

**FACTORS THAT AFFECT THE IMPLEMENTATION OF
USING AWGNI AS A MEDIUM OF INSTRUCTION IN THE
LOWER PRIMARY SCHOOLS OF AWI ADMINISTRATIVE
ZONE**

BY

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2.1.1.1.2	Intellectual advantages	14
2.1.1.1.3	Adjustment to community life	14
2.1.1.1.4	Language as a fundamental human right	16
2.1.1.1.5	Affective domain development	16
2.1.2	Arguments against using the mother tongue as a medium of instruction	17
2.1.2.1	Social cultural and political problems	17
2.1.2.2	Economic problems	18
2.2	The implementation of mother tongue as a medium of instruction	21
2.2.1	Planning and preparation to use mother tongue as a medium of instruction	21
2.2.2	Availability of mother tongue related educational materials	24
2.2.3	Availability of trained teacher in the mother tongue	28
2.2.4	The acceptance of parents teachers and the community	32
2.2.5	Professional teaching material and financial support	34
2.3	Lessons from the experiences of countries using mother tongue as a medium of instruction	38
2.3.1	Experience from Asia	38
2.3.1.1	Philippines	38
2.3.2	Experience of Latin American countries	39
2.3.2.1	Bolivia	39
2.3.2.2	Peru	40
2.3.3	Experience of some African countries	41

CHAPTER THREE

3.	Research design and methodology	45
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3.1 Method of the study	45
3.2 Subject of the study	45
3.3 Sampling techniques	45
3.4 Data gathering instruments	47
3.4.1 Interviews	47
3.4.2 Focused group discussion	48
3.4.3 Questionnaire	48
3.5 Data analysis techniques	49
3.6 Pilot study	49

CHAPTER FOUR

4. Presentations, analysis and interpretation of the data	51
4.1 Characteristics of the respondents	51
4.2 Preparations made to use Awgni as a medium of instruction	54
4.2.1 The period of preparation	55
4.2.2 Preparing teachers before Awgni as a medium of instruction	57
4.2.3 How informed parents were	59
4.2.4 The readiness of the organizational structure and the personnel at woreda education office and zonal education department	60
4.2.5 The use of plan during the preparation period	63
4.3 Availability of trained teachers and curricular materials in relation to Awgni	64
4.3.1 Availability of trained teachers	64
4.3.2 Availability of textbooks	67
4.3.3 Availability of syllabi, teachers' guides and additional reading materials	70

4.4 The usability of textbooks	72
4.5 Professional, instructional and financial support	77
4.6 Acceptance of Awgni as a medium of instruction	79
4.7 Results and discussion	85

CHAPTER FIVE

5. Summary, conclusions and recommendations	89
5.1 Summary of the findings	90
5.2 Conclusions	93
5.3 Recommendations	98

REFERENCES

APPENICIES

Appendix A

Appendix B

Appendix C

Appendix D

Appendix E

Appendix F

LIST OF TABLES

	Page
Table 1. Characteristics of the teacher respondents.	52
Table 2. Characteristics of parent respondents.	53
Table 3. The time available during the preparation period.	55
Table 4. Teachers' responses regarding preparing teachers in relation to Awgni before the implementation started.	57
Table 5. Teacher's responses on the awareness of parents before	

	Awgni was implemented as a medium of instruction.	59
Table 6.	The Readiness of the Organization to implement the change.	61
Table 7.	The use of plans during the preparation period.	63
Table 8.	The availability of trained teachers in relation to Awgni.	65
Table 9.	The responses of teachers regarding the availability of textbooks.	68
Table 10.	Teacher's responses regarding the availability of syllabi, teachers guides and additional reading materials.	71
Table 11.	The clarity and simplicity of the language used to write the textbooks.	73
Table 12.	The Adaptation of Awi culture in the textbooks.	75
Table 13.	Teachers' responses concerning the professional supports provided to the schools.	77
Table 14.	The presence of radio broadcast support in the schools.	78
Table 15.	Teacher's responses regarding the acceptance of Awgni as a medium of instruction.	80

ABSTRACT

This study was mainly aimed at identifying the factors that have facilitated or hindered the implementation of using Awgni as a medium of instruction in the lower primary schools in Awi zone.

The subjects of the study included 80 students, 65 teachers, 10 school principals, 3 woreda education office experts, one zonal education department expert and 20 parents, which were selected with purposive and simple random sampling techniques. Interview, focused group discussion, and questionnaire were used to gather data. Percentage and qualitative analysis were used to analyze the collected data.

The results of the study show that enough time was not provided: to prepare curricular materials; to prepare teachers, to convince parents, to organize the offices and departments, and to prepare and to use long-term plans. Thus, entering into implementation without preparation seems to be the source of the problems that were created during the implementation period.

Moreover, poor textbooks, the assignment of untrained teachers, the assignment of incapable personnel in the education offices and departments, the shortage and/or the absence of curricular materials, the lack of professional support, and the strong resistance of parents were the results of the unprepared environment to use Awgni as a medium of instruction.

Hence, it appears to be wise and timely to revise the program as well as to give explanation to parents about the advantages of using mother tongue as

medium of instruction. Those concerned especially the education offices, departments and administrative councils at wereda & zone levels should conduct free discussions with parents and adjustments should be made based on the consensus reached and evidences gathered through follow up and research

CHAPTER ONE

1. The Problem and Its Approach

This chapter is concerned with the introductory part of the thesis. It states the problem and its approach. This includes; the background of the study, the statement of the problem, the significance of the study, the delimitation of the study, the limitation of the study, the definition of key terms.

1.1 Background of the study

1.1.1 The Socio Linguistic Situation in Ethiopia

Ethiopia is a multicultural and multilingual society. In addition to foreign languages such as English, Arabic and French, there are about 80 local languages (Marew 2000). However, during the introduction of modern education (McNab, 1989).in Ethiopia, the schools used European languages for instructional purposes. Here, we can mention the first government school in Ethiopia, Ecole Menelik II, opened in Addis Ababa in 1908, that had French as a medium of instruction; English given thought as a subject only. Other European languages, most notably Italian, were taught as subjects in some of the schools (Pankhurst, 1962).

One possible explanation for the use of European languages according to McNab (1989:77), is the influence of Western Missionary Societies, which were encouraged by Emperor Haile Sellassie to open schools in Ethiopia. On the contrary, there was, a limited recognition of Ethiopia's own language resources,

For example, the sole entry requirement to the government schools was literacy in Amharic. This literacy was acquired either in private schools in church schools which took on the extra task of teaching Amharic literacy (Pankhurst, 1962).

During the Italian occupation of, 1935-41, the government schools in Ethiopia were appropriated by the colonists and in the few elementary schools opened for Ethiopian children, there was a radical change in language policy (McNab: 1989.78). According to Pankhurst (1974) an Italian edict of 1938 divided Ethiopia into six administrative units with the language of education as follows:

- Tigrigna and Arabic in Eritrea,
- Amharic in Amhara;
- Amharic and Oromigna in Addis Ababa
- Harari and Oromigna in Harrar,
- Oromigna and Keficho in Oromo Sidama, and
- Somali in Somalia

However, during the Italian invasion, the local languages were used as media of instruction not for the purpose of pedagogy, but to impose the colonial policies of "divide and rule" on the native people. McNab (1989) described this primary intention of the invaders as follows:

Given the Fascist nature of the Italian government in the 1930s, it is difficult to interpret the use of local languages as the medium of instruction as a pedagogically sound

first step in education it was more likely motivated by the need to combat nationalist sentiments.

After the expulsion of the Italian invaders from Ethiopia in 1941, Amharic has resumed its former position. In 1947, Amharic was officially designated as a school subject in the primary school curriculum (Tsega, 1999). In 1953, Amharic was recommended as a medium of instruction in primary schools (MOE: 1985) And later in 1958, it received the status of a language of instruction in the revised curriculum

Moreover, the Military government also declared Amharic as the official language of the nation in the 1987 Constitution of the Revolutionary Ethiopia ". The situation regarding Amharic was the same between 1975 and 1991 except the granting of limited status to local languages (Marew 2000). During the period of the Military government 15 Ethiopian languages have been selected for the mass literacy campaign, which together cover about 90% of the population (McNab 1984). In the history of Ethiopian formal education the mother tongue languages except Amharic were deprived of the right to be used as media of instruction.

However unlike the former Ethiopian governments, the present (EPDRF) government initiated a language policy, which basically advocates the right of using and developing each ethnic language with its limited locality or region. In the policy issues of the TGE (1994),for example, we have the following promulgations:

Cognizant of the pedagogical advantage of the child learning in the mother tongue and the right of nationalities to promote the use of their languages, primary education will be given in nationality languages.

Following this decree, about 20 local languages including Amharic have been introduced as media of instruction in the primary schools of their localities and/or regions. Of these, Awgni language is one of them serving as a medium of instruction.

1.1.2 The Socio Linguistic Situation in Awi Zone

Awi zone is one of the eleven zones in the Amhara Regional State. The sociolinguistic situation in Awi is the result of its geographical and historical conditions. Therefore, to examine an overall picture of some of these aspects (that have contributed to the present situation) may be helpful to understand the present situation.

Awi zone is located at the South Western part of the Amhara region. It comprises an area of 9,280 Sq. Km. It is bound to the North and East by West Gojam and North Gondar Zones, to the South by West Gojjam zone and Oromia region and to the West by Benshangul Gumuz region.

In Awi zone, the terrain is dominated by plateau plain land, although there are few mountainous areas that reach 2900 meters above sea level. Most of the

area in Awi zone is Woinda Dega (temperate) with the annual mean temperature of 16.5 °c and average rainfall ranging from 100 m.m to 300 m.m.

Moreover, the zone is divided in to five Woredas (districts). The capital town of the zone is Injibara. Injibara is found 450 km far from Addis Ababa in the main road from Addis Ababa to Bahir Dar and Gondar. Based on the census of 1995, the population is 7171,085. It was estimated that the population would reach 850,000 in the year 2001.

According to Heterzone (1969), Awgni is one of the dialects of the Agaw language. Besides, historical evidences tell us that the Agaw language, which is the member of the central Cushitic language groups, is believed to be the language of the original inhabitants of the Ethiopian heartland before the coming of the Semitic languages (Tsehaye 1977).

As the rise of Islam around the 7th century A.D. cut off the Axumites with the rest of the world through the red sea, Axumites begun expanding South wards and brought most of the highlands where the Agews were living. As a result, the Agaw language was suppressed by the two Semitic languages: Amharic and Tigriana, Hence, the continuous Agaw area was split into small islands that have escaped semetization. According to Heterzone (1969), these islands of Agaw areas are the Bilen in Eriterea; the Kimant in Begemider; Xamta in Lasta ; and Aswni in Gojam.

Heterzone (1969) calls the present Awi Zone "the Southern most Island of Agaw" and the dialect as referred by Conti Bosini as "Awiya". At present, the

majority of the population in Awi Speak both Awgni and Amharic. Amharic is the working language of government activities. But following the 1994 Education and Training policy of Ethiopia, Awgni was recognized as a medium of instruction in the primary schools of the zone. As a result, today, there are 74 primary schools that provide formal education across the curriculum. According to the documents of Awi zone Education Department, in 1989 E.C (1996/97) academic year, five primary schools started giving education in Awgni language, as a pilot in grade one for the first time in the history of Awgni language. Then, it continued as a program from 1997/98 and now (2001-2002), 74 schools are providing formal education in Awgni from grade one to grade five as a program. Out of these schools 5 reached grade six as a pilot.

However, there are also schools providing primary education in the Amharic language. They are 87 in number. That means, both Amaharic and Awgni are serving as media of instruction in different schools. In those schools where Awgni is used as a medium of instruction, Amharic is given as a subject starting from grade three. But, in those schools where Amharic is serving as a language of learning and teaching, Awigni is not given in any of the grade levels.

As mentioned above, the first students that started to learn in Awgni have reached grade six. However, there is no clear information as to which language: Amharic, English, or Awgni will be used as media of instruction in grades seven and eight.

1.2 Statement of the Problem

Before 1991, the language policies of the Ethiopian governments were aimed at popularizing Amharic and discouraging the use of other languages in education, because of their belief that the use of other indigenous languages for instruction can threaten national unity (Tsehaye 1977). But after 1991, the Constitution of the Federal Democratic Republic of Ethiopia article 39, sub article 2, assures that every nation, nationality and people in Ethiopia has the right to speak, to write and develop its own language.

Based on the constitution, the Education and Training policy of Ethiopia (TGE 1994), gave the chance to nations and nationalities to use their languages as media of instruction in primary schools, after doing the necessary preparations. As a result, in Ethiopia today about 20 indigenous languages are used as media of instruction in different regions. Awgni language is one of them.

However, although teaching in the mother tongue is of great importance pedagogically parents, teachers, students and community members do not seem to be happy with the use of Awgni in the primary schools. Their reasons are: The necessary preparation was not made before using the language as a medium of instruction; the teachers were not trained to teach in Awgni; the attitude of parents, teachers and students was not considered before using the language in education; the in availability of financial budget.

According to these and other reasons the community members there is a complaint that the language is not effectively used in the schools. Eventhough, such rumors and complaints are forwarded in the community, no research was conducted in this sensitive area. Furthermore the researcher was working in Awi zone as an educational expert, and

he was able to sense this problem. Hence, he took the initiative to conduct a study on the use of Awgni as a medium of instruction.

In addition to this the Ethiopian Baseline Assessment, conducted by the National Organization for Examinations (NOE: 2000), also identified that the primary schools using Amharic as a medium of instruction relatively performed better than, schools using other instructional languages except English. This finding initiates further research in those primary schools that abandoned the use of Amharic and use other languages, of which one is Awgni.

The purpose of this study is therefore, to identify the factors that affect the use of the Awgni language as a medium of instruction in the first cycle primary schools of Awi Administrative Zone. With this general purpose in mind, the study will try to come up with possible answers for the following basic research questions.

1.3 Research Questions

1. What preparations were made before Awgni language was used as a medium of instruction in the primary schools of Awi Administrative Zone?
2. How available are the teachers guides, textbooks and additional reference materials written in Awigni language to be used by used by the students and the teachers?
3. To what extent are the textbooks usable to the students and to the teachers? Are they written in understandable-simple language?
4. To what extent do the Woreda, and Zonal Education Offices support the schools to implement the mother tongue as a language of instruction in the primary schools of Awi zone?

5. To what extent do parents, teachers and students accept the use of Awgni language as medium of instruction in the primary schools of Awi zone?
6. How adequate is the availability of trained teachers to handle the teaching using Awgni as a medium of instruction?

