

The Roles of Mother Tongue Literacy on Student's English Language Reading comprehension Skills: The case of Shinashigna in Metekel Zone

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Abstract

The main objective of this study was to investigate the role of mother tongue literacy on students' English language reading comprehensions skills in case of BGRS where Shinashigna is used as a medium of instruction. In this research, the qualitative and quantitative (mixed) method was used to conduct the study. The subjects of the study were purposively selected three English language teachers, 74 grade four students and 10 families by using simple random sampling method. Three data collection instruments were used to carry out this study. These are questionnaires, interview and classroom observation. Closed-ended questionnaires were distributed for 74 students and open-ended questionnaires were distributed for families (ጡጡ) and interview was conducted with the course teachers and stakeholder families in the schools. Classroom observation was also used by the researcher to validate the impacts of mother tongue literacy on students' English language reading comprehensions skills. The finding of this research shows that MTE has a great positive impact on students' English language reading comprehensions skills, since the orthography they use in MTE and English language are similar. Based on the findings, it was suggested that MTE should be expanded to other schools in the areas and awareness should be created for un awarded families, especially for rural areas.

Abbreviations

BGRS-----Benishangul Gumuz Regional states

BoE -----bureau of education

BoCT----- bureau of culture and truism

EFL----- English as foreign language

MTE-----mother tongue education

LOI-----language of instruction

SIL-----study of intercultural language

UN----- United nations

UNESCO----- united nation international social and cultural organization

CHAPTER ONE

Introduction

Ethiopia is struggling to meet the universal goal of all children completing primary school by 2015, particularly in the rural and nomadic communities. The country has well progressed and on right track in terms of primary school enrolment though the quality aspect is reportedly compromised. But students English language proficiency at all level decreasing even at higher education in the country as whole.

The Right of Language has been mentioned in international treaties such as the Anti-Discrimination Act of the Charta of Human Rights to be educated in one's own language and has been acknowledged in the UNESCO-Declaration in 1952. The Ethiopian Constitution of 1994 is based upon the principles of democracy and decentralization that each regional state of the Federal Republic of Ethiopia has the constitutional right to choose, use and to develop the individual languages spoken there and to promote the cultures of its citizens. In the course of decentralization each regional state became responsible for educational issues at the primary level meaning for instance that regional authorities decide what languages should be used as media of instruction in primary education.

According to Wharton (2007), learning is effective when both learners and the teachers speak well the language of instruction. Ethiopian government had made new educational policy in 1994 based on the principle that all nation and nationalities have the right to be educated in their language and to preserve their culture. The policy also recognizes the pedagogical advantage for the child if education is given in the mother tongue.

Unfortunately, does not happen in developing countries like Ethiopia. UNESCO (2005) the uses of mother tongue as a medium of instruction boosts children's confidence and academic performance. This means that children who start their education in their mother tongue have a good start, and perform better, than those who start school in a foreign language.

The existing multiethnic and multilingual situation is a challenge to the education system of Ethiopia. Education can only be successful by taking into account the social, cultural and political background of the country.

Benishangul Gumuz Region Mother Tongue Education project was designed and implemented in 2003 E.C by SIL-Ethiopia in the light of the UN "education for all" goal, collaborated with the Regional Bureaus of Education (BoE) and Culture and Tourism (BoCT) as supported by Wycliffe- a member of UN alliance, focuses on improving the access and quality of basic education in Ethiopia. It primarily targeted children being educated in second language (Amharic) at lower primary level (grade 1-4).

It envisaged developing side by side with textbooks and teachers guide, Trilingual dictionaries (MT-English-Amharic) and a set of endogenous and relevant graded reading materials in three minority languages, namely Gumuz, Bertha and Shinasha in the three zones such as Assosa, Metekel and Kemashi zones through capacity building support to the regional Education Bureau with main focus on teachers and experts trainings and Curriculum department. Importantly, it trains the teachers in the schools to introduce them with the newly developed curriculum in local language medium for primary levels (grade 1 to 4 for all subjects and as one subject from grade 5 to 8). Besides, to help coordinate the implementation, BoE has assigned three language experts for Bertha, Gumuz, and Shinasha at regional level. It has also assigned coordinators at district (or woreda) level who are accountable to coordinate and report on the performances and progresses of project activities at schools in respective districts.

