

**ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE
(GRADUATE PROGRAM)**

**A STUDY ON THE IMPLEMENTATION OF ENGLISH
INTERACTIVE RADIO INSTRUCTION (IRI) IN SELECTED
GOVERNMENT PRIMARY SCHOOLS IN ADDIS ABABA**

MESERET ALARO

AUGUST 2007

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INTERACTIVE RADIO INSTRUCTION (IRI) IN SELECTED
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BY

MESERET ALARO

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DECLARATION

I , the undersigned , declare that this thesis is my original work ; it has not been presented for degree in any other university..

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Date of submission: **August 6, 2007**

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Abstract

As its central objective, this study attempts to assess the implementation of English Interactive Radio Instruction (IRI) in selected government primary schools in Addis Ababa.

In line with that, the researcher has framed specific questions that address issues related to classroom management, training given to the teachers, links among different stakeholders and the suitability and clarity of the program.

Students and teachers of Grade Three from Biherawi Betemengist, Edget Besira , Karalo , Lafto and Salayish Primary Schools are participants of this study .To undertake the study descriptive research design is used . Accordingly, data that is pertinent to the study is collected using different tools such as questionnaire, observation, focus group discussion, interview and document analysis.

The findings of the study reveal that the implementation of the program seems to face grave challenges. These mainly emanate from loose link among stakeholders, failure of supplying basic facilities needed to promote the fruitfulness of the program and failure to arrange suitable conditions for the broadcast.

Moreover, based on the opinion of the participants, results of the study highlight that in some cases contents of the program is not suitable compared to the students language proficiency .It is also noticed from the findings of the study that classroom practice is not effectively carried out as per the very goal of the program. Despite that, both students and teachers forward positive comments about the utilization of the program for the teaching of English.

Based on the findings recommendations for better service and suggestions for further studies are given.

List of Acronyms

AED	Academy for Educational Development
BESO	Basic Education Strategic Objectives
EfE	English for Ethiopia
ESL	English as Second Language
EMA	Educational Media Agency
IRI	Interactive Radio Instruction
TLA₁	Teacher Led Activity One
TLA₂	Teacher Led Activity Two
USAID	United States Agency for International Development

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Radio has been used extensively as an educational medium in developing countries. Compared to other forms of ICT uses it is the cheapest (Tomalin, 1986). Hence, it can be highly utilized, especially, in many countries in the continent of Africa.

Making use of radio to broadcast social affairs is popular with all walks of life since such program is customary for most people on way of school, shopping, and so on .As with that, radio in the domain of education is said to be so familiar for societies in different countries. Educational radio has been used in Ethiopia, Kenya, Nicaragua, Nigeria, Paraguay, Thailand, and unmentioned others. Besides that, as considerable published reports indicate that in various countries the medium is used to teach so many different subjects. To list few of the subjects, mathematics, English, health education, teacher training, family planning and other courses are offered (EMA, 1997; Galda, 1984; Long, 1984; Mohanty, 1992). On that base, it can be said that radio has provided much contribution in the sector of education at large and language education in particular.

In all the cases it is, however, difficult to imagine that the way radiobroadcast is employed be similar across countries and over the years. In line with that, Ndubuisi and Tompson (1987) reveal that the way educational radio broadcast is used and the format it follows differs depending on the subject matter taught and the pedagogic interest in using it, among others.

Bates (1982) says that the nature of the audience and the pedagogic principle of one's country direct the production style and transmission arrangements

that best suit to the audience. The change in educational philosophy over years can be cited as an engine to shift pedagogic assumptions and thereby the classroom applications. Because of change in the assumption of how learning takes place, there will inevitably be change in how the teacher teaches her/his students. A popular advocacy of shift from teacher centered practice to more active and learner centered teaching is part of dynamism in theories of teaching and learning.

In that manner, each situation in which educational radio is employed and the way it is presented will be unique in some important ways which will affect instructional design consideration.

One of the results of such dynamics is the current initiative to use Interactive Radio Instruction (here after referred to as IRI) to the teaching of English. This program has a format and pedagogic interest different from the traditional or conventional radio. The conventional radio production assumes the classroom passive listener of what is spoken. Unlike that, IRI combines broadcast radio with an emphasis on active learning to improve educational quality (Esta, 1994)

Anzalone and Bosch (2005) also indicate that unlike the conventional radio programs, IRI gives guide to the teacher to take a role of facilitator. The classroom teacher supported by the radio teacher involves the students through activities, games and exercises that make learning more effective and enjoyable. Teachers and students participate through out the program during pauses that are built in the design of the radio scripts.

Nekatibeb (2004) on his part describes that IRI is a newly revised approach in the use of educational technology; there exists basic difference in the design of IRI and conventional radio education which was familiar before the introduction of IRI. IRI is designed to enhance quality education, quality instruction as well as support for classroom teachers and thereby training

them in student centered approach of teaching. The pedagogy of IRI, thus, attracted different countries and they have started to use it.

1.2. Statement of the Problem

In Ethiopia the use of radio for literacy dates back to the early 1960s as written in "Media Organization and Operation"- the document of Ministry of Education and Fine Arts Center for Educational Technology (1973). After its introduction, the program went through a number of revisions. For example, the medium of its transmission is multiplied to many languages. It is produced to be given for different grade levels and to the teaching of ranges of subjects. It is also made to be more students centered by following the IRI format.

Starting from the year 1999 the Ethiopian Media Agency (EMA) in collaboration with USAID Education Program, BESO has made reform in the utilization of radio for instructional purpose. Consequently, the new series of radio instruction named IRI above has come to effect. The program as discussed above aims at enhancing quality English language teaching for grades at the first cycle primary (grades 1-4).

Before and after the implementation of the program, experimental studies which had various objectives were conducted all the way Grade One up to Three. Common purposes of the studies were to:

- ▶ Compare academic scores and gains of students exposed to IRI with those students who did not have exposure to the program.
- ▶ Analyze English learning skills by location (urban/rural), gender, and region.

- ▶ Analyze English learning skills (speaking, listening, writing and reading at different levels (USAID/AED/BESO II, 2005; Nekatibeb, 2001).

The results of the studies indicated that the introduction of IRI enhanced the students' learning and achievement with some disparity among male and female students.

However, this positive outcome of the IRI use could not be sustained long. According to these studies, the program showed gradual decrease in its contribution to benefit students. This contradicted the result of the pilot study done in 2002 in Ethiopia (USAID/AED/BESO, 2001) and other developing countries such as Kenya, Thailand, Nicaragua, Paraguay and which use the IRI lesson design format.

For instance, a research result by Leigh (1995) shows the effectiveness of IRI as measured by learning gains over a series of lessons or grade levels has brought improvement in students' achievement progressively over time. The same researcher indicates that in South Africa students who received fewer than 33 English in Action lesson improved by 6.7 percent; those who received between 34 and 66 lessons improved by 13 percent; and those who received more than 66 programs improved by 24 percent. Another study in Kenya reveals that children in the IRI radio classes showed significantly improved achievement when they were compared with ESL students in traditional classrooms (Zerker, 1991).

This apparent fall-of the positive effects of the IRI use in Ethiopia from grades to grades may be attributed to a number of factors. Therefore, this research tries to identify possible reasons that could hinder the effectiveness of the program and might have resulted in such unpredicted decrease in the advantages gained from the program.

Before this study, some local researches were conducted on the use of educational radio in the context of first cycle primary. For example, Awol (1987) investigated English radio program in the teaching of primary schools to see the compatibility between the radio lessons and the students' textbooks and the overall effectiveness of the program. Another study was conducted by Almaz (1989) on the effectiveness of methodology used in English radio program at primary schools in Ethiopia. These two studies were done on English radio instruction before the implementation of English Interactive Radio Instruction (IRI) in the year 2000.

One recent study conducted by Ebabu (2007) considered the utilization of IRI in the first cycle primary schools in *Laigant Wored.* The study by Ebabu seemed to coincide with this study because his study focused on IRI utilized in first cycle primary schools; yet, the studies differ in their contexts and objectives. This study, unlike the study by Ebabu, tries to investigate factors that affect the effective implementation of IRI in Grade Three in Addis Ababa Government primary schools.

1.3. Purpose of the Study

This study has the purpose of investigating the reason why the English Interactive Radio Instruction (IRI) program decrease in its contribution to enhance students' language skills from grades to grade (particularly, in Grade Three). Accordingly, the study tries to answer the research question mentioned in the next section.

1.3.1. Broad Research Questions

What are the major factors that affect the implementation of IRI?

1.3.2. Specific Research Questions

- i. Have all teachers taken IRI classroom management training and how helpful is it?
- ii. What level of the necessary managerial and technical support are schools provided from the concerned bodies?
- iii. How are teachers playing their facilitative role in the IRI classroom?
- iv. How is the specific time of the school radio English program related to the IRI English radio transmission schedule?
- v. How clearly does the IRI radio transmission reach all the schools?
- vi. Is the time provided in the design of the program enough for the teachers and students to take part in the activities?
- vii. What is the teachers and students experience regarding the content presentation?(Are the contents appropriate to the students language proficiency?)

1.4. Significance of the Study

The issue of quality education in Ethiopia has gained an ever increasing attention from different stakeholders: policy makers, researchers, teachers, governmental and none governmental organizations working on the area of education. Therefore, it is believed that these bodies may benefit from the finding of this study if the results of the study are communicated.

Program implementing bodies: may look into points which are internal and external to the design of the program and that may affect their aspiration in order to take the necessary action.

School administrators and classroom teachers: may start to play the role expected of them concerning the program effectively and diligently if there are gapes noted through the research.

Teacher trainers: may identify areas to give attention, in relation to the use of media, in designing teaching methodology courses.

Researchers: May under take another study in this area based on the findings of this study, or they may further investigate on the subject of this study.

1.5. Scope of the study

This study focuses more on the practical issues which could have become bottleneck in the implementation of the program. It can be said that the current study investigates variables which come next to the production: conditions in the classroom and around that are pertinent to be seen.

1.6. Limitation of the Study

The results of the former researches indicted that the success of the English IRI program seemed to show decrease in Grade Two and continually decreased at Grade Three while it gave much effective result in Grade One **(see Figure 2.1 and 2.2)**. To clearly figure out the causes of such decrease it might have been advantageous to study the implementation and contents of the program in all the grades where the program yields remarkably high result and it starts to decrease. This study considers the case in Grade Three only. Thus, it (this study) cannot be taken as inclusive rather it is just a springboard to other studies that may further build up on this study to critically evaluate challenges the IRI program is faced with.

1.7. Definitions of Terms

Boy Number 1 and /Girl Number 1- are special participants singled out from among students in the classroom. These students sit in front of the class and carry out instructions given by the radio teacher.

Hello song -is a song presented repeatedly in the opening of the radio lesson

Lesson reinforcing song- is a song presented as reinforcement of structure taught in the former segment of the radio lesson. Assume students were taught the structure "what do you like to be?" What does she like to be?", the lesson reinforcing song may say

I want to be a teacher to be a teacher

I like to be a doctor to be a doctor....

Segmentation- segmentation is the main design feature of interactive radio instruction (IRI). It is a way of dividing the program into a number of sections, each of which offers a separate activity. These may be of different types e.g. song, story, games, quiz, interactive drill, teacher -led activities, etc.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. The Rationale for Using Media in Teaching

VanEls, Bonaerts, Extra, VanOs and Janssen van Dieten (1984) define media as all aids which may be used by teachers and learners to attain certain educational objectives. They list TV, radio, tape recorder and other print materials to be taken as media. In relation to the focus of the current study, in this section an attempt is made to discuss the use of radio for educational purpose from different perspectives.

Radio is one of the most frequently used media for educational purpose. This media has been supporting educational programs in wide range of subject areas across countries. Some of these countries include Bolivia, Costa Rica, Dominica Republic, El Salvador, Guatemala, Honduras, Venezuela, Cape Verde, Lesotho, South Africa and Papua New Guinea as mentioned in Fossard, Baptise, Corrales and Bosch (1995).

In addition to the ones already stated by Fossard et al (1995), Ndubuisi and Thompson (1987) also indicate that countries such as Thailand, India, Swaziland, Nigeria, Kenya, Nicaragua, Sri Lanka and Paraguay have been using radio for teaching health, mathematics, English and other subjects.

It appears from the discussion made above citing different scholars that radio supports the offering of different subjects in more than dozens of countries. If all the countries stated above and the unmentioned others have the experience of using radio for educational purpose, it would seem possible to say there is a point of rationale that urges different countries utilize educational radio. In that regard, Tenkir (1992); James and McAnany (1978) explain using radio in the formal education sector is intended to alleviate

difficulties that formal educational systems face. For example, Tenkir (1992:8) presents common problems in developing countries that bring about challenge on the formal education as written below:

- ▶ Insufficient number and quality of physical plant, school buildings, school furniture and equipment
- ▶ Inadequate number of qualified teachers at all levels of education.
- ▶ Inadequate production and supply of educational materials (textbooks, teachers' guides, supplementary reading or reference materials, etc).
- ▶ Insufficient number of post secondary school opportunities for further study

Consequently, the scholars mentioned right above explain that formal education sectors in developing countries fail to meet some conditions. Hence, using educational radio brings supports in filling gaps created where such problems as mentioned in number **ii**, **iii**, and **IV** arise.

Besides, the difficulty faced by educational systems in developing countries addressed by Tenkir (1992), James and McAnany (1978) add the following to that list.

2.1.1. Poor access for rural children

Formal education systems in developing countries provide relatively poor access for rural children. In such countries, the concentration of well trained teachers and material access is in better supply to urban children than their rural counter parts. As a result, the scholars explain rural children do not have equal chance of getting quality education.

2.1.2. Slow response to new trends in educational system

Education system in developing countries gives slow response in providing education relevant to development goals. As to the scholars familiarizing the wide range of population to changes in educational development is expensive and time taking. In that circumstance, radio creates a condition to diffuse new trends in educational system of a country easily by the virtue of its potential to reach wider population at a time than may be giving school based training by using human labor (James and McAnany, 1978)

2.1.3. Low quality of instruction

Educational systems in developing countries provide low quality of instruction with frequent result such that students from developing countries acquire less cognitive knowledge than do children of the same age in developed countries

The difficulties that formal education faces in developing countries brought the need to look for ways in which the system can be improved. One of that is the utilization of educational radio as James and McAnany (1978) state .In light with that the use of radio for education purpose appears to be a mechanism brought for solution to meet the instructional and informational needs of the population of developing countries.

In relation to that, Ndubuisi and Tompson (1987:38) emphasize, " Radio is an effective medium of instruction and its widespread availability to developing countries underscores its educational potential and importance."

On top of that, Fossard et al (1995) mention that in countries such as Bolivia, Costa Rica, Dominica Republic and others radio English instruction plays great role in giving better education. The scholars show that the program enhances students' language skills; it reaches areas that are disadvantaged

(where there is no school at all or education is given only conventionally); it also supplements schools with shortage of teachers and other problems as well.

One thing that has to be clear at this point is that the desire to use radio in all developing countries cannot be one and similar, though. Every country may have its own immediate and particular problem specific to its situation. Hence, the interest to use educational radio in one country or the other may differ. Some settings may have shortage of teachers while others may need support even if they may have enough number of teachers. With this regard, Bates (1984) states that broadcast programs aimed directly at students within education system lay along a continuum 'enrichment ', through learning resource to 'direct teaching'.

In some educational settings schools need radio primarily to supplement, enrich and extend the teachers work. In such conditions where there is any noticed instructional gap or need of enrichment, education radio can be used. There it brings update knowledge and new learning experience for the learner and training for the classroom teacher or supervisors. Unlike that, it can be used for direct teaching in the absence of a nearby facilitative classroom teacher. In this case, educational radio is used to present some functions as a major component of the non-formal education system providing an alternative approach to education for out of school children, youth and adult. This can be taken to be a direct way of using only radio in the absence of the actual classroom teacher in order to attain any desired educational objectives (Bates, 1984).

In Ethiopia the current use of IRI English program that is given for grades 1-4 is used as a support for instructional medium. The students learn English as the radio lesson is put on the air four times in a week from Monday to Thursday .The program is being broadcast as a means to improve quality

education and as a mechanism to train teachers especially on making learning active and participatory, (USAID/AED/BESO II, 2006).

Generally, in developing countries educational broadcasting may have an important role to play in furthering education and development. The role such media plays in such countries can be taken more significant. These countries may use it to maintain quality of education and opportunity in terms of access.

The discussion made above may indicate why educational broadcasting is chosen to be taken as an option. In countries where using sound pedagogic practice may be a problem, looking for option like adopting educational technology would become advantageous. In meeting those needs and others, educational radio is recommended. Some of those functions are the topic of the next section.

2.2. Qualities and Setbacks of Radio

In the views of different scholars radio as a means of education is believed to provide considerable efficiency in terms of quality, access and cost. Sharma (1977:228) states: "Radio is the only broad channel, the only range relatively inexpensive easily deliverable medium that overlaps the commonest barriers to sharing information with remote place. The low cost of radio gives it the power to be owned by even by an economical less strong household." When the above author says the channel is broad and economical, he seems to explain that information can easily be disseminated through radio to every part of a country being able to reach great number of far and wide dispersed populations at reasonable expense and with out delay.

