



The Study on Literacy Skills: the case of Shinashigna Languages in Benishangul Regional State, Ethiopia

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Abstract

This study was aimed at assessing the literacy skills in Shinashigna Language, which is one of the indigenous language spoken in Benishangul Gumuz Regional State, Ethiopia. The study was conducted in Metekel Zone, Bullen Woreda, Millennium primary School. The objectives of the study were to assess the effectiveness of mother tongue based-education in Shinashigna language and to investigate the extent to which students practice reading and writing skills in their mother tongue. The importance of this study was to assist students of Shinashigna Language equip with good knowledge of writing and reading. Texts were provided to check students' sound knowledge, phonic awareness, recognition of familiar words, passage reading and comprehension ability, diction and writing skills in Shinashigna Language. The researchers used both quantitative and qualitative approaches to analyze and interpret the data obtained. The study revealed that the students literacy skills in their mother tongue (Shinashigna) is poor. As a result, teachers and concerned bodies should work better so as to train students effective learners in this language.

Key words: Literacy Skills, Mother tongue Education

Introduction

Education has been found to have a positive impact on human development and attempts to make it available to all has been a priority for development agencies and different stake-holders, since the UN declared it a human right in 1948. At the World Conference on Education for All in Jomtien, Thailand in 1990, the International Community committed in ensuring the universal right to education for "every citizen and every society", with developing countries making constitutional commitments to

provide universal primary education for all (World Declaration on Education For All 1990) cited in UNESCO (2006). Next, the Dakar Framework for Action (2000) cited in UNESCO (2007) recognizes the need to tailor primary education to reach those belonging to ethnic group make education contextually located and locally accessible. Learners who understand the language they are instructed in are more likely to engage meaningfully with content, the intended message, question what they do not understand and even enjoy the challenge of new things (the



incoming knowledge). Duly, The Summer Institute of Linguistics (SIL) notes that people learn best when they are taught in a language they understand well (2006). Besides, UNESCO (2005) adds that, "...one of the biggest obstacles to Education for All remains ineffective, because the use of foreign languages for teaching and learning influenced the attainability of the desired goals. This is evidenced by Pinnock (2009) who notes that 72% of out-of-school children are found in linguistically diverse countries that enforce a non-indigenous language for schooling. This is why educators thus note that the value of mother-tongue based education to improve the quality of education.

Following that, learning through mother tongue has due advantage because it has a natural relationship in acquiring culture, linguistic power, myth and ideology. In dealing about culture in line with mother tongue, culture can be realized as the language community of the mother tongue, the language spoken in a region, which enables the process of enculturation, the growing of an individual into a particular system of linguistic perception of the world and participation in the centuries old history of linguistic production (Adams, 2005).

Effective communication takes place when the appropriate language (medium of instruction) is used (Emenanjo, 1990). Under such circumstance, a question may arise as to which language (medium of instruction) is more important for class room instruction through which the child would be initiated to participate in activities in his/her social setting. As a numerous scholars suggest, it is the child's mother tongue has to learn in the primary grades. The advantage of this for the

child is an individual ease, speed of expression, greater self esteem, greater independence of thought, a greater certainty, and longer retention of the subject matter (Perfetti, 1985). Conversely, using the weaker language of a child over which the child has no relative mastery, according to Nagy (1998), affects both the child's grasp and speed of reading.

Primary education that begins in the mother tongue helps students to gain their literacy, numeracy and life skills more quickly. That is when students are taught in their mother tongue, they easily transfer literacy skills to official languages of education by acquiring essential tools for lifelong learning (SIL, 2011). As researches depict, when learner's first language is not used in the classroom; various difficulties like dropout rates, repetition rates, lack of interests in the case of learners and dalliance of understanding may be encountered. As Gfeller (2010) explained, the use of a familiar language to teach children literacy is more effective than a submersion system as learners can employ psycholinguistic guessing strategies to learn how to read and write. Children can learn to associate sounds with the symbols they see which facilitate their understanding since they can already speak the language. Several current studies and research on mother-tongue literacy have shown that language is a fundamental medium of effective communication in educational processes from a cognitive perspective. As Fafunwa et al (1989) expressed, during the early grades of primary education, the mother tongue should be used to establish and maintain a socio-cultural link between formal schooling and everyday languages spoken at home. Jessica (2011) also



stated that mother tongue is considered to be an important component of quality education, particularly in the early years. Many linguists as well as experienced and successful bilinguals argue that it is highly desirable for multi-cultural societies to support the education system through the use of a first language in the learning environment (Verhoeven, 1994). Hence, mother tongue education in the primary years offers the best introduction to literacy that eventually becomes useful in cultivating the learners' mental makeup as a whole (Westley, 1992 cited in Getu, 2010).

