ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

AN ASSESSMENT OF THE IMPACT OF MEDIUM OF INSTRUCTION ON NON-AMAHRIC LINGUISTIC BACKGROUND STUDENTS IN SELECTED PRIMARY SCHOOL IN ADDIS ABABA

DANIEL TAYE FEYISA

June 2008
Addis Ababa

AN ASSESSMENT OF THE IMPACT OF MEDIUM OF INSTRUCTION ON NON-AMAHRIC LINGUISTIC BACKGROUND STUDENTS IN SELECTED PRIMARY SCHOOL IN ADDIS ABABA

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY

IN PARTIAL FULFILLMENT OF THE REQUIREMENT OF THE DEGREE OF MASTERS OF EDUCATION IN MULTICULTURAL AND MULTILINGUAL EDUCATION

DANIEL TAYE FEYISA

June 2008
Addis Ababa

AN ASSESSMENT OF THE IMPACT OF MEDIUM OF INSTRUCTION ON NON-AMAHRIC LINGUISTIC BACKGROUND STUDENTS IN SELECTED PRIMARY SCHOOL IN ADDIS ABABA

DANIEL TAYE FEYISA

**COLLEGE OF EDUCATION
DEPARTMENT OF MULTICULTURAL AND MULTILINGUAL EDUCATION**

APPROVED BY BOARD OF EXAMINERS

_____

Chairman, Department of   Signature
 Graduate Studies

_____

Advisor   Signature

_____

Internal Examiner   Signature

_____

External Examiner   Signature

**June 2008
Addis Ababa**

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

CHAPTER ONE

INTRODUCTION

CHAPTER TWO

REVIEW OF RELATED LITERATURE

CHAPTER THREE

RESEARCH DESIGN AND METHOD

CHAPTER FOUR

FINDINGS AND DISCUSSION

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATION

LIST OF TABLES

ACRONYMS

ADEA   Association for Education Development in Africa

COM   Comment

DJ   Dejasmach

Edu^n Education

L1   First Language

MoI   Medium of Instruction

NR   Non-Response

SNNPR   South Nation Nationality and Peoples Region

Abstract

The study was aimed at assessing the impact of a medium of instruction on students of non Amharic linguistic background in Addis Ababa. There were two problem areas: enrolment and performance of these students. Performance in this regard mostly focuses on participation of students in academic and extracurricular activities.

Four groups of informants: 125 migrant children, 50 teaching staff, 30 parents and 4 Addis Ababa Education Bureau officials were considered as sources of data.

Oral interview and chainlike questionnaire were designed in two languages and distributed to the informants. The data obtained in such a way were analyzed using percentage and descriptive narration techniques.

The analysis of the data indicates that the medium of instruction has its own influences on performances of students. Most of the migrant students do not participate in group work, presentation activities, peer learning, asking and answering questions.

As far as enrolment is concerned, the findings show that most students like to attend their lesson in their previous schooling language than Medium of Instruction in Addis. Because they do not have constructive attitude towards learning in Amharic as they cannot communicate well.

The research shows that students lap at least a semester to fit to certain academic norm. Therefore, it is imperative to put a system by which they get home-school language familiarization.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Ethiopia has adapted a new policy of language in education. The language policy has been in action since 1991 E.C in different parts of the country. It allows all children to learn in their mother tongue. However inconsistency is observed in its implementations in case of inter and intra regions transient children. The constitution on the other hand assures the right of people to move and work in the area they like to live and work

Concerning the human mobility in the country, the population and housing census1994 indicated that more than forty percent of the people in the nation migrate within and across regions. In this regard, children aged from 5 to 14 accounts for 20 percent of rural–urban migrant in the country. Sixty-three percent of the total migrant populations were illiterate.

Among these, 46.7 percent are children of primary school levels. Each region and administrative council contributes its own share to the influx to urban centers or outflow of people towards the rural areas. The Addis Ababa City Administration is one of the places in the nation that hosts many migrant families and children from various corners of the country. (Population Census 1994)

Until recent time, it was possible to venture on admittedly rude generalization of global issues of language-the shift vs. language maintenance in Africa and America; so the statements were language shift to reduce tribal tongues (D`Oyley & Shapson 1984).

This was even true in Ethiopian case some times. In cities and urban areas, still certain constraints are observed when many children are under pressure to acquire Amharic language in school. Though the language of the federal government is Amharic, historically the nation has never been monolingual in

speech and the representatives of the people in the national parliaments were/are not monolingual because they conduct their own affairs in other than the official language of the federal government.

Thus, their children who acquired language of their own at home region are not monolingual though medium of instruction is so. Recognition of distinction among native migrant language would add more diversity by distinct linguistic variety brought by early migrant by newcomer's children and family from different region towards Addis Ababa.

These nation and nationalities have their language, culture and history to be developed and transmitted to the next generation. One way in which this can be accomplished is access to education. In many cases migrant children from different part of the country are exposed to some obstacles which the study will explore carefully.

Many children and family come to Addis Ababa at different times due to different reasons; such as political social and economic factors force them move to urban centers. In these cases the people bring their children with them, since they cannot lead life smoothly with out the family. Those children from different background who come to Addis Ababa use varieties of languages at their home regions and encounter new milieu, which is completely different.

Ethiopian education policy states that children have the right to attend their lesson at primary education in the language that they are fluent (especially mother tongues). In Addis Ababa City Administration, students those who have started their education in their mother tongue language, face many language related problems in getting school of their preference and where their performance get improved. Even after they enrolled, With regard to language proficiency, the primary concern must be with in school context (culture).

In that, normally children know and perceive their surrounding by interpreting in to first languages; children are communicatively competent at least in their home environment. It would seem more important to look at the type of

proficiency which to contribute to children academic performance rather than looking at social plethora and linguistic communicative competence in the main stream as general ability.

Policy for placement should engage minorities' language issues in order to enable students attend their education in the easiest way.

D'oyley (1984: 17) citing Hymes (1972) describes such facts as:

> *In educational environment made complex by speech community of diverse society, thus whether notably multi lingual or not, one needs to understand general patterns of communicative competence acquired by the child as the background for understanding the out come of small fraction of communicative experience in school*

1.2 Statement of the Problem

Opening school every where is one thing but maintaining equity of education for all students is another thing. But the concern of policy making should involve all members of the community. That is, implementation of multicultural education by which the policy finds the effective ways of realizing the education potentials to culturally and linguistically diverse child to develop social cohesion by promoting appreciation among all children of varied contribution.

Primary school children with different background in Addis Ababa city Administration are not getting appropriate schools & education regarding to language in education. They face some language related difficulties, because they come from different cultural, social and linguistic backgrounds. The education policy of the city administration is not inclusive of these elements and sensitive to their diversity.

Mostly children from non-Amharic mother tongue are not given consideration. Schooling for them seems unthinkable and still no need assessment is made to identify the problem as far as language in education is concerned. They attend lesson in Amharic, though they are not fluent in it. In this case mismatch of home language and school culture happens when students are put in such situation.

In Ethiopian education policy there is constructive principle and act that was clearly set as follows "primary education in Ethiopia shall be given in nationality languages", in some cases it also indicates, that students have to choose language in education preferably (MOE, 1994).

The national constitution (1991) chapter 39:2 confirm this as "nation and nationality in Ethiopia has right to speak, to write, to develop its language, to express and promote its culture and preserve its history." Though the policy and constitution put the matter of children's right to primary education, which is assured by both UN convention 1948 article 17 and UNESCO conference report of 1953. However, the case of Addis Ababa city Administration is against the fact about importance of mother tongue in education.

The nation and nationalities, such as Oromo, Somali, Tigray, Walayita Gambella Sidama , Hadiya , Kambata and others who had attended their schooling in languages other than Amharic in primary school at some level face great problems. Regardless of students and family interest to attend their lesson or send their children to school where appropriate language they require for education, Addis Ababa city administration has no policy meeting this situation.

Language barrier in school established by school policy blocks students learning, discourages their effort and reduces chances of success in educational system. Especially language barrier created by schools language in education policy is an important issue. Learning in school is not like island which is completely secluded from every corner. It depends on interaction; interaction of pupil with their teachers, with books and with his/her peers; all these interactions are mediated by language.

Some scholars indicate that "school is not just a place that teaches, language, most of its teaching takes place through language and most of its learning depends on pupils' ability to understand what his teacher says", (Shapson & D`Oyley 1984:72-74)

Before migration those immigrant children in Addis Ababa attend their lesson up to certain level in languages other than Amharic. Even in some regions where Amharic is given as a subject from grade five on wards. Thus, if these students try to join some schools with the same grade where medium of instruction is completely different, there could be extensive gap among the competing students. As result the immigrant children might face some challenges emanating from medium of instruction. This might lead the long term failure of education since linguistic disability leads to education failure (hinders participation and achievement).

Quality programs for migrant students generally include a number of features to help them overcome educational disruption, cultural and language barriers, social isolation, and health-related problems. These features include: enhanced reading and math instruction, tutoring, classroom aides, summer programs, guidance and counseling, parent outreach, social work, accommodations for enrollment, and transfer. In linguistically conscious nation and nationality in the modern world, we should see mother tongue education as an asset, as some thing to be nurtured. One of the agencies that should nurture it should be schools, certainly by adapting positive mind-set towards pupils' multiculturalism and when ever possible should help to uphold the deeper knowledge of their mother tongue, (Bullock Report 1975 in Tansley1986 :22).

 The above text assures that children's home language should get chance to be nurtured by any cost. But in Addis Ababa city administration let alone fostering children home language, attention is not yet given and need assessment research on such area is very rare or absent. This was the best argument to conduct this study.

1.3 Objective of the Study

The overall objective of this research was to examine the most common impact of media of instruction on non-Amharic speaking migrant children in Addis Ababa with regard to performance and enrollment in primary schools. Under this condition;

1 The study assesses the problems that students from non-Amharic speaking regions in finding school of their choice,
2 Identify and describe problems related to understanding teaching language (media of instruction) and it is impact on their performance,
3 Assess what measure the students' families take in order to solve linguistic mismatch of home and school,
4 To Examines the specific problems that migrant students have encountered in case of both enrollment and participation,
5 See the extent to which Addis Ababa city administration is trying to solve the problems.

In light of the above objective, the research work is intended to answer the basic question bellow.

1 What is the impact of MOI on placement of migrant students from non-Amharic medium of instruction regions in Addis Ababa?
2 What do the children feel when they lack chance of joining school of their choice?
3 What impact does change of medium of instruction has on migrant children performance?
4 What do migrant children from various regions feel when they are placed in the new school with strange schooling language?
5 Do migrant children equally participate with mainstream Amharic speakers in the class?
6 Does education approach in Addis Ababa city administration directly meet the need and demand of migrant children from various regions?

1.4 Significance of the Study

Immigration is social phenomenon, which is sometimes the cause for linguistic diversity of certain area. The presence of many linguistic backgrounds indicates the concept of multiculturalism, which is the news of the day in multiethnic society.

Thus, at the outset, the study gives awareness for minorities` language speakers whose languages do not function as medium of instruction in presence of considerable number of the language speakers.

Secondly, it points out central part of language in education issue which seems totally forgotten until this day in Addis Ababa City Administration concerning migrant children. Thirdly, it will help to indicate the impact of putting children in language environment they are not familiar with. Perhaps when further study is made in this area, the work will promote attitudes towards verities of language in school.

Further, the finding and recommendation in this sense will also serve as stepping ground (springboard) for language policy planners. Finally, the findings under the study can be used as literature in the nation's document for further research works.

1.5 Limitation of the study

The doer of this research has encountered many shortcomings in conducting the study. Time constraint was one of the most outstanding factors regarding limitation. The other setback, which was considerably barrier to get ample data, was lack of willing of some respondents' side. From this view point, there were many students who conceal their birth place and previous school.

In other case, student families are not willing to offer as much as information required though the research is to solve the problems of their children. This one thing narrows the information source.

There are again some schools, which close their door to this researcher. Most

case lack of cooperation was observed among some of the respondents and carelessness in filling the questionnaires and responding forward on interview. Financial shortage was one the most pressing limitation that constrained the study.

However, the researcher has implemented various mechanisms of breaking through such hardships and able to catch as much as information required to make the research work complete and reliable. Use of various data sources and large number of respondents had enable the researcher to overcome such limitation and make the research full-fledged.

The Scope of the study

This study attempts to treat the impact of media of instruction on immigrant (newcomers) primary school children in Addis Ababa. The area of study is broad and comprehensive. It is tiresome to cover each and every individual's difficulty as well as the components under this study. Due to shortage of time and access to all ethno societies at all level of education in schools the investigation is delimited only to ten schools in six sub cities of Addis Ababa based on the population of targeted group settlement.

To carry out the study, students from non-Amharic speaking areas in purposively selected primary schools of six sub cities were encompassed. Site selection here is also limited to the schools around the settlements of targeted none Amharic speakers such as the Oromo, the Tigray, the SNNPs and the Gambella and the Somali.

Secondly, the study did not include foreign students since there are many international community schools in Addis Ababa City Administration for this group. The investigation covered six selected sub cities, especially where there were high population settlements of the group under consideration. The researcher has also examined plan and implementation of diversity issues by the Addis Ababa City Administration Educational Bureau.

Provided that the members whose languages have got status of being media of instruction at primary schools were subjected to language related problem, in the city, their idea was incorporated to disclose the impact both on performing well or accomplish better in their class. The study again had not included those whose languages are not used as media of instruction in their respective regions because they might attend their lesson in Amharic medium of instruction.

Private school were not included for two various reasons: some primary schools in the city do not implement the formal media if instruction and there are some family who send their children from different regions in search of the so-called "Excellent" schools where schooling language is foreign.

The study is delimited to regular and none regular (evening classes) in government and public schools were those none Amharic speaking families are populated. Six areas of settlements in various sub cites like Gullele ,Yeka, Addis ketema, Arada, Bole and Lideta are the sites where the study covers.

1.6 Organization of the study

The study was organized and presented in five chapters. In chapter one of the papers: statement of the problem, significance, scope, limitation and definition of terms were treated. In the second chapter survey of related literature, in chapter three; methodology, in chapter four data analysis and, finally, in the fifth chapter findings, summary, conclusion and recommendations were covered.

1.7 Operational Definition of Terms

This work focuses on local schools in Addis Ababa. Some words in study are contextually used. Therefore the needs to operationally using some terms become very important. In this regard words and phrases used in the research are defined in this section to avoid doubts. The words and phrases in this section are reflects context of the thesis.

Community language	language of minority people in Addis Ababa.
Enrollment	placement procedure in school
Mainstream language	language that is spoken by wide range of people In the city (Amharic in this study)
Migrant Children	those who come to Addis Ababa from Other than Amharic speaking areas
Minority language	languages of non- Amharic mother tongue In Addis Ababa
None Amharic medium regions	Regions where Amharic is not used As MOI at early age of education.
Performance	understanding and participating
Restarted	commencing from Zero level
Standard language	Language which has script and used in Schooling and administration.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 General Concept about Rural Urban Migration

Migration is a form of geographical mobility between one geographical unit involving changes of residence from place of departure to the place of destination. It can be categorized into internal migration, which could be rural-urban, urban-rural, urban-urban and rural–rural within the same country (UN1984). In addition, there is also international migration where children cross boundary with their family.

The movement of humankind from place could be due to political, social, natural, and economic factors. These days there are many migrants as result of one of the aforementioned factors in the world; of which the developing countries hold the lion share. Regarding the urban rural migrants, children are almost accounting for half the population. Since children depend on their family for any requirement for their education and daily consumption, they travel any where with family. In Ethiopia, rural urban migration has dual impression on children of elementary school level: relocation and cultural shock which in turn backed by different problems in schooling

2.2 Linguistic Diversity and Pedagogical Issue of Migrant Language in Education

The presence of numerous languages with various speech communities brings about complexity in language instruction. Scholars' wittiness the fact as: language diversity exerts a powerful influence and essential to promote children's ability to speak, to understand speech, to read and write at least their native language and preferably as many as may contribute significantly to their well being (Emenanjo 1990). Accordingly, as numbers of migrant children in the classroom increase the need to be fulfilled is going to be more complex beyond the school curriculum. Some scholars describe this aspect as:

Most decision about classroom and community issues are made in absence of certainty about some critical educational issues like:- the nature of relation ship between self concept, ethnic identity and academic achievement; the appropriate balance of control between school and community in reinforcing and supporting community language and culture. (Shapson and D'oyley 1984 :29-33)

Here the concept of classroom arrangement and student placement should focus on the background in multi ethnic and multi cultural nation as well as administrative region. This means in a sense, asking the general question about: - who came from where, which linguistic background and how to accommodate such diversity issues and ethno culture as well as ethno linguistic background should be assessed in depth. Otherwise, teaching activity in the classroom will be the same to communication between two monolingual persons from different linguistic background.

Curriculum development is the major concern of instruction. Administrators and, teachers need to find ways to create meaning full learning situations that builds on the previous acquired knowledge structures and realistic for culturally diverse student's. Smith,F (1975) argues that a learning situation can be meaning full only if the learners can relate the new learning tasks to the prior knowledge and if the task is related.

Again D'oyley and Shapson (1984) indicate that multicultural and multi lingual curriculum as the decent concern; which many read it differently: education for newly arrived immigrant, support for group of people and culture undertaking, equal opportunity in employment, the promotion of ethnic stories. The support of minority language as media of instruction is, as whole the way to treat people from various backgrounds.

The version of cited phrase helps us extrapolate how much multicultural curriculum is crucial and demanding in multi ethnic society where deference sensitivity plays pivotal role in resolving mismatch of home school culture and language.

In addition, scholars suggest that the choice of appropriate medium of instruction for children has so many importance such as; psychological, pedagogical, sociological, and political (Fasold 1984)

Californian State Department of Education Office of Bilingual Bicultural Education indicates, "No pedagogical issue relating instruction of language minority students has been more vigorously debated than the role of minority language in multilingual society education program." James Cummins, Stephen Krashen and et al cited in (Leyba C.F 1992 : 9-12) .

In this viewpoint, Cummins also clarifies the role of primary language proficiency and its connection to academic and cognitive development. Identifying different levels of bilingualism experienced by language minority students helps to predict the corresponding effects on level of academic achievement. He has clearly developed several important assumptions and constructs that helps explain and reconcile the contradicting assumptions and findings of many scholars. His articles focus on primary language development; based on the assumption that high level of primary language proficiency promotes adequate school achievement.

In multilingual and multi cultural environment, the primary focus is mother tongue as media of instruction. It is clear that children are expected to obtain literacy in more than one language; however, choice making which language as medium of instruction is still the common trouble and pedagogically difficult and potentially volatile political issue faced by schools in many countries (Combs 1985).

As effective education is developmental, because it builds on skills knowledge and experience that young child acquire at home and communities before coming to schools and while they are in the schools. A growing number of researchers and educators were interested in language development and have focused on the connection that exists between language and culture.

The language that surrounds and involves the children plays critical role in overall development, including their academic achievement and participation extra curricular activities.

Under this situation, language policy makers are forced to raise the question; which language should children use for the sake of media of instruction in the classroom that enables them participate in activities and social setting. The question will be immediately answered by the UNESCO conference 1953, which advocates pupil mother tongue education at the primary schools.

2.3 Importance of Mother Tongue Medium of Instruction

Education professionals, pedagogues and psychologists believe in the importance of mother tongue education. These proponents agree that the use of the mother tongue as the language of instruction in the early years of education and has proven advantages, especially where the development of cognitive faculties is concerned. Conversely, it has been demonstrated that classroom use of a language which is not the language already spoken by the child, results in cognitive and pedagogical difficulties.

Fishman (1968) assert the psychological benefit of mother tongue education. He says "using mother tongue instruction can lessen difficulty of adjustment to the new school environment". When children join schools for the first time, they could not feel comfortable because they depart from the family to stay at school.

