





Nevertheless its language policy had not been the reflection of this diversity and historical authenticity or 'indigeneness', as several works point out (Gideon, P.E. Cohen, 2000; Getachew

According to Clyne (1997:301), multilingualism refers to either the use or competence of more than one language by an individual or the language situation in an entire nation. Also it can be described as the use of more than one language or the existence of more than one language in a society.

According to Getachew and Derib (2006), in the course of its long history, Ethiopia has treated different social and cultural issues within the boundary. One of the primary issues that concern Ethiopia today is the question of language. There are more than 80 languages in Ethiopia that can be categorized under different language families (i.e. Semitic, Cushitic, Omotic and Nilotic). These all diversified languages are considered assets for its speakers. According to multicultural perspective in a pluralistic country there is not a single acceptable way to live, look and behave as a citizen. Bearing this in mind, therefore, the Ethiopian national composition demands multicultural perspectives in every aspect of political, economic and social policy directions (Desta, 2007).

Like most African countries, Ethiopia is a multilingual country with more than 80 different languages (Gfeller, 1999:27). This ethnic and linguistic diversity has been guided under different language policies during different regimes in Ethiopia.

According to UNESCO (2003), language is not only a tool for communication and knowledge but also a fundamental attribute of cultural identity and empowerment, for both the individual and the group. Respect for the languages of persons belonging to different linguistic communities is essential to peaceful cohabitation. Claims for language are among the first rights that minorities have voiced when there have been situations of political change and evolution.

Such claims for linguistic rights range from the official and legal status of the minority and indigenous language teaching and use in schools and other institutions, as well as in the media (Wolayte 2009).

For many people, language policy and language planning are considered identical; but that is not the case. Bugarski (1992: 18), cited in Schiffman (1996:3), distinguishes language policy from.

## **1.2 Statement of the Problem**

Wolaytta language (*Wolayttatto*) is one of the SNNPR states languages. It is medium of instruction in Wolaytta zone from 1-4 (1<sup>st</sup> cycle) primary education and continues as a subject up to Grade 12. It is

also used in the teacher training institution in the region. The medium of instruction above Grade 4 is an English Language, Amharic and *Wolayttatto* used as a subject from 5-12. *Wolayttatto* is the working language of Wolaytta especially in governmental organizations.

According to the documents of the current ruling party (EPRDF) “Democracy and Democratic Unity in Ethiopia”, nowadays, many culturally different individuals and groups of people have developed proud of respecting their ethnic identity and begin to live as an Ethiopian, accepting the concept of dual identities better than the previous time, (Desta, 2007). In this regard, different ethnic groups have democratically united and working together in multicultural perspectives.

But some language expertise and civil servants suggest that the implementation of the Wolaytta language in governmental office is in doubt.

That is why the researcher assessed the challenges and prospects in the use of Wolaytta language as an official language in wolaytta Zone with special reference to two sectors: zonal Culture, Tourism, and Governmental Communication as well as Educational organization.

### **1.3 Research questions**

Based on the aims set for this research, the study attempted to answer the following questions:

1. What is the advantage of working in Wolaytta Zone governmental organizations, in Wolaytta language /*Wolayttatto*/?
2. What are the challenges of working in Wolaytta Zone governmental organizations, in *Wolayttatto*?

## **2. RESEARCH DESIGN AND METHODOLOGY**

This chapter describes the research design, methodological steps and procedures that were used to carry out the study. It also describes in detail methodology, research design, study area, sample size and sampling method, data collection instruments and method of data analysis involved in the investigation.

### **2.1 Research Design**

The research design is a plan, structure and strategy of investigation so conceived as to obtain answers

to research questions or problems. It is a procedural plan that is adopted by the researcher to answer questions' validly, objectively, accurately, and economically. It is also an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.