When curriculum content is presented in an unfamiliar language, an enormous amount of time must be spent first teaching children to understand, speak, read, and write second language or a foreign, something that is extremely difficult and wastes time in the early grades that could be spent learning to read and learning academic concepts in mother tongue. Moreover, children who cannot understand that language used in the classroom is unable to demonstrate what they know, ask questions, and participate (MTB-MLE Network, September 8, 2011).

Although different scholars have argued learning through the aid of mother tongue is crucial and undeniable fact for the later development of the children's multidisciplinary growth, the learners are not accessed to the expected level of learning environment through the influence of mother tongue at the primary schools and college levels in the region. Consequently, the researchers focused on assessing the benefits of mother tongue based education (basic literacy skills). The researchers try to assess (find out) how much effective are

the children in utilizing their mother tongue in their reading and writing skills (literacy skills). Therefore, the general objective of this study was assessing the implementation of mother tongue based-education in Shinasha, at primary schools levels. The researchers derived the following specific objectives: To assess the effectiveness of mother tongue based-education in Shinashgna, language and to investigate the extent to which students practice reading and writing skills in their mother tongue.

Materials and Methods

In this section of the study, the researchers have included the methodological structure, Methods of data collecting, tools of data gathering, methods of data analysis, description of the participants (the learners), description of the schools, and the description of how the data were analyzed and discussed. Quantitative and qualitative approaches were used to analyze the data in line with related with some scholars' views of writers. Competency testing tools were used as major instruments to collect the data. Competency testing tools that the researchers used were adapted from Early Grade Reading and Writing (EGRAW) research conducted by USAID, IQPEP, 2004 E.C) and some of the tools were developed in line with the objectives that have been already designed and was adapted from the review literature that refer about literacy skills of the language. There were six competency testing tools that were used in this research. Section one letter name knowledge (timed), section two phonemic awareness (not timed), section three using phonemic clues to read new words (timed), section four familiar word identification (timed),



section five short passage reading (timed), and dictation (not timed). Competency testing tools are one of the most popular methods of collecting data in conducting scholarly research. They provide a convenient way of gathering information from a target population (Walonick, 1993). As far as this study was concerned about students' mother tongue literacy skills, it was performed by administering competency testing tools to the learners that referred about their literacy skills in the three mother tongues -Shinasha.

Purposive sampling technique was utilized due to the reason that these mother tongues education were selectively offered at sample schools in the region. The sample schools included were Bullen Millennium primary school in Bullen Woreda. The participants of this research were students who have been taught in mother tongue language-Shinasha. The researchers also believe that the students at this class level have practiced these literacy skills at least for the last four years that would give them an opportunity to practice the skills.

To make the data gathering instrument reliable and valid, preliminary discussions was made among the researchers on the draft of the instruments. To reduce the ambiguity of instruments, the researchers defined and stated the meaning of words, phrases or sentences. Based on the comments and suggestions forwarded, the testing tools which were vague to the respondents were refined and improved. Three mother tongue instructors (Ahmed, Tsehay, and Gurmessa) in the college participated in collecting data for the research. Before the testing tools were administered, the researchers made discussion with the data collectors to have common

understanding about the sampling techniques and the tools. The researchers informed the data collectors to explain the objectives of the study to the respondents in each school before the tools were distributed. The instruction was clarified to the students so as to avoid the difficulties in understanding the concept. The students were informed that the items should be completed individually. The data collectors administered and helped the students when they got ambiguity in responding to tools. The data were analyzed both quantitatively and qualitatively. The descriptive statistics were used to interpret the data that were obtained through the testing tools. Quantitative data analysis techniques involve a number of statistical procedures that are used to analyze data that are in the form of numbers or quantities that can be some way quantified. Besides, quantitative research relies heavily on numbers in reporting results, sampling, and providing estimates of instrument reliability and validity (Yalew, 2005). Moreover, qualitative data analysis was also implemented in this study.