1.4 Significance of the Study

1. The study may provide an up-to-date picture of the status of the first cycle primary school curriculum using Awgni language as a language of instruction.
2. Policy makers curriculum designers and the educational officials at different levels may use the study to take some measures to solve the problems identified
3. The study may help teachers, and school principals to be conscious of the problems of the implementation of the use of Awgni as a medium of instruction and may motivate them to tackle the problems.
4. The study may encourage other researchers to carry out further studies

1.5 Delimitation of the Study

The study was conducted in Awi- Zone. Due to constraints of time, money, and other resources ,the dimension of this study to one zone (Awi) instead of considering the three zones; Agaw Hamra, Oromia zone, and Awi Zone that are using their nationality languages to teach their children in the Amhara Region.

1.6 Limitations of the Study

The researcher neither speak nor understand the Awgni language, as a result he was obliged to use translators. This was one of the limitations. Besides, this, to investigate the quality of the textbooks it was not possible to use content analysis, because the researcher, does not read Awgni,. Instead, questionnaire and focused group discussions were employed.

The number of parent respondents from each sample school was only two. Twenty parents are very small in relation to the total number of parents. However, the researcher was forced to limit this number, due to the long period of time that was required to interview each parent, as well as the inaccessibility of the schools to road transportation.

1.7 Definitions of key terms

Medium of Instruction: - also called language of instruction. This is a language used to transmit instructional material.

Mother tongue (MT) : - refers to the first language acquired in the home, which often but not always, continues the stronger language in terms of competence and function.

Language of wider communication (LWC): - a language used for communication between different language groups.

Second language: - a language that a person learns in addition to the mother tongue.

CHAPTER TWO

2. Review of Related Literature

2.1 The Mother Tongue as Medium of Instruction

A mother tongue is considered to be the language the speaker acquires from the earliest years when learning to talk. This language is usually the ethnic language where the father and mother come from the same ethnic group and live in the environment they come from (Wanger, 1995; Poth, 1980). In other words, mother tongue is the language spoken from the cradle, the languages of one's parents, the language one uses day to day, the language one thinks in or the language used at home.

Therefore, the language, which a child brings to the school and the manner in which he/she uses it, reflects his/her perception of the world and his/her attitude towards it. In light of this, Brooks and Heath (1985) state that our perception and reality around us is determined by the language system we have learned. This implies that our language determines our thinking and this in turn determines our perception of the reality.

The need to use mother-tongue as a medium of instruction stems from the need for authentic cultural expression and careful thought about the role of

education (Waqshum Dhugassa 1995) Furthermore, as Chumbow cited in Emenanjo (1990) the use of mother tongue as a medium of instruction is a question that has been widely debated, and in fact, is a dominant discussion in linguistic conferences.

The question of which language to use in educational institutes is of a prime concern in the provision of education. And this is even critical in multilingual societies where there are a number of languages available for use in schools. As a result of this, some scholars favour the use of /mother tongue as a medium of instruction in schools; while others advocate the use of a single common language. These two different views argue for and against using the mother tongue for instruction.

2.1.1. View on using Mother tongue as a Medium of Instruction

2.1. 1.1. Arguments for Using the Mother tongue as a Medium of Instruction

The view that education is best given in the mother tongue is widely accepted by many authorities. The following are some among the many:

2.1.1.1.1. Pedagogical Advantages.

UNESCO is one of the advocates of instruction given in the mother tongue. In 1951, UNESCO convened a committee of experts to consider the question of the

language of education on a worldwide basis. Its report (UNESCO 1953, 1968) as cited by Fasold (1984) has had a profound impact on the discussion of educational linguistic matter ever since. The position the committee took was that the language that children can effectively use should be given priority in selecting the medium of instruction. Educationally, the child learns more quickly through the mother tongue than an unfamiliar linguistic medium (Dakin (et al) 1968; Fishman 1972; Fasold 1984).

Different countries in the world are moving towards using mother tongue as media of instruction for primary education. For example, a study conducted in Cameroon on the educational use of vernacular and pupil's performance indicated that the children were more confident and in addition to positive results further benefits were noted: greater mental activity among the pupils, greater participation in class, increased parental interest in their in the education of their children and a decreased dichotomy between the school and the rest of local community (UNESCO, 1990).

The result of another research indicates that children, who have not learned in their mother tongue well, will not learn in second language (Appel and Musken 1987, Dutcher 1982). Moreover, if the language that the child uses at home and the language used for instruction in the school are different, there is adjustment problem at the beginning. The first thing the child suffers in schools is unfamiliar language used as a medium of instruction. As a result, the students neither master the subject nor the language (Poht 1988; and Dendir Dansamo, 1985).

Three reasons: favour the cognitive development of learners the political socialization and equity of opportunity as to why educational objectives favour the use of the mother tongue as a medium of instruction.

2.1.1.1.2 Intellectual Development

The use of the mother tongue in school in the first year of schooling enhances continuity in the learning process of the child and therefore maximizes his/her intellectual development. On the other hand, the break between the home and the school may introduce feelings of inadequacy and resentment towards the self, the teacher and the school UNESCO quoted in Emenanjo (1990). Furthermore, according to Emenanjo (1990) linguists have agreed that at five years of school age, the child has already acquired a reasonable degree of competence in his mother tongue and can express himself adequately. But, if he/she is forced to learn a different tongue, rather than expanding on the knowledge already acquired in his mother tongue, he/she has to start all over to learn to express himself/herself self in the new medium. This naturally retards his/her cognitive development

2.1.1.1.3 Adjustment to Community Life

The other reason forwarded in favour of using the mother tongue for instruction of primary level is to develop cultural, social and other competences of the child. According to Morsey and Limage (1987) using the mother tongue as a medium of instruction enables the child to become rooted in his own culture and shape his identity. Moreover, Canahan (1972) explains that the aims and objectives of learning and using mother tongue in education is crucial to self realization, human relationship, economic efficiency and civic

responsibility. Poth (1988:12) also strongly argues for promoting the essentials of promoting mother tongue in school as to ensure the continuity of pupil's emotional, cognitive and cultural development

The use of the vernacular in instruction stems from on the one hand, the urge to inculcate the attitudes, values and know how of the society and on the other hand to show how education has come to be perceived as an integral part of social and cultural development, which enable students to take part in active life of the society (Mialert, 1979; Makulu, 1971).

Furthermore, the use of mother tongue as a medium of instruction helps to prevent the forced linguistic and cultural assimilation of minority groups with cultural relations between indigenous groups and the rest of the society (Appeal and Muysken. 1987). In addition, rejecting the language of that society, leads to rejecting the wisdom of the society, which is expressed in it. (Bagunyawa, 1980).

The mother tongue is also the means by which orientation in the cultural environment is made. Language is closely related to culture, in that, it is an expression of the common cultural experience of those who speak it; this point underscores the socio-cultural value of language to man. In relation to this, to this Chumbow in Emenanjo (1990) says:

Given the psychological and socio-cultural importance of language to man, it follows that the mother tongue, as the first language learned by the child to his ideas about himself and about the world in which he lives, will tend to have a certain psychological and socio cultural effect on the child.

2.1.1.1.4. Language as a Fundamental Human Right

Those who see language as a fundamental human right, argue that just as people should not be discriminated against on account of race, gender or religion, they should not be discriminated against on account of the language they speak (Rubagumya 2000). From this, we can understand that, children should not be rejected to learn different subjects through their mother tongue. Furthermore, this right does not only apply to individuals, but also to groups who have the right to preserve their languages and cultures.

2.1.1.1.5. Affective Domain Development

The benefits of the introduction of the first language as a formal language of education are not only related to the pupil's cognitive learning and to school achievement in more cognitively oriented areas. Empirical evidences are now available from various projects where affective variables have been studied.

The Bolivian bilingual education longitudinal study has been one of the very few to explicitly look into the affective domain. The study of this particular component has revealed that “the sample of girls to boys of PEB (the Bilingual education project acronym) has developed a significant higher level of self-esteem when compared with the student control sample “(Lopez, 2000). The study has also reported a greater capacity of adaptation as well as more tolerant attitude in cases of frustration. Referring to Maori case, Durie (1998) also reports social improvements such as confidence and school attendance.

2.1.2 Arguments against Using the Mother Tongue as a Medium of Instruction.

So far it has been discussed that, most educators support and acknowledge the importance of instruction in the mother tongue. But, there are also others who disfavor the use of the mother tongue as a medium of instruction and the reasons are the following.

2.1.2.1 Social Cultural and Political Problem

Different scholars oppose instruction in the mother tongue for social, cultural and political reasons. For example, Clyton (1998) ; Appeal and Muskyen (1987) argue that to promote the cultural identity, to foster social and socio economic features, everybody should be educated in a language of wider communication or in the same national language.

Others like Canhan (1972) are of the opinion that “the use of the mother tongue is a wastage of time. According to them, what is acquired at home is all that is necessary and knowledge of the mother tongue is not as such important for one to attain high social status. Moreover, the limitations of vernacular instruction only in the primary school lead some ambitious students to frustration after completion of the primary school. Thus, they find themselves at dead end (Lepage 1964) .This means, teaching through the mother tongue will make it difficult for a youngster to learn second language later.

According to Dakin et.al (1968), most countries favour the use of instruction in the mother tongue, but the policy and its implementation remains in the UNESCO's archives due to the following impediments:

- Problem of geography and population distribution,
- Social system: like institutional cases, child marriage, etc.
- Language problems,
- Administrative and economic problems

Accordingly, instruction in vernacular seems to create educational, political, economic and socio-cultural dilemmas.

2.1.2.2 Economic Problems

Another argument against the use of vernaculars in education according to Mialart is economy. In relation to this, Mialart (1979): "Publication of text books, producing of teaching materials, training of personnel, etc; in all nation and nationality languages require a large amount of money".

Similarly, Fasold (1984) stated, "the difficulty to train competent authors, to obtain supplies of materials, in days of general shortage to distribute the finished product under conditions of great distances and poor communication above all to find money are practical problems extremely difficult".

Still others point to the lack of vernacular literature as a reason. According to many scholars, the utility learning in vernacular is vain in the absence of

vernacular literature, newspapers, and periodicals. In addition to this, absence of adequate printing and publishing exert severe problems; all of which are the results of shortage of money.

In sum, Emenanjo (1990) summarizes the arguments by those who favor the use of foreign languages such as English, against the use of African Vernacular languages in education as follows.

Given the multilingualism in Africa:

1. National unity would be best achieved by using foreign languages like English because it is neutral.
2. African languages are not adequately developed to express modern scientific and technical knowledge
3. The need for an international language by African nations so as to relate to the world community easily. Languages like English or French serve such a purpose
4. It is better to go straight for English or French than starting off with an ingenious language only to return to English /French later. Such Switch, it is feared, may result in cognitive deficits and low productivity.
5. It is expensive to provide educational materials and train teachers to under take education in Africa.

It seems because of these reasons that the former Ethiopian governments did not push forward to use the mother tongues as media of instruction in the formal education system. May be the governments were scared of the perceived immediate

cost, unavailability of adequate number of teachers that speak the various languages, unavailability of books and other teaching materials and above all the impact it may have on the national integration and unity of the country.

However, the argument that many languages militate against national unity and social cohesion is not supported by practical experiences we see all around us .For example, recent events in Rwanda, Brundi, and Somalia (all basically monolingual countries) do not support the condition that monolingualism promotes unity .There are also countries in the world which are multilingual but which are politically and socially stable .Switzerland ,Canada and India are good examples .It is therefore possible for national unity and linguistic diversity to co-exist ,just as it is possible for disunity and social chaos to be rampant in a monolingual country .While it is true that a common language could be a unifying force ,it is most important for different groups in a given country to feel that their interests are taken care of .Short of that ,a common language by it self can not bring about unity. In fact, where a common language is imposed from above, it can be a source of social and political unrest. The implication of the discussion above is that for optimal and democratic development in the affairs of a nation, countries need to device language policies which take in to account all the linguistic resources available in a country.

2.2 The Implementation of Mother Tongue as a Medium of Instruction

2.2.1. Planning and Preparation to Use Mother Tongue as a Medium of Instruction

Forojalla(1993) cites Door (1963) who states that Planning is the process of preparing a set of decisions for action in the future directed at achieving goals by optimal means. This applies equally to all aspects of economic planning including educational planning, or it embodies a fundamental analysis of the process of planning, plan formulation and implementation.

As Ornestein and Hunkins (1998), successful implementation of curricula results from careful planning. Elaborating this, they elaborated that, planning addresses needs and resource requisite for carrying out intended actions. Planning involves establishing and determining how to administer policy that will govern the planned actions. Planning also takes place prior program action and/ or delivery. Thus, whatever ones orientation to the curriculum, there is no denying that its implementation and/or enactment requires planning. From this general truth, one can understand that teaching in the mother tongue require prior planning.

Planning process address needs & resource requirements for carrying out the intended actions (*Ornestien & Hunkins, 1998*). Fullan (1991) also comments that many innovations are attempted without a careful planning of whether or not they address what are perceived to be priority needs. Furthermore, according to *Fullan (1991)*, practical changes are those that address salient needs, that fit well with teachers, and that include

how to do it possibilities. Practical does not mean easy, but it does mean the presence of next steps.

Thus one of the major factors to be considered in planning mother tongue as a medium of instruction is to assess the interests (the needs) of the various stakeholders; (parents, teachers, students, and the community) especially in the education system. The stakeholders may have two or more identities. Some of which may have different interests. For example in postcolonial countries, teachers might be convinced that it is pedagogically sound to teach students in the mother tongue. However as parents they want the best in life for their children, and they know that the reward system favors those who are competent in the language of wider communication. They might thus be tempted to send their children to a school where the language of communication is the language of wider communication. Similarly, politicians may use mother tongue in public rallies in order to establish or strengthen their political constituencies, but insist on sending their children learning in a language of wider communication as early as possible. Thus, multilingual countries need to take great care in identifying the needs of parents and the community at large when they plan to use mother tongue in the education of their children.

Besides, Miles and Louis in *Ornstein and Hunkins (1998)* note that for planning to occur there must be vision building. In their research, they found that those schools successful in implementing change and improving their programmes had staff who passionately held similar images of what the schools should become. They also found that teachers were committed to the new program and had developed enthusiasm about the innovation. Hence, implementing the new program afforded an opportunity to make vision reality, to give vision form. Shared values also follow from acceptance of the need for continuous improvement through analysis evaluation and experimentation (*McNeil 1996*).

A school with shared values is often characterized by, teachers working together planning, designing and preparing teaching materials.

Thus, for successful implementation of the mother tongue as a medium of instruction, educational planners have to work hard to build similar images among the staff members on what the school should become and build the commitment of teachers in implementing mother tongue as a medium of instruction.

As observed in *Ornstien and Huniks (1998)*, successful implementation of curricular results from careful planning, and planning in turn focuses on three factors: people, program and organization. They further commented that, even if some individuals consider, dealing with only one factor for the purpose of implementation, curriculum planners really need to consider working with these three factors all together (*Getachew 1994*). However, evidences show that many countries have failed to implement their curricula because they give due action in their plan, to one factor at the expense of the other two factors.

