

CONTENT AND EFFECTIVENESS OF INSTRUCTIONAL
RADIO PROGRAMMES FOR THE TEACHING OF ENGLISH
IN ETHIOPIAN ELEMENTARY SCHOOLS

(A Descriptive and Experimental Case Study)

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TABLE OF CONTENTS

	PAGE
ACKNOWLEDGEMENT	iii
LIST OF TABLES	iv
CHAPTER	
I. - INTRODUCTION	1
1. The Problem	1
1.1 Statement of the Problem	1
1.2 Importance of the Study	2
1.3 Limitations of the Study	3
1.4 Scope of the Research	4
II - REVIEW OF RELATED LITERATURE	5
2.1 Radio-a pioneer in Educational Technology ...	5
2.1.1.Potentials and Limitations of Instructional Radio	7
2.1.2 Some Countries' Experiences in Instructional Radio	13
- Nicaragua	13
- Thailand	14
- Kenya	15
2.1.3 Educational Mass Media and English Language Teaching in Ethiopia-Brief Historical Account	16
2.2 Content Analysis of Instructional Radio Programmes	19
2.2.1 Methodological Issues	19
2.2.2 Instructional Vs, General Radio Programmes	22
2.2.3 Selection and Gradation for English Teaching by Radio	25
2.3 Measures of Effectiveness of Instructional Radio.	
2.3.1 Methodological Issues	39
2.3.2 English Language Teaching Methods and Radio	43
2.3.3 Printed Matter and Instructional Radio	52

	PAGE
III PLAN OF THE STUDY	55
3.1. Materials Analysed for Content and Tested for Effectiveness	55
3.2 Methods Used in Content Analysis and in Measuring Effectiveness	56
3.2.1 Content Analysis	56
3.2.2 Measures of Effectiveness	59
IV THE RESULTS OF THE STUDY	64
4.1 Content	64
4.1.1 Grade Three	66
4.1.2 Grade Four	81
4.1.3 Grade Five	92
4.1.4 Grade Six	101
4.2 Effectiveness	112
4.2.1 Grade Three	113
4.2.2 Grade Four	114
4.2.3 Grade Five	116
4.2.4 Grade Six	118
V. CONCLUSION AND RECOMMENDATIONS	124
5.1 Conclusion	124
5.2 Recommendations	126
FOOTNOTES	129
BIBLIOGRAPHY	135
APPENDIX	139

LIST OF TABLES

TABLE		PAGE
I	PROGRAMME/WEEK N ^O OF SAMPLED PROGRAMMES	56
II	TEST DATES AND PROGRAMME . - WEEK SPAN SEMESTER I	63
III	TEST DATES AND PROGRAMME - WEEK SPAN SEMESTER II	63
IV	OUTLINE OF GRADE THREE RADIO ENGLISH	67
V	COMPARISON OF GRADE THREE RADIO/CLASSROOM ENGLISH	73
VI	GRADE THREE RADIO ITEMS SUITABILITY FOR PRESENTATION	75
VII	GRADE THREE RADIO VOCABULARY LIST	77
VIII	OUTLINE OF GRADE FOUR RADIO ENGLISH	82
IX	COMPARISON OF GRADE FOUR RADIO /CLASSROOM ENGLISH	88
X	GRADE FOUR RADIO ITEMS SUITABILITY FOR PRESENTATION	90
XI	GRADE FOUR RADIO VOCABULARY LIST	91
XII	OUTLINE OF GRADE FIVE RADIO ENGLISH	93
XIII	COMPARISON OF GRADE FIVE RADIO /LEXICON	98
XIV	GRADE FIVE RADIO ITEMS SUITABILITY FOR PRESENTATION	99
XV	GRADE FIVE RADIO VOCABULARY LIST	100
XVI	OUTLINE OF GRADE SIX RADIO ENGLISH	102
XVII	COMPARISON OF GRADE SIX RADIO/LEXICON	109
XVIII	GRADE SIX RADIO ITEMS SUITABILITY FOR PRESENTATION	110
XIX	GRADE SIX RADIO VOCABULARY LIST	111
XX	POINTS OF RELEVANCE TO EFFECTIVENESS - GRADE THREE	113
XXI	POINTS OF RELEVANCE TO EFFECTIVENESS-GRADE FOUR	115
XXII	POINTS OF RELEVANCE TO EFFECTIVENESS-GRADE/FIVE	117
XXIII	POINTS OF RELEVANCE TO EFFECTIVENESS GRADE SIX	119
XXIV	CALCULATED t-VALUES OF SAMPLED PROGRAMMES	

ABSTRACT

This thesis comprises of a descriptive and experimental study. The study has been conducted to investigate the content and test the effectiveness of the English teaching radio programmes that are broadcast to supplement the classroom English teaching. Each of the grades from three to six, which are the grade levels for English in Ethiopian elementary schools, receives twenty six programmes in twenty six weeks in one academic year. This study describes all the one hundred and four programmes aired for the four grade levels mentioned above. The relationship of the English teaching radio programmes with the classroom items and/or the English curriculum for the elementary schools has been looked into. The suitability of the selected items for radio presentation has also been seen in the light of the lengthy theoretical discussion contained in Chapter II on the nature of radio as a teaching media and the principles of selection, gradation, presentation and repetition for teaching English by radio.

The investigation thus carried out indicates that too many items are included (for the 15 minutes duration of each of the programmes) in the radio programmes for grade three and four with continuing decrease in grades five and six - a trend that should have been reversed. The suitability for radio presentation of the items for grade three has been found to be satisfactory in that 116 of the 147 vocabulary items could be demonstrated by pictures and/or actions, objects, models. Again in here the degree of suitability for radio presentation of the selected items decreases in grades four, five and six.

The second part of this study describes thirty two (eight from each grade) of the one hundred and four programmes for points considered to be relevant for the programmes being effective to teach the items contained in them. This investigation indicates that the programmes are loaded with rote repetition drills and long sentences for repetition exercises; contain too few cues for pupil overt responses. The mode of presentation, however, has been found to be suitable for radio.

Furthermore, the same thirty-two programmes have also been tested in an actual classroom situation by comparisons of pre and post broadcast oral test results of sampled students in three randomly selected elementary schools in Bahir Dar town, Gojjam region. Two tailed t-tests of significance run for the thirty two programmes indicate that twenty eight of them have been effective, both at .01 and .001. probability level, to teach the items contained in them. However, the writer has mentioned possible reasons for the success indicated by the statistics and lists some recommendations that might help to upgrade the quality of the English teaching radio programmes produced in the future.

C H A P T E R I

I N T R O D U C T I O N

1. The Problem

1.1. Statement of the Problem

The use of radio as a medium for classroom support instruction in Ethiopian elementary schools dates back to 1969, just about a year after the Educational Mass Media Centre (EMMC) was established.¹

Though the Centre's initial broadcast coverage was limited to the Central highland area and the environs around Asmara and Harar, it now virtually covers the whole country using its eleven regional medium wave transmitters².

One of the many elementary school subjects the EMMC broadcasts at present is English language. In fact, the transmission of English language programmes for elementary schools began during the 1969/70 academic year when they started to be broadcast as a twenty-minute programme for grade three students. Ever since that time English language teaching programmes have been produced by the English panel of the EMMC. Currently the programmes are broadcast as fifteen minute programme for grades three to six which are the grade levels for elementary English in Ethiopia. These programmes are said to fit into the context of the formal classroom teaching based on the elementary school curriculum of Ethiopia. As already mentioned, it has been almost two decades since the start of educational broadcasts in Ethiopia. However, no independent evaluation of content and effectiveness of these programmes has been done, except those conducted by the EMMC's evaluation personnel whose main job, until very recently, has been more of the evaluation of utilization of the programmes than that of content and effectiveness.³

This thesis, therefore, attempts to look in a relatively detailed and objective manner, into the content of the radio English programmes in terms of pronunciation drills, vocabulary items, structure and other linguistic elements. It investigates the selection and gradation of the content categories just mentioned. This work further tries, after the description of content, to measure the effectiveness of these English programmes in the actual classroom situation. This is done by comparisons of results of pre and post tests of performance of sampled students in sampled programmes in selected elementary schools at Bahir Dar town, Gojjam region.

1.2 Importance of the Study

As there has not been any independent study of this kind so far, the importance of this study lies in the relevance it may have to future programme production for English language teaching by radio. It is believed that the points raised and discussed in connection with the sampled programmes will equally hold for the rest of the programmes not measured for effectiveness thereby enabling this study to make a modest contribution towards maximizing the 'appropriateness to level' and "appropriateness to radio presentation" of the EMMC's English programmes. This thesis shall also indicate the scope of coverage in content and degree of success in effectiveness of the programmes being broadcast at present.

And as this study is primarily concerned with the teaching of English by radio, it comments on the issue of educational technology and English language teaching methodology.

In addition, the information contained in this thesis in relation to some countries' instructional radio projects will serve as a synopsis of the scanty and scattered literature on the role of radio as a teaching medium.

Lastly, the theoretical discussion on content analysis and measures of effectiveness with special emphasis on instructional radio, may help as a very limited reference material for other researchers interested in the application of mass communication to education.

1.3 Limitations of the Study

The total number of English teaching radio programmes broadcast in one academic year to each of the grades from three to six is twenty six. This study, however, for the measurement of effectiveness, takes only eight (32.5%) sampled English programmes from each grade. This is to say that only 32 of the 104 programmes are dealt with for effectiveness.

The study of effectiveness, it should be noted, is carried out by pre and post broadcast tests prepared on the sampled programmes. However, these tests have not themselves been 'tested' on comparable audience to those sampled for this study. This limitation could not have been avoided as the sampled programmes are dispersed all throughout the academic year and students could not be tested any earlier than only a day or two before actual station broadcast because the radio programmes must come only after the classroom English which is essential for the comprehension of the radio English. This would not leave the writer with sufficient time if he were to test the tests and make changes in the test items for the experimental group. It is strongly believed, however, that the tests have content and face validity as they are prepared, in each case, from the respective programmes after careful and repeated listening.

It should also be mentioned that the sampled radio programmes were not heard by the sampled students on a live broadcast situation, but rather on a replay situation from a tape recorder one or two days earlier than the first actual radio broadcast time. This might have created an artificial situation for the audience which is used to 'normal' classroom radio

listening. This, however, was the only alternative the researcher had because working on it from the actual broadcasts would have interfered with the selected schools' time table, classroom use etc., as the individualised pre and post aural-oral tests including the in-between-tests teaching take as long as two hours per one programme for one grade.

Furthermore, the effectiveness test was administered in only three elementary schools in Bahir Dar town, Gojjam region. It would be argued that results would be more reliable if schools from different localities in the country, both rural and urban, were taken. This was not possible in this study because of financial and time constraints.

1.4 Scope of the Research

This research is confined to the investigation of content and effectiveness of the English teaching radio programmes broadcast to elementary schools in Ethiopia. It does not include the utilization aspect of radio English programmes at different schools in the country. Furthermore, this work does not take into consideration the English teaching radio programmes produced by the Distance Education Division (DED) of the Ministry of Education for the teaching of English at the high school level in Ethiopia. This is due to this writer's main concern with the teaching of English by radio within the formal classroom situation. DED's programmes are beamed primarily to adult students studying part time in correspondence with the Division. And this makes it not so easy to track and test these out-of-school students in a controlled manner as it is possible with regular school-age children. It is assumed, meanwhile that regular high school students benefit from the DED's English teaching broadcasts.

CHAPTER II

REVIEW OF RELATED LITERATURE

The teaching of foreign languages in elementary schools has been a topic of discussion for many years. It has even been treated in many UNESCO conferences organized only for this purpose (Stern 1967, 1969).

The issue is so important that many countries have formulated policies and have tried various means and methods to facilitate the teaching of a foreign language to elementary school students. One of the means chosen is the use of the mass media for foreign language teaching; and one of the favourite media for this is the radio. In order to upgrade and fully appreciate instruction through the radio, it is important to know the nature of the media-what it does and does not do. The following pages, beginning with brief remarks on educational technology, attempt to appraise radio as an instructional media.

2.1 Radio-a Pioneer in Educational Technology

Radio, which enjoys relatively high familiarity compared to other devices of mass communication, especially in less developed countries, is but one of the devices used in the teaching-learning process both in formal and nonformal education. Educators have long realized the great potential of radio for instructional purposes so that its application for teaching school subjects began, in the USA for example, as early as 1919.¹

But before we discuss in detail the radio as an instructional media, it seems fitting to look, very briefly, at the ideas associated with the term 'educational technology'-a term that has been in constant change and modification to include the ever-growing conceptual framework and application of technology in education. The following remark by W.Dunn and C.Holroyd indicates the absence, until as recently as 1968, of any workable all-inclusive definition of educational technology.

They state:

beyond agreeing that there is a rough and ready consensus principle which enables us to lump together such things as closed-circuit TV, language laboratories, programmed learning and packaged learning materials of one kind or another, it is not clear that there is as yet any coherent conceptual framework which entitles us to speak,² as we do, of a developing educational technology

The foregoing observation, however, has not precluded others from giving their own versions of the constituents of educational technology with the delimitations of the uses and situations of use of these devices. Bruce J. Biddle and Peter H. Rossi for example, stated the following remark even earlier than the above comment by Dunn and Holyord. They said:

an educational medium is such a device used for educational purposes. Thus when television is used for education (rather than for entertainment or for other goals) it becomes an educational medium³ whether found in the home, tavern or school.

Meanwhile, educators have been warned of the danger of looking at educational technology as the solution for all learning-related problems which might be deep-rooted in the country's system of education. It is pointed out that resorting to modern machines for their own sake may not necessarily be an easy way out. In fact, since the initial cost of introducing a technological mass media device for large-scale instruction is very high, policy makers should first weigh the advantages and disadvantages in the system to be introduced. Technological appliances should only "be considered as means to the attainment of educational objectives rather than as things-in-themselves...only by knowing how to use hardware appropriately shall we change the efficiency and quality of learning to a significant extent."⁴

Such increase in efficiency and quality of learning, by the use of a technological device for education, comes from the inherent nature of these devices (as in the case of radio and television, for example) to

conquer the physical barriers of distance and time and the long term lowered cost-per-student expenditure. They also are advantageous in the introduction of "rich curricula, well structured lessons and outstanding teachers, and by providing a powerful motivational aid to learning."⁵

In short, educational technology is looked up to as the means for making:
"(1) education more productive (2) instruction have a more scientific base
(3) education more individual (4) instruction more powerful (5) learning more immediate and (6) access to education more equal"⁶

2.1.1. Potentials and Limitations of Instructional Radio

Radio, though it is a one-sense (i.e, hearing) media, has proved its worth as an educational tool both in formal and nonformal learning and teaching activities. In fact, it had been the first and for long the unrivalled teaching device until the coming of closed circuit TV which has the added advantage, over radio, of visual images. And yet, the number of countries that still use radio for educational goals has not diminished much because of the lower expense radio requires, compared to ETV, both during the setting up of broadcast stations and later transmissions. In fact, the expenditure-per-student ratio, both in programme production and broadcast phases, is very much less in radio than in any other media. If it would serve as an illustration, Edgar Dale has mentioned that "Radio instruction is probably about a fifth of the cost of television teaching".⁷

But putting aside the comparisons in expenditure between educational radio and other media (which, still, should not be seen lightly) let us see the inherent qualities and some of the limitations of radio as a teaching media.

A. Qualities

i. Set inexpensiveness - at present, a radio is the most widely available device both in the rural and urban areas. In fact, Aspinall, points out that "in terms of general availability radio is the leading medium of mass communication. In much of the world, including most Asian and African countries, there are more radio sets than copies of daily newspapers, television sets or cinema seats."⁸ The versatility radio has in allowing its listener to tune in different stations at will and the very simple operation it requires coupled with the long service a few dry cell batteries give, have made radio an ideal device both for entertainment and instruction. The mass produced multi-wave portable radio sets are so familiar even in the farthest village that they are now taken for granted. This has been possible by the low price one has to pay for a set that serves all the purposes a radio set is expected to. The implication of this fact for instruction is that almost any school with very meagre income could possess a radio or that a few radio sets would, by being moved from class to class, serve a big school with many sections. This quality of radio is ever more appreciated when seen in comparison to the amount one has to pay for, say a taperecorder or a TV set which are included among the technological devices used for educational purposes.

ii. Immediacy and Up-to-dateness - the radio, in its very nature, is suited for live broadcasts of events for listeners far away from the place of the event. This quality in radio creates in the listeners the impression of 'being there' at the spot of the happening. To quote Aspinall again, he remarks that radio "has the immediacy which other media do not have to quite the same degree. Not only can it bring us today's news today, but today's news while it is happening"⁹ This advantage is best seen when we consider the late-time documented information in print or some obsolete information

contained in text books, which in the former lacks the emotional impact of live broadcasts and in the latter requires up-dating. Dwelling on this point, Waniewicz says: "Broadcasting can rapidly introduce into the educational process material which is not yet available in printed form. It can provide the newest knowledge and ideas using the most rapid means for the widest diffusion".¹⁰ One may argue that subject-related information does not necessarily require the kind of 'freshness' of live broadcasts or is not outdated so soon as other non-subject area current information is, but such an argument does not reduce the radio's quality of ever-up-to-dateness and immediacy. This could easily be seen in comparison to either a tape replay or TV transmission situation which in the case of the tape recorder is very limited in number and simultaneous use over a wide area, and in the case of the TV transmission, coverage is very limited, especially in developing countries like Ethiopia.

iii. Leaping barriers of time and space - very much related with the quality of immediacy and up-to-dateness is the radio's other merit in leaping the barriers of time and space. It not only informs us on current events as they happen, but enables us to relive past happenings and brings home personalities and situations from distant places and time. Edgar Dale, after remarking on "the power of radio ... to bring the past to the present"¹¹ has further ascribed the greater role to radio of bridging the mental and spiritual gap in the world which he says "has physically become a unity."¹² This quality of radio offers a big advantage to education by allowing prominent teachers to reach far away and otherwise unreachable audiences and share their experiences through the sound box.

iv. Flexibility - the radio is a suitable media for a variety of educational programmes such as straight talks, discussions and dramatizations. Commenting on the opportunities radio's flexibility offers to learning, Theo van Els, et.al. underline that "interviews, news broadcasts, quizzes etc.

make an enormous variety of language material available which is very useful in teaching".¹³ The range of situations radio can create by the use of sound effects makes it very useful for instruction, which has to be as varied as possible to attract the attention of its listeners. The other point worth mentioning in relation to its flexibility is that instructional radio, unlike print or TV, can concurrently be used with other media as it only involves the ear whereas the others require the learner to 'attend' to them either visually or by some manipulative jobs, barring him in the process from doing anything independent yet related to the instruction being broadcast.

v. Non-literate audience - the radio is a media that does not require any literacy on the part of its audience. This quality makes it an ideal device for education in countries where there is a high percentage of illiteracy; in fact radio has proved to be a very practical tool in the campaign against illiteracy in many countries. (Madison: 1971). It has also been used in a number of developing countries for adult education programmes that try to inform farmers and other sections of society on improved ways of doing things. Notable examples among these are the radio farm forums of India (Schramm, et.al.: 1967), Ghana (Coleman, Pokku and Abell: 1968), Tanzania (Hall : 1973). To return to our point of interest, this quality of radio that it suits a non-literate audience makes it very desirable for the teaching of a second language in the elementary stage during which no writing or reading skill is required, the prime attention being given to the consolidation of the receptive skill of listening and the productive skill of oral production. Another audience character in instructional radio is that the listeners are what are called a 'captive audience' as opposed to the general programme listeners who are free either to listen or not. This, therefore, makes it easier for the radio teacher to be tuned in without, of course, forgetting that the radio teacher should also

be as interesting as could be for he is addressing, to use the words of Remiszowski "a captive, unmotivated audience."¹⁴

B. Limitations

i. One way communication - broadcasts on a radio come from a source to which no instant feedback of any kind is possible as is the case in the face-to-face classroom situation. The students cannot ask questions, give comments or express their feelings about the broadcast material during the actual transmission time. Moreover, this same limitation makes it impossible for the radio instructor to observe the behavior (verbal or non-verbal) of his listeners so as to adjust his delivery to suit the students' changing moods. The danger, therefore, is that the attention of the listeners and the educational programme are irretrievably lost. In connection to this, Waniewicz says, "The one way nature of broadcasting does not provide for resolving misunderstandings which may appear in the process of delivering information... it cannot supervise student's activities nor control and verify progress made by them..."¹⁵ Radio programme producers and educators should be aware of this limitation and design their programmes in an attractive manner to keep the audience actively engaged in the learning process. Some of the techniques of maintaining attention and active participation include periodic requests for overt responses, playing bridge music, varying presentation in the form of dialogues, dramatization etc.

ii. Lacking in visual images - the other major limitation in radio, as mentioned earlier, is its being a one-sense media. It lacks the visual element which is very essential in most communication situations. In this, ETV gains a better ground (though it also is a one-way media) because it has visual images in addition to the sound component that carries over the instructional message to the audience on the receiving end. Attention is assumed to be better retained in a TV programme than in a radio programme.

However, some educators argue that this lack in visual images in radio actually has its good side in that it sets on, in the listeners, a process of imagination to create a mental picture of the situations from the sound clues in the verbal message they receive. The students are not, as these experts claim, restricted to the image they see on the screen. It is also mentioned above that sound effects, coupled with explanations might be good, if not more effective, substitutes for visual images.

iii. No prehearing or reusability - most radio programmes are aired without any pre-broadcast evaluation by sample listeners from those expected to listen to it and are also lost forever (if they are not replayed from a recording) once they are broadcast. This sudden on-coming and equally sudden disappearance of radio broadcasts makes the device a little inconvenient for instructional purposes, because instruction requires a step by step appraisal of the teaching points in the educational programmes. This limitation, however, is offset by the use of tape-recorders for recording radio programmes for later use.

iv. Pace of delivery - most communication through the radio normally follows regular conversational pace; it does not give much regard to some listeners' inability to pick information from medium paced or speedy delivery. This, in most radio programmes for the general public, may not be a big problem, because what is important in such programmes is not each individual's full comprehension of the information, but the passing on of the information for whoever cares to listen. In instructional programmes, however, the speed of delivery is a point to be considered for it might bring such difference as between understanding the content or not. This is especially true in foreign language teaching by radio (English in the Ethiopian case) to elementary school students. It is in support of this fact, regrettably neglected, that Jean Rowntree said the following:

The association of sound and meaning is, of course, dependant to a great extent on the pace of teaching, and I doubt if it is always recognized that the wrong pace, even in English, may give its hearers the impression that a spoken text is incomprehensible, when it would be well within their grasp if they saw it in print.¹⁶

If this remark is directed to English teaching broadcasts to adult English speakers, it is not difficult to consider how much more relevant it would be to radio English programmes that aim to teach it as a foreign language.

v. Timing - the other major problem that hinders the effective use of instructional radio is the inconvenience it creates to school officials in the synchronziation of the schools' regular classroom schedule with the radio lesson's timetable. This, however, is a problem that, if solved once, will not recur very often and is assumed to have been settled in the case of Ethiopia by broadcasting each week's programme including English at least three times and at different times during that programme's week (see appendix A).

2.1.2. Some Countries' Experiences in Instructional Radio

Radio has been used, as indicated above, both for formal and non-formal instruction. The writer of this thesis, however, reviews very briefly, the information on those countries that use radio for formal education. It should be mentioned, meanwhile, that information with regard to instruction by radio is, on the whole, very scanty and scattered. Yet, an attempt is made here to say a few words about the experiences of ~~three~~ countries - (one from Central America, one from Asia and one from Africa) - in instructional radio. The choice of the countries is not entirely arbitrary, for their being in the group of countries known as developing countries has been taken into consideration.

Nicaragua - The country that has most successfully used radio for formal instruction and is therefore most often referred to in discussions of educational radio is the Central American country Nicaragua. It initiated Radio Mathematics Project (RMP) in 1974 with aid from the American government.

The Project was aimed at teaching elementary mathematics for regular students in grades one to four. By 1978, the programmes were serving about 8,000 children excluding the out-of-school children and adults who must have benefitted from the broadcasts.¹⁷ As stated by Klaus Galda, the radio lessons in Nicaragua were seen, " as a way of overcoming the two main problems in rural schools-insufficiently trained teachers and lack of text books or other educational materials".¹⁸ The project has achieved these objectives because the programmes, did not require any training or teaching experience on the part of the teachers who use them. There was also no need for any written support material other than the teacher guides and student notebooks.

The success of the RMP of Nicaragua has been confirmed by the evaluation reports on the project and from the better performance on achievement tests by the radio class students than by those who did not use the radio lessons. The project was discontinued in mid 1979 after the eruption of the Nicaraguan popular revolution. Nevertheless, the Nicaraguan experience has been drawn upon by other countries that strive to spread primary education, especially to their rural population. Notable among these is Thailand which actually began instructional radio very much earlier than Nicaragua.

Thailand - Thailand started broadcasting school subjects by radio in 1958 which initially served 220 elementary schools and 66 secondary schools. One year later, the service was expanded to cover all of Thailand though it was not very successful because of a very acute shortage of receiving sets and difficulties in fitting classroom schedules with radio programmes. Among the subjects that were decided upon to be taught by radio was English which according to Schramm "... is offered widely as a second language in Thai schools, although many teachers are not well prepared to teach the language".¹⁹ The radio English lessons, therefore, offered a chance to school children and their teachers to listen to native or near-native fluency teachers who, in

addition, demonstrated their talent on better second language teaching methods. Unfortunately however, Schramm indicated that "Results on tests of performance in English were less encouraging. There were no significant differences between experimental and control groups on aural ability. ... the English broadcasts have been extensively revised since the experiment"²⁰ Possible reasons as listed by Schramm for such inability of the experimental classes to perform better are assumed to be the weak signal from the station that resulted in poor reception which makes English sounds unintelligible and the reluctance of the older, less flexible and less well trained teachers to utilize the radio lessons fully.²¹ These and other weaknesses are expected to have been eliminated since the 1967 Schramm report.

Kenya - When we come back to Africa, we find Kenya which has started, with US aid, a primary school English teaching by radio. The project, known as the Radio Language Arts project (RLAP) was launched in 1980 with a design to teach English for primary school students using radio not as a support to classroom conventional teaching like in Ethiopia but as a sole instructional medium. Meanwhile, the classroom teacher has the important role of expediting the radio instruction by directing the pre-during-post broadcast language activities which are considered essential parts of the radio programmes. Assigning to radio the primary role of instruction in Kenya has been taken after the Nicaraguan experiment in RMP.²² The rationale for initiating the project, as underlined by Morris Cutler, was that 'Kenya suffers from an expanding school population and scarcity of qualified teachers, particularly, in rural schools',²³ a situation that besets most developing countries including Ethiopia,

Preliminary results from an achievement test administered both to control and experimental classes, after just one year of English lessons broadcasts, show significant gains by the experimental classes. This result

has strengthened the argument that the use of educational radio upgrades the quality of formal instruction. Furthermore, such an improvement mentioned above "was found in every district and every vernacular language group represented in the project, and for schools serving high, medium and low on the national primary school leaving examination."²⁴

The RLAP "was completed in 1986, and is soon to be replicated in its entirety in Lesotho."²⁵

2.1.3 Educational Mass Media and English Language Teaching in

Ethiopia-Brief Historical Account

Language teaching by radio began in 1964 with the publication, for literacy programmes associated with Unesco, of a text entitled "manbebina mesaf bi-radio (reading and writing by radio)."²⁶ However, this was a very short-lived innovation that never materialized outside of the experimental stage. Much emphasis is, therefore, given in this brief account to the role played by the Educational Mass Media Centre (EMMC) that spearheaded educational broadcasting for formal instruction in Ethiopian schools.

The Educational Mass Media Centre (EMMC) was set up following an attempt, in 1964, by the Ethiopian Ministry of Education and the USA's POINT FOUR (the present USAID) to set up the centre which was then known as the audiovisual production centre. This earlier attempt failed only to be followed by another one which was a success and led to the establishment of the EMMC in Jan. 1968-about three years after the introduction of television into Ethiopia. The coming of television in November 1964 prompted some educators to try it for the teaching of school subjects. The first TV lessons that included two series of programmes each week for English teaching began in October 1965. However, these programmes were not very successful for reasons of creating a cultural gap and because they took up all of the regular teachers' time of teaching English."²⁷

A year later English language teaching programmes started for grades one to three and nine and ten of about thirty five schools in and around Addis Ababa.²⁸ This limited coverage was extended, by 1968, to eight private and fifty five government schools-yet again in the Addis Ababa area²⁷. The aid received from governments such as Britain and Japan in the form of production and audio-visual equipment and TV receivers and the setting up of repeaters of TV signals to cover areas upto twelve kms from Addis Ababa enabled the young EMMC to reach, in 1971, a potential school audience of 160,000 that received instruction in various school subjects including language studies, one of which was English.³⁰

The foregoing remarks related more to educational television only because the use of ETV preceded that of educational radio. This, however, does not mean that instructional radio did not have its own history; on the contrary, educational radio has also come a long way to reach its present dependable stage. The first radio broadcast for schools as mentioned at the beginning of this paper, began in the 1969/70 academic year and covered only the Central Shoa area around Addis Ababa. The coverage was expanded by a medium wave transmission of the same programmes from a station in Asmara for students in and around Asmara city. Instructional radio continued its expansion and was started in the Harar area from a third medium wave transmission station in the eastern town of Harar. For specific information about English language teaching on the radio, Abdu Mozayen has this to say:

Radio Ethiopia prepared a series called "Teach Better English" which was very well received. In addition, the adult audience was approached in another locally prepared series called "Improve Your English". A carefully planned radio series for elementary schools was prepared for the year 1969/70 utilizing 200 minutes of broadcast time per week.³¹

According to Abdu Mozayen, at about the same time (i.e, November 1969) instructional radio was launched for secondary school students whose rapid increase in number and lack of a corresponding number of teachers forced the introduction of radio as a possible alternative to the acute shortage felt. And even in here, it should be mentioned that "In the allocation of subject periods by grades, language teaching got the largest share, both as areas of emphasis and as one readily lending itself to the medium. Of the total of forty weekly transmissions, eighteen were for English and Amharic."³²

The EMMC extended its services and, by 1981, claimed to have reached, using the then two regional medium wave transmission stations (the Welayta station in Sidamo and the Legedadi station near Addis Ababa) no less than 637,916 students and teachers in 1599 formal schools among which were students of grades three to six who received English language instruction by radio.³³ Meanwhile it is most appropriate to mention here the long standing assistance of the British Council both in the training (here and abroad) of English language experts and the supply of materials, for use in the radio programmes for English teaching.³⁴

The Centre at present has eleven medium wave stations in the country (see appendix B) and virtually covers the whole of the nation in educational broadcasting. According to the Centre's manager, there are now about 18084 radio sets, donated by UNICEF and the Soviet government, and are being used in over 6,000 elementary schools in the country.³⁵ English language programmes are currently aired for grades three to six each of which receives twenty six programmes in twenty six weeks in one academic year (thirteen in each semester).