Discussions and Results

Analysis of students' literacy skills (Shinashigna Language)

Sound knowledge (Shinashigna)

The time was set two minutes. The data collector started the time immediately when the student read the first letter. Incorrect letters were marked with a slash (/) mark. Student's self-correction was considered as correct. The data collector ordered to stop reading when the time allowed reached to 120 seconds



and marked the final letter read with a bracket (}).

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	
E	i	t	R	S	Y	h	O	n	T	(10)
B	o	t	L	P'	m	D'	C	w	f	(20)
U	r	S'	u	g	D	T'	N	p	F	(30)
c	y	E	M	P	C'	Z	H	b	J	(40)
o	ts	K	G	K'	J	K	l	t'	ny	(50)
W	Z									

Letter sound recognition

Students' sound knowledge below average (<25%)

Scores	0-4	%	5-9	%	10-14	%	15-19	%	20-24	%	Total
No. sts	1 (3)	2.50	3	7.50	3	7.50	4	10.00	3	7.50	14
Average	-		7		10.66		18.75		22.33		

The letter sound naming of the students were analyzed based an interval. The interval was with five numbers. The average was taken naming 26 letter sounds within the 120seconds. As it was clearly depicted on the above table with regard to student's sound knowledge with the interval of 0-4 score, one (2.5%) student scored 1, but within the interval of 5-9 scores 3 (7.5%) students scored the average of 7; whereas within the interval of 10-14 scores 3(7.5%) students scored the average of 10.66 and within the interval of 15-19 scores 4(10%)

students scored the average of 18.75 and also with intervals of 20-24 scores 3(7.5%) students scored the average result of 22.33 as a whole. Though, the questionnaire was distributed to the total of 40 students, the table displays that the scored result was below the average point (26 letter names). As the data indicated, 14 students were not equipped with letter sounds. Thus, students have poor skill in naming letter sounds.

Students' sound knowledge above average/>25/

Scores	25-29	%	30-34	%	35-39	%	40-44	%	45-52	%	Total
No. sts	2	5.00	4	10.00	6	15.00	6	15.00	8	20.00	
Average	27.50		31.25		37.50		41.50		49.00		

The above data showed that students sound identification knowledge above the average. Based on the given time interval (120 sec), 2 (5%) students scored in the interval of 25-29 with average result of 27.5 whereas 4(10 %) students scored the average result of 31.25 that was in the interval of 30-34. 6(15%) students scored 37.50 which were in the intervals of 35-39 and also 6(15%) students scored in the

interval of 40-44 with average result of 41.50. 8(20%) of students at the average result of 49.00 scored in the interval of 45-52. When the result was analyzed, the researchers observed that 4 students at the total of 8 students who scored in the interval of 45-52 finished reading the sounds before the given time (120 seconds) completed. Moreover, among 6 students who scored between 40-44



scores, 4 students completed reading letter sounds before the given time (120 seconds) ended.

Using phonemic clues to read new words (Shinashigna)

The data collectors administrated the time when the student read the first letter. He marked the incorrect letters or words with a slash (/) mark. He also marked the final read letter or sound with bracket (]).

(1)	(0)	(2)	
L	oop'a	Loop'a	(2)
M	eetsa	Meetsa	(4)
B	aaka	baaka	(6)
e	yisha	Eyisha	(8)
t	oba	toba	(10)
Sh	aka	Shaka	(12)
C'	eesha	C'eesha	(14)
d	amba	damba	(16)
ts	aa	aatsa	(18)

Reading the new words using phonemic clue

In order to examine the children's ability how much they were able to transfer the

phonemic knowledge to the fluent reading of the words made from the given phone, the neutral words were given. Using the phonemic clue is one means to check one's own reading skills. Therefore, the following table below showed this fact.

Phonemic clues	Neutral words	No students		New words	No students	
		correct	incorrect		correct	incorrect
l	oop'a	27	13	Loop'a	23	17
m	eetsa	34	6	Meetsa	23	17
b	aaka	31	8	baaka	25	14
e	yisha	31	4	eyisha	20	15
t	oba	32	0	toba	27	5
Sh	aka	28	3	Shaka	24	6
C'	eesha	27	1	C'eesha	21	6
d	amba	21	2	damba	15	7
ts	aa	12	0	aatsa	10	2

As it was depicted on the above table 2 sample phonemic clues were given, then in the second column neutral words were presented. The neutral words were not marked as correct or incorrect. Then the children were asked to combine the phonemic clue and form new word. For

instance; /l/ and [oop'a] form the new word [loop'a].

