጋጁ ናቸው። ስለዚህ በአመዛኙ የትምህርት ዓይነት የሚጠቀሙት መማሪያ መጻሕፍት ከሥርዓተ-ትምህርቱ የሚጣጣም ሆኖ አይታይም። ፖሊሲው በመሠረቱ ትክክለኛ ሆኖ ሳለ አተገባበር ላይ ግን ችግር ይታያል። የሀብረተሰቡም አመለካከት አንድ ልጅ በእንግሊዘኛ ካልተናገረ ትምህርት የተማረ አይመስለውም። ት/ቤቶችም እንደዚሁ አንደኛው ከሌላቸው ተለይተው ለመታየት ሲሉ እንግሊዘኛን ቋንቋ በማስተማር ነው እንጂ Subject matter ላይ ጠልቀው ሄደው ልጆቹን በቂ ግንዛቤ በማስጨበጥ ላይ ሳይሆን ቋንቋው ላይ ብቻ ነው ትኩረት ያደረጉት። ከዛ ውጪ ግን መንግሥት ያወጣው ፖሊሲ ችግር የሌለበትና በጣም ጥሩ የሚባል ነው። ምክንያቱም

ተማሪዎች በአፍ መፍቻ ቋንቋቸው ቢማሩ የበለጠ ግልጽ ይሆንላቸዋል በቀላሉ ት/ምቱን understand ያደርጋሉ፤ ወደ ተሻለም የትምህርት ደረጃም ራሳቸውን upgrade ሊያደርጉ ይችላሉ።

በሌላ በኩል ከሥርዓተ-ትምህርቱ ሴላቦስ አኳያ ለየትምህርቶቹ የተሰጠውን ፔራድ በመከፋፈል ለእንግሊዘኛና አመርኛ ባይሊንንል ክፍሎች መስጠታቸውና ተጨማሪ ፕራድ ባልተሰጠበት ሁኔታ በጊዜ የተከፋፈለውን ትምህርት በተሰጠው ጊዜ ለማጠናቀቅ ስለማያስቸል በትምህርት ጥራቱ ክፍተኛ ጉደት ይኖረዋል። በእንግሊዘኛ ቋንቋ መማራቸው ለቋንቋው እድገት አስተዋጽኦ የለውም ወይ ለሚለው ጥያቄ ምናልባት ቋንቋ የመናገሩን ችሎታ /ሊያዳብር/ ሊያሳድግ ይችላል ይሆናል። ከዛ ውጪ ግን Subject mater ጠንቅቀው አለማወቃቸው አንዱ ችግር ነው። ስለዚህ generally ማለት ይቻላል የግል ት/ቤቶች ተማሪዎች በቋንቋ ችሎታቸው ጥሩ ሲሆኑ academically ግን ደክም ያሉ ናቸው። የቋንቋን ችሎታ በተመለከተ በፖሊሲው ስትረቴጂ የተቀመጠለት ስለሆነ ስጋት ሊፈጠር አይገባም...”

Hence, the information gathered from the interview of supervisors, indicated that the English version text books of each subject are not prepared according to the standard curriculum syllabi of the MoE. Besides, the supervisors explained that there is problem of period allotment of each subject in the bilingual classes which impeded the course coverage as scheduled. For this reason, children might not get the necessary knowledge as intended by the policy. Accordingly, it is possible to deduce that there is a mismatch between the English version text books and the standard Amharic version Curriculum. Furthermore, there is lack of course coverage as planned because of miss allotment of periods. As a result, the quality of education will deteriorate in bilingual education of primary private schools.

In this interview, the school directors had responded as they support the program and advocate bilingual education for its importance to English language fluency, which may enhance children to develop communication skills and academic successes. When the three directors were interviewed about the main reasons why private schools support bilingual programs, the availability of trained teachers and bilingual materials, they viewed their opinions and the summary is put as follows:

“...ከዚህ በፊት ለ1997 ዓ.ም ሙሉ በሙሉ ት/ም ሚኒስቴር ባዘጋጀው ማስተማሪያ ቋንቋ ከ1-4ኛ ክፍል ድረስ ያሉትን መጽሀፍት በአማርኛ ቋንቋ እንዲሰጥ ተሞክሮ ነበር። በዛን ጊዜ ተማሪ ወደ 20% የሚሆነው ተማሪ ቀነሰብን። ስለዚህ ቀድሞ ወደነበረው ማለትም ትምህርቱን በእንግሊዘኛ ቋንቋ ማስተማር ገባን እንደ ድሮው ማስተማር ማለትም በእንግሊዘኛ በጀመርን ጊዜ ተማሪ መምጣት

ጀመረ ወላጅም እናንተ እንደ መንግሥት ት/ቤት ሆናችኋል ስለዚህ እኛ ክፍተኛ ገንዘብ ክፍለን ለምንድን ነው እዚህ የምናስተምረው ይላሉ። እና ወላጅ ቅሬታ ፈጠረብን pressureም ፈጠረብን። ስለዚህ እንደቀድሞው በእንግሊዘኛ ማስተማር ጀመርን።

ወላጆች ግን ለምንድን ነው English Language እንደ medium of instruction እንዲሆን የሚፈልጉት ለሚለው ጥያቄ ወላጆች ይህንን የሚፈልጉበት ምክንያት ወደ ክፍተኛ የትምህርት እርከን ወይም ደረጃ ተማሪዎቹ ሲደርሱ ትምህርት እንዳይከብዳቸው ሁሉም ትምህርት ከአማርኛ በስተቀር በEnglish ነው የሚሠጠው። በ2ኛ ደረጃና በCollege ደረጃ medium of instruction የሚሆነውም English ስለሆነ እንዳይከብዳቸውና ቋንቋውንም የበለጠ አውቀው ትምህርቱንም በደንብ understand ሊያደርጉ እንዲችሉ፣ ከዚህም በላይ ደግሞ English international language እንደመሆኑ መጠን ምናልባት ወደ ውጪ የመሄድ እድል ሊያጋጥማቸው እንኳን የሚግባቡበት ስለሆነ ነው። የባይላንል ትምህርት ጥቅምና ጉዳት ሊኖረው ይችላል ወይ ለተባለው ጥያቄ ደግሞ አንድን ትምህርት በ2 ቋንቋ መማር ልጆቹ ይምታታባቸዋል። ይህ disadvantage ነው በአንድ በኩል በአማርኛ ይሰጣል። በሌላ በኩል በእንግሊዘኛ ይሰጣል ይህ ደግሞ ተማሪው concept በደንብ understand ላያደርገው ይችላል። ሌላው ደግሞ በ2 ቋንቋ ይሰጥ እንኳን ከተባለ ክ/ጊዜው ይባክናል። ለምሳሌ 45 ደቂቃ ለሁለት ክፍሎ ሊያስተምር ነው or 45 ደቂቃ ላሬ አስተምሮ እንደሆነ በእንግሊዘኛ ነገ ደግሞ 45 ደቂቃ period በአማርኛ ሊያስተምር ነው ይህ ደግሞ ለዓመቱ የታቀደውን ትምህርት ወደ ኋላ ሊጎትተው ይችላል በቂ አይሆንም ማለት ነው። ጥቅሙ ከዚህ በተጨማሪ ደግሞ የእንግሊዘኛ ቋንቋውን እያሻሻሉት እንዲሄዱ ለተማሪዎቹ ይጠቅማል። ዋናውም ጥቅሙ ይህ ነው።

