

ADDIS ABABA UNIVERSITY



College of Education and Behavioral Studies

Department of Curriculum and Instruction

The Practices, Challenges and Opportunities using Nuer Language as a Medium of Instruction in Primary Schools Curriculum and Instruction in Wanthoa Woreda in the Nuer Zone of Gambella Regional State

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Statement of the advisor

As senior essay research advisor, we are here by certifying that we have read and evaluated this senior essay prepared under our guidance, by Buony Jock Nyoack entitled the Practices, Challenges and Opportunities of using Nuer Language as a Medium of Instruction in Wanthao Woreda of Nuer Zone in Gambella Regional State.

I recommended that it can be submitted as he fulfilling thesis requirement.

Declaration (statement of the author)

First I declare that this thesis is my bonafide work and that all source of materials used for this thesis have been dully acknowledged. Thesis has been submitted in partial fulfillment of the requirement for an advanced, Master Degree in Addis Ababa University. I solemnly declared that this thesis is not submitted to any institution anywhere for the award of any academic Degree, Diploma and Certificate. Briefly quotation firm that this thesis is allowable without special permission provided that accurate acknowledgement of source is made, request for permission to extended quotation from or reproduction of this manuscript in whole or in part may be granted by head of major department or the dean of the schools of graduate studies when in his/her judgments. The proposed use of the materials is in the interest of the scholarship in all others instance however; permission must be obtained from the author.

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ACRONYMS

NMI – Nuer Medium of Instruction

MOI - Medium of Instruction.

LOI - Language of Instruction.

(Note. In this study, NOI and LOI have been used interchangeably)

ETP - The New Ethiopia Education and Training Policy

TTI - Teachers' Training Institute (one year program)

ABSTRACT

In Ethiopia the use of mother tongue as a MOI for formal education widely started with the adoption of the new education and training policy of 1994. Thus, several nationality languages are being used as medium of instruction. Nuer is among these languages. The purpose of this study is to know The Practices, Challenges and Opportunities of Nuer Languages as a Medium of Instruction in Wanthoa Woreda of Gambella (Matar Town) and also examining the attitude of teachers, students and society toward the Practices, Challenges and Opportunities and use of this Nuer language as a medium of instruction and suggest possible solution to the problem. To this end, research employed a survey descriptive research methodology. The study's sample includes teachers, students, parents and educational experts in the town. Data was collected using interview, focus group discussion and observation.

Qualitative methods were used to analyze data. Absence of in service training, the negative attitude of the students, parents and teachers toward using Nuer as medium of instruction and absence of reference material are among the major findings of this research. Therefore so as to solve the problem of Nuer as a medium of instruction teacher should receive in service training in Nuer context, Nuer as a medium reference material should be design, Ethnic and linguistic complexity should take in to consideration by the Nuer Zone Wanthoa Woreda Gambella Regional government and The Practices, Challenges and Opportunities of Nuer Languages as a Medium of Instruction in Wanthoa Woreda of Gambella Region of NMI Nuer policy.

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CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

In the educational process, the role of language that is used as a medium of instruction is the most important of all. This is because of the fact that the effectiveness of this process is dependent on the existence of effective communication between teachers and students. This effective communication takes place when the appropriate language (medium of instruction) is used (Emenanjo 1990). Under such situation, question may arise as to which language (medium of instruction) is more important and helpful for classroom instruction through which the child would be initiated to participate in activities in his/her social setting. As numerous scholars like (Macnamara 1967) suggested, it is the child's mother tongue that has to be used in the primary grades for better learning. The advantage of using mother-tongue for the child's learning is that it facilitates individual's easy speed of expression, greater self-esteem, and greater independence of thoughts, greater certainty, firmer grasp and longer retention of the subject matter Rubin and (Jernudd, 1971). Conversely, using the none mother tongue language of a child over which the child has no relative mastery could be important, according to (Macnamara, 1967), affects both the child's grasp and speed of reading. Similarly, other scholars argue that teaching a child using his mother tongue is not only useful because of its pedagogical suitability, but also it is a matter of a child's right, the denial of the mother tongue to the minority is discrimination against the minority and a violation of human right (Spolsky, 1986) (Lynch, and Modgil, 1992). In Ethiopia, since the introduction of modern education around the turn of 20th century, language policy regarding education has been changed many times due to external influence and political interests of the leaders of the time (Macnab, 1989).

As mentioned by Macnab, foreign languages (particularly French) were used as medium of instruction in modern Ethiopian schools until the Italian occupation. During the invasion however, in addition to the foreign languages, about six local languages were started to be used for teaching purpose. Nevertheless, only Amharic language continued to be a language of instruction in primary grades of formal education in Ethiopia until 1990 (Macnab, 1989). The Derg attempted to introduce literacy through 15 nationality languages to contribute for the improvement insignificant use of the local language in education. When the EPRDF (Ethiopian People Revolutionary Democratic Front) government replaced the Derg Regime in 1991, it recognized the rights of nationalities. To this effect, a new education and training policy draft had been introduced with the right to choose local languages to be used as medium of instruction in the primary education system. The current educational system, especially in the choice of medium of instruction, follows the logic of decentralized policy. As a result, over twenty nationality languages have been started to be used as languages of learning in primary schools; due to the decentralized policy, some nations and nationalities of Ethiopia have entered into

“automatic” use of their languages as a medium of instructions. This is to say that nations and nationalities started to use their languages without the necessary preliminary preparation, such as curriculum design, textbooks preparation, provisions of reference materials, provision of adequate and relevant teacher training and sufficient time prior to the implementation of their respective programs. Similarly, Nuer, Anyuak, Mejenger, Komo and Opo are currently serving as medium of instructions for grade 1-4 in Wanthoa Woreda of Nuer Zone in Gambella Regional State where they are widely spoken and their respective zones. However, this study was conducted to investigate the practices, challenges and opportunities of using Nuer as a medium of instruction.

1.2. Description of the study Area

Gambella people, Nation, National and regional state is located in the western part of Ethiopia. Gambel Region is 765 km from the Addis Ababa along the main road of Jimma. Among the Ethnic groups inhabiting in Gambella Region State are; Mazenger, Komo and Opo are not found in large number in Wanthoa administrative town. The Wanthao Woreda (Matar town) is located in western part of the Gambella Regional State having about 30km from Nuer Zone in east, 165km from GambellaTown, 35km from south Sudanese (Naser) district in south west, 105km from Akobo Woreda, and 92 km from Jior Woreda in south and 796km from Addis Ababa. Most of the state is flat and hot humidity weather according to the Ethiopian climatic classification the Wanthoa Woreda lie in kola with hot temperature. The mean annual rain fall registered is 615.9mm while the minimum or maximum temperature is 21-35.9c and found in kola climatic zone (2018).

1.3. Statement of the Problem

The level of practice challenge and opportunity in language is one of the major problems in developing countries. Particularly, in Ethiopia the potential practice from people in education remains unproductive due to profusionality problem caused by unreliable nature of development which resulted in insecurity of education. A child learns base in mother tongue has been observed by using mother tongue education resulted from the existing diversity and resources limitation. That is why many scholars like (Farrant, 1980) indicated that the significance of mother tongue in the educational process is unquestionable. The Studies conducted in the Ethiopian context by (Tefaye 1971-77), and (UNESCO, 1990) cited in (Waqshum, 1995) indicated that most of the respondents favored learning in their mother tongue. Nevertheless, the use of mother tongue as medium of instruction alone can never assure the effectiveness of learning processes. This means, though using mother tongue as medium of instruction facilitates for better learning opportunities, there are other determinant factors for the successful implementation of the teaching learning process, which may include the need for teacher training, the demand for community participation, preparation of teaching and writing materials to mention some of the issues among others that determine the effectiveness of teaching learning processes. (Farrant 1980) cautions that the implementation of mother tongue practice for

teaching in primary schools without the necessary preparation poses problems in education because such policies are commenced without ensuring the existence of sufficient teachers fluent in the required language to make policy succeed. Furthermore, programs using mother tongue as medium of instruction are introduced without preparations any relevant and appropriate teaching material for the chosen language. Similarly, (Cohen 2006) explains that when languages are raised from mere vernacular to a medium of instruction, a number of problems affecting the practices occur. Among these problems, lack of provision of appropriately trained teachers, the problem related to the provision of well-prepared texts and reference materials, problem associated with effective preparation and proper utilization of teaching aids and absence of inclination to teach and learn in the language chosen are the basic ones. Rather, no matter how enlighten a language policy may be in its form, many preconditions must be considered wisely and properly; otherwise, it will certainly fail to achieve the outcome its planner intended (Cummins, 2003).

In Gambella Regional State, five languages; 1.Nuer, 2.Anyuak, 3.Majanger, 4.Komo and 5.Opo- are considered as indigenous (Dereje, 2006). Among these, Nuer is the only spoken language in Wanthoa Woreda (Matar town), which is the specific place of this study. In addition, Amharic, Afan Oromo, Tigrigna and other languages are spoken. Amharic is the working language in the Gambella Regional State, Nuer Zone of Wanthoa Woreda. Nuer became language of instruction since 1996 for grades 1 to 4. Before the introduction of mother tongue (Nuer) as language of instruction, Amharic was used as the language of instruction from grades 3 to 12. At that time, Nuer was serving as medium of instruction for grades 1 to 4, which has been chosen for this study due to its numerical advantage of the speakers of the language in the study area and the number of schools in which Nuer as a medium of instruction was more than the Anyuak language.

To this end, the research attempted to answer the following basic research questions:

- ✓ How is the use of Nuer as a medium of instruction practiced in primary school curriculum and instruction in Wanthoa Woreda of Nuer Zone, Gambella Regional State?
- ✓ What are the opportunities obtained and the challenges faced in the process of using Nuer as a medium of instruction in the study area?
- ✓ How do parents, teachers and students in particular and the communities in general perceive the use of Nuer as a medium of instruction?
- ✓ What are the possible measures that should be taken to further improve the use of Nuer as medium of instruction in the study area?

1.4. Delimitation of the Study

The region is located from the western Ethiopia Gambella Region, Nuer Zone, Wanthoa Woreda, research is conducted in the area on The Practices, Challenges and Opportunities of using Nuer Language as a Medium of Instruction in Wanthoa Woreda of Gambella Regional State and the

Wanthoa primary school and Wanthoa Woreda Education office. The researcher explains that because it was difficult to conduct the study throughout all the primary schools in the Woreda. Presently in this country there are several nationality languages being used as a medium of instruction in primary schools. Since it's practically difficult to cover all primary schools, the study is delimited to 5 primary schools in Wanthoa Woreda of Nuer Zone, Gambella Regional State. This is because first, to make the study manageable in terms of time and material supply.

