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Assessment of Hindering Factors to Use Afarigna as a Medium of
Instruction in Afar Regional State: The Case of Some Selected Primary
Schools

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Acronyms and Abbreviations

ABE- .	Alternative Basic Education
ALSEC-	Afar Language Study and Enrichment Center
CSA-	Central Statistical Authority
FDRE-	Federal Democratic Republic of Ethiopia
HEIs -	Higher Education Institutions
MoE-	Ministry of Education
MoI-	Medium of Instruction
MTI-	Mother Tongue Instruction
N.d. -	No date
NGOs-	Non Governmental Organizations
PTA-	Parent Teacher Association
SNNPR-	South Nations, Nationalities and People Region
TGE-	Transitional Government of Ethiopia
TTC-	Teachers Training College
UN-	United Nations
UNESCO-	United Nations Educational Science and Culture Organization
UNICEF-	United Nation Children's Fund
USAID-	United States Agency for International Development

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Abstract

Now a day, the practice of mother tongue instruction is common in most of the regions in Ethiopia. Despite this Afar Regional State yet had not made it practical. Thus, the essence of this study was to assess hindering factors to use Afarigna as a medium of instruction in the Primary Education System of the Region. Hence, Zone one, and three Woredas- Dubti, Aysaita and Afambo out of eight woredas in this zone, were selected purposively on the basis of physical accessibility, familiarity to the researcher and proximity to the regional center. Among 44 primary schools in these woredas-seven (out of 21), four (out of 14), three (out of 9) i.e.14 primary schools were selected from each woreda proportionally using simple random sampling technique due to homogeneity of the region. In employing a descriptive survey research method, the study made use of questionnaire, interview and focus group discussion to solicit information from 94 teachers, 112 students, 28 parents, 14 school principals, eight Woreda and Regional Education Officials, two local linguists and two Regional Government representatives. Besides, document reviews were made to collect data. The quantitative data collected using questionnaire was analyzed based on frequency counts and percentage and the qualitative data was analyzed by summarizing the words of respondents. Accordingly, the following major findings were obtained i) the absence of native primary teachers, lack of native curricular experts and lack of initiation and decision by the decision makers hampered to use Afarigna as a medium of instruction; ii) The legal policy and the development of the language (Afarigna) factors were found to have no hindrance to use Afarigna as a medium; iii) Afarigna as a medium at primary level was a highly well come and eagerly awaited issue among all parents, learners and teachers; iv)The existing situation in Afar region was found rich in terms of opportunities to use Afarigna as a MoI; and v)The ongoing efforts made to use Afarigna as a working language and school medium was deservedly considerable. Thereafter, it was concluded that lack of decision and commitment of decision makers were the key inhibiting factors about the issue under consideration. Finally, the decision makers as well as those who involved in the education system at different level should be initiated and committed to implement the language policy in the region was recommended.

CHAPTER ONE

1.1. Background of the Study

Linguistic scholars define the term language in various ways. One of the scholars Pinnock (2009:7) defines it as follow. "Language is a set of signs, each of which expresses and contain an idea." The language that surrounds children from birth drives their learning and development. This starts with a baby responding to the language spoken around them. Language is a crucial means of gaining access to important knowledge and skill. It is the key to cognitive development and gives meaning to everything around us (Wet and Niemann, 1998:87).

Reinhartz and Beach (1997:219) noted "with out any adequate grasp of language it is impossible to cope with abstract ideas, for this reason, children must be encouraged to develop their language." The process of learning to think and interact through the first language works best when it involves stimulation from adult and other children in the home, and continuous with input from teachers at school. This gives children a strong foundation of both concrete and abstract ideas (Cummins, 2001 cited in Pinnock, 2009:7). In relation to this, unless children have good language proficiency, they become passive to exchange ideas, concepts and knowledge in the teaching learning process. Moreover, they cannot explore themselves and their environment, and promote them through the use of that language.

It is impossible to make education effective with out language. In this regard, Coombs (1985) notes that "language is a principal vehicle for teaching and learning, both teachers and learners have to have a good skill of language of learning to be successful in teaching learning process. According to Fasold (1993) cited in Altaye (2001:1), learners will not be able to read books and other instructional material unless they are not perfect in the language used as a medium of instruction. On the other hand, if they understand the medium of instruction, they will get the teaching-learning activity simpler to learn.

As supported by different scholars and UNESCO (1953), "a right of child to learn" is the selection and choice of the appropriate and right language of learning.

Beside to this Coombs (1985) reminded about the decision on which language to use as a medium of instruction is one of the most pedagogically difficult issue faced by schools in many countries. In this regard, Baker (1993) in Gharmai (1998:63) stated that the relationship between language and education in the curriculum are not immutable; they are relative to the major shifts and changes in the society in which education operates. So, language either as a subject to be studied or as a medium of instruction has to be appropriate to the age level of the learners.

Different scholars in different time have confirmed the importance of using mother tongue as a medium of instruction by arguing that students are likely to learn better if the medium of instruction is their own language. As Nelson and Cumming (1997), stated as child approaches to use his/her mother tongue as a medium of instruction, the easier will be the learning process.

Among many influential and relevant reports on language of education, the UNESCO Report (1953) on the use of vernacular language is the one that provided the international education context with a clear pedagogical principle. This principle advocates learners need to begin their formal education in the mother tongue. It is possible to use school curriculum to the local context using different means. Mother tongue among these means provide the expansion of people's awareness of self.

By considering this fact the report by UNESCO (1953) in Fasold (1984:293) expressed the importance of mother tongue in school curriculum as follows:

It is axiomatic that the best medium for teaching a child is his/her mother tongue. Psychologically, it is the system of meaningful sign that in his/her mind works automatically for expression and understanding. Sociologically, it is a means of identification among the member of the community which he/she belongs. Educationally, he/she learns more quickly through it than through unfamiliar linguistic medium (UNESCO, 1953:12).

From the quotation above one can realize that using mother tongue as a medium of instruction has great importance for children's psychological, sociological and pedagogical development.

Furthermore, concerning the choice of the correct language in educating the child for reason of its pedagogical benefit, the UNICEF convention on the right of the child states it as:

All children have the right to education and the right to learn and use their mother tongue (article 28). When children begin learning in their mother tongue they are more likely to succeed academically and are better to additional languages (1989:8).

The above article revealed that educating children in their mother tongue is more preferable and plays significant role in improving academic achievement.

The Education and Training Policy of Ethiopia (1994) similar to the above convention designed language policy in education as written in article 3.5 as follows:

Cognizant of the pedagogical advantage of the child in learning in mother tongue and the right of nationalities to promote the use of their languages, primary education will be given in nationality languages... Amharic shall be taught as a language of countrywide communication...English will be the medium of instruction for secondary and higher education... (TGE,1994:23-24).

Coombs (1985) supported the above idea as in early primary grades children should be initially instructed and made literate in mother tongue before being introduced to the second language. Also Neilson and Cummings (1997:81), in supporting the use of mother tongue as a medium of instruction added that children are over burdened, in trying to gain literacy and academic skill through a language that they are not proficient in, and therefore, they lead to be tracked out of the academic to repeat a grade and to drop out of the school.

Pinnock (2009:9) added that using mother tongue as a medium of instruction can definitely bridge the gap between home and school. Parents can assist their children by supplying useful information related to their studies. Children who taught in their mother tongue for the first four years of primary education moves to the better way of learning.

Beyond the mentioned benefits, there is no means to keep the minority language to survive in modern society without educating the child in the mother tongue. Hence, for

the minority language to survive in their respective communities, education should be given in the mother tongue (Collins, 1996 in Gashaw, 2007).

As Weva (2003) pointed out, though mother tongue as a medium of instruction is provided with numerous advantages, there are opponents of mother tongue who argue that local language alone can not bring the quality of education; they suggest that the school more or less can not be successful with the only contribution of the language policy and language practice. So, many programs which try to implement mother tongue education did not go beyond the experimental phase.

According to Mialaret (1979), the demand of material and human resource supply, production and publication of teaching material are economic challenges of mother tongue education. Similarly, Fasold (1984) stated that the use of mother tongue as a medium of instruction with the absence/shortage of instructional material, lack of alternative references, shortage of well trained teachers and insufficient vocabularies has no meaning and an attempt with no outcome.

The effectiveness of mother tongue education is influenced by the attitude of students, teachers, parents and community members both positively and negatively. According to Philips (1989), cited in Shimelis (2004:25) finds out that the attitude of the learner is an essential element to be considered during decision making on how to use and which language to offer in schools. Hence, the support of parents is an essential component for the implementation of mother tongue educations, the language learned at school must be reinforced at home. And if parents practiced it repeatedly, the children attitude is likely to be positive towards mother tongue education in both at school and home. On the other hand, due to community and teachers objection about mother tongue education, learners will develop negative attitude towards mother tongue usage as a medium of instruction (Fishman, 1987; Stiles, 1997 in Tesfaye, 2008:25).

The aforementioned points seems to sufficient to conclude that the language of education should be the language most known, used, loved and respected by the learners in a particular and speech community in general. However, in the previous regimes in

Ethiopia, diversity of culture has not been given attention this much. Amharic alone was allowed to involve at each and every circumstance being taught as a subject and as a medium of instruction at primary level through out the country. This event was discouraging the right of all nations in both academic and political perspective (Gharmai, 1998:58).

Consequently, Ethiopia has gone much farther than many other countries in actualizing mother tongue instruction. Its Educational Policy has tried to assess the linguistic need and problems among nationality language and introduce guidelines in its Constitution, which enable to facilitate the application of their culture and language in both spoken and written form. By taking this opportunity, Regional states have developed language of instruction policies according to regional circumstances. Currently, in most regions of Ethiopia, the first cycle of primary schools is conducted in the regional language.

Pastoralists across the nation are benefiting from, the first grades of education being conducted in a language they understand. Oromia's pastoralists are little affected, because they live in a region where 30 million people speak the same language they do. This has widened their opportunities and a much higher percentage of Oromo pastoralists are found with 10th grade education. Pastoralists in Afar are becoming literate in a script that for centuries was not written. However, the main medium of instruction, especially in formal schools, is still Amharic. Somali pastoralists are becoming literate in a language that is prevalent across three –four nations. Pastoralists in South Omo are becoming literate in the national language, Amharic, while their mother tongues still remain rarely written. Mother tongue policy has not benefited them when their language groups are considered to small to warrant government investment (USAID, 2008:77).

As stated above, in Afar Regional State, Amharic is still persisting as a medium of instruction at primary schools. This entails the heart of the study.

1.2. Statement of the Problem

It is potentially challenging and pedagogically difficult issue to decide on which language to use, how to use and when to use as a medium of instruction in different societies and schools in many countries (Spencer, 1997 Cited in Getu, 2006:5).

According to Dessalew (2002:7), in the previous regimes indigenous languages had no position to be medium of instruction due to the fact that they lead to threaten national unity. But, after the down fall of those regimes the Constitution of the Federal Democratic Republic of Ethiopia article 39 sub article 2 states that every nation, nationality and people in Ethiopia has the right to speak, to write and develop its own language (1995:33).

Moreover, the Education and Training Policy of Ethiopia (TGE, 1994) gives the chance to nation and nationalities to use their language as a medium of instruction in primary schools after doing the necessary preparation. Handling this chance, most of the regions have implemented their national language as a medium of instruction.

In contrary to this fact, as research done by MoE, (2006:61) revealed and as far as the researcher knowledge is concerned, Afar Region until now lags behind to use mother tongue (Afarigna) as a medium of instruction in its primary curriculum except in its Alternative Basic Education (ABE) program. Besides though it is impractical, the regional government has passed decision to use Afarigna as a working language in the previous two or three years.

Taking in to account all these, this study aimed at investigating factors that hinder to utilize Afarigna as a medium of instruction in first cycle primary school of Afar region, pointing out opportunities to use Afarigna as a MoI and suggest possible recommendations. Having this general purpose in mind, the study tried to come up with possible answer for the following basic research questions.

1. What are the hindering factors to use Afarigna as a medium of instruction in first cycle primary schools of Afar Region?
2. Do the attitude of students, teachers and parents obstruct the decision makers to use Afarigna as a medium of instruction?

3. What are the available opportunities to use Afarigna as a medium of instruction?
4. Are there preliminary efforts to implement the language policy parallel to inhibiting factors in the primary education system of the Region?

1.3. Objective of the Study

The general objective of this study is to investigate factors that inhibit to use Afarigna as a medium of instruction in first cycle primary school of Afar region. With this general objective, the study tried to address the following specific objectives:

- To spell out pertinent problems that hamper to use Afarigna as a medium of instruction in first cycle primary school.
- To see whether or not the attitude of students, teachers and parents obstruct to use Afarigna as a medium of instruction in first cycle primary schools.
- To identify the opportunities available in the Region to use Afarigna as a medium of instruction.
- To assess preliminary efforts to implement the language policy in the first cycle primary schools in spite of some hindering factors.

1.4. Significance of the Study

This study is expected to come up with findings which would contribute to investigate the problems that blocks the implementation of language policy related to education. In that the study would make the decision makers be aware of the type of problems blocking the implementation of mother tongue education and thereby to make necessary amendments on the already existing system of education in the region.

Finally, the first in its kind to deal with school language policy in Afar region, the originality of this study inspire a potential of new study area in a broader, scope and wider context.

1.5. Delimitation of the Study

The main purpose of the study is to assess the hindering factors to use Afarigna as a MoI in first cycle primary schools. Hence, the study was delimited in terms of:

i) Geographical domain- zone one of Afar Regional State, and 14 primary schools from three Woreda- Dubti, Aysaita and Afambo.

ii) Assessing hindering factors-

- Availability of native trained teachers, native curricular experts and educational materials in Afarigna.
- Level of development of Afarigna
- Legitimacy and Policy directions to use Afarigna as a medium
- Attitude of learners, teachers and parents towards Afarigna medium
- Opportunities available in the region to use Afarigna as a MoI and Regional efforts made to use Afarigna as a MoI, despite these existing problems.

1.6. Limitation of the Study

The study has the following limitations:

1. The major limitation was a language barrier. The researcher is not as fluent as natives in Afarigna, and was forced to use translators during focus group discussion and interview. This might have a bit of impact on the quality of data.
2. Due to hot weather condition of the study area, schools were only functional in the morning shift. This has made difficult to collect data on time from all sample schools.

1.7. Operational Definitions

- **Mother Tongue:** The language which children acquire in early years in which he/she starts listening and speaking for the first time in his /her life and use it in home for communication.
- **Medium of Instruction:** is the language used in the school for teaching- learning process or the language used by students and teachers in school communication.
- **First Cycle Primary School:** school level in primary school, which is from Grade 1 - 4.

1.8. Organization of the Study

This study comprised five chapters. Chapter one provides the background to the study, statement of the problem; aims and objectives of the study; significance of the study, delimitation and limitations of the study and finally, definition of terms. Chapter two covered review of related literature. The research methodology and research designs, samples and sampling technique, the data collection instrument, procedures for data collection and method of data analysis is described in chapter three. Chapter four dealt with data presentation, analysis and interpretation. Data is presented in tables under several headings and findings are discussed. Finally, Chapter five presents the summary of the study, conclusions drawn and recommendations forwarded.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1. Language in Education

People often believed that, it is through education that society prepared its generation with adequate knowledge, skill and attitude that enable an individual to participate in the social, economic and political activities and to become fit to position of higher responsibilities. It is also possible to transmit and preserve cultural heritage and other experiences to the new generation through education. To make this tasks practical language in education is very crucial (Limage, 1998). Limage points out the role of language in education as: "Language as part and parcel of the cultural heritage is used in the thought process that leads to the inventions and creations that transform human live and enrich the corpus cultural heritage"(1998:13). This shows, it is a means by which the speakers express about themselves so that it gives the chance to deal with the values, culture and attitude.

Language is a powerful means of communication which has enabled us to be more developed in comparison to the other creatures so far found in the world and it is the central feature of all human culture (Comrie, 2005 in Regmi, 2010:1). Therefore, it seems logical to consider language as a fundamental characteristics of cultural identity and empowerment not only as a tool for communication and knowledge.

The linguistic diversity of many countries can make educators or policy makers feel it is simpler to have one or at most two main languages of education. In these countries, where many people live in rural areas without access to national or foreign language, it seems to be a good idea to make these languages accessible to children through the school system (Pinnock, 2009:3). Hence, it leads to conclude with the ideas that filling the school environment with the language that children need to learn from as early age as possible.

On the other hand, as the learner grows up and continues on the steeping stage of education, success depends mostly up on the learner's skill in the instructional language. In relation to this, Spolsky (1972) and Thomas (1990) in Altaye (2001:2) noted, that students who lack

sufficient language skill not only fail to express ideas in the language but they also fail in the other subject area as well. Thus, the choice of the language of instruction is the central issue.

2.2. The Meaning of Mother Tongue

The term mother tongue, though widely used may refer to several different situations, a number of researchers have discussed it accordingly. Pinnock (2009:4) describes it as: "Mother tongue is the main language used constantly from birth to interact and communicate with a child by their careers, family, friends and community." This implies that a mother tongue is a communicative means by which a child gets socialized right after birth.

Additionally, UNESCO (2003) expressed it as:

The language (s) one identifies with or is identified as a native speaker by others, the language (s) one knows best and the language (s) one uses most. 'Mother tongue' may also be referred to as 'primary' or 'first language' (2003:15)

Similarly, Skutnabb (1988) in Murray (2007:75) suggests four criteria in defining mother tongue:

Origin – the language (s) one learned first.

Competence – the language (s) one knows best.

Function – the language (s) one uses most.

Identification

- Internal – the language (s) one identifies with
- External – the language (s) one is identified as a native speaker by others.

Port (1988) and Emenanjo (1990) in Muluaem (2006:4) have had their own views on the term mother tongue and argue that the mother tongue is not necessarily the language of the mother or the father or one of the two. However, it could be the language used by the community to which he/she belongs of he/she has already acquired that language. In other word a mother tongue does not necessarily mean a language that a child inherits by birth from his /her immediate parents, but rather it is the first language that he /she acquires from the community that he/she grows up.

2.3. Mother Tongue as a Medium of Instruction

Medium of instruction in or out of the school refer to the language used for teaching the basic curriculum of the educational system (Ball, 2010:8). However, mother tongue instruction may have two connotations: teaching mother tongue itself and imparting formal education in the first language of students. But, while we talk about mother tongue instruction we mean imparting formal education in the first language.

The relationship between children's mother tongue and medium of instruction in the school is inseparable. In line with this Pinnock (2009:15) points out the key idea about the relation between children's mother tongue and medium of instruction as:

Education needs to enable children to build on what they know and link ideas together. If children are faced with an unfamiliar language on entering school, it is extremely difficult for them to make those links. Learning new ideas and new language separately, in small steps, is easier than trying to learn a new concept in an unknown language which is almost impossible.

This implies when children are made to be educated in their mother tongue at the early primary level, they can associate ideas and understand concepts much faster than through language which is unfamiliar for them.

Learning in language which is not one's own provide a double set of challenges, not only the challenge of learning a new language but also that of learning new knowledge contained in that language (UNESCO, 2003). Similarly, Cummins (2003) noted that schools should build on the experience and knowledge that children bring to the classroom, and instruction should also promote children's ability and talents.

