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PRACTICES, CHALLENGES AND OPPORTUNITIES
OF USING GUMUZGNA AS A MEDIUM OF
INSTRUCTION IN FOUR PRIMARY
SCHOOLS OF METEKEL ZONE

BY:

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JUNE 2018
ADDIS ABABA, ETHIOPIA

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF CURRICULUM & INSTRUCTION

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This is to certify that, the thesis prepared by Kefeyalew Nemera entitled practices, challenges and opportunities on using of Gumuzgna as a medium of instruction in four primary school of Metekel zone. On partial fulfillment of the requirement for the degree of master of curriculum and instruction complies with the regulation of the university and meets the accepted standard with respect to originality and quality.

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DECLARATION

I, Kefeyalew Nemera Fane, declare that Practices, Challenges and opportunities of using Gumuzgna as a medium of instruction in four primary schools: in the case of Metekel Zone, Benishangulu Gumuz Regional State, Ethiopia, is my own work that all the sources that I have used or created have indicated and acknowledged by means of complete references.

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ACRONYMS

BGRS: Benishagul Gumuz Regional State

BGRSEB: Benishangul Gumuz Regional State Education Bureau

FDRE: Federal Democratic Republic of Ethiopia

LOI: Language of Instruction

MTE: Mother-Tongue Education

MT: Mother Tongue

MOE: Ministry of Education

MOI: Medium of Instruction

NL: Native or Nationality Language

TGE: Transitional Government of Ethiopia

UNESCO: United, Nation, Educational Scientific and Cultural Organization

UNICEF: United Nations Children’s Fund

USAID: United States Agency for International Development

ABSTRACT

The main purpose of the study was to investigate practices and opportunities that promoted the use of Gumuzgna as medium of instruction and the challenges were faced in the course of its implementation in four primary schools of Metekel Zone. To this end, a descriptive survey design was employed to collect and analyze data in addition to employing mixed approach. Based on the nature of respondents, sampling was carried out through random, availability and purposive sampling techniques. Thus, four sample schools were selected from Debati, Mandura, Dangur and Guba Woredas. The subjects of the study were 40 teachers, 12 parents, 5 MT experts, 5 curriculum department heads and 72 students. The data was collected through questionnaire, interview, focus group discussion, document analysis and observation. The result shows that, there is lack of appropriate per and in-service training of Gumuzgna teachers, there is lack of participation of students, teachers and parents in selection of script for Gumuzgna medium. There is positive attitude of some community members and politicians to use Gumuzgna as medium of instruction. Enthusiastic feelings of some Gumuz intellectuals, positive support of the local politicians, constitutional rights about mother tongue and experience observed from other local languages were some of the opportunities that have promoted the use of Gumuzgna as MOI. The study also identified some achievements in relative increase of students' enrollment, decrease dropout rate and repetition rates. Besides, this research result also indicated, improved students self-esteem, self-expression and motivated classroom communication were some of the promoting factors. On the other hand, scarce instructional materials, insufficient time span given for training of teachers, insufficient participation of teachers in planning, selection, preparation and evaluation of instructional materials and community's lack of awareness towards the language of instruction were challenges of the program. Moreover, lack of general and supplementary materials, continuous follow-up, assessment, evaluation, weak academic institutions and centralization of decision-making were also the critical problems. Furthermore, lack of need assessment and policy reach were the most pressing problems. The finding concluded that there is demanding need for needs assessment, provision of instructional and reference materials, participation of community in decision making, in-service and pre-service professional training in the language. Further, the finding concluded that there is a need to use the language for academic purpose, overcome centralized decision-making and avoid dialectical difference among woredas. Accordingly, it was recommended that the regional, zonal and local

woreda administrators are required carry out need assessments and complete the necessary preparations before the implementation of the program. Besides, they are advised to arrange efficient in-service and pre- service training programs to develop teachers' competence, create awareness and participate stakeholders in decision-making processes. Finally, all interested development agencies both local and international are called upon to provide their financially and technically support to the region in order to achievement the intended goal.

CHAPTER ONE

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

It is quite sure that language is the most important element in the teaching learning process as it plays a very vital role in terms of providing clear and transparent instruction. As the result, language of instruction has been remained as a very crucial issue all over the world.

According to different studies, (Abeje,2010, Fasika,2014, Teferi,2014 Hussein, 2017) the language of instruction is one of the problematic areas in educational centers, because the language of instruction can directly affect the teaching learning process in particular and its success in general. Instructional language therefore should be selected with much care and consideration.

When it comes to the choice of instructional language, mother tongue is believed to be the best. Many scholars recognize the fact that mother tongue has a paramount advantage in the acquisition of knowledge and skill in schools. According to these scholars, the language of instruction can determine the nature and quality of education.

After taking the psychological, pedagogical and sociological merits of mother tongue instruction to learners into considerations, UNESCO experts recommended that every effort should be made to provide early childhood education in the mother tongue and it should be extended as late a stage as possible (UNESCO, 1953).

Active learning and teaching process and appropriate educational system are closely related in nature with the process of actively developing the potential capacity of the students. This educational process is more active when done with the use of mother tongue as a medium of instruction than unfamiliar medium of instruction. According to Copper (1997) the use of mother tongue as a medium of instruction is at the heart of education with the mission of enabling the learners to develop all their potentials to the full and to realize their creative capacities. The role of mother tongue in educational process is important because the effectiveness of the learning process is dependent on the existence of effective communication

between teacher and learners. Emenanjo (1990) explains that effective communication between the teacher and learners take place when the appropriate language/mother tongue/ is used as medium of instruction.

In Ethiopia, the current Education and Training Policy formulated in 1994 recognizes that primary school curriculum programs must be related to the actual local condition and anticipate the needs of the learners. The huge changes in the schooling since then necessitated parallel changes in education both in terms of curriculum, in terms of medium of instruction and method of instruction.

These all changes have occurred because of the dissatisfaction with the formerly existing educational system characterized by high students' dropout rate, low enrollment rate, gender disparity and unequal distribution of schools between urban and rural Abeje (2010) cited in Teshome (2002). This has led to a shift in educational philosophy from teacher centered to student centered. Thus, among the key issues that needs to be addressed to realize the achievement of national educational goals and targets with regard to primary education. The current policy (MoE, 2001) has given strategic priority to the introduction of local language as a medium of instruction to facilitate children's learning, curriculum development, promote the development of foreign specific textbooks, teacher guide and instructional materials using regional or local languages.

The benefit of using the local language for the child is an individual ease, speed of expression, greater self-esteem, greater freedom of thought, greater creativity, firm grasp and longer retention of the subject matter (Mulluneh, 2001). Based on these benefits Benishangul Gumuz Education Bureau has introduced all the attributes of the current Education and Training Policy endorsed the mother tongue education (*Gumuzgna*) as medium of instruction in some selected primary schools of Metekel and Kamashi zones. Therefore, change in the medium of instruction from Amharic to Gumuzgna is associated with a need for specific changes and adoption of the curriculum materials, textbook translation and preparation and teacher training in mother tongue.

This, provision of Gumuzgna as a subject and a medium of instruction has advantages from pedagogical and psychological points of views. Thus, linking the issue of medium of instruction and curriculum resources with the mother tongue concerns is relevant in language policy because

the problem of meeting the basic needs of the native learners revolves around the nature and the pattern of interaction between the child and his/her environment. Therefore, the medium of instruction for the pupils living in their language environment is preferable to be mother tongue and the teacher who teaches them should be from those who speak their native language. This is necessary because students understand their own language best and to start their school life with it can narrow down the gap between home and the school. From this point of view, it seems that the current education and training policy of Ethiopia declared the use of local languages including Gumuzgna for primary school education is promoted.

According to the unpublished Annual Education Abstract of Benishangul Gumuz (2016/17), Metekel Zone has 242 primary schools out of which 25 primary schools were selected for the implementation of Gumuzgna as a medium of instruction in 6 woredas while the remaining schools use Shinashgna and Amharic as medium of instruction. The reason for using Gumuzgna in the 25 schools was that the area is highly dominated by Gumuz people and because of its, easy accessibility to supervision. With regard to teachers certainly, the promotion of the use of mother tongue calls for qualified teachers who are capable enough to teach through the language. To meet these requirements, training of teachers is pedagogically mandatory because teaching through mother tongue is not simple task. Thus, the changes made in the education policy on the language of instruction, particularly the use of local languages or nationality languages, as a language of instruction in primary schools is one of the fundamental changes or reforms that was introduced as the result of the current Education and Training Policy (NETP, 1994).

This is the central concern of the study and the researcher as promoting the use of mother tongue in the teaching learning process has paramount pedagogical, social, political, economic and psychological advantages.

Benishangul Gumuz Regional State (BGRS) is located in the lowlands of western Ethiopia. It comprises the total area of 50,380 Sq. Km. Assosa, which is the capital city of the region is 687 km from Addis Ababa. The region borders Amhara region in the North and North East, Oromiya in the South East, Gambela in the South and South West. The region has divided into three administrative zones, 19 Woredas, 1 special woreda and 1 urban town administrative and 457 kebeles. The indigenous societies of the region are Shinasha in metekel Zone, Beretha

in Asossa Zone, Gumuz in Kamashi and metekel Zone and Mao and Komo in Maokomo Special Woreda. There are also non-indigenous societies including Oromo, Amahara, Agewi, Tigre, Wolita, Kambata, Gurage, etc. in the three zones. The official language of the region is Amharic. From the three Zones, Gumuzgna is implemented as a medium of instruction in both Metekel and Kamashi zones however, the study was takes place in Metekel zone.

1.2. STATEMENT OF THE PROBLEM

In the discussion of going on parts of this paper, the current Education and Training Policy of the Federal Democratic Republic of Ethiopia (1994) declares that the right of nations and nationalities to use their mother tongue or nationality languages as language of instruction in the primary schools. As the result of the attention given to nations and nationalities to use their local languages as medium of instruction in primary schools more than 38 of the 84 indigenous languages started serving as media of instruction in the country (African Languages Conference, ALC, 2013). Similarly, Benishangul Gumuz Education Bureau and Gumuz people being beneficiaries of such an opportunity embarked on the use of mother tongue as medium of instruction in some selected primary schools of Metekel and Kamashi Zones where the Gumuz people are dominant ethnic group in the region.

However, the researcher came to recognize that the use of Gumuzgna as medium of instruction faces a lots of problems. Among which resistance from the beneficiaries and community due to lack of awareness regarding the advantages of mother tongue education (Gumuzgna), shortage of appropriately trained teachers in Gumuzgna, lack of instructional materials in the language especially textbooks, lack of general and supplementary reading materials, lack of need assessment and research coordination. More over, lack and weak capacity of linguistic training and studying institutions in the region, centralization of resource management and control, lack of coordinated effort from bottom to top level and centralization of decision making to mention few (Metekel Zone Education Department Supervision Report, 2016/17). Therefore, it is the researcher's belief to conduct a study on the so as to reconsider the practices, challenges and opportunities of using Gumuzgna as medium of instruction in four selected primary schools of Metekel Zone.

In addition to the above problems, the absence of research on this specific issue and the lack of as such developed literature and written grammar for longer periods regarding mother-tongue education in Gumuzgna was motivated the researcher to carry out the research in this topic. In general, the researcher is interested in investigating the implementation, how the program was implemented, opportunities; which favored the program and the problems; which challenged the program in due course of the implementation of Gumuzgna as MOI.

Therefore, in order to investigate the practices, challenges and opportunities of implementing Gumuzgna as a medium of instruction in four selected primary schools of Metekel Zone, the following basic research questions were raised by the researcher:-

1. How Gumuzgna implementation is practiced in four primary schools of Metekel Zone?
2. What were the attitudes of students, parents, teachers, directors and other educational officials towards the implementation of Gumuzgna as a medium of instruction?
3. What were the opportunities that contribute to the promotion of Gumuzgna as a medium of instruction in four primary schools?
4. What were the challenges that face in using Gumuzgna as a medium of instruction in the four primary schools?

1.3. OBJECTIVES OF THE STUDY

The main objective of this study were to investigated the practices, challenges and opportunities of implementing Gumuzgna as a medium of instruction in four primary schools of Metekel Zone while the specific objectives includes:

- To examine the implementation practices of Gumuzgna in Metekel Zone four primary schools.
- To identify the attitudes of students, parents, teachers, directors and other educational officials towards the implementation of Gumuzgna as a medium of instruction.
- To identify the opportunities that contributes to the promotion of Gumuzgna as a medium of instruction in four primary schools.
- To pinpoint the challenges faced in using Gumuzgna as a medium of instruction in the selected primary schools.

1.4. SIGNIFICANCE OF THE STUDY

This research study had the following significances to the relevant stakeholders or beneficiaries of the results of the findings.

- The study may provide Regional, Zonal and Woreda education officials, planners, curriculum specialists, experts and teachers with valuable information on the actual practices of Gumuzgna as a medium of instruction and enable them to identify the commonly occurring practical problems, which may capacitate them to take timely corrective measures for successful and effective implementation of the program ;
- This study also believes to broaden the knowledge of the concerned stakeholders or beneficiaries of the research results by supplementing the already existing literature in the area of mother tongue instruction in general and Gumuzgna in particular;
- The study may come up with feasible alternative practical solutions for the problems in the implementation of Gumuzgna as a medium of instruction. It may provide valuable inputs and information for the effective practice of mother tongue education in general and Gumuzgna in the future as well, based on in this, the officials at Metekel Zone Education Office may take the results for improving the implementation of the language as a medium instruction by avoiding the identified pitfalls.

1.5. DELIMITATION OF THE STUDY

The study was delimited to the investigation of the practices, challenges and opportunities in implementing Gumuzgna language as a medium of instruction in four selected primary schools of Metekel Zone. Though, there are 7 Woredas and 25 primary schools in Metekel Zone, the study was delimited to; Mandura woreda in Gilgel Belese primary school, Dangur woreda in Gublak primary school, Debati woreda in Debati primary school and Guba woreda in Babizenda primary school. The study was delimited to these particular woredas and primary schools because the dominant ethnic groups in these woredas are the Gumuz people where Gumuzgna is serving as a medium of instruction in the aforementioned schools. In approach, the study was pedagogical rather than linguistic in its nature.

1.6. LIMITATIONS OF THE STUDY

Beside the time constraints and financial shortage to carry out the research process, this study would have the following limitations. Female parent respondents were not interested to participate in these activities. I suppose, this may be due to the influence of backward traditional culture that forced females to be confined along the home environment. This may hinder to reach at accurate conclusions. Classroom observation would have been conducted for minimum period. In that, the researcher could not get sufficient time to study more and get detailed information about instructional process in Gumuzgna at classroom level. Therefore, it was difficult to arrive at precise conclusion except indicating the general trend. The researcher faced the problem of literature on Gumuzgna medium of instruction. The researcher feels that had it been possible to access sufficient literature, it would have been possible to do more and come up with better work. Hence, the researcher believes that the problem contributed to the limitation of the study. However, attempts were made to overcome this limitation by using unpublished documents form zonal Education Department. Apart from this, the researcher widely adopted various literatures with worldwide experiences in mother tongue education.

1.7. OPERATIONAL DEFINITIONS OF KEY TERMS

Challenge: Refers to condition that would confront during the implementation process of Gumuzgna as a medium of instruction.

Indigenous and Native Language: term that is used in specific areas by the people born or originating in that area.

International Language: is a language spoken in several countries; often spread by different cases for example by colonial, by tread, by education and so.

Local Language: language spoken in the immediate community, Sometimes refers to as language that is not yet fully developed in written form.

Medium of Instruction: is the language in which education is conducted in schools; it is the means, by which skills and knowledge are transferred and is the medium through which the production and reproduction of knowledge is made.

Mother Tongue: is the language of initial socialization used in the family and community before a child enters to school.

National Language: is the language used nationwide, chosen by the government for a certain official functioning.

Official Language: is a language, which is approved by the government as a language of communication in Administration.

Opportunities: refers to promises or conditions that would promote the use of mother tongue education as a medium of instruction.

Implementation: it is a process of putting the curriculum in to action or translating the theory in to practice or the process of moving of an idea from concept to reality.

GUMUZGNA: it refers to the language spoken by the Gumuz people.

1.8. ORGANIZATION OF THE STUDY

This thesis has five chapters with its own sub-topics. Chapter one deals with the background, statements of the problem, objectives of the study, significance of the study, basic research questions, delimitation of the study, limitation of the study, the operational definitions of the key terms and the organization of the study.

Chapter two discusses review of the related literature:- here, concepts of mother tongue and arguments of scholars in relation to the use of mother tongue as a medium of instruction and the significance of language of instruction that is, the opportunities and challenges from the viewpoint of pros and cons would be treated. The experiences of the Ethiopia education and training policy were reviewed.

Chapter three deals with the research methodology and procedures of the study, Chapter four deals with presentation, analysis and interpretation of the data gathered through different data collection instruments. FinallyThe last chapter, chapter five was dedicated to provide summary, conclusions and recommendations of the study.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. THE CONCEPT OF MOTHER-TONGUE

Mother tongue is the language used by the community to which she or he belongs provided that, he or she has already acquired that language. As mother tongue is the language in which the pupil is most adapted, in which he or she can best express himself, and the one he or she can best understand; it follows that, it is the language in which teaching-learning can best take place. It is a universally acknowledged Pedagogical principle that instruction should preferably provided in the pupil's mother tongue (Fisseha 1994). As Abeje (2010) cited in (Fisseha,1994:167-168), "the reasons behind using the mother tongue in instruction, it is naturally quicker and easier to use the mother tongue to relate written symbols, to know sounds and concept's than to use those of unknown or foreign language." The other scholar (Hoben J. 1994) stressed that mother tongue education has been promoted for many reasons: pedagogical, psychological, and political as a means of empowering minority ethnic groups in many parts of the world.

The quest for education through a mother tongue is generated from four basic roots. The first one is maintaining the sustainability of the linguistic ecology according to which a loss of any one of the languages in the world is seen as minimizing the world's cultural and linguistic diversity. In this view of conception, since all languages are sources of one or other knowledge they should protected from the danger of extinction. Second, the issue of Human Rights system according to which linguistic Rights considered as major parts of human right has also a great value in this regard. In terms of this fact, all human beings seek or deserve their rights of using the language that they prefer for their day-to-day communications (Hobben, J 1994).

The third one lies up in the relationship between language and identity. This refers to the function of language as a symbol of identity. As a whole the mother tongue is an ancestor for and a closely inter woven language with the language, culture and tradition of community that affirms the identity, self-image, self-confidence, and sense of independence of an individual.

The best but the main source from which mother-tongue education derives is the pedagogical and psychological or psycholinguistic role by which the education and thought of a child is influenced or determined. In other words, since a mother tongue is the language that the child know best, empirical and research findings confirm that children (Human beings in general) do best in their mother-tongue and consequently is a case in point to be the root for studying mother-tongue education (MOE, 1994, and, Mazba and Nethepe,1979).

Based on the aforementioned assertions for the quest of a mother tongue, various researches have been carried out on its role on education. Such research findings have established that the use of a mother tongue as a language of instruction during one's years of schooling results in not only an improved acquisition of knowledge by the pupils but also a profitable application of the knowledge acquired to the local science. Moreover, a mother tongue as language of instruction has been found to be effective in helping the pupil with a better acquisition of a second language. That is why several attempts have been made to implement various language policies in multi-language nations. In the world since the profound 1953, UNESCO declaration that has endorsed the principle that the best language of instruction is the mother tongue of the learner (Fafunwa, et. al. 1989 and Mbamba, 1982). However, because of the fact that, there is nothing safe of critics in this world, the use of mother-tongue as a language of instruction has been debating issues since its inception. That is, even if most educators support and acknowledge the importance of educational instruction in a vernacular (at least in the early years of primary education) there are still many who oppose it.

Despite all the challenges attached to the adoption of mother tongue as an instructional language, it is still the best medium of providing quality education. Thus, it is highly advisable for any countries multilingual and multiethnic ones to take into consideration the indigenous language tremendous values to education and societal development while adopting their educational language policy. Regarding this UNESCO specialists affirm that the use of foreign or second language as a medium of instruction should not be regarded in both primary and secondary education levels unless no textbooks at that level are available in the mother tongue (UNESCO, 1958).

According to UNESCO (2003), Education position paper mother tongue instruction generally refers to the use of the learners' mother tongue as the medium of instruction. It should cover both the teaching of and teaching through this language.

Many studies found out that mother tongue is an effective teaching medium. According to these studies, students who are learning with their own language perform better academically than those who are learning in a second or foreign language. "Pupils should begin their schooling through the medium of the mother tongue, because they understand it best and because to bring their school life in the mother tongue will make the brake home and school as small as possible" as Fasika (2014) cited in UNESCO (1958: 48).

According to Spolsky (1986:14) "learning with mother tongue is not only useful but it is also a right of every child." In addition "Teaching a child using his mother tongue isn't only useful because of its pedagogical suitability, but also it's a matter of a child's right, the denial of the mother tongue to the minority and a violation of human right."

What make the mother tongue best medium of instruction is not only its pedagogical merits but also its psychological and sociological advantages? Again, UNESCO specialists underscore the multidimensional merits of learning with one's mother tongue as follows:

"It is axiomatic that best medium for teaching a child is his mother tongue, psychologically, it is the system of meaningful signs that in his mind works automatically for expressions and understanding. Sociologically, it is a means of identification among the members of the community to which he belongs. Educationally, he learns more quickly through it than through an unfamiliar linguistic medium." UNESCO (1958: 11)

Even though the multitude benefits of the use of mother tongue, as a medium of instruction is commonly understood, it is less practical in many countries. Factors hindering the adoption of mother tongue as an instructional language as it was stated in UNESCO (1958) are political, linguistic, educational, socio cultural, economic, financial and practical. Politically using one language over many of others, languages of a country may cause national threat and political instability. Linguistically making literacy an unwritten language, fixing of its grammatical and phonemic structures, giving it a working vocabulary and then providing it with a practical

script and orthography are some of the obstacles. Educational factors are the challenges of preparing teaching materials, developing curriculum and methodology. The socio cultural factor is the societies' perception for their own language, as inferior to other languages in terms of worldwide communication and related benefits. The rest economic, financial and practical factors are related with the economic advantages of the target language, shortage of finance to apply properly the medium of instruction with all necessary technical inputs (UNESCO, 1958).