በግል ትምህርት ቤቶች የሚያስተምሩ ወላጆች ልጆቻቸው በእንግሊዘኛ ቋንቋ የመናገር ችሎታ እንዲኖራቸው ክፍተኛ ፍላጎት እንዳላቸው እናውቃለን፤ የግል ትምህርት ቤቶችም እርስ በርስ የመወዳደር ሁኔታ ይታያል። የባይላንል ትምህርት ከፖሊሲ አንጻር አሰራር ስርዓትና መመሪያ ያስፈልገዋል። አሁን ከሚታየው የግሎባል ሁኔታ የእንግሊዘኛ ቋንቋ ተፈላጊነት እየጨመረ መምጣቱ የሁሉንም የህብረተሰብ ክፍል ስነልቦናና አመለካከት እየቀየረው ይታያል። እንደባለሙያ በኔ አመለካከት ግን ቋንቋን በተሻለ ሁኔታ መናገር ጥቅም ያለው ቢሆንም ልጆችን በሀለት ቋንቋ ማስተማሩ የስነልቦናና እውቀት እድገት ላይ ተጽእኖ እንዳለው ይታወቃል። አሁን ያለው የወላጅና የተማሪዎች ግፊት በባእድ ቋንቋ መማር ፍላጎት እየጨመረ መምጣቱ የህጻናትን በአፍ መፍቻ ቋንቋ የመናገርና የመማርን መብትን የሚጋፋና ምናልባትም ወደፊት በሀገር ደረጃ /identity crisis / የማንነት ጥያቄን እንዳያበላሽው አስጋለሁ።

እኛ ራሳችን basic የሆኑ curriculum ከአሜሪካን አገር ከኢትዮጵያ curriculum ጋር በውዘን/Mix/ያዘጋጀናቸው texts አሉ። የመንግሥትንም text በደንብ እንጠቀማለን። In addition ደግሞ በተገኙት አጋጣሚዎች ሁሉ ከውጪ እናስመጣለን። የእንግሊዘኛ ቋንቋውንም ለማዳበር በጣም የምንጣጣረው እነዚህን የተገኙ አጋጣሚዎች በምናስመጣቸው መጽሀፎች በበቂ ሁኔታ እንዲጠቀሙባቸው በማስቻል ነው። እስከ 4ኛ ክፍል ድረስ ባለው ያልተተረጎመው ሂሳብ ብቻ ነው። ሌላው ትምህርት ትሚኒስቴር ካዘጋጀው ስርዓተ ትምህርት ጋር የሚጣጣም ከሆነ ደ ሀገር መጣ የሳይንስ መጽሀፍ አለ። Grade 3 & 4 በሱነው የሚማሩት Grade 1 & 2 ግን እዚህ ተተርጉሞ ነው የሚማሩት። 3ኛና 4ኛ ክፍል ግን አልተተረጎመም ምክንያቱም ጊዜ ስላልበቃን ብቻ አልተተረጎምነውም። Contents በሙሉ የሚጠቀሙበት ከሆነ ደ ሀገር ከመጡ መጽሀፍት ላይ ነው...”

From the responses of school directors, it is possible to confirm that the practice of bilingual education has advantages for the only reasons that students can be fluent in English and also to succeed academically in the next grades. Besides, parents were the main pressure groups for private schools to conduct bilingual education in those private schools. Private schools were also forced to maintain market competitions. Thus, they have decided to proceed with bilingual education for commercial purposes. As one of the interviewees disclosed his personal opinion towards the dominant notion and beliefs about English fluency by the pressure groups, he said, "continuing to conduct bilingual programs at early ages, would create a negative effect that will cause identify crisis in the future".

From this information gathered where there are no available trained bilingual teachers and Standard English textbooks translated from the Amharic versions, it is impossible to transmit the proper and required information across the content areas. This shows that the main pressure groups do not know the effect of learning using unfamiliar language as a medium of instruction. Further more, attention is not given by either stakeholder; parents or private schools. Therefore, one can be able to conclude that the adverse effects of bilingual education at early age are critical and can cause negative impacts in the cognitive development of children in private schools.

4.7 Results of Focus Group Discussions with Students and Parents

4.7.1 Students

The characteristic used to select grade four students from 3 sample schools (Yeka Global, Kidus Michael & Hill Side private primary schools) was purposive sampling considering gender balance with a total of 18 students 6 from each school. The researcher has held discussions with the groups in their own schools in separate silent rooms facilitated by the directors on April 15, 17 & 2/2008 according to the time scheduled.

From the focused group discussions, students responded that Amharic is their mother tongue and they better prefer it to understand concepts of terms across the curriculum. Thus, the target group answered for the questions they were asked and their responses are summarized as follows:

“...አንድን ትምህርት በ2 ቋንቋ መማር የጀመርነው 1ኛ ክፍል ነው። ምክንያቱም አፀደ ሕፃናት እያለን ቃላቶችን ብቻ ከአፋችን ለማውጣት ነው የተማርነው። አንደኛ ክፍል ስንገባ ግን በአማርኛና እንግሊዘኛ ቋንቋ ዐረፍተ ነገሮችን በመፃፍ ትምህርታችንን ጀምረናል። በሁለቱም ብንማር ይቀለናል። ምክንያቱም እንግሊዘኛ ላይ ከባድ ቃላት ስናገኝ አማርኛ ላይ ያቃልልናል። አማርኛ ላይ ደሞ የማናቃቸውን ነገሮች ስንማር በእንግሊዘኛ ደሞ ስንደግመው በበለጠ አእምሮአችን ላይ ይቀርጽልናል። ስለሆነም በአማርኛም በእንግሊዘኛም በደንብ ልንረዳ እንችላለን። እኔም በሁለቱም ብንማር ጥሩ ነው። ምክንያቱም በእንግሊዘኛ የከበደንን በአማርኛ ልንረዳ ስለምንችል ነው። በእንግሊዘኛ ያለውን ቃላት ትርጉም እኩል ሊገባን አይችልም። ለምሳሌ በአማርኛ ቋንቋ ያሉትን ቅኔያዊ አባባሎችን እኳን በቀላሉ ልንረዳቸው አንችልም። ስለዚህ በእንግሊዘኛም ቋንቋ አንዳንድ ረጃጅም ቃላቶችን ልንይዝ አንችልም። ለመናገርም ይከብደናል። እኛ ደሞ ኢትዮጵያዊያን ስለሆንን አፋችንን የፈታነው በአማርኛ ቋንቋ ስለሆነ በአማርኛ ስንማር ትንሽ ይቀለናል።