Meanwhile, it should be mentioned that transmission of school subjects on ETV, including English, has been stopped since 1973. However, preparations are underway to commence ETV in the near future; this time the coverage is expected to be very wide as TV broadcasts in Ethiopia are now being received

in most urban centres in the country.

Such a notable task is performed by EMMC in addition to the commendable service it renders by broadcasting adult education programmes to an unspecified yet expectedly large audience all over the country. The distance education programmes which include English language lessons for out-of-school secondary students who study by correspondence are also aired by the EMMC's facilities.

2.2 Content Analysis of Instructional Radio Programmes

2.2.1. Methodological Issues

The content analysis of any manifest communication situation should start, it is felt, from an agreed upon definition of what content analysis is. Once this is done, it would then be easy for the analyser what to look for in the text under investigation. The general term content analysis, without being specific to educational messages, has been defined by communication experts in various ways; and each definition gives emphasis to a particular aspect of the message's content it wants to describe. One of the points to be resolved in an attempt to analyse the content of any message, be it educational or otherwise, is therefore to select the most comprehensive and scientific definition of content analysis. The following definition by Bernard Berelson, as quoted by Wayne A. Danielson, has been accepted by this writer to be the most satisfactory for the present study. It is put thus:

Content analysis is a research technique for the objective, systematic and quantitative description of the manifest content of communication. ³⁶

Elaborating at length on the important points mentioned in the above quotation, Danielson remarks that:

Objective means that the categories used to analyse content must be defined so precisely that different persons can analyse the same content using these definitions and get the same results. It also means that heavily evaluative categories and terms (good-bad, fair-unfair, beautiful-ugly) are avoided both because these terms are highly subjective and because their meaning tends to change as fashions come and go.

Systematic means that the selection of content to analyse must be based on a formal, predetermined, unbiased plan; in other words, the analyser cannot choose to examine only those elements in the content which happen to fit his hypothesis and ignore all the others. The word removes content analysis, supposedly, from the argumentative, biased collection of data to prove a point.

Qualitative means that the results of the analysis are usually expressed numerically in some way: in frequency distribution, in contingency tables, in correlation coefficients, in ratios and percentages of various sorts. The preference for quantification is understandable; there is simply much more agreement as to what is correct and incorrect procedure within the precise language of mathematics. It is always advisable, of course, to be sure that the assumptions underlying the use of numbers have been met; a fine frosting of statistics is sometimes used to conceal a crumbling analytical cake.

Manifest means that the semantic analysis involved in content analysis is ordinarily of a fairly direct and simple kind: it deals with "reading on the lines" and not "between the lines."³⁷

The other major issue in content analysis is the formulation of workable and all inclusive categories for the analysis of the text in question whether it is spoken or written. This is evidently necessary because of the need to group the points in the text under some kind of groupings so that it is reduced to a manageable size with points of similar content that are identifiable using a clearly stated category. To quote an authority on the issue, Phillip J. Stone says: "The problem of category construction is widely regarded as the most crucial aspect of content analysis. It is the step in which the data are tied to theory, and it serves as a basis for drawing inferences³⁸."

The last sentence in the above quotation points out the major calling of content analysis which is the making of inferences, in addition to that about the message itself, about the nature, knowledge and mood of the source of the message, about the suitability of the media to convey the message, and about the effect of the message on the receiver. Such inferences on the various constituents of the communication process, however, call for a reliable measuring instruments of the contents of the message that will be used to arrive at the said inferences. The reliability of the measuring instruments is, therefore, another important issue to be considered in content analysis.

The relevance of the foregoing general remarks on content analysis to the specific situation of instructional radio messages is believed to be evident. Instructional programmes, though primarily concerned with imparting educational information, are nonetheless considered as communication messages and should, for this reason, be seen in terms of what constitutes the 'content' of any message. Their analysis, therefore, is very much dependent on defining what is looked for in them, what categories are best suited for the analysis and how dependable these categories are for drawing conclusions from the data thus treated. A content analysis of a programme for English teaching by radio has, therefore, to satisfy the requirements of being objective, systematic, quantitative and manifest. The categories of analysis must be defined in terms of all inclusive language items such as pronunciation drills, vocabulary items, grammatical structures and other communicative language formula presented on the radio for teaching elementary English. The desire for such a study is to make inferences on the appropriateness of the materials in the English teaching radio programmes which shall be ascertained in the light of the theoretical discussion contained here in connection with course item selection and gradation

which are the two important considerations in course content design.

Such a line of activities as listed above is very important in the light of the difference there exists between a radio programme designed to teach school subjects for 'known'-however partially-audience and a general radio programme for heterogeneous public consumption. Furthermore, even with programmes designed to teach a subject, English for example, the purpose, duration and resources available determine the content of the course. It is, therefore, appropriate to mention very briefly some of the characteristics, which have a bearing on each one's content, of instructional radio programmes vis a vis general radio programmes. The following is an attempt in that direction.

2.2.2. Instructional Vs. General Radio Programmes

Robert Nwanko mentioned the three broad categories of programmes in the application of broadcasting for developmental problems. These, he says, are "(1) information /guidance elements within general programming; and, outside the usual context of general programming (2) adult education programming and (3) instructional programming",³⁹ Nwanko further stresses, however, that it would not be very easy to demarcate the points as where exactly the instructional role of one ends and the other begins; much overlapping could be observed and should very well be tolerated. This, however, does not mean that each one of the three broad categories of the use of radio for instruction does not have its own very peculiar and clearly distinguishable characteristics. In fact, Nwanko has listed a number of factors that could be used to differentiate between the above three categories of radio programming for instructional purposes. These factors are:

"(1) Subject matter and organizational relationship among the programmes in a series; (2) definition of target audience; (3) Production style; (4) Scheduling; (5) conditions of reception; (6) the amount and kind of feedback employed; and (7) assignment of responsibility."⁴⁰

It is tried hereunder to paraphrase the explanationa given by Nwanko on each of the points just mentioned.

When subject matter as a distinguishing factor is considered, it refers to the kind of programmes, in the case of general programmes, that are very loose, usually self-contained programmes in that they do not have a very strict sequence among them and treat very broad themes. As an illustration of teaching English by radio in general programmes, one can refer to the indiscriminate broadcasting of BBC's English by radio series such as the prototype 'Calling All Beginners', 'Castor and Pollux' (for the very young) and others which by 1979 have reached to such a proportion that "approximately one hundred and twenty countries broadcast BBC English by radio lessons on their local air"⁴¹. The subject matter in adult education programmes, however, has a more pronounced sequence and is relatively highly organized with the theme in the programmes addressing a certain section of the society in mind with either implicit or explicit desire to induce it into some course of action deemed necessary so as to change its way of life. The subject matter in the case of instructional programmes is the most structured and tightly articulated, and usually treats very specific school subjects like languages, mathematics, geography, etc. These programmes are so sequenced that "an isolated program might be incomprehensible to a student who had not followed the sequence from the beginning",⁴².

In target audience differentiation, one finds general programmes for the general public that composes an audience with very varied background, experience, interest and motivation. Such heterogeneity is less marked in listeners to adult education programmes because the programmes cater for sections of society with some kind of common interest, making such audiences easier for identification and follow up. Instructional programme listeners, however, as is expected, are the most homogeneous because they constitute students of a pre-determined class in a designated room, listening to teaching items

based on the curricula and very strictly graded according to level.

The third factor in distinguishing programme types is production style which mainly refers to the skill of the producer in anticipating the audience profile as to interest, background, attention span etc., so as to consider these traits when preparing programmes that would be 'listened to'. This factor puts a heavy burden on the general programme producer than it does on the adult education or instructional programme producer for the former is more 'unknowing' about his audience than the latter ones. The instructional programme producer, for example, can make a reasonable assumption "about his audience's vocabulary, level of understanding, amount of prior knowledge, degree of motivation".⁴³

Programme scheduling is another distinguishing factor of programme types in that general programmes are broadcast when the great majority of the population has the spare time to listen whereas adult education and instructional programmes are scheduled at 'other times' i.e., normal working hours which are also school hours are given to instructional programmes and the time between the school hours and the peak (usually evening) hours for the general audience is given to adult education programmes.

Reception conditions as a factor for programme differentiation could very easily be understood in the light of the other factors mentioned so far. General programmes are received by individualized unstructured listeners in the most unpredictable listening conditions. Adult Education Programmes are received by relatively more structured audience that usually forms itself into listening groups. Instructional programmes are received by a highly structured school audience that is strictly controlled for maximum attendance and participation.

When the amount of feedback as a factor is considered, general programmes depend on fragmentary and relatively more delayed feedback compared to adult

education and instructional programmes with the best claim for amount and quality of feedback going to instructional programmes.

The assignment of responsibility to a body that coordinates the broadcasting of the three programme types mentioned above, serves as a distinguishing factor among these programmes. It is usually the case that general programmes are broadcast by the nation's broadcasting agency which, in most cases, is the ministry of information and/or public broadcasting. Adult education programmes do not seem to fit into any one agency because they constitute, as their subject matter, such broad facets of a country's developmental problems so as not to belong to any one of the various government agencies faced with these problems. The responsibility is therefore delegated to an agency that centrally coordinated the various development oriented programmes. Instructional programmes, however, belong, in almost all cases, to a country's ministry of education.

2.2.3. Selection and Gradation for English Teaching by Radio

Selection is an inherent
Selection is an inherent characteristic of all methods. since it is impossible to teach the whole of a language, all methods must in some way or other, whether intentionally or not, select the part of it they intend to teach.⁴⁴

After we have discovered what is taught, we can ask in what order is it taught? Everything selected obviously cannot be taught at once; something must come before or after something else.... gradation answers the questions: What goes with what? What comes before what?⁴⁵

William F. Mackey has extensively discussed the issue of selection and gradation and this writer draws upon much of Mackey's discussion and extracts the relevance it has for English instruction by radio.

In trying to point out the factors that determine the selection of a course content, Mackey lists the three important ones, namely-purpose, level, and duration.⁴⁶

The amount of language material is dependent upon the purpose to which it is designed i.e., whether learners, at the end of the course are expected to be able either to speak it or read material written in the language. It may

also be the case that the selection is specifically prepared for special field trainees so that items more related to the said fields are deliberately incorporated. Examples of these latter ones are the so called English for special purposes such as English for business students, English for medicine students, English for law students, etc. There are also self-contained usually of short duration courses for either adults or children to serve them in personal contacts with the language users in, for example, travel, immediate neighborhood (as immigrants) etc. If we now consider the situation this study is concerned with, it will be related that English instruction in primary schools in Ethiopia is designed to enable students to use English as proficiently as possible so that they will use it later on in their formal schooling when it is implemented as a medium of instruction for all school subjects. The purpose being this, therefore, the course designed at the beginners level selects such essential constituents as the sounds of English phonemes, the presentation of foundation vocabulary items that could be useful both in normal every day English and in the students' progress in the various school subjects and the introduction of English structures that progressively goes from the simple to the complex and would be used in sentences as statements, questions, imperatives etc. The radio lessons that serve as supplementary teaching to the classroom English are aimed at increasing the pupils' comprehension of the linguistic elements just mentioned in line with the purpose indicated above.

The learners' level as a determining factor for selection understandably relates to the expected level of pupils in oral and /or written performance in English. A course for beginners, intermediate and advanced level obviously cannot be composed of identical items; there would definitely be a marked difference in difficulty levels of the linguistic elements in the selection. In the Ethiopian case, the level of English for school children is determined

by the grade level they attend in the particular school year, and progressively increases from grade to grade. The guideline for this gradation is supplied by the experts in the English panel of the curriculum department of the Ministry of Education of Ethiopia. The radio lessons are said to fit into this centrally prepared document with observable difference in the level of English contained in the syllabus for each of the grades from three to six.

In relation to duration as a factor for selection, Mackey says "the length of time covered by the course or syllabus affects both what and how much is taught".⁴⁷ This obvious remark is exemplified by clearly marked length of time spent in English instruction in Ethiopia. The syllabus designed extends, in the case of elementary English, over four years (from grade three to six) of formal classroom teaching with the highest number of periods (four to five) per week given to it. The radio lessons this work is interested in, however, have a duration of only fifteen minutes per week for each of the grades from three to six. Understandably therefore, the items to be included should justify themselves by being appropriate for radio teaching so as to share this very limited air time.

Once the purpose, level, and duration of a course are identified, what remains is the enumeration of the elements that should be considered in fixing the amount of language items that will constitute the course. Again, Mackey has outlined these in the category he designated as internal factors. He named them thus because they relate to the linguistically inherent behaviour of the items to be selected. These internal factors are: a) number b) composability c) information d) probability e) combinability and f) structurization.⁴⁸ (for detailed discussion see Mackey 1965:167-176).

Number refers to the relationship that exists between the class size of words and the number of occurrence of any one word in the class to which it belongs. In other words, the higher the class size (nouns and verbs, for

example) the easier it is for any one item to be excluded from the selection, whereas the lower the class size (like structure words or adverbs) the harder it is to exclude an item from the selection. This implies, therefore, that vocabulary selection for English instruction by radio should be done cautiously so as to include both content and structure words of high frequency and better suitability for radio teaching.

Composability, according to Mackey, is the possibility a linguistic item gives to its user to form larger units from smaller ones. Hence, Phonemes to form morphemes; morphemes to form words; words to form phrases; phrases to form clauses and clauses to form sentences-the scale extending from minimum restrictability in phonemes along the line of composability reaching to maximum restrictability in sentences. What is just said, in plain words, means that the selection of items for inclusion into a course must take the item's potential to be used with another item in its own class to form one at a higher level than itself.

The third internal factor for choice of amount in a selection is information. This refers to the learners's ability to either predict or fail to predict the word that is missing from a phrase, a clause or a sentence.

The example given by Mackey illustrates this point very clearly. In the sentence, 'I put it in the -----.', the missing word which should be a noun could be any one of the great number of nouns in the English Vocabulary, whereas in 'It is a part -----' there is only one item 'of' which is predictable from the context. This factor leads one to accept the point that the more predictable an item is the greater its chance to be included in the selection and the less predictable it is the lesser its chance for inclusion. A radio programme producer for English instruction who is aware of this selects, as much as he can, items that have higher degree of predictability from the context so as to avoid the confusion that may

arise from the very many possible answers for the same question.

Probability relates to the degree of occurrence of an item in language use situations and it means, as Mackey rightly puts it, "the more likely an item is to occur, the more difficult it is to do without it".⁴⁹ This is expected to be evident for the teaching of English by radio; the point, however, is to consider the items suitability for radio presentation.

In connection to combinability as an internal factor for selection, it is said that different words, both content and structural, do have differing degrees of combining themselves to form expressions either at the same level as theirs or at a higher level. Some verbs combine more with other class words than other verbs in the same class. Some nouns do the same; and structure words have the highest degree of combinability as they go with many words from different classes. This could be exemplified by the relative difference in combinability of the word 'arm' which goes with many words to form other words or phrases such as the 'arm of a person; chair, table, 'etc. whereas the word 'spear' does not form as many words by combinability. This point is worth noting, as Mackey has pointed out that, "The lower the level (elementary English in our case) the greater the potential of each item to combine with others, either at the same level or at a higher one."⁵⁰

(bracket mine)

The sixth element in the list of internal factors for choice of items in a selection is structurization. This term refers to the ability of the linguistic items to take part in a structure. The term, however, is not necessarily limited to structure words; it also stands for words that are capable of greater degree of structurization. To use Mackey's example again the words 'give' and 'get' could be taken as opposites, but only 'get' can be used with other verbs to express grammatical aspect as in 'get married', 'get going' etc.⁵¹ In here again, the lower the level of the course content,

the higher the degree of structurization of the items selected should be because this quality makes the selected items very useful in extended use with other items in the selection-a point that ~~requires~~ due consideration in English instruction by radio in view of the very little air time available which should be utilized to the maximum with as few items of greater structurization in a programme as possible.

The foregoing remarks briefly outlined the internal factors that should be looked for in the items for selection against which the content of a course could be evaluated. What remains, however, is the listing of the criteria for the selection of the items. This shall be considered hereunder.

The five main criteria for selection as enumerated by Mackey are
(1) frequency (2) range (3) availability (4) coverage (5) learnability.⁵²

Frequency, as could very easily be guessed at, refers to the number of occurrence of an item in a representative speech or written corpus of language material at the level it is designated to serve. The higher the frequency of occurrence of an item the more likely it will be selected.

Range describes the possibility for an item to appear in as many speech or written text as possible, again at the designated level. It is different from word frequency in that it not only refers to number of occurrences but also occurrences across various texts. Students' texts for the various school subjects and the anticipated language use situations where elementary English could be used may serve as the population from where choice could be made for items of wider range.

Availability stands for an item's quality of usefulness for the learners because they encounter it in most speech or writing situations. This evidently varies from place to place, like for example, words frequented in cities as opposed to those much used in villages etc. A radio programme aiming to teach English in Ethiopia where the greater portion of the

population lives in the rural areas should, relatively speaking, favor students in rural areas by using words that they need to describe their everyday situations without, of course, completely forgetting the listeners living in cities.

By coverage is meant the capacity of an item to stand in place of other words and serve as a possible substitute by sharing some meaning senses. For example, the word 'house' could, by inclusion which is an instance of coverage, be used in place of 'cottage'; 'apartment', 'villa', 'mansion' etc. or the word 'branch', by extension, could replace 'tributary'; the compound word 'sportsman' by combination could make the word 'athlete' unnecessary; the phrase 'animal doctor' which is more familiar could substitute the word, 'veterinarian'. Such inclusions of items of varied use shall make our selection easier for the learners and also enable them get as much linguistic information from as small number of items as could be selected. The implication of this remark for English teaching by radio seems quite evident in that teaching by radio requires such covering capacity and relative simplicity for reasons of time and other limitations of radio as a teaching media.

Learnability is the fifth criterion in selection and it refers to the ease with which learners might assimilate the information an item designates. This is deemed possible in situations where the item selected for teaching from say English as a second language-might be similar with the corresponding item in the first language (this actually is true in languages that have descended of one family or have been in perpetual contact for long and therefore have been borrowing one from the other as to share a lot of words at present. For example, French and English or German and English, etc.) Learnability is also assumed to increase if an item could easily be made

clear by either demonstration or explanation. For instance, the word 'mule' has greater clarity than the word 'molecule'. Brevity also contributes to learnability in that words that are short are easily learned and retained especially at the beginning level. Another point that is assumed to facilitate learning is the regularity that exists in the different forms of the item selected. The obvious example for this is the fact that one learns regular verbs faster than the irregular ones. Learning load is also considered to be having some effects on learning. If an item already learned is introduced in a new environment, it will not strain the learner much, like in the introduction of the word 'foot ball' for one who already knows the separate words 'foot' and 'ball'. It could be concluded therefore that items that are selected for English teaching by radio should as far as possible be, if not similar because it is very unlikely between English and Amharic or any other Ethiopian language) at least clear, brief, regular, and of lesser learning load.

Once the selection is made by taking its determining factors and the internal linguistic elements into consideration, the question that presents itself is how the gradation is done on pedagogically sound principles so that the selection is best utilized. Naturally enough, therefore, gradation has been an issue in the discussion of course content. The present writer relies heavily, for the information on gradation, on Palmer (1964, chap. 10), Mackey (1965, Chap. 7) Finocchiaro (1974, et Passim) Theo van Els et. al. (1984 chapt. 10, 11).

Palmer underlines the various symptoms of a poorly graded course saying:

If a student who is willing to learn and is capable of learning finds his lessons too difficult, if he fails to understand or to apply correctly the explanations we give him, if his rate of progress is too slow, if he forgets frequently what he has already learnt, and if his oral or written work is characterized by an excessive degree of inaccuracy, it is perfectly certain that his course and his lessons are badly graded⁵³

The above observation is followed by what Palmer considers to be the general principles of gradation: that the vocabulary in a properly graded course has to include, especially at the beginners level, items that are most useful for the learner to express his immediate environment and items that are essential as sentence formers; that the grammatical material should constitute "... certain fundamental laws of grammar and syntax upon which the whole structure of the language depends";⁵⁴ that the semantic gradation should first consider the more usual or useful meanings of the words or sentences in the selection. As an illustration of semantic gradation, Palmer says that the English verb to 'afford' should first be studied in the context of the sentence "I can't afford it" before it could be studied in the sentence, "It affords me the necessary opportunity".⁵⁵ Moreover, the need for adopting not only "the general principles of gradation"⁵⁶ but also "the right sorts of gradation".⁵⁷ This, he says, is very important as the principles of gradation are sometimes misinterpreted. He maintains that gradation does not necessarily imply, as some tend to believe, the sequencing of items from easy to difficult but rather does it "imply passing from the more important, useful, or fundamental to the less important, useful, or fundamental".⁵⁸ According to Palmer, therefore, irregular word forms and/or complex structures could possibly be taught even in initial stages if they are found to be essential for the learner to express himself using them.⁵⁹

Mackey, in his turn, has dealt with the concept of gradation in

relative details and has forwarded a number of suggestions as what a good gradation of course material should constitute. He first thinks of language as a system in which two groupings could be identified-grouping in the system and grouping in the structure⁶⁰.

Grouping in the system concerns the phonetic, grammatical, lexical and semantic groupings that exist between the items of a given language at any of its levels just mentioned. Phonetic grouping relate to the grouping of the phonemes of the language to accompany the sentence structures which could be expressed by the phonemes thus grouped. Grammatical grouping means the grouping of grammatical items which are most related with one another like for example, the word 'what' relates with the words 'that/this' and 'where' favours prepositions as in "where is he?"/"In his office" etc.

Lexical grouping is realized in two ways. One is by association which is of many types. Examples are contrast (man-woman), subordination (animal-dog), part-whole (day-week) etc. (Mackey mentions about eleven associations). The other type of lexical grouping is possible by collocation which means that "certain words necessarily go with others, some depend on others and cannot be easily used without them".⁶¹ This is exemplified by the need to include either one or all of the verbs 'wash', 'drink', 'flow', when the noun 'water' is mentioned in the content.

Semantic grouping tries to bring together words that have similar meanings. Properly graded semantic grouping, however, discards synonyms that might be unnecessary and confusing to the beginner student. Mackey's example in which the words 'stream' and 'brook' are said to be superfluous and could be substituted by the word 'river' illustrates this point very clearly.⁶²

The second bigger category of grouping which is grouping in the structure is concerned with whether "(1) the sounds fit into the words (2) the words fit into the phrases (3) the phrases fit into the clauses and sentences

and (4) the sentences fit into the contexts".⁸³ In a well graded course, the phonemes presented should be those that are found in the vocabulary selected for that stage in the learning, and the vocabulary items in turn must fit into the phrase structures studied concurrently. The same goes with the phrases in that they should fit into the clause and sentence structures, and the sentences must be contextually acceptable. They should not be sentences in a vacuum without any plausible idea in them.

The foregoing observations are very relevant to English teaching by radio in Ethiopia, for the programmes try to teach speech sound production, vocabulary items, phrase and sentence structures and sentences to express situations. If, therefore, the English speech sound in isolation is not integrated into the vocabulary items selected and these are made to fit into phrases and clause structures which again serve to form contextually appropriate sentences, the instruction will simply be composed of a jumble of fragmented items to fill the precious air time that would have been utilized to the maximum in the hands of a radio teacher knowledgeable about these essential points of gradation. By way of illustrating the point just made, one can mention that a radio programme that tries to teach the identification of the phonemes /b/ and /p/ should not, in the same programme, teach vocabulary items like 'eye', 'nose', etc. but 'ball', 'pen', etc. And at sentence level the programme must contain sentences like 'This is a ball', 'Give me the pen' - not 'drink water', 'this is a chair', etc. Moreover, when the same programme drills sentences it has to include contextually acceptable ones like, 'The book is on the table'; 'the boy is big' etc. but not sentences like 'The cat is in the garden'; 'the dog is on the table'... or other contextually unjustified sentences.

In sequencing the grouped items in a course, one naturally follows (and this most of all in teaching by radio) the more expeditious way of

presenting the more common and essential parts first and progressively introduces the less common and less essential items. Mackey has pointed out that phonemes should be sequenced in order of their ease of production and frequency of appearance in the selected words and structures; intonation patterns may come a little later. This is to say that the unstressed /i/ and /ə/ must come before the /ɜ/ phoneme; various intonation patterns indicative of the various emotions that change according to context should come much later; structure words must be sequenced according to their utility in serving to form the simpler structures of English such as the subject + verb + (complement), etc.; inflectional forms must appear beginning from their simpler form to their more complex derivatives; the singular before the plural; the uninflected adjective before the inflected (young before youngest); the regular past before the irregular (walk-walked before go-went) etc.⁶⁴ The same could be said about the lexical and semantic sequences in a course that each should present its sequence in the best gradual way for achieving maximum comprehension and expression (see Mackey 217-222). Meanwhile, whatever has been said so far about gradation can possibly be summarized by an illustrative quotation from Finocchiaro. She says:

We would start with one modifier of a noun before giving three modifiers together; we would teach the regular's plural (/z/, /s/, /iz/) before we teach the 'exceptions'; there should be provision for the constant reintroduction of all the material we have taught with the new material we are teaching; we should not try to teach all the vocabulary around a topic or all the forms, meanings, or uses of an item of structure at one time. Instead, we should use what is called a 'spiral approach.'⁶⁵

The last phrase which designates a type of gradation shall now lead us to a brief discussion of the types of gradation formulated by experts in an attempt to answer the question as to which one best suits the gradation of a course content. Some of these gradations are linear gradation, cyclic gradation, grammatical gradation, situational gradation and functional-

notional gradation.

Linear gradation stresses the one-by-one-presentation of linguistic items in a linear sequence wherein each item is thoroughly discussed until complete mastery is achieved and is -then completely avoided from reappearing in subsequent stages. Such gradation is objected to for two reasons as mentioned by Theo Van Els et al. These are:

- 1) ... that an item will be better remembered, if it keeps recurring in different contexts.
- 2) progress will be very slow at first, because each item is discussed in great detail... This may have a negative effect on the motivation of the learners, or it may lead them to question the use of what they have learned.⁶⁶

Such a gradation is not appropriate for the teaching of English by radio in that the exhaustive treatment of individual items should not be done during the short period of time available for the transmission of the instructional programmes on the radio. In addition, the fact that progress is very much retarded will definitely cause boredom which is even more intolerable in radio listening than in classroom presentation.

On the other hand, cyclic gradation attempts to present the linguistic items in a constantly recurring manner with the new items that are introduced along the way integrated into the already learned items in the course. Such a gradation is in accordance with the nature of language whose items keep on reappearing in as varied and/or similar situations, as the communication activity allows. This, therefore, makes cyclic gradation stand in opposition to linear gradation. The advantages of this gradation as listed by Theo Van Els, et al are that progress at the initial stage is rapid; motivation of learners is high; materials in the course could be utilized both for the receptive and productive skills of language.⁶⁷ This gradation, therefore, upon the merits of its advantages, is preferred to linear gradation for teaching English by radio.

Though the relative merit of cyclic gradation over linear gradation has been proved by foreign language course designers, there has not been complete agreement as which of the three gradations within the cyclic gradation, (grammatical situational or functional-notional) best serves the needs of the foreign language learner.

Grammatical gradation which bases itself on what Els said, "morpho-syntactic structure"⁶⁸ is criticized by some experts on the grounds that, (because it stresses mastery of grammatical rules, sometimes referred to as linguistic competence) it does not enable the learner to attain the communicative competence which nowadays is said to be the goal of any foreign language instruction.

