

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**

**EXTENT OF INCORPORATION OF MEDIA  
UTILIZATION-TRAINING IN TEACHER  
TRAINING INSTITUTES' SYLLABI OF  
ETHIOPIA**

**ENGUDAY ADEME**

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**ADDIS ABABA**

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## **List of Acronyms used**

Amhara REB: Amhara Region Education Bureau.

esdp: Education Sector Development Program Finnish Government  
Supported Program.

H.P.E: Health and Physical Education

ICDR: Institute for Curriculum Research and Development

MOE: Ministry of Education

TTI: Teacher Training Institute

NETP: New Education and Training Policy of Ethiopia

## **Abstract**

The study was designed to examine the extent to which media utilization-training component is incorporated in Teacher Training Institutes syllabi. The method employed was content analysis. All syllabi were used. Consequently, nine syllabi with a total number of 272 pages were used for analysis. Additional information were gathered through unstructured interview. Based on the main categories, frequencies were counted and converted into percentages. The data gathered were analyzed qualitatively. The study revealed that instructional media is not given as a course in TTIs. It is treated as a separate unit only in three courses: in English Language, Pedagogics and Aesthetics and Physical Education syllabi. In all courses but two (Psychology and Special Needs Education) this component is treated as a sub unit-though the expressions used are vague. Generally, the study result shows that instructional media utilization component is incorporated in the training syllabi with low coverage and as a result, the training is not sufficient.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Quality education is a means for civilization. To bring quality education, the New Education and Training Policy (NETP) of Ethiopia has introduced many changes in the operation of the school system as a whole. "...to promote the quality, relevance and expansion of education, due attention will be given to the supply, distribution and utilization of educational materials, educational technology and facilities"(NETP, 1994).

Though utilization of instructional media is not a new concept, these days following the NETP, it seems that special attention is given for the production, distribution and utilization of media. However, as one can observe in the actual classroom situation and as different scholars such as Callahan and Clark (1988) noted the degree to which teachers utilize instructional media has become one of the major challenges in the field of education.

In low-income countries including Ethiopia, Teshome (1998) explained that such a challenge is a result of lack of trained personnel in a variety of fields particularly in relation to instructional media. Teshome noted " teachers are the most important persons who decide why and how media are used in the classroom". Though this is the fact, he summarized a given research on radio program training by saying quite a large majority of teachers have never taken part in radio

utilization programs in any of the schools sampled. He also added that these countries have adopted a number of strategies to raise the level of expertise of their staff: training program, hiring experts on short-term contracts, borrowing experienced personnel for training and so on. In the NETP too, attention is given to the possible strategies, such as, the training of teachers and concerned personnel in educational media production and utilization (Solomon, 1999)

With particular emphasis to first cycle primary school training, a report made by esdp and Amhara Region Education Bureau (1999) indicated that one of the expected profiles of a TTI graduate is being equipped with the necessary professional capabilities. By the necessary capabilities, they refer to many things where the competency to select and apply appropriate and varied learner centered methods and teaching aids as well as using educational mass media is one.

As a result, in line with the NETP changes in educational structure and curriculum, the Institute of Curriculum Development and Research (ICDR) introduced a new TTI curriculum syllabus in 1995 and this was followed by the development of training materials by each region in its own local medium of instruction (Ibid). This step, the investigator believes, is of course a good move in that as Callahan and Clark(1988) asserted, the growth of knowledge is so rapid that what seems basic today may be obsolete tomorrow.

However, the inclusion of media utilization training as content in the new syllabuses of the TTIs is still questionable. For Pratt (1980) all kinds of teaching materials must be evaluated with

respect to cost, content, instructional implication, etc. He stressed that all other criteria are in a sense subordinate to the question of content and the first consideration must be the relevance of the content to the curriculum objectives and its likely effectiveness especially with regard to motivation.

As a teacher, the investigator observed that many primary school teachers face problems in media utilization. In addition, in higher educational institutions (colleges and universities), Instructional media (Teaching Material Production) is given as a course.

Moreover as the report by esdp and Amhara REB (1999) indicated, teachers of lower primary school in Ethiopia are expected to prepare and use instructional media as far as they can in order to enhance and concretize teaching and learning. It is also reported that this is particularly important where student's abstraction level is low or not fully developed. Here the question is "to what extent media utilization training component is incorporated in TTI syllabi contents so as to achieve such objectives described in the report and to what extent the syllabuses' contents are relevant to the objectives of the NETP and to the new mode of training especially in relation to media utilization?" It is with this ground that the investigator attempts to see the extent to which media utilization training component is incorporated in TTI syllabi.

## 1.2 Statement of the Problem

In terms of professional development the primary school teacher acquires knowledge, develops skills and attitudes through initial teacher training courses offered by TTIs (Ambaye, 1999).

Ambaye also explained that for such teachers, through a well-developed syllabus, the training must enable them to teach effectively primary school children.

With special emphasis to educational media, to bring about a relatively progressive view of media resource utilization in the educational system, Amare (1995) suggested that "educational media must be considered as an integral part of the curriculum" and "teacher training colleges or institutes must show and actualize the accompanied changes to educational media utilization and production".

Schramm (1977) strongly advises that instead of continuing to ask no longer very useful questions (can media teach?, what is the best medium?), one should ask smaller sharper questions (How can we best use a given medium for a given act of instruction? In a given situation, what medium is more cost effective than another?)

This clearly indicates that the key question in relation to instructional media is not how to train trainees that media are important but how to train them on how to utilize them properly and efficiently.

In whatever sense, it is implied that training programs should incorporate educational media utilization component so that teachers could have an all rounded understanding of the selection, production and use of instructional media. It is with this theoretical basis during training that teachers could utilize as well as develop a positive attitude towards instructional media. Use of educational media without adequate theoretical bases is mechanical employed with the hope that what is presented to the learners will eventually become meaningful to them (Solomon, 1999).

It is apparent that special knowledge of the educational media of communication is of paramount concern to assist efficient and effective production and utilization of them. Properly utilized, instructional media have the potential to produce the best learning because they bear qualities predominantly influencing the sense of sight through which most human learning is believed to take place (Wittich and Schuller, 1967). Thus in order for the teachers to properly utilize instructional media, they should be trained well in the field.

According to Teshome (1998), teacher approaches to media use can be classified in to three categories along a continuum: at one extreme are non-users who feel secure in their familiar lecturing style; in the middle are optional users who employ one or more media types to supplement their classroom lessons; and at the other end are "systematic users" who feel that using instructional media makes education productive. Accordingly, the investigator believes that because from the experimental studies we have plentiful evidence that people learn better from the instructional media than from mere lecture, teachers should be trained to be "systematic users" of media.

Generally, the study assumes that on the bases of the above statements, the TTI syllabi must incorporate media utilization training component. Based on this background, the study will attempt to answer the following research questions.

1. To what extent is media utilization training component incorporated in TTI syllabi?
2. What factors inhibit or reinforce TTI syllabus developers to include media utilization training in the syllabi?
3. How did these developers incorporate this component?
4. If it is not incorporated, what other mechanisms did they arrange to introduce trainees with media utilization?
5. Do developers believe that it should be incorporated?
6. Is there any difference in media utilization knowledge and skill among teachers of different service years?

### **1.3 Objectives of the Study**

TTI syllabi must be developed in such a way that teachers could get lots of information about media utilization. Thus, the main objective of the study is

- To see the extent to which media utilization training component is incorporated in TTI syllabi.

Through the process, however, the study will also attempt to examine:

- TTI syllabus developers' awareness on the need to include media utilization training component in the syllabus.
- the extent to which the TTI syllabi equip trainees with the knowledge, attitude and skill in instructional media utilization.
- if there is a difference in media utilization knowledge and skill among teachers of different years of experience.

#### **1.4 Significance of the Study**

The study, the investigator believes, will have importance for the following reasons.

1. Informs TTI syllabus developers about the need to include media utilization training component in the syllabi.
2. Evaluates the teacher-training program on media utilization training.
3. Informs a TTI trainer about the need for media utilization training.
4. Through the information obtained, it is possible to revise the TTI syllabi
5. It serves as a stepping-stone for further study.

#### **1.5 Limitation of the study**

All syllabi were taken for analysis. But, additional information was gathered through unstructured interview. Because of time and money constraints, only randomly selected ICDR

and Education Bureau TTI syllabi developers, teacher trainers, trainees and first cycle primary school teachers were interviewed. As a result, it may be difficult to generalize on the bases of the views of only these samples.

## **1.6 Delimitation of the Study**

The main topic of the study is "Analysis of incorporation of media utilization training in teacher training institutes' syllabi of Ethiopia ". Thus, the study is delimited to the syllabi of all TTIs in Ethiopia. Moreover, in investigating the incorporation of media utilization training component in TTI syllabi, in addition to the syllabuses, other variables such as the attitude of TTI syllabus developers, teacher trainers and trainees and first cycle primary school teachers towards media utilization training need to be normally considered. The study, the investigator believes, could have been better if comparisons could be made between these syllabi and that of other countries and also among this cycle teachers and others.

## **1.7 Definition of Important Terms**

In this study, the key terms used will have the following operational definitions.

**Media** refers to materials such as, audio (radio, recordings), audio-visual (Television, video, motion pictures, etc.) visual (pictures, diagrams, charts, etc) materials employed during teaching and learning, Persons, print and enactive media. (Amare,1995).

**Utilization** means selection, production and actual use of instructional media. (Callahan and Clark, 1988).

**Incorporation** represents presence or absence of this training component. Presence of the component further refers to:

**Incorporated with high coverage** that refers to presence of the topic as a course or as a separate unit in most or all courses.

**Incorporated but with less coverage** which represents presence of this training component as a sub unit in most or all courses.

**Absence:** not included at all.

**Syllabus** refers to the basic content of a particular subject, course or area of study. TTI syllabi are those syllabi that are used to train first cycle primary school teachers. Here, teachers' guide, other reference materials and some teaching materials (note books) are not included.

**Training** refers to full-time training; not in the form of orientation. It is in most cases a 10 months training and not two weeks or so orientation on one specific aspect such as guest lecture on educational media.

**Course** this term refers to the complete sequence of instruction that presents to pupils a major division of subject- matter. Examples are Mathematics, Amharic, Environmental science, and so on.

**Unit (Topic)** represents a major sub division of a course about one central idea or theme. It refers to a chapter.

**Sub unit (Sub topic)** refers to a sub division of a unit, not sub-sub units

**Others** refer through out the study to those topics other than instructional media utilization such as planning, classroom management, methods of teaching, and so on.

**Instructional Technology** refers to those electronic media as radio, television, computers, video tapes, films, etc.

## **CHAPTER TWO**

## **REVIEW OF RELATED LITERATURE**

In this chapter, literature related to the basic questions of the research will be discussed in brief. Especially, previous focuses of the teacher training curricula and the need to include instructional media utilization training in teacher-training syllabi in relation to the contribution that such media could make to the effectiveness of the teaching learning process will be reviewed in short.

### **2.1 The Teacher Training Curriculum.**

One of the major purposes of education is to get a productive and creative individual who can adjust his/her life in the society. To this end, the need for a well-trained teacher is fundamental. Teachers at any level are responsible for creating productive citizens in the society. Thus their training should stem from a well-organized profession-focused curriculum that could prepare the would-be teachers in a better way; equipping them with the necessary teaching skill and knowledge. That is why Pratt (1980) said, "curriculum is, and will always be, a major concern of the professional teacher."

The former curriculum of Ethiopia for training elementary school teachers, (the curriculum from 1937-1987 E.C), was criticized for lacking sufficient recruitment criteria, its subject centeredness, and its disintegrated ness (in language, method, objective, content, etc.) from the level of education in which they are going to be assigned to teach, and so on, (MOE, 1998). To attend to these problems, a New Education and Training Policy (NETP) was formulated in 1994.

Among the aims of the policy, according to MOE (1998), developing relevant and quality curriculum was one. Teacher education, as a result, is made to meet this policy objective. By changing the curriculum and educational structure, the policy was mainly aimed at training teachers in large quantity and quality.

In relation to this idea, the material prepared by the Education Sector Developing Program Finnish Government Supported Program (esdp) and Amhara Region Education Bureau (Amhara REB) (1999) mentioned that the long-term goal of the policy is to improve the quality and relevance of education as well as to expand access and equity. In view of these goals, one of the areas of special attention and action priority is on teacher education and training. Here, it is also mentioned that being equipped with the necessary professional capabilities is expected from a trainee where selecting and applying appropriate and varied learner centered methods and teaching aids is one of such capabilities.

With regard to the training of elementary school teachers, a number of curricula were used interchangeably: one time focusing on subject matter knowledge, the other time on the quality of the trainees, and at another time on methodology. Looking at the following brief historical development and focus of the teacher-training curriculum of Ethiopia, (MOE, 1998 and ICDR, 1999) could elaborate this idea.

During the period from 1937 - 1947 E.C., courses similar to secondary education subjects that highly emphasize on academic knowledge than professional knowledge and skills were offered in secondary schools as training centers.

From the period 1948 - 1954 E.C., on the existing curriculum, adult education and basic vocational education were added and training of teachers was held in institutions and in secondary schools. In this stage too, subject matter knowledge remained basic with little emphasis to pedagogical skills.

Later on from the years 1955 - 1960E.C., uniform curriculum for the existing teacher training institutions at that time (Harar, Addis Ababa, and Debre Berhan) was developed for training students who have completed grade ten. This time a shift was made from emphasis on subject matter to professional courses including practice teaching. In addition, in order to approve trainees' graduation, a nationally- prepared examination was administered uniformly. Training in pedagogical skills was better during these years.

The period from 1961 - 1966 E.C. was characterized by training students who have completed different grade levels. As a result, different curricula focusing on various aspects (subject matter knowledge or pedagogical skill) for different training programs were developed and implemented.

From 1967 - 1970 E.C., due to the revolution in 1966 E.C; the training program was interrupted. Thus, untrained teachers with certain academic knowledge and with no pedagogical knowledge were employed. For instance, the "Digoma" program.

During 1971 - 1983 E.C., the training program started again, and those who have completed grade twelve were recruited and trained for one year. The training curriculum involved seventeen academic subjects. MOE (1998) mentioned that starting from 1971 those who can't join higher education were recruited and trained. During these years, the focus of the curriculum is mainly subject matter that extends from grade twelve.

In 1986 E.C., the NETP was formulated.

Following this during 1987 - 1988 E.C., a one year (12+1) first cycle primary school teachers training curriculum was developed and implemented. The curriculum included nine subjects and some were integrated. However, the curriculum is still academic knowledge focused.

From this time on (1989 E.C. - Present), a decision was made on the training-curriculum to focus on *methodology* for teaching subjects in basic education (grades 1-4), professional courses, and school experience and teaching practice.

According to MOE (1998) and ICDR (1999), it is believed that because the trainees have completed secondary education and so have *enough* knowledge of the subjects to be offered in grades 1-4, the curriculum should focus on *how to teach* subjects at this grade levels. However, it added since music and art subjects are offered only up to the completion of grade six, to help trainees teach effectively additional knowledge and teaching method of these subjects will be given in an integrated way.

Moreover, according to the esdp and Amhara REB (1999), one of the aims of first cycle primary school teacher training is developing the teacher training system by providing general education and knowledge of the teaching profession knowledge of the profession.

It is true that having a completely perfect curriculum that addresses all aspects equally is difficult. But the basic concern of the research is if the curriculum focuses on methodology and aims at equipping trainees with knowledge of the teaching profession, then attention should be given to train in skills for instructional media utilization, as such skills are part of the skills in the teaching profession.

This is to mean, the syllabus should involve subject matter knowledge and methodology components where the methodology component again involves knowledge and skills in the various methods of teaching, lesson planning, instructional media, assessment, classroom management, and so on which are related to professionalization of teachers.

Knowledge and skills in media utilization is part of knowledge and skills of the teaching profession, which needs to be included in the training curriculum. Kinder (1959) asserted that "...no matter what terms we use audio-visual education is not a new subject in the curriculum; in fact it is not a subject at all....There is a place for audio-visual materials and techniques in every school curriculum".

In particular reference to knowledge and skills in instructional media, and the need to be equipped with it, Kinder (1959) noted that some States in America such as California require course-credits in audio-visual education as a prerequisite for teacher certification. He also put the resolution made by the State Board of Education as follow:

*No kindergarten, primary, general elementary, junior high school, junior secondary or junior college credential issued subsequent to April 30,1948(when the new regulation went to effect) shall be renewed unless the holder there of has, in addition to meeting all other applicable requirements for renewal, successfully completed a course, or the equivalent, of at least two semester hours in audio-visual education.*

As a response to this, Kinder (1959) added, much attention is devoted to this aspect of teaching in teachers training institutes and as a result of this teachers are learning more about instructional media and are putting these knowledge and skills to the instructional process.

Thus, it is unquestionable that an audio-visual training component be included in the teacher-training curriculum materials used for training. As it summarized by Madaus and Kellaghan in Jackson (1992), the curriculum materials could take various forms as formal description of a syllabus, lesson plans, textbooks, supplementary reading materials, work books, etc.

## **2.2 The Teacher Training Syllabus**

Preparation of curriculum materials is an aspect in the process of curriculum development. As mentioned earlier the syllabus is one of such materials developed in order to guide the implementation of the curriculum.

According to Saylor, and others (1981), a syllabus is the content of a particular subject or area of study. The syllabus clearly outlines what will be offered in that course for the students. It, of course, involves a variety of components in it .The syllabus is the end product of a course planning activity and it is written primarily -though-not-exclusively for students (<http://www.wmich.edu/htm>). Moreover, other scholars noted that a syllabus is a "label" or "table of contents" which outlines a course of study (<http://www.hcc.Hawaii.edu/ htm>).

When we come to a teacher-training syllabus, such a syllabus contains contents that could help to train candidates with the necessary teaching knowledge and skill so that they will become effective teachers. As Aggarwal (1996) indicated a syllabus includes the basic contents of a particular subject /course. In the process of teacher training, training candidates with the basic knowledge and skills of the profession (in methodology) in addition to subject matter knowledge, is fundamental. This basic knowledge is mentioned elsewhere in this study.