Although, the ultimate focus of educational planning is the learner and the learning, the teacher as the greatest aid to learning is the most important instrument in the school system (*Forojalla 1993*). Thus, according to Forojalla, the planning of teacher requirements and supply is a central concern in the development of smooth functioning of any education system. Thus, teacher planning has come to assume a central position in overall educational plans for the reason elaborated below:

The significance of teacher factor has been noted by Forojalla ...1993(209-10) when he says:

in organizing any new, changed or expanded educational program, securing the necessary teacher for it is one of the highest priorities. But the preparation of teachers requires a long time lead.

It is therefore a necessary to think well in advance about teacher requirement that is a major impetus for educational planning. On the other hand the effective integration planning and budgeting has always been one of the most difficult of the implementation process in education. While the lack of such integration is serious under best circumstances, it becomes a matter of grave concern increasingly severe resources constraint.

In general, implementation in its very nature seeks the joint role of people, materials and program into a cohesive organizational unit in such a way as to carry out a curriculum stated objectives. But this could not happen without careful prior planning and preparation.

2.2.2 Availability of Mother Tongue Related Educational Materials

One important factor that facilitates or hinders the implementation of multilingual education curriculum is the existence of teaching and reading materials. Where there is shortage of books and materials, achievement is lower. According to Hallack and Calloids (1995), providing one book per child and ensuring that the books reach the schools and are used by teachers and pupils increase achievement. For example, in the Philippines, when the number of books provided to primary school classrooms from one book to ten pupils

to one book to two pupils, the proportion of students achieving at “grade level’ rose from 50 to 70 percent in one year Hallack and Calloids (1995)

As Fuller (1986) in Hallack and Calloids (1995) indicates that a shortage of textbooks has been more of a problem in some subject areas than in others, but it always has an effect on achievement. Fuller, extends his idea explaining that, the major problems are how to produce sufficient text books cheaply and at the same time to ensure the accessibility of the materials to the pupils in the schools, particularly in rural areas. Furthermore, setting-up vernacular languages to be used as an instructional medium is an expensive business, the benefits would have to be considered to justify the cost (*Fasold 1984*).

The material requirements can be explained in terms of manpower, time, money; i.e. cost of linguistic study and transcription, cost of preparation and printing of materials and the training and employment of teachers. So, the decision to use a new language as a medium of instruction is essentially a question of cost and returns (Bowers 1968). Hence, before a country plans education in mother-tongue it is necessary to consider not only the demand for such education, but also the cost of such reform, including the production of materials in local language, and teacher training in the use of these materials.

Moreover, estimating the cost of producing learning materials in local languages is highly problematic. This is not only because of data limitations, but also, because the cost is infinitely variable (*Vawda,1995*). According to this author, in addition to the variables affecting the cost of producing learning materials in local language, The development, standardization and universalization of local language orthography, the development of the curriculum, and the time taken to build consensus on materials to be published in the local languages are some of the factors that determine the costs. We understand that these

issues delay the process of learning materials and involve costs that are difficult to measure.

Besides, local language materials are often produced for minority groups and often with limited demand. Because of this commercial publishers are unwilling to produce the materials that the groups could afford. *Vawda, (1999)* summarizes the additional expenses of passive form. producing local language materials not necessarily for producing majority language materials as follows:

- Salaries of linguists,
- Specialized teams in the development standardization of languages, as well as expenses incurred to prepare specialized materials suitable & acceptable to local language communities.
- Substantial vocabularies might need to be developed to translate theoretical concepts and scientific terms which also results taken in additional time taken to complete the text book production process.
- Inadequate number of experienced linguists;
- Delays can also be caused because publishing houses may have limited capacity in page layout and type setting in local languages.

Thus, publication of text books, producing of teaching materials, training of personnel, etc. in all nation and nationality languages require a large amount of money (*Mialert 1979*).

Another factor, which affects the production of local language learning materials, the unit costs of producing local language materials are especially higher than those majority language materials. The quantity of local language materials produced is always

smaller than the quantity of books produced in the majority languages. Therefore, according to *Vawda (1999)*, all costs incurred before the first copy are printed, have to be spread over a limited number of copies. Which implies that unit cost of production is inversely related to the size of the production run. This indicates that countries that implement multilingual – education are forced to invest more resources than those, that use monolingual curriculum,

However, many of the multilingual countries are among the poor countries of the world. For instance, according to *Frojalla (1993)*, African education systems are today in a state of crisis as a result of the greater crises in the economy. The current crisis of the economies of most countries, with high rates of inflation & falling revenues, have pushed the issue of finance for education, to the forefront of any discussions of educational organization.

So, as Rose in Hallack and Calloids (1995) said, the modern state in eveloping societies, is “overloaded”. The demands placed over the state are constantly increasing, while its capacity to respond adequately remains at best constant and often declines, as a result of declining real resources. Hence, the fundamental problem now facing education ministries almost every where in the continent of Africa is simply how to maintain the existing systems at its present levels in quantitative & qualitative terms (*Forojalla 1993*).

Education faces another, less obvious problem. The private sector (especially banking) in developed countries is attempting to convince debtor developing countries to cut public spending on education. Policies to restrictive economies under the World Bank’s Structural Adjustment Programs, which was devised to deal with debt crisis contributed immensely to educational deterioration (*Awino; 1999*). Several studies have

shown a negative effect of the debt & adjustment process on education in Latin America (Remiers 1995) in Hallack and Calloids (1995).

As a result of this, the fundamental problem facing developing countries is shortage of money to allocate fund for producing local materials. In sum, in the absence of textbooks, and supplementary reading materials published in the mother tongue, the benefits of local language instruction may limit the child educated under such a system. The fact that pupils have rarely any opportunity to read or study from printed materials has probably serious consequences for the development of literacy skills in particular & learning in general.

2.2.3 Availability of Trained Teachers in the Mother Tongue

Unlike business and industry, which seeks to eliminate the need for human resources, education is a labour intensive field, which requires teachers and support personnel more than machines. Hence, a key educational change must include staff development. (Mc Neil; 1996). According to Harbison, cited in Hallack and Calloids (1995) human resource development is the process of building the knowledge, the skills, the working abilities and the innate capacities of the people in an organization.

Harbison cited in Hallack and Calloids (1995) argues

Human resources... Constitute the ultimate basis of the wealth of nations. Capital and natural resources are passive forces of production, human beings are the active agents who accumulate

capital, exploit natural resources, build social, economic & political organizations and carry forward national development. Clearly a country which is unable to develop the knowledge and skills of its people and to utilize them effectively in the national economy will be unable to develop anything else.

Thus, planned curriculum would be useless people change it into operational in the classroom. To enhance this teachers have to be adequately prepared through pre-service training before they enter into the profession.

Regarding this, Alkin (1992) has the following to say:

So long as no floor is enforced on the level of knowledge needed to teach, a professional culture in schools can not be maintained, for some practitioners will be granted control and autonomy who are not prepared to practice it responsibly.

Thus, the need to prepare teachers entering the profession has been a central concern of educational reformers. Hallack and Calloids (1995) comments the following:

... teachers are a key element in the teaching learning process & ... they constitute in most developing countries the main, if not the only, agent of transformation of knowledge in schools.

On the other hand, graduating from a teacher-preparing institute should not mean that a person would not need further improvement. Rather graduation should be considered as an entry permit into a field where a person has to attain continuous growth and development (*Alafende and Baloch 1980*). So, the basic objective of training is to establish a match between man and his job. When the staff is congruent with the

organizational needs, well trained, adaptive and motivated great things can happen (Sydian; 1994; Tyson and York, 1996; Ubban and Huges, 1997). Innovation requires the learning of something new usually in the place of something old, which unavoidably makes people anxious. Therefore, to help teachers develop new competence, training must be coherent, personal & continuous (Alfende and Baloch 1980:56).

Furthermore, good materials & facilities are necessary, but, insufficient conditions. Teacher's mastery is crucial for impact on students, and can best be developed through a systematic learning process that includes, pre service, training, inservice training, supervision and coaching in a collegial atmosphere. So, if teachers are to practice professionally schools must seek to support teacher's knowledge and promote competence in a variety of ways. In relation to this *Grahm cited in Zawdneh (1994)* has the following to say:

Training creates a feeling of mastery on the work of teachers.

Valid training programmes result in productivity and less spoiled work, greater versatility and greater job satisfaction.

Besides, research findings reviewed by *Fullan and Pomfret (1977)* show that teachers' adequate training is crucial in implementing the curriculum. For example, Solomon et al (n.d) found that teachers who received maximum training (pre-service, in-service and materials) scored ten percent higher on degree of implementation than those who are given minimum training. Similarly, Crowther (1972) has found that, in-service training prior to implementation was significantly related to degree of implementation. Another study, made by Ashley and Butts (1970) took a sample of 29 teachers all of whom received in-service training. They (Ashley & Butts) report that there has been a shift towards behaviors consistent with the implementation of the curriculum.

As observed, in the above research findings, pre-service and in-service training are important strategies for implementing a curriculum – effectively. Further, *Lewey (1977)* has pointed out that many new curriculum projects founder because not enough has been paid to updating teachers' knowledge. Thus, the availability of trained teachers capable of handling a particular language (mother tongue) is, therefore, a factor that may influence the implementation of a curriculum using mother tongue as a medium of instruction. Further, this may sometimes operate against the mother tongue instruction, for in a highly illiterate society, there are hardly any literate person who speaks the language.

On the other hand, very few educational systems in developing countries are truly successful in providing the right types of qualification in the right quantity to the right people at the right time (*Hallack and Calloides 1995*). The reasons for this mismatch include both technical inefficiencies in the education system and the inability of the developing countries to cover the cost of personnel training. According to *Forojella (1993)* the most expensive item in recurrent cost in Africa educational systems is the salary personnel, particularly teachers.

Thus, training of teachers, in different media of instruction, suffers from shortage of money in developing countries, such as Ethiopia. Hence, for successful implementation of curriculum, which adapts the mother tongue as a medium of instruction, countries must sacrifice both human and financial resources to train competent teachers in these languages.

2.2.4. The Acceptance of Parents, Teachers and Community

The effectiveness of language policies in education is determined more by the attitudes of people towards language use than by simple demographic facts of language distribution (Fishman 1977). What matter is not only what things are, but also what people think, what they are (*Mulugeta 1984*). Hence, a clear knowledge of the attitude of society towards the language use for instruction is an essential for those who are engaged in educational language policy making.

Therefore, before a decision is made on the language choice the assessment of people's attitude about what language they want their children to learn can facilitate the implementation. Regarding this, *Lewey (1977)* says, "If basic changes occur in teaching a language, explanations should be given to parents about the new educational goals and evidence should be gathered that parents indeed approve of, accept the general program". Further, *Macky (1984)* argues, that, it will be the motives of parents who send their children to the school that may be decisive. The motives may be economic in the sense that better language means better education means better job. For example, according to *Dewet and Nieman (1998)*, researchers world will believe that learners who use their mother tongue as a medium of instruction generally perform better than their counter parts

using other language media. But, parents seem to think that the emphasis on local language will take time away from the international (foreign) language. Furthermore, *Rubagumya (2000)* to justify the foregoing notion, states:

Despite the fact that South Africa has declared a multilingual policy in which eleven languages are recognized as official (English, Africans + 9 indigenous languages) there is still a lot of resistance. Many parents especially middle class would wish of their children to have English as a language of instruction right from the beginning of schooling, in the belief that an international language will give their children a head start in a competitive world.(2000)

On the other hand, *Mackey (1984)* explains that, if a local variety of languages, even if, of a great importance prestige is considered to be dialectical or impure, it may be rejected as a medium of instruction. Mackey gives an example that many English speaking in Canada rejected the teaching of Canadian French because of a belief that it was dialectical or impure. Hence, it is not the linguistic fact, but rather the attitudes of parents towards the language parents that comprise the criteria.

Lewey (1977) comments that, an educational program may be of concern to the whole community and not to the parents whose children are in school. According to him, the community should accept the aims of the program, contents, and activities. These are necessary to motivate the community to provide the necessary support for program implementation. Frequently, educational programmes rely on utilization of community resources. Otherwise, the community may not be happy to provide support if the benefit of

the program is not visible and this has a great impact on the man on sentence implementation of the curriculum.

Lewey (1977) further argues that a program that is opposed by the community is both morally unjustifiable and strategically inadequate. Thus, as soon as a program that is a program is available, educators should concern themselves, not only with the problems emerging in the classroom, but also with the reactions of various sub-groups in the community to the program. The major interest of the educator should be the interest of teachers, parents and community members. In relation to this, *Tsehaye (1977)* writes, regarding Ethiopia: “In Ethiopia as elsewhere many program fail; because they do not take into account the attitude of the people for whom they are intended.” Hence, language functions/roles as media of instruction should not be assigned emotionally, but after contemplation and fair research. In conclusion, a new educational program can succeed only if teachers, parents and community members accept it.

2.2.5. Professional, Teaching Material, and Financial Support

Curriculum implementation is a process of putting change into practice. This process requires different kinds of support at various times. For instance, *Ornstein and Hunkins (1998)* state that, curriculum designers need to provide the necessary support for their recommended programs or program modifications to facilitate their rapid implementation. They have to do this to build self confidence among those affected.

Besides, the need to support by the curriculum designers, curriculum implementation requires a coordinated effort of people in the field. Regarding this,

Getachew (1994) comments. “in between the curriculum designers and teachers, one can find a number of responsible intermediary organs who are expected to give highly useful support”. Gross and his associates (1971) in Getachew (1994) further, suggested that these people in general play a crucial intermediary role one way or another, by:

- Providing teachers a clear picture of their new role requirements;
- Adjusting organizational arrangements to make them compatible with the innovation;
- Providing teachers with the necessary retraining experience to develop their capabilities for coping with difficulties of implementing the innovation;
- Providing the resource necessary to carryout the innovation;
- Providing appropriate supports and rewards in order to maintain teachers’ willingness to make implementation efforts.

Hence, people will not embrace change unless those officially responsible, often legally responsible for the program, have guaranteed their support for the change.

The process of curriculum implementation must be supervised. Ornstein and Hunkins (1998) point out that, supervisors can carry out their responsibilities in many ways. A few popular ways are; classroom observation, demonstration teaching, supervisor teacher conference, staff development meetings, and grant funding. According to the Ornstein and Hunkins (1988).

If supervisors are effective, it is likely that the teachers within the system will feel committed to and comfortable with the new program being implemented. Teachers will be satisfied and thus the organization will run smoothly.

Moreover, the administrative bodies in the school such as, the directors, the administrators, the unit leaders and department heads are also supportive systems to the teachers role in implementing the curriculum. Without the support of the school administrators, the chance for successful curriculum implementation are very low (*Getachew 1994*). So, the school administrators should be involved in, or consulted from the very beginning of the design of curriculum programs in order to play their roles to execute the programs in the schools actively.

