

**ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
SCHOOL OF GRADUATE STUDIES**

**CHALLENGES AND PROSPECTS OF AFAR LANGUAGE AS
MEDIUM OF INSTRUCTION**

**BY
WESSENYELASH ARAYA**



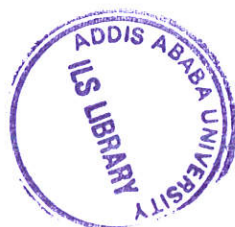
**JULY, 2008
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**A THESIS SUBMITTED TO THE SCHOOL OF
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ACRONYMS

AMI : Afar Medium Instruction
LOI : Language of Instruction
MOI : Medium of Instruction
MOE : Ministry of Education
MT : Mother Tongue
: Number
E.C : Ethiopian Calender

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the study

Language is a tool for communication and/or knowledge, and also a fundamental attribute of cultural identity and empowerment, both for the individual and the group. It is an essential means of communication by which individuals may express about themselves so that it gives the opportunity to deal with the values, cultures, attitudes, aspirations and the likes of its speakers (Limage, 1998).

Apart from its role to enrich the cultural heritage, language plays great role in education. Language in education has been used in two ways. Language as a medium of instruction (MOI) and language as a subject. However, the main function of language in education is as a medium of instruction (UNESCO, 1991). This language of instruction the medium of communication for transmission of knowledge is different from language teaching as a subject.

Students who lack sufficient language skills not only fail in the language progress but they also fail in other subject areas. (Thomas, 1990). For this reason, the choice to use the right language of teaching becomes a very crucial issue in every educational field.

When we ask the question of which language should a child expected to use for class room instruction among the language he/she acquired before.

The most obvious answer to this question, as many scholars suggest, is his/her mother tongue. A number of researches have shown that at least in the primary grades a child has to learn using his mother tongue, if a

child will have to develop greater self esteem, greater independence of thought, greater creativity (<http://www.Google.Gebre.yoh>). Besides the above opportunity, the child also has psychological, sociological and educational advantage if he/she uses mother tongue for education (UNESCO 1953:11 in Fasold 1984:293). So, many countries around the world have adopted the mother tongue program, example German, India, Sweden, Algeria, morocco, Ethiopia etc... .

Though there are a number of views about the benefits of using mother tongue as the medium of instruction, it is not always successful. Surprisingly, sometimes those social groups who were given a right and a chance of using mother tongue as a medium of instruction happen to bitterly reject this opportunity. Such a case were observed in Nigeria (Thomas 1990:240), Peru (Neilson and communing 1997:105) and South Africa (UNESCO1972;80) and Ireland (Baker1998;45).

The current Ethiopian Educational policy declares the use of nationality languages as media of instruction for primary education (MOE, 1994). As a result, over twenty nationality languages are being used as the language of learning in primary schools in different regions. These are Tigrigna, Amharic, Silti and Harari from the Semitic family; Hadiyya, Kembata, Sidama, Afar, Somali, Oromo, Awigna, Xamtagna, Qebena from the Cushitic family; Keficho, Korote, Gedeio, Gofa, Dawro, Wolayta from the semitic group and Agnuwak, Nu'er, Mezenger from the Nilo-Saharan family. (MOE, 2002:37) Afar has been used as a medium of instruction for the last 10 years in Afar region. However, it has failed to be properly used, which is the target of this study.

1.2 Statements of the problem

In principle, using mother tongue in education seems simple. However, the practical implementation of mother tongue education policy for teaching in primary schools without considering the necessary preparation creates problems in education. Farrant (1980) It is an easy task because of its huge human, financial and material requirements. On the one hand, most of the time, such policies are introduced without ensuring that there are sufficient trained teachers, fluent in the language. According to Komarek (1996), one of the major obstacles in implementing mother tongue as a language of learning is the problem of finding well trained teachers. More or less most of the regions in Ethiopia started the program experiencing this problem, but Afar can not go with the problems and failed to implement.

Policy makers introduced the mother tongue policy without considering any teaching materials and additional literature in the language. Even when they think there are reading and teaching materials in the language, in most of the cases, inadequacy of teaching materials have occurred not only in preparation and publication but also in distribution.

In line with this UNESCO (1982) cited in McNab 1989) says, although, there are tendency in African countries to use their language in education was increasing from time to time, the problems encountered in scarcity of teaching materials and additional literature, were hindrance to the implementation program.

CHAPTER TWO

2. CONCEPTUAL FRAMEWORK

2.1 The role of language in Education

Language plays a central role in education. In this regard, Rubagumya(2000) notes that it can hardly be possible to educate any individual without language. In line with this, Coombs(1985) says: "Language is the principal vehicle for teaching and learning.....". To be successful in teaching and learning process both teachers and students have to have a good command in the medium of instruction. If students are not proficient enough in the language of learning, they will face difficulty to communicate with their teachers and unable to read books and other instructional materials. (Shuy and Fasold, 1993 Cited in Altaye, 2001)

In addition, a more comprehensive description in the role of language in education is given by Spolisky (1972,12) as follows:

"Learning in school depends on intonation- the interaction of pupil with his teachers, with his books, with his peers and all these interactions are mediated by language. Schools is not just a place through language, most of its learning depends on pupils' ability to what his teacher says and what is in his books without communication between teachers and pupils, there is little chance of effective communication".

Therefore, the choice of the right language of teaching and learning becomes very crucial in every educational context.

If there is an opportunity for selection of a language to use as a medium of instruction, it becomes clear that the choice, in the primary education, will be the child's mother tongue. Most educationists today argue that a child's primary education at least must be in its native language. As Coombs (1984) cited in Altaye (2001) express; "in early primary grades young children should be initially instructed and made literate in the mother tongue before being introduced to a second languages." Education in mother tongue at early age is the bedrock and determines the child's future success.

But for a great number of children, starting school means staring to learn a new language. The school established a language barrier, which hinders their learning, reduces their efforts and chance of success in the education system. (Spolisky 1972).

Based on the suggestion, The transitional Government of Ethiopian (1994) declare the policy, which is the promotion and development of the ethnic languages spoken in the regions on equitable basis, the initiative also accords with the rights of nationalities to use their own languages in education.

2.2 Mother tongue as a medium of instruction

A medium of instruction is an enabling tool. It facilitates the learning of subject content, and is also a means by which students reflect on different facts and view points in order to construct a new view of the world, including the meanings they attribute to the new concepts they are introduced to, and the values they attach to them(Robinah,2003)

Learning through the mother tongue at least in the primary level is the child's human right. However, the choice of instructional language is a recurrent challenge in the development of quality education in several parts of the world and there is a controversy over the appropriate language (s) of instruction in primary schools, as instructional language is a key element to communicate easily and understand concepts of the subject. (Benson, 2004). This issue is also explained as follows: (Coombs 1985,321).

“The issue of what language or languages to adopt as the medium of instruction at successive levels of education is one of the most pedagogically difficult and potentially explosive political issue faced by schools in a great many countries. The problem is particularly acute in developing countries.”

Similarly UNESCO (1991), Says still there is no consensus on this Challenging issue, which is highly complex. In most developing countries, choosing the language used for instruction is no more technical or professional issue to be decided on purely pedagogical, but it is a matter of highly political, social and economic importance (Shumba and Manyati, 2000). Therefore, for most multilingual countries in the world and Africa it is impossible to practice the linguistics right in the declaration because of economic and political decision made by policy makers. In such countries, therefore, speakers of minority languages are often at a considerable disadvantage in the educational system.

However, the importance of mother tongue based schooling for education is confirmed by different scholars in the field of Education. There is an argument that stresses that “Students are quicker to learn to read and acquire other academic skills when first taught in their mother tongue. They also learn a second language more quickly than those initially taught to read in an unfamiliar language”(UNICEF, 1999. p.44 cited in <http://www.cal.org/pubs/ford/homl.g.pdf>).

This idea is clearly underlined also by Dutcher (1982:51) who says that “Children who have not learned in their mother tongue will not learn well in second language.....” they will learn neither to read nor to acquire subject matter through it.

Moreover, on the importance of using vernacular in education system, Bangunyawa (1980) also stated as follows.

“It is universally acknowledged principle in modern Education that a child should receive instruction both in and through mother tongue..... the heritages of his own people, and the natural and necessary expression of this heritage in the language. Neglect of the vernacular involves the danger of crippling and destroying the pupils’ productive powers.”

Thus, using vernacular for instruction is the most important and effective way of determining educational success. According to UNESCO(1985;48) “instruction in vernacular, enables each individual to become rooted in his own culture and by shaping his identity in it, to go forth later to meet other cultures”.



2.3 Language policy implementation

Language policy and planning cannot achieve its aims unless it is implemented. Implementation is a process of putting the developed language planning into effect. In order to bring changes, implementation program must be made in the behaviors of all affected parties. Teachers, students and parents must be clear about the objective, purpose and nature of the new innovation.

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

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

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

Beside these, as Becher (1981:152) states, implementation requires designing stage, requires watchfulness (look out for possible danger), piloting before full implementation as well as continuous monitoring, checking and periodically evaluating the policy being implemented as planned.

2.4 Problems and Constraint in implementing mother tongue in Education

Implementing the principle of mother tongue as a language of learning in multilingual country is highly challenging issue (Gefeller, 1998), because it will take time and multiple efforts to accomplish whatever theoretically seems to be easy and possible. Mother tongue education could be a failure if it is not properly introduced.

Many scholars such as Komarek (1996) have objections on the use of vernacular language in education not in principle but due to its implementation problems. They say that many countries fail to implement mother tongue in the teaching learning process because of insufficient attention given to the preconditions to be fulfilled and improper introduction in the language of instruction. Implementing mother tongue education is not a simple work for multilingual countries like Ethiopia which is the main target of this research paper.

The implementation of this policy has faced several problems. For instance, Weinstein(1983) and Fasold(1984) state that shortage of literature, problem of terminologies, lack of Educational materials, lack of adequately trained and logistically proficient personnel, and scarcity of finance are some factors that hinder the implementation of vernaculars as

a medium of instruction. Other problems that are related with the implementation of mother tongue as language of learning for Neilson and Cumming (1997 cited in Altaye 2000) are lack of developed writing system, standardization of languages, and expansion of vocabulary for the instructional purpose. In addition, the main implementation problem suggested by scholars and is considered more serious by UNESCO experts are, lack of text books and educational materials, lack of the general reading materials, shortage of trained teachers and inadequacy of vocabulary (Fishman 1968).

Among the major commonly identified problems, inadequate language planning also include the inappropriateness of technical terms, the complexity of synthetics patterns in text books, and outdated teaching methodologies, also have impact on the ineffective implementation of mother tongue in education. It is meaningless to teach children to read and write in their mother tongue with the absence of adequate supplementary reading materials and text books. (ibd)

Well trained teachers are bases of educational system Komarek (1996,).Therefore, the availability of capable teachers who can handle a particular educational program is a central issue that can highly affect the effectiveness of instruction(Fishman,1968).Good teachers are more important than any other aspects in education for the implementation of any type of educational program. Lepage (1964,26).

In this regared, Lepage's (1964,26) states that "Education is the most important investment.....for the future, good teachers are important than any other aspect of the system". Thus, the educational goals of any society can be successful if teachers are trained adequately and become competent.

More explicitly Fishman (1968,315), states that to teach in vernacular with which “the teachers, who have themselves received their education and professional training in a second language have difficulty to teach in the mother tongue.” Therefore, they must receive special and continued training in order to be capable in writing and reading the language.

As to Fishman (1968,315) and many other scholars in a highly illiterate community, it can be difficult to find teachers, who are qualified and speak the language.

In addition, UNESCO (1985) argues that whether the teachers speak the mother tongue or not, they need to be trained not only for pedagogical but also for sociolinguistic reasons. However, in most African countries, where several local languages are used as a medium of instruction, it is not easy to get enough teachers to teach in every vernacular language (Wolfson and Manes, 1985; Gefeller 1998). For one thing, the rate of educated people in all different local languages of a country is generally low. For instance, even if enough educated speakers are available, they prefer jobs in other fields of life to the teaching profession. Moreover, highly educated people may have left their mother tongue area for education and may never have developed their mother tongue proficiency to a high level community and the nations.

Based on the final report of UNESCO (1989:11) cited in Altaye particularly some countries have faced a problem of sufficient number of teachers. In the report even where teachers are available, they are not of high quality and don't have sufficient expertise in using the mother tongue as a language of learning.

The other problem that confronts mother-tongue teaching has to do with economy. To implement mother tongue in education, which was not previously used in the schools and did not own vocabularies and grammar in written form, would request more economic burden. In relation to this Mialaret (1979) contends that the extra cost needed to introduce new education materials and other facilities for newly available languages make the teaching learning process problematic in vernacular. In this regard Limage(1998) mentioned some of the problems that affect the production of local language materials. To him, mother tongue materials are more expensive, their production involves additional expenses not necessary for the production of non local languages. These expenses includes the salaries of linguists, specialized teams to assist in the development and standardization of the languages as well as expenses incurred to prepare specialized materials suitable and acceptable to the local language communities. All these factors result in higher unit cost of local language materials result in shortage of such materials to implement mother tongue education.

As we mentioned above, the ideology of mother tongue in education is easy to state, but implementation is quite different, which is difficult. Apart from the political and sociolinguistic issues raised by, there is also technical task of language development which must be fulfilled as a precondition before a language can be effectively used as a vehicle of education.

According to Stephen L.Walter (2000), the language must have a writing system, pedagogical literature, well defined educational jargons, and appropriate technical vocabulary for topics in health, science, geography, mathematics, social science, etc. Conventions need to be established for punctuation, linguistic borrowings, place names, personal names, etc. Issues of standardization must be resolved in terms of minor dialectical

variation, word breaks, and the semantic domain and scope of technical vocabulary. And also there should be compilation and publication of a basic dictionary and supplementary reading material. Without the preparation of all these precondition, implementing mother tongue in education leads to educational failure. Which of the factors, had impact on the implementation of the Afar language is the question that this study tried to answer.

2.5 Influence of Attitudes towards the mother tongue as a medium of Instruction

The effectiveness of language used for instruction is highly determined on the attitudes the language community, parents, teachers and students hold towards its use rather than the demographic fact of language distribution (Tsehaye:1997). The negative or positive values that these members of the society attach to the language can either retard or promote the development and implementation of educational programs. Therefore, before implementing any educational language policy, an assessment of the attitude of students, teachers, parents and society at large towards the language of instruction is an essential component.

If attitudinal assessment is not conducted to make decision on the language of instruction, failure of decision may reveal itself at a latter stage, by rejection of individual, or people or in the poor achievement of their students who learned under the pressure of political forces (Fasold, 1984).

In relation to attitude to language in education, Lepage(1964:21) states "the most important factor which determines how quickly a child learns is not the language he uses but the attitude of his parents, teachers and his peer groups towards the language used". So, This is to say parents,

teachers and people's attitudes may have impact on the implementation process of mother tongue as a medium of instruction.

