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**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**MANAGERIAL AND PEDAGOGICAL PROBLEMS IN
IMPLEMENTING THE GEDEAFFA LANGUAGE AT
PRIMARY SCHOOL LEVEL IN GEDEO ZONE**

**BY
WORKALEMAHU KEBEDE**

JUNE 2004

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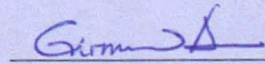
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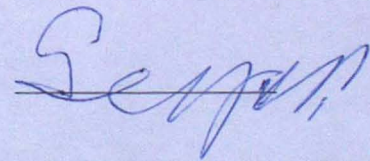
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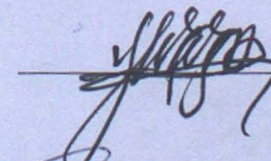
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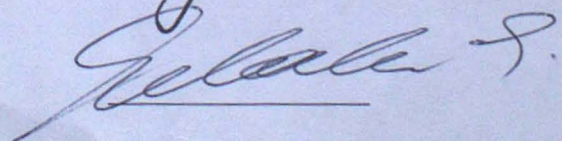
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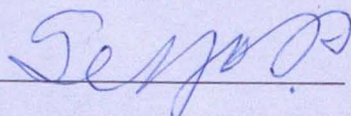


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MANAGERIAL AND PEDAGOGICAL PROBLEMS IN
IMPLEMENTING THE GEDEAFFA LANGUAGE AT
PRIMARY SCHOOL LEVEL IN GEDEO ZONE

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By

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TABLE OF CONTENTS

PAGE

| | |
|------------------------|-----|
| Acknowledgements..... | i |
| Table of Contents..... | ii |
| List of Tables..... | iii |
| Abbreviations..... | iv |
| Abstract..... | v |

CHAPTER ONE

| | |
|---|----|
| 1. The Problem and its Approach..... | 1 |
| 1.1. Introduction..... | 1 |
| 1.2. Statement of the Problem..... | 4 |
| 1.3. Significance of the Study..... | 6 |
| 1.4. Delimitation of the Study..... | 7 |
| 1.5. Research Design and Methodology..... | 7 |
| 1.5.1. Population and Sampling Techniques..... | 7 |
| 1.5.2. Instruments for Data Collection..... | 9 |
| 1.5.3. Data Analysis..... | 10 |
| 1.5.4. Operational Definition of Key Terms..... | 10 |
| 1.5.5. Organization of the Study..... | 11 |

CHAPTER TWO

| | |
|--|----|
| 2. Review of Related Literature..... | 12 |
| 2.1. Language Policy in Curriculum Design..... | 12 |
| 2.1.1. Language Planning in Education..... | 12 |
| 2.1.2. Language Education as Balance for Society..... | 14 |
| 2.2. National Language Policies: Place and Role in Education System..... | 15 |
| 2.2.1. Majority Language in National Policy..... | 16 |
| 2.2.2. Language Minorities..... | 17 |
| 2.2.3. Bilingualism and Bilingual Education..... | 19 |
| 2.2.4. Importance of Teaching in Mother Tongue..... | 20 |
| 2.3. Arguments against Using the Mother Tongue as the Language of Learning..... | 22 |
| 2.3.1. Lack of Universal Meaning..... | 22 |
| 2.3.2. Pedagogical Problem..... | 22 |
| 2.3.3. Economic Problem..... | 25 |
| 2.3.4. Social, Cultural, and Political Problems..... | 25 |
| 2.3.5. Problems in Choice of Script and Adequacy of Vocabulary..... | 26 |
| 2.4. How Attitudes towards the Medium of Instruction Affect learning..... | 28 |
| 2.4.1. Teachers' Attitudes towards Language Learning..... | 29 |
| 2.4.2. Parents' Attitudes..... | 29 |
| 2.5. The Need for Community Participation..... | 30 |
| 2.6. Education Language Policy in Ethiopia..... | 32 |
| 2.7. Selecting language for the Use of Instruction..... | 35 |

CHAPTER THREE

3. Presentation and Analysis of Data.....36

CHAPTER FOUR

4. Summary, Conclusion and Recommendations.....67

4.1. Summary.....67

4.2. Conclusion.....70

4.3. Recommendations.....72

BIBLIOGRAPHY.....76

APPENDICESA - D

LIST OF TABLES

| | <u>Page</u> |
|--|-------------|
| I. Schools Taken as Sample Population..... | 8 |
| II. Types and Number of Respondents | 8 |
| III. Description of Respondents by Sex and Age..... | 36 |
| IV. Description of Respondents by Nationality and Motet Tongue..... | 38 |
| V. Description of Respondents by Qualification and Service Year..... | 39 |
| VI. Preconditions Fulfilled before Selecting the Language..... | 40 |
| VII. Status of Training Offered..... | 42 |
| VIII. Availability of Teaching Learning materials..... | 43 |
| IX. Responses Given from Trained Respondents about their Training Conditions..... | 45 |
| X. Participants of Teachers in Preparing the Textbooks..... | 49 |
| XI. The Usage of Gedeaffa as Wider Communication..... | 51 |
| XII. Teachers' Attitude towards Medium of Instruction..... | 54 |
| XIII. Children's and Parental Choice..... | 57 |
| XIV. Children's Reaction to MOI Used..... | 59 |
| XV. Summary Table of One-Way ANOVA on Professional Support Given to Second Language Learners..... | 63 |
| XVI. Summary Table of One-Way ANOVA on the Availability of Textbooks..... | 64 |
| XVII. Summary Table of One-Way ANOVA on the Accessibility of Additional Reference Materials..... | 64 |

Abbreviations

| | |
|--------|---|
| ANOVA | Analysis of Variance |
| MOE | Ministry of Education |
| MOI | Medium of Instruction |
| REB | Regional Education Bureau |
| SNNPR | Southern Nations, Nationalities and Peoples Region |
| TGE | Transitional Government of Ethiopia |
| TTI | Teachers' Training Institute |
| UNESCO | United Nations Educational, Scientific, and Cultural Organization. |

Abstract

This thesis was based on the findings of the research study entitled "The Managerial and Pedagogical Problems of Implementing the Gedeaffa Language as a Medium of Instruction at Primary School Level in Gedeo Zone." The main purpose of the study was to investigate the problem of language policy implementation in the zone.

To this end, an attempt was made to look in to the language in primary schools as a medium of instruction. A descriptive survey method was employed to identify the existing problems; six sample schools were selected from Wonago, Yirga-chefe and Fiseha Genet woredas. The subjects of the study were sixteen educational officers, sixty-five teachers, fifty parents, and two hundred five students. Accordingly, the respondent's sampling was carried out through descriptive sampling techniques. Information was obtained using questionnaires, interviews, observation, and documents. The result indicated that the necessary preconditions were not fulfilled to select the language as a medium of instruction; there were no available curriculum materials. Teachers did not get adequate training to teach using the language. There was imposition on non-Gedeaffa speakers and yet, there were some improvements in this area. The reaction of parents to the introduction of the Gedeaffa language as a medium of instruction was below the average. Teachers show high interest to be trained in the language. Students highly need to learn in official Language, i.e., Amharic. As the result of the ANOVA TEST indicates, the availability of materials, professional support from office, were not satisfactory. Hence, it is concluded that much has to be done to improve the managerial and pedagogical ability of the zone with respect to the implementation of language policy. Therefore, it is recommended that the decision made to select the medium of instruction be revised.

CHAPTER ONE

1. The Problem and Its Approach

1.1. Introduction

Nowadays problems are confronting school administrators and teachers regarding language. When we talk of Language Policies, they are viewed by a growing number of educationists as an integral part of the administrative practices of modern schools. A language policy is consistent with all that primary schools strive to do in the interest of their people; primary schools, their teachers, and their administrators need little convincing about the merits of the language policy (Coroson, 1990:14). Success in learning relies basically on the ability of learners to understand the teaching learning process and to express them in the language that is used in learning.

Hence, students who lack sufficient language skills not only fail to progress in the language but also they fail in other subject areas as well (Thomas, 1990: 86). Most educators, government officials, parents, and community members would agree that the goal of educational programs designed for students is to allow them the highest gain possible proficiency in language, academic, and social skills necessary to participate fully in all aspects of life.

Different scholars in the field of education confirm the importance of using mother tongue that a student is likely to learn faster and better if the language of learning is his/her own language. The closer that of language of learning to the child's first language, the easier be the learning process will be (Thomas, 1990; Nelson and Cummings, 1997: and Gfeller, 1998:197). Arguments for or against a mother tongue medium are found to be affected by different factors related to education.

There are inherent problems to be considered in a policy decision, including the choice of the language or languages to be used, the problems encountered in the use of dialects, the analysis and transcription of an written language(s), the availability and scope of training to be given to teachers, and the provision of teaching and learning materials written in an accepted alphabet (Baker, 1988:61).

Making decisions about instructional offering for language minority students has proven to be a complex and demanding task for school personnel and parents alike. Part of the difficulty can be attributed to the absence of a theoretical framework upon which programs for language minority students can be based. Without a framework decision makers are often unable to focus consistently upon the psychosocial and educational factors that influence the school achievement of students' ability. Only by clearly understanding what educational attainments are possible for students can school personnel and parents judge the appropriateness of the educational practices currently utilized by local schools (Coroson, 1990:6).

Primary schools, their teachers and their administrators, need little convincing about the merits of the language policy decision. The request from primary schools is always for information on 'what to do' and 'how to do it', rather than for information on 'why to do it'. A language policy is consistent with all that primary schools strive to do in the interest of their students' development. It is at this level where people know their needs and can talk about those needs in more than more generalities (Coroson, 1990:4).

Effective instruction is developmental. It builds on the language skills, knowledge and experiences that young children acquire prior to coming to school and while they are in school, and it extends and broadens their skills and experiences in developmentally meaningful ways through their school years (Genesee, 1987:26). This is to say that, the starting point for planning and delivering instruction is the child-instruction for second language children should be first and foremost child-centered.

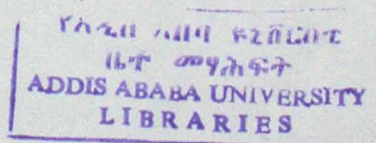
It is now generally accepted that schools socialize children to the values, beliefs and goals of the dominant society. Research shows that this is accomplished to a large extent through the patterns of communication and interaction that characterize school life (Shipman, 1975:125).

The specific values, beliefs and relationships which comprise the social life of the group whose language the child is learning shape the patterns of language usage in that community in complex and important ways (Schieffelin and Ochs, 1986:14)

Seen in our country's context, Ethiopia is a heterogeneous society with people having different cultures, ethnic diversity, attitudes and aspirations. The amalgamation of different cultures calls for diversified approaches to issues that affect people's social life. Therefore, schools as organized institutions should help generation to learn the accumulated knowledge of the society and treat all the community in equal sense since the content of education is determined by a preparation for, and regulation of social life.

If education is to serve for social development the medium of instruction should be clearly selected to the child when he comes to school and meet another child who might be different from his language of learning. Which language (medium of instruction) should a child use for classroom instruction through which he would be both acquainted with, and initiated to participate in his social setting? Should language in school be seen as a means to achieving social integration and academic success? Or, should it be as an end in itself? How should we integrate the use of minority language to that of majority (Dominant) language?

All these and other related questions should be our concern in implementing our language policy in schools. Like most African states, as several education sources have indicated, the medium of instruction was one of the major problems that education system of Ethiopia has been facing.



Prior to the year 1992, Ethiopia, being a multilingual nation, Amharic was served as a medium of instruction in Ethiopian primary schools (1-6) (Marrew, 1994:208).

The Transitional Government of Ethiopia passed a proclamation on the use of regional or local (nationality) languages as medium of instructions instead of Amharic (Education and Training Policy, 1994). The question of the mother tongue as medium of instruction has got the answer to the "right of nations to their own language" but what about its implementation? and its usage in schools where there are different children with different ethnic background? What strategies are deployed to equally treat those children who are unable in using the selected local language in schools?

Based on these assumptions the purpose of this study is to explore how the medium of instruction for children with different ethnic background at primary level is implemented. The study is based on the primary schools in Gedeo Zone, SNNPR. The problems cited earlier and other related problems, which are the main focus of the study, in implementing the language policy encouraged the researcher to investigate them and recommend solutions for those seen as barriers for policy implementation.

The paper has four parts; the first part deals with introduction, statement of the problem, significance of the study, delimitation, limitation, and organization of the study. The second part deals with review of related literature, the third part with analysis and interpretation of the study. Chapter four deals with discussion of the findings, summary, conclusion and recommendations of the study.

1.2. Statement of the Problem

There may be many reasons for promoting multilingual approach in education in our country. The need to raise the standard of achievement among all students particularly among the most disadvantaged for those who live in rural areas is the most concern.

Within a national framework for a multilingual language policy in education all regions as well as zones and special weredas are using their local languages.

This legal right has been practised in SNNPR since 1994. The Regional Education Bureau (REB) has tried to develop educational materials edited in different languages.

The major purpose of this study is to investigate the managerial and pedagogical problems encountered in implementing the Gedeaffa language at primary level in the zone and to suggest some possible solutions.

The term 'problem' I used in the title is to give emphasis to the normal challenges of life that confront us in the teaching learning process, at every moment of living, to which we pose some tentative solution as a response. The study aims at managerial and pedagogical problems that are observed in schools and students' educational achievement. To meet the objective of the study the following basic questions are expected to be answered at the end of this study.

1. What preconditions (development of concept words, choice of scripts, and adequacy of vocabulary) were fulfilled before selecting the language as a medium of instruction?
2. Do teachers have adequate training to teach primary education in Gedeaffa language?
3. Are there sufficient teaching materials in Gedeaffa language that supplement the language?
4. Is there a room for the participation of the concerned people (community) in facilitating and implementing the mother tongue policy? What is the degree of interaction between teachers and educational officials for the flow of information?
5. What is the reaction of teachers and parents towards using the mother tongue as a medium instruction?
6. How do students and teachers rate the support given by school management in teaching and learning process of those students who do not know Gedeaffa?

1.3. Significance of the Study

Not only does language facilitate access to knowledge; it is also one of the factors that confer an identity on the individual; that is to say, the feelings of belongingness to a group. The best way then to use communication to assert cultural identity is integration, in the interest of the citizens, of traditional and modern form of communication. In school, communication is the best link between the teacher and his students. The language the teacher uses as a medium of instruction develops a good relationship between the teacher and his students. When students clearly understand what the teacher says they can easily grasp what the concept of the subject is and the value it has in their future development.

This study is expected to come up with some findings for which recommendations would be forwarded. The recommendations would have contributions for proper implementation of the language policy in terms of education. Therefore, the result of the study would be used in an effort to alleviate problems related to the medium of instruction and can be used by:

1. educational officials who are in charge of facilitating the medium of instruction policy, dealing with human, material, and capital resources, availability and evaluation of the outcome of the process to make necessary amendments on the present system of using the language as instruction medium.
2. teachers who practically implement the policy in the classroom by taking measure, in preparing themselves for more effectiveness in communication during instruction by encouraging their students to use the language inside and outside of the school.
3. consultants who work with educational officials and teachers: finding in the area to enhance the educational development of the child and also to increase the quality of education.