Also the research design is a logical sequence that connects empirical data to the study's initial research questions (Mertler, 2005). The researcher employed descriptive survey method to explore the investigation. Because the descriptive research design is suitable to describe or delineate, analyze and specify naturally occurring phenomenon without experimental manipulation (Seliger and Shohamy 1989).

## **2.2 Methodology**

The methods employed in this research were basically two types: primary and secondary data collection methods. Based on these two methods, qualitative and quantitative data were employed for analysis of the research findings. In this study: questionnaire, focus group discussion and interview were used.

To conduct the current study also the previous relevant literature was reviewed. In this regard, methods and theories developed working in mother tongue were employed for the purpose of the study. Wolaytta speaking civil servants were selected as informants. Some primary data were obtained from the questionnaire, interview and focus group discussion and also the researcher has consulted different written documents which are related to the language use situation, such as the Constitution of FDRE (1995), the Constitution of SNNPR (2001), Training and Education Policy (MoE 2002), the Youth, Sport and Cultural Policy (2003), etc. Secondary sources, on the other hand, provided as second hand data. This includes different related literatures on language use.

## **2.3 The Context of the Study**

Wolaytta Zone is found in the Southern Nation, Nationalities and Peoples State. It has 12 *woredas* and 3 reform towns. The majority of the Wolaytta people are peasants. This Zone has natural, historical and cultural heritages and manmade Caves. Its climate is mild and suitable for agriculture. Wolaytta is one of the richest human resources in SNNPR. The magazine of Demographic Department in the Finance and Economic Development of Wolaytta Zone (April 2005 E.C) stated that, its population is

1,743,402. The ratio of the Wolaytta population compared to the whole population of the South is 10%. The male population in Wolaytta Zone is 859,386 and female population 884,016 (it is a bit higher than the male population). In the population density Wolaytta zone is 5<sup>th</sup> among the other Zones in the region. The people in the Zone give priority to education. Both, the students as well as the teachers number is increasing from time to time.

This study considers the language use drawing from the language policy of the country and SNNPR state. It indicates the challenges and prospects in the use of Wolaytta language in Wolaytta zone governmental organizations, based on structured interviews, participant responds in questionnaires' and the focus group discussion (FGD) in selected governmental organizations. The study was conducted on Wolaytta zone Culture, Tourism and Government Communication, and zonal Educational sector in Soddo town.

## **2.4 Sample Size and Sampling Method**

### **3.4.1 Sample Size**

There are 16 governmental organizations in Wolaytta zone. It is obviously broad and difficult to investigate in these all sectors. Therefore, the researcher selected two sample governmental organizations, namely Wolaytta zone Culture, Tourism and Government Communication, as well as Educational sector. However, these are not the only cites in which the proposed problems were occurred; the researcher employed the study only on these two sectors due to budget and time shortage.

There are 80 civil servants in namely zonal Culture, Tourism and Government Communication, as well as Educational organization. Out of these civil servants 30% of the sample was selected by using simple random sampling. 18 male and 6 female participants from both organizations including the department heads were selected.

## **2.5 Sampling Techniques**

Sampling is the process of selecting a few (a sample) from a bigger group (the sampling population) to become the basis for estimating or predicting a fact, situation or outcome regarding the bigger group. So, to accomplish this research, the random Sampling Technique was employed. With regard to this issue, out of 80 government employees 24 civil servants from both sectors were selected as

sample by using random sampling technique. For curriculum and language officers and department heads, because of their manageable small number, purposeful sampling technique was used to select them and the researcher believed these informants are the resources of the investigation and their opinion likely to have the required information. So as to conduct face to face interview with sixteen informants (8 from each sector). Regarding Educational sector of Wolaytta zone curriculum department FGD (Focus Group Discussion) were conducted with nine employees including the leader of the curriculum department, also the FGD were conducted with nine Culture, Tourism and Government Communication officers, Language department head and officers.