Extending this idea, another scholar Kangas (1994) in Watson (2007:252) argues that in a civilized state, there should be no need to debate the right to maintain and develop the mother tongue. It is a self evident, fundamental linguistic human right. It means, the right to learn the mother tongue, orally and written, including, at least, basic education through the medium of the mother tongue, and to use it in many official context. This is the reason why Jones in Muluneh, (2000:14) states that, there is no greater injustice than deprive them of their own language.

Even though the issue of mother tongue education as a medium of instructions is an accepted agenda in many countries, different authorities argue against mother tongue instruction at school by supporting its draw backs (Weinstein, 1983), by listing reasons such as lack of textbooks and other reading materials, shortage of trained teachers in the medium of instruction, the language has no grammar and alphabet, the language is weak to translate science and technology, and mother tongue prevents acquisition of second language.

Generally, the question of selecting language for instructional process is the prior concern in the provision of education. As a result of this, some scholars favor the use of mother tongue as a medium of instruction in schools, while others advocate the use of common language throughout as a medium of instruction. Below are different views of mother tongue instruction.

2.4. Views on Usage of Mother Tongue as a Medium of Instruction

There is debate whether students to be taught in their mother tongue or in the language that has international or national recognition. Both of the arguments may have their own rational and theoretical back up.

2.4.1. Arguments of Proponents of Mother Tongue Instruction

Research evidences (E.g Lockheed and Verspoor,1991:153 and Unchendu,1993:53) confirming the benefit of mother tongue education throughout the world demonstrate that children generally do best in their mother tongue, because it is the language they know most. Findings in (UNESCO, 1953, 2003) emphasized that, in every corner of the world young children are learning languages at home that differ from the dominant language used in their boarder social world. These children arrive at early learning program such as pre-school and primary school with a precious resource: their mother tongue. Since 1953, UNESCO has supported children's right to their mother tongue, and advocated maintenance of linguistic and cultural diversity through language in education.

Generally, educators who argue in goodwill of it perceive the benefit of using mother tongue as a medium of instruction from general point of view. The following are some among the many.

2.4.1.1. Pedagogical Benefits

Among the other benefits the one that the UNESCO committee of 1953 states that the best medium for teaching a child is the mother tongue through which children understand better and express themselves freely. This reveals that without understanding the language of learning, children cannot be effective to dig out the subject matter of any subject that they learn in the school.

Other proponents of mother tongue Cummins (1991) and Siegel (1996) in Shameen (2007:43) substantiate their idea that when children have developed sufficient competence in their mother tongue or first language they are better able not only to acquire a second language but are able to transfer their cognitive abilities to their second language relatively easy.

Moreover, the mother tongue can scaffold learning during group task where students use it for planning, discussion, brain storming and reflection. Young children and whole communities can in fact benefit from education system in which two or more languages are used and where the mother tongue is valued for learning. Furthermore, another research revealed, children who have not learned in their mother tongue well, will not learn in second language. The first thing the child experiences in schools is unfamiliar language used as a medium of instruction. As a result, the students neither master the subject nor the language (Dutcher, 1982 and Poth, 1988 in Dessalew, 2002:13). In this sense, early instruction geared in the language other than a mother tongue will endanger learning of both the lesson and the medium itself.

Similarly, Pinnock (2009:8) stresses the pedagogical advantage of using mother tongue as a medium of learning as, if children do not learn about abstract or academic concepts in their mother tongue, they will find it almost impossible to understand or use second language words that relate to those concepts. Learning to read and write in an unfamiliar language works against literacy. When a child does not already know the idea expressed by the word, learning to write or say the word is not literacy- it is simply repetition. This implies, if

literacy to occur, lesson, idea and concepts delivered should be made relevant to the actual reality in the immediate environment that the child knows through his /her first language.

To sum up, when mother tongue is adapted as a medium of instruction it is pedagogically, known that students will develop their own way of understanding and making their own knowledge to enhance and make education meaningful.

2.4.1.2. Psychological Benefits

Mother tongue in the first year of schooling enhances continuity in the learning process of the child and maximizes his/her intellectual development. On the other hand, the gap between the home and the school language may introduce feelings of insufficiency and resentment towards the self, the teacher and the school (UNESCO in Emenanjo, 1990:68).

According to Emenanjo, linguists have agreed that at five years of school age, the child has already acquired a reasonable degree of competence in his mother tongue and can express himself adequately. But, if the child is forced to learn in a language other than his/her mother tongue, he/she has to start all things to learn and express him/herself in the medium that he/she did not know. Consequently, this naturally made the cognitive development to be retarded.

Moreover, the UNESCO report of 1953 in Fasold (1984:293) sum up the psychological benefit of mother tongue education by arguing that mother tongue is the system of meaningful signs that it works automatically for expression and understanding in the children's mind.

2.4.1.3. Socio Cultural Benefits

The ideal bilingual or multilingual education system takes into account the language known in the community and their relation to various aspects of community and national life. This includes the mother tongue of the resident population and the other languages they know and use. First of all, the mother tongue plays a crucial role as the language of identity of a group and one which probably has the greatest effective pull (Joseph, 2004. in Shameen, 2007:42).

Thus, mother tongue education enables students to secure their identity within their own groups and again the ability to participate in the wider society.

Each linguistic group may do have their own culture. Multilingual education can promote greater social tolerance among linguistic group. By facilitating the integration of different cultures and traditions in to the curriculum, the use of local languages can enrich the content of education for all children (Benson, 2002 Cited in Ball, 2010: 41).

When children are offered opportunity to learn in their mother tongue before introducing a second language as a medium of instruction they may got lots of advantages. In relation to this, as children are learned in their mother tongue in the early years they are more likely to enroll and succeed in school, parents are able to communicate with teachers and participate in their children's learning (Kosonea, 2005 in Ball, 2010).

Using mother tongue as a medium of instruction enable the child to become rooted in his own culture and shape his/her identity (Morsey and Limage, 1987). In addition, Hovens (2002) in Ball (2010:2) also points out that mother tongue education benefits disadvantaged groups including children from rural and indigenous communities especially girls who tend to have less exposure to an official language.

Since languages develop through use, unless children use their mother tongue for education, the child's community language will never become fully developed for more abstract and academic use (Pinnock, 2009:8). Generally, to develop one's language in the community there should be a need to make it medium of instruction in the school program.

2.4.2. Arguments against Using Mother Tongue as a Medium of Instruction

Even though, most scholars support and recognize the importance of mother tongue instruction, there are also others who disfavor the use of mother tongue as a medium of instruction. These opponents on the use of mother tongue as a medium of instruction support their argument mainly on some limitations which are listed below.

2.4.2.1. Political Problem

Scholars who believe mother tongue education as a cause to threat socio political unity refuse its practicality. Weinstein (1983:138) for instance, argue that there exists disruption of efforts to build and maintain national solidarity, when the society uses each and every language for all the same political and economic functions. According to Weinstein "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 this idea another scholar Williamson, in Emenanjo (1990:15) explain that the development of feeling of national unity is seriously affected by encouraging the mother tongue as a medium of instruction. Rubunza (1998) in Shimelis (2004:19) also points out that the use of ethnic community language in education creates tribalism, especially the newly emerged fashions of forming groups based on ethnicity leads to ethnic disorder and strong affiliation.

In addition, there may be a fear of offending political sensitivities, increase ethnic tension or contributing to national disunity (Dada in Corson, 1990). According to him, ethnic tension as well as establishment of formal constraints that hinder national integration is caused by such language policies. Therefore, it can be believed that teaching a child in mother tongue can obstruct citizens to communicate with one another, thus can disintegrate the countries and preparing citizens not to be in a global economy.

2.4.2.2 Economic Problem

Beside the political problem, another argument against the use of mother tongue education is the economic problem. Supporting this idea, Mialaret (1979) forward that publication of textbooks, producing of teaching material, training of personnel, etc in all nation and nationality language require plenty of money.

Similarly, though mother tongue education is advantageous in children instruction, the cost to introduce new medium: salary of linguists, teacher training, cost for specialized team in the development of the language and additional reference materials to be acceptable to local

communities seems to be impossible to provide for mother tongue education (Neilson and Cumming, 1997:99). Fasold (1984:303) also strengthen this idea that setting up mother tongue to be used as a medium of instruction is an expensive business. The benefit would have to be considerable to justify the cost. Therefore, decision to use mother tongue as a MoI should base on a sufficient and thorough cost-benefit analysis. So, the idea of these scholars, stress on the wide range use of other languages than mother tongue to prevent this cost.

2.4.2.3. Objection to Use Mother Tongue as a Medium of Instruction

Some people who are native speakers of the local language may refuse the benefit of the mother tongue in education and may be convinced that they become disadvantageous while using the mother tongue as a medium in education.

UNESCO (1968) in Fasold (1984:296) points out; speakers of some vernaculars are very much opposed to their own languages being used in their children's education. They may feel that the only path to advancement is via national or world language, and their own language is nothing but a barrier. This implies, countries should go to great lengths to provide mother tongue education for their children.

2.5. Factors to be considered to Use Mother Tongue as a Medium of Instruction

2.5.1. Planning and Preparation

Planning is the process of preparing a set of decision for action in the future directed at achieving goals by optimal means. This applies equally to educational planning i.e. language use planning (Door, 1963 in Frojalla, 1993:168). Careful planning results in successful implementation of the curricula. Hence, planning addresses needs and resource requisite for carrying out intended action. It also involves establishing and determining how to administer policy that will govern the planned action (Ornestein and Hunkins 1998:302). Moreover, Fullan (1991) added that without careful planning and assessing of needs, practical changes cannot be achieved. Thus, in planning mother tongue to use as a medium of instruction, it seeks the collaborative role to carry out new curriculum objectives.

In general, one of the major factors to be considered in planning mother tongue as a MoI is to assess the need of various stakeholders: teachers, students, parents and community especially

in the education system. These stakeholders may have two or more identities and different interests. For instance teachers might be encouraged to teach students in mother tongue thinking that it is pedagogically important. However, parents may want the best in life for their children to make them competent in the language of wider communication. Thus, multilingual countries should give great attention in identifying the interest of parents and the community when they plan to use mother tongue in the education system.

2.5.2. Availability of Mother Tongue Related Educational Materials

Among the others, one important factor that facilitates or hinders the use of multilingual education curriculum is the existence of educational materials. In relation to this African Countries Ministries of Education in Harare 1982 reported that even though the tendency of African countries to use their own language as a medium of instruction is increasing from time to time, the problem faced by scarcity of teaching materials and additional literature is still an obstacle (UNESCO, 1982 in McNab, 1989:15). Thus, the actual use of a mother tongue education should be preceded by rational preparation and production of adequate educational materials in the language.

On the other hand, Amare (1999) suggests that availability of suitable material, their appropriate selection, preparation and utilization is extremely important to have success in teaching learning process. This reveals the absence or scarcity of educational materials in mother tongue affect the implementation of mother tongue education and it requires not only the quantity but also the type and level of utilization that matters in the effective use of mother tongue education.

As Fuller (1986) in Dessalew (2002:25) extends his idea, the major problems are how to produce sufficient textbooks cheaply and at the same time to ensure the accessibility of the material to the pupils in the school, particularly in rural areas. Thus the introduction of mother tongue education requires looking in to cost of production and equitable distribution of the necessary educational materials.

Moreover, it is highly problematic to estimate the cost to produce educational materials in local languages. This is not only because of data limitation, but also, because the cost is infinitely variable. Beside to this the benefit of vernacular education may be limited on

students' education under the absence of supplementary reading materials published in mother tongue (Vawda, 1998:569). So, reasonable amount of contingency should be included in planning the cost of educational materials. Besides, efforts should be made beyond availing the necessary educational materials as textbooks to include other relevant materials. As a result of this, the availability of these materials determines not only the uniform utilization of the language but also enhance the development of the language. Thus, the absence of textbooks and other supplementary reading materials published in the mother tongue, may limit the benefit of local language instruction under the system.

2.5.3. Availability of Trained Teachers in the Mother Tongue

Trained teachers in the language of instruction are the fundamental resources to implement instruction. Komarek (1996) in Altaye (2001:23) states that one of the major problems to implement mother tongue as a medium of instruction is the difficulty of getting well trained teachers. Therefore prior to implementation of MTI it is essential to have and to produce adequate number of teachers in the language.

In addition, Dutcher (1995) clarifies that teaching in vernacular language with which the teachers do not use in their own schooling; such teachers must receive special training and ongoing training to be efficient in the language they teach. Unless teachers acquire the necessary technical and professional skill to teach, it will be tedious to implement mother tongue instruction. Since the mere availability of native trained teachers may not alone guarantee the effective implementation of MTI unless they themselves have professionally trained and attend schools or have a special training on the same language. This was the case when teachers were made to teach in Amharic while they were trained in English medium.

Moreover, teachers who are going to teach in vernacular language class should be trained in the same language which is used as a medium of instruction in the school (Hymes, 1964 in Altaye, 2001:25). He further explains that those teachers who are trained in a language other than their own will not teach the vernacular students properly because of the limitation of their language skill. This can lead one to conclude, unless teachers are proficient in students' mother tongue they cannot teach well in the class room.

Generally, developing countries like Ethiopia which have diversified society need to train teachers in different medium of instruction. This however, could not be possible due to shortage of money. Hence, countries should sacrifice both human and financial resources to train competent teachers to make the implementation of mother tongue based curriculum successful.

2.5.4. Language Development

A language that is ready to serve as a medium of instruction need a large development effort (Fasold, 1984:306). Fasold further explains that besides the size and nature of the vocabulary, development means whether or not the language has writing system, how suitable the writing system is for print technology, the degree of language standardization beyond orthography, whether or not there is a literary tradition in the language, whether or not there are existing pedagogical materials for the language (that have been prepared by missionaries, or by the community itself), and how easy it will be to recruit and train teachers who can teach through the language. This implies that a language must be examined in light of these variables to see how far it develops to use as a MoI. Thus, the language to be used as a medium of instruction should enable both the learner and the teacher to describe what they want to say and communicate as easy as possible.

2.5.5. Attitude towards Mother Tongue Instruction

The achievement of mother tongue instruction policy depends on people's attitude towards the mother tongue. Thus, language attitude is one of the subjects that social psychologist have found useful (Fasold: 1984:147).

With regard to this, the mentalist Williams forwarded that attitude is an internal state aroused by stimulation of some type and which may mediate the organism's subsequent response (Williams, 1974 in Fasold, 1984:147). He further added that attitude studies can be language attitude of teachers and language attitude of second language learners which reveal the effect of teachers' attitude towards language of instruction and the learners' attitude towards the language that they learn (Fasold, 1984:170). This indicate that attitude is one of the central factors that needs due attention to plan and use mother tongue as a MoI as far as language is concerned be it as a medium or a subject matter.

Furthermore, Nyawaranda (2000) in Shimelis (2004:24) determines how quickly a child learn is not the language he/she uses, but the attitude of his/her parents, peer groups and teachers towards the language used. Hence, a clear knowledge of the attitude of society towards the language use for instruction is essential for those who are engaged in educational language policy making.

2.5.5.1. The Attitude of the Learner

It is important to consider learners attitude towards the medium of instruction before making decision about medium of instruction. According to Nunan and Lamb (1996), the effect of attitude on learning is mentioned as follows:

The attitude of learners towards the target language, the learning situation, and the role that they are expected to play within that learning situation will have an important effect on the learning process. It will therefore have implications for the management of learning. If the learner has a negative attitude towards the language, the culture, the class room or the teaching learning can be impaired or even rendered ineffective (Nunan and Lamb, 1996:216).

From what is being stated above attitude towards language has strong impact on the environment, management of learning and learning itself.

Similarly, Philips (1989:65) pointed out assessing the attitude of the learner to be positive or negative towards the medium of instruction need the decision that which language is appropriate for school purpose. This indicates that learners are key-players to choose the language to be used as a medium similar to their teachers, parents and communities. Hence, the MoI should be the language that contribute to and relevant for the learners' purpose.

2.5.5.2. The Attitude of the Teacher

Considering the attitude of teachers in mother tongue education is crucial. Regarding this, Corson (1990) states that teachers' attitude towards the medium of instruction is a worth dealing factor that inhibit the introduction of mother tongue education. It implies unless their attitude towards mother tongue is positive, they may not be motivated to deliver instruction effectively.

As Ornstein and Hunkins (1998:321) point out, teachers with their knowledge and competencies must continue to be central to any curricular improvement effort. They added that since there is no doubting that teachers influence students learning, unless their attitude towards the medium of instruction including the curricular change is positive, curriculum innovation is impossible. Moreover, the quality of education is highly affected unless one cannot consider the interest, attitude and ability of teachers using that language as a medium of instruction (Minga, 1997 in Shimelis 2004:26). Thus, the attitude, values and abilities of the classroom teacher have a good account for the progress and application of mother tongue as a medium of instruction.

This implies that when teachers began to undermine the children's language and use other language as a medium during the instructional process, consequently, the children can develop negative attitude towards their mother tongue.

2.5.5.3. The Attitude of Parents and the Community

As several studies indicate the attitude of parents in particular and communities in general have of great influence in the success of school language policy. For instance, Fasold (1984:306) finds out that some communities might not even want their language used as a medium of instruction. Sociolinguistic forces of one kind or another may have brought about the attitude that the mother tongue is the best language for home and community. But to use it in school is simply not appropriate, because it needs to have the required level of development for the intended purpose i.e. to be used as a MoI.

Successful implementation of the new curricular innovation requires community trust. The complexity of change and that planned change is essential if innovation is to occur systematically in the school (Ornstein and Hunkins, 1998:324). This indicates that any change whether particular (change in medium of instruction) or general (over all curricular change) community trust or attitude for that change is a considerable factor.

2.6. Language Policy and Language Policy Making

2.6.1. Definition of Policy and Language Policy

Policy process is a crucial element in educational planning; it is essential to clarify concepts of policy making before proceeding any further. According to Hadd (1995:19) Policy is defined functionally to mean an explicit or implicit single decision or group of decisions which may set out direction for guiding future decision, initiate or retard actions, or guide implementation of the previous decision. However, policies differ in terms of their scope, Complexity decision environment, range of choices and decision criteria.

Language policy needs to include a clear set of principles which explain the constitutional clause, to indicate which languages are recognized for official purpose (in Legislation, Government, and Communication, in national, regional and local administration and in education). Language policy itself however, is insufficient guarantee that the different sector of Government or Civil society will understand how best to implement Policy (Heugh et al 2007:19). This implies it is essential for governments to develop clear guidelines for language policy implementation.

By and large, the advancement of national development requires valuable language policy to make the relationship between language and education to be firm and for the sake of other social, political and economic benefits.

2.6.2. Language Policy Making

Policy making is the first step in any planning cycle and planners appreciate the dynamic of policy formulation before they can design implementation and evaluation procedures affectively (Hadd, 1995:20). According to Yalew (1997:472) it is necessary to gather adequate information on the languages in the society to determine major languages and to assemble socio linguistic information about them before putting the political decision to use the local language. Besides, it requires planned and organized consultation with parents, school administrator, teachers union and should have to be supported by research on linguistic preference of the pupil themselves. Hence, the interest of the parents in particular and the community in general should be clearly treated as a major factor in choosing the language used as a MoI before passing the decision.