1.5. Objectives of the Study

The main objective of this research is to investigate the practices of using Nuer as a medium instruction in Wanthoa Woreda of Nuer Zone, Gambella Regional State. Whereas the specific objectives of the study include:

- To examine how Nuer as a medium of instruction is practiced in primary schools of the study area;
- To investigate the opportunities obtained and the challenges faced due to the use of Nuer as a medium of instruction in Wanthoa Woreda;
- To explore the perception of the community in general and parents, teachers and students in particular regarding the use of Nuer as a medium of instruction in Wanthoa Woreda of Nuer Zone; and
- To identify major measures to be taken to further improvement of the use of Nuer as a medium of instruction in the study area

1.6. Significance of the Study

The purpose of this study was to assess the practices, challenges and opportunities of using Nuer language as a medium of instruction in Wanthoa Woreda, Gambella Regional State. Therefore, the results of this benefit are as follow:

- The Woreda education experts and officials as to help them to identify the gaps in using Nuer as medium of instruction and search for measures to improve the gaps observed;
- The teachers, students and school principles to overcome the challenges observed in the course of practicing Nuer as a medium of instruction;
- The researcher to be aware of the challenges in the process of using Nuer as a medium of instruction and look for remedial actions;
- Create opportunities for other researchers who have interest for further study on the matter.

1.7. Data Analysis Methods

As the researcher is to study about the practices, challenges and opportunities in using Nuer languages as the medium of instruction in primary schools curriculum and instruction in the study area, qualitative data analysis is used in this research. For analysis of qualitative data the researcher described the data based on meaning expressed through words. The data collected from the respondents was analyzed qualitatively using narration.

1.8. Organization of the study

This study is organized in to five chapters. Chapter one cover the background of the study area, descriptive of the study area, statement of the problem, objective of the study, research question, significant of the study, limitation of the study. Chapter two cover the literature review which include some concepts in The practices, challenges and opportunities in Nuer languages as the medium of instruction in primary schools curriculum and instruction in the area. Chapter three covers research methodology, data collection instrument, sample and sampling techniques, and data analysis. Chapter four covers the result of the study which includes the response and respondents characteristics from the study area. Chapter five covers the conclusion, summary and recommendation.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 Language in Education

For the successful teaching learning process, language practice in education is very important in term of politics, economics, social, pedagogical and in philosophical. Hence, if the people want to give themselves realists' opportunity of their many problems, the issues develop to their full potential educationally, economically and politically. To contribute to the resolution of language instruction in education must be addressed, text and other reference material need to be prepared in a manner that the learner can be a easily grasp the contents (Kembo, 2001). Similarly, (Ghermai 1998), citing (Baker 1993) states that the relationship between languages practices and education in curriculum is not immutable. So, textbooks to be prepared in languages, either as a subject to be studied or as a medium of instruction have to be appropriate to the level of the learners. Again, education as one of the dominant means to development cannot be successfully attained without incorporating into educational system, the vehicle of human culture, civilization and human tool of communication i.e. language practice. The educational system devoid of culture and civilization is alien to the learners. The learners will not easily internalize the intended mission, nor will she /he appreciate it because it is out of his/her domain. As language play a vital role in expressing culture and civilization, language issue should be duly addressed in educational system.

2.2. Argument over Mother Tongue Instruction

There are arguments over the use of mother tongue as medium of instruction. Due to the lacks of teaching aid like textbooks and references, these are advocating and opposing the use of mother tongue for instruction. The advocators emphasize its advantage where as the opponents point out the problems attached to the use of mother tongue for instruction. The demand for use of local languages is one of the critical issues in the national courses of Ethiopian history. Language was one of the key questions to those who feel that there was “national oppression” in Ethiopia. Therefore, all nationalist movement was claimed for the use of their national language symbolizes their sense of identity. For instance, (Cohen 2006), pointed out argument of those who are in favor of using local languages as “argument in support of the extension of local languages age use often being by the high lighting of facilitating the expression of identify” (p.176). The supporter of this perspective argued that the use of mother tongue enhance the status of many Ethiopians in the political, economic and social involvement of the country. They believe also it is a prerequisite to increase local, regional and national self –esteem. As to (Syoumi, 1997) the reason for objecting to Amharic and seeking for alternatives is political, social and pedagogical of mother tongue. In fact, it is the best solution to empower the historically marginalized groups and to due contribution for the development of their country (Mekuria, 1997), suggested that the use of mother tongue for the purpose of administrative

teaching and publishing protects the minority groups from being assimilated and linguistic homogenization. He put his very example of in the previous regimes how the non-Amharic speaking children were frustrated especially, during their primary schools, as been alienated and prejudiced and ridiculed including by their Amharic teachers. Children were ridiculed from their grammatical errors or mispronunciation of Amharic words. To sum up the two perspectives, first and foremost it is important to accept to hard fact that Ethiopia is multilingual country. As opponents of mother tongue education said multilingualism and Multi ethnicity is not politically constricted regardless of how political manipulate it for their own benefit. It is hoped that, by strengthening locals' identity, member of various linguistic groups will feel more strangely identified with Ethiopian states and that this will help to provide a basis for jointer action and reduce likelihood of conflict. If the state can become multilingual, then it can also be seen as multi-ethnic and encourage ownership of political and other aspects of national life by all Ethiopia Cohen, (200:176).Certainly, those who argue against mother tongue education are failing to understand the sociological aspect of language and to propose feasible alternatives "piercing people to adapt an imposed national language are no longer ideologically acceptable or practically visible.

2.2.1. Advantages of Mother Tongue for Instruction

Even though there is opposition to the use of mother tongue for instruction, a number of scholars advocate its advantages. For instance, (Fasold 1984) states the psychological, pedagogical and sociological advantages of mother tongue if used for instruction.

Psychological Advantage of Mother Tongue

The issue of languages is one aspect in challenging the psychosocial adjustment of children. Explaining this idea, (Fishman 1968) advises that to expect a child to deal with new information presented in a new language is to impose on him/her double burden which results in slow progress of the child. Hence, he add, shock (adjustment difficulty) resulting from the Transfer to a new environment can be softened by using mother tongue as a medium of instruction. Similarly (UNESCO 1953) as cited by (Emenanjo 1990:63) exposing the instructional failure as result of home school languages differences, state that the situation in which a child used his intimately related language at home and has to switch to foreign language vehicle of foreign culture that unknown to them creates a gap between school and home in which case a child may feel inadequate psychologically disturbed, and a resented with teachers and schools. Hence mother tongue is seen to give advantage in lining both school and home keeping the child psychologically secured.

Pedagogical Advantage of Mother Tongue

The use of mother tongue for instruction is useful for clear understanding and for the development of second languages. (Duthecher 1982), (Solomon 1995) stated that those children

who have learn in mother tongue will not learn we have learnt in mother tongue will not learn we missed enhance of learning in mother tongue and lose both advantages. It is clear that a child better learn in his /her mother tongue regarding this, (Geflier, 1998:193), underlines the importance of mother tongue education as follows. If the languages of instruction are different from the mother tongue or the home/ community languages, the level of cognitive development and the level of languages proficiency do not match. Subject contents may be neglected for the sake of language acquisition. If the languages of instruction and mother tongue are identical, the students ability to identity, specify, talk about new, abstract concepts and detailed subject information grows to gather with their mother tongue and development. Similarly, (Unchendu 1993:53), emphasizing the pedagogical interest initiating quality of mother tongue writes the neglect of mother tongue is serious because it makes learning to young one both difficult and uninteresting whereas using mother tongue provides the surest key to the child's mind in learning is immediate environment. Here the ideal of Unchendu is that while learning in the classroom is the existing correspondence between the cultural environment and the languages which explains that environmental simplifies and gives easy in the effort to the child and makes her/him to understand the classroom instruction even if it is difficult to grasp.

Sociological Advantage of Mother Tongue

It is clear that education become more target full when a child is instructed by the languages in which his society uses to explain itself and its culture. This idea is supported by (Makulus 1971) in (Solomon 1995) when he states that education fails when its fails to make the child understand his social and cultural life of his society. This can be done using the languages which explains his culture. Similarly, (Uchendu 1993), quoting Enobakhare, raises such a sharp question. How can a child be proud of his country if it means of communication is foreign? This is more explained in his own idea that the use of vernacular language enables the easy understanding of traditional folklore, and poetry in which societies are expressed and it generates national pride. This means that unless education uses the vernacular, it may have weakness in making oneself proud of him/herself, his /her cultural languages practice. Another argument of advocates of the use of mother tongue is that the sociological values of education are gained more when a child is instructed by the languages in which his society uses to explain itself and its cultural languages of instruction.

2.2.2. Opposition on Mother Tongue for Instruction

Although proponents of mother tongue for instruction point out its advantages from different angles it could not escape from criticism. Opponents of mother tongue for instruction state the problems from different perspectives, such as economic, political and transitional period.

Economic Perspective

It is impossible to separate the educational system from economy of a given country. They are greatly interrelated (Mialaret, 1979). The opposition has its root in this inter relationship. Here

the argument is that although, there exist a belief that mother tongue is advantageous in children interaction, in the case of linguistically heterogeneous society the cost of introducing new languages is very high since it requires materials and personnel training in various languages (Nilson, Commings, 1997).

Political perspective

Some political leaders like citing (Williamson 1977) in (Emenanjo1990) consider the use of mother tongue for instruction treat for national unity especially; where there is linguistically heterogeneous society, diversity is not considered as a resource. This political believes that this condition may lead people to live in isolation because of their tongue. Citing (Williamson 1977) in (Emenanjo 1990) stated that to encourage reading and writing in multiplicity of languages seriously hinders the development of national unity. This can be seen in Mr. Grand's speech quoted by (Dankin, etal 1968) which states that the proposal of using mother tongue might encourage separation in which case people in present days cannot live isolated one another because of their tongues. As this is the case in Ethiopia, its until the period of EPRDF (come to power, in 1991) favored and some time declared mono culture and languages practice which is their assumed base for national unity (Hamdessai, 1982); (Jeylon, 1920) and (Tekeste, 2006).The regimes of Emperor, Hailesellesie and Mengistu in Ethiopia used languages of legitimating like our people our united mother land, our unique history, our historical period, our ideology, etc. Whenever they wanted to mobilize the population toward their political goals at the same time, they openly discourage multiculturalism as reason against national integrity and viewed the linguistic based identity or consciousness to the national integrity of Ethiopia Bloor and (Tamrate, 1996).

Problems Related to Transitional Period

The third argument of opponents against the use of mother tongue for instruction is that transition from mother tongue instruction at lower level to the education in the second languages at the higher level creates frustration. In the history of mother tongue education in Africa and elsewhere it was suggested several times by UNESCO and others that: The transition from mother tongue education to second languages as a medium of education should be delayed until student get enough skills to use their second languages as a medium of instruction (UNESCO, 1968).The second languages should be introduced as earlier as possible as one subject in curriculum Brown and (Hiskett 1976), (UNESCO 1968). However, there exists difference in application, that means presently the level of transition from mother tongue instruction to second languages instruction, and the time of introduction of the second languages as a subject of instruction varies even within the same country Ethiopia being one example (Dereje, 1991).