2.2. ARGUMENTS IN FAVOR OF USING MOTHER-TONGUE AS LANGUAGE OF INSTRUCTION

Despite the fact that, a child is to be led towards a better and happier future; now days the burden of language minority children in schooling is being felt higher and higher which in turn is calling for a quick response. This is because of the fact that, students whose mother tongue is different from the school's instructional language are stiffening from burdens of additional task unlike those of the children who use their mother tongue in schools. In other words, in addition to accomplishing tasks, which linguistically prestigious children accomplish; such children are expected to acquire and use second language as LOI (Beykont, 1997). From the beginning strongly encourages and favors the use of mother tongue as a language of instruction presents the following argument;-

Psychologically, the system of meaningful signs is his mind works automatically for expression and understanding. Sociologically, it is a means of identification among the members of the community to which he/she belongs. Educationally, he/she learns more quickly through it than through an unfamiliar linguistic medium (Berahanu, 2006).

Similarly, many scholars in literature argues that the first twelve years are the most basic times in a child life during which a child requires both physical and intellectual care and guidance for its attitudinal and attitudinal development. They stated the value of mother tongue education as follows:-

If the child is to be encouraged from the start point to develop curiosity, manipulative ability, spontaneous flexibility, initiative, industry, manual dexterity, mechanical comprehension, and the corporation of hand and eye, he/she should acquire these skills, and attitudes through the

mother tongue as the medium of education, which after all is the most natural way to learning (Fasika, 2014).

2.2.1. PEDAGOGICAL ADVANTAGES

while we say pedagogical advantages it implies that the use of the mother tongue as a language of instruction simplifies the class room communication for a child to easily understand and group idea which otherwise could be difficult to learn. Thus, using a mother tongue as a language of instruction enables to ease in expression and subject matter grasp as well as in retention and speed or facilitate in teaching process. Various research findings, highly advocate the use of mother tongue in educational instruction particularly in primary school years (Mazaba and Nthepe, 1979, Hobben 1994 and Cummin, 2000).

Many studies have already revealed that teaching using the mother tongue in the early grades enhances children's ability to learn better compared to the use of a second or foreign language (UNESCO, 2003, Skutnabb-Kangas, 2003 as cited by Rai, et al., and 2011). It has been also reported that if children are taught in languages, which are different from their home language or mother tongue, they drop out from school, have low academic performance, and repeat classes due to a high failure rate. Research on second language acquisition shows that when a child masters the first language then, learning another language becomes less problematic in the habits of speech, listening, reading, and writing (Cummins,1981). Research that has been conducted on language education has also shown that children are quicker to learn, to read, and to acquire other academic skills when instructed in the language that they speak at home rather than taught in an unfamiliar language (Langer, et al., 1990; UNICCF, 1999).

2.2.2. PSYCHOLOGICAL ADVANTAGES

Since language has an inherent value, the mother tongue is identified to be a medicine to avoid the frustration and internal disturbance of the child while newly joining a school life. It does so because it softens the children's transfer to a new environment from home to school. Such security of a child in turn avoids its resentment of the self, the teachers, and the school as a whole. In addition, if a child is thought in his/her mother tongue he/she will develop confidence and a sense of pride because it can help them to understand language like other prestigious languages, has a power of making the child a worthy member of the community. This feeling is

further strengthened when the child's contributions to development of its society are increased and its integration with the community with whom it lives together in common further (Rubanza, 1999).

Using unfamiliar language to speak, read writes and listen as language of instruction put the child in a psychological disadvantage. The problem encountered can be reflected by the lack of self-expression and slow communicative ability that result in misunderstanding and confusions. All these summed together bring about frustration and tension among learners that gradually drives a wedge between the school and the child and ultimately ends with a failure. That is caring out an education through the children's non- mother-tongue or language creates on the child a feeling of psychic shock (Abuja, 1979).

On the other hand, (Hobben, 1994) argues that, using mother tongue as language of instruction enables children to easily feel and understand the socio-cultural values of the community to which it belongs. This is because there is no any other language beyond the mother tongue that can symbolize the cultural values of a specific language group. This includes all the traditional and historical make-ups and backgrounds of its society on which it gradually creates self-confidence and national pride at large. In addition, the maintenance of one's socio- cultural values is hardly possible without the maintenance of its culture and language unless the mother tongue is implemented to be language of instruction in the early years of schooling. Therefore, the possibility of maintaining the language and there by the culture of the society and creating the citizens confident of themselves, self -reliant, resourceful, and responsive for both personal and national identity and pride would be not only weak but endangered too. Education through a foreign language may result in the creation of opportunist citizens who are most selfish and prioritize private benefits at the expense of national benefits (Hobben, 1994).

2.2.3. POLITICAL ADVANTAGES

The psychological advantages gained from the use of mother tongue as language of instruction is the corner stone for the achievement of political benefits for citizens as a dual purpose of using the vernacular as a language of instruction. That is to mean, the self-confidence and the subsequent national pride gained by using mother-tongue as medium of instruction (MOI) generates an empowerment of ethnic minority groups which be self is an implication of a

political benefit for the minority. In addition, this benefits of minority is learnt the benefits as well as integrity and security of a nation that implies the presence of democratic culture and governance. Above all, the introduction of a mother tongue as language of instruction in the primary schools is the major step in putting the basic human rights in to practice (Hobben, 1994).

Pupil has thought through a language, which is alien in most of the time feel dissatisfaction and disfranchised with diminishing intensity of their commitment to their national state. Accordingly, the context of reflecting both the cultural identities of its varying ethnic groups and its efforts to meet their needs and interests are two key roots for a nation state to achieve legitimacy among a significant proportion of its population. This is using mother tongue as a language of instruction does have its own implication on the socio-economic and political roles of the minorities in their own country. As such, the school system has a key role to play in cultivating a national spirit and an important role in the political stability of the nation.

2.2.4. COGNITIVE DEVELOPMENT ADVANTAGES

Language and cognition are related in such a way cognitive development correlates with language development. The first language or home language or mother tongue is the language in which cognition and concept formation and development first takes place. This leads to the development of what Cummins (2000) calls the Basic Interpersonal Communication Skills (BICS) between years of one and three. The development of the natural genius or endowment of the child is maximized if learning takes place in the home language. That is when the basic interpersonal communication skills constitute the foundation on which further academic knowledge is built. When the cognitive academic language proficiency (CALP) is laid on the basic interpersonal communication skills, learning takes place maximally. However, when a new language is introduced at school age, the learner starts to build another set of basic interpersonal communication skills at school age for four or five rather than building on the knowledge acquired by the mother tongue basic interpersonal communication skills. This fundamentally psychological or psycholinguistic handicap has adverse consequences for the educational process. In addition, language acquisition and knowledge acquisition in general involve cognitive and psychological variables.

Researchers show that maintaining first language abilities and enhancing them through the development of literacy and academic language skills in first language actually leads to better academic outcomes in first language, easier literacy learning and better outcomes in second language education. For instance (Dessalew, 2002) states that, mother tongue-based bilingual education fosters higher general intelligence, cognitive flexibility, divergent thinking, creativity, sensitivity to and capacity to interpret feedback cues, non-verbal cues and meanings, met linguistic awareness, and efficiency in learning further, additional languages. But if the child is forced to learn a different tongue, rather than expanding on the knowledge he or she already acquired in the mother tongue, he or she has to start all over to learn to express himself or herself in the new medium. This naturally retards his or her intellectual and cognitive development.

According to Ouane,(2003) the Six-Year Yoruba medium of primary project demonstrated unequivocally that a fully implemented six-year primary education in the mother tongue with the second language taught as a subject was not only viable but gave better results than all English schooling. According to him an effective bilingual or mother tongue education program, students become bilingual, or communicatively competent in the second language as well as the first language, and bi-literate, or able to read, write and learn in both languages.

According to Teferi (2014), support the idea that a child's initial acquisition of language is vital to their learning how to think. Therefore, when an education system imposes a foreign language on children, disregarding their initial contact with language and pattern of processing new information, it inhibits their development of cognitive function.

2.3. ARGUMENTS AGAINST USING MOTHER-TONGUE AS LANGUAGE OF INSTRUCTION

In spite of its wide support as discussed above, other educators have opposed the use of a mother tongue as language of instruction. Accordingly, to this group, the introduction of a mother tongue as language of instruction in education has its own political, economic, educational, linguistical, socio cultural and practicability obstacle that it brings about in the teaching-learning activity. Among these, the most common are briefly discussed below.

2.3.1. ECONOMIC CHALLENGES

The economic strength of a nation and its provision of education are directly related (Psacharopoulos, and Wood hall 1985). This is because the stronger a nation in its economy, the higher the possibility of providing trained personnel, textbooks, various teaching materials and other many requirements. Opponents of using a MT for a language instruction however argue in this respect that if a nation is linguistically highly diversified but economically not capable to fulfill all the necessary inputs required for implementation of a mother tongue as language of instruction, a devastating problem may be created; although using a mother tongue is principally advantageous. Even there are many who considered expenditures for mother tongue education as waste of scarce resources. The economic issue is the basic factor that sometimes creates reluctance on the implementation of the MT as a language of instruction among the proponents let alone among those of the opponents (Mazaba, 1979).

2.3.2. PEDAGOGICAL CHALLENGES

One of the problems, which opponents of mother tongue Education raise, is the inadequacy or inefficiency of vernaculars to use as medium of instruction. According to Lepage (1964:120):-

“The child learns more quickly through the mother tongue than unfamiliar language is wrong. Because there is no satisfactory teaching materials and supplementary reading materials, books available in so many vernaculars. Other than this, the most important factor, which determines how quickly a child learns, is not the language factor but the attitudes of his parents, peers and teachers or group towards the language use.”

Thus, this argument implies that the shortage of instructional materials, attitudes, parents, teachers and peers attitudes would have impact on the Childs language interest and learning ability either by hindering or by promoting it.

In connection with the pedagogical problem of mother -tongue education Fasold (1984:294) and Fishman (1968:692) were states that, the use of vernaculars languages in education have identified some of the following pedagogical problems regarding the use of mother tongue as medium of instruction: The first one is that "in some language, it may have no grammar or alphabet". This may create difficulty in standardizing the language of instruction. The second

problem suggested was that, "the child already known his mother tongue ". Therefore, there is no need for the school to teach it to him/her. The third one is, the use of the mother tongue will prevent acquisition of the second language. "Some people claim that it is impossible for children to acquire a good use of the second language unless the school accepts the second language as medium of instruction from the very beginning". Another problem that suggested by the objections and are considered more seriously by the UNESCO's experts than any other suggested above are the lack of text books and educational materials, the lack of general reading material, shortage of trained teachers and inadequacy of vocabulary.

Difficulty in finding trained teachers in vernacular has become also another problem of affecting mother-tongue use as a medium of instruction. Accordingly, Lepage (1964:122) statement, "Education is the most important investment. For the future, good teachers are important than any other aspects of the system". Thus, the educational goals of any society can be successful if teachers trained adequately and become competent. Furthermore, their commitment is highly indispensable for staff development.

Elisabeth Gfeller (1999) emphasizes the problem of the development of unwritten languages. Here, she argues that languages with an oral tradition are usually not used extensively in schools. They have to be analysis and written system (orthography) has to be developed. However, fully standardized orthography can be achieved in years of experience with written communication. Similarly, in the countries like ours which is recently embraced on the line of the use of the mother tongue as a medium of instruction newly developed languages need to decide which script it wants to use, what material should be printed and in which script might be referenced are problems in mother tongue educational practicing.

2.3.3. SOCIOLOGICAL AND POLITICAL CHALLENGES

The introduction of mother tongue as medium of introduction also confronted challenges from different scholars for its social, cultural and political reasons. According to (Fasold, 1984) and (Fishman, 1968) there were some critics who thought using vernacular languages would impede the national unity or integration. In connection with this, they suggested that the use of vernaculars in the schools results heavy expenditure for the government of the respective nations.

However, insisting on the national language as a universal educational medium would necessarily produce disunity. It also suggests that too strong insistence on the national language might cause some minorities to resent their national government and refuse to accept national identity. (Fasold, 1984) the above argument indicates that imposition against mother-tongue education would relatively cause more problems against national unity. Meaning its implication is that mother tongue Education would results the idea of disintegration and fragmentation, which will be heavy toil of government of diverse language society.

2.4. PLANNING AND IMPLEMENTATION OF MT AS A LANGUAGE OF INSTRUCTION

In the education sector like in any other sector, planning refers to the creation of future suitable environment by which, the process of the educational activities, functions and groups were more effective and efficient to address the needs of the society. A good planning is the one that at least avoid ambiguity as far as possible, sets objectives clearly and precisely, designs or formulates rationally sound and practical goals as well as had achievable vision. When planning is an educational activity then, initially the process is free from ideological influence and biased-ness so that it is not fall and rise with the fall of and rise of governments (Abeje, 2010). To this end, the planning process should base on universally acceptable principles and rationales.

Moreover, planning should be flexible and adoptable according to the prevailing ideological, developmental, and organizational and governance systems or conditions rather than being “rigid and mono ethnic formal that must be imposed uniformly on all situations” (Coombs, 1970:14).

The critical element in the planning of education is the formulation of a policy. A policy although can have competing conceptions and assumptions to defined. It as clarification of overall objectives, decisions or guidelines of action in the future deriving enlightenments from the past policy planning or policy formulation on the other hand; is the primary activity in any planning process to which planners have to give priority before all the implementation and evaluation procedures are designed. Above all, be it a policy planning or any other planning; planning is a continuous process that indicates as who is going to done and where to arrive, with which best preferable route, etc (Haddad, 1995).

One of the factors that make language policy issues so sensitive and interesting to study is in fact to problematic to find a solution too. That is, it incorporate multi faceted uncertainties and consequences such as community resistance and ultimate failure and that is why to minimize and if possible to avoid uncertainties and consequent failures as different policy authorities (Haddad, 1995) recommend one or part of the following pre-emptive actions to be taken while language policies planning is carried out.

First, a policy should have goals and objectives that reflect the socio-economic, political, and technological environment of nation, a region or a specific organization (Depending on the level of the policy to be formulated). The success or failure of a policy to reflect the objective, socio-economic, political, cultural, demographical and technological realities of the society implies the success or failures of its implementation ability. Thus, policy formulation requires among other things, the analysis of the historical development and the consequent current situations and needs of the society, the carrying capacity of the currently available resources of the economic potentiality of the society or the nation. The rights of all the society both to participate in making decisions and gain benefits from the technological viability of the country to implement it effectively and efficiently the demographic factors of the nation as well as the urban, rural and gender gaps in the education systems of that specific societies.

Secondly, because of the various certainties or the dynamic nature of change and the unwarranted problems it may face a language policy has to be formulated dressing flexible and adoptable behavior to suit better and suitable conditions that arise newly and uncertainly. This, however, does not mean that language policy should be instable changing back and forth repeatedly on the conditionsitis not also expected to be die hard like that of the ten commandments of the Bible.

Thirdly, a language policy has to be precise as well as comprehensive and embracing that takes the case of all citizens in to account. As Abeje (2010) cited in cole (1997:48), states, "education is a meaningless process unless it is concerned with the struggles against all forms of tyranny, whether based on ignorance, oppression, inequality or exploitation". In other sense, this is to mean that language policies should avoid any kind of discrimination. That is based on the ethnic, race, social status, religion, color, etc of an individual or a society.

The fourth and the other related factor is that, as much as possible a language policy should be based on a sound philosophy of principles, facts, and truth. Therefore, formulating a policy backed by research findings, empirical factors and relevant experiences that helps to be in line with this rational. Moreover, here, it should not be forgotten that the implementation of a language policy must be preceded by piloting and evaluating the feedbacks.

Fifth, as much as possible a policy should be stated clearly from both linguistic rationality aspects. Indeed, since the 1953 the UNESCO declaration on language of instruction the attention of countries for language-policy planning has shown dramatic changes. That is, an increasing number of nations have determined the educational policy to resolve around issues of the linguistic and social equity and justice of citizens. The social equity and justice of citizens is meant these citizens accessible to the dominant language may not be exclusively powerful over their own affairs and influential over others. This is how policy planning of a language of an instruction and operate in discriminately so that the role of language to be a source of power and inequitable in the society is ceased (McNab, 1989 and Corson, 1990).

In general, language policy is a policy where designed and measures are taken to develop as well as use a language or languages as a means of communication and in language instruction among the society. Particularly language policy gives a due consideration for the preparation of languages to provide a far better service as a language of instruction as this is the common but critical problem in many of the countries in the entire world. Moreover, the absence of providing the necessary attentions for language cases while designing an educational policy will have its own economic implications. That is the educational wastage emanates from dropout and repetition in primary schools are very likely a consequence of problems connected with the language policy planning (Mazaba and Nthepe, 1999). The 1970s world education Bureau research report supports this fact by confirming that; two of the fourteen factors for educational wastages connected with language of an instruction, which is mother -tongue instruction. That is why educators advise planning a language policy should be based on sound philosophy, the analysis of existing situation, evaluating, and selecting the best alternatives among many (McNab, 1989). Moreover, language planning is cognizant of not only the duties of the linguistic aspects but the duties of the social aspects of the language too. Although some scholars like McNab (1989:23) argue that language planning is "the methodological activity of regulation and

improving existing languages or creating new, common, regional, national, or international language." The majority of the educators agree that language planning can never be carried out without giving not only due consideration but also due preeminence for its social context. In other words, language planning should take into account all the habits, cultures, attitudes and values, likes and dislikes, loyalties, preferences and all other psychological, sociological values of the stakeholders including that of the planners and decision makers themselves. According to (McNab, 1989) language planning is an activity that incorporates the development of policy and corpus as well as the discrimination of norms is formulated not only from purely linguistic or purely a sociological point of view but from all other aspects of the language policy planning as well. That is, in short "it is held to be the deliberate change or stabilization of languages in order that they may easily be used for the functions they are allocated within the language community" (McNab, 1989:23). To sum, language planning in education is affected by various socio-political context factors that include attitudes, power and authority variables, ideology and other integral parts of the planning environment.

2.5. SELECTION OF INSTRUCTIONAL LANGUAGE

For multilingual education to work a country undoubtedly needs to select a limited number of languages for educational instruction. This by itself requires the determination and development of the necessary languages, language determination is deciding or selecting a language either for communication, for educational instruction or for both and other purposes, if any where language development is the customizing and/or modifying/modification of the already selected languages (Fasold, 1990). Since language determination is an approach of policy planning; the way that it should be formulated is briefly explains earlier. Hence, therefore, the attention is on language development, which Fasold (1990:248) has categorized it to "Graphization, Standardization and Modernization."

Graphization is espousal of the lexical and orthographical characters that includes writing, spelling, capitalization, and the other process of language development that deals on the establishment of the correct writing system that includes the selection of suitable and standard dialects, the establishment of orthographic rules, and other such rules and language norms. This activity ultimately makes the language a fully standardized and written language like many other privileged languages with a status of wider communication (LWC).

Modernization is highly related to standardization. It is an all round empowerment or expansion of the selected languages by adding new and desirable vocabularies either by creating new words, by coin aging or by borrowing from others as well as implementing it in the service of different broadcasting mass Medias and publications to be heard and read by the community. All these are in general activities to be carried out in the time gap between the determination and implementation of the language as a language of instruction and all should necessarily precedes the implementation process (Fasold, 1990).

All these activities cost very high Human and non human resources. That is because the availability of the necessary trained workers and educational materials is related to the heavy cost of developing learning materials in mother tongue cited earlier as one of the factors to be taken in to account while formulating a language policy. In short, this is meant that the benefits of using the mother tongue, as language of instruction should as far as possible justify the cost. To end this, it should be noted that it is very useful to take in to account not only the demand for mother tongue for instructional purposes but also the cost include for the development of all the human and non human resources before a country gets in to the investment of multi-lingual or bilingual education (Vawda, 1999).

Leaving this economic factor a side, the instructional variables to be taken in to account when a choice of any indigenous languages as a language of instruction are made to included language adequacy, availability of the text books and other reading supplementing materials and the availability of adequately trained teachers. (Fasold, 1999: 250-257) and Mazaba and Nthepe, 1979:105) state these requirements as follows:-

“Is the language as a spoken language, a transliterated language, a written language? Is there available general Meta linguistic material such as grammars, dictionaries, descriptions, and or other teaching materials reading books, grammars, audio-visual or audio linguistic materials? Are there teachers trained to teach this language”?

As several literatures suggests, policy-makers and planners need also to consider the attitudes of the society towards that speaking languages while deciding on the choice of a language of instruction. How learners and their families as well as teachers and the entire community

perceive the status of their language determines the rejection of or acceptance of its implementation as a language of instruction.

2.6. CHALLENGES OF USING MOTHER TONGUE AS A MEDIUM OF INSTRUCTION

The challenges of the mother tongue using as a medium of instruction are developing appropriate materials, adequate teacher training in a programme and negative perception towards mother tongue instruction and so on.

2.6.1. MATERIAL RESOURCE PROBLEM

The problem of scarcity of reading resource in mother tongue became a point of objection of vernacular education especially since the day of UNESCO's recommendation of Mother tongue of instruction the objection is based on lack of books and other teaching materials, lack of general reading materials, shortages of trained teachers and inadequacies of vocabulary. As UNESCO recommendation, the scarcity teaching material is not as attractive for poor countries as its recommendations for use of mother tongue in primary instruction. Although its 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, news paper's and officials notes in bilingual versions (Tadesse, 2011).

2.6.2. HUMAN RESOURCE PROBLEM

Mother-tongue education requires teachers who share the language and culture of the children. It also requires that teachers be trained in the same language they are to teach. Some teachers may not be truly proficient in the language of instruction, and may struggle with teaching in a dominant language they are not fluent in themselves. Sometimes a lack of understanding can cascade down the generations where a teacher, who never fully understood their own teacher, is attempting to teach children who barely understand the language. Teacher training needs to acknowledge the importance of linguistic diversity and should support teachers to implement methodologies that use the languages of the learner. This kind of approach will be a challenge to the centralized approaches to teacher development and deployment (Priscilla, 2011). These

demanding professional attributes cannot be met by an inadequately trained teacher, not to mention an untrained one, recruited for the sole intention of filling an existing gap for lack of a better one. Developing a community of learners needs a cultural shift of the school from its traditional learning culture to an environment that, hosts a learning community of admirable professional quality and whose infrastructure fosters objective discourse focused on student learning and practice (Brendefur, 2014).

