

**Education Language Policy and its
Implementation in Primary Schools:
The Case of Wolayta Soddo**

BY

Wolayte Bogale



**A Thesis Submitted to the School of Graduate Studies of Addis
Ababa University in Partial Fulfillment of the Requirements for the
Degree of Masters in Linguistics**

APPROVED BY

SIGNATURE

Chairperson, Head of Graduate Committee

Bikale Saegum

[Handwritten Signature]

Advisor

Lehelenu Seyew

[Handwritten Signature]

Examiner

ACKNOWLEDGEMENT

My first heartfelt gratitude goes to my advisor Ato Bikale Seyoum, assistant professor in Addis Ababa University, who has been providing me with his unreserved critical comments and guidance in this work from the beginning to the end. His multidirectional comments helped me a lot to get solutions in the difficulties that I faced during the study.

I would also like to express my thanks to my father Ato Bogale Gessamo and my mother Wro Asnakech Agebo for their enormous encouragement and help during the study.

I am also very grateful to express my thank you to my friend Ashenafi Girma for his help in providing me materials for the realization of my work. I also want to say thanks to my friends Mesfin Wodajo and Samuel Handamo for their lovely encouragements and comments in my study.

Lastly but not the least, I would like to say thank you to Ato Altaye Ayele for helping me by materials, the officials of Wolayta zone education bureau Ato Bezabih Muluneh and Ato Telmos Lata, the directors, teachers and students in the sample schools for their cooperation during data collection for this study.

TABLE OF CONTENTES

	Page
CHAPTER ONE	
Acknowledgement.....	i
Table of contents	ii
List of tables	v
Abstract.....	vii
Introduction.....	1
1.1 Background of the study.....	1
1.1.1 Research setting.....	5
1.2 Statements of the problem	6
1.3 Objectives of the study.....	8
1.4 Significance of the study.....	8
1.5 Methodology	8
1.5.1 Sampling	9
1.5.2 Instruments of data collection.....	9
1.5.2.1 Questionnaire	10
1.5.2.2. Interview	10
1.5.2. 3. Observation	11
1.5.3 Data analysis technique	11
1.6. The delimitation of the study	11
CHAPTER TWO	
2.1 Review of literature and related works.....	12
2.1.1 Language policy	12
2.1. 2 Steps in models of language policy	12
2. 1.2.1 The planning model.....	12
2.1.2.2. Rational model.....	13
2.1. 3. Language planning for policy implementation	14

CHAPTER THREE

3.1 Data presentation and analysis	35
3.1.1 Respondents' Demography	35
3.1.2. Implementation at first cycle	37
3.1.2.1. Wolaytato as the medium of instruction.....	37
3.1. 2.1.1 Proficiency on the medium of instruction	37
3. 2. Adequacy of the medium of instruction	42
3.3 Teachers' qualifications.....	44
3.4 Material availability.....	46
3.5. Attitude of students' teachers and parents towards the languages in education at first cycle	47
3.5.1 Attitude of students	48
3.5.2 Attitude of teachers	51
3.5.3 Attitude of parents	54
3.6 English as a subject	57
3.6.1 Language use during English lessons	58
3.6.2 Skills in English for second cycle learning	63
3.1.3 Implementation at second cycle	66
3.1.3.1 English as medium of instruction	66
3.1.3.1.1 Proficiency on the medium of instruction.....	66
3.1.3.1.2 Material availability	77
3.1.3.1.3 Attitude towards the languages in education at second cycle	79
3.1.3.1.3.1 Teachers attitude	79
3.1. 3.1.3.2 Students' attitude towards the medium of instruction	86

3.1.3.1.3.3 Attitudes or Views of education officials towards the languages in education.....	91
3.1.3.1.4 Implementation of Wolaytato as a subject.....	94

CHAPTER FOUR

Summary, Conclusion and Recommendation	96
4.1 Summary	96
4.2 Conclusion	99
4.3 Recommendation	100
Bibliography.....	102
Appendices	

LIST OF TABLS

Table1.1 Adopted from Heugh et al. 2007	4
Table1.2 Summary of the teachers' questionnaire	10
Table 1.3 Summary of the students' questionnaire	10
Table 3.1 The language that teachers write and read better.....	38
Table 3.2 Teachers' language use for delivering subject matter	38
Table3.3 Language uses of teachers during asking and answering questions and facilitate group discussions.....	40
Table 3.4 Students' response about understanding the MOI.....	41
Table3.5 Language use of students during asking and answering questions and discuss in group in classrooms.....	41
Table 3.6 The adequacy of the MOI.....	43
Table 3.7 Response the relevance of new terms in Wolaytato.....	43
Table 3.8 Response on teachers training.....	45
Table 3.9 The duration of teachers training	45

Table 3.10	Students' attitude towards the appropriateness of Wolaytato as MOI.....	48
Table 3.11	Languages preferred by students as the right MOI.....	49
Table 3.12	Students' belief about learning in English.....	50
Table 3.13	Teachers' response on the appropriateness of the MOI.....	51
Table 3.14	Teachers' attitude to the MOI.....	52
Table 3.15	teachers' language use	58
Table 3.16	Languages use of students during English class	60
Table 3.17	Response about practicing English.....	62
Table 3.18	Response about practicing English.....	63
Table 3.19.	Response on students' English skill adequacy	64
Table 3.21	Teachers' response on the satisfactoriness of student's proficiency in English.....	66
Table3.22	Response of teachers language use.....	70
Table 3.23	Language use of teachers during different teaching- learning activities in the classroom.....	71
Table 3.24	Students' comprehension in English.....	72
Table 3.25	Students' response on their speaking skill.....	73
Table 3.26	Students' language use	74
Table 3.27	Students' response about understanding exam question.....	76
Table 3.28	Text book distribution at the second cycle.....	77
Table 3.29	Response about supplementary materials.....	78
Table 3.30	Teachers' response on the appropriateness of the MOI.....	79
Table 3.31	Teachers' response on attitude.....	82
Table 3.32	Response in understanding Wolaytato	86
Table 3.33	Students' response in choice of the MOI.....	87
Table 3.34	Students' response on subject sharing between mother tongue and English.....	88
Table 3.35	Students' response on the appropriateness of the MOI.....	89
Table 3.36	Preferred languages other than the MOI.....	90

ABSTRACT

The main objective of this study is to study the implementation of the current education language policy in Wolayta Soddo primary schools. The study comprises both the first and the second cycles. As a result grade 4 and grade 8 students of each cycle were chosen to participate in the study. From these grades 140 students were participated. Besides 22 teachers (6 from the first and 16 from the second cycle), 10 parents and 2 education bureau officials were also participated. Totally in this study 174 subjects were involved.

Using questionnaire interview and observation the required data were collected from the subjects. The collected data were analyzed using quantitative and qualitative methods. The findings show that, classroom language use at the first cycle is consistent to the policy whereas at the second cycle not. Amharic and Wolaytato are the de facto mediums at the second cycle. Both teachers and students have English problem. The methods that are used for English teaching in the first cycle do not enable students adequate to be instructed only in English.

Except first cycle teachers, students in both cycles, second cycle teachers, parents and education officials understood the use of Wolaytato as the medium of instruction in a wrong way. As a result they have developed negative attitude towards learning in Wolaytato beyond the first cycle. They prefer English to Wolaytato as the best medium of instruction for success in education. However the students' achievement is not as good as those students who learn in their mother tongue in the whole primary education. Therefore first cycle teachers should be continuously trained in teaching English. Learning in English should wait until students get oral proficiency and literacy skill in English. The concerned government body should work to change attitudes of the stake holders and motivate to participate in the implementation.

CHAPTER ONE

Introduction

1.1 Background of the study

According to Clyne (1997:301), multilingualism refers to either the use or the competence of more than one language by an individual or the language situation in an entire nation. It can also be defined as the use of more than one language or the existence of more than one language in a society. This phenomenon is a norm rather than exception in Africa. According to Wolff (1998) there are about 1250-2100 languages in Africa. However, the respective government language policy may value the existence of many languages in a country or could deny the presence of different languages and promote monolingualism.

Like most African countries, Ethiopia is a multilingual country with more than 80 different languages (Gfeller 1999:27). This linguistic diversity in Ethiopia has been guided under different language policies during different regimes. The language policies in the governments before the current one were practically more or less similar. Regardless of the linguistic diversity in Ethiopia, the past consecutive imperial regimes of Ethiopia had been promoting Amharic for national, official and educational purposes. Other languages were denied the opportunity to be the official or the language of instruction in their respective area.

According to UNESCO (2003) language is not only a tool for communication and knowledge but also a fundamental attribute of cultural identity and empowerment, for both the individual and the group. Respect for the languages of persons belonging to different linguistic communities is essential to peaceful cohabitation. Claims for language are among the first rights that minorities have voiced when there have been situations of political change and evolution.

Such claims for linguistic rights range from the official and legal status of the minority and indigenous language, to language teaching and use in schools and other institutions, as well as in the media. As to Heugh et al (2007:47) the last years of Emperor HaileSillasié were full of political turmoil due to opposition movements from university students. One of the students' questions during the movement was the right to use and have recognized all ethnic languages and cultures. This and other basic political and social based students' questions resulted in massive protest leading to the overthrow of Emperor HaileSillasié in 1974. Consequently, the military socialist government took power and the military junta promulgated a programme in which Ethiopian nationalities got the right to use their language for education and other purposes at least on a paper. However the practice was not different from its previous imperial systems. The military government used 15 other language for literacy in informal education; but Amharic continued with its functions in formal education, the media and in other national and official purposes.

The current government took over the power from the military government in 1991, since then change has been made on the different systems of the country. The centralized system in government administration during the socialist government was replaced by a decentralized one. And all Ethiopian languages got equal recognition in the constitution. Article 5 of the constitution of The Federal Democratic Republic of Ethiopia states that:

- 1) All Ethiopian languages shall enjoy equal recognition.
- 2) Amharic shall be the working language of the federal government
- 3) Members of the federation may by law determine their respective working language.

According to the constitutional provision, Ethiopia has adopted a multilingual language policy. The language policy which is concerned

with the language in education referred as the educational language policy and it is the subset of the language policy of country. Following the multilingual language policy, the current educational language policy of Ethiopia allows mother tongue or learners' first language to be the medium of instruction while Amharic and the foreign language English are offered as a subject in primary education. The education and training policy (ETP, 1994) states it as follows:

Cognizant of the pedagogical advantage of the child in learning in mother tongue and the rights of nationalities to promote the use of their languages, primary education will be given in nationality languages.

On the implementation aspect, the policy does not oblige students to learn necessarily in mother tongue but it allows them to choose the language. Thus the policy says:-

Making the necessary preparation nations and nationalities can either learn in their own language or can choose among those selected on the bases of national and country wide distribution.

This educational language policy is promulgated at national level and its application is different from region to region. The following table shows the languages used as medium of instruction and the grade levels where they are used as the medium of instruction and as a subject.

Regions	Medium of instruction at primary school		
	First cycle	Second cycle	
	1-4	5-6	7-8
Addis-Ababa	Amharic	Amharic	English
Diredawa	Amharic Af. Oromo, Somali	Amharic Af.Oromo, Somali	English not for civics

Afar	Amharic	Amharic	English	
Amhara	Amharic, Awingi Hamittegna	Amharic, Awingi Hamittena	English	science& maths
			Amharic, Awingi Hamittena	For the rest subjects
Benshangul Gumuz	Amharic	Amharic	English	
Gambella	Amharic	English	English	
Harari	Harari, Af.oromo	Harari, Af.oromo	English	Science & maths
	Amharic	Amharic	Harari, Af.oromo Amharic	All subject except science & maths
Oromiya	Af.Oromo & Amharic	Af.Oromo & Amharic	Af.Oromo and Amharic	
SNNPR	Amharic, Dawro, Gamo Gedio Gofa, Hadiya ,Kembata, Kafinono Konta,Korete,Sidam a Silti And Wolayta	English	English	
Somali	Somali	Somali	Somali	
	Amharic	Amharic	English	Science & maths
			Amharic	Other subjects
Tigray	Tigrinya	Tigrinya	Tigrinya	

Table1.1 :- adopted from Heugh et al (2007 :55-57)

As the table shows, only Oromia, Tigray and Somali regions implement mother tongue of their respective region consistently as stated in the ETP¹ but the remaining regions employ inconsistently. The southern Nation Nationalities and People Region (SNNPR) is one of the regions which do not apply the policy as stated on the ETP. And

¹ ETP refers to education and training policy

the regional constitution promulgates the condition in its articles 5 as follows:

- All languages in the region enjoy equal state recognition.
- Amharic shall be the working language of the regional state
- Zonal and special Woredas may determine their working languages in their own councils

According to Getachew and Derib (2006), SNNPR contains more than 70% of the total number of languages in Ethiopia. The regional government also recognized that there are more than 56 nations, nationalities and people in the region. The exact number of language in the region is not yet known because of the uncertainty about which ones are independent languages and which ones are dialects.

Despite the fact that there are a large number of language in the region only 11 languages (Wolayta, Gamo, Dawro, Gofa, Kafa, Silti, Kambata, Hadiya, Gedeo and Sidama) including Amharic are being used as medium of instruction (Ministry of Education 2002). Even though the regional Constitution referred to above implies that all language in the region have the right to be mediums of instruction, it is logically expected that the application to all depends on financial, human and other resource. And therefore the region has failed so far to apply it to all at the same time. As a result, Amharic is the medium of instruction in the rest of the areas in the region.

1.1.1 Research setting

Wolayta is one of the nationalities living under the administration of SNNP region. The northern border of Wolayta is inhabited by Kambata and Badewacho Haddiya people and the eastern by Sidama . The west and south Wolayta is encircled by Dawro, Basketo, Gofa, Konta, Mello, Oyda, Zayse, Dorze and Gamo (Cohen, 2000:155). It has currently a zonal status in the region. The word Wolayta refers to both the people and the land. The language is called Wolayta dona or Wolaytato.

Soddo is the capital of Wolayta zone. The town was established during Emperor Menelik II in 1895 (Wanna 1994:215). It is the largest town in the zone and lies in the geographical center of Wolayta. The town is built on steep slope overlooking the plain to the west of Lake Abaya. Soddo is the first town in Wolayta where modern education started. Modern education in Wolayta dates back to the time of Emperor HaileSillasié. The first state school was opened in 1942 in Soddo town (Wanna 1994:153). Currently, there are 5 primary(4 full primary and 1 first cycle), 1 secondary, 1 secondary and preparatory government schools and 1 university in the urban area and 3 primary schools in the rural area (Soddo Zuria) of Wolayta Soddo. In all primary schools Wolaytato is the medium of instruction at the first cycle and there is no Amharic medium government school in Soddo and in general in Wolayta at this level.

1.2 Statements of the problem

The educational language in Wolayta schools before the current government was the same as elsewhere in Ethiopia. As mentioned in 1.1 section the language is being used as medium of instruction in primary education. Between 1994 and 2005 it served as medium of instruction for all subjects from grade 1-6. Even though the ETP suggests that it is much better for regions to teach in their respective mother tongue rather than in English at primary level including in grade 7 and 8, Wolaytato is reduced to first cycle² primary education since 2005. The present educational language policy which is guiding the primary education in Wolayta can be summarized as follows:-

- The mother tongue (Wolaytato) serves as the medium of instruction in the first four years of primary education; and continues as a subject up to grade 9.

² Currently Primary education ranges from grade 1-8 and divided into two cycles. The first cycle is from grade 1-4 and the second cycle is from grade 5-8.

- English is offered as a subject from grade 1 and used as the medium of instruction from grade 5 onwards;
- Amharic is taught as a subject from grade 3 onwards.

According to Gfeller (1999:42), each language in this program has an important and unique part to play in every learner's socio-cultural, economic and academic advancement. The mother tongue fills the slot of identity; Amharic serves for mobility at national level or a language for flexibility. English, a foreign language, used as medium of instruction and taught as a subject, is the most important language for international mobility. In addition to what Gfeller said, instruction in the mother tongue at the beginning is beneficial to language competencies in the mother tongue, achievement in other subject areas, and in second or in foreign language learning. Therefore, these advantages of mother tongue instruction can be achieved if the policy or the program is implemented carefully.

As it is mentioned above, from grade 1-4 students learn via Wolaytato and learn English as a subject. After grade 4, the policy considers that students are competent to learn through English, and as a result English becomes the medium of instruction in grade 5. Thus, this study focused on examining the practice in the implementation of the educational languages in both cycles and the degree of consistency between the implementation and the policy. Hence this research tries to answer the following questions:

- How consistent is the actual language practice in the classrooms to the policy?
- What are the views of different stake holders towards the policy?
- What factors affect the implementations of the new educational language policy in schools?