2.4. Current Language Practices in Ethiopia

Unlike to the previous perspectives EPRDF was accepting and appreciating diversity within Unity. As a result, the post 1991 is known for the flourishing of several minor languages in the

history of Ethiopia. All languages have got at least, equal constitutional status regardless of their visible difference in use and practice. The introduction of several local languages in written forms in Ethiopia during the 1990's was a manifestation of the rights of nationalities as enshrined in article 39 of the constitution (Government of the Federal Democratic Republic of Ethiopia, (1995). According to article 39(2) "every nationality and people in Ethiopia has the right to speak, to write and develop its own language to express, to develop, to promote its culture and to preserve its history the (Cohen, 2006).

This practice was welcomed by many Ethiopians and really considered as the era of language revival even for those languages which were at the eve of death and extinction. Its positive contribution is that it erodes the previous domination on the one language leads to the trend of total assimilation. According to (Cohen, 2006), the government, has not, however design a cover language practice that shows details the use of particular languages for defined purposes "Instead of an implicit language policy exists as part of the government's wide federalist agenda (Cohen,2006:165). (Seyoum, 1997) has explained the year 1991 as the starting day which brought promise to the previously oppressed languages of Ethiopia after the armed struggle has ended. According to him "the new regime drafted an interim education and language practice which has three central themes. The provisions are ascertained in the article 3 and 2 of the Ethiopian constitution (1994) that Ethiopian languages shall enjoy equal state recognition".

- At the sometime, the members of the states of the federation were also given the right to determine their official language.
- The second issues is Amharic which is chose to be the official language of the federal state taken for granted its previous status and this was in article 5 of the new constitution (1994) .
- The third decision was English language remain kept its status to be the medium of instruction at secondary schools and to thought as a subject in elementary schools starting from grade one (Seyoum, 1997).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research design

The study employed by descriptive survey design which refers to the set of methods and processes that can be described in research in which the research had to be conducted under qualitative research methods. The qualitative approaches of the study helped the researcher to interpret and describe the idea gathered through interviews focuses group discussion and observation checklist. Then the researcher uses qualitative research than quantitative. This research is laid on The Practices, Challenges and Opportunities of using Nuer as a Medium of Instruction in Wanthoa Woreda of Nuer Zone of the Gambella Region. Hence, the main concern of this research is to investigate the practices, challenges and opportunity of mother tongue education using Nuer as a medium of instruction in primary first cycle schools. To serve this purpose the descriptive survey design was used with the assumption that it could help the researcher to assess the practices, challenges and opportunities of Nuer as a medium of instruction. Similarly, the nature of the study under investigation demands descriptive method to describe the problem of the area in wider magnitude (Weinberg et al, 1996). Therefore, to get data from the Woreda education, questions raised in the present day, survey method was used. This is because, this method has a potential used to make detailed description about the existing phenomena, justify current practices, challenges and opportunity to make intelligent solution for improvement. In addition, document as secondary sources were also used to substantiate major issues to be dealt with and greater than towards the objective of the study and develop instrument of data collection. Based on the review of related literature and information obtained, data collecting instrument was developed.

3.2. Sources of Data

The study mainly used primary and secondary sources of data. The primary data was collected from teachers, students, parents and Woreda education experts by using interview, questionnaire, focus group discussion and class room observation checklist. Archival and other relevant documents were used as secondary data to enrich the data obtained from the aforementioned subjects.

3.3. Samples and Sampling Techniques

The number of first cycle primary schools in which Nuer is used as medium of instruction is 9 primary schools. From the 9 first cycle primary schools, 5 of them are found in Wanthoa Woreda. The number of teachers teaching in these schools of Wanthoa Woreda Matar Town is 70 while the number of students is 4343 from grade 2-4. Out of 9 primary schools in the Woreda, 5 schools (three schools in the town and 2 schools out of the town) were chosen based on simple random sampling method in a lottery system. In the sampled schools, the 25 available teachers

were taken using availability sampling technique. As for the students, 30 students from each grade level were selected from the sampled schools using simple random sampling technique for the focus group discussion. Thus, the students who participated in focus group discussion were those of grade 2-4. The absence of grade one from focus group discussion is because they are not mature enough to provide information. For selecting educational and language experts in the region, the researcher used purposive and availability sampling technique and as a result 2 educational experts were interviewed to provide necessary information for the research. Similarly, students' parents were also selected using purposive sampling technique based on their active participation in school activities. Thus, 20 parents (4 parents from each school) were chosen for interview. In this study, all the 3 grades (2-4) that use Nuer as medium of instruction were observed in the 5 schools, which make 15 classroom observations. The reason for observing all grade levels was to collect and develop clear understanding whether or not Nuer serving as medium of instruction is used in the classroom interaction. Classroom observation check list was used during observation by the researcher in order to see the classroom atmosphere of both teachers and students while Nuer medium of instruction is used for communication purpose.

3.4. Procedure of Data Collection

To make the data-gathering instrument reliable and valid, initially, informal preliminary discussions were made with educational officers on the draft of the instruments that might help to check the face validity. Again, to reduce the ambiguity of instruments/items, the researcher tried to clearly define and state the meaning of words, phrases or sentences level to ask the right question and use items for sample significant aspect and the purpose of the study. Based on the comment and suggestions for selected questions that looked as repeats were improved or avoided in various aspects and questions that found vague to the respondents were further refined and improved. All questions were also in open ended, so that respondents were not restricted to the response and the reverse was made to suit. For this matter data collection instrument was been developed. So as to test the availability of data collection instrument pilot survey was conducted in one primary first cycle schools such as Matar first cycle primary schools. During the pilot study: 1. teachers, 2. student's 3. Parents and 4. Officials from educational bureau are participated.

3.5. Data Collection Instruments

As the research is to assess about the practices, challenges and opportunities in Nuer languages as the medium of instruction in primary schools curriculum and instruction in the study area, The major tools used in collecting data for this study were interview and questionnaire, focus groups discussion and observation checklist while using qualitative research.

3.5.1. Interview

the purpose of this research is to assess the practices, challenges and opportunities in Nuer languages as the medium of instruction in primary schools curriculum and instruction in the study area, interview was used to obtain information from Wanthoa Woreda education that's from teachers, experts, supervisors and from student to collect all the problems related to the local language in the Woreda education.

3.5.2. Focus Group Discussion

This method was employed to obtain necessary information from the students. To obtain the necessary information open group discussion was conducted. This open group discussion was led by the researcher and supported and encouraged by each other. As a result they can express their views freely based on the extent teachers use Nuer language in the classroom. Whether teacher use teacher guides and others teaching materials that are designed in Nuer and to discuss or see the attitude of students toward Nuer medium of instruction

3.5.3. Observation checklist

For this study, open observation was used to observe everything that transpire the classroom in relation to Nuer medium of instruction. It was used to collect the necessary data in the class interaction. Open observation helps to make open recording as factual as possible. Here, the observer could note down key points about Nuer medium of instruction. For this study key points observed were mainly related to the extent to which the teachers use Nuer language in the classroom, whether the teachers use teacher guide and other teaching materials that designed for Nuer medium of instruction and to observe the attitude of students toward Nuer medium of instruction.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

As the researches is to find the practices, challenges and opportunities of using Nuer language as a medium of instruction in Wanthoa Woreda of Nuer Zone in Gambella Regional State, In this section, the responses obtained from teachers, parents, school supervisors and educational experts of Woreda and students are investigated through interview, focus group discussion and classroom observation were analyzed and described qualitatively.

4.1. Background of the Respondents

This chapter is concerned with the presentation, analysis and interpretation of data collected from different respondents under the following sub-topics and sections.

4.1.1. Age structure of the respondents

The purpose of the research was to investigate the practices, challenges and opportunities of using Nuer language as a medium of instruction. The age distribution of the respondents is presented such a distribution show that the highest proportion of the respondents out of 81, 20 were found in the age category of 30-34, and 9 were in the age category of 35-39, the distribution of the respondents in the age groups of 25-29 were 10 and >40 were 10 and the numerical distribution of the student respondents in the age groups of 15-19 is 15, 20-24 was 2 and <14 is 15 respectively. Using this age structure of the respondents is important because it gives insights about the respondents' capacity and experiences they have to provide relevant and detail information. Accordingly, many of the respondents' age structure enables to conclude that majority of the respondents have good awareness about the issue under investigation.

4.1.2. Sex of the respondents

As the research is to know about the practices, challenges and opportunities of Nuer language as a medium of instruction, sex is one of the demographic variables of the respondents to be described. According to the data obtained, among 81 respondents, 51 were males while the remaining 30 were females. In this regard, there is a disparity between male and female participant, which in fact, could be the reflection of societal impact on female participation in the educational profession. It seems, therefore, there are numerous factors (e.g. economic factor, scattered nature of indigenous settlements exacerbated by mobility, early marriage, parents' interest to keep girls safe and away from modernity, etc.) that exclude or undermine girls' access to go to schools, which goes in line with findings.

4.1.3. Work experience of the respondents

As the researches is to assess about the practices, challenges and opportunities of Nuer language as a medium of instruction, Work experience is one of the variables used to describe the background of the respondents. The large proportions of 30 out of 81 respondents were primary students selected from grade 2-4. In general 51 respondents out of the 81 were; teachers, parents, experts and supervisors who are mature enough and more educated then students. Among them as respondents, 21 out of the 51 respondents were from 3-6 years experiences, 15 were from 7-10 while the others 15 were from 11 years and above experience. Work experience of the respondents is one of the background information. It indicated that out of 80 respondents the 51 of the respondents were civil servants and the private workers. In general work experiences can drive the economic by change in people's capabilities or their human capital, as affected particularly by their educational processes. The more the experienced people is the more they easily contribute to the problem they respond and more readily to utilize the technologies based on the experience they have in the Woreda.

4.2. Result and Discussion

Here, the data from different sources using different data gathering tools were presented, analyzed and interpreted from teachers, students, experts, supervisors, focus group discussion and class room observation checklist. As the research is to know about the practice, challenges and opportunity of using Nuer language as a medium of instruction, the response that the respondents made is explained below based on the practice and preparation.

