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| 5. Ato Getachew Lechamo | Teacher, Girma Bekele School     |
| 6. Ato Wendimu Foche    | Teacher, ” ” ”                   |
| 7. Ato Bekele E’liso    | Teacher, Ersa Adada School       |
| 8. W/ro Genet Wobe      | Teacher, Haile Bubamo School     |
| 9. W/ro Etenesh Abba    | Teacher, ” ” ”                   |
| 10. Ato Abayneh La’wamo | Teacher, ” ” ”                   |
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| 12. W/ro Zenebech Fanta | Teacher, ” ” ”                   |

The discussions conducted with the officials and resource persons (separately as well as in small groups) focused on the orthography of Hadiyyissa, delivery of the language as a subject and its lexical development in relation to its use as a medium of instruction, especially, for mathematics and science (at the first cycle, grades 1-4). The team also managed to collect oral texts of various genres (folktales, proverbs, etc).

Although education in mother tongue has not been questioned, it was reported that there are challenges resulting from introducing English early, related to the preparation of textbooks, recruitment as well as training teachers. According to the consultant teachers, introducing English along with Hadiyyissa at grade one level has created confusion as both languages are written in the Latin script. For instance, such English words as *feed* /fi:d /, *cat* /kʌt/ and *six* /sɪks/ are read as [ke:p] and /fe:d/, /c’at/ and /sɪt’/ respectively, transposing the Hadiyyissa pronunciation to English. The problem has been reported to be more serious in relation to self-contained classes where the same teacher reads one form in two different fashions. As regards textbooks, it was indicated that they were prepared in a hurry and now they need to be revised and properly tuned for the respective grade levels. Concerning teachers, it was stated that the recruitment criteria should include capacity and inclination; furthermore, Hadiyyissa teachers should be given in-service training periodically and should also be accorded proper motivation.

Although preparations are underway, Hadiyyissa has not yet attained the status of being a language of administration. Hadiyyissa does not seem to figure in the linguistic landscape of

Hosa'na. Names of commercial establishments, information on signboards and advertisements on billboards are written in Amharic. Where there is an accompanying language, that language is English. The preliminary reason obtained concerning the prominent role of Amharic is that it is considered as the gateway to live and work anywhere in Ethiopia. The same rationale applies to English internationally.

To enhance the capacity of Hadiyyissa beyond its social functions for a more effective mother tongue education and for administrative as well as cultural functions, there is a lot to be done. First and foremost, the useful role of the language should be set clearly to all those concerned vis-à-vis second, third, etc languages and a concerted effort should be made for its development. The Cushitic group of the NORHED project believes that it could make a modest contribution to that end.