1.3 Objectives of the study

The study has the following objectives:-

- To describe the actual practice in the implementation of the current educational language policy in Wolayta Soddo primary schools;
- To assess the views of different stakeholders and their participation in the implementation of the policy;
- To identify factors affecting the implementation process.

1.4 Significance of the study

This study is expected to come up with findings that will be useful to different bodies:

- Curriculum developers may find it to be a useful resource during curriculum revision.
- Teachers will find it useful to improve classroom practices.
- It may also serve as a resource material for researchers who engage in similar works.
- It may give some insights to the policy makers at regional and zonal levels in the SNNPR.

1.5 Methodology

In this study four group of sample subjects were involved. These are students, teachers, parents and zonal education officials. Since the study covers both cycles (the first and the second cycle) of primary education grades 4 and 8 students were chosen as the representatives of each cycle. They were chosen because;

- Grade 4 is the stage where students are expected to become familiar with school environment and can participate with writing reading and speaking in classroom. And they are able to give the necessary data.
- Grade 8 is the end of primary education and used to see what classroom practices look like after being exposed for

four years with the L2 as a language of instruction. Students at this grade level experienced the implementation at the second cycle better than students in grade 7 and below. So they are able to give the required data than the lower grade students of the cycle.

1.5.1 Sampling

There are four government primary schools (schools which have both the first and the second cycle of primary education) in the urban area and 3 in the rural area of Soddo. The researcher selected one school from each area. Stratified random sampling was employed for selecting students. In the selected sample schools there were totally 389 grade 4 students. The urban sample school had 224 students in 4 sections and the rural had and 167 students in 2 sections. And 10% of the total students in each section (40 students from urban school and 20 students from the rural school) were randomly selected.

In grade 8, the selected sample schools had 541 students. The urban sample school had 4 sections for grade 8 while the rural had 3. 20 students were randomly selected from each section of both the rural and the urban schools. The 140 students were selected from the second cycle. Therefore, 200 students from both cycles were selected to participate.

Since the number of teachers was not as large as students all first cycle teachers and 16 second cycle teachers of the sample schools were included in the study. Moreover, 10 parents from both rural and urban areas and 2 zone education bureau officials were involved.

1.5.2 Instruments of data collection

This study employed the following data collection instruments. These are questionnaire, interview and observation.

1.5.2.1 Questionnaire

The study employed questionnaire in order to get the required data from students and teachers. The questionnaires were two types and each of which was used for teachers and students and included both closed and open ended questions.

The following table shows summary of teachers' questionnaire in both cycles.

Place of the school	Grade 4	Grade 8			
		Field of teaching subjects			
		Natural science	Social science	English	Wolaytato
Urban	4	3	3	1	1
Rural	2	3	3	1	1
Total	6	6	6	2	2

Table 1.2:-summary of the teachers' questionnaire

The researcher attempted to collect the students' questionnaire on the spot so as to maximize the return rate. Hence from 200 students' questionnaires 140 were valid for analysis. The following table shows the distributed and valid number of students' questionnaires.

Place of sample school	Grade 4		Grade 8	
	Distributed	Valid	Distributed	Valid
Urban	40	25	80	56
Rural	20	11	60	48
total	60	36	140	104

Table 1.3:- summary of the students' questionnaire

1.5.2.2. Interview

As this study has the objective of finding the views and participation of stakeholders in the current education language policy and its implementation in primary schools interview was carried out with ten parents. These parents were interviewed about their views towards the current education language policy and their participation in the

implementation of the policy. Interview was also done with zone education bureau officials regarding the policy and its implementation.

1.5.2.3. Observation

As the study focuses on the practical implementation of the current educational language policy, observing classroom situation was needed. And the researcher observed two sections of the sample schools from each cycle two times.

1.5.3 Data analysis technique

Since the study employed questionnaire, interview and observation for gathering data, both quantitative and qualitative methods were used for data analysis. Depending on the nature and the amount of the collected data frequencies and percentages are calculated. Obtained mean scores and expected mean scores are also calculated for items which demand such calculation.

1.6. The delimitation of the study

As the study focuses on the practical implementation of the education language policy it will take much time to do it in all primary schools of Wolayta. Because of time and financial limitations the researcher reduced the sample to manageable size. As a result the study was conducted in town and rural areas of Wolayta Soddo primary schools. The reason for the choice of Soddo was because the researcher is familiar with the place and people and this helped the researcher to find the necessary information.

CHAPTER TWO

2.1 Review of literature and related works

2.1.1 Language policy: - language policy, according to Haddad (1995:18), is an explicit or implicit single decision or group of decisions which may set out directives for guiding future actions in language use and initiates or guides the implementation. According to Crawford, as quoted in Getachew and Derib (2006), language policy is what a government makes a decision officially through legislation, court decision and executive action on the use of language in public setting. In line with this Spolsky (2006:561) defined language policy as customary practices in choice of language items and variety in speech community, or to specific decision or set of decisions to modify those practices.

As all the definitions convey, language policy is a decision on the use of languages in formal public context. According to Ellsworth and Stanke (1976) as cited in Cooper (1989: 88), language policy decisions are usually formulated by formal elites, influentials and authorities in a country. Formal elites are those who are empowered to make policy; for instance presidents, senators etc. Influentials are privileged sectors in a society and authorities are those who actually make policies and they can be members of formal elite and/or influentials.

2.1.2 Steps in models of language policy

The following two models of language policy show steps in decision of policy formulation and implementation.

2.1.2.1 The planning model: - This model has basically two parts in policy making; these are policy formulation and policy implementation (Chumbaw 1987:17). The first step in policy formulation is fact finding which helps to find the true working situation in a society for establishing language policy decision. Policy formulation also has the

outline of how to implement the policy. Besides, the model puts the cost benefit analysis as one part of policy formulation. In the implementation part there are corpus development activities.

Planning Model as presented by Chumbaw (1987:17).

☞ Policy formulation	☞ Policy implementation
☞ Sociolinguistic fact- finding	☞ Codification
☞ Policy decision	☞ Elaboration
☞ Out-line implementation	☞ Reforms
☞ Cost-benefit analysis	☞ Dissemination
	☞ Evaluation

2.1.2.2 Rational model: - According to Cooper (1989:91), the rational model offers steps that should be followed by decision makers while making language policy decisions. These are:

1. Identification of the problem
2. Search for information relevant to the problem
3. Predicting possible solutions
4. Choosing one solution
5. Implementation
6. Comparing the predicted and the actual consequences

The rational model basically addresses language policy decisions which are formulated and implemented in response to language related problems, and does not mention detailed activities in the implementation of policy. But the planning model shows steps of language policy decisions which are formulated and implemented based on the practical language situation in a society. However, both models have similarity and they can be integrated with each other because each stage in the rational model is also found in the planning

model too. Therefore policy makers should follow each step in any of the models. If one of the steps is missed then there may be problems in outcomes of the policy (Chumbow 1987:16).

2.1.3. Language planning for policy implementation

After the process of policy formulation, as the above models indicate, the next step will be its implementation. Policy implementation is a step by which the stated authoritative policy decisions are put in to practice (Macnab 1989:30). This step, in the whole language policy process, needs careful work of policy executants. Various scholars point out that no matter how benign or enlightened a language policy may be in its form; it needs to be implemented carefully or it will certainly fail to achieve the outcome that its planners intended to achieve. So in order to insure effective and consistent implementation across all sectors, as Heugh et al. (2007:19) has pointed out, it is important for the government to develop a set of clear regulations and guidelines for the language policy implementation. Language policy by itself, is insufficient guarantee that the different sectors of a government or civil society will understand how best to implement.

According to Heugh, et al (2007:19) implementation of language policy is usually referred to as language planning or language development. This means language planning can be the practical realization of language policy. Language planning, as defined by Cooper (1989:45), is a deliberate effort to influence the behaviours of others with respect to the acquisition, structure or functional allocation of their language codes. Here, efforts that are exerted on a language have the motive to influence both the use and the form of a language.

According to Gorman (1973) cited in Cooper (1989:30) language planning is a coordinated measures taken to select (norm selection), codify and in some cases to elaborate orthographic, grammatical, lexical or semantic features of a language and to spread the corpus

agreed upon. The definition comprises some steps in language planning. Fishman (1974:19) defined language planning as follows:-

language planning remain the authoritative allocation of resource to the attainment of language status and language corpus goals, whether in connection to new function that are aspired to, or in connection with old function that need to be discharged more adequately.

According to the above three definitions, language planning constitutes activities that are carried out for attaining certain goals towards the corpus, status and acquisition development of a language. Therefore, as Heugh et al. (2007:19) said language policy requires status, corpus and acquisition planning for implementing a policy.

2.1.4 Language Policy and Education

According to Farrant (1980:18), education is one of the best ways by which individuals prepare themselves to take responsibilities in a country. It is a corner stone of economic growth, social development and means to improve one's welfare and the productive capacity of a society. So education constitutes the beginning of development process for the individual and by extension for the society.

Language is a means of communication in which knowledge impartation takes place, so at any level; there can hardly be any education without language. Education both formal and informal is carried out through language (Othman, 1998:42). Correspondingly, Lopez (2000:10) explain s that language plays a central role in learning for social and cognitive growth because, it is through the language that meaningful society and thinking members of it are created. And it is also through language that we keep learning by interacting with our peers, follow guidance of our adults and teachers at school. So without language education is unthinkable.

Language policy, according to Bell (1976:176), should necessarily influence educational policy since it is through school that the government of a nation attempts to win the mind and the heart of the next generation. In education according to Prator as cited in Cooper (1989:31), Language policy making involves decisions concerning the teaching and the use of language and their careful formulation by those who are empowered to do so. As it is mentioned above, language planning is the way to realize policy, education language policy also demands language planning for implementation.

2.1.4.1 Status planning and education: - According to Cooper (1989:31), status planning is the allocation of languages or varieties of a language to a given functions such as, for being medium of instruction, official language or vehicle of mass communication. As to Heugh, et al (2007:19) status planning involves decisions about which language is to be used for high status function like as the language of formal education and as the language of government business. According to Herriman and Burnaby (1996:21) status planning is a decision on improving the status of a language; in so doing education is the most effective means. Status planning in education, as to Cooper (1989:109), is about determining the media of instruction for school system and most commonly subjected to strong political pressure.

2.1.4.2 Corpus planning and education:- The implementation of status planning frequently demand corpus planning especially when the language is not previously used for the purpose it is assigned for. According to Haugen (1966:67), corpus planning is an activity of preparing a normative orthography, grammar and dictionary for the guidance of writers and speakers in a non-homogenous society. According to this definition, corpus planning focuses on the development of internal aspects of a language. However, developing the corpus of a language is not always restricted to non homogeneous society but it can be done in homogenous society too (Appel and Muyske, 1987:48).

According to Macnab,(1989:35), corpus development of a language which is designated by the government as the medium of instruction or as school subject is subdivided into the basic codification work to be carried out on the language previously used only orally. In other words if the language is not written one the first task of linguists is reducing the language in to written form for which new scripts have to be prescribed. This process is called graphization. Moreover, Macnab adds that, for languages which are already functioning as written languages, there may still be codification work such as preparation of grammar and lexicons (dictionary). But the main task is the elaboration of terminologies and styles for the future use such as education, media. This process is known as language modernization. According to Ferguson (1968), as cited in Appel and Muyske (1987:53), language modernization is a process by which a language becomes adequate for modern education as any developed language.

2.1.4.3 Acquisition planning and education: According to Spolsky (2006:67), language acquisition planning is a part of language education policy demanding some people to learn the target language. Efforts in acquisition planning are directed towards language learning as official, national or foreign language.

Some scholars incorporate acquisition planning under status planning. For instance Weinstein (1980) considers acquisition planning as one aspect of status planning. He said that, status planning involves planning issues of language in education and classroom which integrates planning for its place in a society. But according to Cooper (1989:31) when planning is intended for increasing language uses then it is categorized under status planning but when it is directed towards increasing the users, i.e. speakers, listens, readers and writers of the language then it is acquisition planning.

To summarize, according to Heugh, (2007:24) language policy usually demands language planning activities for implementation and these activities are also demanded in the implementation of Educational language policy. If a language is opted to be the language of education or the medium of instruction by which school subjects are offered then this is done through status planning. As it is mentioned above, status planning frequently demand corpus planning. Corpus planning as defined by different scholars above, it is about the development of the internal structure of a language. If the language is not written language Corpus planning should include graphization. Graphization is the process of reducing unwritten or spoken language into written form. When a language is decided to be the medium of instruction or to be offered as a subject first it should be reduced into written form and then other codification works like elaboration or modernization take place. When the codified form of a language is learned by users then it takes the activities of acquisition planning.

2.1.5. Educational language policy and employing language in education

According to Karam as cited in Dada (1985:287), educational language policy is the one which concerns the decision about what language will be used as media of instruction and as subject of study at various levels of public and private education. This definition implies that educational language policy is a decision about choosing a language to be the medium of instruction or to be offered as a subject. Language in education, according to Cohen (2000:116) can be employed in three different ways. These are;-

- language for introducing basic literacy
- language as medium of instruction
- language as a subject by it self

2.1.5.1 Language for introducing basic literacy:

A language can be used as the means of introducing literacy. Literacy here, according to Ditcher (1982:46), is learning how to read and write for the first time. According to Cohen (2000: 116), when languages are used for introducing basic literacy, their use may remain oral because they are used in restricted manner and are used as a bridge to move to the main education. According to Rosier and Farrella (1976), as cited in Ditcher (1982:47), a child learns the skill to read only once and then transfer the skill to the second language that the child has learned but there will be some adjustments. If the transition to second language in education occurs early and the first language has no function in education any more then the child will experience subtractive bilingualism by substituting the skills of the first by the second language. According to Mackey (1972:417), if a language is not used only for introducing literacy but used in later classes, then the child will experience additive bilingualism. For instance; dual medium or using one language for some subjects and the other language for the rest subjects usually helps to maintain the child's first language skill.

2.1.5.2. Language as subject by itself:

When a language is employed as a subject by its own in education, students learn the language itself. Learning a new language is gaining new meaning and new ways to express out intentions in an appropriate way while communicating in that language.

Language learning requires one to be engaged in an active use of the language. According to Rubagumya (2000:14), the key way for language learning is having the opportunity to practice the language. Through practice learners develop new ways in speaking, listening, writing and reading skills. So practice strongly helps to learn a language. According to Dada (1985, 289), success in language learning depends on certain factors, like aptitude, attitude and

motivation especially on the opportunity to use that language in its socio-cultural context i.e. the opportunity to practice the language. Cooper (1989:115) also points out that success in learning additional language as school subject is determined by the intensity of the study, the quality of instruction, and the usefulness of the language outside school. But the chief determinants are the opportunity and the incentives to learn. Language learning is also dependant on the availability of competent teachers proficient in the language and materials. Generally, success in language learning is determined by opportunities to use the language, the attitude of the learner towards the language, the availability of competent teachers and availability of adequate material (Rubagumiya ,2000:18).

2.1.5.3. Language as medium of instruction

Learning a language is different from learning in a language. Learning in a language is concerned about the language of instruction by which other subjects are delivered and such a language is known as a medium of instruction. It is also, at sometimes called the language of learning. According to UNESCO (2003), language of instruction refers to the language used for teaching basic curriculum of the educational system. The language of instruction in school is the medium of communication for the transmission of knowledge. This is different from language teaching itself where the grammar, vocabulary, and the written and the oral forms of a language constitute a specific curriculum for learning a language other than the mother tongue.

2.1.5.3.1 Requirements to employ a language as the medium of instruction

According to Fasold (1984:292), policy decision makers should consider the following questions while deciding the medium of instruction.

- Do the perspective children know the language well enough to learn through it?
- Is the language itself (vocabulary), the available material written in it and the number of people able to teach in it adequate to use it.

The first thing that policy makers should make sure is about the oral proficiency of Students in the medium of instruction and then the internal development of the language or the adequacy of the language, as well as, the availability of written materials and qualified teachers in the medium of instruction. These are key points that should get answered during policy formulation for employing a language as the medium of instruction.

2.1.5.3.1.1 Proficiency in the medium of instruction

It is beyond dispute that educational process in any society ought to be conducted through a language that the learner and the teacher command well. This is because the language of education or the medium of instruction in education serves as a vehicle for acquisition of knowledge. Effective acquisition of knowledge needs both the learners and teachers to have proficiency in the medium of instruction. This is the minimum requirement for any communication to take place in teaching and learning situation (Rugemalira et al.1990:28). Rubagumiya (2000:3) asserts that in order to be effective in the learning and teaching process, both the teachers and learners have to have relatively good command on the language of learning. According to Hoben (1994:185) when a new language is introduced in education teachers have, first of all, to know the language in which they are teaching and then to know how to read, write and teach in it. If teachers do not know the language well enough, they will not be able to impart knowledge through the medium of instruction. Likewise, if students are not proficient enough in the medium of instruction then they will not understand lectures, and read books and other instructional

materials in that language. So effectiveness in learning is pretty much dependant on the proficiency of both students and teachers in the language of instruction. Therefore in every educational context the right choice of language of instruction becomes imperative.

