

ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES

**UTILIZATION OF GRADE EIGHT ENGLISH  
LANGUAGE RADIO BROADCASTS IN THE SECOND  
CYCLE PRIMARY SCHOOLS OF AWI ZONE**

**ASRAT DAGNEW**

**MAY, 2002**

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**CYCLE PRIMARY SCHOOLS OF AWI ZONE**

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**BY  
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**APPROVED BY BOARD OF EXAMINERS**

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***CHAIRMAN, DEPARTMENT  
GRADUATE COMMITTEE***

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***SIGNATURE***

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***ADVISOR***

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***SIGNATURE***

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***EXAMINER, EXTERNAL***

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***SIGNATURE***

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***EXAMINER, INTERNAL***

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***SIGNATURE***

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## ABSTRACT

*The purpose of this study was to assess utilization of Grade eight English language radio broadcast in second cycle primary schools of Awi zone. To carryout the study, relevant literature review was made on the topic understudy. Availability of instructional materials in the schools, utilization of educational radio in the schools; teachers' training in relation to educational radio broadcast utilization, teachers' attitude towards educational radio broadcast utilization, students' participation in English by radio lesson, and related materials e.g. books, journals etc. were searched out. The subjects of the study considered in collecting information were teachers, students, school principles and SPC coordinators of the ten second cycle primary schools. In order to achieve the purpose of the study, questionnaires, were used. And the data obtained through these instruments were analyzed using percentage. The results of the study indicates that the causes for inappropriate utilization of English by radio broadcast program, are: Inadequacy in the provision of instructional materials, shortage of shortage of teachers, minimum participation of students during the radio lesson, the failure of the English teachers to motivate students, inadequate budget for the purchase of dry-cell batteries etc. These findings revealed the pitfalls in grade eight English by radio lesson broadcast utilization and intended to serve teachers, students, and educational media agency workers, as a frame of reference to improve the utilization.*

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## ABBREVIATIONS

CETO	=	Center for Education Television Overseas
EMA	=	Educational Media Agency
EMMC	=	Educational Mass Media Center
IRI	=	Interactive Radio Instruction
KW	=	Kilo Watt
MOE	=	Ministry of Education
NETP	=	The New Education and Training Policy of Ethiopia
SPC	=	School Pedagogical Center.
UNESCO	=	United Nations Educational, Scientific and Cultural Organization

# CHAPTER ONE: INTRODUCTION

## 1.1 Background Of The Study

Today millions of pupils in elementary and secondary schools receive basic as well as enrichment instructional experiences through educational radio. During the last decades, some educators thought that radio would be entirely submerged under the wave of motion-picture and television. This has not happened (Wittich and Schuller, 1962:271).

Similarly, Gutelman (1979:9) indicates that nowadays a great deal of the instruction in developing countries is given via radio or with considerable assistance from radio. From the educational point of view, radio has great advantage over television in that the audience can be exposed to the same message several times a day through repeat broadcasts or the same lessons.

Furthermore, Ball (1974:89) notes that it is time now for radio educators to rethink their role in the educational system-asking, first, what can radio do that other media cannot, with special reference to the single sensorial path, hearing; and second to review most critically the relationship between radio and instructional materials.

Technological developments and training paradigms have strong influence on society. Information technology is evolving towards an integrated communication and information technology. Training is evolving from separately planned external activity toward an integrated learning-working activity. As a consequence the teaching

profession is evolving from an emphasis on delivering information to an emphasis of creating learning environment (Collis, Nikolova, and Martcheva 1995:13).

According to Gutelman (1979: 40), the training of teacher involves not only giving them a brief technical aid but, even more important, to inculcate a new teaching method. It has been widely noted that there is often considerable resistance to the use of modern media in education and, if a new medium is to become an accepted feature of the educational scene, it is essential that an effort be made to motivate and convince those who are most directly concerned.

Moreover, Haney and Ullmer (1980:8) identify that the role of the teacher in completing such critical tasks can be somewhat eased by taking advantage of the wide assortment of media and methods available. This is truly a professional responsibility, and teachers should have positive attitude towards media utilization in successive classes.

Everyone seems to agree that teachers should be made aware of new equipment, materials and systems, but at present, little is being done to bridge the gap between available knowledge and teachers who can actually implement this knowledge on the job (Knight and Smith, 1973:51).

In the classroom utilization of audio media, Haney and Ullmer (1980:76) suggest that developing a utilization plan is essential. Preview audio materials, listening to them

carefully and critically, and identify the learning outcomes for which they are appropriate. Also, an important part of developing a utilization plan is to decide provision of handout that guides pupil participation.

Similarly, Brown (1977) indicates that one basic plan for utilizing educational media has sometimes been described as requiring the instructor to prepare, present and follow up. Waniewicz (1972:107) pointed that educational planners and organizers should have detailed knowledge on matters concerning the use of media for educational purposes on all levels of formal and non-formal education, and in particular in all forms of adult education and continuing education in which the media can play a unique role.

In English classes, simulated or actual radio broadcasts, or even a study of the radio medium, are used to stimulate writing (especially in the aural style). Spelling, pronunciation, sentence structure, and other elements take on new meaning as they are put to use through the radio medium (Dale, 1954:286).

Almaz (1989:24) reviews that listening to radio lessons demands the active involvement of the hearer. That is, in order to have a complete picture of the message that the radio teacher intends, the foreign learner must actively participate in listening.

Moreover, Dale (1954:295) demonstrates that the critical listener realizes that there are three kinds of listening: active, marginal, and inattentive. When ever we listen, we are

in one of these three stages. The critical listener knows when he is attentive and when his mind wanders; he does not confuse the two. If its full values are to be utilized, listening must be an active, not a passive activity.

As more and more opportunities arise for learners to use audio learning materials, some formal attention will have to be given to developing listening skills. Learning from auditory experiences is actually more complex than one would think. The mere exposure of pupil to audible words and sounds is no guarantee that they will even hear the material presented (Wittich and Schuller, 1979:170).

The current trends in the utilization of educational technology is to improve the teaching and learning of English at all levels. With regard to language teaching, Ball (1974:72) says that as the sense of hearing is involved with radio, the clarity and quality of what is heard is fundamental to the understanding of a listener. Reception on long and medium wave is usually satisfactory, although it can deteriorate in certain geographical conditions.