A recultured school ambience will play the role of providing a collaborative improvement by equipping the teacher to utilize a multifocal lens in tackling his/her duties towards improving the learning condition of not only the slow and average learner but equally the achievement of the above average learner. Without providing the teachers with sufficient training, they will not be able to deal with the bridging necessitated by the gaps left by teaching materials, nor will they be helpful indeveloping alternative ideas and supplemental materials to fill any gaps identified during the teaching learning sessions taking place in the classroom environment (Brendefur, 2014).

What makes Education central to any discussion of sustainable development is that Education deals with the awakening and nurturing of human potentials. Therefore, for humans to realize sustainable development, nurturing of human potential has to start with the professionals whose career would put them in constant communication with the human brains to be molded and sharpened for participation in the huge development task ahead (Obanya,etal ,2014).

2.6.3. COMMUNITIES AND SCHOOL INVOLVEMENT

As the PTAs are the instructors of children to their mother tongue, they believe that learning will not take place when mother tongue is the medium of instruction or may lead to poor academic achievement. Focusing on PTAs as community members, Shatkin and Gershberg (2007) propose a conceptual framework, which describes the potential impacts of PTA participation in different areas: curriculum and pedagogy that better meets the needs and capacities of communities; collaborative decision making which can enhance school community relations. PTA or community member visit the school when there is a problem with their children's behavior and in Ethiopia, as in a great many developed and developing nations, members of the public lay

people are discouraged from involvement with the schools, which are in any event under tight controls from central government.

USAID-funded projects PTAs learned to exercise control over the use of assets and to play a bona fide advisory role to school administrators and teachers. Consequently, PTAs and other community stakeholders concert to improve the quality of their schools' physical and socio-cultural environment, to provide oversight to the school, and to mobilize the community in support of various school-based initiatives USAID (2010). community organizing from other forms of action is that participants "come to the table as members of an external institution rooted in the community and specifically designed to give them power" (Schutz, 2006:25).

2.6.4. COMPETING SOCIETAL ATTITUDE

There is a misconception that introducing mother tongue in schools disintegrates society. People from dominant linguistic community assume that it is not reasonable to teach children in their mother tongues on the ground of nationalism. They perceive that introduction of minority languages in schools creates a chaotic atmosphere eventually inviting conflicts among different linguistic communities. This assumption develops on the ground of defining nationalism in terms of only one language. Experiences from many countries like the UK the Welsh language movement and Sri Lanka Tamil movement show that ignoring identity of local languages invites social conflict and agitation against the State. On the contrary, to this, introduction of mother tongues in schools fosters social cohesion and development by addressing indigenous culture and identity along with enhancement of children's learning (Phyak, 2011).

In 2009, Save the Children conducted analysis, which identified countries at greatest risk of negative consequences if they did not take more action to make it possible for children to learn in languages, which they use and understand. These were countries with substantial populations of children, who did not use the language of school at home and where; there were significant divisions between linguistic and ethnic groups that were likely to contribute to fragility and delayed growth unless opportunities could be offered more equitably. Countries that scored highly were judged likely to face major delays to education and stable growth if they did not shift towards teaching in languages which more children understand (Phyak, *ibid*).

2.7. EDUCATION POLICY IN ETHIOPIA ABOUT MEDIUM OF INSTRUCTION

Education language policy in Ethiopia dominated of European languages such as French, English and the local official language, Amharic. Many attempts were made during some periods to let some other local languages into the education system and became successful. This education language policy intentionally giving recognition to the multitude of Ethiopian languages to serve as medium of instruction which many Ethiopian students gained a chance of learning with their mother tongue.

2.7.1. FROM MINILIK REIGN UNTIL ITALIAN OCCUPATION

The first public primary school (Ecole Imperale Minilik) was opened in 1908 in Addis Ababa with the intention of producing Ethiopians who can communicate well in European languages. The opening of this school was one of the significant steps in the history of modern education in Ethiopia. The teachers of the school were imported from abroad and European languages particularly French was used as a medium of instruction. This was believed to be contributing to the safe guard of the country. The first primary school of Minilik was limited to teaching European languages such as French, English and Italian aiming that the teaching of these languages would be important to keep the country is autonomous by providing it with elites who could negotiate the interests of monarch through the so-called international tongues (Heugh etal, 2007)

2.7.2. DURING ITALIAN OCCUPATION

Italy's educational policy changed the previous education language policy during their five years stay in Ethiopia to introduce some local languages as a medium of instruction. The Italians decided in 1936 teaching should be in the main languages of the six administrative units of East African Empire: thus, local languages such as Tigrigna, Amharic, Amharic and Oromigna, Harari and Oromigna, Oromigna and Kafficho, Sidama and Somali are used for instructional purpose in the Administrative units, Eritrea, Amhara, Addiss Ababa, Harar, 15 Oromia and Somalia respectively. Trying to use some of the local language for educational purpose was a good start for Ethiopian education but some scholars indicated that it was not purely for

pedagogical purpose rather it was to corrupt the country's national unity. The language policy that Italy introduced was part of their divide and rule policy (Derib and Getachew, 2006).

2.7.3. EMPEROR'S PERIOD (1941-1974)

Emperor Haile Selassie opened a new school in his name and empowered the different landlords to do the same in various provinces of the country. Consequently, the aristocracy expanded modern schools in different parts of the country. The schools were typically named after those who established them to show their political influences. Teferi Mekonen School focused on the teaching of religion, mathematics, law and calligraphy as a continuation of Menelik II School. It was also during this period that Empress Menen established the first school for girls in 1931. This seems to be the first attempt to practice gender equity in education by giving the girls an equal educational opportunity. The education system from its inception until the occupation by Italian Fascists (1935) was criticized for being "too European" and unable to respond to the actual needs of Ethiopian society. Plagued by a dearth of materials, alien curriculum and educational content, and untrained and inefficient teachers, the educational system was not expected to succeed (Yigzaw, 2005).

2.7.4. DURING THE DERG REGIME (1974/75-1991)

Because of the revolutionary movement in 1974, the socialist regime the Derg took power from the imperial Hailesilassie regime. As the Derg was trying to implement the socialist ideology of respecting nationalities' right, the new language policy thus adopted in 1976 with the intention of giving full right for the nationalities to use their language. After the declaration of this new policy, fifteen Ethiopian local languages including Amharic were introduced in the national literacy campaign. The languages which were selected for the literacy campaign purpose were Amharic, Afan Oromo, Wolaita, Somali, Hadiya, Kambata, Tigirigna, Sidama, Gedeo, Afar, Kafa, Mochigna, Saho, Kunama and Silti (Derib and Getachew, 2006). Though the above nationality languages used for literacy campaign which was informal education system, there was almost no attempt to put them through the formal education system. As a result, Amharic continued to be used as a medium of instruction for primary education (grade 1-6) and to be the sole Ethiopian language to be taught as a subject. In junior secondary schools (grade 7-12) and higher education, English was the medium of all subjects (Tekeste, 1990). Although a

mass literacy program was pursued in the spirit of mass mobilization, for which purpose indigenous languages were used, the script was Amharic and all formal education continued to be delivered in Amharic. As all local languages were made to be transcribed in the Ethiopic (Geez) script and were made to use the “ Fidel” which was proved to be inadequate, not only for the Cushitic and others but also for the Semitic languages themselves. In addition, the teachers were almost all Amharic speakers, who did not speak local languages spoken in the area they went to teach. Further concludes that the Dreg’s language policy critically seems the continuation of the previous language policy in slightly different forms. As it was stated so far, Amharic remained the main language that was used in the formal education (Derib and Getachew, 2006).

2.7.5. POST 1991

The TGE (Transitional Government of Ethiopia) took power From the Derg in May 1991. Transitional Government of Ethiopia took an initiation to include the nationality languages in the formal education system. New measures of primary education in Ethno- national languages were introduced as opposed to the policy of the ancient regime in 1992. In 1994, the new Education language policy declared and became officially effective. The policy advocates the use of different ethnic local languages in the primary education system. It states that nations and nationalities either can learn in their own languages or can choose from among those selected based on the national and countrywide distribution (ETP, 1994).

Following the adoption of the new policy, more than 38 nationality languages are currently serving as a medium of instruction in the primary education all over Ethiopia. The reason why TGE decided students to learn in their own mother tongue was based on the pedagogical, cultural and psychological assumptions: The current education policy also declared English to be the medium for Secondary and higher education levels and Amharic to be taught as a language for the purpose of countrywide communications (Kenenisa, 2006). The TGE (Transitional Government of Ethiopia) has paved a new and much better way in the history of Ethiopian education by bringing the use of some national languages in to the education system. This was appreciated by so many scholars even though it was underlined there is still a lot to do in order to facilitate its proper implementation and its success (Daniel and Ababayehu, 2006).

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This chapter discusses about the research design and methodology, the sample of population and sampling techniques of the study, the sources of data and data gathering tools. It also explains the method of data analysis and interpretation.

3.1. RESEARCH DESIGN

The main purpose of this study was to examine the practices, challenges and opportunities of using Gumuzgna as a medium of instruction in four selected schools of Metekel zone, Benishangul Gumuz Regional State. To serve the purpose, a descriptive survey design was employed because it helps to describe the data both quantitatively and qualitatively. In addition to this, descriptive survey design can employ when the researcher assumes that there is scattered population distribution (Seyoum and Ayalew, 1989). Therefore, this research design is so significant to use in this study. The method enabled the researcher to reflect the conditions of implementing Gumuzgna in four selected first cycle primary schools (grade 1- 4) of Metekel Zone to collect appropriate data from students, PTA members, teachers, supervisors, directors and curriculum experts' perception about the implementation of Gumuzgna as a medium of instruction.

In this study, mixed research approach was included the combined deployment of quantitative and qualitative method. This combination allowed the triangulation of the qualitative and quantitative data in order to reach on the result. As Tashakkori and Teddlie (2003) stated mixed method, research can answer research questions that the other methodologies cannot answer separately. The basic rationale for using this approach is that one-method strengths used to offset the weaknesses of the other and a more complete understanding of research problem results from collecting both quantitative and qualitative data (Creswell, 2011). Moreover, Bryman and Bell (2003) suggests that the combination of two methods emerges as the most valid and reliable way to develop understanding of a complex social reality.

3.2. SOURCES OF DATA

For the purpose and objectives of this study, both primary and secondary data sources were used. The primary sources of data were Gumuz students and teachers, directors, parents, Gumuzgna mother tongue education experts, supervisors, and Zone and Woreda curriculum experts because these all stakeholders have directly or indirectly contact with the program than the other communities and they can give detailed information about the program than the others.

The secondary sources of data for this study were documents concerning mother tongue education practices such as strategic plans, school reports and records as well as related literatures such as books, articles, journals, manuscripts, internet, theses and other research works to integrate and consolidate the study.

3.3. SAMPLES AND SAMPLING TECHNIQUES

The population of the study included the four first cycle (1-4) primary schools of four woredas, which are implementing Gumuzgna as a medium of instruction in Metekel Zone. At first cycle primary school, Gumuzgna is the medium of instruction for all subjects where as Gumuzgna is given only as a subject at the second cycle (5-8) primary schools.

The study included 4 (57.14%) woredas out of the 7 woredas in the zone; but Gumuzgna is implemented as a medium of instruction in 6 wordas except Pawi woreda where Gumuz people do not reside. Therefore, the study included 4 (66.6%) woredas were selected purposively because the Gumuz people population size and number of school, which implements Gumuzgna as a medium of instruction were large in which the sample was drawn from. One primary school was selected from each woreda by using simple random sampling technique out of those schools implementing Gumuzgna as a medium of instruction. Simple random sampling technique was employed because it enables the schools to get equal chance of being selected in which the results of the study represent the whole population so that generalization of the findings was fair. In other words, since all primary schools were in one zone and the selected schools were in the same environment, the findings can represent the other non-selected primary schools.

The table below shows the name of selected woredas, number of selected schools in each woredas and the name of the selected primary schools in each woredas.

Table 1: Number of selected woredas and schools for the study

<i>Name of selected woreda</i>	<i>Number of selected schools</i>	<i>Name of selected schools</i>
Debati Woreda	1	Debati Primary School
Mandura Woreda	1	Gilgl Belse Primary School
Dangur Woreda	1	Gublak Primary School
Guba Woreda	1	Babizenda Primary School
Total	4	4

Table 1 indicates the samples of four woredas and four schools selected from six woredas out of 25 primary schools currently assigned by the regional government to implement Gumuzgna as a medium of instruction.

Table 2: Subjects, total population, sample size and sampling techniques

<i>Sources of Dada</i>	<i>Total Population</i>	<i>Sample Size</i>	<i>Sampling Techniques</i>
Zone education curriculum department head	1	1	availability sampling
Zone education department Gumuz MTE expert	1	1	availability sampling
Woreda education office curriculum Dep't head	4	4	availability sampling
Woreda education office Gumuz MTE expert	4	4	availability sampling
Cluster supervisors	4	4	availability sampling
School directors	4	4	availability sampling
Gumuz Teachers	44	40	Purposive sampling
Students	720	72	Samplerandom sampling
Parents	24	12	Purposive sampling
Total	806	142	

Table 2 indicates the sources of data at zone, woreda and school level. It clearly shows the sources of data, the total population from where the samples were selected, sample size and

the sampling techniques that were used. The school directors and cluster supervisors were selected using availability-sampling technique because they were specified in number being only four in four schools. These were in the sample because they are key role players in the implementation of Gumuzgna as a medium of instruction. Similarly, the researcher used availability-sampling technique to select zone and woreda level mother-tongue experts, and curriculum department heads, as they are the only available subjects. PTA members and Gumuzgna teachers were selected using purposive sampling technique because Gumuzgna teacher are the only teachers who teach Gumuzgna in slected schools and direct implementer of the program whereas PTA members are selected because of their active participation of them in the school than the others. Whereas the students were selected using simple random sampling technique for the study. From the total number of the students within the four schools (720), 10% (72) of them were taken as the sample from grade 3 and 4 considering their ability of expressing their feeling during discussion and expression compared to grade 1 and 2 students.

3.4. DATA GATHERING TOOLS

To obtain and collect relevant and reliable data for the study, both qualitative and quantitative data gathering tools were employed as the study was conducted using descriptive survey research design. To this end, data-gathering instruments used for the study includes questionnaire, interview, focus group discussion, observation and document analysis as presented here under.

3.4.1. QUESTIONNAIRE

Questionnaire is one of the widely used data-gathering instruments. It is mainly chosen for its convenience to gather vast information from a large number of respondents. It is also more comfortable for some respondents who prefer to fill questionnaire than participate in the interview. When the researcher decided to make questionnaire as a main data-gathering tool, he took all the advantages of the tool into consideration its easiness to manage with in short time that he has to conduct this research (Fasika, 2014). As a result, only one type of questionnaire was prepared, for Gumuzgna teachers. The questionnaire was categorized in to four parts so that it can suit with the four basic research questions of the study and the background information of

the respondents. Thus, the first part of the questionnaire consists of items, which ask the background information of the respondents. In the remaining main parts of the questionnaire, items relevant to the four basic research questions of the study were included. The items in the questionnaire include both close and open-ended items under each category. The questionnaire initially prepared in English then, translated into Amharic because the Gumuz teachers understand Amharic better than English and Gumuzgna. The translation was made to help the respondents to understand the questions clearly, so that they can provide genuine and detail responses. Initially all the questions were checked by the advisor. After all the necessary improvements done by changing some vague terms and adding more clarification to some unclear instructions based on the comments of the thesis advisor, the duplicated copies of the questionnaire were distributed to the sampled schools.

3.4.2. INTERVIEW

Interview was one of the tools used to collect data in this study. Interview was employed in need of securing in-depth information about the problems related to the research.

Interview is one of the most powerful and most common ways that researchers use to understand their participants views (Hailmariam 2014). Therefore, the same semi structured interview guide was employed to the school directors and supervisors; similarly, the same semi structured interview guidelines were used for curriculum department heads and Gumuzgna MT experts. Finally, semi structured interview was also employed for PTA members.

3.4.3. FOCUS GROUP DISCUSSION

Focus group discussion is one of the commonly used instruments for collecting qualitative data. It is also preferable to collect first-hand information and can be useful to fill the information gaps which could be created by other types of tools particularly questionnaire. Due to this, the researcher used focus group discussion to collect all valuable information, which could be missed or not satisfactorily collected by other instruments and get extra information. The participants were selected grade 3 and 4 Gumuzgna speaking students that learn using Gumuzgna as a medium of instruction in the sampled schools. Totally, there were two focus groups in each selected school consisting of nine (9) participants in each group having four female and five male participants. The researcher was taking notes during the discussion.

3.4.4. OBSERVATION

One of the other tools used in this study to gather data was observation. In connection with this, Hailmariam (2014) cited in Denzin (1994:67) states “as long as people have been interested in studying social and natural world around them, observation has served as the bedrock source of human knowledge”. In addition, Hailmariam (2014) also cited in Denzin (1994:44) again in this contention offers a broad explanation of observation and defines it as “the act of nothing phenomenon often with instrument and recording it for scientific or other purposes”. Hence, in this study, observation was employed as one of the data gathering instruments for its ability to produce great rigor when combined with other methods. Therefore, eight points observation checklist was used to rate classroom interaction situation and students language competence in Gumuzgna with observation for 20 to 25 minutes in order to triangulate and as certain the existing interaction conditions between the teachers and students as well as among students themselves.

3.4.5. DOCUMENT ANALYSIS

This is a way of extracting information from the written sources such as strategic plans, school reports and records as well as related literature such as books, articles, journals, manuscripts, internet, theses and other research works to integrate and consolidate the study. The focus here is to concentrate on all written communication that may provide information on the subject of investigation. This is just a form of supportive evidence to the information, which the researcher received from the respondents. From these documents, the researcher was able to pick up the challenges of implementing Gumuzgna as the medium of instruction from Grade one to four.

3.5. METHODS OF DATA ANALYSIS

The information collected from respondents through responses rating scales questions, interview, focus group discussion, observation and document analysis; were structured, organized and firming to make the information conformable to analysis and inference. Based on the qualitative and quantitative nature of the data collected, qualitative and quantitative data analysis methods were used. Then quantitative data were tabulated changed into frequency and percentage finally interpreted. The qualitative information gathered with open-ended questionnaires, interview, observation, document analysis and focus group discussion were written in explanation form and interpreted to strengthen the quantitative data and give elaborated information. Percentages,

Bar graph and pie chart presentation were used to elaborate the nature of respondents. The analysis was made using statistical package for social science version 20 (SPSS).

3.6. PROCEDURES OF THE STUDY

After the topic was selected and basic research questions which should answered by the research was clearly stated, the researcher reviewed the literature according to different scholars perspective. Next tools (questionnaire, interview, focus group discussion, and observation checklist) were formulated focusing on the basic research questions and principles of mother tongue language learning discussed in the literature review. Then to reduce the ambiguity of instruments items, the researcher tried to clearly define and state the meaning of wordes, phrase or sentence level, to as the right question and use items that sample significant aspect of the purpose of the study. The questioner was translated in to Amharic in order to help the teachers to read, understand and answer easily (the Gumuz teachers can read and understand Amharic better than English and Gumuzgna). The semi structured interview questions were prepared, for mother tongue experts, curriculum department heads, directors, supervisors, parents of PTA members and focused group discussion for grade 3 and 4 students. After this, the researcher administered the prepared questionnaire for the teachers at their school level and then, collected the data. During interview, the researcher was used translator to parents who could not speak Amharic. Using the collected data, the researcher made detail description, analysis, summary, conclusion and recommendation.

3.7. ETHICAL CONSIDERATIONS

Participants of this research were informed, regarding to the objectives of the study and their answers would be kept as confidentially, it is used only for academic and for this research purpose. In addition to this, the researcher was tried to create and maintain a climate of comfort or conducive environment for the respondents during the section. Teachers were also be given consent agreement and student assent to share with their parents.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

In this chapter the data gathered from school teachers, directors, supervisors, mother tongue and curriculum experts and PTA members through questionnaire and interviews as well as from students through focused group discussion (FGD) are analyzed, interpreted and presented based on the basic research questions.

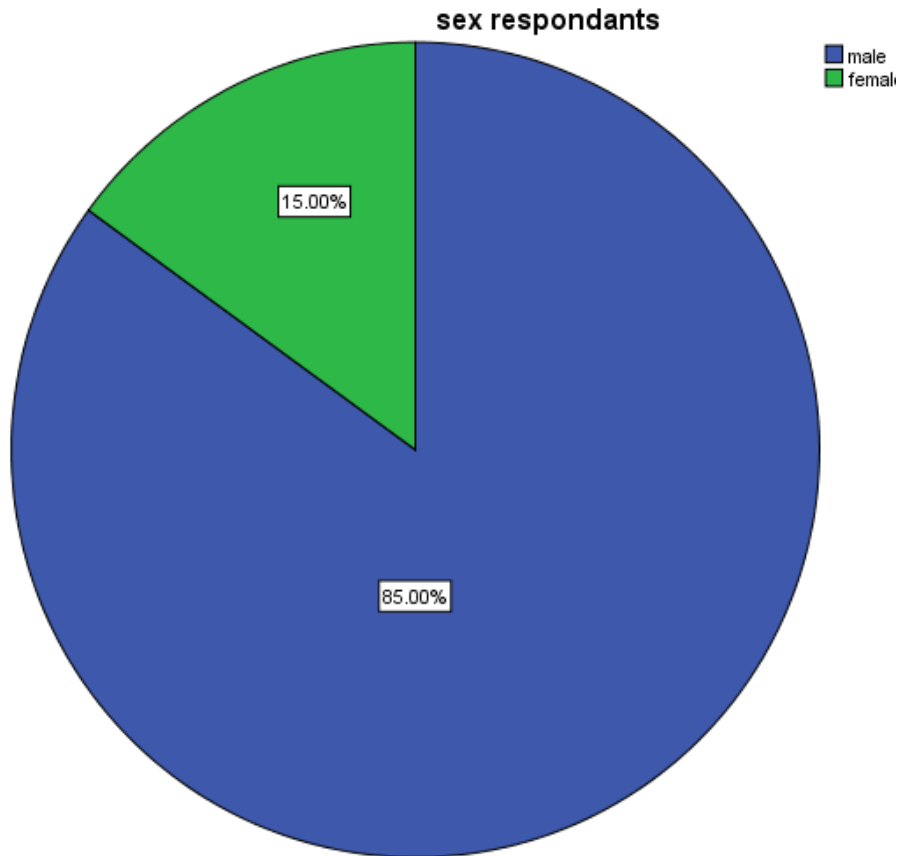
4.1. CHARACTERISTICS OF THE RESPONDENTS

During the study, a questionnaire was distributed to 40 Gumuz mother tongue teachers and all respondents filled and returned the questionnaire. Moreover, 5 mother tongue experts, 5 curriculum experts, 4 directors, 4 supervisors and 12 PTA members were interviewed. Totally, 72 grades three and four students (32 of them were female students) were also participated in focus grouped discussions at their respective schools. All of the student respondents were Gumez native speakers who mostly use their language at home for social and peer interaction at school, except in rare cases where they use Amharic in town area. The researcher intentionally tried to find out this situation at the initial time of discussion, considering its influence on the situation of learning within society and peer groups. Overall, the study involved 142 respondents. From all the respondents, 131 were from Gumuz ethnic group while, the remaining were from other ethnic groups. This is because of the absence of Gumuz ethnic directors, supervisors and curriculum experts.

