

**Doctoral (Ph.D.) Dissertation**



**Exploring Language Policy and Practices in Ethiopian Higher  
Education Institutions towards Multilingualism**

**– A case study of Mattu University**

**Thesis booklet**

By

**Keresa Kumera Chali**

Supervisor:

**Dr. Andrea Parapatics**

**University of Pannonia**

**Faculty of Humanities**

**Multilingualism Doctoral School**

Veszprém, 2024

## Table of Contents

1. Introduction .....	3
1.1. Background .....	3
2. Literature Review.....	4
2.1. Language Policy in Higher Education .....	4
2.2. Multilingualism in Education.....	4
2.3. Ethiopian Linguistic Landscape .....	4
3. Methodology.....	5
3.1. Research Design.....	5
3.2. Data Collection Methods.....	5
4. Data Analysis.....	5
5. Findings .....	5
6. Discussion.....	6
7. Policy Implications .....	7
8. Recommendations for Improvement .....	7
9. Conclusion.....	8
10. Summary of Findings.....	9
11. Future Research Directions.....	9
12. References.....	10

## 1. Introduction

### 1.1. Background

Ethiopia is a country characterized by its remarkable linguistic diversity, with over 85 different languages spoken. This multilingual landscape presents both opportunities and challenges for the country's education system, particularly for higher education institutions. Historically, Ethiopia's language policy has evolved through different political regimes, each of which has shaped the role of languages in education differently. In recent decades, it has been recognized that linguistic diversity must be taken into account in the education system. This realization is in line with global trends that emphasize the benefits of multilingual education, such as improved cognitive skills, better educational outcomes and the preservation of cultural heritage at the lower education level. However, at the higher education level, Ethiopia follows a monolingual policy in its education and training system, which provides for English as the language of instruction at the tertiary level, even if it is not the first or second language of teachers or students. The history of formal education in Ethiopia and the rise of English as the dominant MOI illustrate the complexity of linguistic imperialism. It illustrates the interplay of language, power and education and highlights the need for policies that balance global integration with the preservation and promotion of local languages and cultures.

## 2. Purpose of the Study

The primary purpose of this study was to explore the language policies and practices in Ethiopian higher education institutions towards multilingualism.

Specifically, it aims to:

1. evaluate the consideration of multilingualism in higher education institutions in Ethiopia's language policy
2. see what the practices of multilingualism between teachers and students look like in the classroom of Mattu University
3. determine whether the communicative practices of students and teachers outside the classroom at Mattu University represent the multilingualism of the university community

## **2. Literature Review**

### **2.1. Language Policy in Higher Education**

Language policy in higher education refers to the regulations and guidelines that govern the use of languages in educational institutions. These policies may affect the medium of instruction, the language of administration, and the language rights of students and staff. An effective language policy in higher education institutions is crucial to ensure equitable access to education and to promote linguistic diversity. However, the Federal Democratic Republic of Ethiopia (FDRE) Constitution of 1995, Article 3.5.5, and the Education and Training Policy of 1994, Article 3.5.7, explicitly state that “the English language is specified as the language of instruction for Ethiopian educational institutions”.

### **2.2. Multilingualism in Education**

According to Hornberger (2009), multilingual education is considered a beneficial approach to prepare future generations to actively participate in building democratic societies in today's globalized and intercultural world. It recognizes the knowledge that learners already possess. It aims to empower them as important participants in society at local, national and global levels (Hornberger, 2009:2). In this approach, multiple languages are included in the curriculum to encourage the development of diverse language practice in children. Acceptance and tolerance of a wide range of languages in the classroom is essential to the success of this approach.

Therefore, the introduction of multilingual education in Ethiopia can have profound benefits on both a societal and individual level. On an academic level, it increases cognitive flexibility and cultural awareness, which translates into an educated and harmonious society and better equipped individuals. By fostering mutual respect and social cohesion and by providing valuable cognitive and practical skills, multilingual education is an effective tool to achieve both personal and societal goals in a multicultural world.

### **2.3. Ethiopian Linguistic Landscape**

Ethiopia's linguistic landscape is one of the most diverse in Africa. The country's federal structure, which grants considerable autonomy to the regional states, has led to different language policies in the various regions. Amharic is the working language of the federal government, but the regional states have the power to choose their own official languages for administration and education.

### 3. Methodology

#### 3.1. Research Design

This study follows a mixed methods approach, combining quantitative and qualitative research methods. This approach enables a comprehensive analysis of language policies and practices at Ethiopian universities with regard to multilingualism.

#### 3.2. Data Collection Methods

**Questionnaire:** Distributed to students and faculty members to collect quantitative data on language policy and practice inside and outside the classroom.

**Interviews:** Conducted with experienced teachers to gain qualitative insights into the language policy and practice inside and outside the classroom.