Statement of the problems

Teaching and learning of any education can be more facilitated and clear for students if language that they are learning exposes them to real language of the day to day communication. One way of doing this is using mother tongue education. That is why many scholars indicate that the significance of mother tongue in the educational process is unquestionable. According to UNESCO (1990), using only mother tongue can never assure the effectiveness of learning. This

is because there are other determinant factors for the successful implementation of the teaching learning process. Among these, teachers training, community and students' attitude, teaching materials and writing materials are issues that determine the effectiveness of learning.

In Benshiangul Gumuze nation nationality regional state five languages such as Shinashiga, Gumuzgna, Bertagna, Mao, and komo, are considered as indigenous (Dereje, 2006). Among these only Shinashgna is widely spoken in Metekel zone.

The clusters of minority groups in Benishangul Gumuz Region were among the most deprived peoples of opportunities to learn in their mother tongue at all education level, which is enough to justify the intervention. It is the MTE project that pioneered the promotion of mother tongue education and language development in different districts of the Region, the first and unprecedented experience for Ethiopia.

Shinashigna language becomes the language of instruction (LOI) starting from 2001 for grade 1 to 4. Before the introduction of mother tongue policy, Amharic language was the language of instruction for grades one up to six and then English were used as a medium of Instruction after grade seven. But, currently English is used as a medium of instruction starting from grade five. In the region also there are mother tongue classes and non-mother tongue classes at the same towns, and some of families are sending their kids to non-mother tongue education schools and others sending to mother tongue education classes. Latin script has been chosen as writing system which is serving as medium of instruction from grade 1-4 the first cycle of primary school in Metekle zone.

The role of L1 literacy in L2 reading development had largely been a "missing" variable in empirical research until the 1990s, and only recently have researchers emphasized the importance of the impact of L1 literacy knowledge on L2 reading development (Bernhardt, 2005; Koda, 2005, 2007).

Therefore, the researcher interested to study on the role of mother tongue education on students' English language reading skills in the Benishangul Gumuz Regional state where Shinashigna is used as a medium of instruction.

Many researchers have been done about mother tongue education in the region. Among them, for example challenges and opportunities of using Shinashigna as a medium of Instruction in the

Benishangul Gumuz Regional State: (Abeje Gudeta 2010). And his findings indicated that shortages of MTE materials and dalliance of distribution was faced when schools open for the year due to lack of transportation the BGEB is expected to provide. Such a practice was limiting the efforts of the target schools to deliver quality education and absences of training for mother tongue teachers were very poor. On the other hand, Habtamu Alene has done his MA on the thesis on implementation of mother tongue education in the region (2005 E.C, Haramaya University department of Educational Planning Management.) His findings show that it is on the process of implementing but, lack of awareness about mother tongue education among families and students were the most constraints. The above and other researcher have not touched the impact of mother tongue education on students' English language reading skill proficiency, therefore this research focused on the role of mother tongue education on students' English language reading skills.

On the other hand, in the region students' proficiency of English language proficiency and academic achievement is declining. This all factors prompted the researcher to research on the issues of mother tongue learners' English Language Reading Skills proficiency and, to identify why some families sending their kids to non-mother tongue education classes?

Objective of the study

The general objective this study was to identify Mother Tongue Students' English language Reading skills proficiency and it's current perspectives.

Specific objectives

1. To identify the roles of L1 literacy on EFL reading comprehensions skills.
2. To examine students' and families awareness about the importance of MTE literacy on students' English language reading comprehension skills

Research questions

The researcher tried to derivate the following research question base on research objectives.

1. What are the roles of L1 literacy on EFL reading comprehension skills?
2. What is families and students awareness about the importance of MTE literacy on students' English language reading comprehension skills?

Significance of the study

Since this study attempts to identify the role mother tongue education on students' English language reading skills proficiency its significance includes from the following considerations:

Since MTE is a new pilot in the region, the study can change the attitudes of families and students towards mother tongue education and it's important on enhancing students' English language comprehension reading skills.

MTE program is designed and implementing by Regional Educational Bureaus (REB) so, it will be very important in order to producing competitive English Language students. It will help other researchers as a reference to undertake similar study in depth.

Delimitations

This study is focuses on an assessment of mother tongue on students' English language reading comprehension skills proficiency in the case of shinashigna classroom in Metekel Zone. More specifically, it was limited grade four students of mother tongue education classes because they are preparing themselves to use English as a medium of instruction at grade five.