It was therefore as a protest and possible remedy to the limitations of grammatical gradation that situational gradation has been brought to the scene. To quote Van Els again:

the situations in which the learners will have to be able to use the language constitute the most important consideration in gradation, whereby situation is interpreted as the physical environment in which language use takes place."⁶⁹

This strong dependence on situations of language use has led to the organization of course material in situational gradation around titles such as, "In the market", "In the Hotel", "In the Hospital", etc. One very obvious objection to this kind of gradation, however, is that language use is not only dependent on situations but on a number of psychological and sociolinguistic factors accompanying the situation. The other limitation of a situational approach to gradation is that it leaves the learner to his own wits in situations other than those included in the course; language use situations could not possibly be exhaustively listed, however long the course may be. What could be taken as relevant to teaching English by radio from the foregoing remarks on the two types of approach within the cyclic gradation is that a real understanding of the English language is not possible without the acquisition of the functional skills of English.

gradation, is that a radio programme should be able to strike a delicate balance between the presentation of the basic grammatical rules of English and the use of these rules in life-like situations that the students listening to the radio are expected to encounter thereby giving them as much linguistic information as possible on the independent application of the given linguistic information in as varied a situation as possible.

The functional-notional gradation which is the latest in the series of types of gradation has not yet been fully formulated to have a good theoretical backing. Its proponents (the leading one of which is Wilkins; 1976) have, therefore, preferred to express their reservations as to the desirability of functional-notional gradation, especially at the beginner level at the expense of all other types of gradation whose limitations as well as strong points have been confirmed in practice. Such a reservation has resulted from the limited knowledge available about categories that fit into functional and notional concepts of language teaching and learning. It should be mentioned, however, that experts in the Radio Language Arts Project in Kenya have claimed to have used the functional-notional syllabus successfully. They state that:

RLAP radio lessons make liberal use of dramatized material, and the RLAP functional-notional groupings make useful starting points for script development. In addition, RLAP broadcasts use a segmented program format and the functional-notional arrangement of instructional items lends itself to clear, convenient segmentation.

2.3 Measures of Effectiveness of Instructional Radio

2.3.1. Methodological Issues

Effectiveness studies aim at determining which of the objectives of a programme launched for some purpose have been fulfilled within the cost-effectiveness bracket projected either before the launching of the programme or at periodic intervals along a certain time dimension. The need for such a study is understandable for the simple reason that investment in

a project presupposes certain return either for society's or the investor's good—a situation that can only be known from a carefully designed effectiveness study. But what does a carefully designed effectiveness study comprise?

Howard P. Tuckman and Tewfik F. Nas answer this question :

an ideal study of effectiveness, descriptive or mathematical should have at least four structural elements; a) a well defined set of output to be measured; b) a predetermined strategy for evaluating the output measures; c) a representative set of programme participants and; d) an adequate control group against which the effects of an activity or a set of activities can be measured.⁷¹

But as has been conceded by Tuckman and Nas, most effectiveness studies fall short of the ideal one as put above. The experts indicate that effectiveness studies, because it is practically impossible to include all the programme participants in their studies especially in those projects that have wide coverage and have existed for a long time, usually favour the case study approach. This approach, though it investigates into the problem in relatively greater details, lacks the representativeness of programme participants that is very essential for arriving at conclusions that will equally hold for those not included in the case study.

The other major issue in effectiveness studies is the presence of a comparable control group. In order to ascribe to a programme any favourable learning outcome as a result of that programme being given to a certain group of listeners, the research strategy has to be designed in such a way that comparable group that is 'unaffected' by that programme is present alongside the affected one. Such a control group could possibly be found, as Tuckman and Nas remark, in countries where "the instructional radio project is small and has been in existence for a short time ..."⁷². However, it is very difficult to find a control group "where the project has been in existence for many years, ... and/or where it is national in scope (as in the case of the Ethiopian Educational Broadcasting Service)⁷³

(brackets mine)

The level at which an effectiveness study should try to evaluate an instructional radio project is the other major issue in effectiveness studies. Tuckman and Was list three measures of outcome. These are:

- 1) a target measure of outcome
- 2) achievement measures
- 3) behavioural measures ⁷⁴

The target measure of outcome is the simplest of all effectiveness studies in that it merely is interested in identifying the percentage of actual listeners from that of the target audience. The higher the percentage, the more effective the programme is considered to be regardless of the amount of learning the listeners have gained from the programmes aired. Such a measure of effectiveness, though it furnishes one with detailed information as to the age, sex and other characteristics of the audience, is a very weak measure because of the fact that students in an instructional radio setting, however large their number may be, could not be said to be listening attentively and learning anything only because they are present in a radio class.

The second measure of effectiveness is conducted by using one or more achievement tests to see whether students have learned something from the instruction by radio. This is usually done by comparing the results of the experimental classes with that of the control group. In the absence of a control group, however, effectiveness studies using achievement tests could be done within single programmes by giving a pre broadcast test and then comparing this result with the result of the same test given after the programme is heard. It should be stressed, meanwhile, that no time gap be left between the tests (pre and post) and the programme treatment so as to avoid possible learning from a source other than the programme to be tested for effectiveness. Expectedly, achievement measures are criticized for a

number of flaws one might detect in them. Some of these limitations that apply most in the context of developing countries are enumerated by Tuckman and Nas thus:

the measures are slanted toward the value structure of the person constructing the test; the measures do not adequately reflect the weights given to the material by the instructor; the measures do not measure the students ability to analyse or retain but rather to memorize; the tests are culturally imbedded; the tests are administered in too short a period of time⁷⁵.

It should be mentioned, meanwhile, that because achievement measures, despite their weaknesses, try to measure learning outcomes and because they are more objective than the third type of measure of effectiveness i.e.; behavioural measures, they are favoured by many researchers in evaluating instructional radio projects. That is why this writer opted for an achievement measure to evaluate the effectiveness of teaching English by radio in Ethiopia elementary schools.

The third type of measure of outcome tries to measure not what students learn but rather what they actually do as a result of the learning process they are exposed to. And as a result, behavioral measures are: "more subjective than achievement measures, ... are a step removed from the learning process; they are also more likely to be sensitive to the effects of external variables".⁷⁶

Other than these limitations (some of which are not easily identified and if identified are not easily controlled) behavioural measures of outcome are considered to be very essential in measuring effectiveness because, after all, what is important is not that programme participants have acquired a certain skill but that they use the skill in real-life situations to change their life style for the better.

2.3.2 English Language Teaching Methods and Radio

So far the review of literature has attempted to briefly outline the major principles that guide course designers in the selection and gradation of the contents of language courses. The relevance of these principles to English teaching by radio has also been considered. However, no less important than selection and gradation is the method of imparting the selected and graded material in pedagogically sound ways so as to render them 'learnable'.

Educators that are mostly concerned with second language learning and teaching have, through the years, come up with various methods of teaching language, each with due stress on some aspects of the teaching-learning process that is thought to bring a difference. The number of methods thus formulated and advocated are so many (Mackey lists fifteen of them)⁷⁷ that it is not worthwhile and also not this paper's intention to dwell on each. Nevertheless, brief remarks will be given on the four most influential ones in an attempt at weighing their relevance to English teaching by radio.

These four methods are the grammar-translation method, the reading method, the direct method, and the audio-lingual method. In fact, most other methods could, in one way or another, be included in any one of these four methods. It should, however, be mentioned at the outset that except the direct method, the other three have now lost much of the favour they initially won. This is because of their failure to stand up to the test, in new situations, of new discoveries in the teaching and learning of second languages. Still, however, some elements of these methods could as well be found in different versions in the various language teaching methods currently in use.

The grammar-translation method is one of the oldest (though possibly could be used at present) language teaching methods, reminiscent of the teaching of Latin and ancient Greek. The teaching using this method is based on the memorization of formal grammar rules and paradigms using the Latin

grammar model. Most exercises in this method are the translations of ancient literary writings. No attention whatsoever is given to the spoken part of the language studied. Understandably, therefore, the grammar-translation method is quite irrelevant to the teaching of English by radio which basically tries to foster in the students the listening and speaking abilities of the language in current usage. Radio as a teaching media can never favor this method for it would take up all its precious air-time in unnecessary talk about grammar rules.

The reading method, which comes as a reaction to the grammar-translation method aims, as its name implies, at enabling learners to attain reading ability in the language taught. The main difference from its predecessor is that it does not stress translation as a skill worth acquiring. Again in here, the teaching of the ability to speak the language under study is not the prime purpose of the method-a situation that automatically eliminates this method from the possibility to use it for teaching English by radio. It should be related, however, that the RLAP's Director, Dr. Maurice Imhoof⁷⁸ has written a 'position paper' on the teaching of reading by radio. The writer of this paper regrets that he could not comment on Dr. Imhoof's paper for he has not yet got hold of it.

The direct method has been and remains to be the most controversial method in that it synthesizes the various characteristics of the methods known by such designations as the natural method, the oral approach, the psychological method, etc. Its defining characteristics are that it gives prime importance to the speaking and listening skills of learners and that "Listening is best learned through listening practice; speaking is best learned through speaking practice."⁷⁹ This method, therefore, suits radio which is a sound-only media. The stress on listening and speaking skills coupled with the avoidance of translation makes this method appropriate for English teaching by radio, especially as the very limited time given to each programme in radio

instruction would not be sliced into two languages, which could have reduced the students' chance of listening to an all-English programme.

The audio-lingual method, earlier known as the aural-oral method, is the result of the behaviorist theory of learning which contends that learning, including language learning, is the acquiring of a set of habits. Audio-lingualists (whose staunch advocate is Wilga Rivers: 1968, 1977, 1980) therefore, stress the need for patterned drills in language studies. The criticism against audio lingual method, however, is that the pattern drills do not pay due attention to the contextual language use situations that accompany any meaningful utterance. Consequently, the influence of the audiolingual method starts to decline as sociolinguists stress the fact that language learning has to primarily make the learner able to communicate in a social setting. Such a shift from patterned drills towards the use of language in contextually acceptable utterances has led to the current acceptance of what is known as the communicative language teaching. One of the proponents of communicative approach, William Littlewood, says: "...it (communicative approach) makes us more strongly aware that it is not enough to teach learners how to manipulate the structures of the foreign language. They must also develop strategies for relating these structures to their communicative functions in real situations and real time." 80 Moreover, transformational-generative grammar underlines the potential creativity of a language to describe infinite situations using a natural language and to understand ever-new utterances.

Dissatisfaction with the limitation and false promises of the various methods has, at present, led to the adoption of what is known as the eclectic method. It is a method which freely takes anything of advantage from any method-a privilege given to it by virtue of its very name. The version of the eclectic method found to be suitable for teaching English

by radio is the one that has been used in Kenya's RLAP. It is known as the RLAP Interactive Radio Lesson. More on this later.

The foregoing remarks on the fairly representative methods of language teaching are not meant to be exhaustive. In fact, they are included in here only as a lead to the more important aspects of presentation and repetition which are essential components of any method of teaching and to which we now turn our attention.

Presentation refers to the manner and ways of passing over the selected linguistic items in carefully graded doses in an attempt to ingrain these linguistic elements in the learners' mind without any undue strain. Once the correct form is imprinted, it is to be followed by exercises of repetition to consolidate the learning that has taken place.

There are very many ways of executing and maintaining a smooth and effective transfer of language teaching items outlined in the literature. Mackey deals in detail with the various ways of applying presentation and repetition in language learning. Some of the points mentioned by him and are relevant to English teaching by radio will be mentioned presently. First, however, let's hear what Palmer has to say concerning the significance of what he calls the elementary stage which also is our main concern:

It is during the first stage that we can secure habits of accuracy, that we can train the students to use his ears, that we can develop his capacities of natural and rapid assimilation, that we can foster his powers of observation. Good habits are easily formed (as also are bad habits)⁸¹

There are various ways of presenting language items in the elementary stages. Van Els et al. say "especially in elementary courses, dialogues have acquired a prominent place as means of presentation ... they are realistic, which makes learners curious and captures their attention."⁸⁸

The presentation of language material in dialogues, narratives or dramatizations for English teaching by radio contributes greatly to radio's

effectiveness in that its one-senseness shall be offset by life-like representations of every day situations thereby creating an illusion of reality to the instructional programme. Meanwhile script writers and/or producers need to check whether the dialogue is natural or is included only to demonstrate a certain aspect of grammar which otherwise could not be presented. Such checking is essential because a dialogue that cannot be associated with the students' immediate experience may not capture their attention or may even confuse them. As Lois McIntosh rightly puts it:

"...contextualization is not merely a nice decoration but a necessary and integral part of any effective language lesson."⁸³

The other presentation technique for English teaching by radio (which also applies to content and classroom teaching) is the use of what (which also applies to conventional classroom teaching) is the use of what Mackey calls ostensive procedures.⁸⁴ These procedures are visual representations of language items by actual objects or their models, in actions and in situations acted and/or recreated in the classroom to portray an otherwise obscure linguistic utterance. In relation to objects, all items designating objects in the classroom (pens, pencils, books, table, etc.) could be taught by the point-and-name technique. Quality words such as long, big, fat etc. could be presented alongside their opposites short, small, thin with objects and pupils that easily could be found in the classroom. Certain structure words such as on, in, under, could also be studied in appropriate contexts in spatial or temporal positions with objects in the classroom - a pencil on/under the table; on Monday/in January (from calendar); at 2 p.m. from real or model clocks /watches. Action would be useful in classroom demonstration of action words or expressions mentioned in the radio teaching. Such items as demonstratives (this/that), directional prepositions (to/from), verbs of actions (go/come), could very well be accompanied by corresponding actions in the classroom. It is also possible to use situations

as a classroom presentation technique by varying the sentences that serve as cues to the required variation in the situation. The action that accompanies the sentence, 'I am giving my book to Assefa' is changed to accompany the sentence 'Almaz is giving her pen to Alemu', when Almaz gives her pen to Alemu. The role of the classroom teacher cannot be over-emphasized in relation to ostensive procedures, as it is highly essential for the comprehension of the radio instruction without which the effort of the radio teacher is wasted.

Generally, the use of ostensive procedures is advocated on the ground that "The stronger the association between visual stimulus and vocal response, the shorter the time needed for learning".⁸⁵

This being the case, however, it is sometimes impossible to demonstrate everything by objects, actions and situations as there are a great number of things that could not be brought to or enacted in the classroom. This has, therefore, led to the use of pictorial aids in the teaching of languages. The use of pictures to facilitate the learning process in the teaching of English by radio is evident from radio's dependence on the visual support it requires from illustrations, models and drawings. Such pictures as are necessary are included in the teacher's manual for the radio lessons this work investigates. Their appropriateness and coverage will be looked into in the light of what follows now about the use of pictures in language teaching.

Pictures could be used for various purposes. There are thematic pictures which serve as illustrative drawings either for a lesson or theme; mnemonic pictures which may stand for situations with the intention to remind learners of some words or sentences; and semantic pictures that try to teach specific meanings. In this connection, Mackey stresses that "where a picture is used for the teaching of meaning, it is important to make sure that the picture is not ambiguous. For purposes of clarity, a drawing is often better than a

complex one. To be clear, the picture must contain only what the words mean.⁸⁶

The kinds of pictures that could possibly be used to facilitate the teaching of English by radio are text pictures, picture cards, and wall pictures.

Whereas the use of ostensive procedures and pictorial aids presupposes, in relative terms, a very low level of proficiency on the part of the learner in the language he is to study, contextual procedures serve most after a discernable level of oral proficiency is attained. To relate this to our point of concern at hand, ostensive and pictorial procedures are used in the first (grades three and four) grades of the elementary English whereas contextual procedures begin to be used from the fifth grade onwards. Contextual procedures in the teaching of new words by:

Definition - (uncle is a brother of a father or a mother,)

enumeration - (Cats, dogs, cows are animals.)

substitution - (Abebe lives in Bahir Dar. He lives here.)

metaphor - (Coffee is the backbone of our economy.)

opposition - (kind-curel)

Multiple context- (The baby, because it is hungry, is crying)

It needs to be mentioned, however, that the learners should first

hear words in the sentences except the one to be taught.

It is not a once-or-never activity. It requires incessant exposure

to learning. This has been confirmed in the many experiments

in psychology of learning and many theories of learning support

the role of repetition in consolidating learning. It is therefore

that the selected and graded items are presented using the

procedures described above, they should be subjected to a more

repetition so as to remain fixed in the learners'

mind. Repetition, therefore, as mentioned earlier, is the other essential component of second language teaching including that done by radio.

There are different types of repetitions to be used in language teaching. Mackey has identified four of them. These are rote, incremental, variational and operational.³⁷ Rote repetition is the mechanical imitation of sentences, dialogues, songs and certain language formula without necessarily understanding either the structure or the meaning. This type of repetition is extensively used in English teaching radio programmes in Ethiopia. Incremental repetition is the repetition exercise in which the learner, when given the cue, adds a part to an already fully formed sentence thereby increasing its complexity.

Eg:- (radio) teacher: I go
Class: I go.
Teacher: to school
Class: I go to school.
Teacher: on foot
Class: I go to school on foot.
Teacher: everyday
Class: I go to school on foot every day.

Again in here, the fact that students are able to respond correctly does not indicate that they know the meaning of what they repeat. It is used only as an exercise in familiarizing pupils with the structures of English utterances. Even then, this type of repetition can lend itself to possible use in radio English teaching programmes.

Variational repetition is conducted by the changing of the elements in sentences into their appropriate forms following the cue given by the teacher. The following is an example of variational repetition:

Given sentence - I play with my friend everyday.
cue - yesterday

student - I played with my friend yesterday.

This repetition exercise requires, on the part of the learners, an understanding of the structure and meaning of both the given sentence and the sentence they produce. It fosters both aural comprehension and oral production. It therefore is very unlikely to be used with beginners. However, if it is considered important to be used for radio drills, it must rely on the active participation, for monitoring, of the classroom teacher and should allow relatively longer pauses to give the learners sufficient time to 'think out' the appropriate responses.

The fourth type of repetition, operational repetition, brings together the various types of repetition in an attempt to integrate all the language skills for higher level use. This is done by reinforcing already learned items and skills in subsequent practices. In relation to this, Mackey says: "If a method exercises only the items being taught, those already taught will cease to be known. On the other hand, every time a method re-uses an item everything associated with that item is reinforced and made more habitual;"⁸⁸

Having said this much about English teaching methods and their relevance to the teaching of English by radio, it is appropriate to briefly look at how the actual methodological application of teaching English by radio has been exercised in Kenya's Radio Language Arts Project (RLAP).

The Interactive Radio Lesson (IRL) which is RLAP's methodology uses various ways of presentation of the teaching items. The most widely used of those various ways, as outlined by David Edgerton and Philip A.S. Sedlak, are:

- through modeling and demonstration activities carried out by students in the classroom;
- through radio dramas and vignettes made vivid by lively action and the generous use of sound effects;
- through careful contextualization, using structures and vocabulary that student already mastered;
- through the use of pictures and text distributed on worksheets;
- by means of drawings and written material that the classroom teacher puts on the blackboard

Edgerton and Sedlak further point out that in IRL, students learn grammar through inference; no explicit grammatical explanation is given and translations are avoided (except in some rare cases where a classroom teacher is asked to translate a phrase or an instruction). In situations where pattern practices are deemed necessary they are "designed to insure that students do not lose sight of appropriate uses for the pattern in actual conversation".⁹⁰ To compensate for the loss of visual images in radio lessons, IRL makes use of sound effects and physical actions by classroom teachers. According to Maurice Imhoof, the RLAP's director, the lessons in IRL are;

divided into major blocks of time and content, and each block is divided into smaller segments ... the instructional segments are of course the heart of the lessons. New material is introduced and practiced in one or two segments. Previously introduced material is maintained through direct and conscious practice in two segments.⁹¹

The presentation of the different language skills in such blocks and segments and the practice material for each of the skills in every IRL lesson is in keeping with "distributed learning, the principle that spreading instruction over time increases initial learning and retention."⁹² Most responses in IRL are choral responses so as to give to all student equal opportunities for active learning. Edgerton and Sedlak mention that "there are pauses for such responses in an average of once every eleven seconds. More than twenty or thirty seconds seldom elapse without a pause for learner response. Each half-hour broadcast has about one hundred fifty pauses."⁹³ It is most appropriate therefore, that the lessons are known as Interactive Radio Lessons.

2.3.3 Printed Matter and Instructional Radio

Very much related with the effectiveness of instruction by radio and in fact affecting it directly is the preparation of printed materials that will be used in conjunction with radio in an actual classroom situation.

The selected and graded materials can effectively be utilized in the teaching-learning process if it is accompanied by, say student worksheets and/or teacher's guides. Some experts who participated in radio teaching projects-Christensen in Kenya, for instance-mention that radio instruction could depend very little on published materials⁹⁴. This however, as confessed by Christensen himself, is for economic but not pedagogic reasons for still, even in Kenya itself, the project has been supplying "a brief guide to each lesson for the teachers"⁹⁵ and "pupil worksheets as necessary"⁹⁶, to accompany radio lessons.

But as this work is primarily concerned with the case in Ethiopia where elementary English is broadcast by radio only as a supplement to the classroom conventional teaching and takes only about a quarter of the total teaching time, the preparation of student worksheets may not be justified on grounds of utility and economy. This, however, does not apply to teacher's guides which are considered to be indispensable for the maximum utilization of the radio instruction. Dwelling on this point, Aspinall has this to say:

The more the teacher knows about a coming schools broadcast the more likely is he to use the broadcast, therefore very full notes for teachers concerning every schools broadcast are sent out to schools well in advance of the term and before the start of the series of broadcasts. The notes may draw attention to the specific teaching points to be made in each broadcast or they can provide teachers with references to additional background material and possibly some diagrams where illustration is likely to make the radio lesson more effective.⁹⁷

The above quotation is strengthened by L.A.Hill when he stresses the need for teacher's guides (which by extension would also hold true for instructional radio lesson guides) especially for teachers whose command of English is not very dependable-a case very much at home with elementary school English teachers in Ethiopia, Hill says:

As for the average teacher, whose command of English is more or less shaky, who has a heavy programme of work ... a list of syntactical structures and the general guides that go with it are inadequate. What he needs is a list of teaching points, including syntactical, morphological, idiomatic and vocabulary items, with advice on how to present, identify and drill each ..." 98

In this connection the EEBS supplies teacher's guides that try to inform the classroom teacher what he should do before-during-after broadcasts. How dependable the guides are will be seen in this study.

C H A P T E R III

PLAN OF THE STUDY

3.1 Materials Analysed for Content and Tested for Effectiveness

The Ethiopian Educational Broadcasting Service (EEBS) which operates under the Educational Mass Media Centre (EMMC) broadcasts, among other elementary school subjects, a total of one hundred and four English teaching programmes in one academic year. These programmes produced by the English panel of the EEBS are beamed to students in grades three to six which are the grade levels for English in Ethiopian elementary schools. Each grade receives twenty six programmes in one academic year-thirteen in each semester. The twenty six programmes extend over twenty six weeks (see appendix C for programme week schedule) because each programme whose duration is only fifteen minutes takes one whole week during which it is repeated at different school hours in its broadcast week so as to be heard by schools that have differing time tables and morning /afternoon shift system.

This thesis attempts to describe the contents of the one hundred and four programmes (twenty six for each grade from three to six) by listing the teaching items in the radio programmes into a concise format prepared for this purpose. Other methods mentioned below are used to investigate into the relationship of the contents of the radio English teaching programmes with the formal classroom English Curriculum. The appropriateness for radio presentation of the items selected for the radio teaching is also looked into during the discussion on the contents of the programmes.

The second part of this study, that of the measurement of effectiveness, however, rests on only thirty-two of the one hundred and four programmes (eight out of the twenty six programmes prepared for each grade from three to six). The sampling of the programmes for the test of effectiveness is done by taking four programmes from each grade in semester I-the first two

consecutive programmes and after skipping over four programmes, another two consecutive ones. The same procedure is repeated for semester II programmes. Such purposive sampling method is used to come up with programmes that have continuity and are also as representative as possible. In addition, the sampling is designed to complement the other set of eight english teaching programmes (Programme N^{OS} 3,4,9,10,16,17,22,23) from each grade that the EMMC conducted an evaluation on¹. It is, therefore, these thirty-two programmes (for grades three to six) that are tested for effectiveness. The following table shows the week/programme number of the sampled programmes for each grade.

T A B L E I

PROGRAMME/WEEK N^O OF SAMPLED PROGRAMMES

Grade	Programme/Week N ^O							
	Semester I				Semester II			
3	1	2	7	8	14	15	20	21
4	1	2	7	8	14	15	20	21
5	1	2	7	8	14	15	20	21
6	1	2	8*	9*	14	15	20	21

* The disparity in programme number for grade six is not intentional as it is the result of a minor error in programme numbering in the broadcast station when the programmes were dubbed for this study.

→ 3.2. Methods Used in Content Analysis and in Measuring Effectiveness

3.2.1. Content Analysis

The English teaching radio programmes this study deals with serve only as supplements to the calssroom conventional teaching. Consequently, they are based, as explicitly stated in the introductory notes in the teacher's guide for the radio programmes, 'more than ever' on the English curriculum

prepared for the elementary schools in Ethiopia.² This study tries to investigate how much of the content of the radio English teaching programmes is related to the curriculum. The method used to indicate this relationship is entering the vocabulary, structure and other linguistic items of each radio programmes for the grades from three to six into an outline chart which is similar to the one found in the teacher's guide for the regular classroom grade three English, and then see how much of the radio items in terms of vocabulary, structure and other linguistic items are related to the English items taught in the classroom through the conventional teaching. The classroom text's outline chart is prepared by the English panel of the Curriculum Department of the Ministry of Education in accordance with the selection and gradation of the elementary school English curriculum. This writer, therefore, adapts the format and uses it to contain, in a very concise manner, all the relevant information on the main teaching items in each of the radio programmes. The items thus inserted are picked from the teacher's manual for the radio programmes. The regular text's outline for grades three and four (see appendix D) against which the radio English items are compared to is copied, as indicated above, from grade three's teacher's guide for English text used in the classroom teaching. The initial desire of this writer was to insert the radio teaching items into the slot designated 'radio programme' in the regular text's outline. That would have been an easier and better way of comparing the radio and the classroom English by a simple 'glancing' at the outline for the regular teaching. However, only twelve and thirteen slots were found for grade three and four radio programmes respectively- only half the number of slots required. This has been a surprise to this writer for it gave him an impression that the personnel at the Curriculum department who are responsible for grades three and four English were not aware of the number of radio programmes broadcast to each of the

grades in one academic year. Later on, however, a verbal explanation to this incongruity was supplied by one elementary school English teacher in one of the selected schools for this study. He related that the text originally prepared only for grade three English has been made to serve both grade three and four because of the impracticability of covering everything in the grade three text in only one academic year. The decision was therefore passed, the teacher remarked, that the first seventy five lessons, initially designed to be covered in one semester in grade three, should be extended over the whole year period and the remaining sixty five lessons that were thought to be used for the second semester in grade three should be shifted to the whole year in grade four. This has therefore prompted this writer to prepare a separate outline for the radio programmes for each of the grade from three to six.

The comparison of the radio vocabulary items with the classroom ones for grades three and four, is further seen against the lexicon for each grade contained in the revised English curriculum for the elementary schools in Ethiopia (see appendix E). With regard to grades five and six, however, comparison of radio English teaching items with that of the classroom is not done for lack of a prepared outline as that for grades three and four from the Curriculum department. The relevance of the radio English teaching vocabulary items for grades five and six shall therefore be seen only in terms of the items contained in the lexicon cited above.

In addition to listing the radio teaching items in the prepared outline mentioned above, an attempt is made to group all the items in their respective word classes and then analyse their appropriateness for presentation on the radio which is a sound-only medium. This is considered necessary because it allows an observer to see how much of the content of radio English teaching programmes is within the learnability bracket in relation to these items

being supported by pictures and/or are demonstratable by objects, models or actions or whether they require lengthy verbal explanations which would make them less easy for comprehension when heard on the radio.

3.2.2. Measures of Effectiveness

The effectiveness of the English teaching radio programmes is measured by computing the results of pre and post broadcast tests on each of the eight sampled programmes administered to randomly selected students from three randomly selected elementary schools-Sertse Dingil, Meskerem #6, Felege Abay-in Bahir Dar town, Gojjam region. The number of sampled students from the three schools for one grade is fifty-four (eighteen from each school in one grade). The number has been decided to be eighteen so as to leave a wide safety margin of as high as eight students for attrition and absentees to guarantee a sample size of no less than thirty for the evaluation of each of the eight programmes for each grade. Moreover, the size could not have been any larger than eighteen students for one grade in one school because the oral tests take too long a time to administer precluding the practicality of giving them to a greater number of students. Consequently, the maximum number of students from grades three to six that this study relies on for the measurement of effectiveness is two hundred sixteen (54x4).

The decision to select the sample students from the three schools is to increase the randomization which would have been very minimal if the selection had been made from only one school.

Meanwhile, this writer accepts the fact that it would not be very safe to generalize about the effectiveness of the nation wide programmes on the basis of only three schools in only one town in the country. Still, however, this study is expected to serve as an indicator, on a small scale, either of success or failure.

It is mentioned above that the computation of the results of tests

administered to sampled students is done from a pre and post test on each of the sampled programmes. The procedure and method of test administration is given below.

All the tests are oral tests (see appendix F). This is in keeping with the repeatedly mentioned point of radio's basic role in teaching listening and speaking abilities. In addition, this writer is very sceptical about the dependability of results from a written English test to Ethiopian elementary school students. It is very unlikely that they can read and understand questions and then are able to give correct responses in writing-however easy a method of doing so may be designed. Meanwhile, this researcher is well aware of the inherent weaknesses of oral tests and their being very time-consuming and therefore of their being impractical for large scale application for a large number of students. But, he prefers to use them for this study as the number of students involved are, relatively speaking, very small.