The effect of attitudes towards language particularly by parents has been raised by Wells (1979) saying "..... Parents who feel a strong sense of pride in their language and cultural background are eager to transmit their cultural heritage to their children. This in turn helps their children succeed academically".

On the other hand, if parents have negative attitudes about the value of their cultural background or feel that they speak an inferior language are also encouraging their children to develop negative attitude, towards their first language, which is a major obstacle in the implementation of linguistic justice (Cummins, 1981).

A language of instruction, which has good acceptance by the society speeds up the implementation of educational programs which these help to achieve the intended educational objectives easily.

2.6 International and Ethiopia's experience of mother tongue Education

In this part, international experiences of different countries and that of Ethiopia will be dealt with, in order to know how each of them implemented the mother tongue education program. Thus, Guatemala, from Latin America, Canada from North America and three countries from east Africa and one from South Africa were treated as examples.

2.6.1 International experience of mother tongue education

In the literal sense, leading countries of the world such as England, USA, Germany, Sweden, Canada, India, China, Italy, Japan etc are multicultural. That is to mean, they contain population of diverse culture and linguistic set up that has evolved in the course of history. They were learning through their primary, secondary and university education in the mother tongue. Unlike for most of African countries, formal education is offered in a language that is foreign to the child, even though, there are evidence which shows children learn best in their mother tongue.

2.6.1.1 The experience of Guatemala

Guatemala has a twenty years old program in which the four most widely spoken 'Mayan' languages are used as language of instruction in basic education. Guatemalans speak more than 20 indigenous languages.(Dutcher 2004,1)

Before the government made a pilot project in bilingual and mother tongue education, Spanish was the language of instruction. Local Language may be used in primary school, but Spanish is the medium of instruction in the higher grades. (Ibid)

After the result of the a pilot project succeeded, the program was expanded to 400 school, then to 800 schools. The program now provides instruction in 14 languages for 230,000 rural children in 1200 school.(Ibid)

2.6.1.2 The experience of Kenya and Tanzania

In Africa, although linguistic rights have been expressively articulated in various charters and declarations, their implementation has been problematic. This has led to unbalanced status between the former colonial languages and the indigenous ones .This inbalance is evident in the education system and in media practices. This state of affairs is attributed

complex language situation that obtain in African countries(Fishman 1972). In the following part, the experience of language policies in education in two of the east African countries (Kenya and Tanzania) would be seen.

During the colonial period, Kenya and Tanzania practiced the British system of formal education. At the time of independence both countries have made very different decisions regarding curricular emphasis allocation of educational resources, etc...the basic structure had remained the same (Koroma and Kenyanjui,1978: 65). With rough estimation (Abdulaziz,1971:161) in Tanzania there are over one hundred vernacular language groups. The vernaculars fall into three language families (Bantu, Nilotic and Cushitic). Swahili is a national and official language of Tanzania. It has societal and educational role in Tanzania.

In Kenya also, Swahili is the national and official language. But it is not used so much significantly like it has been used in Tanzania. Because it is not the medium of the Kenyans power structure. Simply, Swahili is used as tool of national integration and a means of pan-African communication.

Both countries have contrasting education policies. A Tanzanian pupil in urban or rural school uses Swahili for all subjects except taking English as a subject.

The language of Kenyan counter parts will become difficult to predict. If the pupil attends school in Nairobi, he/she will have English as MOI from grade one on wards, English is used as a MOI for all subjects except Swahili. On the other hand in rural school of Kitui (one of the district of Kenya),the instruction will begin in language other than English, which is Kikamba from grade one to three. At the town of kitui, most of the instruction is in Swahili from grade one through three. Beginning from grade four on wards the Kenyan rural and urban school curriculum is uniform. Using English, as a medium of instruction with Swahili taught as a subject (Ibid).

In Kenya the implementation of mother tongue has faced several problems. The major problems have been that of unavailability of teaching material, the second problem has to do with teacher training; the third problem was with the negative attitudes towards indigenous languages. The final problem was, Kenya does not seem to have a clearly stated democratic languages policy that recognize and promotes all the languages used in the country.(Ibid)

2.6.1.3 Algeria

After independence, Algeria started to use Arabic as a medium of instruction, within one year (1962-1963), (UNESCO,1964:3, 1965:4 in Fishman 1972 :289). However, the program towards using Arabic as a medium Of instruction was hampered due to shortage of qualified teachers, who teach in the nationality language, which enforced the country to call upon for help, for material resources including teachers from other Arab countries and to resort to massive recruitment of teachers, some of whom had only primary school diplomas.(Ibid)

Moreover, in order to limit the lowering of educational standards, the none qualified were made to receive special training over a period of six years. Training of new teachers and preparation of teaching and learning materials were among the other measures taken for effective use of Arabic as medium of instruction.

As a result of such effort, the problems associated with teachers and preparing a adequate materials in Arabic was resolved. In 1965, the use of Arabic as the language of instruction was applied to pupils enrolled in grade one and continued a policy of rapid Arabaization in other grades as well (UNESCO 1965:11in Altaye 2001). This situation is the same to morocco and Tunisia.

2.6.2 Mother Tongue Education in Ethiopia

2.6.2.1 A brief Historical Background Pre -1991

Ethiopia, like most African and Asian Countries is linguistically heterogeneous. There are about 85 nationality languages, which are classified into four language families namely, Cushitic, Ethio Semitic, Nilo-Saharan and Omotic, (Geffler, 1999).

In the history of the Ethiopian education, the use of mother tongue as a medium of instruction began with the efforts of the missionaries for the purpose of evangelism. Pankhrust (1969) cited in Muluneh Gurach (2005) However, this attempt was not in line with the needs and interest of the society to develop their vernacular language (McNab, 1989). The societies were not conscious about it.

During the Italian invasion, the medium of instruction were to be local languages. According to Ayalew (2000), Amharic, Tigreña, Oromigna, Kafaicho, Sidamagna and Somaligna were used as mediums of instruction in the different regions. Nevertheless, this policy was formulated by Italians for administration. (McNab, 1984). After the expulsion of Italians from Ethiopia in 1947, the medium of instruction was changed. Since the intervention of Britain, the medium of instruction became English at all levels. And then according to Habtemariam Markos in Gorman (1970), the 1957 language policy declared Amharic as Medium of Instruction in elementary schools, grade 1 to 6, while the rest education level were using English as a medium of instruction and this was up to the end of the Derg regime.

Later on in the 1980s, during the national literacy campaign, fifteen different nationality languages were used in medium of instruction (McNab, 1989).

2.6.2.2 The Education and Training policy (ETP): post 1991

After the defeat of the military regime in Ethiopia, the Ethiopian Peoples Revolutionary Democratic Front (EPRDF) took over the political power. According to Tekeste (1996:80) "The Ethiopian People's Revolutionary Democratic Front (EPRDF) the successor of the power..... and its slogan is the right of every Ethnic groups to self determination upto and including succession".

The 1993 proclamation was that each region had the right to use its own language for instruction, and that each region was virtually responsible for the provision of primary education (from grade 1 to grade 8) to its citizens. The education and Training policy of Ethiopia, TGE (1994) clearly identifies and proves the role of the regions concerning the type of instructional languages to be exercised. Moreover, the education and Training policy has recognized that primary education will be given in the nationality languages, Amharic shall be taught as a language of country wide communication and English will be the medium of instruction for secondary and higher education TGE (1994:2) in Cohen(2000).

On the basis of this policy, so far over twenty nationality languages have been used as a medium of instruction in the primary education system of Ethiopia (MOE,2002:37, ICDR,1994 E.C.16). Some more vernaculars are also used in the non-formal education program (Teklehaimanot, 2001:10)in Gashaw Abebe (2007). English has become the medium of instruction from grade 9-12. However, in some regions English medium Starts from grade 7 or 8.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 Research Design

The main concern of this research is to investigate the major implementation challenges that the Afar language encountered as medium of instruction and future prospect of the Language as MOI.

3.1.2 Sampling and Sources of Data

3.1.2.1 Source of Data

The data sources for this study were

1. Teachers, who were engaged in the implementation of Afar medium instruction, and previous students, who have learnt in Afar medium instruction subjects in their past primary grade.
2. Parents
3. Regional, Zonal and wereda education bureau officials and experts, who participated in the previous attempt.

3.1.3 Sampling

In the study, simple random sampling, purposive and availability sampling techniques were employed. Hence, out of the total of five zones in the region, two zones were selected by purposive sampling technique. The reason behind selecting the two zones are, for one thing, the investigator is familiar to the area. The other is that, the two zones are nearest than the rest. These zones were zone one and zone three.

From each zone two schools were selected using purposive sampling technique. These were: Dubti high school from Dubti wereda and Simbile elementary school from Aysaita wereda in zone one and Neminefen high

school and Meleka were elementary school from Awash fentale woreda and Amibera woreda in zone three respectively.

The rationale behind for selection of high school was to get students, who have learnt in Afar language medium instruction in the past. Elementary schools were selected to obtain teachers, who instructed subjects in Afar medium and in addition to get students and teachers, who were currently learning and teaching the Afar language as a subject.

3.1.3.1 Selection of students

For selecting students, systematic random sampling technique was employed. To carry out this, the sample students were selected from grade 8 and grade 9-12. Based on this, 20 students were selected from primary grades and 40 students were included from high schools. Therefore, the total of 60 students was selected from the four sampled schools. All of them filled the questionnaires and some of them made informal group discussion with the researcher.

3.1.3.2 Selection of teachers

In each sampled elementary schools, all the available teachers who teach the language as a subject and who taught other subjects in Afar medium of instruction were selected purposefully as a sample. Though, they are small of number and to make the sample size adequately large, previous teachers, who are now working in another job were also included in the study deliberately. Hence, a total of 21 teachers have participated in this study.

3.1.3.3 Selection of Parents

By using purposeful sampling technique, a total of 30 parents were made to fill the questionnaire items. They were literate, can read and write. Those parents who were easily available and voluntary to fill the questionnaires and assumed to be participant to the issue were considered

during selection. The researcher believes that these parents might have certain information about the past implementation of Afar medium of instruction policy through their children schooling.

3.1.3.4 Election of educational and language experts

By using purposive sampling, 14 regional and zonal educational experts and eight language experts of the region and the zone, who had direct connection with the issue were involved in the study. It was believed that they could provide a rich, inside view about the past situation through questionnaire and Interview. The total of 22 educational and language experts were used.

3.2 Data Gathering Instrument

In this study, based on the review of literature and from the researcher experience: questionnaire, interview, informal group discussion were used as data gathering instruments.

In this regard, many scholars recommend that a single study should enable to gather data using multi-method approach. Deniz cited in (Teshome,1998:46) argues that because each method reveals different aspects of empirical reality, more than one data collecting methods should be used in every investigation as a rule. He explains that triangulating such methods as interviews, observations, questionnaires and documents builds checks and balance to a study design.

3.2.1 Questionnaires

All four type of questionnaires were prepared for teachers, students, parents and educational experts, to collect information about the background of the respective respondents, the major problem that was encountered in the past implementation periods of AMI program, the respondents attitude to wards the use of AMI program and their

suggestions and preparation being taken for re implementation of the program again.

Both open ended and close ended questionnaires, were prepared in Amharic to avoid ambiguities and to be effective, because most of the respondent can speak and write Amharic than English.

3.2.2 Interviews

The interview guides designed for educational and language experts were intended to gather information about the general attempt of using the language as a medium of instruction, which was made in the past and measures being taken to solve the previous problems and to reemployment the program in the region. And interview was also used to secure and cross check information obtained from the target population.

The interview was considered as the main data collection instrument for it gives the researcher ample advantages for clarification and to ask questions appropriate to the knowledge of the researcher and to adopt techniques to the circumstances.

All interviews were made using Amharic language, in which both the interviewees and the researcher can communicate efficiently. However, the interviewees are not voluntary to be recorded on tape; so instead of recording the researcher has taken notes .

Informal group discussion guides were also prepared to enrich the information gathered through questionnaires and interviews form all of the target groups.

The researcher had informal discussion session with the sample population.

3.3 Data Analysis

The data gathered through questionnaires, interviews and informal discussion were analyzed using both quantitative and qualitative methods. The data gathered through questionnaires were analyzed quantitatively using percentages. Whereas, the data gathered through interview, closed ended questionnaires and informal discussions were analyzed qualitatively using descriptive statements and explanations.

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CHAPTER FOUR

4. DATA ANALYSIS INTERPRETATION AND FINDINGS

This section presents finding and discussions of the data analyzed. As mentioned above, the data was collected through questionnaire, interviews and informal group discussions. Findings from the analysis of the data are presented as follows; the first part presents the general background of the respondents used in the study. The second part deals with discussions of major problems that the Afar language encountered as a medium of instruction during the implementation stage. The final part focuses on measures being taken by the region for future implementation of the program.

4.1. Background of the respondents

In order to understand the role and participation of the respondents during the implementation stage of Afar language as a medium of instruction, they were asked through questionnaire. The questionnaire contains the following items.

- a) Mention your sex
- b) Mention your educational status
- c) What is your mother tongue?
- d) If you speak a language other than your mother tongue, mention it..

The responses obtained from the questionnaire are summarized in the following tables.

4.1.1. Background of teacher respondents

Background of teacher respondents in relation to their mother tongue, second language, sex and educational status is presented in table 1 below

Table 1, Background of teacher respondents

Mother Tongue Language	Second Language	Sex	Educational Status								Total	
			Complete Primary Grades		Complete Secondary Grades		12+1 (TTI)		12+2 (Diploma)			
			#	%	#	%	#	%	#	%	#	%
Afar	Amharic	F	1	4.76	1	4.76					2	9.5
		M	5	23.8	4	19	1	4.76			10	47.6
		Total	6	28.6	5	23.8	1	4.76			12	57.14
	Others	F	2	9.5							2	9.5
		M	3	14.29	2	9.5			2	9.5	7	33.33
		Total	5	23.8	2	9.5			2	9.5	9	42.8
	Total		11	52.38	7	33.33	1	4.76	2	9.5	21	100%

As indicated in the above table, all the respondents speak Afar language as their first language, among which 12 (57.14%) of them speak Amharic as second language and the rest 9(42.8%) speak Oromifa, Tigrigna and Arabic in addition to Amharic as a second language.

In regard to sex, from the total 21 sampled teachers, 17 (80.9%) are male and 4 (19.05%) are females. What this result seems to suggest is that, in primary school of Afar region, the number of male teacher is relatively larger than female teachers. Concerning educational level of teacher respondents, 11 (52.38%) of them completed primary level, 7(33.33%) completed secondary level, and the other 2(9.5%) are diploma graduates, who attended one year and two years of formal training in teacher training institutions and colleges. Only one of the teacher is TTI graduate (4.76%).

4.1.2 Background of the students respondents

Background of the student respondents in respect to mother tongue, second Language, sex and grade level categories is shown in table 2.