4.2.1 The Practice of Mother Tongue Education

The data on how teachers and students are using Nuer language as a medium of instruction in the class room was obtained from interviews, focus group, discussion and observation. As teacher respondents view out, the teachers do not take any kind of in-service training so as to support one-year formal training even in basic languages skills. On the other hand the teachers have problem in Nuer vocabularies. It is due to lack of familiarity with subject specific terminologies. On the other hand since the teachers themselves have been thought using English as a medium of instruction during their professional training, therefore, their academic languages professional training and their academic language proficiency would be undermined when exercised in Language of instruction. Furthermore, because of the existing diversity teachers forced to use Amharic so as to clarify certain points. Obviously, as the Nuer language used in different subjects, from ordinary languages so subject specific language is at the core of instruction and it is therefore, important for teachers to be able to overcome the difficulty through training in the languages. Therefore, if it is determined, the Nuer language will be used for instruction as a medium of instruction, and then teacher who is fluent at academic level of this language should provide the instruction. This is because a teacher who is only fluent in the social aspect of the native languages may struggle to communicate precisely with academic terms and expressions in

that language, and may not be able to take their native students to a higher level of learning (IDRC, 2004). Secondly, general concept of fluency in mother tongue, Nuer, may not help in the context of the teaching of academic subjects, (Cunnins 1981), conception of interrelation between languages proficiency and context of use has implication in this respect. According to (Cummins, 1981), basic interpersonal communication skill refers to context embedded, cognitively undemanding use of languages such as casual conversation between peers: where as cognitive academic language proficiency concerns context reduced, cognitively demanding application, Here, languages use in the context of classroom interaction demands primarily-cognitive academic language proficiency (Baker,1988). Therefore, teachers who have had their academic training in English have now shifted to Nuer as a Medium of Instruction and have to master subject specific language from a new in Nuer, in order to perform adequately in Nuer medium context. This is an indication to the need for retraining with special focus on NMI and repeated support. Result from observation responses have showed a switching of teachers to Amharic language. However, teachers now they are not allowed to code switch, yet most of them still do. In doing so, they write in Nuer scripts to teach the academic curriculum but they use principally Nuer and most alternatively Amharic during discussions. When teachers are asked after their class time, why they do so by the researcher, they responded from different perspectives. Some said that the existing diversity in each class forced teacher to use Amharic language the Majority of the students understand better, feel free and confident in Nuer medium classes. In accordance with the primary beneficial aspects discussed in the literature during the change in Medium of instruction are improvement of communication and interactions in the classroom (Dutcher, 2004).

For instance, from the contact with two students in the Wanthoa Woreda schools students were quote some response; one from Nuer native and one from Amharic native, the researcher obtained as taking difference between these two students with the same Language of instruction.

The first student who is from Nuer native said that:

There is such a happy learning in the Nuer and discussions not only with teachers but also more among the students (student A, 07/06/2010)

On the other hand, Amharic native students said that:

I do not understand much about what is taught in the Nuer class compared to my Amharic native counterparts. I wish joining private school is better because Nuer is not medium of instruction, unfortunately parent couldn't afford paying in private schools (student B, 07/06/2010)

From the responses, it can be understood that many students need assistance from their teachers regarding academic learning like reading lesson and writing skills, vocabulary use, reacting to questions and others as these are the experienced problems. Information from, focus group discussion as well as observation indicated that the native students are more confident with NMI.

However, the Amharic speakers don't want to learn in NMI, because they don't understand their learning contents taught in Nuer compared to the native Nuer speaker. In this regard, Nuer language speakers understand the contents taught better and feel free and confident while Nuer is used as medium of instruction in classes.

Similar question was addressed to teachers and one of the interviewed teachers responded that:

A nuer mother tongue practice is difficult and unmanageable under their school context. Most of the common reasons were absence of instructional supportive materials, teachers guide and shortage of student textbook. It is clear that the status of attitude with respect to a certain activity negatively or positively influence the practices performance. This implies gloomy future about the use of Amharic as a medium of instruction; for example, they have fear of job opportunity by qualifying in Nuer language. Researcher resulted to advice that making teacher to teach without proper training may not make an individual effective.

Regarding the practice in relation to parents' perception, they were asked how conformable their children are in using Nuer as medium of instruction. Accordingly, one of the parents interviewed expressed his/her pleasure of his/her child learning in Nuer as follows:

The practice of Nuer as a Medium of Instruction is that they don't see any sort of opportunity in the future. They also doubt its sustainability. They strongly argue that the child should not waste its prime time learning the language whose function does not extend beyond an elementary school level. They say, they want their children to join the university and believe that for an achievement of such an aspiration, Amharic and English are preferable rather to Nuer practice. They, therefore, strongly argue that the child should confront with the languages which she/he will get at higher level-he/she should learn these language during their prime time.

The same issue was presented for principals and experts from the Woreda education office. It was observed that the principals and the experts share common feeling regarding the practice of using Nuer as medium of instruction. For instance, one of the responses from the expert can represent the views of other experts and principal when he/she says the following:

principals and experts suggested that lack of community attitude to practice the language for teaching children in the language, absences of Nuer dictionary, absence of Nuer textbooks insufficient quality and translation problem were posting problem point out by the experts using Nuer as a medium of instruction in language practices. The distribution of materials from education bureau has to pass through along process and takes time, and this intern has an impact on the practice and learning process.

While the non-Nuer (highlanders) native students' face many problems. Among this problem the understanding is not well better, the student of highlander is unable to freely express his feelings due to lack of more confidence in speaking Nuer language even in asking questions and giving answers is difficult. All that should be avoided by providing strengthen community involvement in awareness of preparing the schools plans like perception of equal constraints, repeating tutorial class for language of instruction in case of understanding more, using remedial whenever he/she failed, creating teams work while combining students according to their groups in the class and aim to promote multi-grade class and material provision to them. The action of the parents, teachers, supervisors and experts Here there is an increasing trend for parents, teachers, experts and supervisors to be involved in educational sector to contribute in building classrooms for materials provision including drop-out reduction and other school decision making. For example; all the above respondents in primary schools from Wanthoa Woreda indicated that, increase in motivation of schools children result from the support they receive from the Woreda education.

The respondents point out the following perceived achievements from the students with different languages.

- *Teachers prepare well for class better quality of teaching less absenteeism.*
- *Students and teachers are better behaved (respect one another).*
- *Teachers follow up on the student's home work and performance.*

All the above can bring the enforcement of the collective agreements and cooperation between the highlander (Amharic) speaker and native (Nuer) students.

4.2.2. Preparation of mother tongue education

As the research is to know about the practice, challenges and opportunity of using Nuer as a medium of instruction, the preparation should be important. In order to see the preparation of mother tongue education, the preparation of writing system/script/ teaching materials and references, orientation on changes, teacher training, community participation and interaction among change facilitator and Practitioners should be considered under these topics.

4.2.2.1. The preparation of Teacher training

The educational change involves learning how to do something new and staff development is a central theme related to the change in practice (Fullan and Stiegelbauer, 1998). Change in the medium of instruction is no exception to this fact. Related to this specific change Siguan and Mackey, cited by (Waqshum, 1995)state that when planning mother tongue education, adequate provision must be given for recruitment , training and further training, priority must be given to this training so that sufficient, staff would be all available. By generalizing this ideas, (Evans

1996:63) states that the practices of change requires staff to move from what has become at least the old competence to what is defined, after change introduction, as a new competence. This is more explained by (Fullan and Stigelbaure, 1998) who state that nothing is more central to reform than selection and training of teachers and administrators. Whereas (Evans, 1996) wrote, impersonalized large group training takes place under such situation although training is provided; the little opportunity given for participants is to grasp their learning. As researcher was to assess about the practices, challenge and opportunity using Nuer as a medium of instruction in the study area, the response is listed below.

The issue of preparation of the language was presented by all respondents' from the Wanthoa Woreda education. It was observed that all the respondents share common feeling regarding the preparation of using Nuer as medium of instruction. For instance, the response from all respondents says the following:

According to the students' response, they explain that;

In the same source, related to the mother tongue education the students attributed difficulties in preparation for learning mother tongue to inadequacies in personal's educational level, poor teaching abilities and above all to the lack of teacher awareness labor objectives of teaching in mother tongue and lack of teachers training were the major problem in preparation of Nuer as a medium of instruction in the Wanthoa Woreda education.

The teachers explain that;

This is because of the fact that compatibility of the staff to the requirements of the new change is a limiting factor of the level of success in implementation of the Nuer languages as a medium of instruction.

The principals' and experts explained in the same way by saying that;

According to the experts;

The interacting with trainer and each other is likely to listens the effectiveness of training. In addition to that, the lack that indicates the weaknesses may have their roots in financial problem, time shortage, organizational structure and the like. Here, accepting the need for training to fit the new condition

The woreda education principle" responded that;

In order to help teachers to develop competence to new situation training must be personal and continuous. Training needs to be personal because it has related to the knowledge practice, and need of teachers experience, it is too needed to be continues and should not only precede change but also has to accompany the change through the early and middle stages until the implementers get mastery on the newly required skills.

The same issue is raised by the parents suggested that;

This continuity of training does not serve as a creator of strong bond between the change facilitators and implements/consultants and teachers /but also gives opportunity to

teachers to work together discuss problems and argue on problems otherwise it is which the mastery of skill and knowledge required by the change is not possible.

The researcher observed that: to bring a significant change in the desired direction for using Nuer as a medium of instruction for preparation, it is a point of agreement that change implementation of the language preparation in the Wanthoa Woreda should be in hand of the educational bureau. It has also to be continuous, and personalized. The researcher concluded that, the sources of weakness are to be minimized by common action of organizational elements working at different levels for language preparation.

4.2.2.2. The preparation on writing System

According to the researcher, in linguistically heterogeneous societies which aim at the introduction of new languages for instruction, the choice of writing system is the most challenging issues. This is due to the fact that these languages may have not been reduced to their written form or may have been recorded only by travelers or else there may be different writing systems by different groups in a country Under such conditions where the making of choice has to be made with carefully thought over criteria in order to avoid the letter risk of unnecessary expense of time, labor and energy. According to the issues presented by all respondents' from the Wantoa Woreda education, It was observed that the respondents share common ideas regarding the preparation of writing scripts of using Nuer as medium of instruction.

This issue was presented by students from the Woreda education. For instance, the response from students says the following:

According to the students response; script typographical should suit to the needs of modern techniques of graphic representation on this type of graphical criteria. a simple writing system using those alphabets which are commonly available on all the principal modern machines and which can be arranged in a single line work best with them is to be implemented.

Further, teachers argued that;

The pedagogical for using the alphabet should achieves strictly utilitarian aim of economy of time and labor in learning to read and write. In relation to the pedagogical criteria advises that in cases where different languages are used at different levels of primary education and it is advantageous to students who both languages share the same script in order to save a time that might be wasted in learning new script for the second languages.

According to the parents' response from Wanthoa Woreda education;

They response that; Choice of script for a language is something which requires intensive study of the language and it must be entrusted. This co-operation is needed because of the necessity that the end product must be a written language that convenient by typed, printed and published by publishers, endorsed by government, used by educators and enjoy wide popular acceptance.