To adjust and stable these children to the strange environment, it is advisable to use mother tongue instruction. Lockheed & Vers poor (1991) have exposed instructional failure that results from home–school language mismatch, as children under this kind of condition may feel inadequate, psychologically instable and behaviorally unfriendly with their teachers as well as schoolmates. So mother tongue instruction is the way out of such discomfort and mind insecurity f school children.

In addition, mother tongue instruction reported by UNESCO (1953), that it enables mind of child works and comprehend automatically. Elizabeth Gfeller (1999) affirms this as: mother tongue instruction increases cognitive development and active participation of child by enhancing communication gap. She says that most children understand their native language best and actively participate in the lesson. This implies that the achievement and understanding or cognitive development of children will be facilitated by introducing mother tongue instruction. Conversely, one can deduce that the absence of mother tongue instruction makes learning and communication difficult which results in less performance and participation.

In the condition, that mother tongue instruction is put into practice, knowledge retention and grasping capacity of the children will be consistent. In this case, the children experience real life learning situation and perfectly express their feeling while they participate in the classroom. Though mother tongue instruction has got the aforementioned benefits, some people ardently disagree with the concept by the rationale they present in the next section

2.4 Views Against Mother Tongue Education

Those who oppose mother tongue instruction fear that, it brings fracture of unity in the nation politically restrain the feeling of oneness, and economically affording for enormous language to introduce as education medium will be difficult.

How ever, some people consider education in mother tongue as danger for national unity. (Fassold1984) says, "Vernacular language would impede national unity." He witnessed this using Mrs. Gandhi's Speech, which says, using mother tongue might encourage separation, which cause people in present days not to live in isolation from another because of the use different language.

More over, many argue against mother tongue education for fear that nations might get into shortage of money to implement mother tongue instruction.

Actually there juncture points that can be accepted when the languages talked about are not yet standardized: do not have script, or one who can adapt script that can be used as representative of sounds of the native speakers.

Ethiopia's constitution as well as the education policy asserts language choose for education, particularly mother tongue for the primary school level. However, the case media of instruction for migrant who had been attending their lesson in one language at their origin should be put in to confederation at their destination.

2.5 Children Mobility and their Academic Experience in Various Background

Linguistic mismatch between home and school may lead a child inadequate psychologically disturbed and dislike his school and teacher. Hence, mother tongue education is seen to give advantage in linking both school and home language keeping the child psychologically secured. Further, UNESCO (1953) reported that mother tongue education as meaningful sign that child mind work automatically and understanding.

In addressing such needs, multicultural education policy will be set to find effective system of realizing the educational potentials of culturally and linguistically divers' children to develop social cohesion by promoting appreciation among all children of the varied contribution of different ethnic group (Jim cumin cited by Shapson and D`Oyley (1984).

With a multitude of problems and the diversity of languages, the medium of instruction remains a topic of genuine debate. Teaching in the mother tongue fuels pride, but other language is here to stay. Fostering multilingualism in our schools, however, is far from smooth sailing. The statements below reflect the experiences of none native mother tongue children in one of the Indian school where linguistic diversity is common like the current situation of linguistic diversity in Addis Ababa.

Shaji, who uses only his initial name and lives seven km away from the school, is not enamored of the shiny buildings where his future is supposedly being shaped, For, the 11-year-old boy is unable to follow much of what is being taught in the classroom. He speaks a dialect without a script, which blends the state language Malayalam with Tamil from neighboring Tamilnadu. None of the teachers in his school is able to speak or understand the language, a pretense that has forced many of the children to drop out of the education system itself. Their language is completely different from Malayalam, so it is difficult for us to communicate with the children. (Indian together, Sanjay Ingle 2005)

Hundreds of miles away in Melghat, Maharashtra, children from the Korku tribal community are facing a similar problem. The students speak Korku, but the lessons are taught in the state's official language Marathi. "Had they been learning in their mother tongue, their pass percentages would have been higher)

Plain fact can be learned from the literatures above that, in an education system riddled with inequities, language can also be an obstacle and it comes in the way of learning. Educationists agree that it is best to teach in the child's mother tongue, but the issue is a complex and emotive one, given the diverse number of languages and dialects in the country.

Language choice for education policymaking procedures is to be clear and transparent in rural and metropolitans education especially at primary education level where diversity in school is common phenomenon. (NC F 2005)

Moreover, Language itself possesses its own dynamics and is constantly undergoing processes of both continuity and change, influencing the communication modes of different societies as it evolves.

The "specific needs of culturally and linguistically distinct communities can only be addressed by multilingual education". The rationale is that, Knowledge is available only to those who understand mainstream language, and initiatives

are not given to the minority children if the minorities are not considered. (UNESCO 1999)

Susan is 14 years old, Indonesian student newly arrived in USA and she shares her impression of her first schooling day and influence of miscommunication as follows:

> *When my teacher asked me what's my name, where do I came from etc., I can hardly answer his questions. One of his questions was hard for me to answer especially in front of the class. So when I answered his question wrong. Every body laughed at me because they think is so funny. I never felt so embarrassed in my whole life before. My face was blushed when thy laughed and giggled at me. (Patricia .A & Marguerite Ann 1992:5)*

This shows that, English as a medium of instruction was in itself such a frightening prospect for many of the students that they chose to drop out of schools.

Basically if children learn in strange language, they are often not exposed to the literature in their mother tongue. A major part of the linguistic experience comes from literature; one way of tackling this problem is to teach national language from the beginning as a subject well. According to the National curriculum Framework report, multilingualism should be used in the classroom. For instance, it says, "Language teaching needs to be bilingual not only in terms of number of languages offered to children but also in terms of evolving strategies that would use the multilingual classroom as a resource." (NCF report 2005).

In general, schools using regional languages as the medium of instruction have come to be associated with poor quality, mainly because most are government run and hence not held accountable. "These are also schools that have little by way of infrastructure. As a result, government schools using regional languages are seen as the resort of those with no other options, mostly children sleet from poor families.

The government pays service to the idea of teaching and learning in the mother tongue, the truth is that most students have to know English to do well in higher education.

Students learning in regional languages do not have the kind of resources they need, as Amharic books are not translated into their mother tongue.

Common questions include whether the mother tongue is being neglected and other language is unduly favored; whether the literature and culture in regional languages are being forgotten in schools; and whether today's students lack strong foundations in at least one language, be it Amharic or a regional language. Such questions cannot be tackled in isolation for, as experts point out, better knowledge of a language can come only with better teachers and teaching methods that involves students. Involving students in class tasks demands power of expression that is better manifested through language and background knowledge. Hence, language instruction plays pivotal role in students' achievement and motivation.

2.6 Languages of Instruction and School Outcomes in African Countries

ADEA's Working Group on Education Research and Policy Analysis commissioned three studies to be carried out by African academics. These studies formed the basis of a background paper entitled A Synopsis of Research Findings on Languages of Instruction and their Policy Implications for Education in Africa, which is outlined in this article. (ADEA's Accra, 1996),

An outline of Research Findings on Languages of Instruction and their Policy Implications for Education in Africa is about policies, which deal with languages of instruction. The study draws on the experience of six African countries (Botswana, Kenya, Mali, Nigeria, South Africa and Tanzania) and other places in the world.

It describes the complex socio-linguistic context affecting most African countries. The study also touches on the ideological, educational and economic factors that have maintained the controversy over national languages and made policy-making more difficult

Secondly it covers the state of research on the issue of languages of instruction and the correlation between language of education and academic success, and an in-depth analysis of the policies adopted by the six African countries under study and their implementation experiences.

Linguists and educational psychologists agree that the use of the mother tongue as the language of instruction in the early years of education has proven advantages, especially where the development of cognitive faculties is concerned. Conversely, it has been demonstrated that classroom use of a language which is not the language already spoken by the child, results in cognitive and pedagogical difficulties.

Among the most conclusive studies carried out in Africa to prove this is the case of Nigeria's national policy on mother-tongue literacy and the experimental project carried out in 1970 in the Ife region. The project's purpose was to test the use of maternal languages in education during the first six years of primary school. Despite initial doubts, the evaluation of the pilot schools and comparisons between them and other Nigerian schools were very positive. The students in the Ife project scored higher than their counterparts in the regular schools both academically and cognitively.

Furthermore, students who were taught in Yoruba for the first six years of primary school were no less skilled in English than those who were taught in English throughout the last three years of primary school. According to the study, the advantages of teaching children in their maternal language go beyond academic success to include cultural, emotional, cognitive and socio-psychological benefits.

In Mali, a similar evaluation of cognitive benefits for students in mother-tongue education projects was carried out in 1985. The study followed 154 students from experimental schools and 340 students from French-speaking schools starting at the same level (first grade) over 6 years. Forty-eight percent of the children in experimental schools finished their studies without repeating a single year, as compared to only 7% of the students in francophone schools. Although other factors may have contributed to the success of the pilot schools, the study proves that the use of maternal languages in education is an important factor in academic success. (ADEA's Accra, August, 1996)

In South Africa, a bilingual transition program known as the Threshold project was studied in 1990. In the bilingual program, English replaced the students' mother tongue in the third year of primary school. The principal conclusion of this study was that bilingual programs in which a language other than the students' mother tongue is used before a certain age or a certain 'cognitive level' is achieved are not likely to be successful (Ayo.B 1991).

In Tanzania, research on the secondary cycle demonstrated the superiority of teaching in Swahili rather than English for the development of cognitive functions. It was noted, for instance, that when students were asked a question in English, the answer was often incoherent and irrelevant, showing lack of understanding of the question and/or inability to reply in English. When the same question was asked in Swahili, students gave a relevant and articulate answer.

Both Great Britain and the United States have experienced a large influx of immigrants from all over the world. With immigration comes the issue of how best to achieve cultural and linguistic integration of the various ethnic groups into the social fabric.

U.S. Department of Education pointed out that initially, both Britain and the United States chose total English immersion as a means of facilitating the integration of immigrant children. However, by the 1980s, the flaws in the

immersion theory became evident and the academic performance of immigrant children became a real concern. Linguists have demonstrated that language and thought are inextricably interwoven and that for their cognitive development all children need a language on which to pin and develop their thoughts

In the United States, the Center for Minority Education and Research of the University of California carried out one of the most inclusive longitudinal researches of bilingual education programs to date (1992). The objective of the study was to determine whether teaching Spanish-speaking students (who have limited English proficiency) mostly in English or in combination with Spanish, enables them to "catch up" with their native English-speaking peers in basic skills (English, language arts, and math).

Students in 51 schools across five states were sampled. The study looked at three types of programs: English Immersion (almost all teaching is in English), Early-Exit Bilingual (less than forty minutes of instruction in the mother tongue per day, for no more than two to three years), and Late-Exit Bilingual (instruction in the home language represents 40 to 50% of the daily schedule up to grade four). Based on the study conducted in various countries of the world some conclusions were set below.

- The students' mother tongue is the most effective language of instruction.

- Quick changeover to classes taught only in the students' second language does not allow for satisfactory progress of the students' linguistic and cognitive abilities.

- A bilingual/multilingual program, integrated into the regular curriculum, gives the best results.

Though it would be difficult to determine the exact degree of importance of first language teaching for academic success, other elements are also important, such as the quality of the teachers and educational material, the curriculum,

and the teaching methods used. However, research conducted worldwide confirms that from a pedagogical standpoint it is better, all other things being equal, to teach children in their mother tongue.

Although this principle is increasingly gaining the recognition of policy-makers, prohibiting factors (linguistic diversity, technical problems, and costs) and the problem of implementation remain puzzle.

(Bernard spolsky, 1972) again put this as language education does not start from vacuum ,when a six years old child comes to school she/ he brings with him as result of a huge investment of time .He is then often face the task of learning the variety of language chosen by school.

An education's systems choice of language is complex matter, depending on the work of great number of sociological, political cultural economical and other factors. Concerning the minority children, when the variety of language is not the same as that chosen by school as medium of instruction; the consequence might be: language barrier established by the school itself that blocks their learning, discourage their efforts, and reduce their chance of their successes in the educational system.

2.7 Development of a Suitable Language Environment:

The Role of Linguistic Planning

Implementation activities must be carefully planned. Linguistic planning covers two categories of activities: activities intended to define the functions a language (or languages) should fulfill in the nation; and activities intended to modify the language so that it meets the requirements of the functions it is assigned.

The second category of activities is an essential factor for successful implementation of language policies. The cases of Kenya and Tanzania clearly illustrate this point. In Tanzania, a large number of organizations responsible for precise functions implemented the policy on Swahili.

In Kenya however, precision was lacking where mobilization and planning were concerned. Insufficient planning led to the failure of the 'language zone' policy; a vernacular language as teaching languages has lost ground.

Problems such as overly loose interpretation of policies or rejection of the language chosen for teaching can be avoided when objectives are clearly defined and careful linguistic planning is carried out.

Migrant students present a challenge to our educational system and, at the same time, they enrich it. Some of the enriching factors these students bring into our schools are their cultural and ethnic heritage and their knowledge of more than one language. They also have extensive travel experiences and first-hand experience with our nation's agricultural, dairy, or fishing-related industries.

It is imperative that educators build on the fortune of migrant students' knowledge and culture to make learning more meaningful. Educators should present genuine real-life examples to students, make content information culturally pertinent, and use instructional strategies that promote cooperative learning and develop students' Meta cognitive skills. When migrant students can relate to the information being presented, they are more likely to understand academic concepts and experience success in school. Conceivably, better than the melting pot, it describes the impact of peoples and cultures occurring in an area of destination for the migrant. The migrant child continually negotiates this territory, moving between communities and cultures. Our teachers need to be able to quickly assess a student's abilities and differentiate instruction accordingly, and a balanced literacy approach allows them to do that.

Discrimination and language barriers have a dramatic impact on the educational performance of children of migrant children. They share these conditions with many of the poorest populations in the United States today;

however, the additional factor of high mobility creates a unique set of obstacles. (MORSE, Susan C. 1997.)

Migrant students may attend as many as six or seven schools per year. They must not only adapt to new curriculum, sequencing, and procedures, but also must also continually create new social ties and adjust to new school cultures. For those who are learning to read and write in any language, let alone one that may not be a first language, high mobility can have devastating effects. The consistency and intensity that are the characteristics of quality reading instruction are much more difficult to attain. Moreover, without solid reading skills, a student will struggle throughout their years of schooling. (Splosky , Bernard 1972)

2.8 **Children Mobility and Their academic problems**

"Children of migrant spend parts of each school year in different communities across the country; some children migrate back and forth between schools (Martin, 1994). This shows hardships and rich experiences of this lifestyle provide educators with unique challenges and, at the same time, opportunities to learn and develop new strategies.

Several factors associated with the migrant lifestyle predispose migrant students to being at risk of dropping out of school early, Irregular school attendance, traveling from one temporary site to another and limited language proficiency, can limit the school success rate of these students, leading some to drop out of school as early as the upper elementary grades.

As with all students, migrant students achieve best when the schools honor and value who they are. With that in mind, various instructional strategies are recommended to help teachers help migrant students overcome circumstances that may jeopardize their success (Baca & Harris, 1988; Platt, Cranston-Gingras, & Scott, 1991).

When Migrant students find themselves in new and unfamiliar classrooms the challenges of adjusting to strange, new living and learning environments often

contributes to feelings of isolation and loneliness. Teachers can help students overcome these feelings by modeling respect and eliminating any form of threat or ridicule.

Teachers can further foster a sense of safety and trust by sharing some of their own experiences, and by assigning older students to act as mentors or buddies to new migrant students. For a collection of strategies and activities designed to promote mutual respect, trust, and support in the classroom. (Huggins, 1983a).

 As mentioned earlier most migrant students have lived, traveled, and studied in different region. Teachers can incorporate into lessons these diverse experiences and the richness of students' cultures and languages. Examples include recognizing migrant children for their travel experiences, knowledge of geography, and for overcoming crises on the highway.

Building on these experiences and capabilities validates students' knowledge is very important. Such validation enhances students' self-images and sense of self-worth (Gonzales, 1991). Most of main stream teachers feel that the children enjoy the experience of the minority students but there will be distinct differences from school to school depending on the school overall approach to mother tongue teaching is concerned.

As an advantage, schools that had been very keen to mother tongue teaching from the start generally reported considerable enjoyment, enthusiasm among children where schools, which had been unsure, more, inclined to speak of certain discipline problems among the children of certain amount of indifference. The support for children's home language can create enthusiasm, enjoyment among both bilingual and indigenous children if handled by committed teachers (Tansley .P 1986)

In order to increase self-concept and self-esteem, Migrant students must have faith in their own abilities so that they can persist and succeed despite the many obstacles they encounter in school. Having a positive self-concept helps students achieve, which then further enhances self-esteem. Stud still, (1985)

confirm this as: When necessary, teachers should modify assignments to allow for real success in meaningful activities that are valued by the student and by others, such as family and friends. That means, a teacher is expected to ready curriculum from the general curriculum and motivate the students by making his/her/ classroom inclusive in every aspect.

MACRO Educational Associates, Inc.'s (1974) Teacher Resource Guide for the Development of Positive Self-Concept in Migrant Children describes effective methods and materials used in developing positive self-concepts for migrant students. Another resource, Building Self-Concept in the Classroom (Huggins, 1983b), provides activities designed to promote self-awareness, build self-esteem and cope up effectively with mistakes.

Personalize lessons with students' experiences. Drawing from students' life experiences in lessons helps students understand ideas and transfer them to other content. To find out about students' experiences, teachers can have children write or tell about them (MACRO Educational Associates, 1974). Later, teachers can incorporate both their own experiences and the experiences of the children into lessons in content areas such as language arts, social studies, and science. Teachers can personalize content by using familiar places and names in addition to using analogies to connect new concepts to students' experiences (Tinajero, 1984).

A curriculum that includes culturally relevant content enables migrant students to develop pride in their culture and learn content from a familiar cultural base; Marinez & Ortiz de Montellano, (1988). Examples in the books that focus on the lives, challenges, or adventures of children of different cultures have their own value to attract minority language children (Martin, 1992/993). Teachers can read to students, generate discussion, and then have the students either write or share in groups some similarities and differences between the book's characters and the students' own lives. Such cultural material can be used in social studies, science, reading, or language arts.

Encouraging constructive ethnic affiliation functions numerous purposes. It can manipulate the enlargement of values, attitudes, lifestyle choices, and approaches to learning (Gollnick & Chinn, 1994). Nurturing ethnic affiliation also helps all students learn about and respect other cultural groups' heritages and histories, while keeping their own culture instilled in their hearts and their minds.

Studies have revealed that migrant learners execute well in cooperative learning settings because they sense other students are encouraging and supporting their efforts to achieve (Johnson, Johnson, & Maruyama, 1983).

Cooperative learning lessens anxiety levels and reinforces stimulus, self-respect and empowerment by using students as instructional agents for their classmates (Platt, Cranston-Gingras, & Scott, 1991). Students take responsibility for both their own learning and the learning of their peers. By becoming active group participants, they gain equal access to learning opportunities. Teaching Cooperative Skills (Huggins, 1983c) provides guidance in leading activities that enable students to work cooperatively in pairs or in small groups.

Teachers instruct students to employ alternative strategies once they have recognized and determined a breakdown in comprehension. For example, if a student is reading and has difficulty understanding the text, he or she could apply some better strategies (Baker & Brown, 1984). Concerning this teachers are expected to acknowledge experiences of students and paralinguistic cues in presenting their ideas and feeling in the class room.

2.8.1 **Effect of Student Mobility on Academic Achievement**

For children caught in the shuffle, frequent moves into different schools and/or homes can negatively influence academic performance. With poverty and mobility both contributing to the achievement gap; and with poverty being highly correlated with mobility; understanding how these issues jeopardize achievement is critical (Biernat & Jax, 2000).