4. education officers to give attention to human resource recruitment, selection and placement based on professional ability, seniority and efficiency rather than ethnicity
5. local administrators to create awareness to treat the child equally minimizing and avoiding the gap between 'poor', 'rich' and 'native' vs 'new settlers'.

1.4. Delimitation of the Study

Presently in our country there are several nationality languages being used as media of instruction in primary schools. In order to have a complete picture of problems encountered in the implementation process of our school language policy needs to include all these languages. However, since it will be practically difficult to cover all these different languages, the study is delimited only to the case of Gedeoffa language and primary school grade one to six level.

1.5. Research Design and Methodology

The study was descriptive in nature that it describes and interprets the problem that exists. It finds out opinions that are held and identified to gather data from a relatively large number of cases at a particular time and to obtain, current information about the problem under study, the survey method was used in the course of the research.

Accordingly, the following population and sampling techniques, variable data collection techniques, and procedure and data analysis were employed during the study.

1.5.1. Population and Sampling Techniques

The research was conducted in Gedeo Zone, SNNPRS. The samples include six schools out of nine. These sample schools constituted about 66.66 percent of the schools that are found in urban areas of the three weredas. In order to ascertain

representation all principals of sample schools 81.25 percent of teachers, 72.72 percent of educational officials, 10.45 percent of students and 11.68 percent of parents were included. Concerning sampling technique, random sampling technique was used since it was appropriate to represent the total population.

Table I. Schools Taken as Sample Population

| No. | Zone | Woreda | Town | Sample Schools |
|-----|-------|------------|-----------------|--|
| 1 | Gedeo | Wenago | Dilla | 1.Aroresa Elementary School 2.Kirinshaf Elementary School 3.Koffe Elementary School 4.Mission Elementary School |
| 2 | Gedeo | Yirgachefe | Yirgachefe | Yirgachef Elementary School |
| 3 | Gedeo | Kochere | Fiseha Genet | Fiseha Genet Elementary School |

The respondents that were identified and involved in the study were the school management (principals, teachers and Administrative staffs); officials from zonal education office, students and parents.

Table II. Types and Number of Respondents

| S/No. | Type/category | Number | Percent |
|-------|---|--------|---------|
| 1 | School management principals, deputy principals, teachers | 65 | 81.25 |
| 2 | Students | 205 | 10.45 |
| 3 | Education bureau officers | 16 | 72.72 |
| 4 | Parents | 50 | 11.68 |

1.5.2. Data Collection Instrument and Procedure

The data for this study were obtained from both primary and secondary sources. In secondary data, relevant books policy documents, and journals, which indicate the language policy and implementation, were reviewed to support the findings and to serve as a theoretical framework of the study indicating some experience and practices of other countries.

The respondents involved in the study were used as a primary data source in order to get first hand information. Primary data were gathered from these groups through questionnaire and interview.

Questionnaire was preferred for the study because it enables to obtain a lot of information from many people. Three sets of questionnaires were administered to sample teachers, principals, and students. The questionnaires were both closed and open-ended types. Closed and open-end questions are chosen for main reason that they are tools proved effective for gathering a variety of opinions from large population within a short period of time.

Oral questions for parents and structured interview for office workers were used. Oral questions were used for parents assuming that most of them are illiterate to respond to a written questionnaire.

Questionnaires were pilot tested in order to make essential corrections and maintain the validity of instruments before the final study is conducted. When distributing the questionnaire, the time convenient for the respondents were arranged so as to maximize the rate of analysis.

1.5.3. Data Analysis

Different methods of analysis relevant to each variable were employed to analyze the data gathered. Accordingly, respondents were categorized and frequencies were tallied. Hence, the following basic statistical techniques were used to analyze the study.

1. Percentage and frequency counts were employed to analyze various characteristics of the sample population. This statistical tool helps to determine the relative standing characteristics such as sex, age, work experience, academic qualification, and field of specialization. It is also used for other questions with ordinal and nominal character.
2. A one-way sample t-test were used to identify whether or not there were significant mean differences between the two groups on each item. The existing differences were tested for statistical significance at 0.05 alpha level in order to tolerate errors that come due to chance.

1.6. Operational Definition of Terms

Mother Tongue: The language first learned by the speaker as a child (Pei and Gynor, N. Yilus, 1974).

Second Language: Any language other than the native language or mother tongue (Hartmann, 1972:87).

Attitude: A more or less stable set or disposition of opinion, interest, or purpose, involving expectancy of a certain kind of experience, and readiness with and appropriate response (Wallerstein, 1964:23).

Nation/Nationality: means a people living in the same geographical area and having a common language and a common language and a common psychological make up identity (Negarit Gazeta, 1992:7).

Primary/Elementary Education: Those years of study, during which no differentiation is introduced either in the form of optional subjects or in the streaming of pupils towards different types of institution or education. (Peage and Thomas, 1977)

1.7. Organization of the Study

This study comprises four chapters. The first chapter, introductory part, includes background of the study, statements of the problem, significance, delimitation, and limitation of the study, research methodology and procedures and definition of key terms. The second chapter deals with review of related literature. The third chapter deals with the data presentation and analysis of the findings. Finally summary, conclusions and recommendations are presented.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Language Policy in Curriculum Design

Language policies in curriculum design are viewed by a growing number of educationists as an integral and necessary part of the administrative and curriculum practices of modern schools.

In trying to make language policy work, though, students of the curriculum studies approach have approached their tasks in schools in a piecemeal way attempting to manage change without closely involving the school executive and the administrative process. Students of educational administration, on the other hand, have neglected curriculum questions and mainly concerned themselves with structural and system issues to do with the technical side of policy and management. Until recently an understanding of language policy in curriculum has not been systematically communicated to many students of school administration or to principals (Coroson, 1990:1-2).

2.1.1. Language Planning in Education

The central field of the sociology of language is its concern with the social, political and educational aspects of the relationship between language and society (Edwards, 1976). It touches on the concerns of schools and education at every point. Rubin (1968) found that the functions to which the languages applied are defined according to their level of social importance.

Broadly conceived, language planning is concerned with any problem area in which language plays some role: it is the organized pursuit of solutions to language problems (Fishman, 1975:256).

There are two broad divisions in language planning activities: in 'corpus planning' the structure a language variety (i.e., its spelling, pronunciation, grammar or vocabulary) is deliberately changed; and 'status planning' the way that the language is used in society is changed and this affects its status (for example in New Zealand the Maori language has recently been given equal recognition as a language for the law courts). These two approaches can overlap considerably, although the second is more concerned with political and economic issues: decisions made reflect the values of those who hold political power (Heath, 1972:151).

The major dimensions of language planning remain those established by Haugen (1987:92-93) who set out the following four problem areas that are regarded as the starting point of language planners everywhere:

- *selection of a norm (deciding what language is to be the norm);*
- *codification of the norm (the assignment of styles and spheres of usage for the language);*
- *implementation of function (spreading the language form that has been selected and codified);*
- *elaboration of function (continued implementation of a norm to meet the linguistic functions of the culture).*

Dealing with these kinds of problems is outside the power of policy makers and planners at school level. Activities of these kinds are also highly political, since they are concerned to decide what language can be 'the norm' and the social areas to which its functions should extend. Schooling should be central to all of this.

Haugen, remarks on the educational complexity that affects language planning in modern pluralist societies: "the spread of schooling to the entire populations in modern times has made the implementation of norms a major educational issue since some or other elite group no longer has a monopoly in education that is sufficient to allow the implementation of a given norm with reasonable simplicity" (1983:25).

Matters of social justice and equity coupled with an explosion of knowledge about linguistic issues and their effects on intellectual development, the phenomenal development of science and technology which has turned our planet into no more than a "global village", have made the language task of schools much more complex than they seemed to be in the past. Yet, as conventionally conceived, 'language planning' has been well removed from the concerns of classrooms and individual schools (Coroson, 1990:19).

More relevant to school level language planning, the four steps in carrying out a language plan identified by Rubin (in Coroson, 1990:20).

- **Fact-gathering:** this step includes determining the needs of the clients, finding out about the socio-linguistic setting and the patterns of usage as well as determining how the language plan relates to other economic and political process.
- **Decision making by policy makers:** in this step, strategies are worked out, material and human resources are assessed and goals are set: in other words, a language policy is drawn up;
- **Implementation:** in this step resources are mobilized, problems of sequencing and general coordination are handled.
- **Evaluation:** in this step, whether or not the plan is working, is monitored and modifications are instituted where necessary.

2.1.2. Language Education as Balance for Society

While language can provide a mirror of a society, language itself is not a cause of social injustice or disadvantage. To change language behavior other things outside language need to be altered. As J. Edwards (1988:205) notes in relation to language problems in societies there can be too much emphasis upon what school alone can do, given that social pressures outside their gates often dwarf their efforts.

Cazden (1988:69-70) sees the context of the classroom as the bases of a hierarchy of contexts, reaching from a level which is closest to speech acts in schools to the more distant: classroom, school, school system, community and so on; and the classroom context is never wholly of the participant's making. She warns that those who help to shape the contexts that surrounded the classroom have to realize their responsibility as well as make balance between societies.

Bullivant (1981:84) also addresses this issue when he expresses concern that the transmission of the school's essential common elements could be weakened if it attempts too much on its own: for Bullivant what minority students of all kinds most need, in order to succeed in the wider society is a core curriculum that is 'general knowledge based.'

Directly relevant to minority pupils, Paulson (1978:206) points out that issues relating to bilingual education cannot be understood without reference to the conflict arising from unequal opportunities and from the state of 'structured inequality' in the socio economic environment.

2.2. National Language Policies: Place and Role in Education System

A policy for language developed at national level provides evidence to the people of pluralist country and to the world at large that the country is taking a mature look at its language problems; that is trying to pose solutions to them and to extract as much advantage and equity as possible for its people from the language diversity that pluralist countries contain (Coroson, 1990:141).

Since language cannot be isolated from culture, teaching must be based on national culture. If need be, one can borrow in order to convey certain concepts that are absent for the purpose of this or that national idiom: one has to adopt the national language as early as possible (Doine, 1984:177).

A language policy can be forced on decision makers by circumstances. Language becomes a very necessary response at the political level if demographic arrangements in the country create difficulties of administration or education that cannot be resolved in a piecemeal fashion. For example, in a multilingual city state like Singapore, which has four official languages that are all widely used for communication, a policy guarantying and implementing a measure of equal treatment for the language in education was a natural step to take (Coroson, 1990:143).

Today we have ample evidence that grand schemes of policy change (in India and Soviet Union), and many other policy changes in every country have not only fallen short of their objectives but have produced social costs and private agonies out of all proportion to their limited achievements: the greater the changes attempted, the greater will be their unintended, uncontrollable and severe repercussions upon the values, aims and sensitivities of the majority of the participants in the planned reconstruction (Corson, 1990:146).

In a multilingual society there are no perfect solutions to language issues, whether these arise in society, in government or in schooling. Language issues therefore have to be approached with respect, tolerance, and a deep sense of regard. As history should have taught, do people take kindly to top-down fates about what they should do or should not do about the languages they use or wish to use? Whatever the course that is followed, whatever national policy is decided upon, it must be flexible in concept, implementation and practice. Flexibility will prove to be the key to an acceptable and legitimate language policy that will be capable of responding to the people (Hart Shorne, 1992:151).

2.2.1. Majority Language in National Policy

In all countries a large minority of majority language users may need help in the skills of using that language in certain contexts, functions, styles or modes of language in use.

Mother tongue teaching in schools is the major part of the ambit of influence that a national language policy covers. A second language may be a desirable acquisition for every body but a firm grasp of the first language, in all its functions and styles, is essential. Mastery of the mother tongue has priority if people are to have a voice in society and control over their own affairs (Coroson, 1990:153). He further states that with a soundly designed national policy there is no need for a conflict of interest between the needs of mother tongue speakers and second language needs. We can readily enhance the teaching of second languages while still strengthening the mother tongue across the country. The learner who is reasonably proficient in a first language has that proficiency increased, not diminished by studying a second language.

2.2.2. Language Minorities

Great attention is now being given to language policies because of the great population shifts that occurred over the last two or three generations due to war, famine, political and economic reasons. Churchill (1986:248) sees major changes occurring everywhere in national attitudes towards minorities. He sees the most potent factor in his move to be the recent development of an international climate of opinion favouring the more open and tolerant treatment of minorities.

Churchill locates countries at various points on an ascending ladder of stages depending on their response to recognizing minority group language problems and their actions in devising educational policies to meet those problems:

Stage 1- (Learning Deficit): sees minority groups as lacking the majority language. The typical response is to provide supplementary teaching in the majority tongue with a rapid transition expected to the use of the majority language.

Stage 2- (Socially Linked Learning Deficit): sees a minority group's deficit as being also linked to family status. An additional policy response is to provide special measures to help minority peoples to adjust to the majority society such as aids, tutors, psychologists, social workers, career advisors, etc.

Stage 3- (Learning Deficit from Social/Cultural Differences): sees a minority group's deficit as linked to disparities in esteem between the group's cultural and the majority culture. Additional policy responses are to include 'multicultural' teaching programmes for all children, to sensitize teachers to minority needs and to revise textbooks, etc. to eliminate racial stereotyping.

Stage 4 - (Learning Deficit from Mother Tongue Deprivation Differences): sees the premature loss of the minority tongue as inhibiting transition to learning the majority tongue and that this occurs for cognitive and affective reasons. As a additional policy response is to provide some study of minority languages in schools, perhaps as a very early or occasional medium of instruction.

Stage 5 - (Private Use Language Maintenance): sees the minority group's language threatened with extinction if not supported. The policy response is to provide the minority language as a medium of instruction, usually exclusively in the early years of schooling.

Stage 6 - (Language Equality): sees the minority and majority languages as having equal rights in society, with special support available for the less viable language. Policy responses include recognition of a minority language as an official language, separate educational institutions for language groups, opportunities for all children voluntarily to learn both languages and support beyond educational systems.

2.2.3. Bilingualism and Bilingual Education

Bilingualism is becoming more common in pluralist affluent societies for parents to offer bilingualism deliberately to their children as a means of keeping them in touch with the culture of some or other language that is not dominant in their society (Soundres, 1982:142).

The term bilingualism has been given so many definitions and each one may be suitable depending on the context it is used. When talking about the purpose of curriculum, we are talking about one of the means by which schools achieve their educational goals.

Nemitz Robinson (1978:13) gives a helpful definition of bilingual education, which contrasts with second language learning, saying that "bilingual education is distinguished from foreign or second language education, including the study of community languages, in that bilingual education is the use of a non-dominant language as the medium of instruction during some part of the school day".