Therefore, to establish any language policy making it is essential to study, the attitude of parents, student, teachers and other related bodies being it enhance the implementation of educational program to have the intended educational objectives.

2.6.3. Language Policy for Education in Ethiopia

In Ethiopia, the exact date for the introduction of indigenous education is not well known (Woube, 2005:51). However, the church became a formal indigenous institution which constituted the traditional culture and provide the only schools at the beginning of the fourth century A.D (Yalew, 1997:401). At the time even though there is no the language policy, Geez was used as a medium of instruction in the church school for centuries (Pankhurst and Bowen, 1976:307). Besides, as Woube (2002:56) and other scholars pointed out, at the side of the church education there was quranic education which started its function at the seventh century when Muslim Religion first spread in the country.

The introduction of modern education was inevitable even if the church has the power to control every segment of the country's life, economy and politics. During the early 20th century, whether the church or the quranic education were not in a position to satisfy the political, economical and foreign relation of the country (Woube, 2002:61). This low potential of traditional education to cope up the challenges in all aspects was led to the introduction of modern public education in 1908.

2.6.3.1. The Period from 1908 – 1935

In the history of modern education in Ethiopia, it was a good event that Emperor Minilik opened the first government primary school in Addis Ababa, which aimed at producing Ethiopians who are competent in European language and for maintaining the sovereignty of the country.

According to McNab (1989:77) even if there are two traditional Ethiopian languages, Geez and Arabic, and a well developed language, Amharic, European languages were used as a medium of instruction in modern schools. He further added that pupils had to learn, read and write in their native language before beginning the European language at the Swedish

mission schools. This period was highly dominated by European languages such as English, French and Italian as a medium and a subject to be learned too.

2.6.3.2. The Period from 1935 – 1941(The Italian Period)

In 1935 when Ethiopia was occupied by fascist Italy, there was an attempt to introduce ethnic based language policy in to the country. By 1938, an Italian proclamation put the country in to six divided administrative Regions with the language of education- namely, Tigringa and Arabic in Eritrea, Amharic in Amhara, Amharic and Oromifa in Addis Ababa, Harari and Oromifa in Harar, Oromifa and Kafficho in Sidama and Somali in Somalia (Pankhurst 1974 in Heugh et al, 2007:46). Such a policy was understood as separatist movement which led to the division of the nations and to rule them based on ethnic and religious background but not for pedagogical purpose (McNab 1988 in Heugh et al, 2007).

In general, though the ethnic based language policy was not deliberately done for the sake of keeping the right of nations, it was served as a benchmark for the implementation of local language instruction in the country.

2.6.3.3. The Period from 1941-1974

When Italy left Ethiopia in 1941 English became the dominant language of instruction at all levels of education until 1958/59, at the time when Amharic was officially declared the language of instruction of primary education (Grade 1-6). That was an immediate result of the promulgation of the 1955 Ethiopian Constitution which stated that Amharic be the official language of the country (McNab, 1988 in Heugh et al. 2007).

Thus, the language policy gave one indigenous language, Amharic; the higher status of being used as a medium of instruction, and it also offered a partial linguistic and cultural freedom from the power of English language. Besides, it makes the policy relevant by bridging the gap between the children's home and the school, at least for speakers of Amharic for pedagogical benefit.

2.6.3.4. The Period from 1974-1991(The Period of Socialist Ethiopia)

In socialist Ethiopia, the basic political and social based students' questions, which were wide spread throughout the society and the military, resulted in massive opposition which led to the overthrow of the Emperor in 1974.

Since students' question was the right to use and have recognized all ethnic languages and cultures, consequently, Ethiopian nationalities were given the right on paper to use their languages for educational, cultural, historical and other purposes. Nevertheless, the government policy in practice was not as it was expected. The only exception was the fact that the government employed about fifteen languages (Amharic, Oromigna, Tigrigna, Wolaitigna, Somaligna, Hadirigna, Kembatigna, Gedionmigna, Kunamigna, Tigre, Sidamigna, Siltigna, Afarigna, Kefa-Mochigna and Sahoigna) as language of instruction in non-formal education, for the national literacy campaign McNab (1988) in Heugh et al (2007:46). Considering this Heugh et al pointed out the following:

The language policy for formal education has remained unchanged despite social revolution in Ethiopia. There have been no experiments with using nationality language other than Amharic in the lower level of primary education as might have been expected given the post-Revolution nationalities policy (2007:46).

In general, among over eighty languages spoken in Ethiopia, only one i.e. Amharic was promoted and dominated the language development opportunities in pre-1991. Only the dominant language was allowed being taught both as a subject and of being the medium of instruction throughout the nations at primary levels.

2.6.3.5. The Period from 1991-present (The Present Situation)

After 1991, the use of several Ethiopian languages came into being in primary education. The Constitution of the Federal Democratic Republic of Ethiopia declared that "Every nation, nationality and people in Ethiopia has the right to develop its own language to express, to develop and promote its culture and to preserve its history"(1995:33).

Further, the Education and Training policy (1994) promotes the use of Regional and local languages for the reasons that learning in mother tongue has clear pedagogical advantage for

the child, who feels comfortable and reassured by their ability to understand and analyze information in their own languages. The use of local language in education deals with the right of nationality to self expression that is preserved in the constitution of Ethiopia. Hence, Ministry of Education presents both pedagogical and ideological justification for promoting the local language in primary education (Cohen, N.d.). Now a day, as a result of this policy, more than twenty local languages are serving as medium of instructions in the primary education system of Ethiopia in some Regional States.

2.7. Some African Countries Experience on Mother Tongue Instruction

Though the context varies from country to country, the question of medium of instruction in African countries has become one of the crucial issues in research and discussion at many levels. Implementing the principle of MTI has long been a major challenge to some countries due to the language of colonizers that dominate the system of education. The following are some African countries taken as lesson in relation to MTI.

Namibia

Similar to other countries in Africa, the issues of language policy and medium of instruction has become the focus of much debate in Namibia. The complexity of the problem of language in education in this country becomes apparent; when one consider the variety of language and dialects. Seven different dialects and twenty four (24) languages spoken in Namibia have been identified (Gordan, 2005 in Murray, 2007:70). English was the official language and used as medium of instruction. Following this a common cry amongst educators at all level in Namibia is that “our learners do not read”, deficiency become evident where higher order literacy skills are required. Teachers complain that the majority of the learners have difficulty comprehending and processing reading materials, misinterpretation of questions in examination, learners often display a marked dependence on rote learning which they then ‘regurgitate’ without fully understanding.

As Murray (2007) revealed, in 1991, after lengthy discussion in all regions of Namibia a policy was agreed on

- Learners should learn through their mother tongue particularly in the early years of schooling when basic skills of reading, writing and concept formulation are acquired.

- The need for learners to be proficient enough in English, the official language, at the end of the seventh year primary school in order to gain access to further education and language of wider communication.

According to chamberlain (1993) in Murray (2007:71) as a result, in 1992, a specific language policy for schools was implemented, which promote learners' own language and cultural identity through their mother tongue instruction at the lower primary level and English as a medium beyond the primary level.

In the year following the implementation of this policy a number of obstacles for its effectiveness have become apparent, some of the challenges were:

- Lack of qualified mother tongue teachers
- Belief amongst parents that there are greater benefits for children in being taught through the medium of English.
- The perceived lack of status of the indigenous languages.

However, after few years as Murray (2007:73) stated the resulting changes to the language policy for school were found as; the strength of mother tongue instruction in primary schools, development of materials and teachers' pre service and in service training in the language including more emphasis for mother tongue to be taken as first language subject from Grade 1 through grade 12.

Ghana

The language of education in multilingual society has always been a matter of concern to educators and educational planners. There is controversy over which language to use in school especially at lower primary school. According to Owu-Ewie (2006:76), forty eight years after independence, Ghana is still grappling with which language to use as a medium of instruction. From 1974 to 2002 about eight Ghanaian languages were used as a MoI for the first three years (1-3 grades). But, at present the Ghanaian government decided that English should be used as a MoI from primary one by raising some rationales such as lack of materials in Ghanaian language, lack of Ghanaian language teachers specially trained to teach content subjects in these languages.

Even if the language policy decided by government in Ghana was based on the above grounds, the problem was not on these factors; rather it is on implementation (Owu-Ewie, 2006:9). Owu-Ewie further proposed an alternative to the English only policy, which is bilingual education; this means the mother tongue will be used as a MoI from primary 1 to 4 while English is gradually introduced into the system as the MoI from primary five onward. This is because, it is anticipated that the child would have had enough first language background to help transfer gradually into English and subjects such as Mathematics and integrated science need a familiar language for learners to understand and appreciate their value. Finally, he recommended, accomplishing this task more need to be done in the area of training highly motivated teachers, providing effective educational materials and formulating educational policies.

From the experience of these two countries, we learn that during the implementation of mother tongue instruction at primary school level, challenges may exist at any phase of the process. However, it is essential to overcome these challenges systematically and as a result, mother tongue instruction becomes effective gradually. Besides, when learners are not proficient in medium of instruction which they learn, they will not be able to understand the concept of subjects and cannot be appreciate their value. Therefore, it seems preferable to use mother tongue instruction for children to prevent this lose.

2.8. An Over View of Afarigna Language

Afarigna is one of the languages of lowland eastern Cushitic subgroup, along with Oromo, Somali etc and share much of its Vocabulary and grammatical structure with them. It is particularly close to Saho which belongs to this sub group of Cushitic family. Many observers estimate the number of words that Afar Af shares with Saho at nearly two-third of its Vocabulary (Jemal, 2006, 348). Besides, as Jemal stated Afar Af started being written long, probably centuries ago. With the translation of religious rituals such as Mablud, Salawaat and of praises of the prophet Mohammed, the Afar Af translation of those religious practices was written in Arabic script.

Moreover, number of books including the Holy Bible (the old and New testament) in Afar af, text books for non formal and formal education, a quarterly magazines and monthly news

paper are prepared in ALSEC including glossaries (French-English- Afar af and Amharic-Afar af-English) lexicons; and dictionaries such as

i). Afar- English-French dictionaries which is prepared by foreigners E.M.

Parker and R.J. Hayward was

published in 1885.

ii) Afar-af -Amharic dictionary: - Prepared by ALSEC published in 1996
E.c

iii) The Afar Af- Afar af dictionary which was prepared by group language expert in Semera ALSEC (Jemal, 2006:362)

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. The Research Design

The major purpose of the study, as shown in chapter one, is to investigate factors that inhibit to utilize Afarigna as a medium of instruction in primary schools of Afar Region. To this end, descriptive survey method is employed, for the study consisting of both quantitative and qualitative methods. Both methods have potential relevance to provide the researcher with a lot of information obtained from sample of individuals. The method has been supported by Best (2004:114) that descriptive survey approach is primarily concerned with the present, although it often considers past events and influences as they relate to current condition.

Moreover, descriptive survey intends as a means of probing research questions for two major reasons. First, it is much more efficient in cost benefit terms than would be a study of the whole population. Secondly, is more effective in that it would take too long and require too many researchers to contact the whole population. Thus, it is better to do a thorough job with representative sample than to do poor job with every one (Anderson, 1990:195).

The researcher designed mixed research method (both qualitative and quantitative approach) to provide a better understanding of a research problem than using either approach alone. As explained by Creswell (2009:204), mixed research method is useful since it compensates the weakness within one method with the strength of the other and to strength the strength of the other more. Because of the advantages it has, the researcher employed both qualitative and quantitative (mixed) method to conduct the research.

3.2. The Study Area

Afar Regional State is one of the nine Regional States, administratively divided in to five Zones and thirty two Woredas, Semera being its administrative capital. The Region is located bordering Ertrea in the North, Djibouti in the East, Tigray and Amhara in the West and Oromia and Somali Regional States in the South.

According to CSA (2007) Report, the Region has an area of 278,000 square kilometers and a total population, of 1,411,092 of whom 86.6% live in rural and 13.4% in urban. Among the total population 1,276,372 i.e. 90.3% belongs to be Afar ethnic group (natives) while the rest are from different ethnic groups. This study was carried out in three purposively selected Woredas of Zone one- Aysaita, Dubti and Afambo, which are located at 648, 600 and 666 kilometers away from Addis Ababa and at 60, 12 and 78 kilometers from the Afar Regional capital, Semera, respectively.

3.3. Source of Data

The basic sources of data for this study were 112 primary school native students, 98 primary school teachers and 14 principals including 28 parents. Moreover, six Woreda (two from each Woreda) and two Regional Education Officials, two Afarigna Language Experts and two Regional Government representatives, i.e. total of 264 study units were served as primary sources of data. Secondary sources which are documents and related materials concerning this issue were included. These sources were selected based on the expectation that they have better information in relation to the study.

3.4. Study Sample and Sampling Technique

Among the five zones in Afar Region, zone one, as well as the three Woredas, out of eight Woredas- Dubti, Aysaita and Afambo were selected using purposive sampling technique based on their physical accessibility and proximity to the capital of the Region, Semera, the researcher's familiarity to this areas.

Among 44 primary schools in these Woredas, 14 primary schools- seven (out of 21), four (out of 14) and three (out of 9) schools, respectively, were selected proportionally using simple random sampling technique due to homogeneity of the region. Thus, the selected sample schools were listed below.

Table 1: Sample Woredas and Primary Schools

Woredas	Schools	Status
Dubti Woreda	Logia Primary School	Urban
	Meglikebo Primary School	
	Awash sheleko Primary School	
	Plantation Primary School	
	Debel Primary School	Rural
	Farm one Primary School	
	Farm two Primary School	
Aysaita Woreda	Sinble Primary School	Urban
	Ewket chora Primary School	
	Arado Primary School	Rural
	Hinale Primary School	
Afambo Woreda	Gela alo Primary School	Rural
	Fatuma Abdu Primary School	
	Kebir Tobolo Primary School	

After identification of the schools, grade 4 students were purposively selected from each sample schools, thinking that they are matured enough to provide information for the study than the lower grades. Following this, since there are two sections in urban and one in the rural, eight native students (four from each section) and eight from each rural sample schools i.e. a total of 112 students who have better performance than the others were selected using purposive sampling technique by consulting homeroom teachers and directors thinking that the students can actively participate in group discussion. The reason eight students were selected for discussion is that focus group ranges from six to twelve participants to prevent everyone from having a full say and to provide the required success (Anderson, 1990:245).

In the 14 sample primary schools- eight rural and six urban, a total of 122 teachers (32 in rural and 90 in urban) were found. Accordingly, 98 teachers (32 from rural and 66 from urban) were selected using purposive sampling technique by excluding 24 urban English language teachers expecting them as they face the same challenge when they teach both Afar

and non Afar. To collect the qualitative data, representatives of school principals (14), eight Education Officials (six Woreda and two Regional), Afarigna language experts (two), Regional Government representatives (two) and two native parents who are PTA members, i.e. total of twenty eight parents, were selected purposively. Overall, a total of 264 study participants have participated in the study.

3.5. Data Gathering Instruments and Procedures

3.5.1. Data Gathering Instruments

The concept of using multi method approach in collecting data in a single study is favored in recent studies by many writers. According to Wellington (1996:17), even in a single small scale study, a multiple method can often be adapted. On the basis of this, to obtain relevant and adequate information for the study, the researcher used questionnaires, interview, focus group discussion and document analysis instruments for collecting data. The data collecting tools appropriate for each study units were originally prepared in English and then translated in to Amharic that enable respondents to understand the questions clearly and to obtain reliable information from them without language barrier.

Questionnaire

Two type of questionnaire i.e. closed ended and open ended were employed to gather information from teachers. The reason for the selection of questionnaire as a data collecting tool was, it is important to produce quick result, offer greater assurance of anonymity to express their opinion and views freely, and gives considered and objective view of issue (Sarantakos, 2005:263). The questionnaires were distributed to 98 teachers out of which 94 were returned. The rest 4 questionnaires were not filled properly; hence, the researcher excluded them as inconsiderable.

Interview

Interview as a method of data collection has advantages such as people are more easily engaged in an interview than completing questionnaire, providing more complete information than would be available in written form, used for in-depth probing and enable to pick up non-verbal cues, including facial expression and tone of voice (Anderson, 1990:222). Beside to this, Best (2003:323) suggests with a skillful interviewer, interview is often

superior to other data gathering instruments not confidential and reluctant to put his/her idea in writing. Taking this idea in to consideration, semi-structured interview guides were developed and conducted with school principals, parents, Woreda and Regional Educational Officials, Afarigna language experts and Regional Government representatives. Interview response was recorded and transcribed by the researcher into a written form.

Focus Group Discussion

The researcher believed that students are not enough matured to give the needed information by themselves. Hence, it is essential to open group discussion led by the researcher and encouraged by each other. Focus group discussion is employed to bring about changes in the group and its members as a result of direction and intensity of the discussion. It can further provide valuable information about group process, attitude changes and manipulations, the attitude and opinion of group members (Dreher and Dreher, 1991; Mariner, 1986 in Sarantakos, 2005:195). Moreover, Cohen (1994:287) stated Focus Group Discussion helps in raising learning difficulties in which respondents could raise, extend and challenge each other's idea. This being the fact, fourteen focus groups of students one from each sample school were formed for interview to explore their feelings and views about the issues to use Afarigna as a medium of instruction.

Each group in each sample school was formed from eight students and the discussion was translated from Amharic in to English and then written down.

Document analysis

Most of the documents referenced in this study were constitution of the FDRE, MoE annual abstracts and reports including policy documents from Regional Bureau. Document analysis were used for drawing information about the qualification and ethnic group of teachers in the region; to see the status of prepared curricular materials in both Regional Education Bureau and Afar Language Study and Enrichment Center including policy direction. Moreover, the researcher understands that these data would have strengthened the evidences in the study.

3.5.2. Procedures of Data Collection

After short visit to the study areas, attention was given on the selection of samples to get feedback on hindering factors to use Afarigna as a MoI. Before administrating the instruments for the selected samples, a short explanation was given on the purpose of the

study. Then after, questionnaire was administered; focus group discussions held and interviews were conducted. Consequently, the researcher collected both quantitative and qualitative data from different study units.

3.6. Pilot Study

To approve whether or not each item can generate the expected information and easy to understand, pilot study was held. Students, teachers, parents and principals in the pilot study were selected from one primary school, which was not included in the sample of the main study, so as to avoid boring with repetition of questions for them. During this stage, the questionnaires were administered to a sample of seven teachers. Hence, some three questions were found as similar to others and as a result modification was made on them.

Interview was tried on two parents, a principal, two educational experts and a linguist. Following this, two questions in parents' part that were not relevant for them were cancelled. Furthermore, focus group discussion was also attempted on one group of students and two wording questions which were seen to be vague for them were improved.

3.7. Method of Data Analysis

Depending on the instruments employed, different methods were used for analyzing the data. The quantitative data that were gathered using the questionnaire were analyzed using frequency counts and percentages. All the items of the questionnaire were grouped into their own categories and the presentation may not necessarily refer to each item specifically, hence, related items were treated together.