The sounds /l/, /m/, /b/, /e/, /t/, /sh/, /C/, /d/, and /ts/ were given as the phonetic clues used to read the new words formed as Loop'a, Meetsa, baaka, Eyisha, toba, shaka, C'eesha, damba, and aatsa. Based



on the relationship maintained between the phonetic clues and the new words that were provided to the students, 27 students identified /l/ sound correctly whereas 13 of them identified incorrectly. 23 students were able to read the new word Loop'a correctly and 17 students read it incorrectly. 34 students identified /m/ correctly but 6 students failed to identify it correctly. 23 students were able to read the word meetsa correctly and 17 students were not. 31 students were able to identify the sound /b/ correctly but 8 students were incorrect. 25 students read the word baaka correctly and 14 students incorrectly. Likely wise, 31 students were able to identify sound /e/ as phonemic clue correctly and 4 students were unable to identify it. Using this, clue 20 students were able to read the word eyisha correctly and 15 students could not identify it correctly.

Following the same pattern of identification technique, 32 students were able to identify the sound /t/ correctly and as the above figure approved that no one answered it incorrectly. 27 students read the word-toba correctly, on the contrary, 5 students could not read it. 28 students identified the sound /sh/ correctly and 3 students incorrectly; at the same time 24 students read the word-shaka correctly and 6 students failed to read it correctly. 27 students identified the phonemic clue sound /C'/ correctly whereas 1 student was unable to identify it and this phonemic clue helped 21 students to read the word -C'eesa correctly but 6 students

read it wrongly. Mean while, 21 students identified the sound /d/ exactly and 2 students recognized it incorrectly; this clue led 15 student to read the word -damba correctly and 7 students incorrectly. Lastly, as it showed on the above table 12 students identified the sound clue /ts/ correctly. 10 students were able to read the word -aatsa correctly and 2 students read it incorrectly.

Initial reading instruction in a second language presents an especially formidable challenge given that students typically have not developed an oral second language foundation to draw from as they learn to read. In alphabetic languages, the critical insight in beginning to read, the alphabetic principle, is the understanding that there is a system by which sounds connect to print and that these sounds blend together to represent *meaningful* words (Snow et al., 1998). Making this connection between oral language and print may be more difficult for young children who have limited proficiency in the second language.

Familiar word recognition

(Shinashigna): The data collectors set the time on 120 seconds. He started the time immediately when the students begin to read the first word. He marked the incorrect words with slash (/) mark. Student's self-correction was considered as correct. The data collectors ordered to stop to a reader when the time allowed reached to 120 seconds and marked the final word read with a bracket (]).

(1)	(2)	(3)	(4)	(5)	
Oosha	K'óora	nika	Eyisha	kárna	(5)
Gosha	masha	keta	S'aada	kasha	(10)
úsha	waaka	basha	Góonda	kiima	(15)



Wos'a	Ama	Baaka	wanga	Maa	(20)
Asha	dana	Sheet'a	zanza	shísha	(25)
Áka	Aats	dawutsa	mita	weera	(30)
Taha	Daaza	Jiik'a	máátsa	fengesha	(35)
kobiya	beera	K'eba	Miis'a	S'us'a	(40)
Dawuza	kisha	toka	Guura	Ita	(45)
Gawiya	túfa	mereera	Ep'a	Naasha	(50)

Knowledge of recognition of familiar words

The scores obtained from the respondents were divided into two parts. The first part dealt with those respondents who scored below the average. The average was considered half way to the number of words presented to all samples. The second part of the analysis focused on respondents who

scored above the average. This would clearly show how much the students are able to read the given words. Here below we have forwarded the raw data with the percentages.