Furthermore, peer support is also vital if implementation is to be successful. with respect to this, *Ornestien & Hunkins (1998)* say:

Opportunities for teachers to work together, share ideas, jointly solve some problems, and cooperatively create materials greatly enhance the possibility of successful curriculum implementation.

In addition, to the above issues, resource support is also necessary to implement a curriculum. Resource support concerns the provision of time materials and other facilities during implementation. According to Fullan and Pomfret (1977) lack of time and inadequate materials were identified as barriers to implementation by Gross et al (1971), Charters & Pelligrin (1973), Growther (1972), Donway et.al. (1975). Similarly, time and access to materials have been seen as important factors contributing to success in the study by Cole (1971) and in a project in which teachers produced the curriculum.

Shipman (1974) in *Fullan and Pomfret (1977)* provides evidence on the role of resource support at the school level. His measures of implementation include the length of

time schools remain in the integrated studies project, and an index of curriculum impact that rates schools on the amount of materials in use and on certain activities associated with the innovation. On the length of school time, he found out that schools that remained in the project for two years had an additional investment score of 14-0, where as schools that dropped out during the first two years a previous initial score of 6.9. Similarly, there was a significant relationship between resource and the index of curriculum impact. Thus, resource or initial investment as measured by Shipman, can be used to predict implementation.

However, as to *Ornestien and Hunkins, (1998)* without, adequate financial support, efforts to implement a program district wide will fail. Money is required for materials & equipment to institutionalize a program. Money is also necessary to provide often-overlooked human support for implementation effort.

Generally, for effective implementation of curriculum the support of curriculum designers, the coordinated effort of the people in the field of education, the effort of school principals, unit leaders & administrators, peer support among teachers, financial and material support is necessary.

2.3. Lessons from the Experiences of Countries Using Mother Tongue as a Medium of Instruction

2.3.1 Experience From Asia

2.3.1.1. Philippines

Philipino is the national language of Philippines, and it is spoken by about 84% of the population. English, including the local variety of English called Philipino is spoken by about 56% of the population. There are estimated 120 languages in the Philippines, of which 10 of them are considered major languages on account of each having at least one million speakers (Gonzales (1998) Cited quoted in Rubagumya 2000).

As Gonzales (1998) further describes, the Philippines have multilingual education (Vernacular, Filipino, and English). The vernaculars are used as transitional arrangement up to grade 3. Subsequently, both Philipino and English are used as languages of instruction up to the end of secondary schooling.

An evaluation of the multilingual programme in the Philippines was undertaken in 1985 after 11 years of teaching using the multilingual. According to Rubagumya (2000), the main lessons that we get from that evaluation are:

- a) Failure to realize the expectation that the use of the national language as a language of instruction .
- b) Good results were seen in quality schools which were well managed and which had adequate human and material resources. The lessons which can be learned from this experience is that changing the language of instruction by itself will not

make a lot of difference if it is not accompanied by an improved learning environment (books, qualified teachers, improved teaching methods).

- c) There was enhanced esteem for the national language and support the nationalist aspirations of Filipinos.
- d) A lot of time and effort were needed to develop the vernaculars and the national language technically (corpus planning) so that they could function effectively in academic domains (Gonzales 1998).

2.3.2 Experiences of Latin American Countries

2.3.2.1. Bolivia

Rubagumya (2000:18) states that, Bolivia has a total of more than 30 indigenous Amerindian languages spoken by about 63% of the total population. As in most Latin American countries, Spanish is the dominant official language. Moreover, in the Bolivian National Education Reform of July 1994, all the Bolivian languages were employed as separate subjects and as media of instruction in all Bolivian Schools. However, Rubagumya (2000) notes, the reform faced several challenges:

- a) One of the challenges was the fact that when compared to Spanish the status of the indigenous languages was still low. A lot of work need to be done to sensitize the people on the usefulness of and value of their languages and therefore the need to use them as a language of instruction.

- b) The other challenge was that the indigenous languages were not well-developed in terms of standardization, elaboration, and technical terminology. This was a big problem, especially with the small languages.
- c) The third challenge was the shortage of teachers and teaching materials. Obviously this is a long term process which needs careful planning and making resources available

2.3.2.2 Peru

Webb (2000) has reviewed an article by Nancy Hornberger (1987), which discusses a project in bilingual education in Puno in rural Peru in which Quechua (which had been kept on the margins of the national education system) was introduced as a language of learning and teaching along side Spanish in dual medium System.

Webb (2000) Cites Hornberger (1987) who reveals the successfulness of the project, concerning the issues: in terms of

1. the development of the vernacular and the production of written materials in it:
2. the promotion of cultural integration:
3. the reduction of illiteracy:
4. the better use of educational opportunities;
5. greater pupil participation in classroom talk:
6. More meaningful reading behaviors:

In arithmetic classes, for example, concepts and logic were stressed rather than step following and memorization. However, despite the successfulness of the education the policy as such was not successful. Hornberge (1987) states:

1. There was considerable community resistance and as a result 80 schools withdrew from the project.
2. Some of the reasons for the withdrawal were:
 - logistics (for example the transfer of teachers and their replacement by unprepared teachers)
 - the strong prejudice against the use of vernacular languages in education.

As *Webb (1999)* has pointed out, that Quechua case illustrates that the role of sociolinguistic factors in policy implementation. That it will be difficult to introduce languages as languages of learning and teaching which have low status and low economic value, which have restricted usefulness*. Moreover, the Hornberge article also shows that a language in education policy, which seems to have obvious advantages, may be inappropriate if the sociolinguistic context is not adequately taken into account. Webb (2000) has stated that "Language in education policy should develop different horses for different courses".

2.3.3 Experiences of Some African countries

Kenya is a multilingual society, where more than 40 languages are spoken, and 14 local languages including Swahili are used as media of instruction in the lower half of

primary school (Cameron and Hurst, 1983). Moreover, English the official language of the country becomes the language of instruction from the fourth year of primary school onwards (Webb & Sure, 2000). This means local languages other than Swahili phase out after the third year of primary schooling. So, there is no provision of the mother tongues for the child in the syllabus after the first three years of primary education. However, Webb and Sure (2000) states that although there is strong policy support for English, many children in Kenya have been observed to be fluent in neither languages (Swahili and English).

Zambia has a policy very similar to that in Kenya. English is the official language although a sizeable proportion of the population speaks no English. English was adopted as a medium of instruction in 1965 and it has continued to be so (Cameron and Hurst 1983). According to Cameron and Hurst, there are no common African languages in Zambia and there are at least 11 different major language groups with numerous sub-groups and localized languages within these groups only seven languages are considered official & so are taught in schools. As in Kenya, there is lack of proficiency in English the language of instruction among Zambian primary school children. The lack of proficiency in turn prevents the student from learning effectively (Webb and Sure 2000).

From the experiences of these two countries we learn that using languages where students are not fluent in it prevents learning. Hence, if learners are not proficient in the language of instruction, they will not be able to read books and other instructional materials in that language. In such an environment the right choice of the language of instruction becomes imperative.

The "Kirundization" programme in Burundi is another interesting experience, which gives lessons to those who use mother tongue as a medium of instruction. Rwantabagu (1999) explains that the Kirundization programme aimed at using Kirundi the national language, as the unique medium of instruction at the primary level and one the main subjects secondary schools and in the teacher training institutes. However, the programme was constrained, and the constraints that have hampered the programme as classified by Rwantabagu (1999) were normative or related to attitude and institutional and organization. Which means, minds were not ready for it was imposed on teachers and parents without due debate and consultation. In relation to this Rwantabagu (1999) said:

the elites and the educational leaders (including the official advocates of the reform) have been sending their own children to the French and Belgium schools where the sole medium of instruction was French.

Another constraint according to Rwantabagu (1999), was that Kirundization was introduced without preliminary linguistic research regarding the translation of concepts from French in Kirundi and from Kirundi into French.

The third major constraints were that text books, and readers were in short supply; teacher guides were written in French where the teaching itself was in Kirundi; student teachers have not been prepared to implement the programme; teachers have always preferred to teach in French having not been prepared to use the mother tongue in the classroom.

From the Kirundiztion program, one can learn that:

1. Without changing the attitudes of parents, teachers and the community at large implementing such a programme will not be effective.
2. The Kirundization program also indicated that, the implementation of a mother tongue as medium of instruction necessarily required preliminary linguist research, and preliminary and regular evaluation of the programme.
3. From the Kirudiztion programme, countries have to learn that before implementing such a mother tongue education they should think and device mechanisms how to overcome the problem of the shortage of textbooks and readers.
4. Another major lesson we learn form the Kirunization is that, preparing teachers for the new programme has to take place in different forms, that is programmes should be designed for introducing the change to the working teachers and the pre service teacher training programmes have to incorporate contents to prepare teachers to teach in the mother tongue.
5. The fifth lesson is that the Kirunization programme adjusted itself in light of the constraints as a response to the wishes expressed by parents and the community by undergoing some revision based on follow up and research. Hence, courtiers like Ethiopia implementing mother tongue as medium of instruction have to give attention to follow up and research and be ready to adjust their programmes based on the wishes of parents, teachers and the community at large when condition demand.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Method of the Study

For the purpose of this study, a descriptive survey method is employed on the assumption that it could help to reveal the factors that influence the implementation of the Awgni Language as a medium of instruction in the first cycle primary schools of Awi Zone. The relevance of the approach for such a purpose has been supported by Kerlinger (1986: 337).

3.2. Subjects of the Study

About 80 primary school students, 65 primary school teachers, 10 primary school principals, 3 woreda Education Office Experts, one Zonal Education Department expert, and 20 parents; served as source of data.

3.3. Sampling Techniques

There are five woredas in Awi administrative zone. In these woreds, seventy-four primary schools provide formal education using the Awgni language as a language of learning and teaching. This is the population of the present study.

From the five woredas, three were selected using random sampling. These Woredas were: Akessa Guagussa, Banja Shikudad and Guangua. Among the primary schools using

Awgni as a medium of instruction in the three sample woredas ten primary schools were selected on the basis of their accessibility and proximity to the researcher.

The schools were:

1. Chewssa Primary School
2. Denena Atkushta Primary School
3. Gembeha Primary School
4. Jarmarta Primary School
5. Kessa Primary School
6. Kibi Primary School
7. Lideta Primary School
8. Sigadi Primary School
9. Sostu Gimjabet Primary School
10. Urana Primary School.

Furthermore, all the 65 teachers, and the 10 school principals of the sample schools were selected using availability sampling technique. In addition to these, 8 students; two from each grade level (1-4), were selected from each sample school by random sampling. Two parents from each sample school were also selected randomly using the names of students in the attendance sheet. One education expert from Awi Zone Education Department and one education expert from each sample woreda were also selected using purposive sampling. All in all, the respondent of the study were 179.

3.4 Data Gathering Instruments

In this study, multiple approaches, which combined both qualitative and quantitative methods, were adopted in a complementary manner. That means, the intended information for the present study was acquired through questionnaires, interviews, and focus group discussions. The use of multi-methods, or triangulation was employed in the study to secure an in-depth understanding of the phenomenon in question.

3.4.1 Interviews

Interview questions were employed for school principals, Education experts both at woreda and zonal levels. The interview questions were both open and close ended. These interview questions were intended to gather data; regarding the support provided to the schools to help the implementation of Awgni as a medium of instruction, the availability and quality of textbooks and the availability of teachers' guides and syllabi for each subject; the interest of parents, teachers and students in Awgni language as a medium of instruction in the primary schools of Awi Zone.

Interviews were also conducted with parents. The purpose of this interview was to obtain data whether parents were consulted before Awgni was used as a medium of instruction and their interest in Awgni language as a medium of instruction. Moreover, parents were also asked whether their children were receiving enough textbooks and the interest of their children to learn in Awgni language.

3.4.2 Focused Group Discussion

Focused group discussions generally enable the researchers to gather large amounts of information in limited periods of time .

According to Denzin 1989 as cited in Fontana and Frey (1994: 365), " focused group discussion can be used for the purpose of triangulations in conjunction with other data gathering techniques" Therefore, this technique was used to gather data, in conjunction with interview and questionnaire in the present study.

It was with this in mind that the researcher formed, 10 focused groups in the ten sample schools. The intention of the researcher was to gather information if students were receiving adequate textbooks in each subject; if the textbooks are usable to them, if they have additional reading materials, if they were happy to learn in Awgni, and their parents' interest in the education of their children in Awgni language.

3.4.3 Questionnaire

Open and closed ended questionnaire items were prepared for teachers. The teachers were asked to respond to questions concerning; the preparations made to use Awgni as a medium of instruction; the training they took; the quality and availability of textbooks and the availability of teachers' guides and the syllabi, the support the schools have been receiving to implement Awgni as a medium of instruction from woreda education office and the zonal education department. All in all 65 questionnaires were distributed and all of them were completed and returned to the researcher.

3.5 Data Analysis Techniques

The necessary data were collected using interview, focused group discussion and questionnaire. The quantitative data that were gathered using the questionnaire were analyzed using percentages. The purpose of the questionnaire was to find out what preparations were made to use Awgni as a medium of instruction, whether trained teachers were available, the availability of adequate textbooks, teachers guides, and whether teachers, students and parents were interested in the Awgni language as a medium of instruction, and whether teachers, students and parents were interested in the Awgni language as a medium of instruction in the primary schools of Awi zone. Combining questionnaire, interviews and focused group discussion strengthened the reliability of the study.

Hence, in addition to the questionnaire qualitative data were also gathered through interview and focused group discussion. The qualitative data were analyzed qualitatively. Information obtained through these data gathering tools were combined with the quantitative data and were analyzed together for each research question.

3.6 Pilot Study

During the piloting stage, the questionnaire were administered to a sample of 20 teachers. Some questions looked repetitions of the others. Therefore, improvements in wordings of the repeated question were made to make them different questions. Furthermore, some 'yes' / 'no' questions were also changed to open ended questions to enable the respondents describe or explain their responses without restrictions. Parents'

interview was also tried on four parents and, in this case also, some 'yes' or 'no' questions were improved to open ended questions. And some questions that were not relevant to parents were also cancelled.

Furthermore, the focused group discussion, was also tried on two groups of students. Some of the wordings of the questions, which were seen to be vague for the student respondents, were improved.

Teachers, parents and students in the pilot study were selected from schools which were not included in the sample of the main study. These schools were purposely excluded in the main study, so as to avoid practice effect on the sample respondents.

CHAPTER FOUR

4. PRESENTATIONS, ANALYSIS, AND INTERPRETATION OF THE DATA

This part of the study deals with presenting, analyzing and interpreting the data collected through questionnaire, interview and focused group discussion which was made based on the research questions.

4.1. Characteristics of the Respondents

In order to provide clear image about the respondents involved in the study some major characteristics of them are presented.

