

DECLARATION

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

Bekele Buko

February 2012

Addis Ababa University

College of Social science and Humanities faculty of Humanities

The department of linguistics

CONFIRMATION

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

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Addis Ababa
University
(Since 1950)



ADDIS ABABA UNIVERSITY
COLLEGE OF SOCIAL SCIENCE AND HUMANITIES
FACULTY OF HUMANITIES THE DEPARTMENT OF
LINGUISTICS

**TRANSITION FROM AFAAN OROMOO TO ENGLISH
MEDIUM OF INSTRUCTION IN EARLY GRADE 9: THE
CASE OF WEST SHOA, JELDU WORED A TWO HIGH
SCHOOLS.**

BY
BEKELE BUKO HEYU

February

ADDIS ABABA

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MEDIUM OF INSTRUCTION IN EARLY GRADE 9: THE
CASE OF WEST SHOA, JELDU WOREDA TWO HIGH
SCHOOLS.**

BY

BEKELE BUKO HEYU

**A Thesis Submitted to the College of Social Science and
Humanities Faculty of Humanities Department of Linguistics**

Addis Ababa University

**In Partial Fulfillment of the Requirement for the Degree of
Master of Arts in Linguistics.**

APPROVED BY

SIGNATURE

Chair person, Head of graduate committee

Advisor

Examiner

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ABSTRACT

The purpose of the study was to explore teachers', students' and parents' attitude toward the transition from Afaan Oromoo to English medium of instruction in early grade 9. For the purpose, directors, teachers, students and parents were the main subjects of the study. The method employed to gather the necessary data were interview, questionnaire and focus group discussion. The data collected were analyzed both quantitatively and qualitatively. To analyze the quantitative data collected using frequency counts and their percentage were used.

The finding of the study confirmed that the attempt made to prepare teachers to teach in the new medium of instruction was so weak and the effort done to prepare this weakness by preparing workshops and seminars was insufficient. Almost all teachers and students were found to have unfavorable attitude whereas few parents had a sense of agreement in using Afaan Oromoo medium of instruction for grade 7 and 8. But all teachers and students and most of the parents agreed to use English language as medium of instruction starting from grade 7.

The participation of teachers in activities such as evaluation and workshop attending to build their capacity was low. It was again found out that until 1995 E.C there was weak interaction and information exchange system between and among the different levels of educational offices. But since 1995 E.C the interaction and information exchange system is showing progress.

Moreover, the result of study revealed that there was little community support and involvement in school related activities. On the basis of these findings, awareness and skill development by training and retraining, improving interaction and teachers contributions, improving quality of teaching materials and encouraging teachers and education officials to conduct were recommended.

Appendix-A
Addis Ababa University
Department of Linguistics
PART ONE

Questionnaire for Teachers

The purpose of this questionnaire is to collect data for the study that attempts to investigate the attitudes of students, teachers and parents in teaching and learning two languages as a medium of instruction .The result will be used to recommend possible solutions to the challenges identified. The effectiveness of the study depends on your genuine response to each question. Moreover, your responses to the question including your identity will be kept strictly confidential. Therefore, be frank and objective when you respond to each item in the questionnaire.

General direction

1. You don't need to write your name in any page.
2. Put a tick mark "v" in the space provided.

Teachers' opinion toward Afaan Oromoo and English as a medium of instruction.

Direction: In the table that follows you are provided with statements that describe your own opinion you have of your students the parents and the language community towards the teaching and learning in Afaan Oromoo in English as a medium of instruction. Please indicate your agreement or disagreement based on your experience by putting "v" mark in the box under the scales: A, U, D.

Informants back ground (Show your agreement by putting" X" on the space provided)

1.1. Age _____

1.2. Service

Less than 5 _____

11-15 _____

5-10 _____

16 and above _____

1.3. Sex

M _____

F _____

1.4. Education Level

Diploma_____ Degree_____

Note: A= Agree D=Disagree U= Undecided

S.No	Statement of Opinion	A	D	U
1.	Afaan Oromoo medium of instruction is difficult to teach through			
2.	English medium of instruction is difficult to teach through			
3.	Using their mother tongue increases children's participation.			
4.	Using English medium of instruction increases children's participation.			
5.	Parents are happy when their children learn in their mother tongue.			
6.	Parents are happy in their children's learning in English.			
7.	I support teaching and learning in Afaan Oromoo up to grad 8 and then English could be the medium of instruction according to the existing practice			
8.	Students face difficulty when the language changes from Afaan Oromoo to English			
9.	Children's learning in their mother tongue doesn't offer them job opportunity in their communities in other languages speaking communities			
10	When the medium of instruction changes from Afaan Oromoo to English students focus on the language learning rather than the content of the subject			
11	Students who learned in Afaan Oromoo need more assistance from their teachers when they read and write after grade 9			

Appendix-B
Addis Ababa University
Department of Linguistics
Part Two

Attitudes towards teaching and learning in Afaan Oromoo

Questionnaires for grade 7 and 8 students

Direction:-In the table below you are provided with statements that describe your opinion towards teaching and learning in Afaan Oromoo pleas indicate your agreement by putting “v” mark in the box under the scales: SA, A UD, D or SD.

Note: D=Disagree A= Agree UD= Undecided

2. Informants Back Ground

2.1. Sex__ M_____F_____

2.2. Age __

11-15 _____ **16_18** _____ **19_20**_____ **21 and above**_____

S. No	Statements of opinion	A	D	U
1.	I am happy to learn in Afan Oromo			
2.	I can easily understand the subject that is taught in Afaan Oromoo.			
3.	I spent most of my time to understanding the subject matter not the language			
4.	I spent much of my time to understand the language not the subject matter			
5.	Learning in Afaan Oromoo has helped me to feel proud and have confidence in myself.			
6.	My parents have understood the purpose and benefit of learning in Afaan Oromoo.			
7.	I would be happy if I continue learning all subjects in Afaan Oromoo up to grad 8.			
8.	I prefer in grade 7 and 8 all subjects to be taught in English.			

Appendix-C

Addis Ababa University

Department of Linguistics

Part 3

Students' Language Choice

Direction: For questions please show your agreement/ disagreement by putting “v” mark in the box corresponding to the suggested answers given to each question.

1. If you were given choice of language you learn in as a medium of instruction, which language do you prefer

a. English b. Afaan Oromoo c. Other (s), please specify -----? Why?

2. Does learning grade 7th and 8th in Afaan Oromoo has a negative effect on grade 9th and 10th education?

b. Yes

No

3. Does learning all subjects in English in grade 7th and 8th strengthen the students understanding?

Yes

No

4. Which one is better?

A. English should be a medium of instruction for grade 7-10th in all subjects.

B. English should be a medium of instruction for grade 9 and 10th in all subjects.

C. English should be a medium of instruction for grade 7 and 8th in some subjects?

5. Do you need translation in to mother tongue language for teaching/understanding text book/exam?

Yes

No

Appendix-D

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Department of Linguistics

Part 4

Questions for grad 9&10 students (interview)

4. Informants Back Ground

4.1. Sex__ M_____F_____

4.2. Age __

11-15 _____ **16_18** _____ **19_20** _____ **21 and above**_____

1. What are the problems you encountered in learning through English as a medium of Instruction?
2. Do your parents support your learning in English?
3. Do you understand the content of the subject fully in English?
4. Can you tell me the advantages and disadvantages of the two?

Languages which are used as a medium of instruction from grad 7-10?

5. What improvement, (revision) do you suggest so that it may help raise the Status of using Afan Oromo and English as medium of instruction?

Appendix-E

Addis Ababa University

Department of Linguistics

Part 5

Interviews to teachers

5. Background of the Informants

5.1. Sex__ **M**_____ **F**_____

5.2. Age __

11-15 _____ **16_18** _____ **19_20** _____ **21 and above** _____

1. Are you happy in teaching (Afan Oromo and English).
2. What are the problems you faced so far while teaching the subject you are assigned to? What solution do you suggest?
3. Do you agree teaching in Afan Oromo which is extended to grad 8?
4. What is your attitude about the languages in the curriculum?
5. What are the issues in transition from Afan Oromo to English for the students?

Appendix-F
Addis Ababa University
Department of Linguistics
Part 6
Interview to Directors

6. Background of the Informants

6.1. Sex__ M _____ F _____

6.2. Age _ 11-15 _____ 16_18 _____ 19_20 _____ 21 and above _____

1. Do Parents and the community support their children's learning in Afan Oromo and English?
2. Do parents and the community know the reason why their children are learning in Afaan Oromoo and English?
3. Do teachers report problems related to the teaching and learning in Afaan Oromoo and English?
4. What are the major challenges that teachers and students face in the use of two languages in education?
5. Do you have anything more to say about the two languages in the curriculum and about their changes in different grad levels?

Appendix-G
Addis Ababa University
Department of Linguistics
Part 7
Interview to Parents

7. Background of the Informants

7.1. Sex__ **M**_____ **F**_____

7.2. Age _ **11-15** _____ **16_18** _____ **19_20**_____ **21 and above**_____

1. Do you know the purposes and benefits of teaching and learning in (Afan Oromo and English)?
2. Do you support the use of (Afaan Oromoo and English) as a medium of instruction? From grad 7-8 and from grad 9-10 respectively?
3. Is/ are your child/ children happy learning in (Afaan Oromoo and English)? If “NO” What reason (s) does/ do he/ she/ they give?
4. What kind of problem do your child/ ren face in the classroom/ when he/ she/ they are doing his/ her/ their homework?

Appendix-H
Addis Ababa University
Department of Linguistics
Part -8

Guiding Questions for Focus Group Discussion

1. How do you evaluate the transition from Afaan Oromoo to English medium of instruction?

Is it to the advantage or the disadvantage of children in schools?

What are the challenges students faces?

2. Have you been oriented on the purpose and objective of using mother tongue medium of instruction in education? How much convincing is the orientation?
3. How do you express the relation and cooperation of your school with education office, at woreda level and with other stake holder in acting jointly against the problem of the transition from Afaan Oromoo to English medium of instruction?
4. What is the mechanism used in your school to monitor and evaluate the implementation of transition from Afaan Oromoo to English medium of instruction?
5. Have you any additional comments related with the issues under discussion?

Dabalee-A

Yuuniversiitii Finffinneetti

Barnoota Digirii Lammaffaa (MA)

Muummee Xinqooqaa(Linguistic)

A.Gaaffiiwwan Barattoota Sadarkaa tokkoffaa(7-8)tiin deebi'an

Akeekni gaaffiiwan kanaa manneen barumsaa kutaa 7-8tti keessati Afaan Oromoo akka Afaan barnootaatti adeemsa hojii irra oolinsa isaa fi bu'aa irraa argame qo'annoo gaggeeffamu keessatti raga ittiin guurrachuuf ta'a . Fiixaan ba'iinsa kana deebii quubsaa fi dhugoomina qabu isin nuu kennitan irratti hundaa'a kana malees ,raga isin irraa argannu sirriitti qabannee dhimma yaadame kanaaf duwwaa kan oolchinu ta'uu isaa yemmuun ibsu yaadaa fi deebiin na kennitan qabatamaa kan sirrii fi ga'aa ta'e ta'u nan abdadha. Fedhii guutuudhaan gargaarsa naa kennitaniif galatoomaa.

Qajeelfama Mara

- ❖ Maqaa keessan hibarreessinaa.
- ❖ Gaaffiiwwan Yaada keessan barbaadan ifaa fi haala quubsaa ta'een ibsaa.
- ❖ Gaaffiiwwan filannoo qaban akkaataa ajaja isaatiin debii sirrii ta'een deebisaa.

1.Ragaa deebii kennitootaan guutamu.Kanas, deebii isaa irratti mallattoo/X/tiin deebisaa

1.1. saala-Dhi _____

Dha_____

1.2.Umurii-10-12 _____

13-15_____

16-18 _____

19 fi isaa ol_____

1.3.Afaan Dhalootaa ilaalchisee:

Afaan Oromoo _____

Afaan Amaaraa_____

Afaan Tigiree_____

Kan biro_____

1.4. Afaan Lammaffaa:

Afaan Oromoo _____

Afaan Amaaraa _____

Afaan Tigiree _____

Kan biro _____

Yaadawwan armaan gadii jiran irratti walii galuu fi walii galuu dhiisuu kee safartuuwwan taa'an jalatti mallattoo "X"tiin ibsi.

HUB.-Sirriitti Walii galla=SW
=GWH

Wall galla =wG

Walii hingallu =WH

Gonkumaa Walii Hingallu

Hinmurteessu =HM

Lak k.	Qabiyyee	S W	WG	WH	GwH	H
1	Afaan oromootiin barachuun natti tola.					
2	Barnoota Afaan Oromootiin barsiifamu sirriittan hubadha, Nagalas.					
3	Yeroo harka caalaa Afaan Oromoon barachuuf malee Afaanicha barachuuf hinrakkadhu.					
4	Yeroo baayee Afaanicha baruufan malee ittiin barachuuf hin rakkadhu.					
5	Afaan Oromoon barachuun ofitti amanamummaa fi akkan ittiin boonu na taasisa.					
6	Maatiin koo bu'aa faayidaa Afaan Oromootiin barachuu ni beeku.					
7	Hanga kutaa 8 ^{ffaa} tti barnoota hundaa osoo Afaan Oromooti baradhee natty tola.					
8	Kutaa 7 ^{ffaa} fii 8 ^{ffaa} osoo Afaan Ingiliffaatiin barnoota hundaa baradhee natti tola .					

Dabalee-B
Yuuniversiitii Finfinneetti
Barnoota Digirii Lammaffaa (MA)
Muummee Xinqooqaa(Linguistic)

Gaaffiiwwan Filannoo Afaanii Barattootaa

Gaaffiiwwan armaan gaditti barreeffameef yaada qalbii kee filannoowwan kennaman keessaa tokko filachuun yaada kee agarsiisi . Akkasumas sababii isas ibsi .

1.Osoo filannoon afaan barnootaatiif siif kennamee ,afaan kam filatta ?

A,Ingiliffa b.afaan oromoo c.kan biro . maaliif?

2.kutaa 7^{ffaa}fii 8^{ffaa} afaan oromootiin barachuun barnoota kutaa 9^{ffaa}fii 10^{ffaa} irratti dhiibbaa qabaa?

A.Eeyyee B.Lakki C.hin beeku . “A”Yoo jette Akkamitti? “ B” yoo jette akkamitti?

3.Barnoota kutaa 7^{ffaa} fii 8^{ffaa} afaan Ingiliffaatiin barachuun dandeettii barattootaa cimsa .

a.Eeyyee b.miti c,hin beeku .

4.kamtu gaariidha ?

a.Afaan Ingiliffaa kutaa 7-10^{ffaa}tti afaan barnootaa ta’uu qaba .

b. Afaan Ingiliffaa kutaa9-10^{ffaa}tti afaan barnootaa ta’uu qaba .

C . . Afaan Ingiliffaa kutaa 7ffaa-8ffaatti barnoota muraasaaf, afaan barnootaa ta’uu qaba .

5. Ati qormaata irratti , kitaaba barnootaa irrattiifii dhimma baruu fii barsiisu irratti gara afaan tokkoffaatti akka siif hiikamu (transilation) ni barbaaddaa ?