Table 2: Background of the student respondents

Mother Tongue Language	Second Language	Sex	Grade Level						Total	
			8		9-10		11-12			
			#	%	#	%	#	%	#	%
Afar	Amharic	F	3	5.0	6	10.0			9	15.0
		M	15	25	15	25	15	25	45	75.0
		Total	18	30	21	35	15	25	54	90.0
	Others	F								
		M	2	33.33	4	6.67			6	10.0
		Total	2	3.33	4	6.67				
Total			20	33.33	25	41.67	15	25	60	100

As shown in table 2, from the total 60 sample students, 9(15%) are females and 51 (85%) are males. which shows there is a ratio of imbalance between male and female students. In terms of educational level 20 (33.33%) of the sampled students are grade 8 and the rest 40 (66.67%) of them are high school students. In regard to mother tongue, all of them speak Afar language as their mother tongue. The majority, (54 (90%)), of the student speak Amharic as a second language, while the rest, 6 (10%), speak Oromifa and Arabic as a second language. This clearly shows that the majority of the students in urban area of Afar region use Amharic for communication to other groups.

4.1.3. Background of Educational and language experts

Back ground of educational and language experts in terms of their mother tongue, second language and educational status is presented in table 3.

Table 3: Background of educational and language experts

Mother Tongue Language	Second Language	Total				Total	
		Complete Secondary Education		Complete College or University			
		#	%	#	%	#	%
Afar	Amharic	3	13.64	2	9.09	5	22.72
	English			1	4.54	1	4.54
	Others	6	27.27	1	4.54	7	31.8
	Total	9	40.9	4	18.2	13	59.09
Amharic	Afar			4	18.2	4	18.2
	English			1	4.54	1	4.54
	Others			1	4.54	1	4.54
	Total			6	27.27	6	27.27
Others	Amharic			3	13.64	3	13.64
	Total			3	13.64	3	13.64
Total		9	40.9	13	59.09	22	100%

As shown in table 3 above, out of the twenty two sample educational and language experts at the regional and zonal levels, 13 (59.09%) of them, speak Afar language as a native language and the rest 6(27.27) and 3 (13.64%) speak Amharic and others respectively. With regard to educational level, 13 (59.09%) are graduates from college or university and the remaining 9 (40.9%) are completed secondary education. All of them have an average work experience of seven years and above. Regarding their gender, all educational and language experts are male.

Concerning their occupation, the majority, 15 (68.18%) of them are educational experts and 7(31.8%) are language experts.

4.1.4 Background of parent respondents

Background of parents with respect to mother tongue, second language, sex and educational level is presented under in table 4.

Table: 4 Back ground of parent respondents

Mother Tongue Language	Second Language	Sex	Grade Level								Total	
			Only can read and Write		Attend Elementary School		Attend Secondary School		Complete College or University			
			#	%	#	%	#	%	#	%	#	%
Afar	Amharic	F	4	13.33							4	13.33
		M			6	20	4	13.33	2	6.67	12	40.00
		Total	4	13.33	6	20	4	13.33	2	6.67	16	53.33
	Others	F										
		M	2	6.67			4	13.33	3	10.00	9	30.00
		Total	2	6.67			4	13.33	3	10.00	9	30.00
Amharic	Afar	F	3	10.0							3	10.00
		M			2	6.67					2	6.67
		Total	3	10.0	2	6.67					5	16.67
Total			9	30%	8	26.67	8	26.67	5	16.67	30	100.0

As shown in table -4, out of the total 30 parents, 23 (76.67%) are males and the rest 7(23.33%) are females. Concerning their mother tongue, 25 (83.33%) speak Afar language and the rest 5(16.67) speak Amharic. The majority,16 (53.33%) of parents. speak Amharic as second language and 9 (30%) of parents speak others'. like Oromifa, Tigrigna and Arabic.

4.2. Problems the Afar language encountered as a Medium of instruction

Among the many problems that might have led the use of Afar language as a medium of instruction to failure, only the major ones are presented here. The researcher strongly believes that, these problems, which are reported in this research, are main causes, which led the programme to failure, of course not denying the impact of other factors on the implementation of Afar as MOI. The causes as reported by the respondents are: a) the quantitative and qualitative shortage of teachers b) unavailability of text books and supportive instructional materials c) poor curriculum development and d) language related problems faced in AMI. These are discussed below.

4.2.1. Quantitative and Qualitative Shortage of Teachers in the Language of instruction

The right numbers of teachers with the right level of skills are necessary to accomplish the desired goals and objectives of mother tongue program in schools. In this regard, the participants of this research were asked to judge whether there were adequate and qualified supply of teachers or not in the early implementation of mother tongue education in Afar. The information obtained from the respondents are summarized in the subsequent sections.

4.2.1.1. Shortage of adequate number of teachers

The information obtained through questionnaire from 21 teacher respondents regarding the number of teachers is summarized in table 5 below.

Table 5- Supply of Teachers as Judge by Teachers

Item	Response			
Was there Adequate number of teachers in your schools	Yes		No	
	Number	%	Number	%
	1	4.76	20	95.23
Total	1	4.76	20	95.23

Teachers were asked whether there was shortage in number of teachers or not, in their respective schools. As shown in tables above, the great majority 20(95.23%) of them selected the answer '**no**' and only 1 (4.76%) of them selected '**yes**'.

On the next item of the questionnaire, teachers were also asked to verify their reason for choosing "**yes**" or "**no**" answers. Those who selected the "**no**" answer stated that, a single teacher holds more than 45 periods per week and expected to teach more than the capacity he/she has. They were over loaded. So, great number of teachers ran away from the teaching job in search of a better one.

Sixty students were also asked the same question through questionnaires. The purpose of asking students was in order to get reliable information

regarding shortage of teachers in teaching Afar as a subject and using it as a medium instruction. The responses were organized as shown in table 6.

Table 6- Availability of enough number of teachers as judged by students

Item	Response			
	Yes		No	
	Number	%	Number	%
Was there adequate number of teachers assigned in our school in Afar medium instruction	2	3.33	58	96.67
Total	2	3.33	58	96.67

Considering the information in the above table, almost all of the students, 58 (96.67%) selected '**no**' , while the rest 2 (3.33) chose '**yes**', implying that there was inadequate number of teachers assigned to schools in Afar medium instruction. They also explained in the interview that there was acute shortage of teachers, as reflected by the students: Most of them say as follows:

“When we were in grade 5 and 6, we didn’t have a teacher for social science, which was taught in Afar, nor for the language itself. So we didn’t learn social science for more than 2 or 3 years due to absence of teacher to teach it.”

In line with this, Teshager Kassa, (1995:8) in his research stated that “በክልሉ ዙን ሁለት ውስጥ ያሉ የ5ኛ እና 6ኛ ክፍሎች ተማሪዎች በቋንቋው የህብረተሰብ ሳይንስ ትምህርትን የሚያስተምሩ መምህራን ባለመኖራቸው እና በቋንቋው በማማህኘት ለ4 እና 5 አመታት ከዚያም በላይ ትምህርቱ ባለመሰጠቱ በተማሪዎች ግንዛቤ ላይ ከፍተኛ ተፅዕኖ አሳድሯል።”

Which means; since there was shortage of teacher, who teach social science in Afar medium, students who were in Zone 2 couldn't learn the subject for five or six years.

Moreover, according to the questionnaires administered to educational and language experts, all 22(100%) of the respondents confirmed that there was shortage of teachers and therefore social science was not given or taught in a significant number of schools in the region.

Based on the information obtained from teachers, students and educational and language experts, one can conclude that there was serious shortage of teachers in the earlier implementation period of the Afar language as a medium of instruction.

4.2.1.2. Shortage of qualified Teachers and training in the LOI, Afar

We saw earlier in table 1 that most of the teachers who have been teaching in Afar medium completed primary and secondary grade levels only. These teachers taught in Afar medium instruction without having formal teacher training qualification. The rest insignificant number, 3 (14.28%) of them were graduates with certificate and diploma. However, for quality education, according to the new education and training policy of Ethiopia,

teachers of grade 5-8 and 1-4, shall have diplomas and certificates respectively (MOE, 2002).

Thus, the teachers, who were teaching in Afar medium, were under-qualified and do not have the necessary qualification.

In order to verify the response of teachers, educational experts were also asked in the interview to comment on the status of teacher qualification.

Educational experts stated that, they knew the teachers were unqualified, but they didn't have other alternative to get qualified teachers at the time, so they simply assigned teachers to teach, by giving them short term training, though they lacked the necessary qualification. One reason for this was, according to the experts, the program introduced without pedagogical preparation.

Regarding this point, Dua (1988:166) states that unavailability of trained teachers is a great challenge for the effective implementation of multilingual education.

In addition, in order to elicit information on the type and duration of the training, teachers were asked the following questions in the questionnaire:

- Have you taken training in Afar medium of instruction? If **'yes'**
- What was the duration of the training?

The purposes of the above questions were to understand how many of the teachers had taken training and to be aware of whether the training duration was adequate or not. Since teacher training and building teachers' capacity as a pedagogical tool, it has primary importance to implement the mother tongue education.

So, the following table will summarize Teachers' response with respect to their training, duration of training, teaching experience in LOI, which was used in pre- service training.

Table 7- Teacher responses to the question of their training.

Response categories			Teaching Experience in Afar							
Training Status	LOI in Training	Duration of Training	1-5 Years		6-10 years		Above 10		Total	
			#	%	#	%	#	%	#	%
Trained	Afar	15-30 days	3	14.25	5	23.8	1	4.76	9	42.85
		30-45 days	2	9.52	3	14.28	1	4.76	6	28.57
		60 days (2 months)	3	14.28	1	4.76			4	19.04
		Total	8	38.09	9	42.85	2	9.52	19	90.47
Untrained		Total			2	9.52			2	9.52
Total			8	38.09	11	52.38	2	9.52	21	100

As indicated in the above table, teachers were at different level of training. Out of the total number of 21 teacher only 4 (19.04) of them were trained for 60 days and the remaining 9 (42.85%) and 6(28.57) of them were trained for 15-30 and 30-45 days, respectively. Generally speaking, one can say the duration of the training offered for teachers to teach in Afar language was inadequate to impart the necessary skills. However, the policy states that teachers have to be trained for at least a year (10 months) at certificate level to qualify them to teach in the first cycle in primary school.(MOI,2002)

Interestingly, the above data also reveals that there was a group of teachers, who had no training at all. This group is about 2(9.52) out of the total population. In regard to their teaching experience, the great number of teachers, 11(52.38%), had 6-10 years of experience, and 8 (38.09) of them had 1-5 years, and the rest 2(9.52%) had above 10 years of teaching experience in the Afar language as LOI. Thus teachers who engaged in Afar medium instruction had long years of experience.

However, the finding obtained from informal discussion with teachers shows that highly experienced teachers consistently abandoned the teaching job and moved to other jobs, which created an obstacle to the implementation of the program.

Furthermore, teachers were asked in the questionnaire regarding the skills they acquired from pre-service training that they have. Their responses are summarized in table 8 below.

Table 8: Skills acquired from pre-service training

Received Training	Type of skill required	Yes		No	
yes	Reading Afar script	18	85.71	1	4.76
	Writing Afar Scripts	17	80.95	2	9.52
	Using new Terminology	14	66.67	5	23.80
	Orientation to text context	9	42.85	10	47.6
	How to teach/teaching methodology	4	19.04	15	71.42
	Other skills	3	14.28	16	76.19

As table 8 indicates, 18 (85.71%) of the teachers had acquired skills in reading Afar scripts and 17 (80.95%) of them got skill in writing the scripts but they acquired less in other skills. This also confirms that the teachers were under qualified to teach in Afar language.

All of the teachers complained about the duration of the training. “It was not sufficient”, they said. 14 (66.67%)of the teachers say that the training was given by unskilled personnel. Due to lack of proper training in the Afar region, teachers depend upon their common sense and experiences to teach in Afar as MOI.

In support of the above findings, Dutcher (2004,5) state that " due to lack of adequate qualification and training, vernacular teachers depend on their own experiences to teach."

Based on the above information teachers were asked in the interview whether they need further training to develop their skill in teaching the language of learning or not. To this question the majority of the teacher respondents reacted positively. The result shows that most teachers, who are teaching the Afar language as a subject were in need of additional in-service training to teach in Afar, but they are forced to teach it with out training.

In general, what we can deduce from the above information is that the training given for teachers in the use of the language of learning in Afar region was not able to equip teachers with each language skill that they (teachers) expected to gain.

4.2.2. Supply of Textbooks and supportive instructional Materials

The provision of adequate and quality instructional materials is essential for the expansion of quality education. Otherwise significant result would not be registered. Regarding this, teachers, students and educational experts were consulted through the questionnaire and interview. The results are summarized as follows.

4.2.2.1 The supply of text books, and supportive instructional material as reported by teachers

Teachers were asked in the questionnaire about the availability of text books and additional reference materials as well as quality to the implementation of the Afar language in education. The responses obtained from teachers are presented in table-9 below.

Table 9 Teachers response on Availability and quality of Afar written text books and instructional materials

No	Item	SA		A		UD		D		SD		Total	
		#	%	#	%	#	%	#	%	#	%	#	%
1	Text books and teacher guides were adequate available					3	14.28	11	52.38	7	33.33	21	100
2	There was adequate reference and other supportive instructional materials in Afar language for students					1	4.76	6	28.75	14	66.67	21	100
3	Text books translation and the contents used were local familiar to the students and teacher	2	9.52					9	42.85	10	47.61	21	100
4	The quality of text books was high		4	19.04		5	23.80	7	33.33	5	23.80	21	100
5	The quality of available material was high							15	71.42	6	28.57	21	100
6	There was options to get Afar written texts and other supportive instruction materials in the markets		4	19.04				7	33.33	10	47.61	21	100

Key SA = Strongly Agree A=Agree UD=Undecided D=Disagree SD=strongly disagree

In Item 1, teachers were asked if there were sufficient textbooks and teacher guides in Afar language medium subject. Most of the respondents, 18(85.71) disagreed that text books and teachers guides were adequately available. The other 3 (14.28%) remained neutral. However, in an informal group discussion with teachers, they reconfirmed the complete absence of teachers' guides.

Similarly, in Item 2 teachers were asked whether or not there was adequate reference and other supportive materials in Afar language to help develop students' language skill. 20 (95.23%) of the respondents agreed there was no adequate reference and other supportive materials in Afar language and only 1 (4.76%) remained undecided.

In Item 3, teachers were asked to evaluate the statement: the way the textbooks were translated and content used are local and familiar to reflect the Afar culture and physical environment. This statement was responded negatively by 19 (90.47%) of teacher respondents. However the rest 2 (9.52%) agreed with the statement.

In addition, in item 4, teachers were asked to judge the standard of the textbooks, i.e, whether the text books are to the standard of the students' grade level and ability. From the total respondents, 12 (57.14%) of the teachers disagreed, and 4 (19.04%) of them assert that the textbooks were prepared to fit to the ability of students. The remaining 5 (23.80%) of them are indifferent.