Tomalin (1986); Zirker (1991) in the same way explain radio is economical as compared to other audio visual and print media. They indicate the unit price of radio in most cases is lower than that of an audiovisual media like TV.

On top of the benefit it offers regarding cost and area coverage, radio has the value of enhancing ones imagination power (Crisell, 1984). It is 'blind' media because whoever speaks and what is spoken about are not visible. This gives it some advantage to possess over the other media. Radio present sound only instead of sound and vision; hence, the listener is compelled to supply the visual data by herself/himself. What assist the imaginations of the listeners are the details described and sounds uttered out in the course of the broadcast. Crisell (1984) believes those elements widen the imagination of the listener for s/he tries to picture the setting and all that come with the setting maintained by the broadcast

Over and above, VanEls et al (1984) elucidate that radio is advantageous in terms of giving chance of:

- ▶ Independent learning,
- ▶ Diversity of context, and
- ▶ Tasks that are well prepared by experts.

In the first instance, it offers learners the opportunity to practice listening and speaking from the radio without the teacher or some other informant being present. This can even be done outside the classroom or at home. Given that, it provides the learner chance of independent learning. Next, radio helps students hear the voice of many speakers with any desired variation with respect to age, rate of speech, clarity of diction, situational context and type of language use. Therefore, this makes it better with respect to familiarizing learners to different contexts or situations and accents. In addition to that, radio is a suitable medium to present an invariable model for task involving frequent repetition. For instance, radio lesson can provide a means of pronunciation correction, resolving difficulties in understanding spoken text, and providing feedback in pattern drills.

It has so far been discussed that radio provides various merits, but it is not without limitations. In the first instance, radio fails to create the complete picture a classroom teacher provides the listener. On the basis of classroom students immediate reaction, classroom teacher can change the pace of the lesson. Moreover, it is unlikely that the radio teacher presents paralinguistic information that the classroom teacher can do. The other thing is that the radio lesson continues at its specified time for broadcast and it does not stop to give room for further clarification or discussion. In this regard the role of the classroom teacher would be maximal. S/he can assist students any phase of lesson delivery (Crisel, 1984).

Educational radio broadcast has fixed timetable and that may become challenging in case the timetable of broadcast fails to integrate with the school schedule. Concerning this Hall (1974) suggests broadcast should be made more than once so that different schools could have the chance to set time table accordingly.

2.3. Mechanisms to Maximize the Benefits of Radio: Awareness of the Producer

Some limitations arise for the reason that radio is a medium which is only auditory as discussed in the previous section. Radio can be used successfully and effectively if certain conditions are satisfied; otherwise, one may find that the available media is not used, or used in adequately. To help its potential many scholars suggest key considerations that are presented in the coming section.

2.3.1. Nature and Content of Program

The content of the program refers to the ability of it to involve the target user. It may get interest and attention from the side of the audience on account that it addresses the need and interest as well as other important elements

(language background, the reality of the society, background of the learners and so on (Alan and Helwin, 1999).

2.3.1.1. Choosing song, story and drama

Choosing suitable songs, stories and drama that are primarily supplemental to the content of the radio lesson is critical point. Probably the most important thing about choosing a song to do with class is to make sure that the lyrics are clear .It can be very frustrating for learners to be unable to understand words in such items. There is also the issue of whether or not the language is a suitable level of difficulty. The language should be suitable particularly for the teaching of young learners. That means they can understand and actively sing the songs (Silva at <http://www.celta-course.com/songs.htm> accessed on the 18th of April, 2007)

2.3.1.2. Timing

Timing also has a lot to do with the background of the target audience. Timing in IRI can mean pacing the program so that it suits the needs of the audience. Determining the necessary length of pauses needed for the audience response in IRI needs careful attention .A pause that is too short is frustrating because it does not allow adequate time to interact. A pause that is too long will allow learners' attention to wander. The best way to learn how long pauses should be is to visit several classrooms and see when the lesson takes place or asking classroom teachers questions related with that may answer the question (Esta, 1994).

What Hailu (1988) discusses in his writing also shows that if the design of the program does not involve the learners and the facilitator, it will have unsatisfactory effect on the teaching-learning program. In programs where teachers and students will become merely passive listeners, they would loss interest. As much as possible giving the learner opportunity to answer

questions, label diagrams, fill in blanks and other activities on the basis of what they listen makes the lesson more interesting and meaningful. In that circumstance, the classroom teacher also plays her/his active role of facilitating and following the students' progress.

2.3.2. Utilization of Support Audio Media

To alleviate problems that may come either because of inflexibility of the radio program or, lack of maintenance given for the radio, tape recorders play a supportive role in the use of radio program (VanEls et al, 1984). The greatest advantage of tape recorded material is that especially repetition, and exploitation can be arranged more flexibly. Equally important, if the radio timetable and school schedules happen to mismatch, the accessibility of recording gives chance of widening utilization (VanEls, et al, 1984).

2.3.3. Integration of Radio with Print Media

Spencer (1996) explains that teaching via radio or audio recordings essential graphic information. Such graphic information usually comes in the form of printed materials like workbooks and picture support. Backing radio presentation with those medium gives chance to fully exploit the potential of the presentation by radio medium.

Crisell (1984); Hawkiridge and Robinson (1984) share the same view with Spencer. For example, Crisell notes that message should in some way or the other be visual. That is to say, if the message is supplemented by other codes in the form of writing, drawings, photographs, diagrams, etc, the permanence or access of these codes may compensate for the impersonality of radio and makes it more visible to the learner to sees what s/he hears.

Hawkridge and Robinson (1984), in the same way, recommend planners to take a holistic view of using other media simultaneously with the broadcasts

to compensate for the impersonality of radio so that maximum impact of the program might be achieved.

The exposition of the above experts depicts that accompanying educational radio broadcast with text books or work books and other visual aids for students in classroom will let the students make sense of what they hear and encourage them to follow actively during the broadcast.

2.3.4. Detailed Teacher Guide

Detailed teacher guide is vital to teachers in order to undertake all duties expected of them. Teachers need be given well prepared guides. Guides without sufficient details do affect the performance of the classroom teachers (Hailu, 1988). This may imply that whenever program producers design teacher audio guide, the inclusion of important details of classroom procedure should be incorporated in language expression and presentation that can easily be comprehended by the classroom practitioner.

2.4. Utilization of Educational Radio

In the same way as choosing medium of broadcast and trying to maximize benefit of the design of the broadcast, the question of ensuring the program reaches to its audience and utilized to bring about the presumed impact is vitally important.

Hawkridge and Robinson (1984) assert that from the operational areas of educational broadcasting, utilization depends most on local conditions. Even if too much is spent in terms of expertise and capital to implement the program, inability to assemble other elements than the ones seen during production may end up at inefficiency: the program might be under utilized or not at all.

Hence, next to production considering how much the educational broadcast is used and giving benefit to whom it is addressed requires continues follow up of the program producing sector and the collaboration of different stake holders in assisting the efficient utilization of the program. In line with this, Anzalone and Bosch (2005); Hailu (1988); Hawkaridge and Robinson (1984) forward key points to be seen in order that utilization of educational radio may reach the expected level of implementation.

2.4.1. Prompt Distribution of Print Materials

As teachers guide, distributing broadcast schedules and distributing and collecting evaluation forms are essential factors of effective utilization. Issuing evaluation forms to respective users is crucial to get the status of utilization and to be informed on the possible areas of improvement. It is on the reference to that schools which use radio and the concerned program producers as well as supervisors of the program can get important feedback regarding the implementation of the program and challenges that may prevail (Hailu, 1988).

There has to be prompt distribution of such materials to create link among the schools that implement the program and other concerned bodies .Due to some reasons, however, distribution may be delayed. Sometimes these materials may never reach their destination. Moreover, without these materials at hand, scheduling, preparation and other utilization activities cannot be properly carried out. To avoid such inconvenience attempt has to be made to present the materials (Anzalone and Bosch, 2005; Brown et al, 1985).

2.4.2. Technical Facilities

For an educational radio program effectively meet its objectives, radio sets should be available, maintenance service should be rendered promptly and

the desired energy supply should be prepared. If classrooms in a school are not provided with the facilities at all or with uneven distribution, it is questionable to accept that the radiobroadcast is effectively reaching its audience (Anzalone and Bosch, 2005).

2.4.3. Natural and Undisturbed Reception

Natural and undisturbed reception is a necessity in educational broadcast in listening or sound situation. Power supply and coverage capacity of the transmitters adversely contributes to reception quality and attention level and span of listeners (Hailu, 1988).

If schools do not have or cannot afford to buy new radio sets, they rely on their old sets, which frequently go out of order. Unless the available sets are maintained in shortest time possible, they are compelled to stop listening, and this, in the long run, may result in complete abandon of using educational radio programs.

2.4.4. Giving Training to Teachers

Anzalone and Bosch (2005) suggest the collaboration of the broadcasting system itself and other educational agency is likely to promote effective utilization of the aired/designed program. The authors recommend that the program have to get awareness and support on the part of educational organizations with in the curriculum, teacher training institutes and educational research.

Hawkaridge and Robinson (1984) stating the experience of countries such as Malaysia and Kenya claim that the primary responsible body of media production can benefit having unit that take responsibility of ensuring effective utilization. In the countries stated the same unit regularly organizes in service courses and workshops for head teachers, classroom teachers and

key personnel. The unit responsible also plays the role of ascertaining effective utilization by visiting individual schools and helping teachers with both pedagogical and technical problem.

Curriculum of initial teacher training of those countries includes the use of school programs such as media in classroom. Given that, by the time student teachers graduate, they will have the necessary skill handling media in classroom.

2.4.5. Collaboration beyond Generally Accepted Educational Bodies

Direct collaboration between educational broadcasting systems and organizations that are not normally included among educational bodies such as village community groups and parents' groups enables the broadcasting system to achieve a higher level of utilization, (Hawkaridge and Robinson 1984).

Community and other organizations may be a way of getting support in case schools are in short of radio sets and other recording facilities.

2.4.6. Involving User Group in Feedback and Evaluation

It is also most desirable for user groups and audience to be involved in evaluation. This has two-side importance according to (Hawkaridge and Robinson, 1984). One is to the producer that it provides direct evidence of the response to their material from selected user groups. This knowledge may mark the level of utilization and the prevailing attitude of the audience that is crucial for the necessary decision.

Next to that, the involvement of teachers in giving feedback creates a feeling of involvement besides being the genuine source of classroom information. Attempts to fulfill material and technical demands might be easy, but the

willingness of the teacher has a remarkable contribution to the success of the program. The teacher should primarily be convinced about the supplementary use of educational radio. Particularly, when there is an intention of using radio program for core teaching, teachers might be somewhat suspicious. Such an arrangement may intimidate them and develop a negative attitude towards using radio program in the classrooms (Hailu, 1988).

The above exposition implies that for effective classroom use of the program, the first chief requisite is the desire on the part the teacher to make use of the aid. The desire will exist on the condition that the teacher is aware of its advantage and has faith in its potentialities and is confident to utilize it.

As with the classroom teacher Hailu mentions the involvement of head of schools and concerned officials is necessary to convince them of the fact that radio programs are valuable resources that help the teacher rather than use up valuable teaching time.

Similarly, Anzalone and Bosch (2005:52) state "One of the best ways to gain teachers' support is to make active use of the feedback loop that is generally part of the periodic cluster meetings." Creating situations whereby teachers and other concerned bodies give feedback may ensure efficiency in implementing educational radio program.

Overall, Hawkaridge and Robinson (1984: 109) propose the following three important criterias to encourage good use of educational radio.

- ▶ The management of the system should take a close and continuing interest in the use made of the system out put, should encourage and help its user both with training and with equipment and should recognize these activities as a proper charge upon its resources.

- ▶ All the staff, particularly the production staff, should be allowed and encouraged to take a direct interest how their programs are used. They should spend adequate time on teachers' guides and students' materials, and should act on the feedback from the users' constructive ways.
- ▶ Every opportunity offered for collaboration with the institutions and associations that represent the users of its materials should be warmly received and wherever possible accepted; and the system should itself seek collaboration.

Generally, effective utilization calls for maintaining the flow of support materials. Training of personnel who employ the program is equally needs attention. Another thing to consider is maintenance and evaluation. There has to be a way by which this facility for maintenance should be arranged. All in all, in order for educational radio programs to meet their objectives

- ▶ Radio sets should be available;
- ▶ Users need training to correctly utilize the radio programs to meet their objectives,
- ▶ Guides and broadcast schedules should be printed and distributed and;
- ▶ Maintenance service should be rendered promptly.

2.5. Emergence of Interactive Radio Instruction (IRI)

Hurtenberg and Bosch (1996) reveal that Interactive Radio Instruction (IRI) was first implemented in the 1970s by the Nicaraguan Radio Mathematics Project. These radio mathematics lessons were later adopted for use in

Thailand. Since it has been used to teach other subjects such as English, health, environmental studies and served in teacher training.

IRI is different from other educational radio systems that are called conventional radio in some ways. In the conventional educational radio broadcast, the relationship between the audience and the radio teacher was passive; radio voices spoke and students listened. As a result, students often learned a little. The relationship between the radio teacher and the students was mimicked the traditional teacher student relationship. One spoke the other kept silent (Zinker, 1991).

Unlike the case seen above the scholar states, IRI gives deferent experience than conventional radio lesson.

IRI delivers intensive and daily lesson in the core curriculum. It mandates continuous interaction between the learner and the radio teacher or teachers; immediate reinforcement or correction of student response; a segmented program format that allows for repeated exposure to new topics, distributed practice in new skills over a sequence of lessons; and a careful system of formative evaluation. But its success also depends upon its responsiveness to the unique educational needs of the poorest nations (1991:x).

It appears from the above explanation that unlike the traditional teaching learning methodology the methodology of IRI gives place for active and interactive way of involving students. It puts the child at the center of instructional model. This can be what distinguishes IRI from other practices of conventional radio education.

Scholars Anzalone and Bosch (2005) explain IRI is taken to be an important option for improving educational quality in primary school classrooms in developing countries around the world and it has led to significant and consistent improvements in school achievement as well as closing equity gaps (urban /rural, boys/girls. To the fact that the same kind of quality education reaches students at the further distance of rural area in the same manner, the same chance of participation can be given for boys and girls in the classroom as led by the radio teacher.

2.6. Interactivity in Radio Instruction: Comparing IRI and the Conventional Broadcast

The conventional radio was designed in the traditional classroom form of education. There, the teacher taught; the students listened. Currently, however, the philosophy of education is changed and classroom teachers began to put more emphasis on interaction between teachers and students (Esta, 1994).

What is stated in USA/AID BESO (2004) publication indicates that the conventional radio recordings were too fast and did not leave adequate time for teacher explanation or students' response. Due to that teachers had difficulty following radio cues instructing them to speak in class; they often spoke at the same time as the radio teacher that made it difficult for students to understand their explanations.

When IRI has been decided to be used, the scripts are written in a way that actively engages the children. This means the students are actively involved in the learning process. They are required to think about problems and questions; respond to questions; take part in the learning activity and create better learning situations (Esta, 1994).

Therefore, the design of IRI allows students to express their ideas orally and in writing or in a variety of physical and mental activities. Regarding that Anzalone and Bosch(2005:28) explain :

A key factor in the success of IRI learning system has been the active learning pedagogy that is used in the design of an IRI series and is incorporated in to every script. ...Through the programs, students are invited to participate in varied learning activities –individual work, experiments, and communicative approaches to language ... and so on. This reduces reliance of on rote learning experience-diversified learning experience.

This may imply that students take an active role in the learning process by doing something, answering, measuring, singing, working in groups, counting, participating and so on.

Student participation existed in the earlier programs but the intention and the nature of the activities designed in those programs and IRI are different. Esta (1994) explains that the major trust of the early programs was on attracting frequent student response i.e. frequent interaction. This interaction often tended to be mechanical and reflexive; efforts made to capture students' interest were weak. Little attention was paid to the development of recognizable characters in the programs.

Silcox (1993) states that learners retain approximately 10 percent of what they hear, 50 percent of what they see and hear, but 90 percent of what they say and do. The disposition of Silcox may imply IRI adapts better approach of language teaching for retaining knowledge.

The design of IRI program also drives from the belief that educational program should echo real life situation .In this regard Esta (1994: 8) states:

As educational philosophy has continued to develop, it has demonstrated more and more the importance of equating learning with real life; of demonstrating to students the relevance of their lesson to the needs of their own lives: of finding ways to allow for the fact that there are many different ways of seeing and experiencing life. For these reason three major, changes have occurred in IRI scripting. The setting of lesson with situations and stories that echo real life rather than lessons that lack setting in either time or place. The provision of opportunity for listening students to engage in both creative and critical thinking and the use of real and believable characters (rather than soul-less teacher voices) who can present multiple realities that allow for varying responses.

