

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

ASSESSMENT OF TEACHERS' PERFORMANCE
IN TEACHING USING AWNGI AS A MEDIUM OF
INSTRUCTION IN THE FIRST CYCLE OF
PRIMARY SCHOOL IN AWI ADMINISTRATIVE
ZONE

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JULY, 2007

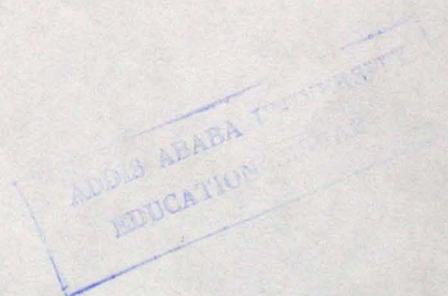
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ADMINISTRATIVE ZONE**

Girmaw Allene

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Master of Arts in Multi Cultural and Multilingual
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Abstract

The purpose of this study is to assess the performance of teachers in Awngi medium first cycle primary schools in Awi Zone and suggest possible solutions to the problems that may impede the program. To this end, the research employed a survey descriptive research methodology. The sample consisted of 8 schools two of which were selected from each woreda of the four woredas which were chosen among the five woredas the zone comprises. Simple random method in a lottery system was used to select the sample schools and woredas. Regarding the respondents, 80 teachers and 60 students were drawn from the eight chosen schools using purposive and availability sampling technique and systematic simple random method respectively.

The teachers were made to fill in the questionnaire while target group discussion was held for the students. Furthermore, interview was held with selected 15 experts from woreda and zone education offices.

The data collated thus were analyzed (quantitatively & qualitatively) using frequency counts, percentages and descriptive phrases. The results obtained thus indicate that assignment of teachers to teach in Awngi without obtaining sufficient training in the language, failure to prepare texts in accordance with the values of the speech community, absence of appropriately skilled experts in the language to provide necessary support to Awngi medium teachers, and absence of reference materials prepared in the language have resulted in bringing about problems that hamper the performance of Awngi medium teachers and eventually entail loss of interest and motivation both in the teachers and students.

Based on the findings and conclusions, the study eventually makes recommendations which include establishment of teacher training institution in Awngi and provision of appropriate training for the teachers and supervisors, preparations of texts in accordance with the values of the speech community, sufficient supplementary materials and necessary manuals in the language.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In Ethiopia, since the introduction of modern education around the turn of 20th century, language policy regarding education has been changed many times due to external influences and political interests of the leaders of the time (MacNab 1989:112). As mentioned by McNab, although there was apparently no educational policy governing the use of language, foreign languages (particularly French) were used as media of instruction in modern Ethiopia schools until the Italian occupation. About six local languages were used for teaching purpose during the Italian period, but only Amharic language continued to be a language of instruction in primary grades of formal education in Ethiopia until 1990(McNab, 1989:78). While Haile Sellasies' s government had been concerned with the development of an Amharic speaking educated life, the Derg attempted to introduce literacy 15 nationality languages though its contribution to the improvement of the local languages was insignificant.

When the EPRDF (Ethiopian peoples Revolutionary Democratic Front) government replaced Derg in 1991, the new government recognized the rights of nationalities to speak, to write and to develop their own languages. Besides, a new education and training policy has been established with provision for choice of nationality languages of instruction in the primary education system. The current education system, especially in the choice of educational medium, follows the logic of decentralized policy. As result, over twenty nationality languages have been used as the languages of learning in primary schools in different regions of the country, McNab(1989:78). As observed in the last few

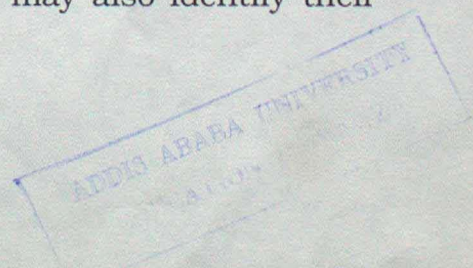
years, due to the decentralized policy, some nations and nationalities of Ethiopia have entered into "automatic" use of their languages as a medium of instruction. That is to say necessary preliminary jobs, such as text preparation, provisions of reference materials, provision of adequate and relevant trainings of teachers were not sufficiently carried out enough time prior to implementation of their respective programme.

Awngi is currently spoken in some parts of Awi administrative Zone formerly known as Agew Mider and Metekel Awraja in the former Gojjam Govern ate General. According to populations and Housing Census of 1994, there are 337,041 people speaking Awngi natively. Due to the strong influence of Amharic, these Awngi speakers are bilingual.

Awngi was introduced to writing system in Awi zone in 1995 and was decided to be a medium of instruction for grades 1-4 in the first cycle, and 5-6 in the second cycle in the same year. In addition to this, it has also been launched to be taught as a subject for grades 7-8 for native speakers and as a second language as a subject for grades 3-6 of Amharic schools in the zone in 2004. This created a good opportunity for Awngi to develop and somehow resist the strong influence of Amharic that has been adversely affecting its existence.

In deed, the use of mother tongue as a medium of instruction is an important step in the provision of primary education. Regarding this Watson (1982:190) states as follows:

Language is an essential means of communication and when a language in question is also the mother tongue, it is one of the most important formative influences in molding the intellect as well as the character of the children. Indeed, it is a powerful instrument by which not only individuals may express their personality but groups may also identify their collective consciousness.



Moreover, as Webb (1998:452) states "language is what gives us our identity and express our unique worldview. Language is the ultimate symbol of belonging; it is through language that culture is shared and transmitted." Therefore the first language education enables students to secure their identity within their own groups as well as their ability to participate in the wider society. A good knowledge of first language gives one the dignity and sense of self- esteem in ones own society.

One of the Known sociologists, Okombo (1998:591) says that " if children learn in a language with which they are not familiar at the very beginning of their school time, they will be in a state of emotional frustration and tension, and will develop a feeling of incompetence." Thus the use of first language as medium of instruction makes students to have confidence. They also realize that their language is not condemned as unfit for school and they are not inferior to others because of their language. Concerning self confidence, Annamali (2003) concludes that "such self confidence and pride are great motivating factors in learning." All these imply that individuals will be in a position to learn better if they are educated in their first language.

However, for a language to play an important role as a medium of instruction there should be proficiency in communication between the teacher and the students. According to Emenanjo (1990:62) effecting communication is possible when appropriate language (medium of instruction) is used. It is clear that appropriate language for children in primary grades is their mother tongue.

The teachers are required to have a good command of both spoken and written language they are supposed to teach. They need to have appropriate training in the language they are going to teach. Apart from problems emanating from lack of appropriate training of the teachers,

lack of sufficient and appropriate instructional materials pose a serious problem when a vernacular is made to serve as medium of instruction.

1.2 Statement of the Problem

Primary education in Awi zone is currently given in Awngi language. This language did not have a written literature before it was launched to serve as a medium of instruction. Cohen (2000), when languages are raised from a mere vernacular to a medium of instruction, a number of problems affecting the implementation occur. Among these problems, the problem with provision of a appropriately trained teachers, the problem with provision of well prepared texts and reference materials, problem with effective preparation and proper utilization of teaching aids and absence of inclination to teach and learn in the language are the basic ones. Therefore, having the above critical factors as a guide, the main objective of the study is to address leading general question, "What are the factors that affect teachers' performance in teaching using Awngi language as a medium of instruction?", and the following specific questions that the general question entails are:

1. Have Awngi teachers received appropriate training that enables them to efficiently implement the program?
2. Is there better communication between the teacher and the student during the teaching learning process?
3. Are the texts efficiently designed?
4. Is there a provision of reference and related materials in the language? Are the teachers engaged in effective preparation and proper utilization of teaching aids?
5. What is the attitude of teachers towards the use of Awngi language as the medium of instruction?

1.3 Delimitation of the Study

According to annual report of 2006 by Awi Zone Educational Department, Awi Administrative Zone has a total of 164 primary schools out of which 85 are schools where the medium of instruction is Awngi. According to this report, in these 85 schools, 38,185 students are attending in grades 1-6. In 7 and 8 grades the medium of instruction is English. However, apart from Awngi which is given as a subject, civic and ethic education is given in Awngi in these grades.

When a mere vernacular is promptly raised to serve as a medium of instruction, a number of implementation problems occur. In order to show profound picture of all the problems affecting the program, the study need to include all the factors that are involved in implementing. Due to time and financial constraints, the focus of the study is, however, on the factors that affect the performance of teacher in the first primary cycle.

1.4 Significance of the Study

This study is expected to come up with some findings and recommendations regarding factors that affect teachers' performance in implementing Awngi as a medium of instruction. To this end, the result of the study will be used to alleviate:

- Communication problem encountered between the teacher and the students and as the result, effective communication between the teacher and the students will be held;
- The teachers and the students will be motivated to teach and learn in the language respectively;
- The teachers will receive appropriate training in the language;

- The study will further serve as a source document for those interested to do further research in Awngi education program.
- All these contributed to the benefit of the students and the community

1.5 Contextual Definition of Key Terms

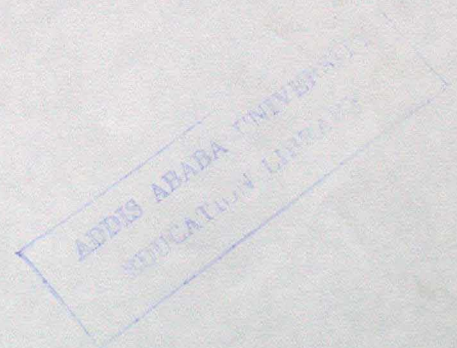
Medium of Instruction :- Language used by teachers and students in school communication. Through out this paper medium of instruction is interchangeably used with **MOI**.

Mother Tongue : Awngi language which is being implemented as medium of instruction

Official Language:- is a language, which is approved and used by the government in the legislative, executive, and judicial activities or in government administration.

Performance: Actual accomplishment as compared to potential ability

Assessment: The process by which much information is collected and used to evaluate a person (s) accurately.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Language in Education

There is no a clear and concise definition of language. Different scholars define language in different but functionally related ways.

Lyons (1981:3), states that language is purely human and non instinctive methods of communicating idea, emotions and desires by means of voluntarily produced symbols. The symbols are spoken and written, the latter representing the former. A written form is purely human and is used to pass on information from generation to generation, from one part of the world to the other.