Each test for each programme consists of ten items-three vocabulary or revision questions, three pronunciation questions and four structure questions. Most of the **vocabulary** questions are answered in the form of picture naming or actions; the pronunciation questions are answered in listen and repeated; the structure questions are answered either in fill in the blanks, choices or complete sentence productions as is appropriate-all orally.

The format of the structure questions has been, as far as possible, similar to the ones suggested in the teacher's guide for the radio programmes; the listen and repeat questions are taken from those same ones that the programme drills; the vocabulary items have been contextualized through actions and/or pictures.

All the oral tests are solely based on what that particular programme that is to be evaluated intends to teach.

The tests are administered by English minor degree students and English major diploma students from the Bahir Dar Teachers' College in which the

major diploma students from the Bahir Dar Teachers' College in which the researcher is a member of the teaching staff. Such selection of testers is done from the desire to have knowledgeable-to-English-language testers who could, more than other-subject major students, handle the language problem, thereby making the result less 'affected' by tester variability. Even then however, this writer acknowledges the presence of such tester variability as there are ten testers employed for the job. It is therefore tried to reduce this tester variability as much as possible by giving briefings to all the testers before the conducting of the tests. The researcher gives lengthy explanations on the steps to be followed in posing each of the questions to the testee; when and how to mark responses as correct or incorrect and also on other ~~r~~elated matters that are expected to affect the result. The actual testing for the pre-broadcast test is conducted by assigning a random number of students for each tester. The testees then line up in front of a room in which the tester gives the oral test. The tester then calls one testee at a time and when he finishes with him makes him stay in the class so that he will not be able to tell to his fellow testees writing for their turn what he was asked. And even in class they are instructed not to exchange any talk, lest they talk about the test. Each tester, at one time and for one grade, takes between six to eight students. All the instructions in the tests are told to the testees in Amharic which is the vernacular languages of the students to avoid any confusion as what they are required to do and also not to bar them from answering a question whose answer they know because they do not follow the instruction.

When the pre test is over, the students are put, without any time gap in between, in a classroom and are taught the radio programme by their regular teacher from a tape replay of the appropriate recorded programmes. The teacher is informed in advance to prepare himself on the particular radio

programme he is required to teach and is expected to teach the way he normally teaches the radio programmes during his regular teaching. The total time allowed for the in-between-tests teaching never exceeds the forty minutes time allotted for one period of teaching English in normal conduct of classes. After the end of the radio class, the same procedure narrated above for the pre test is repeated for the post broadcast test except that each tester this time takes 'his own' students-those he gave the pre test to. The record sheet for the pre/post broadcast tests used in this study is attached in appendix G. The results of the students in the four grades in the three schools thus gathered are entered into master record sheet that is easier for reference and computation of the difference between the pre and post tests group mean and other statistics. (see appendix H for format of master record sheet).

When the results for the eight programmes for each grade in the three schools is collected, a t-test of significance is run to see if there has been any significant gain of learning as a result of the teaching of English by radio.

The oral tests are given to the sampled students only a day or two (usually on a Sunday) earlier than the first station broadcast of the radio programmes. They could not have been given any earlier than the time mentioned because the English teaching radio programmes could come only after the classroom English which is essential for the comprehension of the radio English. The tests therefore extend over a significant portion of the two semesters. The reasons for their not being given in an actual station broadcast schedule is mentioned in the limitations of this study. (see p.).

The following table indicates the date of tape broadcast and pre/post tests of the sampled programmes for all grades from three to six, with reference to actual station broadcast week time span.

TABLE II - TEST DATES AND PROGRAMME WEEK SPAN (SEMESTER I)

S E M E S T E R I						
Date of test	Grade tested				prog- ramm N ^o	Programme-Week Span
	3	4	5	6		
12/10/86	x	x	-	-	1	13/10/86-17/10/86
13/10/86	-	-	x	x	1	13/10/86-17/10/86
19/10/86	x	x	-	-	2	20/10/86-24/10/86
20/10/86	-	-	x	x	2	20/10/86-24/10/86
23/11/86	x	x	-	-	7	24/11/86-28/11/86
24/11/86	-	-	x	-	7	24/11/86-28/11/86
30/11/86	x	x	-	-	8	1/12/86-5/12/86
1/12/86	-	-	x	x	8	1/12/86-5/12/86
8/12/86	-	-	-	x	9	8/12/86-12/12/86

TABLE III - TEST DATES AND PROGRAMME - WEEK SPAN (SEMESTER II)

S E M E S T E R II						
Date of Test	Grade tested				Prog- ramme N ^o	Programme Week Span
	3	4	5	6		
1/3/87	x	x	x	x	14	2/3/87 - 6/3/87
8/3/87	x	x	x	x	15	9/3/87 - 13/3/87
12/4/87	x	x	x	x	20	13/4/87 - 17/4/87
19/4/87	x	x	x	x	21	20/4/87 - 24/4/87

Note

Grade 3 students take the test only a day before the date of first station broadcast

Grade 4 students take the test two days before the date of first station broadcast

Grade 5 students take the test one day before the first date of station broadcast in semester I and two days before in semester II.

Grade 6 the same as grade 5.

It must be mentioned meanwhile that each of the thirty two programmes (eight from each grade) shall, before statistically treated from results on the pre/post tests, be described for points of relevance to language instruction by radio in terms of:

- the number of listen and repeat exercises contained in each programme
- average number of words in each listen and repeat sentence
- number of cues for overt pupil response
- mode of lesson presentation
- presence and distinctiveness of sound effects

It must be mentioned meanwhile that each of the thirty two programmes (eight from each grade) shall, before statistically treated from results on the pre/post tests, be described for points of relevance to language instruction by radio in terms of:

- the number of listen and repeat exercises contained in each programme
- average number of words in each listen and repeat sentence
- number of cues for overt pupil response
- mode of lesson presentation
- presence and distinctiveness of sound effects

CHAPTER IV

THE RESULTS OF THE STUDY

4.1 Contents

The English teaching radio programmes, as repeatedly mentioned, are considered as support to the classroom teaching and take one of the four five periods in a week allotted for English. They are primarily aimed at strengthening the listening and speaking abilities of the beginners. In fact, English teaching by radio has its most evident advantage in giving beginner students the chance to listen to English as it should be spoken. The selection of the teaching items for teaching English by radio should therefore take into account the communication needs of beginning young children. As has been discussed at length in the review of literature, the vocabulary items must be those that describe the learners' immediate environment. Concrete nouns should be preferred to abstract ones; and from the concrete noun, those that have wider currency in the daily experience of the learners must have a better chance for selection. Verbs that can be demonstrated by actions are easier to teach at the beginning level and therefore are favoured over those which require lengthy explanations. Adjectives that could be easily perceived by the senses must come before those that are not so easily recognized; the same could be said about other word classes as well. Moreover, most of the teaching activity, especially at the beginning level, is conducted through oral drills. This fact imposes upon course designers the need to select simpler structures into which the vocabulary items could be strung for verbal expression.

This study now tries to check whether the foregoing remarks on selection and gradation have been taken care of in the English teaching radio programmes for grades three to six in Ethiopian elementary schools.

4.1.1. Grade three

As has been mentioned earlier, the teaching of English as a school subject to Ethiopian students begins at grade three. On the whole, there are four periods per week for English, one of which is used for the radio English. The following outline indicates the vocabulary, structure and other radio related English teaching items contained in the twenty six programmes for grade three.

TABLE IV

OUTLINE OF GRADE 3 RADIO ENGLISH 1

RADIO PRO. NO.	LESSON TOPIC	VOCABULARY	STRUCTURES	REMARKS
1	Greetings Part I	Greeting(N), hello (int.), good morning(N), Good after-noon(N), good bye (int N) how are you? and you?	Good morning-How are you? I am fine thank you, and you? I am fine thank you. Good bye	New song-related with lessons -pictures;Greetings(?)
2	Greetings Part II	Hi, See you, Good evening, Good night, bye-bye,	As programme I 'Hi and 'see you' added at the beginning and end	Song repeat from prog 1. related with lesson -pictures:that of prog.1.
3	Names of Objects	bag(N), basket (N), box(N), stone(N), stick(N) show(V) point to (V)	This is a _____. It this a ____? That is a ____ Is that a ____? Point to a ____ Yes, it is a ____ Show me a ____ No, it isn't a ____	Song and lesson not relate pictures: bag, basket bo, strick(?) stone(?)
4	Name of Some Animals Part I	bird(N), cat(N), cock(N), cow(N), hen(N), ox(N), dog(N)	It is a ____ Is it a ____? This is a ____ Is this/that a ____? That is a ____ What is it?	Song New partially related with lesson pictures:cat,ox,dog,hen cock,cow, bird
5	Names of Some Animals	camel(N), donkey(N), elephant(N), goat(N), horse(N), lion(N), sheep(N)	What is it? Listen to this/that. What is this? It is a ____ What is that?this/that is ____.	Song repeat from prog.4 not strongly related Pictures:sheep, goat, donkey, camel, horse, elephant, lion

6	Names of Persons	baby(N), boy(N), girl(N), man(N), woman(N)	This is a ____ what is this? That is a ____ Is this/that a ____? Show me a ____ Yes, it is, No, it isn't.	New song-related with lessons Pictures: Man(father) woman(mother), baby, boy(son) girl (daughter)
7	Personal Pronouns	I (Pro), you (pro), he (pro), she (pro), it (pro), we (pro), they (pro), you (pro.)	I am a ____ Am I a ____ You are a ____ Are you ____? He is a ____ Is he ____?	Plural nouns follow plural personal pronouns before plurals are taught song repeat from prog. 6 No pictures
8	Commands	Close (V), jump (V), knock (V), run (V), walk (V), write (V), open (V)	Close the ____ / I am closing the ____ / He, she... Open the ____ / He, she... giving the ____ knock at the ____ I... am (care knocking ... wask to ____ run to ____	Song and lesson not related No pictures
9	Action Words: Part I	draw (V), hold (V), look (V) pull (V), push (V)	What is/are ____ doing?/he she/you etc... Look at the ____	New song-partially related No pictures
10	Action Words Part II	Cook (V), drink (V), eat (V) touch (V), wash (V)	What is he/she doing? Is He/she ____? What are we/you.. doing? yes he/she is Am I ____? Yes you are No, he/she isn't No, you aren't	Song repeat from prog. 9 partially related with lesson - No pictures
11	Preposition Part I	In (prep.), on (prep.) near (prep), with (prep.)	Where is the ____? The ____ is on/in/near/with ____ What is he/she doing ____?	New song-related with lesson Pictures for: (on, in, near, with)?

12	Preposition Part II	Under(Prep), over(Prep), behind(Prep), in front of (Prep), in, on, near	Where am I? Where are they/ we/you? Where is he/she/it? Where is the ___?	Song repeat from prog. 11 pictures for: (under, on, behind in front of)?
13	Revision	to revise, prepositions and command word like washing(V), jumping(V) running(V) drawing(V) and eating(V); Plural form	What are you/they/we doing?	Song repeat from page 3 unrelated with lesson No pictures

S E M E S T E R II

14	Question words	Plural formation of words: words: cow-cows; dog-dogs; dogs, bird-birds, book(N) -books(shop(N) shops, egg(N) -eggs	What are these/those? Where the ___s? These/those are ___ they are- them Are these/those ___? Yes, they are No, they aren't	New song-related with lesson No pictures. But some could be found in pictures for earlier programmes.
15	How many and How much Part I	bag, bottle(N), box, glass(N)? man, sack(N)?	How many-s are there? How many are there?	Song New-related with lesson No pictures here. bag, box, man, woman found in earlier programmes.
16	How many and How much Part II	Coffee(N), milk(N), sugar(N), tea(N), water(N)	How many ___ are there? How many ___ are there: How much ___ is there?	Song repeat from prog. 15; not related with lesson. No pictures

17	Parts of the Body Part I	hear(V), see(V), smell(N), taste (N), touch	Is this/that a ____? I ____ with my ____? Are these ____? Show me your ____	New song related with lesson. Picture: a man labelled for his parts
18	Parts of the Body Part II	mouth(N), neck(N), shoulder(N), elbow(N), arm(N), knee(N) waist(N), legs(N), feet(N) toes(N)	Is this your ____? Are these my ____? Yes, it is Yes, they are Is that his/her? No, they aren't No, it is not. Show me your/ his... This/that a...	Song repeat from prog. 17 related with lesson pictures for parts of the body
19	Adjectives Part I	big(adj), short(adj), small(adj), tall(adj)	Are you ____? Yes I am. No, I am not. Is this ____? Yes, it is No, it isn't	Song and lesson unrelated song from prog. 3 pictures: big/small; fat/thin; tall/short
20	Adjectives Part II	fat(adj), thin(adj.), and revision of adjectives in prog. 19	Who is ____? Is this/that ____? Yes, it is. No, it isn't.	New song partially related - Pictures: those of prog. 19
21	Counting Part I	Counting numbers from 1-20	How many ____ are there? There are ____ What are these/those? These/ those are ____ Are there 8 ____? Yes there are ____ Are those 15 ____ No, there aren't	Repeat song from prog. 3 - No pictures

22	Counting Part II	Coat (N), dress (N), minus (adj), old (adj.), years (N) counting numbers 1-30	How many are there? How much is the ____? How old are you? How old is he/she? Are you ---years old?	New song-related with Lesson -No pictures
23	Quantity	dinner (N), food (N), little (adj), a lot (adj)	A lot of-Is there a little (a lot) A little (of)---of water/ sugar etc. Yes there is No, there isn't	-New song-related with Lesson. -No pictures
24	Family Members		Who is ____? Is this Sara's ____?	New song contains words: Father, Mother, sister and and brother No pictures: though not mentioned those in Prog. 6 could do.
25	revision Part I	Revision of adjectives thin, fat, small, big, short tall Opposites: fat-thin big-small tall-short black-white(?)	Who is drawing? who drew ____? Questions with adjectives Who is fat/short --- boy/girl Is the ____ big/small---	Song repeat from prog. 20 No pictures. though not mentioned those in prog. 19 could do
26	revision	Revision of prepositions- in, on, under, over, behind, in front of, near	where is/are the ____? Are the ____ on the ____?	-song repeat from prog. 11. -No pictures: though not mentioned those in prog. 12 could do.

The above outline lists the vocabulary items and structures in the twenty six English teaching radio programmes for grade three students. The class which each of the vocabulary items belongs to, as indicated in the chart, is copied directly from the teacher's guide for the radio programmes which lists the items at the beginning of the information for each programme. There is, however, some inconsistency observed that an item indicated as say a noun is used as a verb in the example sentence that used the word. Referring back to the outline, we find that the programmes contain (147) vocabulary teaching items out of which 53 (35.82%) are nouns, 8 (5.41%) are pronouns, 26 (18.24%) are verbs, 30 (20.27%) are numeral adjectives (ie numbers from 1-30), 10 (6.77%) are adjectives, 8 (5.44%) are prepositions and 12 (8.11%) are language formulas (expressions).

Most of the items in grade three radio English are selected, as mentioned above, from the classroom text to which they are expected to serve as supplements. It is therefore necessary to compare the relationship that exists between the radio English teaching items and the conventional classroom teaching points, in relation to the lexicon for grade three English as prepared by the Curriculum Department of the Ministry of Education. This writer has counted and grouped, in their respective word classes, the teaching items of the classroom English from the outline of the grade three English lessons that has been attached herewith (see appendix D) copied from the teacher's guide for grade three text. The same procedure of counting and grouping the grade three lexicon (see appendix E) has also been done for comparison with the radio and classroom English. The following table indicates the number of items in each class of words contained in both the radio and classroom teaching and these are seen in comparison to the lexicon for grade three.

TABLE V COMPARISON OF GRADE THREE RADIO/CLASSROOM ENGLISH

Class of Words	Radio	Classroom	Difference in Favour of		Lexicon
			Radio	Classroom	
Nouns	53	70	-	17	85
Pronouns	8	-	8	-	-
Verbs	26	19	*7	-	31
Nemeral Adj.	1-30	1-20	10	-	18*
Possessive Adj.	-	3	-	3	4
Adjectives	10	6	4	-	13
Adverbs	-	3	-	3	6
Prepositions	8	6	2	-	5
Articles	-	1	-	1	-
Conjunctions	-	1	-	1	-
Particles	-	-	-	-	1
Lang. Formulas	12	2	10	-	-
Total	147	131	16	-	163

* Numeral adjectives 'two' and 'thirteen' are missing from the lexicon.

It is easily observed from the above table that except for nouns, the items in the radio teaching are more in number than the items in the classroom teaching. This is ever more surprising in the light of the fact that only a quarter of the teaching time is given to radio and also in view of the often repeated role of radio only as a support to the classroom teaching. The radio teaching is very much over loaded; it not only supports the classroom teaching by presenting items that are taught in class and needed some back up from radio presentation, but also teaches new items not presented to students by their regular teacher. Some radio items do not appear even in the lexicon.

The average number of items introduced in each programme is six ($147 \div 24 = 6$)

two of the twenty six programmes are devoted to revision). And this seems a little too much not only in the 15 minutes radio programme but also in the face-to-face classroom teaching, especially at the beginners level. In fact, there are programmes in which are included items as high as ten and twenty (Program N^os 18,21). In the case of the teaching of numbers, for example, the classroom text teaches five numbers at a time and takes four lessons (less. N^os 49, 53, 61, 62) to teach number 1-20 whereas the radio programme tries to teach the same 1-20 numbers in only one 15 minute programme. This seems to go against the gradation in the regular, conventional teaching. In connection to the number of new words to be introduced to young children learning English, Margaret Grant says: usually three or four words are sufficient for one lesson. They should be introduced with as much variety and action as possible² which understandably is not very easy in English teaching by radio. Meanwhile, it can be gathered from the above table that radio items are in most cases selected from those listed in the lexicon except that eight pronouns, ten numeral adjectives, three prepositions not found in the lexicon are included in the radio programmes.

The sequence of the structures in the radio programmes for grade three is as indicated in the above outline. Most of the structures are repeated (with inconsequential changes) in many of the programmes. Each of the structures in the chart (learning out their duplicates) could be found in the structured column of the outline from which the classroom English items are selected (see appendix D). It is therefore found out that the radio English teaching structures are very much related with the classroom structures.

After identifying the relationship in terms of vocabulary and structure items between English teaching radio programmes and the classroom conventional teaching, an attempt is made to evaluate the selected items suitability for

teaching them on the radio. The theoretical discussion on the nature of radio has indicated that because radio is a sound-only media, it has to be supported by other teaching aids to compensate for its limitations. Learning is assumed to be facilitated if it involves as many senses as possible. This implies that such items as could easily be illustrated by pictures, or are demonstratable by objects, models or actions are preferred to those that require lengthy verbal descriptions. Radio doesn't favor items such as 'tired' which is abstract and/or 'food' which is too general. The following table indicates the grade three radio English items in their respective class of words that are illustrated by pictures in the teacher's guide for the radio programmes, or could be demonstrated by easily available objects, models, actions or whether they require lengthy explanations that make them less easy for comprehension when presented on the radio.

TABLE VI GRADE THREE RADIO ITEMS SUITABILITY FOR PRESENTATION

Class of Words	Pictures	Objects/models actions	Explanation (vernacular)	Total
Nouns	35	8	10	53
Pronouns	-	8	-	8
Verb	-	20	6	26
Num. Adj.	-	1,2,3,...,30	-	30
Adjectives	6	1	3	10
Adverbs	-	-	-	-
Propositions	7	1	-	8
Lang. Formulae	-	-	12	12
Total	48	68	31	147

The above table indicates that of the 147 items 48 (32.65%) are illustrated by pictures in the teacher's manual for grade three radio programmes, 68 (46.26%) could be demonstrated in class using real objects, models or actions

whereas 31 (21.09%) require verbal description in the form of examples, definitions or explanations and this is only in the vernacular because children at the beginners' level do not have the necessary minimum word stock and simple structures to understand spoken English. If the picture-supported and object model or action demonstrated items are combined together we find that 116 (78.91%) of all the items for English teaching by radio for third grade students involve more than one sense thereby making themselves easier for learners' comprehension. The selection of items for third grade English teaching by radio is therefore based upon pedagogically sound criteria-without, however, forgetting that their number is a little too many.

The list of the radio items in their respective classes of words are given below for handy reference to the claim of this writer who has tried to group the items according to the classification in the above table. In the 'pictures' column, only those items to which pictures are drawn in the teacher's guide for the radio programmes are included. It is therefore the case that an item is listed under the 'pictures' column only because it has a picture in the teacher's manual though it might have been better taught by objects, models, actions or explanations. To indicate this unnecessary picture inclusion or misplacing of items, such item as is misplaced is entered in its more appropriate place with one asterisk mark. The asterisk mark is used to say: though the appropriate place for this item is here, it is put elsewhere due to the course designers mistaken decision; and if two asterisk marks are used, it is due to the need for an additional use of other teaching techniques. The exact number of words for each column below that should correspond to the number indicated in each cell in the above table is therefore the number of items in that column minus those items with asterisk marks. Those items whose pictures are not illustrative and therefore, do not

'isolate' the item they intend to stand for are marked with question mark.

TABLE VII GRADE THREE RADIO VOCABULARY LIST

Class of Words	Pictures	Objects/models actions	Explanation (vernacular)
Nouns	bag camel neck basket donkey shoulder box elephant elbow stone(?) goat arm stick(?) horse knee cat lion waist bird sheep legs cock man feet cow woman toes dog baby greetings hen boy glass** ox girl bottle** mouth sack**	boy* feet* girl* toes* mouth* coat neck* dress shoulder* water elbow bottle arm glass knee* sack waist* book legs* egg	coffee small milk teste sugar greetings* tea years dinner food shop egg**
Pronouns	-	I we you they he you(pl.) she it	I** we** you** they** he** you(pl.)** she** it**
Verbs	-	close pull jump push knock drink open eat run touch walk wash write washing draw eating hold point to** drawing near** see**	show point to look cook hear see
Adjectives	big short small fat tall thin	old short* big* fat* small* thin* tall* old**	minus a little a lot
Adverbs	-	-	-
Prepositions	on under in behind near in front of with	over with* on* under* near* in front of* in* of*	

Language formula		Hello, Good morning, Good afternoon, good bye how are you? I am fine, thank you, and you? Hi, see you, Good evening, Good night, bye bye	Hello **, Good morning, Good afternoon, good bye ** How are you? ** I am fine, thank you? ** and you? ** Hi, ** see, ** you? ** Good night, ** bye bye **
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A casual observation of the columns in the above list of items reveals that items that could best be presented by objects, models, actions or explanations are illustrated by pictures. It could also be contended that some nouns that are listed under the third column which is considered inappropriate for items to be taught by radio could be put either in 'pictures' or 'objects/models/ actions' column. The point however, is that the items have been categorized taking their easy availability for the classroom teacher into consideration. Sugar, tea, milk and egg are, therefore, though assumed to be common household items, still grouped under 'explanation' column for it is not, this writer feels, always easy to bring them to class for demonstration. Likewise, a common household object 'bed' (see the list for grade four below) is put under column three because it was not illustrated by a picture and also because asking for its model from the classroom teacher is expecting too much. Another argument could be raised that some items could very easily be sketched in line drawings in the classroom. This however, is a supposition that the present writer would not like to accept as being within the ability of every elementary school English teacher. In fact, the assumption in listing the items in the above columns is that the classroom teacher has no appreciable ability to draw pictures but still is motivated to use common classroom objects or models, creates varied situations, performs many actions to portray the teaching items to his student. However, even these assumptions may lose ground in the face of the present lamentable situation of indiscriminate assigning of some elementary school teachers for

English teaching without they having any formal training or having been trained for subjects other than English. Such a situation has been observed even in schools in the capital, Addis Ababa, which are assumed to be privileged when it comes to better educational opportunities one of which is the availability of trained teachers, either for specific subjects, or in general pedagogical principles. The foregoing comment is supported by a result from a study conducted in Addis Ababa to investigate the effectiveness of EMMC's English teaching radio programmes for grade six students in selected schools in the Eastern Zone. The study indicates that:

Out of the sixteen English language teachers ten are TTI (Teacher Training Institute) graduates; five are enrolled in the direct teaching and one is a drop out from the University (Addis Ababa University). What is surprising about the qualification and specialization of these teachers, is that out of the ten TTI graduates, one was trained as a history teacher and two of them were science majors; and again out of the five teachers employed for direct teaching, four have never been in the field of English language teaching. The drop out teacher was majoring in mathematics when he was in the university. (brackets mine)

One may safely assume that such situations abound, to everyone's regret, in many of the elementary schools in the country. This writer, therefore, in view of the grim assumptions about English language teaching in Ethiopia, considers himself very optimistic to suppose that the elementary school English teachers are motivated to perform the activities indicated above. The foregoing remarks must be borne in mind when referring to other such listings for grades four to six.

Before passing over to the description of the contents of grade four radio English, a brief comment is in order here in connection to lesson topic designations and the educational songs that accompany many of the radio lessons. As is seen in the flow chart above, the lesson topics do not show consistency in that about twelve of them refer to functional topics

(eg. programme N^os 1,2,3,4,5,...) and the remaining ones are labelled in grammatical categories(eg. programme N^os 11.12.15.16.19,20). Such lack of uniformity in lesson topic designations might cause a disorientation to the classroom teacher using the radio programmes as to whether the stress should be on the communicative aspect of the items or on discussing them in terms of grammatical entities. This, then, should be avoided and the topics should better be labelled on functionally precise terms because grammatical labellings which may necessitate extended explanations are not suitable for radio presentation due to shortage of air time. In relation to songs, there are only twelve different educational songs that accompany the twenty six lessons. It is therefore inevitable that some of the songs are repeated in lessons to which they have no relation whatsoever. Even those songs -that are said to be related are not strongly so. Moreover, the words of most of the songs are not heard when they are sung-some are sung with speed making it difficult for children to imitate them. And the tune of most of the songs does not seem, at least to this writer, very 'Ethiopianized' (whatever the term may be) as it is claimed to be though the ^{ization} Ethiopian of the tunes of these songs cannot be justified for the simple reason that English being a very different language from Ethiopian languages cannot be made to fit into the tunes designated 'Ethiopian'. The stress pattern and infonation of English may not favor an 'alien' tune. It is therefore recommended that English tunes that are relatively simple and easy for imitation be used in the programmes that try to teach English. Furthermore the songs, according to this writer, are not well exploited as teaching items but rather are considered 'fillers' of the air time left at the end. Such practice should be discouraged in view of the fact that children are very fond of songs and are uninhibited for repetitive drills, provided they give them meaning-a point that calls for due attention to

contextualize songs with the teaching points in the programmes.

4.1.2. Grade Four

The same procedure as used above is repeated here to analyse the contents of grade four English teaching radio programmes. The outline chart is presented beginning on the following page.