**Document Analysis:** Review of the Ethiopian Constitution of 1995 and the Education and Training Policy of 1994 were examined to see how they address multilingualism in higher educational institutions in Ethiopia.

**Classroom Observation:** To obtain additional information about this study, the researchers utilized non-participant observation in the classroom.

### 4. Data Analysis

The data obtained from the questionnaires are quantitatively analyzed using SPSS and simple descriptive statistics (percentage). The information from the lesson observation, the interview and the document analysis was evaluated qualitatively.

### 5. Findings

- ✓ Consideration of Multilingualism: The analysis of the Ethiopian Constitution of 1995 and the Education and Training Policy document of 1994 showed that multilingualism was not taken into account in higher education institutions. Nevertheless, the actual language practice in the institution showed multilingualism.
- ✓ Language Practices inside the Classroom: Within the confines of the classroom, both teachers and students were observed engaging in a practice known as code-switching. This phenomenon involved the alternate use of languages, mainly

between English and Afan Oromo or English and Amharic. This practice occurred despite the explicit stipulation in the 1995 Ethiopian Constitution and the 1994 Education and Training Policy that English is the prescribed medium of instruction in Ethiopian higher education institutions. This illustrates the discrepancy between language policy and teaching practice.

- ✓ Language Practices outside the Classroom: Language practise outside the classroom reflects the multilingualism of the university community. Students and instructors used more than two languages (English, Afan Oromo and Amharic) for communication in different contexts, emphasizing multilingualism in the university environment.

## 6. Discussion

The findings of the current study, which focuses on language policy ad practices in Ethiopia higher Education institution towards multilingualism, can be interpreted in the context of previous studies conducted in different countries with similar multilingual settings. The concern over language in education policy within multilingual contexts has been a recurring theme among educators, and while no local studies have explored this in multilingual Ethiopia at the tertiary education level, various studies in Africa provide a comparative framework. For instance, research in the Republic of Kenya revealed a discrepancy between policy and classroom practices, where the mother tongue should be taught as a subject and used as the medium of instruction, yet teachers resorted to code-switching between Kiswahili and English in teaching non-language subjects. This echoes the tension identified in the current study between policy mandates and actual classroom practices (Nyaga and Anthonissen 2012).

Similarly, a study in the Republic of South Africa between 1996–1998, particularly in mathematics and science classes, indicated that teachers predominantly used English and switched to learner’ primary languages for reformulation and interaction (Setati et al. 2002). The findings in Malawi showcased a policy allowing Chichewa as the medium of instruction, but teachers tended to instruct in a local language other than Chichewa, emphasizing the need for a nuanced understanding of language use (Chilora 2000). The studies in the UK and Québec also revealed instances of language policy non-compliance, with bilingual and multilingual settings witnessing code-switching and variations in the use of the first language (Wei and Wu 2009; Bouchard 2015), respectively.

In light of these international comparisons, the current study's identification of a significant gap in the Ethiopian constitution aligns with the broader literature emphasizing challenges in legal frameworks of language policies in educational settings. The consistency of the identified deficiency with prior studies highlights the critical role of legislative support in shaping language policies and practices, forming a basis for the study's interpretation and contextualization.

## **7. Policy Implications**

The findings suggest a need for an adaptive language policy that is crucial to effectively manage the complexity arising from multilingualism. Ethiopia's historical and current linguistic diversity is complex and multifaceted. By favouring a monolingual approach to education, the current policy fails to recognize and accommodate the different languages spoken in the country. As a result, this approach does not fully address the needs and strengths of a diverse student and teacher population.

## **8. Recommendations for Improvement**

The recommendations proposed in the study aim to improve language policy and practice in Ethiopian higher education institutions by promoting multilingualism and recognizing the country's diverse linguistic landscape:

- Integrate multilingualism into the curriculum: This proposes to integrate multilingualism into the academic curriculum of higher education institutions so that students can master several languages during their academic training. In this way, students will have the opportunity to acquire knowledge in more than one language during their studies. This integration of multilingualism not only improves students' language skills, but also promotes cultural understanding and appreciation in an academic context.
- Training and professional development: This means that training programs and professional development opportunities should be offered to instructors and staff of higher education institutions. These programs aim to improve their ability to effectively teach and support students from diverse linguistic backgrounds. By improving their skills in this area, teachers can better meet the needs of multilingual students and ensure that they receive appropriate support and guidance throughout their academic careers.

