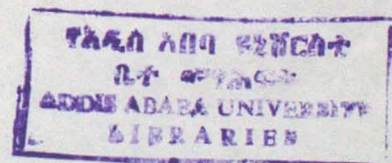


ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**THE IMPLEMENTATION OF AFAN OROMO AS A MEDIUM OF INSTRUCTION
IN THE SECOND CYCLE OF PRIMARY SCHOOLS: THE CASE OF
EAST WOLLEGA ZONE**

BY
GETU ABEBE



JUNE 2006

**The Implementation of Afan Oromo as a Medium of Instruction
in the Second Cycle of Primary Schools: The Case of
East Wollega Zone**

**A Thesis Presented to School of Graduate Studies of
Addis Ababa University in Partial Fulfillment of
The Requirements for Master of
Arts in Curriculum**

By

Getu Abebe

June 2006

Addis Ababa University
School of Graduate Studies

**The Implementation of Afan Oromo as a Medium of
Instruction in the Second Cycle of Primary Schools:
The Case of East Wollega Zone**

By
Getu Abebe

Approved by Board of Examiners

1. Giizaw Tassele
Chairman of Department of Graduate Committee

Signature

2. Toshome Nebate Tesfaye
Advisor

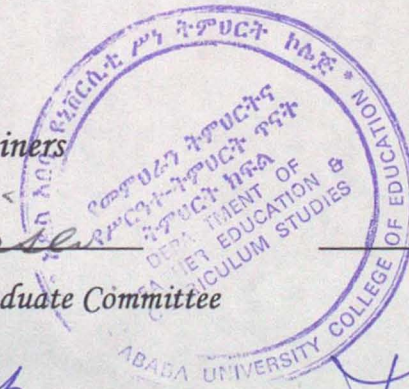
Signature

3. Mendida Barkesa (PhD)
External Examiner

Signature

4. Getachew Adugna
Internal Examiner

Signature



ACKNOWLEDGMENT

I would like to express my deepest gratitude to my advisor Dr. Teshome Nekatibeb for his heart full and expert guidance, comments and advice provided me in the course of writing my thesis. Similarly, I want to express my appreciation for Teachers Association of East wollega for its moral and financial support.

Additionally, I address my thank to my dear sister, Tigist Gebeyehu and her family for their unreserved assistance. Moreover, I would like to extend my gratitude specially to Ato Dereje Olana , Ato Tamirat Kore, Ato Taressa Yadeta and Ato Gonfa Duressa for their material and technical assistances; as well as for all staff members of East Wollega Education office, teachers, parents and students who voluntarily participated in the study.

Beside these, I like to thank my brothers and sisters: Gebeyehu Liben, Mulu Liben, Kassahun Abebe, Kassech Abebe, Fikre Abebe, Abebu Assefa, Indalkachew Assefa, Alemayehu Assefa and Yeshe Assefa and their family for their moral and material support they rendered me during my stay in the university.

Not least but last, I also extend my thank to my wife Tsehay Sori, my sons and daughters: Kulani Getu, Melesu Getu, Sofaniyas Getu and Sena Getu who tolerated every problems that they had faced in my absence, and who encouraged me subsequently and who have been constant source of inspiration.

TABLE OF CONTENTS

	Page
Acknowledgment	I
Table of Contents	II
List of Tables	III
List of Appendicies	IV
Abstract	V

CHAPTER ONE

INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Organization of the Study.....	4
1.3 Statement of the Problem	5
1.4 Objectives of the Study.....	6
1.5 Research Questions.....	7
1.5.1 Broad Research Quesitons	7
1.5.2 Specific Research Questions	7
1.6 Significance of the Study	8
1.7 Delimitation.....	8
1.8 Limitation.....	9
1.9 Definition of Terms and Phrases (Operational Terms).....	9

CHAPTER TWO

REVIEW OF RELATED LITERATURE.....	10
2.1 Education in Primary Schools.....	10
2.2. Language and Its Significances.....	10
2.3 Language in Education.....	11
2.4 Language Policy, Policy Making and Planning Language for Implementation.....	12

2.4.1 Language Policy	12
2.4.2 Language Policy Making	13
2.4.3 Planning Language for Implementation.....	14
2.4.4. Language Policy Implementation.....	17
2.4.5 Evaluation in language Policy Implementation.....	18
2.5. Factors that Necessitates the Use of Mother Tongue in Education: Views of Proponents.....	20
2.5.1. Pedagogical Factors	20
2.5.2. Psychological Factors.....	20
2.5.3. Socio Cultural Factors	21
2.5.4. Political Factors	22
2.6 Views Directed Against the Implementation of Mother Tongue as Medium of Instruction.....	22
2.6.1. Political Problems	22
2.6.2 Economic Problems	23
2.6.3. Transition from Mother Tongue Instruction to Another.....	23
2.7 Language in Education Policies and Its Implementation in Ethiopia.....	24
2.7.1. Opening of the First Modern School to the Italian Invasion (1908 - 1935)	24
2.7.2. The Italian Period (1935-1941).....	25
2.7.3. From Expulsion of Italians to the out Burst of the Revolution (1941-1974)	26
2.7.4. The Post- Revolution Period (1974-1990)	27
2.7.5. The New Education and Training Policy 1991-Present	28
2.8 The Oromo People and its Language.....	29
2.8.1. The Oromo Alphabet.....	31

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY	34
3.1 Design.....	34
3.2 Sampling Procedure (Research Settings and Respondents).....	35
3.3 Data Collection Instruments.....	36
3.4 Piloting Instruments.....	37
3.5 Data Analysis.....	38

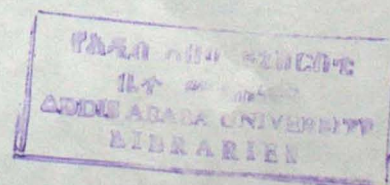


CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA	39
4.1 Background of Participants	39
4.2 Teachers' Instructional language Skills Competency.....	42
4.3 Attitude of Students, Teachers and Parents in Employing Afan Oromo as a Medium of Instruction in Second Cycle of Primary Education.....	43
4.3.1 Attitudes of Students in using Afan Oromo as a Medium of Instruction.....	43
4.3.2 Teachers Attitude in using Afan Oromo as Medium of Instruction	49
4.3.3 Parental Attitude in Using Afan Oromo in Primary Schools (5-8).....	51
4.4 Awareness on Language Policy in Education.....	53
4.5. Trainings Given for Teachers to Implement Afan Oromo	55
4.5.1 Resources and Other Facilitates that were Embraced in the Training	57
4.5.2 The Training and Its Contribution	61
4.6 Supply of Students' Textbooks Education Materials and Supplementary Reading Materials	64
4.6.1 Supply of Student Textbooks	64
4.6.2 Additional Reading and Education Materials	66
4.7 Financial Support.....	68
4.8 The Supply of Qualified Teachers	70
4.9 Competency of Education Officials.....	74
4.10 Studies Conducted to Alleviate Implementation Problems	75
4.11 Cooperation among Beneficiaries and Practitioners	76
4.12. Mechanisms Designed to Evaluate the proper Implementation of Afan Oromo as Medium of Instruction.....	78
4.13. Constraints Faced by Students in Learning with Afan Oromo.....	80

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION.....	83
5.1 Summary.....	83
5.2 Conclusions.....	86
5.3. Recommendation.....	88
REFERENCES.....	91



List of Tables

	Pages
Table 2.1: Vowels in Afan Oromo Writing System	32
Table 2.2: Consonants in Afan Oromo Writing System.....	32
Table 3.1: Total Population and Sample Taken by School	35
Table 4.1: Background Information of Respondents and Participants by Data.....	40
Table 4.2: Teachers' Skills of Afan Oromo in Instruction.....	42
Table 4.3: Students' Attitude in Using Afan Oromo as Medium of Instruction.....	44
Table 4.4: Teachers Attitude in using Afan Oromo as Medium of Instruction in the Second Cycle of Primary Schools	49
Table 4.5: Awareness Given in Relation to Language Policy in Education	53
Table 4.6: Orientation Given On Objective of Learning in Mother Tongue	53
Table 4.7: Training and orientations given for Teachers.....	55
Table 4.8: Duration of Training Offered	55
Table 4.9: Substances and Contents Included in the Training.....	58
Table 4.10: Status of the Training	61
Table 4.11: Supply of Text Books	64
Table 4.12: Text Book - Student Ratio for grade 5 - 8 in East Wollega (1998)	65
Table 4.13: Provisions of Additional Reading and Education Materials	66
Table 4.14: Financial support provided by different parties	68
Table 4.15: Allocation of Budget	69
Table 4.16: Supply of Proper Number and Qualified Teachers	70
Table 4.17: Balance Between Actually Existing Diploma Teachers and the Required Number in the Second Cycle of Primary Schools of East Wollega.....	71
Table 4.18: Additionally Required Number of Qualified Teachers	73
Table 4.19: Skill and Knowledge of Education Officials at Different Levels.....	74
Table 4.20: Studies Conducted by Education Experts and Teachers to Alleviate Problems Related to Implementation of Afan Oromo in Education	75
Table 4.21: Cooperation and Relations among Beneficiaries and Implementers in Promoting Mother Tongue in Education at Woreda Level	77
Table 4.22: Constraints Students Faced in the Process of Learning with Afan Oromo as a Medium of Instruction	80

List of Appendices

Questions for Students	A
Questions for Teaches and Directors	B
Interview Guiding Questions for Focus Group Discussion	C
Interview Guiding Questions for Education Officials at Woreda and Zone	D
Interview Guiding Questions for Parents	E
Translated Interview Guides and Questionnaires in Afan Oromo	F

ADDIS ABABA
UNIVERSITY
LIBRARY

Abstract

Language is a vehicle of human culture and civilization. It is a means of gaining access to knowledge and skills. Besides, it has basic role in instructional process.

Like wise, Afan Oromo has been utilized as a medium of instruction in the primary schools of Oromia region. As beginners, a lot has been done in promoting Oromo language as a medium of instruction, but a lot remains to be known as its implementation.

Therefore, this research was concerned to study the implementation of Afan Oromo as a medium of instruction in the second cycle of East Wollega primary schools. To this end, the research method employed was descriptive survey. The sampling techniques applied were both probability area sampling and non probability sampling. The sources of data were parents, teachers, students, woreda and zone education officials as well as vice-directors. The data collecting instruments were questionnaires, interviews, focusgroup discussions and documents. The data collected were analyzed quantitatively and qualitatively.

Findings of the study indicates that regardless of efforts made to narrow the gap, still there is a short supply of qualified and proper number of teachers in the schools. The implementation of mother tongue as a medium of instruction in primary schools got support from large sections of the society. The education managing unit at woredas weakly established coordination with those concerned bodies, to advance the implementation program. Moreover, using mother tongue in education contributes to the reduction of dropout; the training provided was incompatible with the nation wide implementation program. The preliminary orientations and trainings given for teachers were ill-equipped and poorly supported by skillful trainers. Text books and supplementary reading materials were in short of supply to schools. Work done to create basic belief on native language in education was weakly performed. Evaluation as a part of implementation has not yet been developed. Eventually, the study under scores that using mother tongue as a medium of instruction demands appropriate planning, proper in puts, continuous monitoring and evaluation at all levels and stages in the process of implementation to achieve the desired objectives initially established.

The study also recommended some better ways and means for further implementation of Afan Oromo as a medium of instruction.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

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

To this end, language is a crucial means of not only gaining access to these knowledge and skills as well as the best means of self identification, best tool of regulating, normalizing, socializing and initiating the younger generation to ensure its continuity. Thus, language is purely human and non - instinctive method of communicating ideas, emotions and desires by means and system of voluntarily produced symbols (Sapir, 1989:2).

Accordingly, language is stated as central to every thing we do and more than any other, distinguishes human beings from all other forms of life on earth. So language has multi values. Language is the most important part of culture to which all aspects of the societal life is attached. It embodies both individual and social processes. That is why the language of a given speech community is said to be the bank in which the culture of the society is ultimately deposited (Prah, 1995:53).

This effective function of language in education explains why language use policy in general and the use of mother tongue in education in particular have been one of the hottest issues every where in the world. In line with this, Eastman (1983:47) says: "Language becomes something to love, something to fight for, something to live for, something to die for, something to safeguard,

something to develop, to enrich, a reflection of mobility, a factor of ethnic identity, a means of unity, an indicator of life style...”

On the commemoration day of the first International Mother Language Day, the UN tried to recognize the great importance of safeguarding the linguistic and cultural heritages of humanity, and also considered the current threat to linguistic diversity posed by the globalization of communication and the tendency to use single language at the risk of marginalizing other languages (Tesfagiorgis, 2005:1). Citing UNESCO documents, he further shows that there are nearly 6000 different languages in the world today. Yet, linguists warn that at least 40 percent of these 6000 languages are expected to die out during this century (2005:1). Nevertheless, no matter whether the number is large or small, what matters is really to ensure the continuity of all languages.

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

Mother tongues are proven to be the most effective languages in learning, especially at young age (Makandla, 2000:79). The use of national language, or some other languages, other than the mother tongue, is believed to be a major impediment in gaining literacy skills for those who do not speak it, because it puts double demand on the learner: the demand of language acquisition and literacy (Unchendu, 1993: 53). That is why Fishman (1965: 385), states that to expect a child to deal with new information presented in a new language is to impose on him a double burden which results in slow progress of the child.

Additionally, this fact is strengthened by what Jim Cummins (2005) describes the level of development of children's mother tongue is strong predictor of their

second language development. Thus using a school language different from home language negatively affects school performance, results in slow progress of a child. It might some times cause emotional disturbance, frustration, tension, hatred towards: learning, his teacher or school.

Hence, the use of mother tongue as a medium of instruction, and as a means of lining both school and home keeps the child psychologically guaranteed. From the social point of view, the nature of language education enables the learner to secure his/her identity with their own group and gain the ability to participate in the wider society. This is supported by what Uchendu (1993: 35) questioned; "How can a child be proud of his people if its means of communication is alien?"

Pedagogically, in mother tongue instruction, children can actively participate in the lesson, no communication barrier, facilitates in smooth interaction. These allow health development and quality of education. On the other hand, there are opponents who argue against the use of mother tongue in education. Few of the reasons listed by the scholars are: lack of text books, reading materials, shortage of trained teachers in the language, political disunity, high financial expenditure, weaknesses of the language to translate science and technology and other related cases.

However, those opponents are criticized for their argument against the linguistic right of minorities. Accordingly, led by the principle of unity in diversity, multilingualism can be used as a power force acting as a national resource for developing mutual understanding and a sense of respect. Generally, the use of mother tongue as a medium of instruction has been world wide debate among several writers.

Based on these assumptions, the language of education should be the language most known, used, loved and respected by the learners in particular and speech community in general. However, in Ethiopia under the feudal and Derg



regime, diversity of languages and cultures has been given scanty attention (Ghermai 1998:58). He further stated, amidst the over eighty languages in Ethiopia, only one: Amharic was favored and dominated the language development opportunities until very recently. Amharic alone was allowed to enjoy the privileges of being taught as a subject throughout the school year and of being the medium of instruction at the primary level all over the nation. If one considers this historical event from both academic and political point of views, it can equate to denial of rights and discouraging home languages.

However, the New National Education and Training Policy (1994:23-4) clearly defined its stand on the use of nation/ nationality languages in education and the training of teachers in the country as follows. "Cognizant of the pedagogical advantage of the child in learning with the mother tongue and the rights of nationalities to promote the use of their languages, primary education will be given in nationality languages."

Using this historical measure as a spring board; the Oromo language began to serve its society as a medium of instruction in primary schools. As beginners a lot has been done in promoting the language in school; efforts are being made every where in Oromia to hasten up the progress of this language. But a lot remains to be known as to its implementation. Thus the basic question of this study focuses on implementation by taking East Wollega zone as a case.

1.2 Organization of the Study

The study contains five chapters. The first chapter deals with introduction of the study which includes the background, statement of the problem, objectives, significances, limitation, and delimitation of the study and operational definitions of important terms. The second chapter contains review of related literature while the third concerned with research design and methodology. Chapter four treats: presentation, analysis and discussion of data. Chapter five of the study embraced summary, findings, conclusion and recommandatins.

1.3 Statement of the Problem

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

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

As reported in the meeting of African countries ministers of Education in Harare in 1982, although, the tendency of African courtiers to use their language was increasing from time to time, the problem encountered in scarcity of teaching materials and additional literature were hinderance to the implementation program (UNESCO 1982 in McNab, 1989: 15).

Inadequacy of reading and teaching materials were caused not only in preparation and publication but also by the lack of transportation and weak means of distribution. According to Tsehay (1977: 3, in Shimelis 2004:8) the effectiveness of language used for instruction highly depends upon people's attitude towards the language use rather than the demographic factor of language distribution.

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



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

Beside those problems, which had been seen in experiences of the implementation, the New Education and Training Policy of Ethiopia favored the use of nation and nationality languages in primary schools. In line with this, the Afan Oromo that was deprived of public use for long period of time got the chance to serve in education.

But no one believes that its implementation is smooth and free of impediments. Based up on afore stated experiences, one estimates that the Oromo language was passed through problems and still proceeds with several of them.

That is why the researcher has decided to study the proper implementation of Afan Oromo, as a medium of instruction in the second cycle of primary schools, the case in East Wollega zone. To this end the following basic question were established.

1.4 Objectives of the Study

The plan to use mother tongue as a medium of instruction can only be effectively implemented when its problems are identified by research and appropriate measures are taken. To this end, the general objective of the study is to investigate the proper implementation of Afan Oromo as a medium of instruction in the second cycle of primary schools, the case in East Wollega Zone.

Specific Objectives

- To analyze the extent to which the Oromo effectively serve as a medium of instruction in imparting the desired: essential knowledge, skills, values and attitudes to the children.
- To recommend additional efforts to be made roles and significant tasks to be accomplished by professionals, parents and other concerned bodies in promoting the mother language as a medium of instruction in second cycle of primary schools.
- To investigate teachers', parents' and students' attitudes in relation to the utilization of the mother tongue in education at the level understudy.
- To identify problems that schools and the surrounding community encountered in the process of employing the mother tongue in teaching learning processes and to give solutions for the main impediments.
- To investigate the extent to which the concerned bodies committed in facilitating and implementing the language policy in education at East wollega zone.

1.5 Research Questions

1.5.1 Broad

- A. Under what conditions Afan Oromo was implmented in the second cycle of primary education as a medium of instruction?
- B. What were the views of practitioners and beneficiaries towards the role that the mother tongue plays as a medium of instruction in the second cycle of primary education?
- C. What were the attempts made to consolidate the interaction between schools and education officials as well as other stake holders who directly and indirectly are affected by the utilization of Afan Oromo in primary schools?
- D. What were the mechanisms used to evaluate the implementation of Afan Oromo as a medium of instruction?

1.5.2 Specific Research Questions

A

- What were actions taken to adjust personnel habits to the new stiautions?
- To what extent the required amount and quality of inputs achieved to accomplish the implementation program?
- Howfar the facilitators and the practioners gained the necessary technical and administrative skills?
- What were further efforts done in educational management units of zone, woredas and schools to meet the language function in education?

B

- What were mechanisms used to persuade the mind of the community in line with the purpose and objective of learning in mother tongue?
- To what extent the society accepted the function of Afan Oromo in the second cycle of primary schools?

C.

- To what extent the implementaiton program achived support from potential backers?
- How frequent discussions and consultation were conducted among facilitaors, implemntaers and the target group to achieve the pre-planned objectives?
- How much strong were the coordination of work activities and communication established for successful implementation of Afan Oromo in the second cycle of primary schools?

D.

- What were types of evaluation used to know the status and nature of implementation? Has it been participatory? Who were the evaluators?
- What aspects of the implementation were evaluated? Are there indicators? What were the indicators?
- What were the results of evaluation?
- What were decisions given based on the results obtained?
- What were the out comes of the decisions?

1.6 Significance of the Study

The study is expected to come up with the following significant contributions for the proper implementation of mother language in education. The study will be of great importance to the following bodies.

- It raises the interest of teachers, parents, students and officials at different levels in using Afan Oromo for the desired functions.
- It increases the local government or officials concern in using the mother tongue in education.
- It encourages governmental, non-governmental institutions, schools' Afan Oromo language departments and clubs, to establish strong relation among themselves to advance the implementation program.
- It motivates publishers in printing and publication of books magazines, pamphlets and other forms of literature in the mother language.
- It may also serve as spring board for other researchers that will conduct further investigations.

1.7 Delimitation

In order to have complete picture of the implementation the research would have been more important if it had been conducted at regional level. However, this study was restricted to the implementation of Afan Oromo as a medium of instruction in the second cycle primary schools of East Wollega. Beside, there are a number of pertinent issues to be addressed through research in using Afan Oromo as a medium of instruction however, this study is only confined to the extent to which Afan Oromo is being implemented; the attitude of practitioners and beneficiaries toward the utilization of Afan Oromo in education; an attempt made to consolidate the use of Afan Oromo and mechanisms used to evaluate the implementation of the language as a medium of instruction in the second cycle of primary education

1.8 Limitation

Since the study is conducted in East Wollega the result could not be generalized to all second cycle primary schools in the region. Additionally, the absence of local studies at woreda, school and zone level concerning the implementation of Afan Oromo experiences of the researcher would have been serving as a spring board for further investigation might have limited the depth and scope of the study.