TABLE VIII OUTLINE OF GRADE 4 RADIO ENGLISH 4

Programme No	Session Topic	Vocabulary	Structures	Remarks
1	Commands Part I	arm(N), came(N), Cat(N), ear(N), eye(N), elephant(N), house(N), picture(N), tree(N), umbrella(N)	show me a _____ What is it? It is a(an) _____.	New song-related with lesson. No pictures
2	Commands Part II	bring(V), cup(N), give(V), plate(N), pot(N), same(adj), please(V)	Give/take/bring _____	Song repeat from prog. 1 No pictures
3	Verb to have Part I	have(V) hearing(N), rain(N) see(V) smelling(N), taste(N), touch(V)	I have _____ I/you/we...have/has ears/eyes...for hearing/seeing...	New song-partially related with lesson. No pictures.
4	Verb to have part II	animal(N) calf(N), friend(N) hate(V), monkey(N), sheep(N), tell(V), truth(N), wolf(N)	Who are _____ and _____? Who has a _____? Can we _____?	Song repeat from prog. 3 Pictures sheep, calf, monkey, wolf(?), ox, cow
5	How many and How much		How much and How many in questions and answers from, How many _____ have you? I have two arms. How much water have you? I have a little water etc.	-New song related with lesson -No pictures

6	Yes and No answers		How many _____ have you/.....? How much...have I/...? has he/she _____? Yes he/she has Have you/I...? Yes I/we...have No he/she hasn't No I/we...haven't	Song repeat from prog. 3 related with lesson No pictures
7	Counting		-revision of structures in prog. 5&6 -count the _____ -what is he/she/you... doing? He/she/I/we is/are counting the _____	Song repeat from prog. 3 related with lesson -No pictures
8	Marketing	bean (N), buy (V), lentil (N), pea (N) market day (N), sell (V), weigh (V)	What are you/we... doing? Who is holding the _____? How much _____ have you/ I/he/she...? How much is a kilo of _____?	-New song partially related with lesson -Pictures: market(?) in it houses, trees, donkeys, people)
9	KB. questions:	bed (N), carry (V), coat (N), field (N), letter (N) post office (N), send (V), uncle (N), write (V)	What is this? Who is coming? Where is the pen? What is in the box? Where is Zbeba?...	Song repeat from prog. 8 not related with lesson pictures carrying, writing, cooking

10	Action words	cry(V), draw(V), jump(V), kick(V) lock(V), play(V), ring(V), run(V), walk(V), want(V), wash(V)	I want to <u> </u> like <u> </u> I want to <u> </u> <u> </u> . What is/are he/she/we I.... doing	New song-related with lesson No pictures
11	Verb to be Part I	drink(V), eat(V), sleep(N)	revise What is/are he/she/we we/I....doing	Song repeat from prog.10 partially related -picture: 'Verb to be' (?)
12	Verb to be part II	cool(V), cut(V) farmer(N) fire wood(N), help(V), listen(V) sing(V)	Revision on personal pronoun 's' -I am listenint to <u> </u> -He is fanning round the <u> </u> Revise what is/are he/she, we I..... doing?	Song repeat from prog.10 partially related Pictures: that of prog. 11
13	Revision	dress(N), farmer, help, cry, quick (adj), soap(N) tell, take(V), took(V)	Revise some WH quesit- ion (prog.9) Revise some action words (prog.10)	Report song from lesson 8 not related. Pictures playing, cryin, (?) washing(?)
14	Days of the week	S E M E S T E R II	What is today/tomo- row? What day comes before/after Monday....? How many days are there in a week?	New song-related with lesson -No pictures

15	Formal Greetings	hello! How are you? I am fine thank you, and you? I am fine thank you.	Where are you/they... going? What can I help you? Have you a pen please? How much is it?	New song (prog 1 grade 3) - related with lesson -picture: formal greeting(?)
16	Structure Part I	football(N), game(N), live(V), teach(V) village(N)	Who are you? What is your name? Who is your father? Where do you live?	Song repeat from prog. 14. Not related with lesson Picture: village, boy, man
17	Structure Part II	afraid(adj), bark(V), climb(V) late(adj), stop(V)	Phrases(?) like Run after the dog. Let us wash the dress. Look over there.	New song partially related with lesson Pictures: dog, cat, tree, boy and girl running, other children playing.
18	Structure Part III	Revise: drawing(V), picture, room(N), reading(V), learning(V)	Revise question patterns: What is he doing? What is she like? Who is sitting on a chair? Where is she? Why is she reading?	Song repeat from prog. 17 not related with lesson -Pictures: a girl reading a book
19	Questions with Short Answers		Various short answer structures like -single word replies -yes, he she, I....?	Song repeat from prog. 14 Not related with lesson -No pictures
20	Questions with Answers Part II	fire(N), happy(adj), kitchen(N), kettle(N), tired (adj)	same as prog. 19	-song repeat from prog. 14; not related with lesson -No pictures

21	Going to a Clinic Part I	Clinic(N), hurt(V) right (adj), throw(V), wait(V) wrong(adj) Revision(?) catch(V) arm, feet(N), play, quickly(adv.)	Who/what is it. Run after the Wait for the What is wrong?	New song-related with lesson Picture: Falling down(?) A boy falling down, another lifting him up A ball in the background.
22	Going to a Clinic Part II	first(adj), health officer (N), medicine (N) revise clinic, hurt, today, tomorrow	Wait for me. Let us show me I am going to What is wrong?	Song repeated from prog. 21: related with lesson Picture: in a clinic, a doctor helping a boy, an old man watching
23	Ordinal Numbers	first(adj), last(adj), prize(N), runner(N), second(adj), third (adj)		New song related to lesson No pictures
24	Descriptive words	clean(adj), dirty(adj), kind(N), new(adj), old (adj),	To use descriptive adjectives in question form What kind of boy is he? What kind of hair is it? What kind of woman is she? What kind of tea is it?	New song partially related with lesson No pictures Exercises in opposites: fat-thin, new-old, clean-dirty etc.
25	Revision Part I	beautiful(adj), fruit(N), nice(adj) stop, grandmother(N) visit(V)	Short answers to the various structures indicated in many of the programmes above	Song repeated from prog. 14 not related with lesson No pictures

26	Revision Part II	better(adv), dead(adj), gave(V), tire(V), revision: wolf, want, eyes, ears, teeth(N), help		Song repeat from prog. 1 not related with lesson -Pictures: A girl and a wolf; little girl running to the door a man with an axe trying to kill a wolf coming out of sea A bottle of milk(?) and a basket of eggs. (?)
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The different classes of words that are grouped from the above chart total 138 and are broken down as follows: 59 (42.75%) nouns, 49 (35.50%) verbs, 19 (13.77%) adjectives, 4 (2.90%) adverbs, 2 (1.45%) prepositions, 5 (3.62%) language formulae which actually are the same as those taught in grade three-expressions used in greetings.

When the items for grade four English teaching by radio are compared with the classroom's English in terms of grade four lexicon, the following result is achieved. The source of the items for grade four classroom English which this writer counted and grouped in their respective classes is the outline of English texts for grades three and four-grade four's share is from lesson 76

TABLE IX COMPARISON OF GRADE 4 RADIO/CLASSROOM ENGLISH

Class of Words	Radio	Class-room	Difference in favour		Lexicon in the curriculum		
			Radio	Classroom	Present grade (4)	previous grade (3)	cummulative
Nouns	59	28	31	-	37	85	122
Verbs	49	24	25	-	26	31	57
Verbal imperatives	-	10	-	10	-	-	-
Num. Adj.	-	70 (30 + 100)	-	70	-	18	18
Adjectives	19	23	-	4	24	13	37
Poss. Adj.	-	-	-	-	-	4	4
Adverbs	4	11	-	7	6	6	12
Prepositions	2	1	1	-	2	5	7
Particles	-	-	-	-	-	1	1
Language formulae	5	-	5	-	-	-	-
Total	138	167	62	29	95	163	258

The above table indicates that for the two major classes of words (nouns and verbs) the radio English has a very high lead over the classroom English.

In fact, the difference in the total number of items between radio and classroom English is the result of a very large number of numeral adjectives (numbers from 30-100) contained in the classroom text. Only those account for 41.92% of the total number of items contained in the classroom text for oral vocabulary for grade four English. Otherwise the radio items exceed that of the classroom by 41 vocabulary items 138-(167-70) = 41. Here again, like the radio English for grade three, one can say that the radio programmes are trying to teach more items than they possibly can. The average number of new items introduced in each programme is six. The actual number of items introduced in many of the programmes, however, is more than six as four programmes (programme N^os 5,6,7,19) have not listed specific vocabulary items to be taught in them. Moreover, the wide gap in item numbers for nouns and verbs between the radio and the lexicon is interpreted as that many items in grade four radio English are items introduced in grade three and repeated in grade four for revision. Meanwhile most of the structures in grade four English coincide with those oral structures listed in the structures column of the classroom text lessons' outline.

What is now presented below is the listing of the radio items in a similar grouping as that used for grade three above. First, the number of items in each class of words is indicated in its designated cell according to whether they are illustrated by pictures in the teacher's manual for grade four English radio programmes or are more suited for demonstration using objects, models or actions or call for explanations in extended verbal description. Here is the table.

TABLE X GRADE FOUR RADIO ITEMS SUITABILITY FOR PRESENTATION

Class of words	Pictures	Objects/models actions	Explanation (vernacular)	Total
Nouns	6	17	37	60
Verbs	5	32	12	49
Adjectives	-	11	8	19
Adverbs	-	1	3	4
Preposition	-	-	2	2
Language Formulae	-	-	5	5
Total	11	61	66	138

It could be gathered from the above table that the teacher's guide for grade four radio English illustrates with pictures only 11(7.97%) of the 138 items; 61 (44.20%) items could be easily demonstrated using objects models or actions. The rest 66 (47.83%) items required verbal descriptions- a situation that, makes almost half of the grade four vocabulary items not as easily understood as those shown with pictures or presented using objects, models or actions. This, however, does not mean, as will be indicated shortly, that some of the 66 items could not be illustrated with pictures or again could not be presented using objects, models or actions. What it means is that the number of pictures to illustrate some items in the teacher's manual for the radio programmes is very much less than what could have been included. In fact, it could have been possible, as seen below in the list, to include eleven more pictures in the manual. Why this has not been done might be due to the assumption, on the part of the personnel who prepared the manual or produced the programmes, that some of the items whose pictures are missing from grade four radio English manual are illustrated in grade three radio English manual and therefore could be used in the appropriate programmes in grade four. This, however, is not explicitly stated in the guide to remind the classroom teacher just used the radio programmes. Moreover,

remind the classroom teacher that uses the radio programmes. Moreover, it may be the case that the teacher for the different grades may not be the same person so as to be able to refer to guides for other grades. Meanwhile, if some items in the list below are thought to be misplaced, the rationale for that is given above when grade three items are listed. The explanation for the asterisk mark is also given at the same place above (see P.69-76).

TABLE XI GRADE FOUR RADIO VOCABULARY LIST

Class of Words	Pictures	Objects/models/ section	Explanation
Nouns	animal tree* calf umbrella* monkey plate sheep cup wolf pot village bed camel farmer* cat kettle* elephant	arm pea ear coat eye field house dress picture football tree feet friend teeth bean letter lentil	camel bad kettle cat postoffice clinic elephant uncle health umbrella sleep officer plate farmer medicine cup fire- prize pot wood runner hearing soap kind rain holiday fruit smelling week grand- taste working- mother truth day kilo game market day room fire kitchen
Verbs	carrying writing cooking playing reading	bring kick sing give lock take have ring teach see run break touch walk climb buy wash stop sell drink draw weigh eat ing cry cut learn draw help ing jump listen throw carry-*play- catch ing* ing* write-- read- ing* ing*	please hurt hate wait tell visit send save want tire took live
Adjectives	-	quick first dirty right third new wrong last old ill clean	some tired afraid beautiful late nice happy dead

Adverbs	-	quickly first dirty	today tomorrow better
Preposition	-	-	after before
Language Formulas	-	Hello,** How are you?*** I am fine** Thank you** and you?*	Hello, How are you? I am fine Thank you and you?

Lastly, the comments forwarded in relation to the lesson topic designations and educational songs for grade three equally applies, as could be checked in the outline above, to grade four English teaching radio programmes. The lesson topics which do not have uniformity of labelling should be consistently labelled in functionally appropriate topics. In connection to the songs, there are eleven different songs some of which are repeated in lessons with which they do not have any close relationship. The voices of the singers in some songs should be made clearer and audible for imitation by school children. An attempt should also be made to strongly relate educational songs with lessons.

4.1.3. Grade Five

The procedure in the analysis of content of the English teaching radio programmes for grade five begins with the listing of the teaching items in the radio programmes in the following outline chart.

TABLE XII OUTLINE OF GRADE 5 RADIO ENGLISH⁵

- 93 -

Programme No	Lesson Topic	Vocabulary	Structures	Remarks
1	Family Members	Family(N), farming(V), far (adj), policeman(N), pot(N)	Connectors but, or, and	New song related with lesson picture: pot
2	Let's Wash Our Clothes	stool(N), clothes(N), kitchen(N) bucket(N) soap(N)	Verb 'to be' and verb 'to have' in simple present and present continuous I am washing my clothes He/she <u>is</u> washing his/her/ clothes I/you/we/they <u>have</u> a book He/she <u>has</u> a book	New song partially related with lesson pictures: stool, bucket, clothes(coat and trousers)
3	Talking with a Friend	axe(N), collect(V), firewood(N) forest(N), sack(N)	Verb 'to be' and possessive pronouns I/you/we/they have pencils He/she has a pencil It is my/his/her/your/our/ pencil	Song repeated from prog.2 related with lesson pictures _ axe,
4	What do we write with?	bench(N) break(V), stick(N), (N), plough(V), count(V)	The appropriate use of 'can' I/you/he/she/we/they can read and write.	Song repeated from prog.2 not related with lesson pictures: bench, stick(2)
5	Last year I was in grade 4	cheap(adj) expensive(adj) empty(adj) full(adj), months(N)	use of <u>was</u> and <u>were</u> Last year I/he/she/Daniel was in grade 4 Last year we/you/they were in grade 4	New song related with lesson pictures: an empty and full bottles.

6	A Hyena in the field	bull(N), bark(V), drink(V) afraid of(adj), laughing(V)	'was' and 'were' in negative and interrogative sentences. Was there a hyena in the field? Daniel and Aster were not in the field.	song repeat from prog.5 related with lesson Pictures: bull(?) drinking
7	Visiting a Carpenter's Workshop.	cost(V), hard working(adj) marker(N) mend(V), shelf(N)	Apostrophe's' and ' of the' in sentences. Aster is Daniel's sister. The legs of the chair are broken.	Song repeated from prog.2 not related with lesson Picture: shelf
8	Let's Learn Correct English	open(V), knock(V), rain(V), shout(V) pour(V)	Simple present and simple past, Every morning she opens the door. Every night I/you/we/ they knock at the door Last night I/you/we/they knocked at the door	New song partially related with lesson Picture: pouring
9	Baking Injera for Lunch	bake(V), hungry(adj), lunch(N) bowl(N) reading (adj), heavy(adj)	Question tags, with verb 'to be' The bowl is very heavy, isn't it? Yes, it is. are 12 years old, aren't you? Yes, I am. etc.	Song repeated from prog.8 not related with lesson Picture: bowl
10	Daniel was absent from school yesterday	flower(N), pick(V), look for (V) pocket(N)	Negative of regular and irregular verbs in simple past tense You didn't come to school yesterday. I didn't find my lost pen etc.	New song related with lesson Picture: flower

11	A dialogue between a father and a teacher	soil (N), seed (N), tool (N), together (adv)	Interrogatives of simple past using 'did' Did he work with you? Did you do your homework? etc.	Song repeat from prog Also not related with lesson No pictures
12	Aster and her mother	maize (N), grinding (V), flour (N), dig (V), tear (V)	Irregular verbs in interrogative sentences in the simple past, Did he <u>tear</u> the cloth into <u>pieces</u> ? Did he <u>dig</u> the ground yesterday?	Song repeat from prog. Also not related with lesson Pictures: grinding (?) and digging
13	Let's Remember Our Lesson;	revision: bake (N), kitchen, (V) sack, pocket, dig, stool	revision: of some structure taught in programme 1 to 12	Songs repeated from prog. 2 not related with lesson

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14	Family Conversation	hour(N), mule(N), uncle(N) reach(V), wake up(V)	Future tense with will/ shall I shall go to the market. They will work on the farm. farm.etc	New song-related with lesson pictures: mule Actual radio programme substituted this word by 'horse'
15	On Saturday Morning	office(N), clean(adj)? keep(V), cover(V), mat(N)	Interrogatives in future tenses Answers to them in con- tracted form e.g. Will you go to school tomorrow? No, I won't Shall we clean out classroom tonight? No, we shan't etc.	Song repeat from prog. 14 partially realted with lesson No Pictures.

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16	Work Day	visit(V), harvest(V), look(V), glad(adj)	Question tags of simple future tense Mother will not be angry, will she? No, she won't.	Song repeat from prog. 14 partially related with lesson No pictures
17	Sentences with 'going to'	son(N), daughter(N), bus(N) foot(N)	going to verb (sic) as future tense I am going to..... She is going to..... They are going to...	New song related with lesson Picture: bus
18	Ato Iebebe and Ato Tessema	look(after)(V), hen(N), hen house(N), calf(N), hyena(N)	Interrogatives of 'going to' form. Are you going to make chairs? What are you going to do? etc.	Song repeat from prog 17 partially related with lesson Pictures: hen, hen - house, calf, hyena
19	Answering some 'WH' questions	breakfast(N) onion(N) crop(N), fruit(N) (months of the year through song)	WH questions -What do you do everyday? -Where does your father work? -who is your English teacher?	New song to teach the names of the months of the year -not a teaching point in the programme picture: onion
20	Ato Misay and His pupils	super(N), key (N), drive(V) owner(N), year(N)	Use of Adverb of manner and time -We have our breakfast. -Ato Kebede drives his car slowly.	New song related with lesson, Picture: Key
21	The Indefinite Articles	sweet(adj), hat(N), wife(N) husband(N), fill(V)	Use of indefinite articles (a, an) in sentences -That is a picture of -There is a book ...	New song related with lesson (highly decontextualized) Picture: hat

22	Going to a Shop	angry(adj), alone(adj), fence(N), soon(adj)	Infinitives -I am going to <u>buy</u> a new shirt. -She is going to <u>wash</u> her clothes...	Song repeat from prog. 19 not related with the teaching points Picture: fence-(wooden)?
23	Reading Correctly	copy(V), hand writing(N) notebook(N) difficult (adj)	The use of 'for' and 'to' -Aster wrote a letter for her mother. -Aster wrote a letter to her mother.	Song repeat from prog. 19 not related with the teaching points No pictures
24	Yes and No answers	cattle(N), belt(N), dry(adj), feed(V)	Information questions Yes or No responses -Is that your pen? -Yes that is my pen. -Are those your friends? -No they are not my friends.	Song repeat from prog 19 not related with the teaching points Picture: leather(?) belt
25	Review Lessons Part I	Revision: harvest, look- after, daughter, son, wife, husband, onion, fill, copy, crops	Revision of some structures res taught in the second semester Programmes 14-24	No song No pictures
26	Review Lessons Part II	Revision: plough, break, mend, knock, bake, grind, dig, visit, look for	Revision of some structures from prog. 14-24	Song repeat from prog. 19 not related with the teaching points. No pictures

As could be gathered from the outline, the total number of vocabulary items used in the teaching of English by radio for grade five students is 168. The various classes of words incorporated into the twenty six programmes are 56 (51.85%) nouns, 33 (30.56%) verbs, 17 (15.74%) adjectives,² (1.85%) adverbs.

The average number of new items introduced in each programme, to the nearest higher number, is five. This is in contrast to the grade three and four programmes in which there were 147 and 138 teaching items respectively. The point however is that the trend should have been the other way round in that item selection is very much limited towards the beginning with progressive increase as the level and time spent in the course increases.

The relationship of the radio items with the classroom English could not be done for grade five (and also grade six) because of the absence, either in the text book or elsewhere, of the outline of the teaching items as those used for grade three and four. The comparison is therefore limited to those items in the lexicon for grade five as shown below.

TABLE XIII COMPARISON OF GRADE FIVE RADIO, LEXICON

Class of words	Radio	Lexicon in the curriculum		
		Present grade(5)	Previous grades (3+4)	cumulative
NOUNS	56	210	122	332
Verbs	33	94	57	151
Poss. Adj.	-	-	4	4
Num. Adj	-	24	18	42
Adjectives	17	61	37	98
Adverbs	2	14	12	26
Preposition	-	-	7	7
Particles	-	-	1	1
Language-formula	-	-	-	-
Total	168	403	258	661

One can infer from the above table that a large number of items have appeared in grade five lexicon and students in grade five must have acquired a very large number of items from previous classes so that the radio programme ought to have included a slightly higher number of items and items belonging to more number of classes.

What is observed in grade three and four was an excess of items and a loading of the programmes whereas the opposite happens in grade five. Meanwhile, the question one might be tempted to raise, though it may not be directly related with the present study, is what justifies the great leap in the listing of lexical items from 95 in grade four to 403 in grade five, not forgetting the decline from 163 in grade three to 95 in grade four.

The same method used above for grades three and four in analysing the items' suitability for radio teaching is applied for grade five items as presented below.

TABLE XIV GRADE FIVE RADIO ITEMS SUITABILITY FOR PRESENTATION

Class of words	Pictures	Objects/models actions	Explanations (vernacular)	Total
Nouns	21	8	27	56
Verbs	3	15	15	33
Adjectives	2	5	10	17
Adverbs	-	1	1	2
Prep.	-	-	-	-
Language Formula	-	-	-	-
TOTAL	25	30	53	108

The above table indicates that the teacher's manual for grade five radio English illustrates 25 (23.15%) of the 108 items using pictures; 30(27.78%) of the items can be demonstrated by objects, models, or actions; 53(45.07%) of the items require verbal explanations. It has been said repeatedly that

language instruction by radio should contain, as much as possible, demonstratable (in pictures, objects models, actions) items to facilitate comprehension in as less time as possible because radio message is so transient that it does not give as much time as is required for explanation. Nearly half of the grade five radio items, as seen above, do not fulfill this criteria of demonstratability.

The list of all the items is given here under. The assumptions for the listing are the same as those mentioned for grade three and four.

TABLE XV GRADE FIVE RADIO VOCABULARY LIST

	Pictures		Objects/models actions		Explanations (vernacular)		
Nouns	pot	bowl	soap	maize	family	flour	super
	stool	flower	stick*	foot	policeman	hour	owner
	clothes	bus	flower*	onion	kitchen	mule	year
	bucket	hen	pocket	notebook	firewood	uncle	wife
	axe	henhouse	soil	belt*	forest	office	husband
	sack	calf	tool		months	mat	fence*
	bench	hyena			bull*	son	hand- writing
	stick(?)	hat			market	daughter	cattle
	bull(?)	fence			lunch	break- fast	
	shelf	belt key			seed	crop fruit	
Verbs	pour		collect	shout	farming	reach	
	grinding(?)		break	pour*	plough	wake up	
	dig		count	pick	cast	keep	
			dark	tear	send	visit	
			drink	cover	rain	harvest	
			laughing	lock	bake	look after	
			open	fill	dig*	drive	
			knock	copy	lookfor	feed	
	Empty (?)		empty*(?)	dry	far	ready	
	full(?)		full*	along	cheap	glad	
adject- ives			heavy	angry	expensive	sweet	
			clean		afraid of	difficult	
					hard- working		
					hungry		
Adverbs			together		soon		

In relation to lesson topic designation, grade five radio programmes show much more consistency than the programmes for grade three and four. They are (except programme N^o 17,19,21) labelled along functional designations prompting the listeners to extract the relevance of the items in the programmes to an actual communication situation. The number of the different educational songs in all the programmes is only ten. This, as mentioned earlier, results in indiscriminate repeating of some of the songs in lessons to which they do not contribute anything.

4.1.4. Grade Six

The same procedure used for the other grades is also used for the analysis of content of grade six English teaching radio programmes. The outline chart is presented beginning on the next page.

TABLE XVI OUTLINE OF GRADE 6 RADIO ENGLISH 6

Programme No.	Lesson Topic	Vocabulary	Structure	Remarks
1	Comparatives Part I	wise(adj), strong(adj) long(adj), tall(adj) short (adj)	Comparatives: -Gelata is stronger than Ahmed. -Ahmed is the wisest of all boys....	New song-No relation with Lesson Pictures: a strong boy and a weak boy (?) Pictures:
2	Comparatives-Part II	interesting(adj), fresh (adj), clean(adj), helpful (adj), healthy(adj)	Comparatives with: more/ most -Ahmed is more handsome than Gelata. -She is the most beautiful girl in our school	-Song repeat from prog. 1 -No pictures
3	The Past continuous Tense Part I	wipe(V), hairpin(N) remove(V), hardworking (N-sic) sportsman(N)	Past continuous tense -I was eating -They were playing. etc.	New song-No relation with lesson. -Pictures: hairpin(?) sportsman(?)
4	The Past Continuous tense part II	elect(V), candidate(N), cross(V), share(V), idle (adj)	Past continuous cont. (changing the affirmative to Neg+interrog.) -We were electing a monitor.	Song repeat from prog. 3, -No relation with lesson -No pictures
5	Quantifiers-Part I	satisfied(V), settle(V), famous(adj), folding(V), protect(V)	Quantifiers: -All the boys are in school -Both the girls are beautiful.	Song repeated from prog 1 -No pictures

Quantifiers
Part II
happy(V), strong (adj)
clean(adj), helpful(adj)
Quantifiers cont'd
Both boys are alert
-The boy is fat
Song repeated from prog. 1
-No pictures

6	Quantifiers - Part II	admire(V), fond of (adj) please(adj), alert (adj)	Quantifiers con'd -Some boys are alert in class. -Every boy is fond of biscuit.	Song repeated from prog. 1 -No pictures
7	A Factory Worker	fight(V) raise(V), factory (N) city(N) capital city (N) night fall(N)	Sentences with all..., all the..., the worker whole ... -I spent all day in the cinema. -I spent the whole day in the cinema	New song-No relation with lesson -Picturee factory (?)
8	Nationalities	Country(N), plenty (N) responsible(adj), prevent(V) population(N)	referring to different countries' -an Ethiopian -a Sudanese -a kenyan etc.	Song repeated from prog. 7 -No relation with lesson -Pictures.
9	Tomorrow is a School Day	get up(V), tailor(N), sewing machine(N), alone (adj) use(V)	-Time phrases in -Prepositions and their use -Tomorrow I will get up early. -How will you go to school tomorrow? -Will your sister go by bus to school next week?	New song partially related Pictures: sewing machines, tailor.

10	Pronouns	earache(N), dentist(N) toothache(N) germ(N), same(adj)	Pronouns -Are Geleta and Ahmed pupils? Yes, they are. -Where is Geleta's sister going? She is going to the Kebale. etc.	Song repeat from prog.9-No relation with lesson -No pictures
11	Clean your Classroom	rag(N), tool(N), rub(V), become(N), floor(N)	Use of some, any, one in sentences -Do you have <u>some</u> paper? -No, I don't have <u>any</u> -Do you have some <u>sne</u> laces? Yes, I have some long ones.	New song-Not related with lesson -Picture <u>broom</u>
12	Relative pronouns	jar(N), liquid(N), contain(V), paint(V), ask for(V),	reflexive pronouns -Geleta looks after himself. -They are looking at themselves in the mirror.	Song repeat from prog.11 Not related with lesson
13	Review Lesson	Revision:elect, candidate strong, sportsman, protect germs, dentist	Revision-some structure from 1-12 programmes.	No pictures
14	Viruses are Our Enemies	disease(N), viruses(N) fever(N), vaccinate(V) dirty(adj)	Sentence constructions: -What can you do with <u> </u> ? -What is injera made of?	Song repeat from prog.3) related with lesson Picture-vaccination(?)

15	If - Clauses	hurt(V), stale(adj), divide(V) together(adv) glad(adj)	If-clause in simple present tense -If my father gives me some money, I will buy new shoes. -We will go to Diredawa if the train comes soon etc.	New song-partially related with lesson -No pictures.
16	Active and Passive Voice Part I	discover(V), cause(V), produce(V), sell(V),	Active and passive voice in simple present -Ethiopians speak Amharic -Amharic is spoken by Ethiopians. -Carpenters make chairs. -Chairs are made by carpenters.	Song repeat from prog. 15 related with lesson. -No pictures
17	Active and Passive Voice-Part II	mix(V), earn(V), size(N), borrow(V), save(V)	Active and passive in simple past tenses. -Geleta ate the bread. -The bread was eaten by Geleta. -We kicked the ball. -The ball was kicked by us.	Song repeat from prog. 11 Not related with lesson -No pictures
18	Always and Never		Uses of 'always' and 'never' -You must <u>always</u> drink pure water. -You must <u>never</u> drink dirty water.	New song-Not related with lesson. -No pictures.

19	Answering some questions Part I	bright (adj), arrange (V), ran into (V), assembly hall (N)	Enabling students answer some questions with 'how long' and 'when'. -How long do you study in a day? -For three hours (short) -I study for three hours in a day (long) -Then do you read books? -During breakfast (short) -I read books during breakfast (long)	song repeat from prog. 18 not related with lesson -No pictures
20	Answering some questions Part II	gently (adv), properly (adv), immediately (adv), gradu- ally (adv)	Answering questions with 'how' and 'why'. -How does Ahmed walk? -Ahmed walks slowly. -Why did you go to the market? -I want to... in order to sell some teff	New song-partially related No pictures
21	Let's learn some Adverbs	enough (adj), pure (adj) road (N), street (N)	Adverbs: very, too, enough -the tea is too hot to drink -the book is very heavy -the boy is strong enough to lift up the box.	New song with nouns, too many -teacher, driver, soldier -farmer, tailor, doctor -weaver, potter, carpenter -factory worker. -Pictures road (?) street (?)

22	Let's Learn some structures	Revision: use, get up, raise, elect	Simple present and simple past -Yesterday, I <u>used</u> a pen to write with -Everyday I use a pencil to draw pictures, etc.	Song repeated from prog 21, No relation with lesson No pictures
23	Can and Must	-	Can and Must Can I go out? No you can't You must study.	New song-Not related with lesson indicates words not taught previously. -No pictures
24	Must and Necessary (s/c)	improve (V), turn on (V), cultivate (V), trouble (V), support (V)	Must and necessary: -It is necessary to study hard -Yes must study hard. etc.	Song repeated from prog. 21 Not related with lesson No pictures
25	Review Topic I	revision: cause, diseases, pure, mix, produce		Song repeated from prog. 21 Not related with lesson. No pictures.
26	Review Topic II	rub, cross, borrow, share, cultivate, produce	Simple present and simple -Yesterday she rubbed.... -Everyday she rubs	Song repeat from prog. 21 unrelated with lesson. -No pictures.

There are 96 items in all the twenty six programmes for grade six. out of these, 30(31.25%) are nouns, 37 (38.54%) are verbs, 23(23.96%) are adjectives and 6(6.25%) are adverbs. The average number of new items introduced in each programme, to the nearest highest number, is four. Once again the downward trend in the number of vocabulary items for English by radio is attested in grade six programmes. The average number of new items in each programme falls from about six in grade three, to five in grade five and to only four in grade six. The corresponding decrease in the total number of teaching items is from a peak 147 items in grade three to 138 in grade four to 108 in grade five and to only 96 in grade six. This tempts one to ask what fills the air time which is the same fifteen minutes for all the programmes in all grades. The explanation to this might be that the mode of presentation of the lesson, as we go from grade to grade, focuses more on giving students the chance to listen to as many minutes of English in the form of dialogues, dramatizations and stories so that less time is left for the actual teaching of specific vocabulary items. The other point, as shall be seen below is that the items selected for the higher elementary grades (five and six) are less of the demonstratable types so that much time is required to make them understand thereby lowering the chance for more item inclusion.

When seen in the light of the relatively small number of items in the radio programmes for grade six, the large number of grade six lexical items assure a closer relationship. The following table illustrates this point..

