



VIEWS AND PRACTICES OF
THE NEWLY INTRODUCED MEDIUM OF
INSTRUCTION POLICY IN THE AMHARA REGION:
A CASE IN UPPER PRIMARY SCHOOLS (GRADE 7 AND 8)
OF GONDAR TOWN

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for the year 1999 E.C.

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Acronyms and Abbreviations

AAU	Addis Ababa University
ANOVA	Analysis of Variance
BLEd	Bilingual Education
EPRDF	Ethiopian Peoples' Revolutionary Democratic Front
ERGESE	Evaluative Research of the General Education System of Ethiopia
FL	Foreign Language
FLEd	Foreign Language Education
ICDR	Institute of Curriculum Development and Research
ILWC	International Language for Wider Communication
EO	Education Office
MOE	Ministry of Education
MOI	Medium of Instruction
MT	Mother Tongue
MTE	Mother Tongue Education
NL	National language
NOE	National organization for Examinations
SNNPR	Southern Nation and Nationalities and Peoples Region
SPSS	Statistical Package for the Social Sciences
REB	Regional Education Bureau
TBE	Transitional Bilingual Education
TGE	Transitional Government of Ethiopia
TTC	Teachers' Training College
TTI	Teachers' Training Institute
UN	United Nations
UNESCO	United Nations Education, Science and Cultural Organization
UP	Upper Primary
UPE	Upper Primary Education

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Ethiopia, like any other African countries, is characterized by Linguistic and ethnic diversity. The country consists of more than 80 ethnic groups with distinct languages and/or dialects and cultural features. Taking this multilingual nature of the country and language being a strong manifestation of ethnic identity and culture, the country is said to be multicultural and multiethnic (Mekonnen 2005).

Following the pervasive multilingual, multicultural, and multiethnic features, language use in education and administration in the country has been a sensitive issue. Although Ethiopia is a multilingual country, a single language, i.e. Amharic had been the medium of instruction (MOI) at the elementary school level for many years in the past. Consecutive imperial regimes promoted the use of one national language as a tool for retaining the country's unity (Daniel and Abebayehu, 2006). Following the 1955 constitution, which set Amharic as the National Official Language of the country, the language became the MOI for primary education (Grade 1-6) in 1958/59 (Mc Nab, 1989). And English was the MOI for junior secondary (Grade 7 & 8) and beyond. According to Mekonnen (2005), the aim of the imperial language policy was integration, centralization and modernization.

The socialist military government (1974-1991) transferred from advocating one language as a tool for national integrity to promoting the use of other languages. In 1974, when the socialist government came to power, the use of ethnic languages (nationality languages) for instructional purposes was considered as an important issue. About 15 languages were selected to be used as MOI during a literacy campaign called "EDGET BEHBRET ZEMECHA". Nevertheless, the use of these languages was restricted to the non-formal education sector and the government did not push forward to use them as instructional languages in the formal system (Ayalew, 1999,

cited in Daniel and Abebayehu, 2006). For this reason, Amharic remained as the only national language that was used as the MOI for formal education at the elementary level and English continued to be used as MOI from junior secondary (grade 7-8) onwards.

After the coming of the present EPRDF government to power in 1991, the country's education system has started to experience basic reforms. Two of these are of importance to the present study. The first is the introduction of decentralized system. Following the principle of federalism a central government system changed into decentralized one. The federal Ministry of Education decentralized into several regions, zonal and district-level bureaus, and departments. Besides delegating authority, the process of decentralization, has made a range of changes including MOI (Daniel and Abebayehu: 2006: 151).

The second, which is more important to the present research, is the proclamation about the use of regional local languages in the educational system particularly in the primary level. In this regard, article 39 (2) of the constitution of the Federal Democratic Republic of Ethiopia, states that "Every Nation, Nationality and Peoples in Ethiopia has the right to speak, to write and develop its own language; to express, to develop and to promote its culture; and to preserve its history". To put this into effect the Ministry of Education of Ethiopia proclaimed a new Education and Training Policy in 1994. Among the important changes made as a result of this new policy the following two are more relevant to the current study. First, the change in education structure from 6-2-4 years of respectively elementary, junior secondary and senior secondary into 8-4 years of primary and secondary education respectively (Mekonnen 2005). The other one is that it allows the use of mother tongues as MOI in the primary education (grade 1-8) (ibid.).

Bearing these changes in mind, there are wide ranging arguments questioning the use of mother tongues (MT) in education, particularly in upper primary education (grade 7

and 8) in the country (Heugh et.al. 2007). This resulted in the lack of consistency and continuity in the implementation process across the regions (ibid.). Thus, there are three different groups of regions as far as the use of MOI is concerned in the second cycle of primary education (Grade 5-8).

The first group is the one that uses mother tongue (MT) for MOI through the entire primary education (up to Grade 8). Tigray, Oromiya and Somali regions use their respective MTs through out the primary education including grade 7 and 8. Apparently only these regions are consistent with the national policy that stipulates the use of the MT for the entire primary education (Grade 1-8) (ibid.).

The second group is composed of regions that use partly English and partly Amharic for upper primary education. The Amhara regional state comes under this category for it uses English for math and science subjects and Amharic for other content subjects in upper primary education (ibid.). Besides, Amharic speakers in Somali region use both Amharic and English for different subjects like the Amhara region (ibid.). Dire Dawa city administration uses English for most of the subjects and Amharic/Oromo language for only civics and ethical education in upper primary education (ibid.). In other words, Oromo MT speakers learn civics and ethical education in Oromo language while other languages speakers learn it in Amharic.

The third group use English only medium for upper primary education. Such regions include Benishangul Gumuz, Afar, and Addis Ababa (ibid.). Mother tongue education (MTE) in these regions takes place only for Amharic speakers for 6 years (ibid.). Other language speakers are learning via Amharic until Grade 6 (ibid.). Students learn in English from grade 7 onwards. They are not consistent with the Ministry of Education (MOE) decree of MTE (ibid.).

The fourth group uses English-only medium as early as grade five. Southern Nations Nationalities Regional State (SNNRS) & Gambela come under this category. English

is used as a MOI starting from grade five in these regional states (ibid.). They are also inconsistent with the national policy (ibid.).

This diverse language use as MOI in the second cycle (Grade 5-8) of primary schools of the country shows the mismatch between the policy and what is being practiced across the nation (Mekonnen 2005). This is partly the result of decentralization which gives massive rights for regions to choose MOI for primary education. In connection with MOI policy and practice, a 2002 government document entitled “Accomplishment of the Capacity Building Strategies and Programs”¹ (my translation from the Amahric version) states the education and training policy as follow:

[The policy] respects the right of Mother Tongue Education (MTE) but it does not impose it as an obligation. Hence, those who do not have the required capacity and/or interest for MTE have the right to employ any other languages as MOI. In other words, any society can use its own Mother Tongue (MT) for education as long as it has the ability and the readiness to do so. Otherwise it has a full-fledged right to choose other languages for the same purpose. As a result, among the nations and nationalities of the country, only less than half are using their MT for education at present. Although others have the right for MTE, they are using another language because of lack of either capacity or readiness or both (FDRE 2002: 64)².

¹የማስፈጸም አቅም ግንባታ ስትራቴጂና ስልገታ

²(ፖሊሲ) በአፍ መፍቻ ቋንቋ የመማር መብትን ያስከብራል እንጂ ደህንነት እንደግዴታ አያስቀምጠውም። በመሆኑም በአፍ መፍቻ ቋንቋው ለመማር አቅሙ ያነሰው ወይም ፍላጎቱ የሌለው ማንኛውም ህዝብ በመረጠው ቋንቋ መማር ይችላል። በአፍ መፍቻ ቋንቋው ለመማር የፈለገውና የቻለው በዚህ ደጠቀማል፤ በዚህ ለመማር ያልቻለ ወይም ያልፈለገ ደግሞ በሌላ በፈለገው ቋንቋ መጠቀም ይችላል። በመሆኑም ባገራችን ካሉት ብሄር ብሄረሰቦች በአሁኑ ሰዓት በአፍ መፍቻ ቋንቋቸው የሚማሩት ከግማሽ በታች ናቸው። ሌሎች መብቱ የተከበረላቸው ቢሆኑም በመብቱ ለመጠቀም አቅሙ ስለሌላቸው ወይም ፍላጎቱ ስለሌላቸው በሌላ በመረጡት ቋንቋ በመማር ላይ ናቸው።

The Amhara regional state education system had used Amharic as MOI throughout primary schools including grade 7 and 8 for all subjects, and English from grade 9 onwards. However, the Amharic-only medium has been changed into English and Amharic differential bilingual education system (with the exception of the Oromiya zone, an Oromo MT speakers' area in the region) in the region in 2005/6 due to the so called "strong public pressure" (Heugh et al. 2007). In this revised regional policy students learn mathematics and science subjects; namely physics, chemistry and biology in English, and other content subjects such as social studies, civic and ethical education in Amharic. This is very much similar to what is known as *Bilingual education in Majority Languages* in which regional/national language (such as Amharic) and an international language (such as English) coexist as a teaching medium in schools (Baker 2001).

This means that the exit level of Amharic as MOI is further pushed back from Grade 8 to Grade 6 for mathematics and science subjects. This is reduction of the role of Amharic as a MOI in these grade levels in the region, which is the subject matter of the present study. In other words, the revised system has increased the role of English as a MOI in the region. This is because the introduction of English as MOI has been extended and goes back to Grade 7 for mathematics and science subjects, whereas Amharic has partially lost its monopoly as MOI in upper primary (UP) education due to this reform.

Experiences of other countries have shown that participants' views towards the program which is going to be used is fundamental. This is because the program is performed by the integrating efforts of the public, particularly by students, teachers, professionals in the school management and parents. The teaching-learning process will be fostered or distracted by their attitude towards the given program. Although the effectiveness of bilingual education program is determined by various factors, its acceptability by all parties concerned; educational bureau officers, parents, teachers, students and the society at large, is one of the main criteria for its success

(Rubagumya, 1990).

Teachers' negative view towards a certain bilingual education program, for instance, will affect negatively the teaching learning process and students' view towards that program. Students' perception and motivation for learning will be deterred by their negative view for the program being implemented. Hence "we need to... pay attention... [to] their views and build classroom worlds that support and teach in light of these insights. Students' voices help us understand what they need and value as learners" (Dahl 1995: 124, as cited in N.Lemberger & Vingradouva 2002: 59).

Similarly, parents' attitude towards a certain bilingual program will highly affect its success. If they do not accept the program, for example, they send their children to another school with a different program or stop supporting the school. For example, many parents in Tanzania are not happy with the public education system that uses Kiswahili, hence they vote with their feet by taking their children from Kiswahili medium primary schools to the private English medium schools (Rubagumya 1997, cited in Brock-Utne 2003). Similarly, in Ethiopia it was learned that people are moving their children from Oromiya region, where the MOI for grade 7 & 8 is the MT- Oromo language, to Harari region so that their children can learn in English MOI as of Grade 7 (Heaugh et al. 2007). In this regard, Paulston (1975), cited in Wolfson and Manes (1985: 15), has the following to say:

If parents do not wish their children to learn a second language, or if they are indifferent about their own native language because of its own prestige, bilingualism is bound to fail. If the parents are favorable, the program will succeed whatever teaching method may be used.

In the same way, if educational bureau officers don't believe in a certain educational program, they may not support its planning and implementation no matter how it is required by the other parties concerned, since they are influential in the decision making process.

It is, therefore, strongly recommended that the need to develop a process of societal participation and consultation in educational planning and language policy issue prior to the implementation of such reforms through the education process (James Oladejo 2006). Even outstanding language policies could fail in the absence of key participants' support and involvement. Hence, real and wide-ranged participation of all concerned, including parents, students, teachers, educational administrators, religious leaders, etc., is vital to support the outcomes of the policy with the educational needs of the learners.

Educational programs in general and bilingual education programs in particular should embrace, therefore, key participants' views whenever they devise and implement a new program. Baker (1992) seems to consolidate this idea by highlighting the importance of societal view in bilingual education in the following way:

Attempting language shift by language planning, language policy making and the provision of human and material resources can all come to nothing if attitudes are not favorable to change. Language engineering can flourish or fail according to the attitudes of the community. Having a favorable attitude to the subject of language attitudes becomes important in bilingual policy and practice (cited in Adebija (2000: 79).

The process by which a language-planning decision is arrived at is held out as involving a number of steps including fact finding before decision making, consideration of alternatives, and a scheme in which "goals are established, means are selected, and outcomes are predicted in a systematic manner" (Rubin 1971: 218, cited in Bamgbose 2000: 107). In Africa, this systemic procedure is often neglected (Bamgbose 2000).

Furthermore, language planning in most African countries has always been a top-to-bottom affair, with the top represented by the government and its agencies, and the

bottom, the consumers for whom the policies are being done for. Education reforms in Africa are dictated down from the authorities with little input from the public at large. This process has often resulted in complaints and confusion among the population, and consequently further reforms have often been rushed through in order to plug the emerging gap. An option to the top-to-bottom planning is bottom-to-top in which lower levels and even the community can make an input to language planning (Bangbose 2000).

In this regard, the Amhara regional state's recent decision to use compartmentalized bilingual education system using English and Amharic as a MOI in Grade 7 & 8 resulted in series of arguments among the key stakeholders (Heugh et al. 2007). Hence, it is important to study the views of main participants who are involved and are still involving in both the decision making and implementing process towards the MOI policies in general and the new program in particular in UP schools of the Amhara region. It is also vital to investigate the views of participants in light of the practices and performances of both students and teachers at UP schools of the region.

As Lewis (1981), quoted in Adgbija (2000: 79) states, "knowledge about attitudes [of participants in the education process] is fundamental to the formulation of a policy as well as to success in its implementation." Thus, the main objective of this study is to investigate the views of main participants in the education process regarding the MOI policies for UP education and to assess these views in light of the practices and performances of both students and teachers at these grade levels.

1.2. Research Problems

In the background section of this proposal, mention has been made that Ethiopia is a multilingual country though the educational language policy has long been monolingual in nature. Attempt has been made to put the importance of including students', teachers' and parents' views in solving such problems, and I have briefly shown that the use of MT as a MOI in UP education has been an issue of controversy

in the region and in the country at large. Following this controversy, the region has issued the new MOI policy for these grade levels. The new program has also been subjected for wide variety of arguments that support and oppose the new policy.

The region's education system in UP education (grade 7 and 8) has been moved from one corner, English only medium in the imperial and Derg periods, to the other corner, Amharic only medium and to Bilingual education in Majority Languages (English and Amharic) system in the present government. This is probably because these levels are landmarks between primary and secondary education. Moreover, these are grade levels that suffer from an 'abrupt' switch from Amharic MOI (from grade 1 to grade 6/8) to English (from grade 7/9 on wards).

Much has been said about the shift from Amharic only medium to differential use of English and Amharic for upper primary education in the region. Some of these views gathered through informal discussions with teachers, students and parents of the region prior to the present study are:

- i. The use of Amharic in upper primary schools has enabled learners to express ideas easily and deeply; it has made teaching and learning process student-centered and participatory; it has also bridged the gap between school knowledge and indigenous knowledge; it is advantageous for longer retention of ideas which could be supplementary; and it is a way of putting the language into a higher status.
- ii. The use of English as a MOI for upper primary education improves students English language competency whereas the use of Amharic in upper primary education lowers students English language competence significantly.
- iii. Amharic is not efficient MOI for the sciences and mathematics in UP education but it can be used for Social studies, and civic and ethical educations for these subjects contain history, culture, government legislations and laws of the region and the country.

- iv. Using English as a main MOI and Amharic as a support language for all subjects in UP education will help students so as to cope with the change of MOI while they transfer into grade 9.

The research problems of this study have, therefore, originated from the above points of argument. Taking such new practice and educational issue in the region into account, it sounds logical to ask the following principal research questions: what are the views of students, teachers, parents and officials from the regional education bureau (REB) and education office (EO) of Gondar town towards the MOI policies that have been used in general and the 'new' form of bilingual education in majority languages for upper primary education in the region in particular? And how are these views related with the practices and performances of students and teachers? More importantly:

- i. What factors necessitated the revision of educational language policy in the region?
- ii. What were the demands of the people of the region as far as the MOI for upper primary education is concerned?
- iii. Has the revised system answered the demands and the needs of the society?
- iv. Why and how are different MOI for different subjects assigned?
- v. To what extent the use of Amharic-only medium for upper primary education has been viewed as an ineffective, and a threat to the quality of education and English proficiency?
- vi. How is the relation between MOI and math & science subjects achievement viewed? And what have the empirical studies revealed about such relations?
- vii. How are the implementation of the new MOI policy working and its level of congruency with the regional policy itself?
- viii. If there is a mismatch between the policy and the implementation, why is that so? What is alternatively being practiced in the real classroom situations of the region? And

- ix. What is the best way to keep the societal demand on the one hand and to achieve the desired educational objectives across the curriculum on the other?

1.3. Research Objectives

The purpose of this study is generally to assess the views of students, teachers, educational bureau officers and parents on MOI policies for the upper primary education of Amhara region in light of the current practices and performances. By doing so, it would primarily examine key participants' view towards the newly implemented bilingual education programs and the previous ones. Then, it will assess how their views are matched with the performances and the practices of students and teachers in the region. In short, this study, basing itself on the research problem stated above, will have the following research objectives:

- i. To identify factors contributing for the revision of MOI policy for upper primary education in the region.
- ii. To investigate the acceptability level of the revised regional language policy by the society.
- iii. To investigate the extent to which the use of Amharic-only medium education has been viewed as an ineffective, and as a threat to the quality of education and to English proficiency.
- iv. To assess the views and the performance results of math and science subjects in Amahric vis-a-vis English medium students.
- v. To investigate the mechanisms and the rationales used to assign different languages as MOI to different subjects.
- vi. To investigate the parctice of the new MOI policy and its level of congruency with the regional policy.
- vii. If there is a discripancy between the policy and the practice, the study will investigate the rationales behind the discripancy and it will also try to find out what is being exercised in the real classroom situation of the region.

- viii. To suggest the best way to keep the societal demand and the educational objective across the curriculum. And
- ix. To assess the degree of effectiveness of the new program.

1.4. Significance of the Study

It has been a few years since Amhara region has stipulated and implemented English and Amharic dual language policy for different subjects in upper primary schools. However, still many policy makers, teachers, students and parents are contending as to which language or languages should be used as MOI in upper primary levels in the region (Heugh et.al. 2007). As a consequence, some believe that only English should be used as MOI in these grade levels, others argue that Amharic should be re-introduced as MOI for mathematics and science subjects in grade 7 and 8 in the region; still others maintain that the current dual language for different subjects is a better one. Furthermore, the issue of the effectiveness of the use of mother tongue in upper primary levels is becoming a hot discussion elsewhere in the country (ibid.). Cognizant of these facts; this study would be significant for the following reasons:

- i. It may help to see the views of students, educational bureau officers, teachers and parents towards MOI policies for upper primary education in general and the newly implemented bilingual education program in the region in particular which in turn may help policy makers and other stakeholders to act accordingly.
- ii. It would provide some patterns of successful implementation of bilingual education in the region. And it will suggest better mechanisms of implementing bilingual education in the region. And
- iii. It would suggest policy implications of bilingual education in the upper primary education for other regional states.

1.5. Limitation of the Study

The issue of assessing the views of the society on language policy in education in a multilingual and multiethnic society like Ethiopia is such sensitive issue which

actually results in political questions. This study is limited to assess the practice and views towards the policy of MOI in the region; being limited in scope, time, and finance, it has further been limited not to assess all the possible views of it. Thus, it has been limited to the assessment of people's views towards the MOI policies for upper primary education in only one of the town's of the regional state. In short, this study is limited in that:

- i. Despite the fact that the new policy is being implemented in the entire region constituting of many towns, this study has primarily focused on one of the towns called Gondar.
- ii. Furthermore, this study has been limited in that some of the expected respondents were not willing to be interviewed and to fill the questionnaires.
- iii. Lack of proper documentation tradition in the sample school was also another factor that limits the study. Although the researcher wanted to compare the average results of students per subject before and after the introduction of the new MOI policy, three of the four sample schools did not have records of the summary of scores of each year. As a result, the study was confined in computing only the data from a single sample school.

CHAPTER TWO

2. CONCEPTUAL FRAMEWORK AND REVIEW OF RELATED LITERATURE

2.1. Key Concepts and Terminologies

2.1.1. Bilingualism and Bilingual Education

Abudarham (1987:1) described 'bilingualism' as a field full of "terms referring to the phenomenon of individuals and communities with two languages, the way two languages are used and how they are learned." Hence, it is not easy to find a complete definition for the term and it is defined differently by different scholars with their own theoretical basis. As Grosjean (1982: 231) points out, factors included in the definition of bilingualism are "...using two languages on a regular basis, being fluent in two languages, belonging to two cultures, passing as a monolingual in two languages, and having both speaking and writing fluency in two languages."

Most classic definitions of bilingualism reveal the importance of fluency. For example, 'the native-like control of two or more languages' (Bloomfield, 1933, cited in Baker, 2001) appears too extreme and maximalist ('native like'). According to this definition people who use two or more languages frequently but do not have native-like command in one or the other are not bilinguals. On the contrary, Macnamara (1969), cited in Abudarham (1987:2) used the term 'bilingual' to describe persons who can speak, write, understand or read a second language, even to a minimal degree. This means that a mother tongue speaker of Amharic and who can speak English but not read and write can be called bilingual.

There are also many other scholar who emphasized the bilingual's use of two languages (Grosjean, 1982). Hence, bilingualism is defined as the alternate use of two or more languages (Weinreich, 1968 & Mackey, 1968, as cited in Grosjean (1982).

As can be learnt from the definition provided above, education is one of the major areas in which bilingualism becomes a sensitive issue particularly in a multilingual country, such as Ethiopia. This is simply because education is communicated through language. This brings us to the issue of Bilingual education. The term has been defined differently in different contexts. Bilingual education refers to an educational program in which both a native language and a second language is taught as a subject matter and used as media of instruction for academic subjects. The term Bilingual Education originally meant the use of two languages as media of instruction (Hassana et al. 2006). It also includes the learning of two languages as subjects: L1 plus an L2 as media of instruction, L1 for a short time followed by L2 as a medium for the greater amount of time (mainly second language education system - especially in North America) and mother tongue instruction (L1 medium) throughout school plus a second language taught as a subject to a high level of proficiency (e.g. South Africa) (ibid.). Therefore, the meaning of the term ranges from education for language minority children in majority language to the use and promotion of two languages in education. In relation to this Mackey (1972:414), as quoted in Grosjean (1982: 213) says:

Schools in the United Kingdom where half the school subjects are taught in English are called bilingual schools. Schools in Canada in which all subjects are taught in English to French-Canadian children are called bilingual schools. Schools in Soviet Union in which all the subjects except Russian are taught in English are bilingual schools, as are schools in which some of the subjects are taught in Georgian and the rest in Russian. Schools in the United States where English is taught as a second language are called bilingual schools, as are parochial schools and even weekend ethnic schools... [thus] the concept of "bilingual school" has been used without qualification to cover such a wide range of uses of two languages in education.

To make the term more precise, Baker (2001) has identified ten types of bilingual education. According to their aims, he has classified them into three categories: 'Null' forms, 'Weak' forms and 'Strong' forms of bilingual education. A 'Null' form of bilingual education teaches bilingual children exclusively in majority language only with the aim of monolingualism. Submersion education or as it is named by the school system mainstreaming is a good example for this category. In this type of bilingual education programme the learner from the minority language background is forced to learn via the majority language from the outset. In 'Weak' forms of bilingual education bilingual children are allowed to use their home language for some time and then switch to majority language with the aim of assimilation. Under this category, we have structured immersion, withdrawal classes, various forms of sheltered English, transitional bilingual education, and mainstreaming with foreign language teaching. 'Strong forms' of bilingual education allow children to learn in both home and majority languages aiming at bilingualism, biliteracy, and cultural pluralism. It includes U.S. dual forms of bilingual language schools, Heritage Language programs, Canadian Immersion, and the European schools movement (Baker 2006).

Among the varied type of bilingual education programmes transitional bilingual education programme and bilingual education in majority languages are more relevant than the rest for the present study. As a consequence, they are discussed in a little more detail.

i. **Transitional Bilingual Education (TBE):** In TBE students first learn in their MT and then switch to the second/foreign language. According to Baker (2001:178), it is "... a brief, temporary swim in one pool until the child is perceived as capable of using the four language strokes in the mainstream pool." It is divided into two major types: early exit and late exit (Ramirez & Merino, 1990, cited in Baker, 2001).

The objective of these models is a single target language at the end of the school, and the target is the official/foreign language. The learners may begin with the MT

and then gradually move to the official/foreign language as MOI. If the transition to the official/foreign language takes place within 1-3 years it is called early exit transition model. This often referred to as weak bilingual model (Heugh 2006). If the transition is delayed to grade 5-6 or more, it is called late exit transition model. many “Francophone” countries in Africa are now just starting to run experimental programs based on early exit models whereas Anglophone Africa experienced MT education for the first 3-4 years of primary education followed by English as MOI even during the colonial era. In some cases, as in Ethiopia and Tanzania, African languages have been used for up to six years followed by English as a MOI (Hassana et al. 2006).

ii. Bilingual Education in Majority Languages: Bilingual education in Majority Languages consists of the joint use of two (or more) majority languages in a school with the aim of bilingualism or multilingualism, biliteracy and cultural pluralism (Baker 2001). In Africa and India there are schools where a ‘majority’ regional language and an international language coexist as teaching medium in a school (ibid.). Bilingualism in that regional language and an international language (e.g. French, English) is the aim and the outcome of formal education (ibid.). In Nigeria, bilingual education is present, particularly at the secondary school level, in English plus one of the national languages of Nigeria: Hausa, Ibo or Yoruba (Afolayan, 1995, cited in Baker 2001). In Singapore, English plus Mandarin, Malay or Tamil (the four official languages of the country) create bilingual education (Masch, 1994, cited in Baker 2001). In Germany, German is paired with French, English, Spanish, and Dutch to create a ‘German model’ of European multicultural and bilingual Education (Masch 1994, cited in Baker 2001).

iii. Effectiveness of Bilingual Education Programmes: Worldwide research in different bilingual education programs reveal various findings regarding its effectiveness. McConnell (1980) and Matthews (1979), for example, found contrasting results as to which one is more effective between Transitional Bilingual



Education (TBE) and Submersion programs in US. For McConnell (1980) the former is more effective than the latter whereas Matthews (1979) found no difference between them (Baker 2001). As a result, people's views towards various bilingual education programs vary to a great extent. This is clearly stated by Cummins (1992: 285), cited in (Baker: 2001: 210), when he says:

...In short, whereas advocates of heritage language teaching stress the value of bilingual and multilingual skills for the individual and society as a whole, opponents see heritage languages as socially divisive, excessively costly, and educationally retrograde in view of minority children's need to succeed academically in the school language.