- Create multilingual learning environments: This refers to the design of learning environments that accommodate linguistic diversity and facilitate interaction between students in different languages. By creating such multilingual learning environments, students have the opportunity to interact meaningfully with each other across language barriers. This fosters an inclusive atmosphere where different languages and cultures are valued and enriches the learning experience for all involved.
- Evaluation and assessment: This includes setting up systems to assess how well language policies and practices promote multilingualism at universities. By introducing evaluation mechanisms, universities can gather feedback and data to determine the effectiveness of their approaches. This feedback can then be used to make the necessary adjustments and improvements to ensure that language policies and practices are in line with the goal of effectively promoting multilingualism.
- Involve stakeholders: This emphasizes the importance of involving diverse groups of people such as students, instructors, administrators, and community members in the process of developing and implementing University language policies. By involving these stakeholders, universities can ensure that policies are inclusive, relevant and well supported. This involvement helps to ensure that all stakeholders participate and support the policy, ultimately leading to a more effective and sustainable language policy.
- Research and exchange of best practice: The proposal here is to promote research on multilingualism in higher education and facilitate the exchange of best practice between institutions. By promoting research, institutions can gain insights into effective approaches to promoting multilingualism. In addition, the exchange of best practice enables institutions to learn from each other's experiences and implement strategies that have proven successful elsewhere. This continuous exchange promotes the improvement of language policy and practice over time.

## **9. Conclusion**

The conclusions drawn from the study underline the need to tailor language policy to the diverse linguistic composition of a nation. In the case of Ethiopia, the existing language policy has primarily favored a monolingual approach to education. However, this approach overlooks the complicated and rich linguistic diversity that is deeply embedded in the country's historical

context. The findings of the study draw attention to this discrepancy and highlight the existence of cross-linguistic practices in the higher education environment. An adaptive language policy is crucial to effectively manage the complexity arising from multilingualism. Ethiopia's historical and current linguistic diversity is diverse and multifaceted. By favoring a monolingual approach to education, the current policy fails to recognize and accommodate the richness of the different languages spoken in the country. As a result, this approach does not fully address the needs and strengths of a diverse student and teacher population.

## **10. Summary of Findings**

The exposure of code-switching practices in the university environment clearly demonstrates the need for a flexible language policy. This policy should be able to take into account and integrate the complexity of multilingualism. The adaptability of language policies in educational institutions is crucial for creating an environment that respects, supports and effectively utilizes people's different linguistic abilities. In summary, this study highlights the need to rethink and restructure language policies to better reflect the diverse language landscape in Ethiopian higher education institutions.

## **11. Future Research Directions**

It is crucial to acknowledge and address the limitations of this study in order to gain a comprehensive understanding of the research context and possible implications. Key limitations include the exclusive focus on a single university, Mattu University, which may limit the transferability of the findings to other higher education institutions in Ethiopia. Even though Mattu University provides valuable insights, one should be cautious in transferring the findings to a broader national or international context.

Another limitation is the study's focus on first-year students. This focus on a specific group of students may limit the transferability of results to students in other cohorts. First-year students may have unique experiences and activities that differ from those of other cohorts, and therefore the scope of the study should be considered within this specific population. Furthermore, the research direction of this study provides a snapshot of language policy and practice at a particular point in time. Accordingly, the dynamics of education systems and changing language policies should be considered when interpreting the results. Changes in policy or practice after

the study period could affect the validity and applicability of the findings to current educational contexts.

To mitigate these limitations and contribute to a more comprehensive understanding of language policy in Ethiopian higher education, future research should consider extending the study to multiple universities, different academic institutions, longitudinal studies, and linguistic ideologies that influence the state's language choices in education. This broader approach would improve the generality and robustness of the findings and provide a more nuanced understanding of the complexity of language policy and practice in Ethiopian higher education institutions.

## 12. References

- Alemayhu, J. (2012). The contribution of mother-tongue education towards indigenous knowledge. Unpublished doctoral thesis. Addis Ababa: Addis Ababa University.
- Amlaku B. Eshetie. (2010). *Language Policies and the Role of English in Ethiopia*. A paper presented at the 23rd Annual Conference of IATEFL BESIG (19-21 Nov. 2010), Bielefeld, Germany.
- Ali, F., Motbaynor, D., & Mulat, Y. (2019). The Problems and Possibilities of Multilingual Classrooms in Ethiopia. *International Journal of Secondary Education*, 7(2), 51.
- Allwright, D. & Bailey, K. (1991). *Focus on the language classroom: An introduction to classroom research for language instructors*. Cambridge: Cambridge University Press.
- Anshu, A. H. (2004). *An Evaluative study of ELT Practices in Secondary Schools in Ethiopia 1994-2004*. PhD Thesis. Addis Ababa: Addis Ababa University.
- Aronin, L. (2019). What is multilingualism? *Twelve lectures in multilingualism*, 3-34.
- Antoniou, M. (2019). The advantages of bilingualism debate. *Annual Review of Linguistics*, 5, 395-415.
- Atkinson, P. A. & Coffey, A. (1997). Analysing documentary realities. In D. Silverman (Ed.), *Qualitative research: Theory, method and practice*, London: Sage, 45-62.
- Ayalew, S. (1999). *The impact of federalization on education in Ethiopia*. Unpublished Manuscript. Addis Ababa: Addis Ababa University.
- Baker, C. (2001). *Foundations of bilingual education and bilingualism* (3<sup>rd</sup> edition). Clevedon, Avon: Multilingual Matters.
- Balsvik, R. R. (2005). *Haile Sellassie's students: The intellectual and social background to revolution, 1952-1974*. Addis Ababa: Addis Ababa University.
- Barac, R., Bialystok, E., Castro, D.C. & Sanchez, M. (2014). The cognitive development of young dual language learners: A critical review. *Early Childhood Research Quarterly*, 29(4): 699-714.
- Ball, J. (2011). Enhancing learning of children from diverse language backgrounds: Mother tongue -based bilingual or multilingual education in early years: *Analytical Review Commissioned by the UNESCO Education Sector*. Paris: UNESCO.
- Ball, J. (2010). *Enhancing learning of children from diverse language backgrounds: Mother tongue-based bilingual or multilingual education in early childhood and early primary school*