This could signify that Student mobility has a negative impact on educational achievement for students and schools, creating an achievement gap between mobile and non-mobile students. Frequent relocation interrupts regular attendance, continuity of lesson content, and the development of relationships with teachers and peers.

In addition, high student mobility has a slowing effect on basic skills acquisition, creating a long-term risk of school failure and dropout. Another risk, because academic records are not always available, is inappropriate placement in a new school placement in programs for the gifted and talented or in remedial classes when neither is appropriate Research clearly indicates the negative effects of student mobility. Forty-one percent of highly mobile students are low achievers, compared with twenty-six percent of stable students.

The more frequently a child changes his/her school, the greater the threat to academic achievement. Furthermore, according to the U.S. Government Accounting Office (1994), children who change schools more than three times before eighth grade are at least four times more likely to drop out of school. Another study found that successive school changes result in a cumulative academic lag; students who move more than three times in a six-year period can fall one full academic year behind stable students (Kerbow, 1996).

Whether moving within or between districts, migrant children generally have difficulty attending school regularly and can easily fall behind their peers because of issues, untreated or unattended barriers to enrollment, or actual relocations. The completion rate of migrant children (50 percent) is even lower than the graduation rate of otherwise highly mobile students (60 percent) (National Association of State Directors of Migrant Education, 1994).

Complementary to academic success is social development and the formulation of relationships with peers and teachers. Moving often damages, or completely severs, important social ties that are useful for cognitive or social development (Pribesh & Downey, 1999).

Similarly, children who are frequent movers are 35 percent more likely to repeat a grade, not allowing them to progress at an age-appropriate level and subsequently jeopardizing established peer relationships.

2.8.2 Negative Effects of Mobility on the Overall School Condition

Student instability creates pressure on Schools, Teachers, and even on Classmates. In that wastage of time in clarifying the subject matter for none native minority may disappoint fast learner in native mainstream students. Secondly schools fail to meet the needs of this group of students' socio cultural, linguistic and schooling at their origin. Due to these reasons the performance of and enrollment may be affected negatively. Some scholars explain the situation as follows;

- Mobility is connected with inferior student accomplishment (Fowler-Finn, 2001).

- A performance gap exists among schools with a high mobility rate and those that are more stable (Kerbow, 1996).

- Classroom instruction in schools with higher mobility rates is more likely to be review oriented and have slower instructional pacing from month to month and grade to grade (Kerbow, 1996).

- 'Students who change schools are at least twice as likely not to graduate—research indicates that only 60 percent will graduate" (Rumberger, Larson, Ream, & Palardy, 1999) In all socioeconomic categories, highly mobile students are more likely to be retained in the same grade than children who do not change schools (Fowler-Finn, 2001).

Children who are behind in subject matter and weak in second language face double trouble. Their failure to comprehend second language will not only

cause them fall further behind but will also fail to make advancement. (Charles F. Lyeba 1991)

Migrant students are affected most by high student mobility, but the subsequent implications for schools, districts, teachers, and fellow classmates are clear. The dynamics that undoubtedly increase the likelihood of failure are already topics of conversation among researchers' school administrators and teachers. Understanding how migrant students affect the local school and taking steps to minimize mobility and/or its negative implications are issues that must be explored as well. Hence looking into the situations that contribute for the negative would be imperative to reach on valid educational instruction.

Fowler-Finn (2001) says "schools that experience high mobility many: as much as 70 percent spend a great deal of time on activities that impede instruction."

Another issue to put into consideration is that a large number of transient students can pull down the academic performance scores of the entire school. Obviously, if a great number of students are experiencing academic failure, whether from student mobility or other issues, the impact on the school's academic performance as a whole is jeopardized.

Several initiatives to lessen the negative effects of student mobility on academic achievement are currently underway in a variety of schools and/or districts. For example, The Kids Mobility Project, a program of the Minneapolis Public Schools, strives to make information available to parents and families through outreach, community meeting, workshops, printed information, and staff development. After identifying attendance as the strongest predictor of performance (an obvious component of mobility), the district began setting attendance goals for each student. Outreach to the family begins after a certain number of absences occur in an effort to determine the underlying reasons for the absences and to create strategies for improving enrollment (Biernat & Jax, 2000). The Minneapolis school district has also adopted a district wide

curriculum to ensure that a child making frequent in-district moves will find his/her new classroom and curriculum about the same as the ones he/she left)

The Indiana State General Assembly adopted legislation, effective July 2001 that requires every school to include the mobility rate in their School Corporation Annual Performance Report. Focusing on the mobility rate, rather than the stability rate, shows a greater impact on all teachers, students, and schools (Fowler-Finn, 2001)

The Chicago Panel's "Staying Put" mobility awareness campaign is designed to decrease mobility and improve student transfer processes throughout school systems. The program has been adopted by the Chicago Board of Education and strives to make educators, students, parents, and other community members aware of the academic and social consequences of student mobility. It is also meant to promote the establishment of school-based programs and the dissemination of information about school boards' enrollment policies as an alternative to student transfers to other schools; and ensure that the transfer process, when necessary, reduces the disruptions to student learning and achievement (Chicago Panel on School Policy, 2002).

According to Education Encyclopedia - StateUniversity.com : Unfortunately, the children of migrant workers are among the most educationally disadvantaged children in the anywhere.

Limited proficiency in language may be great educational burden. Schools coping with temporary seasonal increases in enrollment can face significant challenges in addressing the migrant students' unique educational needs. Many schools serving migrant students are small schools located in rural areas, often with limited staff and resources.

Most migrant workers come from none Amharic speaking areas, and have difficulty in speaking in Amharic. Henry M. Levin (1990) says it take a child five to seven years to reach the norm of academic language competence in the

second language. However, studies revealed that   the typical migrant adult has received less than seven years of formal schooling.

Most were schooled in their home country, and are unfamiliar with their destinations' educational system. As in many homes where the adult literacy level is low, children are less likely to be exposed to books, magazines, and other print media that promote early literacy and school readiness. Nonetheless, migrant parents, like all parents, see education as a path to a better life and place a high value on their children's education.

While migrant families may consider school quality, among other factors, when moving, decisions about where and when to relocate are ultimately based on economic necessity. The quality may be for them, the nearest, the cheapest and language of instruction that enable the children work and survive in the main stream than maintaining students linguistic and cultural identity.   Migrants must weigh such factors as school availability and suitability to their children. Since the pattern of enrollment for migrant children is generally one of late entry in the fall and early withdrawal, migrant students are often unable to complete a school term (Chicago Panel on School Policy, 2002).

Many of migrant children are likely to live in a home where no mainstream language is spoken, so many arrive in schools unable to comprehend the language of instruction. Some times school is nothing for them beyond passing time. So   if the students do not concentrate on their lesson, no doubt that their performance will be insignificant.

(Paul, Tansley 1986) explains the idea as follows: achievement of migrant students in mainstream monolingual medium of instruction is under question .Because those who understand the majority language perform well. Paul says students in monolingual English medium of instruction where all children are educated entirely through English, language minority children do not do generally perform well in their lesson as English-speaking majority students do.

2.9 Language in Education of Migrant Students

The choice of language for education is among the complex problems that policy makers encounter in diversified society. As education policy makers plan language for education, they need to asses all aspects of the school composition and resource that all students contribute to the school. These resources can be cultural, linguistic and academic characteristics.

While the specific services available to migrant students in schools can vary widely, all programs address the identification and recruitment of migrant students, their assessment and placement, and the coordination of services. The instructional needs of second language students are often fragmented. They come to school not only with verity of language but also with verity of skills in their first language. Some might have been outstanding students in their origin other may not have come from linguistic communities with out strong oral tradition rather than literature tradition (Fred Genesee 1991)

School services for migrant students start with their identification or recruitment. Identification is the process by which children already enrolled in school are identified by staff as migratory, and therefore eligible for supplementary services. School administration, teachers and student liaison are expected to know who is who in school. Because it helps them to identify their needs .Knowing, the needs of student enable to place the students according to the educational and sociolinguistic background.

Recruitment refers to the process of bringing no enrolled school-age migrant children into the school system. Migrant specialists hired by the school district or state usually perform student recruitment. Recruiters also act as ambassadors, welcoming students into the school system and serving as a conduit of information between migrant parents and schools.

Once a migrant student is enrolled, the school must determine if the regular school program will be sufficient, or if additional services are required. In many cases formal assessments must be administered to determine language

proficiency, grade-level placement, and the need for special education services. School staff, or a migrant liaison, will communicate with the family about the child's educational and health history.

In states and districts with a predictably high migrant population, schools may offer well-coordinated programs and services that target their specific needs. In other areas, service coordination and academic programs may be deficient or lacking entirely. Students migrating during the academic year might experience both environments. Quality programs for migrant students generally include a number of features to help them overcome educational disruption, cultural and language barriers, social isolation, and health-related problems. When students arrive in new linguistic environments they are not expected directly included to

When the small numbers of migrants or limited resources may prevent the implementation of a comprehensive program, many schools concentrate available resources on a few of the program features listed above section. Programs may focus on supplementary and remedial instruction, generally in reading, and English as Second Language, through specialized classes either during the school day or after school. Other schools may rely on bilingual aides to help students keep up in the regular classroom, or on migrant advocates/liaisons to help migrant families understand and access the services available to them. In several states, most or all of the special educational services for migrant students are provided through summer educational programs. (Digest. Charleston, WV: ERIC).

Above all migrant children need great assistance to come to the norm level .Services for migrants may be provided by specialized personnel such as bilingual instructors, remedial instructors, counselors, or summer school teachers, but regular classroom teachers play a critical role in helping migrant students thrive. The literature on migrant education repeatedly emphasizes the importance of: building on the strengths and experiences migrant students bring to the classroom, establishing a positive learning environment where the

diversity among students is acknowledged and celebrated, and allowing students to demonstrate their knowledge in a variety of ways.

It is important for teachers and helps to have an open communication with migrant students about their prior educational and life experiences. Therefore, they can build on what the student already knows. For example, students who have worked in the fields will have knowledge of nature and agriculture, which can be a starting point for learning in science. If the student has been learning in his or her home language, a teacher can capitalize on that skill; either by using the native language or by locating supplementary native language materials to reinforce material presented in English.

Easing the transition of migrant students to a new school is crucial, especially when the student is a late starter. A student who feels disoriented or un-welcome will have difficulty in learning. Teachers can reduce anxieties and avoid difficulties by clearly explaining the everyday routines and policies within the school. Teachers of migrant students need to be attentive to warning signs. When new students are withdrawn, aggressive, or over-talkative, these may be indicative of adjustment problems rather than general behavior problems.

Teachers may also take advantage of professional development opportunities to enhance classroom techniques for working with diverse learners. Effective schooling research suggests strategies to promote excellence for *all* students. These include maintaining high expectations, personalized contact and smaller classroom size, and providing opportunities for students to demonstrate initiative, competence, and responsibility.

By facilitating timely identification and appropriate placement of students, these information-sharing groups of people who work together play a critical role in reducing the educational disruption experienced by migrant students.

Due to the high mobility of the population, different record keeping among the states, and the absence of a national tracking system, program administrators have limited means of determining the impact of a program or a schedule of

services on a particular migrant child. Establishing a workable, efficient, secure, nationwide system of tracking migrant student records and progress remains the central challenge for the migrant education community.

> *A centralized information system would help minimize disruptions caused by placement. Mother tongue instruction increases cognitive development and active participation of child by enhancing communication gap .it says that most children understand their native language best and actively participate in the lesson. This implies that the achievement and understanding or cognitive development of children will be facilitated by introducing mother tongue instruction. Conversely, one can deduce that the absence of mother tongue instruction makes learning and communication difficult which results in less performance and participation. A centralized information system would help minimize disruption caused by placement delays, and would permit meaningful assessment of educational outcomes. (Chicago Panel on School Policy, 2002 www.eric.digest visited on March 29/2008).*

Helping migrant students overcome multiple barriers to success poses a tremendous challenge to teachers, migrant advocates, schools, and families. The mission for all members of the migrant education community is to ensure those students' cumulative educational experiences in spite of obstacles, moves, and changes lead them toward success.

2.10 Particular Researches and Attempts to use Mother Tongue in Education in Ethiopia

At many other times, various attempts were made to make use of languages for teaching and learning in Ethiopia. Starting from the origination of modern education languages as medium   of instruction was given various degree of attention. Some researches had also been conducted to look in to how the implementations of the policies were effective.

In the military regime, the language of instruction remained the same for the primary education adding English as subject from grade 3 on wards. However, the high time of the literacy campaign forced the Derge government to promote some local languages as medium of instruction for the sake of informal

education. According to MaCNab (1988) fifteen languages were promoted as instructional medium .these languages include Amharic, Oromigna, Tigrigna Walayitagna, Sidamigna, Gedogna, Somaligna, Hadyigna Kambatigna, Kunamigna, Afarigna, Kafa Mochigna, Siltigna Sahogna, and Tigre .

Though the Derg government considered these languages, there were considerably big obstacles that languages in the time were not standardized from the points of view of script, material preparation and trained manpower. Even so it helped to literate many people in their local languages. The previously local language selected by the occupant before more than two fold increased independence. The six languages at the then time increased to 15 during the Derge regime.

Right to language became a base for the formulation of the new education policy in 1991. According to this policy, the pedagogical advantage of mother tongue education was guaranteed, and nation and nationality are recognized to learn in their mother tongue in certain grade level in primary education taking Amharic as national language (language of wider communication). The policy encourages the use of mother tongue at primary education, or chose among those the selected on the basis of wider national community (Ethiopian training policy1994).

Article 3.5 of this document explicitly forwards the academic aspect of multilingual education policy. Nonetheless, the practical application among group of Urban-Rural   migrant children has not yet considered and still become challenging issue.

 In this case large cities suffer from handling linguistic diversity and its setback on pedagogy. According to (Beyknot, 1997) multilingual education policy emphasis on children adjustment of instructional practices to the particular linguistic and educational need of language minority students and capitalize on children's existing native language.

Therefore, the policy makers, the community and teaching staff are required to know the diversity and multicultural needs of schools as wells classroom. To do so, schools should have system by which they can identify their student cultural, linguistic and social background. The community is expected to cooperate with schools and policy makers to explain the need of their children. The main intention in this work is looking at this feature of academic environment impact analysis.

Many studies were conducted regarding medium of instruction in the country. Some of them are on specific language of certain ethnic group and other studies focus on multilingual issues.

Among the language of specific society, a research conducted by (Muluneh 2000) concerning use of Mother tongue as Medium of Instruction which only dealt with the Kambata language. In his study he came up with, some conclusion that teachers are not aware of the purpose of benefits mother tongue education and their knowledge about mother tongue education is limited is limited; and the community on the other hand is far away from the routine activities of the school thus has the least consciousness.

Secondly, (Mamo ketti 2001) has also conducted a study regarding language diversity and multilingual education management problems in some primary schools of the Southern Nation Nationality and People state. He deeply assessed the case of some five zones in state and the result indicates that there are many challenges in the implementations of multilingual education despite of its importance. He concluded his study as "if there are training given to alert the teachers to develop positive attitude towards nationality language, it would helped them enhance managing the instruction in nationality language.

From the findings and views of these researchers, one can deduce that problem is always observed from implementation or managements of medium of instruction in multilingual setting. The problem arises from either the practitioners or the parents' attitude.

Further the study conducted by (Getasew Jemere 2007) concerning bilingual education English medium of instruction where Amharic is given as one subject. He indicated that though all the children are from Amharic speaking families, Getasew found out that they are forced to attend their education with language that they are not fluent and clearly understand. Though none of their family is native English mother tongue some students have forced to attend their lesson in English medium and Amharic as subject. Hence, most children are influenced to acquire their education in language they are not fluent in as matter of chance.

Elizabeth Giffeller (1999) is also among the scholars who conducted grass root level research on the attitudes of family and other individuals whose professions are closely related to the field of education.

> *Mother tongue instruction increases cognitive development and active participation of child by enhancing communication gap. She says that most children understand their native language best and actively participate in the lesson. This implies that the achievement and understanding or cognitive development of children will be facilitated by introducing mother tongue instruction. Conversely one can deduce that the absence of mother tongue instruction makes learning and communication difficult which results in less performance and participation. Elizabeth (1999:6).*

In addition, there are many studies conducted on language as medium of instruction. Despite the fact that there is still no, any research that focuses on migrant /new comers/ in the city administration. However, it is crucial tom find out the cause of the problems to search for solutions.

CHAPTER THREE

RESEARCH DESIGN AND METHOD

As the purpose of this study is Impact assessment of language related issues of immigrant students, it was believed to implement survey study seeing that the research attempts to explain and look at situation of migrant people problems as it is observed in the research site, Addis Ababa City Administration.

Thus, survey study is the appropriate technique to asses the real problems of migrant students and society as well. The study copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result relies on multiple sources of evidence, to crosscheck the response to various questions under the same circumstance. (John.B & Khan 2002)

In addition, Lynn 1991 says that rather than using large samples and following a steadfast procedure to examine a limited number of variables, case study methods involve an in-depth, longitudinal assessment of a single instance or occasion. It is a systematic way of looking at what is happening, collecting data, examining information and treating the results. The result is a sharpened understanding of why the instance comes about as it did, and what might be vital to look at more extensively in future research.

Thus, case studies are particularly well compatible in the direction of generating, rather than testing, hypotheses. For each type of evaluation inquiries that can be answered, the purposes served, some design features, and some drawbacks.

 Lynn(1991) in Lamanek again defined the case study by giving another suggestion about the idea that it should be as a research strategy, an empirical inquiry that investigates a phenomenon within its real-life context. Case study research means single and multiple case studies, can include quantitative evidence, relies on multiple sources of evidence and benefits from the prior development of theoretical propositions.

This is because qualitative research methods are valuable in providing rich descriptions of complex phenomena; tracking unique or unexpected events, illuminating the experience and interpretation of events by actors with widely contradictory stake and roles. In addition, qualitative methods combined with quantitative ones can provide particularly rich and vigorous inquiries. Either alone or in combination, qualitative research must be conducted with methodological rigor. The aims here are to make clear for those who are not familiar with qualitative methods. Based on the lists of facts aforementioned, the investigator has confidently chosen mixed approach of data analysis.

However, high inferential statistics were not included, since data collecting instrument were analyzed qualitatively and in-depth interviews or group discussions and chains of questionnaires were held.

3.1 Population and Informant Selection

There are ten sub cities in Addis Ababa where there are 529 public, private and governmental primary schools. This was because the private schools near by the selected settlements were costly for low income people. The public and the government primary schools were the main focus of this study. In this regard five government schools such as Wondirad, Dil-betigil, Tsehy-chora, March 8 and Yekatit 23 and 5 public schools: Geneme, Yekatit 66, Ayer Amba, J.F Kennedy and DJ.Zeraiy Deres were purposefully selected to undertake this study.

Out of the ten sub cities of Addis Ababa, this investigator selected six of the sub cities deliberately based on the settlement pattern of migrants whose mother tongue is used as medium of instruction at their respective regions. These settlements were identified by assessing the areas through visiting in person and information obtained from elders. Twenty two languages have got this status of being medium of instruction or given as a subject at primary schools at different level. Purposive and availability data gathering techniques were implemented. The samples under consideration were selected to offer

information based on their willing

Since the study technique is case study, both small & large sampling size was used from each to enhance the reliability of the findings. The main reason for using small sampling size was due to unwilling of respondents and unavailability of students from some of the targeted population.

3.2 Sources of Data

The sources of data for this research were five types. These include the students, teaching staffs, parents, education bureau officials and secondary source like books and other related documents. The number and types of primary sources is explained in this chapter and analysis section in detail.

3.2.1 Students

As the study, focuses on certain category of students (migrants) some willing students were selected to offer information on the cases they encountered regarding their lesson after coming to Addis Ababa City Administration. For this purpose 145non-Amharic, mother tongue children who had started their lesson in mother tongue at the home region were involved.