On the other hand, Almaz (1989:27) indicates that Ethiopian Instructional Radio in Ethiopia aims at teaching English language at all levels, the vocabulary, basic structure and pronunciation. In such activity the radio programs try to integrate the four skills listening, speaking, reading, and writing.

## **1.2 Statement of the Problem**

Ethiopia has a long history of mass media for the purposes of formal and non-formal education. In 1968, as a result of a feasibility study on the use of mass media for national development, it was proposed to set up the Educational Mass Media Center (EMMC), comprising : television, radio, film and photographic, and a graphics section.

But both CETO and UNESCO made strong recommendations that radio should be much more extensively utilized in the national education and development efforts. In 1969/70 school year a regular school radio broadcast program was started around Addis Ababa. In October 1971 a 1kw radio transmitter, donated by the Dutch Government became operational, and this was virtually the first step to initiate a national network of transmitting stations (MOE, 1990:9).

Amare (2000:43) indicates that instructional materials make the work of teachers simple and effective. As technology of instruction, these materials add leverage to the whole process. Research in the Ethiopia context, however, suggests that teachers often teach with minimum use of instructional materials. Many would argue that this is tantamount to under-utilization of technological advantages in the educational settings.

Regarding the utilization of school radio programs, an evaluation was carried out by EMA (1991:42) and the results of the evaluation indicates the following conclusion:

*The study manifested significant problems that impeded the maximum achievement of objectives of the educational program*

*broadcasts. These drawbacks need an immediate solution, otherwise the efforts so far made can be of no value. On the one hand, transmission stations are increasing from time to time. Previously, our stations have been functioning by 1 kw. only, but now all of them have additional channels, 10 kw transmitters...on the other hand, when our stations were first launched, the number of schools was not more than 2,000. But now they are over 8,000.*

In the context of Awi Administrative zone of the Amhara region, the existence of problems such as shortage of instructional materials, teachers' loss of interest, lack of training, and teachers' attitude towards media utilization are felt by the writer while he had been working as a teacher in the zone. Therefore, in order to know the causes for the already felt problems and to investigate other problems as well as to suggest solutions, conducting research on the utilization of English language radio broadcast is essential.

Thus, this study assesses utilization of grade 8 English language radio broadcast in terms of availability of instructional materials, teachers training and attitude, students participation, and factors that facilitate or inhibit school radio lesson. Within this framework, the study attempts to answer the following basic questions.

## **RESEARCH QUESTIONS**

1. Are instructional materials available in the second cycle primary schools of Awi zone?
2. Do teachers have training in relation to educational radio broadcast utilization in Awi zone second cycle primary schools?

3. Do students in the second cycle primary schools of Awi zone actively participate before, during, and after the grade 8 English radio broadcast activities?
4. Do teachers have positive attitude towards the utilization of grade 8 English language radio broadcast in Awi zone second cycle primary schools?
5. What factors facilitate or inhibit the utilization of educational radio broadcast in the classrooms of Awi zone second cycle primary schools?
6. What problems do second cycle primary schools in Awi Administrative zone encounter with regard to English by radio program utilization?

### **1.3 Aims and Objectives of the Study**

As stated earlier, the overall aim of this study was to assess the utilization of educational radio broadcasts in grade 8 English language teaching. The central purpose of this thesis is to suggest some ways of more properly meeting classroom utilization problems through educational radio broadcast activities in Awi Zone second cycle primary schools. The objectives of the study are as follows:

1. To assess the availability of instructional materials in the second cycle primary schools of Awi Zone.
2. To examine the extent to which teachers have got training in relation to grade 8 English language radio broadcast utilization.
3. To assess how educational radio provides opportunities for grade 8 students' active participation before, during, and after the English broadcast activities.

4. To assess the attitude of teachers toward the utilization of grade 8 English language radio broadcast.
5. To identify major factors which facilitate or inhibit the utilization of grade 8 educational radio broadcast in the classroom.

#### **1.4 Significance Of The Study**

Through radio, master teaching in such diverse fields as science, social studies, art, music, language, safety education, etc; can provide enrichment experiences both the pupils, in the form of additional useful information or techniques and to the teachers, as models to be followed ( Wittich and Schuller, 1962: 271).

The significance of this study lies in the relevance it may have to future program producers or script writers, for English teachers and for others concerned. Since this study is primarily concerned with the utilization of grade 8 English language radio broadcast, it comments on the issue of educational technology.

Moreover, the review of the literature of the relatively small and dispersed bibliography (works) on the role of the instructional radio inside classrooms in relation to other countries that is raised in the study, although in the form of a summary, may be used as reference materials for those interested in the study of educational technology.

Accordingly, it is believed that the findings could:

1. provide some knowledge on the nature of English language radio broadcast utilization in grade 8.
2. help grade 8 English language teachers to identify the weakest points lie in the utilization of educational radio broadcast.
3. encourage others for further investigation.

### **1.5 Delimitation of the Study**

The study is delimited to the utilization of grade 8 English language radio broadcast in Awi Administrative zone. This is so because the researcher has felt the presence of problems in educational radio broadcast utilization from his past experience while teaching in the zone. Secondly, the grade 8 English radio lesson broadcast is a recent commencement i.e. it started in 2000 in a regional level. This means that there are a lot of experiences, problems etc which need to be researched. Thirdly, it is the researcher's feeling that no research is conducted so far in this area in the zone.

### **1.6 Limitation of the Study**

This research is confined to the utilization of grade 8 English language radio broadcast in Awi zone. Lack of up-to-date literatures regarding utilization of grade 8 English language radio program in the context of Ethiopian schools is the major problem encountered in carrying out this study. During data collection, the radio broadcast program was interrupted from January 18, 2002- February 28, 2002. This unusual time born situation and lack of access data are an other constraints to make analysis of observation lists and interviews provided for directors, English teachers

and SPC coordinators independently. And this appears to be one of the major limitation in the study. The other schools in the zone could have been included in the study hadn't they been inaccessible for transport infrastructures. It is hard to reach the schools chosen for the research. The researcher is urged to travel on foot in some areas. The inability to employ a co-researcher for due to financial scarcity is a burning limitation too. Nevertheless, adequate care has been made to preserve the quality of the thesis by sacrifice what ever financial, time and energy it required.