Spoken language basically involves the use of sounds; its employment of sounds for communication likens it to some animal communication form. That is to say some animals produce different sounds for communication. Spoken language however is different from animal communicating in that the speech sounds which are seriously combined to form words and words which are combined to form sentences are combined following a commonly established rules. Hughes (1962:4) states spoken language as " The use of sounds and combination of sounds in commonly established pattern (words) analyzed in commonly understood sequences (word order, sentences) to communicate-to express a thought)."

Written language is a sort of codified communication which is purely human.

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Merging spoken and written language together, Getu (2006:11), citing Wales (1972), states that language is a system of phonic and graphic symbols used by the members of a society to exchange information and the system is passed on from one generation to the next.

According to kembo(2001), if the people want to give themselves a realist opportunity to develop to their full potential educationally, economically and politically, and to contribute to the resolution of their many problems the issue of the language in education must be addressed. Texts and other reference material need to be prepared in a manner that the learners can easily grasp the contents.

Ghermai(1998: 62), citing Baker (1993), states that the relationship between language and education in curriculum is not immutable. So texts to be prepared in languages, either as a subject to be studied or as a medium of instruction have to be appropriate to the age level of the learner. Similarly, education as one of the dominant means to development can not be successfully attained without incorporating into education system the vehicle of human culture, civilization, and human tool of communication i.e. language. The education system devoid of culture and civilization is alien to the learner. The Learner will not easily internalize the intended message; nor will he appreciate it because it is out of his domain. As language plays a pivotal role in expressing culture and civilization, language issue should be duly addressed in educational system.

In educational curriculum where mother tongue is a medium, the teaching of other languages as a subject broadens the student's awareness regarding cultural values. Concerning this, Getu(2006:11), citing Eleazu(1986) states that apart form the medium of instruction we ought to consider the teaching of specific language as a subject in the

curriculum and the effect they have on the cultural awareness and psychological sense of the students.

2.2 Language and its significance

Language is every thing for a human being. It enables human beings to exchange and interpret ideas in complex social world, and to plan every activity for the future.

According to Webb and Sure (2001:5-6), Cognitive skills such as:

- The ability to understand the central purpose of a text or to summarize its main line of argument;
- The ability to select the information and to organize it in to a new coherent whole;
- The ability to discover and formulate generalization;
- The ability to understand abstract concepts and to manipulate them in arguments; and
- The ability to recognize relationship between events (for example, cause and effect) can develop only in and through a familiar language.

What we understand from Webb and Sure's statements is that one has to have a thorough understanding and native like command of language to effectively attain the above mentioned purposes. Especially, formal education requires training of teachers in a language that serves as a medium. Such training not only enhances the trainee's ability in language skills but also enables them to teach the subject matter in accordance with the children's level of understanding the language as well as their cultural background.

With regard to this, Corson (1994:115), stated the following points:

Children's experience of language is socially oriented from the outset and the social environment plays a significant role in the acquisition of language and other dimensions of cognitive development. Language, culture and environment are interdependent.

Thus curriculum designing and text preparation should be carried out in tune with the learners' cognitive development, environment and culture. Texts prepared in this manner further motivate the child because they are within the child's domain of appreciation power. Furthermore, the language of texts play a cohesive role. Regarding this, Gray (1950:2) states as "since language as base of any culture and because a common culture tends to hold people together, language is a strong force in welding into groups." This implies that a teacher who interprets and teaches the text ought to have a thorough understanding of the learners' social and intellectual level.

2.3 Training of Teachers in the Language Serving as a MOI

Successful implementation of universal primary education requires availability of teachers in the right quantity and quality. Besides, mother tongue school teachers should have proper language skills, contextual information about the cultural milieu of the target language and appropriate attitudinal orientation as well as professional skills that enable them to bring about the desired behavioral change in the learner Ghermai (1998). However, this is not successfully attained in most of mother tongue schools. World Educational Encyclopedia (1988:473) puts the reasons for the problems as follows:

1. The standard of proficiency of the teachers themselves in native language is generally low

2. Many of the native languages themselves are moribund as the result of long neglect.

3. Sufficient text books are not prepared in native languages.

The situation in Ethiopia is not different from what is stated above. Amare and others (2005), point out that most teachers were ill-equipped to teach and were not ready for new curriculum because they did not take sufficient orientation, and had little understanding of the underlying concepts and methods of teaching. Due to this, they were unprepared and unsure of themselves.

What we understand from this is that the situation with regard to the introduction of new curriculum has become worse because the teachers have not grasped new concepts well enough to apply in their teaching. Even though they have not yet grasped the underlying concepts behind the new curriculum, the objectives the teaching methodology and the expected achievements of the children; they still continued to teach with all the problems.

It is clear that a child better learns in his/ her mother tongue. Regarding this , Gefller, (1998:193), underlines the importance of mother tongue educations as follows:

If the language of instruction is different from the mother tongue or the home/ community language, the level of cognitive development and the level of language proficiency do not match. Subject content may be neglected for the sake of Language Acquisition. If the language of instruction and mother tongue are identical, the students' ability to identify, specify, talk about new, abstract concepts and detailed subject information grows together with their mother tongue and development.

For this to take place, prior activities ought to be carried out before drifting into introducing mother tongue education. With respect to the

fact that implementation of mother tongue education with out necessary preparatory activities results in meshes of problems. Farrant (1997:29) states at follows.

... Over eager implementation of mother tongue polices for teaching in primary schools without the necessary preparation has posed serious problems in education. On the one hand, such policies have some times been launched with out ensuring that there are sufficient teachers, fluent in the required language to make the policy succeed. On the other hand, they have often been introduced, with any teaching materials in the chosen language available.

Osler (1994) states, languages by their nature are supposed to broaden minds. Yet they can also be used to shut the doors of the children's academic performance when they should open.

Osler's view supports Farrant's view in that necessary preliminary activities to enable a language to be a medium of instruction should be carried out prior to using it as a medium of instruction.

To effectively implement teaching – learning process in primary schools, it is imperative that effective communication should be attained between the teacher and the children. Language use in the classroom should be interactive.

Therefore, a good teacher of a language should be a capable “practitioner” of that language, that is, he must be able to understand easily and speak fluently the accepted forms of the language.

Regarding communication facilitation, Shumba and Manyati(2000:45) citing Mangwende(1996) states as following:

The advancement of the nation depends on effective communication. It has been proved that the mother tongue is the true basis for effective communication. In deeded, it is within the language that values, beliefs and ideology of the people are amended. This is why the National policy stats that other national languages must be developed to the point where they can be used in science and technology.

It is clear that mother tongue facilitates communication and thinking. However this can not be well attained if mother tongue teachers are not trained in the language serving as a medium.

Margaret (1978) stated that there can be no effective conversation or communication between the children and a teacher unless the teacher has native like command of the medium language. The implication of this statement is that the primary school teacher not only should speak the same language but also should share values and beliefs so as to create a conducive atmosphere for every child to express his/her thoughts clearly and enthusiastically.

Therefore, any one teaching a language, particularly the mother tongue should be able to understand and appreciate the achievements and aspirations of the native users of that language.

Freire (968) also supports this view in that through dialogue a new term emerges. There is reciprocity from teacher to student and again from student to teacher. The students while being taught also teach. They become jointly responsible for a process in which all grow.

The teacher need to acquire necessary language skills and be prepared enough to effectively handle the classroom situation; teaching - learning process.

The preparation of the mother tongue teacher according to Abiri (1976) may be classified in to:

1. Developing the prospective teacher's mastery of the various skills of the language
2. Developing suitable pedagogical skills and
3. Promoting suitable attitudinal orientation to the language

Therefore, the teacher has to be quite resourceful in lesson presentation so as to ensure both class involvement and the constant provision of feed- back and reinforcement. He also requires to be helped to develop appropriate skills in the preparation and use of suitable language texts which should serve to guide the teacher and the students alike in the teaching learning process. This is possible only when a teacher sets appropriate training in the language in which he is going to teach.

Hence, if there is no effective communication between the teacher and the students in the class room, teaching learning process will be very difficult. Therefore, language and education issue is a serious matter.

2.4 Literacy

Different scholars often defined the concept of literacy as values, objectives, functions, methods and levels and contents of skills required. So, literacy cannot simply be defined in operational terms with out connecting it to its purposes for its context. This so being, it is hardly possible to define literacy in a brief and conclusive language.

According to educational document of UNESCO (1978), a person is literate when he can, with understanding, both read and write a short simple statement in his every day- life. Such a skill, according to

UNESCO, is referred to as basic literacy, which may or may not include basic numeracy. It is the first step on the way to achieving a more functional or applicable level of skills including calculation which UNESCO puts as the result of literacy.

Lind, and Johnston(1986) use the term semiliterate for a person who has started but not completed the process of basic literacy, and so is able to read simple words and write his / her own name.

Literacy is further defined as imbued with relations of power and ideology and with deep cultural meanings about identity both personal and collective (Marry Hamilton, David Barton, Roz Ivanic, 1994:22).

According to the above remark in learning specific practice, we are not only acquiring a technical skill but also are taking on particular identities associated with them. The following quotation further strengthens this point.

Literacy helps to create self respect, a feeling of confidence and a desire for self betterment and knowledge. Learning to read and write often makes a profound impression which has been compared to a spiritual experience in some way related to the emergence and grows of the personality. People are uplifted by it and are made aware of their power to alter their environment by individual and group action, (Yri, 2004:37).

Literacy (above all) helps a person to improve his or her economic condition. It is some way needed sooner or later as an aid to various skills such as vocational, domestic or artistic. A person's betterment leads to the betterment of a group and this leads to the development of the country. So, literacy is one of the first and indispensable steps to development, both of the individual and his country.

2.5. Attitude of Teachers

Robbines (1997:30) defines attitude as "attitudes are evaluative statements- either favorable or unfavorable concerning objects people or events they reflect how one feels about something"

Ajzen(1980) also defines attitude as a state of readiness, a tendency to respond in a certain manner when confronted with a certain stimuli.

What we understand from the two literary definitions above is that attitude is a determining factor to scale up or slacken ones performance on a certain activity.