Students' knowledge of recognition of familiar words below average

Scores	0-4	%	5-9	%	10-14	%	15-19	%	20-24	%	Total
No. sts	13	32.50	2	5.00	3	7.50	4	10.00	0	0.00	
Average	1.69		7		13.66		16.75		0		

The data shows that students knowledge of identifying familiar words in shinashigna language.13 (32.50%) students scored in the interval of 0-4 with the average point of 1.69. 2(5%) students scored in the interval of 5-9 points with the average score of 7, and 3 (7.50) students scored 13.66 which was in the interval of 10-14. On the other hand, 4(10 %) students scored 16.75 average score, which is in the interval of 15-19. But, for the score in the interval of 20-24, the research didn't show any significant number of students involved. Therefore, the average result gets to zero. As a result, the above table and the analysis

undergone described the number of students who scored below the average score in identifying familiar words in shinashigna language. Children with weak decoding and word recognition skills tend to rely on contextual information as a primary strategy for reading words. Because of their overreliance on context, these children tend to make more word recognition errors, and they exhibit lower levels of comprehension (Adams, 1990; Perfetti, 1985; Stanovich, 1986).

Students' Knowledge of recognition of familiar words above the average

Scores	25-29	%	30-34	%	35-39	%	40-44	%	45-50	%	Total
No. sts	4	10	2	5	3	7.50	5	12.50	4	10	
Average	27.25		32.50		38.33		42.22		47.75		

Table has shown that students knowledge of identifying familiar words in shinashigna language who had read above the average point. Then, 4(10%)

students scored in the interval of 25-29 at the average score of 27.25. It was also displayed in the above table that 2 (5%) students scored between 30-34 points



with the average point of 32, and 3(7.50%) students scored between 35-39 at the average point of 38.33, whereas 5(12%) students scored with the interval of 40-44 at the average point of 42.22. Similarly, 4(10%) students scored in the interval of 45-50 with the average score of 47.75. The students who scored in the interval of 45-50, finished identifying and reading familiar words before the required time (120sec). As a result, table the above showed that the number of students who

scored above the average (25 score) score in identifying familiar words in shinashigna language.

Passage reading (Shinashigna)

The short story was provided to the students. The data collectors let the students read it loud. When the students finished reading, the data collectors asked them the comprehension questions that were prepared from the text.

Noo kanona,baaki indunat minz indun nomeyitse detsfo. Kano nomoowo god keewatse kotetuwe. Baaki indu noosh kéetso keetsituwa. Minz indu noosh ezo imetuwa. Ikots beshts gawiyon no'ind nihots ayidek' shood bowts btesh. Manorowe, meyet misho noosh wotere nomaa gizotssh aali btesh. Etat nomaa giyoki ashotsi ti'aat. Ashmanotsu waat misho, aatso imt noono nomaa gizotsno bo'aayiy (kic'atse bo'oori.)

Passage reading and comprehension

The table indicated that students' ability to comprehend the reading passage in their mother tongue- shinashigna language. The students were provided a piece of paragraph in their first language and the comprehension questions were also prepared to check their understanding. The analysis of the data

mainly focused on the following limited factors, such as the numbers of students who answered the questions correctly, who answered incorrectly or wrongly, and who did not give any response up on. The questions were just provided right after the students had read a paragraph.

Reading passage Nbabiya	Comprehension question (Aatotsi)	No students					
		Correct		Incorrect		No response	
		No sts.	%	No sts.	%	No sts.	%
Noo kano,baakonats minz indon detsfo.	1) Noo ambts maa gízotsi detsfno? (Keezno, boowere kanona, Baakonats, minz indona)	18	45	8	20	14	35
Kano nomoowo god keewatse kotetuwe. Baaki indu noosh kéetso keetsituwa, Minz indu noosh ezo imetuwa	2) Eebí minzi indu nomaa ashosh bk'ali? (Ezo imetuwa)	25	62.50	1	2.50	14	35



Ikots beshts gawiyon no'ind nihots ayidek' shood bowts btesh. Manorowe, meyet misho noosh wotere nomaa gizotssh aali btesh.	3) Ikots beshts gawiyots nomaa ashots aak'owe botesht? (Ayini boshood btesh)	15	37.50	10	25	14	35
	4) No'ind nihotsh boshoodor eebi aalts keewo btesht? (Meyet misho naana'otssh wotere maa gozotssh bi'aal. Ett ayidek't bok'aak'.)	17	42.50	8	20	14	35
Etat nomaa giyoki ashotsi ti'aat. Ashmanotsu waat misho, aatso imt noono nomaa gizotsno bo'aayiy (kic'atse bo'oori.)	5) Eegoshe na'an bomaa giyoki bi'aat itsh bi'ar? (Boosh aatso, buutso bo'imisha)	15	37.50	10	25	14	35
	6) Et bogiyimanots eeg k'altiniya (eeg fiinatniya? boon bo'aayiy (Shood koti moowok damrno /Misho k'aniyidek' imrno)	15	37.50	10	25	14	35