A, Eeyyee B .lakki C ,hin murteessu

Dabalee-C

Yuuniversiitii Finffinneetti

Barnoota Digirii Lamaffaa /MA/

Muummee Xinqooqaa

A. Gaaffiiwwan Barreeffamaa Barsiisotaaf Dhiyaate.

Akeekni gaaffiiwwan kanaa .manneen barumsaa sadarkaa tokoffaa kutaa 7-8tti Afaan barnootaa Afaan Oromoo ta'uun isaa fi sadarkaa lamaffaa keessatti , immoo Afaan Ingiliffaa ta'uu isaa irratti adeemsa hojii irra oolinsa fi bu'aan irraa argame, qu'annaa gaggeeffamu keessatti raga ittiin guurachuuf ta'a. Fiixaan ba'insi isaa , deebii quubsaa fi dhugoomina qabu irratti hundaa'a . Kana malees, ragaan isin irraa argannu sirriitti qabamee dhimma yaadame kanaaf duwwaa kan oolu ta'uu isaa yemmuu ibsinu , yaadaa fi deebiin nuu kennitan qabatamaa , kan sirrii fi gahaa ta'e akka ta'u ni abdanna. Fedhii guutuudhaan gargaarsa nuu kennitaniif galatoomaa siniin jenna.

Qajeelfama Maraa

- Maqaa keessan barreessuun hin barbaachisu.
- Gaaffiiwwan Yaada Keessan barbaadan , ifaa fi haala quubsaa ta'een deebisaa.
- Gaaffiiwwan Filannoo qabaniif , akkaataa ajaja isaatiin debii sirrii ta'e filadhaa.

1. Ragaa Hirmattotaa/Deebistoota Ilaalu (Mallattoo "X" tiin ibsaa)

1.1. Umurii _____

1.2. Tajaajila waggaa:

5 gadi _____

11-15_____

5-10 _____

16 fi isaa ol_____

1.3. Saala

Dhi _____

Dha_____

1.4. Haala Fuudhaa fi heerumaa:

Kan fuudhe /heerumte _____ Kan hinfuune /hin heerumne_____

1.5.Sadarkaa Barnootaa:

Dipiloomaa_____ Digirii_____

1.6. Dandeettii Afaanii:

➤ Afaan Dhalootaa/mother tongue/_____

➤ Afaan Lammaffaa_____,_____,_____

1.7. Ogummaan Afaanii(language skill) Afaan Oromoo fi Ingiliffa irratti ati yeroo barsiiftu qabdu kami?

Sadarkaa dandeettii;

Ogummaa AfaanA/O/Ingiliffaa

Ol'aanaa

Giddu-galeessa

Gadi aanaa

❖ Dhaga'uu

____/____

____/____

____/____

❖ Dubbachuu

____/____

____/____

____/____

❖ Dubbisuu

____/____

____/____

____/____

❖ Barreessuu

____/____

____/____

____/____

Yaadawwan armaan gadii jiran irratti walii galuu fi walii galuu dhiisuu kee safartuuwwan taa'an jalatti mallattoo "X"tiin ibsi.

HUB.-Sirriitti Walii galla=SW

Wall galla =wG

Walii hingallu =WH

Gonkumaa

Walii Hingallu =GWH

Hinmurteessu =HM

Lak k	Qabiyyee	S W	W G	W H	GW H	H M
1	Afaan Oromootiin barsiisuun baayyee rakkisaadha					
2	Afaan Ingiliffaatiin Barsiisuun baayyee rakkisaadha					
3	Afaan dhalootaatiin barachuun hirmaanaa barattoota daree keessaa ni dabala					
4	Afaan Ingiliffaa Afaan barnootaa godhachuun hirmaannaa barattootaa daree keessaa dabala.					
5	Yennaa barattoonni afaan dhalootaa tiin baratan maatiin isaanii ni gamadu.					
6	Yennaa barattoonni Afaan Ingiliffaatiin baratan maatiin isaanii ni gammadu.					
7	Isa barattoonni hanga kutaa 8 ^{ffaa} tti Afaan Oromootiin baratanii isaan booda immoo Afaan Ingiliffaan baratan kana nan deeggara.					
8	Yeroo Afaan barnootaa Afaan Oromoo irraa gara Afaan Ingiliffaati Jijjiiramu Rakkoon ni mudata.					
9	Barattoonni yoo Afaan halootaatiin baratan carraa hojii uummata afaan Oromoo hin beekne birratti argachuu hin danda'an					
10	Yeroo Afaan barnootaa Afaan Oromoo irra gara Afaan Ingiliffaati jijjiiramu ,barattoonn afaanicha baruuf malee yaad-rimee barnootaa hubachuuf ni rakkatu.					
11	Barattoonni Afaan Oromootiin baratan yoo kutaa 9 ffaa gahan , barsiisaa irra gargaarsa hedduu barbaadu.					

Dabalee-D
Yuuniversiitii Finfinnee tti
Barnoota Digirii Lamaffaa /MA/
Muummee Xinqooqaa

A. Af-gaaffii barattoota kutaa 9^{ffaa} fi 10^{ffaa}

1.Yeroo Afaan barnootaa Afaan Oromoo irraa gara Afaan Ingiliffaatti jijjiiramu rakkooleen si mudatan jiruu? Ibsi?

2.Yeroo Afaan barnootaa Afaan Ingiliffaa ta'e kana warri kee jaalatu/hinjalatani? Maaliif ?

3.Yeroo afaan barnootaaa Afaan Ingiliffaa ta'e kana yaad-rimeen (concept) barnootaa siif galaa?

4.Bu'aa fi miidhaa afaan barnootaa lamaan(Afaan Oromoo/Ingiliffa) kutaa 7-10 tajaajilani himi?

5.Akka Afaan barnootaa kutaa 7-10 Afaan Oromoo yookin Afaan Ingiliffaa ta'u maaltu fooyya'uu akka qabu ibsi?_____

Dabalee-E

Yuuniversiitii Finffinneetti

Barnoota Digirii Lammaffaa (MA)

Muummee Xinqooqaa(Linguistic)

B.Af- gaaffii Barsiisotaa

Umurii _____Saala _____Tajajila _____Sadarkaa Barnootaa _____

1. Afaan Oromoo fi Ingiliffaan Barsiisuu ni
jaallataa?Mallif? _____

2. Adeemsa baruufi barsiisuu keessatti gama afaan barnootaatiin rakkooleen si qunaman
maali ?Furmaanni ati fudhatte yoo maali?

3. 3.Afaan Oromootiin hanga kutaa 8 ffaatti barsiisuu kana jaalattee moo hin jaalanne ?
Maaliif?

4.Yaadni ati gama sirna barnootaatiin qabdu maal fakkaata?

5. Dhimmooleen ijoon gama jijjiirraa Afaan barnootaa /Afaan Oromoo irraa gara Afaan
Ingiliffaatti /jijjiiramu kana maal
jetta? _____

Dabalee-F

Yuuniversiitii Finffinneetti

Barnoota Digirii Lammaffaa (MA)

Muummee Xinqooqaa(Linguistic

C. Af- gaaffii Itti gaafatamtootaa Mana Barumsaa

1. Maatii fi hawaasni naannoo yennaa barattoonni Afaan Oromoo fi Ingiliffaan baratan ni gargaaru?

Maaliif? _____

2. Maatii fi hawaasni naannoo ijoolleen isaanii maaliif akka Afaan Oromoo fi Ingiliffaan Baratan ni

beekuu? _____

3.Barsiisonni rakkoolee gama Afaan Barnootaata (Afaan Oromoo/Ingiliffaa)tiin jiru yeroo yeroon ni

gabaasuu? _____

—

4.Rakkoolee Ciccimoon barattootaa fi barsiisotaa gama afaan barnootaatiin mudatan himi?

5.Waanti biroo waa’ee Afaan barnootaa kana lamaanii fi adeemsa jijjiirraa afaan barnootaa (afaan Oromoo Irraa Ingiliffaa)tti jiru irratti yaadni qabdu yoo jiraate

Dabalee-G

Yuuniversiitii Finffinneetti

Barnoota Digirii Lammaffaa (MA)

Muummee Xinqooqaa(Linguistic

D.Af –gaaffii Maatii

Umurii _____

Saala_____

Sadarkaa Barnootaa_____

1.Buaa fi faayidaa Afaan Oromoo fi Ingiliffaan barachuu fi barsiisuu beektaa?

2.Afaan Oromoo kutaa 7-8 tti Afaan barnootaa ta’uu isaa fi Ingiliffi kutaa 9-10 tti Afaan barnootaa ta’uu isaa ni deeggartaa?

3.Ijoolleen kee Afaan Oromoo fi Ingiliffaan barachuu isaaniitti ni gammaduu? Maaliif ?

4. Ijoollee keessan yeroo kutaa keessatti baratanii fi manatti hojii manaa isaanii hojjetan rakkoo akkamiitu isaan qunnamaa jiraa?

E.Gaaffii Qomaa Marii Gareef Dhiyaate

1.Jijjiirrama Afaan barnootaa Afaan Oromoo irraa gara Ingiliffaatti akkamiin Ilaalta .Barattoota ni fayyada moo ni miidha jetta?

2Waa’ee afaan barnootaa ilaalchisee, kanaan dura kaayyoo fi bu’aa afaan tokkoffaa afaan barnootaa ta’uu keessatti qabu dhageessee /dubbitee beektaa?Ammam amantee jirta?

3. Rakkoolee gama jijjiirraa Afaan barnootaa/ Afaan Oromoo irra gara Ingiliffaatti/sin mudatan furuuf yaaliin manni barumsaa keessan qaama biroo wajjin godhuuqabu maal ta’uu qaba?

4.Tooftaan rakkoolee gama jijjiirraa Afaan barnootaatiin dhufu ittiin furan maal maal ta’uu qaba jettu?

5.Marii kanaan ala waanti rakkoolee jedhaman kanaaf furmaata ta’u jettan yoo jiraate ibsaa.

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CHAPTER ONE

INTRODUCTION

1.1. Background of the study

The main purpose of any educational system is to provide the learners with basic knowledge, skills and values with the aim of improving their personal social and professional efficiency. That is why Farrant (1981:82) noted that “education is a universal practice engaged in by societies at all stages of development”.

To this end, language is a crucial means of not only gaining access to these knowledge and skills as well as a means of self identification, a tool of regulation, normalizing, socializing and initiating the younger generation to ensure its continuity . Again, “language is purely human and non- instinctive method of communicating ideas, emotion and desires by means and system of voluntarily produced symbols” (Sapir, 1989:2).Language is central to everything we do and more than other distinguishes human beings from other forms of life on earth. So language has multi values. Language is an important part of culture to which all aspects of the societal life is attached. It embodies both individual and social processes. That is why “the language of a given speech community is said to be the bank in which the culture of the society is ultimately deposited” (Prah, 1995:53).

This effective use of language in education and language policy and the use of mother tongues in education is an important issue in many countries. In line with this, Eastman (1983:47) says: “Language becomes something to live for, something to die for, something to safeguard, something to develop, to enrich, a reflection of mobility, a factor of ethnic identity, a means of unity, indicator of life style...”.According to this idea we can say that language is all thing that human being used to perform different activities within their day to day life situations.

“On the commemoration day of the first International Mother Tongue Language Day, the UN tried recognize the great importance of safeguarding the linguistic and cultural heritages of humanity, and also considered the current threat to linguistic diversity posed by the globalization of communication and the tendency to use single language at the risk of marginalizing other language” (Tesfagiorgis,2005:1) citing UNESCO documents, Tesfagiorgis further states that “there are nearly 6000 different Language in the world today. Yet, linguists warn that at least 40 percent of these 6000 language are

expected to die out during this century” (2005:1). “Language in education has been used in two ways: language as a medium of instruction (MOI) and language as a subject. However, the main function of language in education is as a medium of instruction” (UNESCO. 1991). “This language of instruction is a medium of communication for the transmission of knowledge, which is different from language teaching, language as a subject where the grammar, vocabulary, and the written and oral forms of a language constitute a specific curriculum for the learning of a language other than the mother tongue” (Rosen cited in Barnes,1971).

The issue of mother tongue as a language of instruction has been a subject of debate, particularly in the multilingual and multicultural societies of the world. Basically, forcing the child to learn in the language other than his mother tongue is denial of the right of the child .If children are made to leave their identities; they do not become active participants and do not have self confidence then the outcome of learning become fruitless.

“Mother tongues are shown to be the most effective languages in learning, especially at young age” (Makandla, 2000:79). “The use of national language, or some other language, other than the mother tongue, is believed to be a major obstacle in gaining literacy skill for those who do not speak it, because it puts double demand on the learner: the demand of language and literacy” (Uchendu, 1993:53). Fishman (1965:385), states that “to use language of wider communications for students present a double burden which results in slow progress of the child.

Using the school language different from home language negatively affects school performance. It may result in slow progress of a child. It might sometimes cause emotional disturbance, frustrations and tension, towards: learning, teachers or school. From the social point of view, the nature of language education enables the learners to secure his or her identity with their own group and the ability to participate in their wider society. This is supported by what Uchendu (1993:35) questioned: “How can a child be proud of his people if it means of communication is strange?”

Pedagogically, in mother tongue instruction, children can actively participate in the lesson, no communication barrier and facilitates, smooth interaction of the student with his teachers, with his books and with his peers. When the teacher asked and the students answered the questions properly and vice versa, when the students participated in group work and individual work in the class and out of the class actively to do questions from text books or

reference books the health development and quality of education is formed. On the other hand, there are opponents who argue against the use of mother tongue in education.

Few of the reasons listed by the scholars are: lack of text books, reading materials, shortage of trained teachers in language, political disunity, high financial expenditure, and weaknesses of the language to translate science and technology and other related cases. “However, those opponents are criticized for their argument against the linguistic right of minorities. Accordingly, led by the principle of unity in diversity, multilingualism can be used as a power force acting as a national resource for developing mutual understanding and a sense of respect. Generally, the use of mother tongue as a medium of instruction has been worldwide debate among several writers” (Getu, 2006:3).

Based on these debates among several writers, the language of education should be the language most known, used, loved, respected by the learners in particular and speech community in general. However, “in Ethiopia under the 20th century governments of Haile Silassie and Derg regime, diversity of languages and cultures had been given very little attention and at a times actively discourages” (Ghermai 1998:58).

Ghermai further states:

amidst the overnight language in Ethiopia, only one: Amharic was favored and dominated the language development opportunities until very recently. Amharic alone was allowed to enjoy the privileges of being taught as a subject throughout the school years and of being the medium instruction at the primary level all over the nation. If one considers this historical event from both academic and political point of views, it can equate to denial of rights and discouraging home languages.

Then, under EPRDF the national education policy (1994:23-24) clearly defined its stand on the use nation /nationality language in education and the training of teachers in the country as follows. “Cognizant of the pedagogical advantage of the child in learning with the mother tongue and the rights of nationalities to promote the use of their languages, primary education will be given in local languages.”

Using this rights which is learning in mother tongue languages in primary education as a spring board; the Oromoo language began to serve its society

as a medium of instruction in primary schools .As beginners has done a lot in promoting the language in school; efforts which were used to prepare text books, syllabus and teacher guides in each grade and so on were being made everywhere in Oromiyaa to hasten up the progress of this language .But a lot remains to be known as to its implementation .

Transitions and learning life occur across a range of educational and work settings. As Baker, (1993) states “transitional bilingual education aims to shift the child from the home minority language to the dominant majority language”. Like this in Oromiyaa the home minority language become Afaan Oromoo and majority language is English in early grade nine. Thus, the basic question of this study focuses on the impacts of the transition from Afaan Oromoo to English in early grade 9 toward the students’ result in national examination of grade 10.

1.2. Organization of the Study

The study contains five chapters. The first chapter deals with introduction of the study which includes the back ground of the study, statement of the problem, objectives, significance, limitation of the study and operational definition of basic terms. The second chapter contains review of related literature while the third concerned with research design and methodology. Chapter four concerns: presentation, analysis and description of the data. Chapter five of the study is composed of summary, findings, conclusion and recommendations.