The pie chart or circle diagram (Figure-1) below shows that, the percentage of female respondents is much lower which represents 6(15%) out of the whole respondents of teachers while the proportion of male respondents from teachers sample population is higher that accounts 34(85%) out of the whole respondent. This implies that still in the research area, Gumuz females' educational status is very low to compete for different opportunities with Gumuz male in the research area. This may be either due to cultural influence towards female education or lack of opportunities to education. In other words, this picture shows that, the participation of females in the profession and decision-making process is still very low in the research area.

4.1.1. PIE CHART GRAPHIC REPRESENTATION OF SEX PROFILE OF RESPONDENTS

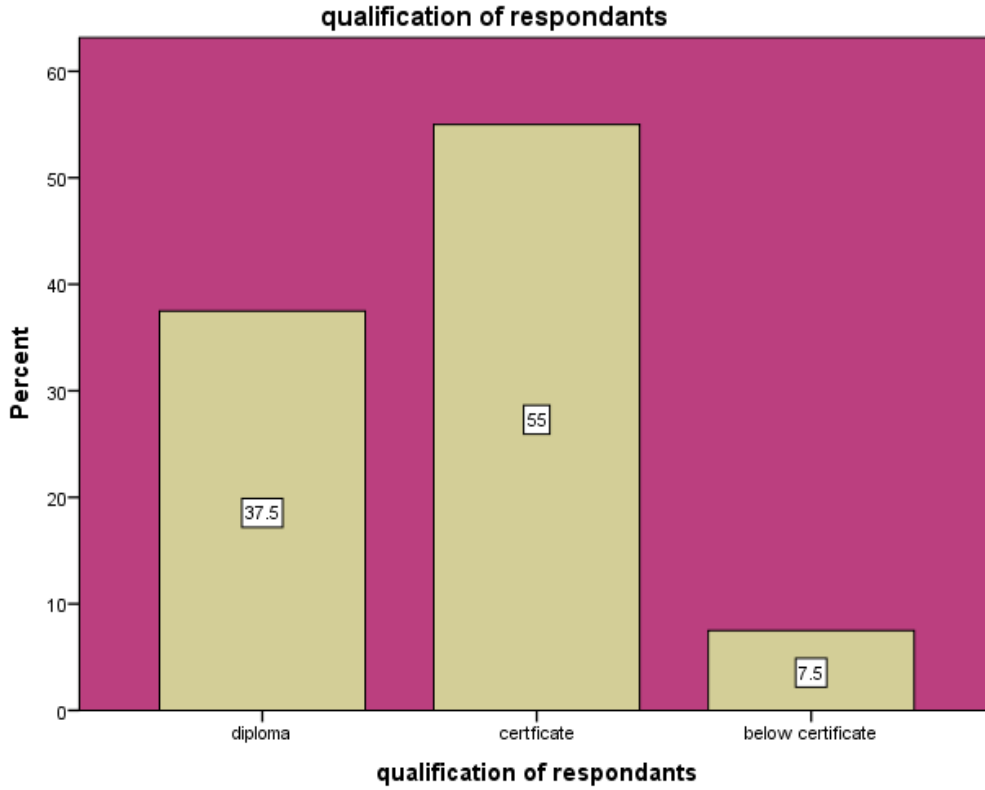
Figure 4.1: Sex profile of respondents



Among the total 40 teachers, 15(37.5%) were diploma holders, 22(55%) were certificate holders and 3(7.5%) were below certificate as illustrated in the figure 2, below. Thus, from the data, we can understand that majority of them have gained the minimum qualification requirement to teach at primary school level despite of their unqualified capacity with Gumuzgna (the mother tongue) language as a medium of instruction except uncertified teachers.

4.1.2. BAR CHART GRAPHIC REPRESENTATION OF EDUCATIONAL LEVEL PROFILE OF RESPONDENTS

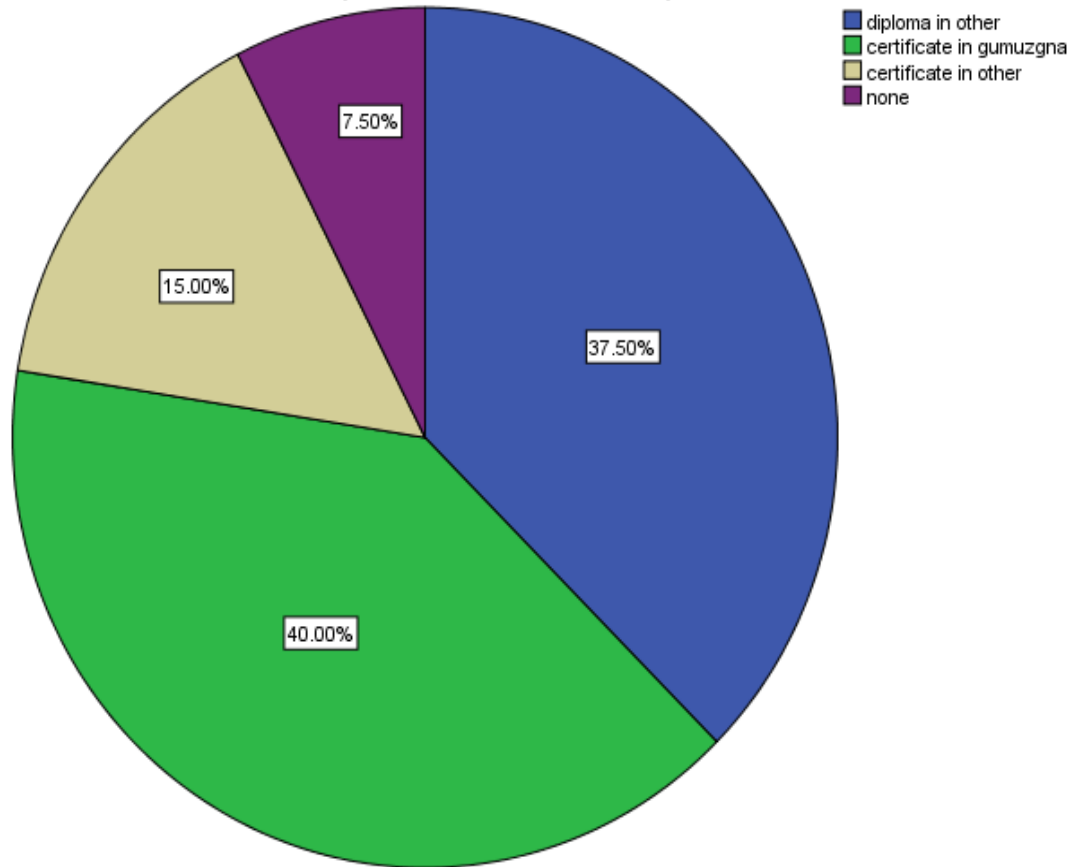
Figure 4.2: Qualification of teachers



In addition to the educational level of teacher respondents, an attempt was made to know the specialization of teachers and the following results were obtained.

4.1.3. PIE CHART GRAPHIC REPRESENTATION OF SPECIALIZATION AREAS OF MOTHER TONGUE TEACHERS'

Figure 4.3: Specialization area of teachers



The figure above shows that 60% of the teachers were not qualified to teach in Gumuzgna using it as instructional language. Only 40% of them were qualified to teach in Gumuzgna as instructional language, at college level with certificate. This shows that most Gumuzgna mother tongue teachers are not qualified in the language of instruction they are using as a medium of instruction. As the data from zonal education department indicated, most of them were graduated with either social or natural science as linear or cluster diploma and still they are upgrading with these subjects. In fact, as teacher respondents reported, 75% of them had served as mother tongue teachers of Gumuz for four and above years.

The Gmuz mother tongue experts working at zonal and woreda levels are not graduates of Gumuz language. They were teachers at the beginning and participated in curriculum materials preparation with short-term introductory orientation. They are diploma and degree holders who are not qualified with the Gumuz language as medium of instruction, which could enable them to support the program effectively.

4.1.4. BAR CHART GRAPHIC REPRESENTATION OF WORK AND EXPERIENCE PROFILE OF RESPONDENTS

Figure 4.4: Service years of teachers in Gumuzgna



In the bar graph shown above, regarding the work experience of respondents, 2(5%) of teacher respondents were having work experience less or equals to 1 year. Moreover, 30(75%) of teacher respondents were having work experience ranging from 1-5 years in their job. Finally, 8(20%) of teacher respondents were having work experience between 6-10 years. The implication is that, the highest experience of teachers teaching in Gumuzgna was in between 1-5 years, which shows that most teachers were not enough experienced.

4.2. TEACHERS PROFICIENCY LEVEL IN MEDIUM OF INSTRUCTION

Table 3: Teachers proficiency level in Gumuzgna medium N=40

<i>N</i>	<i>Skill</i>	<i>Rating scale</i>											
		<i>VH</i>		<i>H</i>		<i>M</i>		<i>L</i>		<i>VL</i>		<i>Total</i>	
		<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>40</i>	<i>100%</i>
1	listening	35	87.5	5	12.5	0	0	0	0	0	0	40	100%
2	speaking	34	85	6	15	0	0	0	0	0	0	40	100%
3	reading	30	75	8	20	2	5	0	0	0	0	40	100%
4	writing	33	82.5	4	10	3	7.5	0	0	0	0	40	100%

(Note: VH= Very High, H=High, M=Medium, L=Low, and VL= very)

The above table indicates teachers' response regarding their proficiency level in Gumuzgna emphasizing on language skill questions. Accordingly, 35(87.5%) of teachers respondents rated very high in their listening skills while, 5(12.5%) of them rated their listening skill as high. In the same way, 34(85%) of teacher respondents answered the question that their speaking ability is very high while only 6(15%) of them have identified that their speaking ability was high. Concerning the reading skills of teacher respondents, 30(75%) of them rated very high in their reading ability and 8(20%) of the respondents rated their reading skill as high, while, 2(5%) of them responded medium in their reading skills. In relation to the writing ability, 33(82.5%) and 4 (10%) of teacher respondents were rated as very high and high in writing skills in Gumuzgna respectively while 3(7.5%) of them rated their writing skills as medium. Therefore, the data in the table leads to conclude that above 98% of teacher respondents rated their language skills as very high and high, i.e. none of them responded even below medium. Hence, teachers' ability in Gumuzgna to teach in the language is vital and could be considered, as one of the facilitating opportunities of the mother tongue education as it alleviates the difficulty of carrying out the lesson effectively for learners who did not acquire the skills in a language that he or she is ought to be taught.

The advantage of having good ability in the four basic language skills helps to develop the capacity of understanding and transmitting the lesson contents of the subject by respective teachers heavily relies up on his/ her language skills (Abeje, 2010).

From the data analyzed in table 3, the, research result shows that teachers of the research area had good skills in Gumuzgna. Moreover, were ready to coping with change happened in the language of instruction since all of them are native speakers to the language.

To strengthen idea of table 3, the researcher was adding one more open-ended question. In this question, teachers were asked to respond whether they were taken training or not, and if they taken the training, for how long? For this, majorities of teacher respondents were said that:

“We had taken training in minimum of one to two weeks however, the training was not continuous and well enough. Whereas, few of them were said that we did not take any training, since we are new comers or new employers”.

To support this result with an interview response from schools directors, one of the respondents expressed his view in the following manner: - for this question "How do you state the use of mother tongue (Gumuzgna) as medium of instruction with regard to the skill training provision for teachers?".

“It is a child right to learn through his/her own mother tongue (Gumuzgna) which in turn give us a great pleasure for them because they were pedagogically benefited. However, mother tongue education (Gumuzgna) lacks well-educated and trained teachers to implement it at the bottom line. Teachers are all not qualified and taken a week training and professionally incompetent. Teachers lack motivation in the mother tongue education due to insufficient time span given for the skill training provisions. If it is a time to use mother tongue (Gumuzgna) for medium, for effective implementation of the program, there must be continues professional skill development and conducive atmosphere in the school community in the zone. It has to be acquired and given at college level to produce teachers who are professionally skilled as what Afaan Oromo, Awi and Tigrigna speakers were doing and functioning in their own region and localities. This is what I like to recommend for politicians and concerned bodies” (Babizenda school director, 25/062010E.).

In the other hand teacher were also asked by open-ended questions. The first question was requested to the teachers, as how did Gumuzgna practiced as a medium of instruction in their school. Then, all of teachers were responded as follows: *“Gumuzgna were implemented as a medium of instruction only from grade one up to grade four, with shortage of text book, teacher*

guide, insufficient training and adequately supply of Gumuzgna teachers. At the begging of the program, Gumuz ethnic person who have certificate, diploma, certificate of grade 10 and 12 were ordered to teach the students with a short period of time training and textbooks were also translated from Amharic to gumuzgna but now day it is prepared by experts”.

In the same way, teacher respondents were also requested to responded, why did Gumuzgna was given as a medium of instruction for only grade 1-4? For this question, all teacher respondents responded as follows: “Because, the instruction is being started recently, no efficient and trained teachers, no efficient instructional materials, no written documents and literature. Due to the existence of such different problems, especially absence of enough educated person in Gumuz ethnic, it is difficult to upgrade the Gumuzgna as medium of instruction to secondary school. Even it is also difficult to increase number of school to implmnet gumuzgna as a medium of instruction. Therefore, the above problems were restricted it only in grade 1 up to grade 4”.

4.3. TEACHERS AGREEMENT TOWARDS THE TRAINING AND PROFESSIONAL DEVELOPMENT

Table 4: Frequency table of teachers towards the training and professional development

No	Statements	Rating scale											
		SA		A		N		DA		SD		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Gumuzgna teachers are adequately trained	0	0	1	2.5	2	5	32	80	5	12.5	40	100
2	There are adequate supply of trained teacher in Gumuzgna	0	0	1	2.5	1	2.5	30	75	8	20	40	100
3	Teachers for Gumuzgna language are trained in short term programs	4	10	20	50	0	0	16	40	0	0	40	100
4	Teachers for Gumuzgna are trained in-service program/Summer/	0	0	10	25	0	0	30	75	0	0	40	100
5	Teachers for Gumuzgna instruction are certified or diploma holders in Gumuzgna	0	0	9	22.5	0	0	31	77.5	0	0	40	100

In the table above demonstrates that, the frequency of teachers' respondents towards the training and professional development conditions of Gumuzgna teaching teachers. For this issue, the researcher raised the question, is Gumuzgna teachers were adequately trained or not? In this item, 5(12.5%) of teacher respondents were expressed as strongly disagree while 32(80%) of them were rated as disagree. This result shows Gumuzgna teaching teachers are not adequately trained for teaching the Gumuzgna medium of instruction. To support this result with an interview response from MT experts, one of the respondents expressed his view in the follows manner:-

“Majorities of Gumuzgna teachers were train in short period of time (for 1-2 weeks). This is because of lack of appropriate training program that would be arranged by the education bureau to make the teachers competent in their pedagogical, linguistic skills and knowledge's and lack of budget and so. Due to these problem, most Gumuzgna teachers were not trained as the primary school education standard required” (Mandura woreda MT expert, 11/06/2010 E.C).

To support this finding (Ayalew, 1991) the best to express is that, teaching profession is not something a mere field of occupation where people can go through it without having possessed the pre-requisite qualification; which therefore, requires specialized skills, experts, knowledge and a feeling of responsibilities.

In the second item of the table, teachers were also asked whether teachers for Gumuzgna were adequately supplied or not. For this question, 8(20%) of teacher respondents were expressed their agreements as strongly disagree while 30(75%) of them were disagree. It shows that Gumuzgna teaching teachers were not supplied adequately to the schools. To support this result with an interview response from curriculum department heads, one of the respondents expressed his view in the follows manner:-

“Teacher student's ratio in this year is 1:70; however the standard requires 1:40. So, one can assume that, the adequate supply of Gumuzgna teaching teachers were very low. The reasons for lack of adequate supply of trained teachers in Gumuzgna was lack of linguistic center for training, lack of educated person in Gumuz ethnic, lack of attention from regional education bureau and responsible organ from top-to bottom and lack of budget”(Debati woreda curriculum expert, 18/062010 E.C).

In the third item, respondents were requested to Judge whether teachers for Gumuzgna medium trained in short or not. For this 4(10%) and 20(50%) of teacher respondents were expressed their agreement as strongly agree and agree respectively while 16(40%) of them were disagree.

Thus, this shows that 60% of respondents are agree on Gumuzgna teaching teachers were trained in short term training programs (1-2 weeks only) because most of the respondents were diploma and certificate in other subject and 16% of teachers who expressed their agreement as disagree were certificate in Gumuzgna because they trained for one year. Therefore, the result obtained shows that, most of teachers supplied for Gumuzgna medium of instructions were trained through short-term courses (1-2 weeks only).

In the fourth item of the table, respondents were asked to evaluate whether teachers for Gumuzgna were trained in service program (summer program) or not. To this question, 30(75%) of teacher respondents were expressed their agreements as disagree while 10(25%) of them were rated agree. Thus, the findings imply that, most teachers for Gumuzgna medium were not trained in in-service program.

To support this result with an interview, response from MT experts, one of the respondents expressed his view in the following manner:-

“Two and above years ago teachers were not trained in summer program with certificate and diploma but the summer program were started in 2009 E.C, however teachers were trained before 2009E.C in short-term training programs in the form of conference and forums informally. In addition to this all diploma teacher who are teaching Gumuzgna now are not specialized in Gumuzgna” (Debati Woreda MT expert, 18/062010E.C).

In the fifth item of table 4, teachers were requested to answer whether they are certificate or diploma holders in Gumuzgna or not? In line with this, 9(22.5%) of teacher respondents were expressed their agreement as agree while 31 (77.5%) of them were rated as disagree. Thus, the findings implies that, most teachers were not certified or diploma holders in the medium of instruction (Gumuzgna). Therefore, the result shows that, most teachers for Gumuzgna teaching were having neither certificate nor diploma in Gumuzgna.

To support this result with an interview, response from supervisor, one of the respondents expressed his view in the following manner:-

“Most Gumuzgna teachers in our school were not certificate and diploma holders with Gumuzgna. Even if there is uncertified Gomuzgna teacher, this might due to lack of an appropriate commitment from the politicians, lack of applied linguistic centers, lack of budgeting and lack of general interest to improve the language from Gumuz teachers. Thus, the program might suffered from lack of appropriately trained teachers, lack of adequately supplied teachers in the language, lack of continues in in-service program to develop their skill and finally lack of acknowledged certificate or diploma in the language of instruction” (Gubelak primary school supervisor, 21/06/2010E.C).

To support the above findings, some scholars argue that, teachers who are supposed to teach in the local language may lack appropriate training in the profession, adequate quantities and qualities of textbooks that are severely limited in the use of local language for instructional purpose why the demand for local language is limited in education (Vawda, 1998).

4.4. ATTITUDE TOWARDS THE IMPLEMENTATION OF GUMUZ AS MEDIUM OF INSTRUCTION

The following table and description indicate the attitude that students, PTA, teachers, directors, supervisors and mother tongue experts have in the implementation of Gumuzgna as medium of instruction.

Table 5: Teachers' attitude towards the implementation of Gumuzgna as medium of instruction

<i>N</i>	<i>O</i>	<i>Statements</i>	<i>Rating Scales</i>											
			<i>SA</i>		<i>A</i>		<i>N</i>		<i>D</i>		<i>SD</i>		<i>Total</i>	
			<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
1		Students believe that learning using Gumuz language as a medium of instruction makes them productive than using other languages	30	75	9	22.5	1	2.5	0	0	0	0	40	100
2		Learning in Gumuzgna(mother tongue) is very important for the students both pedagogically and psychologically.	32	80	7	17.5	1	2.5	0	0	0	0	40	100
3		Students are happy and motivated (have positive attitude) when they learn with their mother tongue	32	80	8	20	0	0	0	0	0	0	40	100
4		Teachers are interested and have positive attitude to implement the mother tongue/Gumuzgna/ as a medium of instruction at school level	10	25	30	75	0	0	0	0	0	0	40	100
5		School directors are interested and have positive attitude to implement the mother tongue/Gumuzgna/ as a medium of instruction at school level	12	30	20	50	7	17.5	1	2.5	0	0	40	100
6		Cluster supervisors have positive attitude on the implementation of mother tongue/Gumuzgna/ as a medium of instruction	4	10	20	50	10	25	6	15	0	0	40	100
7		MT experts are positively believed in the importance of using mother tongue/Gumuzgna/ as a medium of instruction	25	62.5	13	32.5	2	5	0	0	0	0	40	100
8		Parents prefer if their children learn using their mother tongue	26	65	13	32.5	1	2.5	0	0	0	0	40	100

Note:- SA: strongly agree, A: agree, N: neutral, D: disagree, SD: strongly disagree

In table 5 item1 teachers were requested to respond as students believe learning using Gumuzgna as a medium of instruction makes them productive than using other languages or not. Accordingly, 30(75%) of teacher respondents were expressed as strongly agree while, 9(22.5%) of them expressed their feeling as agree. Therefore, the finding shows that, almost all teachers were agreed on using of Gumuzgna as a medium of instruction makes students as a productive. To support this result with focused group discussion, with grade 3 and 4 students, one of the respondents expressed her view and also her group members were agreed in the following manner:-

“When we learn in our mother tongue, we understand the subject, it allows to express our suggestion, we can ask unclear idea, so we are more productive in learning Gumuzgna than the other language” (Gilgl Belse primary school students 13/06/2010E.C).