The purpose of questionnaire was to identify major hindering factors to use Afarigna as a medium of instruction and whether or not teachers, parents and students were interested to use Afarigna as a medium of instruction in primary schools of Afar Region or not.

In addition to questionnaire, qualitative data were also gathered through interview and focus group discussion. This qualitative data drawn from recorded notes were first organized across each research question and followed by description and interpretation. Information obtained through qualitative data gathering tools were combined with the quantitative data and were analyzed together for each research question. Besides the information gathered from document analysis was used to supplement the primary data.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

With the view to address the basic research questions of the study, this part devotes to the presentation, analysis and interpretation of the data gathered through questionnaire, interview and focus group discussion.

4.1. Background Information of Respondents

In order to provide clear picture of the respondents, items related to their sex, age, native language, second language, qualification, service year and medium of instruction during training are presented as a summary of the results as follow in table 2.

Table 2: Background Information of Respondents

Characteristics	Category	Questionnaire		Interview						Focus Group discussion		Total Participant	
		Teachers		Parents		Directors		Educational officials Linguists and Regional Representatives		Students			
		No	%	No	%	No	%	No	%	No	%	No	%
Sex	Male	53	56.4	16	57.1	12	85.7	12	100	71	63.4	164	63.1
	Female	41	43.6	12	42.9	2	14.3	-	-	41	36.6	96	36.9
	Total	94	100	28	100	14	100	12	100	112	100	260	100
Age	10-19	-	-	-	-	-	-	-	-	94	83.9	94	36.1
	20-30	58	61.7	-	-	2	14.3	-	-	18	16.1	78	30
	31-40	27	28.7	10	35.7	12	85.7	5	41.7	-	-	54	20.8
	41 and above	9	9.6	18	64.3	-	-	7	58.3	-	-	34	13.1
	Total	94	100	28	100	14	100	12	100	112	100	260	100
Mother Tongue Language	Afarigna	5	5.3	28	100	-	-	8	66.6	110	98.2	151	58.1
	Amharic	88	93.6	-	-	11	78.6	3	25	-	-	102	39.2
	Tigrigna	-	-	-	-	3	21.4	1	8.4	2	1.8	6	2.3
	Oromigna	1	1.1	-	-	-	-	-	-	-	-	1	0.4
	Other	-	-	-	-	-	-	-	-	-	-	-	-
	Total	94	100	28	100	14	100	12	100	112	100	260	100
Second Language	Afarigna	26	27.7	-	-	8	57.1	2	16.7	-	-	36	13.8
	Amharic	7	7.4	20	71.4	-	-	8	66.6	62	55.4	97	37.3
	Tigrigna	6	6.4	-	-	-	-	-	-	6	5.4	12	4.6
	Oromigna	2	2.1	-	-	-	-	-	-	-	-	2	0.8
	English	32	34.1	-	-	6	42.9	2	16.7	-	-	40	15.4
	Others (none)	21	22.3	8	28.6	-	-	-	-	44	39.2	73	28.1
	Total	94	100	28	100	14	100	12	100	112	100	260	100

Characteristics	Category	Questionnaire		Interview						Focus Group discussion		Total Participant	
		Teachers		Parents		Directors		Educational officials Linguists and Regional Representatives		Students			
		No	%	No	%	No	%	No	%	No	%	No	%
Qualification	Illiterate	-	-	17	60.7	-	-	-	-	-	-	17	6.5
	1-8	-	-	3	10.7	-	-	-	-	112	100	115	44.2
	9-12	-	-	3	10.7	-	-	3	25	-	-	6	2.3
	Certificate	42	44.7	-	-	3	21.4	-	-	-	-	45	17.3
	Diploma	44	46.8	5	17.9	11	78.6	2	16.7	-	-	62	23.9
	Degree	6	6.4	-	-	-	-	7	58.3	-	-	13	5
	Other	2	2.1	-	-	-	-	-	-	-	-	2	0.8
	Total	94	100	28	100	14	100	12	100	112	100	260	100
Service year	Below 5 years	14	14.8	-	-	3	21.4	3	25	-	-	20	16.7
	6-10 years	40	42.6	-	-	4	28.6	-	-	-	-	44	36.7
	11-15	12	12.8	-	-	2	14.3	-	-	-	-	14	11.6
	Above 16 years	28	29.8	-	-	5	35.7	9	75	-	-	42	35
	Total	94	100	-	-	14	100	12	100	-	-	120	100
Medium of instruction during training	Amharic	38	40.4	-	-	9	64.3	-	-	-	-	47	39.2
	Afarigna	4	4.3	-	-	-	-	-	-	-	-	4	3.3
	English	52	55.3	-	-	5	35.7	12	100	-	-	69	57.5
	Tigrigna	-	-	-	-	-	-	-	-	-	-	-	-
	Other	-	-	-	-	-	-	-	-	-	-	-	-
	Total	94	100	-	-	14	100	12	100	-	-	120	100

N for teachers=98 (4 missed cases)

As table 2 indicates, regarding sex composition males account slightly more than half (56.4%) and 43.6% of the respondents are females. This shows there is almost a balance in gender between male and female teachers, which reveals females are computing in joining to the profession with males. Age wise about 61.7% of teachers were young adults whose age falls within the age range of 20-30 years. As a result, more than 57.4% of the respondents have relatively short years (1-10) of teaching experiences. Moreover, the same data reveals that 42.6% of teachers have service year above 11 years. This implies teachers have enough experience and relatively enough knowledge about the culture of the society hence to respond about the situation. In terms of qualification, since respondents were primary school teachers the greater majority (91.5%) seems to have the required qualification to the primary level, of these, 44.7% and 46.8% has certificate and diploma respectively.

While most (93.6%) of teachers are native Amharic speakers, during training, 55.3% and 40.4% of them have received their education through English and Amharic medium respectively. Finally, it was found that Afarigna was spoken as a second language by 27.7% of primary teacher respondents.

On the other hand, as table 2 also revealed even if 100% of parents are native Afars, 71.4% of them can speak Amharic and the rest 28.6% do not speak any language other than Afarigna. This makes the researcher to communicate easily and get clear information about the issue in question. With regard to qualification 60.7% of them are illiterate and the remaining 21.4% and 17.9% are up to grade 12 and diploma respectively.

In relation to sex and age of students 63.4% of them were males and 36.6% were females. Age wise 83.9% of them were within the age range of 10-19 years and the remaining 16.1% were in between 20 and 30 years age. This implies more or less students were matured enough to discuss the issue. Ethnically, almost all i.e. 98.2% of them were native Afars and 55.4% of whom speak Amharic as a second language. The same data revealed 39.2% of them never speak other language except their mother tongue, Afarigna. This enabled the researcher to discuss the issue with out language barrier besides the presence of the translator.

As the same table depicted, with regard to mother tongue and qualification of the educational officials linguists and the regional representatives the same number i.e. 66.6% of them were native Afars who speak Amharic as a second language fluently. And more than half (58.3%) of them were degree holders and above with high experience .The remaining 12.6% and 25% were diploma and in the range between grade 6 and certificate level respectively. This implies most of them were quite appropriate to give information about the issue in to consideration.

4.2. Hindering Factors to Use Afarigna as a Medium of Instruction

The most basic factors that facilitate or hinder to use any language as a medium of instruction include the availability of enabling inputs as trained teachers, curriculum experts and educational materials in the language of instruction; and favorable attitude of stakeholders- teachers, learners and parents. Hence, the presentation, analysis and discussion of the study were made in light of these and other related factors.

4.2.1. Input Related Hindering Factors

4.2.1.1. Lack of Native Trained Teachers

Table 3: Teachers’ Response on Lack of Trained Teachers in Afarigna

Items	Agree		Not sure		Disagree		Total	
	No	%	No	%	No	%	No	%
Lack of well trained teachers in the language	77	82	7	7.4	10	10.6	94	100
Natives are not interested to be teacher and no respect for the profession	45	47.9	18	19.1	31	33	94	100

As it can clearly be observed from the table 3, the absence of basic enabling inputs particularly, trained native primary teachers were reported as one of the primary hindering factors as perceived by 82% of respondents. While 10.6% did not agree that lack of native primary teachers was a hindering factor. The rest 7.4 % remained in the middle position.

Although 33% and 19.1% of teachers disagree and remained in doubt respectively, according to 47.9% teacher respondents in table 3, and as perceived by interviewee government representatives, education officials and school principals, such absence of native teachers is mainly due to wrong perception and low interest of Afars to the teaching profession. As interviewed officials further said, “almost all Afar graduates prefer to work in others sectors with a relatively better salary and incentives”.

One of the important factor to be considered to use mother tongue as a medium of instruction is the availability of well trained teachers in the language. According to Hymes (1964) in Altaye (2001:25), teachers who are going to teach in vernacular language class should be trained in the same language, which is used as a MoI in the school. In relation to this, close examination of available teachers’ data of Afar Region has revealed information that further augments the above response of the surveyed primary teacher respondents.

Table 4: Trend in the Number of Primary Teachers in Afar Region

Academic Year	Total No of teachers		
	Male	Female	Total
1991	515	135	650
1992	612	183	795
1993	NA	NA	NA
1994	712	226	938
1995	830	268	1098
1996	830	268	1098
1997	965	290	1355
1998	1022	413	1435
1999	1137	440	1577

Source: Ministry of Education Annual abstract (1991-1999) NA- Not available

As shown in table 4, there has been an increasing trend in the number of primary teachers in Afar Region. In other words a total of about 927 teachers of which 305 (33% female and 622 (63%) male teachers were deployed to the primary system of the region. Though their

numbers and qualification seems to have been fair and up to the standard of the primary level, how many of them are natives, is the relevant and basic question to be addressed.

Very unexpectedly, the same data on table 4 has revealed that almost all primary teachers in the region are found out to be non-Afars drawn from the neighboring regions. This can also further testified by the data obtained from the survey that out of 94 primary teacher respondents 88 (93.6%) are native Amharic speakers followed by Afarigna (26.7%), and surprisingly, only 5 (5.3%) of them were native Afars. (Refer table 2)

On top of this, as perceived by both primary teachers and interviewees- Woreda and Regional Educational Officials, Government representatives and school principals did respond similarly that the absence of qualified Afarigna speaking teachers as the major factors hindering to use Afarigna as a medium of instruction. At this juncture, it seems logical to ask why there are no qualified Afar teachers yet in the region. Providing sufficient answer to such questions may require one to examine the situation in the past with its implication afterward.

The region and people of Afar were one of the most under served and victims of marginalization who were deprived of the access to such basic social services as education (MoE, 2008). Consequently, one may find few or no Afars in the universities and colleges including Teacher Training Colleges. Given the above background situation, however, the overall reality seems to be far more different today. With the logic of Federalism, almost two solid decades have passed since the region, Afar, begun to manage its own issue including its education. The resultant of effort made in light of the 1994 Educational Training Policy over the last fifteen years have made a number of Afars to join and graduate from different higher institutions in the country.

Despite this however, the situation is still disturbing if one can see the Regional profile of teachers in general and primary ones in particular. As stated in table 2 and 4, the teaching force at the primary system of the region is still fully dominated by non-Afars who mostly are native Amharic speakers.

Though too late to start the issue, there is a recent attempt on the part of the region towards producing native qualified teachers through Aysaita Teachers Training Colleges starting from

2007/8. While this is optimistic progress in itself, the way the college is doing things is still paradoxical, in that the medium of instruction in the college is still Amharic.

In general, from points of view of availability of primary trained native teachers, the use of Afarigna language as a medium of instruction at primary level of the region seems unlikely in the few years to come.

4.2.1.2. Availability of Curricular Experts and Curricular Materials

Parallel to the availability of native trained teachers the other equally important factors that need to be considered to use Afarigna as a MoI are factors associated with planning and preparation that results in successful implementation of the curriculum. However, whether there are curriculum experts and curriculum materials in Afarigna is the central point this section is to deal with.

Table 5: Teachers' Response on Availability of Curricular Experts

Items.	Agree		Not sure		Disagree		Total	
	No	%	No	%	No	%	No	%
Absence of curriculum experts in the Afarigna	45	47.9	33	35.1	16	17	94	100

As it can clearly be observed from table 5, 47.9% of the respondent teachers have reported absence of sufficient curricular experts as one of the factors hampering to use Afarigna as a medium of instruction. Where as, 35.1% of respondents were not sure whether or not curriculum experts are hindering factors.

On top of this, the views forwarded by the interview respondents on the same issue did also correspond to the above finding of the survey. Principals, Woreda and Regional education officials and government representatives have perceived and said that absence of educated man power particularly; curriculum experts and teachers in the language were among the most common hindering factors.

Moreover, a short view into the existing overall reality of the region seems of further testimony in this regard. During his visit, the researcher has found neither single curriculum experts, nor an established organizational unit, department or section in charge of the duty in question, under the Regional Education Bureau. Having the above reality in the Education Bureau, an attempt was made to see what is being done in the other single institution charged with the responsibility of managing all rounded language, Afarigna, issue of the Region-Afar Language Study and Enrichment Center. Fully accountable to the head of regional government, the center was found doing well. It is this center that looks seriously concerns on the issue and doing a number of relevant background tasks to use Afarigna as a MoI and working language of the region. During the time of interview, the center was composed of a number of experts mostly having language training though curriculum experts were not found.

Despite lack of curriculum experts, however, with the aid of some short term training, the center has made an optimistic progress towards producing curriculum blueprint and a number of curricular materials. It has localized the syllabi for First Cycle (1-4 grades) for all subjects and submitted to the Regional Education Bureau for publishing. Afarigna textbooks for both first and second cycle (1-8 grades) were prepared. But, textbooks for other subjects were not yet prepared. In addition, the center has prepared a number of office models/formats ready for use in other sector Bureaus and Offices.

Having these accomplishments, the views reflected by the director of the center and experts of the same center were a bit broader and forwarding. Regarding the input related factors hindering to use the language as a medium, they all question the absence of curricular experts as a big challenge. They said,

If all goes well, the potential is good and practical measures are under way to produce a number of native curricular experts through short term training. Rather, they said that the root of all problems is lack of firm decision making and commitment of policy makers.

To sum up in planning Afarigna to use as MoI, it seeks the collaborative role of people (teachers, students, parents and communities), material and program in to a cohesive

organizational unit to carry out curriculum objectives. In light of such basic realities, the overall status of the region in terms of creating collaboration among people and material, particularly, availability of trained primary teachers, curricular experts and educational material in the language understudy were found to be very small. Hence, the use of Afarigna as a MoI in the region seems far from being realized in the near future.

4.2.2. Factors Related to Legitimacy and Policy to use Afarigna as a MoI

The planning and successful implementation of any program including language use depends above all on favorable and supporting legal environment. Hence, in this section an attempt was made to look into legal framework and subsequent policy directions and actions pertaining to the use of Afarigna as a MoI.

Table 6: Teachers' Response Related to Legitimacy and Policy

Item	Agree		Not sure		Disagree	
	No	%	No	%	No	%
The community preferred Amharic medium for their children	16	17	28	29.3	50	53.2
Lack of budget to implement the program	5	5.3	40	42.6	49	52.1
The community has no awareness about the benefit of mother tongue education.	31	33	13	13.8	50	53.2
Regional policy and decision makers have no initiation and commitment to implement the program	66	70.2	15	16	13	13.8
Most people in the region are fluent Amharic speakers	8	8.5	9	9.6	77	81.9

As it can clearly be observed from table 6 the failure to use Afarigna is not because of the community preference, budget scarcity or low community awareness as reported by 53.2%, 52.1% and 53.2% of respondent teachers, respectively. Rather, fairly the greater majorities (70.2%) of respondents have indicated low initiation and the ambivalence of regional decision makers on the issue under consideration as the root of all factors that severely hampers to use Afarigna as a MoI.

On top of this, all interviewed school principals, Woreda and Regional Education Officials similarly attribute the failure to use the regional language to such policy related factors as the

lack of initiation on the part of decision makers. The same question was raised for government representatives and forwarded similar views as they have no serious reason to begin the issue under consideration but it is more or less lack of commitment. Having this reality in mind, an examination of legal framework and subsequent policies designed in light of this issue would be important here to be able to specify, if any, relevant directions, decisions and actions is being made in the region to use Afarigna for the purpose in question.

Legitimacy to Use Afarigna

The use of mother tongue education is a relatively recent phenomenon in Ethiopia. The use of several Ethiopian languages came in to being in primary education with the adoption of FDRE Constitution in 1995. Article 39 that declares: "Every nation and nationality and people in Ethiopia has the right to develop its language to express, to develop and promote its culture and to preserve its history" (1995:33)

As a result, now a day, more than twenty local languages are serving as a MoI in primary education system of Tigray, Amhara, Oromiya, Somali, Benishangul-Gumuz, SNNPR, Harari Gambella Regional State. Exception to all this is the region under study- Afar Regional State.

The 2002 Afar Regional State Constitution made revised and consistent to the FDRE ones declares that "Aggattino rakaayih doolatak tammah af, Qafar afa (article 5, Afarigna)
The working language of the National Regional State should be Afarigna"(article 5, English).

Given this Constitutionality, however, the actual reality in the use of Afarigna remains subtle. Amharic is still persisting both at work and schools although most people, particularly, at remote rural areas are not yet able to speak it as reported by 81.9% of respondents (refer table 6).

Policy direction to Use Afarigna as a MoI

In line with the constitution, the 1994 TGE Education and Training Policy promote the use of regional and local language for the reason that learning in mother tongue has clear pedagogical advantage for the child who feels comfortable and reassured by their ability to

understand and analyze information in their own language. Hence the Ministry of Education presents both pedagogical and ideological justification for promoting the local language in the primary level. As Article 3:5 reveals “Cognizant of the pedagogical advantage of the child in learning in mother tongue and the right of nationalities to promote the use of their language, primary education will be given in nationality language” (TGE, 1994:24).

Despite this clear policy direction calling for the use of local language at primary, the primary education system in Afar Region is still operating in Amharic medium.

Current Situation to Use Afarigna as a MoI

While searching the potential factors behind the delay in using Afarigna as a medium, on the other hand, a simultaneous attempt was made during the field visit, to see what things are being actually made in region to this direction. Though too late to start some preliminary attempts are underway during the time. As it was disclosed by the interviewed government representative, even if decisions have passed to make the issue practical in the previous two or three years, in its 3rd annual meeting in the current year, the regional government has passed decision to use Afarigna as working language and MoI. To this end, an executive committee in charge of this duty was organized out of all sector representatives.

To sum up, the legal framework and policy directions to use a local language at regional level were set about two decades ago. Thus, if it was the will and commitment of regional decision makers, the current pictures in the use of Afarigna would not be here today.

4.2.3 Factors Related to Language Development

In the preceding sections, input and policy related factors were examined to see if they actually hinder the use of Afarigna. This part devotes to the analysis of the development of Afarigna to see if something with in the language itself is a source of a problem to use it for the purpose under study.

Table 7: Teachers’ Response on Factors Related to Development of Afarigna

Items	Agree		Not sure		Disagree	
	No	%	No	%	No	%
Afarigna is not well developed language to be a medium of instruction	15	16	15	16	64	68
Difficulty of preparing educational materials in Afarigna	15	15.9	20	29.3	59	62.5

As it can clearly be observed from table 7, while an equal percent (16% of each) of respondents have agreed and fail to decide, a significant (68%) number of respondents have confirmed and perceived that Afarigna is a language developed well enough to be a medium at primary education. Similarly, almost all interviewed respondents did look confident on the level of development of the language. They said that if due attention given and appropriate decision made to its use, Afarigna can be used beyond the purpose under study.