TABLE XVII COMPARISON OF GRADE SIX RADIO LEXICON

Class of Words	Radio	Lexicon in the curriculum in		Cumulative
		Present grade (6)	previous grades (3+4+5)	
Nouns	30	203	332	535
Verbs	37	72	151	223
Progn. Adj.	-	-	-	-
Num. adj.	-	1	42	43
Adjectives	23	47	98	145
Adverbs	6	15	26	41
Adverbs	6	15	26	41
Prep.	-	1	7	8
Particle	-	-	1	1
Language formula	-	-	-	-
TOTAL	96	339	661	1000

What is deduced from the above table is that the radio English teaching items are too few compared to the large number of grade six lexicon and to the still larger number of the cumulative lexicon from the previous grades. This implies that, the selection of suitable-to-radio items might be easier as there is a wide choice given for course designers. Whether this has been the case in grade six English teaching radio items is to be seen below.

TABLE XVIII GRADE SIX RADIO ITEMS SUITABILITY FOR PRESENTATION

Class of words	Pictures	Objects/models actions	Explanations (vernacular)	Total
Nouns	9	4	17	30
Verbs	1	18	18	37
Adjectives	1	5	17	23
Adverbs	-	2	4	6
Prep.	-	-	-	-
Language formula	-	-	-	-
TOTAL	11	29	56	96

The above table indicates that only 11 (11.46%) of the 96 items have been illustrated with pictures in the teacher's manual; 29 (30.21%) items can be demonstrated with objects, models of actions; 56 (59.33%) require extended verbal explanation. This implies, therefore, that over half of the items included in grade six English teaching radio programmes are not suitable for radio presentation for it is not very easy to demonstrate only verbally items that neither can be seen in pictures nor can be perceived by the senses using objects, models or actions. The items thus categorized are listed below for reference.

TABLE XIX GRADE SIX RADIO VOCABULARY LIST

Class of Words	Pictures	Objects/models sections	Explanations (vernacular)
Nouns	hairpins(?) sportsman(?) factory(?) tailor sewingmachine broom jar road(?) street(?)	hairpins* rag tool broom* floor liquid	hardworkingdentist ing(N?) sportsman toothache candidate germ factory* disease city viruses capital- fever city night fall size country assembly- hall plenty road popula- street* tion earache
Verbs	Vaccinate(?) remove	wipe remove crose share folding protect fight raise use rub contain	divide sell mix arrange rum on cultivate support elect satisfied cause settle produce admire earn prevent borrow get up save paint ran into ask for improve vaccinate* trouble hurt
Adjectives	strong(?)	long tall short clean same	wise please strong* alert interestingresponsible fresh stale helpful glad healthy bright hardwork- enough ing idle pure famous fond of
Adverbs		along together	gently properly immediat- ely gradually

It is indicated (using the question mark) in the above list that seven of the eleven pictures contained in the teacher's manual do illustrate some items are not very illustrative. Such pictures do not serve the purpose they are intended to. The implication drawn from this is that pictures included in the manuals for radio teaching must be very clear and illustrative.

Many of the lesson topics for grade six radio English programmes are labelled in grammatical terms-a point commented upon in the earlier discussion for the other grades. The observation about the educational songs for grade six is that many of them are not related with the lessons they accompany, therefore, prompting this writer to address future programme producers to consider this point and try to relate educational songs with lessons.

4.2 Effectiveness

The effectiveness of an instructional radio programme is influenced by many factors some of which are mentioned in the review of literature part of this study. The main element among these factors, however, is the inherent qualities of the programmes themselves-qualities such as the amount of time given to students' active learning in the form of overt responses; varying the methods of presentation to avoid boredom; distinctiveness of sound effects, etc. Following is an attempt to portray the sampled programmes, beginning with those for grade three, in terms of points considered to be relevant to their being effective to teach the selected items contained in them.

TABLE XX POINTS OF RELEVANCE TO EFFECTIVENESS- GRADE THREE .

Program N ^o	N ^o of listen & repeats i- words x repeats ii- sentences x repeats	Average N ^o of words in each listen & repeat sentences	N ^o of cues for pupil overt response	Mode of lesson presentation	Presence sound Effects
1	ii - 46	4	4	-Narration -Dialogue	-
2	ii- a) 5x2=10 b) (21x1)=21	31	4	-Narration	-
77	i - 7x2 = 14 ii - 24x1=25	38	3	-Narration	x
8	i - 7x2 = 14 ii- 22x1 =22	36	3		
14	i - 7x1 = 7 ii-15x1 = 15	22	4	Narration Dramatization -Narration , -Dialogue	Some not very distinct x
15	i - a) 7x2 = 14 b) 4x1 = 4 ii- a) 7x2 = 14 b) 4x1 = 4	36	4	-Narration, -Dialogue	-
20	i - 6x2 = 12 ii- a) 6x2 = 12 b) 12x1 = 12	36	5	-Narration -Dialogue	-
21	i - 3x1 = 3 ii - 13x1 = 13	4	7 (4 for song)	-Narration -Dialogue	x
Total Average	33	5	5		

What is gathered from the above table is that much of the exercises in the programmes for grade three are presented in the form of repetitions of words and sentences after the speakers in the radio. The type of repetition employed is rote repetition which, as discussed in the literature, does not require the students' comprehension of what they repeat. This repetition has its only merit in acquainting learners with the proper listening and production without understanding of English utterances. Rote repetition is more of a mechanical than a conscious attempt at learning. Even with this kind of repetition exercises, however, students were unable to produce fully what they had heard because the sentences they were required to repeat were a little too long for their level. The above table indicates that the average number of words in the sentences in the sampled programmes is five. Some even have six words in them. Furthermore, because much of the time has been taken up by rote repetition drills, the programmes do not provide as many cues as they should for overt pupil responses in the form of complete sentence productions or the performing of any task by comprehending the instruction. The average number of cues for overt pupil response is five times per programme-very much below the required number when seen in comparison to RLAP lessons discussed earlier. Meanwhile, the mode of lesson presentation is considered to be pedagogically acceptable because it varies from the least attractive narration technique to the more attractive dialogue and to the still more attractive method of presentation which is dramatization. However about half of the sampled programmes do not use sound effects in their presentation-an ingredient worth having in every programmes to create the impression of realism to the lesson broadcast over the radio. In relation to sound effects, however, they should, for more than being included, be distinct or else might confuse the learners.

Grade four - the same listing of the relevant-to-effectiveness point for grade four programmes is given in the following table.

TABLE XXI POINTS OF RELEVANCE TO EFFECTIVENESS - GRADE FOUR

Program No.	No. of Listen & repeats i - word x repeats ii - sentences x repeats	Average No. of words in each listen & repeat sentences	No. of cues for pupil overt response	Mode of lesson presentation	Presence of sound effects
1	i - 14x1 = 14 ii - 14x1 = 14 28	6	6	-Narration -Dialogue	C
2	i - 6x1 = 6 ii - 16x1 = 20 26	5	1	-Narration -Dialogue	x x
7	i - 4x1 = 4 ii - 16x1 = 16 20	5	6	-Narration -Dialogue	x
8	i - 8x2 = 16 ii - a) 8x2 = 16 34 b) 4x1 = 2	6	3	-Narration	x
14	i - 7x2 = 14 ii - a) 7x2 = 14 32 b) 4x1 = 4	6	5	-Narration -Dialogue	x
15	ii - a) 8x1 = 8 b) 8x2 = 16 24	5	1	-Narration -Dialogue	x Partially indistinct background noise
20	i - 6x2 = 12 ii - a) 6x2 = 12 36 b) 14x1 = 14	5	2	-Narration -Dialogue	Indistinct (drinking)
21	i - 6x2 = 12 ii - 6x2 = 12 24	6	6	-Narration -Dramatization	Indistinct (running)
Total Average	28	6	4		

The information contained in the table for grade four is basically similar to that given for grade three. Most of the air time for drills, is given to rote repetitions of words and sentences. The sentences for grade four are longer than those for grade three which might be taken as expected as the students' exposure to English and their ability to retain verbal cues for response must have increased after one year of English in grade three. The point, however, is that because some of the grade three sentences themselves were slightly too long for grade three students, the further increase in words for grade four students may not be justified. One might possibly deduce that the number of repetition drills has decreased from thirty-three in grade three to only twenty eight in grade four because of the longer time it takes to repeat the long sentences in the exercises. The other point to be raised in here is that the cues for pupil overt responses are not fairly distributed among the programmes--three of the eight programmes have six cues for pupil overt response; three have two or less and two programmes have three and five each. What could be concluded from such unequal distribution of cues for overt response is that pupils in some programmes are passively listening or merely repeat what they are instructed to without involving themselves in any conscious learning experience. The lessons for grade four as seen in the table are presented in ways very favourable for radio teaching. Moreover, the programmes have used sound effects, except that some are indistinct - a situation that must be taken into account to render these sound effects more distinct.

Grade five - The points raised in connection to the effectiveness of the programmes in grade three and four are also presented hereunder for grade five.

TABLE XXII POINTS OF RELEVANCE TO EFFECTIVENESS - GRADE FIVE

Program No	No of listen & repeats i - words x repeats ii - sentences x repeats	Average N ^o of words in each listen & repeat sentences	N ^o of cues for pupil overt response	Mode of lesson presentation	Presence of sound Effects
1	i - 5x2 = 10 ii - a) 5x2 = 10 24 b) 4x1 = 4	7	5	-Narration -Dramatization	x Distinct
2	i - 5x2 = 10 ii - 5x2 = 10 23 3x1 = 3	6	4	-Narration -Dialogue	x Distinct
7	i - 5x2 = 10 ii - a) 5x2 = 10 23 b) 3x1 = 3	6	3	-Narration -Dramatization	x Distinct
8	i - 5x2 = 10 ii - a) 5x2 = 10 36 b) 16x1 = 16	6	1	-Narration in turn reading of statements	x
14	i - 5x2 = 10 ii - a) 5x2 = 10 24 b) 4x1 = 4	7	5	-Narration -Dramatization	x
15	i - 5x2 = 10 ii - a) 5x2 = 10 24 b) 4x1 = 4	7	4 no cue to drill song	-Narration -Dialogue	-
20	i - 5x2 = 10 ii - 5x2 = 10 20	8	5	-Narration -Dramatization	x
21	i - 16x2 = 32 ii - 16x2 = 32 64	6	3	-Narration	-
Total Average	302	7	4		

The grade five programmes, like those of grade three and four, are mostly composed of rote repetition exercises. The distribution of these repetition drills, however, is not balanced as in each of the six of the eight programmes there are less than twenty four repetition drills whereas one programme has thirty six and the eighth programme contains sixty four drills. The length of the sentences in terms of the words contained in them is greater in grade five than in the previous grades, raising doubt as to the pupils' ability to imitate them fully and properly. Again in here, it seems that the time is taken up by the repetition drills so that the average number of cues for pupil overt response is only four.

To repeat the observation made earlier about grade three programmes, the chance grade five students have to respond with fully formed sentences or in actions to the cues presented to them is very minimal. This is even more serious as some of the cues are not for active learning experiences but call for choral singing of the educational songs.

The presentation of the lessons is in ways that suit the radio which requires as varied verbal presentation as possible in the form of narration, dialogue, dramatization. Most of the programmes use sound effects all of which are considered, at least by this writer, to be distinct. It should be mentioned meanwhile that some of the programmes in grade five seem to have been written and produced by a not very attentive script writer and/or producer. As examples of this inattention, one can cite the sentence, "what is Aster's father cooking?" in programme two; the long period (42 seconds) of dead air time in programme eight; the substitution of the word 'mule' given in the manual by the word 'horse' in programme fourteen. Such unwarranted errors could have been avoided if the script writing had been checked by a group of writers and the production had been done by close surveillance by a team responsible for such activities.

Grade Six The relevant-to-effectiveness points of grade six sampled programmes are given below.

TABLE XXIII POINTS OF RELEVANCE TO EFFECTIVENESS - GRADE SIX

Program No.	No. of Listen & repeats i - words x repeats ii - sentences x repeats	Average No. of words in each listen & repeat sentences	No. of cues for pupils overt response	Mode of Lesson presentation	Presence of sound Effects
1	ii - 5x2 = 10 iii - 5x2 = 10 20	5	5	-Narration -Dramatization	x
2	i - 5x2 = 10 ii - 5x2 = 10 20	8	5	-Narration -Dramatization	x
8	i - a) 4x2 = 8 b) 1x1 = 1 ii - 12x2 = 24 33	10	4 no cue to drill song	-Narration	-
9	i - 5x2 = 10 ii - 5x2 = 10 20	6	5	-Narration -Dramatization	-
14	i - 5x2 = 10 ii - a) 5x2 = 10 b) 3x1 = 3 23	8	3 No cue to drill song	-Narration -Dramatization	x
15	i - 5x2 = 10 ii - 5x2 = 10 20	10	3 no cue to drill song	-Narration -Dramatization	x
20	i - 4x2 = 8 ii - 4x2 = 8 16	9	4	-Narration -Dramatization	x
21	i - 4x2 = 8 ii - a) 4x2 = 8 b) 2x1 = 2 18	10	3 no cue to drill song	-Narration -Dramatization	x
Total Average	21	8	4		

It is observed from the above table that the number of listen and repeat exercises for grade six is the least twenty one in number, of those given for each of the other grades from three to five. It is no surprise, however, as the sentences in the listen and repeat exercises for grade six are the longest of all those in the other grades. In addition, the time in the programmes has been utilized for no less than four cues for pupil overt response in each of the six of the eight programmes. These cues for overt responses call for pupils' active learning by requiring them to supply information from the story, dialogue or radio drama they are made to listen. They are encouraged in the cues to respond in fully formed sentences. Meanwhile, there seems to be a misunderstanding on the part of the script writers and/or producers as what exactly a complete long answer is. The radio teacher asks students to respond in complete long answers in which the appropriate answer given by the radio teacher is the mere substitution of a proper noun for a pronoun. The other point that should be mentioned is that no cue for song practice is given in four of the eight programmes. This is a shortcoming in these programmes in that if the songs are not drilled at least once, they cannot be learned or remembered for out-of-class practice.

The mode of lesson presentation is as varied as it should be and the sound effects that accompany the lessons (six out of eight) add to the programmes being interesting.

It has been tried above to describe the sampled programmes for this study in terms of points considered to be relevant to their effectiveness. These same programmes have been used to determine their level of effectiveness to teach English to sampled students in grades three to six. The results of the tests on each programmes have been treated statistically and t-tests of significance have been done. The calculated t-values for all the grades from three to six are given below. (Detailed statistics is shown in appendix I)

TABLE XXIV CALCULATED t-VALUES OF SAMPLED PROGRAMMES

Grade	PROGRAMME							
	1	2	7	8	14	15	20	21
3	** 4.377	** 5.355	** 3.640	2.529	** 4.721	** 5.195	2.150	2.632
4	* 3.171	** 4.611	* 3.090	** 4.960	2.257	** 3.866	* 2.973	** 3.931
5	* 2.927	* 3.760	** 6.123	** 4.860	** 4.152	** 6.166	** 7.885	** 6.530
6	** 3.642	** 3.331	** 7.573	** 4.232	** 4.951	** 9.413	** 6.503	** 9.650

* Programme 7 and 8 are understood as 8 and 9 for grade six
(for reason see p.3)

* Significant at .01 probability

** Significant at .001 "

What is inferred from the above table is that five of the eight programmes for grade three have proved to be very effective in teaching the items they intend to; the results indicate that the gain in learning is significant at the .001 probability level. The pupils, however, have not shown any gain in three of the programmes both at the .01 and the .001 probability level. This then prompts one to suggest that the items included in these programmes and their presentation need to be reassessed. The results in four of the programmes for grade four have been found to be significant at the .001 level; results in three of the programmes have shown significance at the .01 level but no significance is seen in one programme (programme 14) both at the .001 and the .01 level. The sampled students in grade five have scored significantly high in seven of the eight programmes. The significance is attested at the .001 probability level. Even the result for the remaining one programme (programme 1) has been found to be significant at the .01 level.

This trend for a significant gain by the sampled pupils in this study is further confirmed by the results obtained from the eight programmes for grade six students. All the programmes have enabled pupils to gain very significantly-a point proved at the .001 probability level.

Talking in general terms, twenty eight of the sampled thirty two (87.5%) programmes have been found to be very effective in teaching the items they intend to. Only four programmes have failed in their mission. Such an encouraging result, however, when taken at its face value, might tend to mislead observers into accepting the view that the EEBS's programmes are effective beyond any doubt and that no revision or improvement is necessary. The present writer, however, refrains from such gross and wholesale acceptance of statistical results which might be affected by a number of factors some of which are not easily controllable. He, therefore, lists some of the factors that he thinks might have affected the results of the sampled students. These are:

1. the fact that the sampled students have been put in a test situation and their own experience of encountering the same questions in the post broadcast tests might have made them over attentive - an unusual situation in normal classroom learning.
2. the fact that the students have been selected from three schools for the purpose of maximizing the randomization in the sampled students might have created in them a very competitive attitude that they become highly motivated to score as high as is possible
3. the presence, however minimal, of the infiltration of correct responses from the able students to the less able ones during the time of transfer to classes for the in-between-tests teaching
4. possible leniency as a result of fatigue on the part of the testers might have led to rewarding an inflated grade in the post broadcast tests.

Meanwhile, the above speculations are not meant to deny the commendable contribution of the EEBS's programmes towards the teaching of English in Ethiopian elementary schools. In fact, the statistics have sanctioned them as

being 'more than appropriate'. The comments, therefore, aim at securing the readiness from the EMMC's English panel for the production of more effective programmes. Possible recommendations to this end are given in the following chapter.

C H A P T E R 5

Conclusion and Recommendations

5.1 Conclusion

This study has tried to investigate the content of the English teaching radio programmes prepared by the English panel of the EEBS. All the one hundred and four radio programmes prepared for the grades from three to six have been analysed for the various linguistic items they try to teach in support of the classroom conventional teaching. Each programme has been seen in relative details for its vocabulary items, structures, pronunciation drills and all other radio-related relevant elements.

The investigation thus carried out has revealed that the programmes for grade three contain more items than are included for the classroom teaching (144 for radio; 131 for classroom) thereby loading each of the fifteen-minute programmes with more items than could be learned successfully. Despite their number, however, the items selected for grade three programmes are items considered to be suitable for radio presentation because 111 out of 144 (77.08%) of the items could be demonstrated either by pictures or object, models, actions or by both.

The same overloading of the radio programmes seen in grade three has also been observed in grade four programmes (138 for radio; 167 for classroom). Unlike those for grade three, however, nearly half (47.20%) of the items for grade four are found to be unsuitable for radio teaching as they could not very easily be demonstrated by pictures (at least not by the pictures in the grade four teacher's manual for the radio programmes), objects, models or actions.

With regard to grade five English teaching radio programmes, the result obtained from this study has revealed that the number of items included in grade five programmes is less than the number for grades three and four. This

has been considered to be unjustified as the choice of items for inclusion and the students' capacity for absorbing a greater number of items are expected to increase as the grade level increases. Even from those items selected for grade five, 83 of the 108 (45.07%) items are not very easily demonstratable.

The least number of items for English teaching radio programme has been found in the programmes for grade six. There are only 96 items out of which 56 (58.33%) items require verbal explanations in the form of examples or definitions usually in the vernacular as the level of oral-aural proficiency of the students at the elementary level may not allow the sole use of English.

The content analysis of the programmes has also revealed that many of the educational songs in most of the programmes across all the grades are not very much related with the lessons they accompany. Some lack clarity and still others are sung with speed making them difficult of imitation by children. The labelling of the lesson topics has also been found to be inconsistent in that some are labelled in grammatical terminology whereas others are labelled in functional topics.

The measurement of the effectiveness of the English teaching radio programmes has also been done in this study. According to the results obtained from the description of the sampled radio programmes, all the programmes involve students in rote repetition drills which do not indicate whether students have comprehended the meaning of the words or sentences they repeat. Many of the listen and repeat sentences are considered by this writer to be a little too long for the levels they are intended to be used. The cues for overt response so as to engage the pupils in active learning experiences are too few thereby making the children remain either as passive listeners or as parrot-like repeaters. With all these shortcomings, however, the mode

of lesson presentation has been found to be in accordance with the nature of radio. There are various presentation methods used ranging from simple narration to dialogue to dramatization each accompanied by mostly distinct sound effects.

The same programmes described for points of relevance to effectiveness have also been put to an actual task situation to see how effective they are to teach the items included in them. This has been done by a statistical treatment of pre and post test scores of sampled students from three elementary schools in Bahir Dar town, Gojjam region.

The results from the computations indicate that the programmes, despite their shortcomings mentioned along the way in this study, have actually proved to be effective in teaching elementary English. However, this writer has ventured to mention some of the reasons that might have caused such 'irrefutable' evidence of success. He therefore lists some recommendations that might help to improve the quality both in content and effectiveness of the English teaching radio programmes that would be produced in the future.

5.2 Recommendations

- 1) The major shortcoming of the radio programmes seems to have been caused from the too-tightly grammatical syllabus supplied by the curriculum department of the Ministry of Education. This writer, therefore, recommends that a more close link be established between the said department and the English panel of the EMMC so as to come up with more suitable-to-radio items, topics, themes and communicative activities.
- 2) The script writing and programme production assignments are better accomplished not by a sole writer and/or producer as is the practice at present, but rather by a group of experts related to the job. This is expected to reduce and possibly eliminate some errors like those in some of the programmes currently in use.

3) The teacher's manual for the radio programmes has to include more through and step-by-step information about the activities that the classroom teacher has to undertake during the English teaching radio broadcasts. A good example for this could be found in grade three English text teacher's guide for the regular classroom teaching.

The guide will also be more useful if it includes as many pictures as is possible to illustrate the items selected for radio teaching. The pictures thus included must be simple and clearly drawn and illustrate the items they stand for by 'isolating' them. Moreover, the cover material for guides should better be made from a more durable hard paper. The present one is easily torn apart.

4) The english teaching radio programmes must involve students by engaging them in active learning situations in the form of overt responses rather than in the current rote repetition drills.

5) When rote repetition drills are employed, care must be taken not to include too long sentences and contextually (situationally) unjustified statements.

6) The songs must, as much as possible, be related to the teaching points in the particular programme they accompany ; the words of the song should be contextually acceptable. They can also be sung in periodic intervals as interludes in the programmes rather than at the end as is the case of present.

7) Sound effects used in programmes should be very distinct; voices in dialogues and dramatizations should be clearly distinguishable.

8) All the preceding suggestions would result in a qualitatively superior programmes when the script writers and/or producers are strong both in their proficiency in English and in the current methodology of English language teaching. The EMMC therefore must explore possibilities for upgrading the training of its English panel personnel.

- 9) The EMMC should consider, as its means allows it, to begin broadcasting programmes to elementary school teachers through which it will inform them on better teaching methods and a more effective utilization of radio programmes. Such programmes are also expected to create in the teachers the sense of belongingness with the station which might motivate them to better performance.
- 10) One side effect from this study has been the increased performance of the sampled students as a result of their being put in a test situation. This prompts the present writer to suggest that regular or periodic competitions between schools be organized so as to create the competitive attitude which contributes positively towards better learning.

Foot Notes

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APPENDIX A

Education through the Radio Broadcast Schedule (40 minutes class period) *

Period	Class period time	Broadcast time	Subjects broadcast daily during indicated time					Alternate time for school periods
			Monday	Tuesday	Wednesday	Thursday	Friday	
1	8:00-8:40	1	Science 2	English 5	Science 4	Amharic 5	Social Sc 4	7:50 - 8:30
		2	3	6	1	1	3	8:10 - 8:50
		1	English 3	Social Sc 6	Amharic 1	Science 3	Amharic 3	8:30 - 9:10
2	8:45-9:20	2	Social Sc 4	English 5	Science 4	Amharic 5	Science 3	8:50-9:30
		1	Social Studies 5	English 4	Science 1	Amharic 2	Science 6	9:10-9:50
3	9:20-10:00	2	Amharic 4	Social Sc. English 5	Science 6	Science 2	Amharic 6	9:30-10:00
			E	C	E	S	S	
4	10:00-10:15							
		1	Amharic 10:20-10:35	Social Studies 4	English 5	Science 1	Amharic 4	10:05-10:45
		2	Science 6	Amharic 2	Social Sc. 6	English 4	Science 3	10:25-11:05
			10:40-10:55					
5	10:55-11:35	1	Science 6	Amharic 2	Social Sc. 6	English 4	Science 2	10:45-11:25
		2	Amharic 4	Science 4	Amharic 6	Social Sc. English 5	Science 3	11:05-11:45

6	11:35-12:15	1	11:40-11:55	Amharic 3	Science 3	Amharic 1	Social St. 5	English 6	11:25-12:05
		2	12:00-12:15	Science 1 A	English 6 N	Science 2 S	Amharic 5 T	Social Sc 4	11:45-12:25
	12:15-12:30	T	R					E	R
7	12:30-1:10	1	12:35-12:50	Science 2	English 5	Science 4	Amharic 5	Social Sc 4	12:20-1:00
		2	12:55-1:10	English	Social Sc	Amharic	Science	Amharic	12:40-1:20
8	1:10-1:50	1	1:15-1:30	English 3	Social St 6	Amharic 1	Science 3	Amharic 3	1:00-1:40
		2	1:35-1:50	Social St.	English	Science	Amharic	Science	1:20-2:00
9	1:50-2:30	1	1:55-2:10	Social St. 5	English 4	Science 1	Amharic 2	Science 6	
		2	2:15-2:30	Amharic 4	Social St 5	English 0	Science 2	Amharic 6	2:00-2:40
	2:30-2:45		R	E	C	E	S	S	
10	2:45-3:25	1	2:50-3:05	Amharic 6	Social St 4	English 5	Science 1	Amharic 4	2:35-3:15
		2	3:10-3:25	Science 6	Amharic 2	Social St 5	English 4	Science 3	2:55-3:35
11	3:25-4:05	1	3:30-3:45	Science	Amharic	Social St 5	English	Science	3:15-3:55
		2	3:50-4:05	Amharic	Science	Amharic	Social St	English	3:35-4:15

12	4:05-4:45	1	4:10-4:25	Amharic 3	Science 3	Amharic 1	Social St 5	English 6	3:55-4:35
		2	4:30-4:45	Science 1	English 6	Science 2	Amharic 5	Social St 4	4:15-4:55

English Version (Translated from Amharic by this writer
Source: Training and Evaluation Section, EMCC (Addis Ababa)

APPENDIX B

MEDIUM WAVE REGIONAL EDUCATIONAL RADIO

TRANSMITTING STATIONS



Remarks: Of the 3 frequencies indicated at each transmitter site, the ones underlined are operational. The remaining are to be utilized consecutively with additional transmitters in the years ahead.

Source: Educational Mass Media Service, -From --- to ---? Addis Ababa: EMPDA, February 1981) P-24.

A P P E N D I X C

1986/87 REGULAR SCHOOLS
RADIO BROADCAST WEEK SCHEDULE *

SEMESTER I

WEEK	DATE	HOLIDAYS
1	13/10/86 - 17/10/86	
2	20/10/86 - 24/10/86	
3	27/10/86 - 31/10/86	
4	3/11/86 - 7/11/86	
5	10/11/86 - 14/11/86	Nov. 14 - Maulid
6	17/11/86 - 21/11/86	
7	24/11/86 - 28/11/86	
8	1/12/86 - 5/12/86	
9	8/12/86 - 12/12/86	
10	15/12/86 - 19/12/86	
11	22/12/86 - 26/12/86	
12	29/12/86 - 2/1/87	
13	5/1/87 - 9/1/87	Jan 7. Ethiopian Christmas

SEMESTER II

WEEK	DATE	HOLIDAYS
14	2/3/87 - 6/3/87	March 2. Victory of Adwa
15	9/3/87 - 13/3/87	
16	16/3/87 - 20/3/87	
17	23/3/87 - 27/3/87	
18	30/3/87 - 3/4/87	
19	6/4/87 - 10/4/87	April 6. Victory Day
20	13/4/87 - 17/4/87	April 17. Eth. Good Friday
21	20/4/87 - 24/4/87	
22	27/4/87 - 1/5/87	May 1. May Day
23	4/5/87 - 8/5/87	
24	11/5/87 - 15/5/87	
25	18/5/87 - 22/5/87	
26	25/5/87 - 29/5/87	May 29. Id Alfater

NOTE - No broadcast on holidays

* English Version (translated from Amharic by this writer)
Source: Training and Evaluation Section, EMMC, (Addis Ababa)

APPENDIX D

OUTLINE OF GRADE 3 and 4 TEXTS

The following pages contain the outline of the English language syllabus for both oral work and for the reading writing programme. The material is organized by LESSON PLAN numbers, and contains each language item as it is introduced during the year. Blank spaces indicate lessons where no new work is introduced, but where practice or revision takes place.