Effective implementation of a change in curriculum, therefore, highly depends on positive attitude of teachers towards what they teach. Teacher's desire is to teach students who are motivated to learn because such students participate in learning activities, stay engaged in learning task, show enthusiasm and commitment for learning.

Negative attitude of teachers towards what they teach, on the other hand, badly hampers the teaching learning process.

According to Million (2006) it is obvious that teachers with negative attitude are not only potential dropouts; but they are likely to be transmitters of negative values and attitudes about teaching to the pupils they teach. Therefore, attitude of teacher towards the language of instruction is indispensable factor for those who are engaged in implementing the language policy. Regarding this, the World Bank Report (1996:4) states as follows:

The role of teachers was posed as a fundamental success factor in terms of what happens at school and in classroom. Indeed, teachers determine the behavior attitudes and performance of the students. They also influence the relationship between the teacher and the family.

To bring positive attitudes in teachers towards the language policy, the training program should be designed in a way that help the trainees to develop not only a sense of self esteem, self confidence and pride over their own cultural and ethnic identities but also positive attitudes towards the languages and cultures of other ethnic groups. Because teachers can have an influential power over the community living in the school catchments areas they have the opportunity, to bring their opinions and references before the public and help the society to raise over all awareness. The attitude of teachers, therefore, plays a pivotal role in promoting literacy. Any sign of negative attitude in teacher should be dealt with carefully and resolved. That is why, Corson (1990:83) stated as "Among the basic attitudinal problems of stakeholders in the introduction of mother tongue for educational instruction, teachers attitudinal problems are worth dealing." According to Alemayehu (1998), the shaping of teacher attitudes and beliefs is not, however, as such a simple task that can easily be materialized. The prospective teachers should be trained in an environment where societal or cultural diversities are to be appreciated and properly taken in to consideration. Teachers trained in no cultural environment face discomfort and inconveniences.

Thus, a medium of instruction which has good acceptance by the teacher enhances up the implementation of educational program and helps to achieve the intended educational objectives easily.

2.6. Teaching Materials

Primary education provides a fundamental base for all further schooling, training or self education. It provides the basis for developing the capacity of their skills

Instructional materials can be defined in different ways depending on the purpose of the scholars. For example, Amare(1999:29) instruction materials are instrument with which a teacher teaches and from which students learn

From this view, we understand that instructional materials are the base for quality of education.

Mbamba(1992:154) defines, instructional materials as "Any object or unit areas of space so designed and organized deliberately to support and use teaching and learning operations" He goes on explaining that they are designed, modified and prepared to assist teaching and learning operations. According to Mbamba (1992:155) educational materials commonly used in educational system are

- Laboratories
- Libraries
- Learning and teaching materials which act as source and or channel from which a learner draws knowledge and acquires skills. These may include equipment for science, production technology books, manuals programmed instruction educational media like radio, television sets etc.

These materials are essential for the orderly and efficient operation of school and to make education worth while. They play a vital role in imparting and receiving the necessary information in the teaching learning process. They have a great value in conveying vivid and realistic in formation which is impossible to be obtained by a verbal approach.

Nacino-Brown, etal(1982:196) has enumerated the values of instructional materials as follows

- They solve communication problems between the teacher and the students ;
- They ensure longer retention of the information gained;
- They can be an effective substitute for direct contact of students with the environment;
- They facilitate any expected change in attitude and behavior ;
- They provide integrated experiences varying from abstract to concrete;
- They secure and retain the attention of students ;
- They motivate and stimulate the interest of students; and
- They can be used for any age or ability group.

There fore the instructional materials have effective value in facilitating the efficiency and the effectiveness of the teaching learning process.

However, different scholars based on research, have confirmed that most teachers are not effective preparation and utilization of instructional materials. For example, Nacino-Brown, etal (1982: 196) explained that instructional materials by themselves can not do much to improve learning and thus their value lies in the professional skill of the teacher in using or handling them. In addition to this, Sampth, etal(1990:95) have also added that instructional materials will result in waste of money and time with out competent teacher. Thus, as teachers are pivotal elements in implementing any educational medium. The teachers should posses the desired knowledge and skills which enable them to prepare instructional materials effectively. They must get an appropriate training how to prepare and use instructional materials. Teacher training should be linked closely with the actual class room situation.

Amare(1999:64) states that “ most instructional materials need to be prepared at the school level using local materials by teachers, students and media, experts.” We observe from this view that, effective preparation and utilization of instructional materials partly depends on the adequacy of teachers' training.

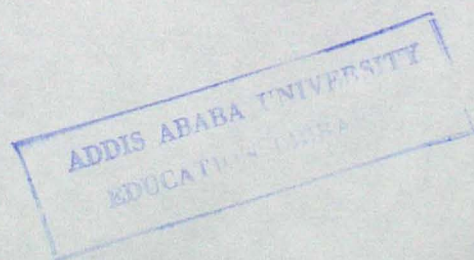
Berahne(1999:28) Citing Haney and Ullmer (1989) stated that local production of instructional materials have great importance from different angles. He has enumerated the following merits of local production of instructional materials:

1. They are cost effective.
2. The materials can be produced in a way they can fit to particular educational needs, the content of the lesson teaching methods and the interest of the student.
3. The materials can be made current.
4. The teachers can get the materials exactly what they want in terms of types, quantity and quality.
5. The teachers can obtain the materials quickly.

Hence, the local production of instructional materials requires due attention in order to make the teaching learning process more fruitful

Attitude of teachers is another factor that affects preparation and utilization of instructional materials. Nishimoto (1969:61) has noted that there is a strong tie between teachers' attitude towards any instructional innovation and their effort` in implementing it. This means teachers who had a positive attitude towards instructional materials should a better effort in using them.

Therefore, teachers' attitude towards instructional materials can have a decisive impact on preparing and using them. A great effort should be made to enable the teachers to have positive attitude towards instructional materials.



CHAPTER THREE

METHODOLOGY

3.1 *Methods*

The main concern of this research is to investigate teachers performance in implementing Awngi as a medium of instruction in primary first cycle schools in Awi Administrative Zone.

To conduct any type of research, a research methodology that is commensurate with the purpose, structure, problem and other related elements of the case under study ought to be used. To this end, the descriptive survey method that deals with the general understanding of the problem by studying the current situation, the nature of the prevailing conditions and practices and trends through relevant information is believed to be pertinent. Ayalew and Seyoum (1980:7) also stated that descriptive survey method in research is appropriate to gather several types of data or study of such a broad size rather than studies in depth. Therefore this method has a potential to make detail description about the existing phenomena, justify current conditions and practices to make intelligent solution for improvement.

Review of related literature was also made to substantiate major issues to be dealt with and gear them towards the objective of the study and develop instrument of data collection. Based on the review of related literature and the information obtained, data collecting instruments were developed.

3.2. Source of Data

Teachers and students of first cycle Awngi schools and zone and woreda education experts are the sources of data. Archival and other relevant documents were also used to enrich the study.

Awngi teachers, since they are directly engaged in implementing Awngi program as a medium of instruction, know better than other bodies the problems facing during the teaching learning process and hampering their performance. Besides, no other bodies can suggest possible solutions better than these teachers who are actors of the performance.

Similarly, since students are target groups on which the teachers' performance is realized, they are equally important with teachers in giving realistic information regarding the performance of the teachers and related issues in implementing the program.

The need for selection of woreda and zone education experts arises from the following principal reasons:

1. It is these bodies who supervise how the program is run and assist the teachers with their implementation. Thus, they know what problems lie where and why these problems occur so.
2. It is prudent to see the efforts made by the offices as well as the experts in seeking solutions to any impediments to the program.

3.3. Sample Size and Sampling Technique

There are five Woredas in Awi Administrative Zone, namely, Dangila, Banjjja Shikuda, Ankesha, Guangua and Fagita Lekoma. There are 85 first cycle primary schools in which Awngi is medium. The number of teachers teaching in these schools is 964 while the number of students is

22,140, (Awi Administrative zone Annual report of Education Department (2006).

Among the five woredas of the zone, four were chosen using simple random sampling method in a lottery system. Two schools were selected from each woreda of the chosen four woredas using the same technique which is mentioned above. The selected schools are:

1. Singuri and Jibana in Dangila Woreda ;
2. Lideta and Gimbaha in Banja Shikudad Woreda ;
3. Sigadi and Askuna in Guangua woreda ;and
4. Sosutu Gimja Bet and Chur in Ankesh Worda

In each sampled school, all available teachers were selected, for they were not large in number. As for the students, fifteen students representing grade levels 2-4 were drawn from each sampled school based on systematic random sampling technique. Thus, the total number of students who participated in target group discussion is 60. The reason for not including grade 1 students in the target group discussion is that they are not mature enough to provide information which is relevant and closer to the reality.

As for selecting of education experts in zone and woredas, the researcher used purposive and availability sampling method and as the result four (from the zone) and eleven (from woredas) education experts were interviewed to provide necessary information for the research.

3.4. Data Collection Instrument

The major tools used in collecting data for this study are *questionnaire, interview, focus group discussion, and documentary sources.*

Questionnaire

Questionnaire was used to collect data from the teachers. The questionnaire consisted of both close and open ended questions. So, the researcher was able to draw not only factual information but also opinions, attitudes and views from the respondents. The questionnaire items were first prepared in English and then translated in to Amharic.

Interview

Interview is another data collection tool used to obtain information from education experts. The reason for interviewing the education experts was that the experts were fewer in number. In addition to this, interview guide was employed because it permits the interviewer to arrange questions, modify time and add some new questions to the list.

Focus Group Discussion

This method was employed to obtain necessary information from the students. The researcher believes that students are not matured enough to give the needed information on their own. Therefore, to obtain necessary information from them, the researcher believes that it is necessary to open group discussion in which they, led by the researcher and supported and encouraged by each other, can express their views freely.

3.5 Data Analysis

The data collected from the mentioned sources were accordingly sorted out and tallied. Both qualitative and quantitative method were used to analyze these data. Both qualitative and quantitative methods were used to analyze data obtained from the teachers while the qualitative technique was used to analyze data obtained from the students and education experts.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND INTERPRETATION

In this section, data collected are paraphrased and given descriptive analysis. In doing so, evidences from review literature are presented when necessary.

4.1 Background of Respondents

In sample schools, eighty first cycle primary education teachers who were teaching in Awngi were given a questionnaire consisting of questions designed to portray the overall implementation situation with regard to Awngi education program.