1.9 Definition of Terms and Phrases (Operational Terms)

- **Mother Tongue:** Mother tongue is a human speech either spoken or written by parents and inherited by the next generation till its existence (Davis, 1994: 274).
- **Language:** The most common system of communication, which allows the people to talk to each other and to write their thoughts and ideas (Sapir, 1989: 12).
- **Medium of instruction:** Language used to pass educational contents or messages from one person to another in a school or other teaching learning areas in order to attain the pre-planned objectives (Ager 1996: 1).
- **Implementation:-** is the execution of a program or a project aimed at achieving specific policy objectives. So it is the process of interaction between the setting goals and actions geared to achieve them (Rondinelli, 1990: 27).
- **Attitude:** Settled behavior or manner of acting as representative of feeling or opinion. It is habitual mode of regarding something. It is to react favorably or unfavorably towards something good or bad (Doll, 1970: 54) .
- **Values:** are those standards of behavior, qualities of character, human relationships and life styles that are admired by a particular society. They are established by the various pressures that society exercises over its members to achieve conformity and are generally mentioned by education in all its forms (Farrant, 1968: 125).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Education in Primary Schools

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

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

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

2.2. Language and Its Significances

Every sovereign state or ethnic community, according to Knowles (1977:424) develops a verbal tool for communicating ideas and expressing its own cultural heritage. It is hard to conceive the complex social world in which we live with out the unique human gift: language. With out language, the human species could have not built up the body of knowledge that it has of itself and its environment.

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

So, as Robert and Ownes (1998:3) note, language is a socially shared code or conventional system for representing concepts through the use of arbitrary symbols and rule governed combination of these symbols. It exists because users have agreed on the symbols to be used and the rules to be followed: rules governing pronunciation, word formation and grammatical construction (Akmajian, 2003: 7).

Language is also the bond that links People together as well as the most compelling and enduring source of cultural identity to which all aspects of society's life are attached Fisseha (1997:228). There fore, with out language, we have to gesture and touch rather than tell. Without language we would live in isolation from our ancestors and our descendants. Thus it is central to every thing we do and related by its nature to many things: Politics, ethnicity, education, religion etc., which requires due attention while developing policy.

2.3 Language in Education

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

Where language is concerned, it is the aim of education to enable individuals, during their child hood to acquire a mastery of the verbal system of the society into which they have to become integrated. According to Eleazu (1986:92) in discussing language in education, we should not be limited in the medium of instruction in the class room alone, we ought to consider the teaching of specific languages as subjects in the curriculum, and the effect they have on the cultural awareness and psychological sense of the value of students.

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

On the other hand, as the learner grows up and continues on the ladder of education, success depends mostly upon the learner's skill in the instructional language. Therefore, students who lack the necessary language skills not only fail in the language skill aspects of the curriculum but also in other subject areas as well. Thus the central question becomes the choice of languages in different learning settings.

As noted by Baker (1993) in Ghermai (1998:62) the relationship between languages and education in the curriculum are not immutable. So languages, either as a subject to be studied or as a medium of instruction have to be appropriate to the age level of the learners. Similarly, education as one of the dominant means to development can not be successfully attained with out incorporating into educational system the vehicle of human culture, civilization, and human tool of communication: language.

2.4 Language Policy, Policy Making and Planning Language for Implementation

2.4.1 Language Policy

Language policy according to Haddad (1995:18) is defined functionally to mean an explicit or implicit single decision or group of decisions which may set out directives for guiding future actions, initiate or guide implementation. In line with this, Weinstein (1980:2) describes Language Policy as.... government authorized, long-term, sustained and conscious effort to alter / change a

language function in a society for the purpose of solving and promoting language related cases or issues. Corresponding to this idea, Fisseha (1997:231) mentions "in linguistically diverse nations where a number of languages and dialects are used, it is essential to control the linguistic rivalry and strife between and with in the speech communities".

The linguistic complexity of many countries; the wide and intricate relation ship between language and education; the development of communication networks and other social political and economic substances require language policies. Language policies like other national policies are not determined simply on the national analysis (Heriman, M. and Burnaby, B.1996:11). It rarely set quickly and decisively, like many national policies, they often develop gradually. To this end, it demands accurate and reliable information to produce valuable language policy that contributes for the advancement of national development.

2.4.2 Language Policy Making

The political decision for the use of local languages needs adequate information on languages in the society/country to determine major languages and to assemble socio linguistic information about them. Additionally it requires planned and well organized consultation with parents, school administrators, the teachers union and should have to be supported by research on the linguistic preference of the pupils themselves (Yalew1, 997:471).

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

A clear knowledge of attitude of the society toward the language of instruction is an essential factor for those who are engaged in educational language policy making. According to Tsehay (1997:3) and Becher (1981:2) the effectiveness of language used for instruction highly depends on pupils attitude toward the language use rather than demographic factor of language distribution. So parental interest should repeatedly be identified as being the major factor in selecting what language children want to learn and serve as a medium of instruction.

A language of instruction, which has good acceptance by the society speeds up the implementation of educational programs which these help to achieve the intended educational objectives easily. There fore, studying the attitudes of students, parents, teachers, related governmental and non-governmental organizations and the society at large towards the language of instruction is an essential component to be considered in establishing any educational language policy making.

2.4.3 Planning Language for Implementation

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

As Cobarrubias (1983) quoted in Tylor (2002:16) the language ideology adopted by the decision makers influences every aspect of Language policy. These four possible language ideologies are language assimilation, language pluralism, vernacularization of an indigenous language and internationalization through the use of language of wider communication.



Assimilation is the processes where by nationalities with distinctive identities become culturally and socially fused through gradual lose of their native language and culture. Similarly, pluralism manifests itself where diverse nationalities coexist and mutually accommodate themselves to their difference. Here exists equal protection of nationalities and the movements of people from one nationality to another for their own purposes in which those intergroup interactions are basic to develop gradual collective behavior and collective thinking. Vernacularization is using, strengthening, reserving and developing language or dialect spoken in a particular region or country.

Policy and planning with respect to language falls generally in to two areas called corpus and status planning. However as Tylor (2002: 26) states, Robert Cooper contributes to this evolving model by adding acquisition planning. Thus status planning of language involves decisions, which affect the relative legal position or rank of one or more languages in respect of others.

Corpus planning concerns inter linguistic factors: the development and regulation of the forms of the language itself. Specifically relates with activities intended to modify the language (structure, spelling, Vocabulary etc) so that it meets the requirements of the functions it is assigned to (Okombo and Rubgumya, 2001:16). Neither status nor corpus planning can yield tangible results without acquisition planning. It complements both.

Language acquisition planning according to cooper (1989: 31) is a third major type of language planning. Language policymaking evolves decision concerning the teaching and use of language, and their careful formulation by those empowered to do so; for the guidance of others. He further contends that, the additional category is needed because considerable planning energy is directed towards the language spread, especially through education.

Technically, status planning relates to increasing or restricting the uses of the language but not to increasing the number of its speakers. Thus Cooper argues for acquisition planning as a separate category of language planning. Therefore, language spread can be thought of promoting the acquisition of new language or as promoting a variety of a particular language as standard. In line with this, the education sector is a major contributor to acquisition planning because it is the prime mechanism through which a national language policy can reach a school age target population. This planning process is termed as language in education planning.

Once a policy has been chosen, planning policy implementation should begin immediately. In the process of planning for implementation, activities for moving people, physical objects and funds must be drawn up with clarity. It should also incorporate curriculum modification, to accommodate argent need of language policy. Physical resources must be located and their availability assured; financial resources once earmarked/assigned must be appropriated so the implementation delays are minimal .The personnel needed to put plans into action must be freed from other commitments and made ready to go to work (Haddad, 1995:35).

The technical knowledge needed to guide the policy implementation must be mastered by those who employ it and the administrative systems with in which the policy will be directed must be clearly structured and firmly in place. Planning policy implementation according to Rubin (1971:238) should also accommodate the task of mobilizing political support. The mobilization of political support show most clearly when one thinks of the need to ensure that the providers and consumers of new policy embrace/accept it with enthusiasm.

Additionally, it is beneficial to identify those who object the changes and involving groups affected by the new initiative in the planning process. So, the planning and implementation process within the education sector on what

kaplin and Balduf (1997:122) indicate will be shaped first and for most by the national language policy developed by the political decision makers. The education sector will engage in language in education planning and devise; corresponding/agreement with language in education implementation programs.

Actually one can not deny careful planning or a well designed and planned language policy is important but it counts to nothing unless it is translated effectively and delivers the intended result or out comes.

2.4.4. 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 in to 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 resourcefull planning that would address the needs, considers changes necessary and recourses required for caring out intended actions. Additionally, clear program objectives, human and material resources, well-established organization and creating an environment that promotes successful 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 work shops, 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 kinds of dictionaries and written

grammar; producing adequate materials for teachers and students, coordinating participation among the relevant organizations, proper management of the process, a trusting relationship among practitioners; appropriate financing, integrating instructional strategies and the content to be mastered are some among the components of implementation.

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

2.4.5 Evaluation in language Policy Implementation

Evaluation in language policy implementation is a means of showing success, failure and serves to find out the nature (status, position or character); impact (effects that the policy exerts on beneficiaries) and value or significance of policy and policy implementation through systematic action. It is systematic because it provides information through collection and analysis of data, moreover, reports information about the effect of the policy and its implementation for making judgment (Ornstein, 1998:28, and Doll, 1970:73).

Mainly, evaluation focuses on providing the various stakeholders with timely and accurate information on the performance and achievement of implementation, compared to the set of objectives. So, it is a basis for improving, correcting, redirecting or adjusting the implementation. Evaluating implementation and its effectiveness deserves the concern, active participation and the decision making of people it most affects (Arichlwy, 1997: 57).

Both in language and education, evaluation is suggested to have two aspects: formal and Informal. Formal evaluation are set up and often also carried out by the staff of the central level of organization; concerned with policy development

and implementation. Informal evaluations are made by much wider set of actors. They can be linguists, administrators as well as the people most directly affected by the language policy implementation. Just not involved only people who are professionally to make this kind of evaluation, they also made by other groups in community (McNab, 1989: 187).

In developing evaluation system the following points require decision: what exactly should be evaluated, who should evaluate what, how should be evaluated; how diagnostic feedback could be provided and how the result of evaluation interpreted.

Beside this, Hopkins (1994:15) says that it is essential to design a set of indicators to be used as a way for producing and analyzing information on the functioning of the system. These indicators are the following.

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

Process indicators: management processes, attitude of practitioners and beneficiary, the extent to which language serves in instruction, the extent to which materials (resources) serve in the implementation, the right use of the resources.

Out come indicators: it involves in impact in education, quality of students learning (graduation rates) etc.

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

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

2.5.1. Pedagogical Factors

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

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

This process of active participation in course of time develops and strengthens their problem solving capacities. In line with this, Unchendu (1993:43) describes that the neglect of mother tongue is serious because it makes learning to young both difficult and uninteresting; where as using mother tongue provides the surest key to the child's mind in learning his immediate environment. So, no greater injustice can be committed than prohibiting children to learn through their languages.

2.5.2. Psychological Factors

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

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

Therefore, using the school language that is different from home language negatively affects student's school performance, results in slow progress of a child, might cause emotional disturbances and make the child resent to express himself and to communicate with others. Hence, the use of the mother tongue as a medium of instruction contributes to keep the child psychologically secured.

✓ 2.5.3. Socio Cultural Factors

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

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

2.5.4. Political Factors

According to UNESCO (1952:7) declaration cited in Fasold (1984: 64) the use of the mother tongue at primary level is related to the basic human rights. To reject a child's language in the school is to reject the child. As Jim Cumin stated in Tesfagiorgis (2005:1) when the message communicated to children in the school is "leave your language and culture at the school house door," children also leave their identities at the school house door. As they feel this rejection according to Cummins, they are much less likely to participate actively and confidently in most of the societal life. So every child has a right to be taught in his/her native language or local dialects at least until he/she learns the official language

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

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

2.6.1. Political Problems

Some scholars believe that using the mother tongue, as a medium of instruction is a threat to socio political unity .The efforts to save and use each and every language for all the same political and economic function disrupt building and maintaining national solidarity (Weinstein, 1983: 37). Accordingly Tadadjeu (1977: 40) in his related argument emphasized the use of several indigenous languages, as a medium of Instruction will encourage tribalism. The argument often heard in this regard is that the use of particularly African

languages as the only media of instruction will impede the progress of African people and retard their integration into modern world.

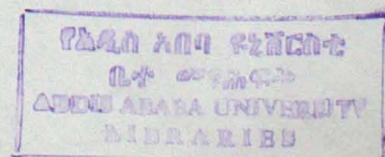
But this view is pedagogically unfounded and unsupported in the case of histories of language planning in countries such as China, Norway, and Russia. These writers advocate that promoting education in the mother tongue creates a wide social gap, enforces separation; hinders the spread of modern ideas, retards inter group communication, threatens national and linguistic unity and establishes strong feeling of regionalism (Emenanjo, 1990:40; Rubunza, 1998:17). But Ansre (1979) in Emenanjo (1990:53) seriously attacks those who don't tolerate language diversity; considering multilingualism as national resource for developing mutual understanding and a sense of respect for common advancements.

2.6.2 Economic Problems

It is clear that economic and the education systems of any country are closely interrelated. However, there exists contradiction. This group claim that although there is a belief that mother tongue is advantageous in children instruction, the cost of introducing new language's: text books preparation, salaries of linguists, teachers recruitment and training, costs for specialized team in the development of the language, expenses for suitable and additional reference materials acceptable to local communities seems impossible to provide for all languages (Neilson and Cumming, 1997:99; Yakub and Anthony, 1999: 289).

2.6.3. Transition from Mother Tongue Instruction to Another

The transition from mother tongue instruction at lower level to the education in the second language at the higher level creates frustration (Lepage, 1964; cited in Muluneh, 2000:16). To reduce this problem UNESCO experts (1968:693) suggested that the transition to the second language should normally take



place gradually and should be made as smooth and psychologically harmless. The second language should be introduced as earlier as possible as one subject in curriculum and to be delayed until students get enough skills to use the second language as a medium of instruction.

2.7 Language in Education Policies and Its Implementation in Ethiopia

2.7.1. Opening of the First Modern School to the Italian Invasion (1908 - 1935)

Modern Education system of Ethiopia started by the opening of Menelik II School in 1908 used first French language as a medium of instruction. English, Italian, Arabic and Amharic were given as a subject (Pankhrust, 1974:87). The Ethiopian church which up to that period had a Virtual monopoly on education, strongly opposed the establishment of a secular school (Tekeste Negash, 1990:101).

There was more sympathy of using Ethiopian languages in missionary schools than government schools. For instance as McNab (1989:77-78) explains, at the Swedish mission schools the pupils had to learn read and write their native language before beginning the European language. As McNab states, at the American mission school in Sayo, Afan Oromo was the medium of instruction and it was intended to add Amharic to the curriculum later. At the seventh day Adventists mission school in Addis Ababa instruction was through Amharic.

By 1920 church opposition of secular education to the continued operation of the mission schools had greatly diminished. In 1925, the second government school was established by Regent Teferi Mokonnen. Like the Menelik School, this School also functioned as a school for the teaching of foreign languages with the difference that Ethiopian religion was supposed to be taught in the latter.

According to Tesfaye and Taylor (1976:379) and McNab (1989: 181) except for some indirect teaching there is no information about Amharic being thought as a subject before 1919. They further mentioned that as a consequence of the 1955 declaraiton of Amharic as a sole official language of Ethiopia, the shift from English to Amharic in 1958 has been rather hasty and lacking in profound investigation and experimentation.

For one thing pilot schools shouldn't have been selected from Addis Ababa alone because the language background, let alone the experiences of Addis Ababa children can not be equated with those of provincial children. Secondly the number of pilot Schools was too small (five) for fair representative results. No serious attention was given for textbooks, trained manpower, and shortage of Vocabulary in Amharic to express scientific concepts etc...

2.7.2. The Italian Period (1935-1941)

During the Italian occupation of Ethiopia the Modern system of education which was introduced by Ethiopian government before 1935 was completely disrupted. As noted by Bender (1976:320) after Italians occupied Addis Ababa in May 1936, they decided from the start on rejecting any kind of national language for Ethiopia.

Bender further mentioned that by an edict (which is proclaimed by authority as a rule of action) of 1936, six main local nationality languages promulgated to be the media of instruction in their six administrative units of their east African empire, namely Tigrinya in Eriteria, Amharic in Amhara, Amharic and Oromo in Addis Ababa, Harari and Oromo in Harar, Oromo and Kefa in Oromo and Sidama and Somali in Somalia, Arabic was also used in all Schools in Muslim areas. Based on what Tsehay (1977:74) suggested, the language policy used by the fascists was not for pedagogical purposes rather it was appropriate for fascists to divide and rule the nation based on ethnic and religious back ground.

Eventually, it is significant to mention that the Italian occupation (1936-1941) seriously disrupted the modern educational system that had just begun to emerge. The fascists destroyed some government schools while some of them become military training centers, medical centers and shelters for the fascist Italian forces.

2.7.3. From Expulsion of Italians to the out Burst of the Revolution (1941-1974)

The Imperial government began to lay down the educational foundations virtually from scratch after the Italian left Ethiopia in 1941. The first postwar school was opened in 1942 and an attempt was made to reconstruct and expand formal education system in close ties with Britain (Tekeste 1990:3).

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

The Ethiopian government also passed a decree which can be called the first postwar language policy in education in August 1944, Stated in (Fisseha, 1997:235). In open areas missionaries may use orally local languages in the early stages of missionary work until such time as pupils and missionaries in open areas shall have a working knowledge of Amharic language. The local languages may be used in the course of ordinary contacts with local population.

The government made an attempt to promote and use only one language: Amharic which was seen as a promoter of national unity. Text books were prepared in Amharic .Top to bottom and bottom to top relations between schools and respective government offices were in this language. Teachers were trained to teach Amharic Particularly at primary schools. Information formally and informally was given to members of school communities dominantly in Amharic. With the new structure:6-2-4 Amharic become the medium of

instruction at primary level (1-6) through out the country while English was retained as a medium of instruction for grade seven and above (Ayalew, 2000:75).

2.7.4. The Post- Revolution Period (1974-1990)

The second phase of language development includes the government that replaced the imperial monarchy, the Derg in 1974. The post-Revolution state was indeed correct in criticism of Imperial education policy for pursuing a curriculum that was foreign to the needs of the country. That is why the five volume policy document: the General Directives of Ethiopian Education produced by Ministry of Education in 1980 (Tekeste, 1990:187).

Haben (1994) in Fisseha (1997:239) indicates the two main reasons; why this happened? The first reason is the influence of Marxist ideology that rested upon the recognition of national rights to use their language for any purposes-official use, instructional media, legal practice etc. Second, the need to get mass support by promoting nationality languages.

The proclamation of the Derg program of National Democratic Revolution (NDR) 1974 states, a nationality with its environs has the right to determine the contents of its political, economic and social life, to use its own language and elect its own leaders and administrators to lead its internal organ (NDR, section 2, No.5 quoted by Mamo, 1988 in Fisseha, 1997:240).

Immediately the National Development Campaign (NDC) was begun and included as its part literacy in five Ethiopian languages namely: Amharic, Afan Oromo, Tigrigna, Somali and Afar languages. Later on the National Literacy Campaign Coordinating Committee established in 1979, employed National Literacy Campaign (NLC) in fifteen languages including Kambatigna, Wolayita, Sidamo, Hadiya, Keffa, Gedeo, Kunama, Tigre, Seltigna and Saho.

On the other hand in 1988 the Ethiopian constitution adopted Amharic as a working language besides accepting equality between all majority and minority languages the following were the statements:

"The peoples Democratic Republic of Ethiopia Shall ensure the equality, development and Responsibility of Nationalities" (Article 2 sub Article 5). "The working language of Ethiopia government shall be Amharic" (Article 11).

Thus, the formal and non-formal education (literacy) and the mass media continued to use Amharic dominantly. Later on, to implement article two of the constitution a detailed language policy was prepared, even though, conditions were not conducive on the part of the government and with regard to the country's situations.

Generally until very recently Amharic alone was allowed to enjoy the privileges of being taught as a subject through out the school years and the medium of instruction at the primary level all over the nation, while the formal school pedagogical role of other languages seem to have been purposely over looked.

2.7.5. The New Education and Training Policy 1991-Present

After the down fall of the Derg regime in May 1991, the conference in peace and democracy that represented people from varies nationalities and different sections of the society held from July 2-6, 1991 in Addis Ababa brought about a provisional charter. The charter defined the principles of Ethiopia's present policies regarding human rights, self-determination, the administrative division of the country and language policies.

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

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

Cognizant of the pedagogical advantage of the child learning in mother tongue and the rights of nationalities to promote the use of their languages, primary education will be given in nationality languages. Making the necessary preparation, nations and nationalities can either learn in their own language or can choose from among those selected on the basis of national and country wide distribution.

As result, since the new curriculum became operational, 20 languages have been used as medium of instruction for up to grades four, six or eight depending on the real conditions in each region. Accordingly, Gfeller (1999:193) explains, the Ethiopian new language policy emphasized three languages; Nationality or local languages, Amharic as official language of communication and English as a language of wider communication and international language.

2.8 The Oromo People and its Language

The Oromo are by far the largest ethnic group in Ethiopia and occupy the largest and most fertile parts of the country. They are related not only by language but also by myth of common ancestry. Although the majority of the Oromo profess Islam a sizable portion of them are Christians and unspecified number of them have remained free to the pre-Christian and pre-Islam faith (Tekeste Negash, 1999: 31). According to the 1994 census, the regional state of Oromia is the most populous region in Ethiopia with total population of 19.4 million.

The Oromo language is one of the most important languages of Africa in size and the number of speakers. Its widely spoken in Ethiopia; from north in Wollo to South in Kenya, from East in Hararge to the West in Wollega, including Showa and Finfinne at the center. Afan Oromo together with Saho, Afar, Somali, Konso, Hadiya, Agaw, Beja and more than thirty five other languages belongs to the Cushitic language family of the Afro Asiatic language phylum (Gragg, 1992:15; Hassan Mohamad 1990: 73).