3.2.2 Teachers

Teachers who offer course in Amharic or Amharic as a subject at first and the second cycle were selected intentionally to complete questionnaire and respond to interview because English medium subjects could have

 Fifty teachers at the selected schools were interviewed and complete the questionnaire as long. The teachers in this case were drawn from all selected sites by considering at least 5 teaching staffs .Twenty of them have offered information on interview while all of them have completed questionnaire.

3.2.3 Parents

 Parents are curious of their children's education and assess their performance constantly. Therefore, this research attempts to examine the feedbacks of

migrant children academic performance and challenge they faced in enrolling their children to school that they prefer depending on the language of instruction.

Parents who had brought their children with them after certain level in the primary school were considered as most important sources. The number of parents considered as data source was thirty. Semi open-ended questions were dispatched through their children and completed by parents.

The combination of each group of respondents was fairly even in terms of sex. Both male and female teachers, students and parents were involved in filling questionnaires and responding to interviews made with them.

3.2.4 Addis Ababa Education Bureau

Based on the subject of educational material production, and progress supervision, instrument of data collection was unstructured interview, which was made with the experts. The two departments were selected based on their closer responsibility to the theme of the study (participation and enrollment).

3.3 Instruments of Data Collection

In order to develop the availability of information-data collection, three instruments were employed in order to gather data from students, academic staff and parents. These instruments were administered for target groups as to the hypothesized research guidelines accordingly. Semi-close ended. Questionnaire for students, parents and subject teachers were designed in Amharic and English languages because all the teachers were able to comprehend English while the students could not.

Then the researcher made in-depth to the objective of the research. Finally, I have also used different documents (library) to substantiate the evidences with theoretical interviews with the migrant students, parents, education bureau officials and subject teachers. Some 145 questionnaire copies were distributed among students primary school   and 125 filled copies were returned. From

these papers, there were some 20-questionnaire papers, which were not completed and consequently discarded. Especially the papers which were discarded were those which forward irrelevant suggestions or give answers that are irrelevant and practical backgrounds.

3.4 Description of the Schools Selected

Ten schools from six selected sub cities were selected for the purpose of this study. The sites are described as follows.

3.4.1 Schools Selected from Addis Ketema Sub-city

Addis ketema is one of the sub cities where we find people from different parts of the country. Mass of the population in the area called Merckato gets its earnings from trade and trade related activities. Most merchants send their children to public and government schools of the area.

Two schools namely: Geneme and Yekatiti 23 were purposefully selected as some families form SNNPS, especially the Siltes reside dominantly in the neighborhood.

From these two schools twenty volunteer students were made to complete the questionnaire and responded to interview. Eight male students and 12 female students from various linguistic backgrounds were found in these schools. Accordingly 9 Oromo, 4 from SNNP and 7 Tigray were participated in providing information. There were also5 teachers who cooperated in giving information.

3.4.2 School Selected from Yeka Sub-City

The second site of schools was Yeka Sub City. Here the focus was to find a student from Gambella State. In this regard, Wondirad Primary School was found preferable to get the students whose family settlement is quite closer to the school. It is also worth mentioning that fifteen students from Gambella were attending their lesson in this school. All these children are Nuwer Language speakers.

10 students from these areas were cooperative in filling the questionnaire and 5 were willing to record their voice. Wonderad School was selected for some other language speakers are also available. For example, many Oromo, Tigray and SNNP students were also attending classes here and 6 of the Oromo, 4 Tigray and 2 SNNP students were willing to respond. In addition 8 primary school teachers had completed questionnaires and three of the cooperated in responding to interview.

3.4.3 Schools Selected from Bole Sub City

The third site of schools was Bole Sub-city where two schools were purposefully selected based on the settlement of the Somali people there. The schools were Ayer Amba and March 8. In these schools no single Somali student was found, though Many Somali families are living in the area. In both schools, some other language-speaking students including 1 Walayita, 6 Oromo and 2 Tigray students were willing to react. In these schools, also 10 teachers were interviewed to share their career experiences.

3.4.4 School selected from Lideta sub-city

Tekle Haimanot, the neighborhood of Lideta sub-city, that borderers with the Addis ketema and Arada sub cities, is the best site to get more Tgiray students because people from Tigray are dominant in the area. Accordingly, Dejasmach Zeraiy Deres Primary School was selected based on the population settlement.

Actually, though the site was selected considering the relatively high Tigiray population, 48 Oromo students and 38 Tigray students were available in the school of which 16 Tigray 4 SNNP and 10 Oromo students were willing to complete questionnaires.

Many teachers and students participated as respondents from this school. Accordingly, 10 teachers had completed the questionnaire while other five teachers responded only to the interview.

3.4.5 Schools Selected from Gullele Sub-City

Two schools in Gulelle Sub-city were considered due to the fact that there are schools with great number of rural urban migrants. Students from Oromia and SNNP are highly concentrated in Gullele Sub City. The area named Shiro Meda and Menen were selected based on the population of the some Gamo and Oromo language speakers.

In this case Dil-betigle and Tsehy Chora primary schools were chosen as site of study. Small number of students was willing to participate in giving personal information. However, they made indispensable and marvelous contribution in giving essential information to the study. Here, 3 Gamo, 4 Oromo language speaking migrants were cooperative while 5 teachers were also participated from Dilbetigle Primary School. Concerning Tsehy-chora, some 5 Gamo speakers and 5 Oromo language speakers were found. Here three teachers were made to complete the questionnaire and responded to the interview.

3.4.6 Schools Selected from Arada Sub-City

This area was selected for two main reasons. Firstly many Tigray language speakers are residing in the neighborhood called Arsho. Gambella people, on the other hand, are concentrated in the vicinity named by Iribekentu. Some students from Oromia and SNNP were found while the assessment was made.

From Arada Sub-citytwo schools were selected as study site based on student composition from various regions. In this regard John F. Kennedy and Yekatit 66 primary schools were under consideration.

And Yekatit 66 Primary and Secondary School is located in this area of Arada Sub City. More over in this sites some 9 Tigray 4 Oromo, 4 Walyita and Silte students were contacted to give information willingly. Though many people from Gambella reside in the neighborhood, no migrant is attending classes. With the data collection made at J.F. Kennedy School, some 6 Oromo and 3 students from SNNP were participated. Six teachers were selected from each school mentioned here.

There are also two categories of students highly considered by this researcher. The first category is regular students who attend their education as full timers. The other category is evening session students who attend their lesson in the evening while doing other businesses in the day time. In fact these students have better exposure to communication in Amharic. In both of the cases the same sampling method was implemented.

Thus, the sampling technique implemented in this case was purposive as well as availability sampling based on presence of the target population. Because, where there are no targeted language speakers, it was difficult to include in sample the population. As result, taking responses deliberately from the population based on the will of respondents was imperative. Since the study technique is case study, both small & large sampling size was involved to enhance the reliability of the findings. The main reason for using small sampling size was due to unwilling respondents and unavailability of many students from some of the targeted population.

Population under consideration in this study was 145 students. Available and willing students were contacted in all selected schools. These figure doses not include academic staff parents and education bureau officials. The researcher selected some 5 to 10 volunteer students from each language speaking targeted group. In general, Oromo and Tigray students are available everywhere in the schools assessed.

3.5 Method of Data Analysis and Organization

Mixed method of research was implemented because it is the research in which the researcher uses the qualitative research paradigm for one in some parts of the study and the quantitative research paradigm for another. Mixed method research is like conducting conjugated study in an overall research study. The result of such academic research can be clear for all individuals.

As mentioned earlier research, data can be analyzed according to the objective of the research. Consequently, whether the objective of the research is testing

hypothesis or answering certain questions of research, investigators use various methods of data analysis. Data collected through various means for research purpose can both be analyzed qualitatively or quantitatively.

Since the research in its kind is case study, both qualitative and quantities method of data analysis were selected. Because mixed technique is very important to both the advocate of quantitative and qualitative paradigms. Mixed research is a general type of research in which quantitative and qualitative methods, techniques, or other paradigm characteristics remixed in one overall study.

According to Tashakkori and Teddlie (2003) implementing assorted research methodology in data analysis has quite a few advantages.

First, we support the use of mixed research when it is viable. It will also assist qualitative and quantitative researchers to get beside better and, more prominently; it will promote conducting of excellent educational research.

According to this principle, the researcher should mix quantitative and qualitative research methods, procedures, and paradigm characteristics in a way that the resulting mixture recombination has complementary strengths and no overlapping weaknesses .For instance there is a metaphor for thinking about mixed research: Construct one fish net out of several fish nets that have holes in them by laying them on top of one another. The "new" net will not have any holes in it. The use of multiple methods or approaches to research works the same way.

However, the researcher did not implement high inferential statistics since the work can easily displayed through narration using simple figures and percentage as well as ordinary statistics.

Consequently, percentage and simple figures were used to analyze the data.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Findings of Informants' Response.

This part of the thesis presents data gathered from the four categories of informants by the use of various instruments. The findings were presented in figures and percentages followed by interpretation.

Description of respondents, characteristics is presented to clarify the interpretation of their responses. The general characteristics of respondents indicate of the summary of informants' background. This section of the thesis offers a brief explanation of the kinds and role of respondents in terms of age, sex, and educational status, linguistic or their geopolitical environment. **4.1.1 Students' General Characteristics**

The general characteristics of the students as elucidated in terms of sex, age grade level and language skill /region is shown below.

Table 1: Students' General Characteristics

	Description of respondents		Number	percentage
1	Sex	Male	**59**	48.2
		Female	**66**	52.8
		Total	**125**	100
2	Age	6-9	**31**	24.8
		10-13	**37**	29.6
		14-17	**49**	39.2
		>17	**8**	6.4
3	Region	Oromia	**50**	40
		Tigray	**38**	30.4
		SNNPR	**25**	20
		Gambella	**10**	8
		Somali	**2**	1.6
		Total	**125**	100%
4	Sufficient Language Skills	only Mother tongue	**97**	77.6
		both *L1 & MOI	**28**	22.4
		Total	**125**	100
5	Enrolled	In equal grade level	**76**	60.8
		Quit some times	**8**	6.4
		Revise some grades	**15 s**	12
		Restarted	**26**	20.8
6	school type	Public	**5**	50
		Government	**5**	50
7	program type	Regular	**112**	89. 6
		Evening	**13**	10.4

*L1= mother tongue

Table 1 above depicts the characteristics of students participated in the study as the source of data. It provides the composition of these informants by age, gender, geopolitical or linguistic backgrounds. As the table above shows, 52.8% of the students were females while 48.2% were males. This indicates the study

has given an average; more or less fair combination to both female and male respondents.

In second section of the table, the issue of age of the pupil was given due consideration due to the fact that ,schooling age at primary school and the grade level of the students is expected to be related directly . In that, age of the pupil informants in this study was between 8 and 20 years. Accordingly, 24.8% was between 6 & 9 years while 29.6% was between 10 to 14 and 39.2 % were between 15 and 17. Finally, the rest of the respondents 6.45 % were over 17 year's age.

In some cases, few students were in their late twenties while joining primary school though the age beyond 14 is beyond the limit of norm for primary school. There were students with the age range of 10 to 13 who were in the first cycle. Moreover, some new comers in the second cycle were in the age range of 14 to 20. In this regard, few students were at the appropriate grade level but the majority of the students were still learning at grade levels below the norm for their age. This has its own adverse effect on students working in-group, mixing in peer learning or cooperative learning.

As the study was delimited to primary school education 50% of pupil respondents (informants) were from the first cycle (grade 1-4) while the rest 50% were in the second cycle (grade5-8).

The other point shown in the table 1 is the profiles of pupil respondents' linguistic ability. In this regard, some students have limited capacity of using schooling media (Amharic) while others cannot understand and speak it. On the other hand, there were some students fluent in their mother tongue and the MOI, though they are migrants from regions. Notably, 77.6% of the students reported that they attend their lesson better only in mother tongue. Whereas some 22 .4 % in both MOI & L1.

Furthermore, the table depicts the geopolitical background of the pupils. In this regard, Oromia region contributes the largest number of migrant students

which are 40% ,and Tigray stands second with 38 informants that account for 30.4%, while SNNPR 25 students (20%) and Gamella 10 students (8%)of the total pupil and finally Somali contributes 2 students (1.6 %)of informants. One striking observation regarding the distribution of migrant students in Addis Ababa is that only two students were found to come to Addis Ababa from the Somali region, though a considerable number of Somalis are seen in the region of Addis Ababa.

 Finally, table above discuses the rate of enrollment of the migrant students. Three points become apparent   regarding this points; the placements of 76 students (60.8 %) were directly placed in the grade level to which they were promoted in their previous school. The rest 49 students stopped schooling for sometime either until they familiarize themselves with the school language or restart from the first grade, or some times, they repeat parts of the lessons and grade levels they had already passed before they came to Addis Ababa.

For instance, all the students from Gambella restart from grade one ,while 20, 15, and 4 students from Oromia, Tigray and SNNPR respectively repeated some part of their lesson;   that is   though they were promoted to the next grade levels in their respective regions , the students are made to relegate from one level . There were also students who stop their lessons for sometimes or attend irregular schools until they were able to listen and comprehend Amharic. Eight students were found to be in this category.

Though the great majority of the students 76 (60.8%) were directly enrolled to, the comparable grade level of their origins, 49 students (39.2%) enrolled to the lower grade they have passed in their former schools. In this case, 8 students (6.4%) quit their lesson, 15 (12%) of the pupil informants repeat grade they passed, and other 26 students (20%) restart from the lowest grade they already passed.

Factors that impede interaction

Table-2: Responses of students to the questionnaires

No	Questionnaires translated from Amharic.		%		%		%		%
1	Where do you participate better in the class?	Previous MOI		Now		Equal		Not at all now	
		51	40.8	38	30.4	22	17.6	10 Nr 4	8 3.20
2	What factors affect your participation?	Language Disability	-	Shyness/ fear		Changing school		All	
		44	32.8	235	28	12	9.6	4 Nr 30	3.2 24
3		Yes		No		Forgot		Nr	
		32	25.6	49	39.2	21	16.4	13	10.2
4	When do you regularly absent from school?	Now		Before		Not at all		Equal	
		27	21.6	35	28	40	32	15 Nr. 8	12 6.4
5	Have you faced any problem to get school as you arrive at Addis Ababa?	Yes		No		Not recall		Nr	
		54	43.2	40	32	18	14.4	13	10.4
6	What problem did you encounter?	Language Mismatch		Miscommunication with peers		Loss of school mate		All	
		44	35.2	16	12.8	50	40	12 Com 3	9.6 2.4

Continued

7	Do you like the language in which you are taught here at Addis Ababa?	Yes		No		Don't Care		Remark	
		32	25.6	49	39.2	21	16.6	Nr 4	3.2
	Where do you communicate better with playmate in school and classroom?	Now		Previously		Equal		Now Not have playmates.	
		25	20	59	47.2	28	22.4	5 Nr 4	4 3.2
9	When do you read and comprehend textbooks given at your grade level comparing both schools?	Currently		Previously		Equal		Now cannot comprehend	
		30	24	54	43.2	16	12.8	19 Nr 6	15.2 4.8
10	How long did it take you learn Amharic to communicate?	A semester		A year		Over 2 years		Cannot identify	
		60	48	49	39.2	8	6.4	6.4	
11	Which grade is the entry and exit of mother tongue and Amharic as subject at your region?	1-3		3-5		5-8		1-8	
		0	0	34	27.2	91	72.8	0	0

*NR refers to no response   *Com refers to comment

Item number 1 of the table above shows students' participation in the classroom. Many students participation exceeds in their previous schools medium of instruction, 51 (40.8%), than now. whereas only 38 (30.4%) of 125 students reported participating better in the classroom in the current MOI. The medium of instruction brought no influence on 22 (17.6%) students. They reported that their participation was equal in both MOI. There was also some 10 (8%) students who do not participate in the classroom at all now and another 4(3.2%) of the students who were abstain to respond to this item. To generalize, the item statement deals with the issue of participation. Accordingly, the majority of migrant students participated frequently in their previous schools than the current school.

In response to item number 2, the students have expressed that there were various factors affecting their participation in the classroom. Language difference between the former and the current school at Addis Ababa was one of factors that affected 44 (32.8%), whereas 35 (28%) considered shyness as a factor that affected their participation. Some 12(9.6%) of the students reported that change of school environment affected their participation , while some other 4(3.2%) students reported all the factors mentioned on item number two influenced them. Moreover, the rest 4 (3.2%) of the students abstain from giving response to this item. Therefore, the major factor that affected their participation was linguistic incompetence followed by shyness. Change of school alone in this item has shown insignificant influence.

 The use of item number 3 was with an intention of assessing the feelings of students about the problems of grade level enrollment at Addis Ababa primary schools. Some 32 (25.5%) students appreciate the enrolment as suitable for them and other 49(39.2%) students reported it was not suitable. In addition, 21 (16.8%) of them have forgotten the problems they faced when they came to Addis Ababa, and 14 (11.2%) students were not willing to respond. The number of respondents who did not appreciate the enrollment to the school with Amharic MOI exceeds the number of those who appreciate it and comparatively

the number of student respondents who gave negative response regarding the conditions of enrollment was significant. Therefore, most of the student respondents seem not to have good feeling to placement in Addis Ababa.

Item number 4 aimed at assessing the motivation of students to go to school frequently.   Most of the students approved to be more   motivated in the school at Addis than in the previous school for   that 40 (32%) students reported they regularly go to school currently, while 27 (21.6%) of the were frequently absent from school .

Moreover, 35 (28%) of the students reported to be absent from school whereas 21 (16.8%) students do not go to school regularly at both Addis Ababa and their home regions. 8 (6.4%) of the students were interested to react to the item.

This implies that medium of instruction has less impact on willing to attend class because few number of migrant students were absent from school after they came to Addis Ababa.

When we look at item number 5 of the questionnaire the above table, it presents the issue of student encounter concerning schooling problems as new influx. As many as 54 (43.3%) students have faced problem of enrollment as they arrived in Addis Ababa while the other 40 (32%) students got chance of enrollment soon as they come here. 18 (14.4%) students did not recall the problem they encounter in finding school in Addis Ababa and some 13 (10.4%) students did not respond. The issues of children enrollment problem is confirmed by parent response to the questionnaires.

Thus, the figures displayed on item number 5 in the above table prove that large number of students faced some problems of   getting school for migrant students due to language discrepancy. As mentioned in the interpretation of questionnaire item number 5, great number of students came across problems of getting appropriate school.

The next section of this table displays various causes of difficulties that the informants mentioned. According to the table, 50(40%) of the students

responded that they are unsuccessful to get as many friends as they have before and other 44(35.2%) reported to face language incongruity at home region and Addis. Miscommunication with peers was reported as common problems of 16(12.8%) and the rest 12(9.6%) reported they faced all the problems mentioned in the section.

Item number 7 of this section deals with attitude of the respondent pupil towards the medium of instruction in Addis Ababa primary schools.

Concerning this, the table shows that 32(25.5%) of the students have positive attitude to attend their lesson in the MOI whilst 49 (39.2%) of the students have shown negative attitude towards Amharic medium of instruction. In addition, this table also shows the presence of 16.8% of the students who feel indifferent to the condition.

The table above also portrays the extents of students' communication with their classmate here at Addis Ababa and home state. Many students have problems in smoothly communicating with their classmates. For instance, the sum total of students who reported to have better communication previously and who reported unable exchange a few words shows the intensity of the communication problem among migrant students. In this regard, 64 (51.2 %) have reported to have such problem while 25 (20 %) found to perform in their communication in the current school environment.

The table also illustrates the comparative ability of students to read and comprehend textbooks given both at previous school and present ones. Most students 54 (43.2%) reported that they read and understand better in their previous school while 24% of them indicated their comprehension ability is quite good at present. Moreover, some19 (15.2%) of the students reported very incapable of reading and understanding in Amharic MOI and 16(12 %) of them reported the equally understand both at their respective regions and here.