LESSON	ORAL VOCABULARY	ORAL STRUCTURES	READING-WRITING
1	group	Good morning. Good afternoon.	Handwriting: Letters O/C words
2	Stand up /Sit down/ Come here/Go back.		a/e ace
3	Wall/chair/door/ pencil/window/ table	Point to a _____. That's a.	m/n me/no
4	bag/basket/box/ stick/stone		i/r in/or
5		That's a. This is a.	u/s in/our
6	Here/there		v/w cow
7	and	Is this a _____.? Is that a _____. Yes, it is/NO, it isn't.	x/z α/zoo
8	cow/goat/sheep/ camel/donkey		i/b box/low
9	pen/pot/boy/	show me a _____.	i/d door/wall
10	man/woman/baby/ boy/girl		k/t book/to
11		What's this? What's that?	h/f him/teff
12	student/teacher/ bench		h/q bag
13	child	He is _____./She is ____	p/j pen/jump
14	church/mosque/room/ shop/school/house		y boy/yes
15	Radio Programme		collect exercise books
16		Where is the _____.? It's here. It's there.	revision/teacher writes students' names in the their exercise books.
17	revision	revision	writing names with Capital letters.
18		Who's this?/Who's that?/It's (name).	O/c, C/c Omo/Cumi

19		Contrast: Who's this? Who's that?	S/s, Z/z Sudan/Zulu
20	Radio Programme		
21		What is it?/Who is it?/Is it _____?	V/v, W/w, X/x
22	run/ walk/jump	run. /Stop running.	Y/y, I/i, I/You
23			I am _____. You are _____.
24	revision	revision	Matching capitals with small letter.
25	Radio Programme		
26		Introduction of the Present Continuous Tense/What is (name) doing?	F/f, E/e, H/h
27	now		K/k, L/l, Koka/Lemma
28	open / shut	He/She & Present Continuous Tense	T/t, A/a, Taka/ Ama
29	Push/pull		M/m, N/n, Mamo/Nile
30	Radio/Programme		
31	hold/put		B/b, P/p, D/d
32			R/r, U/u, J/j
33		What am I doing? What are you doing?	Q/q, G/g, Goba/ Gamo Gofa.
34	testing	testing	testing
35	Radio Programme		
36		We/You/They and the P.C.T.	Words: man/woman
37		Am I (running)? are you (running)? Is he/she (running)? Yes, I am/No, I am not./Yes, you are./ No, he/she isn't.	boy/girl/baby
38		Are we/you/they/ (running)?/ Yes, we/you/they are. No, we/you/they aren't	student/pot
39	touch		teacher/table
40	Radio Programme		
41	Please	Give the object to (name) me/him/her.	revision
42	in/on/under/near		This is a _____.

43	eat/drink/cook wash/water/tea egg/cup		basket/pencil window
44	in front of/behind		stick/stone/chair
45	Radio Programme		
46		What are these?/What are are those?/They are plurals of known nouns	
47		Where are the _____? Are they _____? Yes, they are./ No, they aren't.	the
48	face/hand/arm eye/hand/ear/		What's this? It's a
49	1/2/3/4/5/		mosque/church
50	Radio Programme		
51	big/small/tall short		school/shop/house
52	fat/thin		What's that?
53	6-10/bottle/ glass		Introduce Memory Writing
54		There is/There are	Memory Writing
55	Radio Programm		
56	teff/money/bread sugar/chalk	There's compared there is	Memory wricing quiz
57		a lot of/a little/no There's a lot of water in the bottle Is there a lot of water in the bottle? Yes, there is./No, there isn't	He is _____./She is _____.
58		How much _____ is in the bottle?	Where is the _____? on/under
59	tea/milk/meat/ coffee		Where is it? in/ near
60	Radio Programme		
61	11 - 15	How many -----are there? There are _____. Are there _____? Yes, there are.	sentence writing practice
62	16 - 20 /page bird/ball/bus tree		Who is it?/It's _____.
63	men/women/ babies/children		Who is it? What is it?

64			Is this a ___? Is that a ___? Yes, it is/No, it isn't.
65	Radio Programme		
66	my/your/his/toe/foot/hair		practice
67	friend/brother sister/father/ mother	Who's this?/It's ___'s brother/	Sheep/camel/goat/ donkey.
68		Whose ___ is this?/ It's (name)'s object.	plurals in -s.
69.		What is your name? My name is ___	revision
70	Radio Programme		
71	revision	revision	What are these? What are those?
72	revision	revision	Are these ___?/Are those ___? Yes, they are/No, they aren't.
73 74 75	S E M E S T E R	R E V I S I O N	
76		Bring the ___ to me/ Take the ___ from me.	Stand up/Sit down/ Come here/Go back.
77		Some	an egg/an ear/an eye/an arm
78	have	I have/You have/She/ He/has/We have/They have/	men/women/babies children
79		How many ___ have you? How much ___ have you?	Reader 1: matching words and pictures.
80	Radio Programme		
81		Have you a ___?/Yes, I have/No, I haven't	Abebe is running/ walking/jumping/ writing.
82		Has he/she a ___? Have they ___?/Yes, he/she has./No, he/ she hasn't./Yes, they have./No, they haven't	drink/wash/eat cook
83	any/. few	Have you any ___?/ Have you a few ___?	Reader 2: matching sentences with pictures.
84		There is some/There isn't ___. Is there any ___?/Yes, there is./No, there isn't.	

85	Radio Programme		
86	count/30-50 100/cents/dollars	the book has 50 pages	I am eating. She is eating.
87	market/buy/sell		open/shut/push/ pull in the P.C.T.
88	coat/dress/shirt shoes/wear		practice of the P.C.T.
89	carry/ carry in a basket		Reader 3: question and answer match- ing
90	Radio Programme		
91	blackboard/paper ruler/rubber		We are eating, They are eating
92	look at/wait for/ listen to		Reader 4: a short passage
93	old/new		Reader 5: a short passage.
94	read/draw/cut		revision
95	Radio Programme		
96	going to +verbs		revision;
97	Write on the black- board/in a book. Write with a pen/ pencil.		tall/short/fat thin /big/small
98	sleep/dance/cry sing/play a game/ bad/getup/work		Reader 6: sentences + question
99			Reader 7: Present Continuous Tense
100	Radio Programme		
101	Monday/Tuesday Wednesday/Thurs- day/Friday/Satur- day/Sunday.		There is/There are
102	today/tomorrow		bottle/bread/sugar/ water
103		What are you going to do? on Monday	a little/a lot of
104	home/to school inside/outside		Reader 8: matching sentences with pictures
105	Radio Programme		
106	quickly/slowly		Reader 9 : story
107		Who is going to (run)? Ababe is going to (run).	Reader 10: story

108		How many-are you going to give me/us? I/We are going to give you (number) (object),	my/your/ his/her
109		How much are you going to give me/us?	Whose is this? It's my/his/her. It's 's.
110	Radio Programme		
111	51 - 99/ numbers revision	revision	mother/father/ brother/sister
112		Dialogue:How much is it? It's cents/ dollars.	Reader 11 story
113	revision by Reader	Revision by Reader 12.	revision
114	testing	testing	testing
115	Radio Programme		
116	desk/garden/ field	Let's(stand up)	Give/Bring/Take
117			give/bring/take in P.C.T.
118	silently/aloud	Let's +command form of verbs	Reader 13: - es plurals
119	feet		I have/he/she has
120	Radio Programme	revision	my/his/her
121	revision	revision	We/You/They/have balls. sentence practice
122	Ring the bell/ look at the door/ Write a word floor		
123	clean/dirty/happy/ sad/hot/cold		Reader 14: matching phrases with pictures
124		Where is the(adj) (noun?)	Readers 15:a story/ teff/few
125	Radio Programme		
126		Dialogue:Where are you going? How are you? Fine,thank you./Are you going to (Sebeta)?	hold/carry/buy/ sell

127		Are you going to (read) today?	coat/shirt/dress/wear
128		Who is going to (open the door)?	Reader 16: story/ coffee/ at the market
129	early/late		Reader 17: story/ new/now
130	Radio Programme		
131	right/left/shake		look at/listen to/ wait for
132		Dialogue: I'm ill/ What's wrong?/ My right arm hurts. Take this medicine. / Thank you, doctor.	read/draw a picture/ write on the paper
133	First/Second third		Reader 18: story.
134	tired/aware/ asleep/angry clever/lazy pretty/Reader 19		Reader 20: story quotations introduced
135	Radio Programme		
136	throw/catch/ close/follow		going to + verbs
137	very		going to + P.C.T./ sleep/work/ kick the ball
138	kind	What kind of is it?	play a game/dance/ cry
140	village/town/ city		Reader 21: story
140	Radio Programme		

Total revision of the year's work. Revision Exercises for:

Oral

Reading-Writing

Reader activities

Source: Teacher's guide, Grade 3, 1980, pp.20 - 29 .

APPENDIX E

This appendix indicates the lexical items that are listed for each grade from three to six as have been selected by the English Panel of the curriculum department of the Ministry of Education. The listing appears in the revised English Curriculum for grade 3-8 published in 1982, pp.308-317. However, the class of words to which an item belongs to as indicated in the bracket is done by this writer, taking the very common and usual meaning into consideration. It is therefore the case that an item may be designated as belonging to more than one class of words.

Grade 3 Lexicon

always (Adv)	cup (N)	his (poss Adj)
answer (V)	desk (N)	hit (V)
arm (N)	do (V)	hold (V)
ask (V)	dog (N)	house (N)
away (adv)	donkey (N)	in (prep.)
baby (N)	door (N)	in front of (prep)
back (adj)	down (Adj)	jumb (V)
bag (N)	drink (V)	leg (N)
ball (N)	ear (N)	listen (V)
basket (N)	eat (V)	little (Adj)
behind (Prep)	egg	lot
bell	eight (N.Adj)	man (N)
big (Adj)	eighteen (N.Adj)	meat (N)
bird (N)	eleven (N.Adj)	milk (N)
black (Adj)	eye (N)	money (N)
blackboard (N)	face (N)	morning (N)
blue (N)	fat (Adj)	mosque (N)
book (N)	father (N)	mother (N)
bottle (N)	fifteen (N.Adj)	mouth (N)
box (N)	finger (N)	my (poss. Adj)
boy (N)	five (N.Adj)	near (Prep)
brown (N)	flashcard (N)	nice (Adj)
bread (N)	four (N.Adj)	nine (N.Adj)
brother (N)	fourteen (N.Adj)	nineteen (N.Adj)
bus (N)	friend (N)	nose (N)
camel (N)	girl (N)	now (Adj)
cat (N)	give (N)	on (prep)
chair (N)	glass (N)	one (N.Adj)
chalk (N)	goat (N)	open (V)
child (N)	good (Adj)	page (N)
church (N)	green (N)	pen (N)
class (N)	hand (N)	pencil (N)
coffee (N)	head (N)	pot (N)
cook (V)	her (poss. Adj)	pull (V)
cow	here (Adj)	push (V)
put (V)	small (Adj)	three (N.Adj)
questions (N)	stand (V)	toe (N)
red (Adj)	stick (N)	tree (N)
ring (N)	stone (N)	town (N)
roof (N)	stop (N)	twelve (N.Adj)
room (N)	student (N)	wait (V)

run (V)
see (V)
seven (V)
seventeen (N. Adj)
school (N)
sheep (N)
shop (N)
short (Adj)
show (V)
shut (V)
sister (N)
sit (V)
six (V)
sixteen (N. Adj) .

study (V)
sugar (N)
sun (N)
table (N)
talk (V)
tall (Adj)
tea (N)
teach (V)
teacher (N)
teff (N)
tell (V)
ten (N. Adj)
thin (Adj)

walk (V)
wall (V)
wash (V)
water (N)
white (Adj)
window (N)
word (N)
work (V)
write (B)
yellow (Adj)
yes (article)
your (poss. Adj)

Grade 4 Lexicon

aloud(adj)
angry(adj)
asleep(adj)
awake(adj)
bean(N)
bed(N)
bring(V)
buy(V)
carrots(N)
carry(V)
catch(V)
cent(N)
city(N)
clean(adj)
clever(adj) close(V)
coat(N)
cold(adj)
comb(N)
come(V)
count(V)
cry(V)
cut(V)
dance(V)
day(N)
dirty(N)
draw(V)
dress(N)
early(adj)
English(N)
feet(N)
field(N)

first(Adj)
floor(N)
follow(V)
food(N)
Friday(N)
garden(N)
go(V)
happen(adj)
have(V)
home(N)
hot(adj)
inside(prepos.)
kick(V)
last(adj)
late(adj)
lazy(adj)
left(adj)
long(adj)
market(N)
Monday(N)
new(adj)
next(adj)
old(adj)
outside(prepos.)
paper(N)
peas(N)
picture(N)
play(V)
potatoes(N)
pretty(adj)
quickly(adj)
read(V)

right(Adj)
rubber(N)
ruler(N)
sad(Adj)
Saturday(N)
second(adj)
sell(V)
shake(V)
shirt(N)
shoes(N)
silently(adj)
sing(V)
sleep(V)
slowly(adj)
Sunday(N)
take(V)
third(adj)
throw(V)
tired(V)
Thursday(N)
tomorrow(adj)
town(N)
trousers(N)
Tuesday(N)
very(adj)
village(N)
Wednesday(N)
wear(V)
week(N)
women(N)
work(V)

Grade 5 Lexicon

Afraid(adj)	breakfast(N)	collect(N)
afterwards(adv)	bridge(N)	colour(N)
age(N)	bright(adj)	copy(v)
ago(adv)	broken(V)	corn(N)
alone(adv)	bucket(N)	correct(V)
angry(adj)	build(V)	cost(V)
ant(N)	bull(V)	count(V)
April(N)	bundle(N)	
arrive(V)	burn(V)	cover(V)
August(N)	bus(N)	crawl(V)
axe(N)	bush(N)	crop(N)
bake(V)	busy(adj)	cross(V)
bamboo(N)	butter(N)	damp(adj)
banana(N)	buyer(N)	date(N)
bank(N)	calf(N)	daughter(N)
bark(V)	camping(V)	dead(adj)
basin(N)	carpet(V)	December(N)
bee(N)	cart(N)	deed(N)
beef(N)	catch(V)	deep(adj)
beginning(N)	cattle(N)	die(V)
belt(N)	cave(N)	difficult(adj)
bench(N)	ceiling(N)	dig(V)
bend(V)	celebration(N)	dinner(N)
be born(V)	cent(N) (?)	dirt(N)
bile(N)	chase(V)	dollar(N)
birthday(N)	charcoal(N)	drink(V)
bite(N)	cheap(adj)	drive(V)
blanket(N)	chicken(N)	dry(adj)
bone(N)	climb(V)	dust(N)
both(adj)	clock(N)	eagle(N)
bottom(N)	cloth(N)	easy(adj)
bowl(N)	clothes(N)	earth(N)
branch(N)	cold(adj)	eighteenth(N.adj)
break(N)	collar(N)	eightth(adj)
eleventh (Num. adj)	funny(adj)	job(N)
empty(adj)	gate(N)	join(v)
end(N)	gather(V)	joke (V)
enjoy(V)	glad(adj)	juice(N)
enter(V)	grey(adj)	July(N)
examination(N)	grind(V)	June(N)
example(N)	grow(V)	keep(V)
exercise(N)	handwriting(N)	key(N)
expensive(adj)	hang(;)	kind(adj)
explain(V)	hard(adj)	kitchen(N)
family(N)	hardworking(N)	knock(V)
far(adj)	harvest(V)	ladder(N)
farming(N)	hat(N)	lamp(N)
February(N)	hay(N)	land(N)
feed(V)	healthy(adj)	larger(adj)
fence(N)	heavy(adj)	later(adv)
fifteenth(num.adj)	hen(N)	laugh(V)
fifth(Num adj)	hen-house(N)	lay(V)
fifty (num. adj)	herd(N)	leaf(N)
fill (V)	hide(V)	leak(N)
fine (adj)	high(adj)	leather(N)
find(N)	hole(N)	leave(V)

fish (N)
flock (N)
flour (N)
flower (N)
fly (N)
foot (N)
forest (N)
forty (Noun adj)
forget (V)
fourteenth (Num adj)
fourth (Num adj)
fresh (adj)
fruit (N)
full (V)
lunch (N)
maize (N)
mango (N)
many (adj)
March (N)
market (N)
mat (N)
match (N)
May (N)
meal (N)
mean (adv)
meaning (N)
meet (V)
mend (V)
metal (N)
middle (N)
millet (N)
minute (N)
mix (V)
month (N)
mouse (N)
mouthful (N)
mud (N)
mule (N)
music (N)
mutton (N)
narrow (adj)
need (V)
nest (N)
net (N)
newspaper (N)
nineteenth (num adj)
ninth (num adj)
ninety (num adj)
noise (N)
notebook (N)

holiday (N)
honest (adj)
honey (N)
hour (N)
how (adv)
hundred (Num adj)
hungry (adj)
husband (N)
hurt (V)
hut (N)
ill (adj)
iron (N)
jail (N)
January (N)
November (N)
nut (N)
October (N)
office (N)
oil (N)
once (adv)
onion (N)
open (V)
orange (N)
owner (N)
park (N)
part (N)
pass (V)
pay (V)
peg (N)
pig (V)
pig (N)
plant (N)
pleased (adj)
plough (V)
pocket (N)
policeman (N)
pole (N)
pool (N)
post (N)
pot (N)
pour (V)
press (V)
proud (adj)
quick (adj)
quiet (adj)
rain (N)
reach (V)
ready (adj)
reap (V)
remember (V)

lemon (N)
lid (N)
lie (v)
life (N)
light (N)
line (N)
load (V)
loaf (adj)
lock (V)
log (N)
look for (V)
lose (V)
low (adj)
lower (adj)
respect (V)
rice (N)
rinse (N)
ripe (adj)
ripen (V)
rock (N)
rope (N)
rough (adj)
round (adv)
sack (N)
send (V)
seat (N)
seeds (N)
seller (N)
sentence (N)
September (N)
seventeenth (Nov. adj)
seventh (N. Adj)
seventy (N. adj)
shallow (adj)
sharp (adj)
shelf (N)
shopping (N)
shout (V)
sixteenth (N. Adj)
sixth (N. Adj)
sixty (N. adj)
skin (N)
skirt (N)
sky (N)
slip (V)
slow (adj)
smile (V)
smoke (N)
snake (N)
soak (V)

soap(N)
soft(adj)
softly(adj)
soil(N)
son(N)
song(N)
soon(adj)
sorry(adj)
sour(adj)
sow(v)
spend(V)
spoon(N)
spread(N)
star(N)
start(V)
steal(V)
step(V)
stick(N)
stool(N)
story(N)
straw(N)
stream(N)
street(N)
string(N)
strong(adj)
sunrise(N)
sunset(N)
sunshine(N)
sweat (N) (V)
seet(?)
tail(N)
tasty(adj)
tear(V)
tent(N)
tenth(N. adj)
then(adv)

thick(adj)
thief(N)
thirsty (adj)
thirteenth(adj)
thirtieth(N. adj)
thirty (N. adj)
tie(V)
tin(N)
together(adj)
toilet(N)
tonight(adv)
tool(N)
tooth(N)
top(N)
tractor(N)
srip(N)
try(V)
turn(V)
twelveth(N. adj)
twentieth(N. adj)
twice(adj)
tyre(N)
uncle(N)
understand(V)
useless(adj)
visit(V)
visitor(N)
voice(N)
make(V)
watch(V)
water(V)
weak(V)
weed(V)
well(adj)
wet(adj)
wheat(N)

wheel(N)
whole(adj)
wide(adj)
wife(N)
wild(adj)
wing(N)
wire(N)
wood(N)
wool(N)
year(N)
yesterday(adv)

Grade 6 Lexicon

above (adv)
 ache (N)
 afraid (adj)
 air (N)
 airplane (N)
 airport (N)
 alive (adj)
 allow (V)
 already (adj)
 also (adv)
 ant (N)
 ankle (N)
 apiary (N)
 badly (adv)
 baker (N)
 bandage (N)
 bath (N)
 battery (N)
 bead (N)
 beautiful (adj)
 beehive (N)
 belong (V)
 below (adv)
 bend (V)
 bicycle (N)
 bleed (V)
 blood (N)
 blouse (N)
 blow lamp (N)
 blunt (V)
 board (N)
 boat (N)
 body (N)
 boil (V)
 factory (N)
 for (adj)
 fast (adj) (adv)
 feel (V)
 fiver (N)
 fight (V)
 fireplace (N)
 fix (N)
 flat (adj)
 floor (N)
 fold (V)
 fork (N)
 friendly (adj)
 furniture (N)
 gas (N)
 garage (N)
 germ (N)
 gland (N)
 glue (N)
 goods (N)

boat (N)
 borrow (V)
 breadth (N)
 breath (N)
 breathe (V)
 brick (N)
 broad (adj)
 broom (N)
 brush (N)
 building (N)
 busy (adj)
 butch (N)
 button (N)
 cabbage (N)
 candle (N)
 candidates (N)
 capital (N)
 careful (adj)
 careless (adj)
 carpenter (N)
 case (N)
 cause (V)
 change (N)
 chest (N)
 chew (N)
 chimney (N)
 cholera (N)
 choose (V)
 circle (V) (N)
 clap (V)
 clinic (N)
 clock (N)
 comfortable (adj)
 journey (N)
 kettle (N)
 kill (V)
 kilometre (N)
 knee (N)
 knit (V)
 know (V)
 lace (N)
 lake (N)
 lean (V)
 lend (V)
 length (N)
 lion (N)
 lip (N)
 liquid (N)
 list (N)
 liter (N)
 loose (adj)
 lorry (N)
 loud (adj) (adv)

compound (N)
 contain (V)
 cotton (N)
 caught (N) (V)
 countries (N)
 cracks (N)
 crocodile (N)
 crossroad (N)
 crowd (N)
 cupboard (N)
 dangerous (adj)
 death (N)
 dentist (N)
 depth (N)
 different (adj)
 discover (V)
 disease (N)
 district (N)
 divided (V)
 doctor (N)
 drawer (N)
 dresser (N)
 driver (N)
 drought (N)
 earn (V)
 elect (V)
 electric (adj)
 edge (N)
 engine (N)
 equal (adj)
 exactly (adj)
 exciting (adj)
 expect (V)
 extra (adj)
 neck (N)
 needle (N)
 noisy (adj)
 notice (N) (V)
 nurse (N)
 nylon (N)
 opposite (adj)
 oven (N)
 pack (V)
 packet (N)
 pain (N)
 paint (V)
 parents (N)
 passenger (N)
 peanuts (N)
 peel (V)
 petrol (N)
 perhaps (adj)
 pharmacy (N)
 phone (N)

gun (N)
hammer (N)
handle (N)
hardly (adj)
health (N)
heart (N)
heat (N)
height (N)
helpful (adj)
hook (N)
hyena (N)
hung (V)
inoculation (N)
insect (V)
interesting (adj)
jar (N)
pullover (N)
pump V (N)
pure (adj)
radio (N)
rags (N)
railway (N)
raise (V)
rat (N)
raw (adj)
religious (adj)
remove (V)
repair (V)
return (V)
rich (adj)
roll (V)
root (N)
route (N)
rub (V)
same (adj)
save (V)
saw (N)
scientist (N)
scissors (N)
screwdriver (N)
screw (N)
sea (N)
sell (V)
sewing-machine (N)
share (V)
sharpen (V)
shed (N)
shirt (N)
shoot (V)
shoulder (N)
shovel (N)
sick (adj)
sickle (N)

lucky (adj)
lung (N)
machine (N)
mad (adj)
malaria (N)
material (N)
measure (V)
mechanic (N)
medicine (N)
meeting (N)
message (N)
mirror (N)
mistake (N)
monkey (N)
mosquito (N)
nail (N)
size (N)
slit (N)
smallpox (N)
smell (V)
smooth (adj)
sock (N)
solder (N)
sore (N)
sound (N)
space (N)
spade (N)
spa V (N)
special (adj)
sportsman (N)
square N (V)
stale (adj)
station (N)
stocking (N)
stomach (N)
stove (N)

straight (adj)
strange (adj)
street (N)
strength (N)
suddenly (adj)
suit v (r)
sunny (adj)
sure (adj)
suitcase (N)
swallow (V)
sweep (V)
swing (V)
switch v (N)
tailor (N)
tank (N)
tame V (adj)

pill (N)
pilot (N)
pin (N)
pine (N)
plan (N) N
pleasant (adj)
plumber (N)
pocket (N)
poor (adj)
point (V)
populated (N)
prepare (V)
probably (adv)
produce V (N)
programme (N)
project (N)
tap (N)
tape (N)
taste V (N)
telephone (N)
thousand N. Adj)

thread (N)
through (prep)
ticket (N)
tight (adj)
timber (N)
timetable (N)
tomato
ton (N)
toothbrush (N)
towel (N)
track N (V)
train (N)
transport (N)
travel V (N)

true (adj)
turn on (V)
tyre (N)
useful (adj)
vaccinate (V)
warm (adj) (V)
waste (adj)
wax (N)
weigh (V)
width (N)
wipe (V)
wooden (adj)
woolen (adj)
workman (N)
workshop (N)
wrap (V)
wrist (N)
yet (adv).

APPENDIX F

This appendix contains all the oral test items on each of the thirty two programmes sampled for the grades from three to six.. The instructions for all the tests are given, as mentioned in chapter III, in Amharic. Moreover, some questions in some programmes, especially in those for grade three, have been posed in Amharic anticipating the response in English. However, the following pages contain an all-English listing of the oral test items with those asked in Amharic marked accordingly. Each question that calls for oral production on the part of the testees is followed by the expected answer the testee might learn from the programme he is tested on. This is done to avoid the confusion that might arise, from the many possible answers to a particular question. Care has been taken when framing the questions in Amharic so as to avoid such possible confusions.

Oral Test Items

Grade 3

Programme I

Lesson Topic Greetings Part I

I. Comprehension and Oral Production

Instruction: Listen attentively and answer the questions
you are asked.

1. How do you greet your friend when you meet him in the morning? (Amharic)
Expected answer: Good morning
2. How about when you greet him in the afternoon? (Amharic)
Expected Answer: Good afternoon
3. How do you greet your friend when you meet him after a period of
separation? (Amharic)
Expected answer: How are you?
4. How do you reply to a friend who greets you saying, How are you?,
and you want to say that you are fine and also inquire about his
health? (Amharic)
Expected answer: I am fine thank you, and you?
5. What do you say to a friend when you have to leave him to go somewhere.
(Amharic) Expected answer: Good bye

II. Listen and repeat

6. Good morning
7. Good afternoon
- 8.. How are you
9. I am fine thank you, and you?
10. Good bye.

* Remark about the song after the post test.

Grade 4

Programme I

Lesson Topic: Commands Part I

I. What is this / that questions

Instruction: You will be shown an object. Tell what it is in full

English Statements.

Full Answers

1. What is this (desk)
2. What is that? (tree)
3. What is this? (house)
4. What is this? (pen)
5. What is this? (leg)

This is a desk.
That is a tree.
This is a house.
This is a pen.
This is a leg.

II. Show me Questions

Instruction: When you are asked to indicate an object, do so
in complete English statements and appropriate actions.

Full Answers with actions

6. Show me an ear.
7. Show me an arm.
8. Show me a book.
9. Show me a door.
10. Show me an eye.

This is an ear.
This is an arm.
This is a book.
This is a door.
This is an eye.

* Remark about the song after the post test.

Grade 5

Programme I

Lesson Topic: Family Members

I. Comprehension and Oral production

Instruction: You will be shown an object or observe an action.

Tell what it is in complete English statements

1. What is this? (shoes)
2. What am I doing? (writing)
3. What is this? (man)
4. What is this? (boy)
5. What is that? (girl)

II. Listen and repeat

6. Father is farming in the field.
7. Asmara is a far place from Addis Ababa.
8. Father, mother, sister and brother are members of a family.

III. Fill in the blank

9. I have a brother _____ a sister. (and)
10. My sister is a pupil _____ my brother is a policeman. (but)

* Remark about the song after the post test.

Grade 6

Programme I

Lesson Topic: Comparatives Part I

I. Read the following words - (written on large card boards with markers)

1. Tall
2. Short
3. Long
4. Strong

II. Comprehension Questions (have three students of differing height ready)

5. Who is taller? (of two of them)
6. Who is shorter? (of any two of them)
7. Who is the tallest of all? (of all three of them)
8. Who is the shortest of all? (of all three of them)

III. Listen and repeat

9. A wise pupil studies hard,
10. Good food makes healthy and strong.

* Remark about the song after the post test.

Grade 3

Programme II

Lesson Topic: Greetings Part II

I. Comprehension and Oral Production

1. How do you greet your friend when you meet or part with him towards the evening? (Amharic)

Expected answer: Good evening.

2. How about when you part with him for the whole night? (Amharic)

Expected answer: Good night.

3. What do you say in English when you want to tell your friend to meet you the following day? (Amharic)

Expected answer: See you tomorrow.

4. How do you say "Dehna hun" in English? (Amharic)

Expected answer: Good bye (bye bye)

II. Listen and repeat

5. Hi Good evening.

6. See you this afternoon.

7. Bye bye.

III. Communication

8. Q - Good morning _____ (his real name)

E-A- Good morning (teacher).

9. Q - How are you?

E.A-I am fine thank you, and you?

10. Q - I am fine thank you. See you tomorrow.

E.A-See you.

* Remark about the song after the post test

Grade 4

Programme II

Lesson Topic: Commands Part II

I. What is this? Questions

		<u>Exp. Answers</u>
1.	What is this? (cup)	It is a cup.
2.	What is this? (cat)	It is a cat.
3.	What is this? (plate)	It is a plate.
4.	What is this? (pot)	It is a pot.

II. Listen and Repeat

5. We drink tea with a cup.
6. We put water in a pot.
7. The bread is in the plate.

III. Structure (answers with appropriate actions)

8. Bring the book to me.
9. Take the pencil to the table.
10. Give the exercise book to (her).

* Remark about the song after the post test.