In relation to the need to incorporate instructional media utilization in the training syllabus, Solomon (1999) explained that it is apparent that special knowledge of the educational media of communication is of paramount concern of the training program so as to assist efficient and

effective utilization of them. He also suggested that "training in educational media utilization and production skills development is an essential means through which expected and positive attitudinal change and skills development can be achieved".

According to Haas and Packer (55), proper or "effective use of audio-visual aids in learning requires a skilled instructor, who will use appropriate audio-visuals for his particular subject at the right time and in the right way". As a result, these people recommended that educational programs should begin with the training of their personnel in audio-visual materials utilization.

Generally, it is when the training syllabus incorporates contents related to instructional media utilization that the need to get such a skilled teacher could be satisfied. These scholars having said that it cannot be over emphasized that the effective use of audio-visual aids in learning requires a skilled instructor, they noted that in a training program, "trainees must have understanding about:

- where to obtain instructional media
- how to use instructional media
- how to prepare instructional media
- how to evaluate instructional media
- how to handle radio and television teacher's guide/manuals
- how to select instructional media, etc."

Mastering utilization of audio-visual materials offers great opportunities for improving learning, (Dale, 1954). Thus teachers must have the necessary knowledge and skill in instructional media

utilization .As a result, teacher training syllabuses should be sufficiently developed incorporating media utilization contents as they are key tools to shape the trainees with the relevant pedagogical skill. The syllabus is an important document for the teacher as well as the students, because, it is one of the few tangible records of the course it self, (<http://www.hcc.Hawaii.edu/htm>).

### **2.3 The Role of Instructional Media in Learning**

Some call them 'multi-sensory materials', others 'perceptual aids to learning', and others 'instructional materials', etc. But, the term that has widest acceptance today, perhaps because it brings immediately the two senses chiefly involved, is 'audio-visual materials', (Kinder, 1959). These days, an outstanding development in the field of modern education is the growth in the use of audio-visual materials in instruction,(Haas and Packer, 1955). Of course, as Aggarwal (1996) asserted, the problem today is not whether these materials should have a place in education, but the problem lies on how to extend the benefits of these aids to all teachers and all students.

In relation to the role of media in learning, some scholars put emphasis on the medium than on the content to be transmitted and others on the contrary give media a lower position :only as aiding or supporting the instructional process.

Marshal McLuhan (1967), in his famous book "the Medium is the Message", gave great emphasis to media. McLuhan stressed that societies have always been shaped more by the nature of the media through which men communicate and not by the content of communication. For him it is

the medium, which is the message, that is, in any form of communication, what is consciously or purposefully "said" is of no importance, and equally an important is 'the way it is said'; important only is the medium through which it is said, (Finkelstein, 1968).

On the contrary, as it is cited in Schramm (1977) media in support of the classroom teacher has been the very first and the most common use of media of instruction. Especially in the traditional teacher centered approach media materials other than oral medium were given the status of teaching aids, (Amare, 1996).

In any way the investigator would not like to say either instructional media are more important than content, or such media are only "aids" to the teacher. Instead, as it is clearly indicated by Kinder (1959), the investigator believes that the materials used during instruction are not in a sense supplementary; they are part of the entire learning process. And of course audio-visual materials and techniques have been used as a part of the regular school task since about the turn of the 20th century, (Ibid).

Moreover, effective implementation of certain teaching principles is possible through the use of instructional media. More specifically, the application of the principle of visual perception, which demands the teacher to use media that appeal to the senses, is possible through the proper utilization of media, (Azeb, 1984). According to Aggarwal (1996) and Azeb (1984), the basic assumption underlying utilization of audio- visual materials is that learning-clear understanding- stems from sense experience. For Dale (1954), too, the use of audio-visual materials is based on

the principle that " all teaching can be greatly improved by the use of audio-visual materials because they can help make the learning experience memorable".

Teshome (1998), in his thorough discussion about radio support programs in Ethiopia, concluded the main goals of using radio for formal education in Ethiopia as improving educational access, student learning, school resources, teacher competence, educational relevance, and so on.

He also added that many teachers believe that radio is useful both for their work and for students. However, he added, despite this belief, many developing countries didn't adopt technologies of instruction of all kinds including television, radio, films, computers etc. as widely as it was hopped twenty years ago.

Perhaps one the most important rationale for the use of radio (other media) in formal education ...is to improve effectiveness in learning, (Ibid). Callahan and Clark (1988), supported this idea by saying, we use our teaching tools to make things clear, to make instruction real, to spice-up the teaching-learning process, and to make it possible for pupils to teach themselves (learning by doing).

According to Dale (1954) and Kinder (1959), providing a solution for the disease of verbal instruction, serving as best motivators, providing clear images, variety and freedom, increasing retention, making the instructional process attractive, increasing vividness and healthy classroom interaction as well as developing critical thinking are some of the important values of the proper

use of audio-visual aids. As a result, Dale (1954, concluded that today few, if any, educators oppose the use of audio-visual materials in education.

Generally in order to concretize learning, motivate students to learn faster, help them to directly interact with realities of the social and physical environment, to provide them with common perceptual experience, to appeal several senses, etc. and finally to make effective the instructional process in particular and the curriculum in general instructional media play a key role.

In order to get these advantages from media, certain principles for using them should be understood by teachers. According to Aggarwal (1996), these principles include the principle of selection, preparation, proper presentation and evaluation. Particularly in relation to the selection of relatively the best media, Schramm (1977) explained that no single medium is likely to have properties that make it best for all purposes. However, he concluded that most instructional activities can be performed by most media.

Moreover, factors such as the teaching method used, the type of learning task, special characteristics of some students and the teacher affect media selection. In addition, teachers need to consider such criteria as clarity, appropriateness, relevance, accuracy, and so on of media before they are going to use them.

## **2.4 Two Major Problems in Instructional Media Utilization**

During the instructional process, teachers face many problems among which the problem in instructional media utilization is one. Two major aspects of this problem are discussed below.

### **i. Lack of training**

The problem of getting trained personnel runs through out an educational media system particularly in developing countries..." and even if some schools proposed to send some of their teachers to in-service training programs, it is unlikely that any media training program will be found". Moreover, if the program is available there is lack of facilities for training. Generally, whatever the theoretical benefits a device has, they are likely to be wiped out if the skills to use the device are lacking, (Teshome, 1998; Aggarwal, 1996; Romiszowski, 1974).

### **ii. Apathy of the teachers**

Teachers are not convinced that teaching with words alone is very tedious, wasteful and ineffective, (Aggarwal, 1996)."If teachers do happen to have a particular aversion or phobia for a certain medium of instruction, then they are unlikely to use it well", (Romiszowski, 1974). According to Solomon (1999), as a result of being trained in educational media utilization and production skills, it is possible to achieve positive attitudinal changes towards media.

## **2.5 Communication and Good Teaching**

Once issues related to teacher training curriculum and/or syllabi are discussed or particularly the need to include media utilization training component in TTI syllabi are explained, the next step is to discuss points related to communication in teaching, the role of instructional media in the process of communication and the need to have knowledge and skills in such materials.

By definition, the transmission of information from a source to a destination is called communication, (Heinich, et.al, 1996). In any instructional situation, there is a message to be communicated; for such communication, there is a medium carrying the message, thus it is essential that the teacher carefully select the medium to ensure that the learner receives the message clearly and accurately, (Ibid).

In relation to communication in teaching, Dale (1954) explained that all teaching is a form of communication. By this, he meant there must be sharing of experiences that the teacher and students must undertake to have experiences in common. He added that audio-visual materials promote an atmosphere of mutuality because it seems that there is something intrinsic in sensory materials that promotes mutuality. Communication is an essential skill utilized by any teacher, (<http://www.hcc.Hawaii.edu/htm>).

Thus, in order to express an idea clearly and develop mutuality-develop better communication-by using audio-visual material, teachers should receive training in the selection, preparation, proper presentation and evaluation of instructional media, (Aggarwal, 1996).

Callahan and Clark (1988) supported this idea by saying that utilization of materials involves a skill in four steps: selection of the right material, preparing for use, using skillfully and following up utilization. A teacher, who has skill in producing teaching aids or receiving advantage of the production capabilities afforded by his/her school or media center, can acquire a valuable asset in improving the quality of his/her instruction, (Haney and Ullmer, 1970). Kinder (1959) added that proper utilization of audio-visual materials requires a skill and as a result if they are properly prepared, wisely selected and intelligently used, pupil learning can be richer and meaningful.

Azeb (1984), in her discussion about good teaching noted, that good teaching involves three basic elements: personality, preparation and presentation. By presentation, she meant the process of presentation that involves demonstration or the use of visual materials and the "effective teacher provides media that combine seeing, hearing and manipulating or activity". Wittich and Schuller (1962) wrote that hearing, seeing and doing are the primary means of human learning. Of course, the traditional one-way communication is not capable of arousing students' interest of learning because what we see and hear markedly affects how we behave, (Ibid). For Clark and Starr (1986), too, "good teachers can be better teachers when they have plenty of materials to work with".

Generally, good teaching cannot happen by chance. It depends on the appropriate and skillful activities of the teacher. Proper utilization of media contributes the most. Though it is so, instructional media are not always intended to displace good instructional strategies and they are

most effective when they are used to facilitate the teaching learning process, (Haas and Packer, 1955). However "audio-visual materials, when used intelligently, can promote the most effective kind of learning in adults, as well as children, in college as well as school, everywhere", (Dale, 1954).

## **2.6 Teacher Training Syllabus Development**

Earlier, we have seen the role instructional media can play in the instructional process and the need to include media utilization training component in teacher training syllabi in order to equip trainees with the relevant knowledge and skills in educational media. To this end, care must be given in developing the complete course syllabus. According to <http://www.hcc.Hawaii.edu/htm>, some of the functions of a well-developed syllabus are:

1. describing course content scope
2. communicating course focus
3. identifying course goals
4. scheduling course instruction
5. identifying reference materials
6. establishing evaluation system, etc.

Moreover, a syllabus can point out connections between various parts of courses and thus helping students understand courses as an integrated whole, (<http://www.wmich.edu/htm>). Here it is also

described that the major purpose of a syllabus is to provide a "road map" for students to enable them get through the course successfully. In support of this view, research has shown that students who are instructed in what they are supposed to learn and how they are to be evaluated perform better than those who are not so instructed, (Ibid).

Contents of a syllabus are related to and are taken from the goal of the course. For Peters (1977), educational objectives should provide the first clues for determining to be arranged in the curriculum. Thus, if one of the objectives of teacher training institutes is to have teachers who are equipped with the necessary professional capabilities, where the competency to select and apply appropriate and varied learner centered methods and teaching aids is one, (esdp and Amhara REB, 1999), the idea that topics related to learner centered methods and teaching aids should be included in the training syllabus will be sound.

A well developed syllabus and/or curriculum minimizes the impractical nature of schools. That is why Dale (1954) asserted that, " we can help prevent our schools from being impractical and unreal through better curriculum building and the introduction of multi sensory materials". Solomon (1999) added that the effectiveness of basic educational materials, such as student's textbooks, teacher's guides, media resources and other supplementary materials depends on how well the syllabus is designed.

When we come to teacher training syllabus development in Ethiopia, as the material prepared by esdp and Amhara REB (1999) noted, in line with the education and training policy changes in

educational structure and curriculum, new TTI syllabi were introduced in 1995 by the ICDR. The syllabi consist eleven subjects including languages, mathematics, sciences, professional courses and teaching practice.

The need here is to see how much attention was paid in order to include issues related to instructional media in these syllabi as the policy puts emphasis on them. That is, to what does extent the content of each syllabus attempt to acquaint trainees with utilization of instructional media, as media utilization knowledge and skill in this area is essential in teaching profession? Answering this question calls for the evaluation of the contents of the training syllabi.

In relation to this point, Madaus and Kellaghan, as it is summarized in Jackson (1992), mentioned that a number of questions can be raised about such syllabus documents in the context of evaluation .One of the questions, according to these scholars is, the extent to which such documents provide a rationale for the inclusion of the knowledge, contents, skills and processes in them. These people also noted that the inclusion or exclusion of a material or content inevitably reflects certain value.

Generally, as it is stated by Pratt (1980), even if any curriculum material could be evaluated with respect to cost, content, instructional implication, etc., all other criteria are in a sense subordinate to the question of content and thus the first consideration must be the relevance of content to the curriculum objectives.

## 2.7 Components of a Syllabus

The commonly used syllabus, we know, at least shows the objectives to be achieved, the contents to be taught, the methods to be employed, time allowed to cover the course, instructional media to be employed, and the evaluation mechanism. Some educators explained that although every syllabus is unique to the course it represents; the following elements should appear in every one, (<http://www.wmich.edu/htm>).

- Basic course information
- Course description
  - a. statement of course goals
  - b. teaching formats
- a detailed explanation of course procedures (evaluation)
- all required texts
- grading procedures
- the schedule of classes

Other scholars believe that a comprehensive syllabus has the following components, (<http://ag.Arizona.edu.componen.htm>).

- course description showing
- scope of subject matter
- specific topics
- relationship among topics
- organization of themes

- information on textbooks and other required readings
- organization and method of instruction
- chronological outline of topics and required readings
- Method of evaluation
- Office hours and class procedures
- Other handouts to consider, etc.

In any of the above considerations, the objective, content, method, schedule and evaluation components are common constituent elements of a syllabus.

From among these elements, the 'content ' element is the focus of the study. According to Callahan and Clark (1988), course content is the substance of teaching, or it is simply what one teaches. Peter (1977), in his explanation about the priority of content, noted that if any thing is regarded as a specific preparation for teaching, priority must be given to a through understanding in something to teach.

The contents or core themes of a teacher-training syllabus can be of two types, (MOE, 1998).

They are:

1. Contents related to **subject matter knowledge**-What to teach?
2. Contents related to **methodology in teaching**-How to teach? -Pedagogical knowledge and skills.

It is true that knowing 'how' is as much a part of curriculum content as knowing 'what', (Callahan and Clark, 1988). These two types of contents in the teacher training process affect effectiveness.

According to Ambaye (1999), critical determinants of effective teaching include knowledge of the subject matter, pedagogical skill and motivation. He added that in terms of professional development, trainees acquire the necessary tool through initial teacher training courses offered by TTIs. This clearly indicates that initial training courses should incorporate topics directly related to teaching where instructional media utilization is one.

Kinder (1959), in the case of American schools, explained that as early as 1922 a few courses were offered to prepare teachers to use new media of education more effectively and today separate courses are offered in nearly every college and university through out the country. As a result, he concluded, "vigorous growth is taking place, each year more and more teachers are taking courses, attending workshops, or conferences, reading bulletins and in other ways becoming more competent in the utilization of instructional media".

When we come to the Ethiopian situation, "particularly in Ethiopia the extent to which teachers employ instructional materials appears to be discouraging", (Tilahun,1999). He also added that the extent to which teachers utilize teaching materials in the classroom has become one of the challenges in the education system.

Thus, if such problems are facing the education system, if the NETP focuses on the production, distribution and utilization of educational media, if media facilitate the instructional process and

if training is one of the strategies to raise the level of expertise in media utilization, then the need to include media utilization training component in the training syllabus will be unquestionable.

Saylor and Alexander (1966) noted that with regard to organization of content in vocational and practical areas of study, content is selected and units of study are organized on the basis of knowledge and skills needed to perform an occupation or to carry out the duties required in a job. This way of organizing content, according to these scholars, is known as job-analysis mode of content organization where contents will be selected in terms of the understandings and competencies needed to perform a task. These educators also noted that the mode of organization of content for any area of study is determined by an analysis of what workers do in a particular job and this mode of organization:

- contributes efficiently to the development of job competency and the acquisition of the skills, understandings and knowledge necessary and desirable for the performance of jobs.
- provides a degree of motivation for its enrollees.
- contributes to the development of talents and capabilities.

Utilization of media in teaching is one of the tasks expected from all teachers. Thus, as the major purpose of a syllabus is to give a clear direction for the students and the teacher to enable them get through the course successfully, media utilization issues should be incorporated in training syllabuses so that trainees could get through the training courses successfully and as a result do their task effectively.

## **CHAPTER THREE**

### **DESIGN AND METHOD OF STUDY**

Content Analysis was used as a method of this study. According to Krippendorff (1980), content analysis is " a research technique for making replicable and valid inferences from data to their context". Similarly, a definition given by Berlson (1952), as it is indicated in Woube (1995),

noted, "content analysis is a research technique for the objective, systematic and quantitative description of the manifest content of communication". To further qualify the definition given by Berelson, the key terms are explained as follows, (Ibid).

1. Objectivity: refers to defining the categories clearly and precisely so that different individuals can apply them to the same content and get the same result.
2. Systematic: refers to three things. They are:
  - a. applying a set procedure to all the content being applied in the same way.
  - b. setting up categories to analyze all relevant content.
  - c. designing the study to secure data relevant to a research question or hypothesis.
3. Quantitative: refers to the recording of numerical values or the frequencies with which the various defined types of content occur.
4. Manifest content: refers to content that is coded as it appears than as the content analyst feels.

Content analysis is a formal system for doing something that we do informally rather frequently, drawing conclusions from observations of content (Stempel iii, in Amare, 1998). In addition, as people, objects,... could be sources; words phrases, sentences, paragraphs or entire texts could be the source of data in content analysis,(Ibid).

This definition of content analysis clearly implies that the method could be applied in written documents such magazines, textbooks, syllabuses and so on.

In addition to content analysis unstructured interview was made between the investigator and a total number of 43 syllabus developers in the selected region education bureaus and in the ICDR, 26 teacher trainers in 3 TTIs, 67 TTI candidates in 2 TTIs and 60 first cycle primary school teachers (have more than 10 years of service) and 29 teachers (have less than 5 years of service). The interview method, according to Best and Kahn (1999), is in a sense an oral questionnaire and with a skillful interviewer, the method is superior to other data gathering devices.

These scholars added that, because people are usually more willing to talk than to write, because of the greater probability to get certain types of confidential information through better rapport, because it gives more chance for the interviewer to explain more explicitly the investigation's purpose and just what information he/she wants and so can avoid misinterpretations, the interview method is more important than other methods.