The students in this case show certain improvements in the course of time. As the above table portrays, the smallest time that it took a student even to

identify alphabets of the MOI was one semester. The majority of students 60 (48 %) came to identify alphabets of Amharic in semester time, while 49 (39.2%) of the migrant students spend a year to know the basic elements previously mentioned. Some eight 8 (6.4%) of the students could not able to identify all the concepts still and the rest 8 (6.4 %) of them took two years time to identify the alphabet.

This is related to the exit and entry of mother tongue and the commencing of Amharic at various regions. Concerning the exits and entry of mother tongue and Amharic as subject, some 91(72.8%) of the students reported that Amharic as subject is given from grade 5 on wards at their previous schools. The rest 30 (27.2 %) said they start Amharic language learning after grade 3.

The analysis in general shows the negative impact of the shift of MOI on mobile students from various geopolitical areas as the data from selected site reveal.

4.1.2 Findings from students' interviews

Five (5) Gambella, ten (10) Oromo, ten (10) Tigrinya speaking and five (5) SNNP among which 2 Walayita, a Silte, a Hadiya and a Gamo volunteer students were participated.

All students from all non Amharic MOI areas reported that they had attended their lessons in language other than Amharic and actually, they would feel happy if they join mother tongue medium of instruction. They reported that making friend in the new school is not as such simple like they do in their former school.

All migrant students under consideration reported that their social interaction, participation in curricular and extra curricular activities, academic status and self-esteem was declined after they joined the school with Amharic medium of instruction.

Few students were unhappy for their repeating the lesson they passed or starting from the lower grade. This was considered as an opportunity to improve

their academic performance and language skill by many migrant students' skills.

However, we, as educators reasonably have to point out that they encountered problems from two perspectives: there is mismatch between their schooling age and grade they attend. Secondly, resources that are used to fulfill the needs of children to repeat the same grade would have helped the other children. Further, they do not feel at ease in the company of small children. This is because age matter brings about the difference of needs of game preferred by big children and very small ones.

The above elaboration is the common outlooks and experiences of migrant students who participated on the interview. Very important and relatively relevant idea from migrant students who encountered individual problems beyond the previously mentioned is presented below both in reported form or using direct quotation.

The Questions seemed to reinforce the informants. One of the 7th grade students from Oromia reported his experience as follows.

> *I faced one major problem to join school in Addis Ababa. As I arrived, I brought my report card, which was made in a white sheet containing my test scores at the former school. Surprisingly the school administrators were not willing to accept that report card. And I went back to the country-side to the former school and then I beg the director to change it. After I brought the card from the former school , they allowed me to be registered. The problem after enrolment was enormous. For example, I learned the Amharic alphabet in grade five. I joined grade six in Addis Ababa. Here the teacher expect me to do all the activities equally with those who started this subject from grade one. The problem of language in competence is the major one. There are also other problems emanating from language incompetence.*
>
> *I perform better in subjects offered in English; my scores are very low in Amharic, Civics and ethical education and physical education because I cannot read and understand the notes in Amharic. There are teachers who simply force me to read passage and answer questions in the class. They tell me that their actions are to encourage me to participate. However, it seems for me the way they provoke students' laughter. The other thing is that, some teachers do not take measure when the students laugh at my speech. They advise the students after a while. Mustefa, interviewed on May 2/2008*

The second student who took part in the interview was again a grade seven students in one of the primary schools in Addis Ababa and he came from SNNPR. This student reported that he came to Addis to live with one of his family member who came to Addis Ababa as officeholder. He had attended his lesson up to grade five in Walayita language. He said that, when he came here, he was unable to speak in Amharic. As result, he stayed at home for three years until he reach academic norm. He further added that: even when I joined school on the third year of my arrival, I was not fluent. As consequence, some students laugh at my speech act. They repeat the speech when the teacher leaves the class. I always feel that the students are going to laugh at me on the next day. And I do not like to get them in the class. I am eager to participate and answer questions or ask something not clear, but what bears value, they demoralize me laughing at my speech. These widen our Student-student relation ship and we find some other group to Stay or play together otherwise stays alone. Tsegaye, interviewed on May 2/2008

As the excerpts above reveal, the most common encounter of few interviewees witness that each of them has some problems. One can understand that how much it is offending to children of primary school to be laughed at, when they are speaking for the sake of participation. A Teacher at one of primary schools has assured the consequence of class laugh on students' acts generally by saying," whatever you do to them, once he/she is laughed at, they do not want to participate and do not breathe even a word, this students do not have courage to disturb in the class."

One of the grade six students who came from Oromia reported the problem he faced regarding performance as follows:

I stood 1-5 rank in the class at my previous school but now my grade rank declined. My results in all subjects offered in Amharic were declined by more than half. Some teachers understand my problems. I perform better in the other subjects. My teachers force me to take part during presentation I use English; but students in the class say 'you overact'. Even the teachers consider me that I do not have interest to learn in Amharic. Therefore, I encountered multifaceted hard ship. Bacha interviewed on May 5/2008

A student from Oromia expressed her experience of enrollment problems that she faced when she first arrived. She was in grade five when the interview was conducted.

> *She said when l, I joined the school, the administrators made me enroll in grade one. However, I was a grade 5 student at my former school. They promised me to pass to the previous grade, if I score the best in the class. Of curse, I stood first in the first semester, and I was promoted to grade five. It was very gloomy time for me that I relegated five years in my age time. But the positive aspect of my restarting from this stage, "I both improved my language skill especially Amharic and academic performance that the promises made me study very hard" Nigisty interviewed on May 5/2008*

This was one special event seen in this research. Actually, it is excellent for students to set such promises to see whether they are fit and place them to the appropriate grade level. However, the psychological influence of being relegated would be harmful since the students are not in the age critical thinking. Thus, though the promises were somehow good, it is not reasonably advisable in the belief of this researcher.

One of the seventh grade students from Tigray shared her experience saying:

> *"she got school as soon as she came to Addis Ababa. However, her great problem was the language incongruence. She said that she would be happy if the school allowed her to start from the lower grade. She asked them to do so but they did not allow. She reported that at the former school, she learned Amharic after grade four and when she came to Addis Ababa, every thing changed. She said "When I go back home from school, most of the parents communicate in Tigrinya and I too. I get full access to Amharic communication only at school. Yet, the gap between the students who started their education here and me is vast." Fanta interviewed on may 5/2008*

She said that teachers try to address her problems especially in reading. Some teachers scarify their times to offer tutorial. However, some times it cannot be overall solution for all migrant students. Many teachers do not take the same action .so if not all teachers are committed to help students from regions or other permanent measure are not taken, the problem will continue in similar way she concluded.

This implies that students of migrant background have doubt of getting attention from concerned parts especially the teachers when they seek for help. But still there are some teachers who are effective in offering help to newcomers.

Other student from Tigray reported that he got school and he enrolled to equal grade that he has promoted to in the former school. As problems, he mentioned that he was lonely at current school. He said:

> *The students here play and talk to each other than they do with me. This is because we cannot communicate smoothly, as they do not know my language and vice versa. The teachers also do not understand my problem. Because there are very few teachers who know that, I cannot communicate well in Amharic. Once I told my music teacher that I am not able to sing in Amharic and he allowed singing in any language. After that day, he did not force me participate in the activities that need fluency. Bereket intervewed on April 14/2008.*

A grade 3 student from Gambella expresses his experience as follow. He said that he was a grade three student at the former school and when he came to Addis Ababa he joined grade one. He was asked the reason he joined the lower grade. He reported that he was not able to communicate in Amharic well. He said that he did not learn Amharic at his previous school. This was because the school policy for Amharic as a subject is from grade 3 and above. This boy said that he was 11 years old when he came to Addis Ababa and by now 14 years being in the first cycle of elementary school. According the boy, this was an opportunity for him that makes him learn Amharic. His reason was he is fluent in his mother tongue. He said in grade one and two at Addis Ababa his scores were very low compared to his former school.

A student who came with her father from Silte Zone of SNNPR said that she was grade five when she came to Addis Ababa. Unfortunately, she forgot her report card. She said the school did not allow to be registered and to bring the card after certain time. As result she started from grade one. This student reported that it was great chance for her because she had improved her academic performance. She said that she stood first from the class. She was a grade 3

student when this interview was conducted. According to her, help from her teacher made her improve and keep away from panic of class.

From these quotations, one can realize that influence of MOI is great on students. It makes them develop skeptical attitude towards teachers and other students. Secondly the challenges that immigrant students bring to school environment will indirectly affect schooling ; for instance some students either bringing their report cards or intentionally hide their documents in order to enroll to the lower grade for fear that they are unfit

In short, both findings of the interview and the questionnaire revealed impacts MOI on students especially to enroll in lower grades, stay at home to learn Amharic and their language incompetence prohibited them from participating, though they have interest to do so. Consequently, children of migrant background feel lonely, help less and less confident.

The name of pupils' informants is kept confidential and the names used with quotation are nicknames.

4.1.3 Findings from teachers' response

In this section response of 50 teacher among 20 had participated on the interview will be presented below. All the teachers selected as respondents were either Amharic language teachers or those who offer subjects in Amharic.

4.1.3.1 Teachers Characteristics

Table 3: Teachers' characteristics

	Description of respondents		Number	percentage
1	Sex	Male	**28**	56
		Female	**22**	44
		Total	**50**	100
2	Age	20-25	**8**	16
		26-34	**23**	46
		>35	**19**	38
3	Educational Achievement	Degree	**4**	8
		Diploma	**29**	58
		Certificates	**17**	34
		Total	**50**	100
4	Language Skills	Only MOI	**38**	76
		L1 of all Informants	**0**	0
		L1 of some & MOI	**12**	24
5	Teaching Experiences	2- years	**2**	4
		3-5 years	**6**	12
		6-10 years	**13**	26
		>10 years	**29**	58

*MOI = medium of instruction   *L1= mother tongue

Table 2 above shows the general characteristics of teachers. The characteristics underlined here are displayed in terms of gender, age, educational background, and language ability as well as teaching experience.

Teachers are the most important observant of the overall behaviors of their students. Pupils spend most of their day with the teachers. Mostly experienced teachers can explain more about the challenges of diversity in the classroom and at school.   Due to this fact, teachers were selected as best source of information.   The experienced teachers who have faced the challenges of linguistic diversity in the classroom were considered as informants.

There were 22 females and 28 males involved in completing questionnaires, of which 20 were again, selected to respond to interviews based on their free will. Regarding his / her age, no single teacher was below 20 years. 8 teachers were in the age range of 20 –25 while 23 teachers were 26-35, and the rest 19 were over 35 years old.

The least academic achievement of the staff members was certificate while the highest was degree. Here, 4 of the teaching staffs (8%) were degree holders and 29 of the teaching staff (58%) were diploma holders. The rest 17 (34%) of the teachers were certificate holders in teaching profession.

When we look at the linguistic backgrounds of the teachers respondents, 34 (76 %) communicate only in MOI i.e. the schooling language, while 24 % can communicate in some minority's language and the Amharic language. However, there was not single teacher who was able to communicate using languages of all migrant students in his or her class. This implies that teachers' and migrant students' communication can be hampered by the mismatch of their language to the medium of instruction.

Finally, as the table shows, teachers were well experienced; 50 of them have two and more years of teaching experience. So the least teaching experience to be considered as an informant in this regard was two years and above. This is because strange /novice teacher/ is considered to have less acquaintance with students.

Therefore, the data obtained from these mature and experienced professionals is believed to be dependable to make some sorts of generalizations about the groups of teachers in the Addis Ababa primary school

4.1.3.2 Teachers Responses to Questionnaires

Table 4: Teachers' response to questionnaires

No			%		%		%		%
1	Are there migrant minority students in your class	Yes		No		Not sure	O	-	
		39	78	4	8	7	14	2	6.67
2	If yes, what challenge they bring to the class	Slow learner		Lack of smooth communication with teachers					
		14	28	27	54	2	4	0	0
3	What contribute to the challenges	Language barrier		Lack of interest and motivation	-	Loss of esteem		All	
		15	30	1	2	21	42	13	26
4	What measures do you take to address the problems ?	Tutorial service		Nothing		Make to practice with Amharic LI		Make to join their LI speakers	
		15	30	3	6	11	22	16, Nr 5	32 Nr 10
5	Do you think the new comers participate equally with majority students	Yes		No		Not sure		Sometimes	
		6	12	34	68	7	14	3	6

Continued

6	If now why	Language incompetence		Discomfort to in the new school		Loss of confidence		All	
		13	26	15	30	16	32	6	12
7	Do parents and teachers discuss the issue of MOI regarding migrants	Yes		No		Not sure		Sometimes	
		13	26	30	60	0	0	7	14
8	Do you think that mother tongue education should be implemented in Addis Ababa	Yes		No		Rarely		I Doubt	
		15	30	13	26	2	4	20	40
9	How do you explain in the number of new comers in your class?	Negligible		Considerable		Too many		Nil	
		4	8	41	82	5	10	0	0
10	Are there teachers who can teach in mother tongue of some migrant students?	Yes		No		Not sure		Nr	
		6	12	34	68	4	8	6	12

As the theme of this research is directly related to education environment of migrant students in the classroom, the first items of the table above asked teachers whether minority language speakers exist in the class they teach. Some 39 (78%) of the teachers assured that they have minority language speakers in their class while 7(14%) of them were not sure of the presence and some 4 (8%) reported that they do not have such students.

Considerable number of teachers 39 (78%) seen as in the table above portrayed that there were large number of migrant students at every grade level. Hence, the teachers assured the presence of these students. After this information was elicited from the teachers, they were asked to tell the kinds of challenge the students bring to the class.

Some 14(28%) of the teachers reported that migrant students were slow learners compared to the mainstreamers; and 27(54%) of the teachers said there is no smooth interaction between their teachers and them. In addition, the rest 2(4%) and 7(14%) of the teacher respectively pointed out that these students were both passive learners and contribute almost nothing to the class especially as far as participation is concerned. The items on number 2 of the above table sought basic information on discrepancy in the medium of instruction, which was cause for miscommunication .the effect of these difference was confirmed be 27(54%) of the teachers out of 50 teaching staffs. This implies that great number of migrant students fail to smoothly communicate or participate in the classroom.

 When we look at the third item of the table 4 above, it shows that the response teachers to each point considered as factors for the problems mentioned above. 1 (2%) teachers attributed the problems to the lack of interest and motivation and 15(30%) teachers reported that language barriers caused the problems. The majority of the teachers 21(42%) said loss of confidence was the migrant students basic problem, while less number of the teachers 13 (26%) concluded that all factors mentioned on item number 3 contribute to the lack of participation, smooth interaction and learning of the migrant students.

The teachers reported to using various techniques to solve the problems that migrant children face in the class.

As they responded to item number 4 see table above, 15 (30%) teachers offer tutorial service, 3(6%) of the teachers seem to be indifferent to support   and 11 (22%) of the   teachers make them join and practice with mainstream Amharic L1 children. The other 16 (32%) of the teachers help them join the students who are able to comprehend both MOI (Amharic) and L1 of the fellow students. the rest 5(10%) of the teachers were abstained themselves from responding to the item. Though these individuals reasoned out the mechanisms in each case, especially in the interview session, one cannot be certain the assistance the migrant children receive from the teachers has long lasting effect.

Some teachers commented that migrant children are not willing to come to school and take tutorial aid or any other academic or social support. At times, according to these teachers the migrant students conceal themselves

To identify this point of participation and communication item number 5 was used to see how much students freely express their idea in the – educational/ learning environment

 Insignificant number of teachers, 12 (24 4%) reported that migrant students in their class participate freely and large number of 34 (68%) said they do not participate or express their Ideas in front of the classmates. 7 (14%) of teachers reported that migrant students express in the class occasionally.   There were 3(6%) teachers who were not sure that these students participate or not. Actually, certain conclusion can be drawn based on the respondents' number as mentioned above. More than half of the informants expressed that the confidence of the students to express their ideas in Amharic medium of instruction is not to the standard compared to the mainstreamers.

 Teachers give various reasons for these problems .15 (30%) of the teachers attributed to the problems of language incompetence and 13(26%) of the teachers pointed out that these students feel discomfort to the new school

environment that they could not adjust themselves whereas 16(32%) of the teachers reported that migrant students reflect loss of confidence in the classroom.

The last 6 (12%) of the teachers responded that all the points included in the items affect the participation of migrant students. Language incompetence took the greatest share, which shows the impacts of medium of instruction on participation of migrant students.

The next item 7 in the table above deals with teacher–parent communication about the language problems of migrant students, especially about the medium of instruction. 30 (60%) of the teachers indicated that they have not ever discussed these problems with schools whilst some 13 (26%) teachers said they discuss the issue with parents and the rest 13(26%) of the teachers reported they discuss the issue of language sometimes.

In short, the finding indicates that discussion on the issues among teachers, parents or school principals does not exist

Item number 8 of the questionnaire in the table 5 shows the reaction and attitudes of teachers towards the implementation of mother tongue education in connection with the migrant children. Though most children responded that they feel happy had the migrant children got chance to attend in their first language, less than half of the teachers support the implementation while some 15 (30%) teachers out of 50 express their support. Many teachers 33 (66%) of them responded that do not appreciate implementation of mother tongue for migrant children.

The next point of questionnaire on table above is about the numbers of migrant students in a given school or classroom. Concerning this, 41(82%) out of 50 teachers indicated that there were considerable numbers of migrant students and 5(10%) teachers reported they have too many newly arrived students at their schools or in the class. 4 (8%) respondents said there were negligible numbers of migrant students.

Therefore, as they come to be aware of the existence of migrant students in the class, teachers or schools should consider presence of large number of transient student in planning lesson or offering class tasks. The last but not least issue in on the questionnaire of table above was about the presence of qualified teachers at that could handle the non Amharic language speaking migrant students of primary school. Great majority of teachers 34(68%) of them reported that there are no any trained teachers in such field while some 6 (12%) teachers indicated that there are few teachers. Therefore, it seems that why most the teachers did not support implementation of mother tongue education of mobile students

4.1.3.3 Findings of teachers' interview

Twenty teachers who offer lessons in Amharic as a subject or who use it as MOI were engaged in providing information. These teachers interviewed intensively and reflected their impressions and the challenges that they dealt with in their career. Since the number of the teachers interviewed was large for transcribing and, doing analysis, this researcher tried to some repeated ideas. The results of the interview made with teachers were organized and presented as follows.

The first inquiry addressed to this group of informant was about the measure they take to address problems related to language incongruence of students especially that of migrant students in their class. Most teachers reported that the migrant students at the beginning do not want to identify themselves. Their problems revealed after a semester is lapsed .Rarely though there are teachers who try to identify their pupil's language background and to meet needs of this group of migrant children. I will try to present impressions of teachers with selected quotations.

One of academic staff was interviewed and responded as follows. The informant in this case was a director at anonymous school.

He reported that there were students who score high in subjects offered in languages other than Amharic and fail in those delivered in Amharic or the

subject itself in the second cycle. He said the students themselves came to the office and told him that they had such problems and he was aware of the problem and advised the teachers that they had took measures to address the problem.

An Amharic teacher particular school said that she has many students who had attended their lesson outside Addis Ababa and came to this school fewer months or years ago. She said, "When I teach these pupils, I came across many challenges. Above all, they are not interested to engage in any class activity."

She reported that, when she asks they say we are not clear with the lesson.

However, they do not tell the specific point where it is not clear. They do not ask questions or give answers. They wrote simply by copying from the blackboard and utter the sounds but do not understand the meaning of the items. She further said many times she use give the students Amharic reading practice and comprehensions; but some students intentionally abstain themselves from participation.