In item 2 table 5, teacher respondents were asked to rate whether learning in Gumuzgna is very important for the students in pedagogically and psychologically or not. On this basis, 32(80%) of teacher respondents were expressed their feeling strongly agree while 7(17.5) of them expressed as they agree respectively. The implication of this is that teachers were agreed on learning with mother tongue, were very important with respect to pedagogical and psychological for children. In the same table, teachers were also questioned in happiness and motivation of students when they learn in their mother tongue (Gumuzgna). Then, 32(80%) of teacher respondents, feel strongly agree while 8(20%) of them expressed agree. Therefore, the result shows that, all teacher of respondents were agreed, as students were happy and motivated when they learn in their mother tongue. To support this result with an interview, response from directors, one of the respondents expressed his view in the following manner: - *“The students are very happy in the implmntation of Gumuzgna as a medium of instruction; the implication of this indicates that the increasment of their numbers year to year. For example, the numbers of grade 1-4 Gumuz students were increased as 398, 580 and 700 from 2008E.c, 2009E.c, and 2010E.c respectively. In addition, the number of droup out be came decrease year to year. Therefore, this shows that the students were so happy in implmntation of Gumuzgna as a medium of instruction” (Debati school director, 16/06/2010E.c).*

In table 5 item 4, teacher respondents were requested to respond in relation to the teachers' attitude in implementation of Gumuzgna as a medium of instruction. Thus, 10(25%) of teacher respondents expressed their agreement as strongly agree while 30(75%) of them expressed their feeling as agree. This finding shows that, all teachers have positive attitude in implementation of Gumuzgna as a medium of instruction.

In the same table above teacher were questioned to respond about attitudes of directors in implementation of Gumuzgna as a medium of instruction. In connection to this, 12(30%) of teacher respondents expressed their agreements as strongly agree and 20(50%) of them expressed their feeling as agree While 7 (17.5%) of them expressed as medium. Therefore, the result shows that, above 80% of teacher respondents were accepted as directors have positive attitude.

In the same way, the above table item 6 also requested, the attitudes of supervisors on the implementation of Gumuzgna as a medium of instruction. Thus, 4(10%) of teacher respondents expressed their feeling as strongly agree and 20(50%) of them expressed agree while, 10(20%) of them expressed as medium. Therefore, the result shows that, 24(60%) of teachers were feel, as supervisors have positive attitude on the implementation of Gumuzgna as a medium of instruction.

In the table 5 above, teacher respondents were also questioned to respond about the attitude of MT experts on implementation of Gumuzgna as a medium of instruction. In relation to this, 25 (62.5%) of teacher respondents feel strongly agree while 13(32.5%) were expressed their feeling as agree. Thus, the result shows that 38(95%) of teacher respondents were agreed on the positive attitude of MT experts.

Finally, in the same table, teachers were also asked to answer the parents' interest on implementing of Gumuzgna as a medium of instruction. In connection with this, 26(65%) of teacher respondents expressed strongly agree while, 13(32.5%) of them were feel agree. Therefore, the research result shows that all parents have positive attitude on implementation of Gumuzgna as a medium of instruction. To support this result with an interview, responds from zone curriculum experts, one of the respondents expressed his view in the following manner:-

“At present time community, students’ teachers, supervisors, directors and MT experts have a positive attitude to use the language (Gumuzgna) as a medium of instruction and have incitation to develop it except the fears they have on its future continuation and job opportunity compared to the other medium of instruction. And I suggested that, using Gumuzgna as medium of

instruction is very important if aided by quality and sufficient materials, qualified teachers, and effective and continuous support from other concerned bodies”(Metekel Zone curriculum expert, 30/06/2010E.C).

In relation to this (Taylor, 1973) mentioned that the most important environmental influence which affects learners' attitude towards language of instruction is believed to be the support and sympathy he/ she has given at home. Therefore, parents influence on learners’ interest towards learning language is considered one of the significant phenomena although learners’ internal interest is another basic factor for students’ attitudes in choosing his / her instructional language.

4.5. TEACHERS ATTITUDES ON OPPORTUNITIES OF USING GUMUZGNA AS A MEDIUM INSTRUCTION

In this table, the study examined the presence or absence of the attitudinal factors on opportunities of using Gumuzgna as a medium of instruction.

Table 6: Teachers ttitudes on opportunities of using Gumuzgna as a medium of instruction

<i>N</i> <i>o</i>	<i>Item</i>	<i>Respondents=40</i>											
		<i>VH</i>		<i>H</i>		<i>Rating scale</i>				<i>VL</i>		<i>Total</i>	
		<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>M</i>		<i>L</i>		<i>VL</i>		<i>40</i>	<i>100</i>
1	Improvement in Students academic performance	18	45	20	50	2	5	0	0	0	0	40	100
2	Students level of subject understanding	13	32.5	23	57.5	4	10	1	32.5	0	0	40	100
3	Preservation of Gumuz culture in written form especially Gumuzgna	10	25	28	70	2	5	0	0	0	0	40	100
4	Students ability in speaking and expressing themselves in Gumuzgna	23	57.5	11	27.5	6	15	0	0	0	0	40	100
5	Students ability in reading Gumuzgna	12	30	22	55	6	15	0	0	0	0	40	100
6	Students ability in writing Gumuzgna	10	25	27	67.5	3	7.5	0	0	0	0	40	100
7	Students attitudes to word learning in Gumuzgna	25	62.5	14	35	1	2.5	0	0	0	0	40	100
8	The relationship between school and community	25	62.5	10	25	5	12	0	0	0	0	40	100
9	Awareness level of community to use Gumuzgna for medium instruction	0	0	0	0	4	10	3	70	6	15	40	100
10	Community attitudes to Gumuzgna medium	13	32.5	22	55	5	12.5	0	0	0	0	40	100

In the above table, teachers were asked that whether using Gumuzgna as instructional language improved the students' academic achievement or not. In relation to this question, 18(45%) and 20(50%) in combination 38(95%) of teacher respondents were rated their opinion as very high and high respectively while 2(5%) of teachers respondents rated medium in students academic achievement. Therefore, the result shows that using mother tongue (Gumuzgna) as a medium of instruction improves students' academy. To support this result with focused group discussion, with grade 3 and 4 students, one of the respondents expressed his view and also her group members were agreed in the following manner:-

“We are better on reading, writing, speaking, doing homework, on exam and in all activities in Gumuzgna than, English and Amharic subject. Therefore, we can say that using Gumuzgna as a medium of instruction was improves our result. Therefore, we need to learn in our mother tongue” (Debati primary school student, 17/06/2010 E.c).

In addition, to support the above result, literature proved that, a child could understand and perform well academically when she/he learns in his/ her first language. For instance, Fishman (1984) says that however, in the whole, it would definitely seems to be best to rely on learners strongest language as a medium of instruction in whatever subject until the weaker language is fully strong enough to carry out additional freight.

The table above elicits the reaction of teacher respondents pertaining to the degree of their students understanding toward subject matter. In connection with this, teachers were questioned to evaluate their understanding ability. Thus, 13(32.5%) and 23(57.5%) in Sum 36(90%) of teacher respondents supported this statement positively by rating very high and high respectively while only 4(10%) rated medium. Therefore, this shows that students can do better and understand in their lesson in Gumuzgna since the language of instruction is their mother tongue.

The table above also shows the reaction of teacher respondents pertaining to the degree of preservation of Gumuz culture especially Gumuzgna literature. In connection with this, teachers were questioned to whether implementing Gumuzgna as a medium of instruction helps to preserved Gumuz culture or not. Thus, 10(25%) and 28(70%) in Sum 38(90%) of teacher respondents supported this statement positively by rating very high and high respectively while

only 2(5%) rated as medium. Therefore, this shows that implementing Gumuzgna as a medium of instruction helps to preserve Gumuz culture especially Gumuzgna literature.

Teacher respondents were also asked to, Students' ability of speaking and expressing themselves in Gumuzgna. Then, 23(57.5%) and 11(27.5%) of teacher respondents were rated as very high and high while 6(15%) of them were rated as medium. Therefore, from the table above one can concluded that learning in their MT helps more the students to expresses themselves highly. To support the result, scholar Fishman (1968) contends that, from educational grounds, he recommend that the use of the mother tongue must be extended to late stage in education as much as possible. In particular, students should begin the schooling through medium of mother tongue because they understand at best and it will make them break between home and school as much as possible. Therefore, students responses confirm with that of Fishman's argument was viable in that learner can understand when learned in his/ her first language.

Teachers were also asked to evaluate their students reading and writing abilities in Gumuzgna as it is depicted on table 5. Then, 12(30%) and 22(55%) of teacher respondents were rated as very high and high respectively while, 6(15%) of them rated as medium concerning of reading ability.

In the same table, teachers were also asked to respond about students writing skills. Thus, 10(25%) and 27(67.5%) of teacher respondents were rated as very high and high respectively while, 3(7.5%) of them were rated as medium regarding writing ability of students. Therefore, the result shows that, students ability of reading and writing were high during using of Gumuzgna as a medium of instruction. That is students were able to perform the four basic skills articulated manner except some students who were academically incompetent in nature. To consolidate the communication between students and teachers, the researcher tried to observe their reading and writing abilities during the classroom activities while classes were going on. This was an event that researcher had an opportunity to know closely about the teacher and students abilities in reading and writing. To be honest, in reading and writing skill of students in Gumuzgna, for instance, four in sum ($4 \times 6 = 24$) students from each observed sections were randomly selected and were given paragraph of 120 Words reading and writing assignments 2 minutes for reading and 4 minutes for writing were registered. Then, the students completed 120

words with 2 minutes and 4 minutes by reading and writing respectively. Therefore, the research results clearly show that, students were able to perform reading and writing in Gumuzgna. However, one can see negligible degree difference among the schools. Thus, students can perform better in reading and writing in Gumuzgna.

Teachers were also questioned in order to judge their students' interest in using Gumuzgna as a medium of instruction. Thus, 25(62.5%) and 14(35%) in sum 39(97.5%) of teacher respondents were rated as very high and high respectively while 1(2.5%) of respondent rated as medium. The result shows that, the majority of the students have positive interest in using Gumuzgna as a medium of instruction. To support the result with focus group discussion with grade 3 and 4 students, one student responded his view and his group in the following manner: -

“Because we communicate without shine with our teachers and with each other, we understand the subject matter easily, we can express ourselves without shine and achieve better in Gumuzgna medium of instruction. However, during English and Amharic medium of instruction, we were shine to talk with teacher and peers, our result is became too low when we compare to Gumuzgna medium. Therefore, we are interested using Gumuzgna as a medium of instruction.”
(Gublak primary school student, 23/06/2010E.c)

In table 6, concerning the relationship between the school and local community the researcher were request to teacher respondents. For this request, the frequency of the respondents indicated that 25(62.5%) and 10(25%) of teacher respondents were rated as very high and high while, 5(12%) of them rated as medium. Thus, the finding shows that there exists high relationship between the school and community because the maximum frequency of respondents showed very high and high. To support the result, Magenan (1991) explained that the most essential factor that kept parents not to take the opportunities or educational facilities available is that, opposition to the language of instruction. For instance, as he put it, if it is the national language rather than the local language parents may not sent their children's to them. Thus, if the language of instruction is local, they prefer the school and the relationship between the school and the community would be high.

In the same table, respondents were also asked the extent of community awareness level to language of instruction (Gumuzgna). For this, 30(75%) and 6(15%) of teacher respondents were rated as low and very low while, 4(10%) of them rated as medium. Therefore, the interpretation is that, the awareness level of the people for the language of instruction is low. This may be due to lack of awareness creation to be made by education bureau of the region and lack of general education forms in the issue.

Finally, the respondents expressed the attitudes of communities in relation to using of Gumuzgna as a medium of instruction. For these questions, 13(32%) and 22(55%) of teacher respondents were rated as very high and high in sum 35(62.5) were positive while, 5(12.5) of them rated as medium. Therefore, there is positive attitude of community to language of instruction in Gumuzgna. To support the result, Lepage (1964) explains, the most important factors in determining the students learning is that not the language of instruction but also interest/attitude/ of parents, teachers and students towards the language of instruction.

4.6. TEACHERS' AGREEMENT ON PROBLEMS AND CHALLENGES OF INSTRUCTIONAL MATERIALS IN GUMUZGNA MEDIUM

Table 7: Frequency distribution table of teachers on problems and challenges of instructional materials

<i>N</i> <i>o</i>	<i>Question Items</i>	<i>Respondents(N=40)</i>											
		<i>SA</i>		<i>A</i>		<i>N</i>		<i>DA</i>		<i>SD</i> <i>A</i>		<i>Total</i>	
		<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
1	Lack of appropriately prepared instructional materials	10	25	30	75	0	0	0	0	0	0	40	100
2	Poor standardization of instructional materials	10	25	27	67.5	3	7.5	0	0	0	0	40	100
3	Lack of supplementary reference materials in Gumuzgna	17	42.5	22	55	0	0	1	2.5	0	0	40	100
4	Inappropriate supply of teachers' guide	10	25	30	70	0	0	0	0	0	0	40	100
5	Lack of Reference,	15	37.5	25	62.5	0	0	0	0	0	0	40	100
6	Lack of Literature for teaching,	12	30	28	70	0	0	0	0	0	0	40	100
7	Lack of Radio-broad casting...etc	12	30	28	70	0	0	0	0	0	0	40	100
8	Lack of participation of teachers in preparation of text books	9	22.5	27	67.5	1	2.5	3	7.5	0	0	40	100
9	Lack of audio-visual materials to support instruction	15	35.5	25	62.5	0	0	0	0	0	0	40	100
10	Shortage of poem and other written document	13	32.5	25	62.5	2	5	0	0	0	0	40	100
11	Delay of the provision of instructional materials	15	35.5	25	62.5	0	0	0	0	0	0	40	100

The condition of instruction materials is the most essential input for teaching learning activities. In relation to this, the teachers were asked on the above table, about the presence or lack of instructional material in the instructional language (Gumuzgna). In item 1 of table 6, respondents were asked to rate whether there exists lack of instructional material in the local language or not. On this basis, 10(25%) of teacher respondents were rated as strongly agree while 30(75%) of

them were rated as agree. The implication of this is that there is lack of instructional materials in medium of instruction because 40(100%) of the respondents were agreed on the lack of instructional materials.

To support this result with an interview response from directors, one of the respondents expressed his view in the following manner: -

“There is complete lack of instructional materials in Gumuzgna medium of instruction, even in this year there is a lack of grade one up to grade four student textbooks. In general, not only lack absence of some textbooks also there. For instance, most text book- student ratio in our school was 1:3 and some subjects text books were still 1:4” (School director of Gublack primary school, 20 / 6 / 2010 E.C).

According to the UNESCO's experts regarding the use of mother tongue in education the lack of the textbooks and educational materials, general reading materials, shortage of teachers trained and inadequacy of vocabulary, shortage or lack of instructional materials is one of the impeding factors for the use of mother tongue for instructional purpose. As they concluded, it is fruitless to teach children to read and write in their mother tongue with the absence of adequate instructional materials and supplementary readings in their mother tongue.

In the same table, responds were also requested to evaluate the standard of the available instructional materials. So, 10(25%) and 27(67.5%) of teacher respondents were expressed their feeling by rating strongly agree and agree while, 3(7.5%) of them were rated as neutral. Therefore, the result shows that there is poor standardization of instructional materials. To support this finding Fasold (1984) and Fishman (1968) in their discussion about the use of vernacular language in instruction some languages it may seem have no grammar or alphabet. This may create difficulty in standardizing the language of instruction.

In table 7, respondents were again asked the presence and absence of supplementary material in the instructional language. For this request, 17(42%) and 22(55%) of teacher respondents were expressed their feeling as strongly agree and agree while, 1(2.5%) of them was rated as neutral. Here, the finding is that there exists lack of supplementary instructional materials (Gumuzgna) to consolidate teaching and learning in Gumuzgna. To support this result with an interview response from supervisors, one of the respondents expressed his view in the following manner: -

“The supplementary materials, like dictionary, reference and different additional materials were not in our school at all. It is difficult to teachers to teach further more. These problems may be resulted from lack of promotion and motivation of teachers to produce additional materials, problem of printing, distribution, lack of emphasis from the responsible organ and economic problem to afford cost of production activity” (Dibati primary school supervisor, 16/06/2010E.C).

In the same table, 7 teachers were asked to evaluate the extent of supply of teachers’ guides. For this, 10(25%) of teacher respondents were expressed their feeling on lack of supply of teacher guide as strongly agree while 30(75%) of them were rated as agree. This result shows that there is lack of teacher Guide supply.

In table, 7 item 5 teachers were also requested to respond supply of references. Thus, 15(37.5%) of teacher respondents were expressed their feeling on lack of reference in Gumuzgna as strongly agree while 25(62.5%) of them were rated as agree. This result shows that there is lack of reference supply in Gumuzgna.

In table, 7 teachers were also requested to respond supply of literature. Thus, 12(30%) of teacher respondents were expressed their feeling on lack of literature in Gumuzgna as strongly agree while 28(70%) of them were rated as agree. This result shows that there is lack of literature supply in Gumuzgna.

In the same table, item 7 teacher were questioned to respond supply of radio-broad casting in the language (Gumuzgna) to strength the actual classroom teaching. Then, 12(30%) of teacher respondents were expressed their feeling on lack of radio-broad cast supply in the language (Gumuzgna) as strongly agree while 28(70%) of them were rated as agree. This result shows that there is lack of radio-broad cast supply in the language (Gumuzgna).

In table, 7 item 8 teachers were also asked to respond teachers’ participation on textbook preparation. For this, 9(22.5%) of teacher respondents were expressed their feeling on lack of teachers’ participation on textbook preparation as strongly agree while 27(67.5%) of them were rated sa agree. This result shows that teachers were not participating in preparation of textbooks.

In the table above, the respondents were asked on the lack of audiovisual materials to support the instruction. For the request, 15(35.5%) of teacher respondents were expressed their feeling on

lack of audiovisual materials as strongly agree while 25(62.5%) of them were rated as agree. This result shows that there is lack of audiovisual materials to support the instruction.

In the same table, item 10 teachers also requested to respond shortage of poem and other written document in Gumuzgna. Thus, 13(32.5) of teacher respondents were expressed their feeling on shortage of poem and other written document in Gumuzgna as strongly agree while 25(62.5%) of them were rated as agree. This result shows that there is shortage of poem and other written document in Gumuzgna.

Finally, the respondents were asked on the issues of on time provision of instructional materials. For the request, 15(37.5%) of teacher respondents were expressed their feeling on delaying of provision of instructional materials as strongly agree while 25(62.5%) of them were rated as agree. This result shows that there is instructional materials were not provided on time.

To support the above all results with an interview response from MT experts, one of the respondents expressed his view in the following manner: -

“There are lack and problem of qualities in teaching materials, lack of supplementary materials, lack of reference, lack of literatures, shortage of poems, and delay of instructional material provisions. Therefore, these all are affected the implementation of the program. Therefore, for effective implementation of the program I recommended that, there must be development of qualified human resource and continues professional skill development in mother tongue should do, conducive atmosphere in the school. In addition to this, language standardization and material revision, fostering stockholders involvement and strengthening continuous monitoring and evaluation and support especially assigning cluster supervisors who can speak, write and read the Gumuzgna to implement the program effectively and enhance students learning should be undertaken” (Dangur worda MT expert, 23/06/2010E.C).

4.7. PROBLEMS RELATED WITH PROFESSIONAL DEVELOPMENT TO GUMUZGNA TEACHERS

Table 8: Frequency distribution of teachers to problems related with professional development of teachers.

<i>N</i> <i>o</i>	<i>Question Items</i>	<i>Respondents(N=40)</i>											
		<i>SA</i>		<i>A</i>		<i>N</i>		<i>DA</i>		<i>SDA</i>		<i>Total</i>	
		<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
1	Lack of budget for professional development of Gumuzgna teachers	20	50	19	47.5	0	0	1	2.5	0	0	40	100
2	Irreverence of training materials to local situation	10	25	24	60	6	15	0	0	0	0	40	100
3	Lack of attention from planner and programmer	13	32.5	23	57.5	4	10	0	0	0	0	40	100
4	Absence of proper planning in advance	8	20	26	65	2	5	3	7.5	1	2.5	40	100
5	Weak academic capacity of training institutions	13	32.5	21	52.5	6	15	0	0	0	0	40	100
6	Lack of proper training policy	10	25	13	32.5	4	10	10	25	3	7.5	40	100
7	Absence of need assessment	15	37.5	18	45	7	17.5	0	0	0	0	40	100
8	Lack of commitment of politicians	12	30	15	37.5	8	20	5	12.5	0	0	40	100
9	Professional development favored to Amharic and English	10	25	25	62.5	5	12.5	0	0	0	0	40	100
10	Lack of research made before selecting the language of instruction.	13	32.5	24	60	0	0	3	7.5	0	0	40	100

As indicated in table 8 above, for teacher respondents to judge the presence and absence of budget to help Gumuzgna professional teacher development. Accordingly, 20(50%) of teacher respondents were expressed their feeling as strongly agree while 19(47.5%) of them were rated as agree. The result shows that the existing of lack of budget to help Gumuzgna professional development. To support by literature (Vawda Y, 1998) explained that estimating the cost of

producing learning and teaching materials in local languages is highly problematic. This is not only because of the data limitations but also this cost is infinitely variable. Local languages materials are more expensive to produce than national language materials. They are expensive because their production involves additional expense not necessary for the production of majority languages materials.