Actually Oromo can be classified in four dialects namely; Eastern (Harar, Eastern Showa and parts of Arsi and Bale); Central (Central, Western Showa and possibly Wollo); the Southern dialect includes (Arsi, Sidama and Borena). The Western accommodate (Wollegga, Ilu-Ababora, Jimma and parts of Gojam (Foot, 1982; Owen, 1985) in Mudde, 1995 (XXV).

The term dialect according to Romaine (1994:900) has generally be used in linguistics to refer to varieties of speech based on geographical location and/or social back ground. But it is important to note that the speech difference does not always hinder communication, rather it results selection and fixing a uniform norm of usage which is promoted in dictionaries, grammars and teaching.

Even if the Oromos spread over the large areas they were prevented from using their language in education and similar fields. The language is still a relatively uniform language with which Oromos in all parts of Ethiopia and outside Ethiopia can communicate with relative ease Mudde (1995:xi).

Successive Ethiopian governments from Menelik down to Haile sellasie to some extent the Derg forbade the public use; the study, development and the implementation of the Oromo language in education as well as in all official communication such as in courts, church, Mosque, offices and parliament until 1992 (McNab, 1989: 54).

According to Fesseha (1997:234) even missionaries were forbidden to teach or preach in Oromo and produce books in Oromo. Instead they were required to use Amharic books and preach in Amharic, in Oromo areas.

In addition to this widely spoken language, Afan Oromo, had no radio program for long period of time. The first full scale Oromo language radio program was the program broadcast from Radio Moqadisho in the mid sixties where Ayub Abu Baker was in Charge of the program that finally kidnapped and killed by Ethiopian government agents in Moqadisho (Mudde, 1990).

The first Oromo Radio program in Ethiopia started in 1972 to counter act the Somali propaganda broadcasted in Oromo from Moqadisho. In 1974 the Derg was forced into establishing a nation wide Oromo program from Addis Ababa. Much earlier than the establishment of the Oromo program there were radio programs in Somali, Afar, Tigringa and Tigre from Radio Addis Ababa and Radio Asmara.

Lemma (1983) in Negassa (1999:7) briefly stated the situation as follows "Children from the non-Amharic speaking groups were not only ashamed to speak their languages in schools and the public but also changes their given names in to Christian or Amhara names."

The Derg regime initially promised equal treatment and tried to encourage the development of language and culture of all peoples in Ethiopia but later failed to keep its promise. Eventually the protracted struggle of the Oromo coined with others uprooted the rule of the military regime in 1991.

Ethiopian governments up to the Derg didn't try to hide the fact that they were anti Oromo as a language and political entity. They focused on the destruction of the Oromo language deliberately because, loss of language leads to immediate loss of identity, internal strength and resistance (Negassa, 1997: 9).

Since 1992, Afan Oromo is medium of instruction from grade 1-8 in Oromia. It is also taught as a subject in grade 9-12. It is official language of the government, parliament and courts in the regional state of Oromia. The new Oromo alphabet-Qube is officially accepted by the government.

2.8.1. The Oromo Alphabet

After the adoption of Qube, in order to help linguists, teachers, historians, anthropologists, translators, engineers and the remaining professionals in particular and the people at large; Oromo language and culture began to flourish and different varieties of dictionaries are found, literature showed

progress; books, journals, news papers, video files, theatre plays etc are now available in Oromo language (Tamene, 2000:I; Mengesha 1992:II).

Therefore, the pace of development for the Oromo language has increased considerably in the last, two decades. The use of the Oromo in the mass media and interest of the Oromos to write and read in Oromo has generated a host of new expression.

Concerning orthography, suitable orthography is one in which distinct sounds of the language are represented by a distinct symbol and no sound is represented in more than one way. The Geez orthography for the most part has consonant representation except for 'dh', but it has serious problems, of vowel length and gemination. Doubling of vowels and consonants is very important feature in Oromo language. It is not only reflected in the pronunciation but also makes a difference to the meaning (Mudde, 1995: III).

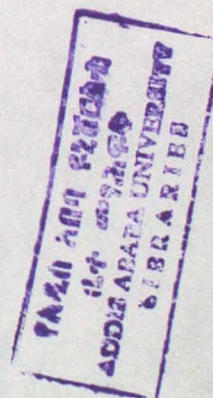
In Oromo we call a single vowel short and a double vowel long, a single consonant: soft and double consonant strong. Let us see the following examples

2.1 Vowels in Afan Oromo Writing System

Short Vowel	Meaning in English	Long Vowels	Meaning in English
Lafa	Earth	Laafaa	Soft
Gara	Towards	Gaara	Mountain

2.2 Consonants in Afan Oromo Writing System

Soft consonants	Meaning in English	Strong consonants	Meaning in English
Sodaa	Fear	Soddaa	In-law
Bitaa	Left	Bittaa	Purchase



The Oromo alphabet consists of 29 letters of which five are vowels, 24 are consonants out of which five are pair letters.

Five short and five long vowels in Oromo

<u>Short</u>	<u>Long</u>
a	aa
e	ee
i	ii
o	oo
u	uu

Oromo Consonants

Bb, Cc, Dd, Ff, Gg, Hh, Jj, Kk, Ll, Mm, Nn, Qq, Rr, Ss, Tt. Ww. Xx, Yy Paired letters: Dh, SH, PH, NY, and CH

There is also sub-gap and voiced symbol or mark known as 'hudhaa' (ʼ) in Oromo which is used to separate two different vowels and indicate a break in a word as 're'ee' - goat and "ga'ee" - share. It plays an important role in the Oromo reading and writing system. Additionally letters such as 'P' as in 'poosta'- envelope, 'Z' in 'Muuzii'- banana and 'v' 'vidiyoo' - vidio are borrowed to write alien words.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Design ✓

The main concern of this research is to study the implementation of Afan Oromo as a medium of instruction in the second cycle of East Wollega primary schools.

To carry out any type of research, a research method that has strong ties with the purpose, structure, problem and other similar factors of the case under study is required. To this end, the descriptive survey method that deals with the general understanding of the problem by studying the present status, nature of prevailing conditions, practices and trends through relevant and precise information is believed to be pertinent.

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

Review of relevant literature was also made to identify main ideas to be treated, develop instrument of data collection and to design the study as a whole. Accordingly, the researcher conducted preliminary investigation about the problem in two second cycle primary schools. Based on the review of literature and the information obtained, data collecting instruments were developed, arranged and finally piloted in one of the primary schools in Nekemte. Eventually, research questions administered, interviews questionnaires and focused group discussion were conducted.

3.2 Sampling Procedure (Research Settings and Respondents)

The type of sampling used was probability area sampling method. The researcher preferred the method because the respondents are widely spread geographically. Therefore, all woredas of the zone grouped into four main parts, based on geographical proximity. Then from the four clustered woredas, one from each group (Amuru, Gidda, KIRAMU, Sasiga ad Nekemte) selected using simple random method.

Totally four woredas were selected, schools were listed and one school from each chosen woreda (Amuru, KIRAMU, Kumburo-Balacho and Dalo) had been taken as a sample school again using simple random method.

Eventually, 503 students were selected using simple random method which accounts 32% of the total students' population. All teachers and directors in sampled schools were included to obtain valuable data for the study.

In addition 16 parents, 4 woreda education office experts and 1 zonal coordinator were selected on purposive methods. Moreover, 4 groups: one in each school was established for focus group discussion. The summary of population and sample taken is shown in Table 3.1.

Table 3.1: Total Population and Sample Taken by School

Sample schools	Population						Sample obtained					
	Students			Teachers			Students			Teachers		
	M	F	T	M	F	T	M	F	T	M	F	T
KIRAMU	303	238	541	17	3	20	97	76	173	17	3	20
Kumburo	147	125	272	13	1	14	47	40	87	13	1	14
Amuru	172	147	319	27	-	27	55	47	102	27	-	27
Dalo	244	197	441	14	8	22	78	63	141	14	8	22
Total	866	707	1573	71	12	83	277	226	503	71	12	83

3.3 Data Collection Instruments

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

Questionnaire ✓

Questionnaire was used to obtain data from students and teachers. It includes both close ended questionnaire which lets the respondents reply in limited ways and open-ended that allows free response of the respondents. The items of this tool were based on the review literature of related studies. The questionnaire that was prepared in English, translated to Afan Oromō. As far as possible the construction gave attention to respondents' interest, sequence of items, clarity and preciseness of the questions. In gathering the opinion of respondents, 503 questions distributed for students, out of which 465 (92.45%) returned. Similarly out of 83 questions distributed for teachers 77(92.77 %) got response.

Interview Guide ✓

Interview guiding approach that gives the required information verbally and in face to face situation is another instrument of data collection. It supports to obtain relevant data that will not be handled by questionnaire and essential to counter check the information already obtained. To this end, interview guides were translated to Afan Oromo. Those guides were evaluated by senior colleagues in zone education office and two Afan Oromo teachers in Nekemte high school. Here, an interview guide was employed because it permits the interviewer to arrange questions, modify time and add some new questions to the list. The informants that had been treated by this instrument were 16 parents (four from each worada), four woreda experts (one from each woreda) and one zone education office expert. The researcher used mechanical means

(tape recorder) in all interviews of the main study through convincing the participants by making brief explanation about the purpose of the research and back ground of the researcher.

Focused Group Discussion

This method was employed to obtain the necessary information from vice-directors, the Oromo language department heads and four students, from each school who are the members of the Afan Oromo club. For this purpose four groups were formed in each sample school.

Documentary Sources

This source is also used for drawing information on the text book distribution, the number of qualified teachers, their distribution; pre -service and in service trainings conducted to enhance implementation program.

3.4 Piloting Instruments

Data collection instruments were piloted to check whether they can generate the expected information and to consider their internal consistency. In this respect the instruments were given to the adviser and 7 education experts at zone level to judge the content validity. Besides, the questionnaires were distributed to 10 teachers and 20 students of Burka Jato primary school. Moreover, analysis of the pilot data was made to examine the pertinence of each item to answer the research questions. Finally, the instruments were improved based on suggestions and recommendations gathered.

Accordingly, from questionnaire items two were added and one was canceled. From interview guides and focus group discussion one item from each was modified. After making the necessary modification the instruments were retyped and utilized.

3.5 Data Analysis ✓

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

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

In intending to study the implementation of Afan Oromo as a medium of instruction in the second cycle of East Wollega schools, this part focuses mainly on the analysis and interpretation of the data gathered through questionnaire, interviews, and focusgroup discussions as well as through documents obtained from zone education office.

4.1 Background of Participants

In order to obtain clear picture of the respondents, items related to their sex, age, educational level, service year native language and marital status made the part of the questionnaire. The summary of the results is given in Table 4.1.

Table 4.1: Background Information of Respondents and Participants by Data.

	Characteristics		Questionnaire				Interview		Focus group discussion		Total	
			Students		Teachers		Parents and edu. officials		V. Directors, teachers, students		Participants	
			No	%	No	%	No	%	No	%	No	%
1	Sex	Male	252	54.19	65	80.42	18	85.71	22	73.33	357	60.2
		Female	213	45.81	12	15.58	3	14.29	8	26.67	236	39.8
		Total	465	100	77	100	21	100	30	100	593	100
2	Age	10-19	465	100	-	-	-	-	14	46.67	479	80.78
		20-30	-	-	8	10.39	4	19.05	4	13.33	16	2.70
		31-40	-	-	37	48.05	9	42.85	7	23.33	53	8.94
		41 and above	-	-	32	41.56	8	38.10	5	16.67	45	7.58
		Total	465	100	77	100	21	100	30	100	593	100
3	Educational level	1-4 below	-	-	-	-	1	476	-	-	1	0.17
		5-8	465	100	-	-	5	23.81	15	50	485	81.79
		9-12	-	-	-	-	4	19.05	-	-	4	0.67
		Certificate	-	-	26	33.76	2	9.52	4	13.33	32	5.40
		Diploma	-	-	50	64.94	8	38.1	11	36.67	69	11.64
		BA/Bsc	-	-	1	1.30	1	4.76	-	-	2	0.33
		Total	465	100	77	100	21	100	30	100	593	100
4	Service year	Less than 5	-	-	5	6.49	1	4.76	1	3.33	7	1.18
		5-10	-	-	5	6.49	2	9.52	5	16.67	12	2.02
		11-15	-	-	5	6.49	3	14.29	4	13.33	12	2.02
		16 and above	-	-	62	80.53	6	28.7	5	16.67	73	12.31
		Total	-	-	77	100	12	57.14	15	50	104	17.53
	Native language	Afan Oromo	4.37	93.98	65	84.42	20	93.75	30	100	552	93.08
		Amharic	28	6.02	10	12.98	1	6.25	-	-	39	6.58
		Others	-	-	2	2.6	-	-	-	-	2	0.34
		Total	465	100	77	100	21	100	30	100	593	100
5	Marital status married	Married	-	-	73	94.81	18	85.71	13	43.33	104	17.14
		Single	-	-	4	5.19	3	14.29	17	56.67	24	4.05
		Total	-	-	77	100	21	100	30	100	128	21.59

As is depicted in Table 4.1, the general characteristics of the respondents are cross-classified by sex, age, educational level, service year, native language and marital status. Concerning sex, out of 593 total respondents 357(60.2%) were males while 236 (39.8%) were females. Among total participants, the questionnaire was administered to 465 students and 77 teachers and directors in which 252 (54.19%) and 65 (84.42%) are respectively males.

Here, the gap between male and female students is narrower than that of teachers. The interview on the other hand administered to 21 participants of sample population where 3(14.29%) of them are females. Focus group discussion was also conducted having 30 participants, composed of vice directors, teachers and students who actively participate in Oromo language clubs of which 22(73.38%) are males.

Regarding their age, students in the range of 10-19 consists majority 479(80.78%) of the respondents; the age between 31-40 accounts for 8.94% while 41 and above is 7.58% of the total subject sample respondents. As stated in table 4.1, most of the teachers 37(84%), parents and education officials 9(42.85%) and members of the focus group found within the age range of 31-40 are in adulthood.

In terms of educational level, all students were from grade 5-8. Besides, the majority of teachers have college diploma (64.94%) and (33.76%) have certificate. Regarding service year, the majority of teachers (80.53%) have 16 and above. The rest, 19.47% of teachers have less than 16 years of service. So under normal condition they were considered enough to make wise decisions in school activities.

When it comes to language, table 4.1 reveals that large portion, 93.08%of the respondents' mother tongue is Afan Oromo while Amharic native speakers are 6.58%.



Regarding marital status, all students (100%) were unmarried. Where as, 81.75% of teachers, parents and officials are couple, while 18.75% are single. So, most of them are couple, experienced in managing family which is also helpful in guiding students.

4.2 Teachers' Instructional language Skills Competency

The instructional process that includes selection, arrangement and information delivery is hardly possible without having competence in language skills that serve as a medium of teaching-learning. Thus questions related to teachers' skills of Afan Oromo language in instruction was raised to the respondents; Table 4.2, indicate the results.

Table 4.2: Teachers' Skills of Afan Oromo In Instruction

No	Language skills	Level of competency							
		High		Medium		Low		Total	
		No	%	No	%	No	%	No	%
1	Speaking	73	94.81	4	5.9	-	-	77	100
2	Listening	74	96.1	3	3.9	-	-	77	100
3	Writing	68	88.31	9	11.69	-	-	77	100
4	Reading	72	93.51	5	6.49	-	-	77	100

As indicated in table 4.2, 74 (96.1%), 73(94.81%), 72(93.51%) and 68(88.31%) of respondents claimed that their competency is high in listening, speaking, reading and writing respectively. The response reveals that writing skills of respondents in Afan Oromo is the least.

Related to instructional language skills, one of the interviewed teachers said that currently, in written form of the language, various institutions, personal and individual teachers commit spelling, grammatical and structural errors. Even if, errors with varying degrees are common in all languages, the Oromo language

with an experience of less than two decades needs cloth monitoring, correction and follows. Based on the result, it is possible to conclude that writing skill of teachers in Afan Oromo is less mastered in relation to its listening, speaking and reading.

4.3 Attitude of Students, Teachers and Parents in Employing Afan Oromo as a Medium of Instruction in Second Cycle of Primary Education

In many ways the successfulness of the language policies in education is determined more by the attitudes of the people towards the language. Thus, a clear knowledge of societal attitude towards the language of instruction is an essential factor. To this end, the attitudes of students, teachers and parents in employing Afan Oromo as a medium of instruction is presented as follows.

4.3.1 Attitudes of Students in using Afan Oromo as a Medium of Instruction

Regarding the attitudes of students in employing Afan Oromo as a medium of instruction, respondents were asked to reveal their opinion (Agree, undecided and disagree). The results are summarized in Table 4.3.

Table 4.3: Students' Attitude in Using Afan Oromo as Medium of Instruction

Items/content	Agree		Undecided		Disagree		Total	
	N	%	N	%	N	%	N	%
The language of education in primary schools (5-8) should be the language most known and used by the people.	432	90.97	18	3.87	24	5.16	465	100
Using Afan Oromo as a medium of instruction in second cycle is useful.	370	76.57	41	8.82	54	11.61	465	100
Using mother tongue in the second cycle of primary schools:								
a) contributes in reducing dropout	309	6.45	74	15.92	82	17.63	465	100
b) promotes active participation of students	382	82.15	51	10.97	32	6.88	465	100
All what is spoken in Afan Oromo could be written and what is written could be read under the Latin script: Qube.	372	80	52	11.18	41	8.82	465	100
Using Afan Oromo in primary school education:								
a) advances pupils capacity to deal with problems	380	81.72	45	9.68	40	8.6	465	100
b) supports efforts of teachers in the class	358	76.99	68	14.62	39	8.39	465	100
You can express your feeling easily in front of your teachers when you speak in Oromo language	408	87.74	31	6.67	26	5.59	465	100
If a school uses language that is different from your home language, it affects your learning performance negatively in grade 5-8	265	56.99	85	18.28	115	24.73	465	100
The time to use Afan Oromo as a medium of instruction in the second cycle of primary schools has not yet come	123	26.45	85	18.28	257	55.27	465	100

Regarding the language of education in primary schools Table 4.3 reveals, a great majority: 423 (90,97%) of students endorsed the view that the language of instruction in primary schools (5-8) is preferable to be the language most known and used by the people. In line with this, there is an assumption and

belief that language of education should be the language most known, and used, by learners. Contrary to this, a very small portion of the respondents 24(5.16%) revealed their disagreement while 18(3.87%) remained undecided.

Concerning the usefulness of Afan Oromo as a medium of instruction in the second cycle, Table 4.3, indicates that 370 (79.57%) respondents agreed while 41(8.82%) hesitate to decide and 54(11.61%) showed their disagreement on its importance under the stated level. Corresponding to the views of the majority respondents, it is believed that mother tongue instruction is useful since it emanates from the need to impart the desired values, attitudes and objectives to the children of the society through the language they usually use in life to interact with in the society. So they convert the knowledge in to concrete concepts and easily usable skill of life.

Those who disagree were given chance to state their reason in the open ended questions and focus group discussion. They said that they disagree because of consequent frustration in the immediate shift of language of instruction when students advanced to secondary education. So they prefer to improve skills in English through using English language as a medium of instruction in the second cycle of primary education before they join secondary schools.

This group additionally presented mother tongue education as it impedes the mobility of primary school students from one region to another and as if it blocks the dropout students at this level to get job in other regions. Moreover, the expens of implementation was stated as one reason for disagreement.

Both groups, that revealed them selves as opponents may change their views, said the proponents in group discussion, if English language skill competency for secondary school is attained at the end of primary school level. They further contend, assigning quality teachers for the level; using improved and pertinent methods of teaching learning, evaluating and revising English text books in

primary schools, supplying additional reading materials in English, giving continuous training for the assigned teachers and providing effective supervision services for school can be among the main strategies to stabilize those who are frustrated to use the mother tongue instruction in grade seven and eight.

As to the contribution of using the mother tongue in the second cycle of primary schools in reducing students' dropout, Table 4.3 indicates that 309(66.45%) respondents agreed. While 82(17.63%) had the opposite view on this matter. The response of the majority, however, has support from what authorities on the matter believe. In line with the response of the majority, Herbert for instance (1978:20) states that:

Attempting to teach modern and new concepts with the non-mother tongue in primary education cannot bear fruit because it brought psychological and cultural shock. So, instead of striving for success, the child starts looking for a way out as defeatist or dropout.

Even if the child managed to succeed, he will be forced to continue only as a second rate success full citizen: both socially and academically.

-Regarding the use of mother tongue in promoting active participation of students, Table 4.3 reveals that 382 (82.15%) respondents agreed, while 32 (6.88%) disagreed. The response given reinforces that children are more confident and able to discuss contents /subjects they have been thought and it enables pupils to grasp and understand ideas and concepts easily. Moreover, it capacities children to ask questions, express their ideas and feelings without fear of committing errors in the language that serves as a medium of instruction.

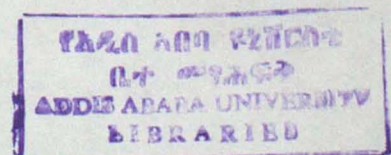
The result in Table 4.3 depicts, all what is spoken in Afan Oromo could be written and what is written could be read under the Latin script-Qubee as agreed by 372(80%) of the respondents. But 41(8.82%) had negative view while 51 (10.97%) had neither positive nor negative view on the matter.

Similarly, this question was treated in focus group discussion and interview. The feed back obtained strongly supports the majorities' responses of students. According to the respondents the Latin script-Qubee agrees with the basic sounds of the Oromo language. Moreover, it is adaptable to modern technology. Further more, doubling of vowels and consonants are a very important feature in Oromo language. It is not only reflected in pronunciation but also makes a difference to the meaning. This feature or aspect of the language is possibly achieved by vowel lengthening and geminating of the writing system. Therefore, what is spoken in Oromo language could be written and vice versa in Latin script.