The aims of schooling in relation to bilingualism fall into two distinct categories: 'additive bilingualism', when a second language is acquired with the expectation that the mother tongue will continue to be used; and 'subtractive bilingualism' when a second language is learned with the expectation that it will replace the mother tongue. The former is a maintenance form of a bilingual schooling, which sets out to use both languages as medium of instruction. The latter is a 'transitional' for early years of schooling with the majority tongue taking over as a means of instruction after that (Lambert, 1975:18).

Bilingual education is sound pedagogically since language acquisition skills and concept development in the primary language do transfer to second language and actually facilitate second language acquisition by giving a richer experiential base and context for acquiring this new language inside and outside the classroom (Cumins,

1981:136). There is ample evidence that linguistic minority children feel better about themselves, their language, and their culture in bilingual and bicultural programs (Rivera, 1973:58). One study (Schieffelin and Ochs, 1986:46) found that Anglo children in the bilingual program had more favourable studies toward Mexican-Americans after bilingual education and when bilingual education is introduced it is a public recognition of the school's responsibility for the language in its community.

Harley (1986:92) states that there is no evidence that early second language learning by majority language speakers leads to any long-term loss in the development of first language skills.

2.2.4. Importance of Teaching in Mother Tongue

Mother tongue education has much importance such as pedagogical, psychological and sociological advantages for minority groups in many parts of the world.

UNESCO (1953) as cited in Emenanjo (1990:63) emphasizes that the gap created between the child's home language and the foreign culture that is unknown to him makes the child inadequate, psychologically disturbed and resented with teachers. Schools and the mother tongue will reduce this psychological tension helping the child to be psychologically secured.

In promoting pedagogical interest Unchendu (1993:53) writes that neglecting mother tongue is making learning difficult and uninteresting for the learner and it is avoiding the child from learning his immediate environment in clear understanding. To this point UNESCO's clarifications in Jurnd and Rubin (1971) indicates that mother tongue makes things simple in expression, subject grasp and retention, speed of learning, self-esteem and independence of thought.

On the other hand, Dutcher in Solomon (1995:32) argues that students are not successful both in reading skill as well as comprehending subject matter if they do not use the mother tongue.

Another argument related to the mother tongue is the sociological value of education. The central field of this point is its concern with the social, political and educational aspects of the relationship between language and society. Using one's own language in education makes the user proud of himself, his culture and society. Education fails when it fails to make the child understand his social and cultural past and the life of his society (Solomon, 1995:42).

The other reason for the adoption of instruction in vernacular is that it facilitates the intellectual development of the pupils. Chib as cited by Dakin, Tiften and Widdowson (1968:21) support the idea of cognitive development as:

No other language can take place of mother tongue and no system of education can afford to disregard it with out serious determent to the mental development of the child. Thought and language go together as soul and body... the child thinks and dreams in the language, which he acquires the earliest, first hand experience of life. This naturally happens to be the mother tongue.

Strengthening this idea (Emenanjo, 1990:63-64), said instruction in mother tongue in primary school enhances the continuity of the child's learning process in order to maximize his intellectual development.

According to (Brimer and Pauli, 1979:91), if a child begins schooling in language other than his mother tongue he becomes handicapped with respect to comprehension and disabled to develop and maintain more abstract mode of thought.

2.3. Arguments against Using a Mother Tongue as Language of Learning

Most educators support and acknowledge the importance of instruction in vernacular for primary schools. But there are others who oppose the use of mother tongue as a medium of instruction.

2.3.1. Lack of Universal Meaning: one of the arguments comes from Lepage (1964:21). He states that "in first place, the expression 'mother tongue' is not universal: There are considerable confusion about the term mother tongue itself."

This point is also made by Weinstein (1983:103) as "there is a considerable confusion about the mother tongue, which can mean the language of one's parent, the language one ordinarily uses day to day, the language one thinks in or the language used at home." Bamgbase (1976:12) also raised objection on the use of mother tongue for instruction. According to him the idea that "it is educationally and psychologically sound" has not been practiced by experimentation.

2.3.2. Pedagogical Problem: The other problem related to instruction in mother tongue is educational. According to Lepage in Solomon (1995:33) the idea "he/she learns more quickly through it than unfamiliar linguistic media" is meaningless because there is no satisfactory teaching material and supplementary reading books available in so many vernaculars. Moreover, the most important factor, which determines how quickly a child learns is not the language he uses, but the attitude of his parents, teachers, and his peer groups towards the language used.

The shortage of additional reading materials is one the factors that hinder the use of mother tongue for instruction. It is meaningless to teach children to read and write in their vernacular unless there are sufficient reading materials to supplement classroom learning.

The arguments under the scarcity of teaching materials points the heavy load that countries of underdeveloped economies, and multilingual nations, like our country, might face just at the beginning of the programme since production of new books in multiplicity of languages and distributing them demands a heavy cost. It was reported in the meeting of African countries' Ministries of Education in Harare 1982 (as McNab 1988:15) cited UNESCO (1982) that although the tendency of African countries to use their own language is increasing from time to time, the problem faced by scarcity of teaching materials and additional literature is still an obstacle. Here, UNESCO's experts believed that there exists difficulty in training of competent authors and translators to obtain supplementary materials, solutions to these problems were not sufficiently recommended. Their recommendations place responsibilities on governments to remedy the scarcity by printing of books, magazines, newspapers, and official notices in bilingual versions (Fasolid: 1984:294).

Textbooks and other related reading materials are the necessary things for proper language uses in instruction and effective teaching and learning. The availability of these materials determines not only the uniform utilization of the language but also it enhances the development of vernacular.

Another problem in adopting vernacular for instruction is the difficulty of finding trained teachers in different languages. As Lepage (in Solomon, 1995:36) underlined "education is the most important investment... for the future, and good teachers are important than any other aspects of the systems."

The purpose of education in a given country can be achieved when teachers are committed to their profession and when they get adequate training in their staff development.

As Makiguchi (1989:101) warns, "unless the head waters of education are made pure, we will just see the same cycle of erosion and dirty water down stream repeat itself over and over a gain." As he further writes: There is no plastering over a crumbling

earthen wall. Teachers are unquestionably the most important persons in the entire scheme of education.... They are irreplaceable. If the central role of the teacher in the classroom is not filled, nothing can be accomplished (1989:101). According to Komarek (1996:36) teacher training is an important component in implementing mother tongue for instruction.

More specifically Dutcher (1995:126) states that to teach in vernacular with which the teachers did not use in their own schooling, they must receive special and on going training in order to be capable in writing and reading in the language. In order to analyze training needs for bilingual education, we must start from the consideration that the approach, as it is conceived in most countries in the region, means something more than developing a specific project designed to satisfy a particular want, as might be the case in a project on the methodology of reading, writing or arithmetic, for example, an intercultural bilingual education programme means, in fact, a far reaching transformation which calls all educational elements into question from the principles of educational provision to the plans, programs and educational materials needed for the new proposals.

Educators trained to teach bilingual are needed, and this in turn leads to an urgent need for full professional training programs. Training, improvement and re-training of professors - especially language teachers in the form of - day - lectures, short-term courses (5 to 10 days), medium term courses (1 to 3 months), and long term courses (6 months to 1 year) would be necessary to envisage the creation of an adequate number of applied linguistic centers and institutes specialized in training linguistics, methodology and pedagogy simultaneously, especially to professors of linguistics (UNESCO, 1984).

Emphasizing on the importance of training Evans (1996) states that the implementation of change requires staff to move from what has become at least the old competence to what is defined, after change introduction, as new competence; this is more elaborated

in Fullen and Stigelbaure (1998:83) who state that nothing is more central to reform than selection and training of teachers and administrators.

In order to help teachers to develop competence to new environment training must be continues and personal. Training needs to be continuous because it should not only proceed c hange but also has to accompany the change through the early and middle stages until the implementers get masterly on the newly acquired skills; it too needs to be personal because it has to relate to the knowledge, practice, and needs of teachers (Evans; 1996:65).

2.3.3. Economic Problem: The extra cost of introducing new materials for newly available language makes the teaching-learning process obstructed in vernaculars. Publications of textbooks, producing of teaching materials, translation works, training personnel, etc. in all nations and nationality languages require a large amount of money (Mialaret, 1979:165). It is clear that education takes the lion's share of a country's national economy; in case of linguistically heterogeneous society, the cost of introducing new languages is very high since it requires materials and personnel training in various languages (Nelison and Cummings, 1997:206).

2.3.4. Social, Cultural and Political Problems: Instruction in mother tongue is also opposed by different authorities for social, cultural, political, etc; reasons. Canhom (1972:202) quoting Optiz sees the use of mother tongue for instruction as wastage of time. He puts his reason in this way "... what is acquired at home is all that is necessary." He goes on to say "knowledge of mother tongue is not as such important for one to attain high social status."

According to Emenanjo (1990:15), instruction in many languages "seriously hinders the development of national unity." Mrs Gandhi in her speech as quoted by Dakin, Tiffen and Widdownson, (1968:22), warns '... this proposal (using mother tongue)

might encourage separatism ... In present day world we cannot afford to live in isolation.'

The symposium on multilingualism held at Brazzaville in 1962 and cited by Lepage (1964:77-79), strongly recommended the educational language policy makers in choice of language for instruction to take into consideration the following points:

- *The structural nature of the language, i.e., its easiness or difficulty to be learned by other language groups.*
- *The demography and sociology of the language in question.*
- *The political, social and economic situation of a country.*
- *The past history of linguistic situation - its application in religious, political and social activities.*
- *The organizational, material, human resource system -financial, material resource.*

2.3.5. Problems in Choice of Script and Adequacy of Vocabulary

Choice of script for a language is some thing which requires an intensive study of the language and it must be done by specialized linguistics and educators who must be given sufficient time to carry out this task before teaching begins (Fishman, Ferguson and Das Gupta, 1968:88).

In relation to the choice of script, Barry in Mammo, cited by Muluneh (2000:43) list the following criteria: that the type of script to be selected should linguistically represent the language system economically, consistently (every letter should stand for the same sound through out the system) and unambiguously.

Secondly, the script typographically should suit to the needs of modern techniques of graphic representation.

Thirdly, pedagogically the alphabet should achieve strictly utilitarian aim of economy of time and labour in learning to read and write. In relation to the pedagogical criteria, UNESCO in Fishman (1968:364) advises that in cases where different languages are used at different levels of education (primary and secondary), it is advantageous to

students if both languages share the same script in order to save a time that might be wasted in learning new script for the second language. This is to say that when primary education is given in local languages and secondary education in the language of wider communication, the script to be used at the low level should be the same with the script used at higher level. But this is sometimes impossible if the two languages are of different origin.

The choice of script depends on factors related to financial ability, publishing technology, linguistic nature, social development, and governmental will. It is to this idea that scholars strictly argue saying that decision making on the choice of script is not a layman's work but it is one which should be handled by a trained linguist collaborated with educators, printers and publishers and politicians and should keep in touch with public opinion. This cooperation is essential that the language must be written, be typed, printed and published by publishers, endorsed by government, used by educators and enjoy wide popular acceptance (Fishman, *et al.* 1968:134).

Adequacy of vocabulary: Kinyanjui (1997:39) reports the research findings that support the idea that most mother tongues have lack of technical terms in implementing as a language of learning. As to his research result, he reported the inadequacy in inappropriateness of technical terms in one of the implementation problems in Kiswahili.

Another area of problem in word usage is related with the social value or status of the language, and adaptability problem of the terms Weineich in Altaye (2001) discusses; "if one language is endowed with prestige, the bilingual is likely to use what are identifiable loan words from it as a means of displaying the social status which its knowledge symbolizes." He gives example that the Irish speakers use English word 'belt' instead of the existing Irish word *crios* (meaning -belt). They use it, as to him, because they have the feeling that English is a superior language.

To minimize the problem of technical terms various scholars suggest different ways. The most commonly used ways to expand the vocabulary of a language are word borrowing, coinage, extending and hybrid words (Rubagumya, 1990:13).

To overcome the inadequacy of vocabulary teachers and students use code switching: the alternative use of two languages. Concerning this, Ovando and Collier (1985:86) state that code switching may play an important role in school instruction for both teachers and students in bilingual setting.

The exact developmental function of code switching may be unknown. Huerta in Owens (1988:230) has suggested, "Code switching may be one approach to the acquisition of bilingualism [and] ... a very viable means of maintaining a language". Thus the function may be of two fold: an aid for retention of the first language while a second is learned; code-switching may ensure that both are used at the same time.

2.4. How Attitudes towards the Medium of Instruction Affect Learning

The attitude and performance of a learner is a function of the attitude of the learner's environment towards the language used as a medium of instruction, what his parents, his peer groups, his teachers and the society as a whole think about that language.

The teaching-learning process can take place effectively and the learners can successfully learn when they have a positive attitude towards the language used for instruction and satisfy its native speakers and their cultures. In relation to this Lambert (1972:180) has to say:

The learner's ethnocentric tendencies and his attitude towards other group determine his success in learning... this motivation to learn is thought to be determined by his attitudes and by orientation towards the language used for instruction.

2.4.1. Teacher's Attitude towards Language Learning

The success or failure of educational objectives ultimately depends on the attitude of the classroom teacher. Teachers are human beings who bring their attitudes, aspirations values, motive etc to the classroom. Teacher's value and attitude mediate and interact with what they teach and influence the way the messages are communicated and understood by the learners (Bank and Lynch, 1986:17).

Many teachers simply lack confidence in applying new ideas or even in applying the old ones with much flair and enthusiasm. As Jackson (1988:85) discovered in the Scottish writing project: many teachers do not 'own' their own teaching; much of the curriculum is brought in from commercial sources or imposed by syllabus authorities; and the teacher of older children operate within the strict guidelines of examination protocols whether those strict protocols still exist or not.

In relation to attitudes of teachers Coroson (1990:83) state that if we accept the conclusion that part of the difficulty for language across the curriculum is that implementation requires major changes in teacher attitudes and in the choices of pedagogy that many teachers make; then a prior condition for promoting those changes will be to establish a general level of professional development in the staff sufficient to make the necessary changes in attitude to appear, reasonable, realistic and attainable.

2.4.2. Parents' Attitude

One's learning ability and attitude is affected not only by his internal motives, but also affected by some external factors. One of this is his family. According to Taylor (1973:43) the most important environmental influence which affects learners' attitude towards the language used for instruction is believed to be the support and sympathy he was given at home.

One's home is the basis for the formation of his personality. Hence, the child's likes and dislikes are mostly determined by his parents. The attitudes of the learner towards the language used for instruction mostly depends on his parents attitude towards the language in question (Anderson, 1967:124).

If the attitude of parents towards the language in question is positive, then to some extent the attitude of the learner would most likely be positive and if the parents' attitude is negative, the attitude of the child will also be negatively affected since as a child, he is fully dependant on his parents.

2.5. The Need for Community Participation

The development level, value and socio-economic conditions of the community have their own role in determining the objective and purpose of school community relations and also the needs of students.