In item 5, teachers were asked to judge the quality of the available materials. All of the teacher's respondents disagreed with the good quality of the textbooks.

In item 6, teachers were asked the accessibility of written reference material in Afar language. A great majority of teachers, 17 (80.95%) of them, replied that it was hard to get written texts and reference materials. Only 4 (19.04%) of them said that there were options to get the materials.

Likewise, students were asked in the questionnaire whether or not there was available text books and additional reference material in the language of instruction. The responses obtained from the students are presented in table 10 as follow:

Table 10- Students response to the question regarding text books and supplementary instructional materials.

No	Item	SA		A		UD		D		SD		Total	
		#	%	#	%	#	%	#	%	#	%	#	%
1	Text books were available for Afar language as a subject			9	15	11	18.33	25	41.67	15	25	60	100
2	Were there adequate additional reference materials in Afar language?	4	6.67	10	16.67			36	60	10	16.67	60	100
3	Text books prepared for Afar language subjects was in like with our age and ability, grade level	2	3.33	11	18.33			20	33.33	18	30	51	85
4	Text books translation and preparation; and the contents used were familiar with our cultural knowledge			4	6.67	6	10	28	46.67	20	33.33	58	96.66

Key SA = Strongly Agree A=Agree UD=Undecided D=Disagree SD=strongly disagree

According to the above table, majority 40(66.67) of students disagreed with the availability of student text books. To the contrary, 9 (15%) of the students support, the adequacy of students text books. The rest 11 (18.33%) remain undetermined.

Over all, the finding of the analysis of the data gathered show that there was scarcity of text books and reference materials.

Students were also asked if there were additional reference materials written in the language for them. The great majority of the respondents 46 (76.67%) disagreed. While 14 (23.33%) of them said there was adequate supplementary materials. This indicates that students faced shortage of additional reading materials in the Afar language.

The finding in table 10, indicate the majority of student respondents disagreed that text books were prepared by considering the level and age of students. Out of the total number of 60 students, 38 (63.63%) of them disagreed with the statement, while 13(21.67%) of the student support the statement that the text books were prepared according to their age and grade levels. The rest 9 (15%) of the students remained undecided.

Regarding text books translation and their familiarity with student background knowledge, most of them, 48 (80%) disagreed. The other 4 (6.67%) agreed with text book translation and familiarity of the content to students. The remaining 6(10%) of the students remained neutral.

4.2.2.2. Educational and language experts response to the availability and quality of text books and supplementary materials.

The analysis of teachers and students response in table 9 and 10 confirmed that there was shortage of text books and supplementary instructional materials in the LOI.

To verify the above information, educational and language experts were asked through questionnaires and interviews whether or not teachers guide, students' text books and supplementary reference materials were available adequately during the course of implementation.

All of the (educational and language) experts agreed that there were a lot of problems related to the supply of educational material during the past period.

Regarding the supply of students' text books, 6 (27.27%) of the experts replied that textbooks for students were absent or scarcely available. In line with this Teshager Kassa (1995 E.C) in his research confirms there were shortage of teaching-learning materials in Afar language. According to him, 94.5% of the students in his research asserted that they didn't have text books for the subject given in Afar medium instruction. Contrary to this, 11 (50%) of the experts denied the shortage. Rather they said, there were good supplies of text books in the subject but the texts were not distributed evenly to the schools in the region.

During the field work, the researcher was given the opportunity by one of the interviewees to visit the bookstore found in semera, the capital of the region. The researcher came across a number of students' text books written in Afar language for different grade levels dumped as rubbish.

According to all educational experts, one of the main problems they faced in implementation of Afar as MOI was lack of supplementary instructional materials written in Afar language. One of the interviewees said, "As far as I remember, there were no reference materials for the subject given with Afar language medium. So the only source of knowledge for students was the text books." In this regard, Thonis (1981:103) cited in Gashaw Abebe (2007) states that "good supply of attractive reference books and dictionaries in primary language appropriate to the class room level of students is essential" which were absent in Afar language.

Overall it has become clear from the presentation of the findings that there was acute shortage of textbooks and reference materials for the student as reported by teachers and students. However, the experts seemed to disagree with the views held by teachers and students. What the experts admitted was that there was clear shortage of reference materials.

Since Afar language was converted into written language recently, there was shortage or total absence of reference materials written in it. Even if there were written literature in the language, it was not written in Latin, the writing system is use currently, but in Arabic. See Appendix-2

4.2.3. Curriculum Development and preparation in Afar

As Medium of Instruction

To identify whether there was problem related to curriculum development or not in relation to Afar language as medium of instruction, teachers, students and educational experts have been asked through questionnaires and interviews. Based on the response of the respondents the major problem related to curriculum development and preparation in Afar language have discussed below.

4.2.3.1. Preparation and Translation of Text Books

A text book is considered to be an instructional manual for a particular subject (Gizaw, 2001:13). Text book is also considered as the chief learning tool in school (Doll 1974:251) According to Aggarwal (1996:128), text books are important for teachers as well as students. Its quality determines the quality of education being conducted.

A review made by Gizaw (2001:20), indicates that to appreciate the worth of text books, the following qualities should be stressed. Coincidence of the text with the objectives of the course, up-to-dateness and accuracy, adaptability to students abilities and interests, cultural and history, portraying gender balance, reinforcing critical thinking and problem solving, appropriateness of learning exercise, layout and organization, size; clarity of objectives, sufficient and appropriate illustrations etc.

Text books which can satisfy the above conditions are worth full and hence these points have to be taken into consideration during text-book development and translations.

As it can be seen in table 9 and 10 above on page 43 and 45, the majority of teachers, 12 (57.14%), students, 38 (63.33%), responded that text books were not in line with the level and ability of students. The remaining 4 (6.67%) teachers and 13 (21.67%) of students supported the opinion. Like wise most of educational and language experts expressed in the interview that text books had not taken into consideration the level and ability of students. In some grade level, text contents were under the student's ability and in another the contents were beyond students' ability and level. That mean most students' texts had problems of mismatch between student's grade level and ability.

In contrary to the above finding Gabouret-keller et al (1977) cited in Berehanu w/Giorigise (2007) states that text books have to be written in the right language taking the maturity educational level of the students into consideration. In addition he stated that text books are characterized by cultural relevance and linguistic adequacy.

In addition, teachers and students were asked to judge if the text books translation and the contents used are local, familiar to the students and teachers culture and history. As illustrated in table 9 and 10 above, 19 (90.47%) of teachers and 48 (80%) of students didn't agree with the statement. Only 2(9.52%) of teachers and 4 (6.67%) students agreed with the statement.

Familiarity of text books to students' culture and history was also raised in the discussion. Language and educational experts explain that, since the text books were directly translated from the Amharic version, we can't say that every thing in the text reflects the culture and history of Afar.

The educational and language experts further asserted that all the text books are direct translation of the Amharic medium. As we have seen in table 9 above, most of teachers agreed that text books are poorly translated and have inappropriate content.

Generally, all of the teachers 100%) agreed on the poor quality of text books and expressed that for example content included in the text are boring, inadequate and have poorly designed exercises etc. These negative attitudes of the text books were associated with the way the text books were translated.

In other words, since Afar medium text books are directly translated from Amharic, the main problem of texts comes from translation. Text books contents are not informational, their style and level of difficulty have not been properly adjusted, which makes the text book contents difficult for teachers as well as for students. This might have been due to absence of competent translators, which in turn resulted from shortage of skilled manpower in the region, as mentioned above, as a unique problem of the Afar region. Therefore, it is still difficult to find suitably designed teaching materials for the students, who learn the language as a subject, in the region. In this regard, the report of UNESCO conference cited in (Lepage , 1964) remained as that, the main obstacle to use vernacular language is the shortage of educational materials including school books; hence, the child's learning more through mother tongue than unfamiliar linguistic medium is meaningless if there are no supplementary reading material and appropriately translated texts in the LOI.

The other point raised in the questionnaire was that, is the language used in the text books appropriate?

In connection with this question 16 (76.1%) of teachers answered “**no**”, and the 5 (23.8%) of them say ‘**yes**’ and only one person answered “**Idon’t know**”. This shows that the vast majority of respondents disagreed that the language used in the text books was appropriate. According to teachers’ answers the language used in Afar medium text books were inappropriate, because of very long sentence and grammatical errors.

Moreover, both teacher and student respondents stressed that the text books were written in the dialect used in northern part of Afar, because the text books were translated by people from one part of the region with the exclusion of the rest of the population, speaking other dialect of Afar. It needs further linguistic investigation to check whether the language spoken in northern Afar is different from the one spoken in other part of the Afar regional state.

However, responses to the interview with educational and language experts did not support the opinions of teachers and students.

Educational and language experts and teachers were asked in the questionnaires about the involvement of skilled/trained persons and community members in the preparation of text books. Most of the respondents disagree with the statement as the table below shows:

Table 11: The involvement of professionals during text books preparation

No	Item	Educational and language experts				Teacher			
		Yes		No		Yes		No	
		#	%	#	%	#	%	#	%
A	Presence of subject specialist	10	45.5	12	54.54	3	13.6	18	81.8
B	Presence of illustration worker	7	31.8	14	63.63				
C	Presence of language graduate	3	13.6	18	81.8	1	4.54	21	95.45
D	Presence of subject teachers for different grade	1	4.54	21	95.45			19	86.36
E	Presence of community member	1	4.54	17	77.27			21	95.45

From table 11 above, it is clear that most of educational experts,12 (54.54%) and 18(85.71%) of ,teachers answered “**no**”. Thus we can say that the preparation of text books was made without the involvement of community members and skilled/trained persons.

In the contrary to the above finding, Singh (1982) and Kemp (1968) cited in Abraham Asaro, (2001), the production of instructional materials should often be a cooperative venture. Colleagues, experienced people from the local community and students should be involved. Otherwise teachers and students lose interest of teaching and learning with the text books”.

The overall results of the discussion indicate that text books, which were prepared for the Afar medium, were of poor quality.

4.2.4. Challenges faced by teachers and students in using the Afar language as a medium of instructions

The language based problems that teachers and students encountered in the process of learning and teaching the Afar language as a medium of instruction might have great impact on the unsuccessful implementation of the language in primary education. Thus the respondents were requested to identify problems faced during earlier period of implementation.

Teachers and students were also asked in the questionnaire whether they faced problems in using Afar language as a medium of instruction or not. The responses are presented in table 12 below:



Table 12- Teachers and students response, whether they faced in the past implementation period.

No	Item	Respondents							
		Teacher				Students			
		Yes		No		Yes		No	
		#	%	#	%	#	%	#	%
	Did you face problems while using Afar language as MOI	18	85.71	3	14.28	56	93.33	4	6.67

As shown in table 12, 18 (85.71%) of the teacher and (93.33%) percent of the students answer that they face problems while using Afar language as MOI. The same table illustrate (14.28%) of teachers and (6.67%) of students responded ‘NO’.

Interviewed teachers, students, as well as education experts have also reconfirmed the existence of problems in using Afar language as medium of instructions. These respondents were also asked to list down problems encountered is using Afar language as a MOI. Students and teachers in the interviews and open – ended questions in the questionnaire listed the following problems they encountered:

- Using difficult and new scientific words in the text books with out brief explanation. We suffered a lot with lack of familiarity with the coined and translated terms, which were assumed to be Afar equivalence. In reality, they were not. Inappropriateness of contents with the Age and language abilities of Students
- Lack of quality text books
- Teachers lack of interest to teach the language
- Lack of motivation among students to learn with Afar medium teacher.

This is because; students have difficulty with understanding their teacher when he teaches the subject in Afar medium.

In conclusion, unless the above constraints are alleviated the successful implementation of Afar mother tongue as MOI will be unattainable.

4.2.5. Attitude of Teachers, students and parents towards the Afar language as MOI.

In many ways the success of the language policies in education is determined more by the attitudes of beneficiary, like teachers, students, parents and the community at large towards its use for instructional purpose. Thus, a clear knowledge of societal attitude towards the language of instruction is an essential factor.

The following are the responses of students, teachers and parents to the use of Afar language as medium of instructions.

4.2.5.1. Students attitude towards Afar language Medium Instruction

Table 13, Students opinion towards Afar Medium Instruction

No	Item	Response											
		SA		A		UD		DA		SD		Total	
		#	%	#	%	#	%	#	%	#	%	#	%
A	I am pleased to learn in Afar language	45	75	7	11.67			8	12.12			60	100
B	I understand the subject when I was learning in AMI than Amharic	39	65	14	23.33			7	11.67			60	100
C	My learning in Afar language has helped me to actively participate in the class room through asking and answering questions	40	66.67	15	25	5	8.33					60	100
D	Learning in my mother tongue has helped me to feel proud and have confidence in my self	53	88.33	3	5	4	6.67					60	100
E	would be happy if I continue Learning in Afar language	51	85	5	8.33					4	6.67	60	100

Key SA = Strongly Agree A=Agree UD=Undecided D=Disagree
SD=strongly disagree

As the finding in item 'A' of (table 13) shows students were asked whether they were satisfied or not learn in Afar. Out of the 60 students 54 (90%) of them had optimistic view towards learning in their own mother tongue, because the majority of respondents reported the use of the program. However, a small number of respondents, 8 (12.12%), of were not pleased with the use of the program , showing by their disagreement. Over all, more than (90%) of students were evaluated significantly in favor of learning in their mother tongue (Afar). The result encourages the future implementation of mother tongue education in the region.

On the other hand, those students who had pessimistic view towards learning in there mother tongue were given the opportunities to describe their reasons through focused group discussion. They forwarded the following points as their major reasons.(no changing in their wording was made)

- Afar language is our own language, we already know it. So we want to learn in either Amharic or English.
- Job opportunities in our region and also elsewhere are available for those who speak Amharic or English.
- Because, we think our language can not able to transfer much Knowledge compared to Amharic or English.

Concerning Item 'B' in table 13, students were asked whether or not they understand the subject well when they learn in AMI than Amharic. The majority of the students 53 (88.33%) agreed that Afar language helped them to understand subjects better than Amharic. This received support by 39 (65%) strong agreement and 14 (23.33%) agreement. The rest of 7 (11.67%) of them show their disagreement.

As the finding reveal, the majority of students prove that their learning in their own language helped them to understand subjects clearly. As Gefeller (1999:9) states “Learning in their mother tongue, enhance understanding and free thinking of the child.”

In item C students were asked whether their learning in Afar language has helped them to actively participate in the class room. This statement has got 55 (91.67%) support with 40 (66.67%) strong agreement and 15 (25%) agreement. As the finding indicates, 55 (91.67%) of the students asserted that their learning in their own language was helpful to actively participate in the classroom without being hindered by lack of communication between them and the teacher. The language helps students to explain their ideas with out language difficulty. In this regard, Hoben, (1964:167) states that students’ reach better academic status, when the medium of instruction is their own language, because it reduce difficulties those occur through foreign or second language.

