

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**THE CHALLENGES AND ACHIEVEMENTS OF DAWUROGNA
AS A MEDIUM OF INSTRUCTION IN PRIMARY FIRST
CYCLE SCHOOLS OF DAWURO ZONE, SNNPR**

BY

ZENEBE BETELA LANGANA



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**A THESIS PRESENTED TO
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MASTER'S DEGREE IN EDUCATIONAL LEADERSHIP AND
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BY

ZENEBE BETELA LANGANA



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Acronyms /Abbreviations

MT = Mother Tongue

EBO = Educational Bureau Officials

MoI = Medium of Instruction

MoE =Ministry of Education

DZCTGCAD = Dawuro Zone Culture, Tourism and Government Communication Affairs
Department

DZED = Dawuro Zone Education Department

UPE = Universal Primary Education

ABSTRACT

The aim of this study was to explore the challenges and achievements of Dawurogna as a medium of instruction in primary first cycle schools of Dawuro zone, SNNP. For the purpose, the zone and woreda education officials, teachers of Mareka, Loma woreda and Sore town administration, and grade four students and their parents were the source subjects of the study, where the use of Dawurogna as a medium of instruction is being implementing. In an attempt to collect reliable and valuable information, a combination of diverse data gathering tools consisting of questionnaire, interview and documentary sources supported by informal discussions with schools principals and officials were carried out. The findings of the study revealed that the attempt made to prepare teachers to teach in Dawuro language as a medium of instruction was not promising and satisfactorily treated. The educational status of teachers was not in line with the current education and training policy of the country. The in-service training was also the forgotten issue. There was a serious scarcity of students' textbooks and other reference materials for both teachers and students. Most teachers replied that textbooks prepared was not in line with students' age and grade level and also lack cultural context. The other most serious problem was, teachers' negative attitude towards the language as a medium of instruction and their least participation in various problem solving activities, but students, officials and parents have favorable attitude to the language as a medium of instruction. The inability of teachers training Colleges to train teachers in their respective nationality languages was also another major problem. The participation of teachers in activities such as curriculum and text materials preparation, evaluation, workshops to build their capacity were very low. On a positive note, Dawurogna medium of instruction has resulted in various benefits; it highlighted the freedom of using the language. It helped students to understand the lesson. Translation problem has been omitted that the concerned bodies to discuss on school matters each other, enabled people to write and read etc. were the major ones. On the basis of the findings, the awareness and skill development training, preparing qualified teachers and relevant textbooks, and other instructional materials, enabling the training Colleges to train teachers in their respective nationality languages, encouraging teachers and other educators to conduct research on the area and strengthening the community (stakeholders) participation by the regional, zonal and woreda education bureau with other stakeholders should be carried on were recommended to ease the problems and to maintain the achievements obtained.

CHAPTER ONE

1. Introduction

1.1 Background of the Study

There can hardly be any education without language. As rightly noted by Coombs "language is the principal vehicle for teaching and learning..." (1985, p.256). In order to be successful in teaching- learning process, both teachers and learners have to have a good command of the language of learning. If the learners are not proficient in the language of learning, they will not be able to read books and other instructional materials (Thomas, 1990). It is when students fully understand the language of learning that they will find the teaching learning activity easier to learn (Fasold,1973). For this reason, the choice to use the right language of learning becomes a very crucial issue in every educational context.

When the issue of what language to be used as a language of learning, Coombs (1984, p. 256) suggests that "in early primary grades young children should be initially instructed and made literate in the mother tongue before being introduced to a second language". The language that children effectively use has to be given priority in choosing the language of learning. If the opportunity is given to select a language to use as the language of learning, it becomes obvious that the choice in the primary education will be the child's mother tongue (Baker, 1988; Gfeller, 1999; Kotey and Der- Houssikian, 1977; Neilson and Cummings, 1997; Shuy and Fasold, 1973; Thomas, 1990).

The UNESCO experts points out that if learning is in any foreign language, a child may find difficult in mastering the alien vocabulary and syntax to express his idea sufficiently in it. Foreign language belongs to a wholly alien culture. Thus ideas which have been formulated in one language are so difficult to express through the modes of the other. Then they conclude that mother tongue is the best for child's personal, cognitive and all aspects development.

A more elaborated UNESCO (1953, p.11) report rationalizes the necessity of using the child's mother tongue as the language of learning as follows:

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

Different scholars in the field of education confirm the importance of using mother tongue as the language of learning by arguing that students are likely to learn faster and better if the language of learning is their own language. The closer the language of learning to the child's first language, the easier the learning process will be (Gfeller, 1999; Neilson and Cummings, 1997; Thomas, 1990).

In contrast, because of students' inability to master the language of learning (which is not their mother tongue), their ability to understand academic concepts is limited (Kotey and Der-Houssikian, 1977). Neilson and Cummings (1997, p.68) strengthens this argument by stating, "children are overburdened in trying to gain literacy and academic skills through a language that they are not fluent in, and therefore are more likely to be tracked out of the academic path, to repeat a grade, and to drop out of school".

Although there are a number of benefits in using mother tongue as the language of learning, there are factors that can hinder its success. For instance, lack of textbooks and other reference materials, shortage of trained teachers in the language of learning and inadequacy of vocabulary can badly affect its use (Baker, 1988; Neilson and Cummings, 1997).

On the other hand, these hindrances often associated with the use of mother tongue as language of instruction do not usually occur in language of wider communication which is used for that purpose. These languages have different importance like for worldwide communication, high job and educational opportunities, adequate vocabulary to translate science and technology, standardized writing system and availability of curricular Ethiopia, the issue of medium of instruction for modern education started at the beginning of the 20th century. But the medium of instruction was French with many other instructional languages. Amharic and Geez were taught as a subject.

During the short-lived occupation period, the Italians attempted to provide education using Amharic, Afan Oromo, Harari, Arabic and Somali in the six administrative units they have created. But this was only to promote their “divide and rule” policy and pacification through apartheid (McNab, 1989 cited in Ayalew, 2000, p. 74).

It was the charter of the transitional government of Ethiopia that recognized the right of nationalities to use their language as instructional language (Ayalew, 2000; Ghrmai, 1998). Besides, the current Ethiopian educational and training policy also declared the use of nationality language as medium of instruction for primary education (MoE, 1994). As a result of this, about 20 languages are being used as the language of learning in primary schools in different regions (Ayalew, 2000; Marew, 2000). Among these educational languages, almost half of the languages are being implemented as a language of learning for primary education in the southern region. One of them is Dawuro language which is the target of this study.

The instruction through Dawurogna medium in primary schools was started in 1994/95, when Dawuro was under the former Semen Omo zone. But the language was composite with different varieties of the DAGAGO (Dawuro, Gamo and Gofa). They implemented this mixed language for three years, but people complained not to learn the language other than their own. Finally, each nationality (Dawuro, Gamo and Gofa) has started using their own dialect in 1997. When I observe through my working experience there in Dawuro, many factors are challenging its implementation and development and lacks empirical research on the area.

Though different factors are believed to be hindering its implementation, empirical study has not been conducted by way of investigating the use of Dawurogna in educational setting in particular and the development of the language in general. There are in fact some studies that looked into the implementation of some languages in SNNPR and other regions. Shimelis Mekonnen (2004), for example, examined the implementation of Tigrigna in primary schools. A more recent study by Tesfaye Limoreo (2008) tried to look in to problems encountered while using Hadya language as medium of instruction in the same level.

1.2 Statement of the Problem

It is believed that students learning in mother tongue will be able to acquire knowledge, analyze problems, express views effectively, develop an equitable mind and cultivate critical thinking. Mother tongue education increases cognitive development and active participation of a child by improving the communication gap (Gffeler 1999, p.21).

Mother tongue instruction can also result in lower dropout rates, better adjustment to school and self confidence in children. If children learn through the language other than their own, they will be in a state of emotional frustration and tension (Poth1988, p.12)

As currently enshrined in the Federal Democratic Republic of Ethiopia constitution, all nations, nationalities and people of Ethiopia are entitled to enjoy constitutionally guaranteed rights to free development of their cultures including the use of their language, implementation of language policy with the use of vernacular language as a language of learning seems to be challenging. That is basically because such a move requires heavy human resource, financial capacity and material supply.

As Weva (2003) points out, many African countries including Ethiopia are nations of such diverse cultures and ethnic groups composed of people with different physical features, religions, beliefs, multilingual attitudes, and a diversity of cultural background and ethnic origins. Mindful of this difference, the Ethiopian government has begun to implement nationality languages at primary school curriculum at each region. As part of this move, Dawurogna has been used as medium of instruction since 1994/95.

In spite of this, as argued by Far rant (1980) unless accompanied by the necessary preparation, the implementation of mother tongue policies for teaching in primary schools is likely to pose problems in education. Necessary preparations include: insuring the availability of adequate teachers fluent in the chosen language and conducting some research on the issue. Without fulfilling such preconditions, Cummins argues, a language policy to implement minority language is likely to end up in failure no matter how enlightened the policy might be (Cummins, 2003).

Irrespective of such scholarly advice, little is known about the necessary preparations made prior to using minority languages such as a medium of instruction. This is particularly true of about the use of Dawurogna as a medium of instruction. Inspired by this lack of empirical study, this study has attempted to answer the following basic questions:

- 1) How is the qualification and training of teachers in primary schools of Dawuro zone to implement the mother tongue education?
- 2) How is the availability and relevancy of teaching materials (textbooks, reference materials, dictionary, syllabus materials, teachers guide)?
- 3) What are the major challenges faced while implementing Dawurogna as a medium of instruction in Dawuro zone primary schools?
- 4) Do teachers, students, parents and educational bureau officials have Positive attitude towards Dawurogna as a medium of instruction?
- 5) How do teachers, officials, students and parents participate in the activities related to Dawuro language implementation in primary schools of the zone?
- 6) What are the benefits and achievements obtained as a result of implementing Dawurogna as a medium of instruction?

1.3 Objectives of the Study

The overall objective of this study was to investigate the major challenges encountered in the process of implementing the use of Dawurogna as a medium of instruction in primary schools of Dawuro zone and to assess the achievements made as a result of its implementation. More specifically, the study was guided by the following specific objectives:

- 1) To assess whether teachers of primary schools of the zone are well qualified and trained to teach in the language or not.
- 2) To assess whether there are sufficient teaching -learning materials or not for the implementation of the language in primary schools of the zone.
- 3) To find out the major problems faced while implementing the use of Dawuro language education in primary schools of the zone

- 4) To examine whether teachers, students and officials have positive attitude towards the use of Dawuro language as a medium of instruction in primary schools of the zone or not.
- 5) To examine whether teachers, officials, students and parents participate in school activities to alleviate the problems or not.
- 6) To find out the major achievements those beneficiaries of the language obtained out of mother tongue instruction practice.

1.4 Significance of the Study

This study is expected to come up with some findings that would have some contributions for proper implementation of language policy related to education. One possible contribution of this study is to make concerned bodies aware of the type of vernacular education problems that are associated with fulfilling the necessary teaching-learning inputs. Hence, this awareness is likely to influence them to make the necessary amendments on the use of mother tongue language as an instructional medium. More specifically, the study is hoped to have the following importance:

- The beneficiaries of this language shall develop, appreciate and promote the achievements obtained from Dawuro language used as a medium of instruction in the zone.
- Giving relevant information problems challenging its implementation that the language owners could take measure.
- Making the beneficiaries aware of its pedagogical, sociological and psychological benefits in student's early stages.
- Researchers who may want to undertake further study on the topic in depth and breadth might find the present study quite insightful.

1.5 Delimitations of the Study

In order to accomplish the activity effective and efficient, the researcher was forced to limit the scope of his study to only the achievements (benefits) and challenges of using Dawuro language as a MoI in Dawuro zone primary first cycle schools where it is being

implemented, taking samples from Mareka and Loma woredas and Tercha town administration primary first cycle schools of grade 4 students, teachers and parents.

On top of this, the educational officials of these woredas, town administrations and zone education departments were included as study subjects. The other woredas were not included because they are inaccessible in transportation owing to shortage of budget and time available for the study.

1.6 Limitations of the Study

There were some limitations the researcher faced during data collection for the study. One of these was low level of cooperation on the part of some teacher to fill in the questionnaire on time. The other was that some parents absented themselves during the time of appointment. As a result, the researcher had to go to these subjects repeatedly which consumed time beyond the set timeframe.

1.7 Operational Definition of the Terms

Mother tongue: it is the child's first language in which she/ he starts listening and speaking for the first time in her/ his life. Mother tongue and nationality languages are interchangeably used in this study.

Language of learning: it is language, which is used to teach and learn in the school. Used in the same meaning in this study.

Vernacular: the language spoken in a particular area or by a particular group, especially one that is not the official or written language.

National language: the language of political, social and cultural entity or nation.

Official language: a language used in the business of government legislative, executive and judicial.

Medium of instruction: a language by which education at primary school level can be transmitted or instructed.

1.8 Organization of the Study

As it was noted earlier, the aim of this study was to examine thoroughly the challenges and achievements of primary school curriculum of Dawuro language as a medium of instruction in primary schools of the zone. The study was organized in to five main chapters. Chapter one, the introductory chapter dwells on the background of the study, statement of the problem, objectives and the significances of the study were discussed. Chapter two reviews the related literature. In this chapter, concepts such as mother tongue education, the use of a given language as a medium of instruction are reviewed , Presented in the third chapter is the a discussion of the methodology and the research design. More specifically the chapter attempts to a give a detailed description of instruments used to collect the necessary data, the research setting and methods of data analysis. The fourth chapter deals with the presentation, discussion and analysis of data. The summary, conclusions and recommendations of the study are given in the fifth chapter.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Theoretical Background of the Mother tongue Education

2.1.1 Language Education Policy in Africa

The UNESCO (1953) report, one of the most influential reports on the language education, particularly on the use of the vernacular languages in education provided the international education context with a clear pedagogical principle that school pupils need to begin their formal education in the mother tongue (MT). From the available literature and research evidence at the time it was thought that it would take about two to three years to establish strong mother tongue (MT) reading and writing skills. It was found to be advisable to change over the use of one of the international languages, (e.g. English, French, and Arabic) from the third or fourth years of school. The overall consensus was that it is important to teach children by their own language and then by second language in formal school environment.

As it is mentioned in Heughs, K. et al (2007) until 1965, most former British colonies used four to six years of MT medium followed by English medium. In those days, missionaries and highly trained MT speakers of English taught small numbers of students, often from the upper echelons of African society. The combination of teachers who were MT speakers of English plus the small elite group of students resulted in educational success. In the former Francophone / Portuguese colonies/, the colonial administrations were not supportive of mother tongue education (MTE) and expected the few elite students to have their education entirely through the colonial language. Consequently, most school children were not able to understand very much of what was required of them.

However, there is negative planning in Anglophone countries where MTE has been reduced from 4-6 years to fewer than 4 years. Whichever approach is undertaken, mother tongue continues to be phased out too rapidly as the medium of instruction and the academic achievement of students is poor and disappointing.

2.1.2 The Role of Language in Education

In today's world, education is both a tool for and reflection of cultural and linguistic diversity. It is through education that society prepares its generation with adequate knowledge, skills and attitudes that enable an individual to participate in the social, economic and political activities and fit for positions of higher responsibilities. Not only that, through education it is possible to preserve and transmit cultural heritage, the collective experiences of the past and the present to new generation.. To accomplish this task, language in education is vital (Limage, 1998). "Language is part and parcel of the cultural heritage," Limage argues further, "is used in the thought process that lead to the inventions and creations that transform human live and enrich the corpus cultural heritage" (Ibid, p. 48).

Therefore, language is not only a tool for communication and knowledge, but also a fundamental attribute of cultural identity and empowerment, both to the individual and the group. It is an essential means of communication by which individuals may express about themselves. Apart from its role to enrich the cultural heritage, language in education has also been used in two ways: language as a medium of instruction (MoI) and language as a subject. However, the main function of language in education is as a medium of instruction (UNESCO, 1991). The language of instruction is the medium of communication for the transmission of knowledge, which is different from language teaching. When language taught as a subject the focus is often on the grammar, vocabulary, and the written and oral forms.

Therefore, teaching and learning are almost inconceivable (Stubbs, 1983). Without language for they typically compromise linguistic activities such as lecturing, explaining, discussing, telling, questioning, answering, listening, repeating, paraphrasing and summarizing, the necessity of language in the teaching and learning process is beyond simply receiving and transmitting of instruction. Rather, it is a means of instruction, explanation, sharing of ideas and mutual understanding in the instructional process. Thus, the language that is used as a medium of instruction is the most important factor in teaching and learning process; hence,

it plays a crucial role and affects the educational process. It can either promote or impede scholastic success (Dewet & Niemanns, 1999; Stubbs, 1983 and Marland 1989).

2.1.3 The Meaning of Mother tongue

Mother tongue is understood differently by different authors and defining is not easy. Regarding this problem, Weinstein (1983, p.24) stated:

. . . there is considerable confusion about the term mother tongue, which can mean the language spoken from the cradle, the language of one's parents, the language one ordinarily uses day to day, the language one thinks in or the language used at home.

Dutchein (1982) also notes that mother tongue can/may constitute a number of elements in different situations. It may mean a language one has learnt first. Alternatively it may refer to the language (s) that one identifies with or is identified as a native speaker of by others. Mother tongue could also mean the language (s) one knows best and the language (s) one uses most relatively. In addition to these, Emenanjo (1990) notes that the term mother tongue is not necessarily the language of the mother or the father or one of the two. Instead, it could be the language used by the community from which the child acquires the language.

According to Iyamu and Ogiegbaen (2002) mother tongue is the language that is naturally learnt by a member of a speech community and employed by them as the first medium of vocalized communication. It can be seen as the language of native community or group of people with common ancestry. Thus, the communities have their language that is naturally learnt by members in socialization.

2.1.4 Mother tongue as a Medium of Instruction

Discouraging children from developing their mother tongues is quite simply unintelligent from the point of view of self interest and it is simply a violation of rights of the child. By implication, the right to education is a fundamental right which includes the right to choose the medium of instruction as well. Thus, a nation that is inherently multilingual, multiethnic and culturally pluralistic must need this challenge if the government wishes to deliver linguistic rights to all (Cummins, 2003).

Accordingly, Ethiopia because of its language and cultural diversity is veritable open book in this regard and its most recent history provides a living case study. Although one of the key objectives of the new Education and Training Policy of education in harmony with the requirements of the constitution is the promotion and development of the ethnic language spoken in the provinces on an equitable basis, the initiative also accords with rights of nationalities to use their own language for education (TGE, 1994).

Though the idea to conduct lesson, particularly of primary level, in mother tongue language dates back to about 1948 or before that (Sibayan, 1971 in Rubin and Jernudd, 1971) the question of language of instruction in primary education became a burning issue in many countries before the year 1951.