How far the above responses are reliable or not may require further check up of the issue in light of scholars’ views. Scholars suggest that a language that is ready to serve as a medium of instruction need a larger development. Fasold (1984:306), for instance, puts about six points other than the size and nature of the vocabulary to determine level of development of any language: i) whether or not the language has written system; ii) how suitable the writing system is for print technology; iii) The degree of language standardization beyond orthography; Iv) Whether or not there is a literacy tradition in the language; V) Whether or not there are existing pedagogical materials prepared by missionaries or by the community itself and VI) How easy it is to recruit and train teachers who can teach through the language. Thus, if seen against these variables, Afarigna seems to have been well up to the required level of development.

In evidence, the level of development of Afarigna can also be pertinently justified by the following practical grounds.

I. The constitution of Afar Regional State, both the original and the revised published in Afarigna as:

"QAFAR AQATTIINOH RAKAAKAYTH DOOLATAK DOOLAT MADQAY
YIYIISEENIH YEYYEEQEENI.

The Revised Constitution of Afar National Regional State (English version).

In all contexts there is nothing a law more than this constitution. Article 9 declares.

Ta doolat-madga agattino rakaakayak inkih daga raqta madqa. Faxa madqaay, abuk-raqti abittootaay, doolat xagooraay, wonna hinnay kaadu, abbooti margaqooqi, a doolat-madqal saduh tenek, tammittu ma dudda (Afarigna version, 2002:7).

This constitution shall be the supreme law of the National Regional State. Any law, customary practice or decision of any governmental organ or public official who is inconsistent with this constitution shall be of no effect (English version).

Therefore, nothing more can justify the development of Afarigna than the Constitution written in the language.

II. The same constitution is published in Amharic, English and Afarigna. In the three versions, article 111 that declare “Ta doolat-madqak, ellecaboh elle gaceenay, madqah amaxxaage le, Qfar afat yan sanada (Afarigna). The Afar version of this constitution shall have the final legal authority” (English).

By sense, meaning is what is inherent in any communicative language, be it written or spoken. Thus, a legal acceptance of any written document i.e. Constitution is a primary reflection of clarity and precision of the language to effectively express a given message. Contextually, the same fact holds true to Afarigna too. That is to say that as far as regional affairs are concerned, it is neither the Amharic nor English version that works; rather the law expressed in Afarigna. This clears any doubt and testifies the extent of development of Afarigna.

III. One potential indicator of the development of this language is the availability of literature in the language. Accordingly, review of the researches has revealed that there are a number of books including the Holy Bible (the Old and New Testament) in Afarigna. A

good number of textbooks for formal and non formal education are prepared in it both in Ethiopia and Eritrea (Jemal, 2006:356).

IV. A final evidences in this regard are dictionaries, magazines and glossaries prepared in the language. Jemal (2006:358) has listed two glossaries: i) French-English-Afarigna, and. ii) Amharic - Afarigna - English lexicon; and three dictionaries i) Afarigna-English-French ii) Afarigna- Amharic and iii) Afarigna-Afarigna /mono lingual/ dictionaries.

In general, the points mentioned and discussion made above can be of so convincing enough in so far as the development and the potential to use Afarigna as a MoI at primary level. It seems as a result of this that 62.5% of respondents, in table 7, have agreed with the possibility of preparing educational materials in Afarigna.

4.3 Attitude of Stakeholders: Teachers, Learners and Parents to Use Afarigna as a MoI in Primary Level

The foregoing discussion made so far on the available data attempts to spell out factors within input, policy and the language itself that hampers to use Afarigna as a MoI. This part of the study on the other hand entails a detailed account of the attitude of major stakeholders- teachers, learners and parents, towards mother tongue education and thereby to see whether or not they actually hinder any effort made to this direction.

Other things being equal the success of teaching and learning is likely to be influenced by the resources made available to support the process and the direct ways these resources are managed. Most importantly schools without the appropriate number and kind of teachers will not be able to do an effective job. They are the vital element that determines the quality and the implementation of innovative programs. Hence, the actions, thinking and attitude of teachers, learners and parents are central factors to be considered in any program directed towards them.

In relation to teachers' attitude towards mother tongue instruction, Corson (1990) states that considering the attitude of the teacher in mother tongue education is a crucial and worth dealing factor that inhibit / enhance the introduction of mother tongue education. This

implies unless their attitude towards mother tongue is positive, they cannot explore what they have clearly for students.

Table 8: Teachers’ Response on their General Attitude to Use Afarigna as a MoI

Item	Agree		Not sure		Disagree	
	No	%	No	%	No	%
I prefer Afarigna to be medium of instruction	77	81.9	4	4.3	13	13.8
Afar students and parents are interested to use Afarigna as a MoI	58	61.7	27	28.7	9	9.6
Using Afarigna as a MoI is disadvantageous for native children	9	9.6	11	11.7	74	78.7

As it is clearly depicted in table 8, the majority (81.9%) of teachers have favored the primary medium be Afarigna. This shows that the attitude of primary teachers towards the use of mother tongue in the region under study were generally positive, since only 13.8% of them have shown their disagreement. Moreover, the overall positive views of teachers were further substantiated by 61.7 % and 78.7 % of the same respondents who favored Afarigna as a medium from the point of view of the interest of Afar parents and students as well as the advantage of the language, Afarigna, for the children respectively.

In relation to this, available literatures, for instance, Ornstein and Hunkins (1998:321), state that teachers with their knowledge and competencies must continue to be central in any curricular change. Since teachers do have strong influence on students learning, unless attitude towards the medium of instruction including the curriculum is positive, curriculum innovation is impossible. Moreover, the quality of education is highly affected unless one cannot consider the interest, attitude and ability of teachers using that language as a MoI. Thus, the attitude of teachers has a good account for the progress and implementation of mother tongue as a MOI (Ornstein, 1998). Therefore, with such scholarly view, fortunately, the views of respondents were found out to be positive that lay a potential fertile ground in all efforts to use the language as a MoI at the primary level in the region.

The other equally important factor that needs to be considered in making decision to use a language as a MoI is the attitude of learners. Emphasizing the importance of learners attitude, Naunan and Lamp (1996) discusses that the attitude of learners towards the target language, the learning situation and the role they are expected to play within the learning situation, will have an important effect on learning process. It will therefore have implications for the management of learning. If the learner has negative attitude towards the language, the culture, the class room or the teaching learning can be impaired or rendered ineffectively.

Accordingly, with the view to see their attitude and what their actual experience on the current Amharic medium, a focus group discussion was held with students in each of the surveyed primary schools. Discussants were all Afars with Afarigna mother tongue attending primary 4th grade with Amharic medium. Therefore, discussants were first asked how they express their feeling and interest if the medium will be Afarigna. Almost all enthusiastically and ambitiously responded similarly in that they strongly prefer the medium be their mother tongue, Afarigna. While expressing, a student very confidently says

First I would like to say welcome and appreciate you, a non-Afar and the only person who came here to discuss with us such an issue of mother tongue medium. Were it be, we all would be happy on Afarigna medium.

(17/ 05/2003, Gela Allo primary school)

Alike the attitude of teachers and learners the attitude of parents in particular and the attitude of the community in general have of great influence in the success of school language policy. Hence, a clear knowledge of the attitude of parents and the community towards the language use for instruction deserves a particular consideration.

Accordingly, in order to capture their views and experience on the current medium as well as their preference, parents from each sample primary schools were interviewed. Thus, this section entails a brief of what interviewees have reported. Asked whether parents have awareness about mother tongue instruction or not, all interviewees were found to have a clear idea of what it is. They said that mother tongue instruction is, learning in children's first language. With such rich awareness, when the same people were made to speak their

experience on the current medium, they have reported a number of experiences on Amharic medium, which in turn, justify their preference be Afarigna. In emphasizing his preference, a parent who is PTA member from a sample school smartly said, “We all are alike to other Ethiopians, no one can recognize us (Afars) just from our eyes, ears: rather it when we actually use our language, Afarigna. So does to our children in school”.

While such positive views from learners, parents as well as the Afar community in general, and non Afar teachers in particular deserve appreciation, those views of the same respondents were further substantiated and justified by their consistent positive view on the same issue from pedagogical and socio cultural benefit of mother tongue instruction as discussed under.

Table 9: Teachers’ Response on the View of Pedagogical Advantage of Afarigna as a MoI

Items	Agree		Not sure		Disagree	
	No	%	No	%	No	%
Early education in Afarigna for Afar children make schools less problematic	85	90.4	3	3.2	6	6.4
Mother tongue education is the best for learners to understand lesson taught in classroom	83	88.3	7	7.4	4	4.3
Using mother tongue as a medium of instruction down grade the quality of primary education.	8	8.5	15	16	71	73.5

UNESCO (1953) committee states that mother tongue is a best medium of teaching children for it enable them to understand better and express themselves freely. Without understanding the language of learning, children cannot be effective to dig out the lesson of any subject that they learn in the class room. This view was acknowledged by the great majority (90.4 %) of the respondents opted that mother tongue as a medium for a pedagogical reason facilitates the teaching learning process. Moreover, 88.3% of them have specifically reported that mother tongue medium will enable children to learn classroom lesson easily and effectively.

Similarly, majority (73.5%) of the same respondents responded that using mother tongue as a MoI enable to upgrade the quality of primary education.

Pro-views of mother tongue as a MoI put a variety of supporting ideas to its pedagogical advantage. In comparison to second language when children have developed sufficient competencies in their mother tongue or first language, they are able to acquire second language and are able to transfer their cognitive abilities to their second language relatively easy (Cummins and Siegel, 1996 in Shameen, 2007: 43). Similarly, Pinnock (2009:8) states this idea in that if children do not learn about abstract academic concepts in their mother tongue, they will find it almost impossible to understand or use second language words that relate to those concepts.

Moreover, researchers on the area revealed that children who have not learned in their mother tongue well will not learn in second language. The first thing a child experience in school is unfamiliar language used as a MoI. As a result, the student neither masters the subject nor the language. Concrete evidence to this point was the finding of a study conducted by Semera University on the status of primary education in Afar Region (2008).

One of the themes of the study was to see the achievement of basic education (1-4) completers against the profile set for the level by MoE- language proficiency, numeracy environmental awareness. Particular interest to our case is language proficiency i.e. Amharic which is the current MoI at the primary level of Afar Region. A test was administered and was set in reference to the standard set nationally. Items of the test consist of simple questions like writing their name, date, month etc., just to see their calligraphy and understanding from their correct response. The result by ethnicity is shown as the experience taken from the research done by Semara University.

Table 10: Amharic Proficiency by Ethnicity

Ethnicity					Total	
Afars			Non-Afars			
Status	No	Percent	No	Percent	No	Percent
Pass	37	24.5	41	27.2	78	51.7
Fail	58	38.4	15	9.9	73	48.3
Total	95	62.9	56	37.1	151	100

Source: The Status of Basic Education. Semera University, 2009:68

As it can be seen from table 10, the problem of Amharic non- proficiency affects both Afars and non Afars. A significant number of non-Afars share the problem of not effectively using the Amharic language. Out of a total 95 Afars, 58, i.e. 61.1% of them could not achieve the pass mark of 4 out of 8 points. In other words, this figure constituted 79.5% out of the total 73 who could not achieve the pass mark are Afars.

This is a serious observation if it is extended into the principle of instruction. Students have to effectively use the medium of instruction. How can learning takes place with the medium of instruction with which students are unable to communicate with or how do we know whether or not instruction takes place.

According to the study by Semera University, what was stated above further indicates that the basic education, part of primary education should prepare students to use effectively the medium of instruction Amharic at the next level. If this is not met, one will definitely decide whether the problem students facing is a matter of content or linguistics.

Within the pedagogical benefits of mother tongue education, learners have also discussed a number of reasons to justify their preference to Afarigna medium at primary level as discussed under:

- ♦ *Enhance effective learning:* It was possible to know during the discussion that all native learners were new both to the medium and the subject when they came first to school. They heard nothing of what the teachers were saying in the class. Today, after four or more years of stay, most of them are not doing well in the current medium,

Amharic, and unable to fully understand and make meaningful learning of lessons. They are often less interested and motivated to any school activity. To that extent such language unfamiliarity has led many to leave /drop out school early at grade 1.

In relation to this, a student emotionally expresses his worst experience as:

We never had Amharic when I came to school with my two other friends who only has stayed for only a semester. With all my effort I am now at grade 4 while my friends are Shepherds still there. Hence we need Afarigna medium to avoid such problems.

(02 /05/2003, Meglikebo primary school)

- ◆ *Make Lesson Relevant:* The first academic exposure of all learners was concepts and ideas on unfamiliar medium. Since one of the strands of profile of basic education (1-4) completers is environmental awareness, lessons should be made relevant by relating ideas and concepts to the environment which the child knows best through his/her first language such as Afarigna

Likewise, parents justified the perceived pedagogical benefits of Afarigna medium for their children at primary based on their pertinent negative experience on the current medium, Amharic, as:

- Most parents have attributed their children's under achievement mainly to the problem of the current medium.
- As it was reported during the interview there are a number of children dropped out of school as a result of unfamiliarity of the school medium, most of these children are still there with their parents as a shepherd. Parents in downhearted said "we are unfortunate seeing such a problem on the fate of our children".

As a whole, from the foregoing discussion it is possible to conclude that the mother tongue as MoI at the lower level of education is crucial in facilitating the whole teaching-learning process and enable learners to make the best learning out of the process.

Table 11: Teachers Response on the View of Socio Cultural Benefits

Item	Agree		Not sure		Disagree	
	No	%	No	%	No	%
If Afarigna be a medium of instruction for natives, it enable parents to follow and support their children	77	81.9	11	11.7	6	6.4
Afarigna as a MoI promote cultural view of the Region	80	85.1	10	10.6	4	4.3
Using Afarigna as a MoI enhance the development of the language	86	91.5	5	5.3	3	3.2
Using Afarigna as a MoI is a sign of respect, right and Reflection of one's own identity	73	77.7	10	10.6	11	11.7

Apart from the pedagogical advantage as shown in the table 11 (85.1%) of teacher respondents also favor Afarigna medium for it promotes socio cultural values specifically:

i) Afarigna as a Medium Shapes Learners' Identity

On this perspective, as it can clearly be observed from table 11, the majority (77.7%) of the respondents preferred Afarigna as a medium particularly at the primary level for it will shape and enhance learners' identity. The above view reflected seems consistent to points discussed in the literature to justify the views on the usage of mother tongue as MoI. One of such views states that ideal bilingual and multilingual education consider the language known in the community and their relation pertaining to various dimension of the community and national life. Above all, the mother tongue plays, crucial role as the language of identity of a group to which the learner belongs to. In that a mother tongue education enables students to secure their identity with their own group and again the ability to participate in the wider society (Joseph, 2004 in Shameen, 2007:42.42). Thus, using mother tongue as a MoI enables the child to become rooted in his/her own culture and shape his/her identity.

Synonymously, learners forwarded the socio cultural benefits of mother tongue education as it fosters identity and facilitates learning from group task; in that it clarifies learning, for planning discussion and brain storming and reflection. On the other hand, mother tongue

medium foster the development of child's identity with its own group and to participate in their society.

.Similar to their counterparts, parents have expressed their view that Afarigna is something that goes far beyond a school. The notion of being "Afar" is heavily rooted in their language and they are highly identified with it. Despite this, however, most parents are getting worried on the potential of their children to loss their mother tongue at the expense of the current medium, which in turn, as parents felt, endangers both the people, language and culture of Afar as a whole

ii) Afarigna Medium Enable Parents to Participate in their Children's Learning:

As shown in table 11, the majority (81.9%) of primary teachers preferred Afarigna medium from the point of view of promoting school-parent interaction, particularly, in involving parents in their children's learning.

In reiterating the same issue, available literature emphasis that when children are offered the opportunity to learn in their mother tongue before introducing a second language as a MoI, they may got lots of advantage. As children are learned in their mother tongue in the early years, they are more likely to enroll and succeed in school and allow parents to communicate and participate in their children's learning (Kosonea in Ball, 2010).The participation of parents in the form of follow up and monitoring is one of the essential factors that enhance the learning of children. However, this is possible if and only if the mother tongue is the MOI.

The participation of children on their learning is a function of school community language similarity. However, because the surveyed schools are all operating on a language on which parents are non-fluent, learners have indicated as they are receiving no support from parents on their learning. This would have not been the case, if the medium were Afarigna. In relation to this, a student said, "We went to others, non- Afars, whenever we need assistance for our parents do not do so. In supporting this idea, parents have also indicated that the perceived gap between school and community language has made them to have no meaningful effect on the schooling of their children.

iii) Afarigna as a Medium Foster Language Development

Popular pro-using mother tongue scholars justify that language develop well when used as a MoI. Synonymously, about 91.5% of respondents in table 11 hold the same view that Afarigna will develop better if used as a MoI. Strengthening the same idea, Pinnock (2009:8) further states that language develops through use. Unless children use their mother tongue for education the child's community language will never become fully developed for more abstract and academic use. Hence to develop one's language in the community there should be a need to make it MoI in the school program.

To sum up, the foregoing discussion entails an analysis of the views and preference of major stake holders: teachers, learners and parents with the view to see whether they are potential factors that obstructs and there by contribute to the sever delay to use Afarigna as a MoI. Accordingly, it was found out that almost all stakeholders did have positive attitude and strongly prefer the medium be Afarigna at the primary education system of the region under study.

4.4. Opportunities to Use Afarigna as a Medium of Instruction

The preceding part of the study highlights the factors with in input, policy and language that are assumed to hamper Afarigna to use as a MoI in the primary education system of Afar Region. Beyond this, however, analysis of the existing situation of the region as respondents forwarded reveals a number of contextual opportunities to use Afarigna for the purpose under consideration as discussed here under.

The major pertinent opportunities identified within the region's population and its language, Afarigna, include monolingual population and a well developed language. One fascinating circumstances found to characterize Afar Region, covering 278,000 sq.kms, is the fact that every native in all corner speak only one language with no dialect, Beside as 2007 CSA report reveals 90.3% of the region population are native to the language. Besides, as it was discussed on the level of development of Afarigna, legal documents including the region's constitution as well as a range of literatures, dictionaries and glossaries written on Afarigna are all evidence to the development of the language to use it at school.

The legal foundation to use local language including Afarigna is clearly established and declared in both 1995 FDRE and 2002 Afar Regional State Constitution, article 39 No 2 and article five, respectively. Moreover, in light of these legal frameworks, MoE has set a clear policy direction to use mother tongue as a medium in primary schools before fifteen years ago. The current Federal structure entitles the regions to plan and implement the issue under study.

A very small educated man power, particularly, native trained teachers and curriculum experts in the region, is at least in part the effect of marginalization in the past regime. Despite this, however, with the ongoing policy effort made to this direction at national and regional level, a significant number of Afars are completing secondary school and graduating on various fields from all HEIs in the country. This is a great opportunity from the point of view of securing the required number and kind of native teachers and curriculum experts.