Generally, content analysis and unstructured interview were used as an instrument to collect relevant data.

### **3.1 Sources of Data**

To answer the intended leading question, the syllabi of all courses that are offered in TTIs (nine in number) were used as a source of data. These syllabi were further divided in to five areas: Language area (Mother tongue, Amharic as second language, and English), Mathematics area, Environmental Science area (natural and social sciences), Aesthetics and physical education area

(integrated music, art and sport) and Professional areas (pedagogics, psychology, and special needs education).

These syllabi were prepared by the ICDR and MOE with certain suggestions made by concerned experts in the different regions. As a result, except there is a difference in language of presentation, all the syllabi are the same in their content to all regions.

In addition, concerned TTI syllabus developers from the ICDR and some purposely selected region education bureaus, teacher trainers, TTI candidates, and first cycle primary school teachers were also used as a source of data. The total number of concerned individuals interviewed was 199. Tables 1, 2, 3, and 4 show this fact.

There were 43 syllabus developers interviewed, (Table 1). Thirty-four of them (79%) were first-degree holders in different areas and the rest 9 teachers (21%) were second-degree holders. A total number of 89 first cycle primary school teachers were interviewed. Sixty of them (67.5%) have teaching experiences greater than 10 years while the rest 29 teachers (32.5%) have experiences less than 5 years, (Table 2). Table 3 indicates that there were 26 teacher trainers interviewed from different TTIs. Twelve of them (46.1%) were second-degree holders and the rest 14 trainers (53.9) were first-degree holders. Moreover, most of them have been teaching for more than 10 years in TTIs. Finally, 67 TTI candidates were also interviewed, (Table 4).

Table 1. Syllabus developers interviewed

No	Number of developers	Town	Region
1	9	BahirDar	Three
2	7	Cotebe	Fourteen
3	9	Awassa	SNNPR
4	9	Addis Ababa	Four
5	9	Addis Ababa	ICDR
Total	43		

Table 2. First Cycle Primary School Teachers Interviewed.

No	Number of Teachers	Service Years		Town	Region
		Greater than 10 years	Less than 5 Years		
1	25	20	5	Bahir Dar	Three
2	10	8	2	Debre Zeit	Four
3	15	9	6	Awassa	SNNPR
4	19	12	7	Addis Ababa	Fourteen

5	20	11	9	Debre Berhan	Three
Total	89	60	29		

Table 3. Teachers Trainers Interviewed.

No	Number of trainers	Department						Institute	Region
		Professional courses	Language	Mathematics	Aesthetics and Physical education	Environmental Science			
1	14	5	2	1	3	3	Debre Berihan	Three	
2	7	1	2	1	2	1	Awassa	SNNPR	
3	5	1	1	1	1	1	Cotebe	Fourteen	
Total	26	7	5	3	6	5			

Table 4. Candidates /Trainees/ Interviewed

No	Number of trainees	Institute	Region
1	47	Debre Berihan	Three

		T.T.I	
2	20	Cotebe Teachers' College	Fourteen
Total	67		

### 3.2 Sampling

According to Amare (1998), sampling in content analysis is not different from sampling in surveys. As a result, in this study, because the syllabi of all TTIs could be found in the ICDR and MOE (nearer to the investigator), all syllabi (nine in number with a total number of 272 pages) were taken for content analysis. To analyse the content element of each syllabus, two categories were formed. These are units and sub units. A unit here refers to that major division of a course dealing with one central theme. However, one unit cannot be presented as it is (because it is relatively general), it should be broken into its segments and / or specific sub divisions known as subunits. In addition, each category was divided into subcategories: media and others. This is to mean those units and sub units that deal with media or those that deal with issues other than media utilization.

With regard to the interview, the investigator went to the ICDR and REBs and interviewed those concerned who were available at the time of interview. In addition, in selected TTIs and first cycle primary school teachers, the investigator introduced all the interviewees with the purpose of the research, selected some of them and interviewed.

The quality of sampling, of course, doesn't depend more on size than representativeness, (Shitaye, 2001). As a result, from more than 157 ICDR and region TTI syllabus developers, 43 available developers were randomly selected and interviewed. Then, from a total number of 74 trainers, 26

teacher trainers were randomly selected and interviewed. Finally, from a total number of 713 TTI candidates, 67 were randomly chosen and interviewed with questions that correspond to each.

### **3.3 Selection of Unit of Analysis**

Much of the quantification used in content analysis involves determining the frequencies with which various "units" occur. In content analysis, according to Amare (1998), words, phrases, sentences, paragraphs or entire articles or books can serve as a unit of analysis. As a result, the unit of analysis in this study was the "content" element of the entire course syllabus of each subject.

The content element of the syllabus of each course was taken and contents (that are related to instructional media utilization and those that are not) were counted. The task was mainly accomplished through reading the contents of each syllabus.

Another most important issue in content analysis is category formation. Categories formulated to analyze the content must be pertinent to the objectives of the study, must be functional and manageable, (Ibid).

In this study, the unit of analysis (the entire content element of each TTI syllabus) was divided in to two main categories: topics (units) and subtopics (subunits). These categories were further divided in to two subcategories: instructional media and others. This means, units that deal with instructional media and other topics and again sub units that deal with instructional media and others issues were considered. In short, the units and sub units of each course were taken for analysis.

For the sake of simplicity during analysis and for a detailed analysis of chapters, all available chapters of each course were divided in to groups of three. This means, the first three chapters constituted group one, the next three group two, and so on. A detailed analysis was made in relation to some objectives of the course and teachers' profiles.

In doing so, the percentages of the topics and subtopics of each chapter that deals with instructional media utilization were compared against the percentages of topics and subtopics of

others in the same group. Next, the total percentages of topics and subtopics of a course that deal with instructional media utilization were compared to that of other contents in the same course. Finally, the percentage of topics and subtopics in a course that deal with instructional media utilization was compared to that of another course.

In short, topics and subtopics in each syllabus were taken, and then comparisons were made among units and subunits within groups in a course, among total percentages of units and subunits that deal with instructional media and that of others within a course and finally among units and subunits of different courses to see the percentage coverage (incorporation) of instructional media utilization contents. This is clearly shown in tables 5-23 in chapter four.

In this study, reliability was mainly emphasized during taking the topics and subtopics of each course syllabus. Units and subunits were taken as they are without modification and anybody could count and attain the same result (refer to Annex A-I). Reliability here refers to the extent that other researchers, probably at different time and situation, could apply the same technique to the same data so that they will reach at the same result.

### **3.4 The Coding Procedure**

In content analysis, reliability of coding should be stressed. Definition of terms used greatly affect reliability. As a result:

1. Definitions of terms- major terms in this study were revised and approved by the advisor.

2. The type of coding used-from among the three types of coding (Amare, 1998), descriptive coding was selected and used. This is because, descriptive coding avoids the subjectivity of coders,(Ibid).In this type of coding, the coder simply records or tallies what he/she actually observes. During the process of coding, coding sheets were produced, and tallies were made and counted in each item on the coding sheet. The researcher was the coder of all course syllabi for the study.

### **3.5 Strategy of Analysis**

To make analysis, the contents incorporated in each sub-category (media and Others) were counted for each category (units and Sub units). Then, percentages were calculated in line with each sub-category. This was first done among percentages of different groups within a course and later on among total percentages in the course. Finally, total percentages of all units and sub units were calculated and analysis was made. In addition, the responses from the interviewee were analyzed and interpreted. Once the percentages are calculated and responses analyzed, the result was discussed through qualitative technique.

## **CHAPTER FOUR**

### **PRESENTATION AND ANALYSIS OF DATA**

To examine the extent to which instructional media utilization was incorporated in TTI syllabi, 10 TTI syllabi which could be categorized into 5 areas of study: Languages, Mathematics, Environmental Science, Aesthetics and Physical Education and Professional courses, that are prepared centrally by the ICDR with certain recommendations made by Region Education

Bureaus and some TTIS trainers were used. The content elements of all syllabi were taken for analysis. In each category (unit and subunit), all sub categories (media topics and others) were counted, added and converted in to percentages.

To answer the research questions, lots of information were gathered using coding sheets and unstructured interview. As a result, a total number of 272 pages were analyzed and a total number of 225 concerned people were interviewed. Information through the coding sheet is presented here in tables. Interpretations and discussions follow the data presentation and analysis. This is followed by brief presentation and analysis of information from the interview.

#### **4.1. ANALYSIS OF DATA AND DISCUSSION OF FINDINGS**

There are 14 tables for presenting the data gathered. Following these tables and discussions are different interview results.

Table 5.

Content Coverage in different Chapters of Amharic ( as a mother tongue ) Syllabus.

C	h	s	Categories
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	Units				Sub units			
	Media	%	Others	%	Media	%	Others	%
1-3	-	-	3	100	3	16.7	15	83.3
4-6	-	-	3	100	3	16.7	15	83.3
7-9	-	-	3	100	3	16.7	15	83.3
10-12	-	-	3	100	3	16.7	15	83.3
13-14	-	-	2	100	3	16.7	10	83.3
<b>14</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>100</b>	<b>14</b>	<b>16.7</b>	<b>70</b>	<b>83.3</b>

Table 5 indicates distribution of media utilization units and sub units and other units in the different chapters of the Amharic (as a second language) syllabus. Each group emphasizes on the different aspects of the language it self: Amharic alphabets, word formation identification of words , phrases and sentences , punctuation, paragraph and so on (refer to annex A).

Sub units in each group, too, seem to deal with evaluation and analyses of the objectives formulated, content organization, period allotment, methodology, instructional media and appropriateness of evaluation mechanisms included under each unit. These issues got equal coverage.

With particular attention to instructional media, this training syllabus, in its introduction about the general objectives the course, states that trainees are expected to use instructional media in the actual teaching-learning process. However, when we examine the syllabus in depth, the following problems are clearly seen in it.

First of all, there is a problem in naming. In the syllabus, instructional media are termed as 'teaching aids' through out (see Annex A). In addition, the expression used is vague because when it says 'teaching aids', it is not clear whether the training deals with their utilization or evaluation of the appropriateness of those media that are listed in it (Chapters 1, 3, 6, 7, 10, 11, 12, 13 and 14 in the same annex). Even in chapters where this is not the case, some aspects as preparation only(Chapters 2 and 5), or actual use of media only(chapter 9) are treated separately. It was at least important to deal with selection, preparation and actual use of media in each case.

More over, there is no any unit or sub unit dealing with instructional technology (see Table 6). Though it was agreed that the training need to focus on 'methodology' to teach that specific subject, the syllabus seems to focus on evaluation of the different component elements of it.

Generally, Table 5 indicates that from the total number of 14 units, all were found to deal with other topics than instructional media utilization. In addition, media units were not totally represented as a unit in each group. In relation with the sub units, from among a total number of 84 sub units, 14 sub units (16.7%) were found to deal with instructional media utilization and the rest 70 sub units (83.3%) were about others.

In most first cycle primary schools of the Southern Nations and Nationalities People's region, some first cycle primary schools of region four, in region fourteen and in all primary schools of the region three and so on, Amharic is used as a medium of instruction. Especially, in those schools where Amharic is taught as a mother tongue, thinking that the mother tongue will be used as a medium of instruction until the completion of primary schooling, teachers need to pay attention on how to teach it through media utilization. This is not a primary problem, of course, in secondary and tertiary level education.

In addition, if the mother tongue is found to be the best language for instruction, students at early years of schooling must have clear understanding of the mother tongue and instructional media play a role in enhancing students' understanding of a certain learning activity.

Dale (1969), in Amare (2000), also confirmed that one could learn better when he/she actively participates in the teaching learning activities and one of the advantages of instructional media is that they increase student participation.

Gorman, as quoted by Altaye (2001), explained that "teaching in African languages is not possible ...because of the lack of teaching materials and trained (indigenous) teachers". This lack of skill in teaching language can be minimized if teacher's activity is supplemented by instructional media. By supplementing instruction, instructional media improve its quality

(Teshome, 1998). To get this advantage teachers should be trained in media utilization through a well-developed syllabi.

As it is mentioned earlier by different scholars, the contents incorporated in a teacher-training syllabus must always be related to the objective of training. If teachers are expected to be competent in the utilization of different learner-centered methodologies and instructional media, (esdp and Amhara REB,1999), such topics must be incorporated in the training syllabi. As a result, even if it is not to mean that sub topics in relation to media utilization are not totally incorporated in this TTI syllabus, no separate unit is devoted to this component. As opposed to the policy statement, the topic didn't get high coverage.

Table 6.

Content Coverage in different Chapters of Amharic ( as a Second Language) Syllabus

Chapters	Categories							
	Units				Sub units			
	Media	%	Others	%	Media	%	Others	%

1-3	-	-	3	100	3	23.1	10	76.9
4-6	-	-	3	100	3	25	9	75
<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>100</b>	<b>6</b>	<b>20</b>	<b>14</b>	<b>80</b>

It is clearly indicated in Table 6 that all units in each group are not devoted to media utilization training and they focused on methodology for teaching reading, writing, and so on (refer Annex B). When we examine the sub units under each group, like the Amharic (as a mother tongue) syllabus, they emphasized on the evaluation of the appropriateness and relevance of the objectives formulated, methodology suggested, instructional media and evaluation mechanisms proposed. Of course, in terms of content coverage, media topics issues are more covered in the second group (Chapters 4-6:25 %) than in the first group (Chapters-3: 23.1 %).

However, with particular reference to media utilization training, the syllabus suffers from the following problems. In all sub units, instructional media are considered as 'teaching aids' (refer annex B). All sub units about instructional media, (except those in chapters 5 and 6), are not clear whether they are dealing with their utilization or any other issue. Even in these two chapters, such topics about instructional media deal only with media types and relevance with no mention of their selection, preparation and actual use. Regardless of this fact, it is stated as one of this Amharic language teachers' profile that after this course teachers should be able to prepare and

use different instructional media for teaching Amharic as a second language ("ልዩ ልዩ የሁለተኛ ቋንቋ መማሪያ- ማስተማሪያ መርጃ ማስተማሪያዎችን አዘጋጅተው ይጠቀማሉ").

Generally, Table 6 clearly shows that from a total number of six units, none of them was found to deal with instructional media utilization. All of them focused on other topics. From a total number of 25 subtopics again, only 6 sub topics (24%) were about media utilization training and the remaining 19 sub topics (76%) were dealing with topics other than media utilization.

This indicates that as a unit, media utilization training component didn't get any focus. Any way it is relatively good that in each unit, one sub unit is totally devoted to media topics. Of course, only such media as teacher made charts, pictures and models are treated in detail and it seems that evaluation of appropriateness of media is paid attention to with no coverage of other instructional materials.

Educators noted at early years of schooling, second language teaching is more difficult than teaching the mother tongue. That is why educators recommended " the most effective medium of instruction in the preliminary stage of a child's education is his mother tongue (Kotey in Altaye, 2001). Even teachers may not be qualified in that second language in order to teach children. Teshome (1998), taking radio as an example, noted that by using radio it is possible to make instruction more effective than that given by an unqualified teacher. This means, to minimize this problem, utilization of instructional media and/or educational technology plays a significant role. Effective utilization again calls for knowledge and skill in the area. But, the Amharic (as a second

language) syllabus is not mostly- though not totally- in a way to help trainees acquire the necessary knowledge and skill in this field.

Table 7.

Content Coverage in different Chapters of English Language Syllabus

Chapters	Categories							
	Units				Sub units			
	Media	%	Others	%	Media	%	Others	%
1-3	-	-	3	100	-	-	8	100
4-6	-	-	3	100	-	-	14	100
7-9	-	-	3	100	-	-	9	100

10-12	-	-	3	100	-	-	20	100
13-15	1	33.3	2	66.7	4	40	6	60
16-19	-	-	4	100	-	-	20	100
<b>19</b>	<b>1</b>	<b>5.3</b>	<b>18</b>	<b>94.7</b>	<b>4</b>	<b>5.1</b>	<b>75</b>	<b>94.9</b>

From Table 7, it is possible to see that, in group 5(Chapters 13-15) media utilization training is considered as a separate unit. The remaining groups of chapters focus on methodology for teaching the different language skills (refer to Annex C). When we see the sub units under each group, media utilization issues are more represented in the same group of chapters. All other sub units deal with the different aspects of the language it self: pronunciation, using dictionary, prepositions, nouns and so on.

What makes this syllabus different from other TTI syllabi is that it says something about radio utilization. Chapter 15 in the same annex is a case in point. Other than in this group of chapters, there is no any mention of media utilization. Even if one of the general aims of this course is stated as developing the trainees' skill in the preparation of visual materials that would facilitate the English language learning in a more realistic and understandable manner, in this syllabus too, more coverage is given to methodology. In addition, instructional media are termed as 'visual materials' that seem to exclude audio and audio-visual materials. The syllabus said nothing about media utilization except that of the blackboard.

When we compare coverage of media utilization training in the three language syllabi, the English language syllabus is better than the two Amharic syllabi in that at least a separate unit is devoted for this training component in it. However, when we consider the coverage in terms of sub units, it is 16.7%, 24% and 5.1 % respectively for the Amharic (as a mother tongue), Amharic (as a second language) and English language syllabi. Thus, based on sub units, media utilization training coverage is better in the two Amharic syllabi than that of the English language syllabus. Any way, all lack the component for training in instructional technology.

As it is clearly indicated in Table 7, from among 19 units, only one of them (5.3 %) deals with instructional media utilization while the remaining 18 units (94.7 %) deal with others. Even from a total number of 79 subtopics, only four (5.1%) subtopics are in relation to media utilization and the rest 75 (94.9 %) are about others.

In this syllabus, it is encouraging that media utilization training, particularly certain aspects of radio utilization is taken as a unit. However, the syllabus (other than treating radio lesson as a separate unit) didn't consider other instructional media topics either in the same unit or in other subunits.

Language is a key factor for effective communication. Especially in our situation, pupils need to have the necessary base in English language while they are in the primary schools, as the medium of instruction in their higher education will completely become English. English as a medium of

instruction is chosen in many parts of the world. A study in South Africa indicated that many parents wish their children to have English as language of instruction right from the beginning of schooling, in the belief that an international language will give their children a good start in a competitive world, (Rubagumya, 2000).