The participation of the community in the planning and implementing process is necessary to increase the relationship between the school and the community. According to Mbamba (1992:64) "Lay members should also be involved if they are well informed and can make valuable contribution that will facilitate realization of the plan." Similarly Cambell (1963:92) has suggested that community cohesiveness is pertinent to community decision regarding schools.

Moreover, it is important if the school includes in its plan the participation of parents. As a matter of fact, most families send their children off to school as soon as the children reach school age. They do not question or analyze the future aim of educational system. Though they may at times, express dissatisfaction, their reactions remain largely passive. Parents do not take the initiative in studying how to improve education (Makiguchi, 1989:19-20).

This passive action about their children's education upon the part of parents is perceived by educators as understood approval of the statuesque. This is insufficient. The active identification and declaration of common aims for education are an absolute necessity.

As Dewey in Daniel, *et al.* (1981:29) has noted, "... it is well to remain ourselves that education as such has no aims. Only parents, persons, teachers, etc have aims, not abstract ideas like education." This implies that without full participation and clear goal of society, it will be impossible to arrive at any universal understanding or agreement as to the purpose of education.

From several studies cited by Nielson and Cummings (1997:81) the conclusion obtained was that when a community's support for school language policy is won, children tend to do well in school, and conversely when a community does not support a particular school language policy, children under perform in schools.

More recent works also affirm the view that the affected group needs participation. Ornstein and Hunkins (1998:126) indicated that the degree of ease in implementation of change is proportional to the degree of participation of those involved and affected by change.

Seyoum (1996, 12-13) also stated that effectiveness in educational policy can only be possible if the target population is involved in the formulation process. Those who are directly or indirectly to be involved in the process directly or indirectly should take part. Such involvement helps to avoid paternalistic and parochial attitudes of those in power towards subjects. As a result, there will be participation at grassroots level. And ideas for policy could emanate and flow from the bottom to the top. In such possibility, thus, the interest of pressure groups should be considered so that there will be less challenge in putting forth the policy statement.

Tekeste (1990:91-92) also agrees with the above idea. According to him, the best way to ensure a successful implementation of an educational reform is to initiate a comprehensive discussion from below. He further agrees that such an action is a democratic process as well as an obligation of government: after all its main responsibility is to execute policies that originate from below.

2.6. Education Language Policy in Ethiopia

The start of modern Education in Ethiopia was commenced by the legislation proclaimed by Menelik II in 1906 (Seyoum, 1996). Schooling after the registration was a language undertaking. A prior knowledge of Amharic was a pre-requisite. French, English, Italian, and Arabic were the main subjects taught (Tekeste, 1990:91-92; Seyoum, 1996:12-13).

The colonial Education Policy was issued by Italians in July 1936 as educational order for its East African colonies. By the time, as a newly conquered country in the area, Ethiopia was to carry out the policy in concomitant with the Italian colonial plan which was known as a civilization mission (Seyoum, 1996).

One of the area which was given due emphasis in this policy was the medium of instruction. The policy stated that the teaching of subjects should be in local languages. Accordingly, Tigrigna, Amharic, Galligna (Oromiffa), Kafficho and Somaligna were used in Tigray, Amhara, Addis Ababa, in Galla (Oromiya), in Sidama and Somalii regions, respectively. At that time such measure was taken not for the sake of pedagogical reasons but to serve as a means for implementing the divide-and-rule policy of the fascist regime (Pankhurst in Seyoum, 1996).

In 1995, Amharic in primary schools English and French in secondary schools, had become the media of instruction through out the country. These decisions particularly concerning the use of Amharic, might have arisen from the belief that a common

language can serve as an agent of unification a facilitator of economic development, and a symbol of nationhood (Bender, *et al.*, 1976:32).

The 1974 political change brought about a new direction. The government proclaimed in its program of the National Democratic Revolution (NDR, section 2, No. 5. cited in Mamo, 1988) that "A nationality within its environment has the right to determine the contents of its political, economic and social life, to use its own language and elect its own leaders and administrators to lead its internal region"

A similar statement was part of the constitution of the People's Democratic Republic of Ethiopia (Article 2, sub article 5 cited in Mamo, 1988:46) it states that "The People's Democratic Republic of Ethiopia shall insure the equality, development and respectability of the language of Nationalities."

The language policies of both governments, the Dergue and the TGE rest upon debates from the early twentieth century concerning "Nationality" rights, especially the rights to "self-determination" and cultural use of nationality language (Susan, 1994).

To the effect of the above proclamations, the previous military government attempted to employ fifteen languages in the national literacy program. However, studies on the adoption of the languages concluded differently. For instance, a study on the evaluation of text prepared for literacy in Oromo concluded that there are some orthographic and dialectical problems and lack of trained manpower in the language (Belena, 1974).

Another study stated that even though lots of textbooks have been prepared in nationality languages they were unutilized in several places because most people wanted to learn in Amharic (Mekbib, 1999:27).

The New Education and Training Policy, today considering the pedagogical advantages of teaching in the mother tongue, and in the name of realizing the rights of nationalities to promote the use of their languages, primary education has started to be given in

regional languages. This is the realization of the proclamation in the charter, which states that:

*"Nations /Nationalities have the right to self determination, to protect, preserve and develop their identity, culture and history and have the right to use and develop their language."
(Handbook of Primary Education Translation and Evaluation Project, 1992)*

Hence, based on this principle, the government issued a policy on languages of education. The Ministry of Education has acted accordingly and produced syllabuses, textbooks, and teacher's guides by translating the existing educational materials written in Amharic. The task of the Ministry has included preparation of new materials for each regional language to be used in grades 1 through 12. Experimental studies and the environment of scholars were considered as two preconditions of the policy. It took only two and half months to complete the whole work of producing new materials in the regional languages. Therefore, the policy began to be implemented without preliminary studies.

This policy, which is based on both child's right and pedagogical benefit, is both criticized and appreciated by educators from different corners. The rapid implementation of the policy in some parts of the country was wondered, but with preservation, to be an indicative of the already prepared ground and readiness for utilization of local languages (Tekeste, 1996). Others criticized the policy to be the untimely and hurried actions for which human and material conditions are not ready. However, this policy is the cornerstone up on which nationality languages are being used for instruction in many parts of the country and this is also true for the implementation of Gedeoffa Language as a medium of instruction in SNNPR.



2.7. Selecting Language for the Use of Instruction

In multi linguistic society education for the benefit of all is a difficult task. The use of home language for primary education generally is supported. However, it often presents itself in a conflict in multilingual societies (Bowers in Fishman *et al.*, 1968:383) requires to compromise among the following factors:

1. *The psychological advantage of teaching in the mother tongue.*
2. *The literacy status of the languages spoken whether they have satisfactorily transcribed and to what extent they possess a literature.*
3. *The demand of particular culture groups for recognition of their languages and the influence of status of such groups within the nation.*
4. *The cost of multiplying the number of languages used in the education system.*
5. *The availability of teachers who can handle the local and the national language.*
6. *Lack of textbooks in many languages and consequent problems of writing, translation, and publication.*
7. *The problem of organizing comparable examination systems in several languages.*
8. *The supposedly unifying effect of using a single national or official language.*

To cope with such a pressure, Bowers in Mekbib, (1999:32) proposes the following principles to overcome problems in selecting a language or languages for instruction in such a society:

1. *Utility to the learner; the language to be chosen must have a wide use for a student. He/she must be able to use it outside a school, in trade, writing, speech and so on.*
2. *Ease of learning; the extent to which the language allows instructional interaction.*
3. *Feasibility of producing appropriate literature; linguistic ability of the language in having materials produced.*
4. *Number of people speaking the language; a language spoken by a wider number of people in the area and surrounding has a priority over language spoken in smaller area and by limited number people.*

CHAPTER THREE

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the analysis and interpretation of the data gathered from sample schools, educational officials, teachers, parents and students. The data obtained through questionnaires, interviews, and documents were analyzed and interpreted. Hence, the basic questions raised in chapter one were given appropriate treatment.

Out of the total 322 questionnaires distributed for teachers, educational officials and students in Gedeo Zone education office and sample schools 286, (88.81%) were filled and returned. Based on the responses obtained from the sample respondents, the analysis and interpretation of the data are presented following each table.

TABLE III

Description of Respondents by Sex and Age

| No. | Item | Educational officers | | Teachers | | Students | | Parents | |
|--------------|-----------------------|----------------------|------------|-----------|------------|------------|------------|-----------|------------|
| | | No. | % | No. | % | No. | % | No. | % |
| 1 | Male | 16 | 100 | 49 | 75.38 | 117 | 57.07 | 38 | 76 |
| | Female | 0 | 0 | 16 | 24.62 | 88 | 42.93 | 12 | 24 |
| Total | | 16 | 100 | 65 | 100 | 205 | 100 | 50 | 100 |
| 2 | Age (in years) | | | | | | | | |
| | 10 – 14 | 0 | 0 | 0 | 0 | 162 | 79.02 | 0 | 0 |
| | 15 – 20 | 0 | 0 | 0 | 0 | 43 | 20.98 | 0 | 0 |
| | 21 – 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 26 – 30 | 2 | 12.5 | 13 | 20 | 0 | 0 | 13 | 26 |
| | 31 – 35 | 6 | 37.5 | 17 | 26.16 | 0 | 0 | 26 | 52 |
| | 36 – 40 | 7 | 43.75 | 24 | 36.92 | 0 | 0 | 8 | 16 |
| | > 40 | 1 | 8.25 | 11 | 16.92 | 0 | 0 | 3 | 6 |
| Total | | 16 | 100 | 65 | 100 | 205 | 100 | 50 | 100 |

As shown in Table III, all the educational officials were males. In addition, 49 (75.38%) of the teachers were males and 16 (24.62%) were females. Concerning students, 117 (57.07%) were males and 88 (42.93%) of them were females. Concerning parents, 38 (76%) were males and 12 (24%) of them were females

As such, the possible explanation for the small number of female teachers and students could be the low participation rate of females in decision making areas and access to education respectively.

Regarding their age 2 (12.5%) of the educational officials were within the age range of 26 – 30 years. Six, (37.5%) of them were in the age range between 31 and 35, respondents in the age between 36 -40 years are 7 (43.75%). Out of the sample population 1 respondent (6.25%) was above the age of 40.

Concerning teachers 13 (20%) of them were in the age range of 26 – 30, 17 (26.16%) respondents teachers are between 31 – 35 years old, 24 (36.92%) teachers have an age range between 36 -40 years and 11 (16.92%) of the respondents age were above 40 years old.

Concerning students, 162 (79.02%) of students were between the age range of 10 – 14 and 43 (20.98%) were between the age of 15 – 20. Concerning parents 13 (26.0%) of the respondents age were between 26 – 30 years, 26 (52.0%) of the respondents are between the age of 31 – 35 years, 8 (16.0%) of the respondents were between the age of 36 – 40 and the rest 3 (6.0%) of the respondents were above the age of 40.

Table IV

Description of Respondents by Nationality and Mother Tongue

| Serial No. | Item | Educational Officers | | Teachers | | Students | |
|------------|---------------|----------------------|------------|-----------|------------|------------|------------|
| | | No. | % | No. | % | No. | % |
| 1 | Ethnicity | | | | | | |
| | Gedeo | 11 | 68.75 | 36 | 55.39 | 91 | 44.39 |
| | Amhara | 2 | 12.5 | 12 | 18.46 | 31 | 15.12 |
| | Others | 3 | 18.75 | 17 | 26.15 | 83 | 40.49 |
| | Total | 16 | 100 | 65 | 100 | 205 | 100 |
| 2 | Mother Tongue | | | | | | |
| | Gedeoffa | 11 | 68.75 | 33 | 50.77 | 91 | 44.39 |
| | Amharic | 2 | 12.5 | 15 | 23.08 | 114 | 55.61 |
| | Other | 3 | 18.75 | 17 | 26.15 | - | - |
| | Total | 16 | 100 | 65 | 100 | 205 | 100 |

Table IV, shows the ethnic background of the respondents. As depicted in the Table, 11, (68.75%) of the educational officers were Gedeos; 2 (8%) of them were Amharas and 3 (18.75%) were from other nationalities. Concerning teachers, 36 (55.3%) of them were Gedeos, 12 respondent teachers were Amharas and 17 (26.15%) were from different nationalities other than Gedeo and Amhara. Regarding students, 91 (44.39%) of the students were Gedeos, and 31 (15.12%) of them were Amharas. 83 (40.49%) of them were from different nationalities. As shown in the Table above, understanding language can be influenced by environment and social relations. The place where the child lives and its social contact have a role to play for first language acquisition. From the Table it is possible to infer that the majority of educational officers and teachers are Gedeos. However, from the data one can also easily understand that ethnic background is one of the criteria to be government employee in the zone.

Regarding the language of the respondents, 11 (68.75%) of educational officers, 33 (50.77%) of teachers and 91 (44.39%) of students respondents' mother tongue was Gedeaffa. Two (12.5%) of educational officers, 15 (23.08%) of teachers and 114 (55.61 %) of the student respondents use Amaharic language as their first language. 3 (18.75%) of the educational officers, 17 (26.15%) of the teachers are different languages users. As the Table clearly shows the majority of educational officers and teachers' mother tongue is Gadeaffa. From the result, it is possible to presume that priority is given for the native speakers in office occupation as government employees. Responses obtained from students show that the majority of the students are Amharic speakers and this may indicates that the Amharic language is spoken dominantly by the people in the zone even including the Gedeo children who are living in the town. From this result one can conclude that the mother tongue for the medium of instruction was the one that was first spoken by the majority of the students.

TABLE V
Description of Respondents by Qualification and Service Years

| No. | Items | Respondents | | | |
|--------------|---------------|-----------------------|------------|-----------|------------|
| | | Educational Officials | | Teachers | |
| | | number | percentage | number | percentage |
| 1 | Qualification | | | | |
| | T.T.I | 3 | 18.75 | 59 | 90.77 |
| | Diploma | 8 | 50.0 | 6 | 9.23 |
| | B.A/B.Sc | 5 | 31.25 | - | - |
| | M.A/M.Sc | - | - | - | - |
| Total | | 16 | 100 | 65 | 100 |
| 2 | Service Year | | | | |
| | 5-9 | - | - | 2 | 3.08 |
| | 10-14 | 6 | 37.5 | 12 | 18.46 |
| | 15-19 | 4 | 25 | 10 | 15.38 |
| | 20-24 | 5 | 31.25 | 26 | 40.0 |
| | 25-29 | 0 | - | - | - |
| | 30-34 | 1 | 6.25 | 0 | 0 |
| Total | | 16 | 100 | 65 | 100 |

It has been recorded in Table V that 59 (90.77%) teachers are T.T.I graduates. On the other hand, 6 (9.23%) of the teachers were Diploma holders. From the educational officials 8 (50.0%) were Diploma holders and 3 (18.75%) had B.A/B.Sc. The rest 5 (31.25%) of the respondents were T.T.I graduates.