Reading comprehension

Reading comprehension, at its most fundamental level, involves the efficient application of lower-level processes (Stanovich, 1986; Carrel, 1984) consisting of phonological awareness, word recognition skills, and syntactic awareness, all of which are crucial for the development of successful reading comprehension (Stanovich, 1986). It also involves higher-level processing skills of syntax, semantics, and discourse structures together with higher-order knowledge of text representation and the integration of ideas within the readers' global knowledge (Grabe, 2009; Grabe & Stoller, 2011). Therefore, readers need to integrate and combine a variety of cognitive, linguistic, and non-linguistic skills and processes for efficient and successful text comprehension.

The reading comprehension is also influenced by ORA which points to children's ability to read connected texts loudly in accordance with letter- sound conventions (Hussien, 2014a). It is a process which requires the children to disambiguate homographs if the text given to them is unvowelized, and to indicate the differences in the changes at the end of a word as an explanation of its function in a sentence (Abu-Rabia, 1998). It has been established that ORA is a

holistic process in EFL, including morphological, syntactic, and contextual process while in English it is simply an autonomous process (Abu-Rabia, 1998). ORA involves the letter -sound conventions while spelling accuracy is concerned with sound- letter rules which makes the spelling accuracy more demanding process than ORA (Hussien, 2014a; Abu-Rabia & Taha, 2004).

Reading ability can be defined as the efficiency *...to draw meaning from the printed page and interpret this information appropriately* (Grabe and Stoller, 2002, p.09). However this definition does not adequately explain affecting variables such as the purposes for reading that will require different skills and strategies, or the criteria involved that explain general reading comprehension skills. It also does not indicate the varying linguistic and cognitive factors involved such as the metaphorical models of bottom-up, top-down and interactive processes. Finally with regard to the second language (L2) reader, it fails to explain whether texts are accessed in the same manner as for first language (L1) readers, and show whether meaning accessed is proportional or not to the language proficiency of the L2 reader.

Bottom up v top down reading processing models

Historically researchers and educators have long regarded reading as a 'bottom-up' process (Ellis and Sinclair, 1989), where fluent comprehension entails sequencing language input in an expedite manner. This idea views linguistic processes more as a skill, proportional to the amount of exposure to texts and the efficiency of processing. The more fluent and automatic these processes are, the more skilful and proficient the reader becomes, and within this paradigm, fluent L2 readers are required to have a minimum vocabulary store in long-term memory. Whereas bottom-up models rely on lower-level linguistic processing, 'top-down' models are based on cognitive higher-level processes where emphasis is put on the reader extracting and directing enough information from a text in order to confirm or reject various expectations or prior knowledge (Bartlett, 1932). Here, reading ... is a selective process. It involves partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation(*Goodman, 1970, p.260*).

Inferences and accessing background information are key mechanisms in this process. Inferences are problem-solving devises that help relay plausibility and logicity of incoming text and which

Mackay and Mountford (1979) consider important for the preparation and use of L2 reading materials. Important skills include being able to link propositions together as well as identify ambiguous statements. Examples of logical inferences include making schematic links (Nix, 1983), where information in a first proposition is needed to interpret the second. When combined, these mechanisms help the reader/test-taker to gain access to all levels of textual comprehension ranging from *literal comprehension* through to more advanced *interpretive* and *critical comprehension*. *Literal comprehension* involves understanding surface meanings, where readers are asked to find information and ideas explicitly stated in the text. *Interpretive comprehension* involves searching beyond surface meaning. The reader must be able to identify relationships among ideas, drawing conclusions and predicting outcomes. Finally *critical comprehension* requires students to be able to identify deeper meaning units, for example to differentiate between opinions and facts and assess the accuracy of textual information.

For many years researchers have investigated whether access to meaning emphasises more importance on ‘top-down’ or ‘bottom-up’ processing. Describing reading as a psycholinguistic process, Goodman’s (1973, 1983) ‘Psycholinguistic Guessing Game’ model, views reading comprehension as a repetitious process of hypothesizing, sampling and confirming background knowledge. A good reader is selective with the information available only choosing ...enough *to select and predict a language structure ...which is decodable* (Goodman, 1973, p.164). Goodman’s model is typical of higher-level processes, however it does not adequately explain how a good reader is able to precisely select that information which is useful and that which is not.