The other point which was raised to teachers in the same table, 8 was that the irrelevance of training materials to the local situation and for trainees skill and knowledge. With regard to this, 10(25%) and 24(60%) of teacher respondents were expressed their feeling as strongly agree and agree while 6(15%) of respondents were rated as neutral. To support the above all results with an interview response from curriculum experts, one of the respondents expressed his view in the following manner: -

“Except textbooks and teacher guides that were prepared in local language (Gumuzgna), training manuals were prepared in foreign language (English) and interpreted to Gumuzgna, which is made it difficult to understand perfectly. These all shows the training materials and training languages are not in the basis of local situation directly due to shortage of skills of Gumuzgna experts” (Guba woreda curriculum expert, 27/06/2010 E.C).

In the same tabulation, respondents were requested to understand whether attention was given from planning bodies regarding special case such as mother tongue education (Gumuzgna). Thus, 13(32.5%) and 23(57.5%) of teacher respondents were feel strongly agree and agree while, 4(10%) of respondents were rated as neutral. This means that the attention given to plan language of instruction is less in the region.

In the same table 8, teachers were also requested on the issue of the training institution condition. Thus, 13(32.5) and 21(52.5%) of teacher respondents were feel as strongly agree and agree respectively while, 6(15%) of respondents were rated as neutral. The result shows that, the training institutions were weak in their capacity. To support the above all results with an interview response from MT experts, one of the respondents expressed his view in the following manner: -

“The capacity of the training institution was weak because there is no strong applied linguistic and pedagogical institution to train the Gumuzgna teaching teachers. In addition to this, the

trainer were not well trained and they were not well enough for the standards since they are diploma so how could it be strong. Without considering the abilities of trainer, it is impossible to have strong training institution of teaching profession of Gumuzgna teaching teachers.”(Metekel zone MT expert, 30/06/2010 E.C).

To support this finding, according to (UNESCO, 1984) suggested that it is necessary to prepare for the creation of an adequate number of applied linguistic centers and institutions specialized in training linguists methodologically and pedagogically simultaneously especially for professors of linguists.

In table 8, the other question posed to teachers was that, the absence of need assessment and research before implementation of Gumuzgna as a medium of instruction in the education bureau. To this issue, 15(37.5%) and 18(45) of teacher respondents were expressed their feeling as strongly agree and agree respectively while, 7(17.5) of them were rated as neutral. This result implies that there were no need assessments before the implementation of the program.

In the same table, teachers were also requested to respond the existence of research on the program. For this, 13(32.5%) and 24(60) of teacher respondents were expressed their feeling as strongly agree and agree respectively while, 3(7.5) of them were rated as neutral. This result shows that research was not done before the program was implemented. To support these results with an interview response from curriculum experts, one of the respondents expressed his view in the following manner: -

“It is possible to infer that, before the implementation of Gumuzgna as medium of instruction, there was no any need assessment and research were carried out to know the interest of pupils, parents’ teachers and other stakeholders regarding which language they prefer for instructional purpose. They, further explains, the request comes from state council who decided the medium to be Gumuznga for primary schools. From this idea, the initiation was from politicians rather than from the community, students, parents, teachers and other stakeholders. Thus, the program had political limitation to satisfy public interest but only to the purpose of political consumption, because, the community should be first consulted, and investigation of their interest before any program has to be implemented” (School director of Gilgel Belese, 14/06/2010 E.C).

Finally, teachers were asked whether professional development favored to Amharic or English than to Gumuzgna. For this 10(25%) and 25(62.5%) of teacher respondents were expressed their feeling as strongly agree and agree respectively while, 5(12.5) of them were rated as neutral. Therefore, this shows that, the training conditions favored towards English and Amharic in training institutions or colleges because the two departments have adequately trained teachers to give training to trainees.

4.8. TEACHERS FEELING TOWARDS MATERIALS AND THE IMPLEMENTATION OF GUMUZGNA AS MEDIUM OF INSTRUCTION

Table 9: teachers feeling towards the pedagogical materials and implementation of Gumuzgna

<i>N</i>	<i>Statement about materials</i>	<i>Rating scale</i>										<i>Total</i>	
		<i>VH</i>		<i>H</i>		<i>M</i>		<i>L</i>		<i>VL</i>			
<i>o</i>		<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
1	Textbook provision and distribution condition	0	0	0	0	3	7.5	35	87.5	2	5	40	100
2	Timely distribution of instructional materials	0	0	0	0	4	10	30	75	6	15	40	100
3	The quality of text books in general, standard, simplicity	0	0	0	0	2	5	23	57.5	15	37.5	40	100
4	The standards of textbooks	0	0	0	0	19	47.5	19	47.5	2	5	40	100
5	The conditions of having literature and stories in Gumuzgna	3	7.5	3	7.5	23	57.5	10	25	1	2.5	40	100
6	The conditions of general reference materials in Gumuzgna	0	0	0	0	4	10	35	87.5	1	2.5	40	100
7	Evaluation by education experts for improvement of Gumuzgna	0	0	0	0	4	10	34	85	2	5	40	100
8	Follow up by education experts for improvement of Gumuzgna	0	0	0	0	2	5	3	7.5	35	87.5	40	100
9	Support from experts to the preparation of teaching materials in Gumuzgna	0	0	0	0	4	10	28	70	8	20	40	100
10	Preparation of teaching aids in Gumuzgna	0	0	0	0	6	15	34	85	0	0	40	100
11	Radio- transmission program in Gumuzgna	0	0	0	0	0	0	4	10	36	90	40	100
12	Locally produced news papers in Gumuzgna to support instruction	0	0	0	0	0	0	19	47.5	21	52.5	40	100
13	Students ability to communicate in Gumuzgna with teachers in class room	23	57.5	16	40	1	2.5	0	0	0	0	40	100

As showed in the above table 9, in the first item, teachers were requested to respond provision and distribution of educational materials. Thus, 35(87.5%) of teacher respondents responded by rating on the scale measurement regarding the provision and distribution of educational materials in the instructional language (Gumuzgna) as low while 2(5%) of them were rated as very low respectively. Thus, the finding shows that the regional education bureau is not providing and distributed the educational materials for Gumuzgna medium sufficiently. To support this, according to (Lepage, 1964), argues that shortage of instructional materials due to lack of proper distribution has impact on child's language interest and learning ability either by hindering or promoting it.

In the above table, respondents were also requested to respond timely distribution of instructional materials. For this 30(75%) of teacher respondents agreed by rating low while 6(15%) of them were rated as very low respectively. Thus, this picture expresses that, timely distribution of instructional materials is low. This result implies that, it affects the quality of education deliverance negatively in the medium of instruction.

In the same table, respondents were also requested for the absence of general quality of textbooks availability. Thus, 23(57.5%) of teacher respondents were agreed by rating low while 15(37.5%) of them were rated as very low on absence of quality of textbooks. Thus, this picture expresses that, the quality of textbook is low. So, implies that, it affects negatively the quality of education delivered in the medium of instruction. According to (Fishman 1968:6920), regarding the use of mother tongue instruction in education he argues, "Some languages may seem have no grammar or alphabet". This may create difficulty in standardizing the textbooks and other instructional materials in the local languages.

In the same table, teachers were asked to respond the general conditions of reference materials to help the instruction in the language of instruction. Thus, for this, 35(87.5%) and 1(2.5%) of teachers respondents were expression their feeling by rating low and very low respectively while 4(10%) of them were rated as medium. Therefore, this result shows that, there exists shortage of general reading and reference materials in Gumuzgna medium of instruction. In relation to this issue, (Fasold 1968) contend that, lack of text books, instructional materials, reading materials and general reference materials in the local language is to be serious problems during the

implementation process of mother tongue education. Lepage (1964) argues that, a child learns more quickly through mother tongue than unfamiliar language medium is meaningless because of lack of reading materials that supplement actual teaching and learning. Again UNESCO'S experts explained more than the above, the most critical problem more than other is the lack of text books educational materials, shortage of general reference materials and shortage of trained teachers in the vernacular language which leads to lack of adequate reading supplementary materials.

In the fourth item, teachers were also requested to evaluate whether there exists evaluation, monitoring and follow up from the regional education bureau to investigate the present status of the program introduced. For this issue, 34(85%) and 35(87.5%) of teacher respondents were rated about the existence of evaluation & monitoring and follow up of the experts as low and very low respectively. Thus, the finding shows that evaluation, monitoring and follow up of the program are low in the sector with particularly to the instructional language (Gumuzgna).

According to (Haddad, 1999) explains that appropriate evaluation, monitoring, follow up and assessment of the implementation of the initiatives or policy impact is necessary to determine whether the policy itself is inadequate or poor or implementation is at fault. Human capital inadequacy, under funding and inadequate economic stimulus during the implementation stage is among the many possible causes of the failure of a well-designed program. Therefore, he stressed that a well organized evaluation, monitoring, follow up and assessment is essential in the implementation of any program.

In the table 9, above, respondents were also requested about the nature of support provided from higher officials regarding mother tongue education (Gumuzgna), for teachers who attempt in the preparation of teaching materials in Gumuzgna. To this issues 28(70%) of teacher respondents were rated as low while 8(20%) of them were rated as very low with respect to existence of support from experts regarding to mother tongue education(Gumuzgna). Thus, the result shows that support of education experts for development of teaching materials in Gumuzgna were low.

In the same table, teachers were also requested to respond the support of education officials for preparation of teaching aids by teachers. For this, 34(85%) of teacher respondents were rated as low while 6(15%) of them were rated as medium about support of education officials in

preparing teaching aids. This result shows that the support of education officials in preparation of teaching aid was low.

In the same table, teachers were questioned to respond the existence of radio transmission with Gumuzgna. Thus, 4(10%) of teacher respondents expressed their agreements by rating low while 36(90%) of them were rated as very low on the existence of radio transmission program medium of instruction. This implies that, the existence of radio transmission program in mother tongue program were very low. To support this result with an interview response from curriculum expert, one of the respondents expressed his view in the following manner:-

“From the region, the purpose of using Gumuzgna as a medium instruction, was introduced, seems as the sake of political consumption rather than to develop and made the language as a written language in well-standardized manner. There are teachers who were attempting to produce dictionaries, proverbs, plays and poems in Gumuzgna but there is no support provided to them for further expands their program. In general, the frequency of support that woreda mother tongue experts provided for the schoolteachers is very low or not at all. The support from supervisor seems slightly better, even though the frequency is less. However, the support from the school director is better than what woreda and supervisor. Moreover, there were no any radio transmissio program in Gumuzgna” (Mandura woreda curriculum expert, 12/062010 E.C).

In the same table 9, teachers were asked to respond, the availability of locally produced and printed newspapers in Gumuzgna to attract the attention of students, teachers, parents and other role players. In relation to this question 19(47.5%) of teachers respondents reported that by rating low while 21(52.5%) of them were rated as very low for the availability of locally printed and produced newspapers periodically. Thus, this finding shows that, the majority of the respondents agree for the absence of local news papers printed and produced in Gumuzgna very low.

Finally, teachers were also asked the students’ ability to communicate with their teachers in the class. For this 23(57.5%) of teacher respondents were expressed their feeling as very high while 16(40%) of them were rated as high. Therefore, this shows that, students and teachers were communicated very well. In summary, the results based on the above discussion; the distribution of text books ,quality of text books, the general reading materials, evaluation and monitoring,

preparation of teaching aids in Gumuznga and production of local news paper in Gumuznga are all very low which affect the Gumuznga as medium of instruction.

4.9. TEACHERS ATTITUDES TOWARDS COMMUNITY AWARENESS AND PARTICIPATION

Table: 10 Frequency table distributions of teachers' attitudes towards community awareness

<i>No</i>	<i>Question Items</i>	<i>Rating scale</i>											
		<i>SA</i>		<i>A</i>		<i>N</i>		<i>DA</i>		<i>SDA</i>		<i>Total</i>	
		<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
1	lack of awareness on												
1.1	Language Policy	12	30	22	55	6	15	0	0	0	0	40	100
1.2	Value of mother-tongue education	6	15	27	67.5	3	7.5	0	0	0	0	40	100
1.3	Their constitutional Right	3	7.5	34	85	2	5	1	2.5	0	0	40	100
1.4	Information about school system	4	10	32	80	2	5	2	5	0	0	40	100
1.5	Language of instruction	2	5	31	77.5	3	7.5	3	7.5	1	2.5	40	100
2	lack of Participation in												
2.1	Planning language of instruction	9	22.5	28	70	2	5	1	2.5	0	0	40	100
2.2	Selection of scripts	10	25	28	70	1	2.5	1	2.5	0	0	40	100
2.3	Implementation	10	25	27	67.5	3	7.5	0	0	0	0	40	100
2.4	Monitoring	6	15	30	75	0	0	3	7.5	1	2.5	40	100
2.5	Evaluation	9	22.5	28	70	3	7.5	0	0	0	0	40	100

As indicated in the above table, teachers were asked to respond on lack of awareness on language policy of communities. Thus, 12(30%) of teacher respondents were expressed their agreement by rating strongly agree while 22(55%) of them were rated as agree for lack of awareness on language policy of communities. This result implies that communities have lack of awareness on language policy. In relation to this (David Corson,199) outlined that the community attitudes and awareness level in the question of language policy are very important

basis for policy decisions; especially where those attitudes and awareness may be different from those held by staff members or may be in conflict with national or system policy guidelines on this question. Again, he explained many parents are less willing to see the language of the home to be used in school because of lack of information and awareness about the language policy.

In the second item of the table, respondents were also asked whether the community have lack of awareness on the value of mother tongue education or not. To this question, 6(15%) of teacher respondents were rated their agreement as strongly agree while 27(67.5%) of them were rated as agree. This implies there is complete lack of awareness among the community towards the values of mother tongue education. Adams (1998) explains language policy awareness should be inclusive term, which incorporates critical language awareness. It is the study of language based on the latest linguistic, pedagogical, cultural and as well as social aspects of the language concerning the mother tongue education. Thus, communities should have to inform on language policy, mother tongue education value, constitutional rights, information about school system and the medium of instruction.

The table also depicts that, the awareness level of community to their own constitutional right regarding using mother tongue in the primary schools of their own localities. Then, 3(7.5%) of teachers respondents were rated as strongly agree while 34(80%) of them were rated as agree. The implication of this result shows that, communities were not knowledgeable about their own constitutional right especially in the use of mother tongue education. Thus, there is lack of awareness on constitutional right among community since the most Gumuz ethnic groups are not educated.

The research study was also requested on the same table, whether communities have information or awareness regarding the school medium of instruction. For this request 4(10%) of teachers respondents were expressed their feeling as strongly agree while 32(80%) of them were rated as agree. Therefore, the result shows that, there is lack of information or awareness about the language of instruction in the research area.

In the same table, item 1.5 teachers were requested regarding to awareness on language of instruction of communities. Thus, 2(5%) of teacher respondents were rated their agreements as

strongly agree while 31(77.5%) of them were rated as agree. Therefore, the result shows that, there is lack of awareness of communities on language of instructions.

In table 10 item two questions 2.1, respondents were also requested on the issue of the participation of community on the planning of language instruction (mother tongue issues). Thus, 9(22.5%) of teacher respondents were rated as strongly agree while 28(70%) of them were rated as agree regarding participation of community members on planning the language of instruction. Therefore, the implication is shows that there is lack of participation of community in the planning and decision-making process regarding medium of instruction. To support this finding, according to (Haddad, 199) explained in his work that in the planning task there is one difficult task, most often over looked. This task is that, the task of participating and mobilizing political support to the new initiative. Plans should be developed with consumers of a new educational initiatives to aware students and their families about the objectives of the new initiatives ;then communities learn of the benefits for the collectivity program, for teachers, students educational administrators and their representatives most similarly be developed.

In the same table, respondents were also requested to Judge Community participation in the selection of the script for Gumuzgna medium. For this question, 10(25%) of teacher respondents were express their agreements as strongly agree while 28(70%) of them were rated as agree. Thus, the finding revealed that, since the table value /frequency/ and the above percentage value shows that, there is lack of participation of community in the selection of script for Gumuzgna medium of instruction.

Table10, question 2.3 also reveals that, whether community were awared and participated in the implementation process of the Gumuzgna medium or not. For this issue, 10(25%) of teacher respondents were rating their agreement as strongly agree while 27(67.5%) of them were rated as agree for the lack of parents and community participation in the implementation of Gumuzgna medium of instruction. Therefore, the result shows that, parents were not participated in implementation process. This may be the result of lack of interest of the politicians to involve community in the decision-making process or ignorance of the community or imposition for implementing process of Gumuzgna as a medium of instruction.

In the same table, 10 teachers were also asked how the participation of community in monitoring of the policy implemented to know the progress of the policy. For this questions 6(15%) of teacher respondents were rating their agreements as strongly agree while 30(75%) of them were rated as agree respectively. This result shows that, communities were not participated on monitoring of using Gumuzgna as a medium of instruction.

Finally, teachers were requested to judge the extent of evaluation of the program by the communities. Then, 9(22.5) of teacher respondents were expressed their agreements strongly agree while 28(70%) of them were rated as agree for the lack of community and parents participation in evaluation of the implementation of Gumuzgna medium of instruction. Therefore, the result shows that, there is lack of participation of community and parents in evaluating the implementation of Gumuzgna medium of instruction.

To support this result with an interview response from curriculum PTA members, one of the respondents expressed his view in the following manner:-

“We did not participate in selecting of script; planning, implementing, monitoring and evaluation of medium of instruction (Gumuzgna) in stud of have information about them in school at the end of the year report”(Gublak primary school PTA member 22/06/2010E.c).

To sum up the above questions, one more interview question were rised to curriculum experts, that is “what are the measures to be taken do you think for the effective implementation of Gumuzgna medium of instruction?” One of the respondents expressed his view in the foolwing manner:-

“To establishing effective implementation and to solve the challenges that faceses Gumuzgna as a medium of instruction; strategy and creation of common understanding at all levels of the organization should be taken under consideration, preparation and utilization of curriculum materials (student text books, teacher guides, supplementary materials, teaching aids) need to be emphasized. School directors and supervisors should trained and assigned from the gumuz society members or from those who know the language and culture well and additional introductory training concerning the nature of the language have to given. In addition to these, Continuous monitoring, evaluation, action research and effective support as well as supply of constructive feedback using senior teachers, supervisors, and mother tongue experts need to be

considered. The teacher training college should be strengthened by human, material and society's cultural resources to effectively equip teachers with the necessary skills during the pre and in service training” (Dangur woreda curriculum expert,23/06/2010).

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

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

5.1. SUMMARY

The main purpose of this study was to examine practices, challenges and opportunities of using mother tongue as medium of instruction specific to Gumuzgna that spoken in Benishangul Gumuz Regional State especially in Metekel and Kamashi zone. For this purpose, descriptive survey research design was employed. Thus, four primary schools, which were using Gumuzgna as a medium of instruction, were randomly selected. The subjects of the study include 12 parents represented 3 parents from each randomly selected schools and 40 teachers who teach in Gumuzgna were selected in purposive sampling method, 72 students were randomly selected from grade "3 and 4", 4 school directors, 4 supervisors, 5 curriculum experts and 5 mother tongue experts were selected by availability sampling method.

To achieve the purpose, both general and specific objectives of the study were formulated and basic research questions were raised to be answered. Accordingly, the following results were obtained from the research endeavor:-

- Mother tongue teachers did not get enough and appropriate pre-service and in-service training with organized institution which makes them effective to implement mother tongue program except a one up to two weeks training after the end of diploma course and since three year two introductory courses which is not enough to equip them with the necessary skill. The teachers did not get the necessary skill and methodology to create interactive learning environment that enhance students' achievement;
- From the findings, it was observed that, all diploma and 15% of certificate Gumuzgna teacher respondents were not specialized with Gumuzgna, rather in the other field of study. In addition, 7.5% of the respondents were uncertified, even though the supply of teachers was not enough;
- The result also indicated that there were no efficient and effective school directors, supervisors and mother tongue experts who able to support the mother tongue teachers,

since all directors from the sampled schools and from four supervisors two of them were not from Gumuz ethnics;

- There was no continuous and effective follow up and support (monitoring and evaluation) of the program involving different stockholders;
- In the preparation of textbooks, no considerations were made for students, teachers and parents participation as a means to collect their feedbacks to be used as inputs to improve quality of the materials;
- The participation of teachers, community, and professionals in preparing, developing, evaluating, and giving comments or feedbacks for improvement was insufficient ;
- The result indicates that now a day there was no attitudinal problem that strongly affects the mother tongue implementation except some parents and students due to the lack of awareness, fearing of the future continuation, job opportunities and absence of resources;
- Students who were using Gumuzgna as their first language were initiated to use the language positively due to increase in the understanding and achievement level of the students in the academic program of the schools that paved the way to reduce the repetition and dropout rates (wastage) in education;
- Teachers as well as students face difficulty of understanding the text books during implementation because the text book was prepared poorly using unstandardized language and unskilled writers without effective training;
- As reflected by parents and students, the community were not get enough orientation and awareness on the pedagogical, psychological, political, and sociological benefits of using mother tongue as a medium of instruction at the beginning. This means that the importance of community participation for school and social development was neglected and the instructional language change were not been sufficiently introduced;
- There is a shortage of Gumuzgna teaching materials (student textbook and teacher guide), lack of supplementary materials and teaching aid, absence of context-sensitive and culturally relevant curriculum materials that affecting the implementation;
- The quality and accessibility of textbooks in Gumuzgna was very low and poor. There was no dictionary, which was printed and distributed. There were no local newspapers produced to develop knowledge and initiate non-formal education. The distribution of textbooks was not adjusted with the annual program of the lesson or there was lack of on time distribution

of textbooks, no audio-visual materials in Gumuzgna, no radio broadcasting transmission in Gumuzgna, there is shortage of poem and written documents in Gumuzgna to support the implementation of the program;

- The finding further shows that there is centralization of resource management, utilization and control especially the financial resource regarding mother tongue education program, which impeded the implementation of the policy;
- The finding also revealed that there is shortage of training institution with academically strong department, planning unit and lack of research and need assessment conducted to know the interest of the public as well as to know the current problems of the program;

5.2. CONCLUSIONS

According to the results obtained from the study the preconditions that would have been in place is that, there was no organized and efficient pre and in-service training in diploma and certificate program arranged for primary school teachers especially in Gumuzgna. Not only as medium and subject but as the future working language of the community was not give due consideration. Effective pre and in-service training program were prepared teachers well skilled for both language and content of subject matter. The finding proved that, there were no technical and professional development supports rendered to the students and teachers.