For the first question 18 (45%) students answered correctly, 8(20%) students answered incorrectly; whereas 14(35%) them remained silent. 25(62.5%) students answered the second question correctly and 1(2.5%) students answered it incorrectly whereas 14(35%) said nothing. 15 (37.50%) students answered question three correctly, 10(25%) students answered incorrectly whereas 14 (35%) students did not respond any word. 17 (42.5%) students scored the fourth question correctly and 8(20%) students answered it incorrectly. And also 14(35%) students did not utter any words. 15 (37.5%) students answered the fifth question correctly, 10(25%) students answered it incorrectly whereas 14 (35%) kept silent. To the last question 15

(37.5%) students gave correct answer whereas 10 (25%) students were incorrect. 14 (35%) students did not give any response.

Generally, 45% of students have good ability of comprehending the reading passage, who understood the question no 1 but 55% of them have poor ability of comprehension. In the case of question no 2, 60.52 % of students answered the comprehension questions correctly whereas 35% of students have poor comprehension. Concerning question no 3, 37.5% of students have good comprehension skill on the other hand 60 % of them have poor comprehension ability. At the same time for question no 4 the data shows that only 42.5% of students have understood and answered it correctly but 55% of them fail to



understand and answered it incorrectly. This implies that majority of students have poor comprehension ability.

Unexpectedly, the data shows the same percent for question no 5 and 6. That is 37.5% of students have good comprehension ability where as 60% of them have poor comprehension ability.

Students' writing skill (Shinashigna)

The student would expect to write the dictation sentence on the lined page of paper sheet. The data collector read to the children a short sentence carefully. Then he read it in parts so the children could write what they heard. After the students had written the sentence, the data collector again read the whole sentence so that the students could check their work.

The first reading was the whole sentence.

<i>First reading</i>	<i>Go to the shop and buy some sugar on Thursday.</i>
Shini Nbabiyoni	Kamitsots gawiyo amr shaiyo kewde'e woo.

The second reading was grouping the words into parts

<i>Second reading</i> Gitl Nbabiyoni	Gawiyo am (<i>Go to the shop</i>)
	Err shaiyo kewude'e woo (<i>and buy some sugar</i>)
	Kamisi aawots (<i>on Thursday</i>)

Then, the whole sentence was repeated again while the student was writing.

<i>Third reading</i> Keezl nbabiyoni	<i>Go to the shop and buy some sugar on Thursday.</i> Kamisi aawots gawiyo amr shaiyo kewde'e woo.
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The dictation was given for 40 students, however, 5 (12.5%) students wrote nothing about what they heard. On the

other hand, 4 (10%) students wrote meaningless words, phrases, and sentences. What they had written were presented in the table below.

No	Students' sentences in Shinashigna	Scores
1	KMis await Gal altca ilkaoa	0
2	K'aish awsh k'wsh k a	0
3	.K m s Aio	0
4	KaaMta BK'Oe'si isha Kaiei	0

As it was indicated in the above table, four students have written the letters, words, and sentences that do not give any meanings. Capitalization and punctuation marks were not used at regular places. This showed the students

have poor skills about the use of punctuation marks and capitalizations.

Conversely, 31 (77.50%) students wrote sentences and phrases that have meanings. The sentences and the phrases that they tried to write were displayed in the table below.