Out of these teachers 42 (52.25%) were female and the rest were male. Among 80 teachers, 65 (81.25%) of them spoke Awngi as their first language while 15 (18.75%) spoke as their second, Amharic being their first language. This shows that the majority of the teachers teaching in Awngi are native Awi.

Regarding educational status of these teacher respondents, 77 (96.25%) were trained and certified with teaching certificate in teachers' training institutions after completing twelfth grade and the rest three (3.75%) were recent employees who were trained for one year after completing grade ten, pursuant to the current education policy.

With regard to education status, therefore, there is no problem because primary first cycle teachers are assigned after being trained for one year after completing high school education.

Table 4.1:- Characteristics of teachers' Responses by years of service

Experience in years (irrespective of medium)	Medium of instruction			
	Awngi		Amharic	
	No	%	No	%
Less than 5	45	56.25%	12	15%
5-10	27	33.75%	7	8.75%
11-15	4	5%	2	2.5%
16 and above	4	5%	4	5%
Total	80	100%	25	31.25

As shown in table 4.1, all of the teachers selected as respondents currently teach in Awngi. Among them 25 (31.25) had taught in Amharic before. The table also shows that most of the teachers, who teach Awngi, have less experience in teaching, i.e., 45 (56.25%) teachers out of 80 have below five years' teaching experience. The number of teachers with 5-10 years' teaching experience is also considerable, that is 27 (33.75%) The number of teachers having teaching experience of 11 years and above is only 8 (10%).

This shows that teachers engaged in teaching in Awngi generally have low teaching experience and the researcher assumes that this has some contribution to low teachers' performance.

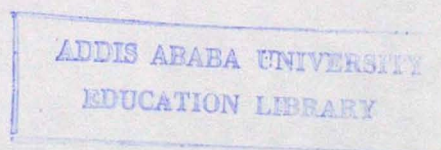
Table 4.2 Teachers' ability in the four language skills.

Skills	High		Medium		Low		Total	
	No	%	No	%	No	%	No	%
Listening	73	91.25%	7	8.75%	-	-	80	100%
Speaking	59	73.75%	21	26.25%	-	-	80	100%
Reading	45	56.25%	26	32.50%	9	11.25%	80	100%
Writing	38	47.50%	28	35.00%	14	17.50%	80	100%

The table 4.2 shows that 73 (91.25%) of the respondents have high listening skill and the rest 7 (8.75%) have medium; 59 (73.75) have high speaking skill while the rest 21 (26.25%) have medium; 45 (56.25) show high reading skill while the rest 26 (32.5) and 9 (11.25%) show medium and low respectively. Similarly 38 (47.5%) of these respondents show high writing skill while the rest 28 (35%) and 14 (17.5%) show medium and low writing skill respectively.

It is clear that a primary school teacher need to show better performance in the four language skills than the pupils. As we can observe from table 4.2 however, considerable numbers of teachers among the respondents show low skill in reading and writing. This is because according to my assumption they are not well acquainted with the writing system of the language.

4.2. Teachers' Training



The teacher respondents were asked to tell whether or not they had taken a training in the language. All of them replied that they had not taken a training in Awngi. According to their response to the question "in what language did you take a training?", 77 (96.25%) of them replied that they were trained in Amharic while 3 (3.75%) were trained in English. What we understand from these data is that they are made to

teach in Awngi after taking a training in Amharic, for they are native Awngi speakers only. So, it will not be difficult to imagine the difficulty those teachers with low language skills encounter when teaching children.

The questionnaire items in table 4.3, are meant to show some of the problems the teachers encountered when teaching in Awngi after taking training in a language other than Awngi.

Table 4.3 Application problems

Questionnaire items	Strongly Agree		Agree		Disagree		Strongly disagree		Total	
	No	%	No	%	No	%	No	%	No	%
Difficulties to apply the skills acquired in the training	48	60%	25	31.25	6	7.5%	1	1.25	80	100%
Frequent code switching to Amharic during teaching learning process	47	58.75%	21	26.25%	5	6.25%	7	8.75%	80	100%
Difficulties to easily grasp texts for they are not familiar with the written form because the language is tonal.	35	43.75%	25	31.25%	10	12.5	10	12.5%	80	100%
Difficulties in understanding technical terms in the language	42	52.5%	27	33.75%	8	10%	3	3.75%	80	100%
Interactional difficulties between the students and the teacher	39	48.75%	28	35.0%	6	7.5%	7	8.75%	80	100%
Motivation in the language is minimal	35	43.75%	22	27.5%	17	21.25%	6	7.5%	80	100%
Lack of capacity to prepare effective supplementary materials in the language	53	66.25%	21	26.25%	4	5%	2	2.5%	80	100%
Difficulties to evaluate and modify Awngi text books and teacher's guide	44	55%	31	38.75%	3	3.75%	2	2.5%	80	100%

As we observe from table 4.3, 73 (91.25%) respondents show agreement in that they faced difficulties in applying the skills obtained in the training. The researcher attributes this problem to the fact that they were trained in Amharic and made to teach in Awngi. Only 1 (1.25%) respondent strongly disagrees with questionnaire item 1. Thus, failure for a teacher to apply pedagogical skills in teaching learning process is a serious problem that results in lack of motivation, low interaction, etc.

Among the teacher respondents 65 (85%) confirmed that they make frequent code switching to Amharic while teaching in Awngi whereas only 12 (15%) disagreed at this point. It should be noted that the pupils knowledge of Amharic is at low level. Frequent code switching, therefore, not only inhibits the students from grasping their lessons but also decreases their motivation, which is vital for understanding the lesson.

According to the researcher's speculation the reason why the teachers code switch time and again is that they fail to automatically find Awngi words especially for technical terms, for they were not trained in the language. Even though it may not be completely possible to avoid codes witching, they need to minimize as much as possible since the pupils at this school level are not well acquainted with Amharic.

When these respondents were asked whether or not they can easily read and understand the written texts, 35 (43.75%) of them strongly disagreed while 25 (31.25%) disagreed. The rest 20 (25%) agreed that they read and understand the texts easily.

As the researcher is a native speaker of Awngi, he knows that Awngi is a tonal language and is, therefore, difficult to easily read and understand what is written in Awngi as one reads and understands what is written in Amharic, which is a non-tonal language. So, the reason that 75% of the

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respondents faced difficulty in reading and understanding texts written in Awngi seems due to tone difference in the language. From this we understand that it is imperative to train teachers in Awngi before assigning them to teach in it.

Among teacher respondents, 69(86.25%) confirmed difficulties they faced in understanding technical terms in Awngi texts where as only 11 (13.75) disagreed. 39 (48.75%) respondents strongly agreed and 28 (35%) agreed with the interactional difficulties that occur between the teacher and the students while only 13 (16.25%) disagreed at this point. It is clear that a teacher can hardly impart his knowledge to his students in a situation where there is absence of good interaction between them. Such a situation does not allow a language to play a role that it ought to play in knowledge transfer. 57 (71.25%) respondents replied motivation in the language is minimal and this seems due to absence of good interaction between the teacher and the student.

Among Teacher respondents, 74 (92.5%) confirmed their lack of capacity to prepare effective supplementary materials in the language while only 6 (7.5%) claimed to have capacity to prepare effective materials in the language.

According to Mbamba (1992) supplementary materials have a great value in conveying vivid and realistic information which is difficult to be obtained by a verbal approach. Hence, the teachers' incapability to prepare supplementary materials which are commensurate with the students' level of understanding and serving as a ladder to understand more alien concepts results inefficient teaching learning process.

Among teacher respondents 75 (93.75%) confirmed that they are not able to evaluate and ameliorate Awngi texts. The researcher assumes that this is because they were not trained in the language.

As can be seen from table 4.3, for all of the questionnaire items, respondents' replies confirm that there are serious problems that are hampering teaching learning process. This problem seems to emanate from lack of taking training in Awngi.

4.3 Attitude of Teachers towards the Use of Awngi as a Medium of Instruction

It is clear that the status of attitude with respect to a certain activity negatively or positively influences its performance. For example, Million (2006) points out that teachers with negative attitude are transmitters of negative values and attitudes to pupils. It is in this respect that the researcher is interested to analyze attitude of Awngi teachers towards teaching in Awngi.

According to data collected with regard to attitude, most of the respondents prefer Amharic as a medium of instruction for Awi children to Awngi. Their attitude is, therefore, presented in the following two tables. Table 4.4 shows opinions of those interested in Awngi as a medium while table 4.5 shows opinions of those who prefer Amharic to Awngi as a medium of instruction for Awi children.

Table 4.4: Preference for Awngi to be used as a medium of instruction

Questionnaire times	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree		total	
	No	%	No	%	No	%	No	%	No	%	No	%
The launching of Awngi as the medium of instruction was what we, were craving for.	10	12.5%	8	10%	12	15%	45	56.25%	5	6.25%	80	100
It is my deep interest to cooperate for success of the use of Awngi language for instruction.	14	17.5%	12	15%	4	5%	37	46.25%	13	16.25%	80	100
It is simpler for me to teach Awngi speaking children in Awngi language than Amharic	13	16.25%	8	10%	1	1.25 %	14	17.5%	44	55%	80	100
Using Awngi as a language instruction helps to develop the Awngi language.	63	78.75%	11	13.75 %	3	3.75 %	2	2.5%	1	1.25%	80	100
Awngi medium education promotes cultural development of Awi	61	76.25%	12	15%	3	3.75 %	1	1.25%	3	3.75%	80	100

When the respondents were asked to express their attitude towards the use of Awngi language as a medium of instruction, 45 (56.25%) respondents disagreed, 5 (6.25%) strongly disagreed, 8(10%) agreed, 10 (12.25) strongly agreed and the rest 10(12.5%) were not willing to agree or disagree.

As result of the data show, since 62 (77.5%) respondents (including undecided) did not agree at launching Awngi program, it will not be difficult to imagine the extent of difficulties the program is facing. 50(62.5%) respondents expressed their disagreement when they were asked whether or not they cooperate in implementing the program.

Among the teacher respondents, 74 (92.5%) believe that using Awngi as a language of instruction helps to develop the language while 3 (3.75%) respondents disagreed at this point. The rest 3 (3.75) responded "undecided". Likewise 73(91.25%) respondents believe that Awngi medium education promotes cultural development of Awi.