> *Forcefully I encourage them to out read on the stage, I found some students shivering and breathing deep. On the one hand when we try to solve the problems of these students we may lag back from our lesson plan on the other hand the school system does not identify and give us to the language background of students from various regions The language problems of these students are not only delay teaching and learning but it is also an obstacle for their social relation and bond them with the mainstream to work together (An Amharic teacher at one of the primary schools interviewed on April 14/2008.)*

She added , what teachers need to do is simply trying to help them out side the class room, otherwise the attempt to help them in the class delay teachers regular lesson plan. Nevertheless, she said that when she arranges such chance, the students were not willing to receive assistance. "Once I arranged supplementary class and asked them to come and they said what does this subject to do with us? We cannot comprehend it forever, so why do we bother to learn in Amharic?"

This teacher has shared her recent experience of that happened in Amharic class as follows.

> *As usual, I advise my students of grade six to read passage. One of my students who came from Oromia begged me not to force her that day. I advised her to read at home by whatever means and come the next day to read in front of the class. Let alone reading, she did not come to school on the next day. Then I asked her on the other day read but she refused. For the third time I advised her to read at home with the help of her parents, and came the next day. Then she was absent from school again on that day. Apri14/2008*

She reported that the students were not farsighted that they say *they 'were not born to understand Amharic'* and this has its impact on their achievement and *class performance.*

The second idea was taken from Amharic and civics teachers at 'anonymous' primary school in Addis Ababa. The civics teacher forwarded that, limitless challenges were there to handle the problems of migrant students in the class. These students followed their education in their own native language in various regions when they come to Amharic media schools; they might face many hardships and might be disturbed. An Amharic teacher who reported his teaching in various grades at primary school indicated that, teachers' effort is very important to help migrant students in their class.

"At the beginning of the Amharic language reading task, I asked volunteer students who able to read passages. This helps me to investigate why others do not want to read. As result, I came across with students who came from regions. All in all, these children are not willing to read in front of the class."

He said that when the majority students participate in the difficult works, he gave simplest works to these migrant students in order to maintain them with class.

One day I randomly picked a student to read a passage to the class. I advised her to come to the front of the class and read passage. However, unfortunately she was a newcomer from non – Amharic media school. The teacher said, "She did not tell me before that she was not able to t read. Even when other students who want to read passage expos themselves, she acted that she was able to read. When the day comes, I found her shivering and her face turned blush. I asked her what happened? Nevertheless, she did not react; but her seatmate yelled," She was not able to read". April 17/2008

From this, reasonably one can conclude that some migrant students are at risk even to speak out their problems to the teachers.

Some times students repeat certain grade, which they had already passed with their will understanding that they cannot fit to the next grade level. What ever they repeat the grades; it would be very difficult for them to participate equally with those who smoothly attended in Amharic MOI. Consequently, the performances of these students in the subject conveyed in Amharic were very low as the Amharic teacher of grade 8 said. Even they cannot construct sentences in Amharic though they enrolled to fifth or six grades. Civics and ethical education is one of the subjects offered in Amharic to the students of primary schools in Addis

A Civics teacher who was interviewed at one of the primary school in Addis Ababa teaches grade seven students. She was from the same school with Amharic teacher whose idea is mentioned above.

She said, newcomers from regions have background knowledge of the subject as concept but telling the knowledge through language blocks their participation.

She said I often go round to facilitate group discussions and students from non-Amharic media were simply sitting even forgotten that they were doing group work. Mumbling, they present their points. Students do not listen to them due to laughter. You cannot stop them. She said I wait until they stop themselves and take my own measure that makes them not repeat such act.

This kind of students can actually discourage other students from participating in class tasks.

Therefore, they keep silent though they know the answers she concluded. The other problem is she further added, "The teachers may not able to identify these students as soon as they join school". However, it would be imperative to know limitations of each student in the class. Other wise the course could not be delivered in the pace that the teachers planned.

Teachers in one of the Yeka sub-city primary school reported case related to migrant students language problems as follows.

A first cycle teacher who responds to interview said that her students had problem of communicating in Amharic language. She explained, *"I advise them to express their ideas as much as possible .when the ideas go wrong I try to rephrase the point and they express their agreement by nodding. Most of the time, I used material teaching aids or acting and demonstration to make the subject clear for migrant students."*

According to this teacher age wise the student from region are better and learn with interest. As result, they improve their skills in very short time.

Many students repeated or restarted their lesson form the lowest first or second cycle in this school. Regarding these, all the teachers confirmed that the academic performance of those who revised grade was very good. There were migrant students who follow the fashion of repeating their lesson in order to achieve better though they had their report cards with them. While the other students do not bear their report card with them. Nevertheless, the school does not force them to go back to the lower level. However, some migrant students purposely conceal their report card and enroll to the grade they had already passed.

Teachers from one primary school in Arada sub-city pointed out that they had outstanding students from regions who overcame the hardship of linguistic inconsistence, but there migrant children who are still misguided by linguistic

problems on academic performance. One of the first cycle teachers interviewed at this primary school said that, "it is too difficult to involve migrant student in activities equally with main streams who attended their lesson in Amharic or communicate in the same language within the family."

He reported that, it is because on the one hand they feel that students laugh at them; on the other hand, they are very poor in understanding Amharic. He said, he was ready to translate and told tem when there were minority students whom he can communicate in their langue.

Regarding the common problems observed in this school, he reported that they perform well in some in math but they were very poor in comprehending when the teacher gave them word problems. The other one was about contributing their ideas to the group mate in cooperative learning. Those migrant students having linguistic incongruence contribute little to the class.

An Amharic teacher at one of the primary school in Lideta sub-citysaid on the interview that, "though migrant students had problems in understanding language of schooling(Amharic) , great improvement can be made by uniting the migrant students to the mainstream Amharic speakers or those students who came before they arrived from the same origin". In this case, what one can learn is, that had there were some teachers from various regions, it would be possible to overcome some problems that these students face regarding medium instruction by implementing dual language program: Amharic and languages of nation and nationalities.

One of the teachers in aforementioned site indicated that, he always follows up the progress of these migrant students. He said that

> *The courage and capacity migrant children to be familiar to the MOI differ from region to region and gender to gender. Students from Tigray adapt to MOI faster than students from Oromia. This might be because the script of Tigrinya is quite similar to the Amharic alphabet. When it comes to the English media, the reveres are true, he added. The reason he mentioned was that the alphabet of English and Oromo language is similar. Likewise, that of Tigrinya is*

similar to the Amharic alphabet.   A teacher interviewed on April 2008

Actually, the students may be familiarized with the form and shape of alphabets but the researcher hardly believes this brings dramatic change in academic performance of students.

Concerning friend making by children from the region and their participation, this teacher reported, female migrant students make from mainstream faster than the male and in the course of time they were able to adapt to MOI faster. However, all teachers at all schools under consideration agreed that the least time it takes a child to adapt to MOI was a semester and more based on the effort of the student than the grade level.   Again all teachers under consideration confirmed that migrant students were not lazy .because their result is only low in subjects, which are Amharic Medium especially in the second cycle respectively.

4.1.4 Finding from Parents Responses

Findings of data from 30 parent respondents had participated as sources of information.   The responses of these parents will be presented in the following sections.

4.1.4.1 Parents Profile

Table 5: Characteristics of parents

Description of respondents		Number	percentage
Sex	Male	**17**	56.7%
	Female	**13**	43.3%
	Total	**30**	100%
Age	20 -30	**2**	6.67%
	31-40	**8**	26.67%
	41-60	**17**	56.67%
	>60	**3**	10%
Educational Background	Degree & diploma	**5**	16.6%
	Certificate	**6**	20%
	Grade 10/12	**11**	36.67%
	Primary Edu[n]	**5**	16.6%
	Uneducated	**3**	10%
Place of origin /Language skills/	MOI and L1	**22**	73.34%
	Only L1	**8**	26.66%

The parents can depict some issues of their child's academic performance. They are bearer of the child and responsible to choose for placement. Therefore, it was vital to contact the parents to give concrete information about their children's motivation and performance. In addition, the harsh situations they came across in search of appropriate schools to their children whom they brought from specific regions. The parents here were not only father or mother of the child but the interview or questionnaires were as well to those who support the child here.

The table in this section displays the general characteristics of parents such as age, gender, and region. 5 (16.6%) of the parents were completed their primary schools and other 11(36.6%) were graduated from high school while some 6

(20%) hold certificate and the rest 3(16.6%) were diploma and higher degree holders. Age wise they were also in the adult hood that it would be possible to take their information for granted.

In brief, large groups of respondents were fluent in their first language than any other as it was indicated in the three group of respondents' characteristics analysis.

As mentioned in the methodology section (cf. p 86) with 10 items statements were prepared in Amharic language and distributed to 30 parents who able to read and understand or whose children confirm that they can get some one to translate the items. The purpose of the items in this case was designed to obtain relevant information of students their mentor parents.

As some parents were illiterate, their children took assignment to find some one who can read and explain questionnaires upon completion. These students were selected based on their free will. The findings from 30 parents who had made to complete the questionnaire items are presented as follows in table 6 below. The items were translated from Amharic to English and displayed in this table.

4.1.4.2 Parents' Response to Questionnaires

Table 6: Parents' response to questionnaires

No			%		%		%		%
1	How many of your children attend primary education in Addis Ababa	1Child		2 children		3 children		Over 3 children	
		19	63.33	38	13.33	5	16.67	2	6.67
2	Where do you send your child to learn and Why did you choose the school?	Nearly school		Back in the region		In L1 MOI			
		28	93.33	0	0	2	6.67	0	0
3	Are the home language and MOI the same?	Yes		No	-	Not sure of MOI			Remark
		20	66.67	6	20	4	13.33	0	0
4	What support do you offer to compensate mismatch between home-school languages?	Make to repeat some grade		Recommence		Nothing		Nr	
		13	43.33	7	23.33	8	32	2	6.67
5	How do you explain performance of your child in this school and back home?	Improved		Declined		Equal		Don't	
		11	36.67	11	36.67	7	23.33	1	3.33

81

Continued

6	How do you explain the motivation of your child to go to school? if declined, why is it so?	Better now		Decreased		Equal		Don't know	
		14	46.67	4	13.33	10	30	2	6.67
7	When your child does have many playmates?	Now		Previously		Equal		Not at all now Nr	
		7	23.33	15	50	2	6.67	1 Nr 4	3.33 13.33
8	What MOI does your child choose if she/he given chance?	Mother tongue MOI		Current MOI		Doesn't care		Nr	
		21	70	5	16.67	3	10	1	3.33
9	Did you find MOI appropriate school regarding language when you came to Addis Ababa?	Yes		No		Don't know MOI have		Nr	
		9	30	14	46.67	2	6.67	3	10
10	If "no" what do you think would the solution								

*Nr=Not responded

82

As depicted in the above table 6 above, 2(6.67 %) of the parents reported that they have more than three children, and attend their education at primary schools here in Addis Ababa. 4(13.3%) of the parents have two children, and the rest 19 (63.33 %) have only one child. As the purpose of this item is to asses the children home school language mismatch incidence and the problem they faced to get school, the finding indicates that great number of parent is still in problems of lack of schools supporting one to three children. This implies it would be very difficult to search for school or afford to look for mother tongue MOI to those support more children.

Regarding item number, 2 of table 6, (93.4 %) of these parents send these children to the nearest school regardless of their needs. The reasons for selection various form parent to parent. (66.6 %,) of the parents reported the language they speak to their children at home and the medium of schooling is similar. Insignificant number 2 (6.6%) of the parents reported that the do not know the medium of instruction in which the children attending their lesson. Though only (20%) of the parents reported that their home language and school languages are dissimilar, the number of students facing language incompetence was too many as report from various children indicates. Those who know the discrepancy of home school took various measures to fulfill the need of their children.

Two measures were commonly observed in response given to the questionnaire item number 4. (43.34 %) of the parents made their children repeat certain part of the same grade while other (23.34%) of parents made the children to recommence from the zero level and the rest 26.67% of parents who do not know the schooling medium responded that they do nothing to give support to the children.

Concerning the students' performance, many parents gave different responses to the issue under item number 5. Accordingly, (36.67%) reported that performance of their children declined and (36.67%) said the result has increased. In addition, some 23.34 % replied that there were no difference in

performance in both medium of instruction that is the mother tongue and Amharic, whereas some parents do not now any thing about the performance of their children at school. This implies that children's performance decreased as the change of medium of instruction occurred and very few students show improvement.

Again, the questionnaire item number 6, as showed in the table surveyed the motivation of the pupils. (46.6 %%) of the pupil were reported to be motivated better in the current school while 13.34 % of the students were not motivated in current school language. (33.34 %) were equally motivated to attend in both the 'new and the old' where in the former is MOI is Amharic and the later is mother tongue.

Comments were raised concerning the factors affecting the students' motivation. The important factors were communication barrier and secondly, the case of being a way from their hometown as well as their friend contributed to the absence of motivation in some students. The major factors were language incongruence with the schools language at their destination and the origins.

According to item number 7, parents reply shows that the children made varying number of friends in the previous school at their respective regions and here in Addis Ababa. (23.34%) of the parents said their children had fewer friends in the current school .While (6.67%) reported their children equal number of friends at previous school and Addis Ababa.

Peer learning plays crucial role in migrant students learning. 50% reported their children had many friends at pervious school. Further 13.34% were reported still did not make any friends at the new school here at Addis Ababa. What one can learn from this fact was there were certain impacts of change of medium of instruction in the new schools migrant children. Because (63.34 %) of students were reported to fail to make as many as they did in the previous schools due to the reason that they cannot communicate in Amharic.

Regarding choice of schooling language choice, 70 % of parents said that their children likely prefer to attend their lesson in their previous schooling language(mother tongue) whereas 10 % of parents said their children do not care about the language of schooling and some other 16.67 % said the medium of instruction at school now.

Based on this idea of school choice was about finding appropriate school. In this case, most parents (46.67%) reported that they did not find appropriate schools to their child while other   30% parents said they had got appropriate teaching language for the children. Some 6.7 % parents reported they do not know schooling language of their children whereas 10% of them do not want to respond.

In brief, the responses from parent indicate that the students encounter various problems from various directions.

4.1.4.3 Findings of Interview with Addis Ababa Education Bureau Officials

In the discussion (interviews) with Addis Ababa, educational bureau officials from two departments that are responsible for making relevant activities to schooling and material preparation and school supervision will be presented next.

In the dialogue made with two curriculum experts the following points were found. One of the respondents was the teaching material preparation and distribution expert and the other was language teaching curriculum expert. For the inquiry that posed as: what approach do you pursue to make your curriculum all encompassing? They reported that the office to tally agree with the implementation of mother tongue education and benefits it makes. Nevertheless, the materials and situation that is to be implemented are expected to include the points from existing realities; thinking that children learn better by looking at things in their environment. What one can learn in

case of migrant children is that, the experienced realities could be better understood in their mother tongue.

Though the above position was right, in this case the realities of background knowledge seem to be given less consideration by Addis Ababa city administration's education bureau as MOI is completely discrepant.

> *At the discussion made with the curriculum experts, they said we always tried to address all the student diversity need in the classroom, and in the school compound considering that there are many nation and nationalities that came from various regions. The experts added that contents of the textbooks were inclusive of names from various ethnic and religious backgrounds. Also the pictures the pictures presented in the contents of text books are representatives of styles from various cultures that make students feel honored.* Addis Ababa education Bureau June 12/16/2008

Based on information obtained here, the researcher tried to crosscheck by looking at   some of the books and there are some facts that show some grains of truth. However there were no parts of the textbooks that encourage the students, for example to reflect their own culture in term of storytelling (myth) in their mother tongue from their culture, cultural song from their folks background. Though this would be left for textbook analysis, the inclusiveness in this aspect seems partial.

The second categories of the respondents from this office were the educational program planners and supervisors. These persons on their part offered information about the feedback that they got from respective district and Sub city supervisors regarding enrollment and performance of migrant students in various schools of Addis Ababa. According to the officials in the supervision department, they there were no clues that recognize either the presence of migrant students or impacts of change of medium instruction.

However, a document from containing five years report of students' enrollment shows negative dropout rate. This indirectly reveals the presence of migrants or students who enter Addis Ababa primary schools in the midst of academic years.   In short, the existence of migrant students was confirmed as   the

findings of this research revealed .But due consideration was not given to solve challenges and to encourage opportunities came with migrant students especially regarding their enrollment and performances

4.2 Discussion of the Findings

The study was aimed at looking into the impact of medium of instruction especially on performance and enrollment (placement) of the migrant children whose mother tongues were not Amharic but learning at primary school in Addis Ababa .

The findings from the analysis of data through various instruments were presented in pervious sections as described this chapter. It has to be noted that from the figures and reflections of the informants too much impact of change of medium of instruction on migrant pupils were proved. According to the research work, the impacts were seen on both the enrollment and performances of newcomers in selected schools of the capital, Addis Ababa.

Many scholars and research findings worldwide proves that migrant students are disadvantaged from various directions. Since the sole objective of this study was to investigate in reflective of two variables; the performance and enrollment of migrant student, the researcher tried to supplement the findings in this regard with prior researches.

Above all, research was not conducted concerning rural –urban migrant language education in Ethiopia until now. The especial thing with this work is that it encompasses the ranges of languages from the major languages to language of few speakers in the country, but which did have status of MOI.

 At the outset, the study was aimed at finding out problems related to children of migrant background from various regions. Students, parents, Education bureau holders and teachers were the sources of information to witness what they have ever faced in assigning students to certain level or finding schools of appropriate mediums of instruction.

4.2.1 Enrollment

Findings on enrollment of students reveals that more children from non-Amharic MOI enroll by the lower grade than before or repeat some parts of their previous grade as well as stay at home until they were able to communicate in Amharic . The challenges of enrollment was commonly seen both from the parents and children sides. Findings of parent response showed that the children were sent to nearby schools regardless of the suitability of MOI. Various mechanisms of escaping out of the problems were designed.

The impacts of the inconsistence of medium of instruction affected 49 out of 125 students greatly. The students in this case Relegation and staying at home are common for samples under consideration. Causes for the problems of the students were language incompetence, absences of record transfer system between and among regions, and misunderstandings of the problems of rural schools in case of using materials for reporting grades.

These problems in turn have various impacts on school completion of migrant students. As a study conducted by National Association of State Directors of Migrant Education, 1994 showed that whether moving within or between districts, migrant children generally have difficulty attending school regularly and can easily fall behind their peers because of issues, untreated or unattended barriers to enrollment, or actual relocations. The completion rate of migrant children (50 percent) is even lower than the graduation rate of otherwise highly mobile students (60 percent).

To reduce risks of mobility different stakeholders are expected make follow up regarding the need of migrant children. The findings in this study have come up with ranges of contributions from the stakeholder.

As it was found in this study, 96% of parent respondents reported that they send their children to the nearest school. This is made without children interest; regardless of the educational background of the child at his/her

former school. In contrast to this, studies showed that the instructional needs of second language students are often vary from student to student.

They come to school not only with verity of language but also with verity of skills in their first language. Some might have been outstanding students in their origin other may not have come from linguistic communities with out strong oral tradition rather than literature tradition. (Fred Genesee 1991). Therefore, placements of migrant students in this regard seem 'sink or swim' that affects students in their academic career. Teachers can also play prominent role by considering migrant children experience to facilitate the careers.

To find out about students' experiences, teachers can have children write or tell about them. (MACRO Educational Associates, 1974) Later, teachers can integrate both their own experiences and the experiences of the children into lessons in content areas such as language arts, social studies, and science.

But this study shows that the maximum efforts of teachers were tutorial service, bonding the newcomers with the native Amharic speakers and joining the students who came former from the same linguistic background to the limited Amharic proficiency. Children express their experiences best in their mother tongue.

When the teacher wants to compose their experience, he/she needs to know the language of the migrant students or vice versa. This shows hardships and rich experiences of this lifestyle provide educators with unique challenges and, at the same time, opportunities to learn and develop new strategies.