For instance, the response from experts and principle respondents says the following:

Again choice of script is to this idea that respondents strictly argue saying that decision making on the choice of script is not a personal works but it is one which should be handled by a trained linguist collaborated with educational printers and publishers, politicians and should keep in touch with public opinion “they said”. Choice of script depends on factors related to linguistics nature, economic, financial ability, publishing technology and governmental support.

4.2.2.3. Preparation on Nu`r Script Formation

The data obtained from the interview of the Woreda education, experts, parents and teachers revealed that during Nuer language, analysis and script formation, there is no deep-rooted study or review of the already available grammars on Nuer language by linguistics, educationalist or tribal community. A suitable script for the language was developed using Latin scripts as the respondent described. Nuer’s sound can be best represented by the Latin scripts rather than Geez script which have been used before the introduction of the Latin one. “Nuer alphabet is referred as “AENI (B`ni)” the first and changed in to 2nd letter as A B C D E”. They are 29, each representing its own sound. Among these 24 are directly adopted from Latin scripts and the five are the newly formed scripts. This means 4 Latin Alphabets are omitted such as Q, V, X, Z. This is because they have no sound in Nuer language that represents these letters. However, the newly added alphabets are F, ^, ~, V, S, X. Among these @, S,), }, S are vowels. Together with these four letters Nuer language has 17 vowels. These are A, ~,!, V), +,O,&, ^, E, @, #, S, }, I, %, U. Similarly, like the Latin one, Nuer alphabets have capital and small letter.

According to the researcher’s observation, the preparation of Nuer language scripts seems very important because of the following reasons. If meaningful sound units are not represented orthographically, it will be very difficult for the teachers as well as for the students to teach and pronounce the letters properly. This adoption of Latin scripts through the public writings available in their environment hence is very helpful.

4.2.2.4. Preparation of Textbooks and Translation of Textbooks

The survey of responses from teachers, principal and educational experts confirm that some textbooks are prepared and others are translations of the former Amharic Medium of instruction.

As respondents demonstrated that, the complexity of syntactic patterns in primary schools textbooks works against successful implantation of the practice in reference acceptable way of developing appropriate terminology in critical subject such as mathematics, environmental science and social science will have to be promoted. The respondents explained their views below regarding preparation of textbooks and translation using Nuer as a medium of instruction in Wanthoa Woreda of Nuer Zone in Gambella Regional State.

The teachers and also claimed that;

Some of the terms are difficult. the concepts of translation are new to Nuer language but written in Nuer and many definitions distort the concepts they are supposed to define coining new terms which the students may not easily understood.

According to the educational experts;

There was selected subject teachers, languages expert and community tribal members together during the preparation of the textbooks to contribute their own for the benefit of the school children, Problems were encountered by many teachers and considerable number of students after the shift was made to use Nuer as a Medium of instruction.

The parents explain that;

In Nuer medium schools, because of change indicated, there are problems in text book translation. They also indicate that due to unfamiliarity with some Nuer vocabulary of subjects their lecture lack fluency. Teachers even the natives are in problem of translating and to find the equivalent terms between Amharic and Nuer medium of instruction. Such problem was happened because of the absence of Nuer dictionary.

The researcher observed that; Teachers in Nuer language were totally depending on Amharic and sometimes in English. A number of teachers also indicated that interims of designing and writing up examinations questions is difficult, they experience a higher amount of problems. The researchers concluded that, this is due to their inadequate knowledge of written Nuer medium of instruction in the Woreda.

4.2.2.5. Translation Problem

It should be noted that all Nuer textbooks were translated from Amharic and English to Nuer textbooks. Regarding translation and related problems, the Woreda education states that alien concepts which cannot be easily translated in to a particular languages, dialect differences and lack of standard usage for some words are among the key problems which affect the quality of

the languages instructional materials. The respondents explained their assumption below regarding translation problem using Nuer as a medium of instruction in Wanthoa Woreda of Nuer Zone in Gambella Regional State.

In the response held by students;

The students pointed out that the texts are full of words which are not familiar in Nuer language and owing to this, they find the contents obscured. "The students also pointed out that, illustrative pictures in the textbooks are not clear.

Response from teachers on translation problem;

Those teachers with low language skill encounter translation when teaching children. Similarly, concerning the duration of translation, respondents replied that they have been giving trained for one year in translation techniques. Teachers who tried to translate were challenged for the lack of budget they can use when received adequately and responded that it should not be possible to translate because of budget problem in the study area.

According to the education experts and parents

This did not however avail to solve specific, technical and language related problems the teachers faced scarcity of resources during translation process used to be given to acquaint them with the textbooks before they start teaching. They did not, however, deny that this is hardly sufficient to equip the teachers with technical skills specifically related to Nuer medium of instruction translation problem.

As researcher observed all response from the respondents suggested and concluded that; the translation problem is the things that make teaching learning to be difficult but resisted. Their resistance against translation using Nuer as a Medium of Instruction at school is the best way to solve so many problems. This is not by directly exerting pressure of objection on the schools where their children are attending but by taking them out of Nuer Medium School or avoiding sending their children to private school where Nuer language is not medium of instruction.

4.2.2.6. The preparation of Reference and Supplementary Materials

The researcher held discussion with group of students in 3 grade level. These were the student from grade 2, 3, and 4. Even though each of the groups held discussions with the researcher on different days, what they say about Nuer language as a medium of instruction in educational practices, challenges and opportunity are almost the same. The first question posed for discussion was whether or not their teachers use teaching aids. Based on the preparation of the reference and supplementary materials the respondents in the Wanthoa Woreda, the respondents

explained this in the same ways based on their response and observation they made by responding the research questions listed below;

The parent's respondents said that;

They argue that; there are no preparation used in reference, teaching aid materials and supplementary at all. The students also disclosed that they are not engaged in preparing teaching aid materials. With regard to the use of reference materials, supplementary and teaching aids, all respondents confirmed that the only written materials in the language are textbooks; no dictionary, no other reference materials such as pedagogical grammar books. Etc.

The researcher observed that; there exists a library in every school with limited Amharic and more English reference materials as the students pointed out during the discussions.

4.2.2.7. The Availability of teaching aids and Materials

As the research is to assess about the practice, challenges and opportunity of using Nuer as a medium of instruction in Wanthoa Woreda of Nuer Zone in Gambella Regional State, the availability of the teaching aids and materials was questioned if there are enough teaching materials and teaching aids as well. The respondents suggested that; the teachers who don't have regular support from principals and inspectors heavily rely on available textbooks and teachers guides to develop their curriculum and lesson plan. Therefore, this issue is acute in Nuer school where teachers with five or six month formal training and in change to teach translated teaching materials that are designed for instruction through other language as a medium. As to Baker, the textbooks are helpful develop more confidence among the children; as a result, the teacher and student interaction is more heavily Similarly, (Magaya, 1991) in (IDRC, 2004) also surveyed textbooks and supplementary readers available in primary schools and concluded that they leave a lot to be desired in terms of both quality and quantity, thus the lack of quality materials or textbooks in Nuer medium will be alleviated. The overall results in this study reveal that there is insufficient supply of textbooks and teachers guides. The majority of Nuer textbooks especially science textbooks are still directly translated, their contents tend to be informational, their style and level of difficulty have not been properly adjusted and their quality is less. In addition, the translation of the terms used are not unified which makes textbooks contents difficult for teachers as well as to students. For instance, the respondents point out all the issue of choices and point of discussion in relation to problems related to textbooks, supportive instructional materials, teacher guides and Nuer written literature in general as follow.

The responses from the students explained that;

Privateer with textbooks, whereas most of the schools using the Nuer language had student textbooks which are not enough to the number of students. Therefore, the quality of primary schools education delivery in using Nuer as a

medium of instruction in schools is challenged by shortage of textbooks, teaching materials, teacher guides and their qualities.

The teachers indicating other problem by saying;

Among these, the content of some textbooks is does not match with the level of students' grade. For instance, content of grade seven is included in grade three and grade four textbooks. However, teachers make certain arrangements so as to adjust with the level of the students. In addition to those, others teachers have indicated problems from poor quality translation consistency and choices perspectives.

One of the interviewed parents said that;

This is due to besides other shortage and absence of competent translators. Therefore, it is still difficult to find Nuer written teaching aids and suitable designed teaching materials for student in Matar town (Wanthoa Woreda) of Nuer Zone in Gambella Regional State.

For instance, school principal had reported that:

Based on the data obtained, there are problems most prevalent are lack of availability textbooks, supportive instructional materials, and in appropriateness, examples to local, quality of available materials Teachers pinpoints that it is hard to find out Nuer written and suitably designed aids. Similarly, teaching materials are not available in the market.

The response from the researcher; generally, written literature in Nuer language is almost no existent. However, at any level of studies there is need for students to access literature in their mother tongue language, Nuer medium of instruction, as wells as in Amharic and English as many education is a concepts and theories are learnt from foreign countries. In the conclusion of the researcher, Students do always have the opportunity to use the literacy skills they develop in their mother tongue. They reads at the present and free voluntary reading (reading for information or for enjoyment), studies on to its effects on learning indicate better reading compression, writing style, vocabulary, spelling or grammatical development than when teaching is largely or only done by directing instruction. For this issue UNESCO committee itself affirmed that the main obstacle to the use of vernacular languages is the shortage of educational materials including school books; hence, the child learn more through his mother tongue than unfamiliar linguistics medium is meaningless if there are no supplementary reading materials in the Language of instruction (Lepoge, 1964).

4.4. The Orientation to Changes

Wherever changes appear in a given country or society they touch and challenge the philosophical values of change adaptors. Changing this philosophical value attached to educations. It is obvious that when change is introduced, resistance is inevitable. So as to benefit the society out of the change, how can this resistance be minimized? (Armstrong, 1983) cited by (Zaudneh, 1994:p101) indicates that resistance to changes can be minimized when the change is an effected, for instance, the respondents said that the problem of the orientation to changes is due to the fact that in the past, most teaching aids were produced for Amharic and English Medium of instruction. They all suggested that the problem of inadequate of textbooks is indicative of the fact that the Nuer medium textbook market was much undeveloped and brought problems on the changes orientation and listed some problems below.

The students and teachers in the Woreda feel and understand that;

The orientation to change is not imposed because it is to the advantage in using Nuer as a medium of instruction. These arguments is to their totality to imply that feelings, needs and values to play great role in the success or failure of change implementation-And therefore, according to respondents they said that it is the work of change agents to listen to the heartbeats of the change affecting people and gear appropriate methods to alleviate problems resulting from resistance to change.