However, in our country, it is found out that due to poor teaching knowledge and skill on the part of primary school teachers as one factor for teaching English language, the performance of students is low (esdp and Amhara REB, 1999).

Moreover, teachers are responsible to equip their students with the knowledge and skills in this language. For teachers to do this efficiently, they must be trained in a better way in the methodology to teach this language.

As language teaching (especially second language teaching) is a difficult task, teachers must be trained in instructional media and/or instructional technology utilization so that they can at least minimize the problems they may face in teaching the language. It is well understood that instructional media could make instruction meaningful, clear, concrete and simple. However, the contribution of the TTI English language syllabus in equipping teachers with the utilization of instructional media is low.

Table 8.

Content Coverage in different Chapters of Mathematics Syllabus

Chapters	Categories							
	Units				Sub units			
	Media	%	Others	%	Media	%	Others	%
1-3	-	-	3	100	2	13.3	13	86.7
4-6	-	-	3	100	3	16.7	15	83.3
7-10	-	-	4	100	4	16.7	20	83.3
<b>10</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>100</b>	<b>9</b>	<b>15.8</b>	<b>48</b>	<b>84.2</b>

Table 8 clearly shows that no unit in every group is devoted for instructional media utilization training. The first group (Chapters 1-3) focused on defining mathematics, basic mathematical operations and whole numbers and the remaining groups (Chapters 4-100 are continuations of this group (See Annex D). The sub units under each group and/or unit emphasized on evaluating the relevance of objectives, appropriateness of contents and their organization, teaching methods, type, preparation and utilization of media and evaluation of the suggested evaluation mechanisms as well as time allotment for each unit. These components got equal emphasis.

This syllabus is better than some syllabi (the language syllabi for example), in that it considers preparation and utilization of media. However, the syllabus has the following challenges in relation to media utilization sub units. There is a problem in naming: they are considered as 'teaching aids'. It said nothing about selection of media and instructional technology. But, it was

important to include such issues as the selection, preparation and actual use of media appropriate for each unit and the role of instructional technology in teaching mathematics.

Generally, Table 8 depicts, from a total number of 10 units, none of them deals with instructional media utilization and all units are devoted to other issues. There are also fifty-seven sub units. From among these sub units, only nine of them (15.8%) are about instructional media and the rest 48 topics (84.2) are found to be about other issues.

In this syllabus, no separate unit is devoted to teach media utilization. And as a sub unit, only teacher made media as pictures and charts are visible with no inclusion of instructional technology such as radio and television.

Different findings indicated that students' performances in mathematics are low and teachers' knowledge and ability in teaching the subject is taken as one of the factors that contribute for such student performances, (Akalu, 2001). Schramm (1977) pointed out that some instructional media such as television made it possible to assist elementary school teachers in the fields where they are least well prepared, for inexperienced teachers to watch experts teaching in their own fields.

Mathematical concepts are usually abstract and children's mental maturity to understand abstract concepts is not yet developed at early years of schooling. Thus, it is important to use instructional media to teach children logically from concrete to abstract and to make the concepts more

meaningful, (Dale, 1954). Scholars noted that one of the advantages of instructional media is that they can concretize experiences and/or learning.

Larcombe (1985), as cited in Akalu (2001), explained that instructional media support mathematics learning not only at an early age but also right through learning at an early stage in concept formation. He added that such media make computation tasks of practical value, give students an immediate grasp of certain geometric ideas, help in initial introduction of mathematical concepts, facilitate the construction of sound representations of geometric concepts and maintain students' interest. As a result, he recommended that instructional media must be utilized to teach mathematics. However, unless teachers are well trained in media utilization, it is hardly possible to get them teaching using media.

Table 9.

Content Coverage in different Chapters of Environmental Science Syllabus

Chapters	Categories							
	Units				Sub units			
	Media	%	Others	%	Media	%	Others	%
1-3	-	-	3	100	10	20	40	80
4-5	-	-	2	100	6	20	24	80
<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>100</b>	<b>16</b>	<b>20</b>	<b>64</b>	<b>80</b>

Table 9 indicates that there is no any group of chapters that deals with instructional media utilization. Talking about the physical and the social environment, the investigator expected this syllabus to raise many points about instructional media. Because instructional media help to have a concrete and meaningful understanding about the environment and/ or the world we are living in.

All the sub units under each group deal with similar aspects as appropriateness of objectives, listed in it, contents and their organization, methodology, instructional media and evaluation mechanisms (refer to Annex E). These aspects got equal coverage in each unit.

Particularly, when we consider instructional media sub units, they are handicapped in that instructional media are termed as 'teaching aids', they lack clarity: whether they are dealing with

media utilization or evaluation of their appropriateness and there is no mention of instructional technology. In an integrated subject matter where teachers are expected to teach the social as well as the natural sciences integratively, a training syllabus which didn't present clear idea about instructional media utilization, the investigator believes, would hamper the effectiveness of the training.

Generally, Table 9 clearly shows that totally there are 5 units and 80 sub units. Accordingly, there is no one topic or unit and there are 16 subtopics (20%) dealing with instructional media utilization. All units and 64 sub units (80%) are devoted to topics other than instructional media utilization.

Based on certain theories of learning that children understand their environment (surrounding) as an integrated whole, these days there is a tendency to integrate subjects in first cycle primary school syllabi development, (Nigussie, 2001). Environmental science is an example in this case. It is an integration of the social sciences and the natural sciences. Implementing an integrated curriculum requires trained manpower, (Ibid).

It is through environmental science lessons that the child can get more understanding about himself/herself, his/her family, and his/her physical environment where he/she lives in. To clarify this statement in a better way, a material prepared by the ICDR (1990, cited in Eshetu, 2001), put it as follows.

**የአካባቢ ሳይንስ ተማሪዎች በአካባቢያቸው የሚገኙ ማህበራዊ  
ዊና ተፈጥሮአዊ ክስተቶች፣ ሂደቶችን በተሟላ ሁኔታ ለማወቅ**

የእርስ በእርስ ግንኙነታቸውን ለመረዳትና የእነዚህን እውቀት ለሰው ልጅ ጥቅም ለማዋል የሚረዳ ትምህርት ነው።ይህ የተቀናጀ የአካባቢ ሳይንስ ትምህርት በተለያዩ የትምህርት ዘርፎች የሚሰጡትን እውቀት፣ልምዶች፣ክህሎቶች፣ችላታዎች፣ዝንባሌና አመለካከት በማዋህድአላስፈላጊ ድግግሞሽን ለማስዎገድ ምቹ ሁኔታዎችን ይፈጥራል፣ በመሆኑም ተማሪዎች በየደረጃቸው አካባቢያቸውን ማጤን፣ማወቅ፣መገንዘብ፣መመዘን፣መገምገም፣ መለወጥ፣ማድነቅ፣በአግባቡ መጠቀምና መንከባከብ እንዲችሉ የሚረዳ ትምህርት ነው።

As a result, in order for teachers to help pupils get this skill of understanding, application, evaluation and appreciation in a more concrete, attractive, meaningful and practical way, they should utilize instructional media, and to do so, they must be trained in media utilization as instructional media are the means to a given lesson concrete, attractive, meaningful and practical. However, from the units and sub units incorporated in the environmental science syllabus, it is difficult to say that the syllabus can prepare would-be teachers effectively in media utilization.

Table 10.

## Content Coverage in different Chapters of Aesthetics and Physical Education Syllabus

Chapters	Categories							
	Units				Sub units			
	Media	%	Others	%	Media	%	Others	%
1-3	-	-	3	100	3	20	12	80
1-4	2	50	2	50	3	33.3	6	66.7
1-4	1	25	3	75	3	25	9	75
<b>11</b>	<b>3</b>	<b>27.3</b>	<b>8</b>	<b>72.7</b>	<b>9</b>	<b>25</b>	<b>27</b>	<b>75</b>

Table 10 shows that this integrated syllabus was divided in to three groups. The first group (Chapters 1-3) indicates contents of Physical Education, group two (Chapters 1-4) indicates contents of Art and group three (Chapters 1-4) represents contents of Music. Incorporation of media utilization training is not uniform in these three groups. The condition in the first group is similar to the cases in many of the courses such as Amharic and Environmental Science syllabi

where the sub units deal with objectives, contents and their organization, period allotment, instructional materials, evaluation mechanisms and methodology and this is not the case in the remaining two groups, (Refer to Annex F).

Units in the first group said nothing about media utilization while a minimum of two units and in the second group and one unit in the third group deal with instructional media, though the expression is not direct. In the second group, media utilization units represent 50% and that of the third group is 25% and none in the first group. That means, instructional media training got more coverage in the second group than in the remaining two groups.

However, even if we say some instructional media units and sub units are incorporated in this syllabus, we also get some problems associated with it. First of all, units and sub units are not direct-but implied (Chapters 2 and 4 of group two and chapter three of group three in the same annex). Secondly, there is problem of clarity of the sub units-particularly those sub units in the first group. It is not known whether the sub units are dealing with media utilization, evaluation or any other aspect. Nothing is said about instructional technology in each group.

Generally, Table 10 clearly shows that there are totally 11 units among which three of them (27%) are dealing with instructional media utilization while the rest eight units (72.7%) are about other issues. And, from a total of 36 units, nine sub units (16.2%) are about instructional media while the remaining 27 sub units (83.8) are devoted to other issues. This shows that in this syllabus many subunits deal with issues other than media utilization.

However, in this integrated Aesthetics and Physical Education syllabus, more units other than the units in each syllabus are devoted to media utilization component.

These days there is an increased tendency to teach different subjects using songs, pictures and physical exercises in an integrated way to make the teaching-learning process attractive as well as effective. To this effect, in the process of curriculum development, it seems that the ICDR gave emphasis to the contents incorporated in this teacher training syllabus by saying that " since Music and Art (Aesthetics) subjects are offered only up to the completion of grade 6( which the trainees are assumed to have little knowledge) to help them teach effectively, additional knowledge and teaching methods of these subjects will be given in an integrated way", (MOE,1990).

These subject integrated songs, pictures and physical exercises, which may be prepared by the teacher, could clearly and attractively be presented through different educational technologies such as video tapes, tape recorders, films and so on. Operating on these media calls for a skilled teacher. In addition, it is through extensive training that the teacher can acquire this skill.

According to Heinitch and his friends (1996), constraints that may be encountered in the utilization of media may be overcome or even eliminated through effective training of teachers and media personnel.

For this extensive training again, the training syllabi must incorporate contents related to such educational media. Of course, the Aesthetics and physical education syllabus seems to give emphasis to media utilization but with no focus to instructional technology.

Table 11.

Content Coverage in different Chapters of Pedagogical Science Syllabus

Chapters	Categories							
	Units				Sub units			
	Media	%	Others	%	Media	%	Others	%
1-3	-	-	3	100	-	-	13	100
4-6	-	-	3	100	-	-	15	100
7-9	1	33.3	2	66.7	4	25	12	75
10-12	-	-	3	100	-	-	11	100
<b>12</b>	<b>1</b>	<b>8.3</b>	<b>11</b>	<b>91.7</b>	<b>4</b>	<b>7.3</b>	<b>51</b>	<b>92.7</b>

Table 11 shows that it is in one unit (group three: chapters 7-9) of the Pedagogical Science syllabus that media utilization issues are dealt with. The remaining three groups focused on other issues as education, curriculum, Instructional planning, classroom management, school-community relationship, Methodology, and so on (See Annex G). Moreover, instructional media training is represented as a sub unit only in this group. In a course, which the investigator believes, which must equip trainees with the necessary teaching knowledge and skill, it is only in four sub units that media utilization training is portrayed.

One of the profiles of teachers according to this course is that they are expected to be qualified and be able to prepare, select and use appropriate teaching materials and methods. Thus, it is good that in this syllabus meaning, purposes, types, preparation, selection and utilization of instructional media are treated in a relatively more detailed manner.

As it is clearly indicated in Table11, there are totally 12 units and 55 subunits in this syllabus. From this total number of units and subunits, the content coverage of instructional media utilization component is 1 unit (8.3%) and four sub units (7.3%) respectively. The rest of the units (11 units, 91.7% and 51 subunits, 92.7%) are dealing with other topics or issues. This shows that lots of information in this syllabus are about issues other than instructional media utilization.

One of the general objectives of this syllabus, according to esdp and Amhara REB (199) is that after this course students are expected "to be equipped with the necessary professional capabilities: selects and applies appropriate and varied learner centered methods and teaching

aids". It added that one of the aspects of the expected profiles of the TTI graduate which are not addressed by this syllabus is being able to use educational and mass media.

It is through this course that the TTI candidates are more or less expected to be equipped with the necessary pedagogical knowledge and skills: knowledge and skills in planning, methodology, instructional media, classroom management, curriculum planning, implementation and evaluation, education, etc. Most of these topics are nearly treated in every course. Thus, the investigator personally believes that this course must deal in depth with instructional media topics if other courses failed to do so.

However, this syllabus is not in line with this. More is left because even the topics included in it deal with selection, preparation and use of such media that are discussed in all other courses which is mere repetition of topics. As it is true in all other courses, this professional course also failed to include instructional technology topics.

Table 12.

Content Coverage in different Chapters of Educational Psychology Syllabus

Chapters	Categories	
	Units	Sub units

	Media	%	Others	%	Media	%	Others	%
1-3	-	-	3	100	-	-	6	100
4-5	-	-	2	100	-	-	15	100
<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>21</b>	<b>100</b>

One can clearly see from Table 12 that in each group media utilization training is not treated either as a unit or as a sub unit. Both groups covered only psychological aspects: defining psychology, human growth and learning (refer Annex H). The investigator believes that it was possible to include media topics at least as a sub unit by stating the role of media in human learning.

Generally, Table 12 clearly shows that there are a total number of five units and 21 sub units. And, no unit and sub unit deals with instructional media utilization training. All units and sub units deal with other issues.

Psychology, of course, focuses on the study of behaviour. In this syllabus, theories of learning and methods on how children learn are treated in detail. In this topic it was possible to discuss about the role of media in child learning and the types of media appropriate for the learning process at least in one sub unit. But, the course is completely devoted to train trainees with topics other than media utilization.

**Table 13**

**Content Coverage in *Special Needs Education* Syllabus**

No. of Chapters	Categories							
	Unit (Topic)				Sub unit (Subtopic)			
	Media	%	Others	%	Media	%	Others	%
1	-	-	1	100	-	-	4	100
2	-	-	1	100	-	-	10	100
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>100</b>

As table 13 indicates, the total numbers of units and sub units are two and 14 respectively. Instructional media issues are not completely treated in this syllabus. All units and sub units are devoted to cover other topics (refer Annex I).

Special needs education is a new course designed for TTI trainees. Because it is believed that there are children with special needs (the deaf, the blind, the mentally retarded, etc.), which require special facilities and pedagogical skills in the primary school. It was agreed to give this course as an independent course, (ICDR, 1999).

Teaching children with special needs requires knowledge and skill in operating on some additional supporting media as videotapes, microphones, radio, tape recorders, etc. in addition to the skill of using other instructional media, which are common to all students. Such skill and knowledge can be acquired during pre service training. And, as a result, the syllabus must be developed in such a way that trainees could acquire these knowledge and skill. But, this syllabus completely lacks this component.

Table 14.

Content Coverage in All Courses' Syllabi

<p>U O B L</p>	<p>Categories</p>
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	Units				Sub units			
	Media	%	Others	%	Media	%	Others	%
(Mother tongue)	-	-	14	100	14	16.7	70	83.3
(Second language)	-	-	6	100	6	24	19	76
English	1	5.3	18	94.7	4	5.1	75	94.9
Mathematics	-	-	10	100	9	15.8	48	84.2
Env'tal Science	-	-	5	100	16	20	64	80
Aesthetics and H.P.E.	3	27.3	8	72.7	9	25	27	75
Pedagogics	1	8.3	11	91.7	4	7.3	51	92.7
Psychology	-	-	5	100	-	-	21	100
Special Needs	-	-	2	100	-	-	14	100
<b>Total</b>	<b>5</b>	<b>6</b>	<b>79</b>	<b>94</b>	<b>62</b>	<b>13.7</b>	<b>389</b>	<b>86.3</b>

Table 14 indicates total unit and sub unit distributions of media and other topics across courses and a course. The distribution across each course was explained earlier. From this table it is possible to conclude that media topics got more coverage in the Aesthetics and Physical Education syllabus (27.3%). The Pedagogical Science syllabus ranked second (8.3%) and the English language syllabus third (5.3%). The remaining six syllabi didn't incorporate media topics as a separate unit.

Even if this is the fact on the surface, the Pedagogical Science syllabus, the investigator believes, deal with this topic in a more detailed way than these two syllabi in that it considers all aspects in media utilization as it is defined in this study: selection, preparation and actual use (Refer Annex G, Group three-chapter 7).

We can also see that Psychology and Special Needs Education syllabi totally ignored media issues in both categories. In terms of sub unit coverage, next to these two syllabi, it is the English language syllabuse, which gave lower coverage for media utilization training (5.1%), and the highest coverage is in the Aesthetics and Physical Education syllabus (25%0).

Genrally, it was found out that in all courses, from a total number of 84 units and 451 sub units, five units (6%) and 62 sub units (13.7 %) were dealing with instructional media utilization and the remaining 79 units (94 %) and 389 sub units (86.3 %) were dealing with other issues. And, mostly the methodology component got the greatest coverage.

As it was discussed in detail in the review of related literature, utilization of instructional media requires knowledge and skills. And these could be acquired during pre-service training and could be developed through in-service training. However, more is expected from the pre-service training,(Ambaye,1999).Ambaye noted that "in terms of professional development, the teacher acquires his/her tools of trade through initial teacher training course offered by TTIs". But, in almost all courses, media utilization training is not given emphasis.

### **Responses from the interview**

In order to see their level of understanding about what instructional media are and their understanding on the degree of incorporation of this component in the training syllabi, different TTI syllabi developers were interviewed. Moreover, to check their skills in media utilization some first cycle primary school teachers were also interviewed. At the same time, some TTI candidates in TTIs were also interviewed and the responses of all are discussed shortly here under.