2.1.5.3.1.2 Adequacy of the medium of instruction

According to Fasold (1984:251), adequacy is directly related to the purpose that the language is assigned for. Language used at home may not be adequate for lecturing a subject at school. When a language function is extended in a new domain, the necessary linguistic resource should be developed for handling the new concepts and context. And this is usually done through the process of language modernization and often called elaboration of terminologies (Holems, 1992:112). With respect to education elaboration of terminologies, as to Cooper (1989:123), is an effort to create terms that teachers and students could use to discuss the modern subjects taught in schools. According to Appel and Muysken (1987:53) newly promoted languages often lack vocabularies to talk about many modern and scientific concepts. So in order to make the language adequate for its function its vocabularies should be developed.

Modernization of a language refers to the process by which a language becomes an appropriate medium of communication to modern topics and forms of discourse. According to Appel and muysken (1987:53) modernization of a language takes place through the process of lexical expansion and development of new styles and forms of discourse. Elaboration is possible for any language because, as to Rugemalira et al. (1990:25), no language is inherently inadequate, and living languages continuously change to accommodate developments experienced by the relevant speakers. Elaboration or lexical expansion can be done through borrowing, loan translation or coining a word.

2.1.6. Material availability

According to Rubagumiya and Okombo, as cited in Getu (2006:17), policy Implementation process needs to have resource that would address the needs, considers necessary changes and required for carrying-out intended actions. According to Hoben (1994:186) when a language is used in education it demands some practical tasks to be tackled and textbook preparation is one of them. According to Sintayehu (2006:15), textbook does occupy an important place in education; it is an important aid for teaching as well as learning. Textbooks partly help to solve the following limitations in teaching and learning: -

- large number of students in each class
- Students of different abilities and mental makeup clustered in one class which multiplies the problem of teaching.
- Non availability of teaching aids and devices

Children need to have their own copy of textbook. If the textbook distribution has ratio more than 2:1 it can have negative impact on learning (Ibid). Batibo (1990:57) mentions the following problems which are created as the result of scarcity of books:-

- Lack of visual conceptualization and memorization of structures and vocabularies
- Lack of support when reading or repeating sentences
- Difficulty in concentration
- Difficulty in making individual revision and reference
- Difficulty in practicing or reinforcing what had been learnt
- Difficulty in creating reading habits
- Difficulty in motivating students without visual aids to attract their attention especially in lower grades

According to Hoben (1994:184) there are several ways in which teaching materials can be produced. One is the decentralized and participatory way in which teachers and educationalists discuss and write up materials. The other is, if there is a single nation wide curriculum and centralized facilities, teachers and other educationalists can write materials then translate and adopt in general way with the local life and culture of the users.

2.1.7. Attitude in the implementation of educational language policy

As to Cooper (1989:109) determining the media of instruction and the language that should be taught as a subject for school system is status planning and it is mostly a political decision. However Holmes (1992:112) notes that the decision in status planning should consider people's attitude towards the language or the selected variety. Haugen (1966 as cited in Fasold, 1984:256) has proposed the three criteria in language planning; the first two of which, efficiency and adequacy, deal with the internal development of the language itself. The third one called acceptability and deals with the social status of a language. Acceptability in educational status planning is about the attitude of the stakeholders in education and it determines the effectiveness of the whole planning process. Fasold (1984:256) believes that acceptance is the most important one than the adequacy and efficiency of a language. No matter whether the planning effort is useful, unless the implementation is accepted by the society it will fail to succeed.

Attitude has a great power to determine the success of the learning process both in language learning and in learning in the language. According to Lepage (1964), as cited in Gashaw Abebe (2007:34), the most important factor which determines how quickly a child learns is not the language that he uses but the attitude of parents, teachers and his peer groups towards the language being used. Parents who

feel a strong sense of pride in their language and cultural background are ready to transmit their cultural heritage to their children. This in turn helps students to succeed academically (Wells,1979:36). Therefore if parents have negative attitude towards their own language then this also has effect on their children's motivation to learn that language and to learn in that language.

The goal of educating children will bear positive result if parents have positive attitude towards their children's learning at school. If parents have negative attitude they are imparting clear message to their children that the school is not worthwhile to them. This affects the effectiveness of the child in achievement; because, as Brown (1994:168) has noted, attitude influences achievement rather achievement influence attitude. Both negative and positive attitudes affect the success of learning in a language and language learning.

2.1.8. Which language for education

2.1.8.1. Mother tongue: - The term 'mother tongue', though widely used, may refer to several different situations. Definitions often include the following elements: the language that one has learnt first; the language one identifies with or is identified as a native speaker of by others; the language one knows best and the language one uses most. 'Mother tongue' may also be referred to as 'primary' or 'first language' (UNESCO, 2003).

According to UNESCO (1953) as cited in Fasold,(1984:293) mother tongue is the language which a child acquires in early years and normally become his/her natural instrument of thought and communication. The other term that UNESCO committee defined in connection with mother tongue is vernacular language. Vernacular language is also the mother tongue of a group which is socially or politically dominated by another group speaking a different language.

UNESCO presented the following note regarding the use of the mother tongue in education (Ibid:293).

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

Therefore, using the mother tongue as the medium of instruction has psychological, sociological and educational or pedagogical advantages. Ogutu (2006:43) strengthens the note of UNESCO in that for learning to take place easily a child should learn by his mother tongue because mother tongue enables a child to perform better in other subject and helps not to exert extra effort on language acquisition; they concentrate only on grasping the content being taught. But if the student has to speak, read, write, learn and think in a language which is not familiar to him or her then it is a disadvantage. According to Seyoum (1997:165), teaching in unfamiliar language forces a student to learn about issues, cultures and histories that are remote to them and make a student to suffer in translating, understanding and reflecting new concepts where native speakers derive comparative advantage.

The use of mother tongue as the medium of instruction at early stages of education has also the advantage of making the learner have stronger connections to the process of learning. Modiano as cited in Altaye (2001:19) notes on the psychological benefit of mother tongue in education. Students who are learning by their first language do not have any communication problem as they are using the language they already know. When they communicate with their teachers, they consider them as if they are their brothers and sisters and develop sense of solidarity. In this regard, mother tongue creates a good confidence on the side of students. Besides it also helps to reduce and

relieve the cultural ambivalence which can be created by the difference between the culture of the school and home. And this could be experienced at the transition from home to school. But if the availability of mother tongue in education is denied, then the opposite will be true. According to Apple and Muysken (1987:61) if a school does not provide mother tongue then the school becomes, for minority children, a place where neither their language nor their culture exists, and where they are not even accepted, their social identity is questioned and undermined.

Furthermore the use of the mother tongue in education has the advantage in constructing the identity of the learner and helps to have a positive self image. This is the sociological advantage of learning in the mother tongue. According to Vambe (2006:8) the power of language is that it can be used to mark, name, demarcate and represent things and people. Therefore language is concerned in the construction of individual and group identity. According to Benson (2004) confidence, self-esteem and identity is strengthened by use of students' mother tongue in education. Mother tongue in classroom makes students to be themselves and develop their personalities as well as their intellects unlike the submersion class where second or foreign language is used as medium of instruction in which students are forced to sit silently or repeat mechanically. Learning in a language that students do not know leads them to frustration, failure and school dropout. Mother tongue in education helps learners to construct their identity, as it is rich in the linguistic and cultural traditions which are the individuals' part of identity. It also underlines the importance of the community's cultural heritage and seeks to instil pride in the local culture. Therefore, from the learner's cognitive psychological and sociological development point of view mother tongue at the beginning of schooling is the right medium of instruction.

Regardless of the psychological, pedagogical and sociological importance of mother tongue there are views which are against the use of mother tongue in education. There is a belief which says; Students speak their first language when they start formal schooling so there is no need to teach them the language they already know and speak fluently. This belief is one of the objections that UNESCO experienced during suggesting the use of mother tongue in education (Fasold, 1984:294). Facilities in mother tongue should be strengthened but the education system should focus on teaching in the mother tongue rather than the language (mother tongue) itself (Ibid:294). Besides, according to Lopez (2000:18) students should learn in mother tongue in multilingual context, because first language development is closely related to students' cognitive development. When students learn in their mother tongue, they can consolidate their previous linguistic knowledge acquired in their first language thereby they improve their linguistic competence by acquiring the written language. Generally mother tongue in education helps students to develop the oral and written skills in the language. Moreover it helps students to acquire knowledge easily.

Another argument which refuses the use of mother tongue in education as mentioned by Benson (2004) is the L2³ as global language myth. Mother tongue, when it is the language of minority group, restricts its speakers to an isolated area and as a result its speakers do not have access to the wider world. The foreign L2 is often seen as necessary for further education, work, and other opportunities. Bruthiaux (2002) as cited in Benson (2004) said, employment in the formal sector of low income countries involve 50 percent or more people with only primary education. The vast majority will not integrate in to the global market and will have little use in L2.

³ L2 refers to the second or foreign language of the learner

There is also another argument against mother tongue education as mentioned by Fasold (1984:293) which points out that some languages may not have written grammar and considered as they have no grammar. But this can not be a reason for pushing mother tongue aside from education because every human language has grammar. If a language's grammar is not written, that does not mean the language does not have grammar (Ibid).

2.1.8.2. Second language

According to Lopez (2000:19) second language is a language that a person learns in addition to mother tongue. Most often it is the national or official language of a nation. According to Holmes (1992) national language is the language of political cultural and social unit. It is generally developed and used as a symbol of national unity. Its functions are to identify the nation and unite the people of the nation. It can be used as a language of literacy and medium of instruction for most subjects at primary schools but it will be a disadvantage for the learners who do not speak the national language (Cohen, 2000:116). The national language can be the learner's second language because most of the time it is used beyond its own territory and people learn it to communicate with people other than their language group (Gefler, 1999:26).

2.1.8.3. Foreign language:

Foreign language is a language which is not indigenous to a particular speech community and which is spoken outside the boundaries. It is learnt for communication with people outside of one's own community and not used in every day communication (Lomax, 1990, 96).

Using foreign language as language of education is not easy and advantageous because of lack of opportunity or reinforcement outside the classroom. Its learning is not supported by informal use; so it is highly de-contextualized. When the language of instruction and home

language do not reinforce each other, students are incapable to master the language of learning and as a result their ability to understand many academic concepts is affected.

Success in foreign language is contingent with a certain degree of maturity in mother tongue. A child can transfer to the new language system meaning already acquired by his mother tongue. As to Lopez (2000:19) learners who know their first language very well or developed skills in first language do not suffer to learn foreign language in addition to their language, because their first language enables them to build strong foundation and helps them as a good bridge to additional language use in school.

2.1.9. Bilingual education

Mother tongue, second language and foreign language can be used together in education and such type of language use in education called bilingual education. Bilingual education is the use of two or more languages in education. As to UNESCO cited in Benson (2004) multilingual education refers to the use of at least three languages; mother tongue, regional or national and international language in education. However, in much of the specialized literature multilingual education is subsumed under bilingual education

There are 19 types of bilingual education classified by Mackey in Baker (1993: 152). Some bilingual educations promote additive bilingualism while some are subtractive bilingualism. In additive bilingual education the child comes to school with his mother tongue and adds a second language to it. In subtractive bilingualism a child gets instructed by both the mother tongue and a second language but gradually the amount of mother tongue is reduced and the second language becomes the sole medium of instruction.

A frequent classification of bilingual education by Fishman and Hornberger in Baker (1993:153) is between transitional and maintenance bilingualism. Transitional bilingual education aims to shift the child from the home minority language to the dominant majority language. The main aim underlying in transitional bilingualism is social and cultural assimilation. In this program, children learn beginning reading and writing along with academic content by their mother tongue and transfer to second language after few years of schooling (Baker 1993:43).

According to Baker, as cited in Benson (2004), transitional program range from short term oral use of L1⁴ during preschool or early primary year to development of L1 literacy skill over to 5 years before transitioning or changing the language of instruction to L2. In this program L2 is taught first orally and passed gradually as a language of instruction. According to Baker (1993: 342) in transitional bilingual program learners are often taught by home language until they are taught to be proficient enough in majority language to be adequate for the main stream education. Transitional education is a temporary education until a child is perceived as capable of the four skills for main stream education. It aims to shift from the child's home language to school language. Transitional bilingual program is referred to as weak form of bilingual education and often results in subtractive bilingualism. Maintenance bilingual education attempts to foster the child's language to strengthen the sense of identity and assert the right of the learner.

2.2 Review of related works

2.2.1 Language in Education in Ethiopia

Different languages have been used in the history of education in Ethiopia. Seyoum Y.Hameso (1997) has a work entitled 'Language policy and access to education in Ethiopia'. This work deals with

⁴ L1 refers to the mother tongue or first language

language policies in education during different governments of Ethiopia. It also shows how the policies let students get access to knowledge and education or how it restricted them from further education and knowledge. In the governments before the current one Ethiopian nationalities' language did not get the chance to be the medium of instruction at any level of formal education. Only Amharic and English were mediums of instruction at different levels of education. At one time, passing Amharic was a requirement for joining university and students who are non native Amharic speakers used to score poorly in Amharic. So Amharic was a disadvantage for them, because they were expected to translate, understand and reflect the new concepts in what they learn in Amharic.

He found that the use of Amharic as the medium of instruction was an imposition like any other foreign language to students who are non-native Amharic speakers. He concluded that this language policy restricted knowledge and access for education for non-native Amharic speakers. Even though some challenges are in it such as having trained teachers and materials, using mother tongue in education reduces the limitation in access to education and knowledge.

Seyoum's work has relations with the current study in that it deals with language policy. The work focuses on how the type of a language that is used in education restrains knowledge and access to education. But the work doesn't deal with the practical language policy implementation at school level. However the current study focuses on how the current Ethiopian education language policy is being implemented in SNNPR particularly in Wolayta Soddo primary schools.

Heugh et al. (2007) study on medium of instruction is another study related with the current study. It focuses on the relation between the type of the medium of instruction (mother tongue or English) used and students achievement. This study compares the consistency of

education language policy at ministry of education and a region level and also compares the achievement of students from different regions between 2000 and 2004.

Heugh et.al. study found that students of regions that use mother tongue in full primary education achieved better from those which do not. In SNNPR mother tongue is used in the first cycle and English in second cycle of primary education. As this study shows students in this region are lower in achievement even in English than students in regions which use mother tongue in full primary education.

The first difference between Heugh et.al (2007) and current study is scope. The study by Heugh et.al is an assessment work and was done at national level. But the current study is done on specific area limited to one region in the country. Moreover the Heugh et.al work says nothing on the implementation of language policy in first cycle primary education. But the current study considers it because the study comprises the two cycles.

The study by Altaye entitled 'The use of Wolayta language as the medium of instruction' is other study done in relation to language in education. The study has the focus on how the language was used by teachers and students in science subjects. And the researcher found that Students and teachers use Wolaytato for oral communication with out any problem. But some students and teachers have writing and reading skill problems. He also reveals that use of Wolaytato as the medium of instruction had problems related to availability of textbooks. This study was done in 2001 before the primary education was structured in to two cycles in the ETP promulgation. The use of Wolaytato at the time when his study was conducted ranged from grade 1 up to grade 6 and English was not the medium of instruction in government primary schools.

The current study is carried out in a different education language policy environment. It focuses on the current educational language policy implementation in primary schools of Wolayta Soddo. Unlike the case during Altaye's study the current policy at primary school in Soddo comprises two languages (Wolaytato and English) as the medium of instruction. This study entertains the use of English and Wolaytato as the medium of instruction while the Altaye's study doesn't entertain the use of both languages but only Wolaytato and also specifically in science subjects.

CHAPTER THREE

3.1 Data presentation and analysis

As it is mentioned in the background section primary schools in Wolayta Soddo (both the urban and the rural areas of the town) employ two languages as the medium of instruction. The languages are Wolaytato and English. Wolaytato is being used as the medium of instruction at the first cycle and continues as the subject at second cycle. English is offered as a subject from grade one and becomes the medium of instruction at second cycle. Based on this, data presentation and analysis on the implementation of this educational language policy are presented in two sections. In the first section implementation in first cycle and in the second section implementation in the second cycle of primary education are presented.

3.1.1 Respondents' demography

This study is done based on the data collected from 174 respondents through questionnaire and interview. These participants are teachers from the first and the second cycle, students from the first and the second cycle, education officials and parents. The demographic information of these respondents is presented below.

