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Analysis indicated sources of the problem such as lack of awareness. People in administrative area are not working towards this idea. They are not using their potential to make Wolayttatto official language of the zone. Again, people themselves are responsible to push for using and not using Wolayttatto as official language. Wolaytta Sodo University is also responsible to push and help decision through research and scholarly directions.

After these, the researcher suggested that Wolaytta zone administrative council should take it into consideration and include in their plan that is implemented under tight commandment. Again, they should follow up the implementation by organizing sole committee who quarterly report to administrative council.

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After these, the researcher suggested that Wolaytta zone administrative council should take it into consideration and include in their plan that is implemented under tight commandment. Again, they should follow up the implementation by organizing sole committee who quarterly report to administrative council. And zone education department should train people who push decision of the council to implement. Finally, culture tourism & government communication departments must make joint effort with Wolaytta development association, culture and heritage protection association and EPRDF to push, participate & facilitate the decision making and show direction of implementing the joint plan with people mentioned above.

I. Introduction

This section deals with fundamental elements of the research. These elements include the back ground of the study, statement of the problem, objectives of the study, significance of the study, scope of the study and the method employed during the study. Each component of the following part in this chapter deals with the concept that expresses the reason about what that particular part contains and why it is taken into consideration.

a) Background

Many scholars believe and indicate that the people of Wolaytta historically lived starting from the Stone Age (the Paleolithic ages). They had been organized in social-political and economic realm of life. Again traditional Wolaytta people had owned culture and civilization that have been lived in African continent and noticed that the people were socio-culturally in distinct similarity to many African people. The word 'Wolaytta' is the self-name of the people who are the native speakers of the Wolaytta language.

Wolaytta language has been spoken by more than 2 million native speakers according to current Population statistics of Ethiopia. Wolaytta language speakers reside in the southern nations, Nationalities and people's regional state of Ethiopia. Wolaita speakers also use the name Wolaytta in order to refer to the land they live in. Wolaytta is located at about 330 km south west of Addis Ababa and 160 km from Hawasa, its regional capital.

It is a well-known fact that Wolaytta people were relatively independent from the central government of Ethiopia and had their own kingdom and kings until late 19th century. In 1894, Wolaytta was conquered by the armies of emperor Menelik II, backed by gigantic military campaign. The kingdom, integrated in to the central authority of the Ethiopian empire. But the nation's identity, political status, cultural traditions, memories of clan, family lines and social hierarchy continued on its way. This was to safeguard the culture and tradition of the people.

Wolaytta and Wolayttattuwa are common names for the language. It can also be referred to as Wolayttatto Doona (lit. mouth of Wolaytta) or Wolaytta Qaalaa (lit. word of Wolaytta). There are several different spellings for this language in the Latin alphabet from previous written works.

This includes Wolaytta, Wolaytta and Welytta which are used by Lamberti and Sottile (1997), Adams (1983), Bekele (1989), Bender (1987). When comes to Wolaytta language context, it compiles package of communicative elements that are used in people's day to day interactions. When the language is advanced, it develops the scope of communication. Likewise, Wolaytta language is expected to be advanced in all aspects of communication as it was used as media of instruction in 1984E.C. However, written part of the communication and internalized usage of Wolaytta language is far below the expected development level i.e. the speakers of the language themselves do not take initiative for the expected stage of development. One of these aspects of written communication is naming of people and organization in native language. When there is struggle of improving some feature of communication in Wolaytta language in one hand,

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naming part still needs deep orientation in general and naming organization such as commercial organization in Sodo town in particular. As Wolaytta language has been used as media of instruction since 1984E.C and has diploma and degree program in higher institution, it is not used in office and to name the public organizations. Our concern here is to enable the owners of commercial organization use Wolaytta language in naming their organization.

II. Statement of the Problem

Wolayttatto has been used as medium of instruction for over 20 years. Moreover, it was included as specialization area in university and teachers Education College for 5 years. This indicates that the language has advanced one step forward and cultivated indigenous culture to the expected level of development. Again this shows the direction that it could be used as a multifaceted communication means of Wolaytta zone like other advanced language zones or regions such as Oromia, Amhara, Tigiray and others which have developed writing & reading culture. However, the existing condition of Wolayttatto is very different. Because nothing sufficient has been done by zonal administrative council and other offices under the realm of the council to make and promote official communication through Wolayttatto. Again Wolaytta people should have been aware of their language and culture development via direct participation on developmental activities. Opposite to that, for not clearly known reasons, even officials and other staff of indigenous people do not speak, read and write Wolayttatto. As a result, the culture of speaking, reading and writing in Wolayttatto is confined to only schools in different grade level. This circumstance shows that Wolayttatto has not been functioning the people on its own place. Therefore, this idea has got attention of the researcher to dig out the reason why it is not accepted to use the language as official communicative tool in different sectors.