Table 1. Characteristics of the Teacher Respondents

Characteristics	Category	No.	%
Sex	Male	35	53.8
	Female	30	46.2
	Total	65	100
Qualification	12 + TTI	58	89.2
	12 grade complete	6	9.2
	Below grade 12	1	1.6
	Total	65	100
Teaching Experience in years	1-10	31	47.6
	11-20	33	50.8
	21-and above	1	1.6
	Total	65	100
Ethnic background	Awi	65	100
	Non-Awi	-	-
	Total	65	100

As shown in table 1, 35 (53.8%) of the teachers involved in the study were male and 30 (46.2%) were female. The same table also reveals that 58 (89.2%) of them were TTI graduates, while 6 (9.2%) and 1 (1.6%) were grade 12 completers and below grade twelve respectively. In relation to the teaching experience of teachers, 31 (47.6%) served from 1-10 years, 33 (50.8%) have served from 11-20 years and 1 (1.6%) served above 20 years.

As a whole teachers tend to have nearly fifty, fifty percent from 1-10 years and from 11-20 years respectively. This shows that the composition the teacher respondents were almost equally distributed between the two categories.

Table 2. Characteristics of Parent Respondents

Characteristics	Category	No.	%
Sex	Male	20	%
	Female	-	-
	Total	20	100
Educational Back ground	Literate	6	30
	Illiterate	14	70
	Total	20	100

Table 2, shows that all the parent respondents were male. Regarding the educational back ground 6 (30%) were literate and 14 (70%) illiterate. From this one can see that the majority of parent respondents were illiterates.

The third group of respondents weee educational experts at Woreda and Zone offices and department levels respectively. All of the four expert respondents were male. Regarding their educational levels 2 of the woreda education experts were college diploma holders and one was TTI graduate, while the expert respondent at the zone education department was a B.A degree holder.

The fourth group of respondents was the school principals of the ten sample schools, all of whom were males, and TTI graduates. With regard to students, out of the 80 sample students 60 (75%) were male and 20 (25%) females.

The data show that out of the total 179 respondents only 50 (27.9%) were females and 129 (72.1%) were males. This shows that the data was gathered, more from male respondents. Due to cultural constraints it was not possible to find female parent respondents.

4.2 Preparations Made to Use Awgni as a Medium of Instruction.

One of the purposes of this study was to investigate the preparations that were made to use Awgni as a medium of instruction. The following data obtained from the questionnaire distributed to teachers, interview data, and focused group discussion deal with the first research question.

4.2.1 The Period of Preparation.

Table 3. The time available during the Preparation Period

Items	Agree		Disagree		I don't know		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Enough time was given to prepare curricular materials	3	4.6	62	95.4	-	-	65	100

As shown in table 3, teachers were asked to agree or to disagree whether enough time was given to prepare curricular materials in Awgni language. 62 (95.4%) teachers disagreed that enough time was not given, while 3 (4.6%) of them agreed that there was enough time for the preparation of the materials in Awgni language before it was used as a medium of instruction.

The researcher interviewed the 3 Woreda education office experts from the three sample woredas. The data obtained from these three experts were in agreement with the information obtained from what is revealed in table 3, three of the experts said, "the teachers' guides, textbooks, and syllabi were prepared in less than six months". Regarding this, one of them made a remarkable comment:

In 1995 April, a symposium was conducted, and in this symposium it was decided to prepare the curricular materials. The materials were prepared and teaching in Awgni started in September 1995. This was a very short time to prepare materials

*form a language which was not written before this item
(January,25 2002;Ankesha Woreda Education Office).*

Regarding the time provided to do the preparation, the zonal education expert also explained that the time allowed was very short compared with the task that was to be accomplished. He commented:

*the Awgni language was a spoken language; so, we were required
to select alphabets, and change it into a written language. But the
time that was given to do all these and to prepare the curricular
materials was less than six months. (January 25, 2002; Awi Zone
Education Department).*

From the above, questionnaire data, and from the results of the interview, one can deduce that the time was not enough to do the various tasks in preparing the curricular materials in Awgni language. And from this, it is easy to imagine how the quality of the materials would be negatively affected. As one can see the preparation period is the foundation period for the future implementation of the language. And from weak foundations, to build strong buildings is difficult.

4.2 Preparing Teachers before Awgni was implemented as a Medium of Instruction.

Table 4 Teacher’s responses regarding preparing teachers

No.	Item	Agree		Disagree		I don't know		Total	
		<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
1	Teachers were given trainings and prepared before they were assigned to teach in Awgni	2	3.00	63	97.00	-	-	65	100
2	Those who translated the curricular materials were given training on how to do their task before they translate the materials	8	12.3	57	87.7	-	-	65	100

As depicted in Table 4, teachers were asked to agree or disagree with a statement which says, teachers were trained and prepared before Awgni was used as a medium of instruction. In their response, 63 (97%) teachers disagreed, while 2(3%) agreed. The interview data obtained from the three Woreda education office experts and from one Zonal Education expert confirmed with the view of the majority of the teacher

respondents. According to the four experts, only 10 teachers were given a short term training for the 5 pilot schools. But, when the piloting of the curricular materials were changed or transferred to a program level at grade one in 1997-8 (1990 E.C) teaching was started without orientation for teachers on how to teach in Awgni. This shows that, using Awgni as a medium of instruction was started without preparing teachers who could handle the teaching in Awgni language.

The same table, item number two reveals that the majority of teachers, 57 (87.7%) said that the translators of curricular materials were not trained on how to do the translation. The interview data obtained from the zonal and woreda education experts was similar to the data obtained from the sample teachers observed above. The experts explained, "the translators who were selected from the primary and secondary schools were not trained due to shortage of time, financial and budget constraint and the shortage of trainers to train the translators". From this, it is possible to argue that, the translations of textbooks, teachers' guides and the syllabi were done with people who didn't have such a skill.

4.2.3 How Informed Parents Were

Table 5: Teachers’ Responses on the Awareness of Parents Regarding Using Awngi as a Medium of Instruction.

Item	Agree		Disagree		I don't Know		Total	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Parents were convinced to teach their children in Awngi in the primary schools in Awi zone before it was implemented	9	13.8	56	86.2	-	-	65	100

Table 5, demonstrates that, the response of the majority of teachers, 56 (86.2%), disagreed with the statement which says, “parents were convinced to teach their children in Awngi language in the primary schools in Awi zone”. The interview with the 10 school principals of the sample schools, the 3 Woreda education experts and the zonal education experts also revealed that parents were not convinced to use Awngi in their children’s education in the primary schools in Awi zone.

Regarding the informing of parents in using Awngi as a medium of instruction, the researcher interviewed 20 parents from the ten sample schools. 16 (80%) of the parents said that it was not their interest to teach their children in Awngi language; while 4 (20%)

of the parents said, that they were convinced to use Awgni as a medium of instruction in the primary schools of Awi. This implies that, parents, one of the major stakeholders ,were not made aware of the advantages and disadvantages of the use of learning in mother-tongue before Awgni was used as a language of learning and teaching.

4.2.4 The Readiness of the Organizational Structure and the Personnel at Woreda Education Office and Zonal Education Department to Implement the Change

One of the major steps during the preparation stage was to organize the change forces to implement the change effectively. The following table and the data obtained from interviews deal with this aspect of the study.

Table 6 The Readiness of the Organization to Implement the Change

No.	Items	Agree		Disagree		I don't know		Total	
		<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
1	The organizational structure of Woreda was fulfilled by capable and trained personnel to plan and implement the change	5	7.7	60	92.3	-	-	65	100
2	There were enough skilled personnel to plan and implement Awgni as medium of instruction in the Zonal Educational Department	25	38.5	40	61.5	-	-	65	100
3	The organizational structures of Wereda education offices were changed with the change made in the language of instruction.	5	7.7	60	92.3	-	-	65	100
4	The organizational structure of Zone education department was changed with the change made in the language of instruction.	15	23.1	50	76.9	-	-	65	100

As observed in Table 6 item number one, 60 (92.3%) teachers disagreed that the organizational structure of the Woreda education office was not fulfilled by skilled personnel to implement the mother-tongue education in the primary schools of Awi zone.

Regarding this point, the researcher interviewed the three Woreda education experts, and in their response they said the following: "The organizational structure of woreda Education Office was not fulfilled by trained personnel. Most of the personnel in our offices were not as trained as the primary school teachers". According to them, most of the personnel in the Woreda education office did not receive any form of training in relation to teaching in Awgni language before Awgni was used as a medium of instruction in the primary schools of Awi zone.

The same table also illustrates that, 40 (61.5%) of the teachers disagreed that there were not enough personnel in the zonal education to plan the department implementation and the preparation of using Awgni as a medium of instruction. And the data in table 6 item 3 and 4 show that the organizational structure was not adjusted in line with the change made in the medium of instruction.

4.2.5 The Use of Plan During the Preparation Period.

Table 7. The use of well prepared plans during the preparation period.

No	Item	Agree		Disagree		I don't know		Total	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1	The preparation of using Awgni as a medium of instruction was led by a well studied and prepared plan	11	16.9	54	83.1	-	-	65	100

Table 7 indicates, 11 (16.9%) of the teachers agreed that the preparation stage of using Awgni as a medium of instruction was led by a well studied and prepared plan . But,54 (83.1%) teachers disagreed that the preparation stage of using Awgni as a medium of instruction was not done using a well studied and prepared plan.

All in all, the data obtained from the questionnaire, and the interview show that, enough time was not provided to prepare the curricular materials; teachers were not given training in relation to teaching in Awgni; parents were not convinced before Awgni was used as a medium of instruction; those who translated the curricular materials from Amharic language to Awgni language were not given any form of training in relation to the task they were to perform; the organizational structure of the Woreda education office was not fulfilled by skilled personnel who could handle the preparation of using Awgni as a medium of instruction; there was also a shortage of skilled personnel at the zonal education department to plan and implement the use of Awgni as a medium of instruction;

and the last finding was, that the preparation stage of implementing Awgni as a medium of instruction was not led by a well studied and prepared plan.

4.3 Availability of Trained Teachers and Curricular Materials in Relation to Awgni

4.3.1. Availability of Trained Teachers

Another main purpose of this study was to investigate to what extent trained teachers were available to handle the education being provided in the Awgni language in the primary schools of Awi administrative zone. The following table deals with this aspect of the study.

Table 8 The availability of trained teachers in relation to Awgni

No.	Items	Teachers' Responses	
		<i>f</i>	%
1	Which language was used in your pre-service teacher training?		
	a. Awgni language	-	-
	b. Amharic language	65	100
	c. English language	-	-
	Total	65	100
2	Are you taking in-service training?		
	a. Yes	14	21.5
	b. No	51	78.5
	Total	65	100
3	Did you have short term training (seminars, worships) in relation to teaching in the Awgni language?		
	a. Yes	16	24.62
	b. No	49	75.4
	Total	65	100
4	Was the short term training		
	a. Continuous (Several weeks)?	03	18.7
	b. Once (One week or less) ?	13	81.3
	Total	16	100
5	The training you took was/were		
	a. Useful	03	18.7
	b. Not useful	13	81.3
	Total	16	100

As it is shown in Table 8, all the 65 (100%) teachers took their pre-service training in Amharic ,which was not in Awgni language. And 49 (75.4) of the teachers did not take short term training in relations to the education that is provided in Awgni language as a medium of instruction, where as 16 (24.6%) said, they took on job trainings in relation to the education in Awgni. This shows that the great majority (75.4%) are teaching without any training in relation to the teaching of mother tongue as a medium of instruction.

As depicted in Table 8, item 3, 13 (81.3) of the teachers who took short term training have taken one shoot training, which means the training was not continuous. But, 3 (18.7) teachers said, they took continuous trainings.

This shows that, even those who took short term trainings, did not take courses or seminars which are continuous. The implication behind this seems that such one shoot training is of less value to the trainee, because it lacks continuity.

Regarding the usefulness of the short term training item number 5 indicates 3 (18.7%) teachers said, it was useful, where as for 13 (81.3%) teachers the training was not useful to improve the teaching learning activity in Awgni language as a medium of instruction.

To conclude the content of Table 8,it depicts that all the sample teachers took their pre-service training in a language other than Awgni. In the response they gave to an open ended question the teacher respondents replied that their pre-service training was in Amharic language. But surprisingly as noted by one of the respondents, "the pre-service training at present is also being given in Amharic in Debre Birhan and Dessie Teacher Training Institutes," the teacher said.

An open ended question was forwarded to the teachers to state the problems they are facing when they teach without some training on how to teach using Awgni as a medium of instruction. The major problems the teachers forwarded were summarized as follows:

- Problems in reading the text books,
- Problems in understand concepts,
- Problems in explaining concepts, and
- Problems of writing the Awgni letters were the major ones.

Furthermore, the researcher interviewed the three Woreda education experts to explain the reasons why the teachers were assigned to teach in Awgni without training in relation to the implementation of the curriculum in Awgni language across subjects. The response of the three experts was similar. According to the experts out of the 458, more than 300 teachers are teaching without any training in relation to Awgni through out the zone which means the majority of the teachers in Awi zone are working without a single day trainings in Awgni language.

The interview results obtained from the zonal education expert also show that at present the pre-service training in the TTIs for lower primary school teachers for Awi zone is still in Amharic. According to this expert those who graduate every year from the TTIs start teaching without getting any orientation in relation to teaching in Awgni language.

4.3.2. Availability of Textbooks

The availability of textbooks is for teachers and students is one of the necessary conditions to run the learning and teaching process effectively. The following table deals with this aspect of the study.

Table 9: Teachers' Responses Regarding Textbook student ratio.

No.	Item	Awni Language		Maths		Environmental Science		Aesthetics	
		f	%	f	%	f	%	f	%
1	(Grade - One) Textbook student ratio:								
	a) 1 : 1 - 1:5	20	100	20	100				
	b) 1 : 6 ⁺ and above	-	-	-	-				
	c) No textbook is available	-	-	-	-	20	100	20	100
	Total	20	100	20	100	20	100	20	100
2	(Grade - Two) Textbook student ratio:								
	a) 1 : 1 - 1: 5	18	100	18	100				
	b) 1 : 6 ⁺ and above	-	-	-	-				
	c) No textbook is available	-	-	-	-	18	100	18	100
	Total	18	100	18	100	18	100	18	100
3	Grade Three Textbook student ratio:								
	a) 1 : 1 - 1 : 5	17	100	17	100	-	-		
	b) 1 : 6 and above	-	-	-	-	-	-	-	-
	c) Not available	-	-	-	-	17	100	17	100
	Total	17	100	17	100	17	100	17	100
4	Grade Four Textbook student ratio:								
	a) 1 : 1 - 1 : 5	10	100	10	100	-	-	-	-
	b) 1 : 6 and above	-	-	-	-	-	-	-	-
	c) No textbook available	-	-	-	-	10	100	10	100
	Total	10	100	10	100	10	100	10	100

Table 9 indicates that, 20 (100%) 1st grade teachers, 18 (100%) 2nd grade teachers, 17 (100%) 3rd grade teachers, and 10 (100%) 4th grade teachers said that Awgni language and maths text books were received by students at a one to one ratio. But environmental science and esthetics textbooks were not available in the hands of students.