1.3. Statement of the Problem

“Deciding Which language to use and how and when to use as a medium of instruction is one of the most pedagogically difficult and potentially challenging issues, faced by different societies and schools in many countries” (Spencer,1997:78).

“One of the major problems in implementing mother tongue as a language of learning is the difficulty of finding well trained teachers” (Komarek,1996 in Altaye ,2001:3). In multilingual environment where there are diverse cultural and linguistic backgrounds, the need for more linguistically diverse teachers are essential, but difficult to get as much required unless prepared earlier.

Inadequacy of reading and teaching materials were caused not only in preparation and publication but also by the lack of transportation and weak means of distribution. According to Tsehay (1977:3, in Shimelis, 2004:8)“The

effectiveness of language used for instruction highly depends upon people's attitude towards the language use rather than the demographic factor of language distribution".

"If attitudinal assessment is not conducted to make decision on the language of instruction, it hinders the implementation program. On the other hand, effective communication is one of the most important factors which determine the success in operation of language policy" (Oinstein and Hunkins, 1998:295). But most of the time the implementation of language in education program was hindered by the gap created between and among the change facilitators and change implementers.

Moreover, implementing a language policy that allows the use of mother tongue as a medium of instruction in multilingual countries cannot be an easy task because of its huge human, financial and material requirements.

Beside those problems, which are experienced in implementation, the New Education and Training Policy of Ethiopia favored the use of nation and nationality languages in primary schools. In line with this Afaan Oromoo was selected for use in education. After the policy enables all nation and nationalities to learn the primary education (1-8) in their mother tongue, in 1992 Oromiyaa Region decided to use Afaan Oromoo as medium of instruction in the case of primary schools throughout the Region. The other regions like Addis Ababa, Amhara, Benishangul Gumuz used Amharic for grade (1-6), then for grade 7 and 8 English as a medium of instruction, except some subjects. Other regions used national languages

The usage of these different languages at the same level of different regions has created debate about gaining English competency and the understanding of different subjects in English, even on the result of grade 10 of national examination, which a few students promote to preparatory program. The debate has brought different attitudes toward the transition from Afaan Oromoo to English medium of instruction.

Even though some of the regions, like Amhara decided to change the medium of instructions from Amharic to English in grade 7 and 8, Oromiyaa still resist to change the medium of instruction for grade 7 and 8. It decided again to use the former curriculum on March 26, 2006. Having the above hypothesis this research will try to analyze the time and level of transition from Afan Oromo to English in early grade 9. Again it tries to see difficulties which students face during the transition. In general it aims to answer the basic question 'What is best for the student on the transition of Afaan Oromoo to English'.

That is why the researcher has decided to study attitude toward the transition from Afaan Oromoo to English Medium of instruction at West Shoa, Jeldu Woreda two High Schools.

1.4. Objective of the Study

The plan to use mother tongue as a medium of instruction can only be effectively implemented when its problems are identified by research and appropriate measures are taken.

1.4.1. General Objectives

- To investigate the impact of using Afaan Oromoo as a medium of instruction for grade 7 and 8 on education of grade 9 and even on the grade 10 National Examination students' result.

1.4.2. Specific Objective

- To identify problem that, students and teachers encountered in the process of transition from Afaan Oromoo to English in grade 9.
- To investigate teachers', parents', and students' attitudes toward the transition from Afaan Oromoo to English medium of instruction in early grade 9.
- To discuss the opinion of the woreda experts about the transition.
- To assess the relationship between language attitude and gender.

1.5. Significance of the study

The study is expected to come up with the following significant contributions. The study will be of great importance to the following bodies:

- It will assist curriculum designers to determine the right stage of language transition in bilingual education.
- It will provide information for the region of educational experts in using Afaan Oromoo in bilingual education in appropriate grade transition
- Lastly, it may also serve as spring board for other researchers that will conduct further investigation.

Therefore, the above objectives call for a research work by raising the following basic questions:

- Will it be better to move the transfer from Afaan Oromoo to English early grade 7?
- What are the difficulties students faces during transition?

1.6. Limitation of the study

Since the study is conducted in West Shoa Zone, Jeldu Woreda, two high schools the result could not be generalized to all high schools in Oromiyaa. Additionally, the absence of local studies at Zone, woreda and would have been serving as a spring board for further investigation.

It is impossible to cover the study in the whole areas of west Shoa zone. It needs budget and time. Because the number of high schools are many in number. To overcome these problems the researcher selected a representative cluster sample, which are two high schools in Jeldu woreda of this zone. The researcher is familiar to this woreda as well as the schools. So that, the representative samples to be used for the study.

1.7. Definition of Terms and Phrases (operational Terms)

- Mother tongue: “Mother tongue is a human speech either spoken or written by parents and inherited by the next generation” (Davis: 1994:274).
- Mother Tongue: “Is the language that one has learnt first; the language that one identifies with or is identified as a native speaker of by others; the language one knows best and the language one uses most” (Dutchein, 1982)
- Language: “The most common system of communication, which allows the people to talk each other and to write their thoughts and ideas” (Sapir, 1989:12).
- Medium of instruction: “language used to pass educational contents or messages from one person to another in a school other teaching learning areas in order to attain pre-planned objectives” (Ager 1996:1).
- Attitude: “Settled behavior or manner of acting as representative of feeling or opinion. It is habitual mode of regarding something. It is to

react favorable or unfavorable to ward something good or bad". (Doll, 1970:54). .

- Multilingual Education: "Multilingual education is the use of at least three languages in education the mother tongue, a regional or national language and an international one" (UNESCO, 1999).
- Mother Tongue Medium of instruction (MMOI): "It is clear that the best medium for teaching is the mother tongue. Psychologically, the system of meaningful signs works automatically for expressions and understanding" (Dakin,et al ,1968).
- Mother Tongue Education: "Teaching people to read and write in mother tongue" (pankhrust, 1969).

Chapter Two

REVIEW of RELATED LITERATURE

2.1. Education in Primary Schools

Education in societies according to Ohannessin and Ansre (1975:54) “Is increasingly becoming one of the most important agents of changes”. The other scholars also states that “It is one of the ways by which nationals can prepare themselves to take responsibilities, it is a corner stone economic growth, social development a principal means of improving the welfare of the individuals and increases the productive of capacity of societies” (Farrant,1980:18).

Accoording to Aggrawal (2005:260), “a well planned and properly implemented system of education at this level plays a very significance role in laying down the proper foundation of child’s cultural, emotional, ethical intellectual, moral, physical, social and spiritual development”.

Therefore ,improving students’ performance in primary education more or less requires enhancing the learning environment :curricula ,learning materials, instructional time ,class room teaching ,student learning capacity, quality of teachers ,school buildings and the right selection of suitable language for media of instruction

2.2. Language and Its Significances

Every independent state or ethnic community, according to Knowles (1977:424) “Language develops a verbal tool for communicating ideas and expressing its own cultural heritage: it is hard to conceive the complex social world in which we live without the unique human gift. Without language, the human species could have not built up the body of knowledge that it has of itself and its environment”.

Language as Ager (1996:1): “enables human being live together in society to develop and exchange ideas and to plan for the future .It is tool for all aspects of human civilization and indispensable to every human activity”.

So, as Robert and Ownes (1998:3) note “language is a socially shared code or conventional system for representing concepts through the use of arbitrary symbols and rule governed combination of these symbols”. Again the other scholar states “It exists because users have agreed on the symbols to be used

and the rules to be followed: rules governing pronunciations, word formation grammatical construction” (Akmajian, 2003:7).

“Language is also the bond that links together as well as the most forceful and stable source of cultural identity to which all aspects of society’s life are attached” Fisseha (1997:228). Therefore without language we have to gesture and touch rather than tell. Without language we would live in isolation from our ancestors and our descendents. Language needs at least two people at normal condition to communicate. If we live alone there is no communication. But it is possible to survive. It is central to everything we do and related by its nature to many things: politics, ethnicity, education, religion etc. This requires appropriate attention while developing policy. That is why the researcher going to see the use of language in education and the way of its implementation in schools.

2.3. Language in Education

Language is a system of phonic and graphic symbols used by the members of society to exchange information. This system has as noted by Wales (1972:261) "passed on from one generation to the next by educational process.

Where language is concerned, it is the aim of education to enable individuals, during their childhood to acquire the variable system of the society in to which they have to become integrated. According to Eleazu,(1986:92) “ in discussing language in education, we should not be limited in the medium of instruction in the class room alone, we ought to consider the teaching of specific languages as subjects in the curriculum ,and the effects they have on the cultural awareness and psychological senses of the values of students”.

“The more people are skilled in the use of languages through formal and informal education, the more they can manage their social relations ,their occupation, their responsibilities as citizens and the expression of their feelings” (Rawantabagu,1999:294).According to this assumption ,the central task of an education system is to promote each learners ability to speak, to listen, to read and to write at least in their native tongue and to know some other languages as may be useful to their interests .

On other hand, as the learner grows up and continues on the hierarchy of educations, success depends mostly up on the learners’ skill in the institutional languages. Therefore, students who lack the necessary language skills not only fail in the language skill aspects of the curriculum but also in

other subject area as well. Thus, the central question becomes the choice of language in different learning settings.

As noted by Baker (1993) in Ghermai (1998:62) “the relationship between language and education in the curriculum are not immutable. So, languages either as subject to be studied or as a medium of instruction have to be appropriate to the age level of the learners. Similarly, education as one of the dominant means to development which cannot be successful attained without incorporating in to educational system the vehicle of human culture, civilization, and human tool of communication: language. Now that is why the researcher wants to discover the place and time when the medium of instruction have to be suitable for learners of grade 7 and 8 in Oromiyaa because, it is important to their educational development.

2.4. Language Policy, Policy making and planning language for implementation

2.4.1. Language Policy

Language policy according to Haddad (1995:180) is defined “functional to mean a clear or hidden single decision or group of decisions which may set out information for guiding future actions, initiate or guide implementation”. In line with this, Weinstein(1980:2) describes “language policy as...government authorized, long term sustained and conscious effort to alter change a language function in a society for the purpose of solving and promoting language related issues”. Corresponding to this idea, Fisseha (1997:231) mentions “linguistically diverse nations where a number of languages and dialects are used it is essential to control the linguistic opposition and conflict between and within the speech communities”.

The linguistic complexity of many countries; the wide and complex relationship between language and education; the development of communication networks and other social political and economic features requires language policies. “Language policies like other national policies are not determined simply on the national analysis” (Heriman,Mand Burnaby,B1996:11).It rarely set quickly and decisively, like many national policies, they often develop gradually. To this end, it demands accurate and reliable information to produce valuable language policy that contributes for advancement of national development.

2.4.2. Language Policy Making

Yalew, (1997:471) stated that:

The political decision for the use of local languages needs adequate information on languages in the society /country to determine major languages and to assembly socio linguistic information about them. Additionally it requires planned and well organized consultation with parents, school administrators, and the teachers union and should have to be supported by research on the linguistic preference on the pupils themselves.

Even if the above scholar stated like that, this is always not happen. It is often formulated with no consultation.

“The perception of policy makers, the recommendation, guide lines of the educationalists and the legal implication of official guidelines regarding language choice as national, official languages and languages as a medium of instruction should not refuse the wishes and desires of parents” (Ramasamy,2001:4).To make decision of this kind and more importantly, to undertake the necessary programs; material preparation, teacher training, publication further information must be collected about languages.

A clear knowledge of attitude of the society toward the language instruction is an essential factor of those who are engaged in educational languages policy making.

According to Tsehay (1997:3) and Becher (1981:2):-

The effectiveness of language used for instruction highly depends on pupils’ attitude toward the language use rather than demographic factor of language distribution. So parental interest should repeatedly be identified as being the major factor in selecting what language children want to learn and serve as a medium of instruction”.

“A language of instruction, which has good acceptance by the society, speeds up the implementation of educational programs, which help to achieve the intended educational objectives easily” (Getu, 2006:14). Therefore, studying the attitudes of students, parents and the society at large toward the language of instruction is an essential component to be considered in establishing any educational language policy making. In doing so the researcher took these components to study attitudes of the teachers,

students, and parents to ward Afaan Oromoo medium of instruction in primary school in relative to high schools in the selected samples.

2.4.3. Planning Language for Implementation

“The term language planning refers to the organized pursuit of solutions to language problems, typically at the national level” (Fioshman, 1968:52). Again Language planning noted by Tylor (2002:316) “it involves determining how the policy will be implemented and how the implementation mechanism will be evaluated”.

As Cobarrubias (1983) quoted in Tylor (2002:16) “the language ideology adopted by the decision makers influences every aspect of language policy”. In other word what we can see from this expression is that, the belief gained by language policy makers affects language policy.

According to Getu (2006:15):

These four possible language ideologies are language assimilation, language pluralism, vernacularization of a native language and internationalization through the use of language of wider communication .Assimilation is the processes where by nationalists with distinctive identities become culturally and socially fused through gradual loss of their native language and culture .Similarly ,pluralism manifests itself where diverse nationalists coexist and mutually accommodate themselves to their difference .Here exists equal protection of nationalists and the movements of people from one nationality to another for their own purposes in which these intergroup interactions are basic to develop gradual collective behavior and collective thinking. Vernaculaization is using, strengthening reserving and developing language or dialect spoken in a particular region or country.

Language planning with respect to language falls generally into two areas called **corpus** and **status** planning. Where, corpus planning studies about the forms of language, status planning talks about the use of languages. Now the researcher focused on status planning rather than corpus planning because, it is directly related with researcher’s topic which is language use in education. So, different scholars define status planning in different ways. Now we can see the concern of status planning as follows:

Status planning refers to deliberate efforts to assign the functions of languages and literacy within a speech community. It involves status choices, making a particular language or variety an official language, national language, etc. Often it will involve uplifting a language or dialect into a prestige variety, which may be at the expense of competing dialects. Status planning is often part and parcel of creating a new writing system. Status planning wants to change the way a language is used. It is about making some languages (or dialects) official languages for a territory. Very often, part of status planning is creating a writing system for a language that was only spoken before (Anthony J. Liddicoat, 2005).

On the other hand acquisition planning is about teaching the language. It looks at ways to make it easier or more attractive to learn a language. Very often, acquisition planning also involves making the language more attractive to learn for speakers of other languages. Acquisition planning concerns the teaching and learning of languages, whether national languages or second and foreign languages. It involves efforts to influence the number of users and the distribution of languages and literacy, achieved by creating opportunities or incentives to learn them. Such efforts may be based on policies of assimilation or pluralism (Sue Wright, 2004).

Not only these but also other scholars stated it in different ways. However ,as Tylor (2002:26) states, Robert Cooper “contributes to this involving model by adding acquisition planning .Thus status planning of language involves decisions ,which affect the relative legal position or rank of one or more languages in respect of others”.

Language acquisition planning according to Cooper (1989:31) “is third major types of language planning”. Again, it is a kind of language planning which treats the stage and level of pupils’ language acquisition. Language policy making involves decisions concerning the teaching and use of language, and their careful formulation by those empowered to do so: for the guidance of others .He further contends that, “the additional category needed because considerable planning energy is directed towards the language spread, especially through education. So, the researcher tried to assess the attitude toward the use of Afaan Oromoo language medium of instruction in education.

Technically, status planning relates to increasing or restricting the uses of the language but not to increasing the numbers of its speakers. Thus Cooper

argues for “acquisition planning as a separate category of language planning. Therefore, language spread can be through promoting the acquisition of new language or as promoting a variety of a particular language as Standard”. In line with this, the education sector is the major contributor to acquisition planning because it is the main mechanism through which national language policy can reach school age target population. This planning process is termed as language in education planning.