In present days, children who live in countries that are legally bound to guarantee the full spectrum of the child must have an access to the relevant and meaningful education, regardless of their background, where they live, or what language they speak (Limage, 1998). They have to have linguistic human rights, the right to learn the mother tongue, orally and in writing, including at least basic education through their mother tongue, and to use it many official contexts. However, the choice of language or indeed the MoI is a recurrent challenge in the development of quality education in several parts of the world and there is a debate over the appropriate language of instruction in primary schools. In this regard, UNESCO (1991) says that the language issue, which is highly complex, is an example where there is still no consensus. In most developing countries, the language used for instruction is no more technical issue to be decided on purely pedagogical grounds; it can have political, social and economic implications (Shumba and Mangati, 2000). Therefore, even though there are declarations for most African countries like Ethiopia practically, economically, and politically it is challenging to realize.

On the rationale for education, in the use of vernacular language, UNESCO has played an essential role in providing instructional framework for education policy and practice on language and particularly the choice of MoI in education. In 1953, UNESCO published a report on the use of vernacular language in education. It recommended that pupils should begin their schooling through the medium of their mother tongue. UNESCO experts

concluded using mother tongue as medium of instruction is essential for a child's personal, intellectual, and social development. And they recommend learning to read and write and then to study it as long as possible.

Following UNESCO's recommendation, many educators thus it is usually acknowledge that a children should receive instruction both in and through mother tongue. When they taught in their tongue, many educators argue, the children would learn to respect the mental heritage of their own people, and the natural and necessary expressions of their heritage in the language. Mnkandla (2000) argues "Neglecting of the vernacular results in destroying the pupils' productive powers" (p.79).

In spite of this, there is no unanimous agreement among scholars about the benefits of using mother tongue as a medium of instruction. In other words, the literature reveals that there are educators who are strong proponents and opponents of mother tongue education.

2.1.4.1 Proponents Argument on Mother tongue as a Medium of Instruction

Many scholars confirm that children and other learners do best in their mother tongue medium and tried to show the importance of mother tongue education throughout the world.

According to Dakin, Tiffen and Widdowson (1968, p.37),

No foreign language can take the place of the mother tongue and no system of education can afford to disregard it without serious detrimental to the mental development of the child. Thought and language go together as soul and body. One is dependent on the other for its existence. They grow and decay together, the child thinks and dreams in the language through which he acquires the earliest firsthand experience of life.

Fishman et al (1968) argue that children taught in language other than their language exhibit little progress in their studies. As whole, educators favoring the use of mother tongue language as a medium of instruction argue that it has pedagogical, sociological and psychological advantages to the child.

Pedagogical Importance: The major pedagogical advantage has to do with the idea of proceeding from the known and familiar to the unknown and unfamiliar. If a child is taught in his mother tongue first, Dutcher argues, it means that this basic pedagogical principle is

being applicable. This implies that basic learning like the literacy must take place in the local or familiar language i.e. the mother tongue (Dutcher 2004). In other words, proponents of MT education underlie pupils need to be taught in their mother tongue at least in primary schools. Once they have the basics, they further argue, knowledge and literacy skills can then in due course be transferred in to the other language such as foreign or official languages.

The importance of language in learning is also indicated more than a means of communication but as having a significant part in the development of thought. For instance, Breimer and Pauli (1979) argue that if a child began schooling in language other than his mother tongue, he would become handicapped with respect to comprehension and in the ability to develop more abstract mode of thought. According to a number of researchers (e.g., Brock-Utne and Alidou and Chekarou 2004 as cited in Duther, 2004) teaching in mother tongue or a familiar language helps in the cognitive development of the students. It enables the students to develop their critical thinking skill which are transferable to all learning experience even when the mother tongue or familiar language is to be the language of instruction in upper grades.

Emphasizing the importance of the child's mother tongue for education success, Spolsky (1972, p.30) on his part notes:

Most teaching takes place through language and learning depends on the pupils ability to understand what his teacher says and what is in his book. Without communication between teachers and pupils there is little chance of effective education. Language barrier block their learning, discourages their efforts and reduces their chance of success in their educational system.

Sociological Importance: Language is useful not only for communicative purposes but it is also a means by which culture and history is expressed (Steiner, 1995 cited in Schultz, 2001). This implies that other than for communicative purpose, language also serves as a tool for sharing and jointly developing the knowledge which in turn ensures an organized social life to exist. Since language and culture are inseparable, children who learn in their native language will often find the knowledge of culture and history reflected in his textbooks. This fosters in the minds of the children that their language is also equal to that of the others. This in turn not only increases the

children's motivation to learn but also helps them to actively participate in the social life of the society they belong to. With regard to mother tongue in education and the sociological benefits it offers to the child, Gfeller (1999) states that "Children who learn in mother tongue develop a sense of ownership, self confidence and a secured identity" (p.14). This view indicates that educating children in their own language adds delight to the language community and culture that in turn offers the children additional motivation to learn. On the contrary, if they are made to learn in a language alien to them, they also become alienated from their home culture, language and families. For Cummins (2006) children who do not learn in their mother tongue will have linguistic gap between the parents and the children. They become alienated from the culture of both the home and the school.

Psychological Importance: Students need clearly defined identities to be psychologically healthy and successful in school. As argued by Banks (1988, p.43) "the individual who has a confused, non reflective or negative ethnic identification lacks one of the essential ingredients for the healthy and positive personal identity". This also means that children who are made to learn in a language of their own develop an awareness of their own cultural value and will have clearer sense of worth of the role their language plays in the educational system.

In relation to this, Noddings (1995) (cited in Schultz,) enumerates a number of psychological advantages of learning in one's own language. Children, who learn in their own language can, for example develop a positive self image. This in turn puts interest and enthusiasm in the learner to perform well in all their educational endeavors. On top of this, psychological problems such as confusion in thinking, emotional insecurity and school failures may result from not learning in the mother tongue (Cummins, 1981, p.132).

2.1.4.2 Opponents Argument on Mother tongue as a Medium of Instruction

Though almost all scholars agree that mother tongue is the best medium for teaching students in at least at primary level, there are scholars who argue against the use of mother tongue as a medium of instruction. These opponents of the vernacular base their arguments

mainly on the practical limitations, that is, the implementation difficulties of vernacular languages. The major challenges in using mother tongue as a language of learning which scholars' base for their opposition are briefly discussed below.

Political Challenge: Some scholars believe that teaching in vernaculars is a threat to sociopolitical unity. For instance, Weinstein (1983) argues that efforts to save and use each and every language for all the same political and economic functions disrupt efforts to build and maintain national solidarity. According to Weinstein, a multiplicity of official languages make communication over a large area impossible; it encourages official languages make communication over a large area impossible; it wastes resources and ultimately vitiates integrating efforts. Individuals who demand scarce resources to publish, teach, and revive all languages in the name of human rights, threaten the cohesion of the national community. Supporting the same idea Williamson, in Emenanjo (1990) explains that to encourage the vernaculars as a medium of instruction seriously hinders the development of feeling of national unity.

Rubunza (1998) also raised the objection of the use of mother tongue instruction for all ethnic community. In his eyes, "the use of ethnic community language in education creates tribalism, especially the newly emerged fashion of forming associations based on ethnicity (and badly creates even political parties) in the name of developing districts and regions. This may lead to ethnic chaos and strong affiliation" (p. 287).

The supporters of assimilationist school language policies mainly reflect these problems of mother tongue as a medium of instruction. Assimilationist school language policies are advocated because they are taught to promote linguistic and political unification by teaching all children in the official language. From a nation-building perspective, a common language is important because it fosters inter group communication and understanding (Gonzales, 1975 in Beykont, 1997). Generally, assimilationists believe that promoting education in various vernaculars create a wide social gap and separatism that hinders the spread of modern ideas and culture, creates strong feeling of regionalism, impedes the progress of the people and their unity among themselves and into modern world. However, in my view, though these are some of challenges that may hinder mother tongue education,

the children's right in learning by their own language could not be denied for various advantages discussed earlier.

Popular opposition of the use of mother tongue: Some people in a locality may be unmoved by the benefits to be derived from the use of the mother tongue in education and may be convinced that education in the mother tongue is to their disadvantage. Such cases were observed in Nigeria (Thomas, 1990 cited in Muluneh, 2000), Peru (Neilson and Cumming, 1997), and in Ireland (Baker, 1988). But it is really more astonishing to hear such rejection of one's own mother tongue in the face of the recommendation of some colonial authorities who affirmed the most potent nature of mother tongue to awaken the dawning imagination of the child through stories, songs, folk-tales and the like (Nuffield Foundation and the Colonial Office, 1953 p.80)

2.1.5 Practical Limitations in the Use of Mother Tongue in Schools

The main problem identified by scholars in this regard is that of cost. Problems related to cost fall into two categories. One is about the inadequacy of the language and the other is about the inadequacy of the community speaking it. The arguments of language inadequacy include one or more of these claims: The language doesn't have a script; it doesn't have a grammar; it doesn't have textbooks; it doesn't have literature; and it lacks technical terminology, etc. The arguments of the inadequacy of the community stem from the fact that there are no teachers to teach through the mother tongue (Annamalai, 2003). Here the argument is that although there exists a belief that mother tongue is advantageous in children instruction, in case of linguistically heterogeneous societies, the cost of introducing new languages is very high since it requires materials and personnel training in various language to improve the inadequacy of the languages and the community (Neilson and Cummings, 1997 in Muluneh, 2000, p.14). The sections below a brief discussion of the issues related to pragmatic problems of using minority languages as mediums of instruction in multilingual societies like Ethiopia.

2.1.5.1 Qualified Teachers and Trainers

It is said that the quality of teachers affected by is by a number of factors such as the quality of teachers recruited, the nature of the training curriculum, and quality of teachers' trainers and the duration of training (Fransua, 1998). That means teachers who are well trained, qualified and equipped with the necessary skills and knowledge can effectively accomplish their task of teaching with a sense of enthusiasm. Regarding this issue, Ayalew (2000) noted some of problems on the implementation of mother tongue education as Ethiopia language policy with too much speed which has affected: the quality to teaching materials, books with spelling errors, inconsistency of words and word divisions, difficult grammatical construction, lack of qualified experts and other trained manpower, assigning teachers who do not speak the language to teach the instruction, and teachers who trained in English to teach grades 5-8 are forced to teach the local language are some.

In sum, in countries where linguistic diversity prevails and who try to pursue a policy of mother tongue education, the major challenge facing its implementation is a desperate shortage of qualified teachers and the preparation of the necessary curricular materials in the nationality languages.

2.1.5.2 Supplementary Resource Materials

No matter how knowledgeable a teacher may be in the subject he is trained to teach, the textbook is one that guides the teaching learning process. This does not mean that textbooks should be the only source from which to impart knowledge to the students. This is simply to say that textbooks are meant to serve as guides and starting points for both the teacher and students.

Although different scholars like Far rant (1980) underlie the importance of extracurricular materials as a means of reinforcing learning, in multilingual and multicultural society due to economic and skilled man power, the provision of such resource materials by the number of diversified languages for each ethnic minorities pose a major challenge.

2.1.5.3 Attitudinal challenges

The effectiveness of language policies in education in multilingual and multicultural societies is determined for the most part on the attitudes of the language community, parents, teachers and the children hold towards its use. The negative or positive value that these members of the society attach to the language can either retard or promote the development and use of the languages utilization.

In relation to attitude towards language in education Lepage (1964,) .(cited in Mitiku, 2005) states: “The most important factor which determines how quickly a child learns is not the language he uses but the attitude of his parents, teachers and his peer groups towards the language uses”(p.26). Children’s enthusiasm and interest to benefit from learning in their mother tongue is seriously affected if the society, parents, teachers, students, etc hold negative attitude towards the language as useful or useless for educational purposes.

Similarly, if parents have negative attitude about the value of their cultural background or feel that they speak an inferior (language) encourage their children to develop negative attitudes towards their first language (Cummins, 1981). In other words, if children develop negative attitudes towards their languages, as their parents do, then it goes without saying that their attitude towards learning in their mother tongue will also be negative. As a result, they resort to learning in another unfamiliar language dominant in the area. This in turn affects their progress in their educational system and the development of the language.

2.1.5.4 Orthographic problem

Most writing systems operate on alphabetical principles. Both sending and receiving messages through writing require the acquisition of the alphabets along with the names of the letters as well as the sounds they represent. Without adequate mastery of these and other graphologies, communications through reading and writing poses a great challenge particularly if the language has not developed into a system of writing. Hirut, et al (2005, p.192) tried to mention some orthographic problems on former North Omo zone dialects as follows:

Failure to represent existing phonemes, representing non existing phonemes, letters representing different sounds from what they represent in English, letters consisting of a conglomeration of two elements whose representation is different from that of the compound ones, lack of uniformity in symbolizing sounds which share common phonetic features, letters confusing the reader with mathematical symbols, the glottal sound symbol.

Ohannassian and Ansre (1975, p.59-63) suggests, before a new language is to be introduced into the educational systems:

It is essential to know whether the language has been reduced to writing, where the orthographies are adequate and whether there is any need for reform or standardization . . . since consistency in spelling is generally regarded as desirable for educational purpose some consideration is to be given to the problem of orthography in most programs concerned with teaching reading/ writing/ in primary schools.

Therefore, before mother tongue medium of education is to be practiced, the language normally should have the writing system.

2.1.5.5 Lack of Technical Terminology

Those who argue against the use of mother tongue as a medium of instruction point out that many of the minority languages lack adequate terminology to teach school subjects. These languages also can not lead to scientific modernization and technological development (Rubunza, 1998). Mackey cited in Habtu (2002, p.12) for example, elaborates the difficulty of using mother tongue as follows: "The process of arriving any feasible policy on multilingualism in education is complicated by lack of common terms for many varied language contexts and functions and for the wide differences in interpretation of what the existing terms imply". This indicates that it is difficult to find terms in two or more vernacular language that exactly represents the same meaning.

Even though some scholars showed the problems that disadvantaged mother tongue education, children's learning in their own language is their right and that they could understand what is being taught. Hence, their right should be respected and they should be taught through mother tongue.

2.1.6 Mother tongue Education in Ethiopia

2.1.6.1. Brief Historical Background: pre-1908

The education system in Ethiopia dates back as early as the sixth century B.C. when the Sabeian alphabet was used in the Axumite kingdom. Towards the beginning of the fourth century A.D., the church becomes a formal indigenous institution which constituted the traditional culture and provided the only schools in the land (Yalew, 1997, p.401). Although there was no language policy at that time, Geez was used as medium of instruction in the church school of the highland Christian Ethiopia for centuries (Pankhurst, 1969; Pankhurst and Bowen, 1976). Geez still remains the liturgical and devotional language of the Ethiopia Orthodox church and the language of literature and learning for those who would pursue vocations in that church (Teshome, 1997). Parallel to the traditional church schools of the Christian highland, there were also Quranic schools of the Muslim inhabited areas of the east and west of the country which use Arabic language to read and write (Pankhurst, 1969). Quranic education started its function as of the seventh century when Muslim religion first spread in the country (Woubie, 2002).

European Missionaries have also played an important role in the education system of Ethiopia starting from the second half of the 16th century. The first group of missionaries was Portuguese Jesuit Missionaries. They opened Catechetical schools and taught reading writing, arithmetic and the catholic faith. The students were taught to read and write both in Amharic and Portuguese. In 1632, the Jesuit missionaries were expelled from Ethiopia. This created a period of isolation cutting Ethiopia off from western missionary educational activities Yalew (1997, p.404).

In the early 19th century, contact with Europe, particularly protestant missionaries revived. Between 1810 and 1824, the British and Foreign Bible Society in London began printing the Old and New Testament in Geez and Amharic and missionaries distributed them freely in Ethiopia. In 1841/42, Isenberg published the first secular books in Amharic. At the same time, the Roman Catholic Missions were revived and began their educational service in Ethiopia (Yalew, 1997).

Although the church had the power to control every segment of the country's life, art, economic and politics, the coming of modern education was unavoidable (Dereje, 1991 cited in Woubie, 2002). There was a felt need for modern public education during the early beginning of the 20th century, where neither the Church nor the Quranic education were in a position to satisfy the demands or the needs (political, economical, foreign relations, maintaining the sovereignty) of the country (Woubie, 2002). This cumulative effect had necessitated Emperor Minelik II, who in 1908 introduced modern public education in Ethiopia.

2.1.6.2 From 1908-1935 (To the beginning of Italian invasions)

In 1908, Emperor Minelik opened the first government primary school in Addis Ababa which marked an important event in the history of modern education in the country. The aim of education during that time was to produce Ethiopians who are knowledgeable in European languages. This was thought to contribute for maintaining the sovereignty of the country. It appears that there was more sympathy with teaching through the medium of Ethiopian languages in the mission schools than in the government schools. For instance, as McNab (1989) explains, at the Swedish mission schools the pupils had to learn to read and write their native language before beginning the European language. At the American Mission School in Sayo, Oromigna was the medium of instruction and it was intended to add Amharic to the curriculum later. At the Seventh day Adventists' Mission School in Addis Ababa, instruction was in Amharic.

At earlier stages, because of church relationship, Egyptian Coptic teachers were used. The schools were language schools and served for teaching languages like French, English, Italian, and Arabic. French more dominated and elementary school students had annually to sit at the French legation for the French Government Examination of Competence in primary studies (Tegene and Tsegay, 1999-2000, p.84).

2.1.6.3. The Period of Italian Occupation (1935-1941)

During the Italian occupation, 1935-1941, the colonists appropriated the government schools in Ethiopia, and in the few elementary schools provided for Ethiopian children,

there was a radical change in language policy (McNab, 1989:78; Pankhurst, 1969; Tsehaye, 1977). The same authors wrote that an Italian edict of the time was dividing Ethiopia into six administrative units of the East Africa Empire with the languages of education as follows: Tigrigna in Eritrea; Amharic in Amhara; Amharic and Oromigna in A.A; Harare and Oromigna in Harare; Oromigna and kafficho in Oromia; and Sidama and Somali in Somali. It was also declared that Arabic to be given in addition to all schools in Muslim areas.

According to Tsehaye (1977) the language policy, the fascist used, was not for pedagogical purpose, rather it was appropriate for the fascists to divide and rule the nation based on ethnic and religious background. Since they had no interest in the national unity of the country, they decided from the very beginning against having any kind of national language for Ethiopia.

2.1.6.4 The Period 1942-1974 (After Italian occupation to the Beginning of Derg)

After the Italians left Ethiopia in 1941, the Imperial Government began to lay down the educational foundations virtually from scratch because of the serious destruction made by the Italian during their occupation. The first postwar school was opened in 1942 (Tekeste, 1990; Woubie, 2002). From the liberation of Italian occupation onwards, language policy is clearly set out in government documents (McNab, 1989). The Ethiopian government passed a decree which can be called the first postwar policy in education in August 1944, Article 13-15 of the decree allowed missionary schools to use local languages in early stages.

In 1957, the "Department of Research and Curriculum Development" put forward a proposal for a new scheme with regard to the medium of instruction in schools that the ministry of Education approved the curriculum for a pilot study before a nationwide implementation (Woubie, 2002). According to Habtemariam Marcos (in Woubie, 2002) the result of the pilot study revealed that both teaching and learning were improved when Amharic was used as the medium of instruction, however, lack of suitable books and teaching materials were reported. The structure of education system was 6-2-4 and Amharic

was given at 1-6 grade levels throughout the country in 1963/64, while English was retained as a medium of instruction for grades seven and above (Ayalew, 2000; Woubie, 2002).