## **2.6 Data Collection Instruments**

In order to achieve the objectives of the study, three instruments of data collection were used. These are; semi-structured interview, survey questionnaire (i.e. both closed and open-ended) and the FGD (Focus Group Discussion). The predominant instrument employed for data collection from the sample civil servants was the questionnaire. This is the popular means for collecting all kinds of data, (Koul, 1993). And the researcher found it is a better alternative for this study. As a means of getting supplementary data from government employees semi-structured interview guideline was prepared and conducted with sixteen (eight of each sector) civil servants. So, as to draw the data that may appear difficult to get through questionnaire, the researcher made the focus group discussion on the department of Curriculum in zonal Educational organization and with language, Communication, Culture and Tourism Department of Culture, Tourism and Government Communication organization.

In this investigation both closed and open-ended questions were designed to collect the required data from the civil servants of the two selected sectors, as Best and Khan (2005) indicated, both types, items, i.e., open ended and close ended, can be used in questionnaires.

To determine the participant civil servants attitudes and opinions toward the challenges and the prospects of using Wolaytta language as an official working language in Wolaytta zone a questionnaire was used. The questionnaire was designed and translated in to Wolaytta language and Amharic so as to make it clear for respondents and to include selected response items.

## 2.7 Method of Data Analysis

The main rationale of using both qualitative and quantitative techniques in analyzing the data was to provide a better understanding; description and explanation for the research problem. Likewise, this technique was further confirmed by Creswell & Plano Clark (2008) cited in Godana (2011:29).

For this study, the researcher used mixed method (both quantitative and qualitative) method of data analysis. The entire data collected through close-ended parts of the questionnaire were tabulated, interpreted and analyzed by using descriptive statistics such as frequency counting and percentage, and where as those collected through interview and the open-ended parts of the questionnaire were treated by using narration, in a qualitative approach. Then, the analysis was presented in a systematic approach of describing, analyzing and interpreting the result

### 3. DATA ANALYSIS, INTERPRETATION AND FINDINGS

This section presents findings and discussions of the data analyzed. As mentioned in the above, the data was collected through questionnaire, interviews and focus group discussions. Findings from the analysis of data are presented as follows; the first part presents the general background of the respondents used in the study. The second part deals with discussions of the advantages and disadvantages of mother tongue use in Wolaytta zonal governmental sectors that the Wolaytta language encountered as an official working language during the implementation stage.

#### 3.1 The advantage of using *Wolayttatto* language in Wolaytta zone as an official working language

##### 3.1.1 The advantages of using Latin script in Wolaytta zone governmental offices

In order to assess the advantages of using *Wolayttatto* as official working language questionnaires were distributed for the respondents. The respondents were asked in open-ended question to mention the impacts of mother tongue use in their organization. The majority of the respondents reflected that they did not use the Latin script letter in their regular works. This is because; the respondents did not have an awareness of writing the Latin script since the Latin letters are similar with English. This made them to confuse to use the Latin script in their regular work. This indicates that the civil servants did not use the Latin letter in their regular work.

However, under half of the respondents replied that there is no its own letter for Wolaytta



language. In this case the Wolaytta people take the Latin letter as a good alternative to write the Wolaytta language, because it shows the vowels and consonants in the Wolaytta language properly like that of English. So, there is no other alternative to write *Wolayttatto*. If the civil servants all in all regularly used the Latin letter in their working, they can be more effective in expressing their regular works using their mother tongue. This is because, expressing things by using the mother tongue can help the civil servants to express issues as well as their duties in their respective offices without any frustration. They develop confidence while they are going to use the Latin letters in their regular work. Hence, this indicates that the civil servants in Wolaytta zone should have an awareness of the use of Latin letters.

In order to use the Latin letters in their regular work the civil servants should take an awareness creation on the use of Latin script. This can be held on through the preparation of seminars, workshops and other related trainings on Latin scripts.

Regarding the difficulty of using Latin scripts, 6 (25%) of the respondents clarified that they were unable to use the Latin scripts in their regular works due to the level of difficulties to write with Latin letters. This indicates that for some respondents the difficulty of the use of Latin letters hinders them to use the Latin scripts in their regular works.