Haddad; (1995:35) states that:

Once a policy has been chosen, planning policy implementation should begin immediately. In the process of planning for implementation activities for moving people, physical objects funds must be drawn up with clarity. It should also incorporate curriculum modification, to accommodate needs of language policy .Physical resources must be located and their availability assured; financial resources once earmarked/assigned must be appropriated so the implementation delays are minimal. The personal needed to put plans in to action must be freed from other commitments and made ready to go to work.

Planning policy implementation according to Rubin (1971:238) “should also accommodate the task of mobilizing political support. The mobilization of political support show most clearly when one thinks of the need to ensure that the providers and consumers of new policy embrace /accept/ it with enthusiasm”.

Additionally, it is beneficial to identify those who aim at the changes and involving groups affected by the new initiative in the planning process. So, the planning and implementation process within the education sector on what Kaplin and Balduf (1997:122) indicate will be “shaped first and for most by the national language policy developed by the political decision makers”. The education sector will engage in language in education planning and devise; corresponding /agreement/ with language in education implementation programs. That is why the researcher wanted to see the involvement and attitudes of the education expert of the woreda, teachers, directors and parents of the schools at language use in education planning and implementation, especially, toward the transition from Afaan Oromoo to English medium of instruction.

2.4.4. Language Policy Implementation

Careful planning or well designed and planned language policy is important but it accounts to nothing unless it is implemented and delivers the intended result or outcomes. Language policy and planning cannot achieve its aims unless it is implemented .Implementation is a process of putting the developed language planning into effect. In order to bring changes, implementation must be the target of all affected parties. Teachers, Students and parents shall be clear about the objective, purpose and nature of the new innovation.

According to Okomboand Rubgumya (2001:4) “ to be successful, the implementation process need to have resourceful planning that would address the needs ,considers changes necessary and recourses required for caring out intended actions”. Additionally, clear program objectives, human and material resources, well established organization and creating an environment that promotes successful implementation are quite necessary to realize the policy.

So, language in education policy implementation includes adjusting curriculum to accommodate urgent need of the new language policy, frequent discussion about the new program among teachers, principals, students and curriculum workers through workshops, seminars, meetings and demonstration session etc.

Teachers recruitment, training and retraining of large portion of the teaching force, increasing literature additional efforts in standardizing and modernizing the language through publishing varies kinds of dictionaries and written grammar, producing adequate materials for teachers and students ,coordinating participation among the relevant organizations, proper management of the process ,a trusting relationship among practitioners; appropriate financing ,integrating instructional strategies and the content to be mastered are some among the components of implementation.

Even though, all the above components are very important toward the implementation of language policy everywhere in the country, still there is a shortage of teachers, inadequate teachers training, shortage of finance and teaching material; like reference books, dictionaries and supplementary books in Oromiyaa to teach or to learn Afaan Oromoo as a subject as well as learning through Afaan Oromoo medium of instruction in primary education.

Beside these, as Becher (1981:152) states, “implementation requires designing stages, requires careful piloting before full implementation as well as

continuous monitoring, checking and periodically evaluating the policy being implemented as planned”.

2.4.5. Evaluation in Language Policy Implementation.

Ornstein, (1998:28) and Doll, (1970:73) states as follows:

Evaluation in language policy implementation is a means of showing success, failure and serves to find out the nature, impact and value or significance of policy and policy implementation through systematic action. It is systematic because it provides information through collection and analysis of data, moreover, reports information about the effect of the policy and its implementation for making judgment.

“Mainly, evaluation focuses on providing the various stakeholders with timely and accurate information on the performance and achievement of implementation, compared to the set of objectives. So, it is a basis for improving, correcting, redirecting or adjusting the implementation. “Evaluating the implementation and its’ effectiveness deserve the concern of active participation and the decision making of people it most affects” (Arichlwy, 1997:57). According to the above issues what we evaluate in evaluation of language policy is the formulated objective of it. After that, the evaluated policy can be promoted or improved according to the formulated objective.

Both the language and education, evaluation suggested to have two aspects: formal and informal. Formal evaluations are set up and often also carried out by the staff of the central level of organization; concerned with policy development and implementation .Informal evaluations are made by much wider set of actors. They can be linguist, administrators as well as the people most directly affected by the language policy implementation. Just not involved only people who are professionally to make this kind evaluation, they also made by other groups in community (McNab, 1989:187).

In developing evaluation system the following points require decision: what exactly should be evaluated, who should evaluate what, how should be

evaluated; how diagnostic feedback could provide and how the result of evaluation interpreted. (Getu, 2006:19).

Beside this, Hopkins (1994:15) says that:

It is essential to design a set of indicators to be used as a way of for producing and analyzing information on the functioning of the system". These indicators are the following.

Resource indicators: it includes human material financial resources; means and source of achieving resources physical facilities etc.

Process indicators: management process, attitude of practitioners and beneficiary, the extent to which language serves in instruction, the extent to which material serve in the implementation, the right use the resource.

Outcome indicators: it involves in impact in education, qualities of students learning (graduation rates) etc.

As Kaplin and Balduuf (1997:316) noted, "the education sector needs to adopt an evaluation policy and extend its system, through which it looks whether implementation of the language policy devised at the political level is effective and whether further changes need to be made in curriculum, personnel, material etc".

Here, when we come to Ethiopian context, Getachew A. and Derib Ado (2006) state that:

"Ethiopia, as one of the multilingual and multicultural countries, has faced the critical problem of development and implementation of language use policy that could satisfy the needs of various societies in question and contribute to their socioeconomic and socio-cultural development. The various governments that ruled Ethiopia since the reign of Haile Sellasie followed various language use policies that suit their political orientation".

It is clear that Ethiopia has showed a significant change in terms of developing and implementing language policy from the reign of Haile Sillasie to date. The language policies that were implemented by Haile Sellasie and the Derg both promoted the use of one language, Amharic. "The language policy that the Derg developed seemed to give a hope for the development of many Ethiopian languages, but ended up in hopeless as the implementation was just a

continuation of the use of one language” (Getachew A. and Derib Ado ,2006:58).

Despite the achievements in the implementation of the multilingual language policy, the current practice is by far better than any other formulated language policy in the country. Patterns of acceptance and recognition of the language policy has been evidenced in many parts of the country. Among these Oromiyaa is one .In every aspect of language policy implementation and improvement, text books with different guidance preparation and plasma are a tangible examples in Oromiyaa in improving quality of education.

Generally, that different government who ruled Ethiopia at a time used different language policy. But the latest of the former government tried its best to be accepted in changing language use policy in the case of the curriculum and education material in better way.

2.5. Factors that Necessitate the Use of Mother Tongue in Education: Views of Proponents

2.5.1 Pedagogical factors

From the pedagogical point of view “,learning through the mother tongue or using as a medium of instruction offers un paralleled advantage in education” (Mialaret,(1979:161-163) .It is pleasant because it belongs to the learner. It is beneficial because the child learns sensible knowledge of deep meaning in his language easily.

Children are better motivated to learn in their language .They can ask and answer questions and imitate new ideas to enrich teacher’s effort with confidence. They can cite varieties of examples for any principles raised in the class room.

This process of active participation in course of time develops and strengthens their problem solving capacities .In line with, Unchendu (1993:43) describes that “ the neglect of mother tongue is serious because it makes learning to young both difficult and uninteresting where as using mother tongue provides the surest key to the child’s mind in learning his immediate children to learn through their language”.

2.5.2. Psychological Factors

Children in their early days at school are in a situation of emotional difference due to the break between safe family environment and strange world of school. Here, the child passes from being one of a few children under his mother's eye to an individual member of a large group under teachers.

In such a condition, if the language in which all these new information communicated is also different from mother tongue, the burden on the child correspondingly increased. That why Fish man (1968:35) in Shimelis, (2004:16) states that "to expect a child to deal with new information presented in a new language is to impose on him double burden which results in a slow progress of the child".

Therefore, using the school language that is different from home language negatively affects students' school performance, results in a slow progress of a child, might cause emotional disturbances and make the child hate to express him and to communicate with others. Hence, the use of the mother tongue as a medium of instruction contributes to keep the child psychologically open. Now the researcher take this point as base and tries to see the effect of using Afaan Oromoo medium of instruction in grade 7 and 8 on education of grade 9 and 10 which use English medium of instruction.

2.5.3. Socio-Cultural Factors

Indeed, the existence of speech community is verified only when it is able to express its culture and experiences in its own language. Corresponding to this Rwantabangu (1998:294), says "local language is use full in the transmission of right cultural knowledge and values on the basis of local and deep rooted development".

So, using the mother tongue as a medium of instruction is "to respect and develop human personality in the socio-cultural aspect of life. Besides, it urges to say over and over the attitudes ,values, know how ,norms and culture of the society that enables learners to take part in active life of the people"(Mialaret,1979:26).In relation to this ,Makulus (1971),1n Solomon (1995:31) states that "education fails when it fails to make the child understand his social and cultural past and the life of the society".

2.5.4. Political Factors

According UNESCO (1952:7) declaration cited in Fasold (1984:64) "the use of the mother tongue at primary level is related to the basic human rights. To

reject a Childs language in the school is to reject the child”. As Jim Cumin stated in Tesfagiyorgis(2005:1) “when the message communicated to children in the school is “ leave your language and culture at the school house door, “children also leave their identities at the school house door .As they feel this rejection according to Cummins “they are much less likely to participate actively and confidently in most of societal life”. So, every child has a right to be taught in his /her native language or local dialects at least until he/ she learns the official language.

2.6. Views Directed Against the Implementation of Mother Tongue as Medium of Instruction

The implementation of mother tongue, in education is a huge task. According to Vawda (1998:557) “the development of curriculum and text books for all indigenous languages absorbs enormous expense in terms budget and human resources with adequate academic and professional capacities. The recruitment, training teachers and its implementation needs long time and much care”.

2.6.1. Political Problems

Some scholars believe that using the mother tongue, as a medium of instruction is a threat to socio-political unity. “The efforts to save and use each and every language for all the same political and economic function disturb building and maintain national unity”(Weinstein,1983:37).Accordingly Tadadjeu (1977:40) in his related argument emphasized “the use of several indigenous languages ,as a medium of instruction will encourage tribalism “.The argument often heard in this regard is that the use of particularly African languages as the only media of instruction will hinder the progress of African people and retard their integration into modern world .

2.6.2. Economic Problems

Concerning the economic problems to implement mother tongue instruction Neilson and Cmmig, 1997:99; Yakub and Anthony, 1999:289 state that:

Economic development and the education system of any country are closely interrelated. However, there exists contradiction .This group claim that although there is a belief that mother tongue is advantageous in children instruction, the cost of introducing new languages: text book preparation, salaries of linguists, teachers recruitment and training, costs

for specialized team in the development of the language, expenses for suitable and additional reference materials acceptable to local communities seems impossible to provide for all languages.

Again these issues are the main problems in Oromiyaa to implement mother tongue language instruction, specially, in the case of expense for additional reference books for Afaan Oromoo language and teachers' recruitment and training.

2.6.3. Transition from Mother Tongue Instruction to Another

"The transition from mother tongue instruction at lower level to the education in the second language at the higher level creates frustration" (Lepage, 1964; cited in Muluneh, 2000:16). To reduce this problem UNESCO experts (1968 :693) suggested that " the transition to the second languages should normally take place gradually and should be made as smooth and psychologically harmless .The second language should be introduced as earlier as possible as one subject in curriculum and to be delayed until students get enough skill to use the second language as a medium of instruction". As soon as the competency of the class allows them to understand it well enough, the second language can, if necessary, be used as a medium of instruction for some subjects. Finally, in the secondary school, it may have to be used most exclusively as long as no text books at that level available in the mother tongue.

In line with this in Oromiyaa secondary schools where English medium of instruction is used, Afaan Oromoo is being taught as a sole subject. No more mother tongue language is used as a medium of instruction in secondary schools.

2.7. Language in Education Policies and its implementation in Ethiopia

2.7.1. Language policy during the Reign of Haile Sellasie

Haile Sellasie's government had a unique history from its predecessors with regard to language policy. It had a well established language policy in a written constitution. The first ever constitution was provided in August 1930 on the coronation of Ras Teferi as Emperor of Ethiopia by the name Haile Sellasie I. This constitution, however, does not mention any thing about the official language or any other use of language while it itself was written in Amharic.

As Cohen in Getachew Anteneh and Derib Ado (2006:44) states:

There was a comprehensive and planned language policy which was included in the bigger policy of what is called 'Ethiopianization'. While the 'Ethiopianization' during Emperor Minilik incorporated local elites the 'Ethiopianization' during Emperor Haile Sellasie aimed to encompass the general population.

Here the writers used the term 'Ethiopianization' instead of the term 'Amharization' which is used by most foreign writers.

The major rationale behind such a progress was also explained by the government's mission for national unification and no difficulty of communication among different people. Again Cohen in Getachew Anteneh and Derib Ado conclude "in pursuance of a policy of national unification, the government wanted to establish a national religion culture and language for all Ethiopians".

After Haile Sellasie regained power in 1941, government language policy started to come out more clearly. In 1944, for instance, there came out a clear directive to control the missionary activities in education sector. It states that Amharic shall be the general language of instruction in Ethiopia, and missionaries are expected to fulfill with it by learning Amharic and teaching via Amharic.

As Getachew Anteneh and Derib Ado (2006:45) state:

The implementation of a single language policy was more prevalent in the area of administration, judiciary and education sectors. Even before the re-integration of Eritrea with Ethiopia, the government had replaced Tigrigna and Arabic by Amharic as a medium of instruction. Later Amharic became a full-fledged medium of instruction at primary school level throughout the country following the official declaration of the position of Amharic as the official language of the country in the revised constitution of 1955.

Haile Selasie's language policy of a single language was not limited in the education sector. Amharic was the rightful language to be used in all official functions: government publications and announcements were all made in Amharic. A language survey made by Cooper showed that "Amharic dominated the use of other languages in the judiciary system".

McNabb argues that the establishment of the National Academy of the Amharic Language in June 1972 had strengthened the position of Amharic and by implication, the implementation of a monolingual language policy. This claim is asserted by the nature of the objectives set for the national academy, i.e.; to foster the growth of the Amharic language, to encourage the development of Amharic literature.

Getachew Anteneh and Derib Ado (2006:45) state as follows:

A further evidence for the nature of the language policy during the reign of Emperor Haile Sellasie comes from the language use of the government in the media. No newspaper was published in any other Ethiopian language, except for one daily Tigrigna news paper, while there were two daily and four weekly newspapers in Amharic. In addition to this, the time that Amharic was broadcasted on the radio twice as large as the time allotted for the broadcasting of other Ethiopian languages, i.e. Tigrinya, Somali, Tigre and Afar.

It could be concluded that, in general during Haile Sellasie's government there was very little concern for the development of other Ethiopian languages. The course that Haile Sellasie followed was in line with the prevailing global assumption that the use of one language is useful in bringing about national unification (Cohen, 2000).

Quite contrary to the discussion so far, there was a final, but unsuccessful attempt that was made during the very final days of the emperor. The August 1974 draft constitution, Article 45 states that, without violating all those statements in other articles of the constitution, "Ethiopian tribes and nationalities shall enjoy the right to maintain and develop their language and culture."

"The attempt to support such statements in the constitution did not become successful because the revolution took over the approval of the constitution, and this final concerned attempt to follow a tolerance language policy remained unheard of" (Getachew A. and Derib Ado, 2006).