Such a varied public opinion towards a certain bilingual education program has a great impact on its success.

Factors that determine the effectiveness of bilingual education programs are the sample of children, interacting factors, measures of Success and the researcher's expectations (Baker 2001). Whenever we have different samples of children in bilingual education effectiveness research, we may find varied, often contradicting results (ibid.). So it is not valid to generalize the findings from one group to another (ibid.). Different factors such as parents' interest and involvement, enthusiasm and commitment of teachers, the level of material support may bring variation in findings (ibid.). The point here is language policy and language practice in schooling are only one element amongst many that make a school more or less successful (ibid.). In the same way, the measure of success tend to be restricted to what is measurable (quantitative results such as test score are used); qualitative evidences is rarely gathered (ibid.).

According to Baker (2001), the effectiveness of bilingual education programs can be seen at four different levels. These are at individual child level, classroom level, school level and beyond school level into different types of programs or into

geographical regions. Considering effective bilingual education at each and all of these levels, and at inter-relationship between these four levels is possible (ibid.). Besides, looking at the social, political and cultural context of the program is important (ibid.). Moreover, examining different results like examination results, test of basic skills and curriculum areas could be helpful in bilingual education effectiveness research (ibid.). Since effective bilingual education is not a simple or automatic consequence of using a child's home language in school or a second language, it is crucial to take into account more of the aforementioned factors (ibid.).

Despite such variation in the effectiveness of different bilingual education programs, Clegg (2007) has identified the following benefits of bilingual education. It can:

- i. Increase school achievement generally by enabling learners to learn partly in L1 (Alidou & Brock-Utne 2006, cited in Clegg, 2007).
- ii. Increase learners' ability to develop CALP (Cognitive Academic Language proficiency) skills in both L1 and L2.
- iii. Increase L2-medium achievement; learning skills gained in L1 can transfer better to L2-medium education in a bilingual education system than they can in the current model of early-years L1-medium learning followed by L2-medium education (partly because these learning skills have longer to develop in L1 and partly because learners develop them concurrently in both L1 and L2).
- iv. Increase the status of African languages (Wolff 2006, cited in Clegg, 2007).
- v. Keep children's language and culture (Dutcher 2001, cited in Clegg, 2007).
- vi. Maintain a link with the community (Dutcher 2001, cited in Clegg, 2007).

2.1.2. Mother Tongue Education (MTE) Vs. Foreign Language Education (FLEd)

In many countries particularly in Africa, the issue of language use in education has long been argumentative. The argument lies as to which language, usually the child's MT or the ex-colonial language, should be used as MOI. Mother tongue (also used

interchangeably with local / familiar language) is the first language/ home language of the immediate community which is best known to the child. The definition for Mother tongue education by UNESCO (1953/1968), as cited in Kamwangamalu (2000: 121) is “Education which uses as its medium of instruction a persons mother tongue, that is, ‘the language which a person acquires in early years and which normally becomes his natural instrument of thought and communication.’” In these situations it is unlikely that each child would be able to receive MTE in the narrow sense of the term. It is more likely and possible that education provision could be made available in a language of the immediate or local community and with which the child is familiar. It is believed that, students who study in their mother tongue are better able to learn to read and write efficiently, understand mathematical concepts, and develop high levels of academic competence, than those who are not able to study in the mother tongue. In support of this, Brock-Utne and Alidou (2006) analyse the advantages of MTE as summarized bellow:

- i. MTE supports fundamental pedagogical principles since the student’s learning development moves from the known to the unknown.
- ii. MTE facilitates better communication between teachers and their students which followed by better teaching on the part of the teachers and better learning for students. In this connection Bergman and et al. (2002: 66), cited in Brock-Utne and Alidou (2006), who studied the effect of using local languages as MOI in experimental schools in Niger found that: “Teachers of experimental schools...create an atmosphere of trust between the pupils and themselves [...]. Pupils in experimental schools who are not intimidated by their teachers, are more alert, take responsibility,...participate more actively in classes and contribute to helping the weaker ones.”
- iii. MTE promotes the incorporation of African culture into the school curriculum, which in turn promotes a positive perception of the African culture and ensures

the involvement of parents into school activities that makes schools part of the community.

- iv. MTE guides to a more effective teaching of the official/ foreign language as a subject of instruction.
- v. MTE leads to more effective teaching of sciences and math (Prophet and Dow 1994; Mwinsheikhe 2002, 2003, cited in Brock-Utne and Alidou 2006).

MTE in Africa, however, has always been a debatable issue since independence. Some argue for it by mentioning the fact that effective literacy acquisition and second-language proficiency depend on well-developed first-language acquisition (Kamwangamalu 2000). On the contrary, others oppose MTE from the view points of the existence of inconclusive research works and there exist a counter research work that show a failure of MTE for every findings of effective MTE (Fasold 1984). Moreover, lack of adequate finance along with multilingual setting of many African countries prevents MTE. Gupta 1997: 500 as cited in Kamwangamalu, 2000, says “promoting it [MTE] will result in extensive separation of ethnic groups in the education system.” This means that MTE is divisive, which is another argument against it.

In many countries of Africa, even in those who have little colonial experience such as Ethiopia, ex-colonial languages such as English, French and Portuguese are considered to be significant for international communication and often highly valued. Although these languages have become fairly widely used in high level governance, upper levels of the economy and higher education in the main administrative centers, they remain very far removed from most people in smaller towns and rural areas. Furthermore, in countries which did not experience a long British colonial history (e.g. Ethiopia and Namibia) the preferred international language, English, is known by so few people that it remains a foreign language? The functional use of a foreign language is limited in civil society. It may be used for very high-level functions, e.g. legislation, university education, and international affairs. However, the FL does not

function as a viable lingua franca in the everyday lives of people (in hospitals, clinics, police stations, other local government offices, shops; on radio and TV). As a result, it is argued that such a language can not function as a viable language of teaching and learning at school levels (Heugh et al. 2007).

2.1.3. Medium of Instruction (MOI)

A medium is a means of communication. In instruction, medium has a broad meaning. MOI in most cases refers to the language of learning and teaching in schools. However, it could also refer to technology medium such as blackboard, flip charts, and electronic media like TV. Language of instruction (LOI) and medium of education are synonyms with MOI (O-saki, 2005).

A distinction is made between MOI and medium of interaction. MOI can be enforced centrally through a circular or policy document, but the media of interaction are more difficult to enforce, as they evolve naturally. In a classroom, the official medium of instruction can be English, which means the textbooks used, notes given, and examinations taken are all in English; but the actual interaction in the classroom could be another language; for example, Amharic; or a mixture of two or more languages; code-switching or code-mixing. The main reason here is that MOI are negotiated to include languages in which most members are sufficiently proficient and can use comfortably (O-saki, 2005). The following criteria are most commonly used for choosing MOI.

i. **Acceptability:** Haugen (1966b: 61-3, cited in Fasold 1984:256), suggested three criteria for language planning in general and MOI in particular. These are efficiency (ease of learning and use), adequacy (the ability of a form to convey information with the desired degree of precision) and acceptability. Similarly, Rugubamya (1990) pointed out that in order for a language to function as MOI, it should be accepted by all concerned; parents, students, teachers and society. A language that people have an aversion to will never be 'easy to learn and use', regardless of how

straightforward its grammar and pronunciation seem to be in some absolute sense (Fasold, 1984). Adequacy is clearly to be related to some particular purpose; a language that is adequate for family dinner-table conversation may not be adequate for a lecture in chemistry (ibid.). Even if the planners can envisage the necessity for a higher degree of 'modernization' for future national development, it doesn't mean too much if the people don't accept it (ibid.). It is not always true that the implementation of a language-planning alternative will be successful, even if its benefits justify its costs (ibid.). Language use is fundamentally such a personal affair that real change is only possible with the consent of the language user (ibid.).

Hence, no chosen alternative will be successful unless it is accepted by the population the planning is being done for. Maximizing the chances of acceptance may depend on how well the plan conforms to the natural forces at work in the society (Fasold 1984).

ii. **Cost-benefit Analysis:** According to Fasold (1984) the use of cost-benefit analysis can aid in the evaluation of a proposed plan, although it cannot be applied in the fullest sense to language planning due to: cost-benefit analysis can only have supplementary function in language planning since many of the costs and benefits cannot be evaluated in monetary terms and some can not even be quantified; and the consequences of language planning are often to be realized so far into the future that predications become very unreliable.

iii. **National Factors:** The language chosen to be used as the MOI should satisfy criteria like unity, neutrality, political power and modernity. People would feel more integrated when they can all speak the same language. However, it is also important to stress that seeking unity should not result in abandoning all the other languages that are spoken by minority groups. In the present Ethiopia, for example, different linguistic regions are formed with their own language/ languages. However, Amharic remains functioning as the language that can enable people to communicate

with each other. In the education system, most of the languages of the regions are used as MOI while Amharic and English are taught subjects in elementary levels.

For a language to be neutral, it has to be accepted by all concerned. For many sub-Saharan countries English "...is a neutral medium for the gaining of knowledge, a neutral medium for inter-racial communication..." (Pennycook 1994: 247). Most of African languages are not considered as neutral for they are linked with either one or other ethnic groups.

The more powerful groups in a society usually force their language upon the less powerful groups. In our country Ethiopia, Amharic had long been MOI for elementary schools of the country during the previous regimes since most of its leaders were Amharic speakers.

Modernization for Ferguson (1968: 32), cited in Fasold (1984: 248), is "the process of ... becoming the equal of others developed languages as medium of communication." It includes vocabulary development, new styles and forms of discourse. The three ways that can be identified as the way to modernize are the development of the economy, meeting labor market demands and replacing expatriates.

- iv. **Individual Factors:** Individuals' positive attitude towards the language and the culture it represents can be influential. Teachers can play a great role in raising learners' appreciation of a specific language. Factors such as higher education, accessibility of technology and second language communication should be considered when planning a MOI. The individual needs and expectations of a future career can influence the system of education a person will choose. In some countries higher education uses a different language than the school system or in another country. English is a MOI in Ethiopian high schools, and universities and colleges. Individuals, therefore, need to be equipped with English language to cope with their study.

Grape and Kaplan, as cited in Tollefson (1991), state that according to the Federation International de Documentation approximately 85% out of 7000 scientific articles published every day is in English. In Ethiopia, for instance, most of the scientific journals and instruction catalogues accompanying modern machinery are either in English only or in English and the language of the country that produces the materials.

Choosing a MOI should take into account the aforementioned factors. In order to implement the chosen MOI preparing the necessary materials and qualified teachers, and making sure that both teachers and students can cope with the chosen language are very vital.

2.2. A Survey of BLEd & MOI in Africa

The history of African language policy began with the coming of Islam in parts of North West and East Africa with basic literacy and higher education in Arabic (Abdulaziz, 2003). It was, however, during European colonization that crystal-clear language policies emerged for the first time (ibid.). It has tremendous impact on the present day African educational, literacy, linguistic, economic and cultural development. Portuguese, French, Spanish and British colonial powers had implemented different and opposite language policies which resulted in having their own different brand of language policies (ibid.). African language policies are affected by the attitudes of the colonial administration and the African government after independence, the multilingual nature of each country, the level of development of its languages as means of modern communication and the desire to acquire a modern technological culture (ibid.).

Reports on education in Africa including the 1953 Unesco Report on the Use of the Vernacular Languages in Education and, United Missionary Conference in Kenya in 1909, have supported the use of the first language (L1)/ home language/mother tongue as both a MOI and as a subject of learning in schools (Heugh, 2006). There has been

agreement on the use of initial mother tongue education followed by the addition of an international language of wider communication (ILWC) (ibid.). Moreover, there is agreement about the need for additional development and use of African languages in education systems, and the improved provision and teaching of an ILWC (ibid.). However, there is, among other things, not yet agreement on the point at which the medium should change from MT to ILWC; whether it is possible to use both MT and ILWC as complementary mediums of instruction (MOIs) through the school system (ibid.).

At present, there are two rival points of view regarding language in education policies in the continent (Alidou et al., 2006: 10). These are: “The view that reflects the current practice in most African countries advocates for the continued use of the official/foreign language as the primary and ultimate MOI during the whole educational system.” And the other point of view “...advocates for the use of mother tongue (MT) or a familiar national language (NL) and the official / foreign language as a MOI throughout the education system.” The former view is criticized for it can not work for the present day Africa though it may have worked fine under the colonial era in producing skilled manpower necessitated for Africa as intended by the colonizers (ibid.). The later, however, have got many supports from many researchers in the field for it allows children to learn via their mother tongue or familiar language.

In many parts of Africa, students learn their lower primary education, i.e. from first to fourth grade levels, in their mother tongue or familiar language and French, English or Portuguese in line with the country’s colonial experience, is given as a subject in these periods. Later on these European languages replace the students mother tongue as MOI as of grade five.

As a consequence of abrupt switch from the MT to a European language as MOI, the inadequate linguistic preparation of the pupils in the European language prior to its use as MOI, and the pupils’ lack of exposure to the European language outside the

classroom results in high failure rates and dropout (Lanham 1978; Musker 1993; Alexander 1997; Hartshorne 1995 as cited in Kamwangamalu, 2000).

There have been different researches carried out in many African countries on different literacy, mother tongue and bilingual education programmes and models. The study on bilingual education in South Africa indicated that mother tongue education in primary schools (7 years of MTE) and dual-medium Afrikaans-English education in secondary schools (grades 8-12), resulted in better performance compared to either monolingual Afrikaans or monolingual English schools. Students, including children with learning disabilities, in the Afrikaans-English bilingual schools performed better in L1 and L2 and in other subjects though these dual medium schools were mostly located in rural and less well-resourced areas (Malherbe, 1943 as cited in Heugh, 2006).

Early-exit and transition to a second language (early-exit bilingual) model has not been able to reveal lasting educational achievement for the majority of students in the world (Heugh et al., 2007). In support of this argument, Macdonald (1990 as cited in Alidou et al., 2006) has found that early switching from L1 to L2 medium, Setswana to English medium at the beginning of grade 5 in this case, were resulted in an increase in dropouts and repeaters in the system by the end of grade 5. This means that Four years of MTE is not enough and four years of learning a second language for use as a medium is not enough.

As Heugh (2002, 2003), cited in Heugh (2006), found out that 8 years of MTE in South African schools (1955-75) resulted in increasing pass rates for African language speaking learners at the final exit point (grade 12). Similarly, Hartshorne 1992 shows that English language achievement scores fell after 8 years of MTE was reduced to 4 years in South Africa:

Thomas & Collier (1997, 2002) and Collier & Thomas (2004), as cited in Heugh (2006), reveal the advantages of two-way immersion (dual medium – additive) models

in North America. According to them Dual language programmes are the only ones in which the gap in performance between L1 and L2 learners of English closes.

Researches so far did not determine the exact point between 6 and 8 years of MTE. In under well resourced conditions, the Six Year Primary Project was enough (Heugh, 2006). As in the case of many African situations, which are not characterized by well-resourced conditions, the minimum use of MTE is probably somewhere between 6-8 years (*ibid.*).

Generally, as Wolf (2006) stated, there are three options for language-in-education policies for Africa. These are total endoglossic (mother tongue/national language MOI throughout the whole system, i.e. primary, secondary and tertiary cycles), total exoglossic (direct for L2 or foreign language which are believed to have devastating effects in terms of efficiency of learning) and combined endo- and exoglossic strategies (either a full primary cycle with an African language plus, for instance, French as the official language, or early exit models from mother tongue MOI into official language MOI and have proven to also be unsuccessful models). Only Somalia (Somali) has applied the total endoglossic strategy in Africa, though Tanzania (Kiswahili), Malawi (Chichewa), and imperial Ethiopia (Amharic) have applied it partially. In the rest of Africa, however, the total exoglossic and the combined endo- and exoglossic strategies are used and in most cases they appeared to be inadequate and inefficient (Heugh, 2006).

As Bamgbose (2004) points out, other than Ethiopia only Somalia (Somali), Tanzania (Kiswahili), Eritrea (Tigrinya and others), and Madagascar (Malagasy) are employing their respective African language for full primary education in Africa. Besides, there is no country that has successfully implemented MTE beyond grade eight with the exception of Somalia in the continent. This is a country that never has had any stable government for many years and which casts doubt as to any formal education taking place at present. Although Tanzanians tremendous success in using Kiswahili for

primary education up to grade 7 and its hope for secondary education, there has been an equal amount of opposition towards its realization. Eritrea's effort to employ MTE up to grade 5 for 8 languages is appreciable. Madagascar's unsuccessful experience in trying to use the MT for the whole curriculum of primary and secondary education gives a lesson to think and re-think before rushing into planning and implanting a policy. Hence it is possible to argue that MTE in UP education (from grade 6 onwards) in Africa is characterized by policy shift in which increasing, decreasing, or fluctuation of using African languages as MOI are included (Bamgbose, 2004). As a result it may be easy to conclude that either the use of MT in UP education has advantages or not.

The major forms of BLEd in Ethiopia can be expressed by borrowing terms from BLEd in international context though there are fundamental differences in target populations, classroom language use and program aims between bilingual instruction which had existed and have been existing in Ethiopia and models of BLEd in international context particularly in the US. In Ethiopia, since the beginning of formal education in 1908, the education system has moved from a sort of exoglosic language policy (French later English) to endo-exoglosic educational language policy (Amharic & English) in primary education in the last two regimes, and currently to endo-exoglosic language policy (MTE & English). It is possible to say roughly that the movement is from structured immersion (English only) to late-exit transitional bilingual education for Amharic L1 speakers which are followed by very late-exit transitional bilingual education for both Amharic L1 and non-Amharic L1 speakers.

Following the withdrawal of Italy in 1941, English became the MOI at all levels of education until 1958/59 (McNab, 1989). This could correspond to structured immersion type of bilingual education since students start learning through foreign language with the aim of assimilation to western knowledge. In the international context structured immersion program is the teaching of minority students only in majority language from the outset which involves replacing L1 with majority language

rather than developing it (Baker, 1994).

Amharic was officially stated as the MOI of primary education (Grades 1-6) following the 1955 Ethiopian constitution that stipulates Amharic is the official language of the country (McNab, 1989). This decision was supported by a research which was conducted in the 1960s by the Department of Research and Curriculum Development to analyze the effectiveness of English as a MOI at the primary level. The study concluded that the need to change the MOI at the primary level from English into Amharic due to:

[C]hildren were being handicapped by having to learn in a foreign language which more than 60 percent of them would not need to use after leaving school. Another reason given was that much of the content of the courses was incorrectly or inadequately conveyed, partly because of the language barrier (Habtemariam 1970:14 as cited at Heugh et al. 2007: 47).

Thus, the 1955/58 language policy raised the status of Amharic, a native language, and it gave linguistic and cultural liberty in part from the control of English language and culture in the education system. The inference of this policy was to offer a partial linguistic and cultural significance by narrowing the linguistic, cultural and content gap between the children's home and the school, at least for Amharic speakers. This resulted in having late-exit transitional bilingual education in the Amharic speech community of the country since they begin their primary education in their mother tongue.

The military government, which assumed power in 1974, had made Amharic to be the MOI and administration, and the only taught subject at all levels of education. The fact that Amharic was MIO for primary education and given as a subject at all levels on the one hand; and English was given as a subject starting from grade three and as



MOI for secondary and tertiary education on the other hand, create analogy with late-exit transitional bilingual education for Amharic mother tongue speakers.

Following the coming of EPRDF into power, the Ministry of Education of Ethiopia declared a new Education and Training Policy in 1994, which allows the use of mother tongues in primary education (Grades 1-8). Rough analogy could be made between the present language policy and very late exit transitional bilingual education program for all Ethiopian who are using their MT as MOI in primary schools. Thus, for primary education mother tongue is used as MIO while English is given as a subject and as MOI from secondary and beyond levels.

It is clear from the above discussion, therefore, that Ethiopia has long been implementing different transitional bilingual education programs. The transitional bilingual education program being implemented in the current government is different from its predecessors in the exit level of MT as MOI and the inclusion of MT as MOI. Since primary education, which was finished at grade 6, has further elevated to include grade 7 & 8, the level at which MT withdrawal as MOI is also moved up. In other words, the exit level of indigenous language as MOI switched from the former grade 6 to grade 8. Furthermore, during the last two regimes only a single Ethiopian language, Amharic, had been used as a MOI for both Amharic L1 and Amharic L2 speakers in primary schools of Ethiopia. This was despite the fact that studies conducted by the MOE-ERGESE [Evaluative Research of the General Education System of Ethiopia] showed that the use of Amharic as a MOI in primary schools for non-Amharic speakers were seriously affecting the quality of education. In relation to this, Tekeste said the following.

...The first that affects early school life of children is the use of Amharic in predominantly non-Amharic speaking ones...ERGESE noted that Amharic has affected the teaching and learning process at the primary level. [However]...ERGESE recommended that an additional

period be assigned for Amharic...(Tekeste 1990:52, cited in Heugh et al. 2007: 48).

The above quotation illustrates that Amharic functioning as MOI in the primary schools for non-Amharic speakers was believed to cause communication barriers, which hindered smooth transmission of knowledge in the classroom. As a consequence, it is believed that Amharic MT speakers had extra advantage over non-Amharic MT speakers in the past.

Moreover, transitional bilingual programs in Ethiopia differ fundamentally from TBE in international contexts that transition minority language students to mainstream education in the majority language with the aim of strong assimilation. Transitional bilingual programs in Ethiopia, particularly in Amhara Region, aim to achieve the transition of the majority language students, i.e. Amharic L1 speaker of students in the region, away from mainstream education in the MT, in this case Amharic, to a greater use of English as a MOI. There is also a difference in sociolinguistics context. This means that there is little societal use of English in Ethiopia for it is more of a FL rather than a 2nd language for many Ethiopians. In the US, however, there is imperative use of the L2/English as an official language. The way the two languages are used in the classroom is another difference between TBE in Ethiopia and elsewhere. Here in Ethiopia, we have mixed use of languages, particularly between English and the MT in many of the so called English medium classes both at primary and secondary school levels, whereas in the US there is differential use of the two languages as MOI. Teachers' proficiency also creates a huge gap between the programmes in the two practices. Many teachers including English languages in Ethiopia have limited proficiency in the English while many teachers in the US including non-language teachers are functionally proficient in L2 (Heugh and others 2007).

2.2.1 The New MOI Policy for UP Education of Amhara Region

According to the education bureau officials, the Amhara Regional State Cabinet has made fundamental amendments in a range of issues, on the basis of the demands of the public in 2005. The public has raised a number of questions and amendments, among other things, the policy and practice of the educational and training policy of the region. Some of the issues raised by the public include: allowing students who fail in grade 8 and 10 regional and national examinations to learn again; changing of the MOI from Amharic to English in grade 7 & 8; standardization of university entrance examination results across the nation; elimination of self-contained system in the lower primary education; reintroduction of 6-2-4 educational structure system; excluding the constitution of the government from the contents of civic and ethical education; abolishing cost sharing; avoiding full day education; and others.

Measures were taken on the ones that got acceptance. For instance, students who fail in grade 8 are allowed to learn again and those who complete grade 10 and unable to pass into preparatory level can re-take the examination privately or can learn in private schools. Moreover, issues concerning educational administration, societal participation in school system, and teachers' incentives were also accepted. However, issues like the demand of re-introduction of 6-2-4 educational structure in the school system were not accepted since they are not in line with the fundamental principles of the federal government.

As far as the change of MOI in grade 7 & 8 is concerned, the Cabinet has decided to use English and Amharic in Grades 7 and 8 though they believed that using Amharic is more appropriate. The reason for this decision was that the use of Amharic at these levels did not receive acceptance by the large majority of parents, teachers and students.

2.3 Review of Related Research Works

2.3.1 English Competence and MOI

The relationship between English competence and the use of English as MOI is argumentative. There are scholars who strongly believe that using English as MOI will help in improving its proficiency. Others argue against this stand by asserting that there is no positive correlation between using it as MOI and its competency.

There are two major evidences provided by those who argue that English proficiency will be improved if it is used as a MOI than as a taught subject only. These reasons are maximum exposure principle and the younger, the better assumption. Both evidence, however, are rejected by the proponents of the view that using English as MOI will not improve students' English language proficiency.

The first principle, "time-on-task principle" or "maximum exposure principle", has underlying pedagogical assumption (Du, 2002; H. D. Jiang, 2002, 2003a; S. G. Yang & Dai, 2005; Z. F. Zhang, 2003; Zheng et al., 2006, Cited in Hu, 2008). The principle states that the more time a student spends learning an L2 and the more exposure to the language he or she has, the better the language learning outcomes would be. The use of English as a MOI provides students with maximum exposure to the language and, consequently, is the most effective way to improve their English learning. Although this assumption has a perceptive appeal, it is not accepted by some scholar like Cummins (2000) and Dicker (2003), cited in Hu (2008) by saying it is not supported by empirical research. It is not the quantity of time allocated to the use of English but the quality of exposure (e.g., rich, comprehensible, and correct language input) and engagement with the language (e.g., substantive use of the L2 in engaging with challenging academic tasks) that matters (Cummins, 2000; Krashen, 1996, cited in Hu, 2008). Supporters of this principle, however, claim that the assumption has psycholinguistic research back up, L2 acquisition research and study on bilingual education. They further argue that students will have better exposure to the language if

it is used as the MOI than as a taught subject only though teachers have low functional English competency and students may receive low quality exposure to and little functional engagement with English in situation where English is only a foreign language as in Ethiopia.