2.1.6.5 1974-1991 (The Period of Derg to Beginning of EPRDF)

After the 'Derg' came to power by throwing Emperor Haile Selassie in 1974 through coup, it adapted a new education policy which was charted in the National Democratic Revolution (NDR) in 1976, further elaborated in the five volume policy document known as General Directives of Ethiopia Education provided by the Ministry of Education in 1980 (Tekeste, 1990). In section five of the nationalities policies document which was set out in 1976 program of the Revolutionary Government as well as in Article 2 of the proposed constitution of 1987, the quality, development and respectability of the languages of nationalities were affirmed (McNab, 1989; Teshome, 1997).

Although adoption of the nationalities policy opened up the possibility of using local languages, this step was not taken in the formal system of Ethiopian education. Amharic continued to be the medium of instruction for primary education (Tekeste, 1990). The step towards the use of regional languages was taken only for non-formal education system. About fifteen nationality languages were introduced as a medium of instruction in the national literacy campaign conducted in 1970's and 1980's: Amharic, Oromigna, Tigrigna, Wolaitigna, Somaligna, Hadiyigna, Kembatigna, Gedionigna, Kunamigna, Tigre, Sidamigna, Silitign, Afarigna, Kefa-Mochigna and Sahoigna. It was decided that as Amharic was already well established in most urban areas, it should be the language for instruction for the campaign in urban areas of two thousands (2000) or more inhabitants after the revolution.

Generally, there have been major changes in language policies for education since the introduction of modern education. Among the over eighty languages spoken in Ethiopia, Amharic was more favored, and thus, dominated the language development opportunities until very recently.

2.1.6.6 The Present Situation, EPRDF (1991-Present)

After the defeat of the military regime in 1991 by the EPRDF forces, Ethiopia entered a new chapter in its history. The new government professed commitment to the concept of ethnicity and promised guarantee for languages, cultures and administrative structures based on ethnic federations (Seyoum, 1997).

A New Education and Training Policy ETP (1994) has been formulated to disseminate a new education system rooted in the overall economic, social and political development of the country to address the long overdue needs of the society. To this effect, various steps have been taken as foundations and building blocks of the new system. Among these are establishing a decentralized democratic system, using nationality languages in the respective regions, zones and districts as state working languages and medium of instruction and adoption of a new structure of education (Seyoum, 1997; Tegene and Tsegay, 1999, 2000; Woubie, 2002). With the aim of translating the Education and Training Policy (ETP, 1994), a new program known as 'the Education Sector Development Program (ESDP)' was charted out in 1997/98.

The Education and Training Policy has recognized that primary education will be given in the nationality languages, Amharic shall be taught as a language of countrywide communication and English will be the medium of instruction for secondary and higher education (ETP, 1994, p.24). Thus, as Gfeller (1999, p.193) explained, the new language policy in Ethiopia emphasized three languages, that is , nationality or local languages, the national (official) language or language of wider communication and an international language. The three language groups indicated in the policy cover a complementary way to be applied or used in the society.

The nationality or the local languages are the media to strengthen personal and group identity, to promote basic cognitive development of the individual and various types of development in the community.

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When we look at the former Semen Omo zone of SNNPR, in which how Dawurogna has started, and as stated by Cohen (2000) the NorthOmo zone of SNNPR is a linguistically

diverse area where all the local languages are from the Omotic language family, there have been various attempts to introduce different configurations of languages from the Omoto cluster for the purpose of primary education. Among these, GamoGofa and Dawouro-Konta (DAGAGO) of composite language started in 1994/95 in all the primary schools of the zones. Latter this fused languages of the mentioned nationalities also proved unworkable since it was not regarded by any groups of people as their own language. The ultimate result of the political and linguistic tensions that were inherent in the NorthOmo zone has been its re division in the three administrative zones (Wolita, Dawuro and GamuGofa) and two special woredas (Basketo and Konta). At the time, Wolita has prepared their own teaching material and others, Dawuro and GamuGofa used again the fused language (DAGAGO) for some time due to government aspiration and interest. But, again this was also no more long time functional. Because the people of each zone has also did not regard its use and took as imposed by the government.

Then in 1997 each zone including Dawuro has restarted implementing their own dialect of language as a medium of instruction in primary schools.

Though the right of these groups of people to use their own languages for official purposes within their geographical areas has enshrined in the constitution as stated Article 39 No.2, p.9

Every Nation, Nationality and people in Ethiopia has the right to speak, to write and develop its own language; to express, to develop and to promote its culture; and to preserve its history.

The authorities tried to make the different or variant languages dialect into one composite form. That situation has also challenged the people to use and promote their language.

CHAPTER THREE

3. The Research Design and Methodology

3.1 The Research Method

By and large, this study is a survey research. The survey research has been the major method mainly because it has the potential to provide researchers with a lot of information from quite a large sample of individuals and “the descriptive survey research method is a widely used research method in social psychological research in general and assessment of attitudes in particular” (Bowen, Krosnick, and Weisberg 1996, p.13). Though it is primarily a survey research, the study has also been enriched with data collected through interviews. It can thus be said it is a combination of quantitative and qualitative study. The data collected from the three respondent groups (students, teachers and education bureau officials) through questionnaire were computed using quantitative methods. On the other hand, the data of interview from parents and open ended questions were described and analyzed qualitatively. Therefore, this descriptive survey method enabled the researcher to get opinions, feelings and attitudes of the respondents on the problem raised.

3.2 Sources of Data

The data sources for this study were primarily ,the selected grade 4 students and their parents, and teachers from Mareka and Loma woredas and Tercha town administration primary first cycle schools. Sample of officials from Dawuro zone education department and the mentioned woredas offices have also formed part of the data. On top of that, some relevant documents from schools, woredas education offices and the zone education department have been used as supplementary data.

3.3 The Study Area

The study area of this research is in Dawuro Zone, one of the thirteen zones found in SNNPR. Tercha, the capital of the zone, is situated 498 kms from Addis Ababa and 280 kms from Hawassa. The zone has five woredas and one town administration. The zone has also a population of 543,148 (280,146 male and 263, 002 female) (DZCTGCAD, August, 2002

E.C). There are 12 secondary schools, 77 primary second cycle schools and 126 primary first cycle schools in the zone (DZED, June, 2002 E.C.).

Although the problems under investigation is also apparent in other zones of the region (SNNPR), I have chosen Dawuro zone as my target study area for the following reasons: 1) I know Dawuro language very well and hoped that would enable me to collect the required data; 2) I am familiar with the zones' culture and attitude or outlook towards the language and 3) I have worked in the zone for a considerable length of time and this acquainted me with the school teachers, the zone and woredas education officials. I thus hoped this acquaintance would help me to obtain the necessary cooperation and thereby facilitate my data collection from the research participants.

3.4 Target Population

The target populations of this study were teachers, officials, students and their parents. There are a total of 77 teachers (25 male, 52 female), 43 educational officials (39 male, 4 female) and 862 grade 4 students (473 male, 389 female) in the selected primary schools, and the zone and woredas education offices. Hence, the number of female officials was very limited in all the offices.

3.5 Sample Size and Sampling Techniques

To realize the objective of the study, data were collected from four types of sampled respondents: students, teachers, parents and educational bureau officials. Before going to the selection process of the respondents, the researcher determined the sample size by percentage for students and by number for parents taking into account the practical problem. The reason for fixing the number of students and parents sample was due the largeness of their number as compared to teachers and officials. The sample size of students was made relatively large for the reason that a sample size increases, sampling error decreases and samples become more representative of the population from which they are drawn (Lavarrakas, Krosnik and Kisser, 2000). The teachers, students and their parents were taken from Waka, Gozobamushi and Gozoshasho schools from Mareka woreda. Gessa, Ellabacho and Yelloworbeti schools from Loma woreda ; Sore school from Tercha town administration.

These woredas and schools are selected by using simple random technique since Dawurogna as a MoI is being implemented in all woredas in the zone in a similar way.

Table 1 Distribution of Respondents

S.N	Schools	Woredas	Total Students			Sample students			Teachers			Officials			Parents		
			M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	Waka	Mareka	37	46	83	12	13	25	3	6	9	10	2	12	2	2	4
2	Gozobamushi		54	70	124	20	21	41	3	9	12				2	2	4
3	Gozoshasho		67	65	132	19	19	38	3	7	10				2	2	4
4	Sore	Tercha	62	83	145	18	22	40	5	6	11	5	1	6	2	2	4
5	Gessa	Loma	56	70	126	19	20	39	4	7	11	12	1	13	2	2	4
6	Ellabacho		56	65	121	16	22	38	3	8	11				2	2	4
7	Yelloworbeti		57	75	132	17	20	37	4	9	13				2	2	4
	Zone Edu.D't		-	-	-	-	-	-	--	-	-	12	-	12	-	-	-
	Total		389	473	862	121	137	258	25	52	77	39	4	43	14	14	28

3.5.1 Selection of Students

For selecting students, simple random sampling was employed to give equal chance to every member of the target student population. Since the number of female students in primary schools is comparable with that of male students; there was no need of stratifying students in sex. As a whole, a total of 258 students (i.e., 30% of the total population) out of the total 862 were chosen for the study from the seven sampled schools. 37 students were selected from each six schools, 36 students were selected from the seventh one to balance the total number to use lottery method. To choose students using the lottery method, the researcher prepared '1' and '0' numbered lotteries. For each six selected schools, 37 lotteries numbered '1' and the rest numbered '0', were prepared while for the seventh school, 36 lotteries numbered '1' and the remaining numbered '0'. Accordingly, those students who drew lotteries numbered '1' were taken as study subjects.

3.5.2 Selection of Teachers and Education officials

As mentioned earlier, the number of teachers in the sampled schools is 77: 25 male, 52 female. There are also 43 officials (39 male and 4 female). Since their number was not so large; and to increase the number of sample and the quality of data, I took all of them to be respondents of the study.

3.5.3 Selection of Parents

Since, conducting an interview with too large number of respondents is tiresome and difficult; only 28 parents of grade 4 students were selected. Out of this 14 were females. This was to involve females since they have close relationship with their children and hence have great role in their education. As a result, it was assumed that they may give reliable information on the issue raised. In selecting these parents, first the list of all grade 4 students' parents was taken from the principals of each school. To choose four parents from each school, every tenth parent in the list was picked. A total of 28 parents were selected using systematic random method. To make equal representation of male and female parents for the reason mentioned above, I made two parents the fathers and the other two parents the mothers of the children in each school.

3.6 Instruments of Data Collection

In this study, as indicated earlier, the instruments used to collect data were: questionnaire, interview and documentary information. Questionnaire is the popular means of collecting all kinds of data with respondents' convenient time (Koul, 1993). Interview has basically been used to support the information gathered through survey questionnaire. As rightly argued by Best and Kahn (1999) the interview technique has important place in descriptive educational research.

Before constructing the instrument items, I made an informal discussion with the target population especially with Mareka Woreda educational officials; and got some idea on current challenges and achievements on Dawurogna medium of instruction. In addition to consulting the literature, I have also adapted a few items related to my research questions from the work of Shimelis Mekonnen (2004) on Tigrigna.

3.6.1 The Survey Questionnaire

In this study, questionnaire was employed to gather the bulk of the data. Basically, it was prepared to gather data on current challenges and achievements of Dawurogna as a medium of instruction from teachers, educational officials and students.

Regarding teachers' questionnaire, a total of 45 items: 42 close ended and 3 open ended. The three open ended items were prepared to provide opportunities to teachers to express their ideas on current challenges, actions to be taken to alleviate the problems and the achievements obtained as a result of implementing Dawurogna as a medium of instruction because these three issues were the main concern of this study. On the other hand, the major part of the questionnaire consisting of the 42 close ended items of the questionnaire has two sections. The items in the first and second sections were set to ask teachers about their background information (e.g., their educational qualification, experiences, pre-service and in-service training and their overall orientation about the use of mother tongue as a medium of instruction). The items in these sections were aimed at answering the first research question.

The items in the third part sought to garner teachers' opinions about possible problems of text books, teachers' guide, challenges, their attitudes towards the use of Dawurogna as a MoI, the roles they have played in the implementation of Dawurogna as a MoI, and achievements obtained as a result of implementing Dawurogna.

Other than a couple of items, the 44 item questionnaire (with 41 closed ended- and 3 open ended items) administered to educational officials is more or less similar to that the teacher both in content and form.

The third questionnaire administered to students and contains 26 close ended items. Students chosen to fill in the questionnaire were required to say 'yes' or 'no' to these the 26 statements form. That was done with the assumption that Grade 4 students will find easy to express their ideas/opinions to questions prepared in that way. They may face difficulty in reading and writing their answers. Items 1-4 require students to express their opinions about availability of textbooks and the relevance of their contents. . Items 5-12 deal with possible problems students while learning in Dawurogna. Items 13- 18 were set to garner students' attitudes towards the use of Dawurogna as MoI. Items 19 and 20 attempt to obtain information about whether or not students know the role they are expected to ... The last six items were included to ask students to tell about the achievements obtained as a result of implementing Dawurogna as a MoI.

The questionnaires that first prepared were in English and then translated to Dawurogna for obvious reason that all respondents would understand questions prepared in their language. The first version of language the questionnaire was pilot tested with 6 students and 20 teachers at Sheba primary school that was excluded in the main study and 4 education officials of Mareka woreda. Some problems related to and sentence construction and all other amendments were made. The reliability of each group of respondents' closed ended questionnaire items were computed by using coefficient alpha (Cronach Alpha) in SPSS version 15. Hence, the reliability coefficients computed for teachers, officials and students on overall items were 0.99, 0.97 and 0.98 respectively (see appendix J).

The return rate of all the questionnaires was very high. Out of the 77 questionnaires distributed to teachers, 70 of the questionnaires (90.9%) were returned. And it was only three of the 43 questionnaires distributed to teachers that were not returned. Similarly, the return rate of the questionnaires administered to students was also very high. 248 of 258 questionnaires distributed to students (i.e.96.1%) were returned.

3.6.2 Interview

To gather in-depth information and supplement the data collected via the questionnaires, semi structured interview was conducted with 28 parents. The structured interview was employed because an interview guide helps in indicating the outlines of the topics to be covered and their sequences in the interview (Borg and Gall, 1989; Kuale, 1996 cited in Chernet, 1999, p.39). Keeping this in mind, I had a total of 12 interview guides related to the basic questions of the study. Two of the items were, for example, set to gather information on whether or not parents are happy that their children are taught in Dawurogna. With the help of another interview question, I asked parents if the use of Dawurogna as medium of instruction gave them the opportunity to help their children with their studies and their homework. Other interview questions focused: on parents' overall attitude towards the use of Dawurogna as MoI, on availability or shortage of textbooks and other reference materials written in the language, on parents' involvement in school activities, problems and challenges encountered/achievements gained while implementing Dawurogna as a MoI.

3.6.3 Documentary Data

Relevant documents were consulted to gather information on the ratio of textbooks distributed to students, the ratio of teachers' guides and syllabi distributed, teachers qualification and training and teachers-students ratio were reviewed from schools, woreda and zone education offices of the sampled ones. In addition to this, observation to library, pedagogical centers and class rooms of the schools was made to strengthen the data.

3.7 Procedures of Data Collection

To make the data gathering instrument reliable and valid, initially, discussion with colleagues and advisor on the draft of questionnaire and interview items was made. After the discussion with the advisor, all the necessary amendments were made and then items were prepared. Then 6 and 20 copies of questionnaires were given to Sheba primary school teachers and students respectively who were out of the sampled schools and 4 copies to Mareka education officials to pilot test their questionnaire. They, especially teachers and officials commented errors on sentence construction. All the necessary amendments were corrected before distributing questionnaires to the sampled respondents. The reliability of questionnaire was also tested (see in questionnaire part & appendix J). To distribute questionnaires, my assistants were well informed and then guided students so that they fill it correctly. The questionnaires were distributed to teachers and students in their respective classes and to officials in their offices by informing about the aim of the study. Parents' interview was conducted in their availability. This was the procedure through which data have been collected.

3.8 Data Analysis

The data collected through questionnaire were sorted, tallied and tabulated. They were analyzed using quantitative approach and described. To compute the data, number and percentage were used. In some cases the mean value was also used to see whether responses were favorable or unfavorable for the items presented. Chi-square (χ^2) was also employed to check whether there is statistically significant difference in responses of the three types of respondents, i.e. students, teachers and officials.

Furthermore, the data gathered through interview from parents were described and incorporated to support and enrich the data collected through questionnaires.

CHAPTER FOUR

4 PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, interpretation and analysis of the data gathered through questionnaires, interview and relevant documents (teachers and officials profile, teacher-students ratio and textbook-students ratio) which were related to the problems and achievements of Dawurogna as a medium of instruction.

4.1 Background Information of Respondents

The next table contains data on personal profiles about the respondents that are believed to have some positive or negative impact on the use of Dawurogna as a language of instruction in primary schools in Dawuro zone. More specifically, the table contains key information such as: teachers' and educational officials' mother tongue relation, their second language, educational status, experience in teaching Dawurogna, and whether they are college educated or trained in TTI. With regard to students, the same table also consists of information on their mother tongue and the second language they speak, their parents age, educational level, and, and occupation. Because, if all the conditions mentioned were in a right way especially (teachers, officials and parents were well educated and aware of Dawuro language as a MoI, the implementation would be more easy.

Table 2 Background Information of Respondents

S. N	Items	Respondents											
		Teachers		Educational officials		Students		S.N	Items	Parents			
		N	%	N	%	N	%			M	F	T	%
1	Mother tongue							1	Age				
	Dawurogna	68	97.14	37	92.5	243	97.98		25-35 years	3	2	5	
	Amharic	2	2.86	3	7.5	5	2.02		36-45 years	7	8	15	
	Others	-	-	-	-	-	-		46-55 years	3	2	5	
2	Second language							56 and above	1	2	3		
	Amharic	68	97.14	37	92.5	243	97.98	Educational level					
	English	-	-	-	-	-	-	Illiterate	3	1	4		
	Others (Dawurogna)	2	2.86	3	7.54	5	2.02	1-4 grades	-	-	-		
3	Educational status							5-8 grades	5	4	9		
	TTI	46	65.71	-	-			9-10 grades	6	5	11		
	Below TTI	-	-	-	-			Grade 11 and above	1	3	4		
	Diploma	22	31.42	3	7.5			Occupation					
	Degree	2	2.87	36	90			Teacher	3	1	4		
	Masters	-	-	1	2.5			Merchant	5	2	7		
4	Have you ever taught in Dawurogna medium							Farmer	6	11	17		
	Yes	-	-	28	55			Mother tongue					
	No	-	-	16	45			Dawurogna	12	14	25		
	Total	-	-	40	100			Amharic	2	-	2		
5	Teaching Experience							Others	-	-	-		
	1-5 years	17	24.29	4	14.28								
	6-10 years	42	60	13	46.12								
	11-15 years	11	15.71	5	17.85								

Teachers Total N=70
M=22
F=48

Educational officials Total N=40
M=37
F=3

Students Total N= 248
M= 116
F= 132

Parents Total N =28
M= 14
F= 14

As shown in the table above, for the vast majority of the respondents (97.14% of the teachers, 92.5% of the educational officials, 97.98% of the students, and 25 of the parents) Dawurogna is their mother tongue and the rest of the respondents say Amharic is their first language. One may say this is a favorable condition for using and implementing the language as a medium of instruction.