The researcher interviewed the 10 school principals of the sample schools. According to them, environmental science and Aesthetics textbooks are not available. Instead of these books social studies and natural science textbooks are being used to teach the students.

Another interview was conducted with the three education experts of the three sample Woredas concerning the availability of textbooks in the hands of students and teachers. The summarized response reads as follows:

Awgni language and Mathematics textbooks are available to students at a one- to- one ratio. But Environmental science and Aesthetics textbooks are not available to the students. The reason for this was that the Amharic textbooks in the two subjects were not integrated and prepared by the Amhara Educational Bureau. So we were waiting until they integrate them (25/01/2002;Ankesha Guagussa Education Office)

The result of the focused group discussion with the student regarding the availability of the textbooks to the students went in line with what has been noted by the teachers, principals and the expert respondents.

From the above data one can see that except Awgni language and Mathematics textbooks, the other subjects that are provided in Awgni do not have textbooks for the students. Another interesting point is that the weaknesses in the preparation of textbooks in the Amharic textbooks are also being reflected and negatively affecting the preparation of textbooks in Awgni language for the different subjects from grade one up to grade four. This means the textbooks for environmental science & Aesthetics were not readily available in Awgni language because these texts were not prepared in an integrated form in Amharic language.

4.3.3. Availability of Syllabi Teacher's Guides and Additional Reading Materials

The presences of syllabi teachers' guides are helpful to the teacher to implement the curriculum effectively. The researcher investigated the availability of these materials. The following presentation deals with this aspect of the study.

**Table 10: Teacher’s Responses on the Availability of Syllabi Teachers Guides ,and
Additional Reading Materials**

No.	Items	Teachers' Responses	
		<i>f</i>	<i>%</i>
1.	The syllabi in the subjects you teach are:		
	a. Available in all subjects		
	b. Partially available		
	c. Not available in all the subjects	65	100
	Total	65	100
2	The teacher’s guides for the subjects you teach are		
	a. available in all subjects	-	-
	b. Partially available	65	100
	c not available in all the subjects	-	-
	Total	65	100
3	Additional reading materials are		
	a. available for tall subjects	-	-
	b. partially available	-	-
	c. not available	65	100
	Total	65	100

As shown in table 10 teachers were asked to respond whether the syllabi, the teacher’s guides and additional reading materials were available in the hands of teachers. All respondent teachers said that the syllabi for all the subjects and additional reading materials are not available in the schools.

Table 10, item number 2 also indicates that, the teachers' guides were practically available in the schools. This indicates that, the teachers are teaching without having the syllabi and they also lack teachers guides in some subjects. For example, for an open ended question to teachers to report those subjects which does not have teachers' guides; the teachers reported that Aesthetics and environmental science subjects do not have teachers guides.

As shown in table 10 above, and the results of the interview, the syllabi for all subjects were not available, where as subjects like Aesthetic and environmental sciences are also being taught without textbooks, teachers guides, as well as syllabi. One can imagine, what the students are gaining from such constraints. It is possible to conclude that the learning and teaching process is not effectively conducted.

4.4. The Usability of the Textbooks

The third major purpose of this study was to investigate the quality of textbooks written in Awgni language. The following table deals with this aspect of the study.

Table 11: The Clarity and Simplicity of the Textbooks

No.	Items	Teachers' Responses	
		<i>f</i>	%
1	The textbooks are written in simple clear language		
	a. Good (above average)	5	7.7
	b. Average	10	15.4
	c. Poor (below average)	50	76.9
	Total	65	100
2	The readability of the exercises in the textbooks		
	a. Good (above average)		
	b. Average	8	12.3
	c. Poor (below average)	57	87.7
	Total	65	100

In Table 11, teachers were asked to judge the language in which the textbooks were written. And as it is shown in table 11, 5 (7.7%) teachers responded that the simplicity and clarity of the language in which the textbooks were written was good or above average, where as 10(15.4%) said it is average. But the great majority, 50 (76.9%) teachers said the textbooks were written in a poor language that means the simplicity and clarity of the language was not up to the level of the students.

The data obtained from the focused group discussion with the student's also substantiate the data obtained from the questionnaire of teachers, above. In relation to this, students commented: "The textbooks are written in difficult words; we do not know most

of the words used in the textbooks, and as a result of this, we do not use the textbooks." (January 15, 2002;Kessa Primary School).

The interview result with the 10 school principals goes in line with the teachers' and students' ideas forwarded above. One of the principles forwarded the following:

The textbooks are very difficult to read; students, very often complain about their difficulty to understand these texts. The words and phrases used are not common to most areas. It seems those who wrote the books were from one locality. (January 20, 2002; Denea Atkusta school)

According to the 10 sample principals, the words and phrases used in the textbooks tend to the low lander dialects or to the Metekel area. Because of this, those students from the Dega (High land) area seem to suffer from understanding the textbooks.

Regarding the readability of the exercises in the textbooks, Table 10 item number 2 shows that 8 (12.3%) teachers said the readability is average while 57 (87.7), the great majority said the readability was poor or below average.

In the focused group discussion with the students, they (the students) agreed with the opinion of the teachers. According to the students, the exercises were very difficult to cope-up. They said that most of the exercises were beyond their capacity. Hence, they reported that they were benefiting very little from the exercises.

Table 12 : The Adaptation of Awi Culture in the Textbooks

No.	Items	Teachers' Responses	
		<i>f</i>	%
1.	The text book are		
	a. Prepared originally in Awgni	-	-
	b. Translation of the Amharic textbooks	65	100
	Total	65	100
2	The inclusion of Awi culture in the textbooks		
	a. Good (above average)		
	b. Average	5	3
	c. Poor (below average)	60	92
Total	65	100	

Table 12, also reveals that 60 (92.3%) teachers said, the inclusion of Awi culture in the textbooks is poor or below average, where as 5 (7.7%) teachers said that the inclusion of Awi culture is average. This shows that the great majority is saying that the Awi culture is not incorporated in the textbooks.

Item number 2 of table 12, indicates that 65 (100%) of the teachers responded the textbooks are the direct translations of the Amharic textbooks. This means, the adaptation of the textbooks to Awi culture was not done.

The data obtained from the interview of the school principals confirmed with the data obtained from teachers and focused group discussion with the students. One of the school principals commentated: "we are teaching our students the Amhara culture using the Awgni language." (January 20, 2002;Chwssa Primary School).

The researcher interviewed the educational experts from the three sample Woredas and the zone education expert. According to them, the textbooks were translated from Amharic within a limited period of time. The translations did not get enough time to adapt the Awi culture in the textbooks. They added that, the translators' ability to do the inclusion of Awi culture was questionable itself. Thirdly, there was also a shortage or unavailability of reference materials in relation to Awi culture. The fourth problem they forwarded was that, there was a shortage of finance to prepare such textbooks including Awi culture.

In sum as observed from the data obtained from the questionnaire, from the interview results and from the results of the focused group discussions the following findings were observed. The textbooks were written in difficult language, which does not match with the level of the students; the readability of the exercises was poor; the Awi culture was not included in the textbooks. From this information, one can deduce that the textbooks were less usable to the students and to the teachers.

4.5 Professional, Teaching Material, and Financial Support

This part of the study deals with the professional, financial and material support of the schools.

Table 13: The Responses of Teachers Concerning the Professional Support Provided to Schools

No	Item	Teachers' Response	
		<i>f</i>	%
1	Were you given instructional support by experts from Woreda Education office while you were teaching in the year 1993 E.C. (2000-2001 G.C.).		
	a) Yes	24	36.9
	b) No	41	63.1
	Total	65	100
2.	If you were given instructional support by educational experts from Woreda Education offices, then the support;		
	a. helped you to facilitate teaching learning and teaching	6	25
	b. did not help you to facilitate learning and teaching	18	75
	Total	24	100

As it is shown in Table 13, the majority of the teachers, 41 (63.1%), were not given instructional support by the educational expert from woreda Education office, only 24 (36.9%) were given instructional support.

In the same table item two, it appears that out of the 24 teachers who were given instructional support by experts (supervisors) only 6 (25%) of them said that the instructional support was useful to improve the leaning teaching process , while 18(75%) said that they did not get useful support from the supervisors. In other words, adequate support was not provided to schools to initiate teachers to work more for the effective implementation of the curriculum.

Table 14: The Presence of Radio Broadcast Support in the Schools

Items	Teachers' Responses	
	<i>f</i>	%
Were radio broadcast support provided to the subjects given in Awgni language?		
a) Yes	-	-
b) No	65	100
Total	65	100

Table 14, indicates that radio broadcast service is not being provided for those subjects that are given in Awgni language. In the focused group discussion with the students, one of the complaints of the students was that they were not getting such support to support their classroom lessons.

The interview with parents also revealed that the unavailability of radio support was one of their complaints. Parents said, " our children are not getting radio support, but those who are learning in Amharic are getting complete lessons, because they are supported by radio broadcasts in their education" (Jan 15, 2002).

The interview data obtained from the Zonal Education Expert also indicate that, due to shortage of trained personal and financial constraints, it was not possible to provide radio lessons in Awgni language. Reports by the interviewed Woreda Education experts were also consistent with what has been noted by the zonal Education expert. From this information, it was observed that the absence of radio broadcast support was one short coming in the implementation of Awgni as a medium of instruction in Awi zone.

Besides, it is noticed that the data observed in Table 8 on page 66 regarding pre-services, in-service and short term training supports that were supposed to be provided were not provided to the teachers. In addition to this, it has been explained in the different parts of this analysis that financial problem was another constraint. Further more, the material support, for example, the provision of text books, teachers guides and syllabi has also been discussed in table 9 and 10 on pages 69 and 72 of this study. In general the data show that, the schools are not receiving adequate support. This implies that the implementation of using Awgni was entered without making preparations on how to overcome such short comings.

4.6 Acceptance of Awgni As A Medium of Instruction

One of the main purpose of this study was to investigate to what extent parents, teachers and students have accepted the use of Awgni language as a medium of instruction.

The following table, interview, and focused groups discussion data deals with the acceptability of Awgni language as a medium of instruction.

Table 15. Teacher's Responses Regarding the Acceptance of Awgni Language As a Medium of Instruction

No.	Items	Teachers' Responses					
		Agree		Disagree		I have no idea	
		<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
1	Using Awgni as a medium of instruction in primary schools is advantageous	27	41.5	38	58.5	-	-
2	Parents are happy to teach their children in Awgni language	13	20	52	80	-	-
3	The students are enthusiastic to learn in Awgni language	29	44.6	36	55.4	-	-
4	Classroom participation has increased as a result of using Awgni as a medium of instruction	42	64.6	23	35.4	-	-
5	If students are given the chance of choosing a medium of instruction students will choose Awgni	14	21.5	51	78.5	-	-
6	If I am given the chance of choosing a medium of instruction in primary schools I will choose Awgni	8	12.3	57	87.7	-	-
7	As a teacher I am satisfied with the education Awgni as a medium of instruction	17	26.2	48	73.8	-	-

In the above table, it appears that 38 (58.5%) of the teachers did not accept the use of Awgni as a medium of instruction in the primary schools of Awi zone, whereas the minority 27 (41.5%) teachers said that it is advantageous to use Awgni in the primary schools of Awi zone. This implies that the major implementing agency; the teachers are not conceived on using the mother tongue as a medium of instruction. It is noticed that in Table 8 on 66 (75.4 %) of the teachers were not trained in relation to on how to teach in Awgni. The lack of training seems to be one of the reasons for the rejection of using Awgni as a medium of instruction in the primary schools. The response of the majority (58%) of the teachers also indicates that, at the preparatory period the change was not made clear to the teachers. Furthermore, without the interest or conviction of the major change force (the teachers), the effectiveness of the implementation of the innovation will not be effective.

In table 15 item number 2, teachers were asked to respond if parents were happy to teach their children in Awgni language. Among the respondents, 52(80%) teachers said parents are not interested. In the same table, the response of teachers regarding the interest of students, 51 (78.5%) disagreed that students would not register to a school using Awgni as a medium of instruction, if they get a chance of choosing a medium of instruction.

Concerning their interest to teach their children in Awgni language, the researcher interviewed 20 parents. The summarized interview data of parents is presented as follows:

Out of the 20 parents, 5 (25%) want to teach their children in Awgni, but 15 (75%) were not interested to teach their children using the mother tongue (Awgni), because of the following reasons:

- Our children are not provided with enough textbooks;
- Our children are not provided with radio broadcast support;
- Awgni language is not a working language in government offices. So, what is the use of learning in Awgni if the students do not use this language in offices;
- Awgni language is spoken in Awi zone only, so, when our children move to other places outside Awi zone, they will face problems of communicating with those who do not know Awgni;
- Our children already knew Awgni at home, which is enough for communication. We want them to learn in Amharic, and Awgni to be given as one subject;
- The Amharic that is given as one subject from grade 3 is not enough for communication;
- Awi zone could not absorb all the students who graduate from the schools from Awi zone. Those who will not be absorbed would face problems to compete equally with other students who are competent in Amharic.

In the focused group discussion with the students, students were asked to discuss on their interest to learn in Awgni language. The summarized response of the focused group discussion reads as follows:

“Although the language of the textbooks is difficult and the teachers lack proficiency in the Awgni language we understand the lessons easily, because we are learning in the language we know”.

“We ask, and answer questions without problem of communications”

“Our examination results are good as a result of using Awgni as a medium of instruction”

But when the students were asked to discuss, that if they are given a chance of choosing a medium of instruction, would you choose Awgni? their response was no. They said, "we prefer to learn in Amharic." Another question, raised during the discussion was, if you understand your lesson easily, if your communication with your teacher in the class is good, and you have said your examination result is encouraging, then why do you choose another language other than Awgni as a medium of instruction? Their response were the following:

Our parents want us to learn in Amharic, and they always complaint, that if we don't speak and write Amahric, they warn us that, we should stop learning and help them in herding cattle and other farming activities”. (23/01/ 200, Jarmarta Primary School)

Another group discussion also explained their parents view as :

*“Our parents do not consider our education in Awgni, as we are learning. When we read and write in Awgni they laugh at us”.
(21/01/2002;Kibi Primary School)*

“The intention of our parents when they sent us to schools was to teach us Amharic”. (21/01/ 2002;Kibi Primary School)

"The Amharic we learn as a subject starting from grade three is not enough for communication with other communities outside Awi zone. As a result our parents tell us that, we will face

*problems of communication in the future". (21/01/2002; Kibi
Primary School)*

The above data obtained from the focused group discussion show that, students are favouring learning in Awgni but due to their parents influence, they want to learn in Amahric. It seems that the students are suffering from this contradiction. On one hand the students are interested in their classroom lessons, because they learn them in their language. On the other hand their parents are telling them unless they speak and write Amharic they will stop them from going to schools. From this, one can understand how the learning process is being affected negatively.