### **1.7 Operational Definition of Terms**

The following terms refer to main variables in the study and they are used as defined below.

**Audio-visual education** : a broad term to describe all education based on the use of materials (other than books) that appeal directly to the sense of hearing and sight, such as charts, models, still, motion, and sound pictures, photo and tape recordings, etc (Good, 1973:50).

**Available** : (1) Capable of use for the accomplishment of a purpose ( immediately utilizable); (2) that is accessible or may be obtained for academic experience ( Gove and The Merrian- Webster, 1976:150)

**Educational broadcasting** : refers to television or radio transmission whose primary aim is to educate or assist in education of its viewers or listeners, Transmission of signals to many receivers simultaneously via electromagnetic waves (Heinch, Molenda, and Russel, 1989:436).

**Hearing** : A physiological process in which sound waves entering the outer ear are transmitted to the eardrum, converted into mechanical vibrations in the middle ear, and changed in the inner ear into nerve impulses that travel to the brain (Heinich, Molenda, and Russet, 1989:439).

**Listening** : A psychological process that begins with someone's awareness of and attention to sounds or speech patters, proceeds through identification and recognition of specific auditory signals, and ends in comprehension (Heinich, Molenda and Russel, 1989:440).

**Mass Media** : the instruments of communication that reach large numbers of people at once with a common message, for example, books, magazines, television, radio, motion pictures, etc, in contrast to the means employed for limited communication, as with a specific student or group of students (Good, 1973:351).

**Media** : are carriers of information between a source and receiver (Heinich, Mdend, and Russel, 1989:7).

**Participation:** the act, on the part of the student of education, of assuming various responsibilities in the classroom as an introduction or prerequisite to actual teaching ( Good, 1975:410)

**Programming** : is the symbol out put of radio and television broadcasting (Hall, 1974:126).

**Radio Lesson** : a lesson, conducted in a classroom or assembly hall, in which the principal activity consists in listening to the radio program; traditionally

involves three steps: (a) preparation, (b) listening and (c) follow-up; may also include note taking by the pupils and activity on the part of the teacher, for example, pointing to places on maps, etc. (Good, 1973:336)

**Radio lesson guide** : material prepared in advance of radio lesson for the purpose of aiding preparation, listening, and follow-up of the broadcast; frequently includes a bibliography, question, and comments (Good, 1973:466).

**Radio listening, in school** : the classroom or auditorium activity of listening to broadcasts specially prepared for school use (Good, 1973:466).

**Radio script** : strictly, the written material prepared in advance and read aloud by participants in radio broadcast (Good, 1973:467).

**Radio station, educational** : a transmitter operated by an educational institution or group for the purpose of broadcasting to the public or to certain segments of the public; a station that has as its sole purpose of educational broadcasting (Good, 1973:467).

**Radio teacher** : a broadcaster of radio lesson; one who is specially trained to include with in relatively brief period on the air, the essential for subject matter in an instructional period (Good, 1973:467).

**Schedule:** (1) an arrangement for recording various types of data for particular study of investigation; (2) a written plan indicating the time for carrying out each step of an operation (Good, 1973:510)

**Support material** : (1) verbal or visual connections between experiences and ideas being taught, including examples, comparisons, statistics, testimony; and

definitions; (2) explanatory information which is used to clarify, prove, illustrate, or emphasize a point which a communicator wishes to make (Good, 1973:576).

**Training, professional:** (1) instruction and study that prepare one directly for the practice of a profession; (2) formal resident course of general educational value which improves an officer's general qualifications and ability to perform ( Good, 1973:619)

**Utilization, radio and/or television :**

Utilization in this study is taken as those factors which facilitate or hinder the use of English radio broadcast in the classroom. The availability of instructional materials, teachers' training, attitude, and students' participation are major factors which facilitate or hinder utilization of English by radio program in second cycle primary schools.

## CHAPTER TWO: REVIEW OF THE RELATED LITERATURE

### **2.1 Significance of Educational Radio Broadcasts**

The modern school broadcast is carefully planned audio -learning experience which utilizes resources beyond those available in the usual classroom situation. Because

these broadcasts are usually prepared by excellent teachers and subject experts, schools radio programs make possible outstanding and unusual learning experiences (Witich and Schuller 1953:255). They identified several advantageous characteristics of radio programs for classroom use:

1. Radio can bring carefully planned teaching experiences into any classroom that is equipped with a receiver.
2. Radio can bring outstanding demonstrators, teachers, and other experts into the classroom.
3. Radio is inherently interesting and challenges the attentive listening of learners.
4. A well-planned classroom radio lesson is in itself a valuable in-service training experience for the teacher who listens.
5. The classroom use of radio not only is a listening activity but on occasions invites participation of the learners.

On the other hand, Ball (1974:106) pointed the strengths and weaknesses of school broadcasting as follows:

*One of the strength of schools broadcasting is that it is directed at an organized audience in a classroom, whereas, conversely, one of the weakness of the a radio element of correspondence courses is the very absence of organized listening. Educational radio has been successfully used in many countries at village level by using organized groups of listeners.*

Importance of educational broadcasting cannot be over emphasized for accelerating the pace of national development in general and for bringing about qualitative as well as quantitative improvement of education in particular. This is felt more significance in developing countries ( Mohanty, 1984:1)

Similarly, Leveson and Stasheff (1952:5) described that the measure of broadcasting's specific contributions to education can be gauged only by its relation to the general objectives of education. The contributions, though they overlap, may be group as follows:

Broadcasts are Timely: Radio presents and interprets the event while it is current and before it becomes history, whereas Text-books and even magazines cannot do that.

Broadcast conquers space: Radio's ability to transmit the spoken word with the speed of light is vital significance in modern life. With radio, the most isolated classrooms can hear the world ( Dale, 1954:284).

Broadcast can give pupils a sense of participation: The qualified teacher knows that direct, more than indirect, experiences are productive of learning. According to Borich (1988), the carefully selected pupil activity, the well-planned field trip, the practical problem which grows out of a felt need-all these are participatory in natural and effective educationally. Radio can help to opening the doors of the classroom to the world outside.