RESEARCH METHODS AND DESIGN

This chapter describes the research design, methodological steps and procedures used to carry out the study. In this chapter research participants and sampling procedures, data collection instruments, methods of data analysis and procedures will be presented in detail.

3.1. Participants and sampling procedures

For better accomplishment of this study, the target populations were from families, teachers and students in Metekel Zone of selected three primary schools of Bullen Woreda. In Metekel, there are five selected primary schools by Regional BoE to begin shinashigna as a medium of

instruction. From those five, three of them were randomly selected for the purpose of this study. The total numbers of grade four students was 148, and among them the researcher selected 74 students (half of them) according to their academic rank, which means that tops, mediums and lower score students. The researcher found the students profiles from the schools. Three of English language teachers from mother tongue education classes were participated in this study since they are few in number. It was very difficult to incorporate all families of the students; hence the researcher purposively selected families who were school representative (ጠባቂ) and elders from the communities.

Data collection instruments

In order to gather appropriate information, researcher used questionnaire, and interview types of instruments to provide a more comprehensive picture from a representative sample of the participants.

Questionnaires

Questionnaire is one of the most popular methods of collecting data in conducting scholarly research. It provides convenient ways of gathering information from target population. (Walton, 1993). So, that closed ended questions distributed to families which require them open response by writing their feelings, opinions and attitudes based on the given questions were used.

In addition, multiple-choice questions are prepared for the students to indicate their opinions regarding the English language reading class.

Interviews

In this study, the researcher was used interview as instrument of data collection to get qualitative data on families and teachers' awareness toward mother tongue education and their English language reading skill proficiency. The interview was conducted in face-to-face both in structured and unstructured pattern for families and subject matter teachers.

Observations

The researcher used observation tool in the class room in order to examine students' English language reading comprehension skills their phonological awareness, word recognition skills, and syntactic awareness, all of which are crucial for the development of successful reading comprehension. So the researcher observed three times of reading skills classes in each class.

Data analysis and Procedure

The data was gathered, discussed, interpreted, summarized and analyzed qualitatively and quantitatively. The quantitative data were analyzed using percentages in order to describe the learners' perceptions of the use of MTE on English language reading skills proficiency.

Next, the data collection instruments were administered effectively and processing of and interpretations of data was done step by step. Finally, the qualitative data analysis were carried out, documented, transcribed and similar responses was grouped together.

RESULTS AND DISCUSSIONS

This chapter attempted to answer the question for the study and presented the result of questionnaires and interview qualitatively and quantitatively to assess the impact of mother tongue education on students' English language reading skills proficiency in Metekel zone where Shinashigna is used as a medium of instruction.

The open ended questionnaire was administered for three English language teachers who are teaching in the schools. And all of the teachers were respondent provided answer to questionnaires in the form of short phrases and explanations. Five items of closed ended questionnaires were prepared and distributed for the students and they answered all questions. Interviews were made with selected families in order to know their attitude towards the impacts of mother tongue education on student's English language reading skill proficiency.

And analysis of the respondent's comments was categorized according to three themes. Those are the role of L1 literacy to L2 reading skills proficiency, families' awareness about the importance of MTE on English reading skills and student' interest of learning and participations in EFL reading skills.

The role of L1 literacy and L2 proficiency to L2 reading skills proficiency

In order to explore the role L1 students' English language comprehensions reading skills proficiency, the researcher made interview with English language teachers who are teaching in the research setting schools. The teachers were asked about the role of mother tongue education literacy on students' English language comprehension reading skills proficiency and from their respond it can be concluded that students are very favored of English language comprehension

reading skills from mother tongue education than other non-mother tongue education students in the area.

Teacher one said that *'mother tongue education helped students to read English at word and sentences level at elementary schools, because before the introduction of mother tongue education, students were learnt all subjects by Amharic except English as one subject from grade one up to six. But now students use Latin alphabets scripts for both mother tongue subjects and as one subject English starting from grade one up to four which helped them how to utter or say words'*.