Teachers

Six teachers of the first cycle have participated in this study and the demographic data on age shows that 5 of first cycle teachers are above 40 and their year of service ranges from 28- 42 years. The remaining 1 teacher is 25 years old and has served for 7 years. For 5 of these teachers Wolaytato is the first language while for 1 teacher Amharic is the first language and she speaks Wolaytato as second language. The 5 teachers speak Amharic as a second language. Data on their educational level shows that 5 of them are 12 + TTI but 1 is 10 +TTI and none of them is being advanced into the diploma level.

Sixteen teachers of the second cycle have participated in this study and the demographic data on age show that 14 of them are above 40

years and their year of service ranges from 21- 32 years; whereas 2 teachers are below 40 and served for less than 20 years. 15 of them are native speakers of Wolaytato and speak Amharic as a second language. For 1 teacher Amharic is the mother tongue and he does not speak Wolaytato at all. All the teacher participants at this cycle were diploma holders and among them 3 participants are learning in the summer program to hold their degree.

Students

140 Students from both cycles have participated in this study. These students are from both rural and urban schools. As the demographic data shows 85 (60.7%) of them are males and 55 (39.3%) are females. Wolaytato is the mother tongue for 134 (95.7%) participant students in both rural and urban schools. From these 59 (42.1%) participants are rural students and 75 (53.6%) are urban students. For 6(4.3%) students Amharic is the mother tongue and 77 (55%) of the total students speak Amharic as a second language. 57(40.7%) students are monolinguals Wolaytato and 40(28.6%) of them are rural students.

Parents

Ten parents were interviewed and five were from the rural area of Soddo and five from urban area. Parents in the rural area are native speakers of Wolaytato and speak Amharic as second language in a little. They have low educational level. Thus, three of them are not literate and two are gone up to grade 7 and 10 each in their schooling.

Parents who participated from urban area were also five and they were also native speakers of Wolaytato and all speak Amharic as a second language. Three Of these parents have made their schooling up to grade 12 and the rest 2 are not literate.

Interviewed Education officials

1. The supervisor of the education sector. His mother tongue is Wolaytato and speaks Amharic as a second language. The supervisor has bachelor degree in geography. He has served as a supervisor for 3 years.
2. The head of Curriculum department at zone. His mother tongue is Wolaytato and speaks Amharic as a second language. He has bachelor degree in mathematics and has served in current position for 2 years.

Therefore, these demographic data in every subject will be used in the analysis of the data on the implementation of the policy in each cycle when necessary.

3.1.2. Implementation at first cycle

3.1. 2.1. Wolaytato as the medium of instruction

As it is mentioned in the literature part, proficiency on the medium of instruction, teachers' training, and availability of Materials and attitude (social acceptance) of stakeholders on the policy shows how the implementation is being carried out. Therefore data presentation and analysis on the implementation of Wolaytato as the medium of instruction is summarized under the following subtopics.

- Proficiency on the medium of instruction
- Language use in classrooms
- Adequacy of the medium of instruction
- teachers qualifications
- material availability
- attitude of students ,teachers, parents and education officials

3.1. 2.1.1 Proficiency on the medium of instruction

As Rubagumiya (2000:3) asserts that in order to be effective in the learning and teaching process, both the teachers and learners have to have relatively good command on the language of learning. According to Hoben (1994:185) when a new language is introduced in education

teachers have, first of all, to know the language in which they are teaching and then to know how to read, write and teach in it. Therefore, effective learning demands teachers and students to have relatively good command in the medium of instruction.

As the demographic data shows Wolaytato is the mother tongue for 5 of first cycle teachers. Only one teacher speaks Wolaytato as second language. This implies that most teachers have no oral proficiency problem. However, all of them have good writing and reading skill in Amharic than Wolaytato as the following table shows.

In which language do you read and write better								
Amharic			Wolaytato			Other		
⁵ US	RS	Total	US	RS	Total	US	RS	Total
⁶ f	f	f	f	f	f	f	f	f
4	2	6	-	-	-	-	-	-

Table 3.1 the language that teachers write and read better

Table 3.1 shows all teachers at this cycle read and write better in Amharic than in Wolaytato. When they were asked the reason why they are good in Amharic than in the language that they are teaching in, they said that they learned and taught in Amharic for along time. But writing and reading in Wolaytato is a recent phenomenon and that they do not use it out of school. Therefore these teachers have better literacy skills in Amharic than in Wolaytato. The following tables show their language use in classroom.

Do you use only Wolaytato for delivering subject matters?						
Yes			No			Total
US	RS	Total	US	RS	Total	
f	f	f	f	f	f	f
1	-	1	3	2	5	6

Table 3.2 Teachers' language use for delivering subject matter

⁵US and RS are used to refer urban school and rural school respectively

⁶f refere to frequancy

As table 3.2 shows that, 1 participant teacher from US uses only Wolaytato for delivering subject matters. But the rest participants 3 from US and 2 from RS totally 5 replied that they do not use only Wolaytato for delivering subject matter.

Those teachers, who replied that they do not use only Wolaytato for delivering subject matter, said that as Wolaytato is the medium of instruction for this cycle they use it. But sometimes they use Amharic words or switch into Amharic when necessary. They switch in to Amharic mainly when they get shortage of vocabularies in Wolaytato. They said that some concepts are difficult to explain in Wolaytato because of lack of relevant vocabulary in the language. As a result, they switch into Amharic to give better explanation. But during classroom observation the researcher realised that teachers switch Amharic words also unnecessarily. The following data has been gathered during classroom observation and show code switching by teachers with out lack of the vocabulary in Wolaytato.

	‘Gloss’
1. Ijji tana ezgite Ok me listen+2 rd pl	ok, listen to me
2. Sia zim ga Listen+imp quite say	‘you, keep quite’
3. Iräftia sä?atiya:n gayettos rest time+ at meet+we-1pl,fut	‘We will meet during break time’
4. Säbat k’ut’urey ð:ne Seven number who-is	‘who is number seven’

All the above words written in bold are Amharic. Teachers switch into Amharic in these cases is not because of lack of vocabularies in Wolaytato because Wolaytato has the vocabulary for all switched words. They are superfluous switches. Therefore they switch both genuinely and superfluous.

The following table shows the manner of teachers language use in classroom.

What language do you use to ask and answer questions and facilitate group discussions?										
Only Wolaytato			Only Amharic		Mostly Wolaytato			Both equally		Total
US	RS	Total	US	RS	US	RS	Total	US	RS	
f	f	f	f	f	f	f	f	f	f	f
1	-	1	-	-	3	2	5	-	-	6

Table 3.3 Language uses of teachers during asking and answering questions and facilitate group discussions?

As table 3.3 reveals, participant teachers, 3 from US and 2 from RS, responded that they use mostly Wolaytato for asking and answering questions and also for facilitating group discussion in classroom. And 1 participant teacher from US uses only Wolaytato. Therefore most teaches in this cycle use mostly Wolaytato and some time with Amharic words while performing most activities in classroom. So it can be concluded that language use of teachers at this cycle is more or less consistent with the policy.

The medium of instruction should not be the language that only teachers know or command well but it should be the language that students also understand very well to learn effectively. The following table shows the response of students about their understanding on the language that they are currently learning through.

Do you understand instructions fully in Wolaytato?													
Yes						No						Total	
US		RS		Total		US		RS		Total			
f	%	f	%	f	%	f	%	f	%	f	%	f	%
23	63.9	11	30.5	34	94.4	2	5.6	-	-	2	5.6	36	100

Table 3.4 Students' response about understanding the MOI⁷

23 (63.9%) participant students from US and 11 (30.5%) from RS responded that they understand instructions fully in Wolaytato. But 2 (5.6%) from US responded that they do not understand instructions fully in Wolaytato. From the total 36 Participant Students at this cycle, the number of students who responded that they understand Wolaytato, from both US and RS is 34 (94.4%). This shows that the medium of instruction is the language that most students understand.

The medium of instruction is not only the language that they understand but it is also the language they use in different classroom activities, as the response of students in the following table shows.

What language do you use to ask and answer questions and discuss in group in classrooms?																	
Wolaytato						Amharic						Other				Total	
US		RS		Total		US		RS		Total		US		RS			
f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
23	63.9	11	30.5	34	94.4	2	5.6	-	-	2	5.6	-	-	-	-	36	100

Table 3.5 Language use of students during asking and answering questions and discuss in group in classrooms

As table 3.5 shows 23 (63.3%) students from US and 11 (30.5%) from RS (totally 34(94.4%)) responded that they use Wolaytato for asking

⁷ OMI Refers medium of instruction

and answering questions and discussing in groups. Only 2 (5.6%) student from US use Amharic. Therefore most students use Wolaytato for performing the mentioned activities. The table also shows that, there is no other language used in classroom than Wolaytato and Amharic.

Generally most teachers and students use Wolaytato (the language that is assigned to be the medium of instruction at first cycle of primary education on the policy) in classroom. This is because; the language that is used as the medium of instruction is the language that both students and teachers command well. It is also the home language of the learners as the demographic information shows. As a result they are not suffering from the problem of misunderstanding or miscommunication with each other. Observation by the researcher also supports the responses from teachers and students. Therefore, according to the responses of both teachers and students and classroom observation the language used for the teaching and learning process in the first cycle is more or less consistent with the policy.

3. 2. Adequacy of the medium of instruction

As it is mentioned in the literature part, there are activities to be performed in order to make the selected language adequate for the purpose that it is assigned in education language policy implementation. These are activities like reducing the language in to written form, elaboration of terminologies and so on. Elaboration of terminologies, according to Cooper (1989:123), is an effort to create terms that teachers and students could use to discuss the modern subjects taught in schools. Codification works like the writing of the grammar and dictionary are also important in the implementation of the language in education. The researcher has attempted to find out how much Wolaytato is adequate for teachers to discuss concepts in subjects at the first cycle. And the response given is presented below.

Is Wolaytato adequate for discussing every concepts in the subjects you teach				
Yes		No		Total
US	RS	US	RS	
f	f	f	f	f
1	-	3	2	6

Table 3.6 the adequacy of the MOI

As table 3.6 shows, according to 1 teacher from US Wolaytato is adequate for discussing every concept in the subjects they teach. But according to the remaining 5 participant teachers Wolaytato is not currently adequate for discussing every concept in the subjects they teach. These teachers were asked their reasons as to why they gave the responses that they offered for the above question. They said that, there are new terms coined and borrowed from Amharic and English when Wolaytato become the medium of instruction but still the language lacks some relevant vocabularies for some concepts and as a result they switch into Amharic to fill the gap. Therefore elaboration work needs to be done on the language. Because code switching is not consistent from person to person and these inconsistencies make students unable to know the standard form of the language.

These teachers were also asked to evaluate the relevance of the new terms. And their response is presented below.

How do you evaluate the relevance of new terms in the language									
1		2		3		4		5	
US	RS	US	RS	US	RS	US	RS	US	RS
f	f	f	f	f	f	f	f	f	f
-	-	-	2	-	-	4	-	-	-

Table 3.7 Response the relevance of new terms in Wolaytato

1. They are not relevant at all
2. Most are not relevant
3. Some are not relevant
4. All are relevant
5. I have no idea

As table 3.7 shows, according to the response of 2 teachers from RS most new terms in Wolaytato are not relevant. But according to the evaluation of the rest 4 teachers from US all new terms in Wolaytato are relevant.

The teachers, who said most of the new terms are not relevant, said that the new terms introduced to the language when the language became the medium of instruction are used in textbooks without any explanation about their meaning. As a result they use the context where the terms are used to get their meaning and use Amharic words instead to explain the concept that the terms carry and to give examples to students. These teachers considered the new terms as irrelevant because the terms are provided with out definition. Therefore it can be concluded that the new terms may be relevant but they needs to have definitions on their meaning. The problem can be solved by using dictionary. But all participant teachers said they do not have monolingual dictionary in Wolaytato. The existing dictionary is Wolaytato and English bilingual dictionary and that is not available in schools.

3.3 Teachers' qualifications

Having qualified teachers in the medium of instruction is one of the key points that should get answered during policy formulation for employing a language as the medium of instruction. As the demographic data on teachers' year of service show only 1 teacher who served for 7 years took pre service training to teach in Wolaytato. The rest 5 teacher participants who taught for 28-42 years did not

take pre-service training in teaching in Wolaytato. This means they started teaching before Wolaytato become the medium of instruction. The researcher has attempted to find how these 5 teachers, who did not take any preservice teaching training, become capable to teach in Wolaytato.

Did you take training to teach in Wolaytato?				
Yes		No		Total
US	RS	US	RS	
f	f	f	f	f
4	1	-	-	5

Table 3.8 Response on teachers training

As table 3.8 shows all participant teachers took training to teach in Wolaytato. But the training that they took was an in-service training. These teachers were asked what the training contents were and whether the training helped them for teaching in Wolaytato. They responded that the training was about how to read and write in Wolaytato and it has helped them to read and write in Wolaytato. The duration of the training they took is different from teachers to teachers as the following table depicts.

How long was the training?				
>15 days	15 days	15-30 days	2month	< 2 months
f	f	f	f	f
-	4	-	1	-

Table 3.9 The duration of teachers training

According to table 3.9, 4 of the participant teachers responded that they were trained how to teach in Wolaytato for 15 days. Only 1

participant teacher took training for 2 months. The teachers were asked about whether the training was adequate or not. According to the 4 participant teachers, who were trained to teach in Wolaytato for 15 days, the training was not adequate. They wanted to be trained more to be adequate. But 1 teacher, who was trained for two months, the training is adequate for teaching in Wolaytato at the first cycle.

Therefore, most teachers in Soddo primary schools took in-service training to teach in Wolaytato but do not think the training is adequate and want additional training. Benson's idea (2004) supports what these teachers said. He said that short in service training during school vacation leaves teachers with limited language skills and inadequate understanding of teaching methodologies required by the implemented program. Therefore teachers training must be addressed to hit the objectives of learning.

3.4 Material availability

If a subject is chosen to be offered in a chosen medium of instruction then teaching materials should be ready and available in that language Mutasa (2006:72). In this regard text books are the most vitally contributing factors for the learning and teaching process to succeed. In the process of implementing Wolaytato as the medium of instruction at the first cycle, as both participant teacher and students said, there is no shortage of textbooks. Every student got textbooks individually. But there is severe shortage of supplementary materials. No teacher and students have either monolingual or bilingual dictionary in Wolaytato. The rural school first cycle students did not allowed using the library but only for second cycle because first cycle students are not going to take national examination soon as second cycle students. So they can't use any material from their school library. In the urban school library there are two copies of bilingual Wolaytato Amharic dictionary but still this is not adequate for students.

3.5. Attitude of students' teachers and parents towards the languages in education at first cycle

According to Lepage (1964), as cited in Gashaw (2007:34), the most important factor which determines how quickly a child learns is not the language that he uses but the attitude of parents, teachers and his peer groups towards the language being used. Therefore, in order for the students to be effective in their learning, attitude of parents, teachers and students towards the language in education should be positive. Regarding attitude the researcher has attempted to gather data from students, teachers and parents.

3.5.1 Attitude of students

Do you think that Wolaytato is the right medium of instruction at your level?

Yes						No						Undecided						Total	
US		RS		Total		US		RS		Total		US		RS		Total			
f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
5	13.9	4	11.1	9	25	18	50	6	16.7	24	66.7	2	5.5	1	2.8	3	8.3	36	100

Table 3.10 Students' attitude towards the appropriateness of Wolaytato as MOI

3.6.1 Language use during English lessons

The researcher tried to examine the language use of teachers and students during English period. Let us first consider teachers language use.

Do you use only English while teaching English?				
Yes		No		Total
US	RS	US	RS	
f	f	f	f	f
-	-	4	2	6

Table 3.15 teachers' language use

As the table 3.15 shows none of the participant teachers in both US and RS use only English during English classes. Every participant teacher from US and from RS replied that they do not use only English while teaching English. When they were asked the language they use while teaching English, teachers in US responded that they mostly use Amharic and RS teachers use Wolaytato. According to these teachers they use Amharic or Wolaytato for facilitating students' learning. They use the language to translate the meanings of words and sentences for students and to help them understand and know English.

Using students' first language helps learners' second language learning. According to Clegg (2001) as cited in Clegg (2007:53) code switching into students' first language helps learners to understand the subject when their second language is in progress. But the language that is used while teaching English in urban school in Soddo is not the first language of most students, but it is their second language (see demographic information of students). Contrary to their teachers almost half of the total students in US use Wolaytato in English class. Therefore it is better if teacher in US use students' mother tongue as it includes most students for easy communication.

Language learning is highly determined by rate of practice in the language. English has a foreign language status and hence it is not used in different domains or in the socio-cultural settings outside the classroom. So, students have only classroom context to use English. Data on their language use presented below depict the reality.