Similarly, with the advantage of using mother tongue, 11(45.83%) respondents reflected that using mother tongue helps to develop the four skills of the language and to strength the whole Wolaytta people to communicate without fear. If it is so, the mother tongue is essential to develop the literature, history, folklore etc. of the wolaytta people.

As it is indicated in the above, using mother tongue can have various advantages for the language speakers. Having these advantages, the people of Wolaytta should use the Latin script in their offices so as to gain more effectiveness in their regular works. This is because; the civil servants become more effective in using mother tongue so as to enhance the already mentioned advantages.

In the focus group discussion the discussants pointed out that working with the mother tongue language glorifies the identity and promotes the growth of culture. On the other hand, one of the Wolaytta zone education sector respondents explained that students got advantages in scoring good grades in *Wolayttatto* by national grade 10 and 12 examinations. This is because students have learned *Wolayttatto* as a subject from grade five up to twelve. This helps the students to be more

effective and competitive enough in their mother tongue. In addition they can help their educated parents to use Latin scripts.

Similarly, the majority of interviewers agreed on the above idea of the focus group discussants in that working with the mother tongue in Wolaytta zone governmental offices can facilitate the working activities and tasks in the offices. In addition, they forwarded that using *Wolayttatto* in Wolaytta is good to promote culture, identity and the development of the zonal language as a whole.

Moreover, in the open-ended questionnaires the respondents assured that working in mother tongue can easily facilitated their regular work in their respective offices. In addition it is a means of expressing and preserving their identity. Working with mother tongue can also facilitate the development of their culture, literature and their history. This indicates that working with the mother tongue can create an opportunities for the language speakers to be more effective in his/her regular works. It is also possible to infer that working with the mother tongue in the governmental office of the Wolaytta zone can preserve the identity of the people by a means of literature. It is therefore, working in the mother tongue can have vital advantages for the language speakers. As stated in this research, in 'the statement of the problem' Ivan (2009:107) clarified that, in the Constitution called (nationalities) give the right to use in mother tongues: "Every nation, nationality and people in Ethiopia has the right to speak, to write, and develop its own language: to express, to develop, to promote its culture and to preserve its history".

Furthermore, the above clarification indicates that using mother tongue as official working language has so many advantages to the users. In this regard, all the respondents agreed that using mother tongue for official purpose or work will promote culture and identity of the people.

Regarding the language use situation in the zonal official work, 12 (50%) of the respondents replied that it was comfortable to use the language in their official works. On the other hand 10 (41.66%) and 2 (8.33%) reflected that the use of mother tongue language in their offices as difficult and moderate, respectively. This is summarized in the following table.

Table 5: Language use situation in governmental organizations

Item	Response							
	Difficult		Comfortable		Moderate		Total	
How do you describe the language use situation in the zonal official work?	Number	%	Number	%	Number	%	Number	%
	10	41.66	12	50	2	8.33	24	100
Total	10	41.66	12	50	2	8.33	24	100

From the above Table it is possible to understand that half of the respondents clarified the situation of using their language in their regular works feel them comfortable. This indicates that the working tasks of their offices can easily facilitate if they use their mother tongue as an official language. Different official activities and tasks can comfortably facilitate. But using mother tongue as an official language by itself cannot be the means to facilitate the working atmosphere. It is also the respondents should use the Latin scripts to express and lead the tasks of their works. It is therefore possible to conclude that the using of mother tongue as official language in the Wolaytta zonal governmental offices can be comfortable if the respondents can have the knowledge of using Latin scripts.

Generally, all the respondents agreed up on the usage of mother tongue language as an official working language is advantageous for the Wolaytta nation. This can be enhanced through the proper usage of mother tongue language, culture, identity, etc. This make to develop the language itself.