III. Objectives of the Study

a) General Objective

The general objective of this study is to identify the reasons why Wolayttatto is not used as official language and recommend the way out.

b) Specific Objectives

The specific objectives of the study are:

- to find out the factors that hinder Wolayttatto from being used as official language
- to show the functions of using Wolayttatto as official language
- to assess the attitude of the beneficiaries to ward using Wolayttatto as official language
- to identify people concerned in making Wolayttatto official language
- to show the contribution of using Wolayttatto as official language for Wolayttatto development
- to show the way out of using Wolayttatto as official language

IV. Significance of the Study

When this study comes to the end fruit, it can serve for different language development works in the society. It gives directions to manipulate the language in a different communication approaches. After the dissemination of this study result, people specially, higher officials can have opportunity to use Wolayttatto in their office and cultivate the language and culture. Again the speakers value the language and build confidence of using Wolayttatto. Similarly, learners in the schools can foreshadow the development of Wolayttatto and be encouraged in using Wolayttatto in the process of learning. This also paves the way to further investigate the language and its culture.

V. Methodology

This study is descriptive study that can use qualitative and quantitative approach of data analysis. Tools used during data gathering are questionnaire and interview. In this sense, the data gathered by questionnaire was analyzed using tabular method while the data from interview has been analyzed through qualitative technique.

For this analysis the primary source of data were 20 selected people from 4 selected offices such as zone education department, zone administrative office, Wolaytta developmental association and zone culture, tourism & government communication affairs. Of these offices the researcher tried to meet the people on top managerial level of the zone. The other sources are 20 teachers from Wolaytta Sodo secondary schools and 10 selected community elders. From these the offices and informants from top managerial level of the zone and community elders have been chosen purposefully by using purposive sampling technique. Similar thing is true for schools selection. However, teachers from selected schools have been selected by using lottery method of probability sampling. Then the data from these different sources and tools have been thoroughly analyzed.

When the collected data have been analyzed, the responses through questionnaire were tabularized and interview has been mixedly analyzed to magnify the message from questionnaire. The secondary source of data was a review made on different materials and related works dealing with the conceptual and theoretical aspect of the subject under investigation. Following this, an attempt has been made to construct the bases of the analysis.

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VI. Analysis of Data

a) Introduction

This is the integral part of the study that leads the way through finding the intended source of problems. For this reason the raw data collected from different pertinent sources in different time and stage. Therefore, this section deals with analysis based on answers obtained through questionnaire and interview that were designed to investigate the source of the problem.

The questionnaire has been distributed for 50 respondents. From these 6 respondents failed to return the questionnaire. The questionnaire has been analyzed using tabular format and the response through interview is added to back up the idea obtained in questionnaire. As it was told in methodology part this technique of analysis shows qualitative format in addition to quantitative technique utilized for analysis of questionnaire. Hereunder the researcher puts his analysis.

b) Factors that hinder Wolayttatto to be official language of Wolaytta zone.

As mentioned above, question number 1 that focuses on lack of awareness on people concerned has got much attention of the respondents. Most of the respondents believe that people who are in charge of making Wolayttatto official language of the zone lack awareness of it. This was supported by 80% of the respondents while others such as Wolayttatto development stage and over all political declaration of the country are declined that they are not the real problem of the point.

When question number 5 is dealt most of the respondents have put the points they believe are the reason why Wolayttatto failed to be official language of Wolaytta zone. The reasons are lack of initiative from people concerned, commitment, strong decision, awareness, ignorance, difficulty in some non native people, negative attitude, inconsistency of Wolayttatto terms, adequate published references, using Latin script, zone wide organized body or committee, reporting system to regional offices and lack of mobilization. From these points lack of *initiative from people concerned* or administrators, *commitment*, *strong decision*, *awareness, mobilization,* adequate published references, *zone wide organized body or committee* and *negligence*, and *negative attitude*, are reflected by 98% percent of respondents who blame the administrative body of Wolaytta zone in first place and themselves and Wolaytta people in second place. But the respondent's response shows that higher officials of Wolaytta zone do not promote using the language as official language instead they are always pressured by people who have no power of decision. They neglect the question of people who need their language to be office language of zone. This idea is also widely reflected by interviewees in a similar address and similar tone of speaking. Even some of the interviewee reflected that Wolayttatto is confined only in schools. Only teachers and students are warned by Wolaytta politicians to use it. But politicians do not use it by themselves. They even pass the warning message in Amharic language.