In relation to their language use students were also asked the reasons why they use the language that they gave as the response for the above question. As table 3.16 Shows, 6 (16.7%) participant students from RS responded that they use only Wolaytato when they communicate with their teachers during English periods. 12 (33.3%) participant students from US and 5 (13.9%) from RS replied that they use both English and Wolaytato. Those students who use only Wolaytato said that there is no other language that they know for communication even though they are learning English. They learn English through Wolaytato. And 4 (11.1%) students from US responded that they mainly use Amharic when they are communicating with their teachers during English periods. whereas 9 (25%) students from US use Amharic and English. Those students, who use Amharic during English periods, said they use Amharic because they prefer it to Wolaytato. Therefore, data in table 3.16 mainly show, those students who use Wolaytato alone or Wolaytato and English during English lessons are 23(63.9%) whereas those who use Amharic alone or Amharic and English during English lessons are 13(36.1%). Therefore, most students use Wolaytato or Wolaytato with English during English lessons.

As it is mentioned in the literature Language learning requires one to be engaged in active use of the language. Rubagumya (2000:14) points out that the key way in which one learns a language is by having opportunity to practice the language. Through practice the learner develops new ways in the skills of speaking, listening, and writing and reading. So, second language or foreign language teaching should focus on the use of the language rather than teaching the linguistic form. Therefore, practice strongly helps the learner to become skilled in the language that he/she is learning. Data regarding practice in English learning is presented as follows:

Did students have speaking and listening practice time in English?				
Yes		No		Total
US	RS	US	RS	
f	f	f	f	f
1	-	3	2	6

Table 3.17 Response about practicing English

As the table above shows, only 1 participant teacher from US replied that students had speaking and listening practice time when learning English. But the rest 5 teachers from both US and RS replied that students did not have the practice time. These teachers, who said students did not have speaking and listening practice time in English were asked their reasons, and gave large classroom size as a reason for not having the practice in these skills. As English is a foreign language for students, they do not have any other opportunity to practice English rather than in classroom. So practice in classroom is very important for students to learn English. Because they need to develop oral skills at this cycle before they move to second cycle in which English is the medium of instruction.

Moreover, developing learners speaking skill helps for teaching writing and reading skills; because literacy skills can easily be acquired if the learner speaks the language. Commins as cited in Dutcher(1982) said that teaching for literacy in the second or foreign language is unlikely to succeed without prior oral speaking training in the language. According to Benson (2004) explicit language teaching of L2 or foreign language beginning with oral skills allows students to learn the new language through communication rather than memorization. When students have oral skill they can employ psycholinguistic guessing strategies to learn the orthographic system of the language in learning writing and reading that language.

Did students have writing and reading practice time in learning English?				
Yes		No		Total
US	RS	US	RS	
f	f	f	f	f
4	2	-	-	6

Table 3.18 Response about practicing English

As the table depicts all participant teachers replied that students had writing and reading practice time in English. They were asked the way in which students practiced and they replied that, the first thing they do is teaching students to read the letters of English and then teachers start writing words and make students to repeat after the teacher when the teacher reads words. By this manner they move to reading a phrases and then sentences. Regarding writing, they said that students copy what teachers write on the black board. There was no special practice for writing. From the teachers responses it is understood that students didn't have practice in writing except they copying what was in the blackboard. What teacher referred to as writing practice is coping from the blackboard. Therefore, students had no practice in classroom during in English lessons. The lesson at this cycle can not prepare students adequately for learning through English at the second cycle. The following section has response to assert this finding.

3.6.2 Skills in English for second cycle learning

Students have to know the language that they are going to learn through it at the second cycle. The following section reveals how the reality looks like.

Do you think that students have developed English proficiency that makes them adequate to learn in English?				
Yes		No		Total
US	RS	US	RS	
f	f	f	f	f
-	-	4	2	6

Table 3.19. Response on students' English skill adequacy

As table 3.19 shows, every teacher from both US and RS do not think that their students developed adequate English proficiency to be instructed through it in the second cycle education. These teachers were asked, what the reason would be if their response for the above question were 'no'. They accounted the curriculum as the main factor for students' low development in English proficiency. The system at this cycle employs self-contained system. i.e. one teacher teaches a section all subjects from grade 1 up to grade 4. If a teacher is poor in English then the students English learning can be highly impeded. And no person is good at every subject. Besides this, they explained that there are no other supplementary materials for students which help students in their English learning. The only book that they use for teaching English is the text book prepared for students.

An experiment was conducted in Nigeria for 7 years since 1970 to examine conditions in which students learn English effectively and the finding shows that using specialist English teacher was one of the contributing factors for students' effective English learning. Therefore, like participant teachers said Teachers teaching skills has its own influence on students' foreign language learning. As these teachers teach all subjects they did not specialized in English teaching there they may not know the right methodology to teach. From the way students made to practice English skills mentioned above under section 3.17, and 3.18 it is understood that teachers were not using good methodology. Moreover, class size is another factor which

contributes for students' low English skill. There are about 80-95 students in a classroom and this large class size is not manageable for practicing the language orally. Undeveloped oral skill in English in turn affects students reading and writing skills. Non availability of other supplementary materials is also factors which contribute to lack of effective learning.

The following students' response also supports the teachers' response indicated in table 3.20

Have you developed good English skills in speaking listening, reading and writing that makes you adequate to learn in English in second cycle?									
Yes				No				Total	
US		RS		US		RS			
f	%	f	%	f	%	f	%	f	%
10	27.8	4	11.1	15	41.7	7	19.4	36	100

10 (27.8%) participant students from US and 4 (11.1%) from RS (totally 14 (38.9%)) said that they have developed English skills adequately to be instructed in English in the second cycle. Even though they responded so during classroom observation the researcher realised that almost all students have low skills in English. The remaining 15 (41.7%) students from US and 7 (19.4%) from RS totally 22 (61.1%) responded that they haven't developed English skills to be instructed only in English. Therefore, the response implies that at least more than half of the participant students haven't developed adequate English skills yet for second cycle learning. As matter of fact, Benson (2004) mentioned that experiences in Europe suggests that a language foreign to a learner should be taught as a subject for five to seven years prior to being used as the medium of instruction. But English in Wolayta schools becomes medium of instruction right after four years.

Classroom language use

Do you deliver the subject matter fully in English?													
Yes						No						Total	
Urban		Rural		Total		Urban		Rural		Total		Total	
f	%	f	%	f	%	f	%	f	%	f	%	f	%
1	6.2	-	-	1	6.2	7	43.8	8	50	15	93.8	16	100

Table 3.22 response of teachers language use

Table 3.22, shows the response of participant teachers from both US and RS. Only 1 (6.2%) teacher from US claim to have delivered subject matter fully in English while the rest 15 (93.8%) from both US and RS reported that they did not use only English while delivering the subject matter. Therefore, as the data reveal, considerable number of teachers didn't use only English for delivering lessons even though it is expected to be so. As their response implies these teachers use languages other than the medium of instruction with English. The following table 3.23 shows the languages that are used by these teachers as supportive while delivery - ring the subject matters.

Language used as supportive when	Amharic						Wolaytato						Other				Total	
	US		RS		Total		US		RS		Total		US		RS		f	%
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
Lecturing	7	43.8	5	31.2	12	75	-	-	3	18.8	3	18.8	-	-	-	-	15	93.8
Asking questions	7	43.8	5	31.2	12	75	-	-	3	18.8	3	18.8	-	-	-	-	15	93.8
Answering questions	7	43.8	5	31.2	12	75	-	-	3	18.8	3	18.8	-	-	-	-	15	93.8
Facilitating group discussion	7	43.8	4	25	11	68.8	-	-	4	25	4	25	-	-	-	-	15	93.8

Table 3.23 Language use of teachers during different teaching- learning activities in the classroom

As the table shows only 15 (14.4%) students from US responded that they understand lectures fully in English whereas 41(39.4%) students from US and 48 (46.2%) from RS (totally 89 (85.6%)) responded that they do not understand lectures fully in English. Therefore, it can be concluded that a very large number of students at second cycle do not have the skill of understanding English which makes them adequate to be lectured(instructed) only in English. Besides, they also have a difficulty of expressing their idea in English as the students' report revealed in the following table

Can you express your idea in English in class?									
Yes				No				Total	
US		RS		US		RS			
f	%	f	%	f	%	f	%	f	%
9	8.7	-	-	47	45.2	48	46.1	104	100

Table 3.25 Students' response on their speaking skill

As Table 3.25 shows 9 (8.7%) participant students from US responded that they can express their idea in English in class. But a total of 95 (91.3%) students (47 (45.1%) students from US and 48 (46.1%) from RS) responded that they can not express their ideas in English. According to the data, Students who cannot express their idea in English are ten times as many as those who responded that they can express their idea using English. This means that the majority of students have problem of using English for different classroom activities such as asking and answering questions, discussing, and so on. As a result, they use Amharic or Wolaytato.

The following table depicts the manner in which students' languages use in the second cycle of primary education

Language used by students when	Wolaytato						Amharic						English						Total	
	US		RS		Total		US		RS		Total		US		RS		Total			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Asking questions to teachers	6	5.8	37	35.6	43	41.3	45	43.2	11	10.6	56	53.8	5	4.8	-	-	5	4.8	104	100
Answering questions	5	4.8	36	34.6	41	39.4	47	45.2	12	11.6	59	56.7	4	3.8	-	-	4	3.8	104	100
Discussing in groups with classmates	44	42.3	42	40.4	86	82.7	10	9.6	6	5.8	16	15.4	2	1.9	-	-	2	1.9	104	100

Table 3.26 Students' language use

As it can be observed from the above table, most students just as their teachers use Amharic and Wolaytato during different classroom activities. From the total 104 participant students 6 (5.8%) and 37(35.6%) (totally 43 (41.3%)) from US and RS respectively replied that they use Wolaytato for asking questions. Whereas, 45 (43.2%) and 11 (10.6%) from US and RS respectively replied that they use Amharic. 5 (4.8%) from US replied as they use English. Similarly, for answering questions 5 (4.8%) of respondent students from US and 36 (34.6%) of respondents from RS totally 41(39.4%) use Wolaytato. And 47 (45.2%) of the respondent students from US and 12 (11.6%) of the respondents from RS totally 59 (56.7%) use Amharic but the remaining 4 (3.8%) respondents are from US and responded that they use English.

Furthermore 44 (42.3%) respondent students from US and 42 (40.4%) from RS totally 86 (82.3%) responded that they use Wolaytato when they are discussing with their friends. Whereas 10 (9.6%) of respondent students from US and 6 (5.8%) from RS (totally 16 (15.4%)) reported that they use Amharic when they are discussing in groups with their friends. Only 2 (1.9%) students from US responded that they use English. From this data, it can be concluded that very insignificant number of students use the medium of instruction for asking or answering questions and for group discussions. But most students use Amharic or Wolaytato because of lack of good proficiency in English.

The table also shows that most urban students amounting for 45 (43.2%) and 47 (45.2%) respectively use Amharic when they ask and answer questions in a class. This implies that most students in US prefer Amharic when the conversation includes their teacher. May be, this is because their teachers use Amharic as table 3.1.3.1.1.3 above displays the language use of teachers. 44 (42.3%) use Wolaytato

when they discuss in groups with their mates. This also shows that they use Wolaytato when they are with their friends

Moreover, the table also shows that most rural student use Wolaytato during the above activities. This shows that the more you go to the rural area, more students use mother tongue with both their teachers and classmates. In the contrary the further you go to the urban students use Amharic with their teachers and Wolaytato with their classmates.

Generally even though English is the medium of instruction, as the responses from students and teachers show Amharic or Wolaytato is mostly used with English and this is because of low proficiency of teachers and students in English. This implies that the educational language policy that assigns English as the medium of instruction does not consider the deficiency in the level of proficiency of teachers and students in English at this level. As a result, student's academic achievement can be negatively affected. In classroom, teachers help their students either in Amharic or in Wolaytato to understand the subject matter but when students go home they will not be able to read and understand books and other instructional materials by themselves. Moreover, during examinations students become responsible for their understanding in every exam questions written in English. The following table shows the situation in regard to students understanding of exam questions.

Do you understand every exam questions given in English?													
Yes						No						Total	
US		RS		Total		US		RS		Total			
f	%	f	%	f	%	f	%	f	%	f	%	f	%
12	11.5	3	2.9	15	14.4	44	42.3	45	43.3	89	85.6	104	104

Table 3.27 Students' response about understanding exam question

Examinations at this level are administered in English which is the medium of instruction. As it can be seen from the above Table 3.27, the frequency of students who replied that they understand every exam question given in English are 12 (11.5%) from US and 3 (2.9%) from RS (totally 15 (14.4%)). But 44 (42.3%) from US and 45 (43.3%) from RS (totally 89 (85.6%)) replied that they do not understand every exam questions in English. From this, it can be concluded that most students have serious difficulty of understanding exam questions in English. This problem certainly affects students' achievements.

3.1.3.1.2 Material availability

In the implementation of educational language policy, preparation of textbook in the language of education is one of the basic requirements. Next to the teacher, textbook is the most important resources that can help students in the acquisition of knowledge. The following table shows the manner of text book supply in the sample schools.

No	Text books of	Distribution
1	Chemistry	1 textbook to 3 or 4 students
2	Biology	1 textbook to 3 or 4 students
3	Physics	1 textbook to 2 students
4	English	1 textbook to 3 students
5	Social studies	Individually
6	Civics	Individually

Table 3.28 Text book distribution at the second cycle

In the selected sample schools, students have textbooks for civics and social studies individually but single textbooks of chemistry, biology, physics and English are shared by three or four students. Students do not get the shared textbooks every day. They may get one textbook within three or four days, if they exchange books every day. So it can be concluded that there is scarcity of textbooks. This situation affects the teaching and learning process. Sintayehu (2006:14) supports this

The researcher has also observed the libraries in the sample schools. The libraries were not with adequate materials and the reading rooms were also small in size in comparison with the number of students in both cycles. Generally there were scarcity in both supplementary materials and textbooks. And students who do not have the power to get supplementary books by their own are in a disadvantage in this regard.

3.1.3.1.3 Attitude towards the languages in education at second cycle

Data were collected on the attitude of teachers, students and education officials towards the languages in second cycle primary education through questionnaire. The results are presented as follows:

3.1.3.1.3.1 Teachers attitude

Do you think that teaching in English is appropriate at this level?													
Yes						No						Total	
US		RS		Total		US		RS		Total		Total	
f	%	f	%	f	%	f	%	f	%	f	%		
6	37.5	4	25	10	62.5	2	12.5	4	25	6	37.5	16	100

Table 3.30 Teachers' response on the appropriateness of the MOI

6 (37.5%) of respondent teachers from US and 4 (25%) from RS (totally 10 (62.5%)) were in agreement with the appropriateness of the use of English as the medium of instruction at the second cycle. Regardless of students' unsatisfactory ability to understand lectures in English as pointed out by both teachers' and students' responses in table 3.21 and table 3.24 respectively, most teachers believe that English is the appropriate medium of instruction. According to the teachers this is because, English is the sole medium of instruction in secondary and higher education. So students should be taught in English at this cycle to make them proficient enough for the next level of education.

Five scale attitude based items were asked to assess teachers' attitude towards languages in education. The responses given are presented below:

1. *Students English skill is so poor that they had to learn in Wolaytato*
2. *Students learning capacity in English is lowered as a result of learning in Wolaytato at the first cycle.*
3. *Students confidence at second cycle is negatively affected as a result of learning in Wolaytato*
4. *Students benefited nothing for the second cycle learning from their learning in Wolaytato at the first cycle*
5. *For quality education English is mandatory at any level.*
6. *The use of Wolaytato degrades the quality of education at second cycle.*
7. *Extending the use of Wolaytato can help students to develop good skills in both Wolaytato and English*

Item	Responses										Total	Mean
	1		2		3		4		5			
	f	%	f	%	f	%	f	%	f	%		
1	12	75	-	-	2	12.5	2	12.5	-	-	16	1.63
2	-	-	13	81.2	0	0	3	18.8	-	-	16	2.38
3	-	-	13	81.2	1	6.3	2	12.5	-	-	16	2.3
4	-	-	14	87.5	0	0	2	12.5	-	-	16	2.25
5	-	-	10	62.4	3	18.8	3	18.8	-	-	16	2.56
6	3	18.8	11	68.7	0	0	2	12.5	-	-	16	2.38
7	-	-	2	12.5	2	12.5	12	75	-	-	16	2.38

Table 3.31 Teachers' response on attitude

μ (The expected mean scores)= 3

1. Strongly agree **2.** Agree **3.** Undecided **4.** Disagree

5. Strongly disagree

1. *Students English skill is so poor that they had to learn in Wolaytato*

As Table 3.31 shows 12 (75%) participant teachers have agreed to this statement. In other words 75% of the participant teachers believe that learning in Wolaytato makes students poor in their English skills. 2 (12.5%) participant teachers neither agree nor disagree with the statement. But the remaining 2 (12.5%) teachers have disagreed to the statement. Therefore most teachers or 75 % believe that learning Wolaytato is the cause for students' poor skills in English. The mean score of (1.63) is also less than from the expected mean score (3). So it can be concluded that teachers have negative attitude towards learning in Wolaytato in relation to students skills in English.