A close look at the educational status of the respondents reveals quite a mixed result. The educational status of the teachers, arguable the key personnel in the teaching-learning process, is quite dismal at least when examined in light of the southern region education bureau's education and training guideline. The guideline stipulates that teachers assigned to teach in the primary first cycles need to have a diploma qualification. Despite this guideline standard, it is only 31.42% of the teachers who have diploma qualifications. Nearly two third of the teachers (65.71%) are TTI graduates and obviously below the required standard. And it is only 2.87% of the teachers who hold first degrees in their area of training.

On a positive note, it can be said that educational officials are well qualified. While the great majorities i.e. 90 % of the officials are first degree holders, only 7.5% of them have diplomas. The head of the zonal education department even holds a Master's degree in Educational Administration. It can thus be argued that the educational officials in the study area have the qualifications that would enable them to train, guide, and coordinate the sector's overall activities in general and the implementation of Dawurogna as a medium of instruction, in particular.

When we come to the educational profile of the parents, not surprisingly, we realize it is not that encouraging. From the interview conducted with 28 informants, it was possible to observe that only four of them were educated beyond grade 10. Whereas eleven of the interviewees, nearly half, had some high school education, nine of them were educated up to grade eight (5-8). Worse, about four of them were illiterate and that makes their situation difficult in terms of providing any academic assistance to their children.

In the same table, 55% of educational officials have taught in Dawurogna medium before they came to the office; 45% of them have no experience especially in teaching Dawurogna medium of instruction. Therefore, those who taught in Dawurogna have good opportunity to

train, guide and facilitate the condition with having the exposure of teaching. Others may face difficulty in facilitating the instruction through this language. That is because the majority of them were assigned to offices without having the knowledge and technical skills of Dawurogna supported by training and even nobody cares to train until now.

The table above also shows that 46.12% of officials have 6-10 years of teaching experience. For teachers, 60% of them have 6-10 years of experience. Therefore, majority of teachers and officials have 6-10 years experience. Hence, it can be assumed that they have relatively better teaching experience.

Finally, though majority of parents are in the age of 36-45 i.e. productive age, more than half (17)of them are farmers who may not realize to support their children in learning.

4.2 The Training and Orientation Given to Teachers and Officials

Indicated in the table below are data on respondents' specific training and their overall orientation about the use of Dawurogna as a medium of instruction prior to and after its implementation.

Table 3: Teachers and Officials Pre-service and In-service Training and Orientation

No	Item	Respondents			
		Teachers		Educational officials	
		No	%	No	%
1	Have you ever been trained in College or TTI?				
	Yes			28	70
	No			12	30
	Total			40	100
2	What was the medium for your College or TTI training course?				
	Dawurogna	43	61.42	12	22.85
	Amharic	3	4.30	-	-
	English	24	34.28	16	17.42
	Others				
3	Have you ever taken the in-service training on how to use Dawurogna as a medium of instruction?				
	Yes	9	12.86	28	78
	No	61	87.14	12	30
	Total	70	100	40	100
4	How long was your in service training to teach in Dawurogna				
	3 weeks	-	-	1	3.57
	2weeks	-	-	-	-
	1weeks			5	17.85
	Below 1 week	9	100	20	71.42

When we see the data obtained through questionnaire from the two groups of the informants (teachers and officials), we realize that 70% of the educational officials have taken the pre-service College or TTI training and only 30% of them have not taken their training in Colleges or TTI. This is because some of them graduated from University directly and they did not get the training opportunity on this language teaching. However, it is obvious that all teachers were trained in the Colleges or TTI that would give them some clue on how to teach in the language. Among those who said they got their training from TTI, 61.42% of teachers were specifically prepared to teach in primary schools using in Dawurogna as a medium of instruction. Though their specific training would make them appropriate in implementing the use of Dawurogna as MoI. their qualification, as indicated earlier, is a cause for concern they didn't have the required College education. Teachers' response with regard to their in-service training, the data indicate that the attempt is there. Still, it could be said that it is not satisfactory. For example, it was only 9 of the 70 (12.86%) teachers who took the in-service training on how to use Dawurogna as a MoI. Nevertheless, about 34.28% and 4.3% of them have taken their training through English and Amharic medium of instruction. These teachers may be trained in old curriculum. From educational officials 22.85% have received their College /TTI training through Dawurogna and 17.42% were through English. Others about 60% officials were those who did take the College/TTI training.

By chance 28(70%) of officials have taken in-service training. But, teachers seriously lack the in-service training and hence they are only teaching students from their pre service and own life experience.

At last, concerning the duration of in service training, all the teachers who have the chance of the training replied that it was only a 5 day training. And as it can be observed from the discussion following table 3 below, teachers are of the opinion that training was too short to equip trainees with the necessary language skills (see the details in table 3)

The responses found from educational officials (the second group of informants) about the duration of the in-service trainings differ from that of the teachers. An informal assessment with the officials revealed that the variation has occurred because trainings offered to groups were different and given in different training centers. Though 20 (71.42%) of officials

responded that the duration of training was below 1 week (for 5 days), their responses vary for the reason discussed earlier. The two informants (officials) even took the training for three consecutive summers for the trainer of trainee course. Nevertheless, it was stopped there at the beginning or orientation period.

Table 4 Teachers In-service Training (N=9)

No	Items	Frequency values				
		SA	AG	UN	D	SDA
		5	4	3	2	1
1	The duration of training was enough to equip the necessary skills.			1	3	5
2	The training was prepared and given by experts			-	5	4
3	Training manuals were given after training as a reference		1	1	4	3
4	The training motivated me in teaching and using this language			1	4	4
5	The teachers were well oriented before introducing the language as a MoI.			-	6	3
6	The educational officials given training to teachers periodically.			1	3	5

The total number of teacher respondents were 70 in number, but 61 of them responded that they did not take any in service training on Dawurogna as a medium of instruction except their pre service training in the language. Therefore, only nine teachers who took the in-service training responded for the items. Here their number was too small. The reason may be, training has given at the early stage where Dawurogna introduced as a medium of instruction in 1995. Therefore, teachers who took training then (at that time) now disappeared from schools through transfer and other reasons to different offices; the young teachers were those who did not take the in service training.

Since the number of responded teachers were too small, no need of using statistical computation. And almost all respondents showed their disagreement in all the items. Hence, one can see the ineffectiveness of the in-service training except posing the new concept up on them without prior good orientation (see table 4 above for more detail). Concerning this issue, scholars advice that making teachers to teach without their interest or proper training may not make an individual effective (Alidou, 2003 cited in Dutcher, 2004). He argues, teachers' enthusiasm let alone obligation cannot substitute for teaching in mother tongue.

Table 5 Educational Officials In-service Training (N=28)

S. N	Items	Frequency values				
		SA	AG	UND	DA	SDA
1	The duration of training was enough to equip the necessary skills.	5	4	3	2	1
2	The training was prepared and given by experts.	1	3	2	14	8
3	Training manuals were given after training as a reference.	7	9	1	5	6
4	The training motivated me in teaching and using this language.	2	2	2	8	14
5	The training motivated me in teaching and using this language.	3	3	3	7	12
6	The educational officials were well oriented before introducing the language as a MoI.	1	1	5	5	16
6	The educational officials given training to teachers periodically.	1	1	1	17	8

Table 5 above shows that, the number of educational officials who replied to the questions was 28 out of 40. Because 28 teachers took the in service training being given and the rest, 12 were not. Hence, percent and statistics were not used since the responded officials number was below 30.

The data in the table indicate almost similar responses to that of teachers except officials favor that the training was prepared and given by experts. Moreover, majority of officials were not happy to favor the rest of items and disproved the effectiveness of the in-service training.

Generally, what we realize from this discussion is, the training issue does not have given attention to implement the language. Hence, it needs great focus to the training preparation and offering for the proper implementation.

4.3 Availability and Relevance of Teaching Materials

With the belief that the provision of adequate and quality curriculum materials are essential components in promoting quality education; Canham (1972); Dutcher (2004) and Lepage (1964) demonstrated, the complexity of syntactic patterns in primary school textbooks works against successful implementation of the policy of a language as a LoI. Moreover, the untrained teachers and teachers who don't have regular support from principals and inspectors heavily rely on available textbooks and teacher guides to develop their curriculum and lesson plans. On the other hand, the child learns more through mother tongue than unfamiliar linguistic medium is meaningless if there are no supplementary reading materials in the LoI. As it was attempted to garner the respondents' opinions, the relevant documents were consulted, the results presented below and the discussion that follows are made in light of that. Regarding this issue documents of school stores were visited, discussion with school principals held, questionnaires were given to teachers, educational officials and students. The summary and discussion of documentary data was as follows.

Table 6 Availability of textbooks

Primary Schools	N. Stu.	Teachers - Students Ratio	Grade 4 students Textbook Distribution in Each Subjects															
			Dawurogna		Amharic		English		Maths		Env.Sc.		Aesthetics					
			TBD	ratio	TBD	ratio	TBD	ratio	TBD	ratio	TBD	ratio	Art	Music	Ph.Edu.			
Waka	69	1:34	23	1:3	12	1:6	35	1:2	35	1:2	35	1:2	-	-	-	-	-	-
Gozobamushi	110	1:49	28	1:4	14	1:8	55	1:2	37	1:3	37	1:3	-	-	-	-	-	-
Gozoshasho	98	1:44	33	1:3	25	1:7	33	1:3	33	1:3	33	1:3	-	-	-	-	-	-
Sore	130	1:54	32	1:4	22	1:6	65	1:2	65	1:2	44	1:3	-	-	-	-	-	-
Gessa	140	1:57	35	1:4	28	1:5	47	1:3	47	1:3	35	1:4	-	-	-	-	-	-
Ellabacho	150	1:82	50	1:3	25	1:6	50	1:3	75	1:2	38	1:4	-	-	-	-	-	-
Yelloworbati	165	1:62	33	1:5	24	1:7	55	1:3	55	1:3	42	1:4	-	-	-	-	-	-

In order to check the balance between the demand and supply of textbooks for students, documents that show textbooks distribution were visited in seven selected schools. As illustrated in table 6 above, one book to three students or 1:3 in Waka, Gozoshasho and Ellabacho Schools, and one book to four students or 1:4 in Gozobamishi, Sore and Gessa Schools and also one book to five students or 1:5 in Yelloworbati School for Dawurogna Subject. For Amharic subject, it was 1:6 and 1:7 students- textbook ratio, which was by far scarce when compared to other subjects. In English and Maths subjects, it was 1:2 and 1:3 which was a little better distribution with compared to the others. In environmental subject, it was 1:2 in Waka, 1:3 in Gozobamishi, Gozoshasho, and Sore schools. In addition to this, 1:4 in Gessa, Ellabacho and Yelloworbati schools. There were even no books for the subject Aesthetics that comprises the three sub items (Art, Music and Physical Education). The directors of seven schools were asked about the reason why this subject has no textbooks. But they could not get answer still. However, what they added was there was a module like manual prepared in English in some schools by the regional government that was very tough for teachers to teach. Even teachers themselves could not understand what the content orders to do so, since it was prepared by English. Regarding teachers guide and syllabi the directors also told that there was no teachers guide and syllabi in all the schools, except teachers guide for English subject in some of the schools (Waka, Gozobamushi, Sore, Gozoshaho and Gessa).

The regional government education bureau standard to textbook-student ratio and teachers-students ratio was 1:1 and 1:50 respectively for primary first cycle schools to ensure the quality of education. Nevertheless, in reality we can see that for most of the subjects it was 1:6 and 1:7 textbook-students ratio and even no teachers guide, syllabi and textbooks especially for Aesthetics subjects.

Generally, we can see how serious the shortage and scarcity of textbooks, teachers guide and syllabi to implement the teaching-learning (instructional) process to be effective.

To obtain more information about textbooks, and the related reference materials, the questionnaire was distributed to teachers, educational officials, and students. The following table shows the opinion of these respondents on the issue.

Table 7 Availability and Relevance of Textbooks, Syllabi and Teachers' Guide (Teachers N=70, Officials N=40)

S.N	Items	Respondents	N.&%	Frequency values				
				SA	AG	UAD	DA	SDA
				5	4	3	2	1
1	There is lack of textbooks in the language.	Teachers	N	10	40	4	10	6
			%	14.29	57.14	5.71	14.29	8.57
		Officials	N	10	21	4	3	2
			%	25	52.50	10	7.5	5
2	There is lack of syllabi and-reference materials for teachers and students.	Teachers	N	14	39	4	8	5
			%	20	55.71	5.71	11.43	7.15
		Officials	N	16	16	3	3	2
			%	40	40	7.5	7.5	5
3	Textbooks prepared are relevant to students' age and grade level.	Teachers	N	17	8	5	24	16
			%	24.29	11.43	7.15	34.28	22.85
		Officials	N	15	13	4	3	5
			%	37.5	32.5	10	7.5	12.5
4	Textbooks are prepared on local context.	Teachers	N	7	18	3	19	23
			%	35	27.5	5	20	12.5
		Officials	N	19	23	3	7	18
			%	27.15	32.85	4.28	10	25.72
5	Textbooks and other materials prepared reach to schools on time.	Teachers	N	4	8	6	20	32
			%	5.71	11.43	8.57	28.58	45.71
		Officials	N	14	13	3	6	4
			%	35	32.5	7.5	15	10

The data obtained from teachers and educational officials in the table 7 above shows, more than 70% of the two group respondents assured that there was lack of students' textbooks, syllabi and teachers' guide in Dawurogna language. Moreover, more than half of the teachers, 40(57.13%) replied that students' textbooks were not in line with their age and grade levels. Nevertheless, 70% of educational officials favored that students' textbooks were in line with their ages and grade level.

Regarding textbooks preparation on the base of local context, more than 60% of both groups of respondents favored that textbooks were in line with the local situation (to the culture and general context) of students except some scientific or technological words existence and too voluminous.

For the last item, more than 60% of teachers complained that the prepared textbooks do not delivered to schools, but more than 70% of officials agree that prepared textbooks reach to schools on time. Here, it is impossible to hide the reality because books prepared were not reach to schools on the right time due to lack of cars in the woreda education office as most of the principals and teachers replied. Students were also replied on their questionnaires on the availability of textbooks as shown in the following table 7.

Table 8 The Availability of Textbooks and Reference materials (N=248)

S.N	Items	Respondents	
		No	%
1	I have text books in all subjects.		
	Yes	56	22.58
	No	192	77.42
	Total	248	100
2	I don't have textbooks for some subjects.		
	Yes	185	74.6
	No	63	25.4
	Total	248	100
3	I don't have even one textbook.		
	Yes	86	34.68
	No	162	65.32
	Total	248	100
4	I don't find reference books in the library.		
	Yes	190	76.61
	No	58	23.39
	Total	248	100

Table 8 above reveals that majority of students do not have textbooks for some subjects. Hence, what is surprising here is 86(34.68%) students were learning without any textbook. And they replied that they couldn't get any reference materials in the library. After having collected the data, I asked some of the school principals with whom I have collegial

relationship. What they told me was, “most of students who are learning without textbooks were those who came to schools by campaign through dropouts returning committee in the school lately at the end of November month.” And this was done to achieve the motto of UPE (universal primary education for all). From this one can see the serious scarcity of students textbook in the schools. Therefore, the shortage and relevance of students’ textbook was hardly affecting students learning.

4.4 Problems Currently Affecting the Implementation of Dawurogna as a MoI

As partly seen from the above data, there were many challenging conditions on the implementation of the language as a medium of instruction. The following table also shows some of these challenges.

**Table 9 Problems Currently Affecting the Implementation of Dawurogna as a MoI.
(Teachers N=70, Officials N=40)**

N	Items	Respondents	N.&%	Frequency values					Av. mean x	
				SA	Ag	UAD	DA	SDA		
				5	4	3	2	1		
1	There are unknown and new scientific works in text and reference books.	Teachers	N	28	20	3	15	4	3.76	
			%	40	28.58	4.28	21.43	5.71		
		Officials	N	12	16	2	6	4		3.05
			%	30	40	5	15	10		
2	Some Dawurogna words are difficult to explain.	Teachers	N	16	10	6	20	18	2.8	
			%	22.86	14.29	8.56	28.58	25.71		
		Officials	N	4	6	3	14	13		6.85
			%	10	15	7.5	35	32.5		
3	There is the interference of neighboring nationality language words in border area	Teachers	N	32	18	5	10	5	3.77	
			%	45.71	25.71	7.14	14.30	7.14		
		Officials	N	16	13	3	5	3		3.85
			%	40	32.5	7.5	12.5	7.5		
4	Teachers who are trained in English teach grades 5-8 are assigned to teach Dawurogna.	Teachers	N	23	16	5	12	14	3.31	
			%	32.85	22.86	7.14	17.14	20		
		Officials	N	4	7	3	10	16		2.32
			%	10	17.5	7.5	25	40		
5	Teachers training Colleges were not well prepared to train teachers in nationality Language.	Teachers	N	21	26	9	12	2	3.74	
			%	30	37.14	12.80	17.14	2.86		
		Officials	N	12	19	5	3	1		3.95
			%	30	47.5	12.5	7.5	2.5		
6	There is a problem related to students’ ability to write and read some difficult and compound words.	Teachers	N	34	18	2	10	6	3.91	
			%	48.57	25.71	2.86	14.29	8.57		
		Officials	N	14	12	7	3	4		3.73
			%	35	30	17.5	7.5	10		

The findings in table 9 reveals that majority of both teachers and officials responded almost similarly in each items, except teachers do not believe on the presence of some difficult words to explain and on the other side officials opposed the idea of assigning teachers who trained in English to teach 5-8 grades to teach in Dawurogna medium. But I feel that from my personal experience, there was the practice at the beginning period, however, the problem is now solved having got the trained teachers for the position. Concerning the existence of some scientific words that could not be translated locally, Rubunza (1998) points out that many of the minority languages lack adequate terminology to teach school subjects. These languages also can lead to scientific modernization and technological development. More specifically, the two groups of respondents (teachers and officials) showed that there was some unknown, scientific new words which challenges both teachers and students in the process of instruction, the existence of some interference of neighboring zones language, lack well preparedness on the side of teachers training Colleges and the problem related to students' ability were assured as a challenging factor for the implementation of the language as a MoI.

The computed mean value of all the items were greater than 3 which assures the response of the respondents that issues mentioned were problem to the implementation of the language as a MoI except the teachers response on item number two and officials response on item number four which were below 3.