According to the parents and experts

What respondents underline is the determinant role of one's belief and value which should be won in one or another way for the success of change implementation and which might be lost because of the improper treatment of change adopter. The respondents too, emphasize that motivation and clarity of the change have to get attention since the greater the understanding of the goal, the greater the acceptance and its implementation will be.

According to the researcher he concluded that; it is not to see that the change in using Nuer as a medium of instruction to mother tongue is not accepted, resistance to changes have been observed in various way the reasons for resistances emanate from peoples belief that minority languages cannot facilitate the international and national communication of education and employment in the area of the study.

4.4.1. The Issue of Community Participation

Curricular changes are no exceptions of in affairs that were called for community participation since the beginning. From important figures in the history of the field of curriculum, some decades ago, stance and shores (1957:452) stressed the need for community participation stating that “changes may last longer if they are supported by the change affected people”. For instance it is shared with all other curricular changes. The above author identified with in the community

is the academic gate keepers (principals, teachers and department heads) that are more significant and have to be reached if the need is for success. The natural gate keepers (those influential peoples in the community to whom the fears and misgivings of the community reach and whose reaction tends to shape the attitude of the community) also need to be included according to these scholars. From several studies cited (Nielson and Coming, 1997) (Gibson and Ogbu, 1991- 1978, 1979, 1981, and 1991).

According to the respondents' response in the Woreda, they all explained that the attention and needs for participation of community in decision making about is in practices to change/solve all educational problems and made so many ideas listed below.

The students explain that;

The overall results in this study reveal that there is insufficient supply of textbooks and teachers guides due to the lack of community participation. The majority of Nuer textbooks especially science textbooks are still directly translated, their contents tend to be informational, their style and level of difficulty have not been properly adjusted and their quality is less if the community report all the problems as their participation there must be a changes in education in way of using Nuer as a medium of instruction.

The teachers suggested that;

They argue that, the participation in the community using Nuer as a medium of instruction, it is one of the important way of the curriculum development, and the implication of the Nuer language in the woreda. And also the ways people participation is linked to the language proficiency decision making based on the practices if they are supported by the change affected people in the community.

The expert explained that;

The students may perceive in this way because of the students discussion with their parents at home on their schooling that may give opportunity for parental involvement. The experts also recognize the need for home support for the education of the child in the form of parents being able to support, supervise and direct their children's home study.

According to the parent's suggestion;

The conclusion was that when community supports do well in school and conversely when a community does not support a particular schools languages policy, children underperform in school. Further, the community indicated that the degree of easy in implementation of change is

proportional to degree of participation of those involved and affected by change.

It is possible to deduce that the above problems mentioned by the respondents are because of the fact that they may react against the change and work on the opposite direction thinking that the change is something imposed on them and on the other hand, It is for the fact that they may enthusiastically support the change and work for its realization thinking that the change is to their advantage. In general, the researcher conclude that in the present world where people are demanding for their written in decision making on affairs that affect the daily life, it is hard to think that they can be kept quiet, unconscious or passive of what is being decided for them. And similarly it is hard to think that they would accept whatever things made ready for them. This seems the basic principle and the community participation of people in making decision on their fate and is called up on to bring good ideas in the community while using Nuer as a medium of instruction in Wantoa Woreda of Nuer Zone in Gambella Rgional State.

4.5. The Attitude of the respondents

To see the attitude of teachers, parents and students towards Nuer as a medium of instruction, interview and focus group discussion were conducted on some frequently discussed issues in using Nuer as a medium of instruction. Again observation check list has been used so as to observe the attitude of teachers, parents and students towards Nuer medium practices and challenges. That is why Nuer plays a key role in clarifying discussion. Thus, those parents who have a capacity to pay in the private school ignore government school where Nuer language is medium of instruction. Teachers, head officers, Police men Accountants, highest government officers etc send their children to private primary schools. Only students from low earned parent are learns in government school where Nuer language is a medium of instruction. In principle, in regard to parental support and encouragement the native parent and student significantly agreed that NMI education helps parent to support and follow up their children in learning. The students may perceive in this way because of the students discussion with their parents at home on their schooling that may give opportunity for parental involvement. Both parents and teachers also recognize the need for home support for the education of the child in the form of parents being able to support, supervise and direct their children's home study.

However, this may not be equally practiced in all parents. On one hand this is possible for literate parents. On the other hand as it was mentioned earlier many are almost from lowered parents, those parents may not have time to discuss with their children. Their experiences show that it is difficult to say that parents can support their children's communication and interact freely with their children's teachers. Similarly, students may not make such detail/ thought being they are not mature enough and cannot judge the included contents. All of them significantly disagreed that Nuer medium of instruction creates job opportunity. Most parents would feel uncomfortable when their children are concerned about access to higher education, or employment opportunities and regard Knowledge of a high status language, hence, English or Amharic are crucial for achieving this aspiration. Therefore, parents and students as well as

teachers expect that children should get the best type of education and they believe that it is possible only through English or Amharic and knowledge of English or Amharic is seen to be the key to socio-economic prosperity.

The respondents consider that Nuer has no economic value outside the region since no job exists for people who learn Nuer language. Even in Gambella Regional State Amharic is a working language, this is because people view at getting jobs over the country has the most important goal of education. In support of the use of Nuer language as a medium of instruction, its practices and challenges that bring more opportunity, some students agreed that they have an interest to support it. This result is similar to (Dutcheim, 1982) who found that many students resist the change of Language of instruction from dominant languages to vernacular because they assume that the dominant is the best medium of science and technology in many schools. All parents, students as well as teacher significantly agreed that learning Nuer language can help Woreda for the development. With regard to acceptance of Nuer as a Medium of instruction and its provision for job opportunities, all the teachers, students and parents have the same view explained as follow.

The perception of students suggests that;

One of the students explained that; the use of Nuer as a Medium of instruction has brought about instruction that is more effective. The student may consider the continuous provision of the language in the classroom for educational purpose as one step of its development since it was for their poses and influence on language development of the students. However teachers may see and think it differently from this. In this aspect primary school students admit that they understand their teachers better when teaching is carried out in Nuer language as a medium of instruction but significant number of these students still thinks that Amharic or English should be maintained as the socio-economic prosperity in the study area.

Teacher respondents suggested that;

Some of them significantly agreed that early education in Nuer language makes schools less problematic for the child. This may be considered with the idea that the Nuer languages ideally ought to be the mother tongues in all stages of the education and at least in the primary schools/ stage in the Woreda (Matar Town)

Similarly, parents agreed that:

One of the parents said that; The Childs can better understand his environment when he/she used Nuer language. Because the child has more experience about the perception on the continuity in home experiences to express the earlier

views. Some of them were using the view that early education in mother tongue makes learning prosperity in the future and using Nuer as a Medium of Instruction is right medium for children's education in the Woreda (Matar Town).

Similarly, the principals reported that:

The problem that better performing from students are withdrawing from school. The result suggest that parents demonstrate their resistance against Nuer Medium of instruction school not by direct exerting pressure of objection on the Nuer schools where their children are attending but by taking them out from school or avoiding them sending to private school where Nuer language is not medium of instruction.

According to researcher As Nuer medium is the language of the heart; learners can acquire complex skills to their additional languages. On the contrary, because of the existing ethnics and linguistics complexity in Wanthoa Woreda of Nuer Zone, the non Nuer native parents and students are not in favor of (language) Nuer medium of instruction by saying that; because Amharic is the official languages in the country as whole it's better to use it as a medium of instruction rather than Nuer language. They said that" Nuer language is not their mother tongue hence they choose private primary schools where Amharic is a medium of instruction. in the conclusion as Nuer was using a medium of instruction there must be no changes in implementing another but using both as a medium could be the important one in the Woreda and strong teaching must be used in practicing all the languages in the same manner.

4.6. Supports and Measures needed

According to the researcher, the supports and measures needed in Wanthoa Woreda to alleviate the problems that were faced by the Wanthoa Woreda respondents using Nuer as a medium of instruction in practices, challenges and opportunity, the researcher gathered data mainly from focus group discussion, classroom observation and interviews. The student, teachers, school principals and experts were selected as respondents due to their experience and positive response based on the enough maturity.

On possible measures to be taken and supports needed for its effective practices, the data obtained from the respondents were categorized in theme and discussed below;

In general all respondents said that;

Training institute should use Nuer language as a medium of instruction. To support teachers from Nuer native high school complete and give them three years of teacher training in using Nuer as a medium of instruction. Thus, Nuer medium of instruction should be given as a subject starting from grade one. In addition, the writer of this

paper indicates that the non-Nuer native students are not learning in their mother tongue (2018 data).

4.7. The Teachers Recruitment

All teachers strongly urged that during formal training year, teacher training institute should use Nuer language as a medium of instruction. Teacher may require training because even if they have speaking the languages, Nuer as a medium of instruction needs to be fluent in reading and writing language as well.

Again the response from expert, principal and parents suggested that;

To meet the demand of using Nuer as a medium of instruction in school, educational experts pinpoints out that, it is better to recruit Nuer native high school completes and give them three years of teacher training in nuer language. According to the respondents, these Nuer natives should speak Amharic languages so as to trust teachers at elementary level are better to give chance of upgrading in Nuer languages and continuous in-service training should be unquestionable. Therefore, teachers training are keys to the sustainability of Nuer as a medium of instructions problem and the first requirement for teachers working. the Nuer as a medium of instruction is likely to be developed by teachers using formal training in using Nuer languages as a medium of instruction to know the languages and can use in class rooms comfortably.

4.8. Schools' Actions and Resource in Enhancing

As the researcher is to assess the practice, challenge and opportunity in using Nuer as a medium of instruction in Wanthoa Woreda of Nuer Zone in Gambella Regional State, the data reflecting school's efforts in Nuer Medium of Instruction Practices, Challenges and Opportunity were mainly collected through school principals and experts interview.

Education experts, principals and parents from Wanthoa Woreda education bureau indicated that;

Now a days there are supports from different organization both government and non-governmental organization with writing materials. Schools can strengthen their languages of Instruction in developmental curriculum by measures such as holding supplementary classes and by using extra-curriculum activities for first cycle.

4.9. Schools Choices of mother tongue in Primary Grades

There are three languages, namely the mother tongue languages (Nuer), Amharic and the language of wider communication (English) that are being used as Medium of Instruction and tough as a subject in first cycle primary schools in Wanthoa Woreda/Matar Town respectively.

Teaching these three languages is obligatory as part of the general pattern of Nuer Medium of Instruction and curriculum in its respective schools in Matar Town. To gather data selected on the grade level are useful based on the teachers, students and parent's respondents by using Nuer as a Medium of Instruction explained below.