2. *Students learning capacity in English is lowered as a result of learning in Wolaytato at the first cycle.*

This statement shows a negative view towards the use of the mother tongue in education. As table 3.31 shows 13 (81.2%) teachers agreed to the statement while 3(18.8%) teachers disagreed that learning in Wolaytato retards students' English learning. The mean score of participants' response for this statement is 2.38 which is less than the expected mean score which is 3. Therefore it can be concluded that most teachers believe that learning in Wolaytato affects students' capacity of learning in English negatively.

3. *Students' confidence at second cycle is negatively affected as a result of learning in Wolaytato.*

Table 3.31 shows that among the respondents 13 (81.2%) have agreed to the statement while 1(6.3%) remained undecided whereas the remaining 2 (12.5%) participant teachers have disagreed. The mean score is 2.3 which is again less than the expected mean score 3. Therefore it can be



concluded that most teachers believe learning in Wolaytato at first cycle negatively affects the confidence of students.

4. *.Students benefited nothing for the second cycle learning from their learning in Wolaytato at the first cycle*

This statement denies the different benefits in mother tongue education. Among the participant teachers 14 (87.5%) have agreed positively to this statement, whereas 2(12.5) of teachers have disagreed. The mean score of these participant teachers is 2.25 and it is less than the expected mean score 3. Therefore most teachers have a belief that mother tongue education is not worthwhile in educational achievement.

5. *For quality education English is mandatory at any level.*

This Statement tends to make learning in English as a good measure of the standard for measuring the quality of education. Of all the total participant teachers 10 (62.4%) replied that they agree to the given statement while 3 (18.8%) teachers have not decided. But the remaining 3(18.8%) teacher respondents have disagreed to the given statement.

6. *The use of Wolaytato degrades the quality of education in second cycle.*

This statement implies that using the mother tongue in education is a barrier for quality education. According to table 3.31, 3(18.8%) participant teachers strongly agree while 11(68.7%) teachers agree to this opinion. On the other hand, 2 (12.5%) participant teachers responded that they disagree in the idea. The mean score of the total respondents is 2.38 and it is less than the expected mean score, it implies that most teachers agree in the notion that considers the mother tongue education influences the quality of education negatively. Therefore it can be concluded that most teachers have negative attitude towards the use of Wolaytato in education.

7. Extending the use of Wolaytato can help students to develop good skills in both Wolaytato and English.

This statement conveys the positive relationship between mother tongue education and language learning in school. i.e maximising the use of mother tongue in education helps students to learn other language in school. As table 3.31 shows 2 (12.5%) participant teachers responded that they agree to the use of mother tongue in education has positive effect on the development of English skills in school. only 2 (12.5%) teachers have not been ready to decide on the point. But 12 (75%) of the participant teachers have disagreed to the notion that extending the use of the mother tongue to higher levels in education helps students in their English learning. The mean score is 2.38 and it is less than the expected mean score 3. Therefore most teachers have negative attitude towards extending mother tongue in education.

Generally it can be concluded that teachers in the second cycle of primary education understood the use of Wolaytato in the first cycle as having negative effect on students' learning in the second cycle and above. This could be a factor that can affect the effectiveness of education languages at each cycle. i.e. teachers by themselves could be parents and they share their attitude to their children and also to their students. Students in turn will share the attitude that they shared from their teachers to the people around them and by this manner the teachers' attitude can reach to students who learn at the first cycle. As it is mentioned in the literature review part; if students have negative attitude towards the mother tongue then their achievement of learning that language and in that language will be affected. As Benson (2004) pointed out the more highly developed language skills in mother tongue the better the result in second or foreign language learning because language cognition is built up on mother tongue skills. Therefore if

students do not have good skills in the mother tongue, then it is so difficult to make them effective in learning in a foreign language. So in schools particularly teacher have responsibilities to help students to develop positive attitude to be effective in the teaching and learning rather sharing their negative attitude to students.

3.1.3.1.3.2 Students' attitude towards the medium of instruction

If Wolaytato is the medium of instruction at your level will you understand lessons better than in English?													
Yes				No				Undecide				Total	
US		RS		US		RS		US		RS			
f	%	f	%	f	%	f	%	f	%	f	%	f	%
40	38.5	40	38.5	16	15.3	8	7.7	0	0	0	0	104	100

Table 3.32 Response in understanding Wolaytato

In relation to the above question students were also asked the reasons for the answer they offered. As table 3.32 depicts, 40 (38.5%) participants from US and 40 (38%) from RS (totally 80 (77%)), replied that they understand lessons in Wolaytato better than in English. These respondents said that, as they know Wolaytato very well, they understand lessons better in it. But 16 (15.3%) participants from US and 8 (7.7%) from RS replied that if Wolaytato is the medium of instruction they do not understand lessons better than it is in English. They said that, they do not understand lessons in Wolaytato because learning in Wolaytato is not as worthwhile as learning in English and will deter them from knowing English. But learning in English makes one more knowledgeable and competent for secondary and higher education.

From their reason it is understood that, they do not understand lessons in Wolaytato not because they do not know the language but because of their fear that if Wolaytato is the medium it can not make them competent and knowledgeable as students who learn in English. As to these students, learning in Wolaytato can be a barrier for learning English. But as their demographic information shows, Wolaytato is the mother tongue for 134 (95.7%) of the participant students. So there is no any other language which is more understandable than their mother tongue. Their response shows their negative attitude to words learning in Wolaytato.

Students, who replied that they understand lessons better in Wolaytato than in English, were asked whether they agree if Wolaytato is used as the medium of instruction at second cycle too. Their response is presented as follows:-

Do you agree if the medium of instruction is Wolaytato for all subjects at your level?																			
Yes						No						Udecide						Total	
US		RS		Total		US		RS		Total		US		RS		Total			
f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
14	13.5	18	17.3	32	30.8	23	22.1	19	18.3	42	40.4	3	2.9	3	2.9	6	5.8	80	100

Table 3.33 Students' response in choice of the MOI

From the total participant students 14 (13.5%) from US and 18 (17.3%) from RS (totally 32(30.8%)) agree if Wolaytato is the medium of instruction for all subjects. They said that, they agree because they have the problem of understanding lessons and reading materials in English. They said that, there was no problem of understanding lessons and reading materials when they were learning in Wolaytato. But now it has become difficult to understand unless the teachers tell them what has been said in Amharic or Wolaytato.

According to the data in table 3.33, 23 (22.1%) participants from US and 19 (18.3%) from RS (totally 42(40.4%)) have disagreed to the idea of making Wolaytato the medium of instruction for all subjects. They said that, they do not want to learn in Wolaytato because Wolaytato will benefit them nothing for their learning in the second cycle. Furthermore they argue that Wolaytato is not used as the medium of instruction in secondary education and above. Therefore, even though they believed that they understand subject matters in Wolaytato better than in English they didn't want to learn in Wolaytato. They want to learn in English to know English.

The response of the remaining 6(5.8%) participants (3 (2.9%) from US and 3(2.9%) from RS) are in the position of not deciding about their agreement or disagreement. From this it can be concluded that more than half of the participant students do not want to learn all subjects in Wolaytato which is their mother tongue. Students were also asked their agreement if Wolaytato shares social science subjects as the medium of instruction.

Do you agree if you learn civics and social studies in Wolaytato?																		
Yes						No						Udecide				Total		
US		RS		Total		US		RS		Total		US		RS		Total		
f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
23	22.1	19	18.3	42	40.4	33	31.7	29	27.9	62	59.6	-	-	-	-	104	100	

Table 3.34 Students' response on subject sharing between mother tongue and English

From the total participant students 23 (22.1%) from US and 19 (18.3%) from RS (totally 42 (20.4%)) agreed to have Wolaytato as the medium of instruction for social study and civics subjects while 33 (31.7%) from US and 29 (27.9%) from RS (totally 62(59.6%)) reported that they disagreed

to the statement. Students, who disagreed on the use of Wolaytato as the medium of instruction, claim that learning in Wolaytato affects their future, by considering Wolaytato as a barrier that hinders them from knowing English. As the result of their belief most students do not agree if Wolaytato becomes a language of instruction for social science subjects.

The use of English as the medium of instruction at second cycle is also considered as appropriate by students as the data in the following table reveals.

Is learning in English appropriate at your level?																	
Yes						No						Udecide				Total	
US		RS		Total		US		RS		Total		US		RS			
f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
44	42.3	32	30.8	76	73.1	12	11.5	16	15.4	28	26.9	-	-	-	-	104	100

Table 3.35 Students' response on the appropriateness of the MOI

The total frequency of participant students who replied positively are counted at 76 (73.1%), (44 (42.3%) students from US and 32(30.8%) students from RS). Learning in English is appropriate to these students because English is the sole medium of instruction in the secondary and higher education and they believed that starting learning in English as early as possible is helpful to know English and learning in Wolaytato is valueless for their future in education.

The remaining 28 (26.9%) participant students (12 (11.5%) from US and 16(15.4%) from RS) replied that they do not accept English as the appropriate medium of instruction. Their reason is because they do not understand English.

Students who do not accept English as an appropriate medium were asked the language that they believe as the appropriate.

What language do you prefer as an appropriate medium of instruction if you have the right to choose?													
Amharic				Wolaytato				Other				Total	
US		RS		US		RS		US		RS			
f	%	f	%	f	%	f	%	f	%	f	%	f	%
9	8.6	6	5.8	3	2.9	10	9.6	-	-	-	-	28	26.9

Table 3.36 Preferred languages other than the MOI

According to 9(8.6%) students from US and 6(5.8%) from RS, Amharic is the appropriate language to be the medium of instruction. They preferred it to English, if they had the right to choose the medium of instruction. According to 3 (2.9%) participant students from US and 10(9.6%) from RS, Wolaytato is the right medium of instruction. and they prefer learning in it if they had the right to choose their medium of instruction. Therefore a quarter of the total participants prefer Amharic or Wolaytato if they have the right to choose the medium of instruction.

Generally, most students at this cycle have accepted English as an appropriate medium of instruction. Their response was not grounded on their proficiency in English. As their response on table 3.24 shows most students did not understand if lessons were only in English and also they couldn't express their ideas in English as their response on 3.25 indicate. As a result teachers use Wolaytato or Amharic to help students to understand subject matters. Most students also use Wolaytato or Amharic for asking and answering questions and during group discussions as table 3.26. Even though the de facto medium in classroom is Wolaytato or Amharic most students considered English as

the appropriate medium of instruction. Their views contradict with their proficiency in English.

3.1.3.1.3.3 Attitudes or Views of education officials towards the languages in education

The researcher has attempted to interview two zone education officials about their views and the efforts in the implementation of educational language policy at primary education. Their responses are presented below.

Q1. Do you think that students' learning English as a subject at first cycle is adequate to teach them in English at second cycle?

According to interviewed officials students' learning at first cycle is enough and adequate for students to be instructed in English at second cycle. But according to the response of teachers in tables 2.2.3.1 and 3.1.1.1 students' English skill is not satisfactory to be instructed in English at second cycle. Therefore it can be concluded that education officials' views are not grounded on the students' practical situation at school.

Q2. Do you think that education in Wolaytato at second cycle hinders students from further education?

Yes, because if students learn only in Wolaytato at primary education then they will not know English. The national exam at grade 10 is in English so these students will fail in this exam as they do not know the language of the exam. Therefore to make students competent for the exam students should learn in English and know it.

The response of the education officials is different from the goal of primary education. The goal of primary education, as presented in ETP section 3.3.2, is offering basic and general education for further general

As the table shows, students, who learned in their mother tongue, achieved more than from those who learned in English. Those students who achieved better in other subjects are also achieved in English subject too. The following table shows students achievement from schools where English is offered as a subject and used as medium of instruction and only as subject.

Status of English	N	Mean score
Both as a subject and as the medium of instruction	4615	42.79
offered as a subject only	3300	36.37
Mean difference	-	6.42

Adopted from Teshome Nekatibeb (2007)

As both the above tables show students who learned in the mother tongue achieved better in both English and other subjects than students who learned in English. Therefore the education officials in Wolayta zone should have known the fact that mother tongue in primary education makes students more successful in both different subjects offered at the level and in English. Therefore education officials should understand mother tongue as their valuable input for achievement goals of rather than considering it as a negatively affecting factor in English learning.

Q3. *Do you think that teachers at the first cycle are adequate to teach all the subjects?*

The respondents had negative response this question. They said no, it has been observed that there are problems in self contained teaching system at primary education. This is because, a teacher is not smart in every subjects. To solve this problem we are trying to assign three teachers one for science subjects, one for social science subjects and one for language subjects. To do this teachers are being trained in this way at

teachers training institutions. Then the current system will be changed when this system is implemented.

Q4. *Is there any effort to develop Wolaytato by its vocabulary to make it serve better science and technology?*

Regarding this the officials replied that, there is no organized effort to develop the language more than its current status. There is nothing being attempted in the development of Wolaytato in this regard. They also emphasized that it is not their responsibility.

Generally, it can be concluded that the use of English, regardless of students and teachers skill problems, is considered as appropriate for the effectiveness of the students' further education. Accordingly Wolaytato is being considered as a language which is not appropriate to extend its function beyond the first cycle.

3.1.3.1.4 Implementation of Wolaytato as a subject

Wolaytato is being taught as a subject at the second cycle of primary education. It is being taught by either Amharic or English teachers at that level. Two teachers of Wolaytato, one from US and one from RS, were asked whether they had any training in teaching it and how they teach Wolaytato without being trained in teaching the language if they have no training. Both of them gave same response. They said that, the textbook was sent to the schools but there was no any pre-service trained teacher in the teaching Wolaytato. As a result English or Amharic teacher, who is interested and speak Wolaytato as the mother tongue, was selected to teach Wolaytato. As they said both of them took 3 day training on how to write in Wolaytato. They also pointed out; there are no grammar books and relevant dictionary which can help them in teaching Wolaytato. They are teaching Wolaytato using what they have

from their training in English or Amharic and their intuition in Wolaytato.

From this it can be concluded that the implementation of Wolaytato as a subject is being conducted with no adequate preparation. Even though there are a lot of features that languages share every language has its own unique grammars and rules. And a teacher who is trained in the teaching of one language and who knows the rules of that language can not apply the methods and techniques of teaching that language or the rules in that language to teach other languages. And knowing a language or speaking a language as the mother tongue can not make an individual competent to teach the language. Lack of trained teachers in the teaching of Wolaytato basically affects the effective implementation of the language as a subject at this level.

CHAPTER FOUR

Summary, Conclusion and Recommendation

4.1 Summary

The primary objective of this paper is to study how the current educational language policy is being implemented in Wolayta Soddo (both in urban and rural area of the town) primary schools. In order to achieve the objective 174 subjects (140 students, 6 and 16 first and second cycle teachers respectively, 10 parents and 2 education officials) have participated. The required data were gathered through questionnaire interview and observation from the subjects. Quantitative and qualitative methods were employed to analyse the acquired data.

In the second chapter of the paper the review of related literatures and related works were presented to give the basis for the discussion of the findings. They dealt with issue of language policy, educational language policy and requirements in the implementation of education language policy.

In the third chapter the collected data was presented and analysed. For doing this the results from questionnaires were tabulated and their frequencies and percentages were calculated. For five-point-likert- scale items, the obtained mean score and expected mean scores were calculated and used in the analysis. Literatures were used to strengthen the relevancy of the analysis and arguments in the paper. Finally the findings are presented in the following section as follows;

1. The language that is assigned to be the medium of instruction at first cycle of primary education on the policy is Wolaytato. Wolaytato is the mother tongue to the very great majority of teachers and students. Most teachers and students at this cycle

use Wolaytato in classroom. This is because; the language that is used as the medium of instruction is the language that both students and teachers command well. It is also the home language of the learners. As a result they are not suffering from the communication barrier in their learning. Therefore learning new concepts will not be postponed until students know the medium of instruction as they already know it.

2. English learning at the first cycle is not systematic. Students do not have practice time in English as a result they haven't developed skills in English. And they are transferred to the second cycle with out adequate competence in the medium of instruction at that level which is English.
3. Most students at the second cycle do not have the skill of understanding English which makes them adequate to be lectured (instructed) fully in English and to understand exam questions. Besides, they also have a difficulty of expressing their ideas in English. They do not use English in different classroom activities such as asking and answering questions, group discussions, and so on but they use Amharic or Wolaytato for these purposes. Similarly teachers at this cycle use Amharic and Wolaytato to translate and convey meaning. Consequently students' low English proficiency at the level contributes to the students' low achievement.
4. Most teachers at the first cycle in both US and RS did not take training in pre-service teacher training institute in teaching in Wolaytato. This is because they deployed to the profession before Wolaytato has become the medium of instruction. They are assisted only by their short in service training which ranges from 15 days- 2 month. They need additional training. At the second

cycle there are no trained teachers in teaching Wolaytato as a result the language is being offered as a subject by teachers who are not professionally trained in it. So this almost certainly will not achieve the goals of teaching Wolaytato at the second cycle.