### **Interview with syllabus developers**

The following questions (in Amharic) were forwarded to 43 TTI syllabi developers in the ICDR and the selected region education bureaus.

#### **1. What do you think the training component of TTIs should include?**

From among the 43 developers, 37 of them (86 %) suggested that the training component should focus on training candidates in methodology with little focus on subject matter knowledge. The rest six individuals (14 %) suggested that training in subject matter knowledge and in methodology must be given equal emphasis. However, when all were asked what to train in methodology means, they explained that at least trainees must be trained with specific learner centered teaching methods, instructional planning, concepts of integration, self contained classroom management, "teaching aid" preparation and utilization. To clarify what do they mean by "teaching aid" preparation and utilization, they were asked the following.

#### **2. How do you understand the phrase instructional media?**

All understand instructional media as teaching aids: materials that help (aid) the teacher in teaching. More than half of them believe that instructional media make instruction more clear but are supplementary to the instructional process.

### **3. Is it important to include media training component in the training syllabi?**

More than 40 developers noted that there is a need to include this training component in the syllabi in an integrated way with units and sub units of every course. They also explained that in isolation with other subject matter knowledge, it is difficult to include topics and subtopics related to instructional media because, they added, such topics can't stand by themselves with out subject matter knowledge. They also explained that even the length of time for training is short to cover contents that are already included in the syllabi.

When they were told that in colleges a course is devoted to this component, they argued by saying that the training level doesn't require giving this component as a separate course. However, they added that something related to instructional media utilization should be incorporated in the training syllabi particularly in pedagogical science syllabus. When they were asked how this could be done, they answered that at least a sub unit, at most a unit, and even units can be devoted to it. But when what is practically seen in each syllabus is told to them, they explained that they didn't recognize the extent to which such topics are incorporated in each syllabus.

### **4. Teaching through television, radio, videotape and so on are not totally incorporated.**

**Why it is so?**

They answered that these media are not available in every school. In relation to radio utilization, some added that the necessary skill is offered for teachers through in-service trainings, workshops, short-term trainings and so on. They added that this is even a recent trend and there is a plan to include such issues in the training syllabus.

When we analyze these responses, it is clear that even there is a misconception on the part of developers about what media are-that they are "aids" which actually are not because they are parts of the instructional process,(Tilahun,1999).This individual added that these materials are understood as "materials supplementary to the teaching learning process but is a misconception". It is good that they want this component be included in training.However,if they are not aware of whether such topics are included or not, then it will be meaningless.

Again, when we say instructional media, they include persons, print media, audio (radio recordings), audio-visual materials (television, video, motion pictures), visuals(pictures,charts,) and enactive media such as real objects,(Amare,1995).In the syllabi it is found out that only visuals are discussed through out. More over, if they believe that media utilization topics should be included at least as a sub unit in each course, actually this was not the case. Psychology and special needs education syllabi are cases in point.

## **Interview with First Cycle primary School teachers**

### **i. The case teachers with service years greater than 10 years.**

A total number of 60 teachers were interviewed with the following questions.

#### **1. Do you know what instructional media are?**

More than 48 teachers (80%) were new for the phrase 'instructional media'. When they were told that traditionally it is to mean "teaching aids", all explained that they know teaching aids and they are materials that aid the teacher in teaching. They added that these materials serve the teacher and not the learner. When they were asked why they said so, they answered that whether there are media or not, students will learn. They clarified this idea by noting that the teacher's lecture may or may not be supported by "teaching aids", students will learn. For them, teacher-made charts, pictures and real objects are what they call instructional media.

## **2. Do you have skill and knowledge in media utilization?**

All answered that when resources are available, they can prepare and use them. They explained that they have developed this skill through experience and added that in their pre-service training, they were not trained about media utilization.

## **3. Can you properly use computers, videotapes, radio ... for teaching?**

More than 40 teachers (66.7%) explained that they couldn't use computers and videos. Surprisingly enough these teachers said that they don't know the difference between television and computers. Moreover, all teachers said that radio lessons are given in all schools and from experience they can use radio properly.

## **4. Where do you think the problem in using such media arises from?**

They gave different answers such as lack of effort on the part of the teacher him/herself, lack of facilities in schools, shortage of time to learn about these media, lack of trained pedagogical center personnel, and so on. All agreed that mainly the problem arises from the irrelevant curriculum for training TTI candidates, which focused on subject matter knowledge. Lack of

coordination between schools and responsible bodies to prepare workshops, and in-service trainings were also other problems mentioned. When they were asked what the solution could be, they suggested the following.

- Improving the training curriculum
- Providing budgets to equip schools with facilities
- Assigning trained personnel in the field.
- Arranging short-term trainings. workshops and cluster school programs.
- Putting materials to be read in libraries on media utilization.
- Encouraging teachers to conduct action research on instructional media.

#### **B. The case of teachers with service years less than 5 years.**

The same questions were raised for 29 teachers. Unlike those teachers in case 'A', these teachers at least theoretically know what instructional media are and noted that the phrase 'teaching aids' is traditional and is incorrect because these materials are not aids but are parts of the instructional process. They also answered that they were trained in detail what they are in one unit of pedagogics: instructional media-selection, preparation and utilization.

However, these teachers added that in actual practice, they are in doubt whether these media can replace the teacher or not and if they are not supporters. Even for these teachers instructional media are those teacher and student prepared materials as pictures, models and charts. More than 20 of them (69%) were not sure whether videotapes, radio recordings and the like are instructional media or not.

In relation to the second and third questions, these teachers replied that they have knowledge and skill about utilization of such media mentioned above, but not in instructional technology utilization. These teachers suggested that with regard to knowledge and skill for media utilization as overhead projectors, computers, video tapes, radio recordings and motion pictures, the pre service training is not enough. Finally, all suggestions made earlier by that group of teachers were also made by this group.

Generally, from the responses given by either of the teachers it is easy to understand that there is a misconception about what media are and why they are for. In addition they expect to have knowledge and skill in media utilization through experience and the pre-service training is not enough. Any way the present training curriculum is better than the old one in that those recently trained teachers are at least familiar with the phrase 'instructional media' and have some knowledge and skill in media utilization as the training focuses on methodology, (MOE, 1998) than on subject matter knowledge.

### **Interview with teacher trainers**

Totally 26 teacher trainers in three TTIs were interviewed. These instructors were taken from different departments. Questions raised and answers given are discussed as follows.

1. Is media utilization training included in each training syllabus?
2. Is it important to include? Why and how?
3. What type of media should be included?

All answered that the component is included in each syllabus in an integrated way and as a separate unit in pedagogics course. However, most (except professional courses instructors) argued that the topic must be included only in professional courses and including this topic in other courses will be mere repetition and waste of time. But professional courses instructors explained that some topics as methodology, instructional planning and instructional media included in professional courses provide a general guide (highlight) for all courses and the specific method for media utilization relevant and appropriate for each particular subject must be treated in detail in each corresponding subject. And, therefore, they added, the trend we apply these days is appropriate.

All agreed that, at least theoretically and if possible, practically, all types of media utilization training must be included in the training component. They also said that, but this is not the case in the actual training program and even in pedagogics course syllabus. The reason for this as they suggested is the problem in the process of developing the training syllabi.

Finally, they suggested that such questions must be discussed with syllabus developers, because, they added, we implement what we are given and even if we have commented on some issue in the training syllabus no body responded.

Generally, from the interview made with teacher trainers, it is possible to say that there is a need to incorporate media utilization component in the training syllabi with all types of media included in it. However, this is not the case in the syllabi.

## **Interview with TTI trainees.**

Sixty-seven trainees in two TTIs were interviewed with the following questions.

1. Do you have knowledge and skill in instructional media utilization?
2. Is it important to have such knowledge and skill? why and how?
3. Is the training enough to introduce you with instructional media utilization?

The responses they gave were discussed as follows.

Trainees said that they have some knowledge and skill in media utilization. Most believed that actually such media are not aids but are basic components of the instructional process. The reasoned out this statement by saying that every thing that helps to communicate information from the teacher to the learner is media and with out media communication is impossible.

Moreover, they added that every teacher must have knowledge and skill in instructional media utilization for effective communication. They explained such need by noting their advantages in making instruction more clear, simple, meaningful, attractive, useful and concrete. They also added that since each subject requires media there is a need to be trained with specific subject related media utilization in addition to the general information from professional courses.

When they were asked if the training is enough, they responded that media topics in courses other than pedagogics focus on evaluating the appropriateness of media for the level that are listed in the syllabi. Finally, they stressed that the training is not enough to equip trainees with the necessary knowledge and skill in media utilization in general and in instructional technology in particular. However, some of them added that the extra two weeks training by an expert to

acquaint trainees with radio utilization contributes a lot to have knowledge and skill in it which they didn't get in the formal courses offered.

From the responses given, it is possible to say that the recent training curriculum which focuses on methodology is better than the old one. However, in relation to instructional technology utilization, the training syllabi are deficient. And also, it seems that there is a change in attitude towards what media are and why they are for.

# **CHAPTER FIVE**

## **SUMMARY, CONCLUSION AND RECOMMENDATION.**

### **5.1 Summary of Findings**

#### **A. Through Content Analysis on the Training Syllabi.**

The study was intended to investigate the extent to which media utilization training component is incorporated in TTI syllabi. Content analysis was employed for the study to make analysis on the nine TTI syllabi. These syllabi were the object of the study. Further more, unstructured interview was used to collect related data from some concerned bodies: TTI syllabus developers, teacher trainers and trainees and first cycle primary school teachers. Based on analysis made on the data, the findings are summarized below.

#### **Findings from each Syllabus**

##### **1. Amharic (as a mother tongue language) syllabus.**

The content coverage of this syllabus shows that units and sub units that deal with instructional media utilization are none and 16.7% respectively. Media topics were not taken as a separate unit; and media topics as sub units mostly seem to deal with evaluation of the appropriateness of those media listed in the corresponding first cycle primary school syllabus.

There isn't any mention of issues related to utilization of instructional technology. Generally, in this syllabus, based on the definition given to incorporation in this study, media utilization training component is incorporated but with low coverage.

## **2. Amharic (as a second language) syllabus.**

In this syllabus, none of the units and 20% of the sub units were dealing with instructional media issues. There isn't any separate topic, which treats media utilization, and some of the sub units that deal with this topic focus on evaluation of appropriateness of media for the suggested grade level. No unit or sub unit was dealing with utilization of instructional technology. Generally, based on the definition given to incorporation in this study, it is possible to say that media utilization-training component is incorporated but less covered in this syllabus.

## **3. English language syllabus.**

The content analysis result of this syllabus indicated that in its content coverage, five percent of the units and 5.1% of the sub units were dealing with instructional media utilization. It is good that one separate unit and four additional sub units were devoted to media utilization. Thus, based on the definition given to incorporation in this study it is possible to say that media utilization-training component is incorporated and fairly covered in this syllabus.

## **4. Mathematics Syllabus.**

In its content coverage, this syllabus is found to have no unit and 15.8% sub units that deal with instructional media utilization. No separate unit is devoted to this component and those sub units about media focus on evaluating appropriateness of media listed in the corresponding first cycle

primary school syllabus. The syllabus didn't deal completely with instructional media utilization. Generally, based on the definition given to incorporation in this study, it is possible to say that media utilization-training component is incorporated but was less emphasized in this syllabus.

### **5. Environmental Science Syllabus**

This syllabus is found to have five units and 80 sub units among which none of the units and 20% of the subunits were dealing with media utilization. No separate unit is devoted to media utilization and the sub units focus on media appropriateness evaluation. There is no mention about instructional technology utilization. Thus, by taking the operational definition given to incorporation, it is possible to say that media-utilization-training component is incorporated but with an unsatisfactory coverage.

### **6. Aesthetics and Physical Education syllabus.**

The result of the content analysis made on this syllabus indicated that 27.3% of the units and 16.2% of the sub units were devoted to media utilization training. In this integrated syllabus, it is encouraging that many separate units are dealing with media utilization. However, there isn't any mentioning of instructional technology utilization. Any way, according to the definition given to incorporation in this study, it is clear that media utilization-training component is incorporated and is emphasized in this syllabus.

## **7. Pedagogics syllabus.**

This professional course, in its content coverage was found to have 8.3% of the units and 7.3% of the subunits that deal with instructional media utilization. In this syllabus, it is good that a separate unit is given for this component. However, there isn't any explanation about instructional technology utilization. The syllabus deals with utilization of those common media as teacher and student made charts, models and pictures, However, based on the definition given to incorporation in this study, it is possible to conclude that media utilization training component is incorporated and highly covered in this syllabus.

## **8. Psychology Syllabus**

Based on the content analysis made on this syllabus, it was found out that neither a unit nor a sub unit was devoted to instructional media utilization training. Thus, based on the definition given to incorporation, it is clear that this training component is not incorporated at all.

## **9. Special needs education syllabus.**

As it is true in the psychology syllabus, in this syllabus neither a unit nor a sub unit is given for instructional media issues. Thus, based on the definition given to incorporation, in this syllabus, this training component is not incorporated at all.

## **B. Through the Unstructured interview**

- Syllabus developers and first cycle primary school teachers conceive media as 'teaching aids': materials that support or aid the teaching-learning process.

- Syllabus developers believe that it is difficult to include media utilization training component as a separate unit without integrating it with certain subject matter content.
- Teachers with 10 and more years of experience have more problems than newly trained teachers in media utilization knowledge and skill. However, both conceive media as 'teaching aids'.
- Most teacher trainers didn't accept the need for incorporating instructional media as a separate training component in each training syllabus. All agreed that instructional technology utilization should be included in the training.
- Except the syllabus developers, all interviewed responded that instructional media utilization-training component is not sufficient.

## **5.2 Conclusions**

This study was conducted to examine the degree to which media utilization training component is incorporated in the TTI syllabi. Units and sub units of each syllabus were analyzed based on their description of the topic or the issue they are dealing with. Generally, the research was made to answer the following questions.

1. To what extent is media utilization training component incorporated in TTI syllabi?
2. What factors inhibit or reinforce TTI syllabi developers to include this component?
3. How did these developers incorporate this component?
4. If it is not incorporated, what other mechanisms did they arrange to introduce trainees with media utilization?
5. Do developers believe that it should be incorporated?

6. Is there any difference in media utilization knowledge and skill among teaches of different service years?

Based on the results, the general findings in relation to the research questions can be concluded as follows.

1. Media utilization training component is incorporated but less emphasized in the TTIs' syllabi. It is not given as a course and it is not represented as a separate unit in most or all courses. From among the nine courses, it is only in three courses that the topic is treated as a separate unit. Moreover, it is treated as a subunit in most courses: in these three courses and in additional four courses. Two courses didn't completely deal with media utilization.

2. Factors such as lack of knowledge about what media are and why they are for on the part of syllabus developers inhibit them from fully incorporating media topics in the TTI syllabi. In addition, the presence of too much content to be taught to trainees, and developers belief that media utilization topics cannot be treated devoid of subject matter content contributed for this problem of incorporation.

However, their belief that instructional media help to make instruction more attractive, clear meaningful and concrete reinforced them at least to incorporate media topics as a sub unit.

3. Syllabi developers incorporated media utilization training component as a sub unit in most

courses (6 courses) and as a separate unit in three courses. The component is not incorporated at all in two courses. However, instructional technology utilization topics are not incorporated in any of the syllabi.

4. Though not emphasized, media topics are incorporated in the training syllabi. But, to introduce trainees with instructional technology utilization- particularly with the skill on how to use radio, some TTIs invite guest lecturers from educational media agency. That is, orientations are given for two weeks. In any case, the training on media utilization is not sufficient.

5. Syllabus developers believed that instructional media topics should be incorporated in the training syllabi as subordinate to other contents.

6. There is a difference in media utilization knowledge and skill among teachers of different years of services. One of the reasons for this difference is problem in the training syllabi: where the old one was subject matter knowledge-centered syllabi while the new training syllabi is methodology-centered. Of course, a focus on educational technology and materials by the NETP contributed a lot for the latter.

### **5.3 RECOMMENDATIONS**

From the study, it is concluded that media utilization-training component is incorporated but is less emphasized in the TTI syllabi. Different factors contributed for this. In the NETP, emphasis was given to the production, distribution and utilization of educational technology and materials. This policy issue need to be reflected more specifically in the curricula and/ or syllabi, as these materials are the means through which policy plans could be implemented. But, media utilization training is not highly covered in the TTI syllabi as it was supposed to be emphasized. Thus, in light of the findings, the following recommendations are forwarded.

1. Syllabus development is a complex process in which careful planning is very important to have quality and complete syllabus. Some of the things that need to be considered in selecting contents in TTI syllabi are consideration of policy issues and expected teacher profiles and competencies. In addition, there is a need to have balance between contents incorporated. Therefore, syllabus developers should reconsider the contents incorporated in the training syllabi in line with the education policy and expected teacher profiles. And also, they must be informed about what instructional media are, why they are for and what the policy statement is in relation to.

2. It is through the pre-service training that teachers are expected to acquire lots of professional knowledge and skill. That is why too much time is devoted to this training. But, if these training syllabi are to be used as they are, the amount of training in instructional media will remain to be insufficient. Thus, if it is so, it is important to re-equip trainees with the knowledge and skill which they didn't get (from the training) through workshops and in-service training. Thus in line with this, concerned authorities should be informed that there is a need to arrange conditions and

assign budgets for workshops and in-service trainings. In addition, these responsible bodies should enhance cluster school practices and attempt to equip schools with necessary educational facilities.

3. Curriculum is dynamic. As the syllabus and /or the curriculum changes, there is a need to acquaint already trained teachers with the new one. The existing training syllabi are methodology-centered. But, those already trained teachers are not familiar with many ideas that are found in the new syllabi. This, rather than the newly trained teachers, it is important to arrange in-service trainings and workshops for those teachers who are trained with the old curriculum.

4. There is a general misconception on the part of syllabus developers and first cycle primary school teachers on what instructional media are and why they are. Preparing and putting additional reference reading materials in libraries for these groups could minimize the problem. Thus, those college and university instructors who are highly familiar with instructional media (because they offer it as a course) should prepare such materials and put where ever necessary.