- years. Victoria, Canada: Early Childhood Development Intercultural Partnerships, University of Victoria.
- Ballinger, S., Lyster, R., Sterzuk, A. & Genesee, F. (2017). Context-appropriate crosslinguistic pedagogy: Considering the role of language status in immersion education. *Journal of Immersion and Content-Based Language Education*, 5(1): 30-57.
- Begna Fufa, (2006). *Ethiopian language policy and health promotion in Oromia*. Theory and Policy Studies. Michign, Gale Group.
- Bender, M. L. (1976). Historical background of Ethiopian education. In M. L. Bender & J. D. Bowen (Eds.), *Language in Ethiopia*. London: Oxford University Press.
- Berhanu, B. (2009). Language determination in Ethiopia: What medium of instruction? In S. Ege., H. Aspen, Berhanu Tefera and Shiferaw Bekele (eds.), *Proceedings of the 16th international conference of Ethiopian studies*, 4, (pp. 1089-1101). Trondheim, Norway.
- Bialystok, E. (2011). Reshaping the mind: the benefits of bilingualism. *Canadian Journal of Experimental Psychology/Revue canadienne de psychologie expérimentale*, 65(4), 229.
- Bishop, R., & Glynn, T. (1999). Researching in Maori contexts: An interpretation of participatory consciousness. *Journal of Intercultural Studies*, 20(2), 167-182.
- Bishaw, A., & Lasser, J. (2012). Education in Ethiopia: past, present and future prospects. *AfricanNebula*, (5), 53-70.
- Blaz, D. (2018). *The world language teacher's guide to active learning: Strategies and activities for increasing student engagement*. London: Routledge.
- Bouchard, J. (2015). *A conversation analysis-based investigation of code-switching in the English language classroom in Quebec*. Texas A&M University-Commerce.
- Brock, C. & Alexiadou, N. (2013). *Education around the world: A comparative introduction* (Vol. 13). London: A & C Black.
- Bulcha, M. (1997). *The politics of linguistic homogenization in Ethiopia and the conflict over the status of Afaan Oromoo*, *African Affairs*, 96, 384, p. 325.
- Bussmann, H. (2006). *Routledge dictionary of language and linguistics*. Routledge.
- Calvet, L. J. (1998). *Language wars and linguistic politics*. Oxford: Oxford University Press.
- Cenoz, J. (2012). Bilingual and multilingual education: Overview. *The encyclopedia of applied linguistics*.
- Cenoz, J. (2013). Defining multilingualism. *Annual Review of Applied Linguistics* 33. pp. 3-18.
- Chilora, H. (2000, March). Language policy research and practice in Malawi. In *Comparative and International Education Society (CIES) 2000 Conference*. San Francisco, USA.
- Cohen, G.P.E (2000). *'Identity and Opportunity: The Implication of Using Local Languages in the Primary Education System of SNNPR, Ethiopia'*. Unpublished PhD Thesis. London: School of African and Oriental Studies.
- Cohen, L., & Manion, L. (1985). *Research methods in education*. London: Croom Helm.
- Cohen, L., Manion, L. & Morrison. K. (2000). *Research methods in education* (5th ed). London: Routledge.
- Cohn, A., J. Bowden, T. McKinnon, M. Ravindranath, R. Simanjuntak, B. Taylor, Yanti (2013) *Multilingual Language Use Questionnaire*.Pdf
- Constitution, E. (1995). Federal Democratic Republic of Ethiopian Constitution. Proclamation No. 1/1995 Proclamation of the Constitution of the Federal Democratic Republic of Ethiopia.
- Corson, D. (1996). *Language Policy Across the Curriculum*. Clevedon: Philadelphia, MultilingualMatters