"The Imperial government of Emperor Haile Sillessie began to lay down the educational foundations virtually from scratch after the Italian left Ethiopian in 1941 .The first post war school was opened in 1942 and an attempt was

made to reconstruct and expand formal education system in close ties with Britain” (Tekesta190:3).

As a result “English became the medium of instruction starting from grade three. Amharic was taught as a subject from grade one and medium of instruction for grade one and two” (Abebe, 1991; cited in Muluneh, 2000:31).

The Ethiopian government also passed an order which can be called “the first post war language policy in education in August, 1944,” stated in (Fiseha, 1997:235) .In open areas missionaries may use orally local languages in the early stages of missionary work until such time as pupils and missionaries in open areas shall have a working knowledge of Amharic language. The local languages may be used in the courses of ordinary contacts with local population.

The government made an attempt to promote and use only one language: Amharic which was seen as a promoter of national Unity .Text books were prepared in Amharic. Top to bottom and bottom to up relations between schools and respective government offices were in this language. Teachers were trained to teach Amharic at primary schools. Information formally and informally was given to members of school communities only in Amharic (Getu A., 2006:26).

Additionally, “with the new structure: 6-2-4 Amharic becomes the medium of instruction at primary level (1-6) throughout the country while English was retained as a medium of instruction to grade seven and above” (Ayalew, 2000:75).

2.7.2. Language policy during the Derg (1974-1990)

Following the revolution in 1974, the Derg took power and adopted a socialist ideology in the government of the country. As a result of the ideology which applauds the necessity for respecting nationalities’ rights, the Derg pronounced that they came the time for all nations, nationalities and ethnicities to enjoy the freedom of maintaining, using and developing their language together with many political and economical benefits. The 1976 document of the government as quoted by McNabb states that,

Given Ethiopia’s existing situation the problem of nationalities can be resolved if each nationality is accorded full right to self government Within its environments, it (each nationality) has the right to determine the contents of its political, economic and social

life use its own language and elect its own leaders and administrators to head its general organs.

The first attempt, it could also be called the only one as well, in implementing such a language policy which recognized other Ethiopian languages, was the introduction of fifteen Ethiopian languages (including Amharic) in the national literacy campaign. “The literacy campaign was one of the early and most dramatic social interventions of the Derg regime. The first *zemecha* or ‘Development through Cooperation Campaign’, as it was officially called, was held from late 1974 through mid-1975 and set the pattern for later literacy campaigns” (Smith, 2008:243).

On the other hand, he states the feature of literacy campaign as follows:

It involved the use of high school and university students, to explain and implement the new land reform program and to establish the Peasant Associations (PA). This campaign was met with limited success in programmatic terms, though it did much to educate and sensitize young leaders to conditions of the peasantry. The literacy component was conducted in Amharic, Tigrinya, Oromo, Somali and Afar languages. Materials were produced in these languages in the Ethiopic/Amharic alphabet (Markakis Cited in Smith, 2008:244).

“Later service campaigns in the 1980s were to focus exclusively on literacy and were popularly known in the countryside as the *meseret timhirt*. In the official description of the campaign, it was asserted that in previous periods the situation was heavily biased against those for whom Amharic was either not spoken in the home, or was only a second language” (Smith, 2008:243). Therefore, local languages would be used in conducting the literacy campaign. “In the end, the campaign was taught in 15 different languages and it was believed that they covered 90 percent of Ethiopia’s population” (Markakis, 2003, 1981). The fifteen languages selected based on the language survey made earlier by Bender and others were Amharic, Afaan Oromoo, Wolayta, Somali, Hadiya, Kembata, Tigrinya, Tigre, Sidama, Gedeo, Afar, Kafa-Mochinga, Saho, Kunama and Silti.) Here, the survey didn’t consider significantly that, the speaker of Afaan Oromoo, with by far the largest group of any language speakers in the country. Again Afaan Oromoo has its own literature; it is popular among the people through its own novels, proverbs and plays. So, this practice was not intended to allow a successful of cultural or linguistic identities for Afaan Oromoo speaker.

Some have argued that “the preparation and delivery of the literacy campaigns were both quick and ineffective, particularly as they did not involve experts or representatives from non-Amharic groups and because the selection of languages was somewhat arbitrary” (Markakis, 2003: 15). At least it can be said that it did not involve popular or widespread discussion among Ethiopian citizens about which languages would be used or what would be covered. Overall, despite receiving significant international attention, the success of the literacy campaign was quite limited. Because curricular materials were quickly and poorly written, and there were very few additional resources for deepening literacy through supplemental materials, it did not have much long-term effect on literacy levels.

In addition, at this time the local languages were written in the Ethiopic script. The Ethiopic or Amharic script refers to the system of letters of the alphabet in Amharic, called *fidel* in Amharic. It has been argued that while the Ethiopic script is appropriate for Semitic languages like Amharic and Tigrinya, it is not well suited linguistically to languages from other language families, such as Afaan Oromo which is from Cushitic. The selection of orthography for each of the nationality languages in Ethiopia has been filled with disagreement because the political and symbolic attachment to the *fidel* is so great, and rejection of its use since 1991 for most non-Semitic languages in the country is seen by Ethiopian nationalists as a further symbol of their linguistic and cultural boldness.

As Cohen Cited in Getachew and Derib (2006:47):

There were shortcomings of the national literacy campaign of the Derg. All 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 language themselves. In addition, the teachers were, almost all, Amharic speakers, who did not speak the local languages spoken in the area they went to teach.

On the other hand, Smith, (2008:243) states that:

The meseret timhirt and the development of written literacy materials in languages other than Amharic had powerful symbolic and practical effects. In the list of 15 languages, one sees direct correspondence to the important languages of the contemporary language policy. It was a politically necessary and very dramatic indication of a massive change in the political landscape of language in Ethiopia and it laid the

groundwork for the development of languages other than Amharic, as well as the expectation that literacy in these languages was a meaningful and attainable political right.

Despite important changes in language policy under the Derg, Amharic knowledge remained a prerequisite of political or economic participation. Critically, the literacy campaign only involved non formal education. Primary schools throughout the country continued to teach in Amharic regardless of mother tongue or ethnic group. The 1987 Constitution clearly made Amharic the official language of the state. Scholars writing during this time pointed out that “a persistent imposition of a national language is the likely outcome of national language policy” (Bender, 1985: 277; McNab, 1990).

McNabb summarizes the effect of this campaign saying that, “The literacy campaign although through the media of local languages, brought more adults into contact with speakers of the official language, Amharic.”

Hoben, J.S. (1994) also arrives at similar conclusions by pointing out that lack of resources infrastructure and proper consultation, the literally campaign and all other policies regarding language remained imposition.

Though, Article 2.5 of the 1980 constitution states, “The people’s Democratic Republic of Ethiopia ensures the equality, respect and development of the local languages, practically, there was no other Ethiopian language given any official status nor there was any implication in the constitution, that other Ethiopian languages could be used for official purposes.

If we examine the Derg's language policy critically it seems that it was a continuation of the previous language policy in a slightly different form. As it was stated so far, Amharic remained the main language that was used in the formal education, judiciary, administration and the media, but the other languages were effectively discouraged.

2.7.3.The EPRDF Educational and Training Policy 1991 to present

In May 1991, the Derg was over thrown by the EPRDF. The new government, named the Transitional Government, first developed the charter which mainly focused on the rights of nations and nationalities.

After the down fall of the Derg regime in May 1991, the conference in peace and democracy that represented people from varies nationalities and different

sections of the society held from July 2-6, 1991 in Addis Ababa brought about a temporary charter. The charter defined the principles of Ethiopia's present policies regarding human rights, self determination, and the administrative division of the country and language policies.

“ In 1991, the Ministry of Education (MOE) drafted a policy statement on language which provided for the use of nationality languages, specifically identifying Amharic, Oromo, Tigray, Wolaitta and Sidama, beginning in the 1991–92 school year” (Smith, 2008: 243). Studies were to be done on the introduction of another language as an MOI as soon as feasible, and a national referendum was to be held on the question of a language of national communication (Boothe and Walker, 1997: 5 Cited in Smith 2008: 243). “This also included a policy switch emphasizing the Latin script for Cushitic languages in particular and decentralization of language choice” (Hoben, 1994)). “Tigray region was already teaching in Tigrinya, and was not willing to move backwards on this policy” (Smith, 2008).

As early as spring of 1993, the MOE moved forward with large-scale translation of textbooks, based on panels of local representatives and professional educators and linguistic experts. “Besides instruction in Tigrinya in Tigray region other languages of instruction in 1992 were Oromo, Sidamo and Wolaitta, and plans were in place for Kambatta, Hadiya, Gedeo and Somali by 1993” (Hoben, 1994: 190).

It goes on to say that ‘Primary education will be given in local languages, and nations and nationalities can either learn in their own language or can choose from among those selected on the basis of national and country-wide distribution’ (Ethiopia, MOE, 1994). Local languages or Amharic are the language of instruction in primary school. English is given as a subject beginning in grade 1, and it is the language of instruction in secondary schools and institutions of higher education, usually beginning in either grade 7 or grade 9.

In regions where a nationality language (NL) is taught which is other than Amharic, the latter is given as an additional subject from grade 1 or grade 5, depending on the region. This is most likely because of the special constitutional status of Amharic as the national working language. Having this point Afaan Oromoo and English is a medium of instruction for grade 7-8 and 9-10 respectively in Oromiyaa. Now the researcher wants to test whether this is suitable or not for Oromiyaa students.

As a result, since the new curriculum became operational, 20 languages have been used as medium of instruction for upto grade four, six or eight depending on the real conditions in each region. All these languages are also given as separate subjects in the primary education. In addition to the primary education, Amharic, Afaan Oromoo, and Tigrinya are being taught as subject upto postgraduate level. Several languages including Afaan Oromoo, Tigrinya, Wolayta, Gamo, Sidama, Kafa, are used to train primary school teachers.) (Cohen, 2000).

EPDRF aggressively promoted the use of local languages for official, administrative, judiciary and educational purposes. As a result of such a language policy, regional states have chosen their respective official languages for various purposes.

Article 39 provides that “Every nation, nationality and people in Ethiopia have the right to speak, to write and to develop their own languages; to express, to develop and to promote their culture; and to preserve their history” (Ethiopian Constitution, 1994).

Later on the federal constitution of 1995 provided the following right: “All Ethiopian languages shall enjoy equal state recognition and members of the federation may by law determine their respective working languages.

In addition to Amharic, which is used as the working language of the federal government and the official working language of four regional states plus the federal cities Addis Ababa and Dire Dawa, Afaan Oromoo in Oromiyaa, Tigrinyaa in Tigray, Harari (Aderi) in Harari, Afar in Afar, and Somali in Somali serve as regional languages. There are also many languages used as official languages at zonal and wereda levels, especially, in the SNNPR.

“ The government strongly argues that people should learn in their own mother tongue because, language is the basis for identity, pedagogically it is more advantageous and it gives people psychological satisfaction and helps them develop positive self esteem” Getachew A. and Derib Ado (2006:50).

Moreover, the New National Education and Training Policy (1994), Article 3.5.1. and 3.5.2. state that:

Cognizant of the pedagogical advantage of the child learning in mother tongue and the rights of nationalities to promote the use

of their languages, primary education will be given in nationality languages. Making the necessary preparation, nations and nationalizes can either learn in their own language or can choose from among those selected on the basis of national and county wide distribution .

The current government has made clear that it works towards the development of all the Ethiopian languages for various purposes. The cultural policy of Ethiopia states that the policy ensures;

- 1. All the languages, literature ... of the nation, nationalities, and people of Ethiopia receive equal recognition, respect and chance to development.*
- 2. Creating a favorable situation to carry out scientific research and inventory of the languages, oral literature. ...of the nations, nationalities, and peoples of Ethiopia and make them useful in development endeavor*
- 3. providing the necessary professional assistance to the various nations, nationalities and peoples while making their choice of language*

The choice of languages to be used at regional state level seems to be settled, but still there is a need to choose languages for medium of instruction, administration and justice at various levels in different parts of the country.

Accordingly, Gfeller (1999:193) explains “the Ethiopian new language policy emphasized three languages; Local languages, Amharic as official language of communication and English as a language of wider communication and international language”.

2.7.4. The implementation of language policy in Oromiyaa National Regional State.

“Successive Ethiopian governments from Menelik down to Haile Sellasie to some extent the Derg forbade the public use; the study, development and the implementation of the Oromoo language in education as well as in all official communication such as in courts, church, mosque, offices and parliament until 1992”(McNab,1989:54 cited in Getu,2006:30). The other Scholar Fesseha (1997:234, cited in Getu, 2006) “even missionaries were forbidden to teach or

preach in Afaan Oromoo and produce books in Afaan Oromoo. Instead they required to use Amharic books and preach in Amharic, in Ormoos area". In addition to this "widely spoken language, Afaan Oromoo, had no radio program for long period of time in the country" (Mudde, 1990).

Ethiopian Governments up to the Derge didn't try to encourage the development of language and political entity. They focused on the destruction of the Oromoo language deliberately because, loss of language leads to immediate loss of identity, internal strength and resistance (Negassa, 1997:9 cited in Getu, 2006). Later on in 1992 the Oromiyaa National Regional State recognizes that all languages have equal recognition by the state. The official language of the state is Afaan Oromoo. Afaan Oromoo is used in education, administration, justice and the media apart from being the lingua franca in the largest geopolitical region in Ethiopia. In Education, Afaan Oromoo is used as a medium of instruction in informal education, primary education (up to 2nd cycle), and in the colleges of primary school teachers education at 10+1, 10+3 levels.

Currently there are first degree programs in Afaan Oromoo, at Jimma University, Haromaya (Alemaya) University Addis Ababa, Wollega, Medawalabu, and Afaan Oromoo minor programs at Mekele, Adama and Dilla University. Primary school education is also available in Amharic in most of the towns in the Oromiya National Regional State to satisfy the needs of the non-Afan Oromo speaking nationalities. According to an official in the Oromiyaa Educational Bureau, "efforts are underway to offer primary education in Somali in cooperation with the Somali National Regional state in the border areas of Oromiyaa that are closer to the Somali National Regional State" (Getachew A. and Derib Ado 2006). According to the same official, the suggestion by the federal government to offer 2nd cycle primary education in English, which is now the medium of instruction at secondary schools and given as a separate subject at all levels from grade one, was rejected as a survey made by the region in cooperation with the Addis Ababa University showed that there is a demand for the society that both cycles of primary education be given in Afaan Oromoo. To realize this the researcher conducted on the use of Afaan Oromoo medium of instruction in grade 7-8 .

Chapter Three

Research Design and Methodology

3.1 Design

The main concern of this research is to study attitudes toward the transition from Afaan Oromoo to English Medium of instruction in early grade nine in Jeldu woreda two high schools. To carry out any type of research a research method that has strong ties with the purpose, structure, problems and other similar factors of the case under the study is required. To this end questionnaires ,interviews and focus group discussion that deals with the general understanding of the problem by studying the present status ,nature of prevailing conditions practices information is believed to be pertinent.

This method has a potential to make a detail description about the existing phenomena, justify current conditions and practices to make intelligent solution for improvement, through detail description of events and interview to provide a depth understanding.

Review of related literature was also made to identify main ideas to be treated, developed instrument of data collection and to design the study as a whole. Accordingly, the researcher conducted preliminary investigation about the problem in two high schools. Based on review of related literature and the information obtained, data collecting instrument were developed, arranged, and finally piloted in one of the high school in Jeldu Woreda .Eventually research questions administered ,interviews ,questionnaires and focus group discussion were conducted.