2.7. The Nature of Listening and Its Implication for Radio Lesson

Listening is a medium through which individuals gain a large portion of their education and their understanding of the world. On average listening accounts about 45% of communication time people spend (McCoutchen, Schaffer, Wyckoff, 1994). The fact natural communication entails much of listening does not prove the skill as simple as it is frequent. It is the most difficult skill of other macro skills such as reading, writing and speaking. Listening is a process more than merely hearing words. It is rather an active process by which students receive, construct meaning from and respond to spoken and non-verbal message (Emmert, 1994)

In a context where radio is used to present language content, it seems reasonable to imagine that the learner is required to process data effectively in

order to retain the information delivered through the radio. As with other listening activities in radio lesson, too, the classroom teacher plays vital role to help the learner attain what is supposed of her /him. The next section discusses some of the classroom teacher's task at different stages of the radio lesson.

2.8. The Role of Classroom Teacher Using IRI

The classroom teacher is required to have preparation before the radio broadcast on what is expected of her /him to carryout in relation to the radio lesson. The entire activity is categorized in to three basic stages of the radio lesson termed to be **before** the broadcast, **during** the broadcast and **after** the broadcast.

These basic stages require necessary attention and preparations from the part of the classroom teacher (Brown et al, 1985; EMA, 2006; Rost, 1990; Underwood, 1989).

2.8.1. Before the Broadcast

2.8.1.1. Teacher's preparation (outside the class)

Teacher's preparation begins outside the classroom. The classroom teacher makes preparations that include studying guides or textbooks that support the content to be presented. Up on reading the guide the teacher may draw pictures, write songs, questions or new vocabulary items that may appear in the lesson and in a lesson reinforcing story to be told. Teaching aid that is needed during the broadcast can also be collected from the school pedagogic center during this phase. In the context of English for Ethiopia the teacher is given only five minutes time to make introduction and motivate students towards the up coming lesson (see Appendix-F). Given that, if the classroom

teacher takes time ahead, s/he can save time for making interesting introduction in five minutes time.

2.8.1. 2. Prepare the environment and motivate the learner

This activity is carried out in the classroom at a time given before the radio broadcast begins. Here, the teacher arranges necessary materials required for proper hearing. S/he also properly sets up the radio ready to go when the time comes to use it. Similarly, the teacher has to introduce the items; make clear why it is being used at that particular time; briefly describe what it covers; stress on what is important to be learned from it. S/he should also tell students what they will be expected to do after using the item (should they answer questions? sing songs? discuss the content?). Besides, the classroom teacher is expected to carry important tasks. S/he has to be sure that sound, volume and tone are properly adjusted so that all students may hear, understand and enjoy the lesson (Brown et al, 1985).

Underwood (1989:31) indicates pre listening work can consist of a whole range of activities to be done by the teacher and students as in below:

- ▶ The teacher should give background information;
- ▶ The students should read something relevant;
- ▶ The students should look at pictures;
- ▶ Discussion and answer session should be held;
- ▶ Written exercises should be given;
- ▶ Instructions for the while listening activity should be stated and
- ▶ Consideration should be made on how the while listening activities will be done.

At this phases of the radio lesson the teacher is supposed to help students to practice songs and let them see some pictures for a number of reasons discussed below.

When students sing or recite, they automatically assume command of the prosodic features of the language .The prosodies are stress, rhythm, intonation and syllable lengths (Cross, 1992). This author believes that when students recite or sing, they are obliged to use the prosodies correctly in order to reproduce the swing of the piece. Once the song or rhyme has been learned, it is in their mind for the rest of their lives, with all the grammatical information.

Using visuals before the broadcast also has a number of advantages. They often illustrate meaning more directly and quickly than through verbal explanation. This in turn means, pictures cut down teachers talking time or save time. They also attract students' attention and concentration and help make the associated language memorable (Gower, Phillips and Walters, 1995;Wright, 1989).

These activities mentioned above help to focus the learners' minds on the lesson, specifying and selecting the items that the students expect to hear, and activating prior knowledge and language structures which have already been met.

Some of the activities mentioned above are supposed to be done with in five minutes before the broadcast in the current English for Ethiopia IRI program EMA, 2006.

2.8.2. During the Broadcast

When the actual broadcast of the radio program begins, the teacher can intervene and help the students. Nevertheless, the teacher's stepping may

sometimes cause problem if s/he tries to speak at the same time with the radio teacher. Stuffer (1980) suggests that teachers can involve every one in to answering questions and other similar activities during listening, but her/his stepping inappropriately may harm the success of the lesson.

At this phase of the radio lesson, the classroom teacher is supposed to check whether the students are attentive so that they could be able to understand the lesson. S/he has to also listen what the students say and should be able to notice their mistakes to give further explanation later on. Besides, s/he should show them teaching aid whenever asked to do so by the radio teacher; explain instruction in mother tongue or in English as advised by the radio teacher; sing song with the children and build their confidence (EMA, 2006).

There is a gap of two minutes in IRI broadcast for Teacher Lead Activity 1 (TLA₁) during the broadcast in the format of IRI English program. At this point the teacher may need to monitor the activity assists the whole class to participate in pair or groups (EMA, 2006).

2.8.3. After the Broadcast

Post listening activities allow the learners to reflect on the language from the listening material: grammar, and vocabulary so that students have time to think, discuss or write (Rixon , 1986).The activities which teachers may do in the classroom after listening consist the following .

- ▶ Discussing students' reaction to the content of the listening selection;
- ▶ Asking students thought-provoking questions to encourage discussion;
- ▶ Setting students to work in pairs to create dialogues based on the listening text and

- ▶ Assigning reading and writing activities based on what students listened to (Pierce, 1989:43)

English IRI program gives the classroom teacher fifteen minutes after the broadcast activity which is called Teacher Led Activity₂ (TLA₂) EMA (2006). During this stage, the teacher is requested to give follow up based on the students need. If the students had some concepts or practices that challenged them during the broadcast, the teacher gives further consolidation (Pierce, 1989).

To maintain and reinforce the radio lesson presented, the classroom teacher has five minutes. Next to that, in the remaining 15 minutes the teacher is supposed to give students time to work on the reading and writing activities on the students' text book (EMA, 2006). As students have already been given the opportunity to be exposed to listening activities during the radio broadcast, the next activity of 15 minutes will be source of giving students chance to develop their skill of writing and reading.

2.9. Interactive Radio Instruction (IRI) in Ethiopia

As the document published by The Ministry of Education and Fine Arts Center for Educational Technology (1973) indicates that the use of educational radio is not a new trend in Ethiopia .It was started around 1960s. Ever since the country has used the medium for formal and informal educational purpose. In the due time, the broadcast has been liable to changes that have been coming from the demand of the country and thereby changing educational policies.

Before the 1990 educational policy reform, the country used radio for primary and secondary school subjects. Primary schools used Amharic as a means of teaching other subjects and as a separate course itself while English was given as a subject starting from grade three (EMA, 2006)

After 1990, different nationalities started to develop their own curriculum in their own languages. In the mean time, the radio broadcast went through another change. Along with this reform, English has been decided to be given as a subject starting from grade one.

The decision of starting English language teaching radio program from Grade One has coincided with the change in education policy -from the traditional teacher centered way of teaching to the communicative learner centered approach. In meeting that the strategic objective of USAID operating in Ethiopia has played important role. Some of its objectives include quality of teaching force improvement and application of student centered active learning methods. (USAID/AED/BESO) II (2006). In this regard, Nekatibeb (2004:2) explains the reason why IRI is introduced as follows:

With particular reference to Educational Media Agency's (EMA's) role in primary English education, the Education Sector Development Program of Ethiopia (ESDP-1) document noted that the main objective was to improve the quality of English language instruction by producing high quality educational Interactive Radio Instruction programs to primary schools.

In 1999 the new English radio education program, IRI, was pilot tested and put on air starting from October 2003 -October 2005 in grades 1-4 at national level (USAID/AED/BESO) II (2006). After its implementation, summative evaluation has been conducted to get feedback on the effectiveness of the program in enhancing students' achievement. The table below summarizes the result of the study.

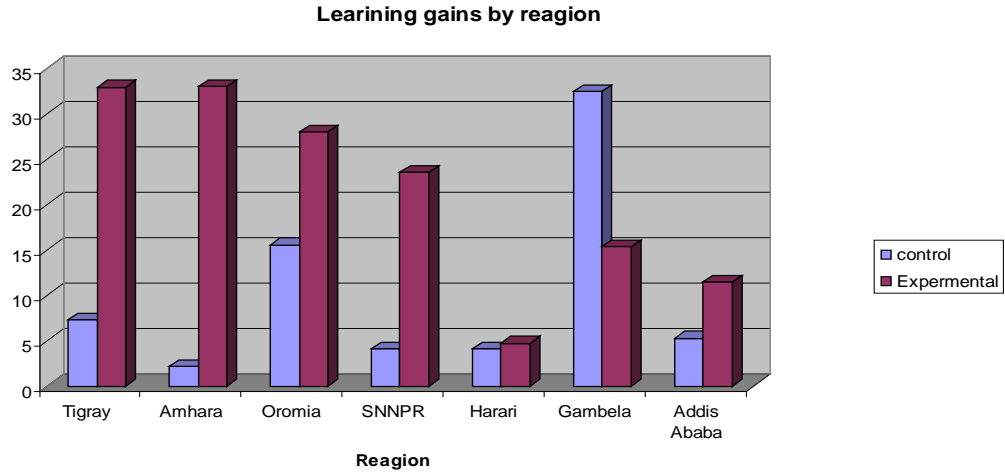


Figure 2.1

Source :*(Nekatibeb, 2001 in USAID/AED/BESOII (2005:26).*

The table shows better learning gains resulting from the program. However, the trend does not sustain in the same rate as can be seen from the table.

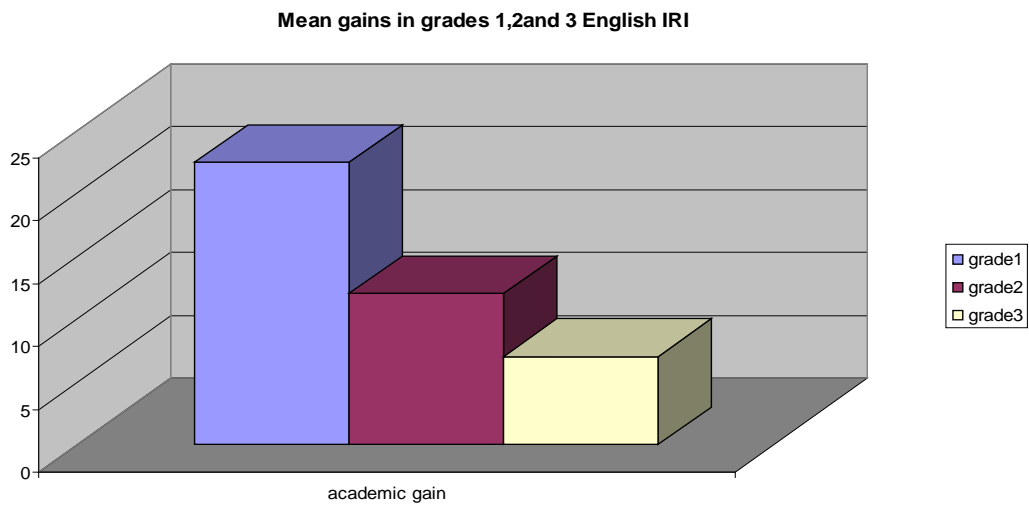


Figure 2.2 Source: *(USAID/AED/BESOII (2005:22).*

Even if the result of IRI English radio program yields better result in Grade One when it comes to be used in Grades Two and Three it does not seem to

keep the pace it has in Grade One. With this regard, experts in the area of IRI Anzalon and Bosch (2005: 29) state:

IRI projects have been designed and implemented in various contexts and countries. Where it is introduced, some sustained and others abandoned .For the program to be effective and sustainable or fail to meet expectations, critical factors should be seen.

The above authors assert list of issues mentioned here while combined can affect the sustainability and effectiveness of the program. These points are:

- ▶ Factors related to design, production and broadcast stages;
- ▶ Strength and quality of technical assistance;
- ▶ Choice of subject matter;
- ▶ Responsiveness to needs emerging from the local context;
- ▶ Relevance to education policy and donor support;
- ▶ Responsiveness to environment to change and
- ▶ Enabling policies, strong and active community participation

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

The aim of conducting this research is to identify the major factors that affect the implementation of English IRI lesson at the first cycle primary schools. To attain this a descriptive research method is employed.

3.2. Selection of Schools and Grades

The subjects of this study were taken from a sample of five government primary schools in Addis Ababa (Beherawi Betemengist, Edget Besira, Karalo, Lafto and Salayish). There are 88 governmentally owned primary schools in Addis Ababa (Addis Ababa Educational Bureau Educational Statistics abstract, 2005/06). Out of that number, about 42 schools utilized the English IRI program during this study was conducted. The information if schools used the program was checked mainly by telephoning, and by visiting the schools. From the record of the schools which utilized the program, five schools were selected by systematic random sampling.

Grade Three was chosen as a target of this study on the ground that former studies conducted by EMA showed the English IRI program starts to be less effective from Grade Two and continues to decrease in Grade Three. The researcher found it difficult to address the case of both the problem grades in depth in the time she was provided to under take the research. Therefore, to study the implementation of the program preferably in Grade Three was justified mainly by the belief that students from the sample school need to supply information. In that case then students from Grade Three are better in giving information than the ones in Grade Two

3.3. Selection of Participants

From the study population of 1,186 students of Grade Three in five of the target schools, 119 sample students participated in the study. That number accounts to be 10% of the total population. The numbers of students, from each school, to take part in the study were decided by applying stratified sampling technique. In that manner, 10 students from 76 students at Bherawi Betemengust, 38 from 382 students at Edget Besira, 39 from 388 students of Karalo, 25 from Lafto and 9 from 93 students of a section at Salayish were determined to be subjects of this study.

Specific students were chosen from each school based on their academic score in order to avoid biased information in case the sample constitutes students of the same academic performance.

In addition to that, all teachers who were teaching English language in the target class participated in responding to questionnaire items. In the group discussion, some teachers did not take part, even if invited.

Radio center coordinators or principals (from the schools where there was no radio center coordinator) took part in supplying information for a separate interview session designed for them.

Finally, team leader of The Office of Educational Radio Transmission at Addis Ababa Educational Media Agency was interviewed. This helped to figure out the officials opinion about the over whole implementation of the program and the relation the office maintained with school communities as well.

3.4. Instruments and Data Sources

The study used different data gathering tools: questionnaire, observation, focused group discussion, interview and document analysis.

3.4.1. Questionnaire

The study used questionnaires designed to find out factors that challenge the implementation of the program. To do that two sets of questionnaires were prepared, one for teachers and the other for students. Both sets of questionnaires were translated into Amharic in order that participants may provide answer with out being affected by language barriers.

Teachers' questionnaire consisted 23 items some of which were open ended and others close ended. The items in the students' questionnaire were all close ended and only seven in number.

Teachers' questionnaire was distributed to all English teachers of Grade Three in the target schools .The aim of the questionnaire was to gather the response of individual teachers regarding the situation in their classroom and at their school in general that was related with the use of IRI for the teaching of English. The items also seek to elicit teachers' opinion about teaching English through IRI. All the teachers in the target grade completed and returned the questionnaire.

Similarly, the students' questionnaire was carefully designed taking into account the language background and age of the respondents. The questionnaire consisted only eight items in such a way that student participants of this study can give their responses easily and with out boredom.

All the sample students answered and returned the questionnaires. For sample students to fill the questionnaire, the researcher arranged conditions in each of the schools such that they could come together in one class. In the mean time, the students received the necessary assistant to supply their information for the items. When the students were completing the

questionnaire, a colleague of the researcher helped the students by reading each question and alternatives of responses.

3.4.2. Classroom Observation

Classroom observation was used to see the circumstance in the classroom regarding the following issues:

- ▶ The level of help students got from the classroom teacher during different phases of the radio lesson as desired by the radio teacher
- ▶ The participation and engagement of the students in the lesson,
- ▶ Whether all language skills received the attention in the same way as written in the teacher audio guide and the students' textbook

Structured observation guide was prepared by adapting the guide prepared by Almaz (19 89), self evaluation check list the IRI producers attached at the end of the teachers' radio guide and based on review of related literature. After that, the researcher's advisor and three other English language teachers commented on the checklist.

Fifteen radio lessons were observed. Various strategies were employed to make the observation more reliable. As Best and Kahn (1993) advice, the classroom teacher was not told the specific purpose of the observation. If she/e was told the objective of the observation, s/he may act accordingly unlike usual. Second, a cooperating observer joined the researcher. Third, the classroom observation was backed up with video recoding. Each class was recorded three times where two of the recordings were simulation recordings in order that students and teachers might not pay much of their attention to the recording.