A research participating 59 schools and more than 5000 students in Hong Kong finds out that the relationship between the actual amount of English used by teachers during lessons and students' progress in the language is statistically significant (Chan, 1996: 23–24, cited in Poon, 1999). This means that students will have less exposure to English in class and their English standards will be affected if they are using English as a taught subject only. If, on the other hand, English is taught as a subject and used as MOI, students will have a chance to use English in a variety of contexts during other classes in addition to learning it in the English language classes (Poon, 1999). As a result, English language learning and content-matter subject learning will be combined. On one hand, students really felt the need to improve their English in order to learn content-matter subjects well (*ibid.*). On the other hand, English language learning will be made more genuine and interesting because content-matter subject lessons provided context for using the language. This means that using English as MOI will also increase students motivation to learn and improve their English since it will affect the results of other subjects (*ibid.*). Furthermore, it is not enough to teach language as a subject only so as to achieve adequate levels of metalinguistic awareness (Baetens Beardsmore, 1998, cited in Poon, 1999).

Studies show that the changing of the MOI from English to Malay had affected the standards of English proficiency in Malaysia (Ozog, 1993: 68, as cited in Poon, 1999: 140). Similarly, Philippines faced the decline in English standards but to a lesser extent following the change of MOI for some subjects from English to the national language of the Philippines after its independence in 1946. As Gonzalez, (1993: 17), quoted in Poon (1999:141) points out:

The lesson emerging from these post-colonial situations is that for a society to continue competence in L2 it must continue using it as a medium of instruction and not merely as a subject for study. Once the L2 is relegated to a subject for study rather than a medium of instruction, conversational competence ceases and only the difficult path of reading through translation and using a dictionary becomes the alternative.

The second major point of argument provided by those who support using English as a MOI will develop English proficiency, as shown above, is “the younger, the better assumption” (e.g., Chi & Zhao, 2004; H. D. Jiang, 2003a; W. J. Zhang, 2002; Zheng et al., 2006, cited in Hu 2008). The crucial claim of this argument is that with respect to L2 learning, younger learners are superior to older learners. The outcome of this argument is serious L2 learning should start as early as possible (Z. J. Feng, 2002; H. D. Jiang, 2002; P. Zhu, 2003a, cited in Hu 2008). They maintain that the younger, the better principle is supported by research. They, for example, assert that “scientific research and experiments have shown that the critical age for human language learning is before 12 years of age”; that “a language acquired before this age can have lifelong benefits for the speaker, whereas a language learned after that age can be forgotten quickly”; and that “learning two languages simultaneously after the critical age can lead to confusion.” In support of this Qiang and Zhao (2000: 21), as quoted in Hu (2008: 17), asserted that:

neurophysiologic research shows that . . . language skills are acquired with greater ease before the age of puberty, after which cognitive functions and methods of cognition become specialized in a great majority of humans, resulting in less sensitivity to language and less efficiency in language learning.

Moreover, Qiang and Zhao state that psycholinguists and social psychologists also consent that younger learners have a definite advantage over older learners in L2 learning.

This principle is again rejected by those who believe using English as MOI will not help in improving student' English proficiency by saying it obscures the true picture of the research findings. They assert that recent research works revealed that older L2 learners have advantages over younger learners in such areas of L2 acquisition as literacy, vocabulary, and pragmatics (Hu, 2008). The only area in which younger learners seem to have an advantage is pronunciation: Younger learners are able to acquire native-like pronunciation (Dicker, 2003; Scovel, 2000, cited in Hu, 2008). One could argue that even this advantage is basically irrelevant to the Ethiopian context, where a great majority of students are not exposed to native-like input in the first place. They also argue that the belief that children who start to learn an L2 at a young age are more likely to attain a high level of L2 proficiency than those who begin at an older age has more to do with differences in the situation and psychology of learning than biological age alone (Hu, 2008). Besides, Marinova-Todd et al. (2000: 8), cited in Hu (2008: 17), believe that "age differences reflect differences in the situation of learning rather than in the capacity to learn"

Both of the aforementioned arguments have also been used in support of the use of English as MOI as early as possible so as to improve students English language proficiency and competency in Ethiopia. It is believed widely that the major way students can learn English is by using it as a MOI since students do not have access to it outside the classroom. Moreover, the assumption that the earlier English become as MOI the more successful students will be in education is largely accepted by the public. Its success has been argumentative, though. As a result, following the commencement of the new Education and Training Policy in 1994, English has been taught as a subject as of Grade 1 in all parts of the country. In addition to this, regional governments have given the right to decide their own MOI for elementary education.

Consequently, although the policy states that primary education will be given in nationality languages only Oromiya, Somali, and Tigray regions are using their respective nationality language as MOI for full primary education including Grades 7 and 8. In other regions English is used as MOI predominantly at some point in the second cycle of primary education. For example, the use of English as MOI goes back to grade five in Gambella and SNNPR. Addis ababa and Dire Dawa cities are using English as MOI as of grade 7 & 8. In Amhara Region, based on dual language use, English is partly used as MOI to teach science and mathematics in grade 7 and 8.

In Ethiopia, some scholars argue against the use of English as a MOI for primary education and even for secondary education. They believe that in many cases students who are learning via their MT have better proficiency of English than those who are using English as a MOI. There are a couple of studies on the relation between English language proficiency achievement results and MOI.

For example, a study on ‘Socio-Cultural and Pedagogical Implication of Multilingualism in Ethiopia’ by Mekonnen Alemu (2005) concluded that the use of English as MOI does not have significant impact on students’ English achievement result weighed against the use of MT as MOI of the UP education. He first calculated the average English achievement score of the regions and he found it to be 39%. He then made his interpretation by comparing the result of each region against this average. Tigray and Oromiya regions, which are using their MT as MOI in the entire elementary education (1-8), have scored equal to the average 39%. On the other side, out of the seven regions which are using English as a MOI, three regions Harari, Addis Ababa, Benshangul scored above the average, (45%,46%,and 40% respectively), while one region –DireDawa scored equal to the average-(39%), and three other regions-SNNP ,Afar and Gambella scored below the average (37%,34% and 36%). From this data one can conclude absolutely that the use of English as MOI has neither positive nor negative effect on the result of English achievement. This is because the data does not lead to any comprehensive conclusion. It is not possible to conclude that

students who are learning via their MT and taught English as a single subject have better English achievement score in a situation where none have score greater than the average. It is not easy to argue the other way round, though. This is due to the fact that students in Addis Ababa and Harari region, capital city of Ethiopia and one of the big cities that have access to tourists respectively, could have an extra advantage of exposure to the foreign language-English.

A research on the 'Use of Mother Tongue and Non-Mother Tongue in Academic Achievement of Grade8 Primary Students in Ethiopia' by Tesheme Nekatibeb (2008) revealed that students who learned English as a subject only scored more than those who used English both as a taught subject and as a MOI.

2.3.2 Math and Science Subjects Achievement and MOI

It is believed that the use of MT as a MOI helps students to learn more effectively other subjects such as mathematics (Kaphesi 2003, cited in Brock-Utne & Alidou, 2006). However, studies regarding the effects of MOI on students' math and science subjects' achievement are inconclusive and sometimes conflicting. In a study by Prophet and Dow (1994) from Botswana, for example, a set of science concepts was taught to an experimental group in Setswana and to a control group in English. The researchers found that students who are taught in Setswana had developed a significantly better understanding of the concepts than those students who are taught in English (Brock-Utne & Alidou, 2006). A similar study with the same results has been carried out in Tanzania. Secondary school students taught science concepts in Kiswahili did far better than those who had been taught in English (Mwingsheikhe 2002, 2003, cited in Brock-Utne & Alidou, 2006).

In many of the standardized science achievement tests given to Grades 5 to 8 in Canada, the average scores of the immersion students and their English-taught counterparts are equivalent (Cummins & Swain, 1986; Genesee, 1987, cited in Yip et.al., 2003). These results indicate that the science achievement of students is neither

positively nor negatively affected by receiving instruction in the second language (Yip et.al. 2003).

A research on 'Evaluation of the Effects of Medium of Instruction on the Science Learning of Hong Kong Secondary Students: Performance on the Science Achievement Test' by Yip, Tsang, and Cheung (2003) compares the science achievement of Chinese students learning science through a second language, English, with that of students receiving instruction in their mother tongue, Chinese. Based on the scores on a science achievement test made up of multiple-choice and free-response questions, the English medium students, despite their higher initial ability, were found to perform much more poorly than their Chinese-medium peers. They were particularly weak in problems that assess understanding of abstract concepts, the ability to discriminate between scientific terms, and the ability to apply scientific knowledge in novel or realistic situations. This result implies that the English-medium students were handicapped in science learning by their low levels of English proficiency, and learning English as a subject through the primary years is not sufficient to prepare them for a full English immersion program in secondary school.

In Ethiopia there is less research work that shows the relation between MOI and academic achievement scores. 'A Study on Medium of Instruction in Primary Schools in Ethiopia' by Heugh et al. (2007) demonstrates that student performance in mathematics and the sciences is far better for those using mother tongues as MOI than for those using English as MOI. They argue that the use of mother tongues as MOI for Mathematics and Sciences in UP education has a positive impact on student achievement scores. According to their study, Grade 8 students who pass through MTE have scored greater than their peers who used English medium in Math, Biology, Chemistry and Physics in assessments conducted in 2000 and 2004.

2.3.3 Studies on Attitudes towards BLED and MOI

A qualitative study on the 'Attitudes of Student Teachers towards the use of English as Language of Instruction for Science and Mathematics in the Philippines' by Camilla J. Vizconde in 2006 aims to describe the attitudes of science and mathematics student teachers towards English, which is one medium of instruction together with Filipino, in the Philippines where a bilingual policy is being implemented. Through interviews conducted with sixteen student teachers from two leading teacher training institutions in the Philippines, the findings yield that student teachers have difficulty in adhering to the bilingual policy of education. Through the analysis of the interview transcriptions, the findings show that the majority of the student teachers prefer the alternate use of both Filipino and English inside their classrooms, which defy the actual designation of media of instruction which states that as science and mathematics teachers, English should be the only medium in their classrooms. Most argue that concepts and topics taught are not comprehensible to students when taught in English. Student teachers, though agreeing that English is necessary in teaching their subjects, suggest that Filipino be used as a support language in the science and mathematics classes. These results have great implications in the present implementation of the bilingual policy as science and mathematics teachers have determined through their shared experiences that the use of English only in their classrooms has not been effective and productive in the long term.

Similar studies in the Philippines made by Amamio (2000), cited in Vizconde (2006), on attitudes of students, teachers and parents toward English and Filipino as media of instruction provided an interesting comparison. Students and teachers prefer the use of English as the medium of instruction with the teachers finding English as a more comfortable language for explaining ideas and concepts. Teachers further noted that English is an intellectualized language and a valuable tool to source information technology. However, the parents preferred Filipino because "it is a language in which

they can think and express themselves” and it is a language that they understand and through which they themselves are better understood.

A research report on ‘Parents’ Attitudes Towards Bilingual Education Policy in Taiwan’ by James Oladejo (2006) investigates the opinions of parents on some critical issues relating to recent educational reforms and their effects on foreign language education in Taiwan, particularly those aspects of the reforms that relate to the learning of English as a foreign language in the country. The report noted that educational reforms in the country are dictated down from the authorities with little input from the public at large. This process has often resulted in complaints and confusion among the population, and consequently further reforms have often been rushed through in order to plug the emerging lacunae. The study found that much of the changes embarked upon by the government are out of tune with parental perceptions and expectations. It strongly recommends the need to develop a process of societal participation and parental consultation in educational planning and language policy issues, prior to the implementation of such reforms through the education process. This way, frequent changes and the attendant confusion that have characterized the education system in Taiwan can be minimized. Other suggestions are offered towards enhancing the teaching of English as a foreign language in Taiwan.

There has been negative attitudes towards Educational language Planning and implementing policies in Africa in general, and specifically towards the feasibility of multilingualism in education, the value of the indigenous African languages for quality education, and the value of the official/foreign language as medium of learning (Wolf, 2006). For example, choosing on the MOI in schools has been affected by common negative attitudes resulted in prejudice, stereotype and cliché that lead to the same option (ibid.).

The post-colonial African leaders are largely identified by their preference for using the official ex-colonial languages since they have succeeded in a foreign language-

based education system in which the colonial language was the dominant MOI (ibid.). As a consequence, the idea of using local African languages in education tends to meet strong opposition from the political leaders (ibid.). This tradition often named by Alexander (1999: 3), cited in Wolf (2006: 42) as ‘the status quo maintenance syndrome’:

...the new elite, black and white, is prepared to do no more than pay lip service to the promotion of multilingualism or the development of the African and other marginalized languages... The reason for this tendency is that the new elites, in practice, are quite comfortable with simply taking over the colonial state, ‘reforming’ it to the extent that they put ‘black faces in white places’, but allowing everything in essence to remain the same (Alexander 1999: 3, cited in Wolf 2006: 42).

As a result of long years of marginalisation during the colonial times unshakable negative attitudes have formed in the minds of many Africans towards their own indigenous languages. In this regard Bambose (200a: 88), quoted in Wolf (2006: 42), noted that:

With years of indoctrination, many people have come to accept that ‘real’ education can only be obtained in a world language such as English. Even the idea that a child will benefit if his or her initial education is given in the first language is disputed by many so-called educated parents. Here, there is undoubtedly ignorance and prejudice at work and a major aspect of the implementation of a policy of using indigenous media of instruction should be an enlightenment campaign designed to explain in terms that the layperson can understand, the arguments in favour of the policy.

According to Wolf (2006), the negative attitude towards multilingualism that involve

local African languages directly or indirectly comes from the idea of the superiority of colonial languages and cultures over the languages and cultures of the colonised Africans. The African languages are mostly identified by discriminatory terms such as “dialects” or “vernaculars”. Although these biased expressions are meaningless and rubbish in linguistics, African languages have long been broadly thought as “primitive” language with incomplete communicative role (ibid.). Moreover, the role of African languages confined to culturally restrict local matters which are spoken by only illiterate hunter-gatherers and farmers or cattle-herders (ibid.). This means that, they are not able to be used for any advanced and written communication concerning political, economic, cultural and social matters of our times, in particular not for anything to do with modern technology, science, and political philosophy (ibid.). This commonly held attitude that had originated from non-Africans has severely spoilt the picture of many African local languages even by the speakers themselves (ibid.).

Wolf (2006) recommended that the negative attitudes held by stakeholders (the African “elites”, the “masses” and expatriate advisors) must be switched towards accepting multilingualism in Africa as an asset and resource, away from overestimating the role of the official/foreign language as a tool for learning and teaching, and towards a positive recognition of the value and significance of the African languages for progress and development in Africa.

As the above mentioned argument made it clear, there is a widespread negative attitude towards African languages particularly their use in education across the continent. This resulted in restricting the use of African languages as MOI in the lower primary education.

A study on ‘Attitudes of Student Teachers towards Teaching in Mother Tongue in Nigerian Primary Schools: Implication for Planning’ by Michael U.C. Ejie (2004) strengthens the stated fact above. Ejie (2004) concluded that student teachers had negative attitudes generally towards teaching in MT, irrespective of whether or not

their courses of study include of the local language. As he found out this is due to their misconception of the role and importance of MT in teaching and learning, their education in the medium of English, the problem of producing relevant textbooks, and their concern for the future performance of primary school students. Finally, he recommended that serious attempts should be made by policy makers, educational administrators and planners to empower student teachers to develop positive attitudes towards its use. He further recommended that language policy planners should accord equal status to English language and indigenous languages and teacher educators should be given bilingual training disregarding the presumed low lexical capacity of local languages.

In Ethiopia Mitiku Mekuria (2005) has worked an MA thesis on ‘Students, Teachers, Parents and Educational Bureau Officers attitude towards Dawurogna as Medium of Instruction in Dawuro Zone.’ He found that students, teachers and parents held negative attitude whereas educational bureau officers revealed positive attitude towards the use of Dawurogna as Medium of Instruction for primary education.

Another nation wide study on medium of instruction in primary school by Heugh et al. (2007) has shown the same negative attitude held by attendants towards the use of MT as a MOI particularly in UP education across the board. More specifically, they found that department heads of many schools of Addis Ababa wanted English to be used as MOI from Grade 5 on wards. Moreover, Education Bureau Officials of the city believe that their decision to use English as MOI for grade 7 & 8 is correct for it is an international language. Similarly, the study reveals that Students in Afar region suggested that English should be introduced as MOI as of Grade 5.

According to the study by Heugh et.al (2007), many teachers, local language specialist, public officials in Gambella support the beginning of English as MOI in Grade 5 since it prepares students for English MOI at secondary level. Moreover, teachers of Gamballa assert that students have no problem of learning all subjects in

English in grade 9 for they have experienced the medium already. Besides, teachers in Harari region responded to the researchers of the study that students are ready to use English by Grade 7-8. Officials with the Education Bureau also believed that switching to English at Grade 7 is acceptable since students who used MT to Grade 8 do not have enough English to take the Grade 10 examination.

As the study documented, Education Bureau Officials of SNNPR maintained that students, teachers and parents support English as a medium from Grade 5. As it is stated in the research work, a group of teachers at a Sidama school reaffirmed that parents are happy that their children are learning in their native tongue, but they are also happy that the medium for the second cycle has become only English.

In Somalia region, as one study report indicates (ibid.), the different policies for Amharic and Somali speakers have caused Somali students to become anxious about learning through English earlier to keep up with their peers. At one school, some students in the Somali medium stream have asked to change to the Amharic stream so that they can learn science and mathematics through English alongside their colleagues. According to the principal, this is because English is important for secondary schooling. He also said that there is a problem at Grade 9 in terms of learner readiness for the English medium, and that this is exacerbated by the use of and reliance on plasma programmes. The earlier switch to English is believed by many to be important to help learners understand both school and plasma lessons in English in Grade 9, but no one gave an indication that starting in Grade 7 actually has been found to help.

As the study affirms (ibid.), in Tigray region many educators contend that waiting until Grade 9 for English to be used as MOI is becoming a challenge. Some suggested that the mother tongue be extended upward into higher levels of study, while most suggested that English become the MOI from Grade 7 so that students would be introduced to it earlier.

Generally, the study by Heugh et.al (2007) indicates that attitudes towards the use of MT as MOI in UP education is close to negative across the nation. There is a positive attitude towards English as MOI in these grade levels for it is the MOI in secondary and tertiary levels. The perception and belief that the use of English as MOI improves the proficiency of the language, and maintains the quality and the standard of education is another reason behind the growing demand of English medium at these grade levels. On the other hand, the level of proficiency of teachers in English is reported to be insignificant (ibid.).

To recapitulate what has been discussed in this chapter, in the first section key issues and concepts in BLED and MOI have been defined and discussed. Bilingualism is the term used to express the use of two or more languages and BLED have something to do with the use of two languages for education. Although there are different types of BLED programs, TBE, which is the use of MT at first and then switch into the second language, and BLED in Majority Languages, that joins the use of two or more majority languages in schools, are related to the present study. It has been discussed that MTE & FLED are competing in many countries of Africa but it has been common to use the former in lower and the latter in upper primary levels and above. When selecting MOI, the acceptability, cost-benefit analysis, national factors and individuals' factors should be considered.

In the second section, a survey of BLED and MOI in Africa and Ethiopia including in Amhara Region was presented. Although the introduction of a foreign language as MOI in African context suggested being between 6 and 8 years of MTE, many African countries are employing FL as MOI as early as grade 4 even bellow. Similarly, in Ethiopia many regions introduce English as MOI somewhere in the second cycle of primary education. Besides, it was stated that BLED in Ethiopia is different from what has been observed in the rest of the world particularly in the US. In the same, in Amhara regional state, the MOI practice has not been stable which has been moved from English to Amharic and to English and Amharic for different subjects.

In the third section, related research works on the issue of the relation of MOI with, math and science score, and English competence has been discussed in addition to studies on participants' views towards BLED and MOI. The use of MT has positively correlated with high math and science subjects score. However, it has negatively correlated with English scores.

In light of the above points of arguments, this study tries to find out the views and the practices of MOI policies in Amhara region. To this end, the forth coming chapter will discuss the methodology being employed for this study.

CHAPTER THREE

Research Methodology and Procedures

3.1 Introduction

As it is stated in chapter one, the objective of the study is to assess the views and the practices MOI that have been used in light of the newly introduced MOI policy for UP education in the region. In chapter two, attempts were made to review international and local literatures in relation to the research problem at hand. The theoretical background of this study is bilingualism and bilingual education though there are differences between the practice of Ethiopia and the international experiences. This chapter presents the research methodology employed in the study to achieve the stated objectives.

In this study, the researcher first visited the target schools to observe the school environment, and so as to get feedback on the questionnaires and to make deep investigation and methodical analysis. The researcher has also employed interview and document analysis as tools of gathering data in addition to the questionnaire and observation. The interview conducted with education bureau officials, teachers, students and parents both formally and informally during tea break and other occasions which produced more natural and genuine data. Attempts were made to analyze documents that were available in schools, the Woreda Education office and the Education Bureau of the Region.

3.2 Study Area

The site of this study was Gondar town, which is the capital town of north Gondar zone in Amhara regional state. Gondar town is under Gondar Zuria Woreda (Gondar and its environs) which has both rural and urban primary schools. The town is chosen because it is with the culture and people of this town that the researcher is much more familiar which has helped him to see the problem in detail. Besides, the researcher was

advantageous in getting cooperation from the subjects since he has familiarity with teachers, students and parents of the town.

There are about twenty government primary schools that have both first (from Grade 1 to 4) and second (from Grade 5 to 8) cycles. Using stratified random sampling technique means, one-fifth of the total schools were included. Hence, students and teachers of four schools, two rural and two urban schools, were included in the study. In addition, one secondary school, which has both urban and rural students, out of the five secondary schools in the town was included in the study.

3.3 Sampling

For this study, four groups sample subjects were involved. These are students, teachers, parents and education bureau officials. For selecting students, stratified random sampling was employed in line with their sex, residence and education level. Hence, the study was conducted on grade 6, 7, 8, 9 and 10 levels of students so as to see any variation in views towards the MOI policies that have been practiced due to difference in grade level, sex and residence. Thus 10% of Grade 6; 15% of Grades 7 and 8 each; and 10% of Grades 9 and 10 students of the sample schools from various residence and sex groups were participated in the study. In other words, the research included those who passed through the old system (grade 10), which is Amharic only medium, and the new system (grade 9), which is differential use of both Amharic and English, and those who will experience it (grade 6) in addition to the target groups (grade 7 and 8).

Then, the researcher selected sample students and parents from the sample schools. To this end, first, I have obtained the total number of students of each sample schools from Education Office of Gondar town. Representative samples were selected using a random sampling technique from the total list of students from each sample schools on the basis of the strata, namely gender (male, female), residence (urban, rural) and grade levels (grade 6, 7, 8, 9 and 10) as shown in the table below:

Table 3.1: summary of students sampling

Sample School	Type	sex	Total number of students					Number of random sampling				
			Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 6 (10%)	Gr. 7 (15%)	Gr. 8 (15%)	Gr. 9 (10%)	Gr. 10 (10%)
Gumbrit (primary)	Rural	M	52	47	27			5	8	5		
		F	53	80	28			5	12	4		
		T	105	127	55			10	20	9		
Teda (primary)	Rural	M	132	126	150			13	19	22		
		F	185	160	252			29	24	37		
		T	317	286	402			42	43	59		
Meseret (primary)	Urban	M	144	216	248			14	32	37		
		F	123	258	286			12	39	43		
		T	267	474	534			26	71	80		
Atse Bekafa (primary)	Urban	M	100	122	110			10	18	17		
		F	114	146	150			11	22	23		
		T	214	268	260			21	40	40		
Azezo (Secodary)	Urban & rural	M				285	240				28	24
		F				270	253				27	25
		T				555	493				55	49
Total			903	1155	1251	555	493	89	173	187	55	49

Since the number of teachers is not as large as students, all teachers of grade 7 & 8 in the sample schools were included in the study. Moreover, two parents, three education bureau officials and one instructor from Gondar Teachers Training College (TTC) were involved.

3.4 Instruments of data collection

The study employed the following instruments of data collection. These are questionnaire interview, and observation. Documentary data from Amhara Region Education Bureau, Education Bureau of Gondar Town and from sample schools were also used.

3.4.1 Questionnaires

The study employed two types of questionnaires, each of which was used for students and teachers. And, each questionnaire included both closed and open ended types of questions. The closed types of questions consisted of questions which require five Linkert-type scales (agree, strongly agree, strongly disagree, disagree and no opinion)

which enabled the researcher to make a quantitative analysis. So as to minimize the effect of response bias, almost half of the total questions were described positively and the other half negatively.

Teachers' and students' questionnaires contained around 21 questions for the former and 19 questions for the latter. There are three main parts in both students' and teachers' questionnaires. The first part asks respondents' bio-data that include their sex, education level, age, and so forth. The second part contains closed-ended questions which ask respondents' degree of agreement towards the given statements. The questions were composed of identifying respondents' views towards the use of Amharic as a MOI in UP education, towards the use of English as MOI in UP education, towards the differential use of Amharic and English as MOI in UP education, and towards the practice of mixed use of both Amharic and English for the same subject as MOI in UP education. Furthermore, their over all preferences and attitudes were asked in the third part of open-ended questions. This is in order to give students and teachers an opportunity to express their views and feelings freely. Besides, the questionnaires were translated into Amharic for pragmatic reasons more specifically so as to increase the students' understanding of the questions.