- Creswell, J. W., & Clark, V. P. (2007). *Designing and conducting mixed-methods research*. Thousand Oaks: Sage Publications.
- Creswell, J. W. (2007). *Qualitative inquiry research design: Choosing among five approaches*. Thousand Oaks: Sage Publications.
- Creswell, J. W. & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into practice: Getting good qualitative data to improve educational practice*, 39 (3),124-130.
- Cummins, J. (2007). Language interactions in the classroom: From coercive to collaborative relations of power. In García, O. & Baker, C. (Eds.) *Bilingual Education and Bilingualism*. Clevedon: Multilingual Matters. 108-136.
- Cha, Y. K. (2007). The spread of English language instruction in the primary school. *School knowledge in comparative and historical perspective: Changing curricula in primary and secondary education*, 55-71.
- Dakhi, S. & Fitria, T.N. (2019). The principles and the teaching of English vocabulary: A review. *Journal of English Teaching*, 5(1): 15-25.
- Davis, E., & Agbenyega, J. S. (2012). Language policy and instructional practice dichotomy: The case of primary schools in Ghana. *International Journal of Educational Research*, 53, 341-347.
- De Klerk, V. (2000). To be Xhosa or not to be Xhosa...that is the question. *Journal of Multilingual and Multicultural Development* 21: 198-215.
- Dekker, D.E. (2010). What is mother tongue-based multilingual education?. In Nolasco, R.M.D., Datar, F.A. & Azurin, A.M. (Eds.) *Starting where the Children Are: A Collection of Essays on Mother Tongue-Based Multilingual Education and Language Issues in the Philippines*. Quezon City: 170+Talaytayan MLE Inc. 23-25.
- Derash, M. (2012). Mother-tongue-based multilingual education. In *Language Matters*. Addis Ababa: SIL Ethiopia.
- Diamond, J. (2010). The benefits of multilingualism. *Science*, 330(6002), 332-333.
- Djité, P. (2008). *The sociolinguistics of development in Africa*. Bristol: MultilingualMatters.
- Dornyei, Z. (2007). *Research methods in applied linguistics*. Oxford: Oxford University Press.
- Dutcher, N. (2004). *Expanding educational opportunities in linguistically diverse society*. (2nd ed.) Washington, D.C.: Center for Applied Linguistics.
- Fairclough, N. (1989). *Language and Power*. New York: Longman.
- Fullan, M. (Ed.) (200). *Fundamental change: International handbook of educational change* (Vol. 3). Dordrecht: Springer Science & Business Media.
- Gall, M. D., Borg, W. R. & Gall, J. P. (1996). *Educational research: An introduction* (6<sup>th</sup> ed.), New York: Longman Publishers, USA.
- García, O., Lin, M. Y., & May, S. (2017). Bilingual and multilingual. *Springer International Publishing*, 10, 978-3.
- García, O., Flores, N., & Chu, H. (2011). Extending bilingualism in US secondary education: New variations. *International Multilingual Research Journal*, 5(1), 1-18.
- García, O. (2011). *Bilingual education in the 21st century: A global perspective*. JohnWiley & Sons.
- García, O., & Baker, C. (Eds.). (2007). *Bilingual education: An introductory reader* (Vol. 61). Multilingual matters.
- Getachew, A., & Derib, A. (2006). Language policy in Ethiopia: History and current trends. *Ethiopian journal of education and sciences*, 2(1).