In response to the use Afan Oromo in primary education to advance pupils capacity to deal with problems, Table 4.3 reveals that 380(81.72%) of respondents agreed. Corresponding to this confirmed view, mother tongue in education opens the way to the socio economic development of the speech community; learning through native language increases the creative and productive capacities of the learners which in course of time develops and strengthens students' problem solving capacities.

As observed in Table 4.3, 358 (76.99%) of respondent (students) agreed that using Afan Oromo as a medium of instruction can support teachers effort in classroom. Inline with the majority respondents, using the home language in education reduces the burden of learning new concepts and initiates new ideas. Additionally, learners can cite various examples for facts and principles raised in the class room. This in turn enriches teachers' efforts and facilitates classroom teaching learning process.

Item six of table four, deals particularity on easy expression of students feeling when they are using mother tongue in classroom. 408 (87.74%) of respondents had a positive reply while 26(87.74%) of respondents negative. In this respected large part of students agreed that learners forward their views, opinions and



express what they have been thought without fear and shyness, when they use their mother language in schools.

As Table 4.3 depicts, 265 (56.99%) students agreed that using language different from home language affects learners performance negatively. To the opposite, 115 (24.73%) revealed that using alien language other than native in education doesn't affect achievements of students. So, majority of them believed that pupils who use their mother tongue in instruction generally perform better than their counter parts using foreign/ second language. In this regard, (Cumming 1985 in Beykont 1997:81) points out that children will be overburdened in trying to gain literacy and academic skills through a language in which they are not fluent besides there being a possibility for more children likely to repeat a grade and to dropout school.

Regarding the last item of Table 4.3, the majority of students (55.27%) approved that it is time to use Afan Oromo as a medium of instruction in the second cycle of primary education, while 123 (26.45%) showed their opposition. Corresponding to aforesaid response, Ghandhii in Acharlu (1975: 54) warned "with a little effort we can impart the knowledge of even the new science through the mother tongue. It is only our mental slavery that makes us feel that we cannot successfully advance without non mother tongue languages".

4.3.2 Teachers Attitude in using Afan Oromo as Medium of Instruction

Regarding teachers attitude in using Afan Oromo as medium of instruction in the second cycle of primary schools, respondents were asked to rate pertinent items as agree, undecided and disagreed. The results are summarized in Table 4.4.

Table 4.4: Teachers Attitude in using Afan Oromo as Medium of Instruction in the Second Cycle of Primary Schools

No	Content/ items	Agree		Undecided		Disagree	
		No	%	No	%	No	%
1	Using Oromo language as a medium instruction is:						
	<ul style="list-style-type: none"> • The interest of the teachers • The wishes of the society 	71	92.21	4	5.19	2	2.60
		70	90.91	6	7.79	1	1.3
2	Since students learn Afan Oromo in their home, using as a medium of instruction is wastage of time.	10	12.99	4	5.19	63	81.82
3	Using Afan Oromo as a medium of instruction assists to preserve and transmit Oromo culture to the coming generation.	76	98.7	1	1.3	-	-
4	Using the Oromo language as a medium of instruction:	72	93.51	3	3.89	2	2.60
	a) Better integrates the school with reality of life.						
	b) Facilitates easy and fast learning.	69	89.61	2	2.60	6	7.79
	c) Retards self pride among learners.	3	3.89	1	1.3	73	94.81
	d) Impedes national unity of the country.	10	12.99	4	5.19	63	81.82
	e) Consolidate family support and follow up of students.	73	94.81	1	1.3	3	3.89

As indicated in Table 4.4, 92.21 % of 77 teachers supported the utilization of the Oromo native language in the level under study. Similarly, 90.91% of the respondents believed that the society also has similar interest. Very small number of teachers disagreed on the issue raised. On the other hand less than 10% of the respondents were reserved to take the two extreme positions. Over all, based on the results obtained, teachers in particular and the society at large positively viewed mother tongue instruction since pupils instructed in non native language usually fall behind right from the start.

Concerning item 2, of table 5, 63(81.82%) of the teacher respondents showed their stand against the following statement, for native Oromo speakers learning in Oromo language is wastage of time since they learned the language at home. Whereas 12.99% stood positively or in line with what the item stated and 4(5.19%) remained between the two. Supporting the aforesaid view, large number of educators recommended that when children are learning their home language, they are not learning their language in a narrow sense. They are learning concepts and intellectual skills that are equally relevant to their ability to function in society.

According to Mialaret (1979:26) instruction in the mother tongue urges to inculcate the attitudes, values, know how and norms of the society that enables learners to take part in the active life of the people. In line with this, 76(98.7%) of respondents testify that using Afan Oromo as a medium of instruction assists to preserve and transmit Oromo culture to the coming generation. This also proves that education through the mother tongue enables pupils to enhance traditional stories, tales, proverbs, music and dances etc. which further enhance self respect and pride.

As observed in Table 4.4, 72 (93.51%) of the respondents agreed that the mother tongue serving as a medium of instruction in second cycle of primary schools better integrates the school education with reality of life. Similarly, the mother tongue's role in facilitating parents; follow up of students supported by more than two-third (94.81%) of the respondents. Using the mother tongue in education, inables parents to have a better position in understanding the problem of school and take some measures to help schools in the education of children. Pedagogically, learning through mother tongue enriches active participation and motivates the learners to suggest, ask questions and imitate new ideas. Corresponding to this, 89.61% of the teachers as indicated on Table 4.4, agreed, on the role that home language plays in facilitating easy learning.

On the other hand, as depicted in Table 4.4, contribution of native language in retarding self pride among learners and impeding national unity of the country was opposed by 94.81% and 81.82% of the respondents respectively. This result strengthens the belief that mother tongue in education is not only a tool for communication and knowledge, but also fundamental attribute to cultural identity and empowerment of both group and self pride.

In relation to views afore stated, Ansre (1979:113) opposes those who fear the language diversification to national unity. He states that multilingualism can be used as a powerforce acting as national resource for developing mutual understanding and a sense of respect for individuality. Therefore, problems due to differences cannot be out of control if there are common understandings.

4.3.3 Parental Attitude in Using Afan Oromo in Primary Schools (5-8)

In order to obtain reliable information concerning the attitude of parents, sixteen parents from four woredas were interviewed. The main question, proposed was the type of language that the parents encourage as a medium of instruction in the second cycle of primary education. Majority of the participants appreciated the use of the Afan Oromo while small portions showed their preference to the use of English particularly in grade seven and eight. Simultaneously, they were asked to indicate the reasons why they prefer the language. The first group expressed their views as follows:

- ❖ Since the pupils have certain skills in their home language before schooling, they are not reserved to ask and answer, to suggest and release their opinion and views in class rooms.
- ❖ It opens an opportunity for cooperation among learners and between teachers and students due to the common language they own.
- ❖ It eases students' self-learning from textbooks and other written materials in Oromo language with a little support from teachers.

- ❖ It has a major role in reserving and maintaining the culture, values and norms in written form.
- ❖ It makes tight the relation between schools and community and increases the demand for access for education and at the sametime advances public interest for learning.
- ❖ It confirms the right to use ones own language and enables the society to be proud of his culture and identity.

Due to these reasons, said parents interviewed “We are actively participating and supporting most of schools’ activities”. Based on what they have suggested, education officials at the zone level informed us the following about some noticeable activities in which the society is participating.

- Constructing new primary schools: Based on quarterly report of zone education office, the expert made clear that by the year 2005/2006 the community have built 51 primary schools in 22 woredas.
- Maintaining old class rooms and constructing new additional class rooms. The total number of classes maintained and constructed was 495.
- Raising funds which amounted to 1,526,690 Birr was contributed to support schools activities and to reduce the prevailing financial problems in schools.
- Sending children to school with increasing magnitude. For instance students’ gross enrollment 5-8 in the zone in:
 - 1996 was 89,933
 - 1997 was 98220
 - 1998 is 106, 601

So, other than encouraging educiatonal oportunites gained by children in schools, using Afan Oromo as a medium of instruction in primary schools found to be one of the factors that urged parents to render support for their schools.

4.4 Awareness on Language Policy in Education

Respondents were asked about the awareness on language policy in education. Table 4.5, indicates the result.

Tables 4.5: Awareness Given in Relation to Language Policy in Education

Item	Agree		Undecided		Disagree	
	No	%	No	%	No	%
Concerning the language policy in education the following parties have adequate awareness:						
a. Students	97	20.86	101	21.72	267	57.42
b. The Community	79	16.99	113	24.3	273	58.71

Regarding Table 4.5, students who positively sided the statement that says parties stated have adequate awareness on language in education policy are far less than an average. It is 97(20.86%) for students and 79(16.95%) for the community. Those who have said students have not adequate orientation on language in education policy are 267(57.42%) and the community 273(78.71%).

In order to identify the orientation given on objectives of learning in mother tongue, respondent were asked to rate the degree of orientation as agree, undecided and disagree.

Table 4.6: Orientation Given On Objective of Learning in Mother Tongue

Item	Agree		Undecided		Disagree	
	No	%	No	%	No	%
The orientation given in schools on pedagogical advantage or objective of learning in mother tongue is satisfactory.	10	12.99	32	41.56	35	45.44

Similarly, on Table 4.6, teachers who favored the satisfactory orientation given in school were 10(12.99%) while 35(45.44%) were against what had been said. The remaining 32(41.56%) of the respondents were neutral (undecided).

Parents were also interviewed whether they have been oriented or not. Majority of them said that the issue had been raised some times /occasionally/ during meetings and conferences designed for other purposes. The community supports, the use of mother tongue in education, said one of the officials at woreda. But he stressed that was not due to knowledge achieved from orientations and awareness created, but it is because the language that serves as medium of instruction is the language that society uses in everyday life. In this way parents, teachers, and students discredited the effort done by change agents to realize mass support through persuading and communicating the purpose and objectives of the language in education policy. Therefore, beneficiaries as well as groups affected by change in the society didn't get the necessary knowledge to support the process and the program as much as required. The new policy of the mother tongue in education demands, not only change in teaching materials and the medium of instruction, but also the basic beliefs of the teachers, parents, students and other section of the society.

According to Armstrong (1983 in Zaudneh, 1994:101), resistance to change can be minimized when the change affected people feel and understand that the change is not imposed and it is to their advantage. So, system has to be designed to take the change affected people from suspicion and hesitation; since these are seeds that grow in to resistance. Therefore, giving clarification and orientations on the value and worth of the change has to be emphasized.

4.5. Trainings Given for Teachers to Implement Afan Oromo

The demand for teachers that has come as a result of the new structure of second cycle primary education is challenging issue that requires uninterrupted trainings and orientations. In this respect teachers were asked if they had taken training or not to implement Afan Oromo in school. Table 4.7 shows the result.

Table 4.7: Training and orientations given for Teachers

Item	Yes		No		Total	
	N ^o	%	N ^o	%	N ^o	%
Have you taken training on how to use Afan Oromo as a medium of instruction	58	75.33	19	24.67	77	100

The change in structure and the introduction of new concepts in education need reorienting of school teachers already in service. To this end, Table 4.7 indicated that majority of the teachers 58(75.33%) got training at woreda and school level while 19(24.67%) remained without training.

In order to identify the duration of training offered, respondents were asked. Thus Table 4.8 reveals the result.

Table 4.8: Duration of Training Offered

No	Duration of the training	No	%
a	One year per-service training	10	12.99
b	Two years pre-service training	-	-
c	Three years pre-service training	-	-
d	Short term in-service training	48	62.33
e	No training	19	24.68
	Total	77	100%

Table 4.8, shows that teachers were at different status of training: 10(12.99%) were given one year pre-service training, while 48(62.33%) attended short-term orientation that didn't exceed ten days.

But a teacher, who participated in focus group discussion, said "We felt very much pleased in the change introduced. Therefore, we involved ourselves enthusiastically without an in depth training in the task; mutually helping one another". Another participant in the same group enriched these opinion as follows, "Actually, we began implementing Afan Oromo in education with several limitations in which the training is one, and passed through several problems, but today we are stepping forward in using and developing the language".

The interviewed education official at zone also did not hide the serious shortage of qualified teachers for the level under study and the inadequacy of orientations and training given to run such a huge program. Therefore, said the official, "pre-service and in-service teachers training are being conducted to alleviate the problem". According to the data obtained from zone education office, from 1990-1995 through pre-service training programs, 380 diploma teachers were trained and deployed in different second cycle primary schools of the zone. Recently, starting from 1996-1998 about 925 student-teachers were recruited and joined the pre-service diploma program for 3 years in which Afan Oromo is the medium of instruction for those trainees in the college.

Additional, from 1992-1997, 525 certificate teachers were trained for in service summer program. Similarly in 1994, 662 primary school teachers (1-4) got a chance to learn for diploma in distance education where 523 of them graduated in 1997. But till today, the trained teachers and the training for untrained teachers to the level under study is scarce. In addition to these, the discussions as well as documents revealed that the problem also lies in the non-correspondence between the type of training teachers received formerly before



the new innovation) and the condition in which they are forced to teach using the new medium of instruction. To overcome the problem, pre-service training programs and of colleges' capacity to hold and supply the required number of qualified teachers need to be increased.

Additionally, in in-service training, teachers should not wait for selection to take part in a long in service trainings. Much of the training is self directed, constantly learning and adapting to the new challenges of the job which is carried out by reading books, articles and other written materials on education; by discussing with colleagues and supervisors on educational issues.

Generally, there must be the right training, to the right level of skills, to provide the right number of professionals, at the right time, to perform the right task and duties in order to attain the right level of desired objectives.

4.5.1 Resources and Other Facilitates that were Embraced in the Training

To prepare teachers for the new condition, the orientation and training given should be supplied with the necessary facilities. Hence Table 4.9 summarizes the results.

Table 4.9: Substances and Contents Included in the Training

	Items / Contents	Yes		No		Total	
		No	%	No	%	No	%
1	The training program:						
	a) Conducted and organized by skill full trainers.	27	46.55	31	54.45	58	100
	b) Accompanied with sufficient training materials.	16	27.59	42	72.41	58	100
2	Materials used /prepared for the training included:	6	10.34	52	89.66	58	100
	a) Properties of language.						
	b) Language and its significances.	47	81.03	11	18.97	58	100
	c) Historical developments of the Oromo language.	38	65.52	20	34.48	58	100
	d) Oromo languages merits and demerits when used as medium of instruction.	20	34.48	38	65.52	58	100
	e) Language policy and planning	7	12.07	51	87.93	58	100
	f) Challenges of the Oromo language implementation.	15	25.86	43	74.14	58	100
	g) Favorable Conditions for implementation.	27	46.55	31	53.45	58	100
	h) Writing and reading skills.	58	100	-	-	58	100

As Table 4.9 'a' revealed, 27(46.55%) of trained teachers responded that the training conducted by skillful trainers, but a little more than half 31 (54.55%) disagreed the skillfulness of the trainers. This fact forces schools, education offices and other related institutions to diagnosis the trainers' skill, knowledge, experiences, fluency in the required language, creativity, capability to collaborate and cooperatively work with others, his/her quality to manage and properly organize the training and other similar factors before assigning as a trainers.

Regarding materials, Table 4.9 depicts, 42 (72.41%) of the participant trained teachers affirmed that the training were poorly accompanied by training materials. It is clear that for successful training and orientations of teachers:

written materials, note books items of writing, convenient seats, over head projectors, portable chalk board, diagrams, worksheets, fixed chalk board, tape recorders, video camera and good environments of training and organizers are required; based on the kinds purposes and objectives of the trainings and orientations.

On the other hand, respondents were asked about contents of written materials used in the training. Regarding Table 4.9, item 2 'a', 52 (89.66%) of the respondents replied that the training didn't include the language property. It is embarrassing for teachers trained, if they failed to know their languages properties in which they interact in their daily life and as a medium of instruction in the teaching learning process.

As observed in Table 4.9, 47 (81.03%) trained /oriented teachers confirmed that the training materials contained language and its significances. Corresponding to this idea, Knowles (1997.2425) notes that it is hard to conceive the complex social world in which we live with out the unique human language.

Regarding the inclusion of historical development of the language, 38 (65.52%) of the teachers testified that the training included historical development of the Oromo language. As a teacher, having knowledge about the progress and impediments the language had faced can be a substantial professional input for those who are teaching the second cycle of primary schools.

As noted on Table 4.9, 65.52% of the trained teachers disagreed regarding the presence of Oromo language's advantages and disadvantages as an element of the training when used in primary education as a medium of instruction. Currently, the use of the mother tongue in education gets acceptance by large number of educators. On the other hand, there are some who refused the implementation of native language by raising various reasons. So, in training or in orienting teachers, absence of such major elements largely prevents the situation from being more impressive and attractive.

Other important element that had failed to be considered in the training is language policy and planning. This event was revealed by 51(87.93%) of the respondents. Neglecting language policy: the conscious effort to alter/change a language function in society meant nothing, but attempting to implement language in education with out understanding what is going to be done or with out having the direction and the core of the process at hand. So it hurts every aspects of implementation and makes the training handicapped.

As stated in Table 4.9, challenges in Oromo language implementation and the existing favorable conditions for implementation lost recognition as a part of the training. This event was confirmed by 43 (74.14%) and 31 (53.45%) of the respondents respectively. Both have strong ties or relations with the training as well as language and its use in education. Increasing awareness on each of this topics, would serve the participants to design strategies before hand to avoid constraints and to use favorable situation in advancing the program.

Eventually, 58 (100%) of the respondents approved that writing and reading skills: the recent phenomena in historical development of Oromo language were included in the training. Since both language skills have significant role in disseminating and spreading the standard language, incorporating those language skills had given life for the training.

4.5.2 The Training and Its Contribution

Respondents were asked to rate the status of training provided to teachers. Table 4.10 below indicates the results.

Table 4.10: Status of the Training

No	Item	High		Moderate		Low		Total	
		No	%	No	%	No	%	No	%
a	The extent to which the training increased commitment and Motivation in using Afan Oromo as Medium of instruction	33	56.9	15	25.86	10	17.24	58	100
b	The extent to which the program clarified benefit and purpose of Mother tongue instruction.	12	20.69	26	44.83	20	34.42	58	100
c	The magnitude of the training in giving opportunity for interaction among participants and between trainers and participants (participatory).	15	25.86	24	41.38	19	32.76	58	100
d	The extent to which the training improved the skills of trainees to use instructional materials.	8	13.79	16	27.59	34	58.62	58	100
e	The extent to which the training program advanced the skill of trainees to plan and organize educational activities where first language is used as medium of instruction.	13	22.41	28	48.28	17	29.31	58	100
f	The extent to which the training armed the trainees with varieties of teaching methods.	11	18.98	16	27.59	31	53.44	58	100
g	The degree to which the training program promoted the know how of: I) Evaluating teaching materials, textbooks, teacher's guide etc. II) Evaluating the implementation of Afan Oromo as instructional media.	5	8.62	14	24.14	39	67.24	58	100
		7	12.07	18	31.03	33	56.9	58	100

As Table 4.10, item "a" reveals, 33 (56.9%) of the trained teachers agreed that the extent to which the training increased commitment and motivation is high while 15(25.86%) replied that it is moderate. So the participants seem to be satisfied in the training power to initiate teachers in implementation. Similarly, on item 'b', the respondents were asked the extent to which purposes and

benefits of the mother tongue are clarified. A little more than one-fifth: (20.69%) proved that it is high while 44.83% said moderate and 20 (34.47%) less. The result indicates that the trainees were not satisfied on the adequacy of the clarification given.

As indicated on item 'c', of Table 4.10, the opportunity for interaction among the participants favored by 25.86% and 41.38% of the respondents, high and moderate respectively. Besides, one of the teachers in focus group discussion said "the large number of trainees in the hall and short duration of the orientation, poorly facilitated the change for effective independent exercises, works and interaction of various groups of teachers who came from different directions".

Regarding item "d", of Table 4.10, 58.62% of the respondents indicated that training had less contribution in maximizing the participants' use of instructional materials. In line with this, Farrant (1980:291) says, because of insufficient practical trainings, many teachers do not recognize the potential of many simple teaching aids available at a very little cost or how to use to the full even when given to them.

Concerning item 'e' of Table 4.10, most of the respondents: 28(48.28%) supported that the training advanced the planning and organizing of educational activities at moderate level. Those who rate the training contributes highly to those two aspects of educational activity are 13 (22.4%) while the remaining 17(29.31%) recommended low.

So the soul and nucleus of teaching, learning process, planning and organization, which focus upon managing how to deal with the day to day activities of the school was moderately considered and attained by the trainees. Inline with this, item "f" elucidated that varieties of teaching methods were considered weakly in the training.

Additionally, evaluation of the teaching materials that can serve to identify the strength, weaknesses as well as many central functions in the school did not get good attention. Moreover, as considered in "h", II; of Table 4.10, 33(56.9%) of the respondents affirmed that the training poorly helped the trainees in achieving how to evaluate the implementation of Afan Oromo as a medium of instruction.

Generally, an attempt to prepare teachers for the new condition through training and orientation was not an easy effort, but the change that it brought is remaining insufficient in comparison to the wide and several activities that has to be accomplished in implementation. The short duration of the training also impeded the inclusion of main components and elements to be managed by the participants. It was discontinuous, short lived training, and prevented the practitioners for proper exchange of ideas and opinions that facilitate the implementation program. Beside these, the trainers experience, qualification and commitment were also less investigated. However, one cannot deny the role that the training played, especially in motivating /mobilizing teachers and in paving the way in implementation of Afan Oromo as a medium of instruction in primary schools.