Teachers explain their reasons behind their choice being the need to cope with languages requirements in higher education.

not only for 1-4, it is better extending up grade six, where as students and parents prefer from grade 1 to 4 some even suggested to revert to Amharic or English medium, no matter which languages is used as a medium of instruction and think that students' needs to pursue further studies should be taken in to consideration. However, teachers have well reasoned out for their justification. They identified for further study (the use of English in higher education) market demand (factors relating to future carrier such as parents expectation or societal demands), continuity and consistency between primary and secondary schools students competence.

Based on the response from parents and experts they opting for English medium of instruction and explain the reason and their choice for the need to cope with languages in primary education

Parents emphasized from two perspectives. On one hand they justified that their students should learn English. On the other hand Amharic medium should be given as one option next to Nuer medium of instruction they said.

Therefore, in line with these reviews, the researcher suggested that; Nuer languages will be currently used for initial instruction starting from grade 1 to grade 4 as LOI with English given as subject. It is better if Amharic is given as a subject. This is because, student in a given class are composed of different linguistic background. Hence, teacher used Nuer medium of instruction so as to clarify contents. Thus, Nuer language should be given as a subject starting from grade one. In addition, the writer of this paper indicates that the non-Nuer native students are not learning in their mother tongue (2018 data).

Literature suggests that teaching a child using his mother tongue is not only useful because of its pedagogical suitability, but also it is a matter of a child's right: the denial of the mother tongue to the minority is administration against the minority and a violation of human right (Spolsky, 1986:14;) (Lynch, Modgil, 1992. With regard to amount of duration of mother tongue education as LOI (Thomas and Collier 1997) as cited in (Shumba and Manyeti, 2000), conducted large scale study and their findings demonstrate a direct link between amount of duration of mother tongue use and average performance. There is also an ample of evidences that children begin education in their mother tongue will learn better both subject matter and the official, often the foreign, better than children exposed only to the official languages (Dutcher and Tucker, 1996); (Cummins, 2000); (William, 1996),

(Wagner, 1998) all cited in (Shumba and Manyati, 2000). It is also impossible for pupils to learn enough of the second language in three years to switch to a second language as MOI by Grade 1– 4 (ICDR, 2004). In addition, language education models which remove the mother tongue as a primary MOI before grade 5, will facilitate little success for the majority of learners (Dutcher, 2004).

CHAPTER FIVE

Summary, Conclusions and Recommendations

5.1. Summary

As the researcher tried to assess the practices, challenges and opportunities of using Nuer language as a medium of instruction in Wanthoa Woreda of Nuer Zone in Gambella Regional State, Starting from 1996 school year, out of 9 first cycle primary schools of government in Wanthoa Weroda of Nuer Zone in Gambella Regional State, 5 first cycle primary schools were required to adopt Amharic as Medium of Instruction from grade 1-4 while the rest 4 schools were using Nuer language as a medium of instruction. However, this study tried to assess the practices, challenges and opportunities of the NMI in primary schools in Wanthoa Woreda, Nuer Zone of Gambella Regional State. So as to summarize this, data was collected qualitatively by using interview questions, data extracted from interview, focus group discussion and observation were analyzed qualitatively and given interpretation; Interview was conducted with school principals of the sampled schools, the educational supervisors, languages experts and teachers; Focus group discussion was also carried out with students and parents. In addition, classroom observation was conducted;

The major findings obtained are pertaining to the NMI practices were summarized and are presented below;

There is an experienced Nuer teacher for first cycle primary school, the experienced teacher either transfers to the next cycle or upgrading in other field of study; There is insufficient supply of textbooks many available textbooks are translated directly from other medium (Amharic, English), their content tends to be less desirable, and their quality is less; There is no Nuer language written materials that supplement teaching learning process. Because of the existing linguistics diversity, conditions forced the non-Nuer native student to join Nuer language class.

Teachers are experiencing problems in the actual class room teaching. Many students in the class could not understand Nuer language, hence teacher are forced to switching to Amharic; at any discussion switching is obligatory in any Nuer Medium class. The commonly identified technical problem raised from inadequate translation include directly adopting works, inappropriate use of vocabularies, conceptual mistakes, wrong translation and problems in spelling errors are observed; all these problems may means absence of dictionary for Nuer language. Nuer Medium of Instruction is not still well accepted and viewed by parents, teachers and students are being less important for the future academic achievement and to job opportunities. The overall results in this study reveal that there is insufficient supply of textbooks and teachers guides due to the lack of community participation. The majority of Nuer textbooks especially science textbooks are still directly translated, their contents tend to be informational, their style and level of

difficulty have not been properly adjusted and their quality is less if the community report all the problems as their participation there must be a changes in education in way of using Nuer as a medium of instruction. According to the researcher's observation, the preparation of Nuer language scripts seems very important because of the following reasons. If meaningful sound units are not represented orthographically, it will be very difficult for the teachers as well as for the students to teach and pronounce the letters properly. This adoption of Latin scripts through the public writings available in their environment hence is very helpful. Based on the data obtained, there are problems most prevalent are lack of availability textbooks, supportive instructional materials, and in appropriateness, examples to local, quality of available materials Teachers pinpoints that it is hard to find out Nuer written and suitably designed aids. Similarly, teaching materials are not available in the market

5.2. Conclusions

In this research, the intended Nuer language practice that Wanthoa (Matar Town) has begun to practices is the important in the promotion of the language of instruction. For this reason, the Wanthoa Woreda use to successes but the completeness of its success was highly be characterized in which practice of Nuer is the main problem. As a result, the potential benefits of using Nuer language have not been adequately realized since it's seemed to have been changed without any serious pedagogical preparation and considering the existing linguistic complexity. If Nuer language is to be practiced out successfully, it have to be addressed by means of careful planning, training and retraining of teachers, publication of desirable materials that would also require coordinating changes in developmental curriculum. Similarly, the linguistics, ethnic, social and economic factors should be taken in to consideration for the successful practices of Nuer medium of instruction. Otherwise, the writer of this paper, tempt to conclude The Practices, Challenges and Opportunities using Nuer as a Medium of Instruction in Wanthoa Woreda of Nuer Zone Gambella Region (Matar Town) and implementation of NMI is difficult through. Its importance is well acknowledged in the ground of mother tongue education.

5.3. Recommendations

As the Nuer Medium of Instruction has been introduced, teacher must receive in-service training in Nuer Medium of Instruction context. Teachers themselves must also be familiar with the new knowledge and expertise by learning pedagogy as teaching method from the Woreda, Zonal and Regional education bureau. According to the respondents, Woreda must organize workshops and experiences sharing discussions and to allow teachers to share their experiences in the use of subject specification and more are recommended below.

Nuer vocabulary and style of expression in different subjects must be for immediate use. Once the textbooks or other materials are available to be print, the teachers must be given orientation about the book and they can use them in classes. Woreda have to Design Nuer language written reference materials and supportive instructional aides that are useful to translate ideas in to

practice. As front line educational bureau, teachers must prepare and collect appropriate reference materials and organize them according to subjects.

Continue to give full play to successful practicing; the school principals play the role of collecting and selecting teaching aids. In order to help teachers and student's vocabulary problem, Nuer language dictionary is needs to be prepared. This may also solve translation problem. Ethnic and linguistic complexity should take in to consideration by the Regional government; Wanthoa Woreda Nuer Zone Gambella Region (Matar town) has first language (Mother tongue) that is different from the official language of the country. They would encourage curriculum development and material production, teacher recruitment, training and supervision, program expansion and effective measures for building community support;

Educational principles as well as various levels of administrative staff should have a sense of being responsible by means of careful planning, training and retraining teachers, as well as through the publication of the successes and failures of Nuer Medium of Instruction practicing the policy practices. The Practice, challenge and opportunity should be incorporated in to the implementation of Nuer Medium of Instructional policy. Teachers and government servants, at all levels need to encourage continuous program improvement and assess the practice to see the effectiveness of this policy in order to make sure that it is practiced successfully. To solve the problem for teachers, plan to design and publish a handbook in using Nuer as a ready reference, the researcher hopes that during the practical challenges and opportunity implementation of Nuer Medium of Instruction must assist teachers to develop their practical knowledge for solving problems in schools. In this study, some major problems have been identified in the Nuer Medium of instruction practicing. Yet, the study focuses on limited issues with insights given by the respondents, it is suggested that a number of other problems can be investigated further.

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APPENDIX A

ADDIS ABABA UNIVERSITY

College of Education and Behavioral Studies

Department of curriculum and instruction

Interview of School Teachers

Dear Respondent: The purpose of this **interview** is to examine the practices, challenges and opportunities in using Nuer language as a medium of instruction in primary school curriculum and instruction. The research is to be conducted in Wanthoa primary school of Wanthoa Woreda in Nuer Zone of Gambella Regional State. The responses you give as a respondent has a great value that will be kept confidential and utilized only for educational purpose to investigate whether or not Nuer medium of instruction has been implemented properly.

Personal information

School Name -----Woreda -----Zone -----Region

1. Sex: - A, Male [] B, Female []
2. Age: - 20-24 [] 25- 29 [] 30-34 [] above 34 []
3. Level of education: - certificate [] Diploma [] 1st Degree [] above 1st Degree []
4. Service Year: - less than 6 [] 6-10 [] 11-15 [] 16-20 [] above 20 []

Part Two

1. How is Nuer language practiced as medium of instruction in primary school curriculum and instruction in Wanthoa Woreda of Nuer Zone, Gambella Regional State?
2. What are the factors affecting the language practices as the medium of instruction in primary school curriculum and instruction in the study area?
3. What are the several opportunities used to utilize Nuer as medium of instruction in primary school curriculum and instruction?
4. What are the possible measures that should be taken to solve the problems affecting Nuer language practice as medium of instruction in primary school curriculum and instruction in the study area?

5. Have Nuer teachers received appropriate training that enable them to efficiently implement Nuer as a medium of instruction? What were those training?

6. Which languages are used for better communication between the teachers and the students during the teaching learning process? Why?

7. When was result of using Nuer as a medium of instruction? Explain the changes you observe?

8. The development of Nuer as a medium of instruction, what preparation was made in regard to teachers?

9. In the use of Nuer as a medium of instruction, did you receive pre-service or in service training?

Where?

Who gave you the training?

What type of training you received?

For how long?

10. In which language as a medium of instruction you took the training?

11. What is your commend regarding the sufficient availability of student textbooks and teachers guides?

12. How do you believe Nuer written student textbooks and teachers guides are sufficiently available?

13. Where do references and other supportive Nuer languages written instructional materials are adequately available?

14. What was the role of teachers in textbooks preparation and translation?

15. How do you evaluate the references and relation to students textbook in the level of understanding?

16. What type of problem did you face in using text books, guides, and other Nuer language written materials?

17. Do you believe using Nuer as medium of instruction in early education makes school less problematic for the children? How and why?