Broadcasting can be an Emotional Force in the Creation of desirable Attitude: Radio is thought of frequently as a teaching aid which can accelerate the accumulation of facts. However, facts alone are not the aim of education. The decisive factor is what the learner does with the facts ( Levenson and Stasheff, 1952:10).

Broadcasting can add authority: Few teachers, however conscientious they may be, can hope to be experts in every phase of the subject matter they teach. The occasional appearance of an authority whose material is planned to relate to the interests, needs, and capacities of pupils, can be of active assistance to the teacher. Skillful use was made of authoritative information which held the listener's interests. The classroom visit of an authority made possible through radio has been used effectively in various subject fields (Dale 1954; Levenson and Stasheff ,1952).

Broadcasting can integrate the learner's Experience: the correlation of the child's activities in school with those he undergoes after school has become increasingly difficult. Kinder (1959) said that another aspect of integration which the teacher faces is the coordination of the knowledge obtained in various classrooms. Many other programs of this nature have shown how radio can contribute to an amalgamation of what the child may consider unrelated knowledge.

Broadcasting can challenge dogmatic teaching: Levenson and Stasheff (1952) pointed out that passive learning and dogmatic teaching are much too common in many classrooms. Several local stations have broadcast discussion and school-presented

programs have been fine demonstrations of radio's capacity to encourage a more scientific attitude toward social problems.

Broadcasting can be used to develop discrimination: Edgar Dale's observation of several years ago deserves repetition to day:

*People can be roughly divided into two classes the sponge-minded and the critical minded. The sponge-minded absorb with equal gullibility what they see at the movies, what they read in the newspaper, what they hear over the radio. They are the passive viewers, readers, listeners. The critically minded are active, not passive, in their reception of the printed and spoken word or the motion picture they constantly ask: "It is true? Where is your evidence?" Cited by (Levenson, 1952:15).*

Skillful teachers in many parts of the country have used radio to help attain such goals.

Broadcasting can help in continuous curriculum Revision: No curriculum worthy of the name can remain static while an ever-changing society makes new demands upon its members. Constant and continuous curriculum revision is an accepted ideal in modern education (Tyler, 1949). It has been found that with the use of the radio and adequate teacher guides, curricular revision is more than a "scissors and paste" technique. As the teacher and her class utilize the program which introduces a new topic or changes the emphasis of old material, the revision means something to her (Levenson and Stasheff 1952:16).

Broadcasting can 'up-Grade' teaching skills: Industry's recent and successful use of teaching aids to improve skills while on the job has been followed with great interest

by administrators. In a few communities radio has been used in the school with a similar purpose in mind, namely, the improvement of teaching methods. Those who have felt that radio can demonstrate good teaching, as well as contribute the other values described earlier, hold this point of view: radio is a primarily an agency of distribution.

Broadcasting can interpret the schools to the community: Another service which broadcasts, Audio or Video, can render the schools derives from their unique ability to interpret school activities to the public. Public relations broadcasting by schools does not imply high pressure salesmanship. An effective program serving this end can be in good taste and yet good listening.

Broadcasting Offers closer observation of individual children: It provides the teacher with a chance for closer observation of individual children, their listening habits, their ability to comprehend, and their special interest.

Sound is helpful in teaching: There is another aspect of radio to consider. For many centuries teaching was done largely by means of a teacher's Voice. Today, sound has once more come into its own through the great influence of radio.

Broadcasting offers a service to handicapped children: Finally, Levenson and Stasheff (1952:21) in the discussion of values, mention should be made of radio's services to the handicapped children who must remain at home. In every community there are shut-in children who because of illness or injury cannot attend school. For them a

radio service that is both interesting and informative is of immense value educationally and perhaps therapeutically as well.

To sum up, as an important medium, radio will help improving the standards of education and it should not be neglected any longer in the interest of the better quality and massive expansion of education in the country. Educational radio broadcasting is a useful means of providing learning experiences for a large number of students. It has been an especially helpful resource for remote, isolated schools.

## **2.2 How to Prepare Educational Radio Program**

The techniques for using the radio in a classroom depend on subject matter, grade level, number of students in the class, and the time allotted to the lesson. The radio program is easier to produce than a television broadcast, and radio-station facilities are more readily available to schools. The school made radio program can have high value, both for the audience and the participants ( Dale, 1954:292).

Numerous textbooks dealing with the preparation of educational radio program have been published, in the past few years. Haas and Packer (1955:229) identified that there are three types of radio programs for educational use: the talk, the discussion, and the dramatic program. Selecting the type of program for use depends on:

- (a) The time allotted for the program
- (b) The nature of the program
- (c) The level and type of listeners in the classroom

(d) The objectives of the program are kept in mind.

1. The talk program. The talk program is the most common educational program. Usually the talk program is not so interesting as the discussion or dramatic type. But it takes less time and effort than the others. In preparing the talk, say the words aloud as you write them, to achieve naturalness.
2. The discussion type program. This type of program consists of interviews, forums, panels, and round table types of discussions. They are more interesting than the usual talk program and not too difficult to prepare.
3. The dramatic program. A good dramatic program is usually effective, but it is also more difficult to prepare. Of course, many topics have no dramatic value and should not be dramatized. It is more effective to use the radio talk or discussion type of program for topics of that kind.

A dramatic presentation should have an interesting plot, action, suspense and a climax.

### **2.3 Media Utilization Procedures**

According to Clark and Star (1986:401), Audio- visual materials can help make ideas and concepts clear. Verbalism is one of the banes of the American Secondary Schools.

Audio-Visual media can help raise learning from verbalism to true understanding. By snaring our attention they make learning more effective.

Kieffer and Cochran (1962:196), Wittich and Schuller (1953:268), and Brown (1977:67) identified media utilization procedures as follows: one basic plan for utilizing educational media has sometimes been described and requiring the teachers to prepare, present, and follow-up involves five steps.

1. Prepare yourself: actually listen to the radio; study available guides, and develop the experience to the flow of activities and thus make it useful and relevant.
2. Prepare the environment: arrange necessary materials and equipment required for proper viewing or hearing.
3. Prepare the class: introduce the item; stress what is important to be learned from it. Tell students what they will be expected to do after using the broadcast.
4. Use the item: be sure, too, that sound volume and tone are properly adjusted so all may hear, understand, and enjoy the message.
5. Follow-up: after use, invite and answer (or discuss) questions about the broadcast. Supervise student performance or demonstration of skills expected to be learned from the experience summaries the program in terms of the points originally discussed and clarify concepts and point out significant problems.