As reported in table 15 item number 4, 42 (64.6%) teachers agreed that classroom participation has increased as a result of using Awgni as a medium of instruction. Whereas 23(35.4%) disagreed. The focused group discussion with the students, went in line with the majority of the teacher's view, all the ten group discussion unanimously agreed that the classroom participation of the students increased. They said:-

We participate in the class, by asking question; by answering the questions for warded by our teachers; and our teachers give us examples relating to our surrounding and our culture. So, our participation is good (26/01/2002).

From this one can see that, the pedagogical advantages; discussed in the literature review part of this study are realistically witnessed objectively.

In Table 15, item number 6, teachers were asked, if they would choose Awgni as a medium of instruction in the primary schools of Awi. The great majority 57 (87.7%) teachers disagreed to choose Awgni, while 7 (12.3%) agreed to choose Awgni as a

medium of instruction. This again, indicates that, the teachers themselves were not convinced on the use of mother tongue as a medium of instruction.

An open ended question to the teachers, was forwarded to the teachers to explain the reasons why they did not choose Awgni as a language of learning.

The summarized responses reads the following.

We were not provided with trainings, in relation to Awgni as a result we are facing problems to teach in Awgni. Besides this the community is not willing to teach its children in this language. And, because Awgni is given in the rural areas, but not in towns our mobility to towns is restricted.

From the above data, it is not difficult to imagine and conclude how the implementation of using Awgni is going on in the primary schools of Awi zone. The major stakeholders, or in other words the key implementers of the change; teachers were not interested in implementing the change.

In sum, the data show that the majority of the parents and the majority of the teachers were not convinced on the advantage of teaching in Awgni. Students revealed that their participation in the class and their learning process was good. But due to the parents view, the students seem to be demotivated to learn in Awgni.

4.7. Results and Discussion

In this part of the study an attempt is made to discuss the findings and the results of the study with reference to the basic questions.

It is unquestionable that the implementation of mother tongue as a medium of instruction requires prior planning and preparation. With this in mind the preparation stage of the use of Awgni as a medium of instruction was examined. The data on pages 53 - 65 indicate that enough time was not provided to those who prepared the curricular materials, teachers were not trained and prepared to teach in Awgni; those who translated the curricular materials were not given any training before they were engaged in translations; parents were not convinced before Awgni was used as a medium of instruction in the education of their children; the organizational structure of the woreda education offices and the zone education department were not adjusted to the new change; and above all the preparation stage of using Awgni as a medium of instruction was not led by a well organized plan. Hence, it seems that the implementation of the use of Awgni as a medium of instruction was started with a weak foundation. As a result of this, the implementation of Awgni is found at a staggering condition from the beginning and its effects were reflected in all the activities of the implementation. Besides, the availability of curricular materials (textbooks, teachers guides and syllabi) is basic to implement mother tongue as a medium of instruction. However as the data show on page 18 no syllabus was available in the schools. The shortage of textbooks, and teacher guides was also observed in some subjects such as esthetics and environmental science. The reasons behind this seems that, during the preparation period, such issues were not thought of in advance and the source of money, trained personnel to prepare and distribute the curricular materials were not prepared in advance or during the process of implementation.

Moreover, the usability of the textbooks was also found to be poor. The shortage of time during the preparation period and the nature of the translators seem to be the factors that affected the usability of the textbooks. The textbooks were written in difficult

words ,which are not up to the level of the students, the dialects used were not standardized for the users in the different parts of the zone. This also indicated that language research was not done before using the language as a medium of instruction.

Further more, the data showed that the schools were not provided with professional support form the above education offices and departments. Because the organizational structure and the personnel assigned in the woreda education office and the zone education department were not organized and assigned in line with the change. Hence, the teachers seem to be forced to confront the implementation problems without getting professional assistance form the experts as woreda and zone

The shortage of trained teachers on how to teach using Awgnie was also related to weakness during the preparation period. As indicated in the data on page __, most of the teachers were assigned without getting any information on how to teach using Awgni as a medium of instruction. It seems that the training of teacher was not primarily thought of by the planners, so the teachers were assigned without training and still the student teachers are also being trained in Amharic. Thus, teachers are still demanding, to get training in Awgni.

Furthermore, as Fishman (1977) argues, the effectiveness of language policies in education is more determined by the attitude of people more than other factors. The clear knowledge of the attitude of parents towards the language use for instruction is essential before implementing mother tongue as a medium of instruction. However, the data indicated that the majority of the parents were not consulted and those consulted were not convinced on the use of Awgni as a medium of instruction. This in turn affected the

interest of the parents and the teachers negatively. Hence, one can see that, parents were not given explanation during the preparation period as well as during the process of the implementation. As a result, the complaint of parents is still continuing and the students' learning is suffering because their parents do not consider their education in Awgni language valuable.

In general, from the discussion above, it is seems that most of the problems that are affecting the implementation of Awgni as a medium of instruction was that implementation was started without preparing the necessary conditions. Hence, revising the programme is required to adjust the implementation to situations that can facilitate the change.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The study was intended to investigate the factors, which affect the implementation of Awgni language as a medium of instruction in the lower primary schools of Awi Administrative zone. In order to achieve this purpose, the following research questions were raised.

1. What preparations were made before Awgni was used as a medium of instructions in the lower primary schools of Awi zone?
2. How available are the textbooks, teachers' guides and syllabi, the students and the teachers?
3. To what extent are the textbooks usable to the students and to the teachers? Are they written in clear simple language?
4. What supports do Woreda Education offices and the Zone Education Department provide to the schools to implement Awgni as a medium of instruction in the lower primary schools?
5. To what extent do parents, teachers, and students accept the use of Awgni as a medium of instruction in the lower schools of Awi zone?
6. How adequate is the availability of trained teachers to handle the teaching in Awgni language as a medium of instruction?

The study was carried out in 10 primary schools of Awi zone. The sources of data in this study were;

- Primary school principals
- Primary schools teachers,
- Lower primary school students,
- Parents,
- woreda Education office experts, and
- An expert form the zonal education department

Questionnaire, interview, and focused group discussion were the data collection instruments used to gather information. Therefore, on the basis of the analysis made on the data secured through these instruments the major findings are summarized as follows:

5.1 Summary of the Findings

The findings are presented based on the research questions.

Preparations made to use Awgni as a medium of instruction

1. The time that was available to prepare the curricular materials was not enough to prepare the materials.
2. Parents were not convinced before Awgni was implemented as a medium of instruction in the education of their children.
3. The organizational arrangements and the personnel assigned in the structure of woreda education office and zone education department were not made compatible with the change

4. Those who translated the curricular materials from Amharic to Awgin were not given any training related to the assignment they were given.
5. The working teachers were not given short term introductory trainings before they were assigned to teach in Awgni.
6. Mechanisms were not devised to train primary school teachers in Awgni language in their pre-service training.

Availability of trained teachers and curricular materials

7. The results of the study show that 100% of the teachers respondents were not trained in Awgni in their pre-service training. And the student teachers who are taking their pre-service training are still being trained in Amharic.
8. The study revealed that the syllabi in all the subjects that are given in Awgni were not available in the schools.
9. Text books for maths and the Awgni language were available to student at the ratio of one book to one student. But Aesthetics and Environmental science textbooks were not available to the students.

Usability of the Textbooks

10. Regarding the usability of the textbooks, the results of the analysis revealed that the textbooks were written in difficult words that do not match with the level of the students. And the dialects of the language used were not common to all the areas of Awi zone. Moreover, the readability of the exercises were also reported poor by the majority of the students and the teachers.
11. Awgni culture was not adapted in the textbooks.

Support

12. The majority of the teachers (75%) were not given support in the form of in-service trainings, and short and long-term trainings such as seminars and workshops

13. The vast majority of the teacher respondents (63.1%) reported that the wordea and zone education experts did not provide them with instructional support.

14. The data also revealed that, in their very limited visit to the schools, the concentration of the supervisors was on administrative matter rather than providing instructional support to teachers.

Acceptance of Awgni as a medium of instruction.

15. The great majority (87%) of the teachers responded that they would not choose Awgni as a medium of instruction in the primary schools, if they were given the chance.

16. Majority of the parents reported that, they don't want their children to learn in Awgni.

17. The students were found to be influenced by their parents negatively that parents did not want their children to learn in Awgi. Whereas the students were happy to learn in the Awgni language.

5.2 CONCLUSIONS

Based on the findings, the following conclusions were made.

Preparations

1. Various research findings, showed that the necessary preparations should be made before starting to implement a change of languages as media of instruction in schools. The findings of this research undertaking revealed that there was a shortage of time to prepare the curricular materials, teachers were not given trainings (orientations) about the new change; no training was given to those who translated the curricular materials from the Amharic language to the Awgni language; parents were not convinced about the use of Awgni as a medium of instruction before it was implemented in the primary schools; the organizational arrangement of woreda education office and zone Education department were not made compatible with the new change, the personnel (experts) who were assigned in the organizational structure of Woreda and Zone Education offices and department respectively were not oriented and prepared on how to implement the change before they started the implementation. Therefore, it seems convincing to conclude that the implementation of using Awgni as a medium of instruction in Awi zone was started without making the necessary preparations, and hence most of the implementation problems emanated from entering in to implementation with out making the necessary preparation.

Availability of Trained Teachers and Curricular Materials

2. As language is crucial for the learning of other subjects teachers of the new changed language should be given not only general training, but specific training in

language teaching skills - additionally. However, the results of the study showed that 100 percent of the teacher respondents were not trained in the new language of instruction (Awgni) in their pre service teacher trainings. And, the findings, also revealed that student teachers at this time are also taking their trainings in the Amharic language. Thus, it seems reasonable to conclude that teachers were teaching with out the necessary training on how to use Awgni as a medium of instruction. This seems to imply that there is shortage of trained teachers in relation to teaching in Awgni.

3. Concerning, the clarity and the simplicity of the language used to write the text books, the result of the analysis revealed that the textbooks were written in difficult words that does not match to the level of the students, and the dialects of the language used were not common to all the areas of Awi zone. Furthermore, the readability of the exercises were also reported poor by the majority of the teachers and the students. Consequently it can be concluded that the usability of the textbooks was poor.
4. One of the strong arguments for using the mother tongue as a medium of instruction is that it enables the child to become rooted in his own culture and shape her / his identify. But, the information obtained from the present study reveals that, the textbooks were the direct translations of the Amharic textbook in each grade level; 92% of the teacher respondents reported that they are teaching the Amhara culture using the Awgni language. Therefore, one of the intended advantage of using the mother tongue is education was not successful.

Usability of Textbooks

5. One important factor that facilitates or hinders the implementation of mother tongue education is the availability of textbooks. The findings of this study, however, revealed that, the textbooks for Awgni language and maths subjects were available to students at a one to one ratio. But, Aesthetics, and Environmental science textbooks were not available to the students. Thus, it is possible to conclude that students were learning without textbooks in the subjects indicated above. Which means the learners did not have any contact with what they were learning other than through their teachers; and the learners were not able to do home works and readings on their own on topics which were dealt in their classes.
6. The availability of syllabi and teachers guides in each school is crucial to help teachers to implement a curriculum effectively. But the findings, revealed the absence of syllabi in all the subjects and teachers guides for the Aesthetic subject. Hence, it is possible to conclude that, the absence of these curricular materials will have a far reaching negative consequence on the education of the students.

Support

7. Short term training, such as; workshops, seminars and symposium play crucial roles in introducing and familiarizing working teachers with new innovations. The result of the present study shows that 75.4 percent of the teachers were not involved in such trainings. Hence, it can be concluded that, the majority of the teachers were not provided with short term training support.
8. Supervisors should support the process of curriculum implementation. They can carry out their responsibilities in many ways, such as; staff development, classroom observation, demonstration teaching, supervisor teacher conference,

staff development meetings, and grant funding(Ornstien and Hunkins, 1998: 314)
However, the vast majority of the teacher respondents (63.1%) reported that they were not visited by supervisors in the year 1993 E.C. And the data obtained from the study also revealed that, the supervisors in their very limited visits to schools gave more attention to administrative matters than other professional support activities indicated above. Generally, therefore, it can be concluded that, professional support through supervisors was not effectively provided to the teachers.

9. Radio broadcast support contributes much to enrich the classroom lessons. Nevertheless the study revealed that, this support was not given to the schools in using Awgni as a medium of instruction. This seems to affect negatively the quality of the primary education and has also, a negative impact in the interest of the students on the use of Awgni as a medium of instruction.

The Acceptance of Parents, Teachers, and Students

10. Concerning the interest of teachers to teach in Awgni language as a medium of instruction, the results of the analysis revealed that the majority of the teachers reported, " they are not interested to teach in this language". The reasons behind this seems lack of training for the teachers; the shortage of curricular materials; the lack of interest on the part of parents to use Awgni as a medium of instruction demoralized the teachers and the restriction of their mobility to the towns that Awgni is not given in the towns.
11. Regarding the interests of the students to learn in Awgni, the students reported that they understand their lessons better in Awgni, and they have also reported that their

test results were very good. In general, the results of the focused group discussions with students revealed that there were least communication problems between the teacher and the students. However, when the students were asked, which language they prefer to learn through as a medium of instruction the majority of the groups chose Amharic because their parents did not consider what they learn in Awgni as if they were learning. Thus, it is logical to conclude that the interest of the students is influenced by parents.

5.3 Recommendations

Based on the findings the following recommendations were made.

1. The findings of the study revealed that the implementation of Awgni as a medium of instruction in the primary schools of Awi zone was started before the necessary preparations were made. Therefore, the sources of all the problems which are facing the implementation of Awgni as a medium of instruction were emanated from employing Awgni as a medium of instruction without making the necessary preparation as per The Education and Training Policy of Ethiopia (TGE 1994:23) which says, "Making the necessary preparation nations and nationalities can use their languages to teach tier children in the primary schools". Hence, it is logical to recommend that, if a team of experts from different field of studies, such as; curriculum experts, linguists, sociologists, psychologists, subject area specialist, and political scientists, is organized to revise the mother tongue education given in Awgni in the primary schools. In doing the revision:

- 1.1 To make the textbooks more usable by the students & the teachers, revision should be conducted. The language used should be made standardized, simple and clear.
- 1.2 To strengthen the professional support that should be given to the schools the organizational structure of Woreda education offices and the zonal education department should be organized in accordance with the change made in the medium of instruction.
- 1.3 The personnel who are working in Woreda education offices and at the zonal level should get continuous trainings to update themselves to the new situation; and those who will be assigned in the future should be capable enough to support the schools professionally.