No	Students' sentences in Shinashigna	Scores
1	Kamis aawots Gawiyo Amr Shaiyo Keeware woo	10
2	Kamisi awoth gawiwo amir shayo Kewud'e woo	9.75



3	kamis'i Aawots Gawiyo Amr' shayo kewde wo	9.75
4	Kawisi aawots Shayo Kewde woo	7.5
5	Kamis Aawots Gawyo Shayo Kewd wo	9
6	Kami s aws GaWi.w Amr Shao Kewde wo	8.5
7	Kamish Awosh Gaw shawo Kwdawo	4.5
8	"KaMish Awots Gawiyo Am Shaayo Kee wodsee woo	8.5
9	Kmis aawit KaMSHaos Gay Sha Kawdw	3
10	Kamis awos' yawn amrshan kwd woa	7.5
11	Kamis aawots Gawiyo amr shayiyo Kewde wo	9.75
12	Kamis Aawots Gawiyo Am'r shayo Kewder woo	10
13	Kamisaws' gay amr Shayo Kewda r wo	7.5
14	Kms Gwo G wamr Sawssakwb Wo	3.5
15	Kami si aawots gauwiyo Amr Shayo kewude'r woo	9.75
16	Kamisi aawoTs Gawiyo amr sha keew de'e woo	9.75
17	kams Aaw Gamr shawa keudaa;	5
18	Kamisi aawots Gawiyo amr shayo kewude woo	10
19	Kamisi awots Gawiyo amr Shayo kewde woo	10
20	Kamis awo Gaw amr shyw kaw dwo	6.5
21	K'amsi Aws Gawo Amir sha y ku dewo	5
22	Kamis A wosh Gawyamy Sayo Kudwo	6
23	Kamisi aawots Ga'wiyoamr shayiyokewuderwo	9.75
24	Kamsawy' Gawyo shyyo Kwdeek wb wo	4
25	Kaam'si Awots gawiyo Amr shayo keeware wo	9.75
26	Kamiitsi Awots gawi yo Amiir ShayoKeewi de wo	8
27	Kmisawos gay Amr shayo Kawudawo	5.5
28	KAm Awts GAwr Amr syAr KwdwAro	4.5
29	Kamisi awots Gayo amr shayokewu de'er wo	9
30	Kamisi aawots Gawiyo amr shayiyo Kewu de'e woo	10
31	Kamici Aaawots gaayilayo amr Shayokeewu de woo	8.5

More than eight students have written the sentences almost correctly. Although their sentences were well developed, there were the problems of using punctuation marks and capital letters. Some letters were written in capital at unnecessary places. Similarly, punctuation marks were also inserted between words irregularly. Generally, from the table it could be concluded students have less awareness about punctuation marks and block letters.

The findings suggest that while children attend school for the last four years, a significant percentage is illiterate. These findings support the work of the EGRAW with the Ministry of Education and show that there is strong evidence that reading achievement is low in the two languages sampled. The language usage findings show strong adherence to the language of instruction policy, and that most children in the two languages sampled learn in the language they speak at home, which increases their ability to understand and to read. Most critically, these findings show that reading achievement is very low in the sampled schools. When



children were asked to read a simple passage at a Grade 4 level, they were unable to do so successfully, though very few children in the two languages were reading with ease. When it comes to reading comprehension, scores were extremely low, with more than 85% of the children in the two languages were unable to answer a single simple comprehension question. This appears to be too little, too late, and the current status of reading skills suggests that significant interventions in the quality of reading instruction and the provision of reading materials are necessary.

The following recommendations were drawn based on the above findings and conclusions:

Focus resources on reading instruction. Mother tongue teachers should be given training on how to appropriately and successfully teach children these contents. The training will support their ability to help children learn the fundamentals necessary for successful reading, including vocabulary, phonemic awareness, fluency, and decoding. Start early, in Grades 1 and 2. Many teachers focuses on teaching fidel and alphabet than helping children identify the sounds. It is recommended, therefore, that mother tongue teachers should begin teaching reading and writing as early as possible. Improve the quality of reading instruction. There are some critical areas necessary for immediate intervention. Use letter sounds and the fidel as building blocks for reading. There is a strong correlation with a child's scores on letter sounds with their reading fluency and comprehension scores in languages that use the alphabet. This means that these building blocks for fluency and comprehension are important skills for children to master in early grades.

Teaching decoding is critical. Many of the classroom observations in this sample revealed teaching situations where teachers pointed to words and encouraged the children to call out the word. However, when the children faced with very similar words, those same children did very poorly because the pedagogy encourages the children to memorize particular words, and spends much less time training them in how to decode and "solve" new words. Teach formal comprehension strategies. The children in this sample had very low comprehension levels. This is partially because the children were likely to have limited oral vocabulary skills, in particular, but also because the children did not have much formal training in comprehension strategies. These can be systematically taught. However, without the ability to read fluently, comprehension is nearly impossible.

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