In conclusion, people of Wolaytta expect much from administrative bodies of zone.

c) Contribution for language development

Using Wolayttatto as official language contributes much to the development of Wolayttatto. Elaborated list of contribution has been mentioned in open ended question number 7 and interview question. The information given by these people shows expressiveness, culture cultivation, wider publications, and language standardization can be emerged as language develops.

d) Attitude towards officiality of Wolayttatto

All respondents replied that they appreciate the officiality of Wolayttatto. Even some interviewees reflected that they are eager to see it being used as official language. As we see from above table, on average 99% of the respondents replied that they like it to be official language and ready to tackle their personal problems of Wolayttatto related issues such as difficulty of reading and writing in Wolayttatto by themselves and above all they promised to promote the use of language in their part by assessing the others attitude towards using it. This idea has been highly supported by interviewees.

e) Stake holders for officiality of Wolayttatto

All respondents in questionnaire and interviewee replied that there are responsible bodies or people concerned to facilitate officiality of Wolayttatto. They accept that they themselves are responsible next to political decision makers of the zone. They again believe that their ambition and some efforts are valueless if there is no strong decision and mobilization from administrative bodies in politics. Finally they listed the higher decisive political bodies who should take great responsibility to make Wolayttatto official language in open ended questions number 13 and 15. These are mainly zone chief administrative office, zone education department, zone culture tourism and government communication affair, zone EPRDF branch, and Wolaytta Developmental Association. They firmly believe that the movement and decision of these people can surely give answer for target question. Some of the interviewees even unconsciously stands up while listing these offices and officials in them.

For language and culture development is harnessed, using Wolayttatto as official language brings great change in status of culture and language. This idea is mentioned by people who answered question

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number 16 and 17 together with interviewees. This can be revealed through using Wolayttatto throughout the zone, retaining multitude of written document in target language, expressing its culture in target language and the like.

f) Things to be done for officiality of Wolayttatto

All the respondents believe that there are things to be done to make Wolayttatto official language of the zone. This is repeated by the interviewees. They mentioned in open ended questions 19 and 20 that there should be trainings for people who face difficulty in reading and writing Wolayttatto, officials should pass decision to which they themselves abide on it, follow up the implementation and pay sacrifice to develop the language and culture, there should start TV and radio broad cast, symposiums, panels, and workshops should be conducted concerning Wolayttatto to raise awareness, scholars should study the language deeply, local government should motivate, sponsor, and facilitate the research and university, secondary schools and society should push the officiality of Wolayttatto. Not some of these but all of these ideas are reflected by on average 97% of the respondents both in questionnaire and interview.

VII. Conclusion

This section of the paper gives a brief summary of the analysis concerning the topic under study. That means the reason behind not using Wolayttatto as official language of Wolaytta zone. The general objective of this study is to identify the reasons why Wolayttatto is not used as official language and recommend the way out. To begin with the attempt has been made to examine the responses given by the respondents of questionnaire and interview.

As dealt in analysis part, all the questions which got response and all ideas through interview have indicated some sources of the problem. The first one is lack of awareness on people concerned that means the people who can have great important role to make Wolayttatto official language of Wolaytta zone. These people are nominated as officials and core offices related to the idea on hand. They are zone administrative council, culture tourism & government communication department, zone education department, Wolaytta development association, Wolaytta culture & heritage protection association, and Ethiopia People's Republic Democratic Front Wolaytta branch mainly. The respondents mentioned that if these people set line of using Wolayttatto as official language, the others' contribution could be very practical. That means they can even order practicality of this idea. But they are not seen doing that. Next to them as some respondents mentioned people themselves are responsible for using and not using Wolayttatto as official language. Because they can push the decision and take role of deciding that incorporates language issues. Wolaytta Sodo University is also responsible to push and help decision by offering deep research knowledge and scholarly directions.

VIII. Recommendation

In this section of the paper the researcher gives a brief recommendation concerning the topic under study. That means after finding the reason behind not using Wolayttatto as official language of Wolaytta zone, the researcher puts some suggestion that indicates what to do next.

The researcher suggested that Wolaytta zone administrative council should internalize the people's demand, take Wolayttatto into center of its attention and include in annual plan that is implemented under tight commandment including follow up the implementation by organizing sole committee who quarterly report to administrative council for that concerning this purpose only. The other is that Wolaytta zone education department should train people and facilitate the decision of the council in line with implementing the decision. And culture tourism & government communication departments should also make joint effort with Wolaytta development association, culture and heritage protection association and EPRDF to push, participate & facilitate the decision making and show direction of implementing the joint plan with above mentioned people. Again it should conduct different study, symposium and panel discussion to create awareness of people from bottom to top. Again all offices of zone should use the language to write the name of their offices and the like.

Above all, the researcher believe that this study is not all final and another study can be conducted to show the directions better than this and add value of the people different in aspects through discharging responsibility that people imposed on him/her.

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