3.4.3. Interview

Besides using the afore mentioned tools of data gathering, the researcher conducted unstructured interview with radio center coordinators and school principals in some cases where there is no radio center coordinator for the schools. The interview helped to gather important information regarding managerial issues related to the implementation of the radio program at each school.

3.4.4. Focused group discussion

To gather additional information beside what the teachers provided through the questionnaire, focus group discussion was made with them again. The focus group discussion also helped to crosscheck the information supplied by the radio center coordinators /school principals with the teachers discussions.

3.4.5. Document Analysis

The other source of data for this study was collected from secondary sources of school class schedules and schedule of the transmission of the IRI program. These documents were used to check the concordance of schedules. The researcher also tried to take a sample radio lesson guide to show examples of activities that are supposed to be performed by the classroom teacher.

3.5. Result of Pilot Study

By the time different tolls of data gathering designed, attempts were made to see the practicality of the tools. In the mean time, some schools were found not to use the program at all. Some of that are Minilik, Wondrad, Yeka Terrar and Tesfa Kokeb primary schools

On the basis of that information the researcher decided that she should first identify the schools that use the IRI English program by telephoning each school as she had the lists of the schools and their address from Addis Ababa Education Bureau.

Up on identifying 42 schools that use the program, the researcher pilot tested the instruments of data gathering at Misrak Ber No 1 Primary School. This school was not taken in the actual study. Based on the feedback on the pilot test, some amendments were made on the instruments of data gathering. To cite few, additional items were added in the observation checklist, the teachers' questionnaire was translated into Amharic and the number of alternatives in the students' questionnaire were reduced to three scale unlike the case used in the teachers questionnaire.

3.6. Procedure and Method of Data Analysis

The questionnaires were distributed to students and teachers of the target area. After that, individual and group interview was made to get clarification and detailed idea on some points raised in the questionnaire. Classroom observation was also made to gather important information regarding the teaching learning processes and the atmosphere prevalent in the classroom during the IRI lesson. Document analysis was used to refer important information regarding school schedules and classroom procedure.

In this study, both qualitative and quantitative analytical procedures were employed. In conformity to this; Flick (2001) suggests that quantitative and qualitative methods should be viewed as complementary rather than as rival camps. Accordingly, percentage, frequency and mean were used to analyze the quantitative data. Information generated from the interviews, focused group discussions and open-ended questionnaires were categorized and described qualitatively.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF RESULTS

4.1. Analysis of Teachers Responses

Table 4.1: Teachers' background information

No	Item	Response options	Response given	
			N	%
2	Qualification	Diploma	2	10.53
		Certificate	17	89.47
		Other	-	-
	Total		19	100
3	Sex	Female	13	68.42
		Male	6	31.58
	Total		19	100
5	Work experience	a) 1-5 years	4	21.05
		b) 6-10 years	2	10.53
		c) 11-15 years	5	26.32
		d) 16-20 years	1	5.26
		e) 21 and above years	7	36.84
	Total		19	100

The researcher set out to consider all teachers of Grade Three from five of the sample primary schools namely, Behherawi Betemengist, Edget Besira , Karalo , Lafto and Salayish to gather data through questionnaire .Nevertheless, the interview was made on the basis of availability and willingness of the teachers to take part . The information in Table 4.1 was obtained through the questionnaire which all of the sample teachers completed and returned.

As indicated in Table 4.1, 2(10.53%) of the teachers were diploma holders while 17(89.47%) of them had certificate in teaching. With regard to their sex, 13(68.42%) of the respondents were female teachers and the rest 6(32%) teachers were male.

Regarding their experience in teaching, the table shows that 4(21.05%) of the respondents taught for five or less than five years. 2 (11%) of them had experience of six to ten years. 5 teachers (26.32%) said that they had working experience that ranges from 11-15 years. There was only one respondent who said her/ his work experience was in the range 16-20 years, while 7(36.84%) of the teachers noted that their working experience was 21 years and above.

We may conclude from the data that participants of this study came from various age ranges and experience of teaching. This in turn implies that the information gathered in the current research appears to reflect the opinion of heterogeneous group of people in terms of sex and working experience.

Table4. 2: Responses on IRI classroom management trainings issues

No	Items	Response options	Response given	
			N	%
6	Whether received training or not	Yes	6	31.58
		No	13	68.42
	Total		19	100
7	Degree of usefulness of the training	a) Very high	5	83.33
		b) High	-	-
		c) Moderate	1	16.67
		d) Low	-	-
		e) Very low	-	-
		NR	13	68.42
	Total		19	
8	Training given by	a) An expert/ Experts from Educational Media Agency	5	83.33
		b) Radio center coordinator of the school	-	-
		c) A colleague who has taken the training	-	-
		d) Others. Please, specify	1	16.67
		f) NR	13	68.42
			Total	

Notice: NR= no response

Table4. 2 displays the data provided by the teachers regarding the item that asks whether they were given training on the IRI classroom management and their reaction towards the usefulness of the training, in case they had the

chance of attending one. The table also supplies data on what kind of authorities /individuals gave the training to the participants of this study.

Concerning item 6 which is asked regarding opportunities of trainings, 6(31.58%) of the teachers answered that they took training that strengthen their IRI classroom management. The majority of the respondents 13(68.42%) of the teachers, however, expressed that they did not take training at all.

In responding to item (7), 5(83.33%) of the teachers who had the chance of getting the training replied that the training provided them *very high* help to manage the IRI classroom successfully. Whereas 1(16.67%) of the respondents who were trained rated the usefulness of the training as *moderate*.

The same question was posed at the group interview session to the teachers. During the discussion, one of the teachers Azeb, not her actual name, from **School 4** expressed her view as in the following:

I have taken the training at three days workshop held in Ambo. As part of the training, with the other attendants of the workshop, I practiced teaching English by using the IRI English recorded cassette .It seemed appealing when I did that with other teachers like me in a setting where all materials I needed was available. Nevertheless, in my actual classroom the trend is not similar with what I experienced in Ambo. I am unable to apply the training in my classroom of 70 to 80 without denying other constraints

Item number 7 was meant to elicit the teachers' responses to indicate the authorities who had given them the training. 5 (83.33%) of the respondents disclosed that they were trained by experts from Educational Media Agency

(EMA). Only one of the teachers claimed that her/his school director acquainted her/him about the issue. Regarding this issue team leader of the Addis Ababa Educational Radio Agency team leader during the interview said that the office gave training to most teachers and the teacher who got training were required to promote the training (See Appendix -K3).

Based on the above discussion, it can be said that most of the teachers from the sample schools did not have the opportunity of developing the skill of IRI classroom management. However, from the response of the teachers who indicated that they went through the processes, it appears that the training created better awareness of IRI classroom management, though it seems to have failed in familiarizing the trainee with appropriate methodology to cope with t large class problems. As can be inferred from the responses of the teachers to item number 8, the teachers who had the opportunity to be trained by experts in teaching IRI did not pass the training to others.

Table4.3: Availability of equipment for program reception

No	Items	Response options	Response given	
			N	%
9	Options used by schools to get the IRI English lesson?	a) Radio (on air radio lesson transmission	12	63.16
		b) Radio and recorded cassette	1	5.26
		c) Recorded caste	6	31.58
	Total		19	100
10	Availability of materials at schools to access the IRI lessons	a) Yes	8	42.11
		b) No	11	57.89
	Total		19	100

Ensuring the availability of broadcast slots at appropriate times of the day for a school audience is important in order for the IRI English program reach the intended audience on regular basis. If the necessary equipment for the program reception is not available, the possibility of getting the intended radio lesson will be faced with the challenge of not being properly utilized (Bosch, 1997).

In relation to that, item 9 was designed to obtain information about the means by which the sample schools got the delivery of the IRI English radio lesson. As can be seen from Table 4. 3, 12(63.16%) of the informants said that their schools made use of a direct on- air transmission of the IRI English lesson. One of the respondents also said that at a school where s/he taught, a direct on- air transmission of the IRI as well as the program available in recorded cassette was used. The other 6(31.58%) of the participants of this study replied that they got the program from their respective school obtained in the form of recorded cassette.

Teachers of the sample schools were also asked if they taught English supported by the transmission of EMA's interactive radio instruction in a condition where there was enough number of radios at their schools to receive the program. Responses given for item 10 of Table 3 above reveal that 8(42.11%) of the teachers said there were sufficient numbers of radios at their school. Proportionally large number of the participants 11(57.89%) reported that their school did not have enough number of radios to get the program on regular basis.

Similarly in the group interview, some participants stressed the lack of sufficient supply of radio which created a problematic condition on their teaching. The following is cited from one teacher who participated during the group interview.

We always compete for radios every morning. Do you know why? There are only five radios at our school, but more than ten classes need the radios every morning. If my students become early to be at the pedagogic center, they can get it. Surprisingly, the radio they brought after that struggle would sometimes be not operational (Molla from **School₅**).

Teachers from another group interview meeting disclosed that at their school, they utilized the IRI English program presented in cassettes. These group of interviewees in most cases reported that the supply of radio was not a problem in their schools because they used sound amplifiers (loud speakers).

Thus, from the preceding discussion based on Table 4.3, it can be deduced that the sample schools used different means of receiving the IRI English radio lesson. Secondly, the incompatibility of the number of classes and the number of radios available at schools and the problem encountered due the fact that even the available radios being un functional intensifies the situation.

Besides shortage in number of radios, other factors as revealed in the group interview and individual interview with (radio center coordinators / directors) of different schools, aggravated the problems. Some of these are:

- ▶ Lack of technical facilities, such as sockets,
- ▶ Lack of electricity failures, and
- ▶ Lack of school internal programs of examinations or meetings.

Directors from **School₂** and School **4** and Radio center coordinator of School **5** indicated that their respective schools made attempts to avoid these problems, but with no result. One of the directors of the three schools, for instance, explained the problem as follows:

We maintained sockets in our school frequently, but they were soon damaged by our own students'. We live in [the third world] and how do we imagine buying dry cell batteries for all sections. If that was possible, we could relay on using other options than electricity supply (Tiruneh, Director of **School₄**).

Conversely, a radio center coordinator of **School₁** illustrated that the school in which she worked had not faced problem of power supply to run the program. In addition, she stated that the school management arranged a condition that all classes which employ educational radio be provided with dry cell batteries. Therefore, the coordinator asserted: "I wisely distribute only six batteries, which are enough for fifteen days." She also indicated that at times when classes were cut because of meetings or any other reason, she would record the lesson of the entire day and would avail for broadcast the next day.

Likewise, the radio center coordinator from **School₃** stated that in the school he was working, if the radio lesson could not be given for any reason, he would arrange time so that the lesson might be given any other time. He noted:

Relying on the direct line of the **Legedadi** signal is no more fruitful these days. Therefore, I try to communicate with experts at the Addis Ababa Educational Radio Center. As a result, I have the entire radio lesson available in recorded cassettes. In our school, we do not have any problem of teaching by radio. Whenever the need arises, I disseminate different lessons from the school radio center. It is my specific job; I do that always (Gebeyehu radio center coordinator from **School₃**.)

The responses of different groups of participants of this study show that the radio program was effectively utilized at some schools, whereas still other schools did not follow the program as required. Some teachers proposed solution that is worth considering. They believed that the task of the teacher has to be confined to thinking about how they should teach than thinking of the availability of radio and power supply.

Zirker (1991) argues that in the beginning of radio project it may seem to be easy to provide schools with radios, batteries and support materials for a pilot activity. The author adds that overtime, however, schools may quit using radio lesson because of the following reasons: as more classes are built and more number of students are recruited, new radios need to be purchased. Besides, even those schools which have good radio receivers may sometimes quit using educational radio broadcast as they may need electrical power to work, and in most cases electricity supply may fail. Thus batteries are required; this can be expensive and in some places, hard to find. The expert suggests providing schools with low cost solar battery power supply that uses nickel cadmium batteries that are recharged by a small solar panel can be taken as solution. Yet, another potential problem that has to be seen in making use of educational radio is the availability of maintenance. Although radios are remarkably reliable and durable, they do break down at times. This requires readily available repair facilities or replacement radios .It also requires funds from concerned bodies to pay for the repairs

Table 4. 4: Comparison of clarity of IRI in the direct transmission and in recorded cassette forms

No	Items	Response options with value Very high=5, High=4, Moderate=3, Low=2,Very low=1										Σf^v	\bar{X}
		5		4		3		2		1			
		F	%	F	%	F	%	F	%	F	%		
11	If you have the experience of teaching English supported by direct /on air radio transmission of IRI, how	-	-	-	-	2	10.53	16	84.21	1	5.26	39	2.00
12	If you have ever used recorded cassette of the IRI English lesson, to what extent is its recording clear?	1	14.29	4	57.14			2	28.57	-	-	25	3.57
	NR= 12												

N=19

Note : Mean (\bar{X}) of the responses given is calculated by the formula

$$\frac{\sum_{i=1}^5 f_i v_i}{N}$$

Where v_i =value of each response option

f_i = corresponding frequencies, N= total number of respondents and Σ =summation

Asked to give their opinion about the level of clarity of the direct IRI program, two teachers (10.53%) accepted that the program was *moderately* clear to listen. On the other hand, 16(84.21%) and 1(5.26%) of the participants indicated that the level of clarity of the direct radio transmission was *low* or

very *low*, in that order. The mean value of this item is calculated 2 and that is, the value of *low* in the rating scale employed in this research.

Besides, during the group discussion, it was noted that teachers were either unable to get the radio signal at all or it was not as such audible sometimes. Elaborating on this idea, a teacher from one of the schools reported as follows:

My students obviously expect me to know everything as a teacher. I feel ashamed sometimes because I can't listen to the instruction given or I cannot explain things to my students because of the poor clarity of the transmission. If I don't do that, then I take it as a failure in my job (Tamenech from **School 5**).

Another teacher said; "Sometimes we cannot get the program at all even if we try to fine -tune our radio in many directions"(Martha from **School 4**).

The experience of the participants of this study including Tamenech and Martha implied that the direct English IRI program was not as such clearly audible. Nevertheless, from the item which asks the clarity of the recorded version of the IRI lesson, 7(36.84%) of the subject teachers indicated that they had the experience of teaching the English lesson by IRI using recorded cassette. Accordingly, one teacher among the participants of the study who had taught by recorded cassette rated the program available in recorded cassette as having *very high* level of clarity. In the same way, 4 respondents accounting to about (57.14%) showed that the IRI English lesson available in the form of cassette had *high* level of clarity. About 2(28.57%) of the respondents who had the experience of teaching English by using the program recorded in the form of cassette indicated that its clarity was *less*.

Similarly, team leader of Addis Ababa Educational media Agency also explained that the direct radio transmission is not clearly (see Appendix K3).

In general, the mean value of the responses for item 12 is nearly 4 which is a value of '*high*' in the rating scale used. Based on this it can be said that the target schools of this study which employed the recorded version of the IRI English lesson got relatively clear reception of the program than the ones which depended only on direct transmission of the radio English lesson.

In the focus group discussion, it was pointed out that getting the lesson in the form of recorded cassette has a number of other advantages than just its clarity. For example, the teachers expressed in occasions where classes quitted due to several reasons, such as meeting or exam schedules or other personal incidents, the presence of the lessons in cassette form would be very useful. In that case, the students could be given the chance of listening to the lesson again.

From the responses to the items on the clarity of direct radio lesson and recorded cassette, it seems that the teachers appreciated the program available in recorded cassette. Even if the clarity of IRI English lesson available in the form of cassette was accepted to have high level of clarity, the researcher noticed that some cassettes had a background noise that seemed to be another lesson on the actual lesson presented.

Regarding the issue of clarity in radio, lesson transmission experts recommend that radio signals from transmitters must reach the schools clearly. If that is difficult to do every time, it is important to distribute the lessons on audiocassette. If schools do not think about copying the lesson to tape cassettes without considering it as extra cost, students would not benefit from a lesson prepared by best teachers and curriculum specialists (Long, 1984). Hartenberger and Bosch (1996) claim that for the program to bring

quality education and help students develop their language proficiency, it is necessary that it reach the audience free of destruction.

Table 4.5: Responses given on program schedules and the frequency of radio use for teaching English

No	Items	Response options with value Always =5, Usually =4, Sometimes=3, Rarely =2, Never=1										Σfv	\bar{x}
		5		4		3		2		1			
		F	%	F	%	F	%	F	%	F	%		
13	How often does your school English class timetable correspond to the IRI direct radio transmission?	4	21.05	6	31.58	9	47.37	-	-	-	-	71	4.01
14	To what extent do you use the IRI English transmission whenever your class schedule is radio English?	4	21.05	1	5.26	13	68.42	-	-	1	5.26	65	3.42

N=19

The above table depicts that reacting to item 13, most of the respondents 4(21.05%), 6(31.58%) answered their school English class time table was *always* or *usually* favorable to teach English via radio. For the same item 9(47.37%) of the participants replied that the time schedule of their school was *sometimes* suitable to get on -air radio English lesson transmission.

From the average result, which is calculated (4), it seems that most of the teachers could get the program *usually* based on their school schedule.