Similarly, Hancock, (1976:12) summarized educational mass media as follows:

1. The use of media must be preceded by a clear statement of objectives, and of the contribution which media can be expected to make realizing these objectives.
2. Media are part of an overall process of educational innovation and development.
3. Media do not exist independently of each other.
4. Media are constantly changing, in form, technology, technique and potential.
5. Mass and inter personal media are linked in a common process
6. Evaluation and research are indispensable parts of the planning process.

### ***2.3.1 Teacher's training in relation to educational radio broadcast utilization***

The aim of training teachers in the educational radio broadcast utilization is to develop the professional skills and service procedures required for the effective performance of their duties (Leedham, 1972).

The training of radio producers is only part of the battle of achieving meaningful schools broadcasting. The other part is the training of teachers to use the broadcast (Ball, 1974:141). Unfortunately, providing detailed notes, visuals, pamphlets and sending out advance information about programs does not ensure that teachers use them. The trouble often lies with the training colleges, where little instruction is given in the use of radio. Pritchard (1973:101) described that the role of the teacher training

institutions and the faculty of education of the University in pre-service and in-service training in the use of media is of crucial importance.

*In each school either the principal or one of his staff should be given specific training in the use of media and responsibility for ensuring that the outward flow of materials from the center reached the school on schedule and that the inward flow of comments, suggestions were channeled to the provincial media advisor, who would be the main point of contact with the center and organize training course in his area.*

According to the MOE (1980:30), one of the major function of Awraja pedagogical centers is to offer training services. The trainees could include school directors, teachers, member of school committees etc. However, the central target of the training program is the instructional staff. It aims at improving the professional competencies of teachers and other staff members so that they have the proper understanding and tools to do the job they are entrusted in.

Training teachers in the utilization of radio broadcasts is not necessarily easily done by teachers' college. There are many small, but important aspects of correct usage that are only appreciated after a fairly extensive period of observation of the broadcasts in use and comparative examination. The teachers' college lecturer will doubtless be able to make the basic points of preparation, participation and follow-up (Halesworth, 1971:59).

As Teshome (1998:77) pointed out, the concern with improving teacher competence arises from the long history of Ethiopian education in employing unqualified and under-qualified teachers particularly in the primary schools.

*The process of preparation of teachers starting from recruitment through the actual training of the quality and competence acquired unsatisfactory. To start with... the training facilities in most centers are inadequate and the objectives and the contents of their curriculum lack coherence and co-ordination with the curriculum of school that they are supposed to serve... once teachers are in service there is little continuing education and up grading conducted... It will be unrealistic to expect a satisfactory standard of education with the crucial players being in such a state of affairs.*

If we can accept that today even the most conservative educational administrators accept the need for media inputs into their systems and for the training which naturally follows from this, it is no less than astounding that so little thought has been given to the production of materials to be used in this training. Programs are broadcast for which teachers are inadequately prepared. Either they do not listen or else expose the children to the broadcasts without preparation or follow-up (Welsh, 1973:125).

Waniewicz, (1972:105) wrote about the specific requirements of education through broadcasting, and of broadcasting for educational purposes, make it a matter of crucial importance that both educators and broadcasts-no matter how extensive their qualifications in their proper fields- be especially trained for the purpose of educational broadcasting. Lack of such training was in many cases responsible for the failure of projects or for achieving minimal effect.

All the group leaders, teachers, and school pedagogical center coordinators must be specially trained for the purpose concerned with the implementation of educational radio broadcasts.

### ***2.3.2 Availability of instructional Materials in Schools useful to use radio***

Instructional materials are a kind of media ( what ever their form) because they serve as carriers of information. Instructional materials have different names such as instructional technology, instructional media, audio- visual media, etc. In the Education and Training Policy of Ethiopia instructional materials are classified under what is called Education support. Some are modern and some traditional, some simple and some complex, some expensive and some inexpensive etc., (Amare, 2000:38). Availability of these materials enrich the teaching- learning process and above all that enhance student learning.

According to Gutelman (1979:11), more and more studies of the costs and educational radio are being published and, generally speaking, although the cost of a radio broadcast may not necessarily be expensive nowadays, education by radio or with the aid of radio may well be so. The cost of radio receiver is not very high.

On the other hand, the MOE and Fine Arts (1973:05) indicates that the material production services provides support services for broadcasts, curriculum, functional literacy and cooperating agencies. It also extends expertise and training in the production and utilization of teaching materials.

Furthermore, the Education and Training Policy of Ethiopia (1994:27) gives a clear picture of educational support inputs that in order to promote the quality, relevance and expansion of education, due attention will be given to the supply, distribution, and utilization of educational materials, educational technology and facilities.

Finally, Amare (2000:38) gives the conclusion that generally speaking, our schools (primary, secondary or tertiary) have deficiencies in these resources. The most available media in the Ethiopian schools are teachers and chalkboards although not always in the desired quality. Other forms of instructional media are scarce.

### ***2.3.3. Utilization of Educational Radio in the School***

Utilization is the actual use of media for the purpose of instruction to bring about specified changes in learners (Brown, 1972:21). Media utilization is the execution stage of a planned educational media. Effective execution requires a clear understanding of the basic concepts of educational implementation (Marew, 2000:1)

Similarly, Teshome (1998:10) reviews that utilization encompasses both the effective use of media and the conditions under which use takes place. By conditions of use they refers to the elements of suitability of educational technology applications at policy, implementation and performance levels. In the policy elements, they include three main dimension: task definition, pedagogical congruence and financing. The implementation process is viewed in terms of the technological, administrative and political environment with the performance level results in the educational system.

The most significant innovation which broadcasting has brought into education is that it has enabled learning where not other educational facilities and resources exist, or it has made learning available for these who-for what ever reason cannot make use of the existing facilities(Waniewicz, 1972:77). Radio provides source material for the main stream of classroom work. Learning by listening to the radio is naturally interesting activity.

According to Kinder (1959:281), there are many educational uses of radio:

*Interest:* radio plays a large part in our daily life. We listen to radio while eating, drinking, dancing, picnicking, working. Students feel that radio is modern, and so they have a more receptive attitude toward studies which make use of radio. Radio is a pleasant way to vary classroom work.