In relation to service year of the teachers, as Table V shows 51 (78.46%) of them have service year between 15 34 years, on the other hand 14 (21.54%) of the educational officials have the service year between 15 and 34. Therefore, it is possible to say that working for long years in the education sector would enable them to understand the policy issues and can point out what problems are facing them in implementing the policy. Hence, this working experience could be seen as first hand information for investigation the issue raised.

Table VI

Preconditions Fulfilled before Selecting the Language

| Serial No. | Items | Teachers' Responses | | | | | | | | | |
|------------|---|---------------------|-------|------|-------|--------|-------|----------|-------|-------|-----|
| | | Very high | | High | | Medium | | Very low | | Total | |
| | | No | % | No | % | No | % | No | % | No | % |
| 1 | Research and development before selecting the language | 10 | 15.38 | 10 | 15.38 | 17 | 26.15 | 28 | 43.09 | 65 | 100 |
| 2 | Degree of using different documents and reference materials in curriculum preparation | - | - | 2 | 3.08 | 25 | 38.45 | 38 | 58.47 | 65 | 100 |
| 3 | Qualification or educational ability of experts in preparing the textbooks. | 3 | 4.62 | 3 | 4.62 | 12 | 18.46 | 47 | 72.30 | 65 | 100 |

As depicted in Table VI the majority 28 (43.08%) of teacher respondents replied "low" regarding research and development work on selecting the mother tongue language as medium of instruction. On the contrary, 10 (15.30%) of the teachers asserted that the research done on language issue was found to be "very high".

From the responses given by all the teachers and as the majority of them have asserted it is possible to realize that the research done in the area is insignificant. This indicates that the needs of clients, finding out about the socio- linguistic setting and patterns of usage as well as determining how the plan relates to other economic and political process was not researched and facts were not gathered before deciding to select the language as the medium of instruction.

Teacher respondents were also questioned whether different related documents and historical facts and reference materials were used as fact-gathering tools before preparing the teaching materials. Thirty-eight (58.46%) of teacher respondents replied that the degree of using different documents and reference materials in curriculum preparation was very low. Twenty-five (38.45%) of them confirmed that the degree of using different documents and reference materials was found to be "medium". As responses on the issue reveal the necessary conditions to be fulfilled on preparing documents, reference materials and analyzing the experiences of other countries were not done properly.

Teachers were also questioned about the qualification or educational ability of the experts who prepare the text books. Majority, 47 (72.31%) of the teachers asserted that the educational ability of experts who were selected to prepare the teaching materials were found to be very low. Twelve (18.46%) of the teacher respondents rated it "medium" and insignificant number of teachers confirmed that the experts were highly qualified. From this information, it can be concluded that the experts who participated in the preparation of teaching materials were those who were not qualified in the field. To strength this item, office workers were also interviewed. Accordingly almost all of

them confirm that except the participation on a work shop and translating the Amaharic books to Gedeffa, they did not participate in research works to develop the language. They also replied that the experts were simply selected from different sectors to prepare the materials most of them were not linguistic and curriculum experts. Hence, it is possible to say that the pre conditions made before selecting the language as a medium of instruction were not given due attention. Feasibility of producing appropriate literature and linguistic ability of the language in having materials produced were unsatisfactory.

Table VII

Status of Teacher Training and Orientation Offered

| Duration of Training | No. | % |
|--------------------------------|------------|------------|
| One year pre service training | 14 | 21.53 |
| Short term in-service training | 28 | 43.07 |
| Not training given | 23 | 35.40 |
| Total | 65 | 100 |

Table V indicates that teachers were at different status of training. Among them, about 42 (64.61%) were given some sort of training how to use the mother tongue as a medium of instruction. Out of this, 14 (21.53%) teachers only 14 (13.46%) teachers were given one year pre-service training in the mother tongue and the remaining 28 (43.07%) were given a short-term training. as the Table shows one third, 23 (35.40%) of the total respondents were untrained. This implies that at the time of introducing the language as a new medium of instruction teachers were not given the necessary training. Teachers who speak the language were selected and assigned to teach in Gedeffa. The new teachers who were trained in teachers training institute for one year in Gedeffa were assigned to help those who were not trained in the Gedeffa language. As the Table reveals still there are teachers who did not get training according to the new curriculum. Learning by untrained teacher would mean hindering

the implementation of change, which requires the staff to move from the old competence to the new one.

Table VIII
Responses Given from Teacher Respondents about Availability of Teaching Learning Materials

| Serial No. | Items | Teachers' Responses | | | | | | | | | | | |
|------------|---|---------------------|------|------|------|--------|-------|-----|------|----------|-------|-------|-----|
| | | High | | High | | Medium | | Low | | Very low | | Total | |
| | | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| 1 | Timely distribution of text books for schools | 1 | 1.54 | 2 | 3.07 | 22 | 33.81 | 38 | 58. | 2 | 3.0 | 65 | 100 |
| 2 | Accessibility of textbooks | - | - | 2 | 3.07 | 34 | 52.33 | 29 | 44.6 | - | - | 65 | 100 |
| 3 | Quality of teaching materials | 4 | 6.12 | - | - | 7 | 10.8 | 30 | 46.0 | 24 | 36.85 | 65 | 100 |
| 4 | Accessibility of additional reference books/reading materials | - | - | - | - | 1 | 1.50 | 20 | 30.8 | 44 | 67.7 | 65 | 100 |
| 5 | Availability of local news letters for reading | - | - | - | - | 7 | 10.8 | 58 | 89.2 | - | - | 65 | 100 |

Examination of Table VIII illuminates the availability of teaching materials. Teachers were questioned about the timely distribution of textbooks. An insignificant number, 1 (1.54%) and 2(3.07%) of the respondents, reported that the timely distributions of textbooks were "very high" and "high" respectively. conversely, 38(58.46%) of the

teacher respondents and 2 (3.07 %) of the teacher respondents said that the timely distributions of books were "low" and "very low", respectively.

As can be noted from Table VIII, 2 (3.07%) of the teacher respondents reported that the accessibility of textbooks is very high and 29(44.61%) of the respondents said the distributions were "low". The majority of the responses 34(52.31%) indicates that the accessibility of textbooks is moderate.

In the same Table, respondents were questioned about the quality of teaching materials. Four (6.15%) of the teacher respondents indicated that the qualities of curriculum materials were "very high" and 30 (46.15%) and 24(36.92%) of the respondents said that the qualities were "low" and "very low."

In Table VIII, above, the majority 58 (89.2 %) of the teacher respondents also reported that availability of local newsletters for readings were low.

As a whole, the above findings obtained for most of the items of Table VIII indicates that there are problems in the availability of teaching materials.

As most of the teachers' responses indicated in the Table, one of the main problems they are facing in schools is shortage of textbooks. Because of this, as they asserted, they are unable to give homework to their students and their students complained about the unavailability of the text books and reference materials. The problem was more crucial since it was not possible for the students to get the books from other regions or zones as the language is spoken only in Gedeo zone.

Table IX

Responses Given by Trained Respondents about their Training Conditions

| Serial No. | Items | Responses | | | | | | | | | | | |
|------------|---|-----------|-------|------|-------|--------|-------|-----|-------|----------|-------|-------|-----|
| | | Very High | | High | | Medium | | Low | | Very Low | | Total | |
| | | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| 1 | Mother tongue as a criteria of selecting the trainees | 16 | 30.09 | 12 | 28.57 | 7 | 16.67 | 7 | 16.67 | - | - | 42 | 100 |
| 2 | Interest of the trainees during the selection time | 14 | 33.33 | 13 | 30.95 | 6 | 14.29 | 7 | 16.67 | 2 | 4.76 | 42 | 100 |
| 3 | Duration given for the training | 5 | 11.90 | 7 | 16.67 | 7 | 16.67 | 11 | 26.19 | 12 | 28.57 | 42 | 100 |
| 4 | Using other languages in class learning time | 8 | 19.05 | 9 | 21.43 | 12 | 28.57 | 5 | 11.90 | 8 | 19.05 | 42 | 100 |
| 5 | Team work | 5 | 11.90 | 8 | 19.05 | 9 | 21.43 | 9 | 21.43 | 11 | 26.19 | 42 | 100 |
| 6 | Trainers experience | 4 | 9.52 | 9 | 21.43 | 3 | 7.14 | 6 | 14.29 | 20 | 47.62 | 42 | 100 |
| 7 | Continuity of the training refreshment | 4 | 9.52 | 7 | 16.67 | 2 | 4.76 | 11 | 26.19 | 18 | 42.86 | 42 | 100 |
| 8 | Feedback to the institution From the teachers to improve problems observed in schools | 3 | 7.15 | 2 | 4.76 | 5 | 11.90 | 11 | 26.19 | 21 | 50 | 65 | 100 |

Examination of Table VII illuminates about the training of teachers. 16 (30.09%) of the teachers responded that using mother tongue as a criteria of selecting the trainees was highly needed. 12(28.57%) of the teachers replied that the need for the training of teachers was rated "high". 7(16.67%) of the respondents rated the conditions "medium" and the responses of 7(16.67%) of the teachers show that selecting teachers on the basis of mother tongue was not an essential criteria.

As can be seen from the Table, 14(33.33%) of the teacher respondents and 13(30.95%) of the teacher respondents endorsed that the interest of the trainees during the selection time was "very high" and "high".

In the same Table, teachers were questioned to rate whether the training duration was enough or not. In connection with this, 11(26.19) of the teacher respondents and 12(28.57%) of the teacher respondents confirmed that the training time was "low" and "very low" respectively. On the other hand, 5(11.90%) of the teacher respondents and 7(16.67%) of them pointed out that the time given to train teachers was "very high" and "high" respectively. From this it is possible to say that the time was not enough for training. At the beginning, the training time given to train teachers was for a maximum of two months and a minimum of one week to teach in elementary and secondary schools. Teachers were directly involved in teaching with a two months or a one week short term introduction. Thus, this information shows that there was a great difficulty for teachers in reading the materials and interpreting the books that were translated from Amharic to Gedeaffa. As the Table reveals and the interviews educational officers asserted, the 10 months training were not also enough since the language is not supported with additional reference materials. Only the effort of the trainers and the skill of individual learner will not make the training of "would be teachers" efficient in their field of qualification.

Regarding the usage of different languages in classes, teachers were questioned to give their responses. As presented in the Table, 8 (19.05%) of the teacher respondents and 9(21.43%) of them answered that they were using additional language in classes. Conversely, 5(11.90%) of the teacher respondents rated it "low". The high rating of the item indicates that using different languages help the learner to understand things easily and apply the same trend to children in primary schools will also minimize the knowledge gap between first language and second language learners.

The purpose of language is to communicate with people. Working together will enhance communication. When students work in team they develop their language skill. Teachers were questioned whether they were working in team to develop their language skill during their training time. The Table showed that 9 (21.43%) of the teacher respondents and considerable proportion 11(26.19%) of them endorsed that the raised issue was rated "very low" and, "low" respectively. On the other hand, 5 (11.9%) of the respondents and 8 (19.05%) of the respondents have rated "very high" and "high." Therefore, from the respondents responses one can say that working in groups were unsatisfactory in the training institutions. The purpose of education in a given country can be achieved when teachers are committed to their profession and when they get quality training in their staff development. If they are not well trained in training institution what they perform in schools will have negative impact on the teaching learning process.

Teacher respondents were also questioned about the experience of their teachers. As can be seen from item 6 of the same Table, 20 (47.62%) and 6(14.29%) of the respondents have rated "very low" and "low" respectively. This result showed that the experience of trained trainers was below the average scale. The "very high" and "high" ratings were 4 (9.52%) and 9(21.43%) respectively. Of the total response, the results obtained from the respondents showed that the effort made to produce the trainers of trainees was low. This implies that the training was started before having the qualified trainers like linguistics and curriculum experts and both the trainers and the trainees

seem to have the same skill in Gedeaffa language ability when Geddeaffa was decided to serve as a language of learning for all students who were learning in all Elementary and Junior Secondary Schools.

About the continuity of the training and retraining program, eleven (26.19%) of the respondents and 18(42.86) of the teacher respondents replied rating "low" and "very low" respectively. This indicates that analyzing the problem area and finding solutions was given less emphasis. The practice also contradicts what the literature says that training improvement and re training of professors-especially language teachers in the form of day lectures, short term courses (5 to 10 days), medium tem courses (1 to 3 months and long term courses (6 months to 1 year) would be necessary to envisage the creation of an adequate number of applied linguistic centers and institutes specialized in training linguistics, methodology and pedagogic simultaneously especially to professors of linguistics (UNESCO, 1984).

Respondents were also questioned whether they are giving feedbacks by evaluating textbooks. The response given by 11(26.19%) of the respondents were "low" and proportionally 21(50.0%) of them replied "very low." On the other hand, insignificant number, 3 (7.15%) of the respondents said, "very high" and "high". From this point, one can simply understand and conclude that the communication between teachers' institutions and teachers and educational officers was low that they were not cross checking each other. The teachers were not self-motivated and the educational officers were not initiating teachers to give feed backs about the teaching-learning process.

Table X

Participations of Teachers in Preparing the Textbooks

| Serial No. | Items | Teachers' Responses | | | | | | | | | |
|------------|---|---------------------|-------|------|-------|--------|-------|----------|-------|-------|-----|
| | | Very high | | High | | Medium | | Very low | | Total | |
| | | No. | % | No. | % | No. | % | No. | % | No. | % |
| 1 | Participation in preparing the textbooks. | 5 | 7.7 | 5 | 7.7 | 11 | 16.92 | 44 | 67.68 | 65 | 100 |
| 2 | Textbook evaluation (participation) | 7 | 10.78 | 9 | 13.84 | 15 | 23.07 | 34 | 52.31 | 65 | 100 |
| 3 | Preparing teaching aids at school level | 2 | 3.08 | 4 | 6.15 | 32 | 49.23 | 27 | 41.54 | 65 | 100 |
| 4 | Sharing experience between schools to solve the problems encountered in language usage. | 4 | 6.15 | 5 | 7.7 | 20 | 30.77 | 36 | 55.38 | 65 | 100 |

Teachers were questioned to investigate their participation in curriculum development. As shown in Table X, 5 (7.7%) of the respondent teachers rated “very high”, 5 (7.7%) of them rated “high”, 11 (16.92%) of them rated “medium” and the majority of the respondents 44 (67.68%) of the teachers responded that their participation was “low”. Thus, this information reveals that teachers were not invited in the preparation of the textbooks.

Teachers were also asked to give their comment in the open-ended questions and their responses show that the selection of experts for textbooks preparation was based on “friendship, and group cohesiveness rather than educational ability and linguistic proficiency.”

Teachers were also questioned whether they were participated in textbook evaluation or not, seven (10.78%), and 9 (13.84%) of the respondents rated 'very high' and "high" respectively; on the other hand, 34(52.31%) of the respondents rated 'low'. The result obtained from the rating scale shows that teachers were not invited to participate in such curriculum development except their day to day teaching activity which they may see it as boring and which make learning a partial job.