Table 10 problems challenging students learning in Dawurogna MoI
Students (N=248)

S.N	Items	Respondents	
		No.	%
1	Teachers do not participate students in reading activities		
	Yes	151	60.88
	No	97	39.12
	Total	248	100
2	Teachers use too much Amharic while teaching in Dawurogna	158	63.71
	Yes	90	36.29
	No	248	100
	Total		
3	All teachers are proficient while teaching in Dawurogna		
	Yes	101	40.73
	No	147	59.27
	Total	248	100
4	Teachers lack motivation and interest while teaching in Dawurogna	162	65.32
	Yes	86	34.68
	No	248	100
	Total		
5	There are some unknown new scientific words in the textbooks difficult to understand		
	Yes	180	72.58
	No	68	27.42
	Total	248	100
6	There are some compound words difficult to read and write		
	Yes	130	52.42
	No	118	47.58
	Total	248	100
7	There are alphabets common in other language which confuse me	149	60.08
	Yes	99	39.92
	No	248	100
	Total		
8	Teachers can't explain some words written in English		
	Yes	147	59.27
	No	101	40.73
	Total	248	100

The data in table 10 above reveals, most of the students suffer that majority of teachers do not participate them in any reading activities in the classroom and the teachers use too much

Amharic while teaching in Dawurogna medium. From this we can realize that students are not getting the real and tangible learning, but they are made idle and passive. Moreover, the implication here may be the negative attitude of teachers towards the language as a MoI. If they liked it, they would have used only Dawurogna while teaching in it. Not only were these, but also most teachers lack proficiency in teaching, lack motivation and interest to teach in the language. Therefore, I can rightly say there is no real, enthusiastic and active learning because the demotivated teachers could not teach students in the right way.

Students again responded that in there are some scientific and compound words which confuse them to read and write. And they also showed the existence of some common alphabets in both English and Dawurogna that again challenge them to read.

Generally, to obtain more information on major problems encountering the implementation of Dawurogna as a medium of instruction on item number 14 of the teachers and 13 of educational officials' questionnaire, both groups of informants have responded the following major problems:

Lack of continuous training to both teachers in the area due to constraints of budgets, lack of trained labor in the particular language area, common alphabet existence in both English and Dawurogna. For instance, C= (ከ) in English and (ፑ) in Dawurogna; 7= number 7 in English and glottal sound in Dawurogna), the change of some alphabets without orientation. lack of research in this language area, confusion of some neighboring language sounds, words and their pronunciation (with Wolita, Konta, Gofa), lacking summary and glossary in most textbooks.

Moreover, No brochures, posters magazines were being used in the language, lack instructional aides; pictures, models, sketches, parents attitude "It could no more take us to any where", self-contained system of teaching which do not considers teachers ability in all subjects, the language not being as the working language in government offices of the zone, no serious attention in editing and publication of textbooks and teachers training Colleges are not well prepared in training teachers in their nationality languages.

Furthermore, parents through interview of their question number 10 of the same issue have responded the following:

Lack of consulting elders on preparation of textbooks, the force that the previous government had made on the nationality languages for their aim of unity by making all citizens to speak Amharic, wrong attitude of some language owners assuming that learning in Dawurogna will be stopped and monotonous while learning in Dawurogna...were some of serious problems that hinder the progress and implementation of Dawuro language as a MoI.

The mitigating strategies to these problems as the three types of respondents stated were:

Conducting research on this particular language to ease the problems challenging, preparing relevant textbooks, syllabi, teachers guide and dictionary, collecting stories, tales and others from elders to develop the language through teaching learning progress, training the language aspects on the area by using these professionals as a training resource and labor, giving continues training to teachers, the zonal education department should cooperate with Colleges in preparing teachers training manuals or modules to train teachers in their local language and making tied and smooth relationship with all stakeholders to ease all the problems.

On top of this, making the language transmission through radio and television media for its wider communication and progress, if students learn by different teachers rather than self contained, promoting teachers participation and shaping their awareness through training and close relationship with officials, undertaking continues evaluation on implementation of the language, assigning very competent teachers to grades 1-4 as it is foundation to children's life and promoting the language to be the work language of the zone were some of major mitigating means to alleviate the problems they forwarded.

4.5 Attitudes of Teachers, Educational officials, Students and Parents.

Concerning the attitudes of teachers, educational officials, students and parents towards the implementation of Dawurogan as a medium of instruction, data were gathered through questionnaires from the first three types of respondents and interview from parents. Here, chi-square was used to see whether the responses have statistically significant difference in responses of the groups of respondents or not.

Table 11 Attitudes of Teachers towards the Implementation of Dawurogna as a MoI
(N=70)

Attitude	N. of respondents	%	X ²	α=0.05 df1
Favorable	23	33.3	7.557	
Unfavorable	47	66.6		
Total	70	99.99*		

The data presented in the above table were the summarized and condensed one which indicates the unfavorable attitude of teachers towards the language as a medium of instruction. The issue of teachers' attitude was partially and fortunately discussed in earlier topics. Teachers were not well oriented, trained and got awareness on why instructions in primary schools supported to be given in local languages. Hence, they see its implication negatively. On this point Gollnick and Chinnn (1998) indicate that the language preference is not just a matter of pedagogical effectiveness but is linked to a wider political and socio economic factors including status of various languages. Corrson (1990) also points out that children all over the world who are submerged in an education system through second language, demonstrate loss self confidence and low self esteem. Therefore, teachers should not reject the language and culture of the children nor accept passively.

Here the calculated chi square value ($\chi^2 = 7.557$) was greater than the critical value ($\chi^2 = 3.841$) at $\alpha = 0.05$ level of significance with df1 which implies that there was statistically significant difference between those teachers who favor the implementation of Dawurogna as a medium of instruction.

Table 12 Attitude of Educational Officials towards the Implementation of Dawurogna as a MoI (N=40)

Attitude	N. of respondents	%	X ²	α = 0.05 df 1
Favorable	23	57.6	0.625	
Unfavorable	17	42.4		
Total	40	100		

In the table above, more than half of educational officials 23 (57.6%) have favorable attitude to the implementation of Dawurogna as a medium of instruction. Therefore, majority of them have positive attitude to the implementation of the language being given as a medium of

instruction. To see whether there was statistically significant difference in between the proportion of responses of officials, chi square was employed. Since the calculated value ($\chi^2=0.625$) is less than the critical value ($\chi^2=3.841$) at $\alpha =0.05$ level of significance with dfl shows there was no significant difference on positively and negatively responded officials. But it was obviously seen in different areas of the discussion that except teachers the rest of the respondents accept and support mother tongue implementation.

Table 13 Attitude of Students towards the Implementation of Dawurogna as a MoI (N=248)

S.N	Items	Response			
		Yes		No	
		No	%	No	%
1	Learning in Dawurogna medium weakens my knowledge and Achievement of Amharic and English.	161	64.92	87	35.08
2	I like when learning delivered in Dawurogna.	146	58.87	102	41.13
3	I can easily understand the lesson in Dawurogna medium of instruction.	182	73.38	66	26.62
4	If like to learn Amharic and English in addition to Dawurogna.	111	44.76	137	55.24
5	I face difficulty in writing some words in Dawurogna medium of instruction.	165	66.54	83	33.46
6	I am proud of Dawurogna as being a medium of instruction.	172	69.35	76	30.65

As the above table reveals that more than half or majority of students favored that learning in Dawurogna medium was preferable in all items except item 4, in which they also want to learn in Amharic and English in addition to Dawurogna.

When summarized to compute the chi square whether there was significant difference in 'yes' and 'no' respondents' opinion, the following table shows it clearly taking 'yes' as favorable and 'no' as unfavorable condition.

Attitude	No of Respondents	%	χ^2
Yes	156	62.97	16.004
No	92	37.03	
Total	248	100	

The computed chi square value ($\chi^2=16.004$) at $\alpha =0.05$ levels of significances with df1 was greater than the critical value ($\chi^2=3.841$). This shows there was significant difference between 'yes' and 'no' respondents and majority of student have favorable attitude to learn in Dawurogan medium of instruction.

To see whether the apparent observed differences in the proportion of teachers', educational officials' and students' opinion, chi square test was again employed.

Respondents	Attitude of Respondents		Total	χ^2	df
	Favorable	Unfavorable			
Teachers	23	47	70	28.69	2
Officials	23	17	40		
Students	156	92	248		
Total	202	156	358		

$$\alpha = 0.05$$

Since the obtained chi square value ($\chi^2 =28.69$) was greater than the critical value ($\chi^2 =5.99$), it was evident that there was statistically significant difference among the proportion of the three types. Again, to see the attitude of parents towards Dawurogna as a MoI in primary schools, the semi structured interview questions presented and they have responded the following opinion. Dawurogna as a medium of instruction being given in primary first cycle was good, but it should not go beyond. The reason they state was, it might weaken the knowledge of pupils' English future competence in which their further academic study will be delivered in it.

However, children can learn confidently when learning is given through their own language in early stages of their schooling.

4.6 Roles that Teachers, Officials, Students and Parents Played in the Implementation Process

As different scholars argue it, the introduction of any change should not be sudden action. Rather, every concerned stakeholder should have awareness and play important role that concerns them to ease any challenges in implementing process. Therefore, here as table 12 below shows, whether teachers and educational officials played an important role that concerns them for the effective implementation of Dawurogna as a medium of instruction or not.

Table 14 Roles that Teachers and Educational Officials Played in Implementation of Dawurogna as a MoI (Teachers No=40, Officials N=40)

S.N	Items	Respondents	N. & %	Frequency values					Av. mean \bar{x}
				SA	AG	UN	DA	SDA	
				5	4	3	2	1	
1	I have participated in writing, editing, proof reading and workshops when Dawurogna text books prepared	Teachers	N	2	4	1	35	28	1.814
			%	2.86	5.71	1.43	50	40	
		Officials	N	14	16	2	5	3	5.075
			%	35	40	5	12.5	7.5	
2	I have given comments on the drafts of Dawurogna text books when prepared.	Teachers	N	6	3	2	30	29	1.957
			%	8.57	4.29	2.86	42.86	41.42	
		Officials	N	18	14	2	3	3	4.025
			%	45	35	5	7.5	7.5	
3	I evaluate and report or correct errors I found while teaching or reading. books.	Teachers	N	26	26	2	6	10	3.485
			%	37.14	37.1	2.86	8.57	14.28	
		Officials	N	8	6	1	18	7	2.75
			%	20	15	2.5	45	17.5	
4	I ask comments on Dawurogna textbooks relevance.	Teachers	N	4	8	2	29	27	1.928
			%	5.71	11.4	2.86	41.42	38.57	
		Officials	N	5	4	1	18	12	2.3
			%	12.5	10	2.5	45	30	
5	I discuss with teachers and other colleagues on some problems encountered in the use of Dawurogna as a MoI.	Teachers	N	6	10	2	28	24	2.228
			%	8.57	14.2	2.86	40	34.29	
		Officials	N	5	6	2	17	10	2.475
			%	12.5	15	5	42.5	25	

Table 14 above indicates that almost all teachers were not participating in any of the activities concerning preparation teaching materials. This shows teachers were engaged

assumed only in teaching and do not care about other the necessary preparation for the instruction to be given. What is observed in the table was teachers only evaluate the textbooks and report it to the woreda to be corrected. However, no participation and involvement was seen to solve the teaching learning problems in general and preparation of textbooks in particular. This also can be associated to their attitude to implement the language as a medium of instruction. They could have no opportunity to get the chance as they replied; and they blame the offices that no opportunity was given to them to participate in textbooks preparation. On this issue Dull (198, p.408) points out those teachers who have an opportunity to participate regularly and actively in cooperative manner with supervisory leaders on curriculum improvements are more likely to be enthusiastic and supportive of their school system than those who report limited opportunity to participate. The computed mean values were below 3 for all items except for item number 3 in which they evaluate textbooks and report to the woreda to be corrected. However, majority of educational officials 30 (75%) have participated on the issue since they were more of planners and have an opportunity to prepare textbooks and other learning materials. Officials of 25(62.5%) replied that they do not evaluate, make an effort to re correct the text as they said they have a lot of routine duties to be accomplish.

Generally, as can be seen it was only officials took the opportunity of preparing books, without realizing to participate teachers. The computed mean value for officials were below 3 for items 3, 4 and 5 in which their participation was very low (in evaluating, giving comments and discussing with colleagues on the problems of implementing Dawurogna as a medium of instruction).

**Table 15 Roles those Students Played to Overcome Problems They Face
in Learning through Dawurogna MoI (N=248)**

S.N	Items	Responses			
		yes		No	
		N	%	N	%
1	I ask my parents about the meaning of some words.	81	32.66	167	67.34
2	I discuss with my friends when I face difficult to understand	76	30.65	172	69.35

Students are expected to play different roles in the school for their effective learning. Among these roles, the major ones are looking for help and interacting in different instructional processes with friends, teachers and parents. Therefore, as table 15 above shows about 81(32.66%) of students only ask their parents to help and support them, but majority of them 167(67.34%) do not give concern to ask and get support. Also only 76(30.65%) student discuss with their friends to understand to get different information and majority 172(69.35%) of them do not want to interact with each other in their instructional processes. This situation indicates that learning independently which was so called 'student- center' type of learning is under question. To learn actively and independently, students must be interactive.

Parents were also asked through the semi structured interview questions and responded for the roles that they played for their children's learning were:

Majority of parents support their children at home while they were studying at home provided that, they ask any help, contribute money to schools that the school could fulfill the necessary stationary material and for additional learning class building. They also meet together to discuss on the school affairs and by being involved in different committees, they carry out the school activities that the school demands from them. However, in what they did not participate was in the preparation of textbooks.

What they replied was nobody asked them about the relevance and problems related to textbooks and other instructional materials. This shows parents do not have participation with regard to textbooks preparation except the school principals ask them to buy books from black market to their children to overcome its shortage. However, as they replied most parents could not get it from the market.

4.7 Achievements Obtained as a result of Implementing Dawurogna as a MoI.

Dawurogna medium of instruction resulted in different benefits for the Dawuro people as can be seen from the following table.

Table 16 Achievements of Dawurogna as a MoI Responded by Teachers and Educational officials. (Teachers N=70, Education officials N=40)

S.N	Items	Respondents	No& %	Response values					Av.mean (\bar{x})
				SA	AG	UND	DA	SD	
				5	4	3	2	1	
1	The medium of instruction in Dawurogna promoted cultural development	Teachers	N	41	26	1	1	1	4.5
			%	58.57	37.14	1.43	1.43	1.43	
		Officials	N	10	17	4	8	1	3.66
			%	25	42.5	20	10	2.5	
2	Using Dawurogna as a MoI helped to develop the language.	Teachers	N	45	22	1	1	1	4.56
			%	64.28	31.43	1.43	1.43	1.43	
		Officials	N	12	15	4	4	5	3.63
			%	30	37.5	10	10	12.5	
3	Learning in mother tongue empowered people in nation building, political stability and tolerance	Teachers	N	44	20	1	3	2	4.44
			%	62.86	28.57	1.43	4.28	2.86	
		Officials	N	16	17	2	4	1	4.08
			%	40	42.5	5	10	2.5	
4	Learning Dawurogan medium made schooling more inclusive for all	Teachers	N	50	12	1	5	2	4.49
			%	71.43	17.14	1.43	7.14	2.86	
		Officials	N	24	10	2	3	1	4.33
			%	60	25	5	7.5	2.5	
5	Learning in Dawurogna medium promoted our value, culture identity, freedom, equality	Teachers	N	43	18	1	5	3	4.33
			%	61.43	25.71	1.43	7.14	4.28	
		Officials	N	15	18	2	3	2	4.03
			%	37.5	45	5	7.5	5	
6	Students understand their environment without any confusion when learning is through their language.	Teachers	N	54	12	1	2	1	4.66
			%	71.14	17.14	1.43	2.86	1.43	
		Officials	N	24	8	2	3	3	4.18
			%	60	20	5	7.5	7.5	
7	It motivated students and teachers in teaching learning process when the medium is their own language.	Teachers	N	19	26	3	15	7	3.5
			%	27.14	37.14	4.28	21.43	10	
		Officials	N	27	8	1	3	1	4.23
			%	67.5	20	2.5	7.5	2.5	
8	Students' participation in the lesson increased as they learn by their language.	Teachers	N	38	19	3	6	4	4.16
			%	54.26	27.14	4.28	8.57	5.71	
		Officials	N	25	10	1	3	1	4.38
			%	35.71	25	2.5	7.5	2.5	
9	The relationship between teachers and students has strengthened through Dawurogna medium	Teachers	N	28	29	2	6	5	1.928
			%	40	41.43	2.86	8.57	7.14	
		Officials	N	14	21	1	3	1	4.1
			%	35	52.5	2.5	7.5	2.5	
10	Education in Dawurogna medium made a bridge to join home and school experiences.	Teachers	N	36	18	1	12	3	4.03
			%	51.43	25.71	2.5	17.14	4.28	
		Officials	N	17	19	1	2	1	4.28
			%	42.5	47.5	2.5	5	2.5	

Concerning the achievement of Dawurogna as a medium of instruction, 10 items that demand the agreement and disagreement from two groups of respondent (teachers and officials) through questionnaire were given. Their responses were computed using counts, percentage, mean value of each item and respondents.

As shown in table 16 for items 1-10, majority or more than 70% of both teachers and officials in all items case supported that the Dawurogan being as a medium of instruction has promoted cultural development and identity, helped to develop the language, empowered peoples toward nation building, political stability and tolerance, made schooling or the instruction more inclusive for all, promoted the value, culture, identity, freedom, equality.

In addition to these, it made students to understand the environment without confusion, motivated students to learn, increased students participation in the lesson, strengthen the relation between teachers and students, and has made a bridge to join students home and school experiences. Hence, in all the items case, both types respondents assured those ideas mentioned in the items were some of achievements that Dawurogna as a medium of instruction has offered to the nationality people.

Finally, the computed mean value in all the cases was greater than 3, and shows the opinions were accepted as the achievements that were resulted from Dawurogna as a medium of instruction.

Again, students were also shown their agreement on the opinions of 6 items concerning achievements of Dawurogna as medium of instruction in the following table.

**Table 17, Achievements of Dawurogna as a Medium of Instruction
Responded by Students (N=248)**

S.N	Items	Responses			
		Yes		No	
		No	%	No	%
1	It is my right to learn in my mother tongue and promoted my culture and identity	197	79.44	51	20.56
2	Learning in Dawurogan medium of instruction motivated me to participate in the lesson actively	162	65.32	86	34.68
3	It is a good opportunity for me to learn in Dawurogna as my parents could help me in studying	159	64.11	89	35.89
4	I actively participate in asking and answering while learning	163	65.73	85	34.27
5	I have got a better start in learning Dawurogna medium	175	70.56	73	29.44
6	I can easily understand my environment and express myself in Dawurogna medium instruction	203	81.85	45	18.15

Table 17 above also shows that items 1-6 which demand whether students assure that achievements opinions were obtained from Dawurogna as a medium of instruction or not. Majority, which was more than 60% of students, assured that those opinions in the items were achieved from Dawurogna as a medium of instruction. Only very limited number of students have chosen opposite ideas to the first 'yes' responded groups. The reason for their choosing 'no' may be the understanding problem as their age and grade level is very low. In order to get ample information on the achievements that Dawurogna as a medium of instruction has offered, teachers, educational officials and parents have asked at the last of their questionnaires and interview questions.