Table 4.5 Preference for Amharic to be used as medium of instruction

Questionnaire times	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree		total	
	No	%	No	%	No	%	No	%	No	%	No	%
As Amharic is the second language for Awi children they will benefit more if they learn in the language of wider communication in the country	43	53.75%	28	35%	4	5%	4	5%	1	1.25%	80	100
I prefer teaching in Amharic to Awngi	49	61.25%	16	20%	7	8.75%	5	6.25%	3	3.75%	80	100
If there were near by schools that using Amharic as a medium of instruction , I would rather send my children there.	46	57.50%	11	13.75%	9	11.25%	5	6.25%	9	11.25%	80	100
The teaching learning process is more effective if the medium of instruction is Amharic.	42	52.50%	23	28.75%	5	6.25%	9	11.25%	1	1.25%	80	100
Teachers have not a heart felt interest and determination to teach Awngi.	50	62.50%	15	18.75%	3	3.75%	4	5%	8	10%	80	100
Since Amharic is the official language students learn better if the medium of instruction is Amharic	52	65%	7	8.75%	8	10%	8	10%	5	6.25%	80	100

Teacher respondents, 71 (88.75%) expressed their agreement to the question "Awngi children will benefit more if they learn in Amharic because Amharic is second language for Awis". This shows that their interest is to teach their children in Amharic, rather than in Awngi.

As can be seen from table 4.5, 65 (81.25%) respondents expressed their agreement to teach in Amharic rather than in Awnji. They were also asked to tell whether they prefer their children to learn in Awnji or in Amharic schools, and 57 (71.25%) of them would rather send their children there if there were near by Amharic medium schools. Only 14 (17.5%) disagreed at this point and 9 (11.25%) undecided.

65 (81.25%) respondents responded that the teaching learning process will be more effective if the medium is Amharic. Only 10 (12.5%) respondents disagreed at this point.

The respondents were asked to tell whether or not they have a heart-felt interest and conviction to teach in Awnji. 70 (81.25%) respondents responded that they have no interest to teach in Awnji.

Finally, they were asked to express their agreement or disagreement if the students learn better if the medium is Amharic. 59 (73.25%) of them agreed that students will learn better if the medium is Amharic since it is an official language while 13 (16.25) disagreed at this point.

Nearly in all attitude questions about Awnji as a medium of instruction, the respondents expressed strong desire to teach in Amharic. This implies that they have gloomy future about the use of Awnji as a medium of instruction; for example, they have fear of job opportunity.

Table, 4.4 and 4.5 show their loss of interest in teaching in the language because of various attitudinal aspects mentioned under each question. In such a situation, can they really implement the program at the desired level? This needs more detailed study.

4.4. Problems Encountered in Using Awngi as a Medium of Instruction with Regard to Problems Using Awngi Texts and other written Materials

The following data presents opinions of the teachers regarding the problems they faced due to lack of reference materials as well in using Awngi texts.

Table 4.6 Problems in Awngi texts encountered in using Awngi as a medium of instruction.

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	No	%	No	%	No	%	No	%	No	%
Texts are prepared with out problems that can hamper the delivery of contents	3	3.75%	4	5%	57	71.25	16	20%	80	100%
Texts are prepared in the manner that reflects the ways of the language community so that they will not be alien to the children	7	8.75%	11	13.75%	10	12.5%	52	65%	80	100%
You are provided with necessary support from educational experts	1	1.25%	5	6.25%	14	17.5%	60	75%	80	100%
There is no orthographic problems in the texts	1	1.25%	4	5%	55	68.5%	20	25%	80	100%
Reference materials in the language are sufficiently available	-	-	1	1.25%	11	13.75%	68	85%	80	100%

A questionnaire was prepared with a view to assessing the extent of the problems of text books and reference materials (if any) and knowing whether or not the teachers are provided with due assistance from zone and woreda education experts.

Accordingly, 73 (91.25%) respondents expressed their disagreement when they were asked to tell whether or not the texts were prepared with no problems hampering understanding of the contents. Only 7 (8.75%) respondents responded that the texts were prepared with no problems in this regard.

62 (77.5%) respondents did not agree while 18 (22.5) agreed when they were asked to tell whether the texts were prepared in tune with the ways of language community.

It should be noted that if the texts do not reflect views, attitudes, feelings, ways of living, etc of the speech community, they will appear totally alien to the children. As a result the children will not be motivated for the text contents are beyond their perception power. According to McNabb (1989), the problems which affect the quality of instructional materials are lack of cultural knowledge which is essential for handling the translations. 75 (93.5%) respondents responded that there are orthographic problems.

Only 1 respondent responded that there are reference materials in the language while 79 (98.75%) respondents told the absence of sufficient reference materials.

Finally, the respondents were asked to tell whether or not they were provided with due assistance from woreda and zone education experts in which 74 (93.5%) respondents replied that they were not while only 6 (7.5%) agreed that they were supported with the necessary assistance.

As we can understand from what the respondents tell, Awngi texts are full of problems. The fact that woreda and zone education experts do not

give due assistance seems that the program is not seriously taken and the problems are ruled out. This seems playing a game on the children.

The teachers were asked open ended questions that lead them to tell problems other than those addressed in the above questions. They pointed out the following problems.

4.5. Awngi as MOI and the Ensuing Problems

When Awngi was assigned as a MOI for primary schools in Awi Administrative Zone in 1996, necessary prerequisites were not fulfilled before the commencement of the program. That is, all necessary processes to be carried out in the time gap (there was no time gap as such) between determination and implementation of the program were not accomplished –no sooner did implementation begin than the decision was made. As a result, the program encountered serious linguistic and socio linguistic problems.

4.5.1. Linguistic Problem

Texts were translated into Amharic in 1995 and in the year 1996/97, the program was tried out on five schools of the zone where Awngi was predominantly spoken. By now, out of 164 primary schools in the zone, 85 of them provide education through Awngi medium while the rest use Amharic as a medium of instruction.

However, when Awngi was provided orthography, nothing else was done to empower it as a MOI. Production of reference materials, such as a dictionary and other supplementary reading materials were not readied; codification of syntax (grammar) was not carried out; selection of standard variety was not carried out either. Due to these limitations inadequacy of Awngi to effectively bear a responsibility that it was

assigned to was, still is, overtly observed. In the open ended question the teachers responded that one of the major problems of teaching learning process in Awngi was that the implementation began without empowering the language as a medium of instruction, without necessary language developmental activities, such as standardization and grammar codification processes. They also noted that, the text translators were not given due training, and as the result, they rather followed word for word translation. Therefore, the texts are full of words and phrases that obscure the contents. According to the respondents, in addition to failure to transfer the actual concept from the target language to the receiver, the translated texts were full of different varieties, for translators were from different parts of the zone. As a result, this confused the pupils and the teachers. Localization of the texts is unthinkable and some concepts in the texts are beyond the child's domain of understanding according to the respondents' reply.

From the above responses, we can see inadequacy of Awngi as a MOI because all necessary language development activities were not carried out prior to the implementation. This limitation may contribute to the community's hatred for the program. Substantiating this view, Melaku (2004:54) has stated in his thesis as "--- these problems have undoubtedly resulted in negative attitude of the teachers and pupils towards the program".

4.5.2. Sociolinguistic Problems

The other problem that the respondents pointed out is related to sociolinguistic problems. Nearly all the respondents replied as "as Amharic is a second language for Awi children they will benefit more if they learn in the language of a wider communication in the country." In this regard, it is not difficult to imagine that the community does not support this program; the teachers and pupils are not motivated either. This is

proven by the responses of zone and woreda respondents in that primary schools, such as Injibara, Kessa and Bahunk in Banja Shikudad Woreda, Libachi and Jibana in Dangila woreda , and Delekes in Fagila Lekoma Woreda have changed in to Amharic medium after launching and running in Awngi for some years.

All linguistic and related problems mentioned so far seem to be serious that it is high time pre-emptive measures were taken. If these linguistic problems were not solved, the program would inevitably fail. And yet, when we compare these linguistic problems to attitudinal problems, they are simpler because they can easily be solved provided there is societal zeal and interest to achieve the advantage of Mother Tongue education. That is to say, attitudes (rejection or acceptance of the community) have a determining role in the success or failure of the program. If the community (stakeholders) shows resentment to the program with reasons that cannot be reversed, all the efforts should stop there. On the other hand, if the community accepts the program full heartedly, there is no problem that can not be solved so far as there is support and encouragement from the government.

4.5.3. The Attitude of the Community

There is a long standing tradition that Awis badly want their children to become fluent Amharic speakers. The respondents said, "Amharic is the language of not only enlightenment but also political advantage and economic opportunity". Awi, therefore, used to send their children to school to have them speak Amharic fluently, read and write in Amharic perfectly, so that they could have letters and lawsuits read and written by their own children. This is not of course, the final objective of sending their children to school. The main objective is to gain economic and

political opportunity, that is, to have them employed usually in governmental offices.

Owing to this and other reasons, Amharic is a high status language among Awi, and this can imply that a fluent Amharic speaker secures a high regard among them. As a result, they have strong zeal and interest in Amharic; so, they are not tenacious to their own language.

So the researcher understands in continual shrinking of Awngi. As the researcher understood from the respondents, there are a few Awngi speaking kebeles which are bilingual and most of the inhabitants of these kebeles claim that they do not have any difficulty to learn in Amharic.

So, in the area where such a situation exists, it seems unthinkable to get acceptance of the program from the community. Substantiating this, Melaku in his thesis (2004:45) states as follows:

Currently no stakeholder (except the administrative bodies) is interested and in favor of implementation of Awngi for educational instruction. And that is why many parents have used to send their children to urban schools where the medium is Amharic let alone to assist and encourage the implementation.

In the peripheries, Attitudes of the communities towards Awngi seems even worse. The people living in peripheries have demonstrated against the program being implemented in the areas where they live. The zonal and woreda authorities hushed up the matters however.

While going to Chur School in Ankesha Woreda to collect data, the researcher happened to come across some women who were returning from market. The school was about twelve Kilometers from Gimja Bet,

the capital of Ankesha Woreda. As there was no transportation, the researcher had to go on foot. The women he met lived in the next kebele from where the school was found.