In terms of institutional capacity, the other important fertile ground to plan and implement language policy in Afar Region is the availability of institutions: Semera University, Aysaita Teachers Training College and Afar Language Study and Enrichment Center, that can serve as a potential research and training ground. On the other hand, as Afar Region is one of the first from the last in terms of the development of education system, there are a number of NGOs currently operating on various program of the system. These bodies will inevitably be a potential source of technical and financial assistance to plan and implement mother tongue education in the Region.

Finally, Afarigna is currently serving as a medium of ABE program in the region as well as for regular primary schools, in neighboring countries like Eritrea. Besides there are text books prepared on the language. Therefore, pertinent lessons can be drawn from such practical experiences to use Afarigna for the purpose in question.

4.5. Current Regional Efforts Made to Use Afarigna as a MoI

The actual use of Afarigna as a medium of instruction was found out to be severely constrained by a number of factors. Simultaneous attempts made to see the current regional

efforts being made towards language use policy were generally found unsatisfactory as mentioned by respondents. Nevertheless, the following ones are relatively considerable.

The initial contributions of Afar Language Study and Enrichment Center do deserve a special consideration. It is only this center that looks seriously concerned and is accomplishing a number of relevant background tasks essential to use Afarigna in the region. Some of its accomplishments pertaining to use the language as a medium include.

- Adopted and localized the primary curriculum and syllabus by translating into Afarigna taking the regional realities in to account.
- Prepared the primary first cycle (1-4) text book for all subjects and submitted to the Regional Education Bureau to publish them.
- Prepared Afarigna subject textbooks for a primary level (1-8) grades.

Moreover, the same center has also made a number of contributions to the development as well as use of Afarigna at work.

- Published different dictionaries and glossaries in Afarigna which are vital for further use of the language.
- Published weekly and monthly Magazines and brochures.
- Prepared Various models for office use
- Conducted researches and published articles on various aspects of Afarigna in scholarly journals.

With such accomplishments on the background tasks the center has made an immense contribution to make Afarigna a school language.

The Afar Regional Government has made a very recent initiative to use mother tongue medium at the primary level. In its third annual meeting of the current year the regional government Council has passed decisions to use Afarigna as a primary medium and working language of the region. Subsequent to the same decision, the Regional executive Committee charged with the full duty of the decision was organized out of all sector representatives.

Besides, with the view to fill the existing wide gap, both in the number and kind of native teachers, the region has:

- Established Aysaita Teacher Training College and began to train natives at diploma and Certificate level. This is, however, with a very uncompromising problem that the training medium of the college is still Amharic.
- Made a decision that every native university graduate, regardless of their field, to work at least two years as a teacher in the region with short term pedagogical training.

CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter of the study entails the summary of major findings, conclusion and recommendation.

5.1. Summary of Major Findings

The main purpose of this study was to assess the major hindering factors to use Afarigna as MoI in primary education system in some selected woredas of Afar Region. Specifically, the study intended to address issues related to factors hampering Afarigna to use as a medium; the view of the key actors on mother tongue education; opportunities pertinent to use a local language and the ongoing efforts made on the part of concerned bodies to this direction.

In employing descriptive research method, the study took 14 sample primary schools and made use of questionnaire, interview and focus group discussion to get relevant firsthand data from teachers, students, parents, school principals as well as education officials, local linguists and Regional Governmental representatives. Besides, document analysis was made to gather the required secondary data. Brief summary of major findings of the study is given below.

5.1.1. Major Hindering Factors to Use Afarigna as a MoI

I. Input Related Factors

- The majority of teacher respondents have reported the absence of native trained teachers at primary school as one of the factor hampering to use Afarigna as a MoI. Besides, almost all interviewee did respond similarly that serious shortage of Afar teachers is one of the factors behind the late use of the language in question. Moreover, a close examination of available teachers data over the last ten years (1991-1999) revealed information that further supplement the above response that the primary staff in the region is found to entirely be dominated by non-Afar drawn from the neighboring regions. In evidence, most of teacher respondents were Amharic natives, while only few of them were non-qualified Afar teachers who were made to teach Afarigna subject.

- An inquiry into the major reasons behind such absence of native teachers indicated two directions. The first reason goes back in time and relates itself to the effect of marginalization in the past regimes, in which the region did not have the access to such basic social service as education. However, the situation after 1991 can be explained in terms of second reason which is the wrong perception and less interest to the teaching profession on the part of Afar mainly for economic reasons.
- Apart from the teaching force, about half of teachers responded that the other area suffering chronic shortage of qualified manpower is curriculum activities. In evidence the writer found no native curriculum expert in both the Regional Education Bureau and Afar Language Study and Enrichment Center. The preliminary tasks of preparing the primary syllabus and textbooks were all done by non-curricular experts of local linguists. Overall, inputs were found to seriously affect to use Afarigna as a medium.

II. Legitimacy and Policy to use Afarigna

- A legal right and policy direction to use a local language as a medium is clearly established at national and regional level. Article 39 verse 2 and article 5 of FDRE and the Afar Regional State Constitution respectively, clearly declare a legislative foundation to use local language including Afarigna for the purpose in question. MoE in its 1994 Education and Training Policy statement article 3.5, provides both pedagogical and ideological justification to use a local language as a MoI in primary level. Overall, both the legal and policy framework set at national and regional level were found to have no barrier to use Afarigna medium at the primary system of Afar Regional State. Therefore, the root factor responsible for the serious delay to use Afarigna as a MoI in the region, according to majority of teacher respondents and interviewees lies in the absence of initiation and firm decision to the actual use of the language for the purpose under consideration.

III. Language Related Factors

- As the central theme of this study was a language use at school, a detail analysis of Afarigna language in light of universal standard set to measure the attribute of language development showed a positive picture. The language, Afarigna, is well developed language. Beyond clear orthography wide range of literature, dictionaries and glossaries available in Afarigna can be concrete evidences in this regard. Beyond this analysis, most of the respondents have also forwarded their responses as the development of the language to be a medium and the potential to use it to produce educational materials respectively. Hence, no factor within the language development was found hampering Afarigna to be used as a primary MoI in Afar Region.

5.1.2. Attitude of Stakeholders

A. Attitude of Teachers

- Since they are central factors to affect and to be affected by a given language policy, teachers attitude were given a precedence. The overall attitude of primary teacher respondents was found out to be very optimistic. The majority of them favored and preferred Afarigna medium for the primary education system of Afar region. When justifying their positive view, the greater majority of teachers perceived the pedagogical benefits of a mother tongue education. In that Afarigna is best medium of learning for Afar children, since it will enable them to understand better and express themselves freely than the current medium. Apart from these the same respondents did also base their preference on the likely socio cultural benefit of Afarigna medium. Within this framework most teachers perceived Afarigna medium to narrow school community language gap and thereby facilitate parental participation in their children's learning. Similarly, Almost all and a reasonable number of respondents have also emphasized the role of Afarigna medium in enhancing the development of the language and the identity of children in the school.

B. Attitude of the Learners

- The attitude on the language use policy of learners was found out to have been the same to that of teachers. It was reported during the focus group discussion held with them that most discussant learners have expressed a number of problems with the current medium such as low achievement, lack of parental support, loss of their mother tongue, limited group participation, irrelevance of lesson. Consequently, most have favored and found strongly prefer their mother tongue, Afarigna, to be a medium of their primary education.

C. Attitude of Parents

- Like their counterparts, parents and the larger Afar community view very positively and insist Afarigna to be a MoI for the schooling of their children. When they asked to reason out, most interviewed parents gave practical experiences and some potential risk with the use of current Amharic medium. As it was said the school community language gap has made parents to have nothing of how and what their children are doing in their schooling. Moreover, parents do fear the potential on the part of their children to lose their mother tongue and to endanger the language and people of Afar in the long run. These and other practical experiences with negative effect on the medium in school have made everyone in the community to await eagerly for Afarigna medium.

5.1.3. Opportunities to Use Afarigna as a MoI

- The analysis of existing situation in light of the issue in question has revealed a number of fertile ground and attractive regional context to use Afarigna as a MoI. Keeping the constitutionality and policy direction of the issue in view, principal opportunity in this regard is the monolingual contexts of the region in which almost all 1.2 million native people, consisting 90.3% of the regional population do speak one and only one developed language without a notable dialect.

- Another favorable condition calling for language use is the progressive trend of manpower development of the region. The ongoing national and regional effort since 1991 has made the Afar region to do well in terms of the number and the kind of educated manpower which can be a broad base to initiate and implement language use policy in the region. In this regard, the role of Semera University and Aysaita TTC as a potential training and research ground for the same purpose looks indispensable.
- The proximal NGO partnership as well as readymade feedback from practical use of Afarigna in the ABE way of the region will also make any effort to this direction much easier.

5.1.4. Regional Efforts Made to Use Afarigna as a MoI

- Although so much should have done over the years spent, some efforts underway to use Afarigna as primary school medium may require a particular consideration. The first addresses the pioneer effort made to this direction by the Afar Language Study and Enrichment Center. This center is the first to accomplish background tasks to the development and use of the language in the region. Adoption of primary curriculum syllabus, preparation of first cycle primary textbooks in the language as well as publishing dictionaries and glossaries are the major activities worth to be mentioned.
- Similar efforts are made on the part of the region. This include initiation and decision to use Afarigna and forming an executive committee to carry out a decision, were the fruit of the third annual meeting of the regional government in the current year. Moreover, establishing Aysaita TTC and decision to deploy any native graduate to the education system were optimistic and progressive attempts of the Regional Government to narrow the existing profile of the region's teaching force.

5.2. Conclusions

On the basis of the findings obtained, the following concluding remarks have been drawn up.

- The observed delay to use Afarigna as a MoI in the primary education system of Afar Region was found to be severely constrained by the absence of native trained teachers to the level as perceived by respondents and interviewee. This comes as no surprise that the primary teaching staff of the region is still entirely dominated by non- Afars. On the other hand, the wrong perception and low interest of Afars to the teaching profession mainly perhaps due to economic reasons were the major factors behind such absence of native teachers.
- The other factor found to hamper the use of Afarigna medium was the absence of qualified manpower who can work on such foundational activities as designing curriculum in the language. In evidence no native curriculum expert was found both in the Regional Education Bureau and Afar Language Study and Enrichment Center.
- No legal policy factor was found hindering Afarigna to be a medium at the primary education level of Afar Region. The 1995 FDRE and the 2002 Afar Regional Constitutions article 39 and 5 respectively, declares the right to use local language. Moreover, MoE, has set clear direction in its 1994 Education and Training Policy (article 3.5), to use the local language as a MoI.
- No language factor was to hinder to use Afarigna in the primary education of the region. The level of its development examined in light of standards set to measure developmental attributes of a language showed that Afarigna is a well developed language to be a school medium at primary level in the region.
- The serious delay to use Afarigna as a MoI in Afar Region until today, has not been seemed a linear effect of such identified factors as absence of teachers, curricular experts and educational materials. Rather, these factors as well as the delay itself seem to have been the result of one root hindering factor; the absence of clear initiative, decision and commitment on the part of the decision makers.

- The attitude of the key stakeholders: parents, learners and teachers, were found to be much more positive and welcoming to use Afarigna as a medium of instruction.
- Afar Regional State was found to have a number of opportunities that would facilitate to use Afarigna as a MoI. The most pertinent opportunities in this regard are the presence of monolingual population and the development of the language. Besides, a potential training and research institutional set up, the rising number of educated natives, welcoming stakeholder views etc ... are also fertile grounds to realize the issue in the region.
- Efforts are currently underway to use Afarigna as a medium and working language of Afar Region. These include adopting the curriculum, preparing primary (1-4) textbooks and other related written materials by Afar Language Study and Enrichment Center, and the ongoing native teachers training program at Aysaita TTC by Regional Government are some of the efforts.

5.3 Recommendations

On the basis of the major findings of the study, the following recommendations are made to use Afarigna as a MoI in the primary education system of Afar Region.

1. The Afar Regional Government should be initiated and committed to implement the language policy in order to address the need of native children in particular and the Afar people in general;
2. An organizational structure mandated with language use in schools must be established within the Regional Education Bureau;
3. A program should be designed by the Afar Region Education Bureau to produce native curriculum specialists at a sufficient level;
4. The Region, Afar, should revise its policy to raise incentives to attract as many natives to the teaching stream;
5. The ongoing native teachers training program by the Regional Education Bureau at TTCs should be through Afarigna medium and have to speed up and scale up to produce as many teachers as possible.

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Appendices

APPENDIX A

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Curriculum and

Teachers' Professional Development Studies

Questionnaire to be filled by Primary Level Teachers

Instruction: the objective of this questionnaire is to gather first hand information for the study that attempt to investigate the hindering factors to use Afarigna as a medium of instruction in first cycle primary schools in Afar Region. The effectiveness of the study depends on your genuine response to each question. Hence, you are kindly requested to give correct and reliable information. I would like to ensure that the information you give is confidential and be used only for this purpose.

General Direction

- No need of writing your name
- Put brief answers to questions that require your opinion.
- Put tick “√” in appropriate box.

I. Respondents background

- 1.1. Sex: 1. male 2. Female
- 1.2. Age: 1. 20-25 years 2. 26-30 years 3. 31-40 years
4. Above 41 years
- 1.3. Mother tongue language: 1. Afarigna 2. Amharic 3. Tigrigna
4. Oromigna 5. If other specify _____
- 1.4. What second language can you speak other than your
Mother tongue: 1. Afarigna 2. Amharic 3. Tigrigna 4. Oromigna
5. English 6. If other specify _____
- 1.5. Educational status: - 1. Certificate
2. Diploma
3. First Degree
4. If any other, specify _____

1.6. Service year: 1. Below 5 years

2. 6-10 years

3. 11-15 years

4. Above, 16 years

1.7. Grade level you teach at this academic year _____

1.8. Medium of instruction you took training in teaching.

1. Amharic

2. Afarigna

3. English

4. Tigrigna

5. Oromigna

6. If other, specify _____

II. Hindering Factors to Use Afarigna as a Medium of Instruction in Primary Curriculum

No	Items	Strongly Agree	Agree	Not sure	Dis Agree	Strongly Agree
2.1	Lack of well trained teachers in Afarigna.					
2.2	Lack of interest in natives to teach and no respect for the profession.					
2.3	Interest of the communities to teach their children in Amharic.					
2.4	Difficulty of preparing instructional materials in Afarigna.					
2.5	Absence of curriculum experts in Afarigna.					
2.6	Lack of budget to implement the program					
2.7	Lack of awareness about importance of mother tongue instruction in the society.					
2.8	Lack of initiation and commitment in decision makers to implement the program.					
2.9	Afarigna is not well developed language to be a MoI					
2.10	Ability of all communities to communicate with Amharic.					

III. Attitude of Teachers to Use Afarigna as a Medium of Instruction.

Please indicate the degree of your agreement by putting “✓” in appropriate place.

No	Items	Strongly Agree	Agree	Not sure	Dis Agree	Strongly Disagree
3.1	Early education in Afarigna for Afar children makes schools less problematic.					
3.2	If Afarigna be a medium of instruction for natives, it enables parents to follow and support their children.					
3.3	Afarigna as a medium of instruction promotes cultural development of the region					
3.4	Afar students and parents are interested to use Afarigna as a MoI					
3.5	Using Afarigna as a medium of instruction help to develop Afarigna language					
3.6	Using Afarigna as a medium of instruction is a sign of respect, right and reflection of one's own identity.					
3.7	Using Afarigna as a medium of instruction is disadvantageous for native children					
3.8	Mother tongue education is the best for learners to understand lesson taught in class					
3.9	Using mother tongue as a MoI down grade the quality of primary education					
3.10	I prefer Afarigna to be a medium of instruction					

IV. Teachers' Suggestion to Use Afarigna as a Medium of Instruction.

4.1. What do you suggest about the importance of mother tongue instruction in primary curriculum?

4.2. If Afarigna is used to be a medium of instruction up to which grade you prefer to be used?

A) Grades 1-4

C) Grades 1-8

B) Grades 1-6

D) if any specify, _____

4.3. Why you prefer any of the grade level in question "2"? Give reason.

4.4. What do you think are the hindering factors to use Afarigna as a medium of instruction?

4.5. What opportunities and solutions do you mention to use Afarigna as a medium of instruction?

Thank you for your cooperation

APPENDIX B
Addis Ababa University
School of Graduate studies
College of Education and Behavioral Studies
Department of Curriculum and
Teachers Professional Studies

Guiding Questions for Focus Group Discussion with Students

1. How do you express your feeling if the medium be Afarigna in primary level?
2. Are you eager and happy to learn the lesson in Afarigna? Why?
3. Do you think that learning in Amharic medium is disadvantageous in primary level?
What about learning in Afarigna medium?
4. Does learning through Afarigna medium limit students' world view and leave them
unprepared for life in the wider social context of their community.
5. Do you have positive attitude towards using Amharic as a medium of instruction? Why?
6. What is the perception of your parents towards using Amharic as a medium of
instruction?
7. In which language do you want to learn if you were given a chance of choosing?
Afarigna/Amharic. Why? Discuss
8. Is there any comment you may add.

Thank you for your cooperation

APPENDIX C
Addis Ababa University
School of Graduate studies
College of Education and Behavioral Studies
Department of Curriculum and
Teachers Professional Development studies

Interview Guides for school principals

Age _____

Educational level: Certificate ☐

Sex _____

Diploma ☐

Mother Tongue _____

First Degree ☐

1. Do you have awareness about mother tongue education?
2. Do you believe that mother tongue instruction is advantageous for children at primary level?
3. Do you think that all students (both native/non-native) communicate equally with their teachers?
4. How do you evaluate the feeling of native parents about the issue of medium of instruction?
5. Do you think that Afarigna is yet undeveloped to deliver mother tongue instruction?
6. Which language do you suggest as a medium of instruction for primary level? Afarigna /Amharic/ both.
7. What do you think are the problems that blocks to use Afarigna as a medium of instruction?
8. What do you suggest the possible solutions to solve these problems.
9. As a school principal, what do you suggest about efforts that should be made to use Afarigna as a medium of instruction at Regional/Woreda and community level?
10. Is there any comment you may add?

Thank you for your cooperation

APPENDIX D
Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Department of Curriculum and
Teachers Professional Development Studies

Interview Guides for Parents

Ethnicity _____ Educational level _____ Sex _____

1. How many children do you have in this primary school
2. Do you have awareness about mother tongue instruction in primary level?
3. Where do you send your children if you were given a chance to choose Amharic medium school and Afarigna medium school?
4. What do you feel if your children learn through his/her mother tongue in primary level.
5. What do your children usually feel about Amharic as a medium of instruction?
 - They usually complain ☐
 - They are interested in it ☐
6. What is your observation about teacher's attitude to use Afarigna as a medium
7. Do you think that it is disadvantageous to use Afarigna as a medium of instruction
8. Do you think that your children acquire adequate knowledge and skill from Amharic medium?
9. Were you consulted as a parent when Amharic was used as a medium of instruction?
10. What do you suggest about medium of instruction in first cycle primary level?
11. What do you think about the problems that blocks to use Afarigna as a medium of instruction.
12. What do you suggest about efforts that should be made to use Afarigna as a medium of instruction?