Several factors connected with the migrant lifestyle influence migrant students to being at risk of dropping out of school early, Irregular school attendance, traveling from one temporary site to another and limited language proficiency, can limit the school success rate of these students, leading some to drop out of school as early as the upper elementary grades.(Martin, 1994).

The contradicting issue in the findings of this research was that smaller number (21 %) of students absent from school, and no dropout from school was reported regardless of the risks and linguistic disparity between their former school and the current school. Irregular attendance including absence from school was 31% of which extension schooling type accounts 10 .4%.

The other finding concerning the enrollment of migrant students was the problem of document transfer among the regional states or the school and standards of report cards from various rural schools.

The finding of this study reveals that, most of migrant children who relegate do not bring their document with them or they hide their grade reports in order to enroll in the lower grade than they attend before; for fear that they are not competent in Amharic MOI. Some parents also found to force down their children to start from the last part of the schooling cycles.

Out of total 26 students who had commenced from the lowest grade they had promoted to, about 18 students did not bring their documents on the spot of registration. Had there was system of document transfer, it would be possible to register these migrant to the grade level they had promoted in the former school.

Chicago school policy panel (2002) proves the problems of fragmentation of tracking system due to poor record keeping and transfers between regions as follows:

Due to the high mobility of the population, different record keeping among the states, and the absence of a national tracking system, program administrators have limited means of determining the impact of a program or a schedule of services on a particular migrant child. Establishing a workable, efficient, secure, nationwide system of tracking migrant student records and progress remains the central challenge for the migrant education community. This implies that migrant children are disadvantaged by difference of record keeping and lack of integration among school systems among regions.

In case of getting schools of their choice some 14(46.7%) parents and 54(43.2%) students reported that they faced great problems at time their first introduction to the city life. It also takes them at least a semester long to reach the norm of enrollment and perform in the classroom or outside the classroom in extracurricular activities. From the schools and educational bureau, the absence of definite mechanism of profile based on the students' linguistic background inline with MOI can also be considered as the impact.

Parents do not bother about the schooling language to choose school for their children. They rather bother the nearness of the school. As both data from the family and the students showed, more than 60% of the children prefer first language education had chance is given to them.

The schools in Addis Ababa do not have any mechanism of identifying language skill problems on children. Regarding choice of language in education, migrant students seem to be deprived their right of, because there were no schools with MOI other than Amharic. However, scholars suggest that children acquire knowledge better in their mother tongue than second language in their earlier ages.

(Elizabeth. G, 1999: 6) state the importance of mother tongue education as"

> *Mother tongue instruction increases cognitive development and active participation of child by enhancing communication gap. Thus, this implies conversely the absence of mother tongue education creates communication barrier, which would prohibit better performance of the migrant children in this regard".*

Therefore, application of mother tongue or other mechanism of fitting the migrant students to the norm is mandatory.

4.2.2 Performance

The impact of medium of instruction from perspectives of performance was considerably viewed in terms of various activities of students compared to the mainstreamers. Performance which is understood in this study as (a) participation of the student in the classroom activities such as answering and asking question (b) involving in group activities and contribute their background knowledge, (c) present their views in front of their classmates, and finally their scores in subjects offered in Amharic MOI at various grade levels .

Teaching staff and students themselves both in interview and questionnaire completion gave the most important data concerning performance of the children.

 A. *Asking and answering questions*: some teachers said most of the times migrant students do not ask questions or answer questions posed by the teacher in the class. In addition, most of the students 39 (40.8%) on their response to questionnaire items showed that their participation was better in their former school than now. (35%) of the students attributed the problems to language barrier.

 B. *Engaging in-group activities*: Findings from interviews and questionnaires reveals that migrant students do not participate freely in-group.

Most of the time primary schools in Addis Ababa city administration do not have special means of helping migrant students or students with limited Amharic proficiency. In this case, the students might consider themselves overlooked. Scholars indicate that considering mobile children's career in order to participate actively.

As with all students, migrant students perform best when the schools honor and value who they are. With that in mind, various instructional strategies are advised to help teachers help migrant students overcome circumstances that may jeopardize their success. (Baca & Harris, 1988; Platt, Cranston-Gingras, & Scott, 1991).

According to the teaching staffs from various schools these students do not contribute any idea to the class room when they are engaged in group work, the students do not show willing to present their ideas to the whole class being at front stage, some students are absent from school when there is reading task. They also do not develop sense of friend ship that some students reported that when other students laugh at them for their broken language, the build up hatred towards their classmates.

Studies have revealed that migrant learners execute well in cooperative learning settings because they sense other students are encouraging and supporting their efforts to achieve (Johnson, Johnson, & Maruyama, 1983).

Cooperative learning lessens anxiety levels and reinforces stimulus, self-respect and empowerment by using students as instructional agents for their classmates. (Platt, Cranston-Gingras, & Scott, 1991).

However, migrant students in this study were found to be poor in cooperative learning. The situation contributed as to the findings from the interviews of one of the students was presented bellow.

> *I always feel that the students are going to laugh at me on the next day, then I feel happy had they were not in the class room the coming day. I am eager to participate and answer questions or ask something not clear, but what bears fruit, they demoralize me laughing at my speech. These widen my student- student relation ship and we find some group to stay or play together.* A student interviewed on may 2008

This implies that laughter to the speech act of the migrant students highly influence students' relationship, participation of students in the class room as well as in extracurricular activates. This leads them to be introvert and lonely. Such students stop answering or asking questions no matter how they know the answers or they are not clear with points of discussion.

C. *Presenting their ideas in front of the class.*

Findings from all the respondents who were asked about the participation of migrants students presentation and self-expression was poor.

This impact was reported as "If once they receive some embarrassment from the classmates, they do not answer questions or participate again other time" (health and physical education teacher at anonymous school in Addis Ababa.)

In this, case *(Patricia .A & Marguerite Ann 1992)* has cited one of the newcomer 14 years old Indonesian girl to USA who had limited English language proficiency that enables us assure the concept.

> *When my teacher asked me what's my name, where do I came from etc., I can hardly answer his questions. One of his questions was hard for me to answer especially in front of the class. So when I answered his question wrong. Every body laughed at me because they think was so funny. I never felt so embarrassed in my whole life before. My face was blushed when thy laughed and giggled at me .Patricia. A & Richard .A 1992:5)*

What one can learn from this fact is that limited proficiency in MOI has influence on both enrollment and performance of migrant students. Further more new students from quite different academic and sociolinguistic background feel discomfort both with the medium of instruction and social relation due to linguistic barrier. Both the research and previous literature assure that migrant students are disadvantaged and linguistic discrepancy and lack of self esteem affect them a lot.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Summaries

This chapter addresses three major contents of this research work .The contents are presented from contexts of the two variables to assess the impacts of MOI on Migrant children from non-Amharic MOI..

The aim of this study was to examine the influence of MOI as independent variable on two aspects of schooling and performance regarding the newly arrived students from various regions in Addis Ababa city administration. The study by it scope assessed five-none Amharic mother tongue MOI. The research addressed six basic research questions. Four groups of informants: 145 Students, 50 teachers, 30 parents and 4 education bureau officials were the main sources of data for this research work.

Ten schools in six selected sub cities of Addis Ababa were the definite research sites for the completion of the study. This researcher constructed three types of questionnaires in two languages and distributed to three groups of informant which he backed up by interviews for some teaching staffs, students, and education bureau officials of the city administration.

The total numbers of informant contributed for this research work were 209. Gender wise both males and female were included proportionally based on availability. The data collected from this group of informant was analyzed by using both simple numerical method (percentage) and description of events that the informants reacted. Accordingly, some indicators of the influence of MOI on performance and Enrollment of Migrant children were observed. The following issues are among immense findings.

5.1.1 From Performance Perspectives

5.1.1.1 The findings clearly showed that participation of students was put at risk due to discrepancy of MOI.

5.1.1.3 Cooperative learning between migrant students and mainstream students is limited by MOI.

5.1.1.4 Students' confidence (self-esteem) is obscured by discrepancy of MOI (teaching language).

5.1.1.5 Migrant students are found to be not fast friend makers at their current school.

5.1.1.6 Migrant students do not participate without the effort of teachers (if they are not forced to do so).

5.1.1.7 Students develop negative attitude to ward the main streamers due to some problems such as laughing at them or mocking on them by imitating their speech acts.

5.1.1.8 The scores of great majority was reported very low as compared to the main streamers

5.1.1.9 Great majority of students have still high motivation to go to school though MOI and school   environment is changed.

5.1.1.10 Formal discussion is not conducted in the majority of schools with parents and schools teaching staffs) regarding migrant children's linguistic incompetence.

5.1.1.11 Most Teachers at these levels fail to participate equally with the children enrolled from regions due to linguistic in competence.

5.1.2 Summary regarding enrollment.

5.1.2.1 Most 76 (60.8%) of the students reported that they have schools as soon as they arrived and enrolled to grade level to which they have promoted at their home region.

5.1.2.2 Significant number of students (49 out of 125) faced enrollment problem to the same grade level and forced either to repeat or to restart form zero level. In addition, other students stay at home, until able to communicate in the current MOI (Amharic).

5.1.2.3 Few students from regions drop their grade report and deliberately to enroll to the lower grade for fear that they cannot perform if they were placed to previous grade level.

5.1.2.4 Students do not feel comfortable in the strange languages of instruction upon arrival.

5.1.2.5 Though Addis Ababa education Bureau officials believe the curriculum is inclusive, no mechanisms of handling migrant student from the regions are identified.

5.1.2.6 Most parents worry about the remoteness of schools from their home and economical concern than any other aspect of children children's advantage regarding mother tongue education.

5.2 Conclusion

The study highlights that migrant students from various regions are at risk from different angles.

They are away from the privilege that the education-training policy and national constitution confer them. Benefits of mother tongue education seem neglected for the migrant students in Addis Ababa city administration.

A. As a result, many students waste their time by repeating the same grade that they previously passed at their respective region.

B. Linguistic incompetence was one of the barriers to migrant students' participation and enrollment. Newly arriving primary schools students in the city administration do not perform well as they did at their origin. Students from various non-Amharic speaking areas develop sense of apprehension as other students in the mainstream language.

C. No commitment is made both from parents and from school sides to solve the problems of enrollment and performance of migrant student.

D. Government also did not put the matters of migrant students and linguistic incompetence was there is no MOI to choose according to the need of migrant children; because the language in education policy of the country allows the choosing of MOI based on presence of curriculum materials.

E. The schools in Addis Ababa city administration do not have any mechanism of identifying students' linguistic and cultural background that enables the teachers meet their needs.

F. Most children don not engage in-group work that enable them learn cooperatively. As this study underlines migrant students feel lonely that has its own impact on psychologically.

5.3 Recommendations

Based the finding and conclusion in the earlier sections the following recommendations are forwarded.

A.   Enrollment of migrant children

- Although the responsibility of reducing the gap lies in each respective regional state, the Addis Ababa city administration is highly recommended to identify migrant children and devise mechanisms to address their problems.

- In order to support children who encountered the difficulty of being integrated into the mainstream language speakers, the schools should be opened to help narrow the gap and language incompetence problems.

- The government is also expected to give serious attention in the implementation of education policy to privilege students of migrant linguistic origins from regional states.

- Some schools administrators were not cooperative to help researchers. They close their doors not to give information. The researcher recommends school administrators and other concerned officials to make the bureaucracy in the system transparent and convenient to researchers that help to fetch solution through research.

- Parents are recommended to take care of their children's moral in enrolling them in a given school. Because some parents force their children to start from the lower, grade or make them recommence. Then children feel that the language of their family is incompetent.

- Further teaching staffs are recommended to first identify and know the linguistic backgrounds of their students that they can organize their plan, which is inclusive of migrant students in their classroom

- This researcher recommends the parents to give focus to the children's need when they are looking schools for placement. The focus in this case should be consider language as core point that it would be difficult to attend education without comprehending language. Pedagogical and psychological benefits of mother tongue education should be highly considered in enrolment of children.

- Finally, as it was mentioned above the research was conducted in the capital, Addis Ababa. It does not cover all regional states however, the researcher firmly believe that the problem in regional state is much more complicated than Addis Ababa. In this regard, the researcher

highly recommends other researchers to conduct investigations in separate groups of migrants in Addis Ababa city administration and even in the other urban centers concerning their problems in enrollments and performance.

B. Performance

As the research in this case shows students took a semester at least to fit to certain norm level. Therefore, it is imperative to put system where students get home-school language familiarization access.

- Implementation of familiarization at the every school is timeless immediate action to be taken.

- Secondly based research of need assessment situations are to be arranged to get community school or special need section were there are significant numbers of newcomers as it is undertaken some schools which are committed in their projects of cluster teaching.

- Inclusiveness of curriculum by the city administration should also consider the needs and cultural as well as linguistic backgrounds of migrant student in detail.

- Since the teachers are the most influenced personalities in by the impacts of MOI on migrant children , they are highly recommended to conduct action researches and make possible short term and long term solution to the at risk students concerning their participation .

- Parents and school community should also take regular discussion on issues of newcomer's language education to help them solve it from every perspective.

- Again, teachers in the city administration are strictly recommended to identify the linguistic and cultural background of their students to treat them accordingly as much as possible.

- Addis Ababa city administration Education Bureau is highly recommended to view its approach to handle migrant students' problems by making its curriculum more multicultural

- Students and their parents are recommended to offer full information to the school and teachers regarding linguistic and cultural background in order to reduce risks in performance.

Bibliography

A D E A, (1996), Languages of Instruction and their Policy Implications for Education Africa, Accra, UNESCO institution for education.

Akinnaso, F.N. (1993*).Ç Policy and Experiment in Mother Tongue Literacy in Nigeria* È. International Review of Education, Vol. 39 No. 4

Baca, L., & Harris, K. C. (1988). *Teaching migrant exceptional children.* Teaching Exceptional Children and teaching techniques for educators of migrant students Exceptional Children. <www.escort.org/products/ helpkit.html

Baker, L., & Brown, A. (1984). *Metacognitive skills and reading.* In P. D. Pearson, R.

Bamgbose, Ayo (1991). *Language and the Nation: the* Language Question in Sub Saharan Africa. International African Institute. Edinburgh University Press.

Barr, M. L. Kamil, & P. Mosenthal, (Eds.), Handbook of reading research, Vol. I (353-394). New York: Longman

Beirnart & Jax. C (2000*) Limiting mobility and improving children achievement* , Hamline law review; Chicago Panel on school policy.

Best, W. J & Khan V.J (2002). *Research in Education* seventeenth edition ,New Delhi, Prentice Hall of Indian Products

Bullock report (1975) *Language for life* ,department of education and science, G.B . London

Charle .F Leyban(1991) Schooling and language minority students: Theoretical Framework Los Angeles & California. USA

Chicago Panel on School Policy, (2002) *Staying Put" mobility awareness campaign* www. Eric digests .org.

Collins, A., & Smith, E. (1980). *Teaching the process of reading comprehension* (Technical. Report No. 182.) Urbana: Illinois University, Center for the Study of Reading. (ED 193 616).

Combs, PH, (1985) *The world crisis in education* :New York Oxford University press

CSA (1999) The *1994 Ethiopian population & housing census*, Addis Ababa

Cummins, James (1979b*). Ç Cognitive/Academic Language Proficiency, Linguistic competence* http://gopher.ael.org

Davey, Lynn (1991). *The application of case study evaluations. Practical Assessment, Research & Evaluation,* Digest. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. (http://PAREonline.net/getvn.asp?

Eastern Stream Center On Resources And Training. (1998.) "*Help! They Don't Speak English Starter Kit For Primary Teachers.*" <www.escort.org /products/ helpkit.html

Education Encyclopedia (2008) *Migrant –migrant families, school program for migrant students,* in the classroom National and state programs. Education encyclopedia –state University .com

Emenanjo, EN (1990*) Multilingualism minority language and policy in Nigeria,* port Harcourt .Central Book Ltd

Eric Clearinghouse on Rural Education and Small Schools. (2002)<http:// gopher.ael.org/~eric/digests/edorc9510.htm

Ethiopian Education policy (1994) *Education training policy* :Addis Ababa

Farrel, p (1990) *Multicultural; management* book Holly walk, scholastic publication Ltd.

Fasold .R.W (1988*) The socio linguistics of the society. Introduction to the sociolinguistics* .New York   Basil Back well publishers.

Fishman, Joshua (1968). *Language problems of developing nations.* Wiley, New York.

Gefeller, Elizabeth (1999) *Language Equity, Multilingual Issues in Ethiopia,* Awassa. Ethiopia

Genesee, Fred   (ed) (1994*) Educating second language Children, the whole child, the whole curriculum* CUP.

Getasew Jemere(2007*) Bilingual English medium of instruction and Amharic as a   subject in some selected private schools* in Yeka sub-city A.A.U. unpublished MA thesis.

Gollnick, D. M., & Chinn, P. C. (1994). *Multicultural education in a pluralistic society* (4th ed.). New York: Merrill.

Gonzales, F. (1991). *Validating the student's culture in the classroom.* San Antonio, TX: Intercultural Development Research Association.

Huggins, P. (1983a*). Establishing a positive classroom climate.* Seattle, WA: The Northwest Clearinghouse for Gifted Children.

Huggins, P. (1983b). *Building self-concept in the classroom.* Seattle, WA: The Northwest Clearinghouse for Gifted Children.

Hymes.D (1972*) Communicative competence* in J, B prides &J Homes (eds) Sociolinguistic Harmonds worth, England Penguin Books

John D. (1997). Migrant Education: Thirty Years of Success, but Challenges Remain. Providence, RI: The Education Alliance

 Johnson, D., Johnson, R., & Maruyama, G. (1983*). Interdependence and interpersonal attraction among heterogeneous and homogeneous individuals:* A theoretical formulation and a meta-analysis of the research. Review of Educational Research Kahn

Kerbow, D (1996) *Providing highly Mobile students with effective education.*

Levin, Henry M. (1990) international Journal of education Vol. 1;No,4

Lockheed, ME and Vespoor MA (1991) *Improving primary Education in developing countries:* oxford University press.

Mackey, W F (1994) Bilingual *education and its social implication* edited by John Edward linguistic Minorities, policy and pluralism. London Academy press.

MACRO Educational Associates, (1974). *Teacher resource guide for the development of positive self-concept in migrant children.* Buffalo: author.(ED147 081)

Mamo, Ketti (2001) *Management Problem of Multilingual Education* Addis Ababa University (unpublished MA thesis

Martin, P. (1994). *Migrant farm workers and their children.* Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. (ED 376 997)

MARTÍNEZ, YOLANDA G., and VELÁZQUEZ, JOSÉ A. 2000. "*Involving Migrant Families in Education.*" *ERIC Digest.* <www.ael.org /eric/digests/ >.

MCNab .G (1999) *From traditional practice to current education" policy*: The Changing patterns of Education policy in Ethiopian

Menchaca, Velma, and ruiz-escalante, Jose. (1995.)*Instructional Strategies for Migrant Students." RIC>.Digest*<http://gopher.ael.org/ .htm

MORSE, SUSAN C. (1997). "*Unschooled Migrant Youth:* Characteristics and Strategies to Serve Them." *ERIC Digest* <www.ael.org/eric/ digests/edorc 972.htm

Muluneh, Guracha(2000) *The use of Mother Tongue as Medium of Instruction:* the case of Kambata Language A.U.U unpublished M.A thesis.

Okombo, Okoth D. (1996).*What Research Tells Us about Language of Instruction in Kenya.* A preliminary Report Submitted to International Development Research Centre, Nairobi

Peribesh, S and Downey D.B(1999) *The Student Mobility* ;the Extent of impact of student mobility on students www.google com.

Platt, J. S., Cranston-Gingras, A., & Scott, J. (1991*). Understanding and educating migrant students.* Preventing School Failure, 36(1), 41-46.