ሌላው ደሞ በ2 ቋንቋ መማራችሁ የወደፊት እድላችሁ ላይ ምን በጎ ተጽእኖ አለው ለሚለው ጥያቄአችሁን ለምሳሌ እድላችን ሆኖ አሜሪካ ብንሄድና ቋንቋውን ሳናውቀው ብንቀር ስራ ለማግኘት ይቸግረናል። አሁን ግን ቋንቋውን ብንማረውና ብናውቀው ወደፊት እዛ Communicate ለማድረግም አይከብደንም። እንግሊዘኛ መማር በአገር ውስጥ ምን ጥቅም አለው ለሚለውም ከውጪ አገር tourists ወይም አገር ጎብኚዎች ሲመጡ ከነሱ ጋር Communicate ለማድረግ እንግሊዘኛን ብናውቅ አይከፋም ምክንያቱም tourists ሲመጡ ከነሱ ጋር ለመነጋገርና ለማስጎብኘት እንግሊዘኛን ማወቅ አለብን።

የአማርኛ ቋንቋን ማወቁ በራሱ ጥቅም አለው። እንዴት ብንል እንግሊዘኛውን ለማወቅ በመጀመሪያ አማርኛ ትርጉሙን ማወቅ አለብን። ካላወቅን ግን እንግሊዘኛው ሊከብደን ይችላል ስለዚህ የአማርኛን /አፍ መፍቻ ቋንቋን በሚገባ ማወቁ ይደገፋል። አሁን አማርኛና እንግሊዘኛ ልዩነት አለው። አማርኛ ራሱን የቻለ ቋንቋ ነው። እንግሊዘኛም እራሱን የቻለ ቋንቋ ነው። አማርኛን ስናውቅ እንግሊዘኛን እንዴት ወደ አማርኛ መተርጎም እንደምንችል እናውቃለን። እኛ አሁን ከስር መሠረታችን እዚህ ት/ቤት አልገባንም። የአፍ መፍቻችን ቋንቋ አማርኛ እንጂ እንግሊዘኛ አይደለም። ስለዚህ እንግሊዘኛን እንኳን ማወቅ የቻልነው ወደ አማርኛ ተርጉሙን ነው። ስለዚህ አማርኛን ማወቅ ለእንግሊዘኛ ጠቃሚ ነው...”

In the focus group discussion, students had responded as they have started bilingual education from Grade 1 and accepted learning in to two languages of instruction as an advantage for language fluency and for future career development to work abroad. However, regarding their preference in learning

the subject matter courses at ease and comfortably and for a better concept understanding, the students said that they want to choose Amharic as convenient medium of instruction since it is their mother tongue and a wider communication language in the community.

One can conclude that learning in ones own familiar language leads to positive ends; understanding of concepts across the curriculum and academic successes. Therefore, mother tongue is an indispensable medium of instruction for the lower primary grades.

4.7.2 Parents

Parent target group discussions were held in to two groups of 12 parents. Two private schools CHH and Global vision were chosen purposefully with their cooperativeness and facilitations. The selection of parents has been done randomly by those students who were voluntary to call their parents. The discussion was held on May 17 & 18 /2008 from 9:00-10:00 AM.

During the discussion those Parents raised their opinions and the responses are summarized as follows:

“...እኛ እንደ ወላጅ ልጆቻችን ጥሩ እንዲማሩልን እንፈልጋለን። አቅማችን በፈቀደም በግል ት/ቤቶች እየከፈልን የምናስተምረውም ለዚህ ነው። ልጆች በትምህርታቸው ነገዝ ሆነው ከክፍል ክፍል እንዲዘዋወሩና እንዲቀጥሉ እንፈልጋለን ልጄ በሁለት ቋንቋ እንዲማር የፈለኩበት ምክንያት በሁለቱም ቋንቋዎች በቂ ችሎታ ኖሮት ወደፊት በትምህርቱ የተሳካ የስራ እድል እንዲገኘው ሲሆን በሌላ በኩል ደግሞ ጥሩ በእንግሊዘኛ የመግባባት ችሎታ እንዲኖረው ነው። ት/ቤትን የምንርጠው ከቤተሰብ ጋር ተመካክርን ሲሆን በሁለት ቋንቋ ትምህርት እንዲማሩ ግን ት/ቤቱ ቤቱ ራሱ ነው የሚመርጠው። እንዲያውም በእንግሊዘኛ የማያስተምር ት/ቤት ብዙም አይፈለግም፤ ስለዚህ ጥሩ ያስተምራሉ ያልናቸውን ት/ቤቶች የመምረጡ የወላጅ ስራ ነው መሆን ያለበት። ልጆች ት/ቤት ከገቡ በኋላ እንድንከታተላቸው ስለጸባያውም ለመነጋገር ትምህርት ቤቱ እየጠራ ያወያየናል።

ልዩ ልዩ መጻሕፍትን ይጠቅማሉ ብለን የምንገምታቸውን እና ትምህርት ቤቱም ለልጆቻችን እንድንገዛ የሚጠቁመንን አጋዥ መጻሕፍት እናቀርባለን። ስለዚህ በእንግሊዘኛ መማሩ ቋንቋን እያዳበረው ይሄዳል እንጂ ቋንቋው በተማሪው ላይ ተጽእኖ ያመጣል የሚል እምነት የለንም። ልጆችን በቤት ውስጥ ለማስጠናት እንደየቤተሰቡ ሁኔታ ይለያያል፤ በአማርኛ ማስጠናቱ ግን የበለጠ ይቀላል ሆኖም በእንግሊዘኛም ቢሆን በአማርኛ እየተረጎሙ ማስጠናት ይቻላል...”