- 1.4 Mechanisms should be devised to train the working teachers through short term and long term in service trainings on how to teach using Awgni as a medium of instruction and the pre service training should be given in Awgni language.
 - 1.5 To overcome the shortage and the in-availability of curricular materials the government should allocate enough fund, and efforts should be made to get funds from non-government organizations and donors.
 - 1.6 Radio broadcast support to the schools should be arranged to strengthen the teaching and learning process.
2. The results of the analysis of the present study reveals that parents were not convinced to use Awgni as a medium of instruction. Thus, those concerned, especially, Wareda education offices, the zonal education department, Administrative councils at woreda, zone and regional levels have to device a joint mechanism to give explanations and to conduct discussions with parents on the advantages and disadvantages of using Awgni as a medium of instruction. And after doing this, evidences should be gathered through folow up and research from parents regarding the use of Awgni as a medium of instruction and measures should be taken based on the results of the evidences.

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APPENDICIES

Appendix - A

Questionnaire to be filled by Teachers

Age: ____ Years of service _____ Ethnicity _____ Educational Level _____

1. Preparations made to use Awgni as a medium of Instruction

1.1. Please put a tick mark (√)

No.	Item	Agree	Disagree	I don't know
1	Enough time was given to those who prepared the curricular materials.			
2	Trainings were given to those who prepared the curricular materials.			
3	Those who translated the curricular materials were given training on how to translate the materials from Amharic to Awgni.			
4	Parents were convinced that their children learn in Awgni in the primary schools before it was implemented.			
5	The organizational structure of woreda education offices were changed (organized in line) with the change made in the language of instruction.			
6	The organization structure of the zone education department was changed in accordance with the change of medium of instruction.			
7	The personnel assigned in the organizational structure of woreda education office were capable to implement the change made in the language of learning and teaching.			
8	There were enough skilled personnel in the zone education department in relation to Awgni language.			
9	The preparation of using Awgni as a medium of instruction was led by a well organized plan.			

1.2. Do you know the preparations made to use Awgni as a medium of instruction in the primary schools of Awi zone ?

- a) Yes b) No

1.3. If your answer to question number is 1.2 Yes please list them.

1.4. Before were assigned to teach is Awgni language were you provided with training on how to teach in Awgni

- a) Yes b) No

1.5. If yes please indicate the duration of the training.

1.6. If you are teaching without any training on how to teach in Awgni language what problems are you facing?

1.7.1. What do you think are the reasons for assigning teachers without giving training in Awigni?

2. Availability of Trained Teachers and Curricular materials in Relation to Awgni

2.1. Availability of trained teachers

2.1.1 Which language was used in your preservice training

- a) Awgni language
- b) Amharic language
- c) English language

2.1.2. Are you taking in-service training ?

- a) Yes
- b) No

2.1.3. Did you have short term training (seminar, workshops) in relation to teaching in Awgni?

- a) Yes
- b) No

2.1.4. Was the short term training

- a) continuous (several weeks)
- b) once (one week or less than that).

2.2. Availability of Syllabi, Teachers Guides, Textbooks and additional Reading Materials.

2.2.1. Please indicate the subjects you teach by putting a tick mark (√) in the following table.

Grade	Subjects you teach			
	Awgni language	Maths	Env. Sci.	Aesthetics
Grade 1				
Grade 2				
Grade 3				
Grade 4				

2.2.2. What is the textbook pupil in the subjects you teach ?

Grade	Textbook pupil ration			
	Awgni language	Maths	Env. Sci.	Aesthetics
1				
2				
3				
4				

2.2.3. Please indicate the type of curricular material you have not received ?

Circular	Grade	Subject
Syllabi		
Teachers' Guides		
Student Text		

2.1.4. The syllabi in all the subjects you teach are available:

- a) in all subjects (fully)
- b) partially available
- c) Not available

2.1.5. The teachers guides for the subjects you teach are

- a) available in all subjects
- b) partially available
- c) not available

2.1.6. Additional reading materials are :

- a) available in all subjects
- b) partially available
- c) Not available

3. The Usability of the Textbooks

3.1. The clarity of the language in which the textbooks were written is _____

- a) good (above average)
- b) Average
- c) Poor (below average)

3.2. The readability of the exercises in the textbooks is _____

- a) Good (above average)
- b) Average
- c) Poor (below average)

3.3. The textbooks are:

- a) prepared originally in Awgni
- b) Translations of Amharic textbooks
- c) if there is any other please specify _____

3.4. The inclusion or the adaptation of Awi culture in the textbooks is _____

- a) Good
- b) Average
- c) Poor (below average)

4. Support

4.1. Were you given instructional support by experts from Woreda Education Offices in the year 1993 E.C.

- a) Yes b) No

4.1.1 If you were provided with instructional support please list them.

4.1.2. If your answer to question number 4.1 is yes, please comment on the usefulness of the support you received

4.1.2. Do your school receive educational radio broadcast?_____

If no, Why?

4.2. If you are given instructional support by educational experts from woreda education offices, then the support:

- a) helped you to facilitate learning and teaching.
b) did not help you to facilitate learning and teaching.

4.3. Were radio broadcast support provided to the subjects given in the Awgni language ?

- a) Yes b) No

5. Acceptance of Awgni as a Medium of Instruction

No.	Item	Agree	Disagree	I don't know
1	Using Awgni as a medium of instruction in primary schools is advantageous.			
2	Parents are happy to teach their children in Awgni language.			
3	The students are enthusiastic to learn in Awgni language.			
4	Classroom participation has increased as a result of using Awgni as a medium of instruction.			
5	If students are given the chance of choosing a medium of instruction in primary schools they will choose Awgni.			
6	If I am given the chance of choosing a medium of instruction in primary schools I will choose Awgni.			
7	As a teacher I am satisfied with the education Awgni as a medium of instruction.			

6. General Questions

6.1. What are the major problems teachers are facing in implementing Awgni as a medium of instruction ?

6.2. What are the solutions to the problems you listed in question 6.1. according to your experience ? Please list them.

6.3. Are the education experts in woreda and zone education levels competent enough to give instructional support to the schools ?

- a) Yes b) No

6.4. If your answer to question number 6.3. is “No” state the reasons.

6.5. If you have any additional comment please write it below.

Appendix B

Interview for School Principals

Dear Principal

The purpose of this interview is to collect data for the study that attempts to investigate the factors that affect the implementation of mother tongue (Awigui) as a medium of instruction. The result of the study is of very great importance in suggesting possible solutions to the encountered problems. Therefore, please be objective while you respond to each item of the interview.

Thank you very much in advance for your kind cooperation.

1. a)Age_____ b)Years of service_____ c)Ethnicity_____

2. What preparations were made to use Awigui as a medium of instruction in:
 - In your school
 - At woreda level
 - At zonal level

3. Please discuss on the availability of time for the preparation period?

4. Does your school get professional support from the educational experts at woreda, zone, & regional levels to facilitate the use of Awigni as a medium of instruction?
 - a) Yes
 - b) No

5. If your answer for question no "3" is Yes, how many times has your school been visited? Please put a "□" mark.

No. of Visits	Region	Zone	Woreda
Once in a year			
Twice in a year			
More than twice in a year			
There was no visit throughout the year			

6. Number of teachers who teach in grades 1-4

Education Level	Male	Female	Total
Below grade 12			
12 grade complete			
TTI graduates			
College Diploma holders			
Total			

6.1. Do you think that the teachers are adequate in number?

- What about their training in Awgni?

Were they given training before they were assigned to teach in Awgni?

7. Have your school received the text books necessary to your school?

a) Yes fully b) Yes partially c) Not at all

8. Please indicate the text book pupil ratio for each subject in each grade.

No.	Grade	Text Book Pupil Ratio				
		Mother Tongue	Amharic	English	Maths	Env.Sci
1						
2						
3						
4						

9. Does your school have enough teachers' guides, a syllabi and additional reading materials? Please discuss on this?

10. Do you think that Awi culture is incorporated in the curricular materials? _____

Please give your opinion on the inclusion of Awi culture in the textbooks according to your experience?

11. Do parents want their children to learn in Awigni language?
If yes why? If no why?

12. Do pupils feel forced joining the schools using Awigni as a medium of instruction.
If yes why? If no why?

13. Do you think that classroom interaction has become interactive as a result of the use of mother tongue (Awigni) as a medium of instruction?
If yes why? If no why?

14. If there was choice do you think that most of the students will not join a school using Awigai as a medium of instruction?
If yes why? If no why?

15. In general are you satisfied with the education in primary schools using Awigui as a medium of instruction?
If yes why? If no why?
-
-

16. What are the major benefits from using Awigni that are successfully implemented?

17. What are the major problems your school is facing in implementing Awigui as a medium of instruction?

18. What do you think, are the solutions to the problems you stated above?

Appendix C

Focused Group Discussion with students

1. Please, discuss the availability of the textbooks:
 - if you have textbooks for all subjects
 - if you have any problem or shortage etc.
2. If there are shortage of textbooks please discuss it.
3. What about the clarity and the simplicity of the textbook? Please comment on this.
4. What about your interest to learn in Awgni
 - are you happy? discuss?
 - are your parents happy? discuss?
5. Do your teachers speak & write the language fluently?
 - Please discuss this?
6. In which language do you want to learn if you were given a chance of choosing? why?
7. What benefits have you got from learning in Awgni?
8. What problems, if any, are you facing to learn in Awgni?
9. What do you think are the solutions to the problems you forwarded?

Appendix D

Interview for Woreda and Zonal Education Officials/Experts

Dear Education Expert

The purpose of this interview is to collect data for the study that attempts to investigate the factors that affect the implementation of mother tongue (Awigni) as a medium of instruction. The result of the study is of great importance in suggesting possible solutions to the encountered problems. Therefore, please be objective while you respond to each item.

Thank you very much in advance for your kind cooperation.

I. Preparations made to use Awgni as a medium of instuction

1. How many schools (grade 1-4) provide formal education using Awigni as a medium of instruction in this zone/woreda?
2. How many schools give in Amharic and Awigni at the same time?
3. What preparations were made to use Awigni as a medium of instruction in this wored/zone to provide education in Awigni?
 - 3.1. Regarding the language
 - 3.2. Regarding the training of teachers
 - 3.3. Regarding curricular materials
 - 3.4. Regarding the attitude of the parents
 - 3.5. Others
4. Please comment on the preparation period:

- a. about the use of plans?
 - b. was there enough time to prepare the curricular materials?
 - c. the time to train teachers and other personnel?
 - d. to revise the organizational structure?
5. Are the following newly prepared or translations
- 4.1. Text books a) Newly prepared b) Translation
 - 4.2. Teachers guides a) Newly prepared b) Translation
 - 4.3. Syllabi a) Newly prepared b) Translation
6. If the above curriculum materials are translation, do you think that they reflect the culture of the Awi people?
7. Were there discussions (consultations) with parents before Awigni was used as a medium of instruction?
- 7.1 If there were discussions what was the opinion of parents regarding the use of Awigni as a medium of instruction?
 - 7.2 If there were no discussions, why?

II. Availability of Trained Teachers

8. What language is being used to train primary school teachers in the TTI's (for the would be teachers in Awigni language as a medium of instruction)?
- 8.1. If the language of teacher training is not Awigni, do you think that the teachers are effective in teaching in the language (Awigni)?

- 8.2. What measures did you take to introduce how to use Awigni as MOI for those teachers who were trained in another language other than Awigni? Were you successful?
- 8.3 In your zone/woreda how many of teachers teach in primary schools, at present?
- a) Without any training on how to use Awigni _____
 - b) After taking short (less than one year) term training in Awigni _____
 - c) Long term (one year and above) training in Awigni _____
 - d) Why did you assign un trained teachers on how to teach in Awgni

III. Usability of the textbooks

1. Please comment on the clarity and the simplicity of the language used to write the textbooks?
2. How about the adaptation of Awi culture to the textbooks?
3. Please, comment on the readability of the exercise in the textbook?

IV. Availability of Text Books and Other Materials

- 2.1. Have you distributed enough curricular materials (textbooks, teachers guides, syllabi) to the woredas/schools?
- 2.2. If your answer to question no. "2.1" is yes are all the students provided with the textbooks?

- 2.3. Please indicate the ratio of text books to students in each subject in each grade.
- 2.4. What is the ratio of books to students in those books where there is shortage? What is the ratio of textbooks to students? Where there is no shortage?
- 2.5. Have you distributed the following to the schools?
- 2.5.1. Awigni language dictionary?
 - 2.5.2. Awigni language grammar books?
 - 2.5.3. Reading materials in Awigni language?
 - 2.5.4. Syllabus in each subject ?
 - 2.5.5. Student textbooks?

V. Support

- 3.1. Have your office been following the implementation of the primary school curriculum using Awigni as a medium of instruction?
- a) Yes b) No
- 3.2. How many of the lower primary schools have been visited by educational experts? Last academic year (2000-2001)1993 E.C.?

- 3.3. If your answer to question no "1" is No, list down the reasons for not following up the primary schools?
- 3.4. If education experts visited the primary schools using Awigni as MOI, what good practices were observed?
- 3.5. What are the major problems observed in implementing Awgni as MOI in the primary schools?
- 3.6. What do you think are the solutions to the problems you listed in question "3.5"?
- 3.7. Do the schools get radio broadcast support? _____
If no why?

Finance

1. Do you allocate budget to the schools to facilitate the implementations of Awigni as a medium of instruction?
2. Do you think your financial support is enough?

VI. Acceptance of Mother tongue (Awigni) as MOI

1. Please indicate, the attitudes of teachers, pupils and parents you have observed in using Awigni as MOI in the primary schools

		Positive	Negative
a	Teachers attitude		
b	Pupils attitude		
c	Parents' attitude		

2. Please give reasons for the responses you gave for question no "1" above.

Appendix E

Interview for Parents

Ethnicity _____ Educational level _____ Sex _____

1. How many children do you have attending in this primary school?

Boys _____ Girls _____

2. Are you aware that, Awgni (mother tongue) is being used as a medium of instruction?

A) Yes B) No

2.1. Are you pleased with the language of instruction your children are learning? A) Yes B) No

Please give your reasons for the answer you gave in question "2.1"?

3. What do your children usually feel about their mother tongue (Awgni) as a medium of instruction?

3.1 They usually complain

3.2 They are interested in it

3.2 They show no reaction to it

3.4 I don't know

3.5 Please give reasons for your response

4. Do your children get the necessary textbooks from their schools?
5. What is your observation about teacher's attitude towards the use of Awgni as a medium of instruction? Please give justifications/
6. Do you think that your son or daughter has acquired adequate knowledge and skill from the curriculum using Awigni as a medium of instructors?
Please give justification for your response
7. Were you consulted as a parent before Awgni was used as a medium of instruction
7.1 If there were discussions with parents about the use of Awgni as MOI, what was the reasons of parents?
8. If you are given a chance to choose the language of instruction in primary schools please list the languages you will choose?
8.1 Please give reasons for your response
9. Do you think that parents view the use of Awgni as a medium of instruction positively or negatively?
Please give response for your response
10. Please tell us if there is anything (Problem or any feeling) you like to mention regarding the Awgni language as a medium of instruction?