*Dimension:* Radio can give breadth to learning. The pupils are much more likely to get all sides of an issue from the radio than from newspapers, textbooks, or even from their teachers. Radio more than any other medium of communication, gives its audience a "listening post" on occupational developments.

*Availability:* radio is available in almost every part of the civilized world. And since radio waves flow the earth's curvature, rural reception is good as urban reception. At present, to a large extent at least, television is an urban communication, but radio reaches everyone.

*Imagination:* many people prefer radio to television because it allows greater latitude for the imagination. It gives enough background and information for the listener to construct a mental picture of the events, yet it does not fill in the picture usually. As one hears great personality or world events, or new ideas.

*Creativity:* Planned radio utilization by a school will bring to the pupils the best music, drama, poetry, and literature. And as pupils are given opportunities to write and plan their own scripts for broadcasting, they have an opportunity to create in a vital and dynamic manner.

*Integration:* Properly utilized, radio broadcasts supply so much information and open up such broad vistas that they contribute materially to students' social adjustment, which leads to good citizenship.

*Discrimination:* A school that systematically and intelligently uses radio can educate its students to become discriminating listeners. It would be impossible to use radio regularly without learning a great deal about the medium or without becoming aware of its strength and weaknesses ( Dale, 1954:288).

Amare (2000:45) said that mere availability of learning materials in school pedagogical center would perhaps mean nothing unless the concerned parties make use of their potential advantages to improve the teaching-learning processes in classrooms. Availability could be a necessary condition although not a sufficient condition for utilization of instructional materials in schools.

It is, however, one thing to try to ensure effective utilization of the media in the formal system of education, with its instructional framework ( Pritchard, 1973:100).

*Of equal, if not greater, importance, was the question of utilization of the media in the classroom, in the community center or wherever else the programs were received. Successful utilization demands more than the provision of receivers, of audio-visual materials and of teachers' notes and program schedule.*

Utilization demands a carefully planned framework of points of reception, of training for teachers and other agents of development. The type of utilizations system to be employed depends very much on the subject matter area, on the type of audience aimed at, the living conditions of community, on the existing facilities and resources, and so on (Waniewicz, 1972:78).

According to Teshome ( 1998:9), the literature on the utilization of educational broadcasting has significantly increased since the late 1950s. Even a look into the available materials since the mid 1970s on this medium reveals at least three major tendencies for developing countries.

First, a large majority of the literature concentrates on its educational effectiveness and very few materials exists on utilization. Secondly, the very limited literature that deals with the concept of utilization is in a state of transition from the narrow sense at teachers' procedural (classroom behavior) and acceptance levels to a broader sense to

include the conditions of use. The other tendency in educational radio literature is the lack of a theoretical framework both in the conception and in reporting findings.

Regarding the utilization of radio in the school, Romiszowski (1974:161) stated that utilizing radio for efficient learning is of more value. This is to use it as a source of material. It is left to the individual teacher or instructor, or to a group with similar teaching objectives, to produce an instructional course, or package, based perhaps on a radio program.

In many attitude studies, teachers have been observed to claim favorable attitudes toward the desirability of instructional materials. They had also expressed concern about the shortage of these materials in their respective schools. They believed that quality of education is hampered because of such material-shortages. It is, however, also observed that teacher use-habit of instructional materials was observed to be very poor even in schools that are relatively rich ( Amare, 2000:47).

Similarly, Teshome (1998:32) indicates that teachers are most important persons who decided why and how media are used in the classroom. However, studies from different parts of the world seem to agree that not all teachers use media at the same level.

#### ***2.3.4 Classroom utilization procedure***

Dale (1954:285), Kinder (1959:283), and Haas and Packer (1955:255), described that utilization procedures follow the usual steps of preparation, reception, and follow-up.

But radio timing and place and conditions of reception should be mentioned before we discuss specific techniques and procedures of utilization.

#### ***2.3.4.1 Radio Timing***

Radio broadcasts are timed to the split second. Time is inflexible and invariable. If adjustments and modification need to be made, they must be made by tailoring the script or varying the tempo of delivery. It is absolutely necessary, therefore, that school clocks be corrected to the second; otherwise teachers will be tuning in before or after the start of a broadcast (Kinder,1959:284). This split-second timing in itself provides a new experience to students and helps make them aware of the importance of even seconds.

#### ***2.3.4.2 Place and Conditions of Reception***

Programs should be heard in the regular classrooms rather than in auditoriums, since classroom atmosphere is more conducive to learning, and the supplementary materials are at hand (Haas and Packer 1955:266)

*Classroom conditions:* Classrooms should be free from distracting noises from halls, adjacent rooms, or the outside. They must be well ventilated.

*Equipment and Facilities:* Reception must be good if optimum benefits are to be derived. Receiving sets should be kept in good working order.

*Correct Tuning:* An improperly tuned radio is like a motion picture projector out of focus.

The volume should be adjusted for the class as a whole and not for the teacher alone.

*Placement of receiver:* The receiver should be in the most advantageous place in the classroom, usually in the front of the room. It may be attached to the wall in permanent position, or, if it is a portable set, wheeled to the front and center of the room or placed on the teacher's desk or a table.

*Disturbances:* Disturbances should be minimized during the reception. A sign should be placed on the door requesting people not to enter the room, and the school office should be notified, so that telephone calls will not interrupt. Pupils should not sharpen pencils, adjust radiators, and open or close windows. These things should be cared for before the broadcast begins.

#### ***2.3.4.3 Specific Preparatory activities***

Preparation for the broadcast is most important. According to Kinder (1959:285), the amount of preparation depends upon numerous factors, such as purpose of the program, type of program, and age of pupils. The preparation must be sufficient to make the broadcast meaningful. This can be left to the judgment of the teacher, just as such matters of assignments, library work, and other activities are left to his judgment.

It should be pointed out again the good pedagogy demands that pupils be aware of the aims and objectives of their work. They must be given an important part in the

planning of their radio work. individual pupils may be assigned specific things to check in the broadcasting.