The choice of script for a language requires an intensive study of the language and it must be due by specialized linguistics and educators who must given sufficient time to carry out the task. Thus, the findings proofed that there were dialectal and Word problems between zones. What students understand from the textbooks in Metekel was slightly different from kamashi.

Conducting policy study and need assessment were not done before the implementation: - the state council of the region passed the decision, with which is highly political initiative than the interest of the public. Due to this, the regional and zonal education office were implemented it directly. However, education and training policy without sufficient preparation of instructional and supplementary materials and training of teachers be came to uneffective;

The problem also has negative effect on the quality of primary education. Participation in decision-making can convince people. The aims of the decision is worthy of some measures of loyalty and commitment. Genuine efforts at mutual adoption in the direction of decision makers

give a positive result with regard to language understanding. Higher officials' decision was not flexible in concept and implementation and they were not interested to take the views and opinions of teachers, students and parents.

Parents and stakeholders were not sufficiently oriented on how to implement the policy and what strategies should be used to find out other options. Therefore, lack of appropriate information in the language under study; it leads the community to have some extent negative attitude towards the implementation of Gumuzgna as medium of instruction.

To facilitate the teaching - learning process high quality materials that are culturally sensitive are essential and should not be imported from other culture and do not impose alien cultural values. Good quality bilingual dictionaries are essential for children who have developed levels of literacy in their first and second language. In Metekel zone, such practices were not seen still now, which shows that the teaching-learning process was not supplemented by the additional reference materials. Since, Gumuzgna was spoken only as native in Metekel and kamashi zone, due to this, there were not possibility for students and teachers to borrow or buy supplementary books from other regions. The only alternative is to wait for books until they sent from the regional education bureau .The number of prints was not sufficient and the distribution had problems. The shortage of the teaching materials created problem on children's learning. They were not able to work their exercises at home. It also hindered the participation of children in-group discussions in their class using their textbooks. This result could reflect on the children's performance to be low and it could be one of the causes for students to develop somehow negative attitudes towards their own language.

Therefore, to have effective implementation of Gumuzgna as a medium of instruction; strategy and creation of common understanding at all levels of the organization should be taken under consideration, preparation and utilization of curriculum materials (student textbooks, teacher guides, supplementary materials, teaching aids) need to be emphasized. School directors and supervisors should be trained and assigned from the Gumuz society members or from those who know the language and culture well and additional introductory training concerning the nature of the language have to be given. In addition to these, Continuous monitoring, evaluation and effective support as well as supply of constructive feedback using senior teachers, supervisors, and mother

tongue experts need to be considered and the teacher training college should be strengthened by human, material and society's cultural resources to effectively equip teachers with the necessary skills during the pre and in service training.

5.3. RECOMMENDATION

As the findings have indicated in the summary part in a consolidated form, the research results shows challenges that have confronted during the implementation process of Gumuzgna in four primary schools of Metekel zone. Therefore, the following recommendations were for warded based on the research findings:-

- In the research area, provision of pre and in-service training for professional development in the instructional language (Gumuzgna) for teachers was almost insufficient. Though capacitating teachers to cop up with the new daynamic is demanding; thus, concerning bodies such as Woreda, zonal and regional educational authorities are recommended to take initiatives to train teachers in order to develop their language and subject matter competence;
- The research result also shows that, teachers, students, parents and community participation in selection of script, planning, monitoring, evaluating and assessing of the instructional language is insignificant. Since teachers and students were the closest persons for curriculum and language issues and activities, his/her participation in its preparation need not undermined. Hence, education authorities need to consider teachers and students contribution in the whole processes of education;
- Producing quality and relevant teaching materials is very important in teaching - learning process. Teaching materials should be prepared in taking in to account the local situations. Besides from where children were drawn should not be forgotten. Whatever idea retained in the book should emphasis children capacity to catch up what they learn. Hence, the research result shows that instructional materials were prepared in Gumuzgna were somehow difficult to understand in their new words, edition, printing and publication. Therefore, books to be prepared should be refined accordingly and careful attention should be taken during the preparation of instructional materials;
- The research findings also show that schools were running under the scarcity of educational or instructional material. Thus, untimely (late) supply and disproportionably

distribution of instructional materials among the schools were also found to be other bottleneck problems. It is clear that both teachers and students need adequate teaching and learning materials. Homework, class works and other activities are heavily reliant on textbooks, teacher guides etc. Therefore, it is difficult to organize and assist students with out textbooks hence, educational officials should pay attention to alleviate or at least to minimize such problems on time or even early. Thus, the books should publish and distributed on time and adequately. Equity of resource distribution among the schools should maintained based on student-teacher number that each school would have;

- The research finding also revealed that there was no need and research conducted before the implementation of Gumuzgna as medium of instruction. Therefore, to implement new education policy, education authorities should need to carry out research and need assessment to identify the interest of the public rather than putting in to effect the decision of top-politicians;
- Besides, I would urge development agencies to use all available means to exert pressure on the regional government of Benishangul Gumz to keep up its promises and to practice what it committed on the paper. That is, observance of human rights in particular and its promise to realize the peoples' right to the national self-determination in general. Assistance programs can also look for means of assisting in training and financing educationists for curriculum development, training of writers, illustrators, editors, book designers and production experts, giving technical support for equipment maintenance, personnel and creating positive atmosphere for educational material supply in the short term;
- Finally, the researcher recommends that, any interested individuals to conduct a research on the same topic. Because; it is difficult to say one can exhaustively treat all the issues related to mother tongue education since it has even changing sociological variants;

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APPENDIXES

APPENDIX A

Addis Ababa University

College of Education and Behavioral Studies

Department of Curriculum and Instruction (C&I)

Questionnaires for Teachers

General Instruction: - The purpose of these questionnaires is to collect data in order to investigate the practices, challenges and opportunities encountered in the course of using Gumuzgna as medium of instruction in four primary schools of Metekel Zone. This research result will contribute in revealing actual conditions faced during implementation process of the instructional language (Gumuzgna). It would assist teachers, education officials and other professional working in line with education in taking corrective measure for discovered problems and strengthening strong sides. Therefore, you are required to provide genuine and honest responses. There is no **correct or wrong** response. The **confidentiality** of your responses will be hold at most strictly. Therefore, you are kindly requested to complete all kinds of questions in this questionnaire.

Specific Direction: - Please read the following questions and respond all of them. You should not write your name on the questionnaires. To the questions which have an alternatives in tables please put "√" mark in the box provided. For open-ended questions please, provide your idea on the provided space under the question.

Thank You for your kindly cooperation!

1. Back ground of the Respondents.

Dear respondents, please respond to the following questions by filling in the space provided against each questions.

1.1 zone

1.2 Woreda -----

1.3 Name of the school you teach -----

1.4 Age-----

1.5 Sex-----

1.6 Qualification Master degree diploma certificate uncertified

1.7 Specialization area diploma in gumuzgna diploma in other certificate in gumuzgna certificate in other uncertified

1.8 Service year in teaching profession -----

1.9 Years you have taught using Gumuz language as medium of instruction: 1 2 3 4
5 or more

2. Proficiency levels in Gumuzgna.

Please put "√" mark inside the box under the scales.

Note: VH= Very High, H=High, M=Medium, L=Low, and VL= Very Low

No	Skill types	Rating Scales				
		VH	H	M	L	VL
1	Listening					
2	Speaking					
3	Reading					
4	Writing					

5. Have you ever taken any training to improve your mother tongue/Gumuzgna/ language proficiency? A. Yes B. No.If yes, how many times and for how long did you take the training? -----

3. Open ended question about the practice of Gumuzgna as a medium of instruction

1. How did Gumuzgna practiced in your school?
2. Why did Gumuzgna given as a medium of instruction only from grade 1-4 in your school?

4. The Training and Professional Development Levels of Gumuzgna Teaching Teachers

Put"√" mark in the box corresponding to the rating scales regarding the statements given in the table

Note: SA =strongly Agree, A= Agree, N =Neutral, D =Disagree and SD = Strongly Disagree.

No	statements	Rating Scales				
		SA	A	N	D	SD
1	Gumuzgna teachers are adequately trained					
2	There are adequate supply of trained teacher in Gumuzgna					
3	Teachers for Gumuzgna language are trained in short term programs					
4	Teachers for Gumuzgna are trained in-service program/Summer/					
5	Teachers for Gumuzgna instruction are certified or diploma holders in Gumuzgna					

5. Attitude towards the Implementation of Gumuzgna as Medium of Instruction

The following table and description indicate the attitude that students, PTA, teachers, directors, supervisors and mother tongue experts have during the implementation of the Gumuzgna.

<i>No</i>	<i>statements</i>	<i>Rating Scales</i>				
		SA	A	N	D	SD
1	Students believe that learning using Gumuz language as a medium of instruction makes them productive than using other languages					
2	Learning in Gumuzgna is very important for the students both pedagogically and psychologically.					
3	Students are happy and motivated (have positive attitude) when they learn with their mother tongue					
4	Teachers are interested and have positive attitude to implement the mother tongue/Gumuzgna/ as a medium of instruction at school level					
5	School directors are interested and have positive attitude to implement the mother tongue/Gumuzgna/ as a medium of instruction at school level					
6	Educational experts are positively believed in the importance of using mother tongue/Gumuzgna/ as a medium of instruction and facilitating its implementation					
7	Parents prefer if their children learn using their mother tongue					
8	Cluster supervisors have positive attitude on the implementation of mother tongue/Gumuzgna/ as a medium of instruction					

6. Attitudes of Teachers Regarding Opportunities after Using Gumuzgna as Medium of Instruction

Put "✓" mark in the box corresponding to the rating scales regarding the statements given in the table

Note: VH= Very High, H=High, M=Medium, L=Low, and VL= Very

No	statements	Rating Scales				
		VH	H	M	L	VL
1	Improvement in Students academic performance					
2	Students level of subject understanding					
3	Preservation of Gumuz culture in written form especially Gumuzgna					
4	Students ability in speaking and expressing themselves in Gumuzgna					
5	Students ability in reading Gumuzgna					
6	Students ability in writing Gumuzgna					
7	Students attitudes to word learning in Gumuzgna					
8	The relationship between school and community					
9	Awareness level of community to use Gumuzgna for medium instruction					
10	Community attitudes to Gumuzgna medium					

11. What do you think about the opportunities of implementing Gumuzgna as a medium of instruction for the students, parents as well as for the region?

7. Teachers feeling towards the conditions of pedagogical materials for instruction in Gumuzgna medium and the implementation of Gumuzgna as medium of instruction

Put "✓" mark in the box corresponding to the rating scales regarding the statements given in the table

Note: VH= Very High, H=High, M=Medium, L=Low, and VL= Very

No	Statements about materials	Rating Scales				
		VH	H	M	L	VL
1	Textbook provision and distribution condition					
2	Timely dissemination of instructional materials					
3	The quality of text books in general, standard, simplicity					
4	The conditions of having literature and stories in Gumuzgna					
5	The conditions of general reference materials in Gumuzgna					
6	Follow up by education experts for improvement of Gumuzgna					
7	Evaluation by education experts for improvement of Gumuzgna					
8	Support from officials to the preparation of teaching materials in Gumuzgna					
9	Preparation of teaching aids in Gumuzgna					
10	Radio- transmission program in Gumuzgna					
11	Locally produced news papers in Gumuzgna to support instruction					
12	Students ability to communicate in Gumuzgna with teachers in class room					

8. Teacher's agreements on problems and challenges of instructional materials in Gumuzgna medium

Put "✓" mark in the box corresponding to the rating scales regarding the statements given in the table

Note: SA- Strongly Agree, A= Agree, N= Natural, D= Disagree, and SD= Strongly Disagree.

No	Statements about materials	Rating Scales				
		SA	A	N	D	SD
1	Lack of appropriately prepared instructional materials					
2	Poor standardization of instructional materials					
3	Lack of supplementary reference materials in Gumuzgna					
4	Inappropriate supply of teachers' guide					
5	Inappropriate supply of Reference,					
6	Inappropriate supply of Literature for teaching,					
7	Inappropriate supply of Radio-broad casting...etc					
8	Lack of participation of teachers in Selection of scripts					
9	Lack of on-time provision of instructional materials					
10	Lack of Audio-visual materials to support instruction					
11	Shortage of poem and other written document literature in Gumuzgna					

12. What challenges or problems were encountered while Gumuzgna is implemented as medium of instruction?

13. Do you employ any kind of strategies to cope with/resist the challenges of using Gumuzgna as a medium of instruction? please list them down

14. As professional state any practical problems and improvements you have observed in the teaching of Gumuzgna.

A. Practical problems:-

B. Practical Improvements

9. Problems Related with Professional Development For Teachers of Gumuzgna medium,

Put "✓" mark in the box corresponding to the rating scales regarding the statements given in the table

Note: - SA= Strongly Agree, A= Agree, N= Natural, D=Disagree and SD= Strongly Disagree.

No	Statements	Rating Scales				
		SA	A	N	D	SD
1	Lack of budget for professional development of Gumuzgna teachers					
2	Irreverence of training materials to local situation					
3	Lack of attention from planning bodies					
4	Absence of proper planning in advance					
5	Weak academic capacity of training institutions					
6	Lack of proper training department					
7	Absence of training need assessment					
8	Lack of commitment of politicians					
9	Professional development favored to Amharic and English					
10	Lack of research made before selecting the language of instruction.					

10. Problems and Challenges Related with Awareness of Teachers, Mother tongue & education Experts, Directors, Students and Community to Language Policy

Put "✓" mark in the box corresponding to the rating scales regarding the statements given in the table

Note: SA= Strongly Agree, A= Agree, N= Natural, D=Disagree and SD= Strongly Disagree.

No	statements	Rating Scales				
		SA	A	N	D	SD
1	lack of awareness on					
1.1	Language Policy					
1.2	Value of mother-tongue education					
1.3	Their constitutional Right					
1.4	Information about school system					
1.5	Language of instruction					
2	lack of Participation in					
2.1	Planning the language of instruction					
2.2	Selection of scripts					
2.3	Implementation					
2.4	Monitoring					
2.5	Evaluation					

APPENDIX B

አዲስ አበባ ዩኒቨርሲቲ

የትምህርት እና የጠባይ ጥናት ኮሌጅ
የሥርዓተ ትምህርት እና ማስተማሪያ ትምህርት ክፍል

በ1ኛ ደረጃ የጉመዥኛ አፍ ጭቻ ቋንቋ ማህሪን የሚሟላ ማጠቃለያ

አጠቃላይ መሠይ፡- የዚህ ማጠቃለያ ዋና ዓላማ በመተኮል ዞን በሚገኙ አራት የ1ኛ ደረጃ የሚሟላ ሳይክል ጉመዥኛን ሙሉ በሙሉ እንደ ትምህርት ቋንቋ እየተሰተ ባለበት ወቅት ያለውን ልምዶች፣ ፈተናዎች እና እድሎች በመመርመር መረጃ ለመስጠት ነው። ይህ የምርምር ወጠት የትምህርት ቋንቋን (ጉመዥኛን) ትግባራዊ በማድረግበት ወቅት የሚጋጥሙ ትክክለኛ የሆኑ ልምዶች፣ እድሎች እና የፈተናዎችን ሁኔታ በመግለጥ ረገድ አስተዋጽኦ ያደርጋል። ለጥናቱ መሳካት ከእርስዎ የሚገኘው መረጃ በጣም ጠቃሚ አስፈላጊ ነው። ስለዚህ የቀረቡትን ጥያቄዎች በጥንቃቄ በማንበብ ትክክለኛውን ምላሽ በመስጠት እንዲትተባበሩኝ በትህትና እየጠየኩ፣ ለመጠቃለያ የሚሰጡ መረጃዎች ሁሉ በሚጠበቅ የሚዘገቡ ለጥናቱ ዓላማ ብቻ የሚሆኑ መሆናቸውን እገልጻለሁ።

አሜሪካ መልስ ለተቀመጠላቸው ጥያቄዎች ከምርመራ አንጻር የ "√" ምልክት በመጠቀም መላክ የሚችሉ ሲሆን ተጨማሪ መረጃ ለሚገኙ ጥያቄዎች ደግሞ በተዘጋጀው ባዶ ቦታ መልስዎን ይጻፉ። ማሳሰቢያ፡- ስምዎን ፍቅር ስፈልግም።

ስለትብብርዎ በጣም አመሰግናለሁ!!

ክፍል አንድ-ግላዊ መረጃ

- 1.1 ዞን -----
- 1.2 ወረዳ -----
- 1.3 የትምህርት ቤቱ ስም-----
- 1.4 ዕድሜ -----
- 1.5 ፆታ/ሽ ወንድ ሴት
- 1.6 የትምህርት ደረጃ፡ ማስተር ባችለር ድግሪ ድፕሎማ ከሴርቴፊኬት ሌሎች ካሉ
- 1.7 የተመረከበት/ሽበት ዲፕሎማ በጉመዥኛ ዲፕሎማ በሌላ የት/ዓይነት ሰርተፊኬት በጉመዥኛ ሰርተፊኬት በሌላ የት/ዓይነት
- 1.8 በማስተማር መቻ ያለዎት አጠቃላይ ልምድ-----
- 1.9 በጉመዥኛ አፍ ጭቻ ቋንቋ ማህሪነት ያለዎት አገልግሎት 1 2 3
 4 5 ወይም ከዚያ በላይ

2. የጉመዛኛ የወስጥ የብቃት ደረጃዎ

እባክዎን በመጠን በመጠቀም ማስተካከያ ወስጥ "√" ምልክት ያደርጉ .

ማስታወሻ: በጣም ከፍተኛ, ከፍተኛ, መካከለኛ, ዝቅተኛ, እና በጣም ዝቅተኛ

ቁ · ጥ	የክህሎት አይነቶች	የደረጃ መግለጫ				
		በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
1	ማዳመጥ					
2	መናገር					
3	ማንባብ					
4	መጻፍ					

5. የጉመዛኛ ቋንቋ ችሎታዎን ለማስደግ ስልጠና ወስደህል/ሻል ? ሀ .አዎ ለ. አልወሰደኩም.
ምሳሌ/ሽ አዎ ከሆነ ለስንተ ጊዜ እና ለምን ያህል ቀን ወሰደክ? -----

3. ከዚህ በታች ያሉትን ጥያቄዎች በመጻፍ ምላሽ ስጥባቸው

3.1. ጉመዛኛ በት/ቤታችሁ እንዴት ተግባራዊ ይደረጋል ? -----

3.2. ጉመዛኛ ለምንደነው ከ1ኛ እስከ 4ኛ ክፍል ብቻ ተግባራዊ እየተደረገ ያለው?-----

4. የጉመዛን መሥሪያ ሥልጠና እና መቆየት ደረጃዎች

በሆንጠረዥ ወስጥ ከተሰጡ የደረጃ መለኪያዎች ጋር ተመገጥኝ ሳጥን ወስጥ √ "ምልክት ያደርጉ

ማስሰቢያ : በጣ = በጣም እስማምሁ, እስ = እስማምሁ አልወ = አልወሰንኩም አል = አልሰማም እና በአል = በጣም አልሰማም.