The first discussion point posed for the parents was about the reasons for they allowed their children to learn in two to languages (Amharic & English) at

primary schools. They all agreed that they want their children to be; proficient in two languages for academic successes, for communication purpose and for career development. During the discussion another point raised was their participation in selection of bilingual instruction at primary schools. Each parent has confirmed that the selection of bilingual instruction has been done by the school administration and finally informed them. They did not also hide their preference in the school which strictly follows English mediums at early ages for the reasons of language fluency. As they stated about their role in the schools were called usually for disciplinary problems and sometime to discuss with academically less performed students.

Parents were also asked in which language they are more motivated and prefer to help their children in home-take assignments given in two languages (Amharic and English). They replied that they try to assist in both languages but they prefer Amharic to relate concepts easily

During the discussion the participants were asked about the appropriate instructional language that is appropriate for academic performance and success in education. The participants agreed that both Amharic and English language are important to be used as medium of instruction; however, the most important language of instruction is Amharic in which they believe that students can learn better and understand some concepts of the subject matter in their own familiar language. The participants have justified that the ability of the student to understand express orally can best be expressed in writing when it is in Amharic better than in English.

From the discussion so far held with parents, the selection of the bilingual instruction was totally done without the participation of parents but parents positively support bilingual schools and send their children. However, most parents explained that they do not have awareness about the impact of bilingual education on academic achievements from psychological and pedagogical problem perspectives. In this regard, among a great deal of parents' community, there is lack of awareness about the purpose of primary

education in line with the instructional language policy from the pedagogical advantages.

During the observation time, the researcher has identified that there were books used as textbooks and reference materials in private schools' libraries totally different from the actual curriculum. These materials do not reflect views, attitudes, and real life situation of the community or the family. Therefore, it is understood that instructional materials of unfamiliar languages affect the quality of education. Accordingly, Benson (2001) also indicates that a language used in medium of instruction must be used to express ideas orally and in writing abilities. Education is a process of acquiring societal experiences since the learning process extends from schools to home and again from home to the school. The ability of the student to understand the concepts across the curriculum depends on the ability of the teacher to explain new concepts and the content area in relation to the real life experiences of the learners.

In summarizing parents' responses, they prefer Amharic more as language of instruction and the participation of parents in the selection of dual medium of instruction was very little. As a result, it is possible to suggest that private schools tried to use foreign language as medium of instruction as market advocacy to attract the interest of the community as an assurance of quality education provision in their respective schools.

From this information, one can infer that without meaningful participation of parents in the selection of medium of instruction, lack of standard textbooks, supplying reference books with different linguistic situations and with the less adequate conditions of bilingual education, it is impossible to maintain quality education as per the objectives of the Ethiopian primary education policy.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

As it was indicated in the introductory part of this study, the objective of the study is to explore the practices of bilingual instructional language in some selected private primary schools of Yeka sub-city in Addis Ababa. In order to achieve the intended objectives, the study employed a descriptive survey research methodology.

The sources of data were teachers, directors, education officials and parents selected using purposive sampling technique. The basic tools used were questionnaires, interviews and focus group discussions. In order to fulfill the aims of the study, research questions were formulated as indicated in unit one.

5.1. Summary of the Findings

After the data analysis and interpretation, the study reveals the following findings:

1. It was found out that teachers were found to have inadequate proficiency in English to use it as instructional language in translating the standard Amharic version of the curriculum syllabus by their own. Most of the teachers have medium ability of speaking language fluency and writing efficiency in English;
2. The study also found out that most of the teachers were trained in English as medium of instruction in Teacher Training Colleges. This implies that these teachers were trained for the second cycle (Grades 5-8) higher level of primary education. Hence, the greater majority of them had responded in item 4 of Table 3, as their training was not appropriate for the first cycle of the lower level of primary education they teach in;

3. The findings also indicate that there was not relevant teacher training provided for bilingual education. For this reason, there is a mismatch between the training given and bilingual education programs in private schools;
4. The analysis in this study also revealed that there was not Standard English version textbooks prepared for each grade level at the first cycle of private primary schools;
5. Regarding the availability of teaching and reference materials, there are English version series of books loaded by foreign values and cultures beyond the standard curriculum of the Ministry of Education;
6. A further analysis of the study exhibited that parents were not actively involved in the decision making process and selection of dual medium of instruction, Amharic and English languages in private schools. Accordingly, it was the school administration which made effective the use of bilingual education in the schools;
7. The result of the study indicate that despite the pragmatic value of English, students have admitted that they were easily motivated and better understood concepts across the content area in Amharic medium of instruction than in the English mediums;
8. It was found out that the main pressure groups were parents for bilingual schooling in private schools since they wanted their children to be proficient in English language communication and succeed in their future careers;
9. It was also discovered that Private schools run bilingual education programs without the consent of the education bureaus. Education officials and the directors reasoned that private schools use bilingual instruction due to the competitive market oriented goals;

10. Quite surprisingly, it was found that more periods (about two-third of the total) were given to English mediums in each subject and the rest will be switched to Amharic periods;
11. Despite the practices, in the schools however, the pedagogical advantages of the mother tongue, instruction at lower primary grades was commonly acknowledged and accepted by parents and students;
12. It was revealed that there were no strict controls and measures taken by the education bureau (beyond orientations and awareness creations) on private schools to comply with the policy guide lines concerning bilingual instructions.

5.2. Conclusion

On the basis of the findings of this study and summary outlined, the following conclusions were made:

- 1) As noted in the findings, the bilingual education in private schools is provided without training teachers in the new trend. Most of the teachers in the bilingual educational program were trained for the second cycle primary level (Grades 5-8). Consequently, they might lack the required pedagogical and methodological skills to conduct the bilingual education appropriately in the primary first cycle. This implies that there is a mismatch between the teacher training and bilingual education in private schools. Hence, the bilingual education is not effective pedagogically to achieve the designed educational goal as teachers are not trained in the context of bilingual education;
- 2) Regarding the need for bilingual education as necessity, the findings had indicated that parents preferred Amharic language as medium of instruction at early age of children for better understanding of concepts, self-expression contextually and knowledge acquisition. It was the school administration which dominantly decided the utilization of Amharic and English as dual mediums without considering the psychological and

pedagogical drawbacks. Thus, it is possible to conclude that the private schools used English as medium of instruction for market advocacy as if they provide quality education in English to attract the community;