- Gopang, A.S., Parveen, S. & Chachar, Z.A. (2018). Determining the efficacy of mother tongue as medium of instruction at elementary level. *Grassroots*, 51(2): 207-219.
- Gove, A. & Cvelich, P. (2011). Early reading: Igniting education for all. *A report by the Early Grade Learning Community of Practice. Revised Edition. Research Triangle Park, NC: Research Triangle Institute.*
- Graham, J. & Kelly, S. (2018). *How effective are early grade reading interventions? A review of the evidence.* Washington, D.C.: The World Bank.
- Grin, F. (2001). English as economic value: Facts and fallacies. *World Englishes*, 20(1), 65-78.
- Guba, E. G., & Lincoln, Y. S. (2005). Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin & Y. S. Lincoln, *The Sage handbook of qualitative research*, (3rd edition), pp. 191-215. Thousand Oaks, CA: Sage.
- Guba, E. G. (1990). The alternative paradigm dialog. In E. G. Guba (Ed.), *The paradigm dialog*, pp. 17-30. Newbury Park, CA: Sage.
- Hadar, L.L. & Brody, L.D. (2016). *Teacher educators' professional learning in communities.* London: Routledge: Taylor & Francis Group.
- Hancock, B., Ockleford, E., & Windridge, K. (2001). *An introduction to qualitative research.* London: Trent focus group.
- Hameso, S. (1997). Language policy and access to education in Ethiopia. In Hameso, S., Trueman, T. & Temesgen, E.(eds.), 153-166.
- Henze, P. (2000). *Layers of time: A history of Ethiopia.* New York: Palgrave.
- Herriman, M. L., & Burnaby, B. (Eds.). (1996). *Language policies in English dominant countries: Six case studies* (Vol. 10). Multilingual Matters.
- Heugh, K., Benson, C., Bogale, B., & Yohannes, M. A. G. (2007). Study on medium of instruction in primary schools in Ethiopia. Addis Ababa: Ministry of Education.
- Heugh, K. (2011). Theory and practice – language education models in Africa: Research, design, decision-making and outcomes. In Ouane, A. & Glanz, C. (Eds) *Optimising Learning, Education and Publishing in Africa: The Language Factor. A Review and Analysis of Theory and Practice in Mother-Tongue and Bilingual Education in Sub-Saharan Africa.* Hamburg: UNESCO (UIL)/ADEA. 103-156.
- Hirut W. (2007). *The Challenges of Mother-tongue Education in Ethiopia – the Case of North Omo Area*, In *Language Matters*, Vol.38 (2), pp 210 – 235.
- Hornberger, N. H. (2006). Frameworks and models in language policy and planning. In Ricento, T. (Ed.) *An Introduction to Language Policy: Theory and Method.* Malden: Blackwell. 24-41.
- Hornberger, N., & Vaish, V. (2009). Multilingual language policy and school linguistic practice: globalization and English-language teaching in India, Singapore and South Africa. *Compare*, 39(3), 305-320.
- Johnson, R. B. & Onwuegbuzie, A. J. (2004). Mixed-methods research: A research paradigm whose time has come. *Educational Researcher*, 33 (7), 14-26.
- Joshi, R. & Verspoor, A. (2012). *Secondary education in Ethiopia: Supporting growth and transformation.* Washington, D.C.: The World Bank.
- Kassaye, W., Seyoum, G., & Mereba, T. (2021). The Association of Multilingualism with English Language Proficiency: The Role of Metalinguistic Awareness. *East African Journal of Social Sciences and Humanities*, 6(2), 19-38.

- Kifle Tadesse. (1993). *The Generation*. Silver Spring MD. Interdependent Publishers.
- Kioko. A., Mutiga, J., Muthwii, M., Trudell, B., Schroeder, L. & Inyega. H. (2008). *Language and education in Africa: Answering the questions*. Nairobi: Multilingual Education Network.
- Kothari, C. R. (2004). *Research methodology, methods and techniques* (2nd revised ed.), New Delhi: New Age International.
- Leonard, M. (2003). Interview Schedules. In R. L. Miller & J.D. Brewer (Eds.), *The A-Z of social research: A dictionary key of social science research concepts*. Thousand Oaks: Sage Publications.
- Leyew, Z. (2012). The Ethiopian Language Policy: A historical and typological overview. *Ethiopian Journal of Languages and Literature*, 12(2), 1-59.
- Li Wei & Chao-Jung Wu (2009) Polite Chinese children revisited: creativity and the use of codeswitching in the Chinese complementary school classroom. *International Journal of Bilingual Education and Bilingualism*, 12:2, 193-211
- Ludi, G. (2006). Multilingual repertoires and the consequences for linguistic theory. *Pragmatics and Beyond New Series*, 144, 11.
- Lyons, J. (1981). *Language and linguistics*. Cambridge University Press.
- Malone, S. 2016. *UNESCO: Including the excluded: Promoting multilingual education*. Available from: <https://unesdoc.unesco.org/ark:/48223/pf0000246278>
- Malone, S. (2010). *Planning mother tongue-based education programs in Minority language communities. Resource manual for planning and implementing mother tongue-based education programs in non-dominant language communities*. Dallas: SIL International.
- May, S. (2008) Language education, pluralism and citizenship. *Encyclopedia of language and education* 2. pp. 15-29.
- McCarty, T. L., & May, S. (Eds.) (2017). *Language policy and political issues in education*. New York: Springer.
- McNab, C. (1989). *Language policy and language practice: Implementation dilemmas in Ethiopian education*. (Ph.D Thesis. Addis Ababa: Addis Ababa University).
- Mekonnen, D., Fesmire, M., Ramos-Mattoussi, A. S., Backman, S. & Ramos-Mattoussi, F.S. (2018). Changing teacher educators' conceptions and practices around literacy instruction: Lessons from teacher educators' professional development experiences in Ethiopia. In Pouezevara, S.R. (Ed.) *Cultivating Dynamic Educators: Case Studies in Teacher Behavior Change in Africa and Asia.*, Research Triangle Park: RTI. 23-63.
- Mekuria, B. (1997). *The Politics of Linguistic Homogenization in Ethiopia and the Conflict over the Status of Afaan Oromoo*. *African Affairs* (1997), 96, p. 325 – 352.
- Mensah, H. A. (2014). *Language Policy and Practice in a Multilingual Classroom: managing linguistic diversity in a Namibian high school* (Doctoral dissertation, Stellenbosch: Stellenbosch University).
- Messay Kebede. (2006). *The Roots and Fallouts of Haile Selassie's Educational Policy. UNESCO Forum Occasional Paper Series Paper no. 10*. Nordiska Afrika institutet, Uppsala.
- Meyer, R. (2006). Amharic as lingua franca in Ethiopia. *Lissan: Journal of African Languages and Linguistics*, 20(1/2), 117-132.
- Meyer, R., & Richter, R. (2003). *Language use in Ethiopia from a network perspective: results of a sociolinguistic survey conducted among high school students* (Vol. 7). Peter Lang Pub Incorporated.