### 3.1.2 The advantage of language development center for working with mother tongue in Wolaytta zonal governmental offices

Language development center is responsible for organizing and facilitating activities on the use of mother tongue language. In addition it creates a conducive environment for the civil servants in the offices to use Latin scripts in their regular works by giving a short term or long term caring on how to use the Latin letter writing, preparing panel discussion on mother tongue language use, collecting and preserving the Wolaytta proverbs, folklores, etc. All these activities are under the control of the language development center in Wolaytta zone. It is therefore, the language development center play vital roles in developing the mother tongue language.

As it was indicated previously, the main target of this research was assessing the challenges and

prospects in the use of Wolaytta language. Hence, the language development center can have an impact towards working in mother tongue language in Wolaytta zonal governmental offices. Based on this, the researcher tried to dig out information from the respondents by using different instruments. The following Table can show the opinions of the respondents towards the establishment of language development center in wolaytta zone.

Table 6: The attitude of respondents in the establishment of the Language development center in Wolaytta Zone

Item	Response					
	Yes		No		Total	
Do you think that there should be a Language development center for Wolaytta Language?	Number	%	Number	%	Number	%
	24	100	—	—	24	100
	Total	24	100	-	-	24

From the above Table, it is possible to understand that all of the respondents assured that there must be language development center in Wolaytta zone. This indicates that for working in mother tongue language the establishment of language development center is very important. This is because the center can help the workers of wolaytta zonal office to use the Latin letters through continues training. It is therefore, the language development center have a positive impact towards working with the mother tongue in Wolaytta zone.

In addition, in the focus group discussion, the discussants confirmed that language development center can be one of the means that helps to use the mother tongue language. In the discussion the following points were forwarded as a solution to use the mother tongue language effectively.

Forming language development center

- Formation of language committee to facilitate the language development center

Panel discussion on the mother tongue language usage

As it is clearly indicated in the above, the discussants assured that the establishment of language development center is very important to use the language as working language in the governmental offices. It is therefore the language development center should have sub-committee that are responsible to organize seminars, workshops and other related trainings on the issue of how to use

mother tongue language as working language. It is very important/necessary to use the language as working language in the offices by enhancing and facilitating to make the language to save from dying and increase the number of speakers and writers in the area.

#### 4.3.1. Challenges in Wolaytta zone Mother tongue Language Use as an official Working Language.

In this section the challenges of using the *Wolayttatto* as a working language analyzed and discussed briefly. As it was indicated in chapter one, the main intention of this study also investigating those challenges which encounter the *Wolayttatto* be the working language of the Wolaytta zonal governmental offices. Regarding this, the following interpretations were made.

The employees were asked whether there were problems or challenges faced on working with mother tongue or not, in their respective governmental organizations. For the above questionnaire the respondents replied their answer in Table 10 below.



Item	Response					
	Yes		No		Total	
Do you think that there is any difficulty in using mother tongue in your organization?	Number	%	Number	%	Number	%
		18	75	6	25	24
TOTAL	18	75	6	25	24	100

As shown in the above Table, the majority 18 (75%) of the respondents selected answer “yes” and 6 (25%) of them selected “no”. This indicates that in the Wolaytta zonal governmental offices there are challenges on the working language. To mention some of the challenges, the Wolaytta people do not use *Wolayttatto* as regular as possible to official session. They did not recognize that they have their own language, however they did not use as they can. Still the Wolaytta people are speaking as well as using Amharic in their regular work. This indicates that the Wolaytta people did not use the *Wolayttatto* regularly for official purpose. This is because due to the lack of knowledge in the Latin script and the difficulty of reading the letters of Latin properly. In addition, communication barrier will be created with other language speakers such as Amharic, Tigrigna, Afan Oromo Guragigna, etc. All except the Wolaytta nation communicate with Amharic.

On the other hand, the Wolaytta language is not developed well due to various factors. For example, there is no adequate research conducted through the *Wolayttatto*. In addition, there is no enough supplementary reading materials /books/ published by the language such as Dictionaries, Proverbs, Folklores, History books, etc. this leads the *Wolayttatto* still under a great influence of Amharic.