Grade 5

Programme II

Lesson Topic : Let's Wash Our Clothes

I. Vocabulary

		<u>Exp. Answers</u>
1. What is this ?	(stool)	It is a stool.
2. What is this ?	(bucket)	It is bucket.
3. What is this ?	(soap)	It is a soap.
4. What is this ?	(pot)	It is a pot.

II. Listen and repeat

5. She has a book.
6. Mother is cooking 'wot' in the kitchen
7. He is siting on the stool.

III. Structure

8. What am I doing now? (writer

E-A-You are writing.

9. He _____ a book. (Give choice between has/have)

E-A-He has a book

10. What is the man doing? (Show the picture of the farmer)

E-A-He is farming

* Remark about the song after the post test

Grade 6

Programme II

Lesson Topic: Comparatives Part II

I Vocabulary

1. Fresh. The bread is hot. It is _____ (fresh)
2. Clean. The water is not dirty; it is _____ (clean)
3. Healthy. Geleta is not sick, he is _____ (healthy)
4. helpful. Almaz helps her mother. She is very _____ (helpful)

II. Listen and Repeat

5. Basketball is a very interesting game.
6. I like to eat fresh injera.
7. Geleta is not sick; he is healthy.

III. Structure

8. Show to the testee both your hands. Then put some dust on your one hand and ask him:
Q. Which hand is more dirty?
9. Show three pieces of paper. One very clean, the second a little dirty and the third very dirty and ask him:
Q. Which is the most clean piece of paper?
10. I _____ him yesterday. (Give choice between see/saw)

* Remark about the song after the post test

Grade 3

Programme VII

Lesson Topic: Personal Pronouns

I. Vocabulary

1. Show me a woman (Show the sheet of paper with the picture of a woman)

E.X. Ans. This is a woman.

2. It is a _____. (Point to the baby)

Ex.Ans. baby/It is a baby.

3. What is this? (touch the picture of a man)

Ex.Ans. Man/ This is a man.

II. Listen and repeat

4. I am a pupil;
5. Are you a boy?
6. She is a woman.

III. Structure (comprehension and Oral Production)

7. Are you (a boy/a girl) call his real name

ex. Ans. Yes, I am (a boy/a girl)

8. Am I a girl? (pointing to yourself)

ex. Ans. No, you aren't (a girl)

9. Call a student; ask his name, point to him and ask the testee:
Is (his real name) a teacher?

Ex. Ans. No, he is not (a teacher)

10. Tell the testee that you are reading an unfinished sentence to him and ask him to fill an appropriate personal pronoun.

_____ is a baby.

Ex.Ans. It

* Remark about the song after the post test.

Grade 4

Programme VII

Lesson Topic : Counting

I. Revision Questions (Programme VI)

1. Have you eyes?

Ex. Ans. Yes, I have (two eyes)

2. Show me the sheep. (Show the sheet of paper with the pictures of animals including that of a sheep)

Ex. Ans. This is a sheep.

3. Have you a cow?

Ex. Ans. Yes, I have (a cow) or

No, I haven't (a cow)

II. Listen and repeat

4. She is counting the sheep,

5. There are fifteen camels.

6. Can you count the cows?

III. Comprehension and Oral production

7. How many fingers have you?

Ex. Ans. I have _____ fingers.

8. Count the desks in this class.

Ex. Ans. There are _____ desks.

9. The examiner counts the pages of a book or any other material saying 1, 2, 3, ... loudly and asks: What am I doing?

Ex. Ans. You are counting (the _____)

10. How many ears has he/she?

Ex. Ans. He (she) has two ears.

* Remark about the song after the post test.

Grade 5

Programme VII

Lesson Topic: Visiting a Carpenter's Workshop

I. Revision and Vocabulary

1. I _____ in grade 4 last year (was/were)

Ex.Ans. I was in grade 4 last year.

2. We _____ water everyday (eat/drink)

ExAns. We drink water every day.

3. What is this? (show the picture of the shelf)

ExAns. This is a shelf.

II. Listen and repeat

4. The table costs thirty birr.
5. Ato Alemu is a hardworking farmer.
6. She is selling teff in the market.

III. Structure (Comprehension and Oral Production)

7. What do we say in English to tell that this book belongs to Abebe?

(Amharic)

Ans. This is Abebe's book.

8. Touch the leg of a table or a chair and ask:

What is it?

Ans. It is the leg of a table/a chair

9. What do we say in English to tell that Ayele is Kebede's friend?

(Amharic)

Ans. Ayele is Kebede's friend.

10. The door _____ house is new. (of/ of the)

*
Remark about the song after the post test

Grade 3

Programme VIII

Lesson Topic Commands

I. Vocabulary and Structure (Comprehension)

* The testee is expected to perform appropriate actions

1. Jump.
2. Walk to the door.
3. Write on the blackboard
4. Open the window.

II. Listen and repeat

5. They are men.
6. He is running.
7. I am writing.
8. She is closing the door.

III. Structure (Comprehension and Oral Production)

9. As you open the window, ask: 'What am I doing?'

Ex.Ans. You are opening the window.

10. As you close the window ask: "What am I doing"

Ex.Ans. You are closing the window.

* Remark about the song after the post-test.

Grade 4

Programme VIII

Lesson Topic: Marketing

I. Vocabulary (What is this? Questions)

1. show a bean and ask: What is this?

Ex. Ans. It is a bean.

2. Show a pea and ask: What is this?

Ex. Ans. It is a pea.

3. Show lentil and ask: What is this?

Ex. Ans. It is lentil.

II. Listen and repeat

4. Abebe is buying a dress.
5. On a market day we get many things.
6. He sells many things in kilos.

III Structure (Comprehension and Oral Production)

7. What is the market day in Bahir Dar?

Ex. Ans. Saturday is the market day in Bahir Dar.

8. How much is two birr and three birr?

Ex. Ans. Two birr and three birr is five birr.

9. We _____ a kilo of bean from a market

(Give choice between buy/sell)

. Ex. Ans. buy.

10. On a market day some people are buying and some people are _____.

Ex. Ans. Selling.

* Remark about the song after the post test.

Grade 5

Programme VIII

Lesson Topic - Let's Learn Correct English

I. Vocabulary (Comprehension)

* The testee is expected to perform according to instructions.

1. knock at the door.
2. open the window.
3. Show me the leg of the table.

II. Listen and repeat

4. Last night it rained.
5. Yesterday, the teacher shouted at the pupils.
6. Every Saturday I visit my friend.

III. Structure (Comprehension and Oral production)

Fill in appropriate responses from the choices given (Amharic)

7. Every morning I _____ the door. (open/opened)
8. Yesterday, he _____ the window. (clases/closed)
9. Everyday we _____ some water out of the bottle. (pour/poured)
10. Last week she _____ at her brother. (shouted/shout)

* Remark about the song after the post test.

Grade 6

Programme VIII

Lesson topic - Nationalities

I. Vocabulary

1. Ethiopia is our _____.

Ex. Ans. Country.

2. The _____ of Ethiopia is more than 42 million.

Ex. Ans. Population

II. Listen and repeat

4. Jomò's country is Kenya so Jomo is a Kenyan.

5. Hussein's country is Egypt so Hussein is an Egyptian.

6. Seid Khalifa's country is Sudan so Seid Khalifa is a Sudanese.

III. Structure (Comprehension and Oral Production)

7. A person from Ethiopia is called _____.

Ex. Ans. an Ethiopian.

8. A person from Nigeria is called _____.

Ex. Ans. a Nigerian

9. George's country is America so he is _____.

Ex. Ans. an american.

10. Fidel Castro is a Cuban; his country is _____.

Ex. Ans. Cuba

* Remark about the song after the post-test.

Grade 6

Programme IX

Lesson topic Tomorrow is a school day

I. Vocabulary

1. Show the picture of the tailor and ask; Who is this?

Ex.Ans. He is a tailor.

2. Touch the picture of the sewing-machine and ask:

'What is this?'

Ex.Ans. It is a sewing-machine.

3. A tailor _____ sewing machine to make clothes.

Give choice between (uses /along

II. Listen and repeat

4. I get up early every morning

5. The box is very heavy; You can't left it up alone.

6. Is the tailor's shop very far?

III. Structure (comprehension and Oral Production)

(Choose the appropriate response from the choices given (Amharic)

7. Tomorrow, I _____ get up early, (am/will)

Ex.Ans. will

8. I will go to the market _____. (yesterday/next week)

Ex.Ans. next week

9. How do you come to school? (by bus/on foot)

Ex.Ans. on foot

10. We go to Addis Ababa _____. (by bus/on foot)

Ex.Ans. by bus

* Remark about the song after the post-test.

Grade 3

Programme XIV

Lesson Topic: Question Words

I. Vocabulary:

1. Show the picture of a cow and ask: What is this?

Ex. Answer: (It is a) cow.

2. Show the picture of a book and ask him: What is this?

Ex. Answer : (It is a)book .

3. Show the picture of a dog and ask: What is this?

Ex. Answer: (It is a) dog.

II. Listen and Repeat

4. This is an egg.

5. These are cows.

6. Are those stones?

III. Structure (Comprehension of plural formation and question words)

7. Show the picture of the birds and ask: What are these?

Ex. Ans; These are birds.

8. Show the picture of the cats and ask: Are these dogs?

Ex. Ans; No, they are not.

9. Show the picture of the birds again and ask: Are these birds?

Ex. Ans; Yes, they are.

10. Put two books a little far away and ask: What are those?

Ex. Ans; Those are books.

* Remark about the song after the post test.

Grade 4

Programme: XIV

Lesson Topic: Days of The Week

I. Vocabulary

1. Today is Sunday; Tomorrow is _____.

Ex. Answer : Monday

2. Sunday comes _____ Saturday.

Ex. Answer: after

3. One _____ has 7 days.

Ex. Answer: week

II. Listen and repeat

4. Wash your hands before you eat.

5. We go to school on working days.

6. Today, I am going to market.

III Structure (Comprehension and Oral Production)

7. How many days are there in a week?

Ex. Answer: There are seven days in a week.

8. What day comes after Thursday?

Ex. Answer: Friday comes after Thursday.

9. Do we go to school on Sunday ?

Ex. Answer: No, (we don't go to school on Sunday)

10. What day comes before Wednesday?

Ex. Ans. Tuesday comes before Wednesday

* Remark about the song after the post test

Grade 5

Programme: XIV

Lesson Topic: Family Conversation

I. Vocabulary

1. Show the picture of the horse and ask: What is this?

Ex. Answer: It is a horse.

2. There are twenty-four _____ in one day,

Ex. Answer: hours

3. We _____ from our sleep every morning.

Ex. Answer: wake up.

II. Listen and Repeat

4. That is a horse.

5. Ato Debebe is my uncle.

6. Everyday we reach our school before the bell rings.

III. Structure (Comprehension of the future tense form and oral production)

7. Will you come to school on Tuesday?

Ex. Answer: Yes, I will (come to school on Tuesday)

8. Shall we wash our clothes tomorrow?

Ex. Answer: Yes, We shall; No, we shall not (wash our clothes tomorrow).

9. I will come here _____. Give choice between (tomorrow/yesterday)

Ex. Answer: tomorrow

10. They _____ go to the stadium on Sunday. Give choice between

(are/will)

Ex. Answer: will

* Remark about the song after the post test

GRADE: 6

PROGRAMME: XIV

LESSON TOPIC: VIRUSES ARE OUR ENEMIES

I. Vocabulary.

1. Influenza is a _____.

Ex. Answer: disease

2. Show two pieces of paper one clean and another dirty, and ask:

Show me the dirty piece of paper.

3. _____ Cause diseases. Give choice between
(viruses/vitamins)

Ex. Answer: viruses

II. Listen and Repeat

4. Geleta is very sick; he has a high fever,
5. If you drink dirty water, you will be sick.
6. Viruses are small animals which cause diseases.

III. Structure (Comprehension and Oral Production)

7. Did you come to school yesterday?

Ex. Answer: No, I didn't (come to school yesterday) - test on Sunday.

8. What is this table made of?

Ex. Answer: It (the table) is made of wood.

9. Did you sleep with your father last night?

Ex. Answer: Yes, I did/ No, I didn't (sleep with my father last night)

10. The shirt is made of _____. Give choice between
(wood/cotton).

Ex. Answer: cotton

* Remark about the song after the post test

Grade 3

Programme: XV

Lesson Topic: How Many and How Much Part I

I. Vocabulary

1. Show the picture of a bag ask him: What is this?

Ex. Answer: (It is a) bag.

2. Show the testee the picture of a glass and ask him: What is this?

Ex. Answer: (It is a) glass.

3. Show the testee the sheet of paper with a picture of a man in it and ask him: Show me a man.

Ex. Answer: (pointing to the picture) This is a man.

II. Listen and repeat

4. This is my bag.

5. The sugar is in the box.

6. The woman is holding a baby.

III. Structure (Comprehension and production of appropriate responses for questions with how many and how much)

7. Put two exercise books on the table or desk and ask: How many exercise books are there?

Ex. Answer: two/two exercise books/ There are two exercise books,

8. How _____ desks are there? Give choice between (many/much)

Ex. Answer: How

10 How many doors are there in this class?

Ex. Answer: one/one door/There is only one door.

* Remark about the song after the post test.

Grade 4

Programme XV

Lesson Topic: Formal Greetings

I. Vocabulary

1. Sunday is a _____. give choice between (holiday/working day)

Ex. Answer: holiday

2. Monday comes before _____.

Ex. Answer: Tuesday

3. We go to school on _____. give choice between (holidays/
working days.

Ex. Answer: working days

II. Listen and repeat

4. Have you a book please?
5. Yes, I have many books.
6. Please give me a pen.

III. Structure -Comprehension and production of appropriate responses

for formal greetings and some question patterns

7. Call the testee's name and say: Good morning _____

Ex. Answer: Good morning (teacher)

8. Have you a pen, please?

Ex. Answer: Yes/Yes, I have/Yes, I have a pen.

No/ No, I do not have/ No, I do not have a pen.

9. Call the testee's name and say: How are you _____?

Ex. Answer: I'm fine, thank you, and you?/

Fine, thanks, How are you?/
Fine, thank you.

10. Again using the testee's name say: Good bye _____.

Ex. Answer: Good bye (teacher)

* Remark about the song after the post test.

Grade 5

Programme XV

Lesson Topic: On Saturday Morning

I. Vocabulary:

1. Show two pieces of paper one clean and another dirty, and ask:
Show me the clean piece of paper.
Ex. Answer: ~~Either only~~ pointing at it or saying "This is the
clean piece of paper."
2. Put your handkerchief on the pen placed on the desk and ask:
What am I doing?
Ex. Answer: Covering/covering the pen/ Your are covering the pen.
3. Point at the picture of the stool and ask: What is this?
Ex. Answer: Stool/It is a stool.

II. Listen and repeat

4. Our director works in his office.
5. Keep your classroom clean.
6. We use mats to cover floors.

III. Structure (Comprehension and Oral Production of appropriate responses
for questions with interrogatives of future tense.)

7. Will you come to school tomorrow?
Ex. Answer: Yes, I will/Yes, come/Yes, I will come to school
tomorrow.
No, I won't/No, I won't come/ No, I won't come to
school tomorrow.
8. I _____ do my homework this afternoon. Give choice between
(will/am)
Ex Answer will
9. Will you go to the market _____? Give choice between (Yesterday/next

week) Ex. Answer: next week

10. Will you go to Addis Ababa tomorrow?

Ex. Answer: No, I won't/No, I won't go/No, I won't go to Addis Ababa tomorrow.

* Remark about the song after the post test.

Grade: 6

Programme: XV

Lesson Topic: If Clauses

I. Vocabulary:

1. Four _____ by two the answer is two. Ex. Answer: divide(D)

2. Alemu and Almaz are friends; they always walk _____.

Give choice between (together/alone) Ex. Answer: together

3. I pass my exams. I am _____. Give choice between (sorry/glad)
Ex. Answer: glad

II. Listen and repeat

4. Ahmed and Geletta are going together.

5. If a piece of injera stays for some days, it will be stale.

6. I am very glad because my father bought me a new shirt.

III. Structure (Comprehension and oral production of appropriate responses on if clauses)

7. _____ I buy a bicycle, I will be happy. Ex. Answer: If

8. If I hit her, she _____ cry. Give choice between (is/will)

Ex. Answer: will

9. If he _____ money, he will buy a car. Give choice between
(get/gets) Ex. Answer: gets

10. What _____ you do, if you fail in grade six? Give choice between
(are/will)

Ex. Answer: will

* Remark about the song after the post test.

Grade 3

Programme XX

Lesson Topic:- Adjectives Part II

I. Vocabulary:

1. Show two books one big and another small and ask: "Point to the big book."

Ex..Ans S/he can say - This is the big book or simply point at it.

2. Show the picture of the man and the woman and ask: Show me the fat one?

Ex. Ans.S/he can say - This is the fat one/woman or simply point at it.

3. Again show the picture of the man and woman and ask: Who is short?

Ex.Ans. This (by pointing) The woman /she/ she is short.

II. Listen and Repeat

4. The house is small.
5. The fat boy is crying.
6. The hen is in the big basket.

III. Structure (Comprehension and Production of appropriate responses for questions with adjectives)

7. Again show the picture of the man and woman and ask: Is the man thin?

Ex. Ans. Yes, he is (thin)

8. With the same picture ask: Is the woman tall?

Ex. Ans. No, she is not (tall).

9. Show the picture of the two houses and ask: Which is the big house?

Ex. Ans. This is the big house. (full answer-no pointing)

10. With the same picture point to the small house and ask:

Is this house small? Ex. Ans. Yes, it is (small).

* Remark about the song after the post-test.

Grade 4

Programme XX

Lesson Topic- Questions with Short Answers Part II

I. Vocabulary:-

1. Show the picture of the pot on the fire and point to the fire-tell the testee explicitly that you are pointing not to the pot but to the fire-and ask: What is this? Ex. Ans. Fire./It is fire.
2. Show the picture of the boy on the chair and ask: Is the boy happy or sad?
Ex. Ans. Happy /He is happy.
3. Show the picture of the boy on the stone and ask:
Is the boy tired? Ex. Ans. Yes / Yes, he is/Yes, he is tired.

II. Listen and Repeat

4. There is water in the Kettle.
5. She is cooking food in the kitchen.
6. I help my teacher this morning.

III. Structure (Comprehension of WH - questions and production of short answer to them).

7. Show the picture of the boy on the chair and ask:
Is he sitting on a chair? Ex. Ans. Yes he is
8. Show the picture of the pot with boiling water in it and ask:
Is there water in the pot? Ex. Ans, Yes, there is.
9. Show the picture of the boy sitting on the stone and ask:
Is the boy sitting on a bed?
Ex. Ans, No, he isn't.
10. As you are writing something on a piece of paper ask:
What am I doing?
Ex. Ans. Writing / You are writing.

* Remark about the song after the post test.

Grade 5

Programme XX

Lesson Topic:- Ato Sisay and His Pupils

I. Vocabulary:-

1. Show a key and ask:

What is this?

Ex. Ans. Key / It is a key.

2. 2. Show an onion and ask:

What is it?

Ex. Ans. onion/It is an onion.

3. We eat out _____ in the evening. Give choice between
(breakfast / supper)

Ex. Ans. Supper

II. Listen and Repeat

4. Ato Kebede drives his car slowly.
5. Ato Hassen is the owner of the shop.
6. There are twelve months in a year.

III. Structure (appropriate responses for adverbs of manner and time).

7. When do we have our breakfast?

Ex. Ans. In the morning / We have our breakfast in the morning.

8. One _____ has twelve months. Give choice between (Week/year)

Ex. Ans. year

9. Write on a piece of paper very slowly and ask:

Am I writing slowly or quickly ?

Ex. Ans. slowly / You are writing very slowly.

10. We eat our lunch _____, Give choice between (in the evening,
at noon)

Ex. Ans. at noon

* Remark about the song after the post-test

Grade 6

Programme XX

Less Topic:- Answering Some Questions - Part II

I. Vocabulary :-

1. Show the picture of the mother carrying her child and ask: Is the woman carrying her child gently or roughly ?

Ex. Ans. gently

2. A baby becomes a man _____. (Give choice between properly / gradually)

Ex. Ans. gradually

3. If you are ill, go to the doctor _____. Give choice between immediately / slowly)

Ex. ans. immediately

II. Listen and Repeat

4. Smoking gradually hurts your lungs.
5. He put the glasses properly on the table.
6. When I saw a hyena in the field, I immediately run away.

III. Structure (Comprehension and Oral Production of some questions with How and Why)

7. Call the testee's name and ask:

How do you write (name), quickly, or slowly?

Ex. Ans. I write _____. (either quickly or slowly)

8. Why do you come to school (his name)? Ex. Ans. I come to school to learn.

9. How do you come to school (his name)? Ex. Ans. I come to school/on foot..

10. Why do you study English?

Ex. Ans. To speak it/to write it/ to pass my examination (any appropriate answer can do)

* Remark about the song after the post-test

GRADE 3

Programme XXI

LESSON TOPIC COUNTING PART I

I. VOCABULARY:-

1. Show the testee two pieces of stone, one big and another small, and ask: Show me the small one

Ex.Ans. Pointing at it or saying 'this' /this is the small one.

2. Ask the testee to tell you how many desks there are in one row in the class you give the test by asking:

Count the desks in this row (pointing at the row you want)

Ex.Ans. Only the correct number itself (eg.five) or "There are _____ desks (in this row)."

3. Show some pieces of chalk (9-15) and ask:

How many are these? Ex.Ans.The correct number only or "There are _____"

II. Listen and repeat

4. There are ten cows.
5. How many sheep are there?
6. There is only one ox.

III. Structure (comprehension and production of short responses for counting questions)

7. Show three pens and ask:

Are these five pens? Ex.Ans. No, they aren't.

8. Set aside eight pieces of chalk allow the testee to count then and ask
How many pieces of chalk are these?

Ex.Ans. Eight / These are eight pieces of chalk.

9. Put all 15 of the pieces of chalk together, let the testee count them
Are these fifteen pieces of chalk?

Ex.Ans. Yes, they are (15 pieces of chalk)

- 11 How many eyes do you have (his real name) Ex.Ans. two/I have two eyes.

* Remark about the song after the post test

Grade 4

Programme XXI

Lesson Topic: Going to a Clinic Part I

Oral Test Items

I. Vocabulary:-

1. Show me your right arm (name)

Ex. Ans. The testee should move his right arm and show you.

2. Give the testee a piece of chalk and say:

(name) throw this chalk to the window.

Ex. Ans. The testee should do accordingly.

3. Show a paper with some questions marked right (✓) and wrong (X) and ask: (name), Point at the wrong answers.

Ex. Ans. He should point at those marked wrong.

II. Listen and repeat

4. He is waiting for me.
5. He hurt his back by falling.
6. The man is going to the clinic.

III. Structure (comprehension and oral production of questions with who/ what/where)

7. Show a piece of chalk and ask:

What is it? Ex. Ans. Chalk / It is (a piece of) chalk.

8. Drop the piece of chalk to the ground (floor) and ask:

Where is it now? Ex. Ans. On the ground (floor) / It is on the ground / floor.

9. Tell the testee to jump by saying "Jump name " and as he continues jumping ask: What are you doing? Ex. Ans. jumping / I am jumping

10. A sick man goes to _____. (Give choice between clinic/stadium)

Ex. Ans. clinic

*

Remark about the song after the post test

Grade 5

Programme XXI

Lesson Topic:- The Indefinite Article

I. Vocabulary:-

1. Show the picture of a hat and ask:

What is this?

Ex.Ans. Hat/It is a hat.

2. Show the picture of the family and touching the man say:

"This is the husband"-then touch the woman and ask:

Who is this?

Ex.Ans. Wife / It (she) is a wife.

3. Show a key and ask:

What is this?

Ex.Ans. Key /It is a key,

II.. Listen and Repeat

4. Sugar is sweet.

5. I filled the glass with water.

6. This is a picture of an ear.

III. Structure(Comprehension and Production of Appropriate Responses to questions on indefinite articles)

7. Point to your eye and ask: What is this?

Ex.Ans. It is an eye ('eye' or 'It is eye' is wrong)

8. Show a pen and ask: What is this?

Ex. Ans. It is a pen ('pen' or 'it is pen' is wrong)

9. Move your arm and ask: What is this?

A. It is an arm ('arm' or 'It is arm' is wrong)

10. Fill in appropriate articles (Amharic)

This is _____ picture of _____ elephant. Ex. Ans. a/an

* Remark about the song after the post-test

Grade 6

Programme XXI

Lesson Topic : Let's Learn Some Adverbs

IV. Vocabulary -

1. Show the piece of paper on which the word 'enough' is written
 - A. The testee must read it correctly and then tell you its meaning in Amharic.
2. Do the same for 'Pure'
 - A. The testee does as above and tells you the meaning in Amharic
3. Again do the same for 'street'
 - A. The testee reads the word and tells you the meaning in Amharic

II. Listen and repeat

4. People are walking on the road.
5. Streets are found in big cities.
6. There is enough water in the bottle; let's drink it.

III. Structure (comprehension and oral production of correct sentences with adverbs of degree-too, very, enough)

7. The bag is too heavy to lift means
 - A. One can lift it. B. One cannot lift it.

Ex. Ans. B-One cannot lift it.
8. The boy is old enough to go to school means
 - A. He can go to school B. He cannot go to school

Ex. Ans. A-He can go to school.
9. The tea is very hot means
 - A. One cannot drink it. B. One can drink it.

Ex. Ans. B - One can drink it.
10. The man is too old to play football means
 - A. He cannot play football. B. He can play football.

Ex. Ans. A-He cannot play football

* Remark about the song after the post - test

Grange

Программа № 1

Mester

Pre-broadcast	Test
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Pre-broadcast	Post-broadcast	Test
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[illegible]

APPENDIX I

Grade

School

Pre/Post broadcast test result

Master List

Sc. 3767

Programmes

[illegible]

APPENDIX I

Statistic	TEST I		TEST II		TEST III		TEST IV		TEST V		TEST VI		TEST VII		TEST VIII	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
N	48	48	43	43	46	46	37	37	41	41	39	39	33	33	46	46
ΣX	250	335	212	279	257	321	196	241	11	41	189.5	277	122	167	268.5	329
ΣX ²	1482	2527	1126	1883	1585	2393	1192	1721	24.23	279.76	1086.90	2129	668	1051	1856.25	2577
Σ	5.21	6.98	4.93	6.49	5.59	6.98	5.30	6.51	5.12	7.74	4.86	7.10	3.70	5.06	5.84	7.15
S.D	1.96	2.01	1.39	1.32	1.82	1.84	2.07	2.05	2.12	1.74	1.67	2.06	2.60	2.54	2.53	2.25
V	3.83	4.02	1.92	1.73	3.31	3.40	4.27	4.20	4.48	3.03	2.78	4.25	6.78	6.43	6.42	4.98
N	44	44	38	38	39	39	41	41	40	40	42	42	41	41	50	50
ΣX	201	296	170	259	198	263	86	182	113.5	161.5	258.5	331	118	184	247	328
ΣX ²	1383	2404	956	1935	1202	1980	314	1038	596.25	868.25	1787.25	2756.5	554	1092	1406	2382
Σ	4.57	6.73	4.47	6.80	5.08	6.72	2.10	4.44	9.84	4.04	6.15	7.08	2.88	4.49	4.94	6.56
S.D	3.29	3.10	2.30	2.14	2.26	2.41	1.83	2.40	2.40	2.36	2.19	1.90	2.32	2.58	1.95	2.17
V	10.81	9.60	5.28	4.59	5.13	5.79	3.34	5.75	5.75	5.56	4.80	3.61	5.36	6.66	3.79	4.70
N	50	50	47	47	45	45	37	37	46	46	50	50	39	39	53	53
ΣX	231	304	249	327	186	305	219	288	22.55	287	117.5	346	164.5	314.5	308	442.5
ΣX ²	1365	2160	1525	2491	924	2283	1391	2342	1201.5	1910.5	1702.5	2395.5	939.25	2642.25	2035	3866.25
Σ	4.62	6.08	5.30	6.96	4.13	6.78	5.92	7.78	4.52	6.24	4.35	6.92	4.22	8.06	5.81	8.35
S.D	2.47	2.52	2.12	2.17	1.88	2.21	1.62	1.67	1.46	1.63	1.14	2.03	2.54	1.67	2.17	1.82
V	6.08	6.36	4.47	4.69	3.53	4.90	2.63	2.79	2.13	2.66	4.12	4.11	6.46	2.79	4.71	3.31
N	45	45	46	46	39	39	50	50	39	39	47	47	43	43	48	48
ΣX	228.5	320.5	288	359	158	299	201	301	204.5	291	267.5	333	192	314.5	240.5	392.5
ΣX ²	1521.25	2551.75	2032	3015	866	2405	1001	2151	1183.25	2359	961.25	9464.5	1050.5	2451.25	1340.75	336.75
Σ	5.08	7.12	6.26	7.80	4.05	7.67	4.02	6.02	5.24	7.46	4.42	7.09	4.47	7.31	5.01	8.18
S.D	2.86	2.47	2.26	2.18	2.44	1.72	1.98	2.63	1.71	2.22	1.32	1.51	2.14	1.90	1.70	1.51
V	8.20	6.12	5.09	4.74	5.94	2.96	3.94	6.92	2.92	4.94	1.75	2.29	4.60	3.60	2.83	2.28

DECLARATION

I, the undersigned, declare that this thesis is my work and that all sources of material used for this thesis have been duly acknowledged.

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