The statement in item ‘D’ students also asked whether mother tongue learning helped them to feel proud and have confidence. This statement received support by the majority, 56 (93.33%) of the respondents. In line with this Wolfson (1985:392) have stated that “children’s learning in their mother tongue gives pride in their own language and culture”.

Furthermore as item ‘E’ indicates, students were asked whether they felt happy or not if they can be able to continue learning in Afar language. For this, 56 (93.33%) favored the restarting of the language in the future a medium of instruction. Only 4 (6.67%) rejected in learning in Afar MOI. Those students who strongly disagreed the restarting of the language in MOI were approached to express their opinion in a group discussion. They briefly state their reasons. They gave the following reasons.

- They don't believe that the problem of getting qualified teacher will be solved. Because teaching profession in our society is not appreciated and valued
- Jobs are available for those who are educated in Amharic Language; further education is also available either in Amharic or English.

This shows that the existed shortage of teachers seems to discourage them from thinking about learning through their mother tongue.

4.2.5.2. Teachers Response towards the use of mother tongue as MOI

To elicit teacher's opinion about using Afar language as a MOI in primary schools, 21 teachers were asked to each of the items below.

Table 14, Teachers attitude to mother tongue education

No	Item	Response											
		SA		A		UD		D		SD		Total	
		#	%	#	%	#	%	#	%	#	%	#	%
A	AMI makes schooling less problematic for children	14	66.67	2	9.52	5	23.80					21	100
B	The child understands better about the environment in AMI	18	85.71	2	9.52	1	4.70					21	100
C	AMI promotes cultural development	19	90.47	1	4.67	1	4.76					21	100
D	The teacher are interested and encourage AMI	20	95.23	1	4.676							21	100

Key SA = Strongly Agree A=Agree UD=Undecided D=Disagree
SD=strongly disagree

In Item A, teachers were asked if AMI makes school less problematic for children. In response to this statement, 16 (76.1%) are strongly agree and 5 (23.80%) of the teachers remained "undetermined".

Regarding item B, teachers were asked whether students understand their environment when they learn in their tongue or not. Most of the teachers, 20 (95.23%), supported the statement. In other words they believe the child understands more about his/her environment in AMI. Only 1 (4.76) was "undecided".

With respect to the third item in table 14, teachers were asked whether Afar MOI promotes cultural development or not. 20 (95.23%) of teacher respondents show their strong agreement, while one (4.67%) of the teacher was undecided.

In item "D" teachers were asked whether they support and encourage the use of Afar as medium of instruction or not. 21 (100%) of the teachers showed their agreement, but all of them have cast their doubts, how the above mentioned problems will be solved. This shows that, teachers considered the provision of AMI in principle, but afraid of the previous problems. Thus many implementations problem will be corrected in future.

4.2.5.3 Parents Response towards the use of mother tongue as MOI

In order to find out the attitude and aspiration of parents to wards the use of Afar language as a medium of instruction,30 parents were asked through questionnaire the following questions: whether or not they were aware of the purposes and benefits of teaching and learning in the mother

tongue; if the parent support the teaching and learning in Afar language ;what language (s)they would prefer for their children to learn in as a medium of instruction. Finally, the parent were asked what they would suggest for the reimplementation of the Afar language as medium of instruction.

To the question of whether or not the parents have understood the aim and purpose of teaching and learning in the mother tongue, almost all parents 26(86.67%), replied that they know the aims and purpose of teaching and learning in mother tongue.

To the question whether or not they support the teaching and learning in Afar language as a medium of instruction, 19(63.33%) of them support the teaching and learning of Afar language as a medium of instruction; on the other hand, 11(36.67%) of them have not understand its benefits.

Parents were also asked what language they would prefer for their children to learn in as a medium of instruction. Among the respondents, 26(86.66%) of them preferred either Amharic or English to be medium of instruction. The view one parent gave during the interview was quite surprising. What he said was: "I know that educating children in their mother tongue is beneficial to the learner, but in what ever language one learns, be it in Afar language or other, he would eventually end up working using either the official language, Amharic, or the international language English, that is why I chose English or Amharic to be the language of instruction.

Regarding what measure should be made to reimplement Afar medium of instruction, the parents forwarded the following solutions.

- Qualified teacher should be assigned;
- Facilities such as books, reading materials should be fulfilled.

As the response obtained from parents, the majority of them appreciate (have positive attitude) for the use of Afar language as a medium of instruction. However there are some who have negative attitude towards mother tongue education.

4.3. Measures being taken to solve implementation problems

In this section, to solve the problems that was faced during the implementation of Afar language in education. The researcher gathered information from teachers, educational and language experts on possible measures to be taken and is being taken for the successful implementation of the program for the future. The findings of the analysis obtained are presented below.

4.3.1. The need for teachers' recruitment, training and Professional development

All of the educational and language experts and a significant number of teachers who completed the questionnaire and were interviewed strongly believe that there should be teacher training institute, to train teachers for teaching in Afar medium. Teachers require training even if they are native speakers, because teaching a language is different from speaking it. Teacher training is the key to the continuity of AMI program, and the first requirement for teachers working in Afar medium instruction is that they should receive pre-serves training and also in service training.

4.3.2. Preparation of supplementary reading materials

Most of language related works in Afar region is being carried out by the Afar Language Studies and Enrichment Center. The aim of the center is to enable the Afar language to become once again a medium of instruction in elementary schools, and to operate as a co-worker language with Amharic.

The center has made many encouraging work related to the Afar language development. With this effort, the written form of the language is being taught informally in 28 districts with certificates with the aim of creating awareness among the community.

To promote literacy and dialogue in Afar, the center also publishes a quarterly magazine as well as a monthly newsletter. They have also compiling a dictionary of Afar. The center recently completed work on Afar grammar book, which contains the "inner secrets" of the language. It will be used by the schools and other organizations. This book has an important contribution to the development of the language.

The finding of this research shows that there was serious shortage of teaching and learning materials like text books preparation. So, in addition to their effort, the above prior experience might be valuable in facilitating in the future implementation of the language.

4.3.2. School choice of AMI for primary grades

All of the participants of the study (the teachers, students and the experts were asked to which grade level do you prefer that the Afar language could be used as a MOI and also asked to give reasons for their choices.

According to their responses, 15 (71.4%) of teachers, 38 (63.33%) of students, and 19 (86.36%) of educational and language experts selected grades 1 to 4, 1 to 6, and 1 to 4, respectively.

When their reason was examined, it became apparent that the students prefer learning in Afar language up to grade 6. However, they expressed their fear regarding shortage of teachers if it is extended beyond grade six.

They also expressed that even if there will be adequate number of teachers, they are doubtful about the capability of the language to transfer the necessary knowledge adequately.

Teachers stressed that job opportunities are available for those who are educated in Amharic language, and higher education is also available in either Amharic or English.

Language experts also reasoned out their choices of the grade level: They based their reason on language development. That is the Afar language is not yet developed to be able to explain or express all scientific concepts as other languages such as English, French etc. It needs further development. So it is enough for now to be given up to grade 4.

contrary to the above findings literature, for example, Thomas and Collier (1997) as cited in Shumba and Manyati, (2000) conducted large-scale study and their finding demonstrate a direct link between the amount of duration of mother tongue use and average performance. For instance, those who received mother tongue education for 5 or 6 years as opposed to 1 to 3 years, performed better. Many research also states that, it is impossible for children to learn enough of the second language in three years to switch to a second language as MOI by grade 4 (ICDR, 2004,18).

The other point that worth mentioning is that the Afar child is expected to learn three languages, namely, Amharic, English, Afar, at primary level, which makes the child over loaded with linguistic dosage. In addition, the child is expected to learn two or three different scripts, which would lead the child to further confusion. In the child's native language (Afar), the sound assign for the latter 'C', 'Q' and 'X' are different with the English 'C', 'Q' and 'X' sound. Students pronounce the English 'Q' as / ξ / similar to his native (Afar). This resulted in confusion.

However, according the principle of devising orthography their must be similar attachment of linguistic values to similar graphemes to create easy transfer of literacy to the second language (s) (Venezky 1977:49).

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

Starting from the 1987 -1996(E.C) academic year, all primary schools in Afar regional state attempted to use Afar as a MOI for environmental science from grade 1-6 while after the 1996 (E.C) the schools began to teach all subjects in Amharic, which was the norm during the “Derg” regime.

Based on the above information, the main objective of this study was to investigate the challenges that the Afar medium of Instruction policy faced in its implementations period, and to explore the major causes for its unsuccessful implementation and to identify what measures are being taken by the region for future reimplementation of the mother tongue program.

The techniques employed for sampling the participants were simple random, purposeful and availability sampling techniques. For the selection of Zones and schools purposive sampling technique was employed.

The instruments used for collecting data were questionnaires, interview and informal group discussions. The questionnaires were administered to the samples of 21 teachers, 60 students 22 educational and language experts and 30 parents. Teachers and students were selected from 2 primary and two secondary schools of zone one and zone three namely, Dabit high school, Neminefen high school, simbile and melekaworer elementary schools. Interviews and informal group discussion were also conducted with educational experts, students and teachers.

The data obtained through the questionnaire were analyzed quantitatively by employing percentages. Moreover the data obtained through the open-ended part of the questionnaire, the interview and from informal discussions were analyzed using qualitative technique.

The major findings of this research are summarized as follows:

1. The result of the study shows that there was serious shortage of teachers for the subject given by the Afar language medium.
2. Teachers who were teaching in Afar were not qualified, for the level they teach.
3. Even though the teachers have training it was not sufficient to teach in the afar language, because the duration of the training was very short.
4. Another important finding in this research is that the teachers who teach the language as a subject are in need of training in the language teaching methodology.
5. There was insufficient distribution of text books; yet the available text books were directly translated from Amharic, without giving due considerations to the life style of the society and culture. Text contents were less designed and their quality was not up to the standard.
6. Supplementary written reference materials in Afar medium were not available. These materials were not found even in the market.

7. Curriculum preparation and text book translation was made without the involvement of experts in the field, subject teachers, and community members.
8. Some sounds in Afar script have miss matched with the English sound, for example, Q, C,X symbols in Afar have /ḥ/, /h/ and /d/ sound respectively. In English, their counter parts are /k/, /s/ and /x/.
9. Considering future academic achievement and job opportunities, some students and teachers had negative attitudes towards Afar as medium of instruction.
10. At present, dictionaries, reference materials, magazines and text books are being published for the next reimplementation program.

5.2 Conclusions

This study was conducted to identify challenges that the Afar language faced in the past and to explore the major causes for the unsuccessful implementation of the program in the region. According to the findings of this study, the attempt to use the Afar mother tongue policy in education for around 10 years didn't work. Based on the findings of this study one can conclude that the implementation of Afar language as medium of instruction has failed, because the program was started without any serious pedagogical preparation and consultation of the beneficiaries and professionals in the field. It was started simply by the decision of regional officials for a political consumption.

One thing that needs to be clear to decision makers is that the implementation of curricular change requires adequate pedagogical preparations, such as training of personnel, preparation of materials and necessary resource for the implementation and above all, the development of awareness among the community about the benefit and purpose of the changes introduced.

In connection with the successful implementation of mother tongue education, the new educational and training policy of Ethiopia, (Article 3.5.2) stated that making the necessary preparation, nations and nationality can either learn in their own language or make choice among others.

5.3 Recommendations

For the successful resumption of Afar language as medium instruction, the following recommendations were forwarded based on the findings of this study.

1. The decision of using Afar language as medium of instruction should consider watchful language planning by professionals
2. The region should be able to recruit teachers those who complete their senior high school education, and have proper pedagogical training so that the reimplementation of Afar medium will be successful. Because the importance of well-qualified teachers for teaching in the language of learning is essential.
3. There should be teaching skill development training and retraining of teachers who are to teach in Afar language of instruction.

4. There must be change in the previous textbooks' contents and curriculum formant for a successful implementation of the program
 - Adaptation and translation of textbooks should made by professional translators, and people who speak the language and know the Afar culture very well.
 - When textbooks or other teaching materials are being introduced, the teachers should be given the chance for assessing and evaluating it.
5. Several efforts will be expect from educational experts and the Afar Language Enrichment Centers to prepare Afar reading and reference materials to enhance the new curriculum implementation, because supplementary reading materials are essential facilitators of teaching and learning process.
6. The region should arrange discussion forums and meetings to create awareness among the community members about the benefit of learning in mother tongue.
7. Some sounds in Afar script have miss matched with the English sound, for example, Q, C,X symbols in Afar have /ḡ/, /h/ and /d/ sound respectively. In English, their counter parts are /k/, /s/ and /x/. To solve the problem, the researcher suggests that it is better to use English at a later stage of learning, so that students can first achieve scripts in home language (Afar) and then in English. Thus, Afar and Amharic should be given in grade 1 first and, English in grade 3.

8. In this study, some major problems, which led to failure of the program, Afar as medium of instruction, have been identified. Yet, the study focuses on only limited issues. It is suggested that a number of other additional causes which led the implementation of the Afar as MOI un successful can be uncovered.

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APPENDIX A

አዲስ አበባ ዩኒቨርሲቲ

በቋንቋዎች ጥናት ተቋም የሥነ-ልቦና ትምህርት ክፍል

የድህረ-ምረቃ ፕሮግራም

በክልሉ አፋርኛ ቋንቋ የማስተማሪያ ቋንቋ ሆኖ በማገልገል ላይ አይገኝም። ይህ የሆነበት ምክንያት ምንድን ነው? በሚሉ ጉዳዮች ዙሪያ እና ከዚህ ቀደም ቋንቋውን የማስተማሪያ ቋንቋ ለማድረግ በተደረገው ጥረት ውስጥ ያጋጠሙ ዋና ዋና ችግሮችን በተመለከተ ለአፋርኛ ቋንቋ መምህራን እና ለቀድሞ «አዩንቲኖ» መምህራን የቀረበ መጠይቅ

የጥናቱ ዓላማ፡

የዚህ ጥናት ዋና አላማ በክልሉ አፋርኛ ቋንቋ የማስተማሪያ ቋንቋ ሆኖ አያገለግልም ይህ የሆነበት ምክንያት ምን እንደሆነ ለማወቅና ከዚህ ቀደም የማስተማሪያ ቋንቋ ለማድረግ በተደረገው ጥረት ውስጥ መሰናክል የሆኑትን ችግሮች ዘርዘሮ በማውጣት ለተግባራዊነቱ መደረግ ያለበትን ጥረት የሚያሳዩ ሀሳቦችን ለመጠቀም ነው። እናም የዚህ ጥናት ውጤት ለአፋርኛ ቋንቋ በትምህርት ላይ መዋልና ለተሻለ ትምህርት አሰጣጥ አስተዋጽኦ ያበረክት ዘንድ እርስዎ የሚሰጡት መረጃ ከፍተኛ ድርሻ አለው። ስለዚህ ይህንን ተረድተው በታማኝነት እና በቅንነት ትክክለኛ መረጃ እንዲሰጡ እየጠየኩኝ የሚሰጡኝ ማንኛውም መረጃ ለዚህ ጥናት ብቻ የሚውል መሆኑ ላረጋግጥልዎት እወዳለው።

በቅድሚያ ለትብብርዎ አመሰግናለሁ

I. የግል ሁኔታ

ለሚሰጡት መረጃ የ✓ ምልክት በሳጥኑ ውስጥ በማስቀመጥ እና በክፍት ቦታ ላይ ደግሞ ተገቢውን መልስ በአጭሩ በመጻፍ ያስቀምጡ

1. ያታ : ወንድ ☐ ሴት ☐
2. የትምህርት ደረጃ : ከ4-6ኛ ክፍል ☐ ከ7-8ኛ ክፍል ☐
ከ9-10ኛ ክፍል ☐ ከ11 ክፍል በላይ ☐
3. የአፍ መፍቻ ቋንቋ አፋረኛ ☐ አማርኛ ☐ ሌላ ካለ ይግለጹ.....