5. At first cycle text books are distributed individually but no supply of supplementary books. In the second cycle there were both textbooks and supplementary materials shortages. The libraries both in US and RS are not sufficient enough to the students. This condition contributes negatively to students' achievement.
6. Only first cycle teachers have positive attitude towards the use of Wolaytato as the medium of instruction. But most students (in both cycles), and second cycle teachers consider Wolaytato as a language that is contributing to students low English proficiency. As a result they have developed negative attitude towards the use of Wolaytato as the medium of instruction. They prefer English to be the medium of instruction at all levels the reason that English is the medium of instruction at secondary and tertiary levels.
7. Most parents did not take orientation on the advantages of mother tongue in education at the beginning of schooling. And they also prefer English to be the medium of instruction at all levels. The communication between schools and Parents is very poor. They communicate once a year at the end of an academic year. Their participation in the implementation of Wolaytato as the medium of instruction is poor as they have poor communication with schools. With out community participation policies can hardly achieve their goals in education.

4.2 Conclusion

The medium of instruction at the first cycle is the mother tongue of most students; as a result there is no communication and understanding problem between students and teachers. The Language used in classrooms during learning and teaching processes at this cycle is consistent to the policy. However there is material problem. The only materials that students have are the textbooks provided by the schools. The schools do not provide adequate supplementary materials to students. Especially RS students at the first cycle are not accessible to use supplementary materials even in schools libraries. This is partly because there are no sufficient written materials in Wolaytato which facilitate the acquisition of literacy and help students in their learning of the different subjects.

English is being offered by teachers who teach all other subjects in the self contained system. This situation has its own impact on students' English learning. Teachers themselves are not competent in English. More over because of large classroom size students do not have practice in English as a result students do not develop the necessary skills in English to learn through it.

The implementation at the second cycle is not being conducted with problems. Classrooms language use of teachers and students are not consistent with the policy. Even though English is assigned to be the medium of instruction to all subjects Amharic and Wolaytato are used for helping students understanding as de facto mediums. This is because students have both understanding and speaking problems in English. Teachers, themselves have also problems in English skills. Therefore the policy doesn't consider students and teachers English background. There are also shortage of textbooks and other supplementary materials.

Only first cycle teachers have developed positive attitude towards the use of Wolaytato as the medium of instruction and believe its positive contribution for students' further education. But students at the first and second cycles and teachers of the second cycle consider Wolaytato as a language which hinders students from further education and lowers students' English learning. Similarly most parents and education officials believe that Wolaytato can damage students' academic successes if it is used beyond the first cycle as the medium of instruction.

4.3 Recommendation

1. Teachers at the first cycle should be offered more adequate training in teaching in Wolaytato and also in Wolaytato literacy.
2. Teaching English at the first cycle should target primarily on developing students' oral proficiency in English. Teachers at that level should be empowered by continuous training in English teaching.
3. The medium of instruction should be the language that the learners know best. As both teachers and students at the second cycle have problem in English, by making the necessary adjustments and adequate preparations, Wolaytato could be used as the medium of instruction in the second cycle too. The use of English as the medium of instruction should wait until students develop oral proficiency in it.
4. There is also another option in which both English and Wolaytato can be used as mediums of instruction. It is using English as medium of instruction for some subjects and Wolaytato for the rest subjects. In so doing English is more comfortable for science subjects and Wolaytato for social science subjects. This mechanism makes the transition from Wolaytato to English smoother than the current one.

5. Material shortage at both cycles should be solved and the libraries should be stocked with the necessary supplementary materials. The concerned government bodies can do this by improving its communication with parents and NGOs to participate in this activity.
6. Zonal education officials should understand the relation between mother tongue in education and foreign language learning. Then they have to work to strengthen the implementation of Wolaytato as the medium of instruction which in turn can bring success in English too.
7. Stakeholders (Parents, teachers, students and other community members) should be oriented about the different benefits of mother tongue in education and motivated to participate in the implementation of the policy. If parents are oriented and involved in the implementation they can participate in solving different problems like the shortage of books in schools. In addition to orientation, improving the status of Wolaytato for instance making it as a working language in government offices and good skills in Wolaytato as a criterion for employment can also change parents students and teachers (at the second cycle) attitude to be positive. Besides it creates the opportunity to use the language out side schools. This can also contribute to develop good literacy in Wolaytato by teachers and other stakeholders.
8. Wolaytato as a subject should be offered by well trained teacher in teaching the language.

BIBLIOGRAPHY

- Altaye Ayele .2001. **The Use of Wolayta Language as the Language of Learning**. Addis Ababa University :Unpublished MA thesis.
- Appel,R.and Muysken,P. 1987. **Language Contact and Bilingualism**. London: Edward Arnold.
- Baker,C. 1993. **Foundation of Bilingual Education and Bilingualism**. Clevedon : Multilingual matters
- Batibo, H. M. 1990. 'English Language Teaching and Learning in Tanzania Primary Schools' in Rubagumiya ,C.M.(ed.) **Language in Education in Africa** . Tanzania: Multilingual Matters.
- Bell, R.T. 1976. **Sociolinguistics: Goals, Approaches and Problems**. London : B.T.batsford Ltd
- Benson, C. 2004. **The Importance of Mother Tongue Based Schooling for Educational Quality**. [http://portal.unesco.org/education/en/file_download.php/301903707a556115649c7e3cf06c1c3Benson+ language+instruction.doc](http://portal.unesco.org/education/en/file_download.php/301903707a556115649c7e3cf06c1c3Benson+language+instruction.doc)
- Brown, H. D. 1994. **Principles of Language Teaching**. Prentice Hall Inc. Englewood Clifts: New jersey 07632
- Chumbow, B.S. 1987. **Towards a Language Planning Model for Africa**. Journal of West African Languages XVII,1 p.16-17.

- Clegg, J. 2007. 'Moving Towards Bilingual Education in Africa': in Hywel, Coleman (ed.) **Language and Development Africa and Beyond**. Proceeding of the 7th International Language and Development Conference, page 49-64. Addis Ababa Ethiopia: British Council
- Clyne, M. 1997. 'Multilingualism' in Coulmas, F. (ed.) **Handbook Sociolinguistics**. UK: Blackwell
- Cohen, G.P.E. 2000. **Identity and Opportunity**: The Introduction of Local Languages for the Purpose of Primary Education in the SNNPR, Ethiopia. University of London: Unpublished PhD thesis
- Cooper, R. L. 1989. **Language Planning and Social Change**. New York: Cambridge University Press.
- Dada, A. 1985. 'The New Problems and Chances of Success in Language Policy in Nigeria' in Wolfson, Nand Joan, M. (ed.) **Language of Inequality**. New York: Moulton Publisher.
- Ditcher, N. 1982. **The Use of First and Second Language in Primary Education**: Selected Case Studies. Washington D,C :World bank
- Farrant, J.S. 1980. **Principle and Practice of Education**. London: Longman
- Fasold, R. 1984. **The Sociolinguistics of Society**. UK: Blackwell

- Fishman, J.A. 1974. 'Language Planning and Language Planning Research' in J.A. Fishman (ed.) **The State of the Art**. The Hague: Mouton
- Gashaw Abebe. 2007. **Opportunities and Challenges of Teaching and Learning in Mother Tongue as the Medium of Instruction: The Case of Sidama Language**. Addis Ababa University: Unpublished MA. Thesis
- Getachew Anteneh and Derib Ado .2006. **Language Policy in Ethiopia: History and Current Trends**. Ethiopian Journal of Education and science.:// WWW.ethiopia ed.net/images/257055575.doc.
- Getu Abera . 2006. **The Implimentation of Afan oromo as Medium of Instruction in Secondary Cycle of Primary Education**. Addis Ababa University ,Unpublished MA Theasis
- Gfeller, E. 1999. **Quality Education in Ethiopia: Vision for the 21st Century**. Amare Asgedom, et al(ed.) Proceedings of the National Conference on Education Held in Awassa July 1998.
- Haddad, W.D. 1995. **Education Policy Planning Process an Applied Framework**. UNESCO: International Institute for Educational Planning.
- Heidemann, k. and Paulston ,B,C. 2006 'Language Policies and Linguistic Minorities' in Ricento Thomas (ed.) **Introduction to Language Policy**. USA: Blackwell

- Herriman and Burnaby, B. 1996. 'Introduction' in Burnaby, H. and Barbara, B. (ed.) **Language Policy in English Dominant Countries**. Clevedon: Multilingual Matters
- Heugh, K, et al. 2007. **Study on the Medium of Instruction in Primary Schools in Ethiopia**. Commissioned by the Ministry of Education Sep-December: Addis Ababa.
- Hoben, S. 1994. **The Language of Education in Ethiopia: Empowerment or Imposition** in H.G. Marcus (ed.) the 12th International Studies Conference of Ethiopian Studies page 182-197.
- Hoffmann, C. 1991. **An Introduction to Bilingualism**. USA: Longman Inc.
- Holmes, J. 1992. **An Introduction to Sociolinguistics**. New York: Longman Publishing
- Hougen, E. 1966. **Language Conflict and Language Planning: The Case of Modern Norway**. USA: Harvard University Press.
- Kamuwangamalu, N. 2000. **Language Policy and Mother Tongue Education in South Africa: The Case for Market Oriented Approach**. In <http://digital.georgetown.edu/gurt/2000>
- Lomax T, H, R. 1989. 'Can a Foreign Language be a National Medium?' in Rubagumiya, C.M. (ed.) **Language in Education in Africa**. Tanzania: Multilingual Matters.

- Lopez, L. E. 2000. **Necessary Conditions for a Successful Implementation of LOI Policies.** Teaching Material Developed for The World Bank institute: Distance Learning Course on the Language of Instruction.
- Mackey, F.W. 1972. 'The Applied Sociology of Language; Language Policy Planning and Practice' in Fishman, J.A (ed.) **Advances in the a Sociology of Language.** The Houge : Paris
- Macnab, C. 1989. **Language Policy and Language Practice: Implementation and Dilemmas in Ethiopian Education.** Stockholm: tryckt av. Akademitric, AB. edsbruk Ocm Taby.
- Ministry of Education .2002. **The Education and Training Policy and its Implementation.** Addis Ababa
- Ogut, E. E. 2006. 'Mother Tongue Amidst Other Languages: Playing Roles in Classrooms and Outside'; in Davie E.Mutasa(ed.) **African Languages the 21st Century.** South Africa: Samba Guru Publisher
- Othman, S.Y. 1989. 'When International Language Clash: The Possible Detrimental Effects on Developments of the Conflict Between English and Kiswahili in Tanzania; in Rubagumiya ,C.M.(ed.) **Language in Education in Africa .** Tanzania: Multilingual Matters.

- Romaine, S. 2006. 'Language Policy in Multilingual Education context'.
In Keith, Brown (ed.) **Encyclopaedia of Language and Linguistics**. UK: Oxford.
- Rubagumya, M.C. 2000. **Social and Political Dimensions of Language of Instruction**. Teaching Material Developed for the World Bank Institute: Distance Learning Course on the Language of Instruction.
- Rugemalira, J.M. and Lwaitama, A.F. 1990. 'The English Language Support Project in Tanzania' In Rubagumya, C.M. (ed.) **Language in Education in Africa** . Tanzania: Multilingual Matters.
- Rugemalira, J.M. et al. 1990. 'Reflection on Recent Development in Language Policy in Tanzania' in Rubagumya, C.M. (ed.) **Language in Education in Africa** . Tanzania: Multilingual Matters.
- Schiffman .1997. 'Diglossia as a Sociolinguistic Situation' in Coulmas, F (ed.) **Handbook of Sociolinguistic**. UK: Blackwell
- Sintayehu, Endris . 2006. **Survey of Text Book Provision and Availability in Primary Schools of Addis Ababa: Their Impact in Quality of Education**. Addis Ababa University: Unpublished MA Thesis.
- Seyoum Hameso .1997. Language Policy and Access to Education in Ethiopia: in Seyoum Hameso, Trevor Trueman and

B Adequacy of the medium of instruction

1. Is Wolay tato adequate for discussing every concepts in the subjects you teach

- a) Yes b) no

2. Gi ve you reasons for the answer that you gave for question no seven?

3. Ho w do you evaluate the relevance of new terms in the language?

- A) They are not relevant at all b) Most are not relevant
c) Some are not relevant d) All are relevant
e) I have no idea

4. Give your reason for the choice that you made for the question nine?

C Teachers' qualification

1. Did you take training to teach in Wolaytato?

- a) Yes b) no

2. If your answer is 'ye s' for the above question the how long was the duration of the training? _____

3. if your answer is 'yes' for question number eleven then what was the training content and does it helped you to teach in Wolaytato?

4. Is the training adequ ate for you to teach in Wolaytato at you this level? a) Yes b) no

D Attitude questions

Do you think that Wolaytato is the right medium of instruction at this level?

- a) Yes b) no

2. Write your reason for the answer that you offered for the above question
the answer you gave for the above question _____
- _____

Instruction: For the following question put '✓' mark on the alternative that shows your agreement or disagreement.

1. Strongly agree
2. agree
3. undecided
4. disagree
5. Strongly disagree

No	Item	1	2	3	4	5
1	Wolaytato is not going to continue its current function in education so that it is good to teach students in English from the beginning.					
2	Learning in Wolaytato is not worthwhile for academic success and hinders students from further education.					
3	Learning in Wolaytato at this level helps students even for their English learning					
4	Wolaytato is being degrading the quality of education					

**Addis Ababa University
Institute Of Language Studies
Department Of Linguistics**

Questionnaire to be answered by first cycle primary education students

The purpose of this questionnaire is to collect first hand information about the implementation practice of the new education language policy in your school. Your genuine answer is very determining in the effectiveness of this case study. Your answers will be used for this case study only and remain confidently.

Direction

There is no need of writing your name

Give brief answers for open ended questions

Encircle the letter of your answer for questions which have alternatives. if you have more than one answer in the alternatives choose both of the them

A Personal information

Age _____ your name of school _____

Sex _____

Language

Mother Tongue _____

Second language _____

State any other _____

B Language use and proficiency

Instruction

Encircle the letter of your answer for questions with alternatives write your reason as question demands

1. Do you understand instructions fully in Wolaytato
a) Yes b) no

2. What language do you use to ask and answer questions and discuss in group in classrooms?
a) Wolaytato b) Amharic c) if any other_____

3. What language do you use when you are communicating with your teacher during English period?
a) Only wolaytato
b) Only English
c) Only Amharic
d) English and Wolaytato
e) English and Amharic
f) English, Wolaytato and Amharic

4. Why you use the language or the languages you choose as an answer for question number ten?

5. Have you developed good English skills in speaking listening, reading and writing that makes you adequate to learn in English in second cycle?
a) Yes b) no

C Textbooks availability

6. Do you have text books individually?

- a) Yes b) no

7. If you do not have textbooks individually how many students share a single textbooks _____

8. In what subjects do you have text books scarcity _____

D Language attitude

9. Do you think that Wolaytato is the right medium of instruction at your level?

- a) Yes b) no

10. If your answer is 'no' for the above question then what language do you prefer as the right medium of instruction and why?

11. Do you believe that Learning in English makes more knowledgeable than learning in Wolaytato at your level.

- a) Yes b) no

**Addis Ababa University
Institute Of Language Studies
Department Of Linguistics**

Questionnaire to be answered by second cycle primary education teachers

The purpose of this questionnaire is to collect first hand information about the implementation practice of the new education language policy in your school. Your genuine answer is very determining in the effectiveness of this case study. Your answers will be used for this case study only and remain confidential.

Direction: Give your answers according to the behaviour of the question

A Personal information

Age -----

Sex -----

- Year of service -----
- The name of school _____
- The subject you teach _____

Educational level

Certificate _____

Diploma _____

Degree _____ if other _____

Languages

Mother Tongue _____

Second language _____

Mention if any other _____

Instruction: For the following question put '✓' mark on the alternative that shows your agreement or disagreement.

Strongly agree 2. agree 3. Undecided 4. disagree
5. Strongly disagree

No	Item	1	2	3	4	5
1	Students English skill is so poor that they had to learn in Wolaytato					
2	Students learning capacity in English is lowered as a result of learning in Wolaytato at the first cycle.					
3	Students confidence at second cycle is negatively affected as a result of learning in Wolaytato					
4	Students benefited nothing for the second cycle learning from their learning in Wolaytato at the first cycle					
5	For quality education English is mandatory at any level.					
6	The use of Wolaytato degrades the quality of education in second cycle					
7	Extending the use of Wolaytato can help students to develop good skills in both Wolaytato and English					

**Addis Ababa University
Institute Of Language Studies
Department Of Linguistics**

Questionnaire to be answered by second cycle primary education students

The purpose of this questionnaire is to collect first hand information about the implementation practice of the new education language policy in your school. Your genuine answer is very determining in the effectiveness of this case study. Your answers will be used for this case study only and remain confidential.