3.2. Sampling Procedure

The type sampling method used was probability area sampling. The researcher preferred the method because the respondents are widely spread geographically. Therefore, the high schools were selected by simple random method from the four high schools in the woreda. Eventually, 134 students were selected using simple random method which accounts (4.43 %) of the total students' population. Again 45 teachers were selected by the same method which accounts 39.8 % and two directors in sample schools were included to obtain valuable data for the study.

In addition, four parents and two vice directors were selected on purposive method. Again the 25 students from the total students were selected randomly from Abebe Kolu, because while I went to field work I found that grade 7 and 8 students were important for the research. Moreover, two groups: one in each high school was established for focus group discussion .The summary of population and sample taken is shown in table 3.1.

Table 3.1 Total Population and Sample Taken By Schools.

Sample Schools	Population						Sample Obtained					
	Student			Teacher			Student			Teacher		
	M	F	T	M	F	T	M	F	T	M	F	T
Jeldu	715	645	1360	69	11	80	37	24	61	22	3	25
Shukute	558	548	1136	31	2	33	31	17	48	19	1	20
Abeebie Kolu	271	257	528	—	—	—	21	4	25	—	—	—
Total	1574	1450	3024	100	13	113	89	45	134	41	4	45

3.3. Data Collection Instruments

Data collection instruments that serve both qualitative and quantitative approaches are used because; the instruments help the researcher to combine their strength and amend some of the inadequacies of any of the sources of data. Thus interviews questionnaires and focus group discussion were used in the study.

Questionnaires

Questionnaires were used to obtain data from students and teachers. It includes both close ended questionnaires which lets the respondents reply in limited ways and open ended that allow free responses of the respondents. The items of this tool were based on the review literature of related studies .The questionnaire that was prepared in English translated to Afaan Oromoo. As far

as possible the construction was given attention to respondents' interest, sequence of items, clarity and preciseness of the questions. In gathering the opinion of respondents, 134 questions distributed for students, out of which 115(85.82%) returned. similarly out of 45 questions distributed for teachers 100 of it got response.

Interview Guide

Interview guiding approach that gives the required information verbally and in face to face situation is another instrument of data collection. It supports to obtain relevant data that will not be handled by questionnaire and essential to counter check the information already obtained. To this end, interview guides were translated to Afaan Oromoo. Those guides were evaluated by senior colleagues in Jeldu Woreda Education Office and two Afaan Oromoo Teachers in Jeldu and Shukute high schools. Here, an interview guide was employed because it permits the interviewer to arrange questions, modify time and add some new questions to the list. The informants that had been treated by this instrument were 4 parents 2 from each high school, 12 students 6 from each high schools 8 teacher and 2 directors from each school.

Focus Group Discussion

This method was employed to obtain the necessary information from vice directors, teachers and students of the two elevated schools. For this purpose two groups were formed one group from each school.

3.4. Data Analysis

The data analysis that breaks down the existing complex factors to simpler part and putting the parts together in new arrangements involves methods that are relevant to each variable to examine the quantitative and qualitative responses. The respondents were categorized according to their profession; frequency was tallied and computed using numbers. Additionally, qualitative data were analyzed by summarizing the words of participants. Finally, based on the data analyzed; interpretation had been conducted to reach certain findings were conclusion and recommendation came at the end.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

In intending to study attitudes toward the transition from Afaan Oromoo to English medium of instruction in early grade nine in Jeldu woreda two high schools, this part focuses mainly on the analysis and interpretation of the data gathered through questionnaires ,interviews and focus group discussions.

4.1. Back Ground of Participants

In order to obtain clear picture of the respondents, items related to their sex, age educational level, service year and native language made the part of the questionnaire. The summary of the result is given below:

Table 4.1.Back Ground Information of Respondents and Participants by Data.

No	Characteristic		Questionnaire				Interview		Focus Group Discussion		Total Participants	
			Students		Teachers		Teachers, Students, Parents and Directors		V.directos teachers and students			
			No	%	No	%	No	%	No	%	No	%
1	Sex	Male	76	66.08	41	91.11	18	69.23	14	87.50	149	73.76
		Female	39	33.91	4	8.89	8	30.76	2	12.50	53	26.23
		Total	115	100	45	100	26	100	16	100	202	100
2	Age	10-19	115	100	—		12	46.15	6	37.50	133	65.84
		20-25	—		3	6.66	4	15.38	6	37.50	13	6.43
		26-30	—		34	75.55	6	23.07	2	12.50	42	20.79
		31 and above	—		8	17.77	4	15.38	2	12.50	14	6.93
		Total	115	100	45	100	26	100	16	100	202	100
3	Educational Level	1-6	—		—		—		—		—	
		7-8	25	21.73	—		—		—		25	12.37
		9-12	90	78.26	—		16	61.53	8	50	114	56.43
		Dip.	—		3	6.66	1	3.84	—		4	1.98
		Degree	—		42	93.33	9	34.61	8	50	59	29.20
		Total	115	100	45	100	26	100	16	100	202	100
4	Service Year	Less than 5	—		23	51.11	4	15.38	6	37.50	33	16.33
		5-10	—		14	31.11	3	11.53	—		17	8.41
		11-15	—		4	8.89	2	7.69	2	12.50	8	3.96
		16 and above	—		4	8.89	1	3.84	—		5	2.47
		Total	—		45	100	10	38.46	8	50	63	31.18
5	Native Language	Afaan Oromo	115	100	45	100	26	100	16	100	202	100
		Amharic	—		—		—		—		—	
		Others	—		—		—		—		—	
		Total	115	100	45	100	26	100	16		202	

As it depicted in table 4.1 the general characteristic of the respondents are cross classified by sex ,age, educational level, service year and native language status. Concerning sex out of 202 t0tal respondent 149 (73.76) were males while 53(26.23) were females. Among total respondents, the questionnaire was administered to 115 students and 45 teachers and directors in which 76(66.08) and 41 (91.11) are respectively males.

Here, the gap between male and students is narrower than that of teachers .The interview on the other hand administered to 26 participants of sample population where 8 (30.76) Of them are females. Focus group discussion was also conducted having 16 participants, composed of vice directors, teachers and students who actively participated in language transition of which 14(87.5) are males.

Regarding their age students in the range of 10-19 consists majority 133(65.84) of the respondent; the age between20-25 accounts for 13(6.43%), while 26-30 accounts for 42(20.79%), age above 31 accounts14 (6.93%) of the total respondents.

In terms of educational level, all students were from grade 7-10. Besides, the majority of teachers were degree holders which accounts 59(93.65%) out of the total respondent. The rest 4(6.35) were college diploma. Regarding service year, the majority of teachers (52.38%) have less than 5. (26.98%) of teachers have 5-10 years of service,12.6% Of teachers have 11-15 service years and the rest 7.93 Of the teachers have 16 and above service years. So under normal condition they were enough to make wide decision in school activities, because all range of service years were included.

When it comes to language Table 4.1 shows that all respondents' mother tongue is Afaan Oromoo.

4.2. Attitude of Students, teachers and parents in transition from Afaan Oromoo to English Medium of Instruction in Early Grade Nine.

In many ways the successfulness of the language policies in education is determined more by the attitudes of the people toward the language .Thus a clear knowledge of societal attitude toward the language of instruction is an essential factor. To this end, the attitudes of students, teachers and parents toward the transition from Afaan Oromoo to English medium of instruction are presented as follows.

4.2.1. Attitudes of Students toward the Transition from Afaan Oromoo to English Medium of Instruction in Early Grade Nine.

Regarding the attitudes of students in employing Afaan Oromoo as a medium of instruction for grade 7-8 ,respondents were asked to reveal their opinion (agree, disagree and Undecided). The results are summarized in table 4.2.1

Note: A= Agree D=Disagree U= Undecided

Table 4.2.1 Students' Attitude toward Language Choice (grade 7 and 8).

S. No	Statements of opinion	A	D	U	Total
1	I am happy to learn in Afaan Oromoo.	25	-	-	25
2	I can easily understand the subjects that are taught in Afaan Oromoo.	23	-	2	25
3	I spent most of my time to understanding the subject matter not the language.	12	6	7	25
4	I spent much of my time to understand the language not the subject matter.	11	5	9	25
5	Learning in Afaan Oromoo has helped me to feel proud and have confidence in myself.	24	-	1	25
6	My parents have understood the purpose and benefit of learning in Afaan Oromoo.	20	2	3	25
7	I would be happy if I continue learning all subjects in Afaan Oromoo up to grad 8.	18	4	3	25
8	I am happy if I learn grade 7 and 8 all subjects in English	19	4	2	25

Regarding the language of education at grade 7-8 table 4.2.1 shows that all respondents of students agreed the view that they were happy if they learn in Afaan Oromoo. None of the respondents opposed the idea raised. Corresponding to this, students believed that using mother tongue in education enables students to have better understanding.

Concerning the degree of understanding on the subjects that taught in Afaan Oromoo students reveals their responses that 23 of them agreed that they easily can understand the subjects that are taught in Afaan Oromoo. On the other hand only 2 students remain undecided the issue raised. Those students who agreed the response realized that mother tongue medium of instruction

better integrates the school education with reality of life. This also prove that education through mother tongue enables students to enhance tradition, stories, tales, proverbs, music and dances etc. which further enhance self respect and pride.

The result in table 4.2.1 depicts that 12 students agreed that they spent their time to understand the subject matter not the language, which means they are familiar with language. In line with this a few of them 6 students disagreed on this point. Still 7 of them take the two extreme positions. Those who agreed supported their response, that they are all native speaker of Afaan Oromoo language they didn't take time to understand the language but the concept. The opposite group stated their reason that the way they used the language at school is different from the way language is used at home.

On the other side 11 students agreed that they spend their time to understand the language not the subject matter, and 5 of them disagreed on the idea stated. Again 9 of the total students remain undecided.

Those who agreed were given a chance to state their reason in the open ended question. They said that though, Afaan Oromoo is our native language, the way language is used in the school is different from the way it is used at home. For example, the word order and new words are some of it. That is why we spent most of our time to understand the language.

Concerning language contribution toward the students, almost all 24 of the students agreed that learning in Afaan Oromoo helped them to feel proud and have confidence in their life. On the other hand, almost none of the students undecided the above issue. The given response reinforced that children are more confident and able to discuss contents /subject they have been taught in Afaan Oromoo, and it enables students to grasp and understand ideas and concepts easily. Moreover, it enables them to ask questions, express their ideas and feelings without fear of committing errors in the language that serves as a medium of instruction.

Regarding about parents understanding on language of instruction 20 students agreed that their parents understood the purpose and benefits of learning in Afaan Oromoo. Only 2 of them have the opposition idea. The remaining 3 students didn't decide their idea yet. Here, using mother tongue in education enables parents to have better position in understanding the purpose and benefits of Afaan Oromoo language in school and take measures to help their students in education.

In terms of students' opinion learning all subjects up to grade 8, 18 students agreed that they were happy if they continue learning all subjects in Afaan Oromoo. Only 4 students gave their opposite response, but 3 of them remain undecided. Majority of the students believed that students who used their mother tongue instruction in education generally, perform better than their counter parts using second language .In this regard (Cuming,1985,in Beykent, 1997:81)points that “children will be over burdened in trying to gain literacy and academic skills through a language in which they are not fluent ,besides there being a possibility for more children likely to repeat a grade or drop out a school”.

Regarding the medium of instruction, 19 of the total students agreed that they are happy if they will learn grade 7-8 all subjects in English. Only 4 of them dislike this kind of instruction. 2 students remain undecided. Those who agreed the idea gave their response as; English language skill competency for secondary schools is achieved at the end of the primary school level. They further states to assigning quality of teachers for the level, using improved and pertinent method of teaching process, evaluating English text books in primary schools, supplying additional reading materials in English, giving continuous training for the assigned teachers and providing effective supervision for school can be among the main strategies to stabilize for those who are frustrated to use English medium of instruction at grade 7 and 8.

On the other hand when we come to the interview part of grade 9 and 10 students; 12 students were interviewed on the question of problems that the students encountered in learning through English medium of instruction. Thus, majority of the students mentioned the problems as follows.

- Unable to communicate in English.
- Unable to read and write in English.
- Need more translation in to mother tongue language, but the teacher is not Afaan Oromoo speaker.
- Low participation in individual and group work.
- Unable to understand the subject matter fully in English.
- Sometimes Unable to understand the instruction of an exam, test, class work and an assignment.

- Unable to define the meaning of words, phrases and sentences in English.
- Unable to read and understand passages.
- Unable to spell correctly when their teacher dictates them.

Concerning their parents support almost all of the respondents responded that their parents didn't help them. Their responses strengthen in the case that their parents didn't qualify in English which is the medium of instruction for high school. But very few of them replied as their parents support them. This is true for those their parents are well educated; especially teachers.

Regarding the degree of understanding majority of the interviewed students of grade 9 responded that they can't understand the content of the subject fully in English. On the other hand some students of grade 10 didn't respond. What we have seen from their responses were students of grade 10 are well experienced to English medium of instruction. For that, they answered the issue that they can understand in some way but not fully understand.

Item 4 of the student's interview about the advantages and disadvantages of the two languages (Afaan Oromoo and English) in education, they mentioned the advantages of them in line with language development, well understand in mother tongue language, Using Afaan Oromoo language instruction enables one to express the Oromoo culture, history, and experiences than any other languages and so on.

On the other side the disadvantages of the two languages in education especially, in grade 7 and 8 are: Afaan Oromoo language of instruction is limited to primary education, it has negative impact on English ability of students in secondary and higher education, it may limit the knowledge of students in a region, it may limit students to learn new technological innovations.

Concerning the suggestion of the students on the status of using Afaan Oromoo and English medium of instruction almost all students suggested that Afaan oromoo Medium of instruction should have to be limited to grade 6 and then English should be a medium instruction for 7-10.

4.2.2. Attitudes of Students toward the Transition from Afaan Oromoo to English Medium of Instruction in Early Grade Nine.

Regarding students of grade 9 and 10 in using Afaan Oromoo medium of instruction in grade 7 and 8 respondents were asked to reveal their opinion (Agree, Disagree and Undecided). The results are summarized in Table 4.2.2.

Note: D=Disagree A= Agree U= Undecided.

Table 4.2.2 Students' Attitude toward Language Choice (grade 9 and 10).

NO	Content	A	D	U	Total
1	If you were given a choice of language medium instruction for grade 7 and 8, which language would you prefer? - English - Afaan Oromoo - Others	53 31 -	31 53 -	6 6 -	90 90 -
2	Does Learning grade 7 and 8 in Afaan Oromoo have a negative effect on grade 9 and 10 education?	71	12	7	90
3	Does Learning all subjects in English in grade 7 and 8 strengthen students understanding in grade 9 and 10?	80	6	4	90
4	Which one is better? - English should be a medium of instruction for grade 7-10 in all subjects? - English should be a medium of instruction for grade 9 and 10 and above in all subjects. - English should be a medium of instruction for grade 7 and 8 in some subjects.	63 16 19	27 74 71	— — —	90 90 90
5	Do you need translation to mother tongue language to understand text books and an exam?	68	16	6	90

Regarding the attitude toward language choice in education for grade 7-10 Table 4.2.2 Shows majority: 53 (58.89%) of the students endorsed the view of that the language of instruction for grade 7 and 8 is preferable if it will be English. In line with, there is an assumption and beliefs that language education in grade 7 and 8 should be English in all subjects. Contrary to this, small portion of the respondent 31 (34.44%) revealed their disagreement while 6 (6.67 %) remained undecided.