5. One of the advantages of research findings is that it can be used to revise, to improve, and to bring changes in any of the areas the study treated. For such purposes, it is recommended that findings are available to the concerned body. Therefore, dissemination of the findings of this study could help to promote further preparation of appropriate and relevant training syllabi, to

sensitize syllabus developers, teacher trainers as well as teachers. Thus, it is important to disseminate this study to those concerned.

6. Finally, it is recommended that policy makers as they concentrated on formulating policy statements, they need to focus also on implementing and realizing them.

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**የመምህራን ትምህርት ስርዐተ ትምህርት ዝግጅት ቡድን. 1999 . የመጀመሪያ ደረጃ አንደኛው ሳይክል መምህራን የቅድመ ስራ ሳይ ስልጠና መርሀ ትምህርቶች ሲለበሱ ዝግጅት መመሪያ (Guide line), ስርዐተ ትምህርት ጥናትና ምርምር ኢንስቲትዩት፣ አዲስ አበባ**

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**Developing a Course Syllabus.** <http://www.hcc.Hawaii.edu/htm>

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**Good Teaching.** <http://www.hcc.Hawaii.edu/htm>

**TEP Components.** <http://www.voregon.edu/syllabus-component.html>

**Writing a Syllabus.** <http://www.hcc.Hawaii.edu/htm>

**Your Syllabus.** <http://www.CurriculumWorkshop.com>

## Appendix A

### Units and Subunits of Amharic (as a mother tongue) Syllabus

ክፍለ ትምህርት	ርእስና ንዑስ ርእስ
አንድ	<p><b>ፊደልን ማስለየት</b></p> <p>ፊደልን ለማስለየት የተቀረፀው አላማ፣የይዘት አደረጃጀቱና የመማር ማስተማር ስልት</p> <p>ፊደልን ለማስለየት የሚያገለግሉ የመማር ማስተማር መርጃ መሳሪያዎች አጠቃቀምና አዘገጃጀት፣ለትምህርቱ የተመደበው ክፍለ ጊዜ አሰራጫጨትና የአላማው ግብ መምታት የሚለካበት ስልት</p> <p>ስነጽሕፈትን ለማስተማርና በዚያውም ፊደልን ለማስለየት የተቀረፁ አላማዎች፣የይዘቶቹ አደረጃጀት፣የመማር ማስተማር ዘዴዎች፣የተጠቆሙ የትምህርት መርጃ መሳሪያዎችና የምዘና ስልቶች</p>
ሐለት	<p><b>ቃላትን መመስረት</b></p> <p>ከ1ኛ ጽሕፈት 4ኛ ባለው የአፍ መፍቻ ቋንቋ ትምህርት ቃላትን መመስረትን ለማስተማር የተቀረፀው አላማ፣የይዘቱ አደረጃጀትና የመማር ማስተማር ዘዴው</p> <p>ቃላትን መመስረትን፣ከሆሂያት የሚመሰረቱ ቃላትን፣ከቃላት ቃላት መመስረትን</p>

	<p>ለመማስተማርና ግንዛቤ ለማስጨበጥ የተመደበው ክፍለ ጊዜ ተመጣጣኝነት፣የመማር ማስተማር መርጃ መሳሪያዎች አዘገጃጀትና የአላማውን ግብ መምታት የመገምገሚያ ስልት</p>
<p><b>ሶስት</b></p>	<p><b>ቃልን፣ሀረግንና ዐረፍተ ነገርን መለየት</b></p> <p>ከ1ኛ እስከ 4ኛ ባለው የአፍ መፍቻ ቋንቋ መርሀ ትምህርት ቃልን፣ሀረግንና ዐረፍተ ነገርን መለየትን ለማስተማር የተቀረፁ ዓላማዎች፣የይዘቱ አደረጃጀትና የተመደበው ክፍለ ጊዜ ተመጣጣኝነት</p> <p>በመርሀ ትምህርቱ ቃልን፣ሀረግንና ዐረፍተ ነገርን መለየትን ለማስተማር የተጠቀሙ ዘዴዎች፣የመርጃ መሳሪያዎችና ለግምገማ ይሆናሉ ተብለው የተጠቀሙ የግምገማ ስልቶች</p>
<p><b>አራት</b></p>	<p><b>ተመሳሳይና ተቃራኒ ቃላት</b></p> <p>በመርሀ ትምህርቱ ተመሳሳይና ተቃራኒ ቃላትን ለማስተማር የተቀረፁ ዓላማዎች፣የይዘቱ አደረጃጀትና የተመደበው ክፍለ ጊዜ ተመጣጣኝነት</p> <p>ተመሳሳይና ተቃራኒ ቃላትን ለማስተማር የተጠቀሙ ልዩልዩ ዘዴዎችና መርጃ መሳሪያዎች ተገቢነትና አጠቃቀም እንዲሁም ተመሳሳይና ተቃራኒ ቃላትን በማስተማር ዓላማው ግቡን መትቶ ስለመገኘቱ ለመገምገሚያ ይሆናሉ ተብለው የተጠቀሙ የምዘና ስልቶች</p>
<p><b>አምስት</b></p>	<p><b>የስርአተ ነጥብ ምንነትና አገልግሎት</b></p> <p>በመርሀ ትምህርቱ በየደረጃው ከ1ኛ እስከ 4ኛ ክፍሎች ስርዐተ ነጥብን ለማስተማር የተቀረፁ ዓላማዎች፣የይዘት አደረጃጀቶችና የክፍለ ጊዜው</p>

	<p><b>ስርጭት መመገጠን</b></p> <p>የስርአተ ነጥብን ምንነትና አገልግሎት በመማር ማስተማር ክንውን ወቅት የአቀራረብ ዘዴውና የመርጃ መሳሪያዎችን ማዘጋጀትና የአጠቃቀም ስልት</p> <p>የተለያዩ ዘዴዎችን ተጠቅሞ የዓላማውን ግብ መምታት የመገምገሚያ የምዘና ስልቶች</p>
<p><b>ስድስት</b></p>	<p><b>ገላጭ ቃላት</b></p> <p>ከ3ኛ እስከ 4ኛ ክፍል ባለው የአማርኛ ቋንቋ መርሀ ትምህርት ገላጮችን ለማስተማር የተቀረፁ ዓላማዎች፣ የይዘቱ አደረጃጀት፣ አግባብነትና ለማስተማሪያ የተመደበው ክፍለ ጊዜ አሰራጫጨት</p> <p>በመርሀ ትምህርቱ ገላጭ ቃላትን ለማስተማር የተጠቀሙ ልዩ ልዩ ዘዴዎችና የትምህርት መርጃ መሳሪያዎች እንዲሁም ከትምህርቱ በኋላ ለዓላማው ግብ መምታት ለመገምገሚያ ይሆናሉ ተብለው የተጠቀሙ የግምገማ ስልቶች</p>
<p><b>ስባት</b></p>	<p><b>ቃላትን አገጣጥሞ ዐረፍተ ነገር መስራት</b></p> <p>ከ1ኛ እስከ 4ኛ ክፍል ባለው የአፍ መፍቻ የአማርኛ ቋንቋ መርሀ ትምህርት ቃላትን አገጣጥሞ ዐረፍተ ነገር መፍቻን ለማስተማር የተቀረፁ ዓላማዎች፣ የይዘቱ አደረጃጀቶችና የተጠቀሙ ልዩ ልዩ የማስተማሪያ ዘዴዎች</p> <p>ቃላትን አገጣጥሞ ዐረፍተ ነገር መፍቻን በልዩ ልዩ ዘዴዎች ተጠቅመው በተመደበው ክፍለ ጊዜ ሲያስተምሩ መርጃ መሳሪያዎቹና የአላማውን ግብ መምታት ለመገምገም የተጠቀሙ የምዘና ስልቶች</p>

<p><b>ስምንት</b></p>	<p><b>የንባብ ስልቶች</b></p> <p>ከ1ኛ እስከ 4ኛ ክፍል ባለው የአፍ መፍቻ ቋንቋ መርህ ትምህርት ልዩ ልዩ የንባብ ስልቶችን ለማስተማር የተቀረፁ ዓላማዎች፣የይዘት አደረጃጀትና የተመደበው ክፍለ ጊዜ</p> <p>በመርህ ትምህርቱ የንባብ ስልቶችን ለማስተማር የተቀረፀውን ይዘት ከግብ ለማድረስ የሚያስችሉ የማስተማሪያ ዘዴዎችና አጋዥ የሆኑ የትምህርት መርጃ መሳሪያዎች አዘገጃጀትና አጠቃቀም</p> <p>የተለያዩ የመገምገሚያ ዘዴዎችን ተጠቅሞ ዓላማው ከግቡ መድረሱን መገምገም</p>
<p><b>ዘጠኝ</b></p>	<p><b>ተጠያቂ አስተሳሰብ</b></p> <p>በመርህ ትምህርቱ ተጠያቂ አስተሳሰብን ለማስተማር የተቀረፁ ዓላማዎች፣የይዘቱ አደረጃጀትና የተመደበው ክፍለ ጊዜ</p> <p>በመርህ ትምህርቱ ተጠያቂ አስተሳሰብ ስር በየክፍል ደረጃው የቀረቡ ከ3ኛ እስከ 4ኛ ዝርዝር ይዘቶችና ልዩ ልዩ የአቀራረብ ዘዴዎቻቸው አደረጃጀት እነዲሁም የተጠቆሙ የትምህርት መረጃ መሳሪያዎችና አጠቃቀማቸው</p>
<p><b>አስር</b></p>	<p><b>ዐረፍተ ነገርን አገጣጥሞ አንቀፅ መፃፍ</b></p> <p>ከ3ኛ እስከ 4ኛ ክፍል ባለው የአፍ መፍቻ ቋንቋ መርህ ትምህርት ዐረፍተ ነገርን አገጣጥሞ አንቀጽ መፃፍን ለማስተማር የተቀረፁ ዓላማዎች፣የይዘቱ አደረጃጀትና የተመደበው ክፍለ ጊዜ ተመጣጣኝነት</p>

	<p><b>በመርህ ትምህርቱ ዐረፍተ ነገርን</b>  አገጣጥሞ አንቀፅ መፃፍን ለማስተማር የተጠቀሙ ዘዴዎች፣የመርጃ መሳሪያዎችና ካስተማሩ በኋላ ለዓላማው ግብ መምታት ለመገምገሚያ ይሆናሉ ተብለው የተጠቀሙ የምዘና ስልቶች</p>
<p><b>አስራ አንድ</b></p>	<p><b>የደብዳቤ አፃፃፍ</b></p> <p>ከ2ኛ እስከ 4ኛ ክፍል ባለው የአፍ መፍቻ ቋንቋ መርህ ትምህርት ደብዳቤ አፃፃፍን ለማስተማር የተቀረፁ ዓላማዎች፣የይዘት አደረጃጀትና የተጠቀሙ የመማር ማስተማር ዘዴዎች</p> <p>በመረሀ ትምህርቱ የደብዳቤ አፃፃፍን ለማስተማር የተጠቀሙት የትምህርት መርጃ መሳሪያዎችና ካስተማሩ በኋላ ለዓላማው ግብ መምታት ለመገምገሚያ ይሆናሉ ተብለው የተጠቀሙ የተከታታይ ምዘና ስልቶች</p>
<p><b>አስራ ሁለት</b></p>	<p><b>ማስታወሻ አወሳሰድ</b></p> <p>ከ2ኛ እስከ 4ኛ ክፍል ባለው የአፍ መፍቻ ቋንቋ መርህ ትምህርት የማስታወሻ አወሳሰድን ለማስተማር የተቀረፁ ዓላማዎች፣የይዘት አደረጃጀትና የተመደበው ክፍለ ጊዜ</p> <p>በመረሀ ትምህርቱ የማስታወሻ አወሳሰድን ለማስተማር የተጠቀሙ ስልቶች፣ የትምህርት መርጃ መሳሪያዎችና የዓላማውን ግብ መምታት ለመገምገም ይሆናሉ ተብለው የተጠቀሙ የምዘና ስልቶች</p>
<p><b>አስራ ሦስት</b></p>	<p><b>ከልዩ ልዩ መግለጫ የመረጃ ሀሳብ ማግኘት</b></p> <p>በመርህ ትምህርቱ ከልዩ ልዩ መግለጫ የመረጃ ሀሳብ ማግኘትን ለማስተማር የተቀረፁ ዓላማዎች፣የይዘት አደረጃጀትና የተመደበው ክፍለ ጊዜ</p>

	<p>በመርህ ትምህርቱ ከ1ኛ እስከ 4ኛ ክፍል ከልዩ ልዩ መግለጫ የመረጃ ሀሳብ ማግኘትን ለማስተማር የተጠቀሙ ልዩ ልዩ ስልቶች፣ የመርጃ መሳሪያዎችና ለመገምገሚያ ይሆናሉ ተብለው የተጠቀሙ የምዘና ስልቶች</p>
አስራ አራት	<p><b>ውጥን ታሪክን መጨረስ</b></p> <p>ከ3ኛ እስከ 4ኛ ክፍል ባለው የአፍ መፍቻ ቋንቋ መርህ ትምህርት ውጥን ታሪክን መጨረስ ለማስተማር የተቀረፁ ዓላማዎች፣ የይዘት አደረጃጀትና የመማር ማስተማር ስልቶች</p> <p>በመርህ ትምህርቱ ውጥን ታሪክን መጨረስን ለማስተማር የተመደበው ክፍለ ጊዜ፣ የትምህርት መርጃ መሳሪያዎችና ውጥን ታሪክን መጨረስን በማስተማር ወቅት ለዓላማው ግብ መምታት ለተከታታይ ግምገማ ይሆናሉ ተብለው የተጠቀሙ የምዘና ስልቶች</p>

**Appendix B**

**Units ( Topics) and Subunits (Subtopics ) of Amharic ( as a second language)**

**syllabus**

ክፍለ ትምህርት	ርእስና ንዑስ ርእስ
አንድ	ፊደልን መለየት የማስተማር ስልት

	<p>ፊደልን የማስለየት ስልት</p> <p>ያዳመጡትንና ያዩትን ፊደል</p> <p>ለማዳመጥ፣ ለማንበብና ለመጻፍ የተቀመጡ ዓላማዎች</p> <p>ፊደሎችን በደምጽና በቅርጽ ከነዘሮቻቸው መለየት</p> <p>የማስተማር ስልት</p> <p>ይዘቶችን ለመማር ማስተማር የሚያስችሉ ዘዴዎች</p> <p>ይዘቶችን ለመማር ማስተማር የተጠቀሙ መርጃ መሳሪያዎች</p> <p>ፊደልን መለየት በሚለው ርእስ የተጠቀሙ የግምገማ ስልቶችና አግባብነት</p>
<p>ሑሊት</p>	<p>ብዕር አያያዝና የትኛውንም ፊደል ለመቅረጽ የሚያስችሉ መሰረታዊ ምልክቶችን የማስተማር ስልት</p> <p>በ3ኛ ክፍል አማርኛ እንደ ሁለተኛ ቋንቋ</p> <p>ትምህርት ውስጥ መስመር ጠብቆ ለመጻፍ የተቀመጡ ዓላማዎች</p> <p>ይዘቶቹን ለመማር ማስተማር የሚያስችሉ ዘዴዎች</p> <p>የብዕር አያያዝና የፊደሎች መሰረታዊ ምልክቶች አጣጣሎች ስር ለየንዑሳን ይዘቶች መማር ማስተማር የተጠቀሙ መርጃ መሳሪያዎች</p> <p>የብዕር አያያዝና የፊደሎች መሰረታዊ ምልክቶች አጣጣል ስልት ስር የተጠቀሙ የግምገማ ስልቶችና አግባብነት</p>
<p>ሶስት</p>	<p>ቃላትን መመስረት የማስተማር ስልት</p>

	<p>ቃላትን ከመመስረት አኳያ የቋንቋውን ስርአት ጠብቆ ከሆህያት ቃላትን ለመመስረት፣የተመሰረቱ ቃላትን ለማዳመጥ፣ለማንበብና ለመጻፍ የተቀመጡ ዓላማዎች</p> <p>ቃላትን ከመመስረት አኳያ ከሆህያት የሚመሰረቱ ቃላትን ማዬት፣ማንበብና መመስረት ወይም መጻፍ</p> <p>ይዘቶችን ለመማር ማስተማር የሚያስችሉ ዘዴዎች</p> <p>ለቃላት ምስረታ መማር ማስተማር የተጠቀሙ መርጃ መሳሪያዎች አይነት</p> <p>ቃላትን ለመመስረት የተጠቀሙ ስልቶችና አግባብነት</p>
አራት	<p>የአረፍተ ነገር ምስረታና ስርዐተ ነጥቦችን አጠቃቀም የማስተማር ስልት</p> <p>ስርዐተ ነጥቦችን ከመጠቀም አኳያ ስርዐተ ነጥቦችን በአረፍተ ነገር ውስጥ በተገቢው ቦታ ለመጠቀም የተቀመጡ ዓላማዎች</p> <p>ስርዐተ ነጥቦች</p> <p>ይዘቶችን ለመማር ማስተማር የሚያስችሉ ስልተ ትግበራዎች</p> <p>የአረፍተ ነገር ምስረታና ስርዐተ ነጥቦችን አጠቃቀም ለመማር ማስተማር የተጠቀሙ መርጃ መሳሪያዎች</p> <p>የአረፍተ ነገር ምስረታና ስርዐተ ነጥቦችን አጠቃቀም መማር ማስተማር የተጠቀሙ ስልቶችና አግባብነት</p>