Thank you for your cooperation

APPENDIX E
Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Department of Curriculum and
Teachers' Professional Development Studies

Interview guides to Regional and Woreda Education Officials.

Age _____ Status _____ Education level: Certificate ☐
Sex _____ Year of experience _____ Diploma ☐
First Degree ☐
Second Degree ☐

1. Have you oriented about the language policy in education in primary curriculum?
2. What are the most common problems you face to use Afarigna as a medium of instruction in primary level in the region/woreda?
3. Did the Regional state, educational officials and communities discussed about the issue of medium of instruction at woreda /regional level.
4. Do you think that Afarigna is yet undeveloped to deliver mother tongue instruction? if yes what lacks?
5. Could you believe that the medium of Afarigna be too costly than Amharic medium.
6. Do you believe that Afarigna script (Latin) is not appropriate to deliver mother tongue instruction at least in primary level?
7. Do you think that there may occur shortage of curriculum experts to prepare instructional materials in Afarigna?
8. Is it possible to train teachers in Afarigna whose mother tongue is Afarigna/Amharic?
9. Do you believe that the use of other tongue (Amharic) instruction in schools is the right decision to pay parents' attention to involve in school activities?
10. How do you see the feeling/interest of Afar people to use their mother tongue as a medium of instruction in primary level?
11. What opportunities do you mention to use Afarigna as a medium of instruction in primary curriculum?
12. What efforts are made at Regional/Woreda level to utilize Afarigna as a medium of instruction
13. Have you additional comment?

Thank you for your cooperation

APPENDIX F

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Curriculum and

Teachers Professional Development Studies

Interview Guides for Language Experts

Age _____

Mother tongue _____

Sex _____

Educational level: .Certificate ☐

Status _____

. Diploma ☐

. First Degree ☐

. Second Degree ☐

1. As you know in the region mother tongue instruction is not practical in primary curriculum except in alternative basic education.
2. What are the problems to use Afarigna as a medium of instruction in primary curriculum?
3. What do you say about the development of Afarigna script (Latin).
 - Is it well developed to deliver mother tongue instruction in primary level (what lack and what quality)?
 - Is it appropriate & efficient to make the instructional materials in primary curriculum? such as (books, syllabus, Guides , manuals)
 - Is it possible to get curriculum experts to develop curriculum materials in this language?
4. How do you observe the feeling /interest of the community to use Afarigna as a medium of instruction?
5. What are the opportunities and possible solutions to use Afarigna as a medium of instruction in primary curriculum?
6. As a language expert what do you suggest about the advantage of using Afarigna as a medium of instruction in primary level?
7. Are there efforts made by Regional states, Regional educational Bureau and in this center to use Afarigna as a medium of instruction?
8. What other comments do you have about this issue?

Thank you for your cooperation

APPENDIX G
Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Department of Curriculum and
Teachers Professional Development Studies

Interview Guides for Regional Representatives

Age _____

Mother tongue _____

Sex _____

Educational level: Certificate ☐

Status _____

Diploma ☐

Degree ☐

If other specify _____

1. As you know the constitution and the educational policy gave right to use mother tongue as a medium of instruction in primary level.
What are the hindering factors to use Afarigna as a medium of instruction in primary level in our Region?
2. What do you suggest about the solution to alleviate these problems? Are there opportunities to use Afarigna as a medium of instruction?
3. How do you see the interest/feeling of Afar people (parents & students) to use their mother tongue as a medium of instruction in primary level?(Do their interest/attitude blocks to implement mother tongue instruction?
4. What do you say about the advantage of mother tongue education?
5. Do you think that Afarigna is yet undeveloped to deliver primary curriculum?
Discuss.
6. What efforts are made to use Afarigna as a medium of instruction at Regional level? Is there any document concerning this issue at this level?
7. What other suggestion/comment do you have about this issue?

Thank you for your cooperation.

Appendix H

አዲስ አበባ ዩኒቨርሲቲ

ድህረ ምረቃ ጥናት

ስነ- ትምህርት ክፍል

የስርዓተ ትምህርትና መምህራን ሙያ ልማት ትምህርት ክፍል

በመጀመሪያ ደረጃ መምህራን የሚሞላ ጽሁፋዊ መጠይቅ

መመሪያ፡ የዚህ ጥናት ዋና አላማ በአፋር ክልል በሚገኙ የመጀመሪያ ደረጃ ትምህርት ቤቶች የአፋርኛ ቋንቋ የመማርያ ቋንቋ እንዳይሆን ያደረጉትን ችግሮች ለማወቅና ለእነዚህ ችግሮች መፍትሄ ለመጠቀም ነው። የዚህ ጥናት ውጤትም እርስዎ በእያንዳንዱ ጥያቄ ላይ በሚሰጡት ትክክለኛ መረጃ ላይ የተመሰረተ በመሆኑ ይህንኑ ተረድተው በታማኝነት ትክክለኛ መረጃ እንዲሰጡኝ እየጠየኩኝ የሚሰጡኝ ማንኛውንም መረጃ ለዚህ ጥናት ብቻ የሚውል መሆኑን ላረጋግጥልዎት እወዳለሁ።

አጠቃላይ መረጃ

- ስም መፃፍ አያስፈልግም፡፡
- ለጥያቄው የመረጡትን መልስ በግልፅ ያስቀምጡ፡፡
- የተስማሙበትን መልስ የ“J ” ምልክት በመጠቀም በተገቢው ቦታ ላይ ያስቀምጡ፡፡

1. ግላዊ መረጃ

- 1.1. የታ: 1. ወንድ 2. ሴት
- 1.2. እድሜ: 1. ከ20-25 ዓመት 2. ከ26- 30 ዓመት 3. ከ31-40 ዓመት
4. ከ 41 ዓመት በላይ
- 1.3. የአፍ መፍቻ ቋንቋ: 1. አፋርኛ 2. አማርኛ 3. ትግርኛ 4. ኦሮምኛ
5. ሌላ ካለ ይገለፅ -----
- 1.4. ከአፋ መፍቻ ቋንቋ ሌላ ምን ቋንቋ ይናገራሉ: 1. አፋርኛ 2. አማርኛ
3. ትግርኛ 4. ኦሮምኛ 5. እንግሊዝኛ 6. ሌላ ካለ ይገለፁ -----
- 1.5. አሁን ያሉበት ከፍተኛው የትምህርት ደረጃ: 1. ሰርተፊኬት 2. ዲፕሎማ

3. ዲግሪ

4. ሌላ ካለ ይገለጹ -----

1.6. የአገልግሎት ዘመን:

1. ከ 5 ዓመት በታች

2. 6-10 ዓመት

3. 11-15 ዓመት

4. ከ16 ዓመት በላይ

1.7. በአሁኑ የትምህርት ዘመን የምታስተምሩበት ክፍል -----

1.8. በመምህርነት ስልጠና ወቅት የተማሩበት ቋንቋ: 1. አማርኛ 2. አፋርኛ

3. እንግሊዝኛ 4. ትግርኛ 5. ኦሮምኛ 6. ሌላ ካለ ይገለጹ -----

2. አፋርኛ ቋንቋ በመጀመሪያ ደረጃ ስርዓተ ትምህርት ለማስተማሪያነት እንዳይውል ያደረጉት ችግሮች

	መስፈርት	በጣም እስማማለሁ (1)	እስማማለሁ (2)	እርግጠኛ አይደለሁም (3)	አልስማማም (4)	በጣም አልስማማም (5)
2.1	በቋንቋው የሰለጠኑ መምህራን አለመኖር፡፡					
2.2	የአፋር ተወላጆች በቋንቋቸው ለማስተማር ፍላጎት ስለሌላቸው፡፡					
2.3	የህብረተሰቡ ፍላጎት ልጆቹን በአማርኛ ማስተማር ስለሆነ፡፡					
2.4	በአፋርኛ ቋንቋ የመማሪያ ማቴሪያሎችን ለማዘጋጀት ስለማይቻል ፡፡					
2.5	በቋንቋው የስርዓተ ትምህርት ባለሙያ አለመኖር፡፡					
2.6	ክልሉ ይህንን ስራ ተግባራዊ ለማድረግ የበጀት እጥረት ስላለበት፡፡					
2.7	የአፋር ህዝብ በእፍ መፍቻ ቋንቋ ስለሚሰጥ ትምህርት ጠቀሜታ ግንዛቤ ስለሌለው፡፡					
2.8	በክልል ውስጥ የሚገኙ ውሳኔ ሰጭ አካላት ለጉዳዩ ተነሳሽነት ማጣትና ትኩረት አለመስጠት					
2.9	የአፋርኛ ቋንቋ እንደሌሎች ቋንቋዎች ለማስተማሪያነት የሚያበቃውን መስፈርት ስለማያሟላ፡፡					
2.10	ሁሉም የክልሉ ነዋሪዎች አማርኛ ቋንቋን በደንብ ስለሚችሉ፡፡					

3. መምህራን አፋርኛ ቋንቋን ለማስተማሪያ ቋንቋ ለመጠቀም ያላቸው ፍላጎት/ዝንባሌ

የተስማሙበትን መልስ የ “/ ” ምልክት በመጠቀም በተገቢው ቦታ ያስቀመጡ

	መስፈርት	በጣም እስማማለሁ (1)	እስማማለሁ (2)	እርግጠኛ አይደለሁም (3)	አልስማማም (4)	በጣም አልስማማም (5)
3.1	የአፋር ልጆችን በልጅነት ዕድሜያቸው በአፍ መፍቻ ቋንቋቸው ማስተማር በመማር ማስተማር ሂደት ውስጥ የሚፈጠሩ ችግሮችን ይቀርፋል።					
3.2	አፋርኛ ለአፋር ተማሪዎች የማስተማሪያ ቋንቋ ቢሆን ወላጆች የልጆቻቸውን የትምህርት ሂደት እንዲከታተሉና ልጆቻቸውን እንዲረዱ ያግዛቸዋል።					
3.3	አፋርኛ የማስተማሪያ ቋንቋ መሆኑ የክልሉን ባህል ውጤቶች ያሳድጋል።					
3.4	የአፋር ተማሪዎችና ወላጆች አፋርኛን ለማስተማሪያነት ለመጠቀም ይፈልጋሉ።					
3.5	አፋርኛን ለማስተማሪያ ቋንቋ መጠቀም የቋንቋውን ዕድገት ይጨምራል ።					
3.6	የአፋርኛ ቋንቋን ለማስተማሪያ ቋንቋ መጠቀም የአፋር ህዝብ ክብር፤ መብትና ማንነት መገለጫ ነው።					
3.7	አፋርኛን ለማስተማሪያ ቋንቋ መጠቀም ተማሪዎችን የትም ስለማያደርስ አልደግፈውም።					
3.8	ተማሪዎች በአፍ መፍቻ ቋንቋ መማራቸው በክፍል ውስጥ የሚማሩትን ትምህርት በደንብ እንዲረዱ ያደርጋል።					
3.9	የአፍ መፍቻን ለማስተማሪያነት መጠቀም የመጀመሪያ ደረጃ ትምህርትን ጥራት ይቀንሳል።					
3.10	ለአፋር ተማሪዎች የአፋርኛ ቋንቋ የማስተማሪያ ቋንቋ ቢሆን እመርጣለሁ።					

4. መምህራን አፋርኛ ቋንቋን ለማስተማሪያነት እንዲያገለግል ያላቸው አስተያየት ወይም ሀሳብ በተመለከተ

4.1. የመጀመሪያ ደረጃ ትምህርት በአፍ መፍቻ ቋንቋ መስጠቱ ያለውን ጠቀሜታ ቢገልፁ _____

4.2. አፋርኛ ቋንቋን ለማስተማሪያነት ቢጠቀሙ እስከ ስንተኛ ክፍል ድረስ ተግባራዊ ቢሆን ይመርጣሉ 1. ከ1-4 ክፍል 3. ከ1-8 ክፍል
2. ከ 1-6 ክፍል 4 ሌላ ካለ ይግለፁ -----

4.3. በጥያቄ ቁጥር “2” ለሰጡት መልስ ምክንያቱ ምንድን ነው _____

4.4. አፋርኛ ቋንቋን ለማስተማሪያነት እንዲያገለግል ያደረጉት ችግሮች ምንድን ናቸው ሀሳብዎን ቢገልፁ _____

4.5. የአፋርኛ ቋንቋን ለማስተማሪያነት ለመጠቀም የሚያስችሉ የመፍትሄ ሀሳቦችና ሌሎች አማራጭ መንገዶች ካሉ ቢጠቅሱ _____

አዲስ አበባ ዩኒቨርሲቲ

ድህረ ምረቃ ጥናት

ስነ- ትምህርት ክፍል

የስርዓተ ትምህርትና መምህራን ሙያ ልማት ትምህርት ክፍል

ከተማሪዎች ጋር ለሚደረግ የቡድን ውይይት የተዘጋጁ የመመሪያ ጥያቄዎች

1. የመጀመሪያ ደረጃ ትምህርት የመማሪያ ቋንቋ አፋርኛ ቢሆን ያላችሁን ስሜት ወይም ፍላጎት እንዴት ትገልፁታላችሁ?
2. የመጀመሪያ ደረጃ ትምህርታችሁ በአፋርኛ ቋንቋ ቢሰጥ ደስተኞች ናችሁን? ለምን?
3. የመጀመሪያ ደረጃ ትምህርት በአማርኛቋንቋ መስጠቱ ጉዳት አለው ብላችሁ ታስባላችሁን ? በአፋርኛ ቋንቋ መማርስ?
4. በአፋርኛ ቋንቋ መማራችሁ ሰፊ ያለ አመለካከት እንዳይኖራችሁና ህብረተሰቡን ለማገልገል የሚያስችል ዕውቀት አያስገኝም ብላችሁ ታስባላችሁን?
5. በአማርኛ ቋንቋ ለመማር ፍላጎት ወይም ዝንባሌ አላችሁን? ለምን?
6. ወላጆቻችሁና መምህራን በአማርኛ ቋንቋ በመማራችሁ ያላቸው አመለካከት እንዴት ትገልፁታላችሁ?
7. አማርኛንና አፋርኛ ቋንቋን ለመማሪያ ቋንቋነት እንድትመርጡ ዕድሉ ቢሰጣችሁ የትኛውን ቋንቋ ትመርጣላችሁ? ለምን?
8. ለመጨመር የምትፈልጉት አስተያየት ወይም ሀሳብ ካለ ብትገልፁ

ለትብብራችሁ በጣም አመለግናለሁ።

አዲስ አበባ ዩኒቨርሲቲ
ድህረ ምረቃ ጥናት
ስነ-ትምህርት ክፍል
የስርዓተ ትምህርትና መምህራን ሙያ ልማት ትምህርት ክፍል

ለርዕስ መምህራን የሚደረግ ቃለ መጠይቅ

ዕድሜ: -----

ፆታ: -----

የአፍ መፍቻ ቋንቋ: -----

የትምህርት ደረጃ: - ስርተፊኬት ☐

- ዲፕሎማ ☐

- ዲግሪ ☐

- ሌላ ካለ ይገለፅ --

1. በአፍ መፍቻ ቋንቋ ስለሚሰጥ ትምህርት ግንዛቤው አለዎትን?
2. የመጀመሪያ ደረጃ ትምህርት በአፍ መፍቻ ቋንቋ መሰጠት ጠቀሜታ አለው ብለው ያስባሉ?
3. ተወላጅ የሆኑና ያልሆኑ ተማሪዎች በክፍል ውስጥ ከመምህራን ጋር እኩል የመግባባትና ሀሳባቸውን የመግለፅ ችሎታ ይኖራቸዋል ብለው ያስባሉን?
4. የአካባቢው ተወላጆች ስለ አፍ መፍቻ ቋንቋ ትምህርት ያላቸውን ፍላጎት እንዴት ይገመግሙታል/ ያዩታል?
5. አሁን ያለበት የአፋርኛ ቋንቋ እድገት ትምህርትን በአፍ መፍቻ ቋንቋ ለመስጠት አያስችልም ብለው ያስባሉን?
6. በዚህ ክልል የመጀመሪያ ደረጃ ትምህርት በየትኛው ቋንቋ ቢሰጥ መልካም ነው ይላሉ? አማርኛ / አፋርኛ / በሁሉም
7. የአፋርኛ ቋንቋ ለማስተማሪያነት እንዳይውል ያደረጉት ችግሮች ምንድን ናቸው ብለው ያስባሉ?
8. በተራ ቁጥር “7” ላሉ ችግሮች የመፍትሄ ሀሳቦች ይሆናሉ ብለው የሚያስቡትን ቢጠቁሙ?
9. እንደ ርዕሰ መምህራነትዎ አፋርኛ ቋንቋን የማስተማሪያ ቋንቋ ለማድረግ በክልሉ፣ በወረዳና በህብረተሰቡ ውስጥ ምን መደረግ ወይም መሰራት አለበት ይላሉ?
10. ለመጨመር የሚፈልጉት አስተያየት ወይም ሀሳብ ካለ ቢገልፁልን?

ለትብብራችሁ በጣም አመሰግናለሁ።

አዲስ አበባ ዩኒቨርሲቲ
ድህረ ምረቃ ጥናት
ስነ-ትምህርት ክፍል
የስርዓተ ትምህርትና መምህራን ሙያ ልማት ትምህርት ክፍል

ለወላጆች የተዘጋጀ ቃለ መጠይቅ

ብሄር ----- የትምህርት ደረጃ ----- ፆታ -----

1. በዚህ ትምህርት ቤት ውስጥ ስንት ልጆችን ያስተምራሉ?
2. ስለአፍ መፍቻ ቋንቋ ትምህርት ግንዛቤው አለዎትን?
3. የመምረጥ ዕድሉ ቢሰጥዎ ልጆችዎን ወደየትኛው ትምህርት ቤት ይልካሉ?
ትምህርት በአፋርኛ ቋንቋ ወደሚሰጥበት ትምህርት በአማርኛ ቋንቋ ወደሚሰጥበት
4. ልጆዎ በአፍ መፍቻ ቋንቋው ቢማርልዎ ምን ይሰማዎታል?
5. ልጆዎ በአማርኛ ቋንቋ በመማሩ ምን ይሰማዎል/ታል?
ብዙ ጊዜ ቅሬታ ያቀርባሉ ☐
ለመማር ፍላጎት አላቸው ☐
6. መምህራን የአፋርኛ ቋንቋን ለማስተማሪያነት ለመጠቀም ያላቸው ፍላጎትና ዝንባሌ እንዴት ያዩታል?
7. አፋርኛን ለማስተማሪያ ቋንቋነት መጠቀም ጎጂነት አለው ብለው ያስባሉ? ለምን?
8. ልጆዎ በአማርኛ ቋንቋ በመማሩ በቂ የሆነ እውቀት ያገኛል ብለው ያስባሉ?
9. የአማርኛ ቋንቋ ለማስተማሪያነት ሲውል በወላጆች በኩል ውይይት ተደርጎበታልን?
10. የመጀመሪያ ደረጃ ትምህርት የመማሪያ ቋንቋ ምን መሆን አለበት ይላሉ?
11. የአፋርኛ ቋንቋ በክልላች በአንደኛ ደረጃ ትምህርት ቤቶች ውስጥ የመማሪያ ቋንቋ እዳይሆን ያገዱት ችግሮች ምንድን ናቸው?
12. የአፋርኛ ቋንቋ የማስተማሪያ ቋንቋ እንዲሆን መከናወን የሚገባቸው ጥረቶችና የመፍትሄ ሀሳቦች ምንድን ናቸው ይላሉ?