4. እርስዎ ከአፍ መፍቻ ቋንቋ ሌላ በተጨማሪ የሚናገሩት ቋንቋ አማርኛ ☐ አፋርኛ ☐ ሌላ ካለ ይጥቀሱ.....

II. የመምህራን ልምድና ስልጠና በተመለከተ

5. ምን ያህል ዓመት አፋርኛ ቋንቋን ወይም «አዩንቲኖ» አስተምረዋል? በሳጥኑ ውስጥ የ✓ ምልክት በማስቀመጥ ስምዎን ይግለጹ::

የማስተማር ልምድ	የማስተማሪያ ቋንቋ		
	አፋር	አማርኛ	እንግሊዘኛ
1-5 ዓመት			
6-10 ዓመት			
ከ10 ዓመት በላይ			

6. የመምህራን ስልጠና ሲወሰዱ በየትኛው ቋንቋ ነው የሰለጠኑት

ሀ. አፋርኛ ለ. አማርኛ ሐ. እንግሊዘኛ መ. ሌላ ካለ ይጥቀሱ

7. ስራ ከጀመሩ በኋላ እንዴት ቋንቋውን እንደሚያስተምሩ እና እንደሚጠቀሙ ስልጠና አግኝተው ያውቃሉ?

ሀ. አዎ ለ. የለም

8. ለምን ያህል ጊዜ ስልጠናውን ወሰዱ?

ሀ. ከ1-3 ቀናት ለ. ከ4-7 ቀናት ሐ. ከ8-14 ቀናት መ. ከ15-30 ቀናት

ሠ. ከ30 ቀን የበለጠ ከሆነ ለምን ያህል ጊዜ እንደሆነ ይግለጹ? _____

9. ለጥያቄ ቁጥር «7» መልስዎ አዎ ከሆነ በሳጥኑ ውስጥ የሚገኙ መስፈርቶች የ✓ ምልክት ያስቀምጡ?

	ከስልጠናው ያገኙት እውነት	አዎ	የለም
ሀ	የአፋርኛ ፊደላትን ማንበብ		
ለ	የአፋርኛ ፊደላትን መፃፍ		
ሐ	ቴክኒካል የሆኑ ቃላቶችን እንዴት መጠቀም እንደሚቻል		
መ	እንዴት ቋንቋውንም ሆነ በቋንቋው ማስተማር እንደሚቻል		
ሠ	ሌላ ካለ ይጥቀሱ		

10. ለጥያቄ ቁጥር «7» መልስዎ አዎ ከሆነ በስልጠናው የተሰጠበት የጊዜ ቆይታ በቂ ነበር?

ሀ. አዎ ለ. የለም

11. ከስልጠናው በቂ እውቀትና ክህሎት አግኝቼበታለሁ

ሀ. አዎ ለ. የለም

12. ስልጠናው የተሰጠው በሰለጠነ የሰው ሃይል /ባለሙያዎች/ ነበር?

ሀ. አዎ ለ. የለም

13. የአፋርኛ ቋንቋ ትምህርት በተገቢው ሁኔታ እየተሰጠ ነው ብለው ያምናሉ?

ሀ. አዎ ለ. የለም

14. ለጥያቄ ቁጥር «12» መልስዎ የለም ከሆነ ምክንያቱ ምንድነው?

15. እርስዎ አሁን ባሉበት ደረጃ ከአፋርኛ ቋንቋ ማስተማር ላይ ስልጠና ይፈልጋሉ?

ሀ. አዎ ለ. የለም

16. ለጥያቄ 14 መልስዎ አዎ ከሆነ በየትኛው ሙያ ስልጠና ይፈልጋሉ / ከአንድ በላይ መጥቀስ ይቻላል/

ሀ. በመስማት ☐ ለ. በመናገር ☐ ሐ. በማንበብ ☐ መ. በመፃፍ ☐

III. የመማሪያ መጽሐፍትና ሌሎች የትምህርት መረጃ መሣሪያዎችን በተመለከተ

17. የመማሪያ መጽሐፍትና ሌሎች የመረጃ መሣሪያዎችን በተመለከተ ለቀረቡት

መስፈርቶች የ«✓» ምልክት በተገቢ ቦታ በመጠቀም መልስዎን ይስጡ።

መስፈርት		አዎ	የለም
ሀ	በአፋርኛ ቋንቋ የመማሪያ መፅሀፍት የመምህሩ መምሪያና ሲለቨስ ለመምህራንም ሆነ ለተማሪዎች በበቂ ሁኔታ ይገኛል።		
ለ	የማጣቀሻ መፅሀፍትና ሌሎች ተጨማሪ በአፋርኛ ቋንቋ የተፃፉ ማቴሪያሎች በበቂ ይገኛሉ።		
ሐ	ተዘጋጅተው የነበሩት የመማሪያ መፅሐፍትም ሆነ ሌሎች የትምህርት መረጃ መሣሪያዎች ከአማርኛ የተተረጎሙ ናቸው።		
መ	በአፋርኛ ቋንቋ ተዘጋጅተው የነበሩት የመማሪያ መፅሐፍት ጥራት አላቸው።		

ሠ	የመማሪያ መፅሐፍት ላይ የተጠቀሱት ምሳሌዎች ተገቢና የአካባቢን ሁኔታ ያገናዘቡ ናቸው።		
ረ	በአፋረኛ ቋንቋ ተዘጋጅተው የነበሩት የመማሪያ መፅሐፍት ውስጥ አዳዲስ የሆኑ ቃላት ይገኛሉ።		
ሸ	የመማሪያ መፅሐፍት የተዘጋጀው የተማሪዎችን ችሎታ ባገናዘበ መልኩ ነበር።		
ቀ	በመማሪያ መፅሐፍትም ሆነ በሌላ ተጨማሪ የትምህርት መረጃ መሣሪያዎችን ዝግጅት በተመለከተ አስተያየት ካለ ይጥቀሱ።		

18. በአፋረኛ ቋንቋ ተዘጋጅተው የነበሩት የመማሪያ መፅሐፍትም ሆነ ሌላ ማቴሪያል ሲጠቀሙ ያዩት ወይም ያጋጠማችሁ ችግር አለ?

ሀ. አዎ ☐ ለ. የለም ☐

ካለ ይጥቀሱ _____

19. ባጠቃላይ በአፋረኛ ቋንቋ ቀድሞ ይሰጥ የነበረው የህብረተሰብ ሳይንስ «አዩንቲኖ» ትምህርት ያጋጠሙት ችግሮች ምን ነበር

ሀ. በመምህራን እጥረት ለ. ተማሪዎች መማር አለመፈለግ
 ሐ. በገንዘብ እጥረት መ. ሁሉም

ሌላ ካለ ይጥቀሱ _____

IV. በአፋረኛ ቋንቋ የትምህርት ለጽዮ የመምህራን አመለካከት

20. በአፋረኛ ቋንቋ ትምህርት ቢሰጥ ያለዎትን ግንዛቤ «✓» ምልክት በተገቢ ቦታ በመጠቀም አስተያየት ይስጡ።

መስፈርት	በጣም ህጻናዊ	ህጻናዊ ህጻናዊ	ህጻናዊ ህጻናዊ	መወሰን አልተፈጸመም	ህጻናዊ ህጻናዊ	በጣም ህጻናዊ	ህጻናዊ ህጻናዊ
የመጀመሪያ ደረጃ ትምህርት በአፍ መፍቻ መስጠት ት/ቤቱ ለልጆች አዲስና አስተጋሪ እንዲሆን ይረዳል							
የመጀመሪያ ደረጃ ትምህርት በአፋረኛ መስጠት ወላጆች ስለልጆቻቸው የመማር ሁኔታ በቤታቸው እንዲከታተሉ እና ድጋፍ እንዲያደርጉ ይረዳል							
ትምህርት መስጠት ያሉትን የባህል ውጤቶች ለማሳደግ ይረዳል							
ትምህርት በአፋረኛ መስጠት በተማሪዎች ትምህርት አቀባበል በመማር ላይ ችግር ይፈጥራል							
ትምህርት በአፋረኛ መስጠት ልጆች በተሻለ ሁኔታ ስለአካባቢያቸው እንዲገናዘቡ ይረዳል							
ትምህርት በአፋረኛ ቋንቋ መስጠት የበለጠ እንዲረዱ እና መምህራን በተሻለ እንዲያስተምሩ ይረዳል።							
ትምህርት በአፋረኛ ቋንቋ መስጠት አፋረኛ ቋንቋ ያላድጋል።							
የአፋረኛ ቋንቋ ትምህርት በህብረተሰቡ ተቀባይነት አለው							
የትምህርት ፓሊሲን ተግባራዊ ለማድረግ ፍላጎትና ዝግጁነት አለኝ።							
የአፋረኛ ቋንቋን ለማስተማሪያ ቋንቋ መጠቀም የህብረተሰቡ ክብር፣ ባህል፣ የማንነትና የመብት መግለጫ ነው።							

V. ፡ በአፋረኛ ትምህርት በድጋሚ እንዲሰጥ መወሰድ የሚባቸው የመፍትሔ ሀሳብ

21. አፋረኛ ቋንቋ ማስተማሪያ ቋንቋ እንዲሆን ይፈልጋሉ?

ሀ. አዎ ☐

ለ. የለም ☐

22. እርስዎ ትምህርት በአፋረኛ ቋንቋ እስከ ስንተኛ ክፍል ድረስ ቢሰጥ ይስማማሉ?

ሀ. ከ1-4 ☐ ለ. ከ1-6 ☐ ሐ. ከ1-8 ☐ መ. ከ1-10 ☐

23. ለጥያቄ ቁጥር 20 መልስዎ አዎ ከሆነ ምክንያቱ ምንድን ነው? _____

24. ወደፊት አፋረኛ ቋንቋን የመማሪያ ቋንቋ ለማድረግ ምን መደረግ አለበት ይላሉ

1. _____
2. _____
3. _____
4. _____

ለሰጡኝ መረጃ በድጋሚ አመሰግናለሁ

APPENDIX B

አዲስ አበባ ዩኒቨርሲቲ

በቋንቋዎች ጥናት ተቋም የሥነ-ልቦና ትምህርት ክፍል

የድህረ-ምረቃ ፕሮግራም

በክልሉ አፋርኛ ቋንቋ የማስተማሪያ ቋንቋ ሆኖ በማገልገል ላይ አይገኝም፡፡ ይህ የሆነበት ምክንያት ምንድን ነው? በሚሉ ጉዳዮች ዙሪያ እና ከዚህ ቀደም ቋንቋውን የማስተማሪያ ቋንቋ ለማድረግ በተደረገው ጥረት ውስጥ ያጋጠመ ዋና ዋና ችግሮችን በተመለከተ ለአፋርኛ ቋንቋ መምህራን እና ለተቋሙ አባላት መረጃ የሚያስፈልግ መሆኑን ያሳያል፡፡

የጥናቱ ዓላማ፡

የዚህ ጥናት ዋና አላማ በክልሉ አፋርኛ ቋንቋ የማስተማሪያ ቋንቋ ሆኖ አያገለግልም ይህ የሆነበት ምክንያት ምን እንደሆነ ለማወቅና ከዚህ ቀደም የማስተማሪያ ቋንቋ ለማድረግ በተደረገው ጥረት ውስጥ መሰናክል የሆኑትን ችግሮች ዘርዘሮ በማውጣት ለተግባራዊነቱ መደረግ ያለበትን ጥረት የሚያሳዩ ሀሳቦችን ለመጠቀም ነው፡፡ እናም የዚህ ጥናት ውጤት ለአፋርኛ ቋንቋ በትምህርት ላይ መዋልና ለተሻለ ትምህርት አሰጣጥ አስተዋጽኦ ያበረክት ዘንድ እርስዎ የሚሰጡት መረጃ ከፍተኛ ድርሻ አለው፡፡ ስለዚህ ይህንን ተረድተው በታማኝነት እና በቅንነት ትክክለኛ መረጃ እንዲሰጡ እየጠየኩኝ የሚሰጡኝ ማንኛውም መረጃ ለዚህ ጥናት ብቻ የሚውል መሆኑ ላረጋግጥልዎት እወዳለው፡፡

በቅድሚያ ለትብብርዎ አመሰግናለሁ

1. የግል ሁኔታ

ለሚሰጡት መረጃ የ✓ ምልክት በሰጥኑ ውስጥ በማስቀመጥ እና በክፍት ቦታ ላይ ደግሞ ተገቢውን መልስ በአጭሩ በመጻፍ ያስቀምጡ

1. ያታ : ወንድ ☐ ሴት ☐
2. የትምህርት ደረጃ : አንደኛ ደረጃ ያጠናቀቀ ☐ ሁለተኛ ደረጃ ያጠናቀቀ ☐
12+TTI ☐ 12+2 ☐ ሌላ ካለ ይጥቀሱ
3. የአፍ መፍቻ ቋንቋ አፋር ☐ አማርኛ ☐ ሌላ ካለ ይግለጹ

4. እርስዎ ከአፍ መፍቻ ቋንቋ ሌላ የሚችሉት ተጨማሪ ቋንቋ
 አፋርኛ ☐ አማርኛ ☐ ሌላ ካለ ይጥቀሱ.....