<p>አምስት</p>	<p>ቋንቋ ክህሎትና ልዩ ልዩ የመተግበሪያ መመሪያዎችን የማስተማር ስልት</p> <p>መመሪያዎችን ከመጠቀም አኳያ የቋንቋን ትምህርት ለማዳበር የተቀመጡ መመሪያዎች ዓላማዎች</p> <p>ልዩ ልዩ መመሪያዎች</p> <p>የመመሪያዎች አቀራረብ</p> <p>እያንዳንዱን ክህሎት ለማለማመድ የተጠቀሙ መመሪያዎች መርጃዎች አይነትና አስፈላጊነት</p> <p>የልዩ ልዩ መልመጃ መመሪያዎች የግምገማ ስልቶችና አግባብነት</p>
<p>ስድስት</p>	<p>የውይይትን ሂደት የማስተመማር ስልት</p> <p>ውይይት ከማድረግ አኳያ የመደበኛ ውይይትን ስርዐታዊ አካሄድ ጠብቆ ለመወያየት የተቀመጡ ዓላማዎች</p> <p>በልዩ ልዩ ማኅበረ ምጣኔና ፖለቲካዊ ጉዳዮች መወያየት</p> <p>ውይይትን ለማለማመድ ያተገባበር ስልቶች</p> <p>ለውይይት አይነቱ የተጠቀሙ መርጃመሳሪያዎች አይነትና አስፈላጊነት</p> <p>ልዩ ልዩ ውይይቶችን ለማካሄድ የተጠቀሙ የግምገማ ስልቶችና አግባብነት</p>

## Appendix C

### Units and Sub units of English language TTI syllabus

Chapter	Units(Topics) and Subunits(Subtopics)
1	English language teaching methods and techniques  -Methods and techniques
2	Objectives and contents of English language  -Central objectives of the syllabus and textual materials  -Contents of materials
3	Teaching hand writing  -Basic principles of teaching hand writing  -Steps or procedures of teaching print and cursive hand writing  -Individual capital and small letters  -Hand writing problems  -Hand writing activities
4	Teaching reading (words, phrases sentences)

	<ul style="list-style-type: none"> <li>-Steps for initial reading (grads 1 and 2)</li> <li>-Word reading (in 1 and 2)</li> <li>-Sentence exercise reading (1-4)</li> <li>-Reading phrases</li> </ul>
5	<p>Practicing giving personal accounts and using social expressions</p> <ul style="list-style-type: none"> <li>-Giving personal details</li> <li>-Using social expressions</li> <li>-Making apologies</li> <li>-Expressing preferences</li> <li>-Accepting or rejecting offerings, opinions, etc. politely</li> </ul>
6	<p>Practicing pronunciation</p> <ul style="list-style-type: none"> <li>-Pronunciation of words in syllabus</li> <li>-Pronunciation of dialogues, exercises, etc.</li> <li>-Intonation and stress</li> <li>-Phonetic description</li> <li>-Dictionary uses</li> </ul>
7	Teaching Vocabulary

	<ul style="list-style-type: none"> <li>-Methods and techniques of teaching vocabulary</li> <li>-Steps for teaching vocabulary</li> <li>-Vocabulary items</li> <li>-Oral and written practice using vocabulary items</li> <li>-Teaching vocabulary using games</li> </ul>
8	<p>Controlled and guided writing exercises</p> <ul style="list-style-type: none"> <li>-Teaching controlled/ guided writing activities</li> <li>-Controlled writing exercises</li> <li>-Adaptation or preparation of controlled writing activities</li> </ul>
9	<p>Describing people, animals, objects, situations and preferences</p> <ul style="list-style-type: none"> <li>-Describing things</li> </ul>
10	<p>Presenting Structures</p> <ul style="list-style-type: none"> <li>-Nouns                      -Adjective</li> <li>- Quantifiers              -Adverbs</li> <li>-Prepositions              -Verbs</li> <li>-Conjunctions              -Tenses</li> <li>-Questions                      -Affirmative and negative</li> </ul>

	statements
11	<p>Practicing oral exercises (dialogues)</p> <ul style="list-style-type: none"> <li>-Steps for practicing dialogues and oral exercises</li> <li>-Techniques of presenting and practicing oral exercises and dialogues</li> <li>-Functional activities</li> <li>-Dialogues/oral exercises</li> </ul>
12	<p>Instructional classroom English skills</p> <ul style="list-style-type: none"> <li>-Giving instructions or commands</li> <li>-Asking questions</li> <li>-Conducting activities</li> <li>-Games and songs</li> <li>-Correcting errors</li> <li>-Giving feedback practice and encouragement</li> </ul>
13	<p>Language Games</p> <ul style="list-style-type: none"> <li>-The role of language games</li> <li>-Language games</li> <li>-Preparing language games</li> </ul>
14	<p>Preparing and Using Visual Materials</p>

	<ul style="list-style-type: none"> <li>-The role of visual materials</li> <li>-Preparation of visual materials</li> <li>-The use of blackboard</li> </ul>
15	<p>Developing Speaking and Listening Skills (Radio lessons, stories, Songs )</p> <ul style="list-style-type: none"> <li>-Dialogues, drills and exercises for speaking and listening activities</li> <li>-Story telling techniques</li> <li>-Radio lessons</li> <li>-Songs in the radio lessons</li> </ul>
16	<p>Teaching Reading Passages and comprehension in grades 3 and 4.</p> <ul style="list-style-type: none"> <li>-Steps or stages of reading passages</li> <li>-The grade 3 and 4 reading passages</li> <li>-Preparing a reading lesson</li> <li>-Writing supplementary reading tests</li> <li>-Checking comprehension of passages</li> </ul>
17	<p>Practicing and Presenting Language Items</p> <ul style="list-style-type: none"> <li>-The preparation stage</li> </ul>

	<ul style="list-style-type: none"> <li>-Presentation of language items in the syllabi</li> <li>-Adaptations of presentations in teacher's book</li> <li>-Practicing techniques of presenting language items</li> </ul>
18	<p>Evaluation</p> <ul style="list-style-type: none"> <li>-Evaluation techniques</li> <li>-Evaluation of course materials</li> <li>-Preparing tests and exams.</li> <li>-Evaluation of achievement of student objectives</li> <li>-Self evaluation characteristics of a good teacher</li> <li>-Continuous assessment</li> </ul>
19	<p>Lesson Planning</p> <ul style="list-style-type: none"> <li>-The purpose of planning a lesson</li> <li>-Lesson planning and its contents</li> <li>-Annual, weekly or daily lesson plans</li> <li>-Lesson plan formats</li> <li>-Evaluation of lesson plans</li> </ul>

## Appendix D

### Units ( Topics ) and Sub units ( Sub Topics ) of TTI Mathematics Syllabus

<b>ክፍለ ትምህርት</b>	<b>ሬና ርእስና ንኡስ ርእስ</b>
<b>አንድ</b>	<p>የሂሳብ ምንነትና በሲለበስና በመማሪያ ማስተማሪያ መጻሕፍት መካከል ያለው ዝምድና</p> <p style="padding-left: 40px;">1.1 ሂሳብ ምንድን ነው?</p> <p style="padding-left: 40px;">1.2 የትኩረት ነጥቦች</p> <p style="padding-left: 40px;">1.3 ሲለበስ፣ የመማሪያ ማስተማሪያ መጻሕፍት ያላቸው ዝምድናና ልዩነት</p>
<b>ሐላት</b>	<p>ሙሉ ቁጥሮች እስከ 1000</p> <ol style="list-style-type: none"> <li>1. የክፍለ ትምህርት አንድ ዓላማዎች ዝርዝር፣ አግባብነትና ቅደም ተከተል</li> <li>2. እስከ 1000 ያሉ ሙሉ ቁጥሮች ይዘትና አደረጃጀት</li> <li>3. ክፍለ ትምህርቱን ለማስተማር በሲለበስ የተጠቀመ የክፍል ጊዜ ድልድል</li> <li>4. ክፍለ ትምህርት አንድን ለማስተማር በመምህሩ መምሪያዎች የተጠቀሙ የማስተማር ዘዴዎች</li> <li>5. ለክፍል አንድ ትምህርት የተጠቀሙ መርጃ መሳሪያዎች አይነት፣ አሰራርና አጠቃቀም</li> </ol>

	<p>6. በክፍለ ትምህርት አንድ ስር የተጠቀሙ የግምገማ ስልቶች አግባብነትና ተግባራዊነት</p>
<p>ሶስት</p>	<p>አራቱ መሰረታዊ ስሌቶች እስከ 100 ባሉ ሙሉ ቁጥሮች</p> <ol style="list-style-type: none"> <li>1. የክፍል ሁለት ዓላማዎች ዝርዝር፣ ግልጽነትና አግባብነት፣ ተግባራዊነትና ተከታታይነት</li> <li>2. የአራቱ መሰረታዊ ስሌቶች ይዘትና አደረጃጀት፣ ከዓላማዎች ጋር መጣጣምና አለመጣጣም</li> <li>3. በክፍለ ትምህርቱ የተደለደለ ክፍለ ጊዜ መብቃት አለመብቃት</li> <li>4. ለክፍል ሁለት የተጠቀሙ የማስተማር ዘዴዎች፣ የዘዴዎቹ ተግባራዊነትና እግባብነት</li> <li>5. የትምህርት መርጃ መሳሪያዎች ዐይነት፣ አሰራር፣ አጠቃቀምና ተስማሚነት</li> <li>6. የግምገማ ስልቶች አግባብነት</li> </ol>
<p>አራት</p>	<p>ሙሉ ቁጥሮች እስከ 1000</p> <ol style="list-style-type: none"> <li>1. የክፍለ ትምህርቱ ዓላማዎች</li> <li>2. የይዘት አደረጃጀት</li> <li>3. ክፍለ ትምህርቱን ለማስተማር የተጠቀሙ ክፍለ ጊዜ መጠንና ብቃት</li> <li>4. ክፍለ ትምህርት ሶስትን ለማስተማር የሚያስችሉ ዘዴዎች</li> <li>5. የቀረቡት የመርጃ መሳሪያዎች ዐይነትና አስፈላጊነት፣ አሰራርና አጠቃቀም</li> <li>6. የተጠቀሙ የግምገማ ስልቶችና አግባብነታቸው</li> </ol>

<p><b>አምስት</b></p>	<p>መደመር፣ መቀነስ፣ ማብዛትና ማካፈል እስከ 10000</p> <ol style="list-style-type: none"> <li>1. የክፍለ ትምህርቱ ዓላማዎች</li> <li>2. የተሰጡት የትምህርት ይዘቶችና የተቀመጡት አላማዎች መጣጣምና አለመጣጣም</li> <li>3. ክፍለ ትምህርት አራትን ለማስተማር የተጠቀመ የክፍለ ጊዜ መጠንና ብቃት</li> <li>4. ክፍለ ትምህርት አራትን ለማስተማር የሚረዱ ዘዴዎች ምንነት፣ ተግባራዊነትና አግባብነት</li> <li>5. በክፍል አራት ውስጥ የቀረቡት የመርጃ መሳሪያዎች አይነት፣ አሰራርና አጠቃቀም</li> <li>6. የግምገማ ስልቶች፣ አግባብነታቸውና ተግባራዊነታቸው</li> </ol>
<p><b>ስድስት</b></p>	<p>ሙሉ ቁጥሮች</p> <ol style="list-style-type: none"> <li>1. የክፍለ ትምህርት አምስት ዓላማዎች</li> <li>2. የክፍል አምስት የይዘት አደረጃጀት</li> <li>3. ክፍለ ትምህርት አምስትን ለማስተማር የተጠቀመ የክፍለ ጊዜ መጠንና ብቃት</li> <li>4. ክፍለ ትምህርት አምስትን ለማስተማር የሚያስችሉ ዘዴዎች</li> <li>5. ለክፍለ ትምህርት አምስት የተጠቀሙት መርጃ መሳሪያዎች አይነት፣ አሰራር፣ አጠቃቀምና ተስማሚነት</li> <li>6. በክፍለ ትምህርት አምስት ስር የተጠቀሙት የግምገማ ስልቶች፣ አግባብነትና ተግባራዊነት</li> </ol>

<p>ሰባት</p>	<p>የሙሉ ቁጥሮች አራቱ መሰረታዊ ስሌቶች</p> <ol style="list-style-type: none"> <li>1. የክፍለ ትምህርቱ ዓላማዎች</li> <li>2. የተመረጡት የትምህርት ይዘቶችና የተቀመጡት ዓላማዎች መጣጣምና አለመጣጣም</li> <li>3. ለማስተማር የተመደበ ክፍለ ጊዜ መጠንና ብቃት</li> <li>4. ክፍለ ትምህርቱን ለማስተማር በመምህሩ መምሪያ የተጠቀሙ ዘዴዎች</li> <li>5. ለክፍል ስድስት የተጠቀሙት መርጃ መሳሪያዎች ዝርዝር፣ አሰራርና አጠቃቀም</li> <li>6. የተጠቀሙ የግምገማ ስሌቶች፣ አግባብነትና ተግባራዊነት</li> </ol>
<p>ስምንት</p>	<p>የአወንታ ንብብር ቁጥሮች መግቢያ፣ በክፍል ፋይናል ማስላት</p> <ol style="list-style-type: none"> <li>1. የክፍለ ትምህርት ሰባት ዓላማዎች ዝርዝር</li> <li>2. የአወንታ ንብብር ቁጥሮች መግቢያ የይዘት አደረጃጀት</li> <li>3. የሙሉ ቁጥሮች አራቱ መሰረታዊ ስሌቶችን ለማስተማር የተመደበ ክፍለ ጊዜና ብቃት</li> <li>4. ክፍለ ትምህርት ሰባትን ለማስተማር በማስተማሪያ መጽሀፍ የተጠቀሙ የማስተማሪያ ዘዴዎች</li> <li>5. ለክፍል ሰባት ትምህርት የተጠቀሙ መርጃ መሳሪያዎች አይነት፣ አሰራርና አጠቃቀም</li> <li>6. የተጠቀሙ የግምገማ ስሌቶች፣ አግባብነትና ተግባራዊነት</li> </ol>
<p>ዘጠኝ</p>	<p>መሰረታዊ የጠለልና ጥጥር ምስሎች</p>

	<ol style="list-style-type: none"> <li>1. የክፍለ ትምህርቱ ዓላማዎች</li> <li>2. የተሰጡት የትምህርት ይዘቶችና የተቀመጡት ዓላማዎች መጣጣምና አለመጣጣም</li> <li>3. ይህንን ክፍለ ትምህርት ለማስተማር በሲሊብስ የተጠቀመው ክፍለ ጊዜ መጠንና ብቃት</li> <li>4. ክፍለ ትምህርቱን ለማስተማር በመምህሩ መምሪያዎች የተጠቀሙ የማስተማሪያ ዘዴዎች</li> <li>5. በሲሊብሱ የተጠቀሙ የመርጃ መሳሪያዎች ዝርዝር፣ አሰራርና አጠቃቀም</li> <li>6. አጠቃላይ የግምገማ ሃሳብ</li> </ol>
አስር	<p>ትይዩ እንቅስቃሴ</p> <ol style="list-style-type: none"> <li>1. የክፍለ ትምህርቱ ዓላማዎች</li> <li>2. ትይዩ እንቅስቃሴ</li> <li>3. ትይዩ እንቅስቃሴን ለማስተማር በሲሊብስ የተጠቀመ የክፍለ ጊዜ ድልድልና፣ከይዘቶችጋር መጣጣምና አለመጣጣም</li> <li>4. ትይዩ እንቅስቃሴን ለማስተማር በመምህሩ መምሪያዎች የተጠቀሙ የየንዑሳን ርዕሶች የማስተማሪያ ዘዴ</li> <li>5. በሲሊብሱ የተጠቀሱት መርጃ መሳሪያዎች አሰራርና አጠቃቀም</li> <li>6. በሲሊብሱ የተጠቀሙ የግምገማ ስልቶች አግባብነትና ተግባራዊነት</li> </ol>



Appendix E

Units (Topics ) and Sub units (Subtopics) of Environmental Science TTI Syllabus

ክፍል ትምህርት	ዋና ርዕስና ንዑስ ርዕስ
አንድ	<p>የአካባቢ ሳይንስ ትምህርት</p> <ul style="list-style-type: none"> <li>-ከ1ኛ እስከ 4ኛ ክፍል የአካባቢ ሳይንስ ትምህርት ሲለበስ ምዕራፍ አንድ ላይ የተነደፉት ዝርዝር ዓላማዎች</li> <li>- በምዕራፍ አንድ ላይ የተቀመጡ ዝርዝር ይዘቶች</li> <li>- በምዕራፍ ላይ የተጠቀሙት የመማሪያ ማስተማሪያ ዘዴዎች</li> <li>- የተዘረዘሩት የምዕራፍ የትምህርት መርጃ መሳሪያዎች</li> <li>- በምዕራፍ ላይ የተጠቀሙት የምዘናና የግምገማ ዘዴዎች</li> </ul>
ሁለት	<p>ማህበራዊ አካባቢያችን</p> <p>2.1 ምግብ: ከ1ኛ እስከ 4ኛ ክፍሎች በአካባቢ ሳይንስ ትምህርት ሲለበስ ሰውና ኑሮው በሚለው ምእራፍ፣ምግብ በሚለው ንዑስ ርዕሶች ላይ የተቀመጡ ዓላማዎች፣የተዘረዘሩ ይዘቶችና አደረጃጀታቸው፣የማስተማሪያ ዘዴዎች፣የተጠቀሙ መርጃ መሳሪያዎችና የክትትልና የግምገማ ስልቶች አግባብነት</p> <p>2.2 ራስን ማስተዳደር: በአካባቢ ሳይንስ ትምህርት ሲለበስ ራስን ማስተዳደር በሚለው ንዑስ ርዕስ ስር የተቀመጡ ዓላማዎች፣የተዘረዘሩ ይዘቶችና አደረጃጀታቸው፣የማስተማሪያ ዘዴዎች፣የተጠቀሙ መርጃ መሳሪያዎችና የክትትልና የግምገማ ስልቶች</p>