Regarding the data collection procedure, questionnaires were distributed to sample students and teachers in collaboration with the school community especially with the help of school directors and unit leaders after submitting the letter that seeks kind cooperation written by the Linguistics Department of AAU. As a consequence, in most of the sample schools the procedures followed was first selecting the sample students from each section and keep them in a room which was quiet and conducive for filling the questionnaires. Before the questionnaires were distributed, the respondents were asked their permission and then properly oriented concerning the purpose of the questionnaires including the confidentiality of the data and they are being unaccountable of the outcomes of the study so as to motivate them to give genuine and honest information. They were given enough time to fill the

questionnaire. Attempts were made to collect the questionnaires on the spot so as to maximize the return rate. Hence, from a total of 553 questionnaires distributed for students 521 were collected immediately. Of which 513 were found to be valid for data analysis. The table below indicates that the distribution of the analyzed students' questionnaires in terms of independent variables (Sex, Residence & Education). The analysis also included 3 questionnaires which have unfilled gender stratum. Moreover, for grade 9 & 10 urban and rural distinction could not be made because the sample school contains students from urban and rural background.

Table 3.2: summary of returned students' questionnaire

Sex	Place of Residence	Level of Education					Total
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	
male	urban	21	41	47			109
	rural	16	25	25			66
	Total	37	66	72	*25	*22	222
female	urban	22	56	63			141
	rural	33	33	34			100
	Total	55	89	97	*25	*22	288
Total		92	155	169	50	44	510

Table 3: 3. Summary of returned teachers' questionnaire

Field of Teaching Subjects	Place of Residence	Sex	Certificate	Student Teacher	Diploma	Total
Science & Mathematics	Urban	male		9	6	15
		female		2		2
	Rural	male		3	6	9
		female			5	5
Social Science	Urban	male		5	1	6
		female		1	3	4
	Rural	male		2	4	6
		female				
Others (language & physical education)	Urban	male		4	4	8
		female	3	2	1	6
	rural	male	1		4	5
		female			3	3
Total			4	28	37	69

As far as the teachers' questionnaire is concerned, they were given the questionnaire to fill it at home so that they could have more time to answer each question thoroughly. As a result, out of the 97 questionnaires distributed for teachers 69 questionnaires were filled properly and included in the data analysis. Table 3: 3 above summarizes their distribution in line with the nature of the informants.

3.4.2 Interview

The main objective of this research is to find out the views of key attendants' towards MOI policies that have been implemented for UP education in the region. To achieve this objective the use of interview as a research apparatus is so vital. To this end semi-structured and open ended interview guide were prepared. It was not possible to use audiotape for recording of the interviews. The reason for not using audio and video recording was the interviewees' suspicion about the contents of the questions. They said they don't want to be recorded for the questions may have contained politically sensitive matters. Nonetheless, it was possible to take short notes during the interview session. Some interviewee showed discomforts in the researcher's making notes in some interview sessions. In such and other situations such as tea break discussions taking note were made right after the interviews and/or the discussions. Besides attempts were made to note the exact ideas of the interviewees some times with their own expressions.

The interviews were conducted with teachers, students, parents and education bureau officials both in the region and in the town. Five students, two teachers (one from urban and the other from rural school), one instructor from Gondar TTC, one education expert from education office of the town, two official from education bureau of the region and two parents who are working as a member of parent-teacher union were interviewed.

3.4.3 Observation

Two type of observation were conducted. The first one was observing the overall school environment in order to get first hand and impartial information about the views and implementation of MOI policies in the region in general in selected schools in particular. The second one was class room observation which gave me a chance to explore teaching learning process by using two different languages for different subjects in UP education and to observe the views of students and teachers towards this compartmentalization use of languages as MOI.

Table 3.4: Summary of instruments

Respondents	Questionnaire	Interview	Observation
Students	513	5	All sample schools & four classrooms
Teachers	69	2	
REB officials		2	
Expert of the town's education office		1	
Instructor from TTC		1	
Parent		2	
Total	582	12	

3.5 Methods of Data Analysis

To analyze the data which were found from teachers and students through the questionnaires, quantitative analysis was employed. The first step taken was coding the questionnaires and each question in the questionnaires so as to make the data ready for quantitative data analysis in Statistical Package for the Social Sciences (SPSS) analysis. Then the data was entered into the SPSS program which was followed by generating frequency counts, percent and mean. Here, for statistical calculations, the results of negative statements were conversely computed. In other words, for positive statements the values given for the responses are as follow:

1= strongly disagree; 2= disagree; 3= no opinion; 4= agree; 5= strongly agree

But for negative statements the values given for the responses are the reverse, which are:

1= strongly agree; 2= agree; 3= no opinion; 4= disagree; 5= strongly disagree

To calculate the mean, the scores are summed and the total is divided by the number of scores. Then, if the score is less than 3, which is the cut off point, the respondents held negative view and if it is greater than 3 they held positive view. Then, the responses of both teachers and students were sorted out and put together into the table of frequency for ease of analysis and interpretation. For the reason, the descriptions of the data were made by categorizing the responses into two groups; positive and negative responses.

So as to measure the association between respondents' views and their category type (teacher and student), Sex, residence, education, field of teaching subjects and experiences, correlation was calculated.

The data that are found from the open-ended part of the questionnaires, interviews, observations and documents were analyzed depending upon the type and meaning interconnection of the collected data. Some times they support the data of the questionnaire and some times they do not. In order to analyze them the following steps were followed: identifying subjects, condensing and integrating meanings, structuring meanings, clarification of meanings and integrating meanings with the problem in question. The results found from the open-ended part of the questionnaires, interview, observation and document examinations are presented and discussed along side the findings of each question in the closed-ended part of the questionnaire.

CHAPTER FOUR

4 Findings, Interpretations and Discussions of the Study

This chapter is devoted for presenting, analyzing and interpreting the data collected through questionnaires, interviews, observations and document examination. Teachers and students views were gathered using the questionnaires and interviews. Parents and Education Bureau Officials views were collected through interviews. Observations and document examination were also conducted to support the data found from the interviews and questionnaires. For easing the interpretations and discussions, the findings are presented in six sections. These include:

- i. Views towards the use of Amharic for teaching all subjects as MOI in UP education, which had been in use before the introduction of the present MOI policy in upper primary education in the region.
- ii. Views towards the use of English as MOI for UP education that was used during the last two regimes and aspired to be reintroduced in the region.
- iii. Views towards the differential use of English and Amharic for different subjects, which is what the present MOI policy stipulates.
- iv. Views towards the mixed use of English and Amharic for upper primary education, which is the de facto practice in the region.
- v. Participants' preference MOI for UP education in the region.
- vi. Correlation between the background of the sample population and their views.

4.1 Views Towards the Use of Amharic as MOI for UP education in the Region

In order to measure teachers' and students' view towards the use of Amharic as MOI in UP education of Amhara region six questions were included in the questionnaire in addition to data gathered from interviews and observations as well as document

examinations. The six statements included in the questionnaire focus on the relation between the use of MT as MOI and students' academic success; and its effect on education quality, students' national examination results and English language proficiency. These same points were also discussed during the interview with education bureau officials, parents, teachers and students. The results are presented and discussed as follow:

Table 4: 1. I think using Amharic as MOI in UP education had lowered the quality of education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	220	37.8	38.1	38.1
	agree	146	25.1	25.3	63.4
	disagree	123	21.1	21.3	84.7
	strongly disagree	61	10.5	10.6	95.3
	no opinion	27	4.6	4.7	100.0
	Total	577	99.1	100.0	
Missing	System	5	.9		
Total		582	100.0		

*Mean= 2.299

A: *I think using Amharic as MOI in UP education had lowered the quality of education* (a2): Table 4: 1 above presents participants' responses for the question that shows one of the disadvantages attached to MTE for UP education and beyond. As it has been discussed in the review chapter, many Ethiopians believe that MTE in UP education erodes the quality of education. The same is true for this region. The table depicts that respondents are in agreement with the statement by 63.4 % (Mean= 2.299). This may suggest that they are in a position that using Amharic as MOI in UP education had lowered the quality of education. This implies that there is a strong tendency for equating the use of Amharic as MOI in UP education with low quality of education in the region.

In common sense it is widely assumed that education quality in the region has been declining. Supported by this unproven assumption, a number of participants think that the main reason for the poor quality of education in the region could be the language

problem. Interview results showed that the use of Amharic as MOI in UP education is taken as a sign of the decline of education quality by almost all sample population that participated in the study. This is partly because of lack of reference material in Amharic particularly for math and science subjects and this limits the depth and the quality of education. The majority of education bureau officials seemed to reject this attitude. They believe that the quality of education is much better during the era of Amharic-only medium than English medium during the previous regimes. Some of them expressed their hope for the re-introduction of Amharic as MOI at these grade levels and even beyond.

School observations also revealed that there is a strong belief “quality means English”. Students became more excited when they scored higher in English medium subjects than that of Amharic. Although students’ classroom participation is higher in Amharic medium subjects than English medium subjects, students’ tend to give high value and respect for English medium subjects and their teachers. Teachers are also observed showing appreciation and high regards for students who use English frequently even with poor ideas than that of Amharic with better concepts. Furthermore, many students, teachers and parents have high value for English and its instrumental role than Amharic. They say “students have no future with Amharic since it has no more roles for secondary and tertiary education.” Hence, there is a general tendency of believing that high quality of education is achieved when English is used as MOI. High quality of education is assumed to be the result of success in the use of English as MOI since English is believed to be the symbol of achieving quality in education particularly by most parents and students in the region. This fact is accentuated very vividly in the next findings of table 4: 2.

Table 4:2. If the school can only offer poor teaching of English, then it would be better to continue using Amharic as MOI in UP education (a3)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	172	29.6	30.0	30.0
	strongly agree	133	22.9	23.2	53.2
	agree	128	22.0	22.3	75.6
	strongly disagree	97	16.7	16.9	92.5
	no opinion	43	7.4	7.5	100.0
	Total	573	98.5	100.0	
Missing	System	9	1.5		
Total		582	100.0		

*mean = 3.04

B: *If the school can only offer poor teaching of English, then it would be better to continue using Amharic as MOI in upper primary education (a3):* Table 4: 2 above summarizes students' and teachers' reply on the issue of using Amharic as MOI in a situation where even poor teachings of English prevails. Students' and teachers response roughly distributed across the alternatives. Here, it can be seen that there is no significance difference between those who support (45.5%) and oppose (46.9%) the issue with a slight inclination towards the latter (mean = 3.04). From this response it is clear that nearly half of the respondents are still in favor of English medium even under poor English teaching situations.

In spite of the fact that the prevalence of poor English teaching across the region, most teachers, students and parents would like English medium at these levels. This reality has been revealed during the interview session. Many of them believe that the use of English as MOI will improve English language proficiency. Thus, although there is poor teaching of English in many schools, many would like English to be used as MOI in UP education of the region.

The above results of both the questionnaire and the interview revealed that many of the research participants do not prefer Amharic to be used as MOI for UP education in the region even supposing in the presence of poor English teaching. Classroom

observation, in this regard, shows that English-only medium for math and science subjects in grade 7 & 8 are being challenged by teachers and students poor English proficiency. Many teachers, students, parents and education bureau officials agreed that the quality of English proficiency is significantly low across the region. This also related with poor teaching and learning of English that leads to poor performance in English as MOI. It is observed that Amharic dominates in all subjects including English medium classes. English teachers use Amharic predominantly for their teaching. They provide little input for their students to practice for developing their English language skills that resulted in lack of proficiency level to use the language for academic purposes. Thus, it is clear that there is poor teaching of English in the region. Students are also observed using translation as a basic tool of learning their subjects across the curriculum.

The above results reveal the fact that the negative view points of respondents towards the use of Amharic as MOI for UP level education. This is a common feature of the African nations particularly in countries that had colonial experience. In relation to this, Obanya (1999: 89) has said the following:

The relatively high prestige of Africa's official languages [ex-colonial languages] is cited as one main reason for negative attitudes towards the study of indigenous languages. These are also cases in which Africans feel that there is nothing to study in their own native languages because they already know them well enough.

English and other colonial languages are considered the most prestigious languages as a result of their role in education system and bureaucracy, in international relations, and in top-paying jobs (Obanya 1999). For these reasons, in Ethiopia English is more prestigious and highly pride than Amharic even though Amharic is the official language and English is spoken by a very small number of educated people (ibid.). This suggests that the role of Amharic should be further promoted to

encompass such role that lead people for misconception and to hold negative view towards their own language. The people need to see the role of their languages in prestigious areas such as higher education and occupation so that their interest in and motivation for MTE will grow (ibid.).

Table 4: 3. I believe that the use of Amharic as MOI in UP levels had made students more successful (a1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	176	30.2	30.9	30.9
	disagree	159	27.3	27.9	58.8
	agree	106	18.2	18.6	77.4
	strongly disagree	92	15.8	16.1	93.5
	no opinion	37	6.4	6.5	100.0
	Total	570	97.9	100.0	
Missing	System	12	2.1		
Total		582	100.0		

*mean=3.201

C: I believe that the use of Amharic as MOI in UPE had made students to become more successful (a1): This question asks respondents level of agreements about the positive effects of using MT for education in UP education for students' success in learning. Table 4: 3 above shows that 49.5% respondents have responded positively whereas 44% answered negatively to the statement. Hence, respondents are slightly in agreement with the advantage of using Amharic as MOI for students' success (mean=3.201).

This same question was raised during the interview; all participants (teachers, students, parents, education bureau officials of the region and officer from education office of Gondar town) believed the advantages of using Amharic for facilitating the teaching learning process. They mentioned the following advantages of using Amharic as MOI:

- students can communicate with teachers easily
- students can understand the concepts with no much trouble

- students can express their idea simply and comfortably
- students can participate in classroom discussion without much problems
- students and teachers can integrate with their immediate environment, and
- students can develop self confidence

Although many teachers, students and parents share the above advantages of Amharic medium education, they still do not prefer Amharic to be used as MOI in grade 7 & 8. Teachers whom I interviewed responded that although using Amharic can seem facilitate teaching-learning process by increasing students' classroom participation and their understanding of abstract concepts, it has long term negative impact on students' academic success in the secondary and tertiary levels where the MOI is English. They are considering the advantages mentioned above as short term that will die out with the change of MOI from Amharic into English. They also pointed out the fact that there are very few or no additional reference books in Amharic medium. Thus, they believed that using Amharic as MOI for UP education in the region will deter students' academic success.

Some officials from the regional education bureau (REB) and the town education office (EO), on the other hand, asserted the need to use Amharic as MOI at these levels and beyond because they have seen that students participate actively in classroom discussions and learn better through Amharic than English medium. The difference in views education bureau officials has with other participants of the study indicates that REB and OE experts did not make efforts to create awareness on participants of the teaching-learning process. This imply that the difference in view could be narrowed if not avoided in the future if efforts are made to create awareness and work together for a common goal, which is achieving the education objectives stated across the curriculum. As the findings of part **D** bellow indicates, the use of Amharic has a positive impact on students' academic success.

D: *Amharic does not have the capacity of conveying mathematics and scientific*

concepts taught at UP levels because there are concepts which can not be explained in Amharic, that only English serves the purpose (a5): In table 4: 4 bellow, respondents' were asked to rate their degree of agreement concerning the impact of Amharic as MOI in UP education on mathematics and science subjects. The table show that the majority of respondents (62.3%) believe that Amharic does not have the capacity of teaching mathematics & science subjects in UP education in the region, which is also showed by the mean result (Mean = 2.503).

Table 4: 4. Amharic does not have the capacity of conveying mathematics and scientific concepts taught at UP levels because there are concepts which can not be explained in Amharic, that only English serves the purpose (a5)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	187	32.1	32.4	32.4
	agree	173	29.7	29.9	62.3
	disagree	110	18.9	19.0	81.3
	strongly disagree	75	12.9	13.0	94.3
	no opinion	33	5.7	5.7	100.0
	Total	578	99.3	100.0	
Missing	System	4	.7		
Total		582	100.0		

* Mean = 2.503

In the interview, students and teachers expressed that the Amharic terms used in the text book for these subjects are more complex than their equivalents in English. There are no enough equivalent mathematical and scientific symbols in Amharic. In addition, some teachers responded that Amharic cannot be used for mathematics and science subjects at these grade levels since the contents and the concepts are becoming more and more complex. Some parents also expressed their disagreement with many of the terms in use for these subjects. They said that the terms are not used in everyday communication. As a consequence, students' tend to forget many of such terms right after the class. Besides, they are not part of students' knowledge since they were no longer in use after grade 8.

On the other hand, students and teachers also expressed that for scientific terminologies and mathematical symbols, which do not have Amharic equivalent, the text book uses words from Geez, Tigrinya, English and other languages. They say this resulted in lack of uniformity of terminologies which leads to confusion. Moreover, students found it even more difficult to study and learn these new terms than that of the original English terms. Teachers also find it difficult to teach these subjects in Amharic. Moreover, most of math and science subjects' educational materials such as geometry tools and laboratory instruments use English names. Amharic was not developed and did not have adequate scientific terminology like English. This view is likely to suggest, the belief which exasperates the confusion further.

In support of poor terminology practices, a report, based on studies in six African countries, has pointed out the following:

The most commonly identified technical problems arising from inadequate language planning include the inappropriateness of technical terms in LOI [MOI], the complexity of syntactic patterns in textbooks, the poor quality and irrelevance of textbooks, and outdated teaching methodologies... (IDRC 1997: xiii quoted in Prah 2003: 22)

Similarly, Roy-Campbell's (1992), cited Mwinsheikhe (2003), study in Tanzania showed that students' and teachers' attitude towards a prospective change of the MOI from English to Kiswahili was negative though Kiswahili is used extensively in the secondary classrooms for they believed that English is superior to Kiswahili especially as a medium for science and technology.

In contrary to above views, officials at the REB and the OE defended that the Amharic terminologies selected and used for math and science subjects were based on the basic principles of the educational objective and the program. They further asserted that it is quiet normal to face such kind of resistance on the part of the public whenever new terminologies are being introduced in the language. More to the point, Bekale (2002),

the former head of the REB, argued that the preparation of the curriculum including the terminology was pedagogically acceptable. He further contends that similar to other successful language planning activities such as Hebrew, the development of the vocabulary of Amharic was gone through roughly different stages that involved many concerned stakeholders such as Addis Ababa University, Science and Technology Commission, The Ethiopian Language Academy, individual scholars and the Media (ibid.). In response to the difficulty of the Amharic vocabularies used in the text book, he noted that:

The English terms are equally new to the learners when they first confront them. But the newly coined words could doubtlessly possess some features that make them homely to the learners than the English ones and are therefore easier and more preferable to grasp than the English terms (Bekale 2002: 15).

He added that teachers and educated parents, who really want to help their children, are required to be acquainted with such new terminologies rather than complaining (ibid.). He did not, however, undermine the fact that the necessary of supplementary materials, glossaries in the text books, trainings, etc. (ibid.). In addition, he admitted the fact that the existence of terms that may require revision (ibid.).

Thus, based on what has been illustrated above one can deduce that there has been misconception and facts that leads teachers, students and parents to believe that Amharic does have the capacity to be a MOI for science and math subjects. This may indicate that there is a lot to be done in order to avoid the misconceptions and to use Amharic for science and math subjects.

All these things considered, what do studies on the effect of using the mother tongue vis-à-vis English on science and math achievement score of students in the UP levels of education in Ethiopia suggest?

Attempts were made to examine documents in connection with the issue. The

following table is used so as to discuss the impact of MOI on science and math achievement score.

Table 4.5: Mathematics, Biology and Chemistry Mean Achievement Score by MOI

	Region	MOI	Sample Number	Math score	Biology score	Chemistry score
1	Tigray	MT-Tigrinya	390	45%	56%	47%
2	Amhara	MT-Amharic	580	44%	61%	45%
3	Oromiya	MT -Oromifa	598	40%	56%	45%
4	Harari	FL-English	372	40%	48%	43%
5	AddisAbaba	FL-English	548	39%	44%	40%
6	Benshangul	FL-English	268	36%	43%	41%
7	DireDawa	FL-English	377	37%	41%	39%
8	SNNP	FL-English	1235	36%	43%	36%
9	Afar	FL-English	394	36%	39%	36%
10	Gambella	FL-English	400	27%	37%	33%

Source: MOE, 2001b (here from Mekonnen 2005)

The table above reveals that students whose MOI is their MT have scored greater in Math, Chemistry and Biology than students whose MOI is English. Mekonnen (2005) indicates through the use of t-tests and ANOVA that there is a significant difference in the performance between those students taught in their MT and those students being taught through English. He found out that those students from MT medium scored greater than students from English medium. From the total of 10 sample regions, the first three in the table above were using their respective MT as MOI through out the primary levels and the rest 7 regions use English starting from either grade 5 or 7. Thus, two groups of regions that have employed different MOI in UP levels are compared; the first group used their MT while the second group uses English. After he computed the combined mean achievement scores of mathematics, biology and chemistry between these two groups of regions, he found that the former (48.8%) has scored greater than the latter (38.8%). As one can observe from the table above, Amhara region is the top in biology (61%) and the second next to Tigray (which also use its MT) in both math (44%) and chemistry (45%) subjects.

The above findings clearly show and confirm that the use of mother tongues (which is Amharic in this case) as MOI for mathematics and sciences, at the UP education has a positive association with the students' mathematics and science achievement scores. One can imagine that this result was found in a situation where all the stated misconceptions and of course factual problems related to terminology had prevailed. This further strengthens the argument in favor of Amharic medium for math and science subjects at UP levels and beyond. This argument further capitalized by the next finding on table 4: 6, which illustrates the fact that the use of Amharic as MOI at UP level has no negative impact on students achievement score even on national examinations, which are prepared in English.

Table 4: 6. If students are taught in Amharic in UP education, they will fail in grade 10 national examinations which are set in English (a4)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	317	54.5	55.1	55.1
	agree	139	23.9	24.2	79.3
	disagree	53	9.1	9.2	88.5
	no opinion	36	6.2	6.3	94.8
	strongly disagree	30	5.2	5.2	100.0
	Total	575	98.8	100.0	
Missing	System	7	1.2		
Total		582	100.0		

* Mean = 1.852

E: *If students are taught in Amharic in UP education, they will fail in grade 10 national examinations which are set in English (a4):* The question in the above table 4: 6 is about the relationship between MOI at UP level and Grade 10 national examination scores. The table indicates that around 80% of teachers and students are in agreement with the statement. As it is shown from the table, less than 10% (each) of respondents have *disagreed* and *strongly disagreed* with the issue. This means that there is strong bond between MOI in UP education and Grade 10 national examination as far as respondents' view is concerned. Many teachers and students believe that using Amharic as a MOI for UP education could negatively affect students' score in

their national examination of grade 10 that is administered in English (Mean = 1.852).

The interview results also show that the use of Amharic as MOI will negatively affect students' 10th grade national examination scores. Parents, whom I have interviewed, expressed their believe that using Amharic throughout the primary education could adversely affect students achievement in Grade 10 national examination for it minimizes the exposure to English, which is the MOI from Grade 9 on wards and the language of the examination. They further stated that there had been unfair competition between 10th grade examinees of the region and other regions that are using English as MOI in these grade levels. They believed that students who came from the English medium region are more advantageous since they have exposure to English as MOI for four years. Students from this region, however, had only two years of practicing English as MOI (i.e. only in Grade 9 &10) before the 10th grade national examination. Students used to learn in Amharic from Grades 1 to 8 and then find it difficult to cope with the English medium when they reach Grade 9. They assert that two years is not enough to take the national examination. As a consequence students of this region had been disadvantaged in this regard. These points are also shared by teachers and students.

Thus, the majority of sample population participants expressed their strong belief that a shift from Amharic to English medium at Grade 7 is better than at Grade 9. They stressed that students who learn only in Amharic up to Grade 8 do not have enough English to take the Grade 10 examinations. This is because when students transfer to grade 9 they face problems related to understanding subjects which are started to be given only in English medium. As a result of this new medium, i.e. English, basic concepts and terminology will appear strange for most students though they might have learnt them before. This means that continuity of knowledge has to be some what compromised since students might be required to study concepts with different terms in the new medium. This will kill more time and energy. Moreover, it limits students' involvement in the lesson. Some students said "if we have to learn new terms even in

Amharic, why don't we learn these terms in English which will help us in the future.”

The view that many students fail exams in Grade 10 in the region is held by some students and teachers as a direct effect of the MOI which had been used in Grades 7 and 8. This view was shared by some parents who told me that they were very unhappy about the use of Amharic as MOI in grade 7 & 8 in the region. The reason they gave was that the students of the region will score less in grade 10 national examination for they have no practice in using English as a MOI in previous grades compared to the students of other regions who passed through English medium in these grade levels.

Some education bureau officials from the REB and EO, however, disagree with them. They said that students' of the region had been scoring better results in the 10th grade national examination compared to some of the regions that are employing English medium starting from grade 7 or grade 5.

The researcher tried to observe documents to verify whether using Amharic as a MOI for UPE has a negative impact on the students' Grade 10 national examination score or not. The following table summarizes the four consecutive years Grade 10 national examinations performances of students from four different regions. The regions involved were Tigray, Amhara, Oromiya and Addis Ababa. The percentage of students of the four regions who scored below and above the passing mark (i.e. 2.0) in grade 10 national examinations from the years 1993 E.C to 1996 E.C. were computed in the table (4:7). During these periods all of the regions except Addis Ababa, were using their respective MT as MOI for full primary education (Grade 1-8). In Addis Ababa English is used for UP education. The MOI in Grade 9 & 10 is the same for the all sample regions, which is English.