In the same Table, teachers were questioned about the preparation of teaching aids in Gedeaffa language 2 (3.08%), of the teacher respondents, 4 (6.15%) 32 (49.23%) and 27 (41.54%) of the teachers' responses were found to be: very high, high, medium, and very low, respectively. Majority of the respondents rated low. As the data shows the Gedeaffa language teachers were not preparing the teaching aids to supplement the textbooks. Hence the language is used only following the textbook instruction, which makes the subject taught, and the language an understandable for the child.

Regarding experience sharing, as shown in the Table, the majority 36 (55.38%) of the teacher respondents answered that sharing experience between schools to solve the problems encountered in language was "very low" and 20 (30.77%) of the teacher respondents' responses indicate that experience sharing between schools to solve language problems were found to be medium. Insignificant 4(6.15%) number of the teacher respondents responses showed that the experience shared by teachers within schools was rated "very high". From such data it is possible to say that in the existing conditions to discuss on language problems between schools were unsatisfactory.

All results obtained from Table X show that teachers are hired only to teach in class rather than creating what could be taught. The 'low' rating scales of teachers also indicate that there is the communication gap between schools and education offices.

Table XI

The Usage of Gedeaffa as Wider Communication

| Serial No. | Items | Responses | | | | | | | | | | | |
|------------|---|-----------|------|------|-------|--------|-------|-----|-------|----------|-------|-------|-----|
| | | Very high | | High | | Medium | | Low | | Very Low | | Total | |
| | | No. | % | NO. | % | No. | % | No. | % | No. | % | No. | % |
| 1 | How often did children use the language for communication outside the school? | 6 | 9.23 | 7 | 10.77 | 11 | 16.92 | 32 | 49.23 | 9 | 13.85 | 65 | 100 |
| 2 | How often children with 2 nd language use Gedeaffa within the community? | - | | 2 | 3.08 | 10 | 15.38 | 53 | 81.54 | - | - | 65 | 100 |
| 3 | Government initiative to use the language in the community | - | | 4 | 6.16 | 10 | 15.38 | 51 | 78.46 | - | - | 65 | 100 |
| 4 | Using Gedeaffa as a means of communication in school compounds to disseminate information | - | - | 5 | 7.69 | 17 | 26.16 | 43 | 66.15 | - | - | 65 | 100 |
| 5 | Using Amharic as a means of communication in school compounds | - | - | 39 | 60 | 16 | 24.61 | 3 | 4.62 | 7 | 10.77 | 65 | 100 |

In the above Table, Table XI questions were raised to understand how much Gedeaffa is being used widely and officially as a means of communication within the people. As it is depicted in the Table XI, 6(9.23%) of the respondents replied that the usage of Gedeaffa around the sample schools and urban areas was very high. Conversely, 32 (49.23%)s of the respondents confirmed that its usages is "low".

In the same Table, respondents were questioned whether children with second language are using Gedeaffa for communication. The Majority 53(81.54%) of the responses indicated that children were not using it. It would be, therefore, safe to assume that children are not using the language outside of the school. That means, the language chosen as a medium of instruction has low utility to the learner. It doesn't have a wide use for the student to communicate with it outside a school, in trade, writing, speech and so on.

One of the purposes of language is to disseminate information. The Gedeaffa language, like other languages, has been working as an official language in offices. To strengthen this idea, respondents were questioned about the local government's initiative on this issue. 51(78.46%) of the teacher respondents confirmed that the government's initiative to use the language within the community was "low".

In this regard, it would be reasonable to presume that practically to implement the language policy the change facilitators, those who are higher officials like Zonal administrative councils and the Zone education officers have not done as expected of Gedeaffa language development in schools as well as in the zone. This seems that even if were ambitious to introduce the language, they did not work to bring sustainable and fundamental change in this area.

As the same Table showed result obtained from 43(68.16%) of the teacher respondents indicated that using Gedeaffa as a means of communication to disseminate information was found to be low. On the contrary, insignificant number 5(7.69%) of the teacher respondents, rated "high".

As the data reveals, it is possible to say that the Gedeaffa language was restricted only in the class as a medium of instruction; students were not getting access information through the language as they were taught in the class. This practice, not to use the Gedeaffa language in school compounds, may limit students language understanding ability and may reduce their reading and writing skills.

Teachers were also questioned the degree to which they use Amharic as a means of communication in school compounds. Thirty-nine (60%) of the teacher respondents stated that using the Amharic language in schools was 'high'. On the other hand, small number, 3 (4.62%), and 6(9.23%) of the teacher respondents rated "low" and "very low".

From this result one can simply understand and conclude that the, Amharic language is widely used in the schools and by the community. Therefore, it would be safe to assume that the Amharic language as a language of wider communication has a number of people speaking it, as a working language at national level, it is language spoken by the majority of people in the area and surrounding. Hence, it has a priority over a language spoken in smaller area and limited community.

Table XII

Teachers' attitude towards Medium of Instruction

| Serial No. | Items | Teachers' Responses | | | | | | | | | | | |
|------------|---|---------------------|-------|------|-------|--------|-------|-----|-------|----------|-------|-------|-----|
| | | Very high | | High | | Medium | | Low | | Very Low | | Total | |
| | | No | % | No | % | No | % | No | % | No | % | No | % |
| 1 | Teaching in Gedeaffa is what I was dreaming | 20 | 30.8 | 21 | 32.30 | 12 | 18.46 | 10 | 15.38 | 2 | 3.06 | 65 | 100 |
| 2 | I have the will to teach where Amharic is used as a means of instruction | 11 | 16.92 | 24 | 36.92 | 19 | 29.23 | 5 | 7.7 | 6 | 9.23 | 65 | 100 |
| 3 | Teaching in Gedeaffa is an acceptable decision | 20 | 30.8 | 27 | 41.53 | 7 | 10.76 | 6 | 9.23 | 5 | 7.68 | 65 | 100 |
| 4 | I advise my parents (family) teach their children in their mother tongue | 18 | 27.69 | 27 | 41.54 | 8 | 12.30 | 7 | 10.77 | 5 | 7.7 | 65 | 100 |
| 5 | The time to use Gedeaffa has not yet come since the preconditions are not fulfilled | 11 | 16.92 | 9 | 13.86 | 17 | 26.15 | 17 | 26.15 | 11 | 16.92 | 65 | 100 |
| 6 | I do not waste my time teaching Gedeaffa which is not widely needed for communication | 7 | 10.76 | 6 | 9.23 | 13 | 20 | 29 | 44.63 | 10 | 15.38 | 65 | 100 |
| 7 | Using one's own language is a sign of respect and pride | 15 | 23.08 | 26 | 40 | 8 | 12.30 | 10 | 15.39 | 6 | 9.23 | 65 | 100 |
| 8 | Every body who lives in Gedeo should learn Gedeaffa language | 6 | 9.23 | 22 | 33.88 | 5 | 7.68 | 27 | 41.53 | 5 | 7.68 | 65 | 100 |
| 9 | As a government's employee one must learn Gedeaffa language | 6 | 9.23 | 16 | 24.61 | 10 | 15.38 | 25 | 38.48 | 8 | 12.30 | 65 | 100 |
| 10 | Teaching Gedeaffa is easier than teaching another language | 4 | 6.15 | 13 | 20 | 14 | 21.54 | 24 | 36.92 | 10 | 15.39 | 65 | 100 |

In Table XI, teacher respondents were asked about their attitude towards the language. In item 1 in the same Table, 20 (30.8%) of the teacher respondents replied that the introduction of the new curriculum teaching in Gedeaffa was what they were expecting. 21 (32.30%) of the teacher respondents confirmed that they were anxiously waiting for the Gedeaffa language to be used as a medium of instruction, 12 (18.46%) of them rated the issue "medium". 10 (15.38%) and 2 (3.06%) of them rated "low" and "very low". This implies that teachers were showing positive interest to teach in their mother tongue and this will help the teaching- learning process to take place effectively and the learners can successfully learn in their mother tongue.

As depicted in Table XII, teachers were asked whether they want to teach in Amharic schools or not. Eleven (16.92%) of the teacher respondents said that their interests were very high to teach in schools where Amharic was used as a medium of instruction. 24 (36.92%) of them rated the issue "high" on the contrary 5(7.7%) and 6 (9.23%) rated it "low" and "very low", respectively. In this regard, it would be reasonable to say that even though teachers accepted the policy to implement the mother tongue they still needed to teach in Amharic language.

Regarding the decision made to teach in Gedeaffa, 20 (30.8%) of the teacher respondents and 27 (41.53%) of them rated the issue "very high" and "high" respectively. On the other hand, 7 (10.77%) and 5 (7.7%) of the teacher respondents replied that the decision made to teach in Gedeaffa was rated "low" and very low. This might have imply probably that teachers might have accepted the policy decision that teaching in mother tongue is one's human right.

Teachers were also questioned whether the time to use Gedeaffa has not yet come or not since the preconditions were not fulfilled, 11 (16.92%) of the teacher respondents confirmed that the degree of the issue was "very high" and 9(13.85) of the teacher respondents rated the statement "high". On the contrary, 17 (26.15%)of the teacher respondents and 11 (16.92%) of them confirmed it "low" and "very low". Thus, this

information revealed that the greater number of teachers see the decision made to select the Gedeaffa language as a language of learning should not be done now. It needs to fulfill the necessary precondition as it is clearly stated in the language policy and as indicated by teacher respondents.

Teachers were also questioned whether they want to teach in Gedeaffa or not. Seven (10.76%) of them, and 6 (9.23%) of them answered that the degree of their need to teach in Gedeaffa language rated "high" and "high" respectively. On the other hand, 29 (44.63%) and 10 (15.39%) of the teacher respondents rated "low" and "very low". From the majority of the responses given, it is possible to say that teachers accept the government decision as their own. But their initiation to implement it is low. This might be due to the low participation of teachers' in decision making. Therefore it is not surprising if they saw teaching in Gedeaffa as wasting time since it is not widely needed for communication.

Teacher respondents were expected to give their responses an item which says "Every body who lives in Gedeo should learn Gedeaffa". 6 (9.23%) and 22 (33.88%) of the teacher respondents gave their responses rating the issue as "very high" and "high" respectively. On the other hand, 27 (41.53%) of the teacher respondents answered rating "low" and "very low". From this information, it can be concluded that the majority of teachers reacted negatively towards the statement, which forces every body to learn in Gedeaffa language. This indicates that selecting a language for the learner must be one the interest of the learner himself rather than imposing it on a child

Regarding the learning of Gedeaffa for employment purpose, 6(9.23%) of the teacher respondents and 16 (24.61%) of them answered in rating the issue as "very high" and "high" respectively. On the contrary, 25 (38.48%) of the teacher respondents and 8 (12.30%) of them rated the issue "very low" and "low". From the responses given by the teacher respondents and as it is observed in the study students who completed their high school education are expected to have the Gedeaffa language ability to be

government employee, especially as elementary schools teachers, agricultural extension workers and health assistants. This generalized local government decision was not accepted by most of the teachers as it was revealed in the data.

Teachers were also questioned whether teaching Gedeaffa is easier than teaching another language 4 (6.57 %) 13 (20 %), of the teacher respondents responses indicated that the result was rated "very high" and "high" respectively. On the other hand, 24 (36.92%) of the teacher respondents and the rest 10 (15.30%) of the respondents' responses were found to be "low" and "very low".

From the result obtained it is possible to say that the majority of teachers accept the characteristic of all languages that all languages are equal for the user except their differences in the development of the language. Therefore rating "low" on the concept raised by teachers is what one can naturally accept and the opinion of some teachers to look the Gedeaffa language as easy language to learn might be due to social affiliation towards their own language.

Table XIII

Children's and Parental Choice of Medium of Instruction as Viewed by Students

| Medium of Instruction | Children's choice | | Parental choice | |
|-----------------------|-------------------|-------|-----------------|-------|
| | No | % | No | % |
| Amharic | 105 | 51.22 | 108 | 52.68 |
| Gedeaffa | 52 | 25.36 | 49 | 23.90 |
| English | 48 | 23.42 | 48 | 23.42 |
| Total | 205 | 100 | 205 | 100 |

Students were also asked question to know their choice and their parent's choice of medium of instruction. Their responses were presented above in Table XI. To the question "Which medium of instruction do you choose for classroom?" Table XIII showed that the choice of parents and children for the Amharic Language was almost

similar; that is 51.22 % and 52.68 % respectively. The choice was the Amharic language.

a number of respondents 48(23.42%) choose English for their medium of instruction and 52 (25.36) of the student respondents choose Gedeaffa. From the data obtained it seems that children also need to learn the international language, English in addition to the local language. When asked why they choose Amharic as a medium of instruction, children responded that they already know the Gedeo language and hence say 'no need to learn it now'. This indicates that the use of mother tongue as a language of learning was not clearly introduced to the students. Hence they may understand that the language they speak at home is on equal level or the same with instructional language. The development they get from subjects learnt in classes was not recognized an important function to develop their skills and knowledge.

Students were also afraid of the fact that mostly the usage of Gedeaffa is limited to the rural areas. Because of this, they think learning in Gedeaffa will hinder their communicative skills when they join secondary schools in towns. In addition to this, since the Gedeaffa language is not an official language through out the country majority of the students were not interested to choose it, as the data revealed.

The majority of students' choice was to learn in Amharic. From students responses it could be understood that Amharic is spoken all over the country and this will help them to work at a ny place i n t he c ountry a nd c ommunicate w ith people without language difficulties.

TABLE XIV

Children's Reaction to the Medium of Instruction

| Serial No. | Children's Reaction | Very high | | High | | Medium | | Low | | Very Low | | Total | |
|------------|--|-----------|-------|------|-------|--------|-------|-----|-------|----------|-------|-------|-----|
| | | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| 1 | Easily understanding of Gedeaffa in class | 15 | 7.32 | 41 | 20 | 60 | 29.27 | 33 | 16.09 | 56 | 27.32 | 205 | 100 |
| 2 | Communicative ability of students with their peer groups in Gedeaffa | 32 | 15.61 | 34 | 16.58 | 59 | 28.78 | 70 | 34.15 | 10 | 4.88 | 205 | 100 |
| 3 | Reading and writing ability of Gedeaffa language | 38 | 18.54 | 40 | 19.52 | 38 | 18.54 | 60 | 29.24 | 29 | 14.16 | 205 | 100 |
| 4 | Availability of textbooks for each students | 25 | 12.19 | 26 | 12.69 | 36 | 17.56 | 64 | 31.22 | 54 | 26.34 | 205 | 100 |
| 5 | Accessibility of additional reference materials like dictionaries, newspapers | 28 | 13.66 | 16 | 7.81 | 34 | 16.58 | 42 | 35.12 | 55 | 26.83 | 205 | 100 |
| 6 | Students' interest to use the language in the class | 12 | 5.85 | 46 | 22.44 | 30 | 14.63 | 80 | 39.02 | 37 | 18.06 | 205 | 100 |
| 7 | Students interest to learn in schools where the medium of instruction is Amharic | 126 | 61.46 | 40 | 19.52 | 35 | 17.07 | 4 | 1.95 | - | - | 205 | 100 |
| 8 | Support given from teachers to students for the development of the language | 25 | 12.19 | 36 | 17.56 | 26 | 12.69 | 54 | 26.34 | 64 | 31.22 | 205 | 100 |

As depicted in Table XII 15 (7.32%) of the student respondents gave their testimony that their understanding ability of the language when they learn in the class is very high; 60 (29.27%) of the students replied that they understand the language at average

level. On the contrary, 56(27.32%) of the respondents' idea suggest that students can understand the language at low level.