- 3) The study has discovered that private schools have no sufficient preparation to use of bilingual instruction such as the preparation of appropriate teaching methodologies, and teachers' English language competency before they are allowed to teach for the level. There is a lack of instructional sources either Standard English version textbooks or reference materials relevant to the curriculum of the MoE syllabus. Thus, it is possible to conclude that bilingual education is not effective without standard curriculum relevant to the curriculum syllabi of the MoE in order to achieve the intended educational goals. As a result of teaching with foreign textbooks overloaded with cultural values and subject contents especially at early age will prohibit the transmission of societal & cultural heritage to children and erodes the beliefs in their self-identities;
- 4) In the Ethiopian situation, the education policy has created suitable condition to English language as to how and when to use as language of instruction in its language strategy, i.e. to be taught as a subject beginning from grade 1 and to be used as medium in secondary schools based on children's age level. The rational behind this language strategy is to allow children learn in their first tongue at lower primary level based on child right conventions to enhance them know their own self-identity and from pedagogical advantage perspectives. However, the private schools are providing bilingual education beyond the encouraging stated policy for the children live with in their own community. Thus, it is possible to infer that the bilingual education is not essential to use foreign language in Ethiopian situation as there is appropriate condition to English to be used as medium of instruction based on children's maturity and pedagogical sciences in the language strategy of the education policy. As a result, the provision of bilingual education will have adverse effect on the feeling of children's

national identity and acquisition of knowledge where foreign language of instruction is not mandatory in the context of Addis Ababa;

- 5) The periods allotment of bilingual education does not go in accordance to the MoE periods distribution for each subject. Hence, private schools period allotment is insufficient, since they use the single subject period allotment in dual mediums in bilingual classes i.e. teaching the same subject in both Amharic and English. Hence, portion coverage is undoubtedly impossible in dual medium for a subject unless extra-periods are added. The switching from Amharic medium of instruction to the second language also confuses and produces fatigue for the learners. Consequently, lack of portion coverage and misunderstanding of concepts and course contents has negate impacts on the quality of bilingual education in private schools.

5.3. Recommendations

The choice of language of instruction and language policy in schools is critical for effective learning. According to Wolff (2006), without language everything is nothing in Education. The use of two languages to teach one subject creates significant problems which hinder successful learning in primary education. Therefore, to alleviate these problems, the accountable and all concerned bodies have to take into consideration the following recommendations obtained from the research conclusions and suggestions forwarded.

1. Mother tongue as a language of instruction should get priority in the entire lower level to successfully support to second language development and academic success to take place. Research literatures indicate that second languages should be delayed up to 6-8 years until the lower primary education is formal education is completed to use them as mediums of instruction in a favorable real life situation of native people in a country;
2. Teacher training program has to be organized in bilingual educational approach for appropriate and effective instruction to achieve the intended educational goal in light of pedagogical science when it is necessary;

3. Since foreign language medium of instruction is not mandatory in the context of Addis Ababa, the interest of the learners, availability of human and material resources should be considered to conduct bilingual education in the lower primary level;
4. Prior consideration should be taken to the sociopolitical, cultural, political ideological, the nature of the community, the nature of the curriculum the materials and the pedagogical aspects before planning and formulating bilingual education;
5. There is a need to consult policy makers, education professionals and the Education Bureau before implementing the bilingual education program in order to get professional assistance and recognition for the legal entity;
6. To conduct bilingual education, the provision of standard curriculum syllabi and textbooks in both versions (Amharic and English) of instructional languages are vital.

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APPENDIX -A

በአዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ትምህርት ፕሮግራም
ስርዓተ ትምህርትና የመምህራን የሙያ ማሻሻያ ክፍል

በአንደኛ ደረጃ ከ1ኛ እስከ 4ኛ ክፍል በሚያስተምሩ መምህራን የሚሞላ የጽሁፍ መጠይቅ።

የዚህ የጽሁፍ መጠይቅ ዋና ዓላማ ማስተማሪያ ቋንቋ ፖሊሲ አመራረጥና አተገባበርን በግል ትምህርት ቤቶች ለማጥናት ሲሆን፤ በጥናቱ ሂደት በሁለቱ ቋንቋዎች/አማርኛ-እንግሊዘኛ/ ማስተማር ላይ ያለውን የመምህራንን አስተያየት ለማወቅና በመማር ማስተማሩ ሂደት ላይ ያሉ ተሞክሮችንና የታዩ ችግሮችን በመዳሰስ እና አንድን ትምህርት በሁለቱ ቋንቋዎች በአግባቡ ለመተግበር ለሚያጋጥሙ ችግሮች ጠቋሚ የመፍትሔ አማራጭን ለማቅረብ ነው።

ስለሆነም ይህ የጽሁፍ መረጃ የሚያገለግለው ከላይ ለተጠቀሰው ዓላማ ብቻ መሆኑን ተረድተው ለጥናቱ ጠቃሚ እውነተኛና ተገቢ የሆነውን መልስ እንዲሰጡ እየጠየቅሁ ጊዜዎን ሰውተው የጽሁፍ መጠይቁን በጥሞና ስለሚሞሉልኝ በቅድሚያ ከልብ አመሰግናለሁ።

ማብራሪያ።

- 1) በዚህ ጽሁፍ መጠይቅ ክፍት ቦታዎች ወስጥ ትክክለኛ ነው ብለው ያመነብትን መልስ የ « ✓ » ምልክት ያደርጉ፤
- 2) ስምዎን መጻፍ አያስፈልግም፤
- 3) መጠይቁን ሞልተው ሲጨርሱ ለሰጠዎት ሰው ይመልሱት።

ከልብ አመሰግናለሁ።

ክፍል አንድ፣ አጠቃላይ ሁኔታ።

- 1. እድሜ -----
- 2. ያታ -----
- 3. የአገልግሎት ዘመን -----
- 4. የትምህርት ደረጃ -----
- 5. የሰለጠኑበት የትምህርት ዓይነት -----
- 6. የሚያስተምሩበት የክፍል ደረጃ -----
- 7. የሚያስተምሩት የትምህርት ዓይነት -----

8. የአፍ መፍቻ ቋንቋዎ-----

9. በማሰልጠኛ ተቋም በኮሌጅ/ / የሰለጠኑበት የማስተማሪያ ቋንቋ-----

ክፍል ሁለት የመምህራንን ቋንቋ ችሎታ በተመለከተ፤

የመናገር ችሎታዎን በደረጃ በ √ ምልክት ያመልክቱ፤

ተቁ	ጥያቄ	ክፍተኛ	መካከለኛ	ዝቅተኛ
10	የመናገርና የመግለጽ ችሎታ			
	ሀ/ አማርኛ			
	ለ/ እንግሊዘኛ			
11	የጽሁፍ ችሎታ			
	ሀ/ አማርኛ			
	ለ/ እንግሊዘኛ			