The civil servants were also asked to verify, “what are the ways to solve these difficulties”. Those who selected the “yes” answer stated that, to solve the difficulties it should be recognized by rule and regulation. Top administrative should push lower offices to work on mother tongue. Otherwise, it will never be effective. It will be

excellent if to teach the Latin script now and then in schools and public, since, writing and reading are more difficult.

In the interview, the respondents also stated that most of the Wolaytta people are illiterate. Because of this most of the people cannot write the *Wolayttatto* rather than speaking. They also clarified that though the regional government officially announced that *Wolayttatto* to be the official working language of the Wolaytta zone, still Amharic is the official working language of the region. To this effect, the annual plan, monthly and quarterly reports, etc. to different bureaus of the SNNPR are written by Amharic language. It was so difficult to interpret and translate what is written in *Wolayttatto* to Amharic and takes a lot of time. This situation relatively hinders the fast development of *Wolayttatto*.

Focus group discussion also revealed that lack of continuous follow-up on the language use and lack of frequent training in the writing skills of the *Wolayttatto*. In addition, the discussants also forwarded that there is some confusion writing the *Wolayttatto*. This is because the Wolaytta language uses the Latin letters and so as the English language uses it. This by itself creates confusion for the Wolaytta language speakers to write the Latin letter very well.

Similarly, the interviewees pointed out those major challenges, which hinder the *Wolayttatto* to be an official working language of the Wolaytta zonal governmental offices.

These are:

- Non-existence of language development center
- Non-existence of the organization of language use
  - Budget necessity for language development
- The necessity of continuous training and seminars
  - Lack of supplementary books and other reading materials in *Wolayttatto*
  - Lack of positive outlook on the mother tongue by certain elements
- Lack of follow-ups from executive bodies of every sector
- Specially, lack of workshop and training in Latin script
- The impact of Amharic language, etc.

The respondents also were asked to verify the solution for the above mentioned challenges.

For instance, discussants in the focus group discussion forwarded the following points as an immediate solution for the challenges of the *Wolayttatto* to be an official working language of the Wolaytta zonal governmental offices.

The civil servants should use frequently the *Wolayttatto* in their regular works

Forming language development center Formation of Language Committee

- Allotment of budget for language progress

Training should be given in Latin script (for leaders and civil servants)

There should be Panel discussion on language usage

- Leader's follow- ups on language utilization for the official purpose

Preparation of supplementary books like dictionaries and other reading materials

#### 4 Summary, Conclusions and Recommendations

##### 4.1. Summary

The main objective of this study was to investigate the advantage and challenges in the use of *Wolayttatto* as official working language in government organizations of Wolaytta zone faced in its implementation and to identify what measures are being taken by the zone for future reimplementation of the mother tongue as official language.

To answer the basic research questions, review literatures were organized. The literature mainly focused on mother tongue use, Language policy, the Cultural and Youth policy and Educational and Training Policy of MoE.

The techniques employed for sampling the participants were random sampling and purposeful sampling techniques. For the selection of governmental sectors purposive sampling technique was employed.

The instruments used for collecting data were questionnaire, interview and focus group discussion. The questionnaires were administered to the samples of 24 civil servants of governmental organizations, 3 Culture and Tourism experts, 3 Communication experts, 9 Language experts and 9 Curriculum experts. The respondents were selected from two governmental organizations of Wolaytta zone namely; Culture Tourism and Governmental



organization as well as the Educational sector. Interviews and focus group discussion (FGD) were also conducted with language, curriculum, and communication experts. The data through the questionnaire were analyzed by mixed method (both qualitatively and quantitatively) by employing percentages. Likewise, the data gathered through interview and focus group discussions were analyzed by using qualitative techniques.