From the responses given by students respondents, it is simple to understand that the language understanding ability of most of the students were at average and below the average levels. With this regard one can expect this fact to occur since the language to be used as a medium of instruction is new to the child and it is not supported by additional references and with sufficient textbooks. The teacher's effort in the class alone may not build the language understanding ability of the child at high level.

Very small percentage of students responded positively to the statement that was forwarded against the communicative ability of students with their peer groups; the majority 70 (34.15%) of the respondents are not confident in their communicative ability, as it can be understood from the table.

Thus, this information revealed that the students are not commonly treated to learn the language and the bilinguals are not ready to use the language they learnt in the class when they are with their peer groups. The other assumption could be that those students who speak Gedeaffa as their first language may not use their mother tongue since Amharic was a dominant language in the area.

As depicted in Table XIV, with regard to the reading and writing ability of Gedeaffa language, 38 (18.54%) of the students respondents and 40 (19.52%) of them answered that their ability to read and write the Gedeaffa language is very high and high respectively. On the contrary, 60 (29.24%) of the student respondents and the rest, 29 (14.16 %) of them replied that their ability of reading and writing in Gedeaffa were found to be low and very low respectively. Thus, this information revealed that the low ability of the students in Gedeaffa language will develop as the language develops and their communication in the community increase; these responses were what one could expect since the language doesn't have developed literature before its selection to be the medium of instruction in the Zone.

Students were also questioned about the availability of text books for each student. Accordingly, 25 (12.19%) of the student respondents and 26 (12.69%) of them replied regarding the existence of the problem mentioned as “very low” and “low” respectively. On the contrary, 64 (31.22%) of the student respondents and 54 (26.34 %) of the student respondents’ rating were found to be “very low” and “low” respectively.

With this regard, it is safe to presume that students text books were not distributed to the students as was required. Then it could be possible to say that the extra cost of introducing new materials and the personnel training to produce the materials may obstructed the availability of the language (Gedeaffa) to be effective in the area.

Students were also asked whether they get additional reference materials (dictionaries, newspapers) or not. In connection with this point, 28 (13.66 %) of the student respondents and 16 (7.81 %) of them replied that the accessibility of reference materials were “very high” and “high” respectively. Conversely, 42 (35.12%) of the student respondents and 55 (26.83 %) of them confirmed that the degree of the accessibility of the reference materials were found to be “ low” and “very low” respectively. Thus, this information reveals that students were not exposed to read materials other than their limited text books and this problem may be an obstacle to them in using their extra time and for gaining additional knowledge.

Regarding students’ interest to use the Gedeaffa language in the class, 12 (5.85%) of the student respondents and 46 (22.44%) of them replied that their interest to use the language in the class were “very high” and “high” respectively. On the other hand, 80 (39.02%) of the student respondents and 37 (18.05 %) of them responded that their interest to use the Gedeaffa Language in the class were rated to be “low” and “very low”. As the data revealed it was possible to presume that since the classes were combinations of bilingual students and first language users. The bilingual may dominate those students who speak Gedeaffa as their first language. It is also safe to assume that the Gedeaffa speakers also need to know the dominant Amharic language

in addition to their mother tongue since they need it to communicate in towns and use it in junior secondary and high schools.

Students were questioned whether they need to learn in schools where Amharic was used as a medium of instruction or not. Two-third, 126 (61.46%) of the students and 40 (19.52) of them want to learn in Amharic schools if possible. An insignificant number, 4 (1.95%) of the respondents rated it “low” This information shows that students interest to learn in Amharic school was high if they were given the chance to choose between schools using Amharic and Gedeaffa language. Parents were also interviewed on this item and the response obtained was similar to the result mentioned above. In addition, the demands for Amharic schools are increasing from time to time as it was observed in the field.

Concerning the support given from the teachers, the majority, 54 (26.34%) of the respondents and 64 (31.22 %) of the students’ responses were found to be “low” and “very low” respectively. On the contrary 25 (12.19%) of the students respondents responded “very high and 36 (17.56 %) of them rated it “high”. Thus the information reveals that educational supports that should be given to students from their teachers were below average. So many reasons such as, traditional system of teachings, students population explosion, the teaching loads of teachers, the class size can be few of the factors that could be mentioned and these problems will have negative impact on children’s education.

Generally, in the above Table, as one can easily understand the reaction of students towards their medium of instruction was mostly rated below average. This low rate attempt in their responses might have come due to lack of awareness about purpose and benefits of using mother tongue as a medium of instruction.



TABLE XV**Summary Table of One-Way ANOVA on Professional Support Given to Second Language Learners**

| Source | Sum of Squares | Df. | Mean Square | Variance ratio (F) | |
|----------------|----------------|-----|-------------|--------------------|-------|
| Between Groups | 4.412 | 2 | 2.206 | 1.471 | 0.231 |
| With Groups | 424.497 | 283 | 1.500 | | |
| Total | 428.909 | 285 | | | |

Significant at alpha level 0.05

An examination of Table XV will enable to understand about the professional support given from educational officers to second language learners in order to make the Gedeaffa language effective as a medium of instruction. The ANOVA revealed that there is no difference among the three groups in terms of their perceptions of the professional support given to the second language learners as perceived by all the subjects included in the study. That is, all subjects rated the support given as minimum. This indicates that the second language learners were at a disadvantage in order to compete with first language learners. This point may as parents also explained created dissatisfaction on the learner and could be one of the causes for the dropouts.

TABLE XVI**Summary Table of One-Way ANOVA on Availability of Textbooks**

| Source | Sum of Squares | Df. | Mean Square | Variance ratio (F) | SIG. |
|----------------|----------------|-----|-------------|--------------------|-------|
| Between Groups | 6.713 | 2 | 6.713 | 3.466 | 0.066 |
| With Groups | 153.015 | 283 | 1.937 | | |
| Total | 159.728 | 285 | | | |

Significant at alpha level 0.05

Next to teachers' participation in curriculum development, textbooks, and teaching materials are very essential in the teaching-learning process. The ANOVA was computed between three groups of respondents' (teachers, education officers and students) on the availability of text books and additional teaching materials. As could be seen from the Table availability of text books was found to be low as teachers and students replied.

The education officers, however, said that there were a fair availability of textbooks. Of the three groups of respondents, teachers' mean value on the understanding of the text books availability was much lower than the other two. As the overall result showed, the total number of respondents at the 95% confidence interval of the mean availability (2. 2004-2.49/9) was low. From the result obtained it was possible to say that the efforts made to distribute the materials were minimum. Besides, the school management did not envisage a good plan for appropriate distribution of teaching materials and did not worked hard to solve the problem.

TABLE XVII

Summary Table of One-Way ANOVA on Accessibility of Additional Reference Materials

| Source | Sum of Squares | Df. | Mean Square | Variance ratio (F) | SGN. |
|----------------|----------------|-----|-------------|--------------------|------|
| Between Groups | 52.965 | 2 | 26.482 | 19.033 | .000 |
| With Groups | 393.766 | 283 | 1.1391 | | |
| Total | 446.731 | 285 | | | |

Significant at alpha level 0.05

As depicted in Table XVII, on the degree of accessibility however, the groups have significance perception. Educational officers and teachers rated additional reference

materials accessibility below what the students perceived. This was revealed from the result that the 95% confidence interval for mean of the average rating on the accessibility of reference materials for each group was found to be below the mean average value. This shows that all groups agreed that there was low accessibility of reference materials and students were not exposed to additional information to develop their academic knowledge. This lack of material resource may limit their cognitive development and may also have negative impact on their future learning.

Interview Questions' Responses

Reaction of Parents to the Use of Mother Tongue

Fifty parents were interviewed about their views on the use of Gedeaffa language. All parents explained that they had not been consulted about the change at the beginning and they think that the change was something imposed upon them. This saying is similar to one of the woreda education officials who complained the change in mother tongue instruction to be an imposition in which the decision was made at a time when there were no sufficient teaching materials, where teachers have not been well trained and parents have not been oriented.

Parents were also asked about the learning conditions of their children. Some parents seriously complained that their children are wasting their time in school learning what they already were taught by their parents. Complaint of other parents was that their children are not getting chances for employment opportunity within their Zone due to change in the mother tongue instruction.

One Muslim parent expressed her feeling saying "I am facing problem to teach my child; when I send him to government school ^{he} learners in the mother tongue, which is not our interest; and when I send my child to mission schools they are enforcing my child to learn the Bible which is against my religion. Hence, I am confused about where and what to teach my child".

Parents are also anxious that their children could not communicate with people of the neighboring Zones who use other language. Their response also indicated that many of them have a feeling that their children would face problem of communication in working language at national level.

Parents also gave their opinion on the choice of the script that some times their children are in problem using the Latin words and the English words due to the similarity of letters. They also asserted that there are some concepts and words which they do not understand, and these problems limit them to help their children. Letters like 'C' and 'X' create that confuse children in their learning. They also sought few words that have dialectical problems; for example the word 'mat' has different meanings like *xalchcho*; '*rachcho*' and '*gasha*' 'shoulder' has meaning, 'dummo', *gurummo*. According to the parents' opinion, these words also have different meanings within four weredas and no illustrations were given in the students' text books. Words like 'cat and 'ox' are pronounced differently in Latin and in English pronunciation letters 'c' and 'x' are pronounced differently in Latin and English). There fore, students have problems in using the Latin script as responded by parents.

Parents were also asked to give their opinion on the selection of schools. Almost all parents want have schools where Amharic is used as a medium of instruction. The reason they gave for their response was that Amharic is the national language and if their children learn in national language they assume that the children are advantageous to communicate in all regions in the country.

CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The final part of the paper deals with the summary of the findings of the study, the conclusion reached at, and the recommendations forwarded on the basis of the findings.

4.1. Summary

The main purpose of this study was to examine the conditions of implementation of the mother tongue instruction policy specific to Gedeaffa Language Spoken in Gedeo Zone, South Nations Nationalities and Peoples Region.

For this purpose, six schools using Gedeaffa as a MOI were randomly selected. The subjects of the study were 50 parents represented at least by one child in one of the sample schools, 65 teachers who use mother tongue for instruction in the selected schools, 205 students randomly selected from grade, 6 and, 16 educational officials (5 of them from the Zone office and 11 of them from Woreda officials).

To collect data from these respondents depending on the nature of subjects questionnaire, interview and classroom observation were used. The data collected using these tools were analyzed using frequency counts and percentages and ANOVA result. This analysis of data indicated the existence of weaknesses in the area of educational support to schools, lack of accessibility of teaching materials, and negative attitude of parents.

Underlining the pedagogical advantage of mother tongue for primary education the new education and training policy article 3.5.2, states that, "making the necessary preparation, nations and nationalities can either learn in their own language or make choice among others."

However, in the case of the language under discussion according to the data gathered prior preparation made to select it as a medium of instruction for all children who live in the zone seemed to be incorrect.

According to the results obtained, the major findings of the study are the following.

1. In preparing the teaching materials and curriculum design the time given was not sufficient. The selection of professionals was based on friendship attachment rather than pedagogical ethics. Some of the intellectuals who translated the books did not have even the minimum knowledge of pedagogies. Hence some textbooks (Grade 1 and Grade 2) were beyond understanding ability of the students and some of them had redundant concept within the consecutive grades. No pilot studies were made before implementing the policy in all weredas, schools and on children of different nationalities.
2. As reflected by parents and students, the community did not get any orientation on the pedagogical, psychological and sociological benefit of using its language for instruction. This means that, the importance of community participation for social development was neglected and the language change had not been sufficiently founded.

Due to problems in choice of script words and choice of letters students faced problems in reading their texts. For example the problem of understanding some letters like 'c' and 'x' English "cat" can be pronounced as "chat", and since the teachers are self-contained teachers when the same teacher pronounce the same letter differently there was confusion. Thus, the result strengthens the literature findings in choice of script and selecting language for the use of instruction.

3. In preparing the text books, no consideration was made for those students for whom Gedeaffa was a second language. Their understanding level was not also considered, no institution or organization to handle these problems.

4. The participation of teachers in preparing, developing, evaluating and giving feedback for improvement was insufficient and this has affected the language proficiency of the learners and the teachers themselves.
5. Parents whose children do not speak the language were not asked their choices and there were impositions on their children to learn in Gedeaffa.
6. The quality and accessibility of textbooks in Gedeaffa language was very low. There was no dictionary, which was printed and distributed for students. There was no local newspaper and develop knowledge and initiate non-formal education. The distribution of the scarce texts was not adjusted to the annual program of the lesson.
7. From the findings, it was observed that most teachers were not given a one and above year training courses in how to use and teach in the language.
8. As some findings revealed, those intellectuals who prepared the text for the people were sending their children to Amharic schools.
9. No further orientation and professional works were done to take out the inferiority complex from the people's mind. Hence, the people say "the language does not have communicative value outside the zone and we do not want it to be used as a medium of instruction".
10. Students who were using Gedeaffa as their first language were not initiated to use the language positively and those who were bilinguals were not treated well to use the language when they meet in their playgrounds.
11. The findings from parents revealed that there were high demands to have schools where Amharic was (the official language of the country) the medium of instruction.
12. In general, there was a problem of social acceptability in the implementation of the New medium of instruction.

4.2. Conclusion

According to the result of the study the preconditions that should have been there, i.e., making research, pilot study were not done before implementation of the programme.

The zonal education office has directly implemented the new educational and training policy article 3.5.2 without making the necessary preparation. Therefore, after investing the scarce resource the result obtained and the output gained was not as expected. The problem also has a negative effect on the quality of education at primary level. The Negative result can be taken as a lesson for other policy implementation participation in decision making can convince people that the aims of the decisions themselves are worthy of some measure of loyalty and commitment; genuine efforts at mutual adaptation in the direction of decision makers gives a positive result. With regard to the language under study higher officials decision was not flexible in concept and implementation. Flexibility ought to be the key to an acceptance and legitimate. The medium of instruction was not flexible in order to meet the varying situations in the zone. In multilingual communities such as those of urban areas there were no arguments for an early introduction of Gedeaffa.

Parents and the stakeholders were not introduced, oriented, how to implement the policy and what strategies should be used to find out other options if there were any. Therefore, lack of appropriate information of the language under study it was highly opposed and the attitude of the community was negative.

Parents did not have a decisive say in establishing the medium of instruction in schools. This situation hindered parents to send their children to government schools and forced them to find private schools where their children learn according to their needs.