Generally, the three types of informants have responded the following achievements that Dawurogna medium of instruction has contributed other than what have been discussed in tables 16 and 17 above were:

Students learn without fear and inferiority, the equality of Dawurogna with other languages, the equality of Dawuro people with others and their identity has well treated through the language as a medium of instruction, Student has confidence in their identity, students have introduced with their culture, tradition and values, teachers, students, officials and

community discuss the school matters without translation and hence development would be fastened, the opportunity to prepare instructional aid locally and students could get support to the meanings of tales, riddles and all idiomatic expressions of the language from their parents to their learning.

On top of this, the right of using one's own language has assured, people have got chance to develop their belief, enabled reading and writing through the language and the chance having with our own words and alphabets and the language transmission through FM radio.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study was aimed at assessing the actual challenges and achievements of Dawurogna as a medium of instruction in primary first cycle schools of Dawuro Zone, SNNPR, to answer the following basic questions.

- i) How is teachers' qualification and training to implement Dawurogna medium education in primary schools of Dawuro zone?
- ii) How is the availability and relevance of teaching materials (textbooks, reference materials, dictionary, syllabi materials and teachers guide?)
- iii) What are the intervening challenges or problems encountered Dawurogna as a medium of instructions in Dawuro zone primary schools?
- iv) Do teachers, students, parents and educational bureau officials have positive attitude towards Dawurogna as a medium of instruction in primary schools of Dawuro zone?
- v) What roles do the stakeholders (teachers, students, officials and parents) played to promote Dawuro language implementation in primary schools of the zone?
- vi) What are the benefits and achievements obtained from Dawurogna as a medium of instruction in primary schools of Dawuro zone?

As revealed by the investigation, there are both challenges and achievement in implementing Dawurogna as a medium of instruction in primary schools of Dawuro zone. Therefore, in this regard, the finding will be of paramount importance to minimize the problems, and generate valuable information to the education planners of the zone and woreda so that they could make important decision on the problems. Furthermore, it may encourage others for a detailed investigation.

In dealing with the research questions, related literature was reviewed, as information sources, teachers, students, education officials and parents were used. To gather data from these resources, questionnaires were presented to 70 teachers, 40 officials and 248 students and interview questions for 28 parents.

5.1 Summary of Major Findings

a) Qualification and Training of Teachers and Officials

Teachers teaching in primary level were mostly TTI graduates, about 65.71% were TTI graduates and only 31.42% were qualified with Diploma who fulfilled the criteria of educational qualification to teach in primary schools. Hence, those 65.71% of teachers do not fulfill the guideline of regional education bureau which forces that primary school teachers should be qualified with Diploma.

Concerning teachers training, about 61.42% of teachers trained in Dawurogna medium when they took their TTI pre service training courses. The rest 4.30% trained in Amharic medium and 34.28% trained in English medium. This shows those who trained in Amharic and English medium may face difficulty in teaching Dawurogna medium and need continuous in service training. Also as it was seen from the finding only 9 teachers have taken the in service training which was even below 1 week on how to teach Dawurogna medium, this was because, the training was given in 1995 when Dawurogna medium of instruction started. However, majority of teachers were employed after the training has been held. But, by chance 70% of officials have taken the in service training at the time.

The respondents of teachers and officials assured that the duration of training was even too short which could not equip teachers with the necessary skills, the training manuals were not given to teachers to refer when they face difficulty; it was only given to officials. As the duration was too short and did not equipped the teachers with the necessary skills, out of 9 teachers who took in service trading 8 teachers replied that the training did not motivated them. No orientation was given to teachers rather posing the new concept up on them when implementation started. The educational officials also share the same idea on what has been discussed above.

b) The Availability and Relevance of Teaching Materials

Regarding textbooks, reference material and teachers' guide, as it was shown in documentary data, the students Dawurogna and Amharic textbooks were in 1:3 to 1:8 textbook-student ratios in others 1:2 to 1:4. This shows that students were seriously in problem to read and do their class and home work independently and even no textbooks for students in Art, music and physical education subjects. No teaches guide and syllabi books in the schools as principals responded. Also respondents of more than 70% have responded common idea on the lack of text books, syllabi and teachers guide that it was a serious problem for schools to implement the instruction through Dawurogna.

And again the textbooks on students hand were also irrelevant to students' age, grade level and with the local context. And as also teaches replied that textbooks even prepared do not reach to schools due to lack of transport.

c) Problems that Encountered the Implementation of Dawurogna as a MoI

Regarding problems currently affecting the implementation of Dawurogna as a medium of instruction, among the respondents 68% of teachers 70% officials, and 72.58% of students assured that there are new scientific words written in English which confuse students and teaches in the instruction. But what teaches and officials on wards which are difficult to explain, read and write, very limited number of respondents supported the opinion, where as, 52.42% students responded that there are words difficult to read and write.

More than 70% of teaches and educational officials also responded that there are neighboring words which interfere the development of Dawurogna and more than 55% of teachers responded that teaches trained in English to teach in primary second cycle assigned to teach in Dawurogna medium with out any training, but officials opposed this idea.

Again more than 70% of teachers and officials agreed that teaches training Colleges are not well prepared to train teaches in their respective language. Teachers who were taking their College training to teach primary school students are studying their courses in English, which is paradox to the initial idea and again more than 70% of teachers and officials favored that students ability to write and read some difficult and compound words was also a problem. They also responded that there were some alphabets common in English which confuse them to read.

Generally, teachers and officials have responded the followings as major problems challenging Dawurogna as a medium of instruction other than which were mentioned above.

The force of previous government to speak Amharic, wrong attitude of some of the language owners who assume that Dawurogna language instruction may be stopped saying “it could no more take us to abroad”, the gap between elders and educational leaders in consulting, self contained system of education with out convincing teachers, the language not being the language of work, lack of continues training to both teachers and officials, change of some alphabets without prior information to teachers, lack of instructional aids: pictures, models, sketches and no summary and glossary in most textbooks.

d) Attitudes of Teachers, Officials Students and Parents

As shown in previous discussion regarding attitude of teachers, officials, students and parents, only 33.3% of teachers favored that instruction through Dawurogna is preferable, but 66.6% of them have unfavorable attitude towards the language use and implementation, this shows that no effective awareness making situation has made before the introduction and while the implementation. On the other hand 57.6% of officials have supported they have favorable attitude towards the language implementation. When student’s attitudes concerned, almost more than half percent of students have favorable attitude in learning through Dawurogna . 55.24% of them wanted to learn in Amharic and English in addition to Dawurogna. The computed chi-square value ($\chi^2=28.69$) is by far greater than the critical value ($\chi^2=3.841$) at $\alpha = 0.05$ level of significance with dfl which evident that statistically significant difference in responses of the responses of the three types of respondents. Parents have also positive attitude towards the delivery of children’s instruction in primary schools. All the three types of respondents have commonly favorable attitude towards Dawurogna as a MoI, but teachers do not.

e) The Roles Played by Teachers, Officials, Students and Parents in Implementing Dawurogna as a MoI

Concerning the roles that are expected to be played by teachers and officials, more than 80% of teachers do not have participation on writing, editing, proof dreading and any workshops for the preparation of textbooks and also no comments were taken from them. As more than 75% of officials did these, it was assumed as only the officials who prepare and comment with out

teachers' participation. But as 74.28% teachers responded they only try to find errors and report to the office to be corrected, but no correction would be made. Whereas, more than 70% of both teachers and officials responded that they did not discuss with each other about text books relevance and other all problems related to Dawurogna as a MOI. In all the cases, the main implementers (teachers) role was undermined, the main implementers (teachers) role was undermined, and they were not participating or playing important roles that promote the language implementation. Regarding students, as their main role is learning by themselves with the guidance of their teacher, they should discuss with their friends and teachers whenever they face difficulty. But they are not doing that as more than 65% of them responded no. Parents responded on this issue positively that they play an important role whenever and wherever the school wants cooperation and contribution for their children's learning. But what majority of them said, were not following whether children were doing their home work or not unless they ask them support.

f) Achievements/ Benefits Obtained as a Result of Implementing Dawurogna as a MOI

All the respondents groups favored that Dawurogna as a medium of instruction has obtained the following achievements and benefits:

It promoted the development of culture, identity and the language itself, it empowered the people for nation building, political stability, tolerance, freedom and equality, it strengthens the relationship between teachers and students and hence the students' participation has increased, students could learn confidently and understand their environment without confusion and also made a bridge to join home and school experiences with making schooling more inclusive to all. It made the opportunity to the whole stakeholders to discuss on school matters freely and without translation and contributed to fasten school work.

5.2 Conclusions of the Findings

Based on the major findings, the following conclusions were drawn.

a) Qualification and Training of Teachers and Officials

Qualification: It is believed that teachers as main implementers of any policy related to teaching learning process should have the necessary skills and awareness in the new concept. However, what was seen in earlier chapter is contrary to this. For instance, teachers teaching in primary level were mostly TTI graduates. About 65.71% were TTI graduates and only 31.42% were TTC graduates who fulfill the criteria of educational qualification to teach in primary schools. Hence, 65.71% of teachers do not fulfill the criteria or standard stated by the country's education policy which forces that primary school teachers should be qualified with Diploma. However, most officials have got first degree and thus qualify for the standard.

This shows that there is a need to exert a great effort by the regional and zonal education bureaus in giving the teachers training opportunities in summer and other advanced standing programs to fill the gaps.

In-Service Training: Concerning teachers' in-service training, about 61.42% of teachers were trained in Dawurogna medium when they took their TTI pre-service training courses. The rest of the teachers (34.28% and 4.30%) were trained in English and Amharic medium, respectively. This shows that those who were trained in Amharic and English medium may face difficulty in teaching Dawurogna medium and need continuous in-service training. When we look at their in-service training, only nine teachers out of the total 70 took the in-service training which was of below 1 week's duration on how to teach in Dawurogna medium. This was because the training was given for nine teachers in 1995 when Dawurogna was started as a medium of instruction. On top of that, the majority of teachers were employed after this orientation type training had been held. Therefore, teachers are teaching only with the knowledge got from TTI training. In contrast, 70% of the officials have taken in-service training in 1995. This may be good opportunity to train other officials and teachers (those who have not got the training and those who need refreshing training) provided that they could get financial support from different sources.

Teacher and official respondents assured that the duration of the training was too short to equip teachers with the necessary skills. It was also reported that the training manuals were not given to teachers to

refer to when they face difficulty (it was given only to officials). Since, the duration was too short and did not equip the teachers with the necessary skills; out of nine teachers who took the in-service training eight teachers replied that the training did not motivate them. In fact, the training was insufficient that it only introduced new concepts and that may cause ambiguity during the implementation. The educational officials also share the same view regarding the nature of this training.

Generally, introducing new educational policy and program requires providing the necessary training so that the implementers would be competent enough in the changed situations. However, in this study it was found that the effort made at the beginning to prepare teachers to teach in the new medium of instruction was inadequate. Moreover, it was found that the teachers were not well qualified. This shows there is mismatch between policy and practice. Besides, no effort has been made to remedy these problems. Even the summer in-service program which is given is in English, while the teachers are supposed to teach in Dawurogna.

b) The Availability and Relevance of Teaching Materials

Textbooks, reference materials, teachers' guides and other supplementary reading materials are essential aids and facilitators of the teaching learning process. In this regard, the study showed subjects such as Art, music and physical education do not have textbooks at all. The same is true for other subjects regarding syllabi and teachers' guides. The textbook student ratio ranges from 1:2 to 1:8 in some subjects. This is contrary to the regional education bureaus' standard for textbook provision which is of 1:1 ratio. This shows how serious the problem is. Hence, students' independent learning through reading, home and class work activities could be highly affected. Even the books they are using are not relevant to students' age, grade level and local context. Moreover, the books prepared do not reach schools at right time due to transportation problem.

Generally, what has been observed in the discussion is a severe problem and one can imagine that the effectiveness of instruction through Dawurogna medium is under question.

c) Problems that Encountered the Implementation of Dawurogna as a MoI.

The study showed that there are new scientific words written in English, which confuse students and teachers during the instruction. Moreover, teachers and officials responded that there are

words that are borrowed from neighboring ethnic groups which interfere with the development of Dawurogna. Again, teachers and officials agreed that teachers training Colleges to which trainees are sent from Dawuro Zone are not well prepared to train them in Dawurogna.

Furthermore, teachers do not make students participate in reading activities; they use too much Amharic while teaching. They are not well motivated enough to implement the use of Dawurogna as a medium of instruction.

There are some alphabets common in English and Dawurogna which confuse the students while reading. In addition to this, lack of research on the language is a major problem. Worse, even though Dawurogna is used as a medium of instruction, it is not used as the working language in the Zone.

Generally, teachers and officials have listed the followings as major problems challenging Dawurogna as a medium of instruction in addition to the problems mentioned above.

The imposition put on the people to use Amharic by previous governments, and wrong attitude of some of the natives who assume that Dawurogna language instruction may be stopped at some point saying, "it could not take us any where" the gap between elders and educational leaders in consulting while preparing materials in the language, lack of continuous training to both teachers and officials, change of some alphabets without prior information to teachers, lack of instructional aides: pictures, models, sketches, etc and content redundancy.

That is perhaps because of teachers' awareness on the purpose of the use of Dawurogna as a MoI. Therefore, unless these problems are solved, it is quite possible to say the implementation of Dawurogna as a MoI is facing a sever challenge.

d) Attitudes of teachers, officials, students and parents towards Dawurogna as a MoI.

Surprisingly, the attitude of teachers towards the implementation of the language was not favorable mother tongue for instruction was not sufficiently developed. In contrast, other respondents (officials, students and parents) showed positive attitude. In spite of that, all respondents agreed that Dawurogna as a medium of instruction should not go beyond primary level except as a subject. They recommended that the English should be used as a medium of instruction after primary first level for obvious reasons.

e) The Roles Played by Teachers, Officials, Students and Parents in Implementation of Dawurogna as a MoI.

The other very important aspect to the effectiveness of education is the participation of all the stakeholders in every school related activities. Regarding this, educational officials assumed that they were the only responsible bodies in preparing textbooks, because, most teachers did not participate in textbook preparation at different stages. More specifically, teachers were not made to participate in writing, editing, proof reading and any workshops for the preparation of textbooks and also no comments were taken from them. The role of teachers was relegated to spotting errors and reporting to the concerned bodies of woredas to be corrected though no correction is made in the textbooks. As a whole,, the main implementers (teachers') role was undermined, Similarly, students were also not made to participate actively in the instruction with their teachers and friends.

Parents have positive attitude towards mother tongue education. Hence, they are volunteer to play any role whenever and wherever the school wants their cooperation and contribution for their children's learning. On this issue, Seyoum (1961,p.12-13)) points out that effectiveness in educational policy can only be possible if the target population is involved in the formulation process and ideas for policy could emanate and flow from the bottom to the top. In such possibility, thus, the interest of pressured groups should be considered. Then there will be less challenge in putting forth policy statement.

f) Achievements / Benefits Obtained as a Result of Implementing Dawurogna as a MoI.

All the respondent groups favored that Dawurogna as a medium of instruction has obtained the following achievements and benefits:

It promoted the development of culture, identity and the language itself, it strengthened the relationship between teachers and students and hence the students participation in the teaching-learning process, students could learn confidently and understand their environment without confusion and also made a bridge to join home and school experiences making schooling more inclusive to all, made the opportunity to the whole stakeholders to discuss on school matters freely and with no need of translation.

5.3 Recommendations

Based on the findings obtained from the study, the following recommendations have been forwarded.

- 1) The purpose of education in a given country can be achieved when teachers are committed to their profession and when they get adequate training for their professional development. In spite of this, the current study revealed that the in-service training offered was inefficient. Hence, to equip teachers with current situation, the zone and woreda education bureau together with other stakeholders need to prepare and offer continuous in-service training. Teachers themselves should also try to cope up with new and dynamic situations by reading and preparing themselves for change. On top of that, the government is trying to upgrade teachers in summer in-service training, but the medium is still English. Therefore, the Colleges should prepare themselves on how to train teachers in their local languages by making contact with each zonal education department and language experts.

After realizing the practical challenges as far as teacher in-service training is concerned, the region, zone and woreda education bureaus should allocate budget and mobilize all stakeholders, i.e., development organizations (governmental and nongovernmental) and religious organizations to add some inputs for the training.

- 2) Scarcity of students' textbook was found to be a serious issue affecting the implementation of Dawurogna as a MoI. Therefore, educational officials at all levels with other stakeholders like NGO and other religious institutions should strive to publish and distribute relevant textbooks, syllabi and teachers guides to schools on time. The zone education department should speed up the publication of the monolingual dictionary. Encouragingly it was indicated that the preparation of the dictionary was over.

- 3) Changing the medium of instruction alone cannot guarantee the achievement of anticipated goal of using mother tongue education. To ease problems challenging the implementation of Dawurogan as a medium of instruction, the region education bureau and the zone education department together with woreda education office should allocate the necessary budget and work hard in that to fulfill all the necessary materials needed to schools. A strong, structured, close and supportive supervision should be done consciously

so that the schools could get any support to accomplish their duty effectively and efficiently.

The zone and woreda education officials must make teachers and other stakeholders participate when textbooks prepared by taking comments on drafts before publication. Educational officials at each level should also consult language experts and community elders in collecting tales, idiomatic expressions, riddles, etc. to enrich students' textbooks.

Further detailed research should be conducted regarding the language as a MoI, and teachers' attitude in particular and associated issues.

4) Dawurogna as a medium of instruction has already exhibited various benefits and achievements. Those achievements should be maintained and preserved for generation. As learning through Dawurogna is an aspect of human right and an expression of identity, members of Dawuro nationality should be aware of their language development and progress. To do this, the region, zone and woreda administrations, experts and other officials are expected to give due attention for the progress and promotion of the language. They should give due attention especially in making the teachers and the whole community aware of the importance of implementing mother tongue as a medium of instruction making different forum for discussion.

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ዳ/ዘ/ት/መምሪያ። (ሰኔ 2002 ዓ.ም) ። የ2002 በጀት ዓመት እቅድ ክንውን ሪፖርት ። ታርጫ።

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Appendix-A
Addis Ababa University
School of Graduate Studies
College of Education
Department of Educational Planning and Management
Questionnaire for Teachers

Dear Respondent: The Purpose of this questionnaire is to gather information about Dawurogna as a medium of instruction in primary schools of Dawuro Zone. As the information you will give has a great importance for this study, you are kindly requested to give genuine information. The information you give will be kept confidential and be used only for this study purpose.

Thank you for your cooperation!