Table 4:7. Comparative Results of 10th Grade National Examination

Year E.C	In	Exam Type*	Tigray		Amhara		Oromya		Addis Ababa	
			<2.0	≥2.0	<2.0	≥2.0	<2.0	≥2.0	<2.0	≥2.0
1993		EGSCE	34.54	65.46	53.35	46.65	63.19	36.81	70.5	29.5
1994		EGSCE	55.26	44.74	40.98	59.02	56.63	43.37	66.77	33.23
1995		EGSCE	51.22	48.78	34.87	65.13	56.26	43.74	55.42	44.58
1996		EGSCE	32.83	67.17	28.63	71.37	49.71	50.29	49.33	50.67
		Average%	43.46	56.54	39.46	60.54	56.45	43.55	60.5	39.5

Source: Amhara REB, 2005; EMIS, 2003 (here taken from Nugusie & Workineh 2005)

EGSECE: Ethiopian General School Education Certificate Examination

As can be seen from table 4: 7 above, Amhara region is the top in the average percentage of students who scored greater or equal to the passing mark (2.0). The regions student who scored greater or equal to the passing point (2.0) between the year 1993 and 1996 E.C. is 60.54% on average. This is followed by Tigray region in which on the average 56.54% students who took their 10th grade national examination in those periods have scored the passing mark and above. On average, 43.55% of students scored the passing mark and above in Oromiya region between the stated periods. Only 39.50% of students from Addis Ababa have scored the passing mark and above in these periods on average. In other words, all of the three regions which were employing their MT for UP education surpassed Addis Ababa that uses English for UP education in having greater number of students who have scored the passing mark and above. One may ask the question “Does this mean that using MT for UPE has a positive effect on 10th Grade National Examination which is set in English?” The finding of table 4: 8 seems to suggest it may not be necessarily the case.

Table 4: 8 shows, Addis Ababa has the highest percentage of students who scored greater than 50% which is 48.81% and this is followed by Amhara region 32.09% and then by Tigray 26.72% and, finally, Oromiya 19.74%. Compared to students' performance on EGSCE as shown in table 4: 7 above, the EHEECE result is the opposite of EGSECE. In other words, Addis Ababa was the last in EGSECE but it is

the top in EHEECE result. Is this due to the long term effects of MOI? Or MOI per se do not have a significant effect on such kind of examination scores at all? In fact, students academic success could also be determined by a number of factors such as students individual effort, attitudes, and potential along with teachers' quality and support, availability of teaching materials, the nature and the objective of the examination and so on (Baker 2001).

Table 4: 8. Comparative Results of Higher Education Entrance Examination

Year E.C	In	Exam Type*	Tigray		Amhara		Oromya		Addis Ababa	
			<50%	> 50%	<50%	> 50%	<50%	> 50%	<50%	> 50%
1995		EHEECE	75.86	24.14	74.4	25.6	84.42	15.58	62.38	37.62
1996		EHEECE	80.58	19.42	66.95	33.05	85.18	14.82	61.59	38.41
1997		EHEECE	63.41	36.59	62.38	37.62	71.19	28.81	29.6	70.4
Average percent			73.28	26.72	67.91	32.09	80.26	19.74	51.19	48.81

Source: Amhara REB, 2005; EMIS, 2003 (here taken from Nugusie & Workineh 2005)

* EHEECE: Ethiopian Higher Education Entrance Certificate Examination

In both of the above national examination results, one can conclude that the Amhara region's students are relatively preformed well. This finding contradicts with the views of many respondents of the study, which again can be evidence for the existence of another misconception on the use of Amharic as MOI at UP levels and its impact on national examination scores. Seemingly another related misconception held by respondents is the belief that the use of Amharic as a MOI at UP levels weakens students English language proficiency, which is presented in table 4:9 bellow.

F: I believe that the use of Amharic in UP education lowers students English language proficiency significantly (a6): The response to this statement that deals with the negative impact of Amharic medium in UP education on English language proficiency is found to be considerably high. Both teacher and student respondents revealed that their belief of the use of Amharic in UP education lowers students English language proficiency significantly. Around 80% respondents are in agreement with the issue. This implies that the vast majority of teachers and students held the view that English

language proficiency of students is affected as a result of the use of Amharic as MOI in UP education.

Table 4: 9. I believe that the use of Amharic for UP education lowers students English language proficiency significantly (a6)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	332	57.0	57.2	57.2
	agree	127	21.8	21.9	79.1
	disagree	54	9.3	9.3	88.4
	strongly disagree	35	6.0	6.0	94.5
	no opinion	32	5.5	5.5	100.0
	Total	580	99.7	100.0	
Missing	System	2	.3		
Total		582	100.0		

* Mean = 1.85

In the interview, many teachers, students and parents confirmed that students' English language proficiency lowered due to the use of Amharic as MOI for full primary education. Learning English as a subject only cannot help students to become proficient in the language. To become proficient in the language, it should be used as a MOI.

Contrary to teachers', students' and parents view, Education bureau officials of the REB and the OE in their part claimed that if students' learn by proficient English language teachers with the provision of the required instructional materials, they will become more proficient in the language. They further said that making English a medium per se could not be taken for granted in order to enhance students' English language proficiency.

The results of both the questionnaire and the interview above have shown that students, parents and teachers held the view that the use of Amharic instead of English as a MOI in the UP education diminishes students English language achievement. To the contrary, education bureau officials form the REB and the OE, believe that using Amharic as MOI do not affect students' English proficiency. It is, therefore, necessary

to question whether these points of argument are based on research or just mistaken belief. To find out which of these contradictory points of view are supported by studies, documents were examined. The table below presents the percentage of English score of Grade 8 students from regions that pass through English medium on the one hand and through their MT on the other. This is to determine whether the use of MT or English as MOI notably affects students' English score.

Table 4: 10. Percentage of Students' English Achievement against home and Foreign Languages as MOI in upper primary education

	Region	MOI	Sample Number	English Achievement score
1	Tigray	MT-Tigrinya	390	39%
2	Amhara	MT -Amharic	580	34%
3	Oromya	MT -Oromifa	599	39%
4	Harari	FL-English	372	45%
5	AddisAbaba	FL-English	548	46%
6	Benshangul	FL-English	268	40%
7	DireDawa	FL-English	377	39%
8	SNNP	FL-English	1235	37%
9	Afar	FL-English	394	34%
10	Gambella	FL-English	400	36%

Source: MOE, 2001b, (adapted from Mekonnen 2005)

39% is the calculated average English achievement score of all the regions (Mekonnen 2005). Amhara regional state students have scored the lowest of all (34%) and which is below the average English achievement score. Students in the other two regions, which are using mother tongues as MOI in the entire elementary education (1-8), Tigray and Oromiya, have scored equal to the average (39%). Of the seven regions which are using English, three regions, Hareri, Addis Ababa, Benshangul scored above the average, (45%, 46% and 40% respectively). One region – DireDawa scored equal to the average-(39%), and three other regions – SNNPS, Afar and Gambella, scored below the average (37%, 34% and 36% respectively). Besides, Mekonnen (2005) found that students whose MOI is their MT have 37.3% English Mean achievement score while those students whose MOI is English have 39.6% English

mean achievement score. However, he computed an independent T-test to determine the statistical importance of the mean difference of the two variables and his finding indicates that there is no statistically significant difference.

This means that the reason that students of the Amhara region have scored low English mean is not the use of Amharic as MOI at the entire primary levels. In other words, there are other factors that might lead for the low English score of the regions' students. This supports the idea that the use of Amharic as MOI in UP levels does not have a negative impact on students' English language achievement and proficiency. This is also further supported by the finding of this paper, which will be discussed later (see 4.3 next). The finding revealed that students who passed through the old Amharic-only medium have scored better than students from the present MOI policy including English. In support of this finding, Phillispson (1999: 208), cited in Vuzo (2005), based on his studies across the world identified "five key tenets of ESL/EFL [English as a Second Language/English as a Foreign Language]" and one of them is "the earlier English is introduced the better the results", he referred it as the "the early start fallacy" which is scientifically false.

What we have seen so far (A to F) is about participants' view towards the use of Amharic as a MOI in UP levels in relation to related studies in the area. The results of students' and teachers' questionnaires on the issues related to the use of Amharic as MOI in UP levels is negative. One can understand this by comparing the sum of the total mean, which is 14.745 against the expected average total mean, which is 18. Thus, since the sum of the total mean (14.745) is less than the average (18), teachers' and students' views towards the use of Amharic as MOI in UP school level are negative.

Interview results also showed that teachers, students and parents held negative views towards the use of Amharic for UP education. Education Bureau Officials of REB and

the officers from Gondar town education office (OE), on the other hand, showed positive views towards the use of Amharic as a MOI for UP education.

Besides, classroom observations indicated that Amharic is frequently used for classroom interaction between students and their teachers, and among themselves during English medium classes. The documents examined and other related works also witnessed that the use of MT has a positive impact on students' achievement score particularly in math and science. Thus, students' teachers' and parents' negative views are found to be based on misconception and lack of awareness on the advantages of MTE. Now we move to the views of participants towards the use of English as a MOI for UP education, which is the language that competes for education at these levels.

4.2. Views Towards the Use of English as a MOI for UP education in Amhara Region

In order to assess participants' view towards the use of English as MOI in UP education of Amhara region, three questions were included in the questionnaire. In addition, interviews and observations were conducted to gather supportive data on the issue. As mentioned above, the questions in the questionnaire are set in the five likert-scales that ask participants degree of agreement on the issues. They are composed of one positive and two negative statements that are presented randomly. They include issues of favoring English medium, difficulty of learning in English and teachers English language proficiency in order to use it for academic purposes. In the same way, these questions were raised during the interview with education bureau officials of the REB and the OE, parents, teachers and students. The results are presented in the following subsequent subsections.

A: I find teaching/learning only in English difficult (e2): The question in table 4: 11 bellow asks respondents how they feel when they use English-only in classes. 57% respondents are in agreement with the statement. The figure implies that many respondents find learning/teaching via in English-only medium very difficult. On the

contrary, 36% respondents do not find learning/teaching by using English-only difficult. This means that some teachers and students do not admit that they have difficulty of using English-only for the entire class though majority of them confirmed that they have difficulty of learning/teaching through English-only medium.

Table 4: 11. I find teaching/learning in English-only difficult (e2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	175	30.1	31.6	31.6
	agree	140	24.1	25.3	57.0
	disagree	125	21.5	22.6	79.6
	strongly disagree	74	12.7	13.4	92.9
	no opinion	39	6.7	7.1	100.0
	Total	553	95.0	100.0	
Missing	System	29	5.0		
Total		582	100.0		

* Mean = 2.607

The interview results confirm what has been found in response to the questionnaire. Some teachers and students found using only English for classroom interaction is difficult, whereas other found it less difficult and interesting. In classroom observation, however, it has been witnessed that many teachers and students indeed have found it difficult to use English appropriately. It is observed that students have problems of understanding lessons in English especially in Grade 7. Classroom teaching-learning interaction in English MOI settings exhibited few instances of any meaningful exchange of ideas. Many teachers are observed reading and translating into Amharic and some times they use it with much trouble and often ungrammatically that may potentially affect students' motivation towards learning via in English and their ability in the subject. Moreover, they ask questions that can be answered simply by saying "yes" or "no". For instance, in one classroom, the teacher write notes on the black board and read it line by line and asked students that "do you understand?" and they replied "yes". This could not be taken that a genuine interaction is taking place between students and teachers. In practical terms the use of English for UP education

in the region has been not put into effect and appears not to be realized since both teachers and students found it very hard to use the language.

As it has been discussed in Chapter two many research works in the field indicated that both teachers and students in Ethiopia face great problems in using English for education purposes. A study in Tanzanian English-only primary schools also had a similar observation where teachers do not code-switch between English and Kiswahili; they employ what has been known as ‘safe talk’ by Heller and Martin-Jones (2001: 13):

Classroom talk that allows participation without any risk of loss of face for the teacher and the learners and maintains an appearance of “doing the lesson”, while in fact little learning is actually taking place ... This particular style of interaction arises from teachers’ attempts to cope with the problem of using a former colonial language, which is remote from the learners’ experiences outside school, as the main medium of instruction (cited in Rubagumya 2003:162).

The results of the questionnaire, the interview and the observation witnessed the fact that both teachers and students of Grades 7 & 8 have difficulty of using English as a MOI. It has been mentioned that a similar problem has been encountered in Tanzania. This is because English has limited role outside the classroom for many teachers and students in the region and in all over the country. Thus, the ambition to use English as a MOI at these levels will be deterred by teachers’ and students’ incapability of using it. The findings of table 4: 12 bellow weaken the ambition towards the use of English as MOI at these levels.

B: *Teachers do not have sufficient knowledge of English to use it as the MOI (e3):* This question asks respondents to judge teachers English language proficiency to use it as a MOI for grade 7 & 8. As can be seen from table 4: 12 bellow, the majority of respondents (47%) denied the fact that teachers do not have adequate performance and

competence in English for instructional purpose. (14.5%) respondents were hesitant to reveal their opinion, which might indicate that they have doubts about teachers' English competence. On the other hand, 34% respondents disclosed that teachers do not have enough competence of English.

Table 4:12. Teachers do not have sufficient knowledge of English to use it as the MOI (e3)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	177	30.4	31.9	31.9
	agree	129	22.2	23.3	55.2
	strongly disagree	86	14.8	15.5	70.8
	no opinion	82	14.1	14.8	85.6
	strongly agree	80	13.7	14.4	100.0
	Total	554	95.2	100.0	
Missing	System	28	4.8		
Total		582	100.0		

*Mean = 3.103

Similarly, in the interview participants responded differently regarding whether teachers have the necessary English language ability for academic purposes. Some teachers and students admit the fact that teachers' level of proficiency in English is not to the standard. Some other teachers blame the old policy for their limited proficiency, which provides no opportunities for teachers and students to use English. Students and teachers who took part in the interview have expressed their hope that English language proficiency will be improved in the process of using it as a MOI. Officials with REB and the town, nonetheless, told me that “English is the most difficult aspect of the policy to put into practice for the reason that teachers lack of sufficient competence.”

Classroom observations witnessed that, teachers are unable to express themselves and they are not confident. Sentence construction for many teachers is a problem and some times teachers speak one sentence in English and the next sentence in Amharic. If some able teachers try to maintain to use English consistently for their teaching, students' classroom participation become so limited. This can be observed when

Amharic medium classes begun, students' classroom participation become more interactive.

The above two table (table 4: 11 & 4: 12) clearly indicated that both teachers and students have difficulty to use English as a MOI at UP levels in the region. If teachers and students unable to use the MOI, one can argue that students can not be benefited from the English medium. In this regard Tekeste (1990:54), cited in Heugh et al. (2007), said that “[The use of English as a medium of instruction] from grade 7 onwards has been extremely negative. The foreign medium has functioned as a barrier between students and their relatives at home.” Another point against English medium related to students and teachers inability to use English as a MOI particularly in primary education. In this connection Stoddard said the following:

Students do not possess sufficient English even to understand what they hear from their teachers or read in their textbooks, let alone to participate actively through their own speaking and writing. ... as a result of the inability of students to function through English, the quality of teaching and learning in schools has been very adversely affected. At best, it means that mere rote learning often prevails, with no critical and creative participation of students, and little enough of even simple comprehension by them of what they are being told. And at worst it means that some – possibly many – students whose English is not sufficient even for rote-learning spend most of their class hours copying down notes that the teacher has written on the blackboard, and transforming them in the process into complete nonsense. In such a situation it is no longer appropriate to call English a medium of instruction; rather it has become a medium of obstruction (Stoddart 1986: 18-19, cited in Heugh 2007).

According to the quotation above in a situation where there is lack of sufficient

English by students and teachers, the use of English as MOI can not be helpful in improving students' English proficiency rather it is significantly affecting the quality of education. Stoddart (1986:19) cited in Haugh (2007: 54), further suggested "...replacing English as a medium and restricting its teaching as a subject".

Surprisingly, teachers and students response for the next question (table 4: 13) is completely contrary to the above findings, which may clue for their prejudice towards English medium.

Table 4: 13. I believe that English should be the MOI in UP education for better results (e1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	282	48.5	48.9	48.9
	agree	163	28.0	28.2	77.1
	disagree	58	10.0	10.1	87.2
	strongly disagree	48	8.2	8.3	95.5
	no opinion	26	4.5	4.5	100.0
	Total	577	99.1	100.0	
Missing	System	5	.9		
Total		582	100.0		

*Mean = 3.993

C: I believe that English should be the MOI in UP education for better results (e1):
 When asked about the use of English medium in UP education for better results, the majority of respondents (77.1%) are in agreement with the statement (Mean = 3.993). This implies that the large majority participants of the study are in favor of English medium for UP education.

The researcher interviewed all parties concerned on the issue of using only English as MOI for grade 7 & 8 education. From our discussions with teachers, students and parents in the region, it became apparent that they indeed would like English to be used as a MOI at these levels. They provide a number of reasons for their claim. The most frequently given explanations are the fact that

- English becomes the ultimate MOI as of grade 9;
- the belief that students English language ability will improve when they use

English as a MOI;

- the perception that students will not have any problem using English as a medium when they reach Grade 9;
- the trust that it promotes quality education;
- English is an international lingua franca and it will make students successful in their future lives;
- the role of the language plays in technology, development and modernization;
- Since English language and literature is well developed, it enables students to develop their communication skills;
- the language is rich in teaching and learning materials, and supplementary materials; and
- Finally it is considered as a sign of civilization that is the most communicative language with the rest of the world so that the society wants mastering it.

Conversely, education bureau officials from REB and the town's EO reported to have a different view point. They accept most of the advantages that are given for the use of English for UP education and admit that students face a shortage of reference materials in Amharic especially for math and science subjects. They, however, do not support the use of English as MOI at these levels, and firmly believe that the best MOI for Grades 7 & 8 education would be Amharic because students understand better when they are taught in Amharic. Moreover, some of them expressed that Amharic should become the MOI even beyond elementary levels because the language has passed through relatively long period of development and it should be the model for the rest of other Ethiopian languages. Although they accepted the fact that students face a shortage of reference materials in Amharic especially for math & science subjects, they are in strong belief that learning in English medium is not possible at least in grade 7 & 8 due to teachers and students difficulty of using the language. Moreover, it limits students involvement in the lesson, creates communication barrier between teachers and students, and it complicates concepts and ideas that would have

been much easier had it been Amharic employed especially at these Grade levels. In relation to the use of English in education, a similar opposition has been noted:

...From a pedagogical point of view, the use of a second language [English] is an objective disadvantage affecting both the easiness and, one might say, the comfort with which knowledge is acquired by students, and the extent and depth of the acquisition (Mammino 2000: 94, quoted from Prah 2003: 18).

Thus, there seems to have two groups from the above findings. These are officials from the REB and the EO on one side teacher, students and parents on the other side. The Argument between them should be measured with reference to the educational objectives across the curriculum and other empirical facts. As Bekale (2002) pointed out primary education is general education, which has different educational goals with that of secondary or tertiary education and Grade 8 is a terminal for most students of Amhara region. All citizens are to be given general primary education with skills, attitudes and knowledge that can serve him/her in every aspect of his daily life (ibid.). he, then argued that in the Amhara region “it is Amharic that can enable adequate communication to impart knowledge, skills and attitude one can meaningfully utilize in everyday life” (Bekale 2002: 12).

From this point of view, therefore, many of the arguments raised in favor of English medium have little relevance in achieving the stated educational goals of the region. Nevertheless, no one can deny the need to learn English as a foreign language for international communication. The argument should be directed towards the teaching of English as a subject rather than as a MOI, then. It is common to meet people in the streets of Addis Ababa who have learnt through their MT such as French, German, Japanese, Norwegian, Swedish, Iceland, Belgian and so on yet they speak more fluently than most of us who have been taught through English medium for several years. The reason is clear and simple which is they have been taught English as a

subject effectively. This weakens the argument that English proficiency will be improved by making it as a MOI. One can conclude from this discussion that, many of the points which are mentioned by respondents to support their claim for English medium are not in line with the objectives of the curriculum and are based on misconceptions.

To summarize what has been said so far, both students and teachers are incapable of using English as a MOI and yet they would like English to be used as a MOI at UP school levels. There are a number of fallacious and unattainable justifications provided by respondents for their aspiration towards English medium. This may be due to their negative attitude towards their own MT as far as its role in education is concerned. Next we move onto views towards the differential use of both English and Amharic as MOI for UP education in Amhara region.

4.3. Views Towards the Differential Use of English and Amharic Medium in UP education of Amhara Region

In this section, findings regarding participants' views towards the compartmentalized language use for UP education in the region will be presented. Four questions were used to gather the data. The first two statements are positive; which state its advantages for helping learning and teaching process and for smoothening the transition of MOI from Amharic to English; whereas the last two are negative statements that stress its disadvantage. Moreover, there are two other closed ended questions which require 'yes' or 'no'. The first (ae5) asks whether respondents are satisfied by the reasons given for the introduction of the new MOI policy in UP education. The second question (ae6), which is basically similar to the first one, asks them whether they accept the new MOI policy or not. Some of these questions also forwarded for parents and education bureau officials in addition to teachers and students during the interview sessions. Besides, classroom observations were

conducted in order to examine the issues further. The findings are presented, interpreted and discussed as follow.

Table 4: 14. I feel that the use of Amharic for social science & English for math and natural science subjects in UP education is helpful (ae1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	198	34.0	35.0	35.0
	agree	141	24.2	25.0	60.0
	disagree	108	18.6	19.1	79.1
	strongly disagree	78	13.4	13.8	92.9
	no opinion	40	6.9	7.1	100.0
	Total	565	97.1	100.0	
Missing	System	17	2.9		
Total		582	100.0		

*Mean = 3.483

A: I feel that the use of Amharic for social science and English for math & natural science subjects in UP education is helpful (ae1): in order to get what respondents are feeling about the new policy, they were asked to express their level of agreement whether the teaching of math and science through English and other subjects through Amharic is helpful. Accordingly, table 4: 14 above reveals that 60% respondents have found that the differential use of Amharic and English as MOI in UP education is useful. This may indicate that the new MOI policy for UP education in the Amhara region has been accepted by a good number of the sample population. However, 32% respondents indicated that they do not think that the differential language use of English and Amharic for different subjects is helpful.

While the vast majority (60%) of the respondents supports the shift, relatively a small percent (32%) doesn't support the new move. Interviews brought out a mixed reaction to the 'new' program. Surprisingly, not everyone in the region knows about the new change. For example, some parents think that English is the MOI for all subjects. An official from REB told me that there is no as such systematic way of compartmentalizing the languages into different subjects; basically the MOI for UP

education is English. He added that the use of Amharic as MOI for some subjects is similar to what had been in use during the previous regimes with the exception of civic and ethical education, which is the new subject. He remembered me that history and sport were given in Amharic during the Derg regime. Social science teachers, however, do not support the use of Amharic for their subjects saying that most of the topics are repetitive and similar to what students has been learning in grade 5 & 6, and as a result, students are not motivated to learn and often complain about the redundancy. These teachers suggest that instead of repeating what they have learnt already, it is good to introduce the basic concepts in English.

As far as the use of English for science and mathematics is concerned, many of the respondents whom I interviewed were positively inclined towards the use of English in teaching these subjects. They agreed that English is the language of science and mathematics because all materials that they use are written in English. They also stated that scientific and mathematical terms are very difficult to translate in English and that there is an abundance of terms that do not have any equivalents in Amharic. Parents also expressed their positive feelings towards the use of English at least for these basic subjects in the curriculum, but they would have been happier if the MOI for all subjects become only English in grade 7 & 8. They said that their children should have the same access to English as students of Addis Ababa and elsewhere.

Some education bureau officials, on the other hand, believe that Amharic can be a language of science and technology. They asserted that science and technology should be introduced in a language that the society uses and understands. They further said that Amharic is a language that students and teachers understand best and it should be the MOI for science teaching so as to use science and technology for development. Moreover, as far as the comments givn on the redendency of civic and ethical education, an official from the REB responded that civic and ethical education designed in cyclic manner based on the 11 core values of the subject, which are not

redundant rather the concepts and the contents are getting deeper and larger as one moves from one grade level to the next.

These points are supported in some literatures. A. Mahinda Ranaweera (1976), states the advantages of the introduction of Sinhala and Tamil rather than English as the MOI in Sri Lanka for the teaching of science and technology:

The transition from English to the national languages as the medium of instruction in science helped to destroy the great barrier that existed between the privilege English educated classes and the ordinary people; between the science educate elite and the non-science educated masses; between science itself and the people. It gave confidence to the common man that science is within his reach and to the 12 teachers and pupils that a knowledge of English need not necessarily be a prerequisite for learning science (Ranaweera, 1976: 423, cited in Brock-Utne 2005).

Ranaweera admits the fact that the change of MOI in science and mathematics always delayed behind the other subjects due to difficulties such as shortage of scientific and technical terms, textbooks, and proficient teachers. He, nevertheless, stressed the use of local languages for science education for the following two reasons:

- First, science education is the main tool by which national development goals and improvements in the quality of life of the society could be realized. He said that the English medium is a huge obstacle that deters the development of science education.
- Secondly, he points out that attaining the objectives of science education requires more dialogue, discussion, and interaction between and among the students and the teachers.

He concludes "Such an approach makes a heavy demand on the language ability of the pupils and will be more successful if the medium of instruction is also the first language of the pupils" (Ranaweera 1976: 417, cited in Brock-Utne 2005).

In addition to what has been mistakenly believed about the use of English for science and math subjects, it is believed that using English for some subjects presumed to facilitate the transition towards English medium. The next table (4: 15), therefore, presents respondents' view towards such a statement.

Table 4: 15. The use of Amharic and English for different subjects in UP education creates a smooth transition from Amharic in primary to English medium in secondary and tertiary levels (ae2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	212	36.4	36.9	36.9
	agree	164	28.2	28.5	65.4
	disagree	92	15.8	16.0	81.4
	strongly disagree	72	12.4	12.5	93.9
	no opinion	35	6.0	6.1	100.0
	Total	575	98.8	100.0	
Missing	System	7	1.2		
Total		582	100.0		

*Mean = 3.612

B: *The use of Amharic and English for different subjects in UP education creates a smooth transition from Amharic in primary to English medium in secondary and tertiary levels (ae2):* this statement asks respondents to express their position regarding the assumed advantage of the new program. It is assumed that instead of introducing English as MOI for all subjects at once starting from grade 7, it is preferable to use it for selected subjects (in this case math and science subjects). It is also assumed that, this in turn will help students to have smooth transition from Amharic medium (which has been used for the last 6 grades in primary level) to English medium (which is going to be used from secondary level and beyond). 65.4% respondents are positively responded towards the statement. Which implies that majority of the sample population are in support of the decision to use English and

Amharic for different subjects at UP levels. Like ae1 above, this statement has got a strong support from the sample population.