- Ministry of Education. (2018). *Ethiopian education development road map*. Available from: [https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/ethiopia\\_education\\_development\\_roadmap\\_2018-2030.pdf](https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/ethiopia_education_development_roadmap_2018-2030.pdf) (Last download: 05. 05. 2024)
- Ministry of Education. (2009). Curriculum Framework for Ethiopian Education (KG – Grade 12). Retrieved from <https://moe.gov.et/storage/Books/Curriculum%20Framework%20for%20Ethiopian%20Education> (Last download: 05. 05. 2024)
- Ministry of Education (1994). *Education and training policy*. Addis Ababa: St. George Printing Press.
- Mustafawi, E. & Shaaban, K. (2019). Language policies in education in Qatar between 2003 and 2012: from local to global then back to local. *Language Policy*, 18(2): 209-242.
- Mutiga, J. (2005). The impact of a national language on other indigenous languages: The case of Kenya. *Proceedings of 17th-18th March on Across Borders: Benefiting from cultural differences, DAAD Regional Office in Africa, Nairobi*.
- Navracsics, Judit (2016). Living with two languages and cultures. The complexity of self-definition for bilingual individuals. *Hungarian Journal of Applied Linguistics*, 16 (2), 13.
- Negash, T. (2006). Education in Ethiopia from Crisis to the Brink of Collapse Nordiska Afrikainstitutet. *Uppsala Printed in Sweden, Stockholm*, 12-23.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge: Cambridge University Press.
- Nyaga, S., & Anthonissen, C. (2012). Teaching in linguistically diverse classrooms: Difficulties in the implementation of the language-in-education policy in multilingual Kenyan primary school classrooms. *Compare: A Journal of Comparative and International Education*, 42(6), 863-879.
- Office of Population and Housing Census Commission (OPHCC). (1998). *1994 Population and Housing Census of Ethiopia, Results at Country Level. Vol. 1. Statistical Report*. Central Statistical Agency of Ethiopia.
- Ogechi, N. O. (2005). Kembo-Sure. Linguistic Human Rights in Kenya. *Proceedings of 17th-18th March on Across Borders: Benefiting from cultural differences, DAAD Regional Office in Africa, Nairobi*, 25-42.
- Okal, B. O. (2014). Benefits of Multilingualism in Education. *Universal Journal of Educational Research*, 2(3), 223-229.
- Ouane, A. & Glanz, C. (2010). *Why and how Africa should invest in African language and multilingual education: An evidence- and practice-based policy advocacy brief*. Hamburg: UNESCO Institute of Lifelong Learning.
- Ouane, A. & Glanz, C. (2011). *Optimising learning, education and publishing in Africa: The language factor – A review and analysis of theory and practice in mother-tongue and bilingual education in Sub-Saharan Africa*. Hamburg: UNESCO Institute for Lifelong Learning.
- Pinnock, H. (2009). *Steps towards learning: A guide to overcoming language barriers in children's education*. London: Save the Children UK.
- Pinnock, H., Mackenzie, P., Pearce, E. & Young, C. (2011). *Closer to home: how to help schools in low and middle-income countries respond to children's language needs*. London: Save the Children: CfBT Education.