ክፍል ሦስት የመምህራንን ግንዛቤና አስተያየት በተመለከተ

ማሳሰቢያ: የሚከተሉት ጥያቄዎች የርስዎን እምነትና አስተያየት የሚወክሉ ስለሆነ የግል አስተያየትዎን በመስማማት ወይም ባለመስማማት እርስዎ እንደምርጫዎ ለተዘረዘሩት ጥያቄዎች እንደሚከተለው ደረጃ አውጥተው እንዲመልሱልኝ እየጠይቃለሁ፡፡

- ሀ/ በጣም እስማማለሁ-----5
- ለ/ እስማማለሁ-----4
- ሐ/ መወሰን እቸገራለሁ-----3
- መ/ አልስማማም-----2
- ሠ/ በጣም አልስማማም-----1

...

ሀ) በመምህራን ማሰልጠኛና ኮሌጆች የነበረ ስልጠናና ትውውቅን በተመለከተ

ተቁ	ጥያቄ	የአጠቃቀም ደረጃ				
		5	4	3	2	1
12	በመምህራን ማሰልጠኛ/ኮሌጅ የማስተማሪያ ቋንቋ የተኛው ነበር?					
	ሀ/ አማርኛ					
	ለ/ እንግሊዘኛ					
	ሐ/ ሌላ					
13	ስልጠናው ተገቢነት ነበረው					
14	የአፍ መፍቻ ቋንቋ ጠቀሜታው በአሳማኝ ሁኔታ ቀርቦ ነበር					

ለ/ አንድን ትምህርት በሁለት ቋንቋ ለማስተማር የሚያገዙ የመማሪያና ማጣቀሻ መጻሕፍት በበቂ ሁኔታ ስለመኖራቸው

ተቁ	ጥያቄ	5	4	3	2	1
15	ትምህርት ሚ/ር ሲላበስ መሠረት የተዘጋጁ መጻሕፍት በየክፍል ደረጃው ስለመኖራቸው					
	ሀ/ በአማርኛና እንግሊዘኛ					
	ለ/ በአማርኛ ብቻ የተዘጋጁ					
	ሐ/ በእንግሊዘኛ ብቻ የተዘጋጁ ናቸው					
16	የማጣቀሻ መጻሕፍት የተዘጋጁት					
	ሀ/ በአማርኛ					
	ለ/ በእንግሊዘኛ					

ሐ/ አንድን ትምህርት በሁለት ቋንቋ ስለማስተማር የመምህራን አስተያየት

ተቁ	ጥያቄ	5	4	3	2	1
17	አማርኛ የሥራ/ብሔራዊ ቋንቋ እንደመሆኑ መጠን በማስተማሪያ ቋንቋነት ተማሪዎች በተሸለ ሁኔታ ሊማሩበት ይችላሉ					
18	አማርኛ በስፋት የመግባቢያ ቋንቋ እንደመሆኑ መጠን ተማሪዎች በአማርኛ ያገኙት የመናገር፣ የንባብና የጽሁፍ ችሎታ ለ2ኛ የቋንቋ ችሎታ አስተዋጽኦ ስለሚያደርግና በትምህርትም የተሳካ ውጤት ስለሚያስገኝላቸው					
19	የአማርኛ ቋንቋ በስርዓተ ትምህርቱ ውስጥ ከባድና ቴክኒካዊ ቃላት ለመረዳት ስለሚያስችልና ተማሪዎች በንቁ ተሳትፎ እንዲማሩ ስለሚያግዛቸው					
20	በአማርኛ ሳስተምር የተሻለ ስሜትና በራስ መተማመን ስለሚፈጥርልኝ					
21	የማስተማሪያ ቋንቋን ለመምረጥ እነማን መሳተፍ ይኖርባቸዋል ብለው ያምናሉ?					
	ሀ/ የወላጆች					
	ለ/ የትምህርት ቤቱ ማህበረሰብ					
	ሐ/ የሁለቱም					
22	አንድን ትምህርት ምሹላት ቋንቋ /እንግሊዘኛ- አማርኛ/ ለመስተማር የሚፈልጉበት ምክንያት					
ሀ	በእንግሊዘኛ በቂ ችሎታ እንዲኖራቸውና በትምህርታቸው የተሳካ ውጤት እንዲያስመዘግቡ ያግዛቸዋል					
ለ	በሁለቱ ቋንቋ/አማርኛ-እንግሊዘኛ/ አንድናስተምር ትምህርት ቤቱ ግሬት ስለሚያደረግ					
ሐ	እንግሊዘኛ ዓለም አቀፍ ቋንቋ እና ለሀገራችንም 2ኛ የስራ ቋንቋ በመሆኑ ተማሪዎች የእንግሊዘኛ ችሎታቸውን ለማሻሻል እንዲችሉ እንደ ማስተማሪያ ቋንቋነት ከታች ክፍል መጀመር አለበት።					
መ	አማርኛ ሰፊ የመግባቢያና ብሄራዊ የስራ ቋንቋ በመሆኑ በአንደኛ ደረጃ ት/ቤቶች በማስተማሪያ ቋንቋነት ሊያገለግል ይግባል።					
ሰ	ዓለምአቀፍ/ግሎባል/ እና አገረአቀፍ ሁኔታዎች ሰፊ የመግባቢያ ቋንቋ ስለሚጠይቁ ሁለቱንም ቋንቋዎች በአኩልነት በስረዓተ-ትምህርቱ እንደ ማስተማሪያ ቋንቋነት መጠቀም ያስፈልጋል።					

ሠ/ አንድን ትምህርት በሁለት ቋንቋ የማስተማር አተገባበርን በተመለከተ

ተቁ	ጥያቄ	አዎን	አይደለም
23	በትምህርት ሚ/ር ስርዓተ-ትምህርት ሲላበስ መሠረት ከአማርኛው መማሪያ መጽሀፍ በቀጥታ በእንግሊዘኛ የተተረጎመና ደረጃውን ጠብቆ የተዘጋጀ መጽሐፍ ለማስተማሪያነት ይጠቀማሉ?		
24	በሁለት ቋንቋ ያዘጋጁትን ዓመታዊ የትምህርት ዝግጅት /ኮርስ ፕላን/ በተያዘው የክፍለ ጊዜ ስርጭት ማጠናቀቅ ይችላሉ?		