In the interview the majority of respondents are happy with the fact that the regional government has taken concrete action to address the demand of the public. However, they still need English to be used for the other subjects too. The education officials from REB explained the advantage of using Amharic for social science subjects by saying that most of these subjects are content subjects and use little technical terms of science and technology. They said that since the topics of social science subjects are often concerned with local issues, they are better taught in Amharic than in English. Students of grade 9, however, told me that they found these subjects, which are given in Amharic in grade 7 & 8, are more difficult than the other subjects. This implies that many respondents are in agreement with the use of English for math & science subjects in UP levels because they believe that this will help the transition into English medium whereas the use of Amharic for social science subjects in grade 7 & 8 deters the transition into English medium in grade 9 for these subjects.

To investigate the feeling of respondents towards the new MOI policy further, the question in the following table (table 4: 16) was forwarded.

Table 4: 16. I do not see any advantages of using English and Amharic for different subjects (ae3)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	149	25.6	26.4	26.4
	disagree	143	24.6	25.3	51.7
	agree	93	16.0	16.5	68.1
	strongly agree	91	15.6	16.1	84.2
	no opinion	89	15.3	15.8	100.0
	Total	565	97.1	100.0	
Missing	System	17	2.9		
Total		582	100.0		

*Mean = 3.293

C: I do not see any advantages of using English and Amharic for different subjects (ae3): This question asks respondents level of agreement on the statement that opposes

the new program. In this regard, the majority of the sample population (51%) are against the statement whereas 32.6% respondents do not see any advantages of using of both English and Amharic for different subjects at UP level. This means that respondents welcomed the compartmentalized language use for MOI purpose at UP school levels.

A related question was asked in table 4: 17 bellow in order to find out whether the new policy creates problems in the teaching-learning process since it allows two different languages to be used as MOI in a shift manner.

Table 4: 17. If we continue using Amharic and English for different subjects in UP education, students will experience difficulties in learning through two languages with different scripts (ae4)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	175	30.1	30.5	30.5
	agree	140	24.1	24.4	55.0
	strongly disagree	107	18.4	18.7	73.6
	strongly agree	102	17.5	17.8	91.4
	no opinion	49	8.4	8.6	100.0
	Total	573	98.5	100.0	
Missing	System	9	1.5		
Total		582	100.0		

*Mean = 3.078

D: *If we continue using Amharic and English for different subjects in UP education, students will experience difficulties in learning through two languages with different scripts (ae4):* This statement asks respondents level of agreement on learning with two linguistically dissimilar languages as MOI with a shift for different subjects. As represented in table 4: 17 above, roughly half of the respondents (49.2%) do not accept the claim that students are facing problems in learning with two different languages due to temporary confusion as a result of syntactic and script differences of the languages involved. In contrary, 41.6% respondents responded positively to the statement. This means that although many participants found differential language use as MOI do not obstruct sound learning, for many other participants it creates

problems.

Respondents were also asked whether they support the new program or not and whether they accept reasons given for the introduction of the new program and their responses are presented in table 4: 18 bellow.

Table 4: 18. Acceptance of the given reasons for the new policy (ae5) and support the new program (ae6)

	acceptance of the given reasons for the new policy (ae5)		support the new program (ae6)	
	Count	%	Count	%
no	8	13.8%	207	38.6%
yes	50	86.2%	330	61.5%
Total	58	100.0%	537	100.0%

E: *Do you support the use of both Amharic & English as MOI for different subjects in UP education (ae6)?* When respondents asked whether they support the new MOI policy for grade 7 & 8 or not, out of the total sample size, 330 (61.5%) respondents are in favor of the new program whereas 207 (38.6%) opposed to it. This implies that respondents are happy with the fact that the authorities start realizing their dissatisfaction with the use of Amharic throughout the primary levels.

F: *In your view, the rationales given for the revision of MOI policy in the region were acceptable (ae5)?* This question is prepared for only teachers for it requires judging the reasons given for the introduction of the new program in the region. As table 4: 18 above indicates, 50 (86%) teachers accept the rationales for employing English for math & science, and Amharic for other content subjects as a MOI. Mentioned has been made regarding the main reason for changing MOI policy in the region, which was the alleged growing demands of the society.

This implies that the people of the region had demanded that the Amharic-only medium policy at UP levels needs to be changed. If this is the case, which language or languages the society needs to be used for MOI for UP education then? To answer this question attempts were made to find out whether or not studies were conducted to

assess the needs of the society before making the decision.

To begin with, some respondents condemn the decision because it was so fast without any serious study on the issue prior to the decision though there was general discussion in which the public expressed their opposition towards Amharic medium for UP education. An education bureau official, however, rejected this comment by saying after a public debate; studies were conducted and presented by the four teachers training colleges in the region on the matter. He did not specify what the findings were and whether they were used as inputs for the decision. He rather accentuated the fact that the decision was basically political. This is related to what the Regional Government Cabinet (2005) officially and regretfully stated with regard to the decision “in response to the high demands of the society we [the regional government] are obliged to employ English and Amharic for Grades 7 and 8 education but we believe that using the mother tongue is just and acceptable,” (my translation from the Amharic version). What does this suggest? A number of speculations could be made. For instance, as one of the REB officials admitted more public awareness efforts should have been made in order to change the misconceptions that resulted in negative attitudes towards the use of Amharic in the schools. This is again, subsequently followed by such a strong public pressure. The implication of this response solidifies the argument that the decision is made so hurriedly. If this argument turned out to be acceptable, the decision seems to contradict with the recommendation of UNESCO Committee, which states that:

...the Committee recommends that educators try to win the confidence of the people and convince them of the advantages of mother tongue instruction. If a total program in the vernacular is not acceptable, perhaps some parents can be persuaded to accept an experimental program, which the Committee believes will convince the skeptical that vernacular-language education is sound policy. The Committee accepts the right of the people of a country to choose the language their

children will be instructed in, but only '*in the last resort*' (UNESCO 1968: 696, quoted in Fasold 1984:296) (emphasis added).

Although the use of Amharic in UP education was faced opposition from its inception, it was assumed that the opposition of the society towards the use of Amharic would be changed as they experienced the advantages of MTE during its implementation stages (1994/5-2003/4). However, according to the official from the REB there were little attempts were made to convince the public that the system in use at the time was advantageous. In a situation where there were no adequate public awareness raising efforts to convince the society to accept the MTE program by showing its results, making a decision against MTE appears to be immature and unjust.

As far as the criticism of lack of prior study and preparation is concerned, I found out that there was an attempt to back up the decision with studies. I met one of the instructors involved in the study which was conducted in Gondar Teachers' Training College and he told me that the decision was taken in the middle of their study. When he and his associate asked the officials what to do with their study, they were ordered to continue with it. In the end, they proposed all subjects to be taught in English, which is different from the already made decision.

Next, attempts will be made to compare both grade 7 and 8 students academic performances of before and after the implementation of the new MOI policy in order to give a preliminary evaluation of the effects of the new MOI policy in the region.

G: *Comparative Assessment of Students' Score between Pre- and Post- Introduction of the New MOI Policy in Amhara region:* Since one of the main objectives of this study is to assess and indicate the effectiveness of the new MOI policy in the region, the researcher attempted to compare both grade 7 & 8 students results of before and after the introduction of the new MOI policy. Although it is too early to assess the effectiveness of the new MOI policy with in such brief period of time, it was thought that it would provide some indicative assessment results. To this end, I have tried to

compare the number of students who scored passing mark and students' average score of each subject between the years before and after the implementation of the new MOI policy using the row date from education bureau of the region and from one of the sample schools.

Thus, the table 4: 15 bellow presents and calculatates the number and the percentage of students who registered for examination, who took the examination, who passed the examination over the last three years and the cut-off point for passing/failing mark. And, the second one, table 4: 16 bellow, presents the average score of Grade 7 and 8 students per subject taken from Meseret elementary school, which is one of the sample school in Gondar town.

Table 4: 19. Amhara region's total number of grade 8 students' regional examination result

year	sex	number of students resisted for the examination	students who took the examination		students who passed the examination		passing mark
			Count	%	count	%	
1997 E.C.	M	346868	332184	95.8	254311	76.6	45
	F	265866	256937	96.6	164664	64.1	
	Total	612734	589121	95.6	418975	71.1	
1998 E.C.	M	115649	111782	96.7	101247	90.6	45
	F	87760	86283	98.3	78275	90.7	43
	Total	203409	198065	97.3	179522	90.6	44(average)
1999 E.C.	M	114764	108501	94.5	88827	82.2	40
	F	94941	95330	100.4*	71265	74.8	39
	Total	209705	203831	97.2	160036	78.5	39.5(average)

Source: Amhara Region Education Bureau

* Over 100% female students took the examination!?

Beginning with the information in table 4: 15, in all the three academic years more than 95% of the total number of students who are registered have taken the examination. When we compare the percentage of students who passed the examination during the three academic years, the highest number of students who passed the examination (which are more than 90%) was in the year 1998 E.C. These students are the last batch that went through the Amharic-only medium. The number of students who passed their examination from the new differential language use for MOI policy (78%), those who took their examination in 1999 E.C, is significantly lower than the last batch of the old Amharic-only medium policy (90%). They,

however, are slightly greater than the number of students who passed the examination in 1997 E.C. (71.1%), who were learnt in Amharic-only medium.

Here, attention should be given for the cut-off point for passing/failing mark since it has a significant effect on the number of passing students. The average cut-off point for passing/failing mark for 1999 E.C. examinees was 39.5 (40), which is the lowest of the three. On the contrary, cut-off point for passing/failing mark for the 1997 E.C. is 45, which was the highest of the three. This may lead us to think that the percentage of students who passed their examination in 1997 E.C. (71.1%) is lower compared to the 1999 E.C. examinees probably because the cut-off point for passing/failing mark in the former (45) was higher than the latter (39.5/40). All things being equal (the type of examination administered at these different times, the materials used, the teachers taught, the state of confusion due to the change of the policy etc.) except the difference in the MOI in these two different times, what would have been the percentage of students who passed the examination if the passing mark for the year 1999 E.C. had been 45? To answer this question, we need to know the frequency of average mark score in the region. Then after, add the frequencies of scores between 40 and 44 (40=8792, 41=7595, 42=9298, 43=8104, 44=9806), which is 43595. This tells us that more than 43595 students would have been failed, if we had had 45 instead of 39.5 (40) cut-off point for passing/failing mark for the year 1999 E.C.

Likewise, the percentage of students who passed the examination would have been lowered into 57.1%, which is much lower than the 1997 E.C result (i.e. 71.1%). Hence, this may strengthen what has been frequently argued by the education bureau officials in support of Amharic medium. As it has been mentioned, REB officials contend that students perform better when the MOI was Amharic. An education bureau official, who is an expert of Students' Assessment and Examination section at the bureau, told me that the Grade 8 regional examination score for the year 1999 E.C is much lower than the previous years. Furthermore, he and other experts in the field

have suspected that the reason for this significantly low performance is due to the change of MOI for many of the subjects in grade 7 & 8.

Many teachers and students in the sample school, however, defended this by saying it is a temporary problem which is not related to the change of MOI. The fundamental reasons were the measures taken abruptly and teachers were not given enough time to prepare themselves. They added they heard the decision through the state and the national media during their summer vacation, which is less than a month period of time before its implementation. Teachers also complained the fact that they were not given special short term trainings and proper orientations as to its implementation.

According to some teachers, the implementation stage has had huge problems. At the beginning, there were no text books for English medium subjects even for the teacher himself. In sociolinguistics terms, stages of language policy and planning are not respected which is the major problem of this policy that brought all (decision, planning and implementing) at once. Thus, the counter argument for students low score with the new policy seems that students' low score for the year 1999 E.C. is an index of their being the first in a situation where all the aforementioned problems prevailed. Moreover, they hoped things will be changed for the good of English medium as students and teachers pass through it. Some teachers and students stressed the need of English medium as early as possible though it lowers their performance. This is because; as they put it, "English is everything in the world particularly in education" and "it is the key for success in education and in life at large." This switches the argument from the question of performance into the desire or aspiration towards English language. It does not necessarily mean it make no sense at all, though.

I have also tried to get more specific results of Grade 8 regional examination in order to compare the results between the two MOI policies over the years. I was informed by the region's students' Assessment and Examination expert that they do not document examination results per subject for it is the duty of each and every school.

He further said that individual schools are expected to calculate and document it in order to identify how well students have done in each subject and design mechanisms for improving subjects with low scores. Then, I went to each and every sample schools and requested for it. Surprisingly, I succeed in getting what I want only from a single school out of the four sample schools included in the study. What I was told from other schools was that they don't have the roster summary because either they did not prepare it at all or they have sent it as a report with out a copy of it. Though I wished to summarize from all sample schools, thanks to the poor roster handling and documenting traditions in the schools, only the results of one sample school is analyzed which at least help us to give indicative assessment of the new MOI policy for UP education.

Table 4: 20. Meseret elementary school's average score of Grade 7 & 8 students per subject

Year	Grade	Amharic	English	Math	Biology	Chemistry	Physics	Social Studies	Civic & Ethical Education
1997 E.C.	7	73.8	61.1	66.4	72.8	70.1	72.2	74.4	80.7
	8	63.7	63.8	57.5	61.2	67.7	62.2	71.8	64.2
1998 E.C.	7	79.7	58.3	52.8	52.1	57.4	60.9	65.6	60.1
	8	62.7	54.8	56.6	61.9	64.5	55.6	65.1	77.9
1999 E.C.	7	77.9	56.4	54.7	56.9	56.9	55.6	69.1	66.0
	8	62.1	48.6	49.9	56.9	54.9	61.4	67.2	73.4

Source: Meseret elementary school roster

The table above indicates the average score of grade 7 & 8 students of Meseret Elementary School of all subjects for the last three years. The aim is to compare the results between the old (Amharic-only) and the new (differential use of Amharic & English as MOI) policy. For the new policy has been implemented sine 1998 E.C., only the 1999 E.C. results of grade 8 students can be considered, but for grade 7 it includes the results of both 1998 E.C. and 1999 E.C. As can be seen from the table, the scores of all subjects, with the exception of physics for the year 1999, the year when students of the new policy took their examination, is lower than the results of the

previous years (in this case 1997 E.C. & 1998 E.C.). Similarly, in grade seven students of the old (Amharic-only medium) policy (i.e. 1997 E.C. & 1998 E.C) has scored better results in all subjects except Amharic, which has nothing to do with the issue of MOI for it has been the same in both cases. More surprisingly, the average English score is better when Amharic was the MOI than English medium for most subjects in the curriculum. This may weaken the argument that English proficiency will improve by using it as a MOI. This means that both students and teachers are unable to cope up English medium education in the school. This has been seen during classroom observation too. Many teachers and students were not communicating in English unless translation is employed into Amharic.

Thus, the results from the above two tables are in agreement with other previous studies, which compared the effect of using MT *visa-avis* English as a MOI on English, math and science achievement scores across the nation (Mekonen 2005; heugh et al. 2007).

To summarize the main findings of this section; the majority of teachers, students and parents have welcomed the new MOI policy. Mentioned has also been made that there were oppositions towards Amharic-only medium for UP education due to the commonly held misconceptions and other practical implementation problems. of the old Amharic-only medium policy. However, the decision taken to replace Amharic with English for math and science subjects seems immature and unjust solutions for the underlying problems. Moreover, an indicative assessment on the effectiveness of the new MOI policy revealed that students of the old Amharic-only policy have performed better than students from of the new policy.

The next sections will discuss the findings on respondents view towards the *de facto* practice of the new policy.

4.4. Views Towards the Mixed Use of English and Amharic as MOI in UP levels of Amhara Region

This section will present findings from the analysis on mixed use of English and Amharic for UP education in the region. Towards this end, the respondents were asked two questions. The first one states the mixed use of both languages in the same class with different functions, i.e. English as the MOI and Amharic as a support language. The second statement presents its advantage over the smooth transition from Amharic onto English medium. The tables below presents the findings of the analysis.

Table 4: 21. For better results, English should be used as MOI and Amharic should be used as a support language in UP education (dm1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	284	48.8	49.4	49.4
	agree	147	25.3	25.6	75.0
	disagree	72	12.4	12.5	87.5
	strongly disagree	48	8.2	8.3	95.8
	no opinion	24	4.1	4.2	100.0
	Total	575	98.8	100.0	
Missing	System	7	1.2		
Total		582	100.0		

*Mean = 3.95130

A: *For better results, English should be used as MOI and Amharic should be used as a support language in UP education (dm1):* This item is asked to elicit respondents' opinion regarding the possibility of using both English and Amharic for one subjects simultaneously. From the response in table 4: 21 above, it is clear that the majority (75%) of respondents want mixed use of both English and Amharic as MOI for UP education in the region; in fact 284 (49.4%) and 147 (25.6%) participants said that they would *strongly agree* and *agree* in that order that English should be used as a MOI and Amharic as a support language. Interestingly one can see that the number of respondents increase considerably as one moves from *no opinion* to *strongly disagree* to *disagree* to *agree* and to *strongly agree*.

This response is also supported by Grade 7 students, whom I talked to in one of the sample schools who told me that they have difficulty of following lessons delivered in English. They said they would usually want their teachers to translate into Amharic, which they said provides better understanding. They also find it difficult to express their ideas in English. Regarding the mixing of languages (or code switching), subject teachers complain about the very low English language ability of their students. They say they are forced to translate almost everything into Amharic.

Likewise my classroom observations confirm that Amharic is often used by the teachers whenever they sense that whatever they have taught has not been well understood by the students. Teachers have then to resort to code switching and concurrent translation so as to make the students understand what they are teaching. Classroom observations conducted in all sample schools, including the secondary school, revealed that they are employing mixing Amharic intensively during the so called English medium classes. Many teachers use unsystematic intra-sentential and intrasentential code switching. Other teachers in the sample schools were observed employing a sort of systematic use of Amharic and English in which the former is used for explaining and discussing and the later used for writing and reading notes, and examinations.

This kind of code-switching exists across Africa (Brock-Utne 2003). In Tanzanian secondary school classrooms, for instance, teachers have been observed code-switching back and forth between English and Kiswahili while teaching, often using predominantly Kiswahili, but writing in English on the blackboard but students who write their exams in Kiswahili are punished with zero mark (ibid.). Similarly, in South Africa teachers teaching in the black schools code-switch between one of the African languages and English. School-children in South Africa may choose to write their exams in either English or Afrikaans, but not in a language of the African majority population (ibid.). As Eastman (19992), cited in Mwinsheikhe (2003), pointed out failure to communicate successfully in the foreign language forces teachers and

students to code-switch, which is an attempt to facilitate understanding and internalizing the many concepts of the lesson.

As the findings of table 4: 22 below depicts, this kind practice assumed to have advantages of facilitating the transition to English medium.

Table 4: 22. I think the mixed use of English and Amharic as MOI in UPE creates a smooth transition from Amharic in primary to English medium in secondary and tertiary levels (dm2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	220	37.8	38.4	38.4
	agree	190	32.6	33.2	71.6
	disagree	86	14.8	15.0	86.6
	strongly disagree	51	8.8	8.9	95.5
	no opinion	26	4.5	4.5	100.0
	Total	573	98.5	100.0	
Missing	System	9	1.5		
Total		582	100.0		

*Mean = 3.7713

B: *I think the mixed use of English and Amharic as MOI in UP education creates a smooth transition from Amharic in primary to English medium in secondary and tertiary levels (dm2):* This item is important to bring out participants level of agreement on the suggestion of initial mixing of the two languages for instruction purposed before a complete shift from Amharic to English medium. Accordingly, as can be observed from table 4: 22 above, the number of respondents increases as one goes from *no opinion* (4.5%), to *strongly disagree* (8.9%), to *disagree* (15%), to *agree* (33.2%) and to *strongly agree* (38.4%) as in part A above. It is also clear to see that more than 70% of the respondents believe that mixed language use before changing from one MOI to another softens the transition.

Teachers, who took part in the interview, have also expressed the fact that students are finding the transition to English MOI in Grade 9 very difficult, and they felt that the use of English as MOI and Amharic as a support language at UP levels may help students to cope up the challenges they face at secondary level due to a change of MOI

particularly for plasma instruction, in which lessons are not accompanied by code-switching or translation at all.

To sum up the findings of this section, both teachers and students admitted that mixing of English and Amharic is a common practice in UP schools of the region and they believe that such practice will help students to cope English-only medium by plasma teachers at Grade 9 in addition to enhancing teaching-learning process at UP levels. The findings of the next section will also strengthen the arguments in favor of code-switching for classroom interaction at UP levels.

4.5. Respondents Preferred Language/s of Instruction For UP Education

In order to identify respondents preferred language or languages for MOI at UP school levels; respondents were asked choose among the possible candidates for this purpose. They were also given a chance to suggest other than the given options, if any. The question asked was '*Which language/s do you think is/are the best MOI for UP education in the region?*' Table 4: 23 bellow summarizes respondents' preference as to which language shall be used for grade 7 & 8 education in the region.

From the total sample size, nearly half of the respondents (265 i.e. 46.4%) preferred English as MOI and Amharic as a support language, which supports the responses given for dm1 & dm2 above. Moreover, 149 (26%) respondents believe that Amharic should be used for social science subjects and English for math & natural science subjects as MOI, which is presently implemented. 90 (15.8%) agreed on the use of English-only as the only MOI. 67 (11.7%) participants suggested the retention of Amharic-only as MOI for all subjects. This findings imply that respondents preferred the mixed use of both languages for teaching all subjects except the languages themselves.

Table 4:23. Respondents Preferred Language/s for MOI at UP School Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English as MOI & Amharic as a support	265	45.5	46.4	46.4
	Amharic & English for different subjects	149	25.6	26.1	72.5
	English-only	90	15.5	15.8	88.3
	Amharic-only	67	11.5	11.7	100.0
	Total	571	98.1	100.0	
Missing	System	11	1.9		
Total		582	100.0		

One can wonder why respondents preferred the present policy, that states both English and Amharic should be used for different subjects, to English-only medium. This is because in the previous sections, it has been found that respondents would like English to be used for all subjects. I have speculated two possible explanations for the observed discrepancy between the two findings. First, when they gave their response for the previous questions, they might not have noticed the difference between the de facto practice (which allows them to mix the two languages freely for the so-called English medium subjects) and the de jure (ideal) English-only medium (the use of only-English throughout the class). And secondly, realizing what the de jure English-only medium demands, which they can't afford to do so due to their limited English competence, they might have changed their mind.

Thus, respondents would like to have a mixed use of English and Amharic for all subjects across the curriculum. Both teachers and students have also confirmed this during the interview. Most of them want English medium but they are equally aware of the fact that using only English as MOI at these levels is impossible because of limited competency of both teachers and students. In agreement with the findings of the questionnaire and the interviews above, teachers are observed struggling with the English language to teach science subjects, and they rely much on reading the note on the board. They use Amharic for discussion and explanation but not systematically and sometimes in a manner that leads students to confusion. I learned that normal classroom teaching involves regular and unsystematic use of mixing language between

English and Amharic. This happened consistently to a great extent at grade 7 where transition to English medium occurred in that region for math and science subjects.

From the foregoing discussion, it is apparent that there is no such English-only medium classes in the region. Instead, what is being practice across the region particularly at UP levels is that code mixing/switching in order to cover thier inability of using only english as a MOI, which may indicate the gab between the need and the performance.

What should be done to fill such gabs? I would propose the need to systematize and legitimatize what is being practice in the real classrooms. How? I again suggest detailed and further study which may come up with clear methodology and policy implications as to 'how?'. But for this study, systematizing the coping strategies which have used by both teachers and students may give a short term solutions to bridge the existing gab between the policy and the practice.

When there is such gabs, what is bieng practiced and sometimes recommended is to systematize the coping strategies that are being employed. The most frequently used coping strategies are code switching (here, a switch from English to Amharic and viseversa between sentences-intersentential change), code mixing (here, a switch from English to Amharic and viseversa within a sentence-intrasentential change) and translation from English into Amharic. Such strategies and practices are common in many african countries in order to fill the linguistic gabs as noted by Brock-Utne et al.(2003: 5):

In classrooms in both countries [South Africa and Tanzania] the main survival technique is to be found is the practices of code-switching, code-mixing and regular translations; practices that are not approved. Even though these are the practices through which students have been learning, they are not allowed to use them when exams are set. An answer, even a completely correct one, is regarded as wrong if it is

expressed in the mother tongue or in a code-mixed fashion and not in the official language of instruction.

The practice of code-switching has also been observed and found to be an effective teaching strategy in many other African countries where a foreign/second language is used as MOI in the presence of native languages:

From my own experience sitting in the back of class-rooms in twelve different African countries – both in east and west Africa – I know that African teachers code-switch all the time between a language they and the children master well and the official language they are supposed to teach in. *It may be a completely necessary teaching strategy*, but in many countries it is outlawed or discouraged (emphasis added) (Brock-Utne 2007).

Many of the points raised in both South Africa and Tanzania are also observed in Amhara region and the country at large. For instance, since the practice of code-switching, code-mixing and translation are not legitimate, students are not allowed to code-switch/mixed at all during examinations. Making legitimate may take several bureaucratic steps which may demand a policy change. Leaving legitimatization process for detail and further investigations, let me focus on some advantages of code-switching/mixing and translations as coping strategies for classroom interactions.

In classrooms, code-switching/mixing comes into use either in the teachers' or the students' conversation. Although it is not favored by many educators, one should have at least an understanding of the functions of switching between the native language and the foreign language that students are expected to gain competence in and its underlying reasons (Sert 2005).