The quality of the pre-service training of the primary school teacher, particularly in terms of her/his own competence in Gedeaffa and her/his ability to teach it, not as a

subject, but as the future working tool of the community was not given due consideration. Effective in-service programs that prepare teachers both as language and content teachers were not continuously programmed for them. Hence, teachers who were responsible for the child's language development might not be teachers in charge of their aspect of professional development. They might not have responsibility for setting up the lessons and monitoring the process as it affected the teaching learning situation.

The findings of the study proved that the language under study was an imposition of the second language learners and these group of children were adversely affected due to the general decision made by the local administrators to learn the language. Their choices were not pre-served and there was a high demand from parents to have private schools for their children.

The findings proved that there were no technical and professional supports rendered to students. An integral cooperative and committee approaches were not seen in the school organizational patterns. In all schools an adequately private room was not provided where individual students can bring their difficulties, usually related to difficulties in assignments set by their class teacher. This seems that second language learners felt forgotten and tried to progress at their own rate. The practice also paved the way for children not to be active participants in their learning.

To facilitate the teaching-learning process high quality materials that are culturally sensitive, not imported from another culture and do not impose alien cultural values are necessary. Good quality bilingual dictionaries are essential for children who have developed levels of literacy in their first and second language. In Gedeo zone such practises were not seen in the last ten years which shows that the teaching-learning process was not supplemented by additional reference materials. Gedeaffa was spoken only in Gedeo zone and it was not possible for students to borrow or buy books from other regions of zones. The only alternative was to wait for the books, until they were sent from the Regional Education Bureau. The number of prints were not sufficient and

the distribution also had problems. The shortage of teaching material created problem on children's learning that they were not able to work their exercises at home. It also hindered the children not to participate in group discussions in their classes using their textbooks. This result could be reflected on children's performance achieve low grades and also it could be one of the causes for repeating in a class.

Choice of script for a language requires an intensive study of the language and it must be done by specialized linguistics and educators who must be given sufficient time to carryout this task before teaching begins. The findings of the study proved that there were dialectal and word problems between woredas of the same zone. What students understood from the textbooks in Wonago area was different from Yirgachefe and Fiseha-Genet weredas. Some letters created confusion when used the English letters (letters like 'c' and 'x'). The usages of double consonants had also problems (dh, ch, sh) in sentence construction.

As the report from teachers and students show and as it is also evidenced by education officials the professional support given from the office and the local government were not as expected.

4.3. Recommendations

On the basis of the findings obtained and the conclusion reached at, the following suggestions are forwarded.

- As observed in the study, the pre-conditions that should have been fulfilled before selecting the language were not given due consideration. Therefore the problems assessed in this descriptive study were found to be the results. For the future, to avoid such problems and minimize the risk, there should be pilot study when on similar issues before policy implementation takes place. The experience of different countries should be analyzed with the existing conditions of the society. Before taking decisions different options must be examined and those

shortagecomings identified in the findings need to be taken as lessons for the future.

- The study showed that the place given for the official (working) language was not as it should be. Since language cannot be isolated from culture, teaching must be based on that culture. If need be one can borrow in order to convey certain concepts that are absent for the purpose of this or that cultural Idiom; in his cultural development one has to adopt the official language as early as possible. Using or learning the official (working) and the international languages helps the child to clearly understand the world as his/her own surrounding. Hence, the language that was chosen to be an official language (whatsoever it is) should be learnt starting from grade one up the completion of the primary level. The local language can be given as a subject if need be. If there are bilinguals in a class, using a code switching (the alternative use of the language) is advisable.
- The mother tongue is fundamentally important in establishing early reading and writing skills and that most studies tend to show that mother tongue is important for early cognitive development. Language issues therefore, have to be approached with respect, tolerance and a deep sense of regard for the rights of individual child and responding to the needs and wishes of a wide-ranging variety of the community and this trend should have to be exercised in all schools that are found in the zone.
- One of the problems encountered within the last ten years concerning language is the demand of parents to have schools where the official language is being used as a medium of instruction. In this case, the positive response given by the education office allowing different shifts should be continued and preparing a separate class (the experience of Kirnchaf Primary School) should be developed in other schools too.

- The study revealed that students do not use the Gedeaffa language outside the classroom. Hence, to minimize this gap it is advisable to form linguistic units or language clubs to facilitate the teaching learning process through playing. Pupils from different language backgrounds should be able to meet in the play ground and share some of the school activities such as music and physical education.
- One of the problem observed in the study is that the textbooks are the direct translation from Amharic. In some grades the books were beyond the understanding ability of children at primary levels (grade 1 and 2). This trend should be avoided and the prepared materials should be simple and the language used should be easily understandable.
- The Latin script has a confusing effect when the same letters are used in different sounds. If possible, to use letters (making some modification where necessary) associated with nature of the language is more advisable. Using his own official script will make the child proud of his cultural identity.
- When there are policy changes and regulations are to be exercised, it is advantageous for both the policy makers and implementers if all work together from the bottom-top up. Therefore there should be consensus between community, living in the zone, and the innovators before implementations take place.
- At the time of introducing the language as a medium of instruction, there were no trained teachers since the characteristics of the reform was revolutionary rather than evolutionary. Almost all teachers have got their trainings in Amharic as a medium. Now time has not passed for thinking and rethinking. Hence, teachers should get continuous refreshment courses through in-service training program or workshops. Those who have never passed through any sort of training program should be given priorities.

- The extra cost of introducing new materials for newly available language makes the teaching learning process obstructed in vernaculars. Under low developed economy, problems in the provision of curriculum materials are crucial. To solve the problem of publishing materials, the Zone is not economically efficient. The general solution that could be suggested is to treat the problem at regional level. Besides, the publishing of materials, there should be a serious control of book management (book distribution, book handling, book storing and collecting at the end of the year).
- To supplement the textbooks, teachers, educational officials and the concerned bodies must be encouraged to prepare reference materials, prepare glossaries to develop the language, if the language is to continue as a medium of instruction.

Finally, the writer recommends a more detailed and comprehensive investigation in the same area so as to further strengthen the findings of the study. Because, the main task in this small survey is not to conclude rather, it is merely to explore.

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APPENDICES

11. Proficiency level in Amharic

| Skill | High | Medium | Low |
|-----------|------|--------|-----|
| Listening | | | |
| Speaking | | | |
| Reading | | | |
| Writing | | | |

I. Pre Conditions

1. The degree of research made before selecting the language as a medium of instruction
Very high High Moderate Low Very low
2. If there are researches made degree of collecting the necessary first hand and second hand information
Very high High Moderate Low Very low
3. Professional skills of participants in linguistic knowledge in designing the curriculum
Very high High Moderate Low Very low
4. Your general suggestion about the selection of intellectuals, gathering facts, when the curriculum was designed _____
5. Your suggestion about word usage, selection of scripts etc _____

II. Language Usage and Wider Communication

1. Students' ability to communicate with the community according to their instruction in the class is:
Very high High Moderate Low Very low
2. Degree of using Gedeaffa by second language users outside the class
Very high High Moderate Low Very low
3. Contribution made by those concerned officials for the development of the language outside the classroom
Very high High Moderate Low Very low
4. Is there any region where Gedeaffa can be used as an official language?
Yes No

5. The chance of an individual who does not know the Gedeaffa language to be the government employee

Very high High Moderate Low Very low

6. As your professional knowledge what practical improvement do you observe to develop the language _____

7. What are the future's plans. If there is please, brief it shortly and precisely

III. Training and Orientation

1. Have you taken training and orientation prior to your teaching how to use Gedeaffa as a medium of instruction? Yes No

2. If your answer is "Yes" for how long A) For a year b) Short term training

3. If you have taken training indicate your agreement or disagreement about your training conditions putting the sign "X" in the box under the rating scales "very high", "high", "moderate", "low", and "very low".

| No | Item | Very high | High | Moderate | Low | Very low |
|----|---|-----------|------|----------|-----|----------|
| a | The time span given for the training | | | | | |
| b | Your interest when you join the training institution | | | | | |
| c | Chancing of using second language in a class during the training time | | | | | |
| d | Degree of participatory and team work | | | | | |
| e | Your trainers teaching experience in Gedeaffa | | | | | |
| f | The chance of getting continues refreshment after the first training | | | | | |
| g | Degree of evaluating and giving feedback to the institution to solve the problem you face in practice | | | | | |

IV. Teachers' Reaction to the Use of the Gedeaffa Language for Instruction

Please indicate the degree of your agreement putting "X" under SA, A, M, D or SD:
(SA = Strongly Agree, A=Agree, M=Moderate, D = Disagree, SD= Strongly Disagree).

| | | SA | A | M | D | SD |
|----|--|----|---|---|---|----|
| 1 | Teaching in Gedeaffa was what I was wishing for | | | | | |
| 2 | If there were schools using Amharic I prefer to transfer and teach there | | | | | |
| 3 | Teaching in Gedeaffa is a good opportunity for our children | | | | | |
| 4 | I advise my family to teach their children in Gedeaffa | | | | | |
| 5 | It is not the time to teach Gedeaffa since the necessary pre-conditions are not set | | | | | |
| 6 | Since Gedeaffa does not use for wider communication, I do not waste my time teaching in it | | | | | |
| 7 | It is one's own natural right to learn in his language | | | | | |
| 8 | Every individual living in this area (Gedeo) must learn in Gedeaffa | | | | | |
| 9 | It is the most important criteria to know the Gedeaffa to be government employee | | | | | |
| 10 | Instead of teaching another language teaching Gedeaffa is very simple | | | | | |

V. Supply of Teaching Materials

1. Availability of curriculum materials prepared in Gedeaffa

Very high High Moderate Low Very low

2. Do the teaching materials supplied timely?

Always Sometimes Not at all

3. The importance of the teaching materials in developing the subject

Very high High Moderate Low Very low

4. The accessibility of additional teaching materials to support the teaching learning process

Very high High Moderate Low Very low

5. The availability of local news letters for students to read for the development of their language Very high High Moderate Low Very low

VI. Interaction

1. The language used for communication in your school
 A) Amharic Very high High Moderate Low Very low
 B) English Very high High Moderate Low Very low
2. Please indicate how often the following events occur in your school putting "X" under F,S,R or N (F = Frequently S= Sometimes, R= Rarely, N = Not at all)

| | | F | S | R | N |
|---|---|---|---|---|---|
| a | How often do parents come to school to discuss on language issues? | | | | |
| b | How often the trained teachers support the untrained teachers to develop their language skills? | | | | |
| c | Parents discussion with schools when they come to school | | | | |
| d | Educational supervision give from the office workers | | | | |
| e | How often teachers make inter personal interaction to develop the Gedeaffa language? | | | | |

VII. Participation of Teachers and Community Members

A) Teachers

- 1) Your participation in the following teaching material preparation: in writing
 in printing workshop participation textbook evaluation in all
- 2) Your participation in preparing the teaching materials to support the teaching learning process
 Very high High Moderate Low Not at all
- 3) Your professional support in evaluating the teaching materials
 Very high High Moderate Low Very low
- 4) Preparing the teaching aid in Gedeaffa language
 Very high High Moderate Low Very low
- 5) Inter schools visit to solve the problems encountered with respect to the medium of instruction
 Very high High Moderate Low Very low

B) Parents Participation

- 1) Parents participation in encouraging the language is
Very high High Moderate Low Very low
- 2) How do parents understand the use of Gedeaffa language as a medium of instruction
Very good Fairly Not good

III. 1. What are the practical problems you face in the classroom as the result of the change in the medium of instruction: Brief it shortly

- A) _____
B) _____

2) What do you suggest to solve this problem

- A) _____
B) _____

3) If there are some improvements made concerning the language and if you think this improvements are good experience and are good examplenaries. Please, would you mind shortly briefing them? _____

Pease, shortly indicate if you have alternatives and some solutions to the problem

- A) _____
B) _____

I ^gthank you a lot for four co-operation

Appendix B

Interview for Education Officials

Age _____ Sex _____ Nationality _____

Service year _____ Qualification _____

Part I

1. Measures taken to solve the supply of teaching materials.

Very high High Moderate Low Very low

2. The accessibility of additional reference materials

Very high High Moderate Low Very low

3. Professional support given to second language learners to develop the language

Very high High Moderate Low Very low

Part II

1. Is there continues educational evaluation to know the degree of the development of the language. If there is please, shortly, jot down the result registered?

2. What language do you use when you communicate with other sectors?

3. How do non-Geadeaffa speakers perform their duty in school?

4. Is there local news paper prepared in Gedeaffa?

5. Can you write books or journals you read before or within this month?

6. Please, shortly and briefly write if you have additional suggestion.

I thank you for your co-operation

Vti

Appendix C

Interview for Parents

Age _____ Sex _____ Nationality _____

Mother tongue _____

1. How many children do you teach in primary school _____

2. Have you oriented about the change in medium of instruction
3. Do you think that parents need to teach their children in Gedeaffa? What about you? do you support? If not why?
4. Do you need to transfer your child from the school where the medium of instruction is Gedeafa to school where the medium of instruction is Amharic?
5. Have you observed any difference between children learned in Amharic and those who are now using Gedeaffa? which one is better?
6. If you are asked to support children teaching in their mother tongue, how do you treat them?
7. From which grade level should Amharic be given for students? What about Gedeaffa? And other language
8. Which subject will be appropriate if it is given in Gedeaffa 1) Language 2) Science 3) Social Science 4) All
9. Can you speak another language except Amharic? How did you master it?
10. If you have another suggestion _____

Thank you for your co-operation

D) Questionnaire for Students

Age _____ Sex _____ Grade _____ Mother tongue _____

Indicate your agreement or disagreement about your training conditions putting the sign "X" in the box under the rating scales "very high", "high", "moderate", "low", and "very low"

| | | Very high | High | Moderate | Low | Very low |
|----|---|-----------|------|----------|-----|----------|
| 1 | Your understanding ability when you learn in Gedeaffa | | | | | |
| 2 | Your interest to use the Gedeaffa language in a class | | | | | |
| 3 | Your communicative ability when you discuss with your friend | | | | | |
| 4 | Your ability in easily answering questions | | | | | |
| 5 | Your writing and reading ability | | | | | |
| 6 | Support you get from your teacher to develop your Gedeaffa Language skill | | | | | |
| 7 | Your attitude to learn Gedeaffa in the future | | | | | |
| 8 | Your need to learn in school where the medium of instruction is Amharic | | | | | |
| 9 | supply of teaching materials your interest to learn language | | | | | |
| 10 | Other than Gedeaffa | | | | | |
| 11 | chance of reading materials written in Gedeaffa other than your text | | | | | |
| 12 | The degree of using Gedeaffa outside schools | | | | | |

13. At the stage (the level of education) which language do you choose for your medium of instruction Amharic Gedeafa Other

14. Which language do you parents choose for your instruction
 Amahric Gedeaffa Other

Why did they choose it? Do you know? _____