Concerning the effect of language instruction of current situation in grade 9 and 10 education, Table 4.2.2.shows a great majority 71 (78.89%) respondents agreed while 7(7.78%) hesitate to decided and 12 (13.33%) showed their disagreement on its negative effect .Corresponding to the view of respondent, it is believed that learning grade 7 and 8 in Afaan Oromoo negatively affect grade 9 and 10 education.

Those who agreed were given a chance to state their reasons in the open ended questions and focus group discussion. They said that, they agreed because of consequent frustration in the immediate shift of language instruction when students advanced to grade 9 and 10 education. So, they prefer to improve skills in English through using English language as a medium of instruction in grade 7 and 8 education before they join high school.

As to using the English medium of instruction for grade 7 and 8 to strengthen students' understanding in grade 9 and 10 Table 4.2.2 indicate that 80 (88, 89%) respondents agreed, while 6 (6.67%) had the opposite view on this matter and 4 (4.44%) remained undecided.

Regarding the choice of language instruction for grade 7-10 Table 4.2.2 reveals that 63(70%) of the respondents agreed that English should be a medium of instruction for grade 7- 10. The responses given reinforces that if English is a medium of instruction children are more confident and able to discuss contents /subjects they have been thought in grade 9 and 10/because they have been experienced using English for at least two years .Moreover, the students can ask questions, express ideas and feeling confidence without fear of committing errors in the English language that serve as a medium of instruction. In line with this, for using English medium of instruction for grade 9 and 10 and above a majority of respondents 74(82.22%) shows their disagreement while 16 (17.78%) agreed.

Those who disagree were given a chance to mention their reasons in the open ended questions. They said that learning up to grade 9 and above is not enough, because at that stage the students are not that much advanced and experienced in English which is a medium of instruction at that stage. After two years of grade 9 they will take a national examination .So, they gave their response by having such kind. Even most of the respondents disagreed that English shouldn't be a medium of instruction for grade 7 and 8 in some subjects unless all subjects .The result in Table 4.2.2 depicts 71(78.89%) disagreed and 19 (21.11) agreed. Item five of table four, deals particularly on students' need of translation on an exam or text books in to their mother tongue. Majority of the students 68 (75.56%) agreed to need translation. While 16 (17.78%) of them show their disagreement and 6 (6.67%) remain undecided.

4.2.3. Attitudes of Teachers toward the Transition from Afaan Oromoo to English Medium of Instruction in Early Grade Nine.

Regarding teachers attitude in using Afaan Oromoo medium of instruction in grade 7 and 8 respondents were asked to reveal their opinion (Agree,Disagree and Undecided). The results are summarized in Table 4.2.3.

Table 4.2.3 Attitude of Teachers to ward language Use.

No.	Statement of opinion	Agree	Disagree	Undecided
1	Afaan Oromoo Medium of instruction is difficult to teach through.	8	27	10
2	English Medium of instruction is difficult to teach through	13	25	2
3	Using their mother tongue increases children's Participation.	45	–	–
4	Using English medium of instruction increases children's participation.	18	8	19
5	Parents are happy when their children learn in Mother tongue.	29	10	6
6	Parents are happy in their children's learning in English.	28	9	8
7	I support teaching and learning in Afaan Oromoo up to grade 8 and then English could be the medium of instruction according to the existing practice.	24	8	13
8	Student faces difficulty when the language changes from Afaan Oromoo to English.	35	4	6
9	Children's learning in their mother tongue doesn't offer them job opportunity in their communities in other languages speaking communities.	19	14	12
10	When the medium of instruction changes from Afaan Oromoo to English students focus on the language learning rather than the content of the subject.	36	4	5
11	Students who learned in Afaan Oromoo need more assistance from their teachers when they read and write after grade 9.	41	2	2

Regarding the choice of medium of instruction language, it can be seen in Table 4.2.3, 27 of the total respondents disagreed that Afaan Oromoo Medium of instruction is difficult to teach through. Similarly, 8 of them agreed that Afaan Oromoo medium of instruction is difficult to teach through. On the other hand, Only 10 of the total respondents didn't decide whether Afaan Oromoo medium of instruction is difficult or not.

Similarly, this question was treated in focus group discussion and interview. Then the responses were supported with reasons. Then the feedback obtained that Afaan Oromoo medium of instruction is easy to teach through in the way that it is all what is spoken in Afaan Oromoo could be written and what is written could be read under the Latin script- *Qubee*. According to the respondents the Latin script –*Qubee* agrees with the basic sounds of the Oromoo language. Moreover, it is adaptable to modern technology. Furthermore, doubling of vowels and consonants are a very important feature in Oromoo language. It is not only reflected in pronunciation but also makes a difference to the meaning and geminating of the writing system. Therefore, what is spoken in Oromoo language could be written and vice versa in Latin script made Afaan Oromoo language easy to teach through it.

On the other side, the choice of English medium of instruction 13 teachers of the total respondents agreed that English medium of instruction is difficult to teach through. On contrary a great majority of teachers disagreed that English medium of instruction is difficult to teach through. Still 2 teachers can't decide the issue raised. Those who disagreed the view that if English language competency for secondary schools is achieved at the end of primary schools English medium of instruction couldn't be difficult to teach through. They further stated that assigning quality teachers for the level, using improved and significant method of learning and teaching process are also the other good strategies for achieving English competency.

Regarding the use of mother tongue in promoting active participation of students Table 4.2.3 reveals that all teachers agreed that using mother tongue instruction increases children participation. The responses given reinforce that children are active and confident in class participation to discuss the subject taught in the class room. Moreover, they ask and answer questions without committing errors they have made in the language of instruction.

Concerning English Medium of instruction 18 teachers agreed that using English medium of instruction increases students participation. In line with

this small number of teachers, 8 of them disagree the idea raised. Again a large numbers of teachers undecided it.

Concerning the parents' attitude toward language use in education, more than half of the teachers 29 of them agreed that students' parent were happy when their children learning in mother tongue. Because, mother tongue instruction in second cycle (7-8) primary school better integrates the school education with reality of life. Similarly, mother tongue instruction plays a great role in facilitating parents; follow up of students. In line with this 10 teachers disagreed that parents were happy when children learn in mother tongue. They gave their response that for native Afaan Oromoo speakers learning in Afaan Oromoo language is wastage of time since they learned the language at home. Whereas 6 of them undecided it.

As observed in table 4.2.3 the attitude of teachers according to the existing practice, more than half of the total respondents 24 of them agreed that learning in Afaan Oromoo up to grade 8 is favorable. Because they can understand the subject matter in a better way when they learn in their mother tongue, this may result in adjusting the students strong competent when they join secondary schools. In line with this only 8 teachers disagreed that the idea mentioned. They disagreed because of the doubt they have on children's understanding when the medium of instruction is changed in to English at grade 9. 13 teachers undecided it.

As it depicts in this table, item 8 shows that opinion of teachers to the transition from Afaan Oromoo to English medium of instruction 35 of the total respondents agreed that students face difficulty when one medium of instruction changed to another. The problem they mentioned were problem of writing, reading and communicating in English which is a medium of instruction in grade 9. As a result they will be unable to compete with other students of the country. Compared to those who are learning grade 7 and 8 in English students who are learning in Afaan Oromoo will score lower marks in national and college entrance examinations. Like that it is true for the change of Afaan Oromoo to English in Oromiyaa region in early grade nine. On the contrary, only 4 teachers disagreed the idea stated. 6 teacher's undecided the issue raised.

Concerning the student's job opportunity in other language speaking community when they learn in mother tongue, 19 teachers agreed that those students who learned in mother tongue doesn't offer job opportunity In other language speaking communities This group additionally presented that mother

tongue education as it hinders the mobility of primary school students at this level to get job opportunity in other regions. Similarly 14 teachers gave their response on the opposite way. 12 teachers can't decide it.

Regarding the students learning style table 4.2.3 reveals that almost all of the respondents agreed that, when the medium of instruction changes from Afaan Oromoo to English students focus on the language learning rather than the content of the subject. They gave their reasons in the way that consequent frustration in the immediate shift of language of instruction when students advanced to secondary education. So, they prefer to improve skills in English through using English language as a medium of instruction in the second cycle of primary education before they join secondary schools. On the other hand, only 4 teachers show their opposition. From this idea we can see that the change of Afaan Oromoo medium of instruction to English has a negative effect on student's learning. 5 teachers were undecided the idea yet.

The last item of table 4.2.3 states that a great number of respondents agreed that students who learned their education up to grade 8 in Afaan Oromoo medium of instruction need more help from their teacher to read and write after grade 9. Here the idea reveals that students who learned in Afaan Oromoo grade 7-8 can't read and write well after grade 9 in which a medium of instruction is English. Very small number of teachers disagreed the issue raised and only 8 teachers undecided it.

Regarding teachers' Interview toward the transition of Afaan Oromoo to English medium of instruction 6 teachers were interviewed on the proposed question. The first question was concerning teachers' feeling in using Afaan Oromoo and English medium of instruction. Then, majority of the teachers agreed that they were happy using the two languages but what they recommended was that Afaan Oromoo Medium of instruction shouldn't be extended to grade 8. It will be limited to grade 6.

The second item of teachers' interview was the kind of problems teachers encountered while they were teaching the subject they were assigned to. Here, all teachers faced almost similar problems in teaching and learning process during the transition from Afaan Oromoo to English medium of instruction. The mentioned problems were;

- Weak participation of the students in the class room
- Passive participation of the students in the group work as well in individual work

- Students need of translation in to mother tongue which waste time to do
- Unable to ask and answer questions in English which makes the teaching and learning process meaningful
- Unable to write when they were told them to do so
- Wrong spelt in writing and wrong pronunciation in reading
- Unable to understand an exam or assignment instruction

Furthermore, the teachers were asked what solutions they suggest to the above problems are as follows;

- Try to solve encountered problems by reporting to whom it Concerns as soon as they occur.
- Identifying and trying to assist students to enhance English language competency in makeup class.
- Giving additional classes for those students who need additional support in different subjects.
- Teaching students in extra time to cover the portion of text books.

Regarding teaching in Afaan Oromoo which is extended to grade 8 all teachers responded that they didn't like it. Even they suggested that Afaan Oromoo medium of instruction for primary school is good for the language development but it is too bad for students in gaining English competency and understanding subjects taught in English which is a medium of instruction in grade 9. Again, the teachers recommended that Afaan Oromoo medium of instruction should be limited to grade 6.

Concerning teachers' attitude regarding language in the curriculum almost all teachers addressed that Afaan Oromoo medium of instruction should be limited to grade 6. Then English should be a medium of instruction for grade 7 and 8 onwards.

The issue of transition from Afaan Oromoo to English for the students is mostly affected students' ways of learning, because in the transition period students learn two thing; one the language, the other the subject matter. These may lead students to dropout the school or repeat the class.

4.2.4 Parents' Attitude toward the Transition from Afaan Oromoo to English Medium of Instruction in Early Grade 9.

In order to obtain reliable information concerning the attitude of parents toward the transition from Afaan Oromoo to English medium of instruction six parents were interviewed from the two high schools. The main questions proposed were; to see parent's awareness on the basis of the purposes and benefits of Afaan Oromoo and English medium of instruction. Then, majority of the respondents answered that they don't know the purpose and benefits of the two languages in education, where as few of them showed that they understood the purposes of the two languages as a medium of instruction in education.

Concerning the attitude of parents toward the use of Afaan Oromoo and English medium of instruction in grade 7-8 and 9-10 respectively almost half of the respondents supported the idea while the rest against the issue rose.

Those who responded to the above question positively were asked to list down the reasons why they appreciated the use of Afaan Oromoo to grade 7 and 8 and English for grade 9 and 10. The most commonly listed why respondents appreciated the use Afaan Oromoo medium of instruction for grade 7 and 8 were the following.

- It ensures the right of using and developing once language by one self.
- It ensures the equality of languages.
- Using Afaan Oromoo language instruction enables one to express the Oromoo culture, history, and experiences than any other languages.
- Since Afaan Oromoo language is the working language of the region, it enables one to work in the region.
- Learning in Afaan Oromoo enables students to grasp and understand ideas and concepts easily during the teaching and learning process.
- It enables students to ask questions and express their ideas and feelings without fear during the teaching-learning process.
- It helps for the development of the language.

- It can make Oromos in general and students in particular love not their language but also their culture and people.
- It helps to explain students with their history and culture.
- It helps students to develop self-assertiveness and self proud.
- It reduces burden of learning a language of content at the same time.
- It enables parents to help their children at home.

Those who disagree with the use of Afaan Oromoo language as a medium of instruction for grade 7 and 8 were also asked to list down their reasons. The following were the reasons listed by these respondents.

- Since the language is limited to primary education, it has negative impact on English ability of students in secondary and higher education.
- It is impossible to transfer and learn to any other region in the country since there is a difference medium of instruction.
- Since it may limit the knowledge of students in a region.
- Since it may limit students to learn new technological innovations.
- Since students already know Afaan Oromoo no need to learn it.
- Since it limits students to communicate with people in other regions and from around the world.
- It limits students' working place to be in Oromiyaa, especially, for those who drop out at elementary school.

Here again, most of the students' parent who agreed with the use of mother tongue as a medium of instruction recommended using English as a medium of instruction for grade 7 and 8.

Regarding the third item of parents' interview which is about their children's feeling toward using the two languages instruction in education, more parents responded that their children were happy learning in Afaan Oromoo which is their mother tongue. But what they suggested that their children didn't like learning in Afaan Oromoo Which extended up to grade 8. Again, they replied

that it may be good if it will be limited to grade 6. The reason they gave that learning up to grade 8 limited students ability of English language which is the medium of instruction in grade 9.

The last of four parents' interview was about students' problem when they were doing their home work at home and when they were doing their class work in the class room in grade 9 are the following.

- Poor class room participation.
- Need more translations in to mother tongue language.
- Communication gap between teachers and students in the class room.
- Unable to understand the home work or class work instruction.
- Unable to ask and answer questions.

As they recommended the above problems occur due to the fact that students have limited exposure to develop their English ability in the previous grades, students+ have opportunity to develop English ability in the subject only. When students promoted to high school the medium of instruction is automatically changed which makes students confused. Thus, until they adjust themselves and cope up with the student, they are disadvantaged groups at least for a semester.

4.2.5 Directors' Attitude toward the Transition from Afaan Oromoo to English Medium of Instruction in Early Grade 9.

In order to obtain reliable information concerning the attitude of directors toward the transition from Afaan Oromoo to English medium of instruction 2 directors were interviewed from the two high schools. The main questions proposed were a type of activity done by parents or community in supporting their children learning in Afaan Oromoo and English. Both directors responded that community and students parents didn't orient how to support their children in mother tongue and second language medium of instruction. So those who are educated supported students in the two language instruction. But, what they informed us the following about some noticeable activities in which the society is participating.

- Constructing new primary schools

- Maintaining old class rooms and constructing new additional class rooms.
- Raising funds.
- Sending children to school.

So , the other comment the directors suggested that, other than encouraging educational opportunities gained by children in schools, using Afaan Oromoo as a medium of instruction in primary schools(1-6) found to be one of the factors that urged parents to provide support for their schools.

The second question on directors' interview was parents and community understanding why children are learning in Afaan Oromoo and English at different stages in the school .Then both directors replied that those parents and communities background were well educated knew why children are learning in the two languages. The rest of them didn't know but they like it in different degree.

Regarding the problem which was created in learning and teaching in the two languages the two directors responded that not always but sometimes they raise the problems. As they responded why the teachers didn't report the problem regularly they answered like "except reporting the existence of these problem to Zone and woreda education bureaus there were no significant efforts done to solve problems occurred while transition from Afaan Oromoo to English medium instruction made".