4.6 Supply of Students' Textbooks Education Materials and Supplementary Reading Materials

In order to identify the adequacy of student textbooks, educational materials and supplementary reading materials respondents were asked to rate the extent of supply. The result was summarized as follows:

4.6.1 Supply of Student Textbooks

Regarding the supply of textbooks in relation the number of students, respondents were asked to judge its adequacy. Table 4.11, revealed the result.

Table 4.11 Supply of Text Books

Items /Contents	High		Medium		Low		Total	
	N ^o	%	N ^o	%	N ^o	%	N ^o	%
What is the extent of student text book supply in relation to students' need?	13	16.88	41	53.25	23	29.87	77	100

Table 4.11 indicates that 41(53.25%) of teachers made clear that the extent of textbooks' supply is medium, while 23 (29.87%) noted that it is low. As such, one of the key inputs (text books) in improving quality of education is below the demand of students.

All education officials at zone and woreda level confirmed that there is a shortage of student text books and the one to one ratio as target is still not attained. But the officials also added that there were improvements, in terms of textbook provision since the last three years. The woreda official also admitted the problem encountered in distribution of books. According to the respondents, location and distance of schools from the center of distribution, financial constraints, lack of public transport, poor mechanisms of follow up and monitoring at woreda level upon the distribution of textbooks and shortage of vehicles are among the problems mentioned.

Further, the current supply of student textbooks in the zone were indicated in Table 4.12.

Table 4.12: Text Book - Student Ratio for grade 5 - 8 in East Wollega (1998)

Subjects	Grade 5			Grade 6			Grade 7			Grade 8		
	Amount of student text books	No of students	Ratio	Amount of text books	No of students	Ratio	Amount of text books	No of students	Ratio	Amount of text books	No of students	Ratio
Afan Oromo	17,464	33,122	1:2	15,603	26,293	1:2	13,860	25,360	1:2	11,970	20,593	1:2
Amaharic	9,497	"	1:10	7,348	"	1:4	11,937	"	1:3	5,770	"	1:4
English	10,889	"	1:3	3,691	"	1:8	11,678	"	1:3	6,473	"	1:3
Science integrated	13,039	"	1:3	10,364	"	1:5	-	"	-	-	"	-
Biology	-	"	-	-	"	-	17,527	"	1:2	9,790	"	1:2
Chemistry	-	"	-	-	"	-	11,633	"	1:3	7,537	"	1:3
Physics	-	"	-	-	"	-	11,107	"	1:3	10,079	"	1:2
S. science 7to 8	-	"	-	-	"	-	12,117	"	1:2	5,869	"	1:4
Civics	14,174	"	1:3	11,219	"	1:3	9,811	"	1:3	8,454	"	1:3
Music	6,921	"	1:5	2,875	"	1:9	-	"	-	-	"	-

* Obtained from 1998 third quarter report of East Wollega Zone Education Office

Table 4.12 shows, the 1998 real picture of student-textbook distribution in East Wollega second cycle primary schools. The data was obtained from the concerned department of the zone education office. As indicated in Table 4.12, no one to one ratio of text book distribution was still attained.

For all grades, Afan Oromo is distributed in one to two ratio. Serious problem is observed on Amharic grade 5, (1:10), English grade 5 and 6 (1:5 and 1:9) respectively. No textbook was provided for physical education in all grades. Other than these textbooks, the ratio for the remaining books lies between 1:2 to 1:4. This situation confirms that there is a shortage of student textbooks since one-to-one ratio considered was not attained.

4.6.2 Additional Reading and Education Materials

Despite their ages, printed materials are still one of the most useful means of storing and communicating knowledge and one that teachers to day could not do with out it. So their proper provision facilitates the implementation of language in education. To this end the results were summarized under Table 4.13.

Table 4.13: Provisions of Additional Reading Materials and Education Materials

Item /Content	High		Medium		Low		Total	
	No	%	No	%	No	%	No	%
To what extent the teaching - learning process assisted by:								
(a) Additional reading materials	11	14.2	24	31.16	42	54.55	77	100
(b) Education Materials	7	9.1	25	32.46	5	58.44	77	100

It is important to recognize the potential of various kinds of written materials in teaching. In line with this 42 (61%) of the respondents reported that the provision of additional reading materials is poor while 24 (31.2%) proved that it is medium. This question is also forwarded for the members of focus group discussion and parents.

Some of the parents as well as teachers and students in the discussion stated that "our school has libraries. But the rooms given for libraries were under the required level. The seats and tables in libraries were not adequate and not convenient. There is no librarian and this has given additionally duty for teachers and increased the burden of teachers".

Beside these, according to the participants school libraries are poorly providing materials such as fictions, magazines, pamphlets, news papers and even text books. Those sample schools, other than Dalo in Nekemte; do not get information about the published reading materials. There are no shops for buying books in the area. Referring to this, what one teacher in the discussion first raised was supported by his colleagues in other schools. He said "educated and middle class Parents provide their children books and other literacy materials but the majority remain with out". This difference creates gap and put the lower socio economic class children to disadvantage in language skills and in academic achievements. So, libraries in schools need proper provision of additional reading materials to minimize the differences and to support the teaching-learning process as well as to promote the implementation of Afan Oromo in schools.

Regarding Table 4.13'b', the extent of provision for other education materials was rated by 58.44 % of teachers as poor. According to the interviewed officials and majority of participants in discussion, "the education materials such as chalkboards, chalk, Globes, Atlases, Wall maps, Science kits, Duplicating machines, Microphones and other related items are ill-supplied."

Correspondingly, one woreda official raised that "the effort to localize those items are also weak because of insufficient practical trainings." Due to this, many teachers do not recognize the potential of simple teaching materials available at very little cost. Therefore, in order to reduce these constraints the preparation, as well as the distribution of pedagogical manuals is essential. Moreover, providing basic working materials for pedagogical centers are indispensable and training teachers how to produce education materials at local level in pedagogical center and at cluster resource centers are to be encouraged and supported.

4.7 Financial Support

Finance assumes greater importance in the expansion of educational systems. The provision of quality education and the implementation of new medium of instruction as in our country is greatly influenced by the amount of finance available to the sector, and by the extent to which the available finance is effectively and efficiently managed. Thus, respondents were asked to rate the extent to which financial support was provided to schools. The results are summarized in the following table.

Table 4.14: Financial support provided by different parties

No	Items / Contents	high		Medium		Low		Total	
		No	%	No	%	No	%	No	%
1	To what extent the Following Parties financially supported the language in education implementation process?								
	a. Government	17	22.08	37	48.05	23	29.87	77	100
	b. Parents /community	32	41.56	23	29.87	22	28.57	77	100
	c. Stake holders	17	22.08	41	53.25	19	24.67	77	100

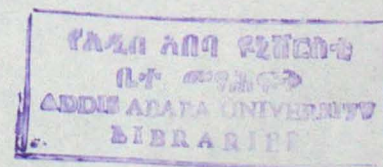
The extent to which the government financially support the implementation program was referred as medium by 37 (48.05%) of teacher participants while 29.87% voted low and 22.08% is high. Therefore, financial Provision by the government and stake holders is not as much as required. But according to the result obtained from Table 4.14 'b', 32(41.56%) of the respondents expressed that parental financial support is high.

According to the guideline for the organization of educational management, community participation and educational finance (2002:50); the allocation of budget to schools, is based on the number of students. The guide line further indicates, "The allocation of the block grant to each educational level is partly based on the required non salary recurrent expenditure provided per a student and calculated with the total number of students." Considering this statement as a base, the provision of recurrent budget to second cycle primary schools has to be is Birr 15 times the number of students from grade 5-8, but information obtained from 1997 school statistics proved that no non salary recurrent budget is allocated for schools.

Table 4.15: Allocation of Budget

Sample Schools	Budget for teachers salary	Allocated recurrent Budget	community financial support	fundraised by schools
Amuru	472,440	—	64,947	1586.10
Kumburo Balacho	131,520	—	1980	4883
Kiramu	439,284	—	71,400	17,872

There fore, the source of expenditure for allowance, light, water, telephone, minor maintenances, janitorial supplies etc., are financial support from the community as well as fund raised in schools.



4.8 The Supply of Qualified Teachers

The right numbers of teachers with the right level of skills are necessary to accomplish the desired goals and objectives of the program in school. In line with this, the participants requested to rate the supply are indicated in result obtained Table 4.16.

Table 4.16: Supply of Proper Number and Qualified Teachers

It is adequate if a teacher holds 20-28 periods per week.

It is moderat if a teacher holds 29-30 periods per week.

It is in adequate if a teacher holds more than 30 periods per week.

Item /content	Adequate		Moderate		Inadequate	
	Nº	%	Nº	%	Nº	%
The extent to which adequate number of qualified teachers assigned for schools.	6	7.79	18	23.38	53	68.83

Concerning Table 4.16, majority of the teachers, 53 (68.83%) indicated that the supply of qualified teachers is in adequate. Less than half of the respondents 18(23.38%) indicated that the supply is moderate while insignificant number 6(7.79%) reported adequate. Corresponding to this, Dua (1988:166) states that unavailability of the trained teachers is a great challenge for the effective implementation of multilingual education. So the problem can be solved through well designed in-service and pre-service training programs and it requires proper allocation of budget for woreda education offices to employ qualified teachers for the level.

Table 4.17: Balance between Actually Existing Diploma Teachers and the Required Number in the Second Cycle of Primary Schools of East Wollega

G R A D E 5 - 8								B A L A N C E		
No	Subjects given from grade 5-8	For grade	Periods allotted per week	No of sections in zone	Total periods of each subject in a week. sections times periods	Teachers required to each subject, if one teacher loaded 30 periods per week.	The actual no. of Diploma teachers in schools in 1998 E.C	Additional Diploma teachers required	Beyond Required	Equivalent in demand and supply
1	Afan Oromo	5-8	12	1481	1481x12=17,772	17,772 ÷30=592	207	592-207 =385	-	-
2	English	5-8	20	1481	1481x20=29,620	29,620÷30=987	216	987-216=776	-	-
3	Amharic	5-8	8	1481	1481x8=11,848	11848÷30=395	97	395-97=298	-	-
4	Mathematics	5-8	20	1481	1481x20=29,620	29,620÷30=987	175	987-175=812	-	-
5	Social science Civics	5-8	10	1481	1481x10=14,810 1481x12=17,772	32582÷30=1086	Geo. 147 His.99 Both 246	1086- 246=840	-	-
6	Physical education	5-8	12	1481	1481x6=8,886	8,886÷30=296	-	296-0=296	-	-
7	Biology	7-8	6	658	658x6=3948	3948÷30=132	107	162-107=55	-	-
8	Chemistry	7-8	6	658	658x6=3,948	3948÷30=132	124	162-124=38	-	-
9	Physics	7-8	6	658	658x6=3,948	3948÷30=132	67	162-67=95	-	-
10	Science integrated	5-8	10	823	823x10=8230	8230÷30=275	-	275-0=275	-	-
11	Music	5-8	4	823	823x4=3292	3292÷30=110	-	110-0=110	-	-
12	Art	5-8	4	823	823x4=3292	3292÷30=110	-	110-0=110	-	-
	Total	-	-	-	156986	15698÷30=5234	1239	3995	-	-

The number of sections and teachers obtained from 1998 3rd quarter report of zone education office.

As Table 4.17 reveals, out of 2453 second cycle primary teachers in East Wollega, 1239 are qualified for the level and there are 15 additional education planning and management diploma teachers. The remaining 1199 teachers are teaching currently from grade 5-8 but they are under qualified for the level. Based up on the 1998 third quarter report of the zone education office, the total number of sections from grade 5-8 are 1481; (5-6=823 and 7-8= 658).

When we compute (multiply), periods allotted for each subject per-week with total sections for grade 5-8 in zone, one can achieve total periods given per-week for each subject. Assuming that a single qualified teacher holds thirty (30) periods per-week, if one divides the total periods of each subject to thirty periods; it gives us the required number of diploma teachers for the subject. In this way, 13 (thirteen) different subjects are given from grade 5-8. When sections are multiplied by periods allotted for each subject in a week, the total periods given for all sections of grade 5-8 in the zone is 156,986.

When one divides this number to the assumed single teachers load per-week ($156,986 \div 30$); one will achieve 5234 which is a total number of teachers required in East Wollega for all 13 different subjects in the level under discussion. If one subtracts 5234 (the required number of qualified teachers from 1239: actually existing; one can obtain 3995. This 3995 is additional teachers required at optimal level for this year (1998E.C).

As depicted on Table 4.17, no single physical education, Art, Music qualified teacher is available in the zone. According to the data, the number of teachers assigned for natural science subjects are better than that of language, mathematics and social science.

Based on the data obtained, the seriousness of the problem is ranked as follows. Table 4.18 shows the result.

Table 4.18: Additionally Required Number of Qualified Teacher

Subjects	Number of Additional teachers required
Civics and Social Science	840
Mathematics	812
English	771
Afan Oromo	386
Amharic	298
Physical education	296
Science integrated	275
Art	110
Muzic	110
Physics	95
Biology	55
Chemistry	38

So without degrading the current efforts made by the concerned bodies to maximize teachers for the level, in service and pre-service training programs must exceed its current status. Additionally, the new opening of second cycle primary schools in woredas should have to take into account with the available human resources and the potential that woreda education offices have to employ additional teachers.



4.9 Competency of Education Officials

The presence of capable education manager is very important and ensures the implementation of Afan Oromo as a medium of instruction. With this in regard, Table 4.19 below summarizes the result.

Table 4.19: Skill and Knowledge of Education Officials at Different Levels

Item /content	Adequate		Moderate		Inadequate		Total	
	No	%	No	%	No	%	No	%
The skill and knowledge (competency) of education officials at:								
(a) Zone education level	25	32.47	29	37.66	23	29.87	77	100
(b) Woreda Education office	11	14.29	30	38.96	36	46.75	77	100
(c) School	15	19.48	24	31.17	38	49.35	77	100

As Table 4.19, item 'a' reveals, majority of the respondents 29 (37.66%) noted that skills and abilities of zone education officials are moderate, while 23(29.87%) showed that they are inadequate. Concerning item 'b', 46.75% of the teachers indicated that officials skill and knowledge in woreda education office is at low level, while 30 (38.9%) of the respondents accepted as it is moderate. Correspondingly, 38 (49.35%) witnessed that leaders at school level are inadequate for the level while 24 (31.17%) occupy the middle position between two extremes. At all levels, minority of the respondents supported that the officials have high adequacy in managing educational activities, whereas majority of the participants were reserved to support skillfulness and knowledgeability of the officials, therefore, it shows that there is a gap that need future enrichment and capacity building. As indicated above, assigning officials at different position, at all levels need deep assessments in terms of criteria established and qualities required for the place.

4.10 Studies Conducted to Alleviate Implementation Problems

Equipping educational experts with skills and knowledge of research, creating favorable condition to the research, motivating personnel, providing them with necessary resources and evaluating the progress are essential. Results relating to this issue summarized in Table 4.20 below.

Table 4.20: Studies Conducted by Education Experts and Teachers to Alleviate Problems Related to Implementation of Afan Oromo in Education.

Item /Content	Adequate		Moderate		Inadequate		Total	
	No	%	No	%	No	%	No	%
studies or investigations conducted on major problems concerning implementation of Afan Oromo in primary school education, at the level of :								
a) Zone Education Office	12	15.58	31	40.26	34	44.16	77	100
b) Woreda Education Office	8	10.39	50	64.94	19	24.67	77	100
c) School	31	40.26	32	41.56	14	18.81	77	100

According to Table 4.20 item 'a', research conducted at the level of zone education office is inadequate since it was confirmed by 34 (44.16%) of the respondents. In line with this, one expert at zone level witnessed that " since nine years there has not been an investigation /study conducted at this level, unless one on non-formal education eight years ago."

On the other hand regarding item 'b', 50(64.94%) or more than half of the respondents revealed that the research made by experts at woreda in minimizing the implementation problems is moderate. Correspondingly, two woreda officials during an interview made clear that "other than attempts seen in schools, no one in woreda education office had tried or planned to solve problems through studies."

Concerning Table 4.20, item 'c' 32(41.56%) of the respondents noted that it is moderate, while 31 (40.26%) of the respondents affirmed that teachers are strongly conducting research work to promote Afan Oromo in education particularly at this level. Apparently, the expert at Zone revealed that "relatively, teachers strongly conducted evaluation on different student text books and studies on other problems of the school; individually and in group that directly or indirectly related to the implementation of the medium of instruction."

So, as result informs us the practice of solving problems through investigation particularly on issues of the mother tongue in instruction is weak at zone and woreda education offices and better practiced at schools. Therefore, conducting educational researches/studies that are helpful in identifying and rectifying problems in teaching learning process, and in promoting the Afan Oromo implementation in primary schools is significant.

4.11 Cooperation among Beneficiaries and Practitioners

Participation of different section of the society in schools, render schools with ideas, human and material resource; all which improve the school education programs. In line with this the cooperation made to advance the implementation program summarized in Table 4.21.

Table 4.21: Cooperation and Relations among Beneficiaries and Implementers in Promoting Mother Tongue in Education at Woreda Level

Items /Contents	Adequate		Moderate		Inadequate		Total	
	No	%	No	%	No	%	No	%
Consultation conducted /made for successful implementation of language policy in education by education officials /experts with								
a) Parents of students	6	7.79	30	38.96	41	53.25	77	100
b) School administrators	13	16.88	39	50.65	25	32.47	77	100
c) The school teachers	17	22.08	24	31.17	36	46.75	77	100
d) Student in the school	9	11.69	21	27.27	47	61.04	77	100
e) Non-governmental institutions.	1	1.3	19	24.68	57	74.02	77	100
f) Other governmental sectors	1	1.3	18	23.38	58	75.32	77	100

As Table 4.21 indicates, contacts made by woreda education officials /experts with varying sections of the society to enhance the implementation program are inadequate. This event is realized on Table 4.21,'a' by 41 (53.25%), on item 'c' by 36(46.75%) on item 'e' by 57 (74.02%) and on item 'f' by 58 (75.32%) of the respondents.

Particularly the cooperation with students, non governmental and other governmental sectors in promoting Afan Oromo in primary schools is under estimated among the respondents. According to the data attained, no contact and consultation of Woreda is adequate with those various sections in the society.

If the lower education managing unit failed to establish strong ties with near by supporters and community members of the schools, what would be the relation of woredas with relatively far located collaborators ? There fore it is preferable for the educational unit at woreda level to conduct assessment on the line

indicated above in order to plan and implement mutually; based on objective reality of their respective localities as well as to extend the necessary support for schools, including the advancing of children's mother tongue in education. Most of the community members are not professional trained or even uneducated, however, they can contribute valuable ideas for improving schools.

4.12. Mechanisms Designed to Evaluate the proper Implementation of Afan Oromo as Medium of Instruction

Establishing policy, planning implementation, setting strategies, supplying inputs is nothing without evaluation which provides information on strengths and weaknesses of the implementation program. To this end, for parents and education officials at both levels were interviewed, teachers were inquired questionnaire; students were interviewed in focus group discussion. The question was as follows:

Are there mechanisms used to evaluate the implementation of Afan Oromo as a medium of instruction at level under study? Majority of the respondents, except few of them similarly responded that "other than school national examination and tests given for students; we have not seen and participated in formal evaluation conducted at school, woreda or zone levels that gives feed back to adjust the implementation procedure".

As it was observed in the situation, most of them are unfamiliar to the concept as well as its practical experiences (how to perform it). Examinations have a little contribution in evaluation process unless tied together with other additional sources of information like education statistics, report of supervision and others.

On the other side, some experts and teachers, in the study tried to explain the existence of informal evaluation, by considering the assignment of teachers, the inflow of students to school, increasing number of enrollment, peoples interest to open new schools, support of community and government to schools and others. But these informal evaluations are not easy to interpret. Their interpretation requires additional objective information and data, as well as investigating of socio -economic and political aspects of the society.

Based on what respondents replied, evaluation as a part of mother tongue in educational program has not yet developed at all administrative units of education in the zone. Besides these, approaches and strategies of monitoring and evaluation as a system of decentralization is not well internalized. Therefore, in supplement of increasing the proficiency level of the experts and officials; sound allocation of budget; adjusting ways of communication, making evaluation participatory are significant.

Moreover, it is essential to design a set of indicators to evaluate the successful functioning of the program. According to Montgomery (1986:2117) these indicators are:

- a. Resource indicators: this includes human resources: teachers, personnel, funds, ways and sources of achieving resources, required materials and Physical facilities etc.
- b. Process indicators: this part includes management processes, attitudes of practitioners and beneficiaries; the extent to which language serves instruction, the right use of resources and others.
- c. Out come indicators: under this category, the impacts of language implementation in education in terms of the established targets and objectives have to be considered.

4.13. Constraints Faced by Students in Learning with Afan Oromo

The constraints that students encounter in the process of learning with Afan Oromo as a medium of instruction have negative impact on the progress of the languages in primary education as well as knowledge and skills designed to be attained. So the respondents were requested to rank the constraints as seen in Table 4.22.