ተ. ቁ	ጥያቄ	የደረጃ መለኪያ ደረጃዎች				
		በጣ	እስ	አልወ	አል	በአል
1	የጉመዛኛ መሥሪያን በበቂ የሰለጠኑ ናቸው					
2	በጉመዛኛ በበቂ ሁኔታ የሰለጠኑ አስተማሪዎች አቅርቦት አለ					
3	የጉመዛኛ አስተማሪዎች ጉመዛኛን ለመጠቀም የወሰዱት ስልትና የአጭር ጊዜ ስልጠና ነው					
4	የጉመዛኛ አስተማሪዎች የሚለጥኑት በክረምት /በሰራ ላይ እያሉ ነው/					
5	የጉመዛኛ አስተማሪዎች ሰረተኛነት ወይም ዲፕሎማ አላቸው					

5. በጥራት ላይ ያለ አመለካከት

መሠሪያ፡- ከታች በቀረበው ሰንጠረዥ ውስጥ ያሉትን ተገባራት በማንበብ በተስማሚነት ደረጃ ላይ የ በመገባቸው ለምሳሌ ከት ሞክሩ። (በጣ = በጣም እስማማለሁ፣ እስ = እስማማለሁ፣ አል = አልወሰንኩም፣ አልስ = አልስማምም፣ በጣል = በጣም አልስማምም የሚሉት ናቸው።)

ተ ቃ	ዝርዝር ተገባራት	ምዝታ				
		በጣ	እስ	አል	አልስ	በጣል
1	ተሜዎች በሌላ ቋንቋ ከሚሰጡት ይልቅ በአፍ መፍቻ ቋንቋቸው በሚሰጡ የበለጠ ወጠታማ እንደሚደረጋቸው ያምናሉ።					
2	ተሜዎች በራሳቸው ቋንቋ (በጉመዛኛ) መሠረቸው ለስነ-ልቦና አቸውና ለመግረ ስነ-ኤደአቸው በጣም ጠቃሚ ወ።					
3	ተሜዎች የአፍ መፍቻ ቋንቋቸውን በመገባቸው ሲሚሰጡ የበለጠ ደስተኛና የተነሳሽነት ስሜት ይኖራቸዋል።					
4	የአፍ መፍቻ ቋንቋ መግቢያን ጉመዛኛ ቋንቋን በትምህርት ቋንቋነት ለማስተማር አዎንታዊ ስሜትና ተነሳሽነት አላቸው።					
5	በትምህርት ቤት ደረጃ የአፍ መፍቻ ቋንቋ ትምህርትን ለመተግበር ር/መግቢያ አዎንታዊ ስሜትና ተነሳሽነት አለው።					
6	የአፍ መፍቻ ቋንቋ ትምህርትን ለመተግበር ክላስተር ስፕሪንግ ደረጃ አዎንታዊ ስሜትና ተነሳሽነት አለው።					
7	የአፍ መፍቻ ቋንቋ ትምህርት ባለሙያዎች በትምህርቱ አሰጣጥ ጥቅም ላይ አዎንታዊ ግንዛቤ ኑሯቸው አተገባበሩን ይደግፋሉ።					
8	ልጆቻቸው የአፍ መፍቻ ቋንቋን በመገባቸው እንዲሚሰጡ ወላጆች ይፈልጋሉ።					

6. የመግቢያን አመለካከት ጉመዛኛ የመግቢያ ማስተላለፊያ ቋንቋነት በመስጠቱ ስላለው ጠቅሚያ በሰንጠረዥ ውስጥ ከሚሰጡ የደረጃ አሰጣጥ ደረጃዎች ጋር ተመጣጥኝ ሳጥን ውስጥ "√" ምልክት ያድርጉ ማስታወሻ፡ በጣ = በጣም ከፍተኛ, ከ = ከፍተኛ, መ = መካከለኛ, ዝ = ዝቅተኛ, እና በጣ ዝ = በጣም ዝቅተኛ

ተ.		የደረጃ ማከኪያ ደረጃዎች
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ቁ		በጣ	ከ	መ	ዝ	በጣዝ
1	የተሜዎችን ወጠት ለማሻሻል					
2	ተሜዎች የሚጠቀሙት ትምህርት የማንዘብ አቅም እንዲጨምር					
3	የጉምዝ ባህልን በተለይም የጉመዛኛን ስነ ጽሁፍን ተጠብቆ ለማቆየት.					
4	ጉመዛኛን ለመጻፍ ተሜዎች ያላቸው ችሎታን					
5	ጉመዛኛን ለማንበብ ተሜዎች ያላቸው ችሎታን					
6	ተሜዎች በጉመዛኛ የሚገኙ እና አራገቶችን የመገለጻ ችሎታቸውን					
7	ተሜዎች በጉመዛኛ ለመጻፍ ያላቸው ፍላጎት በመጨመር					
8	በትምህርት ቤት እና በህዝብ ማህበረሰብ መካከል ያለው ግንኙነት ለማጠናከር					
9	የህዝብ ማህበረሰብን ግንዛቤ ጉመዛኛ የመጻፍ ማስተሜያ ቋንቋነት አድርጎ ስለመጠቀም					
10	የህዝብ ማህበረሰብን አመለካከት ጉመዛኛን የመጻፍ ማስተሜያ ቋንቋነት አድርጎ ስለመጠቀም					

11. ጉመዛኛን ሙሉ በሙሉ እንደ ትምህርት ቋንቋ መጠቀም ወይም ተግባራዊ ማድረግ ለተሜዎቹ፣ ለወላጆችም ሆነ ለክልሉ የሚጠቀሙ አድል ወይም ምቹ ሁኔታ ምን ይመስላል?

7. መሀሪን ጉመዛኛን ሙሉ በሙሉ እንደ ትምህርት ቋንቋነት ለመጠቀም በሚደቡ የትምህርት ቁሳቁሶች ላይ ያላቸው ስሜት እና ጉመዛኛን ለመተግበር ያላቸው ሚዳት ::

በሠንጠረዥ ውስጥ ከተሰጡ የደረጃ መለኪያዎች ጋር ተመጣጣኝ ሳጥን ውስጥ “√” ምልክት ያድርጉ :: ማስታወሻ:

በጣ = በጣም ከፍተኛ፣ ከ = ከፍተኛ፣ መ = መካከለኛ፣ ዝ = ዝቅተኛ እና በጣዝ = በጣም ዝቅተኛ

ተ. ቁ	ጥያቄዎች	የደረጃ መለኪያ ደረጃዎች				
		በጣ ከ	ከ	መ	ዝ	በጣ ዝ
1	የመጽሐፍት አቅርቦት እና ማስራጨት ሁኔታ.					
2	በወቅቱ የትምህርት ቁሳቁሶችን ማስራጨት					
3	የመሜያ መጽሐፍት አጠቃላይ ጥራት ፣ እስታንዳርድ እና ቀላልነት					

	.					
4	በጉመዝኛ ጽሑፎች ውስጥ የጉመዝኛ ስነ-ጽሑፎች እና ታሪኮች ያለው ሁኔታ					
5	በጉመዝኛ አጠቃላይ የመሠረዳ ቁሳቁሶች /ማጠቃለያ ማህበራት/ ስለመኖራቸው ሁኔታ.					
6	ጉመዝኛን ለማሻሻል የትምህርት ባለሙያዎች ክትትል ስለሚደረግ.					
7	ለጉመዝኛን ትምህርት አሰጣጥን መሻሻል የትምህርት ኤክስፐርት ግምገማ					
8	የጉመዝኛ የሚተማሪ ቁሳቁሶችን ለማዘጋጀት ከባለሙያዎች ለመሀሪን የሚደግ ድጋፍ					
9	በጉመዝኛ ለሚተማሪ አጋዥ የሚሆኑ ቁሳቁሶችን ለማዘጋጀት የሚደረግ ዝግጅት					
10	ጉመዝኛን በየሬዲዮ የሚተላለፊ ፕሮግራም					
11	በጉመዝኛ መሠረ ማስተማርን ለመደገፍ በአካባቢ የተዘጋጁ ጋዜጠኞች					
12	ተሠሪዎች በክፍል ውስጥ ከመሀሪዎቻቸው ጋር በጉመዝኛ የመገባባት ችሎታ					

8. በመሠረዳ ቁሳቁሶች ላይ ያለት ችግሮች እና ፈተናዎችን በተመለከተ መሀሪን ያላቸው ስምምነት በሆንጠረዥ ውስጥ ከተሰጡ የደረጃ መለኪያዎች ጋር ተመጣጣኝ ሳጥን ውስጥ √ "ምልክት ያደርጉ ማስታወሻ:- እ.አ = እጅግ እስማህሁ, እስ = እስማህሁ, አልወ = አልወሰንኩም አል = አልስማም, እና እአ = እጅግ አልስማም

ተ. ቁ	ቁሳቁሶች መግለጫዎች	ሰለ	የደረጃ መለኪያ ደረጃዎች				
			እ. አ	እስ	አልወ	አል	እአ
1	በተገቢው መንገድ የተዘጋጀ የሚተማሪ ቁሳቁሶች ማጠቃለያ						
2	የሚተማሪ ቁሳቁሶች ደረጃቸው ደካሜ ት						
3	በጉመዝኛ የተጨማሪ ማጠቃለያ ቁሳቁሶች እጦት						
4	ተገቢ ያልሆነ የአስተማሪዎች መሠረዳ አቅርቦት						

5	ተገቢ ያልሆነ ማጠቃለያ ማጠቃለያ አቅርቦት					
6	ለሚጠቀሙበት ተገቢ ያልሆነ የሥነ-ጽሁፍ አቅርቦት					
7	ተገቢ ያልሆነ የፊደሎች ስልጠና አቅርቦቶች ... ወዘተ.					
8	የመሥሪያ ቤቅን ተሳትፎ በሚጠቀሙበት ዝግጅት ላይ ያለመኖር					
9	በወቅቱ የሚጠቀሙበት ቁሳቁሶችን ያለመቅረብ					
10	መሥሪያ ቤቅን ለመገናኛ ደምጽ እና የምስል ቁሳቁሶች እጦት					
11	በጉምገማ የተዘጋጁ ግጥሞች፣ ስነ-ጽሁፍ እና ሌሎች ቁሳቁሶች እጥረት					

12. ጉምገማን ማሉ በማሉ እንደ ትምህርት ቋንቋ አድርጎ በትምህርት ቤትም ሲጠቀሙ ምን ፈተናዎች ወይም ችግሮች አጋጥመውታል? ይዘርዝሩ፡፡

13. ከላይ የዘረዘሩትን ፈተናዎች እና ችግሮችን ለመፍታት የነደፉት የመፍትሄ ሀሳቦች አሉ? ካሉ ይዘርዝሩአቸው፡፡

14. እንደ ትምህርት ባለሙያ ጉምገማን ማሉ በማሉ እንደ ትምህርት ቋንቋ በመጠቀም ሂደት ያየሃቸውን ማንኛውንም ችግሮች እና የሚከሰቱ ሀሳቦችን ይግለጹ፡፡

ሀ. በተግባር የሚታዩ ዋና ዋና ችግሮች -----

ለ. ለችግሮቹ የመፍትሄ ሀሳቦች -----

9. የመሥሪያ ቤቅን ማሉ ጉምገማን ማሉ በማሉ እንደ ትምህርት ቋንቋ መጠቀምን ለማዘጋጀት ችግር እና ፈተና በሆኑ ጉዳዮች ላይ የመሥሪያ ቤቅን ስምምነት

ማስታወሻ: - እእ = እጅግ እስማህሁ, እ = እስማህሁ አልወ = አልወሰንኩም, አል = አልስማምም እና በአል = በጣም አልስማምም.

ቁ. ጥ	መግለጫዎች	የደረጃ ማከኪያ ደረጃዎች				
		እእ	እ	አልወ	አል	በአል
1	ለጉምገማ መሥሪያ ቤቅን ለማስጠንቀቂያ የበጀት እትርት መኖር					
2	በአካባቢው ተቀባይነት በሌላቸው የስልጠና ቁሳቁሶች መጠቀም					
3	እቅድ አወጪ አካላት ትኩረት አለመስጠት					
4	አስቀድሞ ተገቢው እቅድ ያለመኖር					
5	ስልጠናውን የሚጠቀሙ ኮሌጆች አቅም ደካማ መሆን					
6	ተገቢ የስልጠና መሣሪያ አለመኖር					

7	የሰልጠኛ ፍላጎት ግምገማ አለመኖር					
8	የፖለቲከኞች ቁርጠኝነት አለመኖር					
9	ለአሜሪካ እና ለእንግሊዝኛ ማዕከላዊ ጥያቄዎች ቅድሚያ መስጠት					
10	የሚተማሩ ቋንቋ ከመሥሪያ ቤቅ በቅድሚያ ጥናት እና ምርመራ ያለመኖር					

10. የመሥሪያ ቤቅ ፣ የቋንቋ እና የሰርዓት ትምህርት ባለሙያዎች፣ የት/ቤት ዳይሬክተሮች፣ የተማሪዎች እና የሚሰበረሰቡ በቋንቋ ፖሊሲ ላይ ያላቸው መረዳት ችግሮች እና ፈታናዎች በሆንጠረዥ ውስጥ ከተሰጡ የደረጃ መለኪያዎች ጋር ተመጣጥኝ ሳጥን ውስጥ “√” ምልክት ያደርጉ

መለኪያዎች: በጣ = በጣም እስማህሁ እስ = እስማህሁ አልወ = አልወሰንኩም, አል = አልሰማም እና በአል = በጣም አልሰማም.

ተ. ቁ	የጥያቄ	የደረጃ መለኪያ ደረጃዎች				
		በጣ	እስ	አልወ	አል	በጣል
1	ግንዛቤ አለመኖር					
	በቋንቋ መሥሪያ ላይ					
	በራስ ቋንቋ ትምህርትን መመር ያለውን ዋጋ ግንዛቤ ያለመኖር					
	ህገ መንግስታዊ መብታቸው ላይ ግንዛቤ ያለመኖር					
	ስለ ትምህርት ቤት ሥርዓት ግንዛቤ ያለመኖር					
	የሚተማሩ ቋንቋ ላይ ግንዛቤ ያለመኖር					

2	ተሳትፎ እጥረት					
	▪ የሚከተሉት ቋንቋን ማቅደስ ላይ ተሳትፎ ያለማድረግ					
	▪ የፊደል ምርጫ ላይ ተሳትፎ ያለማድረግ					
	▪ ትግበራ ላይ ተሳትፎ ያለማድረግ					
	▪ ቁጥጥር ላይ ተሳትፎ ያለማድረግ					
	▪ ግምገማ ላይ ተሳትፎ ያለማድረግ					

APPENDIX C

Addis Ababa University

College of Education and Behavioral Studies

Department of curriculum and instruction (C&I)

Interview Guide for Cluster supervisors and School Directors

General Direction: The objective of this interview is to collect data about the practices, challenges and opportunities of implementation of Gumuz language as a medium of instruction in four primary schools of Metekel zone. This research result will contribute in revealing actual conditions faced during the implementation process of the instructional language (Gumuzgna). It would assist teachers, education officials and other professional working in line with education in taking corrective measure for discovered problems and strengthening strong sides. Therefore, you are required to provide genuine and honest responses. There is no **correct or wrong** response. The **confidentiality** of your responses will be hold at most strictly.

1. How did Gumuzgna practiced in your school level?
2. What do you think about the attitude of teachers, students, parents and the school community towards the use of Gumuzgna as medium of instruction in primary schools? What do you think the reason for such an attitude?
3. What do you think about the opportunities of implementing Gumuzgna as a medium of instruction for the students, parents as well as for the region?
4. What challenges were encountered while Gumuzgna is implemented as medium of instruction?
5. How was the participation of the community, parents, students and teachers participated in the selection of scripts and curriculum design of Gumuzgna?
6. What material and human resource problems are there in your school? For examples,
 - a. Textbooks, teacher's guides and additional reading materials/reference/ in Gumuzgna and
 - b. Experienced and trained teachers who can teach the subjects through Gumuzgna
7. How is the training condition of your teachers for instruction in Gumuzgna? Are they trained appropriately? If not why?
8. Does the teacher prepare and use the teaching aid materials specific to the local language when he/she is teaching?
9. How frequent do you provide continuous job refreshment training for the teachers on the mother tongue education? Why?, How do you state the use of mother tongue (Gumuzgna) as medium of instruction with regard to the skill training provision for teachers?.
10. Do you think that learning in Gumuzgna has contributed to enhance school enrollment, retention and positive school community relations? How ?
11. Which language of wider communication is used your locality such as in Shops and public discussions? What is the reason?
12. Do you believe that the preparation of textbook is based on understanding level of students? why?
13. Do you think teachers face any challenges while using Gumuzgna as a medium of instruction? Please list them.
14. What kind of effort is made by your school to diminish the challenges?

15. What do you think about parents' involvement in their children's learning in your school?
16. What are the measures to be taken do you think for the effective implementation of Gumuzgna medium of instruction? Please, mention
17. What general comment and suggestion do you have on the implementation of Gumuzgna as a medium of instruction?

APPENDIX D

Addis Ababa University

College of Education and Behavioral Studies

Department of curriculum and instruction (C&I)

Interview Guide for Parents and PTA Members

General Direction: The objective of this interview is to collect data about the practices, challenges and opportunities of implementation of Gumuz language as a medium of instruction in four primary schools of Metekel zone. This research result will contribute in revealing actual conditions faced during the implementation process of the instructional language (Gumuzgna). It would assist teachers, education officials and other professional working in line with education in taking corrective measure for discovered problems and strengthening strong sides. Therefore, you are required to provide genuine and honest responses. There is no **correct or wrong** response. The **confidentiality** of your responses will be hold at most strictly.

1. Do you have a child or any other family member learning in this school in Gumuzgna medium? How do you see using Gumuzgna as a medium of instruction?
2. Do Parents think that teaching their children in Gumuzgna medium is useful? What about your children?
3. What is the attitude of students towards education through their own language in primary schools?
4. Explain the attitude and feeling of Gumuzgn teachers towards using of Gumuzgna as a medium of instruction.
5. What do you think about the opportunities of implementing Gumuzgna as a medium of instruction for the students, parents as well as for the region?
6. Do you think that learning in Gumuzgna has contributed to enhance school enrollment, retention and positive school community relations? How ?
7. Would you interested to transfer your children to the school where the medium of instruction is Amharic? If yes, why?
8. Did you ever, made any material, financial or any other contribution for the success and promotion of the education provided through Gumuzgna medium? If yes, in what ways? If not, why not?
9. Do you participated in preparation selection of scripts, planning in medium of instruction, in implementing, monitoring and evaluating of medium of instruction (Gumuzgna) ?
10. Do your children get the necessary education materials (textbooks and other reading materials) from their schools?
11. In your opinion, what are the main challenges that inhibit the use of Gumuzgna in teaching and learning in your school and how did you solve the challengess?
12. As a whole what is your feeling and suggestions about the use of Gumuzgna as a language of instruction (LOI) in this area Region?
13. What are the measures to be taken do you think for the effective implementation of Gumuzgna medium of instruction? Please, mention

Thank You for your kindly cooperation!

APPENDIX E

Addis Ababa University

College of Education and Behavioral Studies

Department of curriculum and instruction (C&I)

Focused Group discussion questions for students who are learning mother tongue/Gumuzgna/ as medium of instruction at primary schools

General Directions: The objective of this interview is to collect data about the practices, challenges and opportunities of implementation of Gumuz language as a medium of instruction in four primary schools of Metekel zone. This research result will contribute in revealing actual conditions faced during the implementation process of the instructional language (Gumuzgna). It would assist teachers, education officials and other professional working in line with education in taking corrective measure for discovered problems and strengthening strong sides. Therefore, you are required to provide genuine and honest responses. There is no **correct or wrong** response. The **confidentiality** of your responses will be hold at most strictly.

General Discussion Points

1. What language do you use when you are playing with your friends at school?
2. What are your attitudes towards using Gumuz as a medium of instruction?
3. In which language do you prefer to learn; using Gumuz or Amharic? Why?
4. What do you think the opportunities of using Gumuzgna as a medium of instruction?
5. Did Learning in Gumuzgna make you happy to go to schools? Why?
6. To what extent do you think mother tongue/Gumuzgna/ is an effective medium of instruction? Very High B. High C. Medium D. Low E. Very low Why?
7. Which language do your parents choose for your instruction? Why?
8. Do you think that teachers are interested in teaching Gumuz language? If no why?
9. Do you have enough subject teachers who can teach you Gumuzgna?
10. Do you have sufficient student textbooks and supplementary materials of Gumuz language?
11. What are main challenges that face you during in using Gumuzgna as a medium of instruction?
12. Is there any locally prepared mother tongue teaching aids for Gumuz language classes that teacher use during the instruction?
13. In your opinion, what do you recommend to address the challenges you face?
14. What general comments do you have about the using Gumuzgna as the medium of instruction in your school?
15. What are the measures to be taken do you think for the effective implementation of Gumuzgna medium of instruction? Please, mention

APPENDIX F

Addis Ababa University

College of Education and Behavioral Studies

Department of curriculum and instruction (C&I)

Interview Guide for Curriculum and Mother Tongue Experts

General Direction: The objective of this interview is to collect data about the practices, challenges and opportunities of implementation of Gumuz language as a medium of instruction

in four primary schools of Metekel zone. This research result will contribute in revealing actual conditions faced during the implementation process of the instructional language (Gumuzgna). It would assist teachers, education officials and other professional working in line with education in taking corrective measure for discovered problems and strengthening strong sides. Therefore, you are required to provide genuine and honest responses. There is no **correct or wrong** response. The **confidentiality** of your responses will be hold at most strictly.

1. How did Gumuzgna practiced as a medium of instruction in your zone/woreda/?
2. Why Gumuzgna is given as a medium of instruction only for grade 1-4/1st primary school?/ Why not for 2nd cycle and secondary schools?
3. What do you think about the attitude of teachers, students, parents, and the school community and education experts towards the use of Gumuzgna as medium of instruction in primary schools? What do you think the reason for such an attitude?
4. What do you think about the opportunities of implementing Gumuzgna as a medium of instruction for the students, parents as well as for the region?
5. Do you think that learning in Gumuzgna has contributed to enhancing school enrollment, retention and positive school community relations? How?
6. Do you think that the education policy about the language that states the mother tongue as the medium of instruction is advantage for the student? If your answer is yes, how?
7. Is there adequate number of qualified mother tongue teachers in the school? If no what would be the reasons?
8. In the use of Gumuzgna as medium of instruction, did teachers receive pre-service or in-service training? Who gave training? What type of training they received?For how long?
9. Is there the sufficient and continuous on job refreshment training for the teachers, directors and supervisors on the mother tongue education?
10. Who participate in the preparation of mother tongue teaching materials (textbooks and supplementary materials)? Explain their education level and the training that, they get to prepare the material?
11. How can you describe the quality of the prepared materials?
12. How much the prepared materials incorporate the socio cultural settings (reflecting the local societal and cultural value)?
13. How do you explain the availability and using of locally prepared supplementary materials by schoolteachers?
14. Do educational experts and other officials follow up and give support for the implementation of Gumuzgna medium of instruction? What type of support they give?
15. What are some of the achievements (educational achievements) because of using Gumuzgna as medium of instruction?
16. In your opinion, what are the main challenges that inhibit during in use of Gumuzgna as a medium of instruction in general and why the challengess?
17. What are the measures to be taken do you think for the effective implementation of Gumuzgna medium of instruction? Please, mention

APPENDIX G

Addis Ababa University

College of Education and Behavioral Studies

Department of curriculum and instruction (C&I)

Observation -Check List

The observation checklist is prepared to record data related to investigating current classroom practice in Gumuzgna as medium of instruction in four Primary school of Metekel Zone.

II. Back ground of School to observed.

- a. Name of the school-----
- b. Grade and section observed grade ----- section -----
- c. Date of observation-----
- d. Time of observation begin at -----to -----
- e. Unit of the lesson -----
- f. Lesson topic-----

Put "√" Mark in the box under observation scales. Note: H=High, M=Medium, L=Low, and Note applicable

Observation Checklist in Schools and Classrooms

No	Categories of Lesson Observation	Rating Scales			
		H	M	L	Not applicable
1	Teachers ability to present lesson in instructional language (good use of vocabularies)				
2	Clarity and simplicity of the language used to teach.				
3	Reading, Listening ,writing and speaking skills of pupils				
4	Students' classroom interactions among themselves				
5	Students' classroom interactions with the teacher				
6	Teacher's ability to use teaching materials through the instructional language				
7	Learners' use of textbooks prepared in instructional language (Gumuzgna)				
8	Students' feelings (facial expressions and confidence or avoidance in response to questions) in classroom				