ለትብብራችሁ በጣም አመሰግናለሁ።

አዲስ አበባ ዩኒቨርሲቲ
ድህረ ምረቃ ጥናት
ስነ- ትምህርት ክፍል
የስርዓተ ትምህርትና መምህራን ሙያ ልማት ትምህርት ክፍል

ለክልልና ለወረዳ የትምህርት ባለሙያዎች የተዘጋጀ ቃለ መጠይቅ

ዕድሜ: ----- የስራ ሀላፊነት: ----- የትምህርት ደረጃ: ስርተፊት ☐
 ፆታ:----- የአገልግሎት ዘመን ----- - ዲፕሎማ ☐
 - ዲግሪ ☐
 - ሌላ ካለ
 ይገለፁ--

1. ስለ አንደኛ ደረጃ የትምህርት ፖሊሲ ምን ያህል ግንዛቤ አለዎት?
2. በክልሉም ሆነ በወረዳ ደረጃ የአፋርኛን ቋንቋ በአንደኛ ደረጃ ትምህርት ውስጥ ለማስተማሪያነት እንዳይውል ያደረጉት ዋና ዋና ችግሮች ምንድን ናቸው ይላሉ?
3. የአፋር መንግስት፣ የትምህርት ቢሮ ባለሙያዎችና ህብረተሰቡ በአንደኛ ደረጃ ትምህርት ውስጥ መጠቀም ስለሚገባው የማስተማሪያ ቋንቋ በጋራ በመሆን ውይይት አድርገው ያውቃሉን?
4. በክልሉ በሚገኙ የመጀመሪያ ደረጃ ትምህርት ቤቶች አማርኛ ቋንቋ ብቻ ለማስተማሪያነት ሲወሰን ምንን መሰረት ያደረገ ውሳኔ ነበር?
5. የአፋርኛ ቋንቋ የማስተማሪያ ቋንቋ ለመሆን ገና ያላደገ ቋንቋ ነው ብለው ያስባሉ?
6. በአፋርኛ ቋንቋ ማስተማር ከአማርኛ ይልቅ ብዙ ወጭ የሚጠይቅ ነው ብለው ይገምታሉን?
7. የአፋርኛ ቋንቋ ፊደላት በአፍ መፍቻ ቋንቋ ትምህርትን ለመስጠት ምቹና ብቁ አይደሉም ብለው ያምናሉን?
8. ትምህርትን በአፋርኛ ቋንቋ ለማከናወን በቋንቋ የሰለጠኑ ትምህርት ባለሙያዎች እጥረት ሊያጋጥም ይችላል ብለው ያስባሉ?
9. የአፍ መፍቻ ቋንቋቸው አፋርኛ ወይም አማርኛ የሆኑ መምህራንን በአፋርኛ ቋንቋ ማሰልጠን ይቻላልን?

10. ወላጆች በትምህርት ቤቶች ላይ ከፍተኛ ተሳትፎ እንዲኖራቸው አማርኛን ለማስተማሪያነት መጠቀም ትክክለኛ ውሳኔ ነው ብለው ያምናሉ?
11. የአፋር ህብረተሰብ ቋንቋውን ለማስተማሪያነት ለመጠቀም ያለውን ስሜትና ፍላጎት እንዴት ያዩታል?
12. የአፋርኛ ቋንቋን ለማስተማሪያነት ለመጠቀም በክልሉ ውስጥ ምን እድሎች አሉ?
13. በክልልም ሆነ በወረዳ ደረጃ የአፍ መፍቻ ቋንቋን ለማስተማሪያነት ለመጠቀም የተደረጉ ጥረቶች አሉ? አዎ ካሉ ምን ጥረቶች ተደርገዋል
የለም ካሉ ምክንያቶቹ ምንድን ናቸው
14. ተጨማሪ አስተያየት ወይም ሀሳብ ካለዎት ቢገልፁ _____

ለትብብራችሁ በጣም አመሰግናለሁ።

አዲስ አበባ ዩኒቨርሲቲ
ድህረ ምረቃ ጥናት
ስነ- ትምህርት ክፍል
የስርዓተ ትምህርትና መምህራን ሙያ ልማት ትምህርት ክፍል

ለአፋርኛ ቋንቋ ባለሙያዎች የተዘጋጀ ቃለ መጠይቅ

ዕድሜ: -----

የአፍ መፍቻ ቋንቋ -----

ፆታ: -----

የትምህርት ደረጃ ስርዓተ-ፊኬት

የስራ መደብ/ ሃላፊነት: -----

- ዲፕሎማ ☐

- ዲግሪ ☐

ሌላ ካለ ይገለፅ-----

- እንደምታውቁት በክልላችን ውስጥ የአፋርኛ ቋንቋ ከአማራጭ ትምህርት በስተቀር በመደበኛ ትምህርት ቤቶች ለማስተማሪያነት ቋንቋ አያገለግልም።
በመሆኑም ይህ ቋንቋ የማስተማሪያ ቋንቋ እንዳይሆን ያደረጉት ዋና ዋና ችግሮች ምንድን ናቸው ይላሉ?
- ስለ አፋርኛ ቋንቋ እድገት ምን ሀሳብ አለዎት?
 - የቋንቋው እድገት የመጀመሪያ ደረጃ ትምህርትና በአፍ መፍቻ ቋንቋ ለማስተማር ያስችላልን? መልስዎ አዎ ከሆነ ደረጃውን እንዴት ይገልፁታል።
አያስችልም ካሉ ምን ችግር ይታይበታል
 - ቋንቋው የማስተማሪያ ማቴሪሎችን (መፅሀፍትን፣ ሲሰበስ፣ መምሪያና ማኑዋል ወዘተ) ለማዘጋጀት ምቹና በቂ ነውን?
 - ለማስተማሪያ የሚውሉ ማቴሪያሎችን ዝግጅት ለማድረግ በቋንቋው የስርዓተ ትምህርት ባለሙያዎች ማግኘት ይቻላልን?
- የአፋር ህዝብ አፋርኛን ለማስተማሪያ ቋንቋነት ለመጠቀም ያለው ተነሳሽነት እንዴት ያዩታል?

4. በክልሉ በሚገኙ የመጀመሪያ ደረጃ ትምህርት ቤቶች አማርኛ ቋንቋ ብቻ ለማስተማሪያነት ሲወሰን ምንን መሰረት ያደረገ ውሳኔ ነበር?
5. እንደ ቋንቋ ባመሉያነትዎ አፋርኛ ቋንቋ ለማስተማሪያነት ቢውል የሚሰጠውን ጠቀሜታ ቢገልፁልኝ?
6. በመጀመሪያ ደረጃ ስርዓተ ትምህርት ውስጥ አፋርኛ ቋንቋን ለማስተማሪያነት ለመጠቀም የመፍትሄ ሀሳቦችና አማራጭ መንገዶች ናቸው የሚሉትን ቢገልፁልኝ?
7. በክልሉ መንግስትና በትምህርት ቢሮ እንዲሁም በዚህ ማዕከል አፋርኛን ለመጀመሪያ ደረጃ ትምህርት ማስተማሪያ እንዲውል ለማድረግ የተደረገ ጥረት አለ? ለወደፊቱስ በቋንቋው አጠቃቀም ዙሪያ ምን ሊደረግ ታስቧል?
8. ስለዚህ ጉዳይ ተጨማሪ ሀሳብ ወይም አስተያየት ካለዎ ቢገልፁልኝ

ለትብብራችሁ በጣም አመሰግናለሁ።

አዲስ አበባ ዩኒቨርሲቲ
ድህረ ምረቃ ጥናት
ስነ-ትምህርት ክፍል
የስርዓተ ትምህርትና መምህራን መያ ልማት ትምህርት ክፍል

ለክልል መንግስት ተወካዮች የተዘጋጀ ቃለ መጠይቅ

ዕድሜ: -----

ፆታ: -----

የስራ መደብ/ ሃላፊነት: -----

የአፍ መፍቻ ቋንቋ -----

የትምህርት ደረጃ:

ስርዓተ-ሥራ

☐

ዲፕሎማ

☐

ዲግሪ

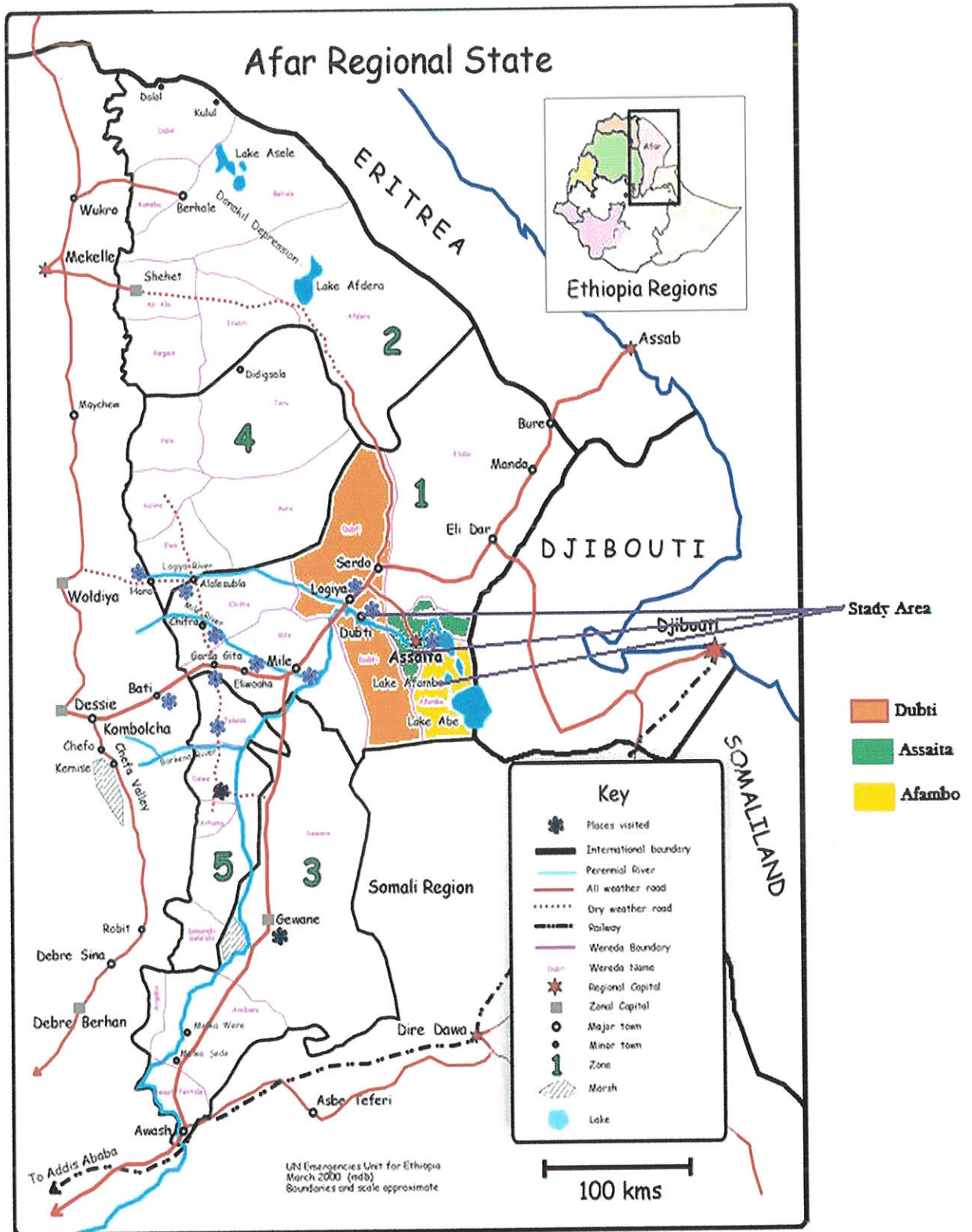
☐

ሌላ ካለ ይገለፅ -----

1. እንደምታውቁት ህገ መንግስቱም ሆነ የትምህርት ፖሊሲው በመጀመሪያ ደረጃ ስርዓተ ትምህርት ውስጥ ክልሎች የአፍ መፍቻ ቋንቋን ለማስተማሪያነት እንዲያውሉ መብት ሰጥቷል። ነገር ግን በክልላችን ከአማራጭ መሰረታዊ ትምህርት በስተቀር ተግባራዊ አልሆነም ታዲያ እርስዎ ተግባራዊ እዳይሆን እንቅፋት የሆኑት ችግሮች ምንድን ናቸው ይላሉ?
2. ከላይ በተራ ቁጥር “1” የተጠቀሱትን ችግሮች ለመቅረፍ ምን የመፍትሄ ሀሳብ ያስቀምጣሉ? በክልሉ ውስጥ ችግሩን ለመቅረፍ የሚያስችሉ አማራጮች ይኖራሉ?
3. በክልሉ በሚገኙ የመጀመሪያ ደረጃ ትምህርት ቤቶች አማርኛ ቋንቋ ብቻ ለማስተማሪያነት ሲወሰን ምንን መሰረት ያደረገ ውሳኔ ነበር?
4. የአፋር ህዝብ (ወላጆችና ተማሪዎች) አፋርኛን ለማስተማሪያነት ለመጠቀም ያላቸውን ፍላጎትና ተነሳሽነት እንዴት ያዩታል? የህዝቡ ተነሳሽነት ቋንቋውን ለማስተማሪያነት እንዳይውል ያደረገው ይመስልዎታል?
5. በአፍ መፍቻ ቋንቋ ስለሚሰጥ ትምህርት ጠቀሜታ ምን ይላሉ?
6. አፋርኛ ቋንቋ አሁን ባለበት የእድገት ደረጃ ለመጀመሪያ ደረጃ ትምህርት የማስተማሪያ ቋንቋ ለመሆን የሚያስችል ብቃት የለውም የሚል ሀሳብ አለዎትን?
7. የአፋርኛ ቋንቋን ለመጀመሪያ ደረጃ ትምህርት ማስተማሪያ እንዲውል በክልሉ መንግስት በኩል ምን የተደረገ ጥረት አለ? ወደፊትስ ምን ሊደረግ ታስቧል? በዚህ ዙሪያ በፅሁፍ ያሉ መረጃዎች ካሉ ቢያቀርቡልኝ?
8. በዚህ ርዕስ ዙሪያ ተጨማሪ ሀሳብ ወይም አስተያየት ካለዎት ቢገልፁልኝ?

ለትብብራችሁ በጣም አመሰግናለሁ።

Appendix I



Appendix J

የ2002 ዓ.ም የትምህርት ቤቶች ብዛት በደረጃ

ተ.ቁ	ወረዳ	ጠቅላላ መደበኛ ብዛት	1ኛ ሳይክል (1ኛ-4ኛ)	1ኛ ና 2ኛ ሳይክል	ሙሉ ሳይክል	2ኛ ሳይክል ብቻ (5ኛ-8ኛ)	ደረጃ-1	ደረጃ-2	ደረጃ-3	ጠቅላላ አማራጭ
1	አፋንቦ	9	65	1	2		10	1	0	11
2	አይሳይታ	14	12	5	4		12	4	6	22
3	ዱብቲ	21	7	4	5		12	4	3	19
4	ኢሊዳር	11	19	0	4		3	17	8	28
5	ጭፍራ	25	5	1	5		13	7	6	26
6	ሚሴ	9	3	2	2		6	2	2	10
7	አዳከር	5	4	1	1		14	9	0	23
8	ኮሪ	4	3				11	0	0	11
9	ቢዱ	3	10				2	1	0	3
10	አባአላ	16	13	2	3	1	5	7	3	15
11	በርሃሌ	23	2	6	3	1	10	3	10	23
12	ዳሰል	19	12	12	5	0	2	2	7	11
13	ኮነባ	16	1	2	1	1	8	1	5	14
14	እረብቲ	7	1	5	1		4	2	6	12
15	መጋሌ	13	3	9	3		6	3	3	12
16	አፍዴራ	11	4	7	1		0	1	13	14
17	በቡሪሞዳይት	7	5	2	1		2	0	9	11
18	አዋሽ	13	6	1	7		3	2	5	10
19	ገዋኔ	11	10	0	4	1	4	6	3	13
20	አማበራ	27	0	4	13		3	4	7	14
21	አርጎባ	11	9	9	2		9	5	3	17
22	ዱለቻ	15	6	3	3		4	2	6	12
23	እዋ	11	6	3	2		7	3	7	17
24	አውራ	9	11	1	2		9	1	1	11
25	ጉሲና	15	6	2	2		1	3	0	4
26	ቴሩ	10	10	2	2		19	3	2	24
27	ያሰ	16	1	5	1		2	0	2	4
28	ተላላክ	8	7	5	2		1	1	5	7
29	ደዋ	10	5	1	2		5	4	5	14
30	ደዳሊፋጌ	10	7	3	2		2	2	3	7
31	ሀደሌኤላ	10	4	2	0	1	2	2	1	5
32	ሰሙሮቢ	8		0	4		6	4	6	16
	ክልል	397	203	100	89	5	197	106	137	440

የአፋር ክልል ትምህርት ቢሮ ፕላንና ፕሮግራም መምሪያ

Appendix K

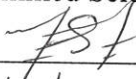
Data Gathering Schedule

S.No	Name of schools / Regional Bureau	Woreda	Date
1	Dubti woreda Education Office	Dubti	20/04/2003
	Debel primary school	Dubti	20/04/2003
	Plantation primary school	Dubti	21/04/2003
	Awash sheleko primary school	Dubti	25/04/2003
	Farm one primary school	Dubti	26/04/2003
	Form two primary school	Dubti	28/04/2003
	Meglikebo primary school	Dubti	05/05/2003
	Logia primary school	Dubti	10/05/2003
2	Aysaita Woreda Education Office	Aysaita	09/05/2003
	Sinble primary school	Aysaita	09/05/2003
	Hinale primary school	Aysaita	11/05/2003
	Arado primary school	Aysaita	12/05/2003
	Ewket chora primary school	Aysaita	13/05/2003
3	Afar Regional Education Bureau	Dubti	02/05/2003
	Afar Regional State Government Bureau	Dubti	03/05/2003
	Afar Language Study and Enrichment Center	Dubti	06/05/2003
4	Fatuma Abdu Primary school	Afambo	16/05/2003
	Gela Alp Primary school	Afambo	17/05/2003
	Kebir Tobolo Primary school	Afambo	18/05/2003
	Afambo Woreda Education Office	Afambo	19/05/2003

DECLARATION

This thesis is my own original work and has not been presented for a degree in any other university, all the sources of information used for the study have been dully acknowledged.

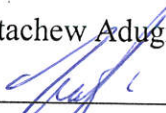
Name Mohammed Seid

Signature 

Date 19/05/11

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

Name Getachew Adugna (Dr)

Signature 

Date 19/05/11