Table 4.22: Constraints those Students Faced in the Process of Learning with Afan Oromo as a Medium of Instruction

	Constraints	Student Respondents		
		Sum of the ranks	Average rank	Rank order
A	Lack of Students' text books and other teaching materials	966	2.08	1
B	Using difficult and new scientific words in the text books with out brief explanation.	2410	5.18	7
C	Poor supply of additional reading and reference materials.	1537	3.30	4
D	Assigning in adequate number and qualified Diploma teachers for the level (5-8).	1073	2.31	2
E	Absence of good administration in the school.	3654	7.86	10
F	Weak relation between teachers and students.	3738	8.04	11
G	Unsatisfactory school community relation in advancing the implementation.	3187	6.85	9
H	Insufficient allotment of periods for contents of subjects.	2243	4.32	6
I	Poor coordination and relation existing among schools and other concerned bodies in order to minimize problems appeared in the implementation process.	1298	2.79	3
J	Teachers lack of interest to teach in Afan Oromo.	4891	10.5	13
K	Weak interest of students to learn in Afan Oromo.	4971	10.69	12
L	Teaching methods used by teachers are halting students' active participation.	2938	6.32	8
M	Poor supply of dictionaries in Oromo language.	2159	4.64	5

Table 4.22 depicts problems that students are facing in the process of using Afan Oromo as a medium of instruction. As ranked in terms of their seriousness, lack of text books and teaching materials took the first position, while shortage of qualified teachers for the level assured the second rank. Beside these, poor coordination and relations, existing among schools, community, experts and other governmental sector to reduce impediments in implementation came next. The fourth serious problem is inadequate supply of additional reading and reference materials. The poor supply of dictionaries in Oromo language is another problem while mismatch between contents of subjects taught in school and periods allotted are the first six serious problems ranked by students. Lack of students and teachers interest to learn and teach respectively in Oromo language are least considered among those mentioned in the table.

Other than those problems ranked by students, additional problems that affect the implementation program were mentioned by teachers, education officials interviewed and students who participated in the focus group discussions. Some of the problems indicated are the following:

- Lack of research to minimize problems in implementation.
- Lack of provision of education materials and student textbooks in proper time, before the beginning of the academic year.
- Lack of information on books and articles published in Oromo language at different centers.
- Large number of students in a single class (goes as far as 92 in one of the sample schools).
- Poor supply of seats: benches, desks and tables.
- Poor communication between schools and Education offices at woreda, which in turn negatively affects other levels of education management.

As stated above, there are additional constraints that halt the gradual progress of Afan Oromo in education noted by participants. In line with this, unless these constraints are alleviated the successful implementation of mother tongue in education is unthinkable. To this end, the following suggestions have been given by subject respondents as a solution.

- Acquainting experts as well as professional teachers with knowledge and skill of identifying problems as well as solving through studies.
- Woreda and zone education offices better establish good communications with publishing agents to get timely information about the newly produced reading and reference materials.
- As far as possible, at every level the distribution of materials ought to be early before the beginning of new academic year. Additionally, it requires devises/ mechanism to approve whether materials and books were timely reached and distributed to the learners.
- Inviting parents, non governmental organization, religious institution, and associations etc. for visit in schools and classrooms to show them the problem objectively and to achieve financial, material and other supports in order to tackle problems by setting priorities.
- Planning and making practical, the gradual construction of new class rooms and employing additional teachers to improve the class- students and teachers-student ratio.
- Those students whose mother tongue is other than the Oromo language ought to get additional support in school to be equally beneficial in the teaching learning process.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

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

5.1 Summary

The major objective of this study was to investigate the process and effects in the implementation of Afan Oromo as a medium of instruction specific to East Wollega second cycle primary schools. To this end, four research questions were identified and addressed in this thesis. To find out answers for these leading questions, the research method selected was survey, while the sampling procedure were area sampling and the purposive sampling methods. In line with these, four second cycle primary schools were selected from the four groups of woredas in the zone using lottery method. The pilot study conducted at one of the second cycle primary schools in Nekemte.

The participants of the main study were 16 parents: 4 from each woreda; 5, education officials; 1 from each woreda and one from zone. 94 teachers, from 4 sample schools; 518 students; totally, 633 respondents were involved in the study. Based on the nature of subjects, instruments employed to collect data were questionnaire, interview, focus group discussion and documents. The data collected using these tools were analyzed using frequency counts, percentages, mean average and qualitative data were analyzed by summarizing the words of participants.

In brief the following major findings have been documented.

Findings

A. The extent to which Afan Oromo was implemented in the second cycle of primary education as a medium of instruction found to be low. Because the findings revealed:

- The supply of qualified teachers for the level is inadequate and the training provided was perceived as incompatible when observed in relation to the wide implementation program.
- The preliminary orientation and trainings given for teachers in line with the new language in education policy were ill-equipped and poorly supported with skillful trainers, training materials, additionally, accompanied with absence of significant contents to be given.
- The key inputs in implementing mother tongue in education: textbooks, reading materials and references were in short supply to schools in the zone. Similarly, libraries are poorly organized.
- The habit of solving problems through investigation /study, particularly on issues related to mother tongue instruction is weak at zone and woreda education levels while relatively better in schools.
- Little credit was given to the effort done by decision makers and change agents in realizing mass support through persuading and communicating the purposes, objectives of mother tongue in education and the role of the society in implementing and supporting the language in education policy.

B. The views of practitioners and beneficiaries towards the role that the mother tongue plays as a medium of instruction in the second cycle of primary education of the zone found to be positive. Because, the findings indicated:

- Majority of the subject respondents and participants endorsed the view that the language of instruction in the level under study is suitable /preferable because it is most known and used by the learners in particular and the speech community in general.
- It was confirmed that using mother tongue in primary education contributes to the reduction of dropouts.
- It was believed that forcing to teach modern and new concepts with alien language in primary schools cannot bear fruit, other than bringing psychological and cultural shock.
- The use of Oromo language in the level under study contributed to the active participation of students in classroom, played its part in increasing student enrollment, it improved communication between teachers and students; consolidated relation among community and schools.
- The use of Oromo language contributed the transmission of Oromo culture and values, to the coming generation through its written form.

C. The attempts made to consolidate the interaction between schools and education officials as well as other stake holders to promote the implementation of Afan Oromo in primary schools found to be weak. Because the findings indicated:

- The lower education managing unit- woreda education office, failed to establish strong ties with near by collaborators, in order to plan and implement mutually, based upon the objective reality of their respective localities, as well as to extend the necessary support for schools including the promotion of mother tongue in education.

D. The mechanism used to evaluate the implementation of Afan Oromo as a medium of instruction in the second cycle of primary education found to be less effective. Because, the finding reveals; evaluation as a part of mother tongue implementation program did not yet developed and well internalized at all administrative units of education in zone.

5.2 Conclusions

Based on the findings obtained, the following conclusions were made.

1. Schools in general and teachers in particular were striving more to solve problems encountered in using Afan Oromo as a medium of instruction, through studies when compared to woreda and zone education officials. Beside, introducing new innovative educational programs and the use of new language in instruction needs training and retraining of the implementers, particularly the teachers. Regardless of efforts made by the concerned bodies, still today it was difficult to say adequate training were given to familiarize the practitioners with the new situations.

In addition, to localize the education materials, teachers in schools have no manuals, did not get sufficient trainings, they lacked basic working materials and encountered financial constraints. Further, the new language in education requires basic belief of the society, but an attempt made to internalize the purpose and objectives of the program was not satisfactory.

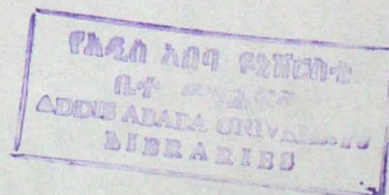
Above all, second cycle primary schools in the zone required additional teachers to conduct optimal /ideal teaching learning process and to promote Afan Oromo as a medium of instruction. So, one can see serious problem in supporting schools with qualified teachers. Moreover, supplementary reading materials textbooks and education materials were in short supply.

2. Parents, students and educational staffs were in support of mother tongue education and the development of Afan Oromo as a medium of instruction. Besides, using Afan Oromo in education has positive effects upon the learners and the society in various directions and ways particularly pedagogically, politically and socio-culturally.

Further, in primary schools, pupils study and learn best in Afan Oromo; hence use of the mother tongue is preferable because children were psychologically at ease thus optimal learning is facilitated. Further more, for a fast and effective movement across the primary education level and for full grounding in the basics, using Afan Oromo was significant as medium of instruction.

3. The communication and information exchange system among education office from zone to the lower level school was found weak. The concern given for report, frequent and adequate information about performance and effectiveness of the use of mother tongue instruction was not adequate; due to location and distance of schools from woredas and woreda education offices from zone; lack of commitment and absence of frequent discussions on problems as well as lack of monitoring.

In addition, there was no promising interaction between woreda offices and the community, students and non governmental institutions and other organizations in discussing on constraints that the implementation program had faced. Practically the relation was not as such strong as expected. A strong relation observed between education officials and school administrators alone is fruitless unless supplemented by other groups of the society.



4. Evaluation as a part of language implementation in education had not yet been developed and well internalized at all administrative units of education in the zone.

In general, the study underscores that using/employing mother tongue as a medium of instruction demands appropriate policy, planning and proper inputs for implementation and continuous monitoring and evaluation at all levels and stages in the process, to achieve the desired educational objectives.

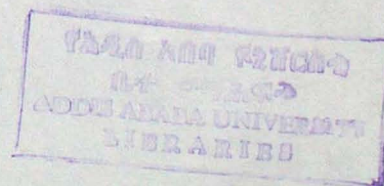
5.3. Recommendation

- Proper implementation that requires adequate training, support and monitoring is standard approach. There for high priority has to be placed on the training of teachers, directors and other personnel through intensive in-service approach. Moreover, other participants need to cooperate in the process. To this end, seminars and workshops should be organized to maximize the awareness of parents and communities on the real value and importance of the mother tongue as a medium of instruction by the zone and woreda education offices.
- Schools and education offices should work hand in hand to support expert bodies, and the curriculum department at region in developing appropriate materials which are practical in reality (farming, healthy, community development etc), developing technical terminology, in producing other reading and reference materials in all areas of disciplines to facilitate implementation of Afan Oromo in particular and to promote teaching learning.
- Research and studies are essential to alleviate and find out solution for constraints in the implementation program. Thus, woreda education office and schools should make efforts to enrich the knowledge and enriching the research skills of teachers, as well as education experts in research.

- In the second cycle of primary schools where large numbers of teachers are not qualified for the level, the observed poor supply of student text books is a double burden for students as well as teachers. Therefore, it requires sufficient provision and timely distribution at all education managing levels.
- Increasing the number of text books alone cannot be a solution for impediments in implementation, effective mechanism of distribution has to be designed, and additionally faire allocation of budget for the text book distribution, have to be adopted by woreda education office.
- Students should be taught, the value of their language as a factor of development and be assisted to contribute to language development by second cycle of primary schools through organizing cultural festivals that includes competition in play writing, acting, presenting: poetry, short stories, cultural dance, sports, music etc.
- To improve communication and exchange of information, consecutive discussion programs/schedules need to be arranged and importance of reporting, exchange of information has to be thought by woreda education office.
- Teachers and experts at woreda and zone level are required to conduct further evaluation on teaching materials to supply feed back on different aspects of the materials for curriculum department at the regional level.
- Some students and members of the school community are frustrated from the immediate transfer of the mother tongue instruction in the second cycle of primary schools to English in secondary schools.

Therefore, following tasks have to be performed by woreda and second cycle primary schools to increase the confidence of those frustrated groups:

- Assigning relatively knowledgeable and skillful English teachers.
 - Training and retraining those teachers on methods of teaching and on contents of the subject matter as well.
 - Supplying teachers and students with additional reading and reference materials.
 - Evaluating English textbooks from grade one to eight.
 - Giving close and supportive supervision at school level.
 - Motivating and initiating students and teachers in their activity to enhance the English language skills are some.
- Scarce teaching materials largely need to be prepared by teachers, students and skilled personnel assigned for the task at school level. To this effect, basic trainings, sufficient financial and material support and manuals should have to be supplied by schools and woreda education offices.
 - Since the implementation of Oromo language in education has contribution as a means of social advancement, a key to social mobility, it has to proceed with enthusiasm by investing the required financial and human resources towards its progress at different educational administrative levels.



REFERENCES

Books

- Ager, D.E. (1996). **Language Policy in Britain and France: The Process of Policy**. London: Cassel Wellington House.
- Aggarwal, J.C. (2005). **Teacher and Education in Developing Societies. (4th ed.)**. Newdelhi:Vikas. Pub H. Ltd.
- Akmajian, A.etal . (2003). **Linguistics. An Introduction to Language and Communication. (4th ed.)**. Newdelhi: Vikas Pub.H.Ltd.
- Becher,T. (19981). **Policies for Educational Accountability**. London: Heineman Educational Books.
- Bender, M.L. (1976). Historical Back ground of Ethiopian Education. In Bender. M.L, Bowen J.D. etal (edts). **Language in Ethiopia**. London: Oxford University Press.
- Clark, H.H. (1963). **Using Language**. London: Cambridge University Press.
- Cooper,R.L.(1976) "The Spread of Amharic" in Bender M.L, Bowen, J.d.(edts).**Language in Ethiopia** .London: Oxford University Press.
- Dakin,J. etal. (1968). **Language In Education. The Problem in Common Wealth Africa and Indo Pakistan Sub Continent**. London: Oxford University Press.
- Doll, C. (1970).**Curriculum Improvement: Decision Making (2nded.)**. Boston: Allyn and Bacon, Inc.
- Eleazu, U.O. (1986). "Federal Character and The Education System in Nigeria." in Rothermund, D. and Simon J. **Education and the Integration of Ethnic minority**. London: Frances Pinter.
- Farrant, J.S. (1980). **Principle and Practice of Education**. London: Longman Group Ltd.
- Fasold, R.W. (1984). **The Sociolinguistic of Society: Introduction to Sociolingstics** . Newyork: Basil Back Well Publishers.

- Fishman, J.A. et al. (1968). "Language Problems and Types of Political and Social Cultural Integration: A Conceptual Summary" in Fishman and Ferguson, C.A et al (edt). **Language Problems of Developing Nations**. New York: John Wiley and Sons, Inc.
- Fisseha, M. (1997). "Some Socio-psychological Implications of the Trend Towards Promoting the Language Of Ethiopia." In Fukui K. Kurimoto E. et al (edts.). **Papers of the Sixteenth International Conference of Ethiopian Studies**. Volume III, Kyoto.
- Gfeller, E. (1999). "Learning Across Languages" In Amare Asgedom et al. (edts). **Quality Education In Ethiopia: Vision For The 21st Century**. A.A. IER, A.A.U. Printing press.
- Haddad, W.D. (1995). **Education Policy-Planning Process an Applied Frame Work**. UNESCO: International Institute For Educational Planning.
- Hamid, M. (1995). **Oromo Dictionary**. Vol. I. Atlanta Georgia: Sagale Oromo Publishing Co, Inc.
- Hassen, M. (1990). **The Oromo of Ethiopia 1500-1800**. London: Cambridge University Press.
- Herrinan and Burnaby. (1996). **Language Policies in English Dominant Countries**. Philadelphia: Multilingual Matters Ltd.
- Knowles. T. (1977). "Language as a Catalyst in Education" **The International Encyclopedia of Higher Education**. San Francisco. Jossey Bass.
- Kaplin, R.B. and Balduf. (1997). **Language Planning From Practice to Theory**. Clevedon: Multilingual Matters.
- MCNab. C. (1989). **Language Policy and Language Practice: Implementation Dilemmas in Ethiopian Education**: University of Stockholm. Institute of International Education.
- Mialaret, G. (1979). **The child's Right to Education Paris**: UNESCO.

- Ohannession and Ansre. (1975). "Some Reflections on the Uses of Socio Linguistic Survey" in Ohanneessian and Ferguson. **Language Surveys in Developing Nations**. Virginia: The Centre for Applied Linguistics.
- Okombo, O. and Rubgumya, M.C. (2001). "A Synopsis of Research Findings on Languages of Instruction For Education in Africa" in ADEA Working Group in Education. **Language of Instruction and Language Policies**. Volume 8. No,4, Paris.
- Ornstein, C. (1998). **Curriculum Principles and Issues**. (3rd ed). Chicago: Francis P. Hunkins.
- Pankhrust, R. (1968). **Language and Education in Ethiopia: Historical Background to the Postwar**. Addis Ababa: Haileselassie I University.
- Rawantabagu, H. (1999). "Progress and Problems in The Implementation of A Mother Tongue Policy in Education in Africa: The Case of The Kirundization Programme in Burundi". In Limange, L. **Comparative Perspectives On Language and Literacy. 10th World Congress of Comparative Education Societies**. Dakar: UNESCO Breda.
- Ricento T. (1996) "Language Policy in The USA" in Herriman and Burnaby (edt. **Language Policies in English Dominant countries**. Philadelphia: Multilingual Matters Ltd.
- Robect, E. and Owens, J.R.(1998:1). **Language Development. (2nded.)**. New York: Macmillan Publishing Company.
- Rubin, J. (1971). "Evaluation and Language Planning" in Rubin J. and Jernuad B.H.(edts.). **Can Language be planned**" USA: The University Press of Hawaii.
- Spencer, J (1963). **Language in Africa**. Papers of the Leverhulme conference on University and Language Problem of Tropical Africa. Cambridge.

- Spolsky, B. (1977). **The Language Education of Minority Children**: Selected Readings. USA: New Burg House Publishers.
- Tamene, B. (2000). **A Dictionary Of Oromo Technical Terms**. Finfinne: (PREAP: Primary Education Assistance Project) with Oromia Regional Education Bureau. A.A.
- Taylor, S.G. (2000). "Multilingual Societies and Planned Linguistic Change. New Language in Education Programs in Estonia and South Africa. Comparative Education Review." Vol.46.No 3. **The Comparative and International Education Society**.
- Tekeste, N. (1990). **The Crisis of Ethiopian Education: Some Implication for Nation Building**. Uppsala: Uppsala University.
- _____ (1996). **Rethinking Education in Ethiopia** . Stock Holm: Upsala University.
- Tesfaye Shewoye, and Taylor, C.V (1976)."Language curricula" in Bender, M.L, Bowen, J.D. etal. (edts.).**Language in Ethiopia**. London: Oxford University press.
- Tilahun, G. (1989). **The Oromo English Dictionary**. Addis Ababa: A.A.U Press.
- TGE, (1994). **Education and Training Policy**. A.A. EMPDA.
- Uchendu, P.K.(1993). **Perspective in Nigerian Education**. Enugu: Fourth Dimension Publishing Co.Ltd.
- UNESCO. (1953). **The Use of Vernacular Language in Education**. Monographs on Fundamental Education. Paris.
- _____ (1968). "The use of Vernacular Languages in Education: The Report of The UNESCO Meeting of Specialists, 1951." In Fishman, J.A. (edt.). **Readings in the Sociology of Languages**. Netherlands Mouton and Co.N.V. Publisher, the Hague.
- Wales, R.T. (1972). " Perspective of Research" in Optiz. K. **Mother Tongue Practices in the Schools: Conditions-views- Experiments**. Humburg. UNESCO Institute for Education.

- Weinstein, B. (1983). **The Civic Tongue: Political Consequences of Language Choices**. New York: Longman Inc.
- Yakub, A.U and Anthoay, H.P. (1999). "Producing Educational Materials in Local Languages: Costs From Guatemala and Senegal." **International Journal of Development**. USA: Elsevier Science Ltd. 19 (1-6).
- Yalew, I. (1977). "Historical Development and Trends of Modern Education In Ethiopia." In Fukui, K. Kurmoto, E. etal. (edts.). **Ethiopia in Broad Perspective, 13th International conference of Ethiopian Studies**. Vol. III. Kyota.

Journals

- Ghermai, A. (1998). "The primary Curriculum and Language Issue in Ethiopia." In Amare Asgedom (edt.), IER Flambeau. Vol. 5. No.2. Addis Ababa University: IER.
- Habtamu, W. (2002). "The Loose Link Between Educational Research Policy Decision Making in Ethiopia" in Amare Asgedom etal. (edts.). Current Issued of Educational Research in Ethiopia. Addis Ababa University: IER.
- Taylor, S.G. (2002). "Multilcngual Societies and Planned Logistic Change: New Language in Education Programs in Estonia and South Africa: comparative Education Review." Vol. 46. No.3. **The Comparative and International Education Society**.
- Ramasamy, K. (1991). "Moller tongue and Medium of Instruciton A Continuing Battle." In Thirumalai M.S. Language In India Accessed in File: //A:/ **Language in India**-htm
- Tesfagiorgis, H. (2005). "Education in Mother Tongue: Accessed in file://A: **The Right choice for the Right of Children** htm.

Unpublished

- Derebessa, D. "Primary and Secondary Curriculum Implementation and Evaluation." Unpublished Handout Prepared for the course Tecs. 712, 2002.
- Muluneh, G. "The use of Mother Tongue as a Medium of Instruction: The Case of Kembata Language." Unpublished Master Thesis. Addis Ababa University, 2002.
- Nagassa, E. "Pedagogical and Socio Cultural Values of Using Mother Tongue" Unpublished Workshop Paper. Oromia Education Office. Addis Ababa, 1999.
- Oromia Regional State Education Bureau. Oromia Education Sector Development Programme. Unpublished. Addis Ababa, 1997.
- Shimelis, M. "Issues in Using Tigrigna Language as a Medium of Instruction: The case of Second Cycle Primary Schools of Maichew Woreda." Unpublished Master Thesis. Addis Ababa University, 2004.
- Solomon, L. "Survey of Teachers and parents Attitude towards Using Walitegn Language as a Medium of Instruction in Primary Schools of Walaites." Unpublished B.A. Senior Essay. Addis Ababa University, 1995.
- Wakjira, K. and Solomon, K. "Study on Afan Oromo Before 1980s." Unpublished Term Paper. Addis Ababa University, 2005.

Appendix A
Addis Ababa University
School of Graduate Studies
College of Education

Department of Curriculum and Instruction

Questionnaire to be answered by students in the second cycle of primary schools

The purpose of this questionnaire is to collect first hand information for the study that attempt to investigate the implementation and impact of Afan Oromo as a medium of instruction in the second cycle of primary schools. The effectiveness of the study depends on your genuine responses to each question. Moreover, your responses to the questionnaire would keep confidential and will be used only for the purpose of the research. Therefore, please be genuine/right while you are responding to each item in the questionnaire. I appreciate your willingness to support my effort.