The above idea is supported by different scholars. For example, when students are literate in their primary language, they possess funds of knowledge about various aspects of reading, and this knowledge provides an experiential base for literacy development in the second language (Moll, 1994; Peregoy & Boyle, 2000). In other words, language operations such as reading and writing should be transferable across languages. Once a set of language operations has been acquired, they will also be available within second language contexts. The researcher also observed the English language reading section and recognized that students were very interested and active in the class room. This shows that if students first understand how to read in their mother tongue, it will be simple to them to read foreign language especially where they used the same alphabets in their L1 and EFL.

Teacher two replied that *'I have experience of teaching English as a subject for mother tongue classes and non-mother tongue class students at elementary schools, but there are too difference of students' English language reading skills proficiency, those mother tongue students' reading skill is better than non-mother tongue students. This is because mother tongue education students read and write all subjects by using the same Latin scripts alphabets (orthographies) including English such as ABC... so that they use the same strategies to read EFL, but non-mother tongue students use Amharic alphabets such as ሀ ሁ፣ ለ ለ ... so that they have no enough exposure to read English alphabets except as one subjects.'*

On the same question, teacher three answered that *'students at grade four are very interested when the class is about reading skills activities and they can read the given passages on the text books loudly and silently. They can simply utter words, adjectives and read paragraphs because*

they have more exposure of reading words and sentences by using Latin scripts in all subjects so that it is simple to them to read English since they are using the same alphabets.’’

In support of this idea, for example, in terms of developing L2 reading skills in English, which employs an orthographic system based on the Roman alphabet, learners coming from alphabetic L1 orthographic backgrounds (e.g., Spanish, Indonesian, and Korean) should have an advantage in L2 English reading over those coming from non-alphabetic L1 backgrounds (e.g., Chinese and Japanese) due to their intra-word analysis experience in processing alphabets in L1s (Muljani, Koda, & Moates, 1998; Wang & Koda, 2005; Koda, 2007). Therefore, the role of L1 reading ability in L2 reading can be different between learners of alphabetic or non-alphabetic L1 backgrounds.

One of family from the interview stated that I prefer to send my son and daughter to mother tongue education schools, because they are learning the same alphabets to mother tongue education subjects and for English language subjects. She also reminded that when she was at grade four it was very difficult to her to read and pronounced short words and adjective because she learnt by non-mother tongue education, but now students at grade lower are reading English language passages.

Hence, the orthographic alphabet that students use in Shinashiga as a medium of Instruction and in EFL class is the same that helped them to enhance their reading skills proficiency. The above idea was also supported by Cardenas-Hagan, Carlson, and Pollard-Durodola (2007) summarize this relationship by stating that “the acquisition of L2 is mediated by the level of L1 proficiency that children have at the time they begin to acquire L2” (p. 250). Thus, building a strong foundation in the L1 is more beneficial to L2 learning than early or long exposure to the L2. One of interviewed family also stated that mother tongue education is very crucial that helps students to enhance their reading thinking ability while they learn in EFL.

2. Student' interest of learning and participations in EFL reading skills.

Table 1

N o.	Items/questions	The no. students respond and percent.			
		A	B	C	total
1	Do you like learning in your MTE? A/ yes B/ no	74 100%			74 100%
2	Can you recognize and understand the paragraph that you read in your text books? A/ no B/ yes D/ sometimes		68 91.89%	6 8.10%	74 100%
3	Do think MTE helped you to read English language reading tasks? A/ yes B/ no C/ I don't know	74 100%			74 100%
4	How often have you been read English text books in your class? A/ always B/ sometimes C/rarely D/ not at all	71 95.94%	3 4.05%		74 100%
5	How do you read English reading tasks? A/ loudly B/ silently C/ both	44 59.45%	6 8.10%	24 32.43%	74 100%

From the above students' response it is stated that 100% students are interested for they are learning in their mother tongue education and they use the same alphabetical Latin script for both mother tongue subjects and English subject. Since they are using the same Latin script it can help students to read English language reading activities. From the class observation, it can be also concluded that students were active participants and voluntary when the teachers allowed them to read the passages individually. In the teachers interview it was stated that mother tongue students have more exposure to read English language reading activities than none mother tongue education students because they use Latin script; moreover, the respondent students of 95.5% replied that they read it always, but only 4.5% of respondents said they read some times. 100% of student's respondents also responded that this mother tongue education helped them to read simply English speaking activities. The interviewed teachers were asserted that students are very pleased and interested when the class is English reading tasks to read loudly and silently, and again 59.45% of respondents' students agreed that idea and 81.10% stated that they read silently and 32.43% said the use both silently and loudly. One of interviewed family also asserted that those who have been seen mother tongue education, still preferring to learn in their mother tongue, but it should be done more on families attitude especially who are living in

remote area, because they have no any idea about MTE so that they prefer to send their kids to non-mother tongue education.