II. አፋረኛ ቋንቋ የማስተማሪያ ቋንቋ ቢሆን የተማሪዎች አመለካከት

5. አፋረኛ ቋንቋ የመማሪያ ቋንቋ ቢሆን ያለዎትን አመለካከት የ«✓»ምልክት በተገቢ ቦታ በመጠቀም አስተያየት ይስጡ፡፡

	መስፈርት	በጣም እስማማለሁ	እስማማለሁ	መወሰን አልችልም	አልስማማም	በጣም አልስማማም
1	ትምህርት-በአፋረኛ ቋንቋ ቢሰጥ እመርጣለሁ					
2	መምርሩ በአፋረኛ ቋንቋ ቢያስተምረኝ ትምህርቴን በበለጠ እረዳለሁ					
3	ክፍል ውስጥ አፋረኛ ቋንቋ ብጠቀም የራሴን አመለካከትና ሀሳብ ሙሉ በሙሉ መግለፅ እችላለሁ					
	የምማረው ትምህርት በአፋረኛ ቋንቋ ቢሆን ክፍል ውስጥ ጥያቄ መጠየቅም ሆነ መመለስ በቀላሉ እችላለሁ					
	በአማረኛ ከምማረው ትምህርት ይልቅ በአፋረኛ የምማረውን ትምህርት የበለጠ እረዳለሁ፡፡					
	ትምህርቴን በአፋርኛ ቋንቋ ብማር የሥራ ዕድል ይኖረኛል፡፡					

III. አፋርኛ ቋንቋ አጠቃቀም በተመለከተ

6. እርስዎ አፋርኛ ቋንቋ ለአንደኛ ደረጃ ትምህርት ቤቶች የመማሪያ ቋንቋ መሆኑን
 ይስማማሉ

ሀ. አዎ ☐

ለ. የለም ☐

7. ለጥያቄ ቁጥር «6» መልስዎ አዎ ከሆነ እስከ ስንተኛ ክፍል ድረስ ቢሰጥ ይስማማሉ
ሀ. ከ1-4 ☐ ለ. ከ1-6 ☐ ሐ. ከ1-8 ☐ መ. ከ1-10 ☐

8. ጥያቄ ቁጥር «7» ለመረጡት የክፍል ደረጃ ምክንያቱን ይጥቀሱ _____

9. ከዚህ ቀደም የህብረተሰብ ሳይንስ ትምህርት /አይንቲና/ በአፋርኛ ቋንቋ የማስተማር
መከራ ተደርጎ ነበር።

ሀ. አዎ ☐ ለ. የለም ☐

10. ለጥያቄ ቁጥር «9» መልስዎ አዎ ከሆነ እርስዎ ትምህርቱን በቋንቋው ተምረዋል
ሀ. አዎ ☐ ለ. የለም ☐

11. ለጥያቄ ቁጥር «10» መልስዎ አዎ ከሆነ ለምን ያህል አመት ተምረዋል
ሀ. ለአንድ አመት ☐
ለ. ለሁለት አመት ☐
ሐ. ለሶስት አመት ☐
መ. ከአራት አመት በላይ ☐

IV. የመማሪያ መፅሐፍትና ሌሎች የትምህርት መረጃ መሳሪያዎች ዝግጅትን

በተመለከተ

12. በአፋርኛ ቋንቋ የተዘጋጁ የመማሪያ መፅሀፍት በበቂ የመማሪያ መፅሀፍት ነበር

ሀ. በጣም እስማማለሁ ☐ ለ. እስማማለሁ ☐ ሐ. አልስማማም ☐
መ. በጣም አልስማማም ☐ ሠ. መወሰን አልችልም ☐

13. ትምህርቱን በአፋርኛ ቋንቋ በሚማሩበት ወቅት የመማሪያ መፅሐፍ የሚማሩበትን
የትምህርት ደረጃ ይመጥን ነበር / በቂ ጥራት ነበራቸው።

ሀ. በጣም እስማማለሁ ☐ ለ. እስማማለሁ ☐ ሐ. አልስማማም ☐
መ. በጣም አልስማማም ☐ ሠ. መወሰን አልችልም ☐

14. ከመማሪያ መፅሐፍት በተጨማሪ ሌሎች አጋዥ መፅሐፍት ነበሩ።

ሀ. በጣም እስማማለሁ ☐ ለ. እስማማለሁ ☐ ሐ. አልስማማም ☐
መ. በጣም አልስማማም ☐ ሠ. መወሰን አልችልም ☐

15. በመሥረድ መፅሀፍት ላይ የተጠቀሱት ምሳሌዎች ግልፅ ተገቢና የአካባቢን ሁኔታ ያገናኙ ናቸው።

ሀ. በጣም እስማማለሁ. ☐ ለ. እስማማለሁ. ☐ ሐ. እስማማለሁ ☐
መ. በጣም እስማማለሁ ☐ ሠ. መውሰን አልችልም ☐

16. ለአፋሪኛ ቋንቋ አዲስ የሆኑ ቃላትና ሀረጎች በትምህርት ይዘት ውስጥ ይገኛሉ

17. የመሥረድ መፅሀፍት የተዘጋጀው የተማሪዎችን ችሎታ ባገናኘ መልኩ ነው።

18. «አይንተና» ን ለማስተማር በቂ መምህራን በወቅቱ ነበሩ።

ሀ. በጣም እስማማለሁ. ☐ ለ. እስማማለሁ. ☐ ሐ. በጣም እስማማለሁ ☐
መ. እስማማለሁ ☐ ሠ. መውሰን አልችልም ☐

19. ላቶያቁ ቁጥር «14» መልስዎን ሀ ወይም ለ ከሆነ መምህራኑ ለማያስተምሩበት የክፍል ደረጃ ይመጥኑ ነበር።

ሀ. በጣም እስማማለሁ. ☐ ለ. እስማማለሁ. ☐ ሐ. በጣም እስማማለሁ ☐
መ. እስማማለሁ ☐ ሠ. መውሰን አልችልም ☐

20. ትምህርቱ በሚሰጥበት ወቅት ነበሩ የሚሉት ወ. ሌሎች ችግሮች ካሉ ይጥቀሱ

21. በወቅቱ ሊሰጥ የነበረው «አይንተና» ትምህርት ለምን የተቆረጠ ይመስልዎታል።

አስተያየትዎን በአጭሩ ያስቀምጡ።

22. ወደፊት ቋንቋው የማስተማሪያ ቋንቋ እንዲሆን ምን መደረግ አለበት ይላሉ።

✓ Appendix C

3. የአፍ መፍቻ ቋንቋ አፋርኛ ☐ አማርኛ ☐ ሌላ ከሆነ ይጥቀሱ -----
4. እርስዎ ከአፍ መፍቻ ቋንቋ ሌላ ቋንቋ ይችላሉ ? ሀ/ አዋ ☐ ለ/የለም ☐
5. ለጥያቄ ቁጥር 4 መልስዎ አዎ ከሆነ ቋንቋዉን ይጥቀሱ -----

II. አፋርኛ ቋንቋን የማስተማሪያ ቋንቋ ስለመሆኑ

6. አፋርኛ ቋንቋ ለአንደኛ ደረጃ ትምህርት ቤቶች የማስተማሪያ ቋንቋ ሆኖ ቢያገለግል ይስማማሉ ?
ሀ/ በጣም አስማማለሁ ለ/ አስማማለሁ ሐ/ አልስማማም መ/በጣም አልስማማም ሠ/መወሰን አልችልም
7. በተራ ቁጥር 6 ላይ ለመረጡት ምርጫ ምክንያቱን ይጥቀሱ -----

8. እርስዎ ትምህርት በአፋርኛ ቋንቋ እስከ ስንተኛ ክፍል ድረስ ቢሰጥ ይመርጣሉ
ሀ/ ከ1-4 ለ/ ከ1-6 ሐ/ 1-8 መ/ ከ1-10
9. በጥያቄ ቁጥር 2 ላይ ለመረጡት የክፍል ደረጃ ምክንያቱን ይጥቀሱ -----

10. ከዚህ ቀደም በክልሉ በሚገኙ አንደኛ ደረጃ ትምህርት ቤቶች የህብረተሰብ ሳይንስ / አይንቲኖ / ትምህርት በአፋርኛ ቋንቋ የማስተማር ሙከራ ነበር ፣
ሀ/ አዎ ለ/ የለም
11. ለጥያቄ ቁጥር 10 መልስዎ «አዎ» ከሆነ ሙከራዉ ከመቼ እስከ መቼ የቆየ ነበር ? ----- እስከ ----- ዓ.ም
12. ይህ ሙከራ እንዴት ተጀመረ ?
ሀ / ከላይ በሚገኙ ባለስልጣናት ጫና
ለ / በማህረሰቡ ጥያቄ መሰረት
ሐ / የትምህርት ባለሙያዎች አስፈላጊዉን የትምህርት ቀረፃ እና የመፃህፍ ዝግጅት በማጠናቀቃቸዉ
መ / ሌላ ምክንያት ካለ ይግለፁ -----

13. ለተደረገዉ ሙከራ ዉጤታማ አለመሆን ምክንያቱ ምን ነበር ?
ሀ/ በቋንቋዉ ለሚሰጠዉ ትምህርት በወቅቱ ደጋፊ የትምህርት መረጃ መፀሀፍት አልነበሩም / እጥረት ነበር ፣
ለ/ የመማሪያዉ መፃህፍ ትምህርቱ በቋንቋዉ ለሚሰጥበት የክፍል ደረጃ አይመጥንም ነበር ፣
ሐ/ በትምህርቱ መስክ የሰለጠነ ቋንቋዉን የሚናገር መምህር አጥረት ነዉ ።
መ/ የመማሪያ መፀሀፍ ቀረፃ በባለሙያዎች ባለመከናወኑ ችግር ነበረበት ፣
ሠ/ ሌሎች ምክንያቶች ካሉ በዝርዝር ያስቀምጡ -----

14. ከዚህ መዝሙር በኋላ ቅንቅ ያመጣቸዋል የቅንቅ እንዲሆን እየተደረገ ያለ ጥረት አለ ?

15. ላቶቹ ቁጥር « 14 » መልስዎ « አዎ » ከሆነ በዝርዝር ያስቀምጡ
ሀ/ አዎ ለ/ የለም

16. ቅንቅዉን የመግለጫ ቅንቅ ለማድረግ በሚደረገው ጥረት ውስጥ ምን ምን አይነት ዝግጅት በመድረግ ላይ ነው ?

ሀ/ የመግለጫ መሰረታዊ እና የረጅም ሙዚቃዊ የመተርጎምና የማዘጋጀት ስራ በመከናወን ላይ ነው ፤

ለ/ የመምህራን ምልመላና ስልጠና በመከናወን ላይ ነው ፤

ሐ/ ከምህረት ጋር ወይም የሚደረግ ስራ እየተከናወነ ነው ፤

መ/ ሌላ ካለ ይጥቀሱ

18. ላቶቹ ቁጥር 17 መልስዎ አዎ ከሆነ እንዲሁ ለመጥቀስ የተደረገ ጥረት ካለ ሀ/ አዎ ለ/ የለም

19. አፋርኛ ቅንቅን የመግለጫ ቅንቅ ለማድረግ በሚደረገው ጥረት ውስጥ የገንዘብ እጥረት ነበር ።

ሀ/ በጣም እስማማለሁ ለ/ እስማማለሁ ሐ/ በጣም አልስማማም መ/ አልስማማም

20. ቅንቅዉን የመግለጫ ቅንቅ ለማድረግ በሚደረገው እንቅስቃሴ ውስጥ ቅንቅዉን በተመለከተ የገጠሙት አሉ ፤

ሀ/ በጣም እስማማለሁ ለ/ እስማማለሁ ሐ/ በጣም አልስማማም መ/ አልስማማም

21. በተራ ቁጥር 10 ላይ ለሰጡት ምላሽ ምክንያቱን ይጥቀሱ

22. በክልሉ የሚገኙ አፍ መጥቶች ቅንቅዉን አፋርኛ የሆኑ ህፃናት በቅንቅዉን ባለመግለጫ የገጠማቸው ቅጥር አለ ይላሉ ?

ሀ/ አዎ ለ/ የለም

23. አዎ ከሆነ ለምሳሌ ሀ/ የሆነ ልሳናት ቅጥር ለ/ በማህበረሰባቸው ግንኙነታቸው የገጠማቸው ቅጥር ለ/ በትምህርት አቀባባቢቸው እየተገኙ ነው መ/ ሌላው ቅጥር ካለ ይዘርዝሩ

24. በክልሉ የአፋርኛ ቋንቋ በትምህርት ላይ መዋል ተግባራዊነት እንቅፋት የሆኑ ነገሮች / ጉዳዮች ምን ምንድናቸዉ ይላሉ ? እነዚህን በምን መንገድ ሊወገዱ ይችላሉ ይላሉ -----
-
25. አፋርኛ ቋንቋ በቅርብ ጊዜ የመማሪያ ቋንቋ ሆኖ እንዲያገለግል እየተደረገ ያለ ጥረት አለ ?
 ሀ/ አዎ ለ/ የለም
26. አዎ ካሉ ምን ያህል የተሳካ ሆኗል -----
-
27. የአፋርኛ ቋንቋ ሥርዓተ -ትምህርት በመቀረጽ ላይ ካለ ምን ምን ቅድመ ሁኔታዎችን ከግምት ውስጥ አስገብቷል
 ሀ/ የመምህራን ስልጠናና ምልመላ ለ/ የመማሪያ መጽሀፍትና የመርጃ መጽሀፍት ዝግጅት ሐ/ የህብረተሰቡን ተቀባይነትና ፍላጎት በተመለከተ መ/ የማከናወኛ በጀትን በተመለከተ ሠ/ ሌሎች ካሉ ይጥቀሱ# -----
-
28. የአፋርኛ ቋንቋ የማስተማሪያ ቋንቋ ለማድረግ በሚደረገዉ እንቅስቃሴ እና ሌሎች ከዚህ ጋር ተገናኙ የሚሏቸዉ ጉዳዮች ካሉ ይዘርዝሩ -----
-
-
-
-
-

ኘናመሰግናኩኝ

Appendix D

አዲስ አበባ ዩኒቨርሲቲ

በቋንቋዎች ጥናት ተቋም የሥነ-ልቦና ትምህርት ክፍል

የድህረ ምረቃ ፕሮግራም

በክልሉ አፋርኛ ቋንቋ የመማርያ ቋንቋ ሆኖ በማገልገል ላይ አይገኝም፡፡ ይህ የሆነበት ምክንያት ምንድን ነው በሚሉ ጉዳዮች ዙሪያ እና ከዚህ ቀደም ቋንቋውን የማስተማሪያ ቋንቋ ለማድግ በተደረገው ጥረት ውስጥ ያጋጠሙ ዋና ዋና ችግሮችን በተመለከተ ለአፋርኛ ቋንቋ መምህራን እና ለቀድሞ «አዩንቲኖ» መምህራንን የቀረበ መጠይቅ የጥናቱ ዓላማ፣