- Probyn, M., Murray, S., Botha, L., Botya, P., & Westphal, V. (2002). Minding the gaps-an investigation into language policy and practice in four Eastern Cape districts: Many languages in education: issues of implementation. *Perspectives in education*, 20(1), 29-46.
- Pinter, A. (2017). *Teaching young language learners*. Oxford: Oxford University Press.
- Rata, E. (2016). A pedagogy of conceptual progression and the case for academic knowledge. *British Educational Research Journal*, 42(1): 168-184.
- Raga, A. (2012). Linguistic landscape and language attitude: A case study on Jimma towns linguistic landscape inscribers attitude for Afan Oromo. *International Journal of Sociology and Anthropology*, 4(7), 218-225.
- Richard, P. (1955). *Ethiopia: a cultural history*. London, Woodford Green: Lalibela House.
- Sarantakos, S. (2004). *Social research*. Palgrave: McMillan.
- Schiffman, H. (1996). *Linguistic culture and language policy*. London: Routledge
- Schiffman, H., & Ricento, T. (2006). Language policy and linguistic culture. *An introduction to language policy: Theory and method*. London: Blackwell.
- Scott, D., & Usher, R. (2011). *Researching education: Data methods and theory in educational inquiry*, (second ed.), London: Continuum.
- Seidlhofer, B. (2005). English as a lingua franca. *ELT journal*, 59(4), 339-341.
- Seliger, H. W. & Shohamy. E. (1989). *Second language research methods*. Oxford: Oxford University Press.
- Setati, M., Adler, J., Reed, Y., & Bapoo, A. (2002). Incomplete journeys: Code-switching and other language practices in mathematics, science and Englishlanguage classrooms in South Africa. *Language and education*, 16(2), 128-149.
- Shohamy, E. (2006). *Language policy: Hidden agendas and new approaches*. New York: Routledge.
- Simon, G. (1993). *Individual Reading for EAP for Social Science First Year Students in AAU. A study of a Possible Approach for Teaching Reading in EFL*. Addis Ababa: Addis Ababa University.
- Simons, G. F., & Fennig, C. D. (2018). *Ethnologue: Languages of the world*, 21st edn. Dallas, Texas: SIL.
- Skattum, I. & Brock-Utne, B. (2009). Languages and education in Africa: A transdisciplinary discussion. In Brock-Utne, B. & Skattum, I. (Eds.) *Languages and Education in Africa: A Comparative and Transdisciplinary Analysis*. Hoboken: Symposium Books. 15-54.
- Skutnabb-Kangas T. & Heugh, K. (2012). *Multilingual education and diversity work: Fromperiphery to center*. New York: Routledge.
- Slabbert, S. and R. Finlayson. (2000). 'I am cleval!'. The linguistic make up of identityin a South African urban environment. *International Journal of Sociology of Language Learning*144: 119-35.
- Smith, F. (1923). Bilingualism and mental development. *British Journal of Psychology.General Section*, 13(3), 271-282.
- Spolsky, B. (2004). *Language policy*. Cambridge: Cambridge University Press.
- Stoddart, J. (1986). The use and study of English in Ethiopian schools. *Report for the ministry of education*. Addis Ababa.
- Tamene, K. (2000). *Classroom verbal behaviour and learning opportunities in selected secondary schools' EFL classrooms* (Ph.D. Thesis. Addis Ababa: Addis Ababa University).
- Tefera, S. (1999). Attempts at Educational Reform in Ethiopia: A Top-down or a Bottom-up Reform? *The Ethiopian Journal of Education*, 19(2), 1-37.

- Teka, M. (2009). Evaluation of implementation of the paradigm shift in EFL teacher education in Ethiopia. *Unpublished PhD Dissertation, Addis Ababa University.*
- Ting-Toomey, S. (1999). *Communicating across cultures*. New York and London: Guilford Press.
- Tollefson, W. & Tusi, B.M. (2010). *Medium of instruction policies. Which agenda? Whose agenda?* London: Routledge: Taylor and Francis.
- Trudell, B., Dowd, A.J., Piper, B. & Bloch, C. (2012). Early grade literacy in African classrooms: Lessons learned and future directions. In *Triennale Meeting, Association for the Development of Education in Africa*, Ouagadougou, Burkina Faso, 12–17 February 2012. Tunisia: ADEA. (Last download: 05. 05. 2024)
- UNESCO. (2014a). *Multilingual education: Why is it important? How to implement it?* Available from: <https://unesdoc.unesco.org/ark:/48223/pf0000226554> (Last download: 05. 05. 2024)
- UNICEF (2016). Ethiopia: *The impact of language policy and practice on children's learning*. Language and Learning-Ethiopia.pdf
- Van der Walt, C. (2013). *Multilingual higher education: Beyond English medium orientations*. Bristol: Multilingual Matters.
- Webb, V. N. (Ed.). (2000). *African voices: An introduction to the languages and linguistics of Africa*. Oxford University Press.
- Weber, J.J. (2014). *Flexible multilingual education: Putting children's needs first: New perspectives on language and education*. Bristol: Multilingual Matters.
- Wolff, E. (2011). Background and History: Language politics and planning in Africa. In Ouane, A. & Glanz, C. (Eds.) *Optimising Learning, Education and Publishing in Africa: The Language Factor*. Paris: UNESCO. 47-104.
- Wright, W. E., Boun, S., & García, O. (2017). *The handbook of bilingual and multilingual education*. John Wiley & Sons.
- Yogesh, K.S. (2006). *Fundamentals of Research Methodology and Statistics*. New Delhi: New Age International Publishers.
- Yohannes, M. A. G. (2009). Implications of the use of mother tongues versus English as languages of instruction for academic achievement in Ethiopia. *Language and Education in Africa: a comparative and trans disciplinary analysis*, 5(8), 189-200.
- Zein, M.S. (2017). Professional development needs of primary EFL instructors: Perspectives of instructors and teacher educators. *Professional Development in Education*, 43(2): 293-313.