General Directions

- There is no need of writing your name.
- Be brief (concise) and direct in responding to open ended questions.
- For questions with alternatives encircle the letter of your choice.

1. Respondents Background

1.1. Sex- Male Female

1.2. Age - 13-15

a. 10-12

b. 13-15

c. 16-18

d. 19 and above

1.3. Languages:

a. mother tongue: Oromo language Gurage language
 Amhara language Tigre language Other language

b. Second Language Oromo language Gurage language
 Amhara language Tigre language Other languages

ii. Please indicate your Agreement or Disagreement by putting 'x' mark for each sentence (idea) Raised under, A,U and D.

Note: A=Agree, U= Undecided and D=disagree.

	Contents/items	A	U	D
2.1.	The language of education in primary schools should be the language most known and used by the pupil.			✓
2.2.	Using Afan Oromo as a medium of instruction in primary schools (5-8) is useful.			
2.3.	Learning in mother tongue in the second cycle of primary schools contributes in:			
	- Reducing students dropout in your school	✓		
	- Promoting active participation of students in teaching and learning process.	✓		
2.4	All what is spoken in Afan Oromo could be written ad what is written could be read under the Latin script-Qube			
2.5	Using Afan Oromo advances your capacity to deal with problems at home. a. As a medium of instruction in primary school. b. Supports efforts of teachers in the class.			
2.6	You express your feeling easily in front your teachers when you speak in Oromo Language			

2.7	In the process of enhancing Afan Oromo as medium of instruction your school's Oromo language department/club can play significant role.			
2.8	The following parties have adequate awareness concerning the language policy in education a. students b. community			
2.9	If your school uses language that is different from your home language, it affects your learning performance negatively.			
2.10	The time to use Afan Oromo as a medium of instruction in the second cycle of primary schools has not yet come.			

III. Assumed constraints/problems that students of the second cycle of primary schools encounter in implementation of Afan Oromo as a medium of instruction.

3.1. Please! Kindly rank those problems in order of their seriousness from the complex to simple, by stating their rank in the space provided.

- _____ a. Lack of students text books and other teaching materials.
- _____ b. Using difficult and new scientific terms in the text books with out brief explanations.
- _____ c. Poor supply of additional reading and reference materials.
- _____ d. Assigning in adequate qualified teachers/diploma teachers for the level (5-8).
- _____ e. Absence of good administration in school.
- _____ f. Weak relation existing between teachers and students.
- _____ g. Unsatisfactory school community relation in advancing the implementation of Afan Oromo in the school.
- _____ h. Insufficient allotment of periods for wide contents of the subjects.

- _____ i. Poor coordination and relation existing among schools and other concerned bodies in order to minimize problems appeared in the implementation process.
- _____ j. Teachers lack of interest to teach in Afan Oromo.
- _____ k. Weak interest of students to learn in Afan Oromo.
- _____ l. Teaching methods used by the teachers are halting students for active participation.
- _____ m. Poor supply dictionaries in Oromo language.

3.2. Please state problems that you have faced as a medium of instruction, other than those mentioned under 3.1.

4. Please give short answer for the following questions.

4.1. What are the advantageous that students achieved in particular and the society in general after the Oromo language employed as a medium of instruction in primary schools (5-8)?

4.2. Are there problems and negative out comes that implementation of Afan Oromo as a medium of instruction brought to the education level under discussion?(If yes is your answer, please state in the space provided.

4.3. If your have additional comments and suggestions relevant to the case in study, please state in the space provided.

6. Current effort your being made to improve your skill and knowledge in teaching is through:

- a. Summer in service training
- b. Distance education
- c. Self learning (Reading different articles, listening to varies Medias, discussion, exchange of experience)
- d. Other ways

6.1. If your answer is 'd' please state other ways your are using to develop your profession.

6.2. If your answer, one of the first two, who is your sponsor?

- a. Government b. non-governmental organization
- c. Self sponsor d. others

7. Language: Mother Tongue _____

Second Language _____

7.1. Your Instructional language skill when you are teaching in the class room.

Skill	High	Medium	Low
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ii. Information Related to the training of teachers and Directors on instructional media

2.1. Have your taken training on how to use 'Afan Oromo' as a medium of instruction? Yes No

2.2. If your response is "yes" for how long?

- a. one year pre-service training.
- b. two years pre-service training.

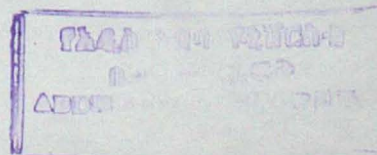
- c. three years pre-service training.
- d. short term in-service training.
- e. No training.

2.3. Please indicate your agreement by putting an 'x' mark under spaces provided for yes and no, concerning main contents and substances included in the training.

	Contents/elements	Yes	No
2.3.1	The training program:		
	Conducted and organized by skill full trainers		
	Accompanied with sufficient training materials		
2.3.2	Materials used (prepared) for the training include:		
	• Properties of language		
	• Definition of language and its significance		
	• Historical development of the Oromo language		
	• Oromo language's advantage and disadvantage when used as medium of Instruction		
	• Language policy and planning		
	• Future challenges of the Oromo Language implementation		
	• Favorable conditions for implementation		
	• Reading and writing skills		

2.4. If you have taken training, rate the following points by putting "x" Mark in the box under each option. Note H=High, M= Medium, L=Low

2.4.1	Increased commitment and motivation in using 'Afan Oromo' as a medium of Instruction	H	M	L
2.4.2	Implicitly clarified benefit and purpose of mother tongue instruction			
2.4.3	He training equipped the trainees with sufficient skills of using 'Afan Oromo' in the process of teaching-learning.			
2.4.4	Was it been participatory to (gave enough opportunity for interaction among participants, and between trainers and participants) to what extent			
2.4.5	How much the touching developed the ability of the trainees to prepare and to use instructional material.			
2.4.6	To what the training programs developed the skill of trainees to plan and organize educational activities where first language used as a medium of instruction.			
2.4.7	To what extent the trainees armed with varieties of teaching methods of subjects to be learned through Afan Oromo			
2.4.8	The extent to which the training program promoted the know how of: <ul style="list-style-type: none"> Evaluating teaching materials: text books, syllabus and teachers guide. 			
2.4.9	<ul style="list-style-type: none"> Evaluating the implementation of Afan Oromo is instructional media. 			



2.5. If you haven't taken training please answer the following questions?

- Have you been given a short orientation? Yes No
- If "Yes" had it been satisfactory? Yes No

iii. Concerning the supply of Resources

3.1. What is the extent of education materials and text books supply to satisfy the needs of learners?

- a. High b. Medium c. Low

3.2. To what extent the teaching process assisted by additional reading materials?

- a. High b. Medium c. Low

3.3. To what extent the following parties financially supported the language in education implementation process.

- Government a. High b. Medium c. Low
- Parents/community a. High b. Medium c. Low
- Stake holders a. High b. Medium c. Low

If your answer for those three sources are "C" and "D" please indicate the main source/s/ of school finance Other than those indicated above.

3.4. The extent to which adequate number of qualified teachers assigned for the school :

a. sufficient b. moderate c. inadequate

iv. Teachers Attitude in using Afan Oromo as Medium of Instruction

Please indicate the degree of your agreement by putting "X" under A, U and D (A= Agree, U= undecided and D= Disagree).

	Contents/items	A	U	D
4.1.	Using Oromo language as a medium of instruction is:			
	<ul style="list-style-type: none"> • The interest of teachers • The wish of the society 			
4.2.	Since students learn Afan Oromo in their home using as a medium of instruction is wastage of their time			
4.3.	Using Afan Oromo as a medium of instruction assist to preserve and transmit Oromo culture to the coming generation.			
4.4	Using the Oromo language in the second cycle of primary education as medium of instruction			
	<ul style="list-style-type: none"> • Better integrates the school education with reality of life 			
	<ul style="list-style-type: none"> • Facilitate easy and fast learning 			
	<ul style="list-style-type: none"> • Retards self pride among learners 			
	<ul style="list-style-type: none"> • Impedes national unity of the country 			
	<ul style="list-style-type: none"> • Consolidate family support and follow up of students 			

iv. **Reaction of Respondents concerning the Adequacy of co-operation and Ties among Beneficiaries and practitioners as well as competency of officials**

Note: (A=Adequate, M=Moderate, I= Inadequately,

	Contents/items	A	M	I
5.1	The skill and knowledge (competency) of new training and education as well as the language policy in education officials expects			
	• Zone			
	• Woreda			
5.2	• School			
	Consultation of education officers/experts at woreda level for the successful implementation of language policy in education with:			
	• Parents of students			
	• School administrators			
	• Teachers of the school			
	• Students in the school			
	• Non governmental organization			
• Other governmental sectors				
5.3	d/f religious institution in the district			
	Studies or investigation conducted on major problems concerning the implementation of in education Afan Oromo at the level of:			
	• Zonal education office			
	• Woreda education office			
	• School			

vi. Give Short and Brief Explanations.

6.1 Are there mechanism used to evaluate the implementation of "Afan" Oromo as a medium of instruction at the level under study?

Yes No

- If "yes" please indicate the mechanisms

- How often the devises are used in the process?

- What are the out comes of the evaluation?

6.2. What are the advantages that the Oromo students in particular and the Oromo people at large obtained in implementing the Oromo language as a medium of instruction? _____

6.3. Are there disadvantageous?

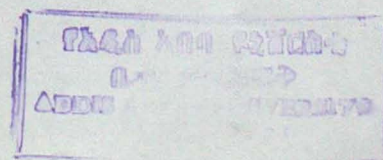
Yes No

If yes what are the disadvantages?

6.4. What are the practical problems you face in implementing Afan Oromo as a medium of instruction? _____

6.4.1. Please suggest solutions for stated problems. _____

6.5. Have you additional comments/suggestions?



Appendix C
Addis Ababa University
School of Graduate studies
Department of Curriculum and Instruction

Guiding Questions for Focus Group Discussion

1. How do you evaluate the change and implementation of Oromo language as a medium of instruction in your school? Is it to the advantage or the disadvantage of children in school?
2. Have you been oriented on the purpose and objective of using mother tongue in education and about the language in education policy of the country? How much convincing is the orientation?
3. At school level, have you ever designed trainings or workshops/other related programs to consolidate the Oromo language implementation?
 - If No, why?
 - If yes what were the main suggestions and comments raised?
4. How do you express the relation and cooperation of your school with education office at woreda level and with other stake holders in acting jointly against the problems of the implementation?
5. Is there Oromo language club or club including other languages in the school?
 - If “yes”, what did the club do in promoting Afan Oromo as a medium of instruction?
 - If “No” what pulled back the situation not to be practical?
6. How do you suggest about:
 - The adequacy of qualified teachers?
 - The supply of teaching materials (text books, syllabus and teacher’s guide)
 - The additional reading materials in your school?

7. How do you see this suggestion? All what is spoken in Afan Oromo could be written and what is written could be read under the Latin Script-Qube.
8. What are the mechanisms used in your school to monitor and evaluate the implementation of Afan Oromo as a medium of instruction?
9. Have you any additional comments related with the issue under discussion?

Appendix D
Addis Ababa University
School of Graduate studies
Department of Curriculum and Instruction
A. Interview guides to Education Officials at Woreda and
Zone Level

Age _____ Status _____

Sex _____

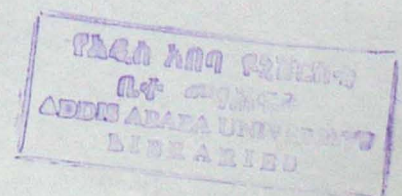
Year of experience (service) _____

Educational level

- Certificate
- Diploma
- Degree

1. Do you think that education personnel and school teachers obtained orientation and internalize the language in education policy?
2. How far the new education and language policy responded to the interest and need of society?
3. How do you judge the zone and woreda structural organization in facilitating smooth communication and interaction between the two, for further implementation of Afar Oromo in education?
4. How do you evaluate the competency of administrative and managerial skill of educational personnel in offices and schools, in terms of implementing language policy in education?
5. Are there required number of qualified teachers in schools?
 - If no why?
6. Do the supply and demand of teaching materials match the demand of schools?
 - Does the supply consider the annual growth of students' enrollment?

- Do the materials provided on time (when required)?
7. To what extent the school provides the necessary and supplementary reading materials?
 - If it is inadequate, please state the reason.
 8. To what extent the experts in the education office supervise and assist each school in line with language in education?
 - If it is rarely, why?
 9. What kinds of additional efforts done in school other to promote the implementation of mother tongue?
 10. Is there smooth communication and exchange of information through frequent and adequate reporting system among schools, woreda and zone education offices?
 - If 'No' what are the reasons behind?
 - What do you design to improve the situation?
 11. How do you see the interaction and cooperation of schools and education offices with other stake holders who directly or indirectly affected b mother tongue instruction?
 12. Are there follow up/monitoring and evaluation systems that provide insight information about the implementation of language as medium of instruction?
 13. What are the major problems encountered in advancing Oromo language as medium of instruction in the level under study?
 14. Have you additional comments?



Appendix E
Addis Ababa University
School of Graduate studies
Department of Curriculum and Instruction

B. Interview Guide Questions for Parents

1. Have you been oriented?
 - On the language in education policy of the country
 - On the purpose and benefit of using mother tongue as a medium of instruction in the second cycle of primary education.
2. What language do you encourage as a medium of instruction in the second cycle of primary school? Why?
3. If you encourage the 1st language of a child as a Medias of instruction, please state your reason?
4. What do you suggest about the supply of teaching materials in relation to your school's demand?
5. Is there adequate number of qualified teachers in your school? If no what would be the reasons?
6. Do you support your children with additional reading materials? If no please state the reason why?
7. How do you evaluate the instructional leadership of your school in terms of implementing child's first language in education?
8. How do you evaluate school community relationship in terms of advancing the Oromo language in education?
9. Have you seen additional efforts that school teachers perform in order to enhance mother tongue implementation and reduce/minimize the problems encountered in the process of implementation?
10. What are the advantages children's in particular and society at large gained after employing first language in primary schools?
11. What are the main constraints the school faces in the process of using Oromo language as a medium of instruction?

Appendix - F

Univarsitii Finfinnetti

Barnoota Digrii lammaffaa /MA/

Mummee Sirna Barnootaa

Gaaffiiwwan Barattootaa Sadarkaa 1^{ffaa} marsaa 2^{ffaa} tiin Deebi`an.

Akeekni Gaaffiiwwan kanaa, Manneen barumsa sadarkaa 1ffaa marsaa 2^{ffaa} keessatti Afaan Oromoo akka afaan barnootaa tti adeemsa hojii irra oliinsa isaa fi bu`aa irraa argame qu`annaa gaggeefamu keessatti raga ittiin gurrachuuf ta`a. Fiixaan ba`insi qu`annaa kanaa deebii quubsaa fi dhugomina qabu isiin nu kennitan irratti hunda`a. Kana malees, raga isiin irraa argannu sirritti qabannee dhimma yaadame kanaaf duwwaa kan olchinu ta`uu isaa yommuun ibsu, yaadaa fi deebiin nakennitan qabatamaa, kan sirrii fi gahaa ta`e akka ta`u nan abdadha. Fedhii guutuudhaan gargaarsa na kennitaniifi galatoomaa.

Qajeelfamoota Maraa.

- ❖ Maqaa keessan barreessuun hin barbaachisu.
- ❖ Gaaffiiwwan yaada keessan barbaadan ifaa fi haala quubsaa ta`een deebisaa.
- ❖ Gaaffiiwwan filannoo qaban, akkataa ajaja taa`een deebii sirrii ta`e ka`afi.

I.Ragaa Hirmattoota /Deebii kennitoota / Mallattoo "X" tiin deebisaa)

1.1. Saala: Dhi. Dha .

1.2. Umurii . 10 – 12 . 13 – 15

. 16 – 18 19 fi isaa ol

1.3. Afaan ilaalchisee

• Afaan dhalootaa (Mother tongue):

Afaan Oromoo Afaan Amaaraa

Afaan Guraagee Afaan Tigiree

Gara- biro

• Afaan lammaffaa:-

Afaan Oromoo Afaan Guraagee

Afaan Amaaraa Afaan Tigiree Gara biroo

I. **Yaadawwan Armaan gad Jiran Irratti waliigaluu fi Waliigaluu Dhiisuu ke Safartuwwan taa'an Jalatti Mallattoo "X" tiin Ibis.**

HUB. W=Waligala, H= Hinmurteesine, GWH= Gonkumaa walii hin galu.

Lak	Qabiyyewwan	W	H	GWH
2.1	Sadarkaa 1 ^{ffaa} kessatti Afaan Barnootaa daa'imman fayyadamuu qaban afaan dhaloota isaaniin ta'u qaba.			
2.2.	Afaan Oromoo,Afaan barnootaa sadarkaa 1 ^{ffaa} marsaa 2 ^{ffaa} /Kutaa 5-8/ ta'uunsaa faayidaa qabeessa dha.			
2.3	Kutaa 5-8 keessattii afaan ofiitiin /Afaan oromootiin/barachuun: ❖ Harca'ina barattootaa xiqqeessuu irrattii gahee qaba. ❖ Barnoota dammaqinaan barachuuf ykn hirmannaa barattootaa kutaa keessaa ni gargaara.			
2.4	Qubee afaan Oromoo fayyadamuudhaan,Afaan Oromootiin kan dubbatamu,barreessuu fi kan barreeffame , dubbisuuf waan rakkisuu hin jiru			
2.5	Afaan Oromoo ,afaan barnootaa sadarkaa 1 ^{ffaa} ta'uun isaa: ❖ dandettii rakkoo hiikuu daa'immanii ni cimsa. ❖ Tattaaffii barsiisaa kutaa keessaa ni deegera			
2.6	Afaan Oromoodhaan yeroo barreessituus ta'e yeroodubbattu yaada ke bifa sirrii fi salphaa ta'een ibsachuu dandeessa.			
2.7	Guddina afaan Oromoo akka saffisuuf mummee fi gareen ykn kilabiin afaan Oromoo mana barumsa keessanii shoora guddaa xabachuu danda'a.			
2.8.	Immamata barnootaa keessatti ,dhimma afaan barnootaa ilaalu waliin walqabatee: ❖ Barattonni hubannaa gahaa qabu. ❖ Hawaasni naannoo hubannaa gahaa qaba.			
2.9	Barnootni sad.1 ^{ffaa} , afaan dhalootaa ke ala yo silaatame simannaa barnoota ke irratti dhiibbaa geesisa.			
2.10	Barumsi sadarkaa 1 ^{ffaa} afaan Oromootiin yeroo itti laatan ammayyu hin geenye.			

III. **Afaan Oromoo Afaan Barnootaa Ta'ee Sadarkaa 1^{ffaa} marsaa 2^{ffaa}/ 5 – 8/ yeroo Tajaajilu keessatti, Rakkowwan Barattoota Qunnaman Ilaalchisee.**

3.1. Afaan Oromootiin yeroo barattu, rakkowwan barataa qunnamu danda'an tarr'aniru. Rakkowwan armaan gad tarreefaman sadarkaadhaan kaa'i. yeroo sadarkaa laattu rakkoo isa cimaa 1^{ffaa}, isa itti aanu 2^{ffaa} jechuudhaan, bakka duwwaa rakkowwani fuuladuratti argaman irratti sadarkaa laadhu.

- a. Hanqina kitaabolee barnootaa fi meeshaalee barnootaa.
- b. Kitaaboolee banootaa keessatti jechoota ulfaata , harawaa fi hiika gahaa hin qabneen fayyadamuu.
- c. Kitaaboolee fi barreefamoota / kitaaba barnootaa ala/ dabalataan dubbifaman dhibuu /hanqachuu.
- d.Ramaddiin barsiisoota dipplomaa (barsiisoota kuta 5-8) xiqqaachuu.

- e. Bulchiinsii barnootaa gaarii , mana barumsaa keessatti gad aanaa ta`ee argamuu isaa,
- f. Walitti dhufeenyi barsiistootaa fi barattoota gidduu jiru gad aanaa ta`uu.
- g. Walitti dhufeenyi mana barumsaa fi hawaaasa naannoo gidduujiru quubsaa ta`uu dhisuu.
- h. Kitaabolee barnootaa, qabiyyee bal`aa, yeroo (wayitii) laatameen hin xumuramne of keessatti qabaachuu isaanii.
- i. Dhimma afaan barnootaa waliin wal qabate irratti ,qaamoleen dhimmi isaa isisaan ilaalu giddutti mariin afaanicha guddisuu fi rakkoo uumame hanqisu gaggeefamuu dhisuu.
- j. Barsiistonni Afaan Oromodhaan barsiisuuf fedhii dhabuu isaanii.
- k. Barattonni Afaan Oromotiin barachuuf fedhiin qaban xiqqachuu.
- l. Mala barsiisuu, barsiisoonni itti fayyadaman barataa kan hirmaachisu ta`uu dhisuu.
- m. Kuusa jechootaa (Dikshinariii) afaan Oromoo argachuu dhabuu.

3.3. Rakkowwan walii-galaa kan hin caqafamiin hafan yo jiru ta`e utuu tarreefame.

IV. Deebii sirrii ta`e laadhuu.

A. Barnootnii sadarkaa 1^{ffaa} afaan Oromootiin waan laatameef; barataan, darbees akka waligalatti uummani naannoo:

a. Bu`aa akkamii irraa argate /argataa jiraa?

b, Dhibbaa akkamii geesiseera / geesisaa jira ?

4.2. Yaada waliigalaa dhimma kana waliin walqabatee fi kan hintuqamiin yoo jira ta`e tarressi.

Univarsitii Finfinneetti

Barnoota Digrii Lammaffaa/MA/

Mummee Sirna Barnootaa

Gaaffiwwan Barreefamaa Barsiisttootaa fi Ogganttoota Manneen Barumsaaf Dhihaate.