I) Background information

Please put "√" mark in the boxes for your agreement

1. Sex: Male Female
2. First language: Dawurogna Amharic Others
3. Second language that you speak other than your mother tongue:
- Amharic English Others
4. Educational status: 10 or 12+TTI 10+3 or 12+2
- Above 10+3 below 10+TTI

II) Teachers Experiences

- a) For how long have you taught in Dawurogna medium of instruction? (**Encircle** your answer). a) 1-5 years b) 6-10 years c) 10-15 years

III) Training and Orientation

1. In what medium of instruction did you take your College or TTI training? (**Encircle** your answer).

- a) Dawuroгна b) Amharic c) English d) others

2. Have you ever taken training on how to use Dawuroгна as medium of instruction?

- a) yes b) no

3. If your response for question number "2" is "yes", for how long?

- a. 3 weeks in-service training
 b. 2 weeks in-service training
 c. 1 week in-service training-
 d. below 1 week
 e. specify if any other _____

❖ Please, indicate the degree of your agreement or disagreement by putting "√" mark under your choice (*SA= Strongly Agree, Ag = Agree, UN = Undecided, DA = Disagree and SDA = Strongly Disagree*).

S.N	Items	SA	Ag	UN	DA	SDA
A	Teachers' Training Condition					
1	The duration of training was enough to equip the necessary					
2	The training was prepared and given by experts.					
3	Training manuals were given after training as a reference.					
4	The training motivated me in teaching this language.					
5	I need extra training on how to teach, prepare instructional aid and use technical terms.					
6	Teachers were well oriented before implementing Dawuroгна as a medium of instruction.					
7	The educational officials give up training periodically.					
B	Availability and Relevance of Textbooks, Teachers guide, Syllabi and Reference materials.					

8	There is lack of textbooks in the language.					
9	There is lack of syllabi and reference materials for teachers and students.					
10	Textbooks prepared are relevant to students' age and grade level.					
11	Textbooks are prepared based on local context.					
12	Textbooks and other materials prepared reach to schools on time					
C	Problems Challenging Dawurogna as a MoI.					
13	There are unknown and new Scientific words in texts and reference books.					
14	Some Dawurogna words are difficult to explain.					
15	There is interference of neighboring nationality language words in boarder areas.					
16	Teachers who are trained in English to teach grads 5-8 are assigned to teach Dawurogna.					
17	Teachers training colleges are not well prepared to train teachers in nationality language.					
18	There is a problem related to students' ability to write and read some difficult and compound words.					

19) Please state any major problems currently related to the implementation of Dawurogna as a medium of instruction. _____

20) What appropriate measures should be taken to alleviate the problems?

D	Teachers Attitude towards Dawurogna as a MoI.					
21	The medium of instruction in Dawurogna is good for early education of children.					
22	Using Dawurogna is good because it helps parents to assist their child.					
23	The children can understand and achieve better when the medium is their own language.					
24	When instruction is given other than their language, students face difficulty in understanding the meaning.					
25	I am happy of Dawurogna used as a medium of instruction.					
26	Amharic should be the medium of instruction and Dawurogna should be given as a subject.					
27	I wish that Dawurogna as a medium of instruction should go beyond primary first cycle level.					
28	English should be the medium of instruction and Dawurogna should be given as a subject.					
29	Learning in Dawurogna medium weakens pupils' competency of Amharic and English.					
E	Teachers Roles Practice.					
30	I have participated in writing, editing, proof reading and workshops when Dawurogna textbooks prepared.					
31	I have given some comments on the drafts of Dawurogna textbooks when prepared.					
32	I evaluate and report some errors I find in Dawurogna textbook while I am teaching.					
33	I ask students to comment on Dawurogna Textbooks' relevance.					
34	I discuss with other teachers on some problems encountered in the use of Dawurogna as a medium of instruction.					
F	Achievements Focused Items.					

35	Dawurogna medium of instruction promotes cultural development and identity.					
36	Using Dawurogna as a medium of instruction helps to develop the language.					
37	Teaching in mother tongue empowers people in nation building, political stability and tolerance.					
38	Learning in Dawurogna medium make schooling more inclusive for all.					
39	Learning in Dawurogna medium promotes our value, culture, identify, freedom, equality etc					
40	Students understand their environment without any confusion when learning is through their language.					
41	It motivates students and teachers in teaching-learning process when the medium is their language.					
42	Students' participation in the lesson increased as they learn by their own language.					
43	The relationship between teachers and students has strengthened through Dawurogna medium.					
44	Education in Dawurogna medium made a bridge to join home and school experiences.					

45. Would you mention some other benefits of Dawurogna as a medium of instruction?

Thank you for your cooperation!

Appendix-B
Addis Ababa University
School of Graduate Studies
College of Education
Department of Educational Planning and Management

Questionnaire for Educational Officials

Dear Respondent: The Purpose of this questionnaire is to gather information about Dawurogna as a medium of instruction in primary schools of Dawuro Zone. As the information you will give have a great importance for this study, you are kindly requested to give genuine information. The information you give will be kept confidential.

Thank you for your cooperation!

I) Background Information

Please put “√” mark in the boxes for your agreement

1. Sex: Male Female
2. First language: Dawurogna Amharic Others
3. Second language that you speak other than your mother tongue:
Amharic English Others
4. Educational status: 10 or 12+TTI 10+3 or 12+2
12+4 or Degree MA or MSc.

II) Educational officials Experience

- 1) Have you ever taught in Dawurogna medium of instruction? (**Encircle** your answer).
a) yes b) no
- 2) If your answer for question number “1” is “yes”, for how long?
a) 1-5 years b) 6-10 years c) 11-15 years

III) Training and Orientation

- 1) Have you ever trained in College or TTI? (**Encircle** your answer). a) yes b) no
- 2) If your answer for question number “1” is “yes”, what was the medium of instruction?
a) Dawurogna b) Amharic c) English

3) Have you ever taken training on how to use Dawurogna as medium of instruction?
 a) yes b) no

4) If your response for question number "3" is "yes", for how long?

- a. 3 weeks in-service training
- b. 2 weeks in-service training
- c. 1 week in-service training
- d. below 1 week
- e. specify if any other _____

❖ Please, indicate the degree of your agreement or disagreement by putting "√" mark under your choice (SA= *Strongly Agree*, Ag = *Agree*, UN = *Undecided*, DA = *Disagree* and SDA = *Strongly Disagree*).

S.N	Items	SA	Ag	UN	DA	SDA
A	Educational officials Training Condition					
1	The duration of training was enough to equip the necessary skills.					
2	The training was prepared and given by experts.					
3	Training manuals were given after training as a reference					
4	The training motivated me in using this language.					
5	Educational officials were well oriented before introducing Dawurogna as a medium of instruction to teachers.					
6	The educational officials give training to teachers periodically.					
B	Availability and Relevance of Textbooks, Teachers' guide, Syllabi and Reference materials.					
7	There is lack of textbooks for this language.					
8	There is lack of syllabi and reference materials for teachers and					
9	Textbooks prepared are relevant to students' age and grade level.					
10	Textbooks are prepared based on local context.					
11	Textbooks and other materials prepared are sent to schools on time.					
C	Problems Challenging Dawurogna as a MoI.					
12	There are unknown and new Scientific words in texts and reference					
13	Some Dawurogna words are difficult to explain.					
14	There is the interference of neighboring nationality language words in boarder areas.					

15	Teachers who are trained in English to teach grades 5-8 are assigned to teach Dawurogna.					
16	Teachers training colleges are not well prepared to train teachers in nationality language.					
17	There is a problem related to students' ability to write and read some difficult and compound words.					

18. Please state if any other major problems currently related to the implementation of Dawurogna as a medium of instruction.

19. What appropriate measures should be taken to alleviate the problems?

D Attitudes of Educational officials towards Dawurogna as a MoI.						
20	The medium of instruction in Dawurogna is good for early education of					
21	Using Dawurogna is good because it helps parents to assist their child.					
22	The children can understand and achieve better when the medium is their own language.					
23	I am happy of Dawurogna used as a medium of instruction.					
24	I appreciated when the medium of instruction changed to Dawurogna.					
25	Amharic should be the medium of instruction and Dawurogna should be given as a subject.					
26	I wish that Dawurogna as a medium of instruction should go beyond primary first cycle level.					
27	English should be the medium of instruction and Dawurogna should be given as a subject.					
28	Learning in Dawurogna medium weakens pupils' competency of Amharic and English					
E Officials Roles Focused Items.						
29	I have participated in writing, editing, proof reading and workshops when Dawurogna textbooks prepared.					
30	I have given some comments on the drafts of Dawurogna textbooks when prepared.					
31	I evaluate textbooks and try to be corrected.					

32	I usually ask teachers and students to comment on Dawurogna textbooks relevance.					
33	I discuss with other colleagues on some problems encountered in the use of Dawurogna as a medium of instruction.					
F	Achievements Focused Items					
34	The medium of instruction in Dawurogna promotes cultural development and identity.					
35	Using Dawurogna as a medium of instruction helps to develop the language.					
36	Learning in mother tongue empowered people in nation building, political stability and tolerance.					
37	Learning in Dawurogna medium make schooling more inclusive for all.					
38	Learning in Dawurogna medium promotes our value, culture, identify, freedom, equality etc.					
39	Students understand their environment without any confusion when learning is through their language.					
40	It motivates students and teachers in teaching-learning process when the medium is their own language.					
41	Students' participation in the lesson increased as they learn by their language.					
42	The relationship between teachers and students has strengthened through Dawurogna medium.					
43	Education in Dawurogna medium make a bridge to join home and school experiences					

44. Would you mention some other benefits of Dawurogna as a medium of instruction?

Thank you for your cooperation!

Appendix -C
Addis Ababa University
School of Graduate Studies
College of Education
Department of Educational Planning and Management

Questionnaire for Students

Dear Students: the aim of this questionnaire is to gather information about the implementation of Dawurogna as a medium of instruction in primary schools of Dawuro zone. Since, the information you will give have a great importance, you are kindly requested to give genuine information. Your information will be kept confidential.

Thank you for your cooperation!

I) General Information

1. Don't write your name!
2. Give "√" mark for your agreement in the boxes and tables accordingly
3. Age: -----
4. Sex : Male Female
5. Your mother tongue: Dawurogna Amharic
 English Other
6. Second language that you can speak well:
 Amharic English Others

II) Challenges and Achievements of Dawurogna as a Medium of Instruction

- ❖ Please, indicate your choice on statements by putting "√" mark under "yes" or "no" in the tables.

S.N	Items	yes	no
A	Textbooks and Other Instruction Materials.		
1	I have textbooks in all subjects.		
2	I don't have some subject's textbook.		
3	I don't have even one textbook		
4	We don't find reference books in the library to refer.		
B	Problems Focused Items.		
5	Teachers don't participate students in reading activities.		
6	Teachers use too much Amharic while teaching in Dawurogna.		
7	All teachers are proficient while teaching in Dawurogna.		
8	Teachers lack motivation/ interest while teaching in Dawurogna.		
9	There are some unknown new scientific words in the textbooks difficult to understand.		
10	There are some compound words difficult to read and write.		
11	There are alphabets common in other language which confuses me to read.		
12	Teachers can't explain some words written in English.		
C	Attitudes of students towards Dawurogna as a MoI.		
13	Learning in Dawurogna medium weakens my knowledge and achievement of Amharic and English.		
14	I like when learning delivered /given in Dawurogna.		
15	I can easily understand the lesson in Dawurogna medium of instruction.		
16	I like to learn in Amharic or English in addition to Dawurogna.		
17	I face difficulty in writing some words in Dawurogna medium of instruction.		
18	I am proud of Dawurogna's being a medium of instruction.		
D	Students' roles Focused Items.		
19	I ask my parents about the meaning of some words.		
20	I discuss with my friends when I face difficulty to understand some words.		
E	Achievements Focused Items.		
21	It is my right to learn in my mother tongue to promote my culture and identity.		
22	Learning in Dawurogna medium of instruction motivated me to participate in the lesson actively.		

23	It is a good opportunity for me to use Dawurogna as a medium of instruction as my parents could help me in my studying at home.		
24	I actively participate in asking and answering while learning.		
25	I have got a better start in learning Dawurogna medium		
26	I can easily understand my environment and express my self in Dawurogna medium of instruction.		

Thank you for your cooperation!

Appendix- D
Addis Ababa University
School of Graduate Studies
College of Education
Department of Educational Planning and Management

Interview Items to Parents

Dear parents: The purpose of this interview is to gather information on the implementation of Dawurogna as a medium of instruction in primary schools of the Dawuro zone. As the information you will give have a great importance for this study, you are kindly requested to give genuine information. The information you give will be kept confidential.

Thank you for your cooperation!

- A. Age _____ C. Mother tongue _____
B. Sex _____ D. Occupation _____
E. Educational level/Background _____

1. What do you think of the use of Dawurogna as a medium of instruction in primary schools?
2. Is the delivery of education through mother tongue in primary level helpful for the children to grow with full personality?
3. Have you ever helped your children at home when they were doing their home work by understanding the language?
4. In which medium/Amharic, Dawurogna or English/could students learn confidently and achieve better results?
5. Does your child have textbooks?
6. Do you think that students like learning through Dawurogna medium?
7. Have you ever been asked by the officials and teachers about children's textbooks with regard to its relevance and appropriateness?
8. What roles did you play to support your child's school?
9. In what types of school activities did you participate? How often?
10. What do you think are the major problems encountered the use of mother tongue as a medium of instruction?
11. What do you think should be done to alleviate the problems encountered the use of mother tongue as a medium of instruction?
12. Generally, what are the major benefits of mother tongue as a medium of instruction?

Thank you for your cooperation!

Appendix -E
Addisaaba Universtiyaa
La77etho Digiriya Timirttiya
Timirtte Kollojjiya
Timirtte Halchchuwane Kaaletuwa Dipartimentiya

Astamaarato Giiga Xuufe Oosha

Bonchcheteeda Astamaarato : Ha xuufe oosha halchchu Dawurothuwa qaalaa imettiya timirttiyaba xannayanawanne biddi xeeli qofaa shishshanawaasa. Hintte immiya qofay ha xinaatiyaw daro go77iya gishshaw suure gideeda qofa immanaada ooshettiita. Hintte qofaykka qosuwan oyqeeitiidi haxinaate xalaalaw go77ee.

Hintte maaddiyaawo daro galatay !

I. Gilleba

“✓” Malaata Saaxine garsan wothi hinttew malatiyawa bessite .

1. Mattumma :- Attumawa Maccawa
2. Koyro Doona billo qaalay : Dawurotho Amaaratho Haraa
3. Koyro Doona billo qaalape haray Kaali hintte loythi haasayiyya qaalay :
Amaaratho inglizeetho Haraa
4. Timirtte Dethay : 10 woykko 12+TTI 10+3 woykko 12+ 2
10 + 3 Woykko 12+2 ppe bolla. 10 +TTI woykko 12+ TTI ppe garsa

II. Astamaaratu oosoballa meezetuwa :

1. Dawurotho qaalaa aapun laytha tamariseedite ? (Zaaruuwa Kabbaita)
a. 1-5 laytha b, 6-10 laytha C, 11-15 laytha

13	Itti itti oorathanne saynsse qaalatu Dawurothuwan xaafeteeda maxaafatuwan de7iino.					
14	Itti itti Dawurotho qaalatu erissanaw metothiino					
15	Itti itti asagade woykko heeratu qaalay nu qaalana walakeeti qaalay diccenadan oothee.					
16	5-8 Kifiliya detha Inglizeethuwan tamarissanaw looheeda astamaaratu Dawurothuwan tamarissanada ooseto wodika de77ee.					
17	Astamaaratuwa loohissiya Kollojjatu astamaaratuwa heera qaalana tamarissanaw loythi giigibeykino.					
18	Itt itti laa77u oyqetteda qaalatu tamarato xaafanawne nababbanaw metothiino.					

19. Haraa hawodiyana Dawurothuwan imettiya timirtiya metoothiyabatu de77ooppe xaafite

20. Metoothiyabatu de77iyawa gidoppe, aya aya oothidi he metiyawanta digganaw danddayetii?

D	Astamaaratu Dawurothuwan imetiya timirtiyaw De7iya xeeluwa Bolla Oosha					
21	Timirtiya Dawurothuwan immussay qeeri naana koyiro timirtiyaw Lo77a.					
22	. Dawurothuwan timirtia immussay aawatu/aayatu nana timirtian maaddanaadan					
23	Tamaare naanay timirti Dawurothuwa imetoode lo77 eriidi muruta demiino.					
24	Timirtti hara qaalana imettoode naanay timirttiya billi-eranaw daro metoothee. Timirtti hara qaalana imettoode naanay timirttiya billi-eranaw daro metoothee.					
25	Timirtti Dawurothuwan imettiyawe taw lo77ee					
26	Timirtti Amaarathuwan imetiidi Dawurotho itti Dawurotho qaala tamarisinto lo77a.					
27	Dawurothuwan Tamarisussay ittetho dethappe bollannikka imetintto taw lo77ee.					
28	Timirtti Inglizeethuwan imetidi Dawurothu qaala Xalaala tamarissanaw go77ettinto lo77a.					
29.	Dawurothuwan tamarussay naana Inglizeethuwane Amaarathuwa eraa guuxisee.					

E	Metatuwa Billanaw Astamaaratu Oothanaw Bessiyabatun Oosha.					
30	Dawurotho maxaafay giigode;Xaafetode shirigiigisodenne loohisso wodiyaani Xeella maaddaadi.					
31	Dawurotho maxaafay giigiyawode takka qofaa immaddi.					
32	Ta tamarisode beetiya itti itti giigibeena yewua giiganadan oothay.					
33	Dawurothuwan imettiya timirtiya mettohiya mettuwa hara astamaaratuwanna ittippe haasaya tobbetetto.					
34	Dawurotho maxaafa bollan tamaratuka qofaa immanadan taani oochcha eray.					
F	Dawurothuwan Imettiya Timirti Immiya Go77a Bolla Oosh.					
35	Dawurothuwan tamarusay naanay bare oonatethanne buqura dichanaw maaddee.					
36	. Dawurothuwan tamarussay Dawurotho qaalay diccanaada oothee.					
37	Aatti qaalan tamarussay gadiya naaganawunne polotikan ittu ittuwana maayeti de7anaw maaddee.					
38	Dawurotho qaalan tamarussay ubba tamaratu timirtiya kaalanadane eranaadan oothee.					
39	Dawurothuwan tamarussay nu buqura, wogaa, oonatetha, geeshshatethanne hara gadiyanna qarati de7anadan maaddee.					
40	Tamaratu bare qaalan tamaroppe bare heera metootenan eriino.					
41	Timirti Dawurothuwan imettode astamaarinne tamaari timirtiyan loythi tamaarsanawunne tamaanaw maddee.					
42	Timirti Dawurothuwan imettode tamaari timirtiyan loythi kaallino.					
43	Timirti Dawurothuwan imettussay tamaariyanne astamaariya gakeha daro minisee.					
44	Timirti Dawurothuwan imettussay tamaare naana Keetha eraane timirtte Keetha era meezetu ittippe gaketanadan oothee.					

45. Dawurothuwan imettiya timirti immiya hara dumma dumma go77attuwa xaafa

maaddowoo galatay!