In the analysis of specific preparatory activities, Kinder (1959) made a conclusion that:

*Radio listening does not automatically result in educational benefits to the listeners. Each student must be fully prepared so that the listening experience will mean something to him; other wise, the richest program may fall on deaf ears. Listening to comprehend require guidance and practice.*

The following preparatory steps will insure optimum results:

1. Information about the broadcast should be gathered in advance.

It is usually possible to obtain manuals, handbooks, or sometimes, scripts in advance. If the broadcast fits into the current unit of work, the pupils should review what it has already covered, so that they may understand how this broadcast further the unit. If the broadcast is independent of the current work of the class, much more specific preparation will be needed.

2. Preparation for the broadcast should be as specific as possible. The listing of a few key questions, names of places, people and concepts will facilitate a better understanding of the broadcast.
3. Supplementary materials which will make the broadcast more meaningful should be assembled.

Reference books, pamphlets, clipping, pictures, magazines, and maps will be useful. Trips are often more helpful as pre-broadcast preparation than as follow-up activities. With preparatory utilization activities properly handled, and with receiving sets properly tuned, the class is ready to listen the broadcast.

Broadcast activities can be of numerous types. But Levenson and Stasheff (1952:232) used three categories of broadcast activities such as before the broadcast, during the broadcast, and after the broadcast activities . For them it is difficult to list pre-broadcast techniques without knowing the specific situations in which they are to be applied. The following activities have been selected:

1. Putting questions about the broadcast topic on he blackboard.
2. Discussing questions about the topic with the class.
3. Having students summarize what they known about the topic
4. Using the reference books for specific information.
5. Writing and defining key words related to the topic
6. Making illustrative and supplementary materials.
7. Making all necessary seating arrangement or room adjustments in advance of a broadcast.
8. Special exercises such as oral drills or dictation to make pupils more ear-minded.

#### ***2.3.4.4. The Reception***

With regard to reception, Kinder (1959:286) pointed that if a teacher's handbook is available, it may contain suggestions for certain things to be done during the broadcast by pupils or teacher. Without a manual, the teacher does what he considers appropriate to get the most out of the program. Language lessons may actually direct the class to speak words in unison; or certain notes may be sounded on a trumpet or violin. Most broadcasts do not include this feature.

During the broadcast, the teacher is a participant that he should be a model of active listener, has responsibility for assembling materials, and should be at the front of the room where the pupils may see him and share his interest ( Levenson and Stasheff, 1952). During an art of broadcast the teacher can show the picture.

According to Surafel (1999:2), the classroom teacher does the following activities during the broadcast:

1. Arrange students in pairs
2. Help students introduce themselves to each other in their Pairs
3. Sing the song along with his students.
4. Help students to make practice and encouraging them to respond.

#### ***2.3.4.5 The Follow- up***

The follow-up is truly important part of the radio lesson. Teachers' manuals suggest to the teacher further activities, but these activities must not become formalized. They should vary according to the nature and needs of the class. Efficient teachers will be at no loss to know what to do to capitalizing on the educational value of the broadcast (Kinder, 1959:286).

According to Wittich and Schuller (1953:269), follow up opportunities which spring from radio listening are as numerous as the ideas of ingenious pupils and teachers. The extent to which a radio requires follow-up activities is one good way of judging the effectiveness of the broadcast as such. Search for additional information, art activities, work in language skills creation of student participation broadcasts are a few of the many possible follow-up activities. Furthermore, Kinder (1959) notes that discussion, debates, forums, outlines further reading consulting maps, making trips, interviewing people, taking tests are all possible follow-up activities.

Similarly, Surafel (1999) indicates that the classroom teacher should do the following activities after the broadcast.

1. Repeat the pair work activity that he led during the broadcast
2. Revise any problem he heard during the lesson.

Kieffler and Cochran (1962:191) demonstrate that the participation of students in the broadcasting of radio programs is rapidly increasing. Many values can be derived from such activities. For example: Broadcasting

- A. is highly interesting and a strong motivation stimulus.
- B. provides an outlet for student ability and talent.
- C. develops better speech habits.
- D. provides an opportunity for student creativity
- E. stimulates a spirit of cooperation and responsibility

Brown ( 1977:68) gives a clear picture of follow-up activities which supervise student performance or demonstration of skills expected to be learned from experience. Review the experience, and assess the value of experience. The extent to which the classroom radio program requires follow-up activities is one good way of judging the broadcast as such.

An essential step in the follow-up is integration with other course materials and other teaching devices. Mere exposure to a program is not enough. Dale (1954:285) wrote as follows:

*A broadcast received in the classroom can be a waste of time if teacher and students listen passively and do nothing to exploit its values. But thorough preparation and intelligent follow-through can make a radio program an important contribution to a unit of study.*

Aggarwal (1995: 378), put into consideration that by utilizing the rich educational and cultural offerings of the radio, children and adults in communities, however remote, have access to the best of the world's stores of knowledge and art. Some day its use as an educational instrument will be as common place as textbooks and blackboards.

To sum up, good utilization practices include careful selection; preliminary planning, discussion, and other activities in which pupils get ready for the broadcast; provisions of good listening situation; and finally an opportunity for follow-up discussion and other activities.

## **2.4 Factors Affecting Radio Use In the Classroom**

Utilization of educational radio in the classroom is influenced by different factors. Wittich and Schuller (1953:267) identify five factors such as motivation, removal of barriers, effective listening, creation of effective listening environment, and follow-up activities in connection with the use of radio in the classroom which should be considered by the teacher.

**2.4.1. Motivation:** Dale (1954: 285) indicates that curiosity can be stimulated by discussing and listening aspects of the topic that the class would like to discuss. Both teacher and class can relate some personal experiences that touch upon the subject. The information and attitudes now held by pupils can be solicited.

Similarly, Wittich and Schuller (1953) state that the presence or absence of interest in learning is the greatest factor in success or failure in classroom achievement. One of the teacher's key responsibility is to arouse interest and enthusiasm in the young learners under his direction. The classroom teacher can encourage the children:

- a. To discuss ideas and information they already have about the subject

- b. To reveal their curiosity about the subject of the broadcast by discussing and listing things they are interested in knowing about.
- c. To report travel or reading experiences or information related to the forth coming program which may create further interests in hearing it.