However, interview with radio center coordinators and focused group discussions indicate that the time at which the direct radio English program begins was not compatible with their school timetable. As understood from the discussion, some schools taught full day and others taught in a shift system. Informants from schools which worked in shift system indicated that they did not use the IRI transmission to teach English for grade three whenever they changed shift. The program, as the informants revealed, was transmitted only one time a day, during the morning shift (See Appendix L, M and N).

The fact that there was no transmission of the program again in the afternoon once it happened in the morning seemed to be a factor which inhibited the opportunity of getting the program regularly, especially at schools that teach in shift system. In the interview discussion, the informants who teach in a shift system expressed that there is a discrepancy in getting the program among section of the same grade. While the morning shift sections get opportunities, the afternoon sections are always deprived of it due to the limitation of the program only to the mornings. For instance, one of the teachers from *School 4* said the following:

If I use radio to teach English this month, I don't continue to do so for the next month. I teach by radio after a month's break, often. Because the program is transmitted only once a day for each grade and for, grade three it comes every morning (Hewan from **School 4**).

Radio center coordinator of **School₅** explained during the interview that there was problem of mismatch between the program of the school and the IRI direct English lesson broadcast. To solve the problem, the coordinator explained, the school tried to look for other radio English signals of SNNPR but it was also not suitable and that they used it when only they could not get the transmission meant for districts in Addis Ababa.

Despite the case in schools 2, 4 and 5, School 1 and 3 seemed to have different experience. An informant from **School₁** explained that he taught English by direct radio transmission whenever the program was clear. Otherwise, he pointed out that he got the lesson available in recorded cassettes at the schools pedagogic center. Teachers from school 3 also expressed that the radio center coordinator of their school tried to compensate problems arising from program clashes upon presenting the lesson in recorded cassettes for all classes from the center.

The result from the focused group discussion and interview with radio center coordinators from the sample schools which followed shift system also depicts that the morning shift IRI English lesson transmission created clash with their school time table. As they elaborated, the third period started at 9: 20-10:00) where as they had also English radio lesson that broadcasted starting from 9: 10 to 9:25(compare Appendix L, M and N). From the figure, the radio program started ten minutes earlier than the normal schedule of their school.

The other question posed in item 14 asks whether teachers teach English according to the regular program of radio lesson. As shown in Table 4.4, 4(21.05%) of the respondents indicated that they used the IRI transmission *always* they had radio program. One of the teachers on her/his part showed that s/he taught English by radio *usually* when s/he had the session. The majority of the respondents 13(68.42%) marked that they followed the schedule *sometimes* and one other teacher said the program was used *rarely*

at the school s/he worked. The average value (3.42) of the response seems to show that the activity occurs only sometimes across the schools.

Table4. 6: Teachers' responses on availability and clarity of teachers' radio lesson guides

No	Items	Response options	Response given	
			N	%
15	Do you get English lesson radio guide before the start of radio program every semester?	a) Yes b) No	6 13	31.58 68.42
	Total		19	100
16	If your answer for item # 15 is 'No', what is the reason?	a) Educational media Agency does not distribute the radio guides in sufficient number b) The Educational Media Agency does not distribute the audio guides before the start of radio lesson c) The school does not distribute the available guides to each teacher on time d) Other. Please, specify NR= 6	12 1 -	92.31 7.69 -
	Total		13	100
17	If teachers radio guide is available, how far does it give you clear instruction on what you should do at different phases of the radio broadcast?	a) Very high b) High c) Moderate d) Low e) Very low NR=7	7 3 2 - -	58.33 25.00 16.67 - -
	Total		12	100

As the responses of teachers from the sample school regarding the procurement of radio guides every semester before the start of the transmission, 6(31.58%) collected the guide before the transmission of the program started. However, the majority of the respondents 13(68.42%) said that they were not given the guide on the specified time. Asked the reason for that inconvenience¹² (92.31%) of the respondents who had not collected the guide remarked that the organization responsible for educational radio transmission had not distributed sufficient number of guides to their schools. One of the respondents however stated that the agency has not distributed the guides before the start of the program.

When the same question was raised during the focused group discussion with teachers and interviews with radio center coordinators /directors, it was reported that the agency failed to supply sufficient number of guides. However, some schools indicated that they tried to photocopy the guide available for them and tried to distribute to teachers at appropriate time whereas other schools which expected that they might get as many as they wanted from the agency failed to succeed.

One thing different from the cases seen above as the radio center coordinator at **Shool₁** indicated was their being unable to collect any radio lesson guides at all. According to the coordinator, the school made a request to the officials for which the officials advised the school to wait until the following year because the guides were in the process of being revised.

Prompt distribution of teachers' guide is one of the essential factors for effective utilization of the IRI lesson. The teachers' guide supplies all the necessary information that guides her/him on what to do at different phases of the lesson. After reading the guide, the teacher can get ready on different issues. S/he can prepare teaching aids; can identify the structures and songs to familiarize students, and singles out especial participants (Girl no₁ and

Boy no 1). All these call for earlier preparation of the teacher. In the IRI lesson the teachers' guide is also an important source of stories and songs that are usually presented at each lesson. It as well supplies activities a teacher should do as revision of four days', (Monday to Thursday) radio lesson (EMA, 2006 in a publication entitled English for Ethiopia, EfE).

The discussion made above reveals that while some schools tried to provide guides to all teachers on individual basis, other schools were not doing so. In the teaching of English supported by the English IRI program, the classroom teacher is supposed to play a great role. It is when the teacher has the guide at hand that s/he can present the up coming new structure of the lesson to students; let the students practice songs and pre teach new vocabulary items that may appear in the story to come.

In this regard team leader of the Addis Ababa Education Radio Agency explained that the office distribute radio guides in time and in enough copies (See Appendix K3)

Concerning IRI, there is sufficient supply of guides. We give sub cities minimum of 6 guides for each grade level at each school. We expect the sub cities distribute the guides

When radio guides are distributed to individual teachers, it goes beyond saying that they (the guides) are assumed to be tools for facilitating the tasks to be done in class. The teacher has to get clear information about what s/he should do. Therefore, the audio guide has to provide detailed information.

Item 17 was devised to elicit information about the clarity of the teachers guide from teachers who employed it. The responses for item 17 as shown in Table 4.6 depicts that about 7 (58.33%) of the teachers who had the guide stated that it gave them, to a very high extent, clear information, while 3 (25.00%) of the teachers reported that the guide gave them highly clear information on what they should do at different phases of the radio broadcast. About two teachers 2 (16.68%) indicated that the guide gave them *moderately* clear instruction. Giving response to the item, two teachers disclosed that the guide presents *moderate* clarification about things to do before, while and after the radio broadcast. The remaining 7 (37.84%) of the total 19 teachers refrained from giving any answer to the item.

Based on the data presented above, it can be concluded that the teachers guide is helpful for the teachers in providing the necessary information. It was also confirmed by the teachers themselves during the discussion that the guide was helpful for them in many ways. However, the data from classroom observation (Appendix G) shows that only one teacher tried to write songs before the start of the radio transmission, while one other teacher wrote and discussed the meaning of new words and structures with the students, and none of the observed teachers singled out Girl no 1 and Boy no 1 before the transmission. This fact on the other hand may imply that even if the teachers guide supplies clear instruction; the teachers do not seem to use it.

As pointed out by EMA (2006), one need for the use of teachers' guide is to give the teachers the opportunity of getting prepared at home long before the start of the lesson and immediately before the radio lesson is broadcasted

Table 4.7: Information concerning the preference of teachers and students towards the English IRI lessons

No	Items	Response options with value Very high=5, High=4, Moderate=3, Low=2, Very low=1										$\sum f v$	\bar{X}
		5		4		3		2		1			
		F	%	F	%	F	%	F	%	F	%		
18	To what extent does English IRI radio program help develop your students'	4	21.05	6	31.58	9	47.37	-	-	-	-	71	3.74
19	To what extent does the English IRI program support you in improving language teaching?	5	26.32	12	63.16	1	5.26	-	1	5.26	-	77	4.05

Training by itself is not enough. The conviction of the teacher to accept the radio program as an aid and not as a threat is of paramount importance. The teachers need to realize that radio is available resource which helps them accomplish learning task more easily and effectively. Otherwise, a tendency of reluctance among teachers to use the program may arise. When teachers are convinced that the IRI program has something advantageous for themselves and for their learners, they can make efforts to effective utilization of the program (Zirker, 1991).

Item 18 and 19 were designed to investigate the teachers' opinions concerning the advantage of the program to improve their learners' language proficiency and to assist the teachers themselves to improve classroom practice. Responding to item18, 4(21.05%), 6(31.58%) claimed that the program had *very high* and *high* importance, respectively. The remaining 9(47.37%) believed that the program gave *moderate* contribution to enhance their students' language proficiency.

While responding to item 19, 5(26.32 %) and 12(63.16%) of the teachers remarked the program gave them *very high* and *high* support of improving language teaching.

The items were again posed during the focused group discussion. Meanwhile, most of the participants' explained that the program has paramount contribution both for their students and for themselves. One of the teachers from **School 3** for instance expressed his view as follows in this regard:

Instead of listening to me through out the day when students listen to another teacher, they won't be bored. They also practice appropriate pronunciation of different words. They feel happy when they are ordered to do something. The program is good; it makes the classroom participatory, too (Shamill from School 3).

Another teacher from **School₂** commented:

Yes, the students like the radio program. However, they like the music part only. During the lesson, you see them all engaged in their private tasks. All of them are busy during the broadcast; we cannot thus say the program is advantageous for them (Zinabu from School₂).

On the basis of these results, it is possible to say that a considerable number of responses, on average 3.74 for item 18 and 4.05 for item 19, show the teachers believed that the program was necessary to enhance their students language proficiency as well as to improve their own teaching practice.

However, as one of the teachers' Zinabu from School₂ indicated if students' discipline is not controlled, it is unlikely that the program provides what is expected of it.

No	Items	Response Options with Value											Σfv	\bar{X}
		Always =5, Usually=4, Sometimes=3, Rarely=2, Never=1												
		5		4		3		2		1				
N	%	N	%	N	%	N	%	N	%					
20.1	I teach some new words, phrases, sentences and structures before the broadcast	2	10.53	7	36.84	-	-	10	52.63	-	-	58	3.05	
20.2	I let my students practice lesson reinforcing songs before the broadcast	-	-	5	26.32	3	15.79	1	5.26	10	52.63	41	2	
20.3	I use teaching aids to clarify the radio lesson during the broadcast	-	-	11	57.89	6	31.58	-	-	2	10.53	64	3	
20.4	I give further clarification on the radio lesson after the broadcast	8	42.11	11	57.89	-	-	-	-	-	-	84	4	
20.5	I use students text book to teach reading and writing in the time I have after the broadcast	10	52.63	9	47.37	-	-	-	-	-	-	86	4.53	

N=19

The pre- broadcast stage is the phase where the classroom teachers are supposed to prepare and motivate the learner to be engaged effectively in the while broadcast of the radio lesson. With that notion, the teacher pre teaches new words and gives opportunity to the learner to practice key structures (for more of that see Appendix-F).

Items in Table4. 8 were designed to find out whether the target teachers believe that play their facilitative role effectively at different phases of the radio lesson. Responding to item 20.1, which asks if the teachers' pre teach new words, phrases, sentences and structures as ordered by the teachers' radio guide just before the start of the radio lesson, 2(10.53%) of the respondents said that they *always* did the activity. Answering the same item 7(36.84%) of the teachers reported that they usually did the task of pre teaching new words and structures. Still a sizable10 (52.63%) portion of teachers replied that they *rarely* did the activity.

In this regard the summary of classroom observation (see Appendix G) illustrates the activity under discussion happened three times (20%) of the observation made fifteen times.

The average response (3) of the informants given for item 20.1 of the questionnaire together with the result of the classroom observation conducted at different classes indicates that the teachers taught new word only sometimes.

Another important accomplishment that is thought to be done in the classroom before the radio lesson begins is giving the students the opportunity of practicing verses of songs that will appear during the broadcast as reinforcements to the lesson.

Item 20.2 under Table4. 8 depicts how often the teachers let students practice lesson reinforcing songs before the radio lesson transmission. The table shows

the majority 5 (26.32%), 10(52.63%) of the respondents said this activity occurred in their classroom rarely or *never* in that order .The responses for this item on average (2) also tells that the activity happened less frequently in their classrooms.

The result from the classroom observation conforms with the above finding in that only one teacher was seen letting students practice lines of songs as classroom observation revealed. In many 14(93.33%) of the observation sessions, this activity was nonexistent.

Radio is sound (spoken words) media. Owing to that, what the radio teacher speaks can be figured out through imagination. That is to say, the learner starts to think about the setting, animals, and objects mentioned by the radio teacher without the real presence of what the radio teacher speaks about in the actual classroom. Learners will benefit a lot if sometimes what the radio teacher addresses is backed by something visible (Crisel, 1984).

Hence, supplementing what the radio teacher tries to say by visible media such as drawings, photographs, diagrams and real objects increase the understanding of students of what is taught. In this study, an attempt is made to see if classroom practitioners made use of teaching aids.

As can easily be inferred from Table4. 8 for item number 20.3, 11(57.89%) of the teachers marked they *usually* used teaching aids to clarify the radio lesson. Three of the respondents (15.79%) said they *sometimes* employed teaching aids to clarify the radio lesson. On the other hand, two other teachers (10.53%) revealed that they *never* made use of teaching aid during the radio lesson. Making a look up on at the average value (3.3) given for the item tells that classroom teachers sometimes prepared teaching aids recommended by the radio teacher.

In addition to the information obtained from the questionnaire regarding the use of teaching aid, an attempt was also made to raise the point during group interview. Accordingly, most of the teachers emphasized that they did not usually think about the aid because the radio teacher orders them to demonstrate classroom objects only.

Observation made in the classroom, however, reveals that there were times when some concepts related with animals and objects that need concrete demonstration were talked about. The objects /animals would have been more vivid for the students if teaching aid in the form of model/picture was utilized in the actual classroom.

Further more, out of the teachers in fifteen observed radio lesson sessions, only one teacher was seen trying to use teaching aids in the form of real objects in one (6.67%) session (see Appendix G). In the other fourteen sessions, the researcher did not observe any attempt of employing teaching aid made by the teachers. Nevertheless, it is indicated in the teachers guide (see Appendix-F) that they carry out the specified activity in this stage

Thus, from the findings stated above it is possible to say that Grade Three English teachers of the sample schools appeared not to take the advantage of substantiating the IRI radio lesson with teaching aids.

In this regard, scholars indicate that visuals are important to arouse interest and concentration of students at the beginning of a lesson and to illustrate a new language item often vocabulary item .It also sets scene for a story or role play and it also elicits already known language of students (Whright, 1989). Thus, it is important that language teachers take the advantage of employing different visual supports to enhance their students' understanding of various lessons.

The other important phase in the radio lesson is the '*after broadcast*' phase. At this phase of the radio lesson, there are key proceedings of giving clarification and furthering and revising what the radio teacher has done. At this point students who failed to understand the lesson presented would take the chance of reconsidering key points by the support of the classroom teacher. Therefore, it is essential that teachers sometimes engage in revising what has been addressed in radio presentation. An attempt was made to gather data using item 20.4 in order to know the frequency at which teachers consolidate what had been taught during the broadcast. Regarding this, 8,11 teachers stated that they *always* or *usually* revised what was being discussed during the radio lesson. This practice was again seen during the classroom observation. In all the sessions, observed 15(100%) of the classroom teachers revised and clarified the radio lesson. This may mean that the majority of the students in the classroom would get the possibility of understanding the radio lesson resulted from the revision.

The lesson delivered by radio is primarily auditory. That means students spend most of their time listening and speaking. Since the teaching of language entails teaching all the macro skills (listening, speaking, reading and writing), it is equally important that learners be given the occasion of reading and writing practice.

With that regard EMA(2006) in a guide entitled English for Ethiopia, EfE) puts that after the radio lesson , teachers are expected to provide practical reading and writing activities presented on the students' text books for about 7 and 8 minutes respectively .

When asked the frequency at which they teach reading and writing after the radio broadcast (item 20.5), 10(52.63%), 9(47.37%) of the participants answered they *always* or *usually* taught reading and writing after the broadcast. However, the result from the classroom observation (see Appendix

-G) reveals that in 5(33.33%) of the sessions that a reading activity was done. Remarks written in the observation paper also shows that most of the post broadcast time was taken by revising the while broadcast presentation. In that way the school bell rang before the teachers started teaching reading and writing .At some schools where the shift system was practical, reading and writing were not taught. In such schools where only five minutes of the period was allotted for the activity; it is difficult for the teachers to carry them out.

Based on the above discussion, it appears that after the broadcast the teachers who worked in a full day schedule system engage the students in reading and writing activities only sometimes. They rather gave more emphasis to revising the lesson presented during the broadcast, whereas the activity was not done at all in the schools which worked in a shift system.