Depending on the responses of the directors there were no researches conducted to identify problems encountered in the transition from Afaan Oromoo to English medium of instruction.

In addition the challenge that teachers and students face in the use of two languages in education the directors responded that in the transition period from grade 8 to grade 9 both teachers and students face problems due to medium of instruction change. The difficulties are; Misunderstanding of teachers and students in English medium of instruction, Unable to communicate with each other, no fast learning and teaching process, passive participation of the students in the given class work and individual work, which may result in slow progress toward students learning.

What the directors recommended toward the two languages in the curriculum and about their change in different grade level, is that the transition from Afaan Oromoo to English medium of instruction should be in appropriate way

and in appropriate grade level, so that it is better if Afaan Oromoo language serves as medium of instruction for grade 1-6. After that English should be a medium of instruction.

The last instrument of the data Collecting method was focus group discussion which was employed to obtain the necessary information from vice directors, teachers and students of the two selected high schools. For this purpose 18 respondents discussed the proposed questions. So concerning the evaluation of the transition from Afaan Oromoo to English medium of instruction the groups discussed the issue a lot. Then they have said that establishing policy, planning implementation, setting strategies, supplying inputs is nothing without evaluation which provides information on strengths and weaknesses of the implementation program.

To this end teachers, vice directors and students at both high schools were discussed the issue of advantage and disadvantage of language in education as well as the problem students and teachers faced during the transition.

As it was observed in the situation, most of them are familiar to the concept as well as its practical experiences. Based on what respondents replied, learning in mother tongue has its own advantage and disadvantage in different level. The advantages of learning in mother tongue is; to develop the language by itself, enable the students to understand the subject matter fully, to reduce communication barrier between teachers and the students, and the like are the benefits of mother tongue in education. If it goes beyond grade 6 it has its own disadvantages on grade 9 and 10 education. The problem may be, result in bad communication between teachers and students, poor understanding in English medium of instruction, enables students to spend more time to understand the language rather than the subject matter which is burden to the students to do, because they learn two things at the same time; the language and the concept. This may direct the students to dropout or to repeat the class.

On the second item, the focus group discussed whether they have been oriented the purpose and objective of medium of instruction or not. Majority of them said that the issue had been raised sometimes during meeting and conferences designed for other purposes. The community support, the use of mother tongue in education, said one of the vice directors of high school. But he stressed, that was not due to the knowledge achieved from the orientation and awareness created, but it is because the language that serves as a

medium of instruction is the language that society uses in everyday life. In this way vice directors, teachers and students questioned that the effort done by change agents to realize mass support through persuading and communicating the purpose and objective of the language in education policy to the stake holder is not that much effective. Therefore, what we can conclude from the issues is that policy receivers as well as groups affected by change in the society didn't get the necessary knowledge to support the process and the program as much as required. The new policy of the mother tongue in education demands not only, change in teaching materials and the medium of instruction but also needs the basic belief of the teachers, the parents and the students and other section of the society.

Generally, the orientation given to the teachers, student and vice directors concerning the objective and purpose of using mother tongue medium of instruction in education was not enough and convincing to gain basic knowledge.

Regarding the relation and cooperation between education official at woreda and with other stake holder in acting jointly against the problem of transition from Afaan Oromoo to English medium of instruction, the group discussed issues related to the medium of instruction. They agreed that no parents come to school to discuss issues related to teaching learning process in general and medium of instruction in particular. The group evaluated the relationship between the school and the community as weak. On the other hand, they evaluated the participation of students and teachers in community initiated activities positively. The problem here explained by the group was absence of frequent activities initiated by the community.

The participation of community in academic affair, as explained by the group, is too weak. As directors noted, parents are not voluntary even to come and discuss issues on the strength and weakness of their children when they were called. But, the focus group hoped that the relationship would be improved. They explained that a committee called "parent and teacher association" has been formed and its main objective is to bridge the gap between school and community. AS a result a problem of language of instruction shift would be solved.

In general, in this section the participation of teachers in solving problems of transition from Afaan Oromoo to English medium of instruction was seen from different angles such as participation in teaching makeup classes,

attending different workshops and seminars which are related to the issue raised and evaluating curriculum materials are activities of teachers in promoting the transition of Afaan Oromoo to English medium of instruction in positive way.

In the group discussion, students, teachers and vice directors discussed the interaction between school and woreda education office. The group explained that there is a close relationship between school and woreda education office. Especially, teachers and vice directors stated that until 1995 E.C officials didn't have qualification that much with the position they held. But, since 1995 appropriate people have been holding the position and the interaction is showing improvement.

Again, the group discussed that interaction between school and education officials is very good. As explained, for example, in the semester woreda education officials visited both schools at least four times. On the other hand the group agreed that the new organizational structure has improved the relationship between schools and educational officials. The group further explained that the expert who were in the Zone education offices have a chance and time to supervise and help schools. According to the focus group discussion, since the relationship of schools is directly with the woreda and the reverse, the communication line itself is shortened. Generally; the focus group believed that the new organizational structure is smooth and effective.

Since the new organization structure is a good way of making interaction between schools with different stalk holders to solve the created problems in the school, the problem students and teachers encountered in the in the process of transition from Afaan Oromoo to English also solved by cooperation of school, Woreda and other stalk holder.

The next question of discussion was mechanism used in the school to monitor and evaluate the implementation of transition from Afaan oromoo to English medium of instruction. To this end Students, teachers and vice directors were asked in focus group discussion, majority of the group except few of them similarly responded that school national examination and tests given for the students are the major mechanism to evaluate the implementation. But examinations have a little contribution in evaluation process unless tied together with other additional sources of information like educational statistics, report of supervision and others.

On the other side, the vice directors and teachers, in the discussion tried to explain the existence of informal evaluation, by considering the assignment of teachers, the inflow of students and increasing number of enrollment are clues which show the implementation degree of the stated issue whether it is on the way of progress or not.

Moreover, it is essential to design a set of indicators to evaluate the successful function of the program.

According to Montgomery (1986:2117), cited in Getu, A. (2006:79). These indicators are:

- a. Resource indicators: - this includes human resource: teachers, personnel, funds, ways of achieving resources and etc.*
- b. Process indicators: - this part includes management process, attitudes of practitioner and recipient; the extent to which language serves instruction, the right use resources and others.*
- c. Outcome indicators: - under this category, the impact of language implementation in education in terms of the established targets and objective have to be considered.*
- d.*

In line with the above idea, the focus group discussed a lot on the mechanism used in the school to monitor and evaluate the implementation of transition from Afaan oromoo to English medium of instruction through formal and informal evaluation. After the problem has investigated the concerned body applies the mechanism to facilitate the problem which is seen after and at grade 9.

The focus group gave further comments to improve communication and exchange of information, consecutive discussion programs or schedule need to be arranged and importance of reporting, exchange of information has to be thought by woreda education office. Schools and educational offices should work hand in hand to support the teachers or the students. Research and studies are essential to alleviate and find out solution for problems in the implementation programs. Thus, woreda education office and schools should make efforts to enrich the knowledge and skills of teachers as well as educational expert in problem solving activities.

CHAPTER FIVE

SUMMARIES, CONCLUSION AND RECOMMENDATION

This section of the study includes the major findings, conclusions and recommendations.

5.1 Summary

The major objective of the study was to investigate the process and effects in the transition from Afaan Oromoo to English medium of instruction specific to two high schools in west Shoa, Jeldu Woreda. To this end, the research questions were identified and addressed in this thesis. To find out answers for these leading questions, the research method selected was both qualitative and quantitative, while the sampling procedures were area sampling and purposive sampling methods. In line with these, two high schools and one primary School were selected from the woreda.

The participants of the main study were, 134 students who were selected using a simple random sample method which accounts (1.43%) of the total students' population. Again 45 teachers were selected by the same method which accounts 39.8% and two directors in sample schools were included to obtain data for the study.

In addition, four parents and two vice directors were selected on purposive method. Again the 25 students from the total students were selected randomly from Abeebee Kolu primary school; because while the researcher went to field work he found that grade 7 and 8 students were important for the research. Moreover, two groups: one in each high school was established for focus group discussion. Based on the nature of subjects, instruments employed to collect the data were questionnaire, interview and focus group discussion. The collected data was analyzed using frequency counts, percentages, qualitative and quantitative data were analyzed by summarizing the words of participants.

Finding

1. From the data obtained most of the students, the parents and teachers were found to be in favor of the use of English medium of instruction in grade 7 and above. To know their reaction toward the use of mother tongue as a medium of instruction students, parents and teachers were asked to write the three languages they prefer to use as a medium of

instruction for grade 7 and 8 educations in accordance with their choice of performance. Their first choice was English.

2. The findings revealed that the preliminary orientation and trainings given for the teachers in line with the new education policy were badly prepared and poorly supported. The habit of solving problems through investigations/study particularly on issues related to mother tongue instruction is not institutionalized at school and woreda education office.
3. Teachers, parents and students expressed negative attitudes toward the transition from Afaan Oromoo to English medium of instruction in early grade 9. Because the finding indicates that among the respondents almost all of them including all interviewed teachers, students, directors, education officials, believed that the use of English as a medium of instruction for grade 7 and 8 in other regions has a negative impact on students from Oromiyaa who are learning in Afaan Orommoo. So the students from Oromiyaa did not have an adequate, or good,standered of English. In line with this the three groups/students, teachers and parents/ agreed that the use of English in other regions creates disadvantage to students from Oromiyaa. The most frequently mentioned influences respondents believed were:
 - Those students who are learning in Afaan Oromoo face problems of writing, reading communicating in English language in high schools and higher institutions. As a result they will be unable to compete with other students of the country in these institutions.
 - Compared to those who are learning in English language, students who are learning in Afaan Oromoo will score lower grades/marks/ in the General National and College Entrance Examinations. Again these respondents recommended the use of English language as a medium of instruction throughout the country in general and Oromiyaa region in particular starting in grade 7.
4. The majority of teachers and students indicated there were problems encountered in transition from Afaan Oromoo to English medium of instruction. Interview respondents have also discussed the existence of problems in the process of transition. There was a strong relationship between teachers' and students' perceptions of the seriousness of encountered

problems. Based on the response given by students and teachers the common problems encountered in the transition were:-

- Students were unable to communicate in English.
- They can't understand the concept of the subject matter fully in English. This is seen especially on the students of grade 9. On the other hand grade 10 students are better than them, because of the experience they had for one year.
- They can't read and understand the text books, examination papers and other reference books.

5. Most of the teachers agreed that teachers and schools were playing a significant role in attempting to solve problems encountered in transition from Afaan Oromoo to English medium of instruction. Respondents listed the following major contributions;

- Identifying and trying to correct misspelled words in student's hand writing,
- giving additional classes for those who need additional support,
- group evaluation of curriculum materials,
- And teaching in extra time to cover the portion of the text books.

6. The attempts made to ensure the interaction between schools and education officials as well as other stake holders to promote the transition from Afaan Oromoo to English medium of instruction in grade 9 were found to be inadequate. The findings indicated that the lower education managing unit-woreda education office and schools failed to establish strong ties with nearby collaborators, in order to plan, implement and address the problems faced by the students during the language instruction change.

7. The mechanism used to evaluate the implementation of the transition from Afaan Oromoo to English medium of instruction in early grade 9 was found to be ineffective. The study reveals that evaluation as a part of mother tongue instruction has not been internalized by administrative units of the education offices.

5.2 Conclusion

Based on the findings obtained, the researcher has come up with the following major conclusions.

- ❖ School in general and teachers in particular were attempting to solve problems encountered by the students in the transition from Afaan Oromoo to English medium of instruction in early grade 9. At woreda education office and schools level nobody has conducted any research to identify the problems encountered in the transition from Afaan Oromoo to English medium of instruction. There were no mechanisms used by officials to evaluate the effectiveness of English medium of instruction in grade9.
- ❖ Attitude of students toward the medium of instruction has a determining effect on their learning outcomes. The teaching learning process can take place effectively and the learners can successfully learn when they have a positive attitude towards the language used for instruction. Teachers stressed that parental (the community) and teachers' attitudes toward using mother tongue as a medium of instruction influences the child's motivation to learn. In this study teachers and students were found to be strongly in support of using English medium of instruction for grade 7 and 8. But parent's awareness of the reasons and benefits of English medium of instruction was not highly developed. And they were somewhat against the use of English medium of instruction for grade 7 and 8. Even though teachers and students support the use of English medium of instruction for grade 7 and 8 was clear, they were in agreement with parents on its positive influence for grade 7 and 8 students of Oromiyaa Region. And they strongly recommended using English language medium of instruction starting from grade 7 throughout the region by limiting Afaan Oromoo as a subject in the respected area.
- ❖ Effective communication and smooth interaction are amongst the most important factors which determine the student's ability to learn. Until 1995 E.C there was a weak interaction and exchange of information system between and among the different levels of educational system. The new organization structures have started to bridge the gap and develop the interaction and communication between educational office and concern given to report adequate information about the problems

and effectiveness of the teaching and learning process. Based upon this communications it is reasonable to expect improvement.

- ❖ The important factor for the effectiveness of the use of language in education is the support and participation of parents and the community in the education system. Regarding this, it was found out that there was no coherent pattern of interaction between schools and community in general and parents in particular. The relation was not as strong as it should be. The community didn't frequently go to school to discuss issues related to the medium of instruction in particular and teaching-learning process in general.

5.3 Recommendations

Based on the findings obtained from the study the main recommendations are as follows.

- Further researches should be conducted by concerned bodies to clearly identify the problems students and teachers face in the transition from Afaan Oromoo to English medium of instruction in early grade 9.
- Changing the medium of instruction alone can't guarantee the achievement of predictable objectives of using English medium of instruction in grade 7 and 8. Text books and curriculum materials should be prepared based on local situation, students' interest and age of students.
- Education bureaus at regional and woreda level, schools and concerned NGO's should encourage and give all the necessary assistance for teachers and educational officials at woreda and regional level and other interested bodies to carry out research to identify and take actions to solve problems encountered in carrying out the teaching-learning in general and in transition from Afaan Oromoo to English medium of instruction.
- For effective implementation of any improvement for better education concerning the medium of instruction and in particular the teaching process need to be based on common understanding. Teachers' active participation must be ensured at woreda level and region when ever changes are made. Moreover, the participation of parents and the

community in implementing the transition from Afaan Oromoo to English medium of instruction in particular and facilitating the teaching-learning process in general must be encouraged. A committee should be organized that can bring teachers, parents and educational experts together to solve the existing problems regarding language of instruction as soon as they arise. Common understanding on issues related to the teaching-learning process needs to be achieved through an exchange experiences and ideas on the use of language of instruction.

- Educational officials at woreda and region levels need to offer solutions in a timely manner for difficulties reported by schools. Beside, mechanisms should be created for educational experts at woreda and region level to the schools and make close supervisions and provide professional support for teachers.
- Students, parents and teachers believe the use of English as a medium of instruction in other regions has a negative influence on the achievements of students from Oromiyaa who learn in Afaan Oromoo medium of instruction in grade 7 and 8. Therefore, instead of thinking about the benefit of mother tongue they are considering students who learn in Afaan Oromoo in grade 7 and 8 as a disadvantaged group. So, Afaan Oromoo medium instruction should be limited to grade 6 and below and then English should be a medium of instruction starting from grade 7 in Oromiyaa region.
- The educational officials or NGOs should do something for the motivations of the students. For example, some short stories of students' interest, some interesting rhymes, some cultural activities like drama, musical programs should be performed by the students. The successful performs should be awarded. Such type of motivations may encourage the students to learn English with interest.

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