25/ አንድን ትምህርት በሁለት ቋንቋ/አማርኛ ለማስተማር የፈለጉበት ሌላ ምክንያት ካለዎት ይጥቀሱ -----

26/ አንድን ትምህርት በሁለት ቋንቋ በማስተማር የገጠመዎት ችግር ካለ ይጥቀሱ፤ -----

27/ የሚያቀርቡት አማራጭ መፍትሄ ሀሳብ ካለዎት? -----

ስለትብብርዎ በድጋሚ ከልብ አመሰግናለሁ!

APPENDIX B

በአዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ፕሮግራም

ስርዓተ ትምህርትና የመምህራን የሙያ ማሻሻያ ክፍል

ለሱፐርቫይዘሮች፣ የትምህርት ሃላፊዎችና የግል ት/ቤት ር/መምህራንን ለመጠየቅ

የተዘጋጁ የቃል /እንተርቪው/ ጥያቄዎች

ሀ/ የኢንተርቪው ጥያቄ መላሾች አጠቃላይ የግል ሁኔታ

- ስም----- ዜግነት-----
- እድሜ----- ጾታ----- የት/ደረጃ-----
- የአፍ መፍቻ ቋንቋ-----
- የስራ ኃላፊነት----- የአገልግሎት ዘመን-----

ለ/ ለትምህርት ባለሙያዎችና ኃላፊዎች ለውይይት መነሻ የቀረቡ የኢንተርቪው ጥያቄዎች

1. አንድን ትምህርት በሁለት ቋንቋ /አማርኛ-እንግሊዘኛ/ ማስተማር ከስነ-ትምህርት አቀራረብና ከሀጻናት ስነልቦና እድገት አንጻር ሲታይ ጠቀሜታ አለው ብለው ይገምታሉ?
2. የግል ት/ቤቶች የባይሊንጌል/ አንድን ትምህርት በሁለት ቋንቋ/ ትምህርት ፕሮግራምን ሲያካሂዱ የትምህርት ቢሮውን በሙያ ምክርና ህጋዊነት ዙሪያ ጥያቄ አቅርበው ነበር?
3. የግል ትምህርት ቤቶች የባይሊንጌል ትምህርትን እንዴት ነው ለማካሄድና ለመተግበር የሚሞክሩት/የሚችሉት?
4. የባይሊንጌል ፕሮግራም/ትምህርት አተገባበር ከትምህርትና ስልጠና ፖሊሲው ጋር ተጣጥሞ ሊሄድ ይችላል ብለው ያስባሉ?
5. በእርስዎ በኩል የወሰዱት ርምጃና የሰጡት የመፍትሄ አማራጭ ካለ ቢገልፁልኝ?!
6. በግል ትምህርት ቤቶች በሚካሄደው የባይሊንጌል ትምህርት በመማር ማስተማር ሂደት አጋጥሞናል የሚሉትን ችግር ቢያብራሩልኝ?
7. አጠቃላይ የመፍትሄ አቅጣጫ ይሆናል የሚሉት ሀሳብ ካለዎት?

...

ሐ/ የግል ት/ቤቶች ር/መምህራንን ለመጠየቅ የተዘጋጁ የኢንተርቪው ጥያቄዎች

(የውይይት መንደርደሪያ መሪ ጥያቄዎች)

1. የግል ት/ቤቶች አንድን ትምህርት በሁለት ቋንቋ /አማርኛ-እንግሊዘኛ/ ማስተማር የሚፈልጉበት ምክንያት ምን ይመስለዎታል?
2. በእርስዎ ግምት የባይሊንጓል ትምህርት ጥቅምና ጉዳት ምን ይመስለዎታል? የምትከተሉትን የፕሮግራም ሞዴል ምን ዓይነት ነው?
3. በእርስዎ ት/ቤት ከመምህራን የብቃት ዝግጅትና የማቴሪያል አቅርቦት አንጻር የባይሊንጓል ትምህርት ፕሮግራም አፈጻጸምና አተገባበር /አመራር/ ምን እንደሚመስል ሊገልጹልኝ ይችላሉ?
4. በአተገባበሩ ዙሪያ ከወላጆች፣ ከሕብተሰቡም ሆነ ከመንግስት በኩል የገጠማችሁ ችግር ነበር፣ ካለስ እንዴት ፈታችሁት?
5. አንድን ትምህርት በሁለት ቋንቋ ለማስተማር የመምህራንና የወላጆች ተሳትፎ ነበር?
6. በባይሊንጓል ትምህርት በት/ቤታችሁ ከአማርኛው ጋር አቻ የሆነ በእንግሊዘኛ የተተረጎመ መጽሀፍ እንዲሁም አጋዥ የሆኑ መጻሕፍት አሉወይ?
7. ስለትምህርት ፖሊሲው ያለዎትን ግንዛቤ ቢገልጹኝ፣!

ስለትብብርዎ በድጋሚ ከልብ አመሰግናለሁ!

APPENDIX C

ከተማሪዎችና ወላጆች ጋር ለመወያየት የተዘጋጁ ጥያቄ

ሀ/ ከተማሪዎች ጋር በጋራ ለመወያየት የተዘጋጁ መሪ ጥያቄዎች

(የውይይት መንደርደሪያ መሪ ጥያቄዎች)

1. በየትኛው የማስተማሪያ ቋንቋ ስትማሩ ነው ትምህርቱ የበለጠ የሚቀላችሁ? በአማርኛ ወይስ በእንግሊዘኛ?
2. በስርዓተ-ትምህርቱ ውስጥ የቃላት ጽንሰ-ሃሳቦችን/ትጉም በትክክል ለመረዳት የምትችሉት በየትኛው ቋንቋ ነው?
3. በክፍል ውስጥ ስትማሩ ሀሳባችሁን ለመግለጽ የሚቀላችሁ በአማርኛ ወይስ በእንግሊዘኛ?
4. በአማርኛ በቂ የማንበብና የመጻፍ ችሎታ ለእንግሊዘኛ ችሎታችሁ አስተዋጽኦ ይኖረዎልብላችሁ ትገምታላችሁ?
5. በክፍል ውስጥ ስትማሩ የበለጠ የምትበረታቱትና ደስተኛ የምትሆኑት ትምህርቱ በየትኛው ቋንቋ ሲሰጥ ነው?
6. አሁን በምትማሩበት የክፍል ደረጃ ትምህርቱ በየትኛው ቋንቋ ቢሰጥ ትመርጣላችሁ?