Table 4.9: Questions concerning time allotment before, during and after the broadcast

No	Items	Response Options											
		Strongly agree=5, Agree=4, undecided=3, Disagree=2, Strongly Disagree=1											
		5		4		3		2		1		$\sum f$ v	\bar{X}
F	%	F	%	F	%	F	%	F	%				
21.1	time given before the broadcast to give students practice of important items is enough	-	-	3	15.79	1	5.26	13	68.42	2	10.53	43	2
21.2	Pauses given for repeating some items during the broadcast are enough for the children	2	10.53	13	68.42	-	-	4	21.05	-	-	70	4
21.3	Pauses given for children to answer questions during the broadcast are enough	1	5	3	15.79	1	5.26	14	73.68	-	-	48	2
21.4	Time given during Teacher Led Activity ₁ (TLA ₁) is enough for participating as many students	-	-	-	-	-	-	7	36.84	12	63.16	26	1
21.5	The time given for Teacher Led Activity ₂ (TLA ₂) is enough for you to consolidate the radio lesson, to teach writing and reading activities	4	21.05	7	36.84	2	10.53	5	26.32	1	5.26	65	3

N=19

Teachers were inquired to give their opinion of time allotment at different phases of the radio lesson. Item 21.1 was specifically used to determine the opinion of the teachers regarding the allotment of time before the broadcast. The item checks whether the teachers are of the opinion that the time they were given before the broadcast was enough for them to give students practice of some structures, song, words and so forth.

Following that 3(15.79%), 13(68.42%) of the respondents forwarded that they "*strongly agree*" or "*agree*" on the statement "*The time given to the classroom teacher before the broadcast to give students practice of some structures, songs and words, etc is enough*". But, two other teachers said they "*strongly disagree*" on the point .

This opinion, however, contrasts with the finding of the classroom observation which revealed that most of the teachers did not engage in the responsibility of basic pre broadcast teaching activities (see Appendix -G).

The teachers were asked to give their opinion once again in the group interview about the allocation before the broadcast. Contrary to the answers given in the questionnaire, most of them discussed that the allocation of time to the pre broadcast activities was not sufficient. The teachers (from schools that followed full day schedule) stated, especially the radio lessons that start at the first period begin shortly after students arrive at their classrooms. It takes sometimes for the teacher to settle students down; the time allotted being only 5 minutes it will not be enough to prepare students. As a result, the teachers mentioned that was difficult for them to cope with all the duties with in the specified time limit. Teachers, who worked in a shift system because they had twenty minutes every day before the program started, did not consider this as a problem.

The above findings seem to suggest that teachers who worked in a full day schedule needed more time before the English lesson broadcast begins in

order that they may maintain classroom discipline and make other readiness activities.

In item, 21.2 and 21.3, the teachers were also asked to forward their evaluation based on their experience about the pauses maintained during the broadcast for the students to repeat some items and answer questions, respectively. Answering item 21.2, (10.53%), 13(68.42%) of the respondents said they *strongly agree* or *agree* that the time given during the broadcast was ample for the students to repeat some items whenever they were required to do so by the radio teacher.

Likewise, 14(73.68%), 3(15.79%) of the teachers gave positive response to item 21.3. In the group interview session too, most of the teachers expressed their ideas that students did not have any time constraint if they liked to try questions asked by the radio teacher.

Item 21.4 was intended to elicit the teachers' feelings about time allotment at TLA₁ (Teacher Led Activity₁) segment of the radio lesson (see Appendix-F). In response to the question whether the time allotted to the classroom activity was enough to participate as many students as ordered by the radio teacher, teachers' almost disagreed (7(36.84%), strongly disagree and 12(63.16 %) disagree).

Further more, in the group interview most of the teachers explained that, practically it was difficult for them to involve as many students as they wished in the intended activity. A teacher from **school 2** remarked:

It is after we have made the instruction clear that we start to engage our students to practice the lesson .We sometimes tell them what they should do in Amharic until the instruction becomes clear. The time is not enough in my classroom to give students clear instruction and to let them participate.

After the radio lesson, teachers are required to supplement and, clarify points which were not understood by the students during the transmission. At this phase, students' reading and writing activities that complement the radio lesson are also supposed to be taught.

The answers for item 21.5 depicts that 4(21.05%), 7(36.84%) of the respondents said they '*strongly agree*' or '*agree*' to the statement that reads; "*The time given after the broadcast for Teacher Led Activity 2 (TLA₂) is enough for you to consolidate the radio lesson, to teach writing and reading activities from the students.*" For the same notion, two respondents showed '*undecided*' position. Whereas 5(26.32%), 1(5.26%) of the teachers disclosed that they '*disagree*' or '*strongly disagree*' on the stated notion. The mean value (3.4) of the teachers' response for this item shows a neutral position.

Similar topic to item 21.5 was discussed during the focused group interview. In the course of the discussion, the teachers made it clear that the time allotment at the TLA₁ was not enough to do all that a teacher should do at the time.

Thus based on the responses for the items in Table 4.9, it can be said that in the while broadcast session teachers accepted that the time budgeted for their students to repeat items and give answers during the broadcast was ample. However, they implied that they experienced difficulty to engage students in activity at the pre broadcast segment that was pointed out during the group interview. They also said they encountered the same challenge at TLA₁ phase as indicated by the mean value given for the item21.4 is 1.3 which is the same as saying *strongly disagree*.

Table4.10: Teachers' opinions regarding the English IRI language items, songs, and story presentation N=19

No	Items	Response Options with Value											
		Always =5, Usually=4, Sometimes=3, Rarely=2, Never=1											
		5		4		3		2		1		$\sum fv$	\bar{X}
F	%	F	%	F	%	F	%	F	%	F	%		
22.1	The language items used in IRI English program go with students language proficiency	6	31.58	13	68.42	-	-	-	-	-	-	82	4.3
22.2	Students can easily sing the hello songs	14	73.68	5	26.32	-	-	-	-	-	-	90	4.7
22.3	Students can easily sing the lesson reinforcing songs	18	94.74	1	5.26	-	-	-	-	-	-		4.9
22.4	Students can easily repeat words, phrases, sentences, etc used in the IRI English program	19	100	-	-	-	-	-	-	-	-	95	5
22.5	Students can answer questions set on the story part	-	-	-	-	9	47.37	10	52.63	-	-	47	2.4

The researcher also wanted to know teachers' opinions with reference to the manageability of language items, songs and stories included in the English IRI lesson. Table 4.9 shows that 6(31.58%) of the teachers were of the opinion that the language items presented were *always* compatible with their students' language proficiency .In the same manner, 13(68.42%) of the teachers admitted that words and sentences used in the IRI lesson were *usually* manageable to their students. The average value of response to this item is calculated 4.3 which is similar to the value of *usually* in the rating scale used.

Asked about the different kinds of songs such as hello and lesson reinforcing and their manageability to the students, 14(73.68%) followed by 5(26.32%) teachers explained that their students could easily sing the hello songs *always* and *usually* in that order.

In the same table item 22.3 is related with a question of conceptions of teachers about their students' performance in the lesson reinforcing songs. Responding to this item 18(94.74%) of the teachers showed that their students were *always* able to sing the lesson reinforcing songs. While 1(5.26%) of the respondents said her /his students *usually* found it easy to sing the lesson reinforcing songs.

Item 22.4 is employed to find out if students can easily repeat the words and phrases whenever ordered by the radio teacher. Here, all 19(100%) of the teachers indicated their students *always* did that with out any difficulty.

When asked to give their opinions about the manageability questions presented based on the story in the IRI lesson, teachers revealed that their students *sometimes* or *rarely* answered questions set on the story part 9(47.37%) and 10 (52.63%) respectively.

It would appear from the response to the items that the majority of the respondents had the feelings that students did not face difficulty in the language items presented on the songs (hello and lesson reinforcing). They can as well easily repeat the words and sentences when told to do so by the radio teacher. However, the teachers felt that questions set on the story part of the IRI lesson were not as such easy for their students. While the average responses for items 22.1, 22.2,22.3, and 22.4 which is 4.3, 4.7,4.9and 5, respectively, the average response for item 22.5 was 2.4 which is the value given to indicate frequency of *sometimes*.

During the group discussion question related to these items were asked to which the teachers responded saying their students did not find repeating words, singing songs and answering questions difficult as far as their classroom experience is concerned .Most of the participants (teachers) from five of the schools however complained the story included in the English IRI lesson to be quite beyond their students' language proficiency.

One of the teachers from **School3** revealed that the length of the sentences and the paragraph in the story made it quite difficult. The teacher said that even herself. She expressed that some of the words are so strange that she cannot even guess their meanings, where as another teacher from **School 1** expressed that his students always got boarded in the story session. He explained that his students could not comprehend the story.

In classroom, observation made regarding students' activities in singing songs, repeating words and answering question a relatively different phenomena were seen. In the hello songs, the students performed in 13(88.42%) of the observed sessions. Nevertheless, the students seemed to be not as such active in the lesson reinforcing songs. In the story sessions, too, it was observed that students liked the story to be translated into Amharic. In

one of the sessions (video rerecorded), it was seen that the classroom teacher translated the story line by line and students answered the questions set.

In the final analysis, it appears that students find repeating words and singing the hello songs manageable where as the story and lesson reinforcing songs appeared difficult for them. At this stage of the current research, it seems feasible to assume students may need intensive support of the teacher in order for them to easily understand the items addressed above. If that support had been seen in the classroom observation, it might have been sound to affirm the finding. The researcher is of the opinion that lack of such classroom supplies might have adversely affected the students' performance (singing songs, story comprehension).

Table4. 11: Questions Concerning Participation of Teachers in feedback

No	Items	Response Options											
		Always =5, Usually=4, Sometimes=3, Rarely=2, Never=1											
		5		4		3		2		1		Σfv	X
N	%	N	%	N	%	N	%	N	%				
23.1	I provide feedback on IRI radio lesson to producers in written form	-	-	-	-	-	-	-	-	19	100	19	1
23.2	I take part in cluster school meetings to share experience about the utilization of the IRI program	-	-	-	-	-	-	-	-	19	100	19	1
23.3	Our school arranges program to English language teachers share experience or evaluate success of IRI	-	-	-	-	8	42.11	-	-	11	57.89	39	1.8
23.4	My colleagues and I informally discuss on the ways we can handle IRI successfully	8	42.11	4	21.05	7	36.84	-	-	-	-	77	4

Formative evaluation with the participation of the program users is critical to the effectiveness of IRI. There are unbelievable numbers of ways in which a radio lesson can go wrong. The audience of the program, especially teachers can explain specific challenges they faced when using the program. Teachers' feedback is also a way of gathering information about the positive effects of the program. Therefore, along with production, the program it is equally important that teachers supply their feedback concerning the program (Imhoof and Christensen, 1986).

All of the items in Table 4.11 were set to get information regarding the participation of teachers in giving feedback in relation to their classroom experience. Responding to item 23.1 that inquires the participants to illustrate how often they provided feedback concerning the utilization of English IRI lessons as Table 11 clearly displays, all the 19 teachers said they never provided any comment on the subject of the utilization of the program.

In the interview with school directors /radio center coordinators the following responses are reported. The radio center coordinator of **School 3** for example described the situation as in the following:

IRI utilization is practical by the strength of school management. Only few schools teach English by using radio program. There are famous government primary school such as.... quit using radio. The main reason for that is the absence of supervisors at sub city level. Education offices which are at close distance to us can do better to ask us concerning the program. If that is not the way I think those experts from Addis Ababa Education Radio Program Department may find it difficult to come and visit individual schools.

On the same issue, the director of **school 2** has the following to say:

Nobody asks our teachers as well as me to give comment on the program. Rather it is I that go to the organization in person and bring some cassettes .It is possible to get recorded cassettes; I went there last time and brought for some subjects only. I paid for some courses, yet I didn't do for English .It is expensive to do that for grade three English program, because it is of four days per week program.

Similarly, the responses obtained regarding whether teachers take part in cluster school meetings indicates that all the 19 teachers *never* take part. However, the responses obtained regarding whether the school radio center coordinator/principal arranges program in which the English language teachers share experience at their schools, it is indicated that this is *sometimes* done (10 teachers) while other respondents indicated that they *never* did.

In the interview discussion with the radio center coordinator of School 1, the coordinator claimed that he made frequent supervisions on the radio classrooms of individual teachers and tried to fill gaps which he noticed teachers need concerning, especially training on the basis of his supervision.

As Table 4.11 shows the responses to the question posed in order to find out whether teachers discuss on the improvement of the radio program shows that they do this *always* or *sometimes* 10(52.63%) and 8(42.11%) respectively.

Making a look at the average value (4) of the responses to this item implies the respondents *usually* took time to teach English using IRI successfully.

The preceding discussions imply that the subject schools maintained loose relation with the organization responsible for the production and transmission of English IRI lesson. On top of that, different schools which make use of the English IRI do not appear to share experience in on how they handle the lesson. It is advantageous that schools should have their own time to evaluate the program from the point of view of perpetuating advantages and alleviating problems. In relation to that although some 8 (42.11%) respondents claimed their schools to have arranged some programs for discussions for teachers on different topics related with the program, the majority of them 11(57.89%)stated that the activity *never* happened in their schools. It apparent that such a practice is non-existent in majority of the schools.

However, distributing and collecting evaluation forms are essential factors of effective utilization. Issuing evaluation forms to respective users is crucial to get the status of utilization and to be informed on the possible areas of improvement. It is on the reference to that schools which use radio and the concerned program producers as well as supervisors of the program can get important feedback regarding the implementation of the program and challenges that may prevail (Hailu, 1988).

4. 2 Analysis of students' Response

Table4. 12: Students' responses to their English IRI lesson activities

N=119

No	Item	Response options with value						Σfv	\bar{X}
		Always =3, Sometimes =2, Never=1							
		3		2		1			
F	%	F	%	F	%				
1	How often do you understand the English radio lesson?	42	35.29	20	16.81	57	47.90	223	1.8
2	Can you repeat the activities you are told by the radio teacher with out difficulty?	98	82.35	12	10.08	9	7.56	327	2.7
3	I can answer questions given by the radio teacher	57	47.90	48	40.34	14	11.76	281	2.4

To gather information about the need and interest of learners on the program, the best sources will be the students themselves, among others. The students can respond what they like and what is difficult for them as well as what they understand and what is difficult for them.

As indicated in Table 4.12 above, 42(35.29%) of the students said that they *always* understand the English IRI lesson. The other students 20(16.81%) and 57(48%) stated that they *sometimes* and *never* understand the lesson, respectively. The responses provided for the above item with the average value (1.8) show that the students understand the radio lesson *sometimes*. The

reason why the students replied they could not understand the radio lesson might be due to the less attentiveness and improper classroom sitting conditions.

In teaching young learners, there are different techniques that scholars believe may give better understanding of the contents of the lessons. Drama, songs and drills are predominantly said to come under strategies for attaining the underlining principle. Drill is the most commonly used technique in language teaching to involve the whole class in the practice of grammar patterns (Cross, 1992).

In the design of English IRI lesson, too, the techniques mentioned above are used at some segments. Item 2 in Table 4.12 is set to check if students can perform the drills in the radio lesson. The majority of the students 98(82.35%) indicated that they can *always* repeat the structures the radio teacher asked them to say after her/him without difficulty, while 12(10.08%) of the students replied that they can *sometimes* repeat structures.

Similarly, students were also asked if they could answer question the radio teacher asked them. As can be seen from item 3 in Table4. 12, 57(47.90 %) indicated that the students could *always* answer the questions set based on what they listened.48 (40.34%) of the respondents also indicated that they could do the activity *sometimes*, while 14(11.76%) of the students implied that they could *never* do that exercise. Based on the average value of this item (2.4), it seems that students indicated they could do the exercise just *sometimes*.

Observation made to see the students' attentiveness during the radio lesson shows they were attentive in 6(40%) sessions (see Appendix -G). During the broadcast, the observation made regarding the teachers' role depicts that teachers tried to motivate and engage students in _3(20%)sessions of the total (15) observation. In most of the classes observed,14(93%) it appeared that

support such as nonverbal guidance and visual illustration students were given during the broadcast was not observed or it was just insignificant (see Appendix-G).

Besides, the video recording made during the observation illustrates that in some of the schools it was seen that students from two classes sat together 5 and 6 at a desk, whereas considerable number of students just stood in the classroom due to shortage of seats.

In the literature review part it is indicated that it is the classroom teachers who can support the learner understand what is being transmitted via radio. The radio teacher cannot follow the understanding of the students. The radio teacher cannot observe the paralinguistic element that students may display about their understanding, nor can s/he see how many of the students answered the questions. For this reason, the classroom teacher has a pivotal role to enhance the students' understanding of the lesson by motivating the children to be attentive, by giving non verbal cues and by using the necessary teaching aids and so forth.

Table 4.13: Students response related with songs and drill activities in the English IRI lesson.