Direction

There is no need of writing your name

Give brief answers for open ended questions

Encircle the letter of your answer for questions which have alternatives. if you have more than one answer in the alternatives choose both of the them

A Personal information

- Age _____
- your name of school _____
- Sex _____
- Language
 - i. Mother Tongue _____
 - ii. Second language _____
 - iii. State any other _____

B Language use and proficiency

Instruction: Encircle your answer for questions with alternatives and write your reasons according to the question

Do you understand lectures fully in English?

- a) Yes b) no

Can you express your idea in English in class?

- a) Yes b) no

If your answer is 'no' for question number two then in what language do you ask and answer question, and discuss in group discussions?

Do you understand every exam questions given in English?

- a) Yes b) no

C Material availability

Do you have textbooks individually?

- a) Yes b) no

If you share textbooks, then how many of you share a single textbook and in what subjects?

Do you have English dictionary and other supplementary books by your own? a) Yes b) no

Do use the library in your school?

a) Yes

b) no

D Language attitude

1. If Wolaytato is the medium of instruction at your level will you understand lessons better than in English?

a) Yes

b) no

c) undecided

2. If your answer is 'no' for question number one then what is your reasons

3. if your answer that you offered for question number one is 'yes' will you agree if Wolaytato is the medium of instruction at your level?

a) Yes

b) no

c) undecided

4. What are your reasons for the answer you offered for question number three?

5. Do you agree if you learn civics and social studies in Wolaytato?

a) Yes

b) no

c) undecided

6. Is learning in English appropriate at your level?

a) Yes

b) no

c) undecided

7. If your answer is 'no' for question number six, what language do you prefer as an appropriate medium of instruction, if you have the right to choose?

a) Wolaytato

b) Amharic

c) State if any other _____

**Addis Ababa University
Institute Of Language Studies
Department Of Linguistics**

Interview guide for parents

1. Have you ever been oriented about the current educational language policy?
2. Do you think that Wolaytato is the right medium of instruction at the first cycle?
3. . If your answer is 'no' for the above question, then what language do you encourage to be the medium of instruction at the first cycle?
4. . Why do you choose the language that you want to be the medium of instruction?

Appendix B

አዲስ አበባ ዩኒቨርሲቲ የቋንቋ ጥናት ተቋም የስነ-ልቦና ትምህርት ክፍል

በሁለተኛው ሳይክል መምህራን የሚሞላ መጠይቅ።

- የዚህ መጠይቅ አላማ በዚህ ወቅት በትምህርት ቤት እየተተገበረ ስላለው የትምህርት ቋንቋ ፓሊሲና የአተገባበር ሁኔታ መረጃ መሰብሰብ ነው። ስለዚህ የእርስዎ ትክክለኛ መልስ ለዚህ ጥናት አስተማማኝነት ከፍተኛ ፋይዳ አለው። በመሆኑም ትክክለኛ ምላሽ እንዲሰጡ በትህትና እጠይቃለሁ። የሚመልሱት መልስም ሚስጥራዊነት የተጠበቀ ነው።

መመሪያ: ስምዎን መፃፍ አያስፈልግም

ሀ. ግላዊ መረጃ

- እድሜ _____
- ያታ _____

የአገልግሎት ዘመን _____

- የትምህርት ቤት ስም _____
- የትምህርት ደረጃ _____
 - I. ሰርተፍኬት _____
 - I. ዲፕሎማ _____
 - II. ዲግሪ _____

ቋንቋ:-

- I. አፍ መፍቻ _____
- II. ሁለተኛ ቋንቋ _____
- III. ሌላ ካለ _____

ለ. የቋንቋ አጠቃቀም እና ክህሎት

ጥያቄዎችን በሚገባ ካገባሉ በኋላ የግሎን መልስ እንደ ጥያቄዎቹ ባህሪ ይመልሱ /ይስጡ።

1. ተማሪዎችዎ በእንግሊዝኛ ብቻ ለመማር በቂ ክህሎት አዳብረዋል?

ሀ. አዎ ለ. አላዳበሩም

2. ለጥያቄ ቁጥር አንድ መልስዎ 'አላዳበሩም' ከሆነ ምክንያቱ ምንድን ነው ይላሉ?

3. በሚያሰምሩበት ወቅት በእንግሊዝኛ ብቻ ይጠቀማሉ

ሀ. አዎ ለ. አልጠቀምም

4. ለጥያቄ ቁጥር 3 መልስዎ አልጠቀምም ከሆነ በገለፃ ጥያቄ በሚጠይቁበት እንዲሁም ለተጠየቁ ጥያቄዎች መልስ በሚሰጡበት ወቅት እንዲሁም የቡድን ውይይት በሚያስተባብሩበት ወቅት የሚጠቀሙት ቋንቋ ምንድን ነው?

5. የዚህ ደረጃ የትምህርት ቋንቋ ያልሆኑ ቋንቋዎችን የሚጠቀሙበት ምክንያት ምንድን ነው?

ሐ. የቋንቋ አመለካከት

1. በዚህ ደረጃ እንግሊዝኛ የትምህርት ቋንቋ መሆኑ ተገቢ ነው ብለው ያስባሉ?

ሀ. አዎ ለ. አላስብም

2. ለቁጥር አንድ ጥያቄ ለሰጡት መልስ ምክንያትዎን ይጻፉ?

መመሪያ:- ለሚቀጥሉት ጥያቄዎች '✓' ምልክት የርስዎን መልስ በያዘው አማራጭ ላይ ያስቀምጡ።

1. በጣም እስማማለሁ
2. እስማማለሁ
3. መወሰን ያቅተኛል
4. አልስማማም
5. በጭራሽ አልስማማም

ቁጥር	ጥያቄ	1	2	3	4	5
1.	ተማሪዎች በወላይተኛ በመማራቸው የተነሳ የእንግሊዘኛ ክህሎታቸው ዝቅተኛ ሆኑዋል።					
2.	ተማሪዎች በወላይተኛ በመማራቸው ምክንያት በእንግሊዘኛ ብቻ የመማር ብቃታቸው ዝቅተኛ ሆኑዋል።					
3.	የተማሪዎች በራስ የመተማመን ሁኔታ በወላይተኛ በመማራቸው ምክንያት አሉታዊ በሆነ መልክ ተፅዕኖ ዉስጥ ወድቋል።					
4.	በወላይተኛ መማራቸው ለሁለተኛው ሳይክል ትምህርት የጠቀማቸው ነገር የለም					
5.	ጥራት ላለው ትምህርት እንግሊዘኛ የግድ ነው።					
6.	ወላይተኛ በሁለተኛ ሳይክል ብንጠቀም የትምህርት ጥራትን ይቀንሳል					
7.	የወላይተኛ አገልግሎት እስከ ሁለተኛው ሳይክል ከፍ ማድረግ ለተማሪዎች የእንግሊዘኛ እና ወላይተኛ ክህሎታቸውን እንዳያዳብሩ ይረዳል።					

አዲስ አበባ ዩኒቨርሲቲ የቋንቋ ጥናት ተቋም የስነ-ልቦና ትምህርት ክፍል

በሁለተኛ ሳይክል ተማሪዎች የሚሞላ መጠይቅ።

➤ የዚህ መጠይቅ አላማ በዚህ ወቅት በትምህርት ቤትዎ እየተተገበረ ስላለው የትምህርት ቋንቋ ፓሊሲና የአተገባበር ሁኔታ መረጃ መሰብሰብ ነው። ስለዚህ የምትሰጠው/ጩው ትክክለኛ መልስ ለዚህ ጥናት አስተማማኝነት ክፍተኛ ፋይዳ አለው። በመሆኑም ትክክለኛ ምላሽ እንድትሰጥ/ጩ በትህትና እጠይቃለሁ። የመልህ/ሽ ሚስጥራዊነት የተጠበቀ ነው።

መመሪያ: ስምህን/ሽን መጻፍ አያስፈልግም

ሀ. ግላዊ መረጃ

- እድሜ _____
- ያታ _____
- የትምህርት ቤትህ/ሽ ስም _____

ቋንቋ:-

- I. አፍ መፍቻ _____
- II. ሁለተኛ ቋንቋ _____
- III. ሌላ ካለ _____

ለ. የቋንቋ አጠቃቀም እና ክህሎት

መመሪያ:- ምርጫ ላላቸው ጥያቄዎች መልስህን/ሽን የያዘውን ሆኔ አክብብ/ቢ።

ምክንያት ለሚጠይቁ ጥያቄዎች ተገቢውን መልስ ስጥ/ጩ።

1. በእንግሊዘኛ ብቻ የሚሰጡ ገለጻዎችን በሙሉ ትረዳለህ/ለሽ?

ሀ. አዎ ለ. አልረዳም

2. በክፍል ውስጥ ሀሳብህን/ሽን በእንግሊዘኛ ብቻ መግለፅ ትችላለህ/ሽ?

ሀ. አዎ ለ. አልችልም

3. ለጥያቄ ቁጥር ሁለት መልስህ/ሽ አልችልም ከሆነ ጥያቄ ለመጠየቅ የተጠየቀንም ለመመለስ እንዲሁም በቡድን ወይይት ወቅት የምትጠቀምበት/ሚበት ቋንቋ ምንድን ነው ? _____
4. በእንግሊዘኛ ብቻ የሚሰጡ የፈተና ጥያቄዎችን በሙሉ ትረዳለህ/ጁያለሽ?
 ሀ. አዎ ለ. አልረዳም

ሐ. የትምህርት ቁሳቁስ

1. የመማሪያ መፅሐፍ ለግል ያለህ/ሽ?
 ሀ. አዎ ለ. አይደለም
2. የመማሪያ መፅሐፍትን የምትጋሩ ከሆነ አንድ መፅሐፍ ለስንት ተማሪዎች ነዉ የምትጋሩት? እንዲሁም የምትጋሩዎቸው መፅሀፍት የትምህርት ዓይነቶች የትኞቹ ናቸው?

3. የእንግሊዘኛ መዝገበ ቃላት እና ሌሎች አጋዥ መፅሐፍት አሉህ/ሽ?
 ሀ. አዎ ለ. የሉኝም
4. በትምህርት ቤትህ/ሽ ያለውን ቤተ-መፅሐፍ ትጠቀማለህ/ሽ?
 ሀ. አዎ ለ. አልጠቀምም

መ. የቋንቋ አመለካከት

1. ወላይተኛ በዚህ ደረጃ የመማሪያ ቋንቋ ቢሆን ትምህርትን ከእንግሊዘኛ በተሻለ ትረዳለህ/ትረጃለሽ?
 ሀ. አዎ ለ. አልረዳም ሐ. መወሰን ያቅተኛል
2. ለጥያቄ ቁጥር አንድ መልስህ አልረዳም ከሆነ ምክንያትህ/ትሽ ምንድን ነው?

3. ለጥያቄ ቁጥር አንድ መልስህ/ሽ አዎ ከሆነ ወላይተኛ የዚህ ደረጃ የትምህርት ቋንቋ ቢሆን ትስማማለህ/ትስማሚያለሽ?
 ሀ.አዎ ለ. አልስማማም ሐ. መወሰን ያቅተኛል

Appendices: c

Addissaba yuniveristiyani
Qaalaatu xinaatiyaa tequwamiyani
Donatu xinatiya timirte kifiliya
Koiro saakliyaa tamarrettu oshshataa

Kaalidi de'iiya oishatussi likke gidida zaaruwa imma. Neeni imiyo zaaroi ta otiyo reserchiyaassi maadoi wolqaama. Hega gishshau dandayidoga keena likke gidida zaarua imma.

Ne zaaruwa oiqida dooruwa bolli ha ' X' malaata wotta. Gaasuwa oychchiyagetussi ne gaasuwa xaafa

- Laytai_____
- Asumma _____
- Doona:-
 - Koiro qaala_____
 - Naa"antto qaala_____
 - Haraa_____
 - Ne timirte keeta suntta _____

a) Qaala eraba

1. wolayttattuwan xalla imetiyyaa timirtiyya akakay
 - a) ee
 - b) akeekike
2. Oishsha oychchanawnee ayshshetidaga zaranaaw qassi natura zuppiyaa ni hayyotanaw ay qaala go'ectay?
 - a) Amaarattuwan xalla
 - b) wolayttattuwan xalla
 - c) haraay de'ikko xaafa_____
3. Neeni ne astamaretura Inggilizzetto kifiliyani ai doonan haasayai
 - a) Amaarattuwan xalla
 - b) Wolayttattuwan xalla

- c) Inggilizzettuwan xalla d) Amaarattuwanne ingglizzettuwan
e) Wolayttattuwanne ingglizzettuwan f) Inggilizzettuwan,
wolayttattuwanne Amaarattuwan

4. Heezantto payduwaasii nee imido zaaru gassota xaafa

5. Inggilizzettuwan taamaranaw giddiya xaafuwa naabbabuwanee
asayiyogaa Inggilizzetwaanni eradi? a) ee b) arabikke

C) Maxxaffatubaa nne qaalattu koshsha

6. Timirte ketta maxxaffati ne giliyanni emetidonna?

- a) ee b) imettibenna

7. Ne zaaroi imetibenna gidikko issi maxxaffa appunaw go'eteti? Ay
timmirte qommune

8. Wolayttattuwanne neeni taamariyoge likkeye likke gidenne

- a) likke b) likke gidenna

9. Hossputta payduwaa oishshassi ne zaariy likke gidenna kidikko
negaasotay aybee?

10. Inggilizzettuwan taamariyogee Wolayttattuwan taamariyoogaapee
adhdhidi eraanchcha ottes

- a) Likke b) Likke giddenna

Addissaba yuniveristiyani
Qaalaatu xinaatiyaa tequwamiyani
Donatu xinatiya timirte kifiliya

Na”antto sakiliyaa taamaretu oyshsha

Kaalidi de’iia oishatussi likke gidida zaaruwa imma. Neeni imiyo zaaroi ta otiyo reserchiyaassi maadoi wolqaama. Hega gishshau dandayidoga keena likke gidida zaaruwa imma.

Ne zaaruwa oiqida dooruwa bolli ha ‘ X’ malaata wotta. Gaasuwa oyichiyagetussi ne gaasuwa xaafa

- Laytai _____
- Asumma _____
- Doona:-
 - Koiro qaala _____
 - Naa”antto qaala _____
 - Haraa _____
 - Ne timirte keeta suntta _____

A Qaala eraba

1. Inggilizzettuwaanni x aalla imetiyyaa timirtiyaa akeekay?
 - a) ee
 - b) akeekikke
2. Inggilizzettuwaanni n e qoffa qoncissanaw dandayay?
 - a) ee
 - b) dandayikke
3. Ne zaaroy dandayikke gidikko ne astamaretura kifiliyani ai doonan haasayai

4. inggilizzetuwan xalla neesi imetiya paaciya oishata ubba akeekeneu nena meten
 - a) metees
 - b) metenna

5. Timiritte kettani imettia maxafatuppe nessi gilliyani imettidonne
a) ee b) gilliyani giddenn

6. Gilliyani gidenna ixixikko issi maxxaffa appunaw go;eteti
qassi timmirtiyaa qommotti awgette _____

7. Inggilizzettuwa dicshshinerey neessi de'i? a) ee b) baa

8. Ne timmirtte kette labarariya go'eetay a) go'etasi b) go'ettike

Qaala koshsha

1. Ha darajanni Wolayttattuwanni taamariyaakko timirtey adhdhi
gelanne? a) ee b) gelenna

2. Koiro oishassi ne zaaroy gelenna gidikko ne gassoy
aybee _____

3. Koiro oishassi ne zaaroy ee gidikko wolayttattuwanni taamariyakko
uffaitay

a) ee b) uffayttike c) ta erikke

4. Hezzantta oishshassi ne imido zaaruwaa gassoy aybee?

5. Siviksiyaanne soshshaliyaa Wolayttatuwan taamariyakko ufaytay?

a) ee b) uffayttike c) ta erikke

6. Ha daarajanni Inggilizzetuwan taamariyge likkeye gidenne?

a) likke b) gidenna c) ta erikke

7. ne zaaroy likke gidenna gidikko ne taamaranaw koyiyo qaalay
awgee?

a) Amarattuwwa b) Wolayttattuwwa c) haaray de'koo
xaffa _____

DECLARATION

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

Wolayte Bogale

October 2009

Addis Ababa University School of Graduate Studies

CONFIRMATION

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

Ato Bekale Seyoum (Assis. Prof.)

Advisor