3. Families' awareness about the importance of MTE on English reading skills

Open ended questionnaires were also distributed to families, and from their response they stated those students' English language reading skills proficiency is developing from time to time. For example, Family 3, 4, 8 and 9 responded that now a day their kids are reading passages from elementary schools. Before the introduction of mother tongue education students were used their second language (Amharic) as a medium of instruction and alphabets were Geez, but now pupils used Latin scripts which helped them simply identified alphabets and expose them to read English language reading skills tasks. They also added that students use the same strategies to read English as they use in other subjects since the alphabets are the same. The above ideas were supported by many scholars at different time. For example, when reading in a second language, readers have access to their first language (L1) and often use their L1 as a reading strategy (Carson, Carrell, Silberstein, Kroll, & Kuehn, 1990; Upton & Lee-Thompson, 2001).

Whereas family 1 replied that it is not only English language reading tasked that students benefited from mother tongue education, but also they are developing their own language and culture for future, assuring quality of education; therefore, other it should be informed other families to send their kids to the mother tongue education and the government should also expand mother tongue education to other schools, kebeles and woredas since there are more students who missed this opportunities. Another interviewed family strongly recommended that in the urban and literate families there is no doubt about the importance and role of mother tongue education on students EFL reading skills and other mental cognition, but other families from rural areas and illiterates have no any idea and the importance of mother tongue education; so that they preferring to sending their kids to other non-mother tongue education schools. He also added that there are four woredas in which Shinashiga is widely spoken, but the distribution of MTE schools in all woredas should be done more.

The above idea is supported by (Bogonko, 1992) the main goal of indigenous education was to transmit and preserve family and community culture. Education was meant to impart fundamental knowledge, skills, and values to children. Learning took place at all times and anywhere and it was the responsibility of the whole family and community to educate children

unlike today when the responsibility has been left mainly to teachers. According to UNESCO (2005) the use of mother tongue as a medium of instruction boosts children's confidence and academic performance. This means that children who start their education in their mother tongue have a good start, and perform better, than those who start school in a second language.

Again family 2, 5, 6 and 10 reacted about the role of mother tongue education on students' English language reading skills proficiency. They concluded that MTE is very important policy that helping students to be more thinker and reader in English. Especially one family among them added that one of his grade four student trying to read Holy Bible in King James version; and he is encouraging him to read more because he will join grade five next year where he will find all subjects in English since English is a medium of Instruction starting from grade five.

The above ideas are supported by a concept that is key to understanding Cummins' Common Underlying Proficiency theory is *cross-linguistic transfer* or simply *transfer*. Transfer enables second language learners to make use of the cognitive and linguistic skills they attained while learning to read in the L1 (Cummins, 1981). These very same skills gained during L1 reading such as visual and phonemic awareness, and speed of processing or automaticity "contribute to reading the L2 and any other language, even when the languages are typologically different and/or have different writing systems" (Benson, 2008, p. 4). Once they develop these skills in one language, according to the theory, they will not need to relearn them in their next language. The skill set will remain; the child will only have to focus on learning the new vocabulary and grammar of the second language. Thus, by focusing on fully developing their reading skills in the L1, students are also facilitating learning to read in the L2.

CONCLUSSIONS AND RECOMMENDATIONS

In general, based on the data presentation and discussion made the following conclusions are drawn:

It is believed that English language teaching in general and reading skills in particular is more settled and important where mother tongue educations are used. And the result of this research showed that those schools that started mother tongue education in Shinashigna are more favored in English language reading comprehension skills than non-mother tongue educations

Participants favored mother tongue literacy has a great positive impact on students English language reading skills proficiency, especially when the orthographies are similar between L1 and EFL. Participants also rose that the government should expand mother tongue education schools to other districts, so that students can be benefited from it.

It was also discussed that awareness should be created for the communities and students who have no ideas about the role of mother tongue education, especially who are living in rural areas and illiterate families.

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