N=119

No	Item	Response options with value						Σfv	\bar{X}
		Always =3, Sometimes =2, Never=1							
		Always		Sometime s		Never			
F	%	F	%	F	%				
4	I can sing the song/ songs presented during the radio lesson easily with the radio teacher	32	26.89	10	8.40	77	64.71	193	1.6
5	Do you practice songs before the start of radio English lesson?	17	14.28	5	4.20	97	81.51	158	1.3

The students were also asked if they can sing songs presented during the radio lesson .As can be seen from the above table 32(26.89%), 10 (8.40%) of them said they could *always and sometimes* sing the songs, respectively. The majority of them 77 (64.71 %) replied that they could *never* sing the songs with the radio teacher.

It was realized during the classroom observation that students sang the songs hello songs in 13 (86%) of the sessions and they sang lesson reinforcing songs less frequently only in two (13%) out of 15 sessions observed.

When students were asked how often their classroom teachers let them practice songs before the radio transmission, 17(14.28%) of them said their teachers *always* let them practice songs. Answering the same question 5(4%) of the respondents indicated the activity of practicing song happened in their class just *sometimes*. A sizable portion of the student respondents showed that their teachers *never* let them practice songs in the classroom.

Table4. 14: Students' opinions about time allotments and the clarity of the broadcast and related with songs and drill activities in the English IRI lesson

N=119

No	Item	Response options with value						Σf^v	\bar{X}
		Always =3, Sometimes =2, Never=1							
		Always		Sometimes		Never			
		F	%	F	%	F	%		
6	The radio teacher gives me enough time to answer the questions s/he set	24	20.17	58	48.74	37	31.09	225	1.89
7	The voice of the radio teacher is audible to me	17	14.86	5	4.20	97	81.51	158	1.3

Depending on the nature of the students such as language background, experience in the use of the target language, age, and the difficulty level of the

task the learners are supposed to carry out, experts decide the limit of time students may need to engage in language practice.

Table 4. 14 summarize students' responses regarding the time given for them to answer questions set by radio teacher. Answering item 6 in the table, 24(20.17%), and 58(48.74%) of the students replied that the time given by the radio teacher was always and *sometimes* enough, in that order, for them to answer questions set by the teacher. The remaining 37(31.09%) of the students said that the radio teacher *never* gave them enough time to participate in the lesson.

On the other hand, teachers on their part remarked that the radio allotted enough time for the students to engage in such activities. However, the students' response which accounts 1.9 on average reveals the students had the opinion different from teachers.

Table 4.15: Information concerning the preference students towards the English IRI lessons N=119

No	Item	Response options with value						$\sum fv$	\bar{x}
		Very high =3, Moderate =2, Low=1							
		Very high		Moderate		Low			
F	%	F	%	F	%				
8	How much is your preference to learn English by radio?	119	100	-	-	-	-	357	3

Affective factors such as the preference of students plays an important role in foreign language learning. In line with that, students who have positive attitude towards the instructional material employed and the procedure

followed in the classroom may likely be effective than students on the opposite side. If students like the program, it is most likely they are ready to learn.

As Table 4.15 shows, 119(100%) of students who participated in this study said they like learning English by radio. The responses of the teachers also indicate that students have very high preference of learning English by the radio.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the conclusions drawn based on the objectives and the major findings of the study and recommendations.

5.1. Conclusions

The main aim of this study was to identify the major factors that affect the implementation of IRI. The following specific questions were framed to attain the said objectives:

- i. Have all teachers taken IRI classroom management training and how helpful is it?
- ii. What level of the necessary managerial and technical support are schools provided from the concerned bodies?
- iii. How are teachers playing their facilitative role in the IRI classroom?
- iv. How is the specific time of the school radio English program related to the IRI English radio transmission schedule?
- v. How clearly does the IRI radio transmission reach all the schools?
- vi. Is the time provided in the design of the program enough for the teachers and students to take part in the activities?
- vii. What are the teachers and students experiences regarding the content presentation? (Are the contents appropriate to the students' language proficiency?)

In relation to the first objective, issues related with trainings is addressed. The finding of the study indicates that although the Addis Ababa Educational Media Agency claims to have arranged workshops that help teachers

effectively manage the IRI classroom, most of the teachers from the sample schools indicated that they had not attended any training.

On the other hand, the finding according to the response of the few number of teachers who attended the training revealed that the training gave them better awareness of IRI classroom management, yet it seemed not to give them skill of being productive in working in large size classrooms such as theirs.

The research question that was seen under the guise of the second research question is the establishment and firmness of system of participation in evaluation and feedback. Concerning this, the study shows that schools and the organization responsible for the production and transmission of the English IRI lesson maintained loose relationship.

The data analysis also indicates that cluster schools that made use of the program did not seem to share the experience on how they handle the lesson. Moreover, the result of the data analysis shows that school managements did not allot time at their school level to evaluate the program and create condition of sharing experience among the staff.

The level of provision of broadcast slots and teachers guide was also addressed in this research. Concerning that it was found that the numbers of radios available for program reception were not sufficient in most cases and the program therefore, was not received on regular basis both at school level and across schools. The findings also reveal that lack of maintenance of radios became a bottleneck to get the program.

The other objective of this study relates to a question of classroom teachers facilitative role that is assumed to be carried out in order that they may get the best out of it. In this regard, an attempt was made to see how teachers play their facilitative role at different phases of the radio lesson.

The study reveals that the pre broadcast activities were not well addressed by the classroom teachers. Students were not familiarized with new words and structures were not substantiated by different teaching aids at this phase.

The findings of this study also show that while the broadcast was on going, the teachers could not participate their students as much as needed because of classroom size and discipline. After the broadcast, in most cases the radio lesson was consolidated, yet the activities of reading and writing were overlooked.

The fourth research question reads; *how is the specific time of the school radio English program related to the IRI English radio transmission schedule?* The data gathered in relation to this question suggests that schools that followed full day schedule could get the program compatible to their schedules. However, the ones that teach in the shift system seemed not to use the program on regular basis because the transmission did not recur especially in the afternoons. Furthermore, schools working in the shift system indicated that there was a significant incongruity between the beginning and ending time of the IRI broadcast and the schools time table.

Obtaining information about the clarity of the transmission was also one of the objectives set at the beginning of this research. The data gathered through different tools indicate that the direct English IRI program was not usually as such clearly audible. Nevertheless, the program available in the form of recorded cassette give relatively clear reception .In connection to that sample schools that made use of recorded cassette the schools were able to get the program regularly.

The sixth research question was meant to get the reaction of teachers and students with regard to the allotment of time at different segments of the IRI program .The study reveals that both teachers and students accept that the

time given for students to repeat items and to answer questions was reasonable.

However, the teachers from full day schedule system on their part did not seem to accept the time they were given before the broadcast to be sufficient for them to carry out what they should do at the phase.

It was also reported by all teachers that the time allotted during TLA₁ was not enough to participate as many students in activities

The time given after the broadcast was commented to be too brief to undertake writing and reading activities by the teacher from the shift system.

The last research question reads; *what are the teachers and students experience regarding the content presentation?* In line with the question, the findings based on the data from the part of the students show that the students commented repeating and singing the hello songs was manageable to them, whereas singing lesson reinforcing songs and comprehending the story appeared difficult for them. Findings from the teachers' side reveal that they also felt that the stories were beyond the comprehension ability of the students. Despite that, teachers accepted that the program was useful to improve teaching practice and help students develop better language proficiency. Likewise, all of the students who took part in this study indicated that they had high preference to learn English by radio.

In the final analysis, the reason that the academic achievements of students decreased from year to year, (see **figure 2 page 35** the results of formative evaluation conducted by USAID/AED /BES0II, 2005), might seem to be attributed to the problems identified above. That is to say, the result of this study showed that at the schools where the program was utilized, all the necessary preconditions to make the program effective were not maintained.

5.2. Recommendations

Based on the result of the study, the researcher recommends the following:

To Addis Ababa Educational Media Agency

- ▶ The office has to try means by which there will be assigned personnel at sub city level in order that link between schools and the agency will be strengthened in different directions.
- ▶ Teachers' training should be given due attention to maximize effective utilization of the program.
- ▶ Continuing supervision need to be made to ensure the sustainability of the program.
- ▶ It seems to be important that the agency creates condition of regularly getting feedback of the user group.
- ▶ It may sound advantageous if the organization thinks about another broadcast timetable that may benefit all schools working in a shift and full day schedule.
- ▶ It is important that the agency encourages all schools properly utilize the program by creating conditions of experience sharing with other cluster schools and giving motivational incentive to the ones which utilize the program effectively.
- ▶ The agency should provide radio guides long before the start of the transmission of the program.
- ▶ Distributing to the schools low cost solar battery power supply that are recharged by a small solar panel may be the solution to problem that arises due to power supply.
- ▶ The Addis Ababa Educational Media Agency or other concerned bodies may need to subsidize the repair and related cost of radios.

To Schools that use the program

- ▶ Each school should assign radio center coordinator from teachers who got training or any other personnel that was trained.
- ▶ School radio center coordinators should ensure that all teachers are provided with radio guide and training before the start of the program.
- ▶ Schools should try to have recorded version of the lesson in order that teachers may use it in case it is needed for some reasons.
- ▶ Schools may benefit if they try to communicate with other schools and share experience on how the program is utilized in various schools.
- ▶ Schools need to allocate budget that can be used for facilitating conditions to utilize the program as often and uniformly.
- ▶ Schools can organize student groups that can prepare teaching aid to be used during radio classes based of teachers' radio.
- ▶ Schools should arrange internal meetings to discuss on the progress of the program.
- ▶ Schools should adjust their time table to the radio program.

Curriculum Designers of Teacher Training

- ▶ It seems important that language methodology course include enough time to present ways of effectively utilizing media such as radio in classroom.

Further research

Further research has to be conducted to determine the suitability of the content and time allotment of the English IRI lesson.

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Appendix-A

Addis Ababa University
School of Graduate Studies
Institute of Language Studies
Department of Foreign Language Literature

Teachers Questionnaire

Dear teacher,

I am undertaking research on the implementation of English Interactive Radio Instruction (IRI) in order to see the current level of its utilization in some government primary schools in Addis Ababa. Therefore, I need your cooperation to give sincere responses for each of the following questions.

The information you provide in filling this questionnaire would be very important to improve any noticed weakness, or support strengths in the implementation of the program.

Notice:

- **Do not** write your name
- The answers you provide will be kept secret
- For all of the items in this questionnaire, give your response by putting a tick (✓) mark in the boxes or by writing the necessary information in the space provided

Thank you in advance!

The Researcher

I. Personal Data

1. Name of the school you teach in _____ the sub city

2. Qualification: Degree Diploma certificate
Other (please specify) _____
3. Sex: Female Male
4. Age: a) 15-20 b) 21-25 c) 26-30 d) 31-40
Above 40
5. Work experience a) 1- 5 years b) 6-10 years
c) 11-15 years d) above 15 years

II. Training Given and Its Usefulness

6. Have you taken training to develop skill of teaching English supported by the IRI English language program?

- a) Yes b) No

7. If you have taken the training, how much help has it given you to manage your IRI English classroom?

- a) Very high b) High
c) Moderate d) Low e) Very low

8. If you have taken training of IRI classroom management, who has given you that?

- a) An expert/ Experts from Educational Media Agency
- b) Radio center coordinator of the school
- c) A colleague who has taken the training
- d) Others. Please specify _____

III. Availability of Radio, Radio Guide, Teaching Aids and Suitability of Time tables

9. Which option does your school use to get the IRI English lesson?

- a) Radio (on air radio lesson transmission)
- b) Radio and recorded cassette
- c) Recorded cassette

10. Is there sufficient radio/tape other similar materials at your school that can be used for accessing the IRI lessons?

- a) Yes
- b) No

11. If you have the experience of teaching English supported by direct /on air radio transmission of IRI, how much is its clarity ?

- a) Very high
- b) High
- c) Moderate
- d) Low
- e) Very low

12. If you have ever used recorded cassette of the IRI English lesson to how much extent is its recording clear?

- a) Very high
- b) High
- c) Moderate
- d) Low
- e) Very low

13. How often does your school English class timetable correspond to the IRI direct radio transmission?

- a) Always c) Sometimes
b) Usually d) Rarely e) Never

14. Do you use the IRI English transmission whenever your class schedule is radio English?

- a) Always c) Sometimes
b) Usually d) Rarely e) Never

15. Do you get English lesson radio guide before the start of radio program every semester?

- a) Yes b) No

16. If your answer for item # 15 is '**No**', what is the reason?

- a) Educational media Agency does not distribute the radio guides in **sufficient** number
b) The Educational Media Agency does not distribute the audio guides **before the start of radio** lesson
c) The school **does not** distribute the available guides to each teacher on time
d) Other. Please, specify _____

17. If teachers radio guide is available, how far does it give you clear instruction on what you should do at different phases of the radio broadcast?

- a) Very high b) High
c) Moderate d) Low e) Very low

IV. Information concerning the preference of teachers and students towards English IRI

18.How much is the English IRI radio program advantageous to help develop your students' language proficiency?

- a) Very high b) High
 c) Moderate d) Low e) Very low

19.How much does the English IRI program support you in improving language teaching?

- a) Very high b) High
 c) Moderate d) Low e) Very low

20. Questions Related with the Role of Classroom Teacher at Different Phases of the IRI Broadcast

No	Items	Response Options				
		Always =5, Usually=4, Sometimes=3, Rarely=2, Never=1				
		5	4	3	2	1
20.1	Do you teach some new words, phrases, sentences and structures as ordered by the teacher guide before the broadcast					
20.2	Do you let students practice lesson reinforcing songs before the broadcast					
20.3	Do you use teaching aids to clarify the radio lesson during the broadcast					
20.4	Do you give further clarification on the radio lesson after the broadcast					
20.5	Do you use students text book to teach reading and writing in the time after the broadcast					

21. Questions to be answered concerning time allotment at different phases of the broadcast

No	Items	Response Options				
		Strongly Agree =5, Agree=4, Undecided, =3 Disagree=2				
		5	4	3	2	1
21.1	The time given to the classroom teacher before the broadcast to give students practice of some structures, songs and words, etc is enough					
21.2	The pauses given for repeating some items during the broadcast are enough for the children to repeat some items as ordered by the radio teacher					
21.3	The pauses given for children to answer questions during the broadcast are enough					
21.4	The time given during Teacher Led Activity ₁ (TLA ₁) -the classroom activity led by you for sometimes during the broadcast is enough for participating as many students as ordered by the radio teacher					
21.5	The time given after the broadcast for Teacher Led Activity ₂ (TLA ₂) is enough for you to consolidate the radio lesson, to teach writing and reading activities					

22. Questions to be answered concerning language items in the broadcast

No	Items	Response Options				
		Always =5, Usually=4, Sometimes=3, Rarely=2, Never=1				
		5	4	3	2	1
22.1	The language items: words, phrases, sentences, etc used in IRI English program go with your students					
22.2	Students can easily sing the hello songs					
22.3	Students can easily sing the lesson reinforcing songs					
22.4	The students can easily repeat words, phrases, sentences, etc used in the IRI English program					
22.5	The students can answer questions set on the story part					

23. Questions to be Answered Concerning Participation of Teachers in

Giving Feedback

No	Items	Response Options				
		Always =5, Usually=4, Sometimes=3, Rarely=2, Never=1				
		5	4	3	2	1
23.1	I provide feedback on IRI radio lesson to program producers regularly in written form					
23.2	I take part in cluster school meetings to share experience from other schools about the utilization of the IRI program					
23.3	Our school principal/radio center coordinator arranges program in order that English language teachers share experience or evaluate the success of the IRI program					
23.4	My colleagues and I informally discuss on the ways that we can handle the IRI English program successfully					

24. Please, give your general comment as to what should be done in IRI English language program if there is any.

Thank you again

Apendix-B

አዲስ አበባ ዩኒቨርሲቲ

**የድህረ ምረቃ ኘርግራም
የቋንቋዎች ጥናት እንስቲቱዩት**

የውጭ ቋንቋዎች ትምህርት ክፍል

በመምህራን የሚሞላ የጽሁፍ መጠይቅ

ውድ መምህር !