ለ/ ወላጆችን ለማወያየት የተዘጋጁ ጥያቄዎች (የውይይት መንደርደሪያ መሪ ጥያቄዎች)

1. ልጆቻችሁ አንድን ትምህርት በሁለት ቋንቋ/አማርኛ-እንግሊዘኛ/ እንዲማሩ የፈለጋችሁበት ምክንያት ምንድን ነው?
2. የማስተማሪያ ቋንቋን በት/ቤት ለመምረጥና ለመወሰን ተሳትፋችሁ ታውቃላችሁ?
3. ልጅዎ በየትኛው ቋንቋ ሲማር በትምህርቱ/ቷ የበለጠ ውጤታማ ይሆናል/ትሆናለች ብለው ይገምታሉ?
4. አንድን ትምህርት በሁለት ቋንቋ ለመማር የሚያግዙ የመርጃ መጻሕፍት ለልጅዎ ያቀርቡለታል/ያቀርቡላታል? ከገበያስ በቀላሉ ማግኘት ችለዋል?
5. እንደወላጅ የባይሊንንል /አንድን ትምህርት በሁለት ቋንቋ ማስተማር / ትምህርትን ምን ያህል ይግፋታል?
6. ስለትምህርት ፖሊሲው ያለዎትን ግንዛቤ ቢገልፁንኝ፤!

ስለትብብራችሁ በድጋሚ ከልብ አመሰግናለሁ!

APPENDIX D

Classroom Evaluation Checklist

This checklist is used to evaluate/assess the teaching and learning conditions in private bilingual schools. The rating system is indicated by putting a tick mark "✓" under the "Yes" & 'No' columns when ever appropriate and that may need special attention respectively.

- i) Kifle Ketema Kebele.....
- ii) Name of the school.....
- iii) No of students per section.....
- iv) Date of observation.....

Direction: 1) Yes = when ever appropriate; 2) No = that may need special attention

No	Checklist-Items	Yes	No	Remarks
1	Teachers use both Amharic and English mediums equally to give class works and home works			
2	Which language was dominating during classroom communication?			
3	Are there reference materials in both languages (Amharic and English)?			
	i) English only			
	ii) in both English and Amharic			
4	Are there English version textbooks prepared equivalent to Amharic version according to the MoE syllabi?			
5	Textbooks are prepared			
	i) In Amharic only			
	ii) In English only			
	iii) In both languages			
6	Are the Reference materials imported or locally prepared?			
	i) locally prepared in Amharic			
	ii) locally prepared in English			
	iii) Imported			

APPENDIX E

BACKGROUND OF INTERVIEWEES AND FOCUS GROUP PARTICIPANTS AND SAMPLE SCHOOLS,

A) Background of The Interviewees /Education Officials/

No	Code Names (Mr/s 'X' or 'Y')	Sex	Age	Education Qualification.	Post	Service year	Work place	Date interviewed
1	Y	M	49	MA	Head of Curriculum Development & Educ. Support	29	Educ. Bureau	18/04/2008
2	Y	»	49	BA	Educ.Programs & Supervision Depart. Team Leader	30	Educ. Bureau	17/04/2008
3	Y	»	52	MSc	Head of Yeka sub city Educ.off.	26	Yeka Educ.Off	14/04/2008
4	Y	»	52	BA	Yeka sub city Educ.off. Acad. Team leader	30	>>	16/04/2008
5	Y	»	40	BSc	Supervisor	22	>>	14/04/2008
6	Y	»	37	B.Ed	Supervisor	15	>>	15/04/2008
7	X	F	47	BA	Supervisor	26	>>	18/04/2008
8	Y	»		BA	Director		Hill Side	15/04/2008
9	Y	»	60	BA	Director	40	Yeka Global	21/04/2008
10	Y	»	35	BA	Director	17	Kidus Michael	17/04/2008

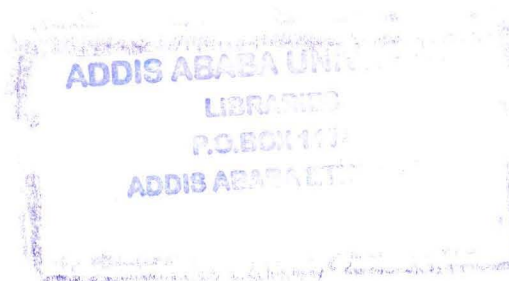
B) Background of Student Focus Group Participants

No	Item	No	%		
1	Sex				
	A/Male	13	72.2		
	B/Female	5	27.8		
2	Age				
	9-10	16	88.9		
	11-12	2	11.1		
3	Performance level(denoted by A,B,C Levels)				
	A	6	100		
	B	6			
	C	6			
4	Parents' First tongue				
	Languages	Father's First tongue	Mother's First tongue		
	Amharic	10	8	18	50
	Oromigna	1	3	4	11.1
	Tigrigna	5	6	11	30.6
	Guragigna	2	1	3	8.3
5	Home language usually spoken in the family				
	Amharic			13	72.2
	Amharic + English			4	22.2
	Amharic + Tigrigna			2	11.1
	Oromigna + Amharic			1	5.5

APPENDIX F

Sample Private Schools

N0	Sample Schools	Kebele	No of questionnaires distributed to Teachers	Date issued	Date of Return
1	School of Tomorrow	13/14	4	07/04/2008	19/04/2008
2	Magic Carpet	13/14	4	>	18/04/2008
3	Kidus Michael/Youth Academy	13/14	4	>	10/04/2008
4	Safe Academy	20/21	4	>	10/04/2008
5	Hill Side	19	4	>	10/04/2008
6	Global vision	08/15	4	>	10/04/2008
7	CHH	11/12	4	>	10/04/2008
8	Yeka Global	11/12	4	>	10/04/2008
9	Elbetel	16/17/18	4	>	10/04/2008
10	Rigib	19	4	>	10/04/2008
Total			40		



APPENDIX G

No of Interviewees, Focus Group Discussion Participants and No of Classroom Observations in the Sample Schools

No	Item	Sample schools selected for the selection of interview, focus group discussion participants and classroom observation					
		Yeka Global	Kidus Micael	Hill Side	Global vision	CHH	Total
1	No of students chosen for focus group discussion	6	6	6	-	-	18
2	Sample directors chosen for interviews	1	1	1	-	-	3
3	No of classroom observations in the sample schools	-	4	4	4	-	12
4	No of Parents chosen for focus group discussion	-	-	-	6	6	12

DECLARATION

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

By Bayu G/Egziabher *[Signature]* July 11/10/2008
June, 2008

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

Temesgen Fereja (Dr.) *[Signature]* July 11, 2008