Researches of bilingual Education programs. University of California www.Clemer.csubl.edu.

Richard-Amato .A, Patricia & Margurite Ann snow (1992) *The   Multicultural classroom,* Addison-Wesley publishing company, Inc

Rivera, Charlene (1984) Placement procedure in Bilingual education; Education and policy issues (multilingual matter 12) inter American Research association; Great Britain, oxford University press

Shapson, Stan and Vincet D`Oyley (1984) *Bilingual and multi cultural education;* Canadian prospective colour way press, Great Britain

Shotland, J. (1989). *Full fields, empty cupboards: The nutritional status of migrant farm workers in America.* Washington, DC

Smith.F (1975) *Comprehensions and learning, conceptual frame work for teachers,* New York, Holt

Soto, G. (1993). *Too Many Tamales.* New York: G. P. Putnam's Sons.

Spolky, Bernard (1972) *The Language Education of minority children,* Newbury House Publishers, Inc

Stover, .D,(2000)*Engaging Highly Mobile Students* www.eric.digest

Studstill, J. (1985). Enhancing *self-concept and self-esteem*: Program planning and teaching techniques for educators of migrant students. Atlanta, GA: Georgia State University, Center for Urban Research and Service. (<www.escort.org/products/helpkit.html.

Syoum Teferra and Ayalew shibeshi (1998) *Fundamentals of educational research:* for beginning s researchers and *primary* students A.A.U faculty of education.

Tansley, Paul (1986) *Community Language in education report* from the SCDC mother tongue project, NFER Nelson publication Ltd, Darville house 2, oxford

Tashakkori, Teddlie (2003) *Handbook of Mixed Methods in Social and Behavioral Research*

-------------- (1995) The *Constitution of the Federal Democratic Republic of Ethiopia Addis Ababa* .

Tinajero, J. (1984). *Some helpful strategies for the ESL content area* Teacher. Reading Improvement, 21, 332-337

U.S. Department Of Education, Office of Migrant Education. <www.ed.gov. offices P.

UNESCO (1999) *Language socialization and language shift among school* age, www. spring link .com

UNESCO(1953)*The use of vernacular language In education.* Monographs of fundamental education No,8 Paris.

APPENDIX-1

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF MULTICULTURAL AND MULTILINGUAL EDUCATION

Dear respondents this instrument is meant only for gathering data for research purpose. Read each item carefully and offer you genuine reflection without any limitation. The data gathered through this kept confidential and will not be used for other purpose than the research activity it is intended for .S project your opinion freely since it is of great value for the accomplishment of the research.

Teacher's questionnaire chooses more than one item when necessary.

Name of the school _____ sub city _____

Encircle or mark an item /s/ that reflect your

Opinion with /X/: it is possible to choose more than one item when necessary.

Personal information

Sex male ☐	Age <20 ☐	**Experience**	1 years ☐
Female ☐	20-25 ☐		2 years ☐
	25-35 ☐		3 -5years ☐
	>35 ☐		6-10 years ☐
			>10 years ☐
Educational background	10th/ 12th complete ☐	**Language fluency**	
	10+1/ 12+1 ☐		Only Amharic
	10+3/ 12+2 ☐		Only minority language
	Degree ☐		Both minority and majority student language ☐

1. Do you have minority language speaking student in the class you teach

    A) Yes   B) No   C) I am not sure

2 what challenge do they present to the class?

    A) They are slow learners compared to others.

    B) Do not participate actively in the class

    C) Do not like to join group work

D) Contribute less to the group work

    E) Do not agree with their teachers

    ✱ Write if any other opinion---

3. If your answer to the above question is "A" to 'F' what do you think the cause?

A) Linguistic disability   C) loss of confidence

    B) Lack of interest and motivation   D) all

4. Do the minority students in your class express themselves freely in front of their classmates? A) Yes   B) No   C) Sometimes   D) I am not sure

5. As a teacher what support do you offer to minority student in your class to bring to the norm?

    A) Tutorial (supplementary class)

    B) Noting

    C) Language practice with mainstream

    D) Make them join group with whom they can communicate

6. Do you think that migrant students compete equally with the native language medium of instruction?

    A) Yes   B) No   C) Not sure   D) sometimes

7. If your answer to the above question is no, what would be reason

   A) Language disability

   B) Discomfort due to the change of school

   C) Loss of esteem

   D) Mismatch with school culture   E) all

8 Do schoolteachers and parents discuss the language issue in education in school?

   A) Yes   B) Sometimes   C)   D) Not at all E) I doubt

9 How do you explain the number none Amharic language speaking students in public

   school?. A, negligible B, considerable C too many   D, Nil;

10. Do you think that mother tongue education for minority should be implemented in

   Addis Ababa city   administration primary schools?

   A) Some times   B) No   C) yes   D) I doubt

 ✱ Add more if you have any comment--

11 Are there teachers who are able to offer lessons in some minority language, at

   primary school level?

   A) Yes   B) No   C) I am not sure

12. If your answer is yes, how many are they?

   A) Less than 5%   B) 5%-10%   C) More than 50%

   D) There is no one that is trained in this aspect

APPENDIX 2

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES,

DEPARTMENT OF MULTILINGUAL AND MULTICULTURAL EDUCATION

ADDIS ABABA, ETHIOPIA

Interview guide prepared to Addis Ababa education bureau officials.

1. How does your office see the matter of mother tongue education?

2. Do you agree with some benefits of mother tongue education in context of migrant children in Addis Ababa City Administration?

3. What do you feel about the students who come from various linguistic back ground and attend their education at primary level?

4. Do you think that it is possible for the teachers to participate students from various linguistic and cultural backgrounds equally with those who have attended in the schooling language here? If no, what measures do you think is the solution?

5. Is there any mechanism that the office set to meet the demands of rural urban migrant's children education especially in case of enrollment regarding linguistic and cultural background?

6. Does your office make curriculum material preparation inclusive of new arrival?

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES,

DEPARTMENT OF MULTILINGUAL AND MULTICULTURAL EDUCATION.

ADDIS ABABA, ETHIOPIA

ውድ ተማሪዎች መጠይቆቹን በጥንቃቄ ካነበባችሁ በኋላ ሃሳባችሁን በትክክል የሚገልጽ አማራጭ በማክበብ ወይም ደግሞ × ምልክት በማስቀመጥ ለጥናቲዊ ጽሑፉ መሳካት የበኩላችሁን ድርሻ እንድታበረክቱ እየጠየኩኝ ለትብብራችሁ ከወዲሁ ላመሰግን እወዳለው።

የመጣህበት (ሽ) ክልል_____

ዕድሜ_____

ጾታ_____

የክፍል ደረጃ _____

የቋንቋ ችሎታ

1. ወደ አዲስ አበባ ከመምጣትህ (ሽ) በፊትና በአሁኑ በክፍል ውስጥ ተሳትፎሽ (ህ) የሚበልጠው፦ ሀ/ በቀድሞ   ለ/ በአሁኑ   ሐ/ እኩል   መ/ አሁን አልሳተፍም

2. በአንደኛ ጥያቄ ላይ አልሳተፍም/ በቀድሞ ት/ቤት/ ከሆነ ለምን?

ሀ/ ቋንቋ ስለማልችል ለ/ ተማሪዎችን በማፈር   ሐ/ የተለየ ት/ቤት

3. ከትምህርት ቤት መቅረት የምታበዛው (በሿሮው) ከአሁኑና ከቀድሞው የሚበልጠው በየትኛው ነው?

ሀ/ በአሁኑ   ለ/ በበፊቱ   ሐ/ አልቀርም

4. አዲስ አበባ ት/ቤት ለግባት ያጋጠመሽ (ህ) ችግር አለ?

ሀ/ አዎ   ለ/ አላጋጠመኝም   ሐ/ አላስታውስም

5. በ4ኛው ጥያቄ ላይ መልስህ (ሽ) አዎ ከሆነ የገጠመህ (ሽ) ችግር ምንድን ነው

ሀ/ የቁንቁ አለመጣጣም   ለ/ ት/ቤት የማግኘት ችግር ሐ/ የት/ቤት ጓደኞች ጋር አለመግባባት

መ/ ሁሉም   ሠ/ ሌላ ካለ ጥቀስ(ሽ) _____

6. የፈተና ወጤትህ(ሽ) ከቀድሞ ት/ቤት ጋር ሲተያይ ሀ/ ቀንሷል ለ/ ጨምሯል ሐ/ እኩል መ/ አይታወቅም፦ ቀንሷ ከሆነ ምክንያቱ ምን ይሆናል ብለህ (ሽ) ትገምታለህ _____

7. የሚስማማህ(ሽ) ትምህርት ቤት ቁንቁ መርጣሃል (ተመርጣላህ) ሽል?

        ሀ/ አዎ   ለ/ አልተመረጠልኝም   ሐ/ ግድ የለኝም፦ «ለ» ከሆነ ለምን___

8. ከአሁኑና ከቀድሞ ት/ቤት /ሀ/ ሽ ብዙ የጨዋታ ጓደኞች ያሉሽ (ሁ) በየትኛው ነው

        ሀ/ በአሁኑ   ለ/ በበፊቱ   ሐ/ እኩል   መ/ አሁን ጓደኞች የሉኝም

መልስህ (ሽ)«ለ» ወይም «መ» ከሆነ ምክንያቱ ምን ይሆናል ብለህ (ሽ) ታስቢያለሽ (ሁ)? _____

9. በአሁኑና በቀድሞ ት/ቤት ትምህርት በቀላሉ የሚገባህ በየትኛው ነው

        ሀ/ በአሁኑ   ለ/ በበፊቱ   ሐ/ እኩል   መ/ አይታወቅም

10. አዲሱ ት/ቤት በተመደብክበት የት/ደረጃ የተሠጠውን መጽሐፍ አንብቦ መረዳት ችሎታህ (ሽ) ከበፊቱ ት/ቤት ጋር ሲወዳደር

ሀ/ ቀንሷል ለ/ ጨምሯል ሐ/ እኩል ነው   መ/ በአሁኑ ት/ቤት ማንበብና መረዳትም አልችልም

«መ» ወይም «ሀ» ከሆነ ምክንያቱን ዘርዝር (ሪ)_____

11. በት/ቤትህ (ሽ) የአፍ መፍቻ ቁንቁ መናሻና መድረሻ

        ሀ/ 1ኛ ክፍል-3ኛ   ለ/ ከ3ኛ-5ኛ ሐ/ 3-8ኛ   መ/ ------

12. አዲሱ ት/ቤት ገብተህ (ሽ) ፈደላትን ለመለየትና አንብበህ (ሽ) ለመረዳት ምን ያህል ጊዜ ወሰደህ?

113

ሀ/ እንድ ሲሚስተር   ለ/ እንድ እመት

ሐ/ ከሁለት ዓመት በላይ   መ/ አሁንም መረዳት አልቻልኩም

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES,

DEPARTMENT OF MULTILINGUAL AND MULTICULTURAL EDUCATION.

ADDIS ABABA, ETHIOPIA

በወላጆች/ተወካዮች/ የሚሞላ መጠይቅ

ውድ መረጃ ሰጪዎች

የዚህ መጠይቅ ዋና አላማ ለጥናታዊ ጽሁፍ ብቻ መሆኑን ተረድተው ምን ሃይገድበው የራስዎን ሀሳብ እንዲገልጹ ወይም ከተሰጡት ምረጫዎች በማክበብ ለጥናቱ የራስዎን ድርሻ እንዲያበረክቱ እየጠየቅኩኝ ለሚደረግልኝ ትብብር ከወዲሁ አመሰግናለሁ፡፡

የመረጃ ሰጪ አጠቃላይ ሁኔታ

ዕድሜ □

ጾታ □

የትምህርት ደረጃ_____

የልጆች ብዛት_____

የመጡበት ክልል_____

1. በአንደኛ ደረጃ ትምህርት ቤት የሚማሩ ስንት ልጆች አሎት?

ሀ/ 1   ለ/ 2   ሐ/ 3   መ/ ከ3 በላይ

2. ልጆትን የት ያስተምራሉ?

  ሀ/ በቅርብ በሚገኝ ት/ቤት   ሐ/ የአፍ መፍቻው ቋንቋ ት/ቤት ያለበት በማፈላለግ

3. መልስ ከሀ-ሐ ከሆነ ለምን መረጡ?

  4. እቤት ውስጥ ከልጆዎ ጋር የሚግባቡበት ቋንቋ ከት/ቤት ቋንቋ ጋር

        ሀ/ አንድ አይነት ነው   ሐ/ የት/ቤት ቋንቋውን አላውቅም

ለ/ አንድ አይነት አይደለም   መ/ የተለየ ሃሳብ ካልዎት_____

5. አንድ አይነት ካልሆነ ለልጆችዎ ትምህርት መሣካትና ትክክለኛ ት/ቤት ማግኘት ምን ድጋፍ ያደርጋሉ?

ሀ/ ትምህርታቸውን እንዲደግሙ ማድረግ

ለ/ ወደጎላ ተመልሠው እንዲማሩ ማድረግ

ሐ/ ምንም ድጋፍ አላደርግም

6. በቀድሞ ት/ቤትና በአሁኑ ት/ቤቱ/ቷ/ የልጄን ውጤት በማወዳደር ይናገሩ ቢባል ምን ይላሉ

ሀ/ ጨምሯል   ለ/ በጣም ቀንሷል   ሐ/ ምንም ለውጥ የለም   መ/ አላውም

በ6ኛው ጥያቄ ላይ መልስ ቀንሷል ከሆነ ምክንያቱን ይጥቀሱ

7. ልጁ ትምህርት ቤት የመሄድ ፍላጉቱ በአሁኑና በቀድሞ ት/ቤቱ ሲነፃፀር እንዴት ነው? ሀ/ ቀንሷልለ/ ጨምሯል   ሐ/ ምንም አላሣየም   መ/ አላውቅም

8. በ7ኛ ጥያቄ ላይ መልስ ቀንሷል ከሆነ ለምን ይመስሎ?ታል?

9. ልጁን አዲስ አበባ ከመጣ በኋላ የሚበጀውን ት/ቤት ለማግኘት ያጋጠሞት ችግር አለ?

ሀ/ አዎ   ለ/ አላጋጠመኝም ሐ/ አላስታውስም   መ/ አዎ ከሆነ ችግሩን ይጥቀሱ

10. የልጁ ከክፍል ጓደኞቹ ጋር የመሠራት፤ የመጫወት እንዲሁም ቤት ሲገባ ስለእነሱ የማውራት ፍላጉቱ ከበፊቱ ት/ቤት ጋር ስወዳደር?

ሀ/ ቀንሷ   ለ/ ጨምሯል   ሐ/ ልዩነት የለውም   መ/ አላውቅም፡- ቀንሷ ከሆነ ለምን ይመስሎ?ታል

11. የትምህርት ቋንቋ ምረጥ ቢባል/ብትባል/ ልጆዎ የምትመርጠው/የሚመርጠው/ ቋንቋ

ሀ/ የአፍ መፍቻ ቋንቋ ለ/ የአካባቢው የትምህርት ቋንቋ   ሐ/ እኩል መ/ አይታወቅም

12. ልጆዎን አዲስ አበባ ትምህርት ቤት ሲያስገቡ የምትፈልጉትን ትምህርት ቤት አይነት አጊኝታችሁ?ለታል?

116

ሀ/ አዎ   ለ/ አይደለም   ሐ/ አይታወቅም ፦ አይደለም ከሆነ በአጠቃላይ የቁንቁ ክህሎት ችግር ላለባቸው የአንደኛ ደረጃ ት/ቤት ተማሪዎች ምን መደረግ አለበት ብለው ያምናሉ?_____

APPENDIX 5

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES,

DEPARTMENT OF MULTILINGUAL AND MULTICULTURAL EDUCATION.

ADDIS ABABA, ETHIOPIA

ለወላጆች ቃለመጠየቅ

ዕድሜ_____

ጾታ_____

የቋንቋ ክህሎት_____

የትምህርት ደረጃ_____

1.   በአንደኛ ደረጃ ት/ቤት የሚማሩ ስንት ልጆች አልዎት?

2.   ልጆን የት ት/ቤት ነው ያስገቡት?

3.   ት/ቤቱን እንዴት ሊመርጡት ቻሉ

4.   ልጆዎ እንደመጣ ነው ት/ቤት የገባው/ የገባችው? ካልሆነ ለምን?

5.   ልጆዎ በፍላጉት ነው ት/ቤት የገባው/ችው?

6.   አዲስ አበባ ከመጣ ወዲህ የልጆዎ ውጤት ምን ይመስላል?

7.   ልጆዎ ከት/ቤት ይቀራል/ትቀራለች?

8.   ከአሁኑ ት/ቤትና ከበፊቱ ት/ቤት በንጻጻር ልጆዎ ብዙ የጨዋታ ጓደኞች ያሉት /ያላት በየትኛው ት/ቤት ነው?

9.   በበፊቱ ት/ቤት ከሆነ ለምን ይመስሎታል?

10.   ልጁ በአሁኑ ት/ቤት የቤት ስራውን ጊዜ ወስዶ ይሠራል? አይሠራም ከሆነ ለምን?

118

APPENDIX 6

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES,

DEPARTMENT OF MULTILINGUAL AND MULTICULTURAL EDUCATION.

ADDIS ABABA, ETHIOPIA

ለመምህራን ቃለመጠየቅ

1.   የተማሪዎችህን የቋንቋ ችሎታ ማነስ ችግር እንዴት ትቀርፍለህ /ሽ/?

2.   በማስተማር ሂደት ውስጥ በተማሪዎችህ (ሽ) የቋንቋ አለመረዳት ምክንያት የገጠሙህ (ሽ) ክስተቶች ይኖሩሃል /ሻል/?

3.   በምታስተረው /ሪው/ ቋንቋ በደንብ የማይረዳ ተማሪ ክፍል ውስጥ ተሳትፎ ሥራዎች እንዴት ቡድን ትመሠርታለህ (ሽ)?

4.   በክፍል ውስጥ የመሣተፍ ፍላጎታቸውስ እንዴት ነው?

5.   ከሌሎች ጋር ተባብረው ለመሥራት ያላቸው ፍላጎት ምን ይመስላል?

6.   ቋንቋ ባለማወቅ ተማሪውዋ) (ዋ) በሚያሳይ   *act*   ሌሎች ተማሪዎች ሲስቁና ሲቀልዱባቸው ምን ታደርገዋለህ (ሽ)?

119

APPENDIX 7

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES,

DEPARTMENT OF MULTILINGUAL AND MULTICULTURAL EDUCATION.

ADDIS ABABA, ETHIOPIA

ለተማሪዎች ቃለመጠየቅ

1.በአዲስ አበባ ከተማ ትምህርት ቤት ስትገባ ያጋጠ ችግር

2.*ትምህርት መስጫ ቋንቋ ምን ቢሆን ትመርጣለህ (ሽ)?*

3.በአዲስ አበባ ከተማ ከተለያዩ ክልሎች በአንደኛ ደረጃ ለመማር የሚመጡ ተማሪዎች

4.የትምህርት ተሳትፎ መጨመር ምን መደረግ አለበት ካለህ (ሽ) ትገምቻያለሽ (ህ)?

5.ትምህርት ቤት ስትገባ ሌሎች እየተነጋገሩ ሲጫወቱ ምን ተሰማህ(ሽ)?

6.ክፍል ውስጥ የጋራ ስራ ሲሰጥ የቡድኑን ሥራ ለመስራት ሃሳብ ትሰጣለህ (ሽ)?

7.የማንበብ መልመጃ ክፍል ውስጥ እንዲነበብ መምህሩ

DECLARATION

This is original work of mine. It has not presented for requirement of any degree fulfillment in this university or other place. Therefore I, the under-signed declare that the works of other writers used to support the research are properly acknowledged.

Name   Daniel Taye

Signature

Date   21/11/2000 E.C