የ3ኛ ክፍል አቋራ የእንግሊዝ ኛ በሬድዮ ትምህርት (Interactive Radio Instruction, IRI) ሥርጭት በአዲስ አበባ መስተዳደር የመንግስት አንደኛ ደረጃ ት/ቤቶች ያለበትን የአጠቃቀም ደረጃ ለማወቅ ጥናት እያደረግሁ ስለሆነ ከዚህ በታች ላሉ ጥያቄዎች ትክክለኛ ምላሽ እንዲሰጡ ትብብርዎን እጠይቃለሁ። በመጠይቁ ላይ የሚያስፈሩት ምላሽ ኘርግራሙን በተመለከተ የሚታዩ ድክመቶችን ለማሻሻል ወይም ጠንካራ ጎኑን ለማዳበር ከፍተኛ አስተዋጽኦ አለው።

- ማሳሰቢያ:-**
- ሀ. በመጠይቁ የትኛውም ክፍል ስምዎን አይጻፉ
 - ለ. በመጠይቁ ላይ የሚያስፈሩት ምላሽ በሚሰጡበት ይያዛል

**ስለትብብርዎ በቅድሚያ አመሰግናለሁ
አጥኝዎ**

እባክዎን ከዚህ በታች ለቀረቡ ጥያቄዎች በሳጥኖች ውስጥ የ (√) ምልክት በማድረግ ወይም ባዶ ቦታውን በጽሁፍ በመሙላት ይመልሱ።

I. ግላዊ መረጃ

1. የት/ቤቱ ስም _____ ክፍለ ከተማ _____

የትምህርት ደረጃ ፣ ዲግሪ ዲግሎማ ስርተፍኬት

ሌላ _____

3. ፆታ ፣ ወንድ ሴት

4. እድሜ ሀ. ከ 15-20 ለ. ከ 21-25

ሐ. ከ 26-30 መ. ከ 31-40 ሠ. ከ 40 በላይ

5. የሥራ ልምድ

- ሀ. 5 ዓመት እና በታች ለ. ከ 6-10 ዓመት ሐ. ከ11-15 ዓመት
- መ. ከ 16-20 ዓመት ሠ. 21 እና ከዛ በላይ

II. እንግሊዝኛን በአሳታፊ የሬዲዮ ትምህርት(IRI) ማስተማርን አስመልክቶ የተሰጡ ስልጠናዎችን የተመለከቱ ጥያቄዎች

6. እንግሊዝኛ በእንተራክቲቭ ሬዲዮ ታግዝ ለማስተማር የሚረዳ ስልጠና ወስደዋል ?

- ሀ. አዎ ወስጃለሁ ለ. አልወሰድኩም

7. ሥልጠና ወስደው ከሆነ ሥልጠናው በማን ነው የተሰጠዎ ?

- ሀ. ከትምህርት መገናኛ ብዙሃን በመጡ ባለሞያዎች
- ለ. በትምህርት ቤትዎ ባሉ የሬዲዮ ማዕከል ተጠሪ
- ሐ. ሥልጠና በወሰደ/ች/ የሥራ ባልደረባ
- መ. በሌላ አካል እባክዎን ቢገልጉት _____

8 በአሳታፊ ሬዲዮ ታግዞ እንግሊዝኛን ለማስተማር ስልጠና ወስደው ከሆነ የወሰዱት ስልጠና ጠቀሜታው ምን ያህል ነው ?

- ሀ. በጣም ከፍተኛ ሐ. መጠነኛ ሠ. በጣም ዝቅተኛ
- ለ. ከፍተኛ መ. ዝቅተኛ

III. የሬዲዮ መመሪያ፣ የሥርጭት መቀበያ መኖር አለመኖርን፣ የሥርጭት ጥራት እና የኛ ሮግራም የጊዜ ሰሌዳን አስመልክቶ የሚመለሱ ጥያቄዎች

9. በአመቱ መጀመሪያ የእንግሊዝኛ ትምህርት በሬዲዮ ስርጭት ሳይጀምር የመምህሩ የሬዲዮ መምሪያ ይደርሳታል ?

- ሀ. አዎ ለ. አይደርሰኝም

10. ለጥያቄ ቁጥር "11" ምላሽዎ አይደርሰኝም ከሆነ ምክንያቱ ምንድን ነው ?

- ሀ. የትምህርት መገናኛ ብዙሃን ኤጀንሲ የሬዲዮን መምሪያ በሰዓቱ አለማሰራጨቱ
- ለ. የትምህርት መገናኛ ብዙሃን ኤጀንሲ የሬዲዮን መምሪያ በበቂ ሁኔታ አለማሰራጨት

ሐ. በትምህርት ቤቱ ያሉ መምሪያዎች ለያንዳንዱ መምህር በወቅቱ በቋጥ ባለመድረሳቸው

መ. ሌላ ምክንያት ካለ ይግለፁ _____

11. እንግሊዝኛ ትምህርት ፊደሎ መመሪያ ካለዎት ስርጭቱን አስመልክቶ በተለያዩ የሥርጭቱ ክፍሎች / በቅድመ ሥርጭት ፣ በስርጭት ወቅት እና ከሥርጭት በኋላ / መስራት ስላለበት ነገር ምን ያህል ግልፅ ማብራሪያ ይሰጣል ?

ሀ. በጣም ከፍተኛ ሐ. መጠነኛ ሠ. በጣም ዝቅተኛ

ለ. ከፍተኛ መ. ዝቅተኛ

12. በአሁኑ ሰዓት ትምህርት ቤትዎ እንግሊዝኛ ትምህርት ሥርጭቱን በየትኛው አማራጭ ይጠቀማል?

ሀ. በፊደሎ ብቻ (ቀጥታ የአየር ላይ ሥርጭት)

ለ. በካሴት የተቀዳ ብቻ

ሐ. በካሴት የተቀዳ እና ቀጥታ የአየር ላይ ሥርጭት

መ. በሲዲ ሽክላ የተቀዳ

13. አሳታፊ የእንግሊዝኛ ትምህርትን በቀጥታ የአየር ላይ ሥርጭትም ሆነ ካሴት በመጠቀም የኘሮግራሙ ሥርጭት ባለበት ቀን ሁሉ ያስተምራሉ ?

ሀ. ሁልጊዜ ለ. አብዛኛውን ጊዜ ሠ. በጭራሽ

ሐ. አንድንድ ጊዜ መ. በጣም አልፎ አልፎ

14. በትምህርት ቤትዎ ለፊደሎ ትምህረት አጋዥ የሆኑ በቂ ፊደሎ/ቴኝ አቅርቦት አለ ?

ሀ. አዎን አለ

ለ. የለም

15. የቀጥታ የአየር ላይ የአሳታፊ (interactive) እንግሊዝኛ ፊደሎ ሥርጭት ጥራቱ ምን ያህል ነው ?

ሀ. በጣም ከፍተኛ ሐ. መጠነኛ ሠ. በጣም ዝቅተኛ

ለ. ከፍተኛ መ. ዝቅተኛ

16. በካሴት ተቀድቶ የሚቀርበውን የአሳታፊ እንግሊዝኛ ኘሮግራም በመጠቀም አስተምረው ከሆነ ጥራቱ

ሀ. በጣም ከፍተኛ ሐ. መጠነኛ ሠ. በጣም ዝቅተኛ

ለ. ከፍተኛ መ. ዝቅተኛ

17. የትምህርት ቤትዎ እንግሊዝ ኛ ክፍለ ጊዜ ምደባና የአሳታፊ እንግሊዝ ኛ ፊደሎ ሥርጭት የአየር ሰዓት ምን ያህል ጊዜ ይጣጣማል ?

- ሀ. ሁልጊዜ ለ. አብዛኛውን ጊዜ ሠ. በጭራሽ
ሐ. አንድንድ ጊዜ መ. በጣም አልፎ አልፎ

IV. መምህራን እና ተማሪዎች አሳታፊ ፊደሎን ለመጠቀም ያላቸውን ፍላጎት ለማወቅ የቀረቡ ጥያቄዎች።

18. በአሁኑ ሰዓት የሚጠቀሙት የህክምና የፊደሎ ሥርጭት የተማሪዎችን የእንግሊዝ ኛ ችሎታ ለማዳበር ምን ያህል አ-ስፈላጊ ነው?

- ሀ. በጣም አፍተኛ ሐ. መጠነኛ ሠ. በጣም ዝቅተኛ
ለ. አፍተኛ መ. ዝቅተኛ

19. ተማሪዎች እንግሊዝ ኛን በአሳታፊ የፊደሎ ንግግርም ለመማር ያላቸው ፍላጎት ምን ያህል ነው?

- ሀ. በጣም አፍተኛ ሐ. መጠነኛ ሠ. በጣም ዝቅተኛ
ለ. አፍተኛ መ. ዝቅተኛ

ከዚህ በታች በሰንጠረዦች ውስጥ ለሰፈሩ ጥያቄዎች መልሶዎን በሚያሳየው አማራጭ ትይዩ የ (✓) ምልክት በማስቀመጥ ይመልሱ

20. ከስርጭት አስቀድሞ፣ በስርጭት ወቅት እና ከሥርጭት በኋላ የክፍል መምህሩ/ቷ ያለውን /ላትን ሚና አስመልክቶ የሚመለሱ ጥያቄዎች

ተ.ቁ	መጠይቆች	ሁልጊዜ	አብዛኛውን ጊዜ	አንድንድ ጊዜ	በጣም አልፎ አልፎ	በጭራሽ
1.	ከሥርጭቱ አስቀድሜ በመምህሩ መምሪያ ላይ የተጠቀሱ አዳዲስ ቃላትን፣ ሀረጎችን አረፍተ ነገሮችን እና አገባቦችን ተማሪዎችን አለማምዳለሁ					
2.	ከሥርጭቱ በፊት ተማሪዎቼን መዝሙር አለማምዳለሁ					
3.	የሬድዮ ሥርጭቱን ለማብራራት የሚረዱ አጋዥ ቁሳቁሶች እጠቀማለሁ					
4.	ከሥርጭቱ በኋላ ተማሪዎቼ ያልገባቸውን ነገር አብራራለሁ					
5.	ከሥርጭቱ በህዋላ በተማሪዎች መጽሐፍ ላይ የሚገኙ የንባብ እና የፅሁፍ መልመጃዎች አስራለሁ					

21. የአሳታፊ እንግሊዘኛ ፊደሎች ሥርጭት በሚቀርብበት ወቅት ለእያንዳንዱ የትምህርት ተግባር የተሠጠ የጊዜ ምደባን አስመልክቶ የሚመለሱ ጥያቄዎች

ተ.ቁ	መጠይቆች	አማራጭ ምላሾች				
		በጣም እስማማለሁ	እስማማለሁ	ለመገመት የስችግራል	አልስማምም	በፈጸም አልስማምም
1.	ከፊደሎች ሥርጭት አስቀድሞ የክፍል መምህራን/ት አንዳንድ የቋንቋ አገባቦችን፣ መዝሙሮችን እና ቃላትን ለተማሪዎች ለማለማመድ የተመደበው ጊዜ በቂ ነው					
2.	በሥርጭቱ ወቅት ተማሪዎች አንዳንድ አገባቦችን ከፊደሎች መምህራን በህዋላ ደግመው እንዲናገሩ /እንዲሉ/ የተመደበው ጊዜ በቂ ነው።					
3.	በሥርጭቱ ወቅት ተማሪዎች የሚሰጠው ጊዜ በቂ ነው።					
4.	በሥርጭቱ ወቅት በተወሰነ ክፍተት በርሶ መሪነት የሚተገበረውን (Teacher Led Activity ₁ , TLA) ለማካሄድ የተመደበው ጊዜ በርታ ተማሪዎችን ለማሳተፍ በቂ ነው					
5	ከሥርጭት በኋላ በርሶ መሪነት የሚተገበረውን (Teacher Lead Activity ₂ , TLA2) ለመተግበር የተሰጠው ጊዜ የፊደሎች ትምህርቱን በተጨማሪ ሆኖ ለማብራራት፣ በተማሪዎች መጽሐፍ ላይ የሚገኙ የንባብ እና የፅሁፍ መልመጃዎችን ለማሰራረት በቂ ነው					

22 . በአሳታፊ እንግሊዘኛ ፊደሎች ሥርጭት የትምህርት ይዘቶች ላይ የተመሠረቱ ጥያቄዎች

ተ. ቁ	መጠይቆች	አማራጭ				
		ሁለጊዜ	አብዘኛ ውን ጊዜ	አንድንድ ጊዜ	በጣም አልፎ አልፎ	በጭ ራሽ
1.	በአሳታፊ የእንግሊዘኛ ትምህርት በ ፊደሎች ሥርጭት ወቅት የሚቀርቡ የቋንቋ መዋቅሮች ፣ ቃላት፣ ሀረጎች እና አረፍተ ነገሮች ከተማሪዎች መረዳት ችሎታ ጋር					
2.	በአሳታፊ የእንግሊዘኛ ፊደሎች ሥርጭት ወቅት የሚቀርቡ የመግቢ መዝሙሮች(Hello songs) ተማሪዎች በቀላሉ ሊዘምሯቸው ይችላሉ።					
3.	በአሳታፊ የእንግሊዘኛ ፊደሎች ስርጭት ወቅት የሚቀርቡ ለትምህርቱ አጋዥ የሆኑ መዝሙሮች (lesson reinforcing songs) ተማሪዎች በቀላሉ ሊዘምሯቸው ይችላሉ።					
4.	ተማሪዎች በፊደሎች መምህሩ ደግመው እንዲሏቸው የሚጠየቁትን ቃላት በቀላሉ ደግመው ሊሏቸው ይችላሉ					
5.	በስርጭቱ ወቅት የሚቀርቡ ታሪኮችን ተማሪዎች በቀላሉ ይረዳሉ					
6.	በስርጭቱ ወቅት የሚቀርቡ ታሪኮች ላይ ተመስርቶ የሚቀርቡ ጥያቄዎችን ተማሪዎች መመለስ ይችላሉ					

23. መምህራን አሳታፊ እንግሊዘኛ ፊደላዊ ስርጭትን አስመልክቶ አስተያየት መሰጠታቸው ያለውን ሚና የሚጻጹ ጥያቄዎች

ተ.ቁ	መጠይቆች	ሁልጊዜ	አብዛኛውን ጊዜ	አንድንድ ጊዜ	በጣም ሌላ አልፎ	በጭራሽ
1.	ኘሮግራሙን የሚያዘጋጀው አካል በጠየቀን መሠረት በየወቅቱ የኘሮግራሙን ሐድት የመረጃ ምግባ (feed back) እንሰጣልን					
2.	ከሌሎች አቻ ትምህርት ቤቶች ጋር በመሰብሰብ ስለ ኘሮግራሙ አጠቃቀም የልምድ ልውውጥ እናደርጋለን					
3.	በትምህርት ቤታችን ሃላፊዎች አማካይነት በተዘጋጀ መድረክየፊደላዊ ትምህርት ኘሮግራሙን ጠንካራና ደካማ ጎኖች እንገመግማለን ልምምድ እንለዋወጣለን					
4.	እኔ እና ሌሎች የሥራ ባለደረጃዎቹ የአሳታፊ እንግሊዘኛ ትምህርት በፊደላዊ ኘሮግራም ውጤታማ በሆነ መንገድ መጠቀም በምንችልበት ሁኔታ ላይ በየአጋጣሚው እንወያያለን					

24. እባክዎን የአሳታፊ እንግሊዘኛ ፊደላዊ ትምህርትን አስመልክቶ መስጠት የሚፈልጉትን ጠቅለል ያለ አስተያየት ካለ ከዚህ በታች በተጠቀሱት መስመሮች ላይ ሀሳብዎን ይግለጹ _____

በድጋሚ አመሰግናለሁ።

Appendix-C
Addis Ababa University
School of Graduate Studies
Institute of Language Studies
Department of Foreign Language Literature

Students Questionnaire

Dear students,

Read each of the following items carefully and supply the answer you feel is correct by circling the alternative of your choice.

1. How often do you understand the English radio lesson?
a) Always b) Sometimes c) Not at all

2. Can you repeat the oral activities your are told to do so by the radio teacher with out difficulty?
a) Always b) Sometimes c) Not at all

3. I can answer questions given by the radio teacher
a) Always b) Sometimes c) Not at all

4. I can sing the song/ songs presented during the radio lesson easily with the radio teacher.
a) Always b) Sometimes c) Not at all

5. Do you practice songs before the start of radio English lesson?
a) Always b) Sometimes c) Not at all

6. The radio teacher gives me enough time to answer the questions
s/he set

a) Always b) Sometimes c) Not at all

7. The voice of the radio teacher is audible to me

a) Always b) Sometimes c) Not at all

8. How much is your preference to learn English by radio?

a) High b) Moderate c) Low

5. ከእንግሊዘኛ ቋንቋ ሬድዮ ትምህርት ሥርጭት በፊት በክፍል ውስጥ መዝሙር ተለማምዳችሁ ታውቃለችሁ?

- ሀ. ሁልጊዜ እንለማመዳለን
- ለ . አንዳንድ ጊዜ እንለማመዳለን
- ሐ. በጭራሽ ተለማምደን አናውቅም

6. የእንግሊዘኛ ቋንቋ የሬድዮ መምህር ለሚጠይቁት ጥያቄ ምላሽ ለመስጠት የሚበቃ ጊዜ ይሰጣሉ ?

- ሀ. ሁልጊዜ ይሰጡናል
- ለ. አንድንድ ጊዜ ይሰጡናል
- ሐ. በጭራሽ አየሰጡንም

7. የእንግሊዘኛ ቋንቋ ሬድዮ ትምህርት ሲተላለፍ ድምጹ በጥራት ይሰማልን?

- ሀ. ሁልጊዜ ይሰማኛል
- ለ. አንዳንድ ጊዜ ይሰማኛል
- ሐ በጭራሽ አይሰማኝም

8. የእንግሊዘኛን ቋንቋ ትምህርት በሬድዮ መማር ትመረጣለህን/ትመርጫለሽን?

- ሀ. በጣም
- ለ. በመጠነኛ ሁኔታ
- ሐ. በጭራሽ