With these women was a girl about an age of 12 years old. After the researcher and the women greeted each other and had some talks about local issues, the researcher asked them whether or not the girl had enrolled. One of the women bluntly responded. "It is no use sending her to school. I sent the elders to Buya before last year. But Awngi also went there following them."

The researcher asked her why she sent the elders to Buya, which is far away, when she could send them to a school in her own Kebele. She bluntly told that Buya used to be Amharic school while the one in her Kebele was Awngi school at the time.

All these attest to the fact that socio linguistic situation in Awi zone contributes to low performance of teachers in implementation of Awngi as a MOI.

4.5.4. Attitudes of Literate Awis

In the open ended question the respondent teachers pointed out that "Nearly all educated Awis are proficient in Amharic language. There are a number of factors for them to be so: they were, in most cases, brought up in bilingual community in which everyone is striving for Amharic language proficiency; they were educated in Amharic, and so, daily read and write in this language; they listen to different mass media which is transmitted in Amharic. As a result, they are not usually heard code switching or code mixing into Awngi except where there is necessity. It is not uncommon to hear a literate Awi responding in Amharic to his

parents speaking in Awngi". Therefore, the bond between Amharic and literate Awis is stronger than between this language and other section of Awi community.

Respondents also reported that they have deep rooted resentment against Awi Authorities, who are advocating and in "favour" of Awngi as a MOI. This being so let alone sending their own children to schools where Awngi is a MOI, they agitate to quit this programme and resume in Amharic. As a result, there is a feeling of dissatisfaction and imposition in the community as a whole. Melaku also reported the attitude of literate Awis towards Awngi as a MOI and consequent feelings of the community as:

Teachers teaching in the Awngi medium schools have used to send and teach their children in the urban areas where the medium of instruction is Amharic. Consequently, parents under such conditions have mistrusted the usefulness and sustainability of the programme and felt that teaching children in the Awngi medium schools is an imposed alternative left for a less privileged rural community (Melaku, 2004:35).

The respondents, teachers, suggested that the main reason for literate Awis (of course for the whole community) not to accept Awngi as a MOI is that they don't see any sort of opportunity in the future. They also doubt its sustainability. They strongly argue that the child should not waste its prime time learning the language whose function does not extend beyond an elementary school level. They say they want their children to join the university, and believe that for an achievement of such an aspiration, Amharic and English are by far preferable to Awngi. They, therefore, strongly argue that the child should confront with the languages which he will get at higher levels –he/she should learn these languages during their prime time (prime age for learning a language).

4.6. Problems faced in Implementing Awngi as a Medium of Instruction as told by zone and Woreda Education Experts

Educational officers engaged in supervising and giving technical support to Awngi medium teachers were asked whether or not they really had the capacity to assist the teachers with their technical work. Most of them replied as “we are not much better than the teachers in Awngi language”. They further stated that some of them, especially in Woreda offices, did not know Awngi Language at all.

They also stated that absence of supervision manual in Awngi was another constraint to teaching in the language. Of course, these experts did not deny that the available Amharic manual availed them to some extent. However, experts who know the language strongly believe that a manual need to be prepared in the language and in tune with the translated texts.

The educational experts both at zonal and woreda level were also asked to tell whether Awngi teachers had appropriate training that would avail them to teach efficiently in the language. Their response was unanimously “No”. They further stated that there was no Awngi training institution. Of course, the training which was taken in Amharic in teacher training institutions equipped the teachers with general pedagogical skills that helped them to give general assistance. This did not however, avail to solve specific, technical and language related problems the teachers face during teaching learning process.

According to the education experts, Awngi teachers used to be given a three or four day orientation, which they call a training, to acquaint them with the texts before they start teaching. They did not, however, deny

that this is hardly sufficient to equip the teachers with technical skills specifically related with Awngi. They reason why the training duration was too brief, according to the experts, was budget paucity both at woreda and zonal level. Regarding budget constraint the zone education experts disclosed as: "The zone education department understands the insufficiency of the training duration. However, the zone council, which has authority to endorse budget requests of departments, does not earmark adequate financial resource the education department demands to give an efficient training for the teachers in Awngi."

They suggested establishment of teacher training institution at the zonal level. They further suggested that the establishment of teacher training institution at the zonal level would solve the scarcity of Awngi teachers which they put as the problem hampering the program. In their response to question posed to them to tell whether there existed enough number of Awngi teachers in every Awngi primary school, their reply was unanimously "No".

The education experts were also asked whether or not the number of supervisors at woreda and zonal level was sufficient enough to deliver due assistance to the school teachers. Their response in this regard was that there is a serious scarcity. Furthermore, most of the available experts are monolingual Amhara as discussed earlier.

For the interview "to what extent do education experts both at woreda and zonal level assist the school teachers in Awngi program?" the education experts stated that apart from giving supports related with general pedagogical activities such as preparation of teaching aids, lesson plan, etc. they had insisted in the assignment of Awi school heads and in training of Awngi teachers in Awngi primary schools and presented their request for concerned bodies. According to these experts'

responses the problem of school head assignment has been resolved while the training problem has not.

And yet the activities claimed to be general pedagogical such as preparation of teaching aids, and lesson plans, might not be always general. There might be a condition in which teaching aids and lesson plans need to be prepared in accordance with the child's culture and sense of appreciation.

At the end, the education experts were asked to point out any other problems with regard to Awngi primary education. They thus suggested that even though there was Awngi education through radio, it was not well managed and enhanced. Absence of "cluster" program in Awngi, lack of community attitude to teach their children in the language, absence of Awngi dictionary, absence of Awngi texts in sufficient quantity and translation problems were posing problems pointed out by the experts.

4.7. Target Group Discussion with Students

4.7.1. The Use of Teaching Aids and Reference Materials

The researcher held discussions with group of students in 8 primary schools. Even though each of the groups held discussions with the researcher on different days, what they say about Awngi education implementation problems are almost the same.

The first question posed for discussion was whether or not their teachers use teaching aids. Almost all of them told that there are no teaching aid materials at all. In some schools in which Amharic used to be a medium before Awngi took over, there exist teaching aid materials which were prepared for teaching in Amharic. In these schools, students told that some teachers use these teaching aids. However, it was understood from the discussion that these materials do not avail much as teaching aids,

for they were prepared in Amharic. The students also disclosed that they are not engaged in preparing teaching aid materials.

With regard to the use of reference materials all groups confirmed that the only written materials in the language are text books; no dictionary, no other reference materials such as pedagogical grammar books, etc. Of course, there exists a library in every school with limited Amharic or English reference materials as the students pointed out during the discussions.

4.7.2. Orthographic Problems

Orthographic problem was raised as a problem in all groups in that Awngi alphabet has a letter “ñ” which represents /X/ sound in the language. When the students begin learning Amharic alphabet in grade 3, they find the same letter “ñ” but this time representing a different sound, i.e /h/. Thus, they pointed out that most of the students confuse Amharic /h/ with Awngi /x/.

4.7.3. Translation Problem

It should be noted that all Awngi texts were translated from Amharic texts. In the discussion held in all groups, the students pointed out that the texts are full of words which are not familiar in Awngi and, owing to this, they find the contents obscured.

Regarding translation and related problems, McNabb (1989), states that alien concepts which cannot be easily translated into a particular language and dialect differences and lack of standard usage for some words are among the key problems which affect the quality of the instructional materials. The students also pointed out that illustrative pictures in the texts are not clear.

4.7.4. Classroom Interaction

As the students pointed out, the teachers use Amharic phrases and sentences frequently during class discussions and this constrains their level of understanding the lessons. They further pointed out that Awngi command of some teachers is very low. "Some times, the teachers refer Amharic books, which they have brought with them, to answer some questions raised in class by students". They, however, did not deny that there are no such problems with these teachers whose Awngi command is high.

The students in most of the schools in which the researcher collected data further pointed out that there is communication barrier between the school administration and some students who cannot read and write Amharic, for notices that are written in Amharic.

As application letters are written in Amharic in most of the schools in which data was collected, some students are forced to beg others mostly the teachers, who know how to write in Amharic, to write for them as they mentioned in the discussion. It was learnt from the discussions that such a situation has forced the students to raise questions as why they learn in Awngi in which they are not in a position to write application letters in the school.

From discussions held in all the groups, lack of reference materials and teaching aids, translation and orthographic problems and interaction problems due to frequent code switching from Awngi to Amharic have contributed to lack of motivation in the children to learn in the language.

4.7.5. The Attitudes of Students

While I was discussing with students about the program during the discussion processes, I could realize that children could easily grasp

ideas which could hardly be possible if it was in an alien language. I could also read from their faces some sense of pride and confidence which was replaced by some sort of inconfidence and reluctance to ask and answer questions when I spoke in Amharic.

It is, however, paradoxical that nearly none of the children accepted Awngi as a MOI. The reason for their not accepting is not different from that of the teachers. They replied, "It is more advantageous for us if we learn in Amharic". This shows that the pupil prefer learning in the Amharic medium in spite of their awareness towards the advantages using Awngi medium.

Most of respondents, students, said (the researcher also ascertained this by watching their language communication outside classroom) that they mostly used Amharic to talk to their classmate even though they were not as fluent as they were in Awngi. As Awngi uses the (same) alphabet as Amharic uses (except three additional letters representing sounds that are non-existent in Amharic language) they usually spend a lot of time reading Amharic written materials so as to improve their Amharic proficiency because Amharic is claimed to be language of political and economic opportunity.

Melaku (2004:70) also substantiates the reason why the pupils are not motivated towards Awngi as follows;

" it is not only because they are influenced by their parents but also because Amharic is the language of both government and non-government business in the area of under study, the proficiency of which results in economic benefits and social prestige"

It is possible to infer that in addition to these factors, the community demands to have lawsuit cases, letters, etc. read and written by these students adds up to the need of the students to improve their Amharic skills.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The main objective of this study is to assess the performance of Awngi medium teachers in first cycle primary schools in Awi Administrative zone. In order to achieve the intended objective, the study employed a survey descriptive research methodology. Thus, among the five woredas Awi zone comprises, four woredas were chosen using simple random method in a lottery system, and from each woreda, two schools were selected using the same technique employed in choosing the woredas. Fifteen students were selected from each school using a systematic simple random method. Thus, a total of 60 students were selected and involved in the target group discussion. The other source of data are Awngi medium teachers of the first cycle primary schools. Thus, 80 teachers were selected using purposive and availability sampling technique and were made to fill the questionnaire. Further more, interview was held with selected 15 experts from woreda and zone education offices.