በዚህ ጥናት ዋና አላማ በክልሉ አፋርኛ ቋንቋ የማስተማርያ ቋንቋ ሆኖ አያገለግልም ይህ የሆነበት ምክንያት ምን እንደሆነ ለማወቅ እና ከዚህ ቀደም የማስተማርያ ቋንቋ ለማድረግ በተደረገው ጥረት ውስጥ መሰናክል የሆኑትን ችግሮች ዘርዘሮ በማውጣት ለተግባራዊነቱ መደረግ ያለበትን ጥረት የሚያሳይ እና ሀሳቦችን ለመጠቀም ነው፡፡ እናም የዚህ ጥናት ውጤት ለአፋርኛ ቋንቋ በትምህርት ላይ መዋል እና ለተሸለ ትምህርት አሰጣጥ አስተዋጽኦ ያበረክት ዘንድ እርሶ የሚሰጡት መረጃ ከፍተኛ ድርሻ አለው፡፡ ስለዚህ ይህንን ተረድተው በታማኝነት እና በቅንነት ትክክለኛ መረጃ እንዲሰጡ እየጠየኩኝ የሚሰጡኝ ማንኛውም መረጃ ለዚህ ጥናት ብቻ የሚውል መሆኑን ላረጋግጥልዎ እወዳለሁ፡፡

በቅድሚያ ለትብብርዎ አመሰግናለሁ

1. የግል ሁኔታ

ለሚከተሉት መረጃ የ✓ ምልክት በሳጥን ውስጥ በማቀመጥ እና በክፍት ቦታ ላይ ደግሞ ተገቢውን መልስ በአጭሩ በመጻፍ ያስቀምጡ

1. ያታ ወንድ ☐ ሴት ☐

2. የትምህርት ደረጃ ፡ ማንበብ እና መጻፍ የሚችል ☐ የመጀመርያ ደረጃ ትምህርት ያጠናቀቀ ☐ የ2ኛ ደረጃ ትምህርት ☐ ያጠናቀቀ የኮሌጅ /ዩኒቨርሲቲ ት/ት ☐ ያጠናቀቀ ሌላ ከሆነ ይጥቀሱ _____

3. የአፍ መፍቻ ቋንቋ አፋርኛ ☐ አማረኛ ☐ ሌላ ከሆነ ይጥቀሱ _____

4. እርሶ ከእፍ መፍቻ ቋንቋ ሌላ የሚናገሩት ቋንቋ አማርኛ ☐ አፋርኛ ☐ ሌላ ካለ ይጥቀሱ _____

II. የአፋርኛ ቋንቋ አተቃቀም በተመለከተ

5. የእርሶ ልጅ በአፋርኛ ቋንቋ ትምህርት ቢማር ደስተኛ ነዎት

ሀ/ አዎ

ለ/ የለም

6. እስከ ስድስተኛ ክፍል ቢማር ጥሩ ነው

ሀ/ ከ1-4

ለ/ ከ1-6

ሐ. 1-8

መ/ 1-10

ሠ ሌላ ካለ የግለፁ

7. ለጥያቄ ቁጥር «5» መልስዎ የለም ከሆነ ምክንያቱን ይጥቀሱ _____

8 ለጥያቄ ቁጥር ስድስት ለመረጡት ክፍል ደረጃ ምክንያቱን ይጥቀሱ _____

9. እርስዎ በአፋርኛ ቋንቋ ትምህርት ለመስጠት በሚደረገው ዝግጅት ውጥ ተሳታፊ ሆነው ውይይት ወይም ስብሰባ ተሳታፊ ሆነው ያውቃሉ

ሀ/ አዎ

ለ/ የለም

10/ ለጥያቄ ቁጥር «9» መልስዎ አዎ ከሆነ ውይይቱ ምን ላይ የተኮረ ነበር _____

III. በአፋርኛ ቋንቋ ትምህርት አለመስጠትን አስመልክቶ የወላጅ አመለካከት

11. በአፋርኛ ቋንቋ ትምህርት ቢሰጥ (ልጆችዎ ቢማሩ) ያልዎትን ግንዛቤ «✓»

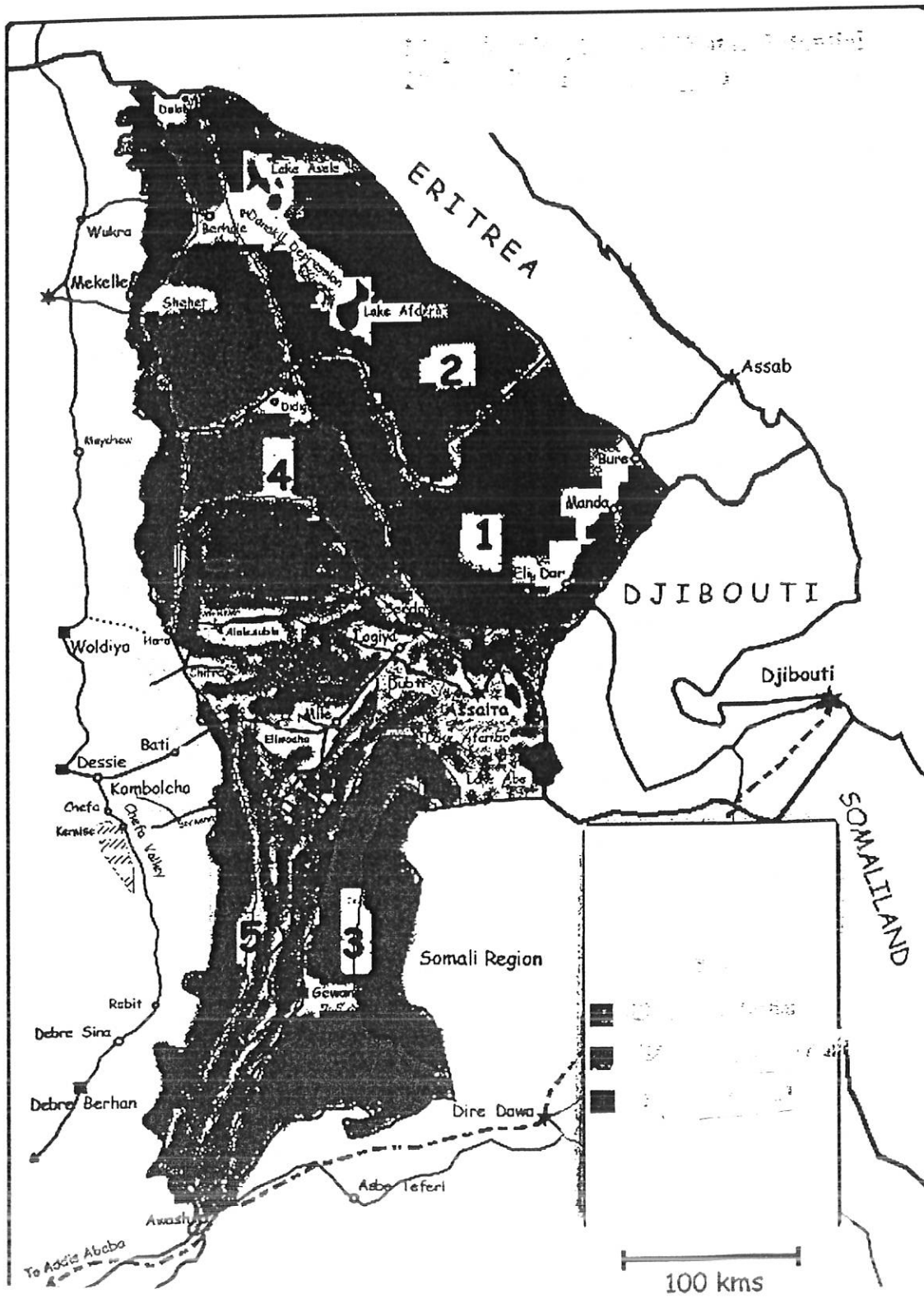
ምልክት በተገቢ ቦታ በማስቀመጥ መልስ ይስጡ።

መስፈርት	በጣም እስማማለሁ	እስማማለሁ	በጣም አልስማማም	አልስማማም	አልስማማም	መወሰን አልችልም
የመመሪያ ደረጃ ትምህት በአፍ መፍቻ ቋንቋ መስጠት ትምህርት ቤቱ ለልጆች አዲና አስቸጋሪ እንዳይሆን ይረዳል						
በአፍ መፍቻ ቋንቋ አለመማራቸው በተማሪዎች ትምህት አቀባበል ላይ ችግር ይፈጥራል						
ልጆች በቋንቋቸው ቢማሩ በተሸለ ሁኔታ ስለ አካባቢያቸው እንዲገነዘቡ ይረዳል						
አፋርኛ የትምህርት ፖሊሲ በአካባቢው ህብረተሰብ ዘንድ ተቀባይነት ይኖረዋል						
የማስተማርያ ይረዳል አፋርኛ ቢሆን ህብረተሰቡ ይደግፈዋል						
የማስተማርያ ቋንቋ አፋርኛ መሆኑ ለልጆች ወደፊት የተሸለ የስራ እድል እንዲያገኙ ይረዳል						
አፋርኛ የትምህርት ፖሊሲን ተግባራዊ ለማድረግ ፍላጎትና ዝግጁነት አለን						
አፋርኛ ቋንቋ ለማስተማሪያ ቋንቋ መጠቀም ለህብረተሰቡ ክብር ባህል መግለጫ ነው						

ደፊት አፋርኛ ቋንቋ ሆኖ እንዲያገለግል ምን መደረግ አለበት ይላሉ?

APPENDIX-1

Map of the Somali Region, Ethiopia



APPENDIX -2

Qafanañih Feera Ankeek Ankê Pan?

የላቲን ጽሑፍ ከየት ወይም?

I. Ankek ?	I. ከየት ?
1. Qarab anih alifbaata	1. በአረብኛ ሆኖታ
1.1. Maca edde tunkuttube? - Salawaataay, mawluuduy ww...	1.1. ምን ተፃፈበት? ሰለዋት ፣ መውሉድ ወዘተ...
1.2. Tukulbem iyya? - Qafarak diini mirocti	1.2. በእነማን? - በአፋር የሀይማኖት መሪዎች
1.3. Ma wakti ? - Nammah sidooca boolih karmak duma	1.3. መቼ? - ከሁለት/ሦስት መቶ ዓመታት በፊት
1.4. Ankel? - Awsal, Miqdiril, Dawwel, Tagorrii kee bayluulul	1.4. የት ? - በአወላ ፣ በምዕድር ፣ በተጆራና በበይሉል
2. Laafim waroorit (I)	2. በላቲን ሆኖታ (I)
2.1. Maca edde tunkuttube? - Hayyayoonay, gaditteey missilitteey, tirtitaay, ww...	2.1. ምን ተፃፈበት? - አፈታሪኮች ፣ ዘፈኖች ፣ ተረቶችና የጦርነት ሽላላዎች ወዘተ...
2.2. Tuktubem iyya? - Leyo Hayinerish (Leo Heinrich) deqsita Jarman afat yaaba numu.	2.2. በእነማን? - ልዩ ሃይነሪኽ በሚባል የጀርመንኛ ተናጋሪ
2.3. Ma wakti ? - F.L.L. 1875 - 1885	2.3. መቼ ? - እ.ኤ.አ 1875 - 85
2.4. Ankel? - Boori deqsita rasu	2.4. የት? - በሪ በሚባለው አካባቢ
3. Laafim waroorit (II)	3. በላቲን ሆኖታ (II)
3.1. Maca edde tunkuttube? - Tawraataay, Injiiliy, adal kee sabooy, horraa kee gaditteey ww...	3.1. ምን ተፃፈበት? - ብሎና አዲስ ኪዳን፣ የባህል ዘፈኖችና የጦርነት ሽላላዎች ወዘተ...
3.2. Tuktubem iyya? - Farangi diini baxcisaa kee cubbussoo- leela 1. Enid Parker 2. Chedvile 3. J. Howard 4. Didier Morin ww...	3.2. በእነማን? - በፈረንጅ የሃይማኖት ሰባኪዎችና አጥኒዎች 1. ኡኒድ ፓርክር 2. ሼድቪል 3. ጆ ሃወርድ 4. ዲድዩ ሞራን
3.3. Ma wakti ? - F.L.L. 1960 xabba haanama	3.3. መቼ? - እ.ኤ.አ. ከ1960 ጀምሮ
3.4. Ankel? - Tiiqooy, Samu - Roobiiy Addis Ababaa kee Jabuutil	3.4. የት? - በቲዎ ፣ በሰሙሮቢ ፣ በአዲስ አበባና በጅቡቲ

4. Laaftin waroori (III) (Away tan feera)	4. በላቲን ሆኒያት (III) /አሁን ያለው ፊደል/
4.1. Maca edde tunkuttube? - Naharak Barit Isiinah Af kee Yabti-Rakiibo F.L.L. 1976. Wohuk wadiril mangom edde tunkuttube.	4.1. ምን ተፃፈበት? - በመጀመሪያ ጊዜ በሪት ኢ.ሲ.ናህ አፍ የተሰኘው መጽሐፍና የአፋርኛ ሰዋሰው በእ.አ.አ. በ1976 ታተመበት። ከእነዚህ በኋላ ብዙ ነገሮች ተፃፈበት
4.2. Tuktubem iyya? - Dimis kee Reedo	4.2. በእነማን? - ድሚስ እና ሬዶ
4.3. Ma wakti? - F.L.L. 1975 - 6	4.3. መቼ? - እ.አ.አ. 1975 - 76
4.4. Ankel ? - Moqhdishoo kee Jabuutil	4.4. የት? - በሞቃዲሾ እና በጅቡቲ
5. Rikeek tan waroorih hadala (I)	5. በአዲስ ሆኒያት ፊደል (I)
5.1. Maca edde tunkuttube? - Dagoo kutbeebea	5.1. ምን ተፃፈበት? - ትንንሽ ምንግቦች
5.2. Tuktubem iyya? - Sayyid Casan Al-amiin	5.2. በእነማን? - በሰይድ ሐሰን አልአሚን
5.3. Wakti? - F.L.L. 1973	5.3. መቼ? - በእ.አ.አ. 1973
5.4. Ankel? - Qasabal	5.4. የት ? - አሰብ
6. Rikeek tan waroorih hadala (II)	6. በአዲስ ሆኒያት ፊደል (II)
6.1. Maca edde tunkuttbe? - Dago kutbeebaa kee kaalenderi	6.1. ምን ተፃፈበት? - ትንንሽ ምንግቦችና ካሌንደር
6.2. Tuktubem iyya? - Yuusuf Macammad buha	6.2. በእነማን? - የሱፍ መሀመድ ቡሃ
6.3. Ma wakti? - F.L.L. 2002	6.3. መቼ? - እ.አ.አ. 2002
6.4. Ankel - Holanda	6.4. የት ? - ሆላንድ
7. Rikeek tan waroorih hadala (III)	7. በአዲስ ሆኒያት ፊደል (III)
7.1. Maca edde tunkuttube? - Qadaara	7.1. ምን ተፃፈበት? - ግጥሞች
7.2. Tuktubem iyya? - Yaasiin Kadir Qali	7.2. በእነማን? - ያሱን ከድር አሊ
7.3. Ma wakti? - F.L.L. 2005	7.3. መቼ? - እ.አ.አ. 2005
7.4. Ankel ? - Addiis Ababal	7.4. የት ? - በአዲስ አበባ