Akeekni gaaffiwwan kanaa, manneen barumsaa sadarkaa 1^{ffaa} marsaa 2^{ffaa} keessatti Afan Oromoo akka afaan barnootaatti adeemsa hojii irra oliinsa isaa fi bu'aa irraa argame qu'annaa gaggeefamu keessatti raga ittiin gurrachuuf ta'a. Fiixaan ba'insi qu'annaa kanaa deebii qubsaa fi dhugoomina qabuu irratti hunda'a. Kana malees, ragaan isiin irraa argannu sirritti qabamee dhimma yaadame kanaaf duwwaa kan olu ta'uu isaa yommuu ibsinu, yaadaa fi deebiin nu kennitan qabatamaa, kan sirri fi gahaa ta'e akka ta'u ni abdanna. Fedhii guutuudhaan gargaarsa nu kennitaniif galatooma ni jenna.

Qajeelfamoota Maraa

- ❖ Maqaa keessan barreessuun hin barbaachiisu.
- ❖ Gaaffiwwan yaada keessan barbaadan, ifaa fi haala quubsaa ta'een deebisaa
- ❖ Gaaffiwwan filannoo qabaniif, akkataa ajaja taa'een deebii sirrii filadhaa.

I. Ragaa Hirmaattootaa /Deebiftoota ilaalu(Mallattoo "X'tiin ibsaa)

1.1. umurii _____

1.2. Tajaajila, Waggaa :

5 gad 11 - 15

5 - 10 16 fi isaa ol

1.3. Saala, Dhiira Dubara,

1.4. Haala fuudhaa fi heerumaa / gaa'ela/:

Kan fuudhe / heerumte/

Kan hin fuunee fi kan hin herumne

1.5. Sadarkaa barnootaa, . Sartifikeeta

Diplomaa

Digrii jalaqabaa

1.6. yeroo ammaa, ogummaa ke foyyeessuuf kan carraqaa jirtu:

- ❖ Leenjii Gannaadhaan

- ❖ Barnoota fagootiin
- ❖ Toftaa garabiraatiin
- ❖ Carraqqii gote hin qabdu

1.6.1. deebiin ke karaa “garabirootiin” kan jedhu yoo ta`e tofticha ibis

1.6.2. Deebiin kennite, lamaan dursanii jiran keessaa yoo ta`e, baasii leenjichaa kan si danda`e

A. Mootummaa dha B. Mataa ke ti/ofiin/ C. Dhaabbata mit-Mootummaadha D. Gara biro.

1.7. Dandeettii afaanii:

- ❖ Afaan Dhalootaa/Mother tongue/ _____
- ❖ Afaan lammataa _____, _____, _____

1.8. yeroo kutaa keessatti barsiiftu afaan barnootaa irratti dandeettii ati qabdu.

Sadarkaa dandeettii

<u>Ogummaa afaanii</u>	<u>Ol`aanaa</u>	<u>Gidduu-galeessaa</u>	<u>Gad-aanaa</u>
❖ Dhagahuu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Dubbachuu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Dubbisuu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Barreessuu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Afaan Oromootiin Barsiisuuf Leenjii Barsiisttoota fi Ogganttoota Manneen

Barnootaa argatan.

2.1. Afaan oromoo akka Afaan Barnootaa tti fayyadamtee barsiisuudhaaf leenjii Barbaachisaa?

Barbaachisa. Hin barbaachisu

2.2. Deebiin ke barbaachisa kan jeedhuu taanaan, ati yeroo hammamiif leenjii fudhateetta?

- A. Leenjii hojii duraa waggaa tokko.
- B. Leenjii hojii duraa waggaa lama,
- C. Leenjii hojii duraa waggaa sadii
- D. Leenjii gabaabaa hojii irraa

2.3. Qabiyyeewanii fi wantoota Sagantaan Leenjichaa Hammate Mirkaneefachuu.

Filannoo ke Mallattoo "X" tiin Agarsiisi.

Lak	Qabiyyewwan	Filannowwan	
		Eye	miti
2.3.1	Sagantaa leenjiichaa :	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Ogeessota Ogummaa gahaa qabaniin gaggeefame • Meeshaalee leenjii qubsa ta'een laatame 	<input type="checkbox"/>	<input type="checkbox"/>
2.3.2	Barreefamoonni leenjichaaf qopha'an:	Qabu <input type="checkbox"/>	Hin qaban <input type="checkbox"/>
	<ul style="list-style-type: none"> • Amala afaanii of keessatti qabaachuu isaa. 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Hika afaanii fi faayidaa isa. 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Seenaa Guddinaa afaan Oromoo. 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Afaan Oromoo afaan Barnootaa sadarkaa Iffaa yo ta'e bu'aa fi miidhaa inni qabu isaa. 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Imamataa fi karoora afaanii. 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Afaan Oromoo Afaan Barnootaa ta'e rakkowwan raawwii isaa qunnamuu danda'an 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Afaan Oromoo Barnoota keessatti hojiirraa akka olu haala mijawaa jiran . 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Ogummaa barreessuu fi dubbisuu. 	<input type="checkbox"/>	<input type="checkbox"/>

2.4. **Yoo Leenjii Fudhatteeta ta'e ,Yaadawwan Armaan gadii Tilmaamudhaan**

Filannowwan Sadii Laataman Keessaa Bakka Filattetti Mallattoo "X" Kaa`uudhaan Deebii Laadhu.

OA= ol'aanaa, GG= Gidduu-galeessa, GA= Gad-Aanaa

Lak	Qabiyyeewwan	OA	GG	GA
2.4.1	Afaan Oromoo ,afaan barnootaa ta'ee tajaajiluu keessatti sagantaan leenjichaa hamilee barsiisootaa jajjabeessu fi dhimma kanaaf akka of laatan gochuu irratti shoora inni xabatee.			
2.4.2	Faayidaa fi akeeka afaan ofiitiin barachuu ilaalchisee sagantaan leenjichaa ibsa iffaa sadarka itti late.			
2.4.3	Deemsa baruu barsiisuu kessatti afaan oromoo fayyadamu irratti sadarkaa leenjichi hiidhannoo leenjifamtootaaf itti late .			
2.4.4	Leenjiin laatamee hangi hirmachisumman isaa /walitti dhufeenya hirmaattoota gidduutii fi hirmaattoota fi leenjiftoota giddutti uume/			
2.4.5	Sagantaan leenjichaa meeshaalee barnootaa qopheessuu fi itti fayyadamuu irrattii hangi dandeettii leenjifamtoota itti gabbise.			
2.4.6	Leenjichi dandeettii karoorsuu fi qindeessuu dalagawwan			

	barnootaa qindeessuu irratti gulantaan irra ture.			
2.4.7	Afaan Oromoo akka afaan barnootaatti fayyadamuudhaan goosota barnootaa adda addaa barsiisuu keessatti toftaalee barsiisuu gahaa ta'an qabsiisuu irratti leenjichi ga'ee xabate.			
2.4.8	Sagantaan leenjichaa qabxilee armaan gad-tarreefaman hanga itti tarkanfachiise. ❖ Dandettii meeshaalee barnoota madaaluu barsiisootaa/ kitaaba barataa, qajeelcha barsiisaa fi kkf/ ❖ Madaallii hojii irra oliinsa afaan Oromoo akka afaan barnootaatti sadarkaa itti tarkanfachiise.			

2.5. Yoo leenjii hin fudhannee ta'e ,gaaffiwwan armaan gadii deebisi.

- ❖ Afaan Oromoo hojii barnoota keessatti fayyadamuuf ibsa , gababaa argatteettaa ?
eye argadheeraa hin argannee
- ❖ Deebiin ke, eye argadheeraa kan jedhu taanaan, ibsichi qubsa ture? Eye
Miti

III. Dhiheessa Qabeenyaa

3.1. Dhiheessun kitaabolee barnoota kuta 5-8 (reeshoo) hiree barataa kitaabaa 1:1 yo ta'e quusaa dha kan jedhu ka'umsa godhadhu.

A. quubsa B. gidduu-galeessa C. quubsa miti.

3.2. Mannii barumsa keessan kitaaboolee dabalataan dubbifaman barattootaaf dhiheessuu irrattii sadarkaan irra jiru (kitaaba adda addaa 25 ol wagga tokko keessatti ni argata taanaan ol'aanaadha kan jedhu ka'umsa godhadhu)

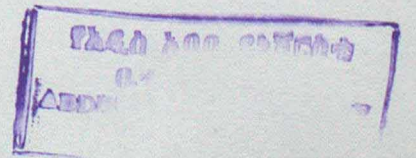
A. ol'aanaa B. gidduu galeessa C. gad aanaa

3.3. Afaan Oromoo afaan barnootaa ta'ee, akka hojii irraa olu tumsa /gargaarsa:

- ❖ Mootumman laatu ,A.ol'aanaa B. gid duugaleessa C. gadaanaa
- ❖ Warri barattootaa fi haawasni naannoo laatan ,
A. ol'aanaa B.gidduu-galeessa, C. Gad-aanaa
- ❖ Qaamoolee dhimmi barnootaa fi afaan barnootaa isaan ilaalu (seektarota Mootummaa,dhaabbilee mit-Mootummaa fi gara biro)
A.ol'aanaa B.gidduu-galeessa C.gad-aanaa
- ❖ Deebiin hundaaf laatte "b" ykn "c" yo ta'e maddi faayinaansii mana baumsaa ijoo ta'e kami ? (kan sadan tarreefaman al) _____

3.4. Baay'inni barsiisoota dipplomaa kutaa 5-8tiif ramadaman:

A.hamma barbaadamudha B. Hamma tokko hanqata C. baayyee hanqata.



IV. Afaan Oromoo, Barnoota Kutaa 5-8tiif Fayyadamuu Kessatti Yaada Qalbii /Attitude/ Barsiistootaa,

Yaadawwan armaan gad tarreefaman ilaalchisee sadarkaa waliigaltee ke mallattoo "x" tiin ibsi.

HUB. W=Waliigala, HM=Hinmurteesinee, WH=walii hin galu.

Lak	Qabiyyewwan	W	HM	WH
4.1	Afaan Oromoo afaan barnoota sadarkaa Iffaa marsaa 2ffaa ta'ee akka tajaajilu fi itti fufu: <ul style="list-style-type: none"> ❖ Fedhii kooti ❖ Fedhii hawaasa naannoti 			
4.2	Daa'imman afaan oromoo mana isaanitti waan baraniif mana barumsaa keessatti akka afaan barnootatti itti fayyadamuun yeroo gubuudha (bu'aa qabeessa miti.)			
4.3.	Afaan Oromoo akka afaan barnootaatti fayyadamuun aadaa fi seenaa uummatichaa eeguudhaan dhaloota isa dhufuuf dabarsuu keessatti gahee ol'aanaa qaba.			
4.4.	Barnoota sadarkaa Iffaa marsaa 2ffaa keessatti ,afaan Oromoo afaan barnootaa ta'uun isaa: <ul style="list-style-type: none"> • Barnoota mana barumsaa keessatti laatamu, jireenya hawaasa waliim wal-qabateeee wal-itti dhufeenya mana barumsaa fi hawaasa akka cimni taasisa. • Barumsii Kutaa keessa ,haala saffina qabuu fi salphaatiin akka darbu ni tumsa. • Ofitti amantummaa barattootaa ni cimsa. • Tokkummaa biyyatti ni gufachiisa • Barattonni irra caalaa maatii isaanitiin akka gargaaramanii fi akka to'ataman haala mijessa 			

V. Walitti Dhufeenya ,Fayyadamtootaa fi Raawwattoota Ilaalchisee.

HUB. G= Gahaa, GG= Gidduu-galeessaa, GM= Gahaa miti

Lak	Qabiyyeewwan	G	GG	GM
5.1	Afaan barnootaa cimsuuf qu'annaa fi qorannaa gaggeefamu keessatti sadarkaan qooda fudhannaa:- <ul style="list-style-type: none"> • Barsiistootaa • Ogeessoota barnootaa Waajjira Barnoota aanaa • Ogeessoota Waajjira barnoota Godina 			
5.2	Afaan Oromoo, barnoota sadarkaa 1 ^{ffaa} keessatti akka jabaatu gochuu waliin wal-qabatee leenjii fi ibis laatame.			
5.3	Afaan barnootaa sadarkaa 1^{ffaa} hojii irra olchuu fi rakkoo deemsa keessa / raawwii keessatti qunname furuuf, ogeessaani Waajjira barnoota aanaa gulantaan marii isaan <ul style="list-style-type: none"> • Maatii barattootaa waliin raawwatan • Oggantoota manneen barumsaa waliin godhan • Barsiisoota waliin gaggeessan • Barattoota waliin taasisan • Qaamoolee mit-Mootummaa waliin ademsisan • Qaamoole Mootummaa garabiroo waliin • Waldaalee amantii adda addaa waliin gaggessan 			
5.4	Sadarkaa Ogummaafi beekumsa ogeessota barnootaa/kaayyoo barnootaa, karoora baafatan galmaan gahuu dandetti rakkoo barnootaa hiikuu cinaa qabdee yommu ilaaltu/ <ul style="list-style-type: none"> • Waajjira Barnoota Godina • Waajjira Barnoota Aanaa • Mana barumsaa ke 			

VI. Deebii Gabaabaa fi Ifa ta'e laadhaa.

6.1. Sadarkaa barnootaa qu`atamaa jiru kana jalatti ,hojii irra oliinsa afaan Oromoo madaaluuf toftaan bahe ykn diriire jiraa? Jira hin jiru

❖ Jira kan jettu yo ta`e, toftawwan madaallif hojii irra olaa jiran adda baasii ka`ii.

❖ Toftaleen madalli kanaa ykn akaakuun madallii kanaa yeroo yeroo kam hojii irraolu? _____

❖ Bu`aan madallii irraa argame jiraa? Hin jiruu

❖ Yo jira ta`e, bu`aa argame tarreessaa.

6.2. Ummatni Oromoo naannoo ke jiru maraan, barataa fi barsiisaa dabalatee, afaan oromoo afaan barnootaa ta`uu isaa irraa bu`aa /faayyidaa maal-maal argatan ? Bal`inaa fi ifaan utuu keessan (Dhibbaa geesisees ni qaba taanaan addan bahee ha tarreefamu ?)

6.3.Sadarkaa 1ffaa marsaa 2ffaa keessatti, Afaan Oromoo, akka afaan barnootaatti hojii irra yommuu olu, rakkowwan qabatamaa adeemsa hojii irra oliinsa isaa qunnaman maal-maal faadha ?

6.4.Rakkowwan kanaaf akka furmaatatti kan keessan armaan gaditti tarreessaa .

6.5.Yaada dabalataa hin tuqamiin hafan ibsu barbaaddan qabdu yo ta`e

Universitii Finfinneetti

Barnoota Digrii Lammaffaa (MA)

Muummee Banoota Sirna Barnootaa

Gaaffiwwan Qomaa Garee Mariif Dhiyaate

1. Jijjiirama afaan barnootaa sadarkaa lffaa irratti godhamee fi raawwii afaan oromoo barnoota keessa akkamiin madaaltu? Barnoota daaimmanii irratti bu'aa qabeessadha bu'aa qabeessa miti?
2. Afaan oromoo afaan barnootaa ta'uu isaa ummanni naannoo jallateeraa? Maaliin ifa?
3. Imaammata afaanii kan barnoota keessaa fi akeeka afaan dhalootaan sadarkaa lffaa keessatti barachuu ilaalchisee leenjii ykn ibsa argattanii beektuu? Yoo argattaniirtu ta'e ibsi ykn leenjichi hammam quubsaadha?
4. Sadarkaa mana barumsaatti bifa guddina afaan oromoo duukaa walqabateen sagantaan addaa qophaa'e beekaa?
 - ❖ Yooqophaa'e beeka ta'e maal kan jedhuun qophaa'e
 - ❖ Bu'aa isa maal fakkaata
 - ❖ Yoohinqophoofne ta'e sababni isaa maali?
5. Afaan oromoo akka afaan barnootaatti hojii irra jira. Deemsa kana keessatti tarkaanfii afaaniichaa kan gufachiisaa jirani fi turan maal maalfaa? Rakkoo kan maqsuuf waajjirri barnoota aanaa fi manni barumsaa waliin ta'e maal raawwate?
6. Manni barumsaa keessan kilabnii afaanii ykn afaan oromoo qabaa? Jira taanaan afaan oromoo dagaagsuuf kilabichi maal hojjeteera? Maal hojjechuuf karroofataa jira? Waan hojjate sun bu'aa akkamii argamsiise? Kiabiin kun hin hundeeffamne taanaan sababni isaa maalidha?
7. Dhimmoota armaan gadii irratti yaada akkamii qabda?
 - ❖ Barsiisota sadarkaa(5-8) barsiisaan ramaduu irratti
 - ❖ Meeshaalee barnootaa raabsuu fi ramaduu irratti
 - ❖ Kitaabolee dabalataa bituu fi dhiheessuun kan walqabate
8. Yaada armaan gadii akkamiin ilaalta?
 - ❖ Barruu quneen fayyadamtee waan afaan oromootiin dubbatame rakkoo tokko malee barreessuu danda'u. Kana malees kan barreefame rakkoo malee didubbifama?
9. Manni barumsaa kee hojii irra olinsaa fi dagaagina afaan oromoo (akka afaan barnootaatti) akkamiin makaalaa jira?
10. Afaan oromoo afaan barnootaa sad lffaa ta'uu irraa kan madden barattoonnis ta'e ummanni naannoo bu'aa maal argateera? Miidhaa kan qabu taananis adda bahee haa caqasamu
11. Yaada dabalataan dubbattan yooqabdu ta'e...

Universitii Finfinneetti
Barnoota Digrii Lammaffaa (MA)
Muummee Barnoota Sirna Barnootaa

**Gaaffiwwan Qomaa ogeessota Barnootaa Wajjiraalee Barnoota aanaa fi
Godinaaf dhiyaate**

Umurii _____

Ga'ee Hojii _____

Saala _____

Tajaajila _____

Sadarkaa barnootaa

❖ Sartifikeeta

❖ Dippiloomaa

❖ Digrii

1. Ogeessonni barnootaa waajjira keessa fi barsiistonni manneen barumsaa dhimma afaan barnootaa waliin walqabatee jiruun poolisiin biyyaa maal akka jedhu ibsaa fi leenjii argataniiru? Yo argataniiru ta'e hammam fudhataniiru? Sadarkaan simannaa isaanii maaliin mlulata?
2. Poolisiin afaanii barnoota keessaa fedhii fi yaada ummata hanga kam hammateera?
3. Caasaan barnootaa sadarkaa aanaa fi godina irra jiru afaan oromoo hojii barnoota keessaatti bau'aa qabeessa akka ta'u hangam mijaawadha? Qaamonee lamaan kan gidduutti, walitti dhufeenya quubsaa uumeeraa?
4. Beekumsaa fi ogummaa bulchiinsaa barnootaa qaama afaan oromoo hojii irra olchuudhaan ogeessaonni sadarkaa waajjiraa fi manneen barnootaa jiran hangam gaumsa qabu? Ibsitoota
5. Baayinni barsiistota gulanntaa (5-8) ta'an gahaadhaa? Yoo miti ta'e maaliif?
6. Dhiheessuun meeshaalee barnootaa fedhii jiru waliin kan wal simudhaa?
 - ❖ Yoo wal hinsimu ta'e rakkoo jiru akkamiin keessa bahaa jirtu?

- ❖ Dhiheessuun meeshaalee baayinaa barattootaa waggaa waggaatti dabaluu hubannaa keessa galchaa?
 - ❖ Meeshaaleen kun yeroodhaan mana barumsaa fi daaimman bira gahuu? Yohingahan ta'e maaliif?
7. Manni barumsaa, kitaabolee dabalataa (dubbifamaan) if barbaachisaa ta'an dhiheessaa?
- ❖ **Kan manni barumsaa dhiessu gahaa miti taanaan, sababni isaa maali?**
8. Ogeessoni waajjira keessaa dhimma afaan barnootaa waliin wal qabateen gargaarsa hangam ta'e manneen barumsaaf laataniiru?
9. Manneen barnootaa keessatti Afaan Oromoo guddisuuf hojii idileedhaan gaggeeffamu ala barsiisonni maal maal raawwataniiru?
10. Odeeffannoo fi gabaasa gahaa ta'e fi yeroo isaa eege akka darbu gochuu irratti gulantaan isin irra jirtan akkamiin ifa?
- ❖ Walitti dhufeenyi akkanaa laafaa yoota'e, sababi isaa maal ta'a?
 - ❖ Yoo rakkinni kun ammas jira ta'e akkamiin furuuf yaalaa jirtu?
11. Walitti dhufeenyi wajjira barnoota aanaa fi manneen barumsaa qaamoolee garabiroo dhimma afaan barnootaa kallattii fi kallattii alaan kan isaan ilaallu wajjin qaban akkamiin ilaaltu?
12. Afaan oromoo akka afaan barnootaatti hojii irra ooluu isaa mala itti hordofamuu fi itti madaalamu utuu ibsame?
13. Afaan Oromoo, barnoota sadarkaa lffaa keessatti da'immaniis ta'e ummanni fayyadamuun isaanii bu'aa akkamii argamsiise?
14. Barnota sadarkaa lffaa keessatti Afaan Oromoo yeroo tajaajilu, rakkoowwan raawwii isaa gufachiisan maal maalfaa turan?
- ❖ Gara fuuladuraattis rakkoowwan uumamuu danda'an tilmaamuu yoo dndeessuu ta'e ha ibsamu.
15. Yaada dabalataan ibsitan yoo qabdu ta'e?