The major findings of this research summarized as follows:

1. The civil servants were not trained well in the Latin script, and they have lack of knowledge in Latin script to use it in their daily official work. Instead of the Latin letter, they are using the Amharic language for official purpose. In this case there is the impact of Amharic.
2. Another important finding of this research is lack of positive outlook on the mother tongue use by some civil servants.
3. The mother tongue was implemented by a few governmental organizations (such as zonal Educational organization, CTGC organization, zonal Council office and others use just as it was before, in Amharic.
4. The language use in Wolaytta zone governmental organizations were mixed up Amharic with *Wolayttatto*. The civil servants uses to speak *Wolayttatto* and to write Amharic. In this regard, the language use was amalgamated.
5. Supplementary written reference materials in *Wolayttatto* were not available, such as Dictionaries, Folklores, Proverbs, the History books, etc

## 5.2 Conclusion

According to the findings of this study, the attempt to use the Wolaytta language around 19 years didn't work successfully. Based on the findings of this study it is possible to conclude that the implementation of *Wolayttatto* as an official working language has failed in most governmental offices, because the *Wolayttatto* was started as official working language by the letter of SNNPR State in 1986 E.C and it was not consultation of the beneficiaries and professionals in the field. It was started simply by decision of Regional officials for the purpose of beginning the mother tongue.

The main thing that clears to decision makers is that the implementation of official language requires adequate preparation, such as research findings, continuous training of

civil servants and leaders, and necessary resources for the implementation and above all, the development of awareness among the community about the benefit and purpose of the mother tongue introduced.

Generally, based on the above discussion and the findings of this study, it is possible to conclude the following points.

1. The use of Wolayttato as official language of the Zone enables the Wolaita people to easily access the government services.
2. The use of Wolayttato as official language helps for the development of the language which is which is among endangered languages of the world.
3. The civil servants use the *Wolayttatto* only for speaking purpose. They use Amharic language as an official working language to write statements and other related documents.
4. The civil servants are unable to use only the *Wolayttatto* language as a working language they also use Amharic language. This indicates that the language use in Wolaytta zone governmental offices is amalgamated.
5. Due to the lack of preparation of training and work shop on the language use of *Wolayttatto* and Latin script, establishment of language development center and other related issues, it is difficult to develop the *Wolayttatto*.

Unless the negative attitude of the people towards the use of mother tongue as an official working language changes it is difficult to develop the language.

### **4.3 Recommendations**

For the successful resumption of *Wolayttatto* as official working language, the following recommendations were forwarded based on the findings of this study.

1. The use of the Wolaytta language only in work place (during out of work place the effective usage of the Language was responded in questionnaire) does not adequately facilitate the reading and writing skills of language using. Therefore, in order to create favorable language using situation in governmental organization, the zonal council and any concerned authorities have to take initiative to use *Wolayttatto* as a working language in offices, so that every body gets good chance

to practice reading and writing in the Wolaytta language, gives emphases how to read and write in the mother tongue.

2. The importance of well trained civil servants for working mother tongue as official language is unquestionable. So, well trained civil servants in mother tongue should be provided. Therefore, it is advisable that the civil servants who are working in their mother tongue should be given sufficient training to use very efficiently in the use of mother tongue for official purpose.
3. The degree to which the implementation of mother tongue as official working language is ultimately depends on the attitude of the civil servants. Their attitude shaped largely by their interest to use the language for official purpose appropriately and confidentially. As it has been observed in their response, the civil servants need additional training in the use of Latin script. Therefore, to enhance their efficiency and to develop and keep their positive attitude, it is recommended that the concerned officials to set a condition to upgrade their ability especially in writing.
4. Language is the medium for the transmission of culture. Therefore, it is essential and recommended that the vernacular language (the *Wolayttatto*) be encouraged to work in governmental organizations as official language.
5. The offices, civil servants and organizational leaders that have good implementation in the mother tongue should be encouraged, get awards and incentives.
6. It is recommended that, the panel discussions should be regularly prepared on mother tongue use.

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