The data collected from all the sources mentioned above have been tabulated for analysis that includes statistical application involving frequency counts, percentages and descriptive phrases and analyzed accordingly that led to the findings presented in summary as follows.

1. It was found that the teachers engaged in teaching in primary first cycle schools in Awngi medium have not taken appropriate training in the language and as the result, they encounter a number of problems while teaching in the language. Majority of the teachers

face difficulty in reading and understanding texts written in Awngi; some teachers can hardly understand technical terms used in Awngi texts; and many of them are unable to prepare effective materials in Awngi;

2. it was also found that the teachers show unfavorable interest towards Awngi as a medium of instruction;
3. The study also ascertained that Awngi medium teachers are not provided with necessary technical support from education experts;
4. The study suggested that there are problems in using textbooks in addition to lack of reference materials. It was proved that;
 - Awngi texts were not prepared in the manner that reflects the ways of the language community, and as the result, the texts appear alien to the children. It was also indicated that the Amharic letter “ኸ” is made to represent a different sound in Awngi and this has brought about confusion when Awngi medium students start learning Amharic alphabet in grade 3. This indicates orthographic confusion. Lack of reference materials is also a serious problem as conformed from the study;
 - Awngi medium teachers do not substantiate their lessons with teaching aids prepared in Awngi language;
 - There was hardly any manual which was prepared in Awngi.
5. The study suggested that some Awngi medium teachers have low Awngi language command.

5.2 Conclusion

The findings of the research led the researcher to draw the following conclusions.

1. There is a communication gap between the teacher and the students and this has been a hinderance to effective teaching-learning process. As the result, the students are less motivated to learn in Awngi and so are the community to send their children for enrolling in Awngi medium schools;
2. As Awngi medium teachers are not trained in Awngi, they face difficulty in reading and understanding the texts written in Awngi and preparing effective materials in this language, and this has hampered the performance of the teachers. This being so, the teachers show little interest to teach in Awngi medium schools;
3. The fact that the texts are not prepared in the manner that reflects the ways of language community has made the texts appear alien to the students. This has, apart from hindering the students from grasping the lessons easily, contributed to their loss of motivation, which is vital in the teaching-learning process;
4. The fact that Awngi medium teachers are not made to be trained in the language and woreda and zone education offices have not yet assigned education experts (supervisors) capable of providing necessary supports for Awngi medium teachers has made the teachers to impeach the sustainability of the program.

5.3 Recommendations

Based on the summary and conclusions drawn from the findings, the researcher forwards the following recommendations.

1. The study underscores the importance of the establishment of teacher training institute for training primary school teachers in the language;
2. Zone and woreda education offices need to assign appropriately trained experts who are capable of providing due support for Awngi medium teachers;
3. The texts need to be ameliorated in tune with the values of the speech community so that the students will be motivated to learn in the language. So that the students' affective and cognitive domain will be enhanced;
4. Study based solution should be made to clear orthographic confusion;
5. Manuals enhancing the implementation of the program need to be prepared in the language;
6. A series of seminars and workshops need to be conducted with a view to developing skills of teachers towards effective implementation of the program.

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

Department of Multicultural and Multilingual Education

The purpose of this questionnaire is to collect information and to assess teachers' performance in implementing Awngi as a medium of instruction in the first cycle of primary schools and to give possible solution. The effectiveness of the study depends on your genuine responses to each question. 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 of questionnaire.

General directions:

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

Respondents Background: Put an "X" in the box

1.1 Sex: M ☐ F ☐

1.2 Languages

1.2.1 Mother tongue: Awngi language ☐ Amharic ☐
Other language ☐

1.2.2 Second language: Awngi language ☐ Amharic ☐
Other language ☐

1.3 Educational level _____

1.4 Your instructional language skill when you are teaching in the classroom. Put an "X" in the table.

Skills	High	Medium	Low
Listening			
Speaking			
Reading			
Writing			

1.5 Teachers' experience

What years of service you have in teaching? Please put and "X" in the table for your experience.

	Experience in teaching	Medium of instruction	
		Awngi	Amharic
a	Below five years		
b	5-10 years		
c	11-15 years		
d	16 and above 16 years		

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2. Information on Training

2.1 Have you taken a training in Awngi Language?

a. Yes b. No

2.2 For question 2.1 if your answer is "yes" what is the duration of time ?

2.3 In what language did you take training in the Teachers' Training institute?

a. in Amahric b. in Awngi C. in English

2.4 for question "2.3" if your answer is in "Amharic " please indicate the degree of the impact you encountered teaching in Amharic by putting an "X" under SA,A,D, and SD.

Note= SA= Strongly Agree, A= Agree D= disagree and SD= Strongly Disagree

	The influences faced when teaching in Awngi after getting a training in Amharic	Strongly agree	Agree	Disagree	Strongly disagree
a	Difficulties to apply the skills acquired in the training.				
b	Frequent code switching to Amharic during teaching learning process.				
c	Difficulties to easily grasp texts for they are not familiar with the written form because the language is tonal.				
d	Difficulties in understanding technical terms in the language				
e	Interactional difficulties between the student and the teacher.				
f	Motivation in the language is minimal				
g	Lack of capacity to prepare effective supplementary materials in the language.				
h	Difficulty to evaluate and modify Awngi text books and teacher's guide.				

2.5 If any other influences, please specify

3. Attitude of teachers towards the use of Awngi as a medium of instruction

3.1 Please indicate the degree of your agreement by putting an "X" under SA, A, U, D SD

Note = SA= Strongly Agree, A= Agree U= undecided D= Disagree

		SA	A	U	D	SD
a	The launching of Awngi as the medium of instruction was what we, were craving for.					
b	It is my deep interest to cooperate for success of the use of Awngi language for instruction.					
c	It is simpler for me to teach Awngi speaking children in Awngi language than Amharic					
d	Using Awngi as a language instruction helps to develop the Awngi language.					
e	Awngi medium education promotes cultural development of Awi					
f	As Amharic is the second language for Awi children they will benefit more if they learn in the language of wider communication in the country					
g	I prefer teaching in Amharic to Awngi					
h	If there were nearby schools that using Amharic as a medium of instruction , I would rather send my children there.					
I	The teaching learning process is more effective if the medium of instruction is Amharic.					
j	Teachers have not a heart felt interest and determination to teach Awngi.					
k	Since Amharic is the national language, students learn better if the medium of instruction is Amharic.					

3.2If any other please specify

4. Problems encountered in using Awngi as a medium of instruction

4.1 Please indicate the degree of your agreement by putting an "X" under SA,A,D or SD

Note = SA=Strongly Agree, A= Agree D= Disagree and SD= Stongly Disagree

		SA	A	D	SD
a	Texts are prepared with out problems that can hamper the delivery of contents				
b	Texts are prepared in the manner that reflects the ways of the language community so that they will not be alien to the children				
c	You are provided with necessary support from educational experts				
d	There is no orthographic problems in the texts				
e	Reference materials in the language are sufficiently available				

4.2 Mention other problems hampering your performance in using Awngi as a medium of in suction.

Appendix B
Addis Ababa University
School of Graduate Studies
Department of Multicultural and Multilingual Education

Target group discussion with students

1. Do your teachers use different teaching aids to help you understand the lesson easily?
2. Can you easily understand the texts?
3. Do your teachers easily communicate with you when teaching in Awngi in the classroom?
4. Do you use reference materials other than the text books?
5. The letter “ñ” represents different sounds in Amharic and in Awngi. Does this create any problem?
6. Which language do your teachers often use in the classroom explanation while you were learning in Awngi medium?
7. What language is used to write application or to give orientations?
8. Are there any other problems?

Appendix C

Addis Ababa University

School of Graduate Studies

Department of Multicultural and Multilingual Education

Interview guides to Education experts at woreda and Zone level

1. Do you think that you are capable of supervising and supporting the education given through the Awnji Medium?
2. If the response for question "1" is "No" state the reason(s)?
3. do you think that school teachers obtained adequate training and internalized the language?
4. If your response is "No" in question "3", state the reason(s)
5. Are there available reference materials to support the instructional process?
6. Is the number of qualified teachers to implement this program sufficient?
7. If your response in question "6" is "No" what is /are/ the reason (s)?
8. Is the number of supervisors and experts implementing this program sufficient?
9. If your response in question "8" is "No" state the reason(s).
10. To what extent Woreda and zonal educational experts supervise and assist the teachers?
11. Any other problems you want to point with regard to Awnji primary education?

Appendix D

አዲስ አበባ ዩኒቨርሲቲ

የሥነ-ትምህርት ኮሌጅ

የህብረ ብሔር እና ልሳነ ብዙ ፕሮግራም ክፍል

የአዊኛ ትምህርት ፕሮግራምን አስመልክቶ በመጀመሪያ ደረጃ አንደኛ ሳይክል መምህራን የሚሞላ መጠይቅ

የመጠይቁ አላማ የአዊኛ ትምህርት ፕሮግራም የመጀመሪያ ደረጃ የአንደኛ ሳይክል መምህራንን የአተገባበር ብቃት ፈትሾ ለማወቅና በተገኘው የጥናት ውጤት መሠረት አስፈላጊውን መፍትሔ ለመጠቀም ነው። የጥናቱ ውጤት በምትሰጡት ምላሽ ትክክለኛነት የሚወሰን ይሆናል። በመሆኑም በመጠይቁ የቀረቡ ጥያቄዎችን በምትመልሱበት ወቅት በተቻለ መጠን እውነታ ላይ የተመሠረተ ምላሽ በመስጠት እንዲተባበሩን ይሁን።

ለሚደረግልን ትብብር በቅድሚያ አመሰግናለሁ !