18. What is your attitude toward using Nuer as a medium of Instruction?

19. Do you believe that using Nuer as medium of instruction in education makes parents help and follow the progress of their children in learning? How?
20. With regard to acceptance of Nuer as a medium of instruction and its provision for job opportunity, do all the teachers, students and parents have the same view? Why?
21. All parents, students as well as teachers significantly agree that Nuer as a medium of instruction helps the development of Nuer language? How?
22. Why all teachers, students and parents agree that the provision of Nuer as a medium of instruction reflects the right to education and self respect?
23. Education experts from Zonal bureau indicated that, now a days there are supports from different organization both governmental and nongovernmental organization with writing materials. What type of support?
24. Teachers and students opting that, English medium of instruction explain their reason behind their choice being the need to cope with language requirements in higher education. Why?

APPENDIX B

ADDIS ABABA UNIVERSITY

College of Education and Behavioral Studies

Department of curriculum and instruction

Interview for School supervisors

Dear Respondent: The purpose of this **interview** is to examine the practices, challenges and opportunities in using Nuer language as a medium of instruction in primary school curriculum and instruction. Research is to be conducted in Wanthoa primary school of Wanthoa Woreda in Nuer Zone of Gambella Regional State. The responses you give as a respondent has a great value that will be kept confidential and utilized only for educational purpose to investigate whether or not Nuer medium of instruction have opportunity and practiced purposefully.

1. What is the objective of educational supervision working at primary school in Wanthoa Woreda?
2. What are the advantages of educational supervision practices in primary schools of Wanthoa Woreda?
3. What are the mechanisms used for supporting school students in using Nuer as a medium of instruction?
4. What kind of teaching method is advisable in the Woreda using Nuer as a medium of instruction?
5. Are there well organized and sufficient materials to facilitate educational supervision in the Woreda?
6. Do teacher receives their money on time?
7. How often supervisors gain training for Nuer as medium of instruction and capacity building?
8. What are the materials teacher's uses for teaching that are relevant to practice Nuer languages as a medium of instruction?
9. What are the problems influencing the practices of supervision in primary schools of Wanthoa Woreda?
10. What qualification and training do teacher need to teach Nuer as a medium of Instruction for subjects they assigned to teach?

11. Do teacher receive in-service training? What type of the training? How is the condition of training? How long?
12. Are there Nuer language written textbooks and materials adequately available? What is the purpose of those available materials?
14. Do teachers prepare and use their own teaching materials rather than the prepared materials? Why?
15. Why do you think teachers, head officers, Police men accountants, highest government officers etc. send their children to private primary schools? What is the reason?
16. Do you have early education in mother tongue to promote the children cognitive equilibrium?
17. Student does always have the opportunities to use the literacy skills they develop in their mother tongue why?
18. Why teachers make certain arrangements so as to adjust with the level of the student by using Nuer as a medium of instruction?
19. What governmental support did you observe during the implementation and practicing of the Nuer as a medium of instruction? Mention
20. What are Nuer instructional materials students can easily understanding Nuer as a medium of instruction for the purpose of primary education?
21. Which motivation do students have when they are learning Nuer as a medium of instruction for their easy understanding?

APPENDIX C

ADDIS ABABA UNIVERSITY

College of Education and Behavioral Studies

Department of curriculum and instruction

Interview for educational experts

Dear Respondent: The purpose of this **interview** is to examine the practices, challenges and opportunities in using Nuer language as a medium of instruction in primary school curriculum and instruction. Research is to be conducted in Wanthoa primary school of Wanthoa Woreda in Nuer Zone of Gambella Regional State. The responses you give as a respondent has a great value that will be kept confidential and utilized only for educational purpose to investigate whether or not Nuer medium of instruction have opportunity and practiced purposefully.

1. How can the administrative training opportunity and the mode of system of upgrading of supervisors be explained?
2. How can the supervisory activities be explained in planning, organizing and supporting schools?
3. How can the exchange of information of supervisors among the upper and lower chain be explained?
4. How can the capability of supervisors be explained in making schools to share their experience, and facilitate training programs?
5. Why the supervisors are capable in identifying effective principals and teachers as well as rewarding them?
6. What activities are being done to sustain supervisors on their job in the case of fulfilling incentive and logistic supply?
7. Are there any arguments over the use of mother tongue for instruction in Nuer Zone, Wanthoa Woreda?
8. What opportunities does Nuer as medium of instruction give for clear understanding and for the development of Nuer language?
9. Is it clear that education become more target full when a child is instructed by the language in which his society uses to explain itself and its culture?

10. What opportunities and challenges gained more when a child is instructed by the language in which his society uses to explain itself and its cultural language of instruction?

11. What are the opportunities and challenges from different perspectives, such as economic and political from translation of Nuer language?

12. Is there existed belief that mother tongue practice is advantageous in children interaction? 13. What requirements of new change for the level of success in practicing of the Nuer language as a medium of instruction?

14. Some people say using Nuer as a medium of instruction help only the native student. The students from highlanders have been marginalized? How do you react to this?

15. is financial and resource demand needed for Nuer as a medium of instruction implementation adequate? What is the source of it?

APPENDIX D

ADDIS ABABA UNIVERSITY

College of Education and Behavioral Studies

Department of curriculum and instruction

Interview for Parent/ school board

Dear Respondent: The purpose of this **interview** is to examine the practices, challenges and opportunities in using Nuer language as a medium of instruction in primary school curriculum and instruction. Research is to be conducted in Wanthoa primary school of Wanthoa Woreda in Nuer Zone of Gambella Regional State. The responses you give as a respondent has a great value that will be kept confidential and utilized only for educational purpose to investigate whether or not Nuer medium of instruction have opportunity and practiced purposefully.

1. Do you participate to use Nuer language as a medium of instruction in school? What is your active toward this?
2. Concerning Nuer as a medium of instruction what is your participation in any meeting or discussions with others?
3. Concerning your children education in Nuer language as a medium of instruction, what is your discussion with school principals or teachers?
4. Do you think that education in Nuer as a medium of instruction makes school less problematic for the children? Why?
5. Does education in Nuer as a medium of instruction makes you help and follow the progress of your children in learning? Because
6. What do you think when a child understands more about the environment in Nuer as a Medium of instruction? Why?
7. Do children get enough textbooks? How do you see material productions?
8. What are the attitude of children and teachers toward using Nuer as a medium of Instruction?
9. In relation to Nuer as a medium of Instruction what major problems are encountered?
10. Do you have any more information about Nuer as a medium of instruction? Please mention
11. Why Nuer as a medium of instruction is widely accepted by the society?
12. What do you think students and parents are interested and encourage using Nuer as medium of instruction in Education?
13. How do you treat students whose mother tongue is not Nuer language?
14. In Nuer as Medium of instruction, what changes have been make other than the changes in the language of instruction?

15. During the development of the Nuer as medium of instructional practices, what preparations were made?
16. What preparation like translation of text book and formation of scripts were made during the Nuer languages in curriculum development?
17. Is the financial and resources supply is adequate for the implementation of Nuer medium of instruction policy?
18. What measures you think to be taken and supports need for the effective implementation of Nuer medium of instruction policy? Please, Mention
19. What arrangements have been taken for Non Nuer speakers?
20. During resource allocation what disagreement was made between Nuer as a medium of instruction and other languages practices?
21. What opportunities given to the child for their participation when practicing in the language of instruction?
22. What were the challenge and opportunity for using Nuer as the medium of instruction in the area?
23. Do you think that the community does not support a particular school language of instruction, children underperform in school? How and why?
24. What are the opportunities for the implementation of Nuer as the medium of instruction and change for teaching method from teacher's point of view?

APPENDIX E

ADDIS ABABA UNIVERSITY

College of Education and Behavioral Studies

Department of curriculum and instruction

Focus Group Discussion for Students

Dear Respondent: The purpose of this **Focus Group Discussion** is to examine the practices, challenges and opportunities in using Nuer language as a medium of instruction in primary school curriculum and instruction. Research is to be conducted in Wanthoa primary school of Wanthoa Woreda in Nuer Zone of Gambella Regional State. The responses you give as a respondent has a great value that will be kept confidential and utilized only for educational purpose to investigate whether or not Nuer medium of instruction have opportunity and practiced purposefully.

1. How do you see the importance of Nuer as a medium of instruction?
2. What do people think about education in Nuer language helps you to practice more with your parents at home on certain issues?
3. Why do you feel that school environment is conducive to implement Nuer as a medium of Instruction?
4. Some people say teachers are not interested in teaching by the use of Nuer language. How do you react to this?
5. Currently, what major problem is encountered in the implementing of Nuer as a medium of instruction? Please mention?
6. What are the attitude of teachers, parent and students toward the use of Nuer as a medium of instruction?
7. What are the measures to be taken and supports needed do you think for the effective implementation of Nuer as a medium of instruction policy? Please, mention
8. How those schools do treat those students who don't speak Nuer very well?
9. Do you have any more information from the above question? Please mention
10. What was the role of teacher in textbook preparation and translation?

APPENDIX F

ADDIS ABABA UNIVERSITY

College of Education and Behavioral Studies

Department of curriculum and instruction

Classroom Observation checklist

Dear respondents: The purpose of **Classroom Observation** is to examine the practices, challenges and opportunities in using Nuer language as a medium of instruction in primary school curriculum and instruction. Research is to be conducted in Wanthoa primary school of Wanthoa Woreda in Nuer Zone of Gambella Regional State. The responses you give as a respondent has a great value that will be kept confidential and utilized only for educational purpose to investigate whether or not Nuer medium of instruction have opportunity and practiced purposefully.

N/s	Statement	Yes	No	Frequently	Sometimes	Not at all
1	Teachers are active in using Nuer in the classroom?					
2	Do teachers use Nuer medium of instruction very well in the class room?					
3	Students have materials in Nuer to be read in the classroom					
4	Students have supplementary instructional materials and references in Nuer					
5	Is there team work for children by using Nuer language as a medium of instruction?					
6	Do the choice of writing system would be the most challenging issues for teaching Nuer language as a medium of instruction?					
7	Do school team leaders give follow up for classroom observation using Nuer as a medium of instruction?					
8	Do teacher who teach Nuer as a medium of instruction repeat lesson to students in classroom?					

9	Do all students in the classroom participate in discussion using Nuer as a medium of instruction?					
10	Do all students in the classroom have enough textbooks for reading Nuer as a medium of instruction?					
11	Do teachers spent his/her time very well when teaching Nuer as a medium of instruction in classroom?					
12	Is there good checking for teachers who teach Nuer as a medium of instruction?					
13	Are there a measure taken and supports needed to better practice of Nuer as a medium of instruction in classroom?					
14	Do children who learning mother tongue education result for receiving good knowledge?					
15	Is there any practice for teaching Nuer language in classroom without the necessary preparation that poses problems in school?					
16	Do the Nuer languages introduced without any teaching materials in the class room?					