Firstly, the functionality of code switching in teachers' classroom discourse is listed as topic switch, affective functions, and repetitive functions by Mattson and Burenhult (1999:61), cited in Sert (2005). In topic switch cases, the teacher alters his/her

language according to the topic that is under discussion. In these cases, the students' attention is directed to the new knowledge by making use of code switching and accordingly making use of native tongue. In affective functions, which serve for expression of emotions, code-switching/mixing is used by the teacher in order to build solidarity and intimate relations with the students. In a repetitive function, the teacher uses code switching in order to transfer the necessary knowledge for the students for clarity. However, the tendency to repeat the instruction in native language may lead to some undesired student behaviors. A learner who is sure that the instruction in foreign language will be followed by a native language translation may lose interest in listening to the former instruction which will have negative academic consequences. This has been witnessed in many classroom observations that students did not pay attention to the teacher when he tried to discuss his lesson in English only and they started to follow him when he began translating into Amharic. This implies that translating as a coping strategy should be done less frequently with care.

Secondly, Eldridge (1996:305-307), cited in Sert (2005), names functions of students' code-switching/mixing as: equivalence, floor-holding, reiteration, and conflict control. The first function of student code switch is equivalence, in which the student makes use of the native equivalent of a certain lexical item in target language. This process may be correlated with the deficiency in linguistic competence of target language, which makes the student use the native lexical item when he/she has not the competence for using the target language explanation for a particular lexical item. It gives the student the opportunity to continue communication by bridging the gaps resulting from English incompetence. The next function to be introduced is floor-holding, which is a mechanism used by the students in order to avoid gaps in communication, which may result from the lack of fluency in target language. The third consideration in students' code switching is reiteration, in which the message in target language is repeated by the student in native tongue through which the learner tries to give the meaning by making use of a repetition technique. The reason for this

specific language alternation case may be two-folds: first, he/she may not have transferred the meaning exactly in target language. Second, the student may think that it is more appropriate to code switch in order to indicate the teacher that the content is clearly understood by him/her. The last function of students' code switching is conflict control. For the potentially conflictive language use of a student, the code switching is a strategy to transfer the intended meaning.

In supporting the existence of code switching in classrooms, Skiba (1997), cited in Sert (2005), suggests that in the circumstances where code switching is used due to an inability of expression, it serves for continuity in speech instead of presenting interference in language. In this respect, code switching stands to be a supporting element in communication of information and in social interaction; therefore serves for communicative purposes in the way that it is used as a tool for transference of meaning. All these in general lead to the idea that the use of code switching somehow builds a bridge from known to unknown and may be considered as an important element in teaching when used efficiently. Therefore, it may be suggested that code switching in classroom is not always a blockage or deficiency in learning a language, but may be considered as a useful strategy in classroom interaction, if the aim is to make meaning clear and to transfer the knowledge to students in an efficient way.

4.4 Correlations between respondents' views and independent variables

This section will investigate the relationship between respondents' views and the independent variables in this case type of respondents, sex, educational level, residence, experience and field of teaching subject. It also tries to determine the strongest indicator, if any. This investigation is important since the study involved participants with different category, gender, education level, place of residence and field of teaching subjects. In other words, it analyses whether respondents' view towards MOI policy and implementation for UP education in Amhara region is affected due to differences in those factors.

To this end, the Bivariate Correlations procedure is employed. Correlations measure how variables are related. In this study, Kendall's tau-b is chosen which measure the association between rank orders since the data in this study are not normally distributed or have ordered categories. Two-tailed test of significance probabilities is selected since the direction of association is not known.

Correlation coefficients range in value from -1 and +1. -1 correlation coefficient indicates a perfect negative relationship whereas +1 shows a perfect positive relationship. A value of 0 indicates no linear relationship.

Table 4: 24. Correlations between respondents view and Independent variables

Respondents view	Statistics	Respondents type	Sex	Level of Education	Place of Residence	Field of Teaching Subjects	Year of Experience
	Correlation Coefficient	.023	.064	-.065	.149(**)	.001	-.217(*)
Sig. (2-tailed)	.557	.104	.064	.001	.994	.045	
N	462	460	462	380	59	59	

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

The table above reveals that there is a negligible association between respondents' views and the independent variables (category of respondents, sex, education level, residence, field of teaching subjects and year of experience). In other words, the correlation between respondents' view and these factors is not statistically significance. The scale of the association from the smallest to the largest, however, is $r=.001$, sig. at .994, $N=59$ for field of teaching subjects; $r=.023$, sig. at .557, $N=462$ for profession; $r=.064$, sig. at .104, $N=460$ for gender; $r= -.065$, sig. at .064, $N=462$ for level of education; $r=.149$, sig. at .001, $N=380$ for place of residence; and $r= -.217$, sig. at .045, $N=59$ for year of experience. This implies that respondents do not held a positive of a negative view towards the MOI policy whether they are student or teacher, male or female, grade 6 or grade 9 students, from urban or rural, etc.

CHAPTER FIVE

5 SUMMARY, CONCLUSION AND RECOMMENDATIONS

This study has assessed the views of participants' towards the MOI policies that have been used and their effectiveness for UP education in the Amhara region. Thus, this chapter presents, first a short summary of the major findings of the study; second, the conclusions and recommendations drawn from the major finding of the study.

5.1 Summary and Major Findings

As a background to the fundamental research problems, that in most parts of the Amhara Regional State Amharic was used as a MOI throughout primary schools including grade 7 and 8 for all subjects and that English was used from grade 9 onwards until 2005/6 have been discussed. However, the Amharic only medium in grade 7 and 8 has been changed into the differential use of English and Amharic for UP education in the region since 2005/6 due to the alleged strong public pressure. In this revised regional policy students learn mathematics and science subjects in English and other content subjects in Amharic.

The main research objectives of this study have been to assess the views of students, teachers, parents and education bureau officials towards the MOI policies that have been used and their implementation in UP education of Amhara region. In doing so, the study assesses the mechanisms employed in implementing BLED and investigates the possible implications. Thus, it has addressed some pertinent questions:

- How and why has the region moved from Amharic only medium policy into a differential use of both Amharic and English for UP education?
- To what extent has Amharic only medium education been viewed as ineffective and as a threat to the quality of education and of English proficiency? On the other hand, the research has shown the extent of respondents' aspirations towards

English medium for UP education as a way of enhancing quality in education and English proficiency.

- To what extent is the regional new MOI policy consistent with the practice in the real classroom situations?

As far as the research methodology is concerned, this study has used both quantitative and qualitative methods. Research instruments like questionnaire, interviews, observations, and document examination have been incorporated. In addition to using a qualitative type of data analysis, the SPSS program has been used for analyzing the quantitative data.

The following key findings have been obtained from the various data analyzed which could principally assist educational policy makers, language planners and implementers to consider policy revision and implementation repercussions in relation to the views and practices of MOI policies for UP education in the region.

- i. The region, having made a transition from only Amharic medium policy into a differential one, has on the one hand relegated the Amharic language which has in turn empowered English as MOI for mathematics and science subjects in grade 7 and 8. This seems to weaken the use of the mother-tongue in education for UP education in the region.
- ii. In the study, many teachers, students, and parents do not prefer Amharic to be used as MOI for UP education though the use of it facilitates the teaching learning process. The majority of respondents hold negative view towards Amharic as a MOI because of their belief that:
 - a. The use of Amharic as MOI in UP education had lowered the quality of education though empirical evidences do not support their claim.
 - b. Using Amharic as a MOI for UP education could adversely affect students' achievements in their national examination at grade 10

administered in English. The empirical data, however, did suggest the other way round.

- c. Amharic does not have the capacity of teaching mathematics and science subjects in UP levels in the region. Research on the area, however, revealed that in the entire country, students whose MOI is their MT, including the students of Amhara region, have had higher achievement in mathematics, Chemistry and Biology at grade 8 examination than students whose MOI is English.
- d. English language proficiency of students is affected as a result of the use of Amharic as MOI in UP education, which is not also apparently supported by researches.

iii. Although teachers and students face difficulty of using English as a MOI, they would like the language to be used as MOI at UP levels due to a commonly held mistaken beliefs of their that:

- a. English is the ultimate MOI as of grade 9;
- b. Students English language ability will improve if it is used as a MOI, which is disproved by studies.
- c. Students will not encounter any problem of using English as a medium when they reach Grade 9 if they start using it at UP levels;
- d. It promotes quality education for the fact that ^{English} Amharic is rich in teaching and learning materials, supplementary materials, and trained teachers in different subjects.
- e. The use of English as MOI for UP education in other regions put the students of the Amhara region in unfair competition during national examination. In contrary to this view, the 10th Grade national examination

assessments have shown that the Amhara region students have performed better than those students who used English as MOI at UP levels.

- iv. The new MOI policy for UP education in the Amhara region has been accepted by a large number of participants. A close inspection of the data revealed that many informants are not clear with the policy, particularly the use of Amharic for social studies, and civic and ethical education. Those who are aware of the policy are divided on the use of Amharic for social science subjects. Many social science teachers do not support the use of Amharic for social science subjects. People at the bureau have expressed emphatically that social science subjects will continue to be given in Amharic for they do not involve many technical terms and they include a lot of local issues.
- v. The main reason given for the introduction of the new MOI policy has been accepted by many participants. For some, however, the decision was made without prior study and with minimum participation of the main participants. It was found out, however, that there was an attempt to back up the decision with studies though the decision was taken abruptly in the middle of the process of these studies.
- vi. Since one of the main objectives of this study was to give an indicative assesment of the effectiveness of the new MOI policy in the region, the researcher has attempted to compare both grade 7 and 8 students' results of pre- and post-introduction of the new MOI policy. Although it is too early to assess the effectiveness of the new MOI policy within such a brief period of time, it was found that students performed better when the MOI was Amharic-only than the present policy.
- vii. The other important finding of this study is the existence of considerable mismatch between the policy statement and policy implementation. Although the new regional policy stipulates that the MOI for UP education should be English

for math and science subjects, the fact on the ground is quite different. It was clear that cod-switching/mixing and translation between Amharic and English are used by both students and teachers quite commonly and unsystematically. Therefore, the fact that teachers resort to code switching and concurrent translation so as to make the students understand what they are teaching reveals that the de facto policy is quite different from the regionally set policy.

- viii. Many participants in the study would like a systematic code-switching/mixing of English and Amharic to teach one subject. This positive inclination of participants towards the mixed medium is due to the fact that both students and teachers lack of English competency though they have great aspiration towards English. It is also presumed that mixed medium will make the transition to English medium smooth.

5.2 Conclusions and Recommendations

This study has tried to assess participants' views towards the MOI policies that have been in use in light of the practices in UP schools of Amhara region.

The results and findings of this study suggest that many students, teachers and parents held negative views towards the use of Amharic as a MOI and they would like English to be used as MOI at UP levels for all subjects across the curriculum. The practices in Grade 7 & 8 classes, however, suggest that both teachers and students lack the required English language proficiency for teaching and learning via the language. Moreover, some research works indicate that students who had used Amharic for UP education has scored better results in many subjects than those students who have been using English for UP education. The negative views towards Amharic as a MOI, therefore, are mainly based on unproven and mistaken beliefs of the respondents.

Considering the fact that students and teachers lack of English competency, many respondents' greatly supported the idea of using both languages for each subject in a systematic manner, i.e. English as a main medium and Amharic as a support language.

In this respect, this study, having assessed the views of participants and the practices of MOI policies for UP education in Amhara region has come up with the following recommendations.

- i. The most commonly used point of argument raised against the use of Amharic for UP education is that compared to English it is believed as less developed to be a language of science and technology, which is contrary to a scientifically proven truth of the fact that any language can be developed to express science and technology. when we take the use of English from grade 7 on, in spite of the fact that English is a well developed language and has all the qualities stated by respondents, this study reveals that students who were taught in Amharic, have achieved higher than those students who were taught in English. This could confirm that the use of Amharic in education does assist the teaching learning process much better than the use of English in the region.

In principle, therefore, it sounds logical to suggest the use of Amharic in education should be encouraged further not only to facilitate the teaching learning process but also to localize science and technology, and to integrate and promote native knowledge. However, it should not be at the expense of participants' interest and in the form of imposition rather it should be by raising the awareness of the participants. Decision makers and the society at large are seemingly naive of the significance of the MTE policy, and they lack dedication towards its execution. Therefore, much has to be done to raise parents', teachers' students' and policy planners' consciousness on the significance of the use of MT in education. In this regard, parents, students, teachers and other stakeholders have to see and understand the misconceptions on which they base their arguments for their preference of English medium in UP schools of the region. To this end, there is a need to conduct sensitization activities by the concerned bodies particularly on:

- a. The ill-effects of using English, a language most teachers and students do not understand very well, as a MOI at UP school levels. For example, little learning of the subject matter, learning incorrect English from the negative exposure, rote learning and being unable to think critically.
- b. Some of the theories of language learning, which assert that one can learn a foreign language better when he/she has learnt in a familiar language to a high level.
- c. The best way to learn a foreign language goes through the language that we already know and understand.
- d. The need to teach both English and Amharic as subjects by those who are trained very well to teach them.
- e. Using English to teach science and math subjects, on the assumption that students will learn English in the process is not a short-cut to get knowledge. There is no need to give up one's first language in order to learn a second.

To sensitize stakeholders on the above points and to change such long established negative attitudes towards Amharic as a MOI, the use of print and electronics media, conferences, continuous public debate and dissemination of related research findings to the public by translating into Amharic etc. are important. This sensitization process requires serious commitment and resources, which may take long term process. In the meantime, a more effective strategy for dissemination and revision of Amharic terminologies should be designed and put into effect. Although I firmly believe that Amharic should be the MOI for UP education and even beyond in Amhara region; the aforementioned sensitizations and massive public participations processes must be done adequately before the re-introduction of Amharic medium in the region. Meanwhile, I have the following short term suggestions (ii bellow) in order to narrow the existing gab

between the regional policy and the classroom practice, which in a way may facilitate the re-introduction process of Amharic as a MOI at UP levels in the region.

- ii. This study has found that there is a concrete mismatch between what is being practiced in the real classrooms and the MOI policy of the UP education in the region. The policy states that English should be used as MOI for math and science subjects and Amharic for other subjects. In practice, it has been noted that both teachers and students use code-switching (mixing of English and Amharic) so as to fill the linguistic deficiency of English in the so called English medium subjects. Although students are allowed implicitly to use Amharic for classroom communication, they are not allowed to use it in the examinations. These have been obstacles for an easy and smooth teaching-learning process.

Thus, it is recommended that teachers should be allowed to code-switch and students should be permitted to answer their exams in Amharic or in both if they cannot be able to answer it in English. It may help learners to acquire both the subject matter and linguistic knowledge, proficiency in Amharic and English.

Since teachers are not trained on mixed medium of English and Amharic for teaching one subject, they are not systematic and uniform in using these languages, which is a major problem in the teaching learning process at present. In order to make teachers more effective in their code-switching, they have to get training either as part of the curriculum in the training institutions or in-service training which will enable them to be proficient in English language, and to acquire bilingual methodologies and subject matter knowledge.

- iii. Confession has been made in the limitation of the study that the findings of this thesis can not be comprehensive in a manner to offer a full print of the views and the practices of MOI policies for UP education in Amhara region. Hence, it could be appealing to suggest conducting a similar research in the other parts of

the region and the country at large. More to the point, it could be fascinating to carry out a regional and/or a national level research on:

- Assessing advantages/disadvantages of early entry (from grade six or below) /late entry (grade 9) to English as a MOI, over grade 10/12 students' English, and Science and Math national examination score.
- An experimental research on a systematic alternate use of both Amharic and English for teaching one subject.
- A pilot study and research on bilingual assessment strategies.
- An assessment on the effect of the use of only monolingual text (e.g. English) vs. bilingual books (e.g. the use of both Amharic and English) on students' English, and math and science result.

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Appendix I

Teachers' Questionnaire

Direction: The purpose of this study is to collect information which will assist the study. Your response will assist ^{the} quality of the research. When you select an answer, please place in the appropriate box or boxes in each line.

Section A: General information about yourself

1. Sex: Male _____ Female _____
2. Your level of education:
 - T.T.I. Certificate (12+1) _____
 - Diploma (12+2) _____
 - 12+3 _____
 - Student teacher (10+3) _____
3. What subject do you teach? _____
4. Year of Teaching experience _____
5. Name your school _____

Section C: Language use in Education

Indicate your degree of agreement or disagreement on the following issues by putting a tick (/) mark in one of the boxes. SA: Strongly Agree A: Agree DA: Disagree SDA: Strongly disagree NOP: No Opinion

No.	Item	SA	A	DA	SDA	NOP
1	I believe that the use of Amharic as MOI in UP levels had made students to become more successful (a1)					
2	I think using Amharic as MOI in UP education had lowered the quality of education (a2)					
3	If the school can only offer poor teaching of English, then it would be better to continue using Amharic as MOI in UP education (a3)					

4	If students are taught in Amharic in UP education, they will fail to do with their national examination in grade 10 which are set in English (a4)					
5	Amharic does not have the capacity of conveying mathematics and scientific concepts taught at UP levels because there are concepts which can not be explained in Amharic, that only English serves the purpose (a5)					
6	I believe that the use of Amharic for UP education lowers students English language proficiency significantly (a6)					
7	I believe that English should be the MOI in UP education for better results (e1)					
8	I find teaching/learning only in English difficult (e2)					
9	Teachers do not have sufficient knowledge of English to use it as the MOI (e3)					
10	I feel that the use of Amharic for social science & English for math & natural science subjects in UP education is helpful (ae1)					
11	The use of Amharic & English for different subjects in UP education creates a smooth transition from Amharic in primary to English medium in secondary & tertiary levels (ae2)					
12	I don't see any advantages of using English & Amharic for different subjects (ae3)					
13	If we continue using Amharic & English for different subjects in UP education, students will experience difficulties in learning through two languages with different scripts (ae4)					

14	For better results, English should be used as MOI & Amharic should be used as a support language in UP education (dm1)					
15	I think the alternate/mixed use of English & Amharic as MOI in UPE creates a smooth transition from Amharic in primary to English medium in secondary & tertiary levels (dm2)					

Section C: General Questions

1. What do you think the main reasons for changing the Amharic-only medium into English for math and science subjects for UP education in the region are? And do you accept the rationales given for the introduction of the new MOI policy by authorities?

2. Do you support the use of Amharic for social science subjects and English for math and natural science subjects at UP levels? Why? Yes _____ NO _____

3. Which language/s do you think is/are the best MOI for UP education in the region?

- a. Amharic & English for different subjects _____
- b. Amharic-only _____
- c. English-only _____
- d. English as MOI & Amharic as a support _____
- e. Other (specify if any) _____

4. Give your reasons for your choice.

Thank you,

Appendix II

Students' Questionnaire

Direction: The purpose of this study is to collect information which will assist the study. Your response will assist the quality of the research. When you select an answer, please place in the appropriate box or boxes in each line.

Section A: General information about yourself

1. Sex: Male _____ Female _____
2. Your level of education (Grade level): _____
3. Name your school _____

Section C: Language use in Education

Indicate your degree of agreement or disagreement on the following issues by putting a tick (/) mark in one of the boxes. SA: Strongly Agree A: Agree DA: Disagree SDA: Strongly disagree NOP: No Opinion

No.	Item	SA	A	DA	SDA	NOP
1	I believe that the use of Amharic as MOI in UP levels had made students to become more successful (a1)					
2	I think using Amharic as MOI in UP education had lowered the quality of education (a2)					
3	If the school can only offer poor teaching of English, then it would be better to continue using Amharic as MOI in UP education (a3)					
4	If students are taught in Amharic in UP education, they will fail to do with their national examination in grade 10 which are set in English (a4)					
5	Amharic does not have the capacity of conveying mathematics and scientific concepts taught at UP levels because there are concepts which can not be					

	explained in Amharic, that only English serves the purpose (a5)					
6	I believe that the use of Amharic for UP education lowers students English language proficiency significantly (a6)					
7	I believe that English should be the MOI in UP education for better results (e1)					
8	I find teaching/learning only in English difficult (e2)					
9	Teachers do not have sufficient knowledge of English to use it as the MOI (e3)					
10	I feel that the use of Amharic for social science & English for math & natural science subjects in UP education is helpful (ae1)					
11	The use of Amharic & English for different subjects in UP education creates a smooth transition from Amharic in primary to English medium in secondary & tertiary levels (ae2)					
12	I don't see any advantages of using English & Amharic for different subjects (ae3)					
13	If we continue using Amharic & English for different subjects in UP education, students will experience difficulties in learning through two languages with different scripts (ae4)					
14	For better results, English should be used as MOI & Amharic should be used as a support language in UP education (dm1)					
15	I think the alternate/mixed use of English & Amharic as MOI in UPE creates a smooth transition from Amharic in primary to English medium in secondary & tertiary levels (dm2)					

Section C: General Questions

1. Do you support the use of Amharic for social science subjects and English for math and natural science subjects at UP levels? Why? Yes _____ NO _____

2. Which language/s do you think is/are the best MOI for UP education in the region?

a. Amharic & English for different subjects _____

b. Amharic-only _____

c. English-only _____

d. English as MOI & Amharic as a support _____

e. Other (specify if any) _____

3. Give your reasons for your choice.

Thank you,

Appendix III

Interview Guide

The following are the basic interview guide questions used for education officials, education office expert, school teachers, college instructor, students and parents.

- What are your views towards the ‘new’ form of bilingual education in majority languages in the upper primary (grade 7 and 8) education in the region?
- What factors necessitated the revision of educational language policy in the region?
- Has the revision system answered your demands as part of the society? , if “no” What were your demands?
- What do you think the mechanisms and the rationales used to assign medium of instruction to different subjects?
- What is your view towards the use of English as MOI for mathematics and Science subjects in upper primary schools?
- Can Amharic replace English as MOI in teaching mathematics and Science subjects in upper primary schools?
- What were the educational effects of the past Amharic only policy in upper primary schools in the region? What about the current dual language policy?
- The upper primary schools in this regional state are employing code- switching (mixing of English and Amharic) as a MOI while teachers are supposed to teach in schools in which the MOI is English-only for math and science subjects. Why is this so?
- Doesn’t this contradict with what is stipulated in the new Regional MOI policy?
- What problems did you encountered when the use of Amharic and English as a MOI for different subjects was introduced in the regional state in upper primary schools of the region? How did you solve it?
- Do students experience difficulties in using different languages or scripts? Explain.
- If you could make recommendations to the Woreda or Regional Bureau about the new program in upper primary schools, what would you like to suggest?

Appendix IV: Respondents' Bio-data Frequencies

Statistics

		Student or Teacher	Sex	Level of Education	Place of Residence	Field of Teaching Subjects	Year of Experience
N	Valid	582	579	582	488	69	69
	Missing	0	3	0	94	513	513

Frequency Table

Respondents Category: Student or Teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	student	513	88.1	88.1	88.1
	teacher	69	11.9	11.9	100.0
	Total	582	100.0	100.0	

Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	271	46.6	46.8	46.8
	female	308	52.9	53.2	100.0
	Total	579	99.5	100.0	
Missing	System	3	.5		
Total		582	100.0		

Place of Residence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	urban	294	50.5	60.2	60.2
	rural	194	33.3	39.8	100.0
	Total	488	83.8	100.0	
Missing	not applicable	94	16.2		
Total		582	100.0		

Level of Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	grade 6	92	15.8	15.8	15.8
	grade 7	158	27.1	27.1	43.0
	grade 8	169	29.0	29.0	72.0
	grade 9	50	8.6	8.6	80.6
	grade 10	44	7.6	7.6	88.1
	certificate	4	.7	.7	88.8
	Std teacher	28	4.8	4.8	93.6
	diploma	37	6.4	6.4	100.0
	Total	582	100.0	100.0	

Field of Teaching Subjects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Science & Math	31	5.3	44.9	44.9
	social	16	2.7	23.2	68.1
	others	22	3.8	31.9	100.0
	Total	69	11.9	100.0	
Missing	not applicable	513	88.1		
Total		582	100.0		

Year of Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5	47	8.1	68.1	68.1
	6-10	1	.2	1.4	69.6
	11-15	1	.2	1.4	71.0
	16-20	1	.2	1.4	72.5
	21- above	19	3.3	27.5	100.0
	Total	69	11.9	100.0	
Missing	not applicable	513	88.1		
Total		582	100.0		

Appendix V

የየዘመን የመጀመሪያ ደረጃ ትምህርት ማጠናቀቂያ (8ኛ ክፍል) ክልላዊ ፈተና የመደበኛ ተፈታኞችና ያለፉትን ብዛት የሚያሳይ ሠንጠረዥ

ተ.ቁ	ዘመን	የአስፈላጊ ተጠቃሚ ብዛት	የታ	የተመዘገቡ	የተፈተኑ	ያለፉ	የዘመን ማለፊያ ነጥብ አማካይ ወጠቶ
1	1985	220	ወ	16121	14839	10217	
			ሰ	16160	15235	8729	
			ደ	32281	30074	18946	
2	1986	211	ወ	16295	15382	10685	
			ሰ	16249	15385	8411	
			ደ	32544	30767	19096	
3	1987	224	ወ	16333	15363	11063	
			ሰ	15571	14822	8506	
			ደ	31904	30185	19569	
4	1988	231	ወ	16552	15587	11353	41.5
			ሰ	15384	14612	8295	
			ደ	31936	30199	19648	
5	1989	241	ወ	17776	16859	15268	37
			ሰ	16483	15704	12703	
			ደ	34259	32563	27971	
6	1990	256	ወ	18497	17615	15669	35
			ሰ	16423	15751	12447	
			ደ	34920	33366	28116	
7	1991	319	ወ	19906	18828	17104	38
			ሰ	17141	16572	13217	
			ደ	37047	35400	30321	
8	1992	365	ወ	23578	22555	19817	38
			ሰ	18925	18353	13727	
			ደ	42503	40888	33544	
9	1993	403	ወ	30176	29254	22626	48
			ሰ	21959	21490	12731	
			ደ	52135	50744	35357	
10	1994	431	ወ	41549	40468	24831	50
			ሰ	29666	28962	12972	
			ደ	71215	69430	37804	
11	1995	450	ወ	66077	62891	43415	50
			ሰ	43072	41712	22522	
			ደ	109149	104603	65943	
12	1996	477	ወ	80129	77382	62480	50
			ሰ	54993	53594	39126	
			ደ	135122	130976	101606	
13	1997	651	ወ	346868	332184	254311	45
			ሰ	265866	256937	164664	
			ደ	612734	589121	418975	
14	1998	922	ወ	115649	111782	101247	ሰወንድ 45 ለሌት 43
			ሰ	87760	86283	78275	
			ደ	203409	198065	179522	
15	1999	1139	ወ	114764	108501	88827	ሰወንድ 40 ለሌት 39
			ሰ	94941	95330	71265	
			ደ	209705	203831	160036	
16	2000	1399	ወ	120278			
			ሰ	111290			
			ደ	231568			