ማሳሰቢያ

- ስም መጻፍ አያስፈልግም
- በጽሑፍ ለሚመለሱ ጥያቄዎች አጭርና ቀጥተኛ ምላሽ ይስጡ።
- በአማራጭ ለሚቀርቡ ጥያቄዎች መልስ ያላችኋቸውን በማክበብ መልሱ።

1. የመላሾች ሁኔታ፡- በላጥን ውስጥ የ«✓» ምልክት ያድርጉ።

1.1. ያታ ወንድ ☐ ሴት ☐

1.2. ቋንቋ

1.2.1. የአፍ መፍቻ ቋንቋ አዊኛ ☐ አማርኛ ☐

1.2.2. ሌላ _____

1.3. የትምህርት ደረጃ _____

1.4 የመምህራን ልምድ፡- የ«✓» ምልክት በሠንጠረዥ ውስጥ ምልክት አድርጉ።

	የመምህራን የማስተማር ልምድ	የመስተማሪያ ቋንቋ		
		አዊኛ	አማርኛ	እንግሊዝኛ
ሀ	ከአምስት አመት በታች			
ለ	አ5-10 ዓመት			
ሐ	ከ11-15 ዓመት			
መ	16 እና ከ16 ዓመት በላይ			

2. የትምህርት ቤቱ ስም፡- _____

3. የምታስተምሩበት የቋንቋ ክህሎታችሁን ከሠንጠረዥ ላይ የ«✓» ምልክት በማስቀመጥ ከፍተኛ መካከለኛና ዝቅተኛ መሆኑን አመልክቱ።

ክህሎት	ከፍተኛ	መካከለኛ	ዝቅተኛ
ማዳመጥ			
መናገር			
ማንበብ			
መዳፍ			

4. የመምህራን ስልጠናን በተመለከተ

4.1. በአዊኛ ለማስተማር በቋንቋው ተገቢ ስልጠና ወስደሃል/ሻል?

ሀ. አዎን

ለ. የለም

4.2. በ 4.1. በተነሳው ጥያቄ መልስዎ «አዎ» ከሆነ ስልጠናው የወሰደው ጊዜ ምን ያህል ነው? -----

4.3. በመምህራን ማሰልጠኛ ተቋም የሰለጠንክው/ሽው በምን ቋንቋ ነው?

ሀ. በአማርኛ

ለ. በአዊኛ

ሐ. በእንግሊዝኛ

4.4. በጥያቄ 4.3 መልስህ/ሽ በ አማርኛ ከሆነ በአዊኛ በምታስተምርበት/በምታስተምረበት ወቅት የገጠመህን/ሽን ተፅዕኖዎች በተመለከተ ቀጥሎ በቀረበው ሠንጠረዥ ውስጥ ላሉት ጥያቄዎች የ«✓» ምልክት በማድረግ ምላሽ ስጥ/ጭ::

	በአማርኛ ከሰለጠን/ሽ በኋላ በአዊኛ እንድታስተምር/ረ ሲደረግ ያጋጠመህ/ሽ ችግር/ችግሮች	በጣም እስማማለሁ	እስማማለሁ	አልስማማም	በጣም አልስማማም
ሀ	በስልጠና የተገኙ ክህሎቶችን ለመተግበር መቸገር				
ለ	በመማር ማስተማር ሂደት ወቅት ብዙውን ጊዜ አማርኛን መጠቀም				
ሐ	አዊኛ ቋንቋ ቅላጼያዊ እንደመሆኑ መጠን በአዊኛ የተጻፉ የመማሪያ መጻሕፍቶችን እንብቦ መረዳት ያለመቻል::				
መ	በመማሪያ መጻሕፍ ውስጥ ያሉ የቴክኒክ ቃላትን መረዳት ያለመቻል				
ሠ	ከተማሪዎች የሚኖረው መስተጋብር አነስተኛ መሆን				
ረ	የመነቃቃት/የተነሳሽነት ስሜት መቀነስ				
ሰ	ማጣቀሻ የሚሆኑ ደጋፊ ጽሑፎችን በማስተማሪያ ቋንቋ የማዘጋጀት ብቃት ማነስ				
ሸ	በአማርኛ ስልጠና የተገኙ የቋንቋ ክህሎቶች በአዊኛ ለማስተማር ብዙ የማይረዱ መሆኑ				
ቀ	የአዊኛ የመማሪያና የማስተማሪያ መጽሐፎችን በየጊዜው ገምግሞ ለማሻሻል ያለመቻል::				

4.5. ሌላ ካለ ይገለጽ-----

5. በአዊኛ ለማስተማር መምህራን ያላቸው ፍላጎት

5.1. ቀጥሎ በቀረበው ሠንጠረዥ ውስጥ ላሉት ጥያቄዎች የ«✓» ምልክት በማድረግ ምላሽ ስጥ/ጭ

		በጣም እስማማለሁ	እስማማለሁ	አልወሰንሁም	አልስማማም	በጣም አልስማማም
ሀ	አዊኛ የማስተማሪያ ቋንቋ መሆኑ በጣም ስንፈልገው የነበረ ነው::					
ለ	አማርኛ ለአዊ ህጻናቱ የመጀመሪያ ቋንቋ እደመሆኑ መጠን ህጻኑ በአማርኛ ቢማሩ የበለጠ ተጠቃሚ ይሆናሉ::					
ሐ	የአዊኛን ማስተማሪያ ቋንቋ ስኬት ካልቤ እደግፋለሁ/አተባበራለሁ					
መ	ከአዊኛ ይልቅ በአማርኛ ማስተማር እፈልጋለሁ::					
ሠ	አዊኛ ተናጋሪ ልጆችን ከሌላ ቋንቋ ይልቅ በአዊኛ ማስተማር ለእኔ ይቀለጻል::					

ረ	በአቅራቢያችን ትምህርት በአማርኛ የሚሰጠባቸው ትምህርት ቤቶች ካሉ ወደዚያ እልካለሁ፡፡				
ሰ	የመማር ማስተማር ሂደት የበለጠ የሚሳካው የማስተማሪያ ቋንቋው ከአዊኛ ይልቅ አማርኛ ሲሆን ነው፡፡				
ሸ	አዊኛ የማስተማሪያ ቋንቋ መሆኑ ለአዊ ልጆች ለወደፊት ጥሩ ዕድል ይኖራቸዋል፡፡				
ቀ	አዊኛን እንደማስተማሪያ ቋንቋ መጠቀም ለቋንቋው እድገት ይበጃል፡፡				
በ	አዊኛን እንደማስተማሪያ ቋንቋ መጠቀም ለአዊ የባህል ዕድገትን ያመጣል፡፡				
ተ	መምህራን በአዊኛ ከልብ በመነጨ ፍላጎት እያስተምሩም፡፡				
ቸ	አማርኛ ብሔራዊ ቋንቋ እንደመሆኑ መጠን ህጻናት በአማርኛ ቋንቋ ቢማሩ የተሻለ ፍላጎትና ስኬት ያሳያሉ፡፡				

5.2. ከላይ ያልተጠቀሰ ሌላ ካለ ይገለጽ፡፡ _____

6. አዊኛን እንደማስተማሪያ ቋንቋ በምንጠቀምበት ወቅት የተከሰቱ ችግሮች

6.1. ቀጥሎ በቀረበው ሠንጠረዥ ውስጥ ላሉት ጥያቄዎች የ«√» ምልክት በማድረግ ምላሽ ስጥ/ጭ

		በጣም እስማማለሁ	እስማማለሁ	አልስማማም	በጣም አልስማማም
ሀ	የመማሪያ መጻሕፍት የትምህርት ይዘቶችን ለመረዳት በማያስቸግር መልክ የተዘጋጁ ናቸው፡፡				
ለ	የመማሪያ መጻህፍት የተናጋሪውን ማህበረሰብ ባህል፣ ወግ፣ እሴት በሚያንጸባርቅ መልኩ የተዘጋጁ ስለሆኑ ለተማሪዎች /ለህጻናቱ/ እንግዳ አይደሉም፡፡				
ሐ	ከቢሮ በኩል በትምህርት ባለሙያዎች አስፈላጊው እጋዛ ይደረጋል፡፡				
መ	በመማሪያ መጻህፍት ውስጥ ምንም አይነት የፊደል (ለድምጾች ውክልና የመስጠት) ችግር የለም				
ሠ	በቋንቋው የተዘጋጁ ማጣቀሻ መጻህፍት በበቂ ሁኔታ ይኖራሉ፡፡				

6.2. በአዊኛ የማስተማር ትግበራ ላይ ተጽዕኖ ያስከተሉ ሌሎች ችግሮች ካሉ ጥቀስ/ሽ?_____

Appendix E

ባንኩ ክንታንትካሊ ኣብርታ /ይጋሪስ/ ኩስቫጅማ ንባሮ ኩፕሪቫ

ክንታንትካው ሚንቲት ቫርጂ /ምሽታሪ/ ----- ኹና ----- ክንቲው
ኣቶ -----

1. እንቶጂሱ ክንትፃንቲ ክንቴ ሳሌርስ እርዳትስቴንታ ኣግዜንኩሳ ሊሊትኹንኩ
ክንቲኩሳ ሜሳርካዋ ቴኬምስቴናማ ?

2. ክንትፅካ ሜሳርካዋ ሳሌርስ እርዳትስትቫስ ካሌናማ?

3. ቤናኻዳ ክንትፃንትካ ክንትፃኒስ ሳሌርስ ቱትቫስ ካሌናማ?

4. ክንትፅካ ሜሳርካዴስ ድምክና እሊኩ እርዳትፅካ ሜፃፍካዋ ቲኪምስቴናማ? ---

5. “ ኹ ” ኣውሂስ እያው ድምፅ ኣማኻርሂስ እያው ድምፅሊ ዌጌርጅላኪ። እን
ኹግሮ ፊቴራያማ? -----

6. እንቶጂስኩ ክንትፃንትካ ቤናኻዳ ክንትፃኒስ ሜንቶ ጉዝማ ቴኬምስታኑ
ኩዋንኪ ኣማኻርሂማ ኣውሂይ? -----

7. እንቶጂሱ ክንቲቫናዳ ኣቕዌስታ ማማልካቼ ፃፊቫስኪ ያኻ ኣቕትቫትኼ
ዌውቫስ ቴኬምስቴኑ ኩዋንኪ እንዳርማይ? -----

8. እንቶጂ ክንቴኑ ሜፃፍኻዴስ ግልፃ ያኻቲንኩ ካልካ ዝኩናማ? -----

ዝኩኑኪ ታክስታኑሳ ቶኬማን። -----