	<p><b>አግባብነት</b></p> <p>2.3 ቀበሌ:03ኛ ክፍል አካባቢ ሳይንስ ሲለበስ በቀበሌ መገኛና በቀበሌ ህዝብ ርዕስ ስር የተነደፉ ዝርዝር ዓላማዎች፣የተቀመጡ ዝርዝር ይዘቶች፣የተጠቀሙ የመማር ማስተማር ዘዴዎች፣የተዘረዘሩ መርጃ መሳሪያዎችና የግምገማ ዘዴዎች</p> <p>2.4 ክልል: 03ኛ ክፍል አካባቢ ሳይንስ ሲለበስ ዝግጅት ከገጽ 31 እስከ 35 የተነደፉት ዝርዝር ዓላማዎች፣ የተቀመጡ ዝርዝር ይዘቶች፣የተጠቀሙ የመማር ማስተማር ዘዴዎች፣የተዘረዘሩ መርጃ መሳሪያዎችና የተጠቀሙ የምዘናና የግምገማ ዘዴዎች</p> <p>2.5 አገራችን: 04ኛ ክፍል አካባቢ ሳይንስ ሲለበስ ከገጽ 61 እስከ 75 የተነደፉት ዝርዝር ዓላማዎች፣ የተቀመጡ ዝርዝር ይዘቶች፣የተጠቀሙ የመማር ማስተማር ዘዴዎች፣የተዘረዘሩ የትምህርት መርጃ መሳሪያዎችና የተጠቀሙ የምዘናና የግምገማ ዘዴዎች</p>
ሶስት	<p><b>ተፈጥሮአዊ አካባቢያችን</b></p> <p>3.1 እንስሳትና እጽዋት:በአካባቢያችን የሚገኙ እንስሳትና እጽዋት በሚለው ርዕስና ንዑሳን አርእስት አኳያ የተቀመጡ ዓላማዎች፣ያሉ ይዘቶች፣ለማስተማር የተጠቀሙ ዘዴዎች፣የተጠቀሙ መርጃ መሳሪያዎችና የተጠቀሙ የግምገማ ዘዴዎች</p> <p>3.2 ጤና: ከ1ኛ እስከ 4ኛ ክፍል የአካባቢ ሳይንስ ትምህርት ጤናን በተመለከተ የተዘረዘሩ ዓላማዎች፣የተዘረዘሩት ይዘቶችና አደረጃጀታቸው፣ የተዘረዘሩት የመማር ማስተማር ዘዴዎች፣ የተጠቀሙ መርጃ መሳሪያዎችና የተጠቀሙት የግምገማ ዘዴዎች</p> <p>3.3 የተፈጥሮ ሃብቶችና የእንክብካቤ ዘዴዎች:02ኛ ክፍል የአካባቢ ሳይንስ ሲለበስ ለንዑስ ርዕስ 2.5</p>

	<p>የተነደፉት ዝርዝር ዓላማዎች፣ዝርዝር ይዘቶች፣ የተጠቀሙት የመማር ማስተማር ዘዴዎች፣ የተጠቀሙት የትምህርት መርጃ መሳሪያዎችና የተጠቀሙት የምዘናና የግምገማ ዘዴዎች</p> <p>3.4 ንጥረ ቁሶች፡አካባቢ ሳይንስ ሲለበሶች በ3ኛና በ4ኛ ክፍሎች የቀረቡ ዝርዝር ዓላማዎች፣የተካተቱ ዝርዝር ይዘቶች፣ የተጠቀሙ የመማር ማስተማር ዘዴዎች፣ የተጠቀሙት የትምህርት መርጃ መሳሪያዎችና የተጠቀሙት የምዘናና የግምገማ ስልቶች</p>
አራት	<p>ተፈጥሮአዊ ክስተቶች</p> <p>4.1 አንዳንድ ተፈጥሮአዊ ክስተቶች በ2ኛ ክፍል አካባቢ ሳይንስ ሲለበስ ገጽ 27 የተነደፉት ዝርዝር ዓላማዎች፣ የተነደፉት ዝርዝር ይዘቶች፣ የተጠቀሙት የመማር ማስተማር ዘዴዎች፣ የተጠቀሙት የትምህርት መርጃ መሳሪያዎችና የተጠቀሙት የምዘናና የግምገማ ስልቶች</p> <p>4.2 ኃይል፡ከ3ኛ ክፍል አካባቢ ሳይንስ ሲለበስ ንዑስ ክፍለ ትምህርት 4.5 ዝርዝር ዓላማዎች፣ የተነደፉት ዝርዝር ይዘቶች፣ የተጠቀሙት የመማር ማስተማር ዘዴዎች፣ የተጠቀሙት የትምህርት መርጃ መሳሪያዎችና የተጠቀሙት የግምገማ ስልቶች</p> <p>4.3 ግፊት፡ከ4ኛ ክፍል አካባቢ ሳይንስ ሲለበስ የንዑስ ክፍለ ትምህርት 342 ዝርዝር ዓላማዎች፣ ዝርዝር ይዘቶች፣ የተጠቀሙት የመማር ማስተማር ዘዴዎች፣ የተጠቀሙት የትምህርት መርጃ መሳሪያዎችና የተጠቀሙት የግምገማ ስልቶች</p> <p>4.4 ጉልበት፡ ከ4ኛ ክፍል አካባቢ ሳይንስ ሲለበስ የንዑስ ክፍለ ትምህርት 347 ዝርዝር ዓላማዎች፣ ዝርዝር ይዘቶች፣ የተጠቀሙት የመማር ማስተማር ዘዴዎች፣</p>

	<p>የተጠቀሙት የትምህርት መርጃ መሳሪያዎችና የተጠቀሙት የግምገማ ስልቶች</p>
<p>አምስት</p>	<p>የወረቀትና የሸክላ ስራ</p> <p>5.1 የወረቀት ስራ፡ በሲሊቦስ የወረቀት ስራ በሚለው ርዕስና ንዑስ ርዕሶች የተነደፉ ዝርዝር ዓላማዎች፣ ዝርዝር ይዘቶች፣ የተጠቀሙት የመማር ማስተማር ዘዴዎች፣ የተጠቀሙት የትምህርት መርጃ መሳሪያዎችና የተጠቀሙት የግምገማ ስልቶች</p> <p>5.2 የሸክላ ስራ፡ የሸክላ ስራ በሚለው ርዕስና ንዑስ ርዕሶች የተነደፉ ዝርዝር ዓላማዎች፣ ዝርዝር ይዘቶች፣ የተጠቀሙት የመማር ማስተማር ዘዴዎች፣ የተጠቀሙት የትምህርት መርጃ መሳሪያዎችና የተጠቀሙት የግምገማ ስልቶች</p>

## Appendix F

### Units ( topics ) and Subunits (Subtopics) of Aesthetics and Physical Education TTI Syllabus

<b>ክፍለ ትምህርት</b>	<b>ርእስና ንዑስ ርእስ</b>
<b>አንድ</b>	<p style="text-align: center;"><b>በአካባቢያችን የሚገኙ ነገሮች</b></p> <p style="text-align: center;">1.1 በአካባቢያችን የሚገኙ ነገሮች በሚለው ርእስ ስር የተነደፉ ዓላማዎች</p> <p style="text-align: center;">1.2 በአካባቢያችን የሚገኙ ነገሮች በሚለው ርእስ ስር የተመረጡ ይዘቶችና የተመደበው ክፍለ ጊዜ</p> <p style="text-align: center;">1.3 በአካባቢያችን የሚገኙ ነገሮች በሚለው ርእስ ስር የተጠቀሱ የመማሪያ ማስተማሪያ መሳሪያዎች</p> <p style="text-align: center;">1.4 በአካባቢያችን የሚገኙ ነገሮች በሚለው ርእስ ስር የተመረጡ</p>

	<p>የግምገማና ክትትል ስልቶች</p> <p>1.5 በአካባቢያችን የሚገኙ ነገሮች በሚለው ርዕስ ስር የተመረጡ የመማር ማስተማር ዘዴዎች</p>
ሁለት	<p>እንቅስቃሴ (የሰውነት ክፍሎች)</p> <p>2.1 ከ1ኛ እስከ 4ኛ ክፍሎች በኤስቴቲክስና ሰውነት ማሳልመሻ ትምህርት ውስጥ በክፍለ ትምህርቱ ውስጥ የተነደፉት አጠቃላይና ዝርዝር ዓላማዎች</p> <p>2.2 የሰውነት ክፍሎች እንቅስቃሴ በሚለው ርዕስ ስር የተመረጡ ይዘቶች</p> <p>2.3 የሰውነት ክፍሎች እንቅስቃሴ የሚለውን ትምህርት ለማቅረብ የተመረጡ የመማር ማስተማር ዘዴዎች</p> <p>2.4 የሰውነት ክፍሎች እንቅስቃሴ በሚለው ርዕስ ስር የተጠቀሙ የግምገማና ክትትል ስልቶች</p> <p>2.5 የሰውነት ክፍሎች እንቅስቃሴ የሚለውን ትምህርት ለማቅረብ የተመረጡ የመማር ማስተማር ዘዴዎች</p>
ስስት	<p>ፈጠራ</p> <p>3.1 በአካባቢያቸው የተገነዘቧቸው ነገሮች በሚለው ርዕስ ስር የተነደፉ ዓላማዎች</p> <p>3.2 በአካባቢያቸው የተገነዘቧቸው ነገሮች በሚለው ርዕስ ስር የተመረጡ ይዘቶች</p> <p>3.3 በአካባቢያቸው የተገነዘቧቸው ነገሮች በሚለው ርዕስ ስር የተመረጡ የመማሪያ ማስተማሪያ መሳሪያዎች</p> <p>3.4 በአካባቢያቸው የተገነዘቧቸው ነገሮች በሚለው ርዕስ ስር ዓላማዎችን ለመገምገም የተመረጡ የግምገማና ክትትል ስልቶች</p> <p>3.5 በአካባቢያቸው የተገነዘቧቸው ነገሮች የሚለውን ርዕስ ለማቅረብ የተመረጡ የመማር ማስተማር ዘዴዎች</p>
አንድ	ንድፍና ቀለም

	<p>1.1 የተፈጥሮና ሰው ስራሽ ነገሮች</p> <p>1.2 ለንድፍ ስራ ጥናት የተመረጠ የተፈጥሮና ሰው ስራሽ አካላት</p> <p>1.3 የተፈጥሮና ሰው ስራሽ ብርሀን ቀለም ቅብ ጥናት</p>
ሁለት	<p>ኮለሽና ሞዛይክ</p> <p>2.1 በመለጠፍ የልዩ ልዩ ምስሎች ስራ</p>
ሶስት	<p>ኅትመት</p> <p>3.1 የቀጥታ ኅትመት ስራ</p> <p>3.2 ቅርፅ አውጥቶ የማተም ስራ</p> <p>3.3 የሲልክ እስክሪን ኅትመት ዘዴ</p>
አራት	<p>ቅረጻ ቅርጽ</p> <p>4.1 ቅርጻ ቅርጽ ጥናት</p> <p>4.2 ቅርጻ ቅርጽ መስመርና ቴክኒቸር ቅብ</p>
አንድ	<p>የሙዚቃ ቲዎሪ</p> <p>1.1 የኖታዎች አሰያዩም ( ከቦታ አንጻር )</p> <p>1.2 የኖታዎች አሰያዩም ( ከጊዜ አንጻር )</p> <p>1.3 የጊዜ መለኪያ መሳሪያዎች</p> <p>1.4 ስኬል</p>
ሁለት	<p>ስልፌጅ</p> <p>2.1 ኖታዎችን መጫዎቻ በጊዜ ቆይታቸው መሰረት</p> <p>2.2 እስኬሎችን መዘመር</p>
ሶስት	<p>የሙዚቃ መሳሪያዎች አይነትና አጠቃቀም</p> <p>3.1 የሙዚቃ መሳሪያዎች ጠቀሜታና አስፋፊል</p> <p>3.2 በጣም ቀላልና የሆኑ የሙዚቃ መሳሪያዎችና አሰራርና</p>

	<p><b>አጨዋወት</b></p> <p><b>3.3 ዋና ዋናዎቹ አለም አቀፍና ሀገር አቀፍ የሙዚቃ መሳሪያዎች አይነት</b></p>
<b>አራት</b>	<p><b>ባህላዊ ሙዚቃ</b></p> <p>4.1 የባህላዊ ሙዚቃ ጠቀሜታ አይነቶች</p> <p>4.2 የባህላዊ ሙዚቃ አጠናን ዘዴ</p> <p>4.3 ባህላዊ ሙዚቃን መጫወት</p>

## Appendix G

### Units (Topics) and Sub units (Sub topics) of TTI Pedagogical Science Syllabus

Chapter	Units (Topics) and Subunits (Subtopics)
ONE	<p>Pedagogics</p> <p>1.1 Definition</p> <p>1.2 Historical development</p> <p>1.3 Role and importance of pedagogics in the instructional process</p>
TWO	<p>History and development of education in Ethiopia</p> <p>2.1 Definition of education and forms of education</p> <p>2.2 History of education in Ethiopia</p>
THREE	<p>Curriculum</p> <p>3.1 Definition</p> <p>3.2 Curriculum development process</p> <p>3.2.1 Curriculum objectives and its classification</p> <p>3.2.2. Selection of contents</p> <p>3.2.3 Developing the flow chart, syllabus, textbook and teacher's guide</p>

	<p>3.2.4 Tryout</p> <p>3.2.5 Implementation</p> <p>3.2.6 Curriculum evaluation</p>
FOUR	<p>Instructional Methods</p> <p>4.1 Teaching-learning principles and processes</p> <p>4.2 Various methods of teaching with emphasis to child centered approach</p> <p>4.3 Teaching techniques</p>
FIVE	<p>Classroom organization and management</p> <p>5.1 Concepts of classroom management</p> <p>5.2 Importance and purpose of managing the classroom</p> <p>5.3 Factors affecting classroom management</p> <p>5.4 Classroom leadership</p> <p>5.5 Techniques of classroom organization and management</p> <p>5.6 Self-contained classroom management</p> <p>5.7 Continuous assessment</p> <p>5.8 Multi-grade teaching approach</p>

SIX	<p>Instructional planning</p> <p>6.1 Concepts of instructional planning</p> <p>6.2 Significance of planning instruction</p> <p>6.3 Levels of instructional planning</p> <p>6.4 Planning interactive instructional situations</p>
SEVEN	<p>Instructional Materials</p> <p>7.1 Meaning and purposes of instructional materials</p> <p>7.2 Types of instructional materials</p> <p>7.3 Production of instructional materials</p> <p>7.4 Selection and utilization of instructional materials</p>
EIGHT	<p>School organization</p> <p>8.1 Concepts of school organization</p> <p>8.2 Tasks undertaken under school organization</p> <p>8.3 Purposes of school organization</p> <p>8.4 Duties and responsibilities of the teaching and non- teaching staff</p> <p>8.5 Mobilization of the school personnel for common educational goals</p>

	8.6 School community relation ship
NINE	<p>Teaching Practice</p> <p>9.1 Purpose</p> <p>9.2 Micro-teaching</p> <p>9.3 Peer-teaching</p> <p>9.4 Observation of the actual teaching-learning process in primary schools</p> <p>9.5 Reporting and discussion</p> <p>9.6 Orientation for actual teaching practice</p>
TEN	<p>Teaching profession and Ethics</p> <p>10.1 Concept of profession</p> <p>10.2 Concepts of teaching profession</p> <p>10.3 Professional ethics</p>
ELEVEN	<p>Educational Research</p> <p>11.1 Purposes and types of educational research</p> <p>11.2 Types of educational research</p> <p>11.3 Action research methodology</p> <p>11.4 Report writing</p>
TWELVE	Adult Education

	12.1 Definition of an adult
	12.2 Principles of adult education
	12.3 The role of adult education in the Ethiopian reality
	12.4 Andragogy, special feature of adult education

## Appendix H

### Units ( Topics) and Sub units ( Sub topics) of Educational Psychology TTI

#### Syllabus

Chapter	Units(Topics) and Sub units(Subtopics)
ONE	Introduction to Educational Psychology  1.1 Psychology 1.2 Educational psychology
TWO	Growth and development of the learner  2.1 Concept of growth, development and maturation  2.2 Aspects of development of child hood period
THREE	Learning concepts and processes  3.1 Concept of learning  3.2 Theories of learning
FOUR	Conditions or factors in human learning  4.1 Motivation  4.2 Some factors accounting for differences in human learning  4.3 Guidance and counseling
FIVE	Educational measurement and Evaluation  5.1 Basic concepts and purposes of evaluation  5.2 Types of evaluation  5.3 Types of classroom tests

	<p>5.4 Observational techniques of assessment</p> <p>5.5 Planning classroom tests</p> <p>5.6 Principles of classroom test construction</p> <p>5.7 Advantages and disadvantages of classroom tests</p> <p>5.8 Some suggestions for classroom test construction</p> <p>5.9 Administration, scoring and interpretation of tests</p> <p>5.10 Item analysis</p> <p>5.11 Qualities of good evaluation</p> <p>5.12 Keeping record book</p>
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## Appendix I

### Units and Subunits Special Needs Education TTI Syllabus

ክፍለ ትምህርት	ርእስና ንዑስ ርእስ
1	<p><b>የልዩ ፍላጎት ትምህርት</b></p> <p>1.1 ምንነት</p> <p>1.2 ታሪካዊ አመጣጥና እድገት</p> <p>1.3 አደረጃጀት</p> <p>1.4 ጠቀሜታ</p>
2	<p><b>ልዩ ትምህርት ፈላጊዎችን መለየትና ማገዝ</b></p> <p>2.1 ልዩ ተሰጥኦና ችሎታ ያላቸው ህጻናትና ወጣቶች</p> <p>2.2 ማየት የተሳናቸው ህጻናትና ወጣቶች</p> <p>2.3 መስማት የተሳናቸው ወጣቶችና ህጻናትና ወጣቶች</p> <p>2.4 የአእመሮ እድገት ዝግመት ያለባቸው ህፃናትና ወጣቶች</p>

	<p>2.5 የመግር ችግር ያለባቸው ህፃናትና ወጣቶች</p> <p>2.6 የመግባባት ችግር ያለባቸው ህፃናትና ወጣቶች</p> <p>2.7 የባህሪ መዛባት ችግር ያለባቸው ህፃናትና ወጣቶች</p> <p>2.8 ተደራራቢ የአካል ጉዳቶች</p> <p>2.9 ከባድ በሽታ ያለባቸው ህፃናትና ወጣቶች</p> <p>2.10 ከባህልና ከአካባቢ ተፅእኖ ጋር በተያያዘ ልዩ ድጋፍ የሚያስፈልጋቸው</p>
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## Appendix J

### Format of the Coding Sheet

Units and Sub units of \_\_\_\_\_ TTI syllabus

Chapter	Units(Topics) and Subunits(Subtopics)