ምንጭ: ዘን ትምህርት መምሪያዎች

ማሳሰቢያ በ1999 ዓ.ም የተፈተኑና ያለፉ የየተማሪዎችን አድጋሚዎች

አዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ት/ቤት
የሥነ-ልቦና ትምህርት ክፍል

በመምህራን የሚሞሳ መጠይቅ

የጥናቱ ርዕስ:- “Views towards the Newly Introduced Medium of Instruction Policy in Amhara Region: A Case in Upper Primary Schools(Grade 7 and 8) of Gondar Town”

ይህ ጥናት በቅርብ በክልሉ በተገባር ላይ በዋሰው የ7ኛ እና የ8ኛ ክፍል የማስተማሪያ ቋንቋ ፕሮግራም ላይ ያተኮራል። በዚህም ፕሮግራም መሰረት እንግሊዘኛ ስሌሳብና ስሌሎች የሳይንስ ትምህርቶች አማርኛ ደግሞ ስህብረተሰብ ሳይንስ ትምህርቶች በማስተራረድ ቋንቋነት እንዲያገለግሉ ተደርጓል። የጥናቱ ዋና ዓላማ በዚህ ፕሮግራም ዙሪያ ባሉ አመለካከቶች ላይ መረጃ መሰብሰብ ነው። በመሆኑም እርስዎ የሚሰጡት መረጃ ስጥናቱ መሳካት ከፍተኛ እስተዋፅኦ ስላሰው የገልጽን አስተያየት በትክክልና በጥንቃቄ እንዲሞሱ በትህትና እጠይቃለሁ። የሚሰጡትን መረጃ ሚስጥራዊነት ስመጠበቅ እንዲቻል ስም መጻፍ ወይም ማንነትን መገለጫ አያስፈልገውም። ስሚያደርጉት ቀን ትብብር ከወዲሁ ላቅ ያስ ምስጋናዬን አቀርባለሁ።

ክፍል አንድ:- አጠቃላይ መረጃ

1. ፆታ:- ወንድ: ----- ሴት: -----
2. ዕድሜ:- 18 - 25: ----- 26 - 34: -----
35 - 44: ----- 45 - 54: ----- 55 እና በላይ: -----
3. የትምህርት ደረጃ:-
 - የመምህራን ማሰልጠኛ ተቋም ሰርተፍኬት (12 ቲ 1): -----
 - ዲፕሎማ (12ቲ2): -----
 - 12ቲ3: -----
 - የመጀመሪያ ዲግሪ (12ቲ4):- -----
4. የሚያስተምሩት የትምህርት ዓይነት:- -----
5. የሚያስተምሩት የክፍል ደረጃ:- -----
6. በአስተማሪነት የቆዩበት ዓመት (ጊዜ):- -----

ክፍል ሁለት:- ዝርዝር መረጃ

በሚከተለው ሰንጠረዥ ውስጥ የተሰጡትን ሐሳቦች በጥሞና ካነበቡ በኋላ በእያንዳንዱ ጉዳይ ላይ መስማማት ስለመስማማትዎን ለማመልከት በየአምዱ ራስጌ ከተቀመጡት ክፍት ቦታዎች ላይ የ ናራይትን (✓) ምልክት በማድረግ ይገልጹ። በጣም የሚስማሙ ከሆነ በ 1 ፣ የሚስማሙ ከሆነ በ 2 ፣ የማይስማሙ ከሆነ በ 3 ፣ በጣም የማይስማሙ ከሆነ በ 4 እንዲሁም በጉዳዩ ላይ ሃሳብ የሌለዎት ወይም ያልወሰኑ ከሆነ ደግሞ በ 5 ሥር ምልክቱን ያስቀምጡ። በዚህ መሠረት:-

1. በጣም እስማማለሁ
2. እስማማለሁ
3. ስልስማማም
4. በጣም ስልስማማም
5. ምንም ሐሳብ የለኝም ወይም ስልወሰንኩም ማለት ይሆናል።

ተ.ቁ	ጉዳዮች (Items)	1	2	3	4	5
1.	ሁሉም የ7ኛ እና የ8ኛ ክፍል ትምህርቶች በአማረኛ ሲሰጡ በነበረበት ወቅት ተማሪዎቻችን የተሻለ ውጤታማ ነበሩ ብዬ አምናለሁ።					
2.	አማረኛን ለ7ኛና 8ኛ ክፍል ማስተማሪያነት ስንጠቀም መቆየታችን የትምህርት ጥራቱን ዝቅ እንደደረገው አስባለሁ።					
3.	በትምህርት ቤቶቻችን የሚሰጠው የእግሊዘኛ ቋንቋ ትምህርት ዝቅተኛ ከሆነ አማረኛን ለ7ኛና 8ኛ ክፍል ማስተማሪያነት መጠቀም የተሻለ ነው ብዬ አምናለሁ።					
4.	የ7ኛ እና 8ኛ ክፍል ተማሪዎችን በአማረኛ ማስተማር ተማሪዎቹ ወደፊት በእንግሊዘኛ በሚሰጠው የ10 ኛ ክፍል ብሔራዊ ፈተና ላይ ውጤታቸው ዝቅተኛ እንዲሆን ያደርገዋል ብዬ አስባለሁ።					
5.	በእኔ እምነት አማረኛ የ7ኛ እና የ8ኛ ክፍልን የሒሳብና የሳይንስ ትምህርቶችን ለማስተማር ብቃት የሰውም ምክንያቱም አንዳንድ ሳይንሳዊ ስያሜዎችንና ፅንሰ ሐሳቦችን በእንግሊዘኛ ካልሆነ በስተቀር በአማረኛ መግለጫ ስለማይቻል ነው።					
6.	አማርኛን ለ7 ኛ እና ለ8 ኛ ክፍል ማስተማሪያነት መጠቀም የተማሪዎቻችን የእንግሊዘኛ ችሎታ ዝቅ ያደርገዋል ብዬ አምናለሁ።					
7.	በእኔ እምነት የተሻለ ውጤታማ ስመሆን እንግሊዘኛን ለ7 ኛ እና 8ኛ ክፍል ማስተማሪያነት መጠቀም ያስፈልጋል።					
8.	እንደኔ እምነት በእንግሊዘኛ ብቻ ማስተማር አስቸጋሪ ነው።					
9.	መምህራን እግሊዘኛን ለማስተማሪያነት ስመጠቀም የሚያስችል በቂ የእንግሊዘኛ እውቀት የለንም።					

10.	በ7ኛ እና 8ኛ ክፍል ደረጃ አማራጭ ስህተት ሳይንስ ትምህርቶች (Social Studies and Civic Education) እንግሊዘኛን ደግሞ ሰራተኛ ሰተፈጥሮ ሳይንስ ትምህርቶች (Physics, Chemistry and Biology) መጠቀም ጥሩ እንደሆነ ይሰማኛል።					
11.	እንግሊዘኛንና አማራጭን ስተሰደድ ትምህርቶች ማስተማሪያነት መጠቀማችን ከ1ኛ ደረጃ ወደ 2ኛ ደረጃ ተማሪዎች ሲሻገሩ ከአማራጭ ወደ እንግሊዘኛ የሚደረገውን የማስተማሪያ ቋንቋ ስውጥን በተሳካ ሁኔታ ስመቋቋም (Smooth transition) ያስችላቸዋል ብዬ አስባለሁ።					
12.	እንግሊዘኛንና አማራጭን ስተሰደድ ትምህርቶች ማስተማሪያነት የማዋል ጥቅም አይታዩኝም።					
13.	እንግሊዘኛንና አማራጭን ስተሰደድ ትምህርቶች ማስተማሪያነት የምንጠቀም ከሆነ ተማሪዎች በሁለት የተሰደድ ፊደልና የቋንቋ ሥርዓት ባላቸው ቋንቋዎች በመጻፍና በማንበብ መማር የሚያስቸግራቸው ይመስለኛል።					
14.	ሰ7ኛ ሰ8ኛ ክፍል ትምህርት እንግሊዘኛን ለማስተማሪያነት (Medium of Instruction) አማራጭን ደግሞ በአጋዥነት (Support Language) መጠቀም ስተሻስ ውጤት ያደርሳል።					
15.	እንግሊዘኛንና አማራጭን ሁለቱንም በጋራ እንደ አውድ (Context) በመቀደድ (Bilingual Education) በማስተማሪያነት ስንጠቀም ከአንደኛ ደረጃ ወደ 2ኛ ደረጃ ስንሻገር ከአማራጭ ወደ እንግሊዘኛ የሚደረግ የማስተማሪያ ቋንቋ ስውጥን የተሳካ (Smooth transition) ሲያደርገው ይችላል።					

ክፍል ሦስት:- ጥቅል ጥያቄዎች

1. በ7ኛ እና በ8ኛ ክፍል ትምህርት የህብረተሰብ ሳይንስ ትምህርቶችን በአማርኛ የሒሳብና የተፈጥሮ ሳይንስ ትምህርቶችን ደግሞ በእንግሊዘኛ እንድታስተምሩ የተወሰነበት ምክንያት ምን ነበር? ምክንያቶቹን አሳማኝ ነበሩ?

2. በ7ኛ እና በ8ኛ ክፍል ትምህርት የህብረተሰብ ሳይንስ ትምህርቶችን በአማርኛ የሒሳብና የተፈጥሮ ሳይንስ ትምህርቶችን ደግሞ በእንግሊዘኛ እንድታስተምሩ መደረጉን ትደግፋላችሁ? ስምን ?

3. በአጠቃላይ የ7ኛና የ8ኛ ክፍል ትምህርትን እንድታስተምሩ ቋንቋ ምን ቢሆን ትመርጣላችሁ?

- ሀ. ሁሉንም ትምህርት በአማርኛ ብናስተምር:- _____
- ለ. ሁሉንም ትምህርት በእንግሊዘኛ ብናስተምር:- _____
- ሐ. ሒሳብና የሳይንስ ትምህርቶችን በእንግሊዘኛ የሕብረተሰብ ሳይንስ ትምህርቶችን ደግሞ በአማርኛ ብናስተምር:- _____
- መ. ሁሉንም ትምህርቶች በእንግሊዘኛ ሆኖ አማርኛ ግን በአጋዥነት እንደየሁኔታው በመጠቀም ብናስተምር:- _____
- ሠ. ሲሳ ካስ ይጥቀሱ:- _____

4. ከላይ ስመረጣችሁት የማስተማሪያ ቋንቋ ምክንያታችሁ ምንድን ነው?

አዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ት/ቤት
የሥነ-ልቦና ትምህርት ክፍል

በተማሪዎች የሚሞላ መጠይቅ

የጥናቱ ርዕስ:- “Views towards the Newly Introduced Medium of Instruction Policy in Amhara Region: A Case in Upper Primary Schools(Grade 7 and 8) of Gondar Town”

ይህ ጥናት በቅርብ በክልሉ በተገባር ላይ በሞሰው የ7ኛ እና የ8ኛ ክፍል የማስተማሪያ ቋንቋ ፕሮግራም ላይ ያተኮራል። በዚህም ፕሮግራም መሰረት እንግሊዘኛ ስሌሳብና ስሌሎች የሳይንስ ትምህርቶች አማርኛ ደግሞ ለህብረተሰብ ሳይንስ ትምህርቶች በማስተራረድ ቋንቋነት እንዲያገለግሉ ተደርጓል። የጥናቱ ዋና ዓላማ በዚህ ፕሮግራም ዙሪያ ባሉ አመለካከቶች ላይ መረጃ መሰብሰብ ነው። በመሆኑም እርስዎ የሚሰጡት መረጃ ስጥናቱ መሳካት ከፍተኛ እስተዋጭ ስላለው የገልጻችን አስተያየት በትክክልና በጥንቃቄ እንዲሞሱ በትህትና እጠይቃለሁ። የሚሰጡትን መረጃ ሚስጥራዊነት ለመጠበቅ እንዲቻል ስም መጻፍ ወይም ማንነትን መግለጽ አያስፈልገም። ለሚያደርጉት ቀና ትብብር ከወዲሁ ላቅ ያስ ምስጋናዬን አቀርባለሁ።

ክፍል አንድ:- አጠቃላይ መረጃ

1. ፆታ:- ወንድ: ----- ሴት: -----
2. ዕድሜ:- _____
3. የክፍል ደረጃ:- _____
4. ትምህርት ቤት:- _____
5. የትውልድ ሥፍራ:- _____

ክፍል ሁለት:- ዝርዝር መረጃ

በሚከተለው ሰንጠረዥ ውስጥ የተሰጡትን ሐሳቦች በጥሞና ካነበቡ በኋላ በእያንዳዱ ጉዳይ ላይ መስማማት አስመስማማትዎን ለማመልከት በየአምዱ ራስጌ ከተቀመጡት ክፍት ቦታዎች ላይ የ ናራይትን (✓) ምልክት በማድረግ ይገለጹ። በጣም የሚስማሙ ከሆነ በ 1 ፣ የሚስማሙ ከሆነ በ 2 ፣ የማይስማሙ ከሆነ በ 3 ፣ በጣም የማይስማሙ ከሆነ በ 4 እንዲሁም በጉዳዩ ላይ ሃሳብ የሌለዎት ወይም ያልወሰኑ ከሆነ ደግሞ በ 5 ሥር ምልክቱን ያስቀምጡ። በዚህ መሠረት:-

- 1 . በጣም እስማማለሁ
- 2 . እስማማለሁ
- 3 . አልስማማም
- 4 . በጣም አልስማማም
- 5 . ምንም ሐሳብ የለኝም ወይም አልወሰንኩም ማለት ይሆናል።

ተ.ቁ	ጉዳዮች (Items)	1	2	3	4	5
1.	ሁሉም የ7ኛ እና የ8ኛ ክፍል ትምህርቶች በአማራጭ ሲሰጡ በነበረበት ወቅት ተማሪዎች የተሻለ ውጤታማ ነበሩ ብዬ አምናለሁ።					
2.	ተማሪዎች ስ7ኛና 8ኛ ክፍል ትምህርትን በአማራጭ ሲማሩ መቆየታቸው የትምህርት ጥራቱን ዝቅ እንዳደረገው አስባለሁ።					
3.	በትምህርት ቤታችን የሚሰጠው የእግሊዘኛ ቋንቋ ትምህርት ዝቅተኛ ከሆነ አማራጭን ስ7ኛና 8ኛ ክፍል ማስተማሪያነት መጠቀም የተሻለ ነው ብዬ አምናለሁ።					
4.	የ7ኛ እና 8ኛ ክፍል ትምህርትን በአማራጭ የምንማር ከሆነ ወደፊት በእንግሊዘኛ በሚሰጠው የ10 ኛ ክፍል ብሔራዊ ፈተና ላይ ውጤታችን ዝቅተኛ እንዲሆን ያደርገዋል ብዬ አስባለሁ።					
5.	በእኔ እምነት አማራጭ የ7ኛ እና የ8ኛ ክፍልን የሒሳብና የሳይንስ ትምህርቶችን ለማስተማር ብቃት የሰውም ምክንያቱም አንዳንድ ሳይንሳዊ ስያሜዎችንና ፅንሰ ሐሳቦችን በእንግሊዘኛ ካልሆነ በስተቀር በአማራጭ መግለጻት ስለማይቻል ነው።					
6.	የ7 ኛ እና የ8 ኛ ክፍል ትምህርትን በአማራጭ የምንማር ከሆነ የእንግሊዘኛ ችሎታችንን ዝቅ ያደርገዋል ብዬ አምናለሁ።					
7.	በእኔ እምነት የተሻለ ውጤታማ ስመሆን እንግሊዘኛን ስ7 ኛ እና 8ኛ ክፍል ማስተማሪያነት መጠቀም ያስፈልጋል።					
8.	እንደኔ እምነት በእንግሊዘኛ ብቻ መማር አስቸጋሪ ነው።					
9.	መምህራን እግሊዘኛን ለማስተማሪያነት ስመጠቀም የሚያስችል በቂ የእንግሊዘኛ እውቀት የላቸውም።					
10.	በ7ኛ እና 8ኛ ክፍል ደረጃ አማራጭን ለህብረተሰብ ሳይንስ ትምህርቶች (Social Studies and Civic Education) እንግሊዘኛን ደግሞ ለሒሳብና ለተፈጥሮ ሳይንስ ትምህርቶች (Physics, Chemistry and Biology) መጠቀም ጥሩ እንደሆነ ይሰማኛል።					
11.	እንግሊዘኛንና አማራጭን ለተሰደደ ትምህርቶች መማሪያነት መጠቀማችን ከ1ኛ ደረጃ ወደ 2ኛ ደረጃ ስንሻገር ከአማራጭ ወደ እንግሊዘኛ የሚደረገውን የማስተማሪያ ቋንቋ ሰውጥን በተሳካ ሁኔታ ለመቋቋም ያስችላል ብዬ አስባለሁ።					
12.	እንግሊዘኛንና አማራጭን ለተሰደደ ትምህርቶች ማስተማሪያነት የማዋል ጥቅም አይታዩኝም።					
13.	እንግሊዘኛንና አማራጭን ለተሰደደ ትምህርቶች መማሪያነት የምንጠቀም ከሆነ በሁለት የተሰደደ ፊደልና የቋንቋ ሥርዓት ባላቸው ቋንቋዎች በመጻፍና በማንበብ መማር የሚያስችግረን ይመስለኛል።					

14.	ሰ7ኛና ሰ8ኛ ክፍል ትምህርት እንግሊዘኛን ለማስተማሪያነት (Medium of Instruction) አማራጭን ደግሞ በአጋዥነት (Support Language) መጠቀም ስተሻስ ውጤት ያደርሳል።					
15.	በእንግሊዘኛና በአማራጭ በሁሉም በጋራ እንደየሁኔታው እየተቀያየረ ብንማር ከአንደኛ ደረጃ ወደ 2ኛ ደረጃ ስንሻገር ከአማራጭ ወደ እንግሊዘኛ የሚደረግ የማስተማሪያ ቋንቋ ለውጥን በተሳካ ሁኔታ ለመቋቋም ያስችላል።					

ክፍል ሦስት:- ጥቅል ጥያቄዎች

1. በ7ኛ እና በ8ኛ ክፍል ትምህርት የህብረተሰብ ሳይንስ ትምህርቶችን በአማርኛ የሒሳብና የተፈጥሮ ሳይንስ ትምህርቶችን ደግሞ በእንግሊዘኛ እንደትማሩ መደረጉን ትደግፋላችሁ? ስምን ?

2. በአጠቃላይ የ7ኛና የ8ኛ ክፍል ትምህርትን የምትማሩበት ቋንቋ ምን ቢሆን ትመርጣላችሁ?

- ሀ. ሁሉንም ትምህርት በአማርኛ ብንማር:- _____
- ለ. ሁሉንም ትምህርት በእንግሊዘኛ ብንማር:- _____
- ሐ. ሒሳብና የሳይንስ ትምህርቶችን በእንግሊዘኛ የህብረተሰብ ሳይንስ ትምህርቶችን ደግሞ በአማርኛ ብንማር:- _____
- መ. ሁሉንም ትምህርቶች በእንግሊዘኛ ሆኖ አማርኛ ግን በአጋዥነት እንደየሁኔታው በመጠቀም ብንማር:- _____
- ሠ. ሌላ ካለ ይጥቀሱ:- _____

3. ከሳይ ለመረጣችሁት የመማሪያ ቋንቋ ምክንያታችሁ ምንድን ነው?

Appendix U III

በ1999 ዓ.ም በተሰጠው የመጀመሪያ ደረጃ ትምህርትና ተቋማት (የ8ኛ ክፍል) ክልል አቀፍ ፈተና በየዞኑ የተመዘገበውን አማካይ ውጤት

የሚያሳይ የድግግም ሰንጠረዥ

አማካይ ውጤት	ምስጋኛም			ምዕንጃም			አዊ			ባ/ዳር			ሰንገደር			ደ/ገደር			ሰውሉ			ዋግካምራ			
	ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ	
11																									
12				1		0																			
13				0		0																			
14				0		0																			
15				0		0																			
16				1		1																			
17				1		0																			
18				0		0																			
19	2	0	2	1		0				0	1	1	1	1	2										
20	0	0	0	0		0				0	0	0	0	0	0										
21	0	0	0	0		0				1	0	1	0	0	0										
22	2	0	2	0		0				0	0	0	1	4	5										
23	1	1	2	1		2				0	0	0	5	5	1										
24	1	4	5	2		2				1	3	4	6	8	14										
25	1	1	2	2		1				2	2	4	0	3	3	9	7	16							
26	3	8	11	2		2				4	5	6	11	2	2	4	8	23	31	5	4	9	12	18	30
27	5	12	17	8		6				14	7	10	17	4	8	12	15	48	63	2	6	8	24	30	54
28	17	18	35	3		11				14	19	27	46	5	9	14	25	71	96	13	11	24	40	47	87
29	27	29	56	18		28				46	32	40	72	3	11	14	43	120	163	19	21	40	58	78	146
30	22	35	57	38		41				77	50	39	89	6	7	13	56	143	199	19	23	42	99	90	189
31	58	57	115	49		49				98	78	82	160	13	24	37	104	228	332	55	49	104	146	169	315
32	67	68	135	54		90				144	95	132	227	10	21	31	127	239	366	57	65	122	152	137	289
33	53	110	203	98		118				216	128	177	305	26	43	69	201	354	555	88	130	218	215	209	424
34	92	99	191	98		122				220	138	184	322	18	40	58	209	375	584	88	111	199	244	234	478
35	111	145	256	107		138				245	218	286	504	38	68	106	244	426	670	165	174	339	325	258	583
36	197	190	377	200		209				409	231	298	529	41	45	86	354	560	914	188	165	353	354	291	645
37	170	189	359	192		216				410	280	348	628	62	58	120	361	515	876	228	274	502	299	254	553
38	288	327	565	273		311				584	269	353	622	47	74	121	512	849	1161	249	247	496	424	368	792
39	285	245	530	271		267				538	296	340	636	46	75	121	385	566	951	283	244	527	476	374	850
40	348	360	708	389		386				775	113	426	844	74	111	185	519	793	1312	416	398	814	476	380	856
41	349	323	672	323		368				691	326	332	658	59	97	156	450	654	1104	352	329	681	463	394	857
42	500	457	957	540		457				997	387	375	762	95	120	215	585	735	1320	496	436	932	432	310	742
43	426	394	820	404		400				804	347	316	663	100	99	199	516	647	1163	449	374	823	488	384	872
44	597	538	1135	624		520				1144	374	347	721	108	115	223	541	733	1274	609	541	1150	496	363	859
45	484	453	937	479		478				957	340	264	604	95	85	180	462	819	1081	503	372	875	493	366	859
46	571	431	1002	541		471				1012	349	270	619	126	133	259	488	552	1040	649	501	1150	526	337	863
47	730	577	1307	681		623				1304	299	219	518	105	89	194	586	670	1256	545	432	977	401	243	544
48	553	456	1012	601		517				1118	316	228	544	130	114	244	496	491	987	623	488	1111	471	310	781
49	741	515	1256	731		600				1331	280	179	459	96	102	198	510	600	1110	541	373	914	412	280	682

ደ/ወሉ			አርሚያ			ሰሜን ሸዋ			የክልል ድግግም			ድምር ድግግም	ፕሮሰንት ድግግም	ድምር ድግግም			Σfx
ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ			ወ	ሴ	ድ	
									0	1	1	1	0.0	0	1	1	11
									1	0	1	2	0.0	1	1	2	12
									0	0	0	2	0.0	1	1	2	0
									0	1	1	5	0.0	1	4	5	42
									0	0	0	7	0.0	3	4	7	30
									0	0	0	9	0.0	4	5	9	32
									1	0	1	12	0.0	6	6	12	51
									0	0	0	14	0.0	7	7	14	36
									0	0	0	20	0.0	11	9	20	114
									0	1	1	21	0.0	11	10	21	20
									1	0	1	24	0.0	14	10	24	63
									1	0	1	32	0.0	18	14	32	176
									2	1	3	50	0.0	24	26	50	414
									3	4	7	102	0.0	47	55	102	1248
									4	8	12	170	0.1	77	93	170	1700
									16	15	31	166	0.2	143	193	336	4316
									37	37	74	100	0.3	274	403	677	9207
									35	39	74	180	0.6	468	712	1180	14084
									67	119	186	166	1.0	819	1308	2127	27463
									90	140	230	166	1.6	1318	2003	3321	35820
									184	246	430	166	2.6	2210	3157	5367	63426
									177	249	426	166	3.7	3184	4472	7656	73248
									293	442	735	166	5.4	4655	6512	11167	115863
									338	394	732	166	7.2	6227	8526	14753	121924
									416	431	847	166	9.4	8283	10954	19237	156940
									690	647	1337	166	12.3	11193	14051	25244	216252
									580	576	1136	166	15.1	13910	17062	30972	219336
									758	784	1542	166	18.6	17401	20917	38318	279148
									679	667	1346	166	21.5	20742	24281	45023	261495
									911	874	1785	166	26.2	25077	28738	53815	351680
									794	722	1516	166	26.9	28866	35544	61410	311395
									1060	881	1941	166	34.4	33687	37021	70708	390516
									875	756	1631	166	38.3	37899	40913	78812	34847
									1112	854	1966	166	43.1	43099	45519	88618	43146
									816	712	1528	166	47.0	47357	49344	96701	36375
									852	648	1500	166	51.2	52098	53119	105217	39175
									1010	814	1624	166	55.7	57124	57293	114417	43240
									811	552	1363	166	59.6	61654	60835	122489	38745
									931	645	1576	166	63.8	66507	64529	131036	41880