Appendix -F
Addisaaba Universttiyan

La77etho Digiriya Timirttiya
Timirtte Kollojjiya

Timirtte Halchchuwanne Kaaletuwa Dipartmentiya

Timirte Eranchchato Giiga Xuufe Oosha

Bonchchetteeda Timirtte Eranchchato : Ha xuufe oosha halchchu Dawurothuwa qaalaa imettiya timirttiyaba xannayanawanne biddi xeeli qofaa shishshanawaasa. Hintte immiya qofay ha xinaatiyaw daro go77iya gishshaw suure gideeda qofa immanaada ooshettiita. Hintte qofaykka qosuwan oyqetiidi haxinaate xalaalaw go77ee.

Hintte maaddiyaawo daro galatay!

I. Gilleba

“✓” Malaata Saaxine garsan wothi hinttew malatiyawa bessite.

1. Mattumma: Attumawa Maccawa
2. Koyro Doona billo qaalay: Dawurotho Amaaratho Haraa
3. Kayro Doona billo qaalapa haray Kaali hintte loythi haasayiya qaalay:
Amaaratho Englizeetho Haraa
4. Timirtte Dethay: 10 woykko 12+TTI 10+3 woykko 12+2
12+4 woykko Digiriya Mastreetiya Digiriya

II. Timirtte Eranchchatuwa Oosoballa Meezetuwa:

1. Dawurotho qaalaa hawaappe kasse tamarsi eriitee? (zaaruwa kabbabite)
a. ee b. erikke
2. koyro ooshaw hintte zaaru “ee” gidooppa, woysa wodiya ?
a, 1-5 laytha b, 6-10 laytha C, 11-15 laytha

III. Timirtte Eranchchato imetteda loohissuwanne Erissuwa.

1. Kollojjiyan woykko TTI tamaari eriitee?
a. ee b. erikke

2. Oosha payduwa "1" hintte zaaru "ee" gidoope ayaa qaalan tamaareeditee?
 a. Dawurothuwan b. Amaarathuwan c. Inglizeethuwan
3. Tamaarisuwa oosuwan de7iide Dawurothuwan tamarissiya woga loohissuwa akki eriite?
 a. akka eray b. akka erikke
4. Payduwa laa77uwan de77iya ooshaw ne zaaru " akka eray " gidoppe, a, 3 Saaminta oosobolla loohissuwa b. 2 Saaminta oosobolla loohissuwa . c. 1 Saaminta oosobolla loohissuwa d. 1 Saaminttaape garsa e. Haray de77oppe Xaafite -----

"✓" malaata hintte zaaruwappe garsan wothite.

/Km=Keehin maayettay, M=maayettay, Qq=Qofa qachchik, Mk=maayettik, KMk=Keehin maayettik /

M. P	Qofatuwa	K m	M	Q q	M k	KM k
A	Timirte Eranchatu Loohiso Kanddo Bolla Oosha.					
1	Oosobolla Loohissuwa wodii koshshiya era demmanaw gidiyawa.					
2	Loohissu,qaala eranchchatuwan giigid imetteda.					
3	Loohissuwa miishshatu loohissuwa wodiyaape kaalan imetteda, koshshiya wode xeelanaw.					
4	Loohissu qaalan go77ettanadan taana maddeeda.					
5	Timirte Eranchchatu Dawurotho timirtiya astamaarato erissanawaappe kassian baresi ereeddino					
6	Timirte eranchchatu astamaarato wodiyan wodiyan loohissuwa immiino.					
B	Maxaafa Metuwa Bolla Oosha.					
7	Dawurothuwan tamarisanaw maxaafa metuu de77ee					
8	Astamaaratone tamarato Xeelanaw Dawurothuwan Xaafeta maxaafay baawa .					
9	Dawurothuwan imettiya timirttiyaw gigeeda maxaafay naana laythananne timirtiya dethanna yamettee.					
10	Dawurothuwan giigeeda maxaafay naana heera Kandduwa baaso oothi qiigetteeda.					

11	Giigeeda maxaafay timirtte keetha elle gakte					
C	Dawurothuwan Imetiya timirtiyan De77iya Metuwa Bolla Oosha.					
12	Itti itti oorathanne saynsse qaalatu Dawurothuwan xaafeteeda maxaafatuwan de7iino.					
13	Itti itti Dawurotho qaalatu erissanaw metothiino.					
14	Itti itti asagade woykko heeratu qaalay nu qaalana walakeeti qaalay diccenadan oothee.					
15	5-8 Kifiliya detha Ingliizeethuwan tamarissanaw looheeda astamaaratu Dawurothuwan tamarissanada oosetiya wodika de77ee.					
16	Astamaaratuwa loohissiya Kollojjatu astamaaratuwa heera qaalana tamarissanaw loythi giigibeykino.					
17	Itt itti laa77u oyqetteda qaalatu tamarato xaafanawne nababbanaw eray laafa.					

18. Haraa hawodiyana Dawurothuwan imetiya timirtiya metoothiyabatu de77ooppe xaafa -----

19. Metoothiyabatu de77iyawa gidoppe, aya aya oothidi he metiyawanta digganaw danddayetii? -----

D	Timirte Eranchatu Dawurothuwan Imetiya Timirtiyaw De7iya Xeela Bolla Oosha.					
20	Tamaare naanay bare qaalana tamarussay timirtiya elle eranaadane lo77o muruta bessanaw maaddee.					
21	Dawurothuwan timirtia immussay aawatu/aayatu nana timirtian maaddanaadan oothee.					
22	Tamaare naanay bare qaalana tamarussay timirtiya elle eranaadane lo77o muruta bessanaw maaddee.					
23	Timirti Dawurothuwan imettiyawe taw lo77ee.					
24	Timirti imettiye qaalay Dawurotho laametowe taw lo77ee.					
25	Timirti Amaarathuwan imetiidi Dawurothuwa itti Dawurotho qaalana tamarisinto lo77a					

26	Dawurothuwan Tamaarisussay ittetho dethappe bollannikka imetintto taw lo77ee.					
27	Timirti Ingliizeethuan imetidi Dawrothu qaala Xalaala tamarissanaw go77ettinto lo77a.					
28.	Dawurothuwan tamarussay naana Ingliizeethuwane Amaarathuwa eraa guuxisee.					
E	Timirte Eranchatu.Oothanaw Bessiabatu Bolla Oosha.					
29	Dawurotho maxaafay giigode; Xaafetode shirigiigisodenne loohisso wodiyaani Xeella maaddaadi.					
30	Dawurotho maxaafay giigiyawode takka qofaa immaddi.					
31	Dawurotho maxaafay giigi simminkka kaalla xeellade giiganadan oothaadi.					
32	Dawurotho maxaafa bollan tamaratuka qofaa immanadan taani oochcha					
33	Dawurothuwan imettiya timirtiya mettohiya mettuwa hara astamaaratuwnnane talaggatuwana ittippe tobbetta eray.					
F	Dawurothuwan Imettiya Timirti Immiya Go77a Bolla Oosh.					
34	Dawurothuwan tamarussay naanay bare oonatethanne buqura dichanaw					
35	Dawurothuwan tamarussay Dawurotho qalay diccanaada oothee.					
36	Aatti qalan tamarussay gadiya naaganawunne polotikan ittu ittuwana maayeti de7anaw maaddee.					
37	Dawurotho qalan tamarussay ubba tamaratu timirtiya kaalanadane eranaadan oothee.					
38	Dawurothuwan tamarussay nu buqura, wogaa, oonatetha, geeshshatethanne hara gadiyanna qarati de7anadan maaddee.					
39	Tamaratu bare qalan tamaroppe bare heera metootenan eriino.					
40	Timirti Dawurothuwan imettode astamaarinne tamaari timirtiyan loythi tamaarsanawne tamaanaw maddee.					
41	Timirti Dawurothuwan imettode tamaari timirtiyan loythi kaallino					
42	Timirti Dawurothuwan imet tussay tamaariyanne astamaariya gakeetha daro minisee.					
43	Timirti Dawurothuwan imettussay tamaare naana Keetha eraane timirtte Keetha era meezetu ittippe gaketanadan oothee.					

44. Dawurothuwan imettiya timirti immiya hara dumma dumma go77attuwa xaafa

maaddowoo galatay!

Appendix- G
Addisaaba Universttiyan
La77etho Digiriya Timirttiya
Timirtte Kollojjiya
Timirtte Halchchuwane Kaaletuwa Dipartmentiya
Tamaarato Giiga Xuufe Oosha

Bonchchettata Tamaarato : Ha xuufe oosha halchchu Dawurothuwa qalan imettiya timirttiyaba xannayanawne biddi xeeli qofaa shishshanawaasa. Hintte immiya qofay ha xinaatiyaw daro go77iya gishshaw suure gideeda qofa immanaada ooshetiita. Hintte qfaykka qosuan oyqetiidi haxinaate xalaalaw go77ee.

Hintte maaddiawo daro galatay!

I. Gilleba

1. Ne suntha Xaapoppa!
2. Yeleta Laytha -----
3. “✓” malaata Saaxine gidдон wotha ne maayettiya xaaruwa besa.
4. Mattumma: Attumawa Maccawa
5. Koyro doona billo aati qalay: a. Dawurothuwa b. Amaarathuwa
c. Inglizeethuwa d. Haraa
6. Doona Koyro billo qaalappe Kaalli ne loytha Haasayanaw danddayiya qalay.
a. Amaarathuwa b. Inglizeethuwa Haraa Baawa

II. Dawurothuwan imettiya timirttiya cora metatuwanne go77atuwa

“✓” Malaata “ee” ne “gidenna” giya qofaappe garsan wothi hintte maayiya xaaruwa

M.P	Qofatuwa	ee	gidenna
A	Maxaafa metatuwa bolla Oosha.		
1	Ubba timirttiyawkka taw maxaafay de77ee.		
2	Itti Itti timirtiyaw taw maxaafay baawa		
3	Taw Itti maxaafikka baawa.		
4	Itti itti gede koshoode xeellanawukka maxaafa keethan maxaafay baawa.		
B	Ubba Metatuwa Bolla Oosha.		
5	Astamaaratu tamaare naana nabbabuwa oosuwan ittippe oothissikkino.		
6	Astamaaratu Dawurothuwan tamarisiidi daro wode Amaarathuwa qalan go77ettino.		
7	Ubba astamaaratukka qaranne loyhi eriinno Dawurothuwan tamarisiid.		
8	Astamaarratu Dawurothuwan tamarissanaw dosikkino.		
9	Itti itti oorathanne sayinse qaalatuu Dawurothuwan giiga maxaafan de77iino.		
10	Itti itti ittippe oyqettedda qaalatu taana nabbabanawunne xaafanau metoothiino.		
11	Itti itti pidolatu hara qalanikka misiyawantu taana nabbabanaw shaawiino.		
12	Ingilizeethuwan xaafetteda sayinse qaalatuwa astamaaratu qonccisi odanaw		
C	Dawurothuwan Imetiya Timirttiya Bolla Tamaaratu Xeela Biddiya Oosha.		
13	Dawurothuwan tamarussay ta Amaarathuwanne Ingilizeethuwa eraanne		
14	Timirtti Dawurothuwan imetiyawa taani dosay.		
15	Ta qalan tamaariya gishshaw timirttiya metobayinan elle eray.		
16	Amaarathuwanne Ingilizeethuwaka Dawurothuwa bolla gujja tamaanaw dosay.		
17	Dawurothuwan imetiya timirtiyani itti itti qaalatuwa xaafanaw taana metoothee.		
18	Dawurothu timirtte qaala gidowo annaaxxay.		
D	Tamaaratu Oothanaw koshiya Oosatu Bolla Oosha.		
19	Ta aawatuwane aayatuwa itti itti taw gelibeenaa qaalatuwaa oochcha sisay.		
20	Taw gelibeenaa qaalatuwa ta laggatuwanknaka oochchadene haasayaade eray.		
E	Dawurothuwan Imettiya timirttiya Go77a Bolla Oosha.		

21	Dawurothuwan tamarade ta oonatethanne buqura dichchanawe taw maata.		
22	Timirti Dawurothuwan imettussay taani timirtiyani loytha qaaxxanaadan maaddeda.		
23	Dawurothuwan imetiya timirti ta aawatunne aayatu taana ta golleni kiitettiyyaa timirttiyan maaddanadan ootheeda.		
24	Timirti Dawurothuwan imetiya gishshaw ooshaaninne zaaruwani taani loytha qaaxxay.		
25	Dawurothuwan timirttiya doommussay taw lo77o baaso.		
26	Dawurothuwan tamaariawan taani meto baynnan ta heerranne taana eraade qonccissanaw danddayay.		

maaddowoo galatay !

Appendix-H
Addisaaba Universittiyan
La77etho Digriya Timirttiya
Timirtte Collojjiya

Timirtte Halchchuwanne Kaaletlua Dipartmentia
Tamaare Naana Aawato/Aayato xuufiyan Giiga Qaala Oosha

● Bonchchettata Aawato/Aayato : *Ha xuufe oosha halchchu Dawurothuwa qaalaa imettiya timirtiyaba xannayanawanne biddi xeeli qofaa shishshanawaasa. Hintte immiya qofay ha xinaatiyaw daro go77iya gishshaw suure gideeda qofa immanaada ooshetiita. Hintte qofaykka qosuwan oyqetiidi haxinaate xalaalaw go77ee .*

Hintte maadiawo daro galatay !

- a. Yeleta laythay -----
 - b. Mattumma : Attumawa ----- Maccawa -----
 - c. Koyro Doona billo /aati qaalay -----
 - d. Hintte Oosu ayee ? -----
 - e. Timirtte Dethay -----
1. Timirtti Koyro dethan Dawurothuwan imettiyawa aymela xeeliite (lo77ee iitee)?
 2. Koyro detha timirtti naanay doona billo qaalaa imettiyawe tamaare naanay kumentha eraanna diccanaadan oothi ?
 3. Hintte naanay golle kiita/oozuwa oothoode naana maddi eritte qaalay hinttana metoothenna gishshaw ?
 4. Naanay Amaarathuwappe , Dawurothuwappe woyikko Ingliizeethuwappe lo77o tamaariyawenne daro muruta demmiyawee haqawaanee?
 5. Hintte naanaw tamarissiya maxaafay de7ii?
 6. Naanay timirttiya Dawurothuwan tamariyawa dosiino eriite?
 7. Tamaare naana maxaafay naana erannane laythanna like/like gidenna giya kanduwa Hinttana astamaaratu woyikko timirtte eranchchatu oochchi eriino?
 8. Hintte naana timirtte keetha maaddi eritte ?
 9. Aymela oosuwa hintte naana timirtte keethas oothi eriitee?
 10. Ay ayi mela metuwa xeeliite ha Dawurothuwan imettiya timirttiya bollan?
 11. Ha metatuwa digganaw ayaa ayaa ooxthintto lo77ee?
 12. Ha Dawurothuwan imettiya timirtti ayaa ayaa go77a immii?

Maadowoo galatay!

Appendix-I

LETTERS OF DAWURO LANGUAGE

(Formerly Used)

(Now on Use)

P. m	Wogga Pidoliya Gaytaa	Qeeri Pidoliya Gaytaa
1	A	a
2	B	b
3	C	c
4	CH	ch
5	D	d
6	DH	dh
7	E	e
8	F	f
9	G	g
10	H	h
11	I	i
12	J	i
13	K	k
14	L	l
15	M	m
16	N	n
17	NH	nh
18	NY	ny

19	O	o
20	P	p
21	PH	ph
22	Q	q
23	R	R
24	S	S
25	SH	Sh
26	T	T
27	TH	Th
28	U	U
29	V	V
30	W	W
31	X	X
32	Y	Y
33	Z	Z
34	ZH	Zh
35	7	

P.m	Wogga Pidoliya Gayitaa	Qeeri Pidoliya Gayitaa
1	A	a
2	B	b
3	C'	c'
4	CH	ch
5	D	d
6	D'	d'
7	E	E
8	F	f
9	G	g
10	H	H
11	I	i
12	J	i
13	K	k
14	K'	K'
15	L	l
16	M	m
17	N	n

18	NH	nh
19	NY	ny
20	O	o
21	P	p
22	P'	P'
23	R	R
24	S	S
25	SH	sh
26	S'	S'
27	T	t
28	TS	ts
29	U	u
30	V	v
31	W	W
32	Y	Y
33	Z	Z
34	ZY	Zy

Appendix-J

Reliability of Teacher Respondents' Items

```
/VARIABLES=Ite0001 Ite0002 Ite0003 Ite0004 Ite0005 Ite0006 Ite0007  
Ite0008 Ite0009 Ite0010 Ite0011 Ite0012 Ite0013 Ite0014 Ite0015 Ite0016  
Ite0017 Ite0018 Ite0019 Ite0020 Ite0021 Ite0022 Ite0023 Ite0024 Ite0025  
Ite0026 Ite0027 Ite0028 Ite0029 Ite0030 Ite0031 Ite0032 Ite0033 Ite0034  
Ite0035 Ite0036 Ite0037 Ite0038 Ite0039 Ite0040 Ite0041 Ite0042  
/SCALE('ALL VARIABLES') ALL/MODEL=ALPHA.
```

Reliability

[DataSet1] C:\Program Files\SPSS Evaluation\z piloting.sav

Scale: All Variables

Case Processing Summary

		N	%
Cases	Valid	6	100.0
	Excluded ^a	0	.0
	Total	6	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.990	42

Reliability of Officials' Items

```
Variables=Ite0001 Ite0002 Ite0003 Ite0004 Ite0005 Ite0006 Ite0007  
Ite0008 Ite0009 Ite0010 Ite0011 Ite0012 Ite0013 Ite0014 Ite0015 Ite0016  
Ite0017 Ite0018 Ite0019 Ite0020 Ite0021 Ite0022 Ite0023 Ite0024 Ite0025  
Ite0026 Ite0027 Ite0028 Ite0029 Ite0030 Ite0031 Ite0032 Ite0033 Ite0034  
Ite0035 Ite0036 Ite0037 Ite0038 Ite0039 Ite0040 Ite0041 Ite0042  
/SCALE('ALL VARIABLES') ALL/MODEL=ALPHA.
```

Reliability

[DataSet1] C:\Program Files\SPSS Evaluation\z piloting.sav

Scale: All Variables

Reliability Statistics

Cronbach's Alpha	N of Items
.991	42

Reliability of Students' Items

```
/VARIABLES=Ite0001 Ite0002 Ite0003 Ite0004 Ite0005 Ite0006 Ite0007  
Ite0008 Ite0009 Ite0010 Ite0011 Ite0012 Ite0013 Ite0014 Ite0015 Ite0016  
Ite0017 Ite0018 Ite0019 Ite0020 Ite0021 Ite0022 Ite0023 Ite0024 Ite0025  
Ite26
```

```
/SCALE('ALL VARIABLES') ALL/MODEL=ALPHA.
```

Reliability

[DataSet2] C:\Program Files\SPSS Evaluation\z piloting.sav2.sav

Scale: All Variables

Case Processing Summary

		N	%
Cases	Valid	20	95.2
	Excluded ^a	1	4.8
	Total	21	100.0

a. Listwise deletion based on all variables in the procedure.


Reliability Statistics

Cronbach's Alpha	N of Items
.979	26

Approval of Submission

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

Name: Getnet Tizazu (Pr.)

Signature: 

Date: 19th April, 2011