**2.4.2 Removal of barriers:** Lack of equipment, schedule difficulties, in difference and lack of interest, lack of relationship between broadcasts and school courses, and lack of teacher information about broadcast are reasons involved in the use of radio in the classroom. Yet only one of these reasons is not remediable with in the school. Radio can be obtained, time schedules can be changed, courses of study can be altered, teachers can become interested (Kinder, 1950:419).

**2.4.3 Effective listening:** According to Wittich and Schuler (1962:283), utilization steps are very similar to those described in connection with the use of other audio-visual materials apply to audio listening experiences. However, listening is a skill responds well to suggestions for improvement. Hence, the teacher can help improve a pupil's listening skill by encouraging him: to stop talking, looking around, day dreaming, to concentrate on listening of the main idea, to try to visualize the explanation and to ask questions only after he has given what he has heard in complete attention and thought.

**2.4.4 Creation of an effective listening environment:** The classroom can be a very satisfactory place in which to listen to the radio. With regard to the physical

aspects of the classroom. Dale (1954:285). Wittich and Schuller (1953:262) and Haas and Packer (1955:226) identify the following condition.

- a. Location and table for radio: place the radio in a central location. If a portable radios is used, place it on a solid table. The radio should be facing the group for best results.
- b. Seating arrangement: is a room equipped with permanent desks and seats the radio in usually most effective in front of the class.
- c. ventilation and heat: The proper methods of ventilating and heating should always be observed.
- d. Lighting: ordinary classroom lighting will suffice.
- e. Other classroom faculties: like all good classrooms, it should be equipped with blackboard, bulletin board, and stand for charts, posters and other illustrative material.

#### ***2.4.5 Teachers' Attitude Towards Educational Radio Broadcast Utilization***

Attitude assessments may be either global (e.g attitude towards the school and the educational system) or specific ( e.g. attitude toward a particular task, text, child, or curriculum). In either case, most attempts to measure teacher attitude have suffered from inadequate predictive validity, or the inability to forecast what the teacher with a particular attitude actually does in the classroom. Research studies generally have shown the correspondence between attitude and teacher performance in the classroom can be low and non-significant (Borich, 1988:3).

However, Riitho (1971:245) identifies that there are important factors which affect the use of educational radio in Africa. There is for example, the attitude towards time. One might almost say that Africans control their time whereas the Western world allow time to control them. For to them wasted time is wasted money. But Africans have a more relaxed attitude towards time. Meetings and broadcasts are not necessarily expected to be on time.

The use of attitude data for measuring teacher effectiveness, therefore, has had to rest on the assumption that attitude ( e.g positive feeling about teaching) are related to other behaviors ( e.g. more organized lesson plan) that are one or more steps removed from the actual process of teaching. The measurement of teacher attitude in defining effective teaching is more indirect and less credible than is direct observation of the classroom practices that a "good" attitude is supposed to represent ( Borich, 1988:3).

Callahan and Clark (1988:10) indicate that one can teach attitude by providing a conducive atmosphere and models that pupils can emulate. Development understanding may enhance the learning of attitudes just as value clarification, role playing, and discussion of dilemmas may enhance the development of values and morals.

Ultimately, the success to the radio program is going to depend on the attitude and behavior of the classroom teachers. The classroom teacher is a vital part of any properly conceived broadcast. In fact, it is more proper to look at a broadcast as part

of a lessons. However, unless a teacher has had specific instruction in the technique of using radio broadcast, he will often regard the broadcast lesson a substitute for him, when he switches the radio on, he can 'switch himself off' ( Halesworth, 1971:58).

## **2.5 The Use of Educational Radio In English Language Teaching**

English classes can use the radio for several purposes. Dramas by well-known writers are frequently broadcast in reasonably satisfactory adaptations. Some excellent poetry is from time to time available; and some of the dramatized versions of novels and short stories merit consideration when they are not used merely as substitutes for reading. As the level of radio diction proves, this aspect of English study with increasing use broadcasts, though the recording is considerably more serviceable for such work (Dale, 1954:287).

Educational radio for the use of English teaching makes immediate teacher pupils and pupil-pupil interaction and pupil participation in a good model of communication. According to Mansfield (1971:267), there are suitable items for school broadcast program which can give special and very valuable assistance to pupils in their different task of acquiring a new language. Examples of some of the English teaching areas in which educational radio programs are especially effective are:

1. The supra-segmental features of phonology-intonation, stress and rhythm, for example, for the early classes, by means of programs of action rhymes;

2. Recognition and enjoyment of pattern identity, for example, in structure songs, in stories in which pattern repetition is part of the plot development.
3. Listening skills in relation to stretches of speech rather than single sounds, listening for unstressed structure words and dictation exercises;
4. Listening for theme development in the Foreign language.

On the other hand, Teshome (1998:15) reminds that the prevalence of different purposes for the use of radio implies that there are alternative, but not mutually exclusive ways of combining it with the educational systems. As it is cited, there are at least three major strategies of specific use of radio: supplementing instruction, direct teaching and complementing instruction.

Similarly, Knight and Smith (1973:53) indicate that for the use of radio in English teaching, the mechanical approach, the philosophical approach, the simulated experience approach, and the authentic experiences strategies are used.

A strategy which makes teachers more aware of equipment and materials which are available, and then simply teaching equipment operation and use is the mechanical approach. In the philosophical approach, teachers should possess a strong intrinsic motivation for using media; they should be made to feel a real need for it and should develop their own personal commitment and rationale for its use.

Finally, Knight and Smith (1973) stressed that the authentic experience approach required teacher to diagnose actual children according to needs, after they were to provide a learning situation, using media, within the framework of these needs.

*With the authentic experience approach, students have to clearly understand the mechanical approach in order to carry out their specific learning experience. It is also necessary for them to employ a philosophical approach, since they have to make value judgments as to what media are most appropriately suited to specific learning situation.*

Some developing countries use radio as a backbone of their educational system, in order to reach scattered communities with few teachers. They have found that the effective use of the mass media for this purpose does involve the establishing of control over teaching methods, and the standardization of curriculum ( Romiszowski, 1974:161).

Halesworth (1971:56) pointed out that the typical pattern of developing country is well known-a scattered rural population, limited government funds, insufficient teachers and those ill-equipped to ensure a high standard of education. In this age of the cheap, battery-powered transistor radio, a school radio broadcast service can be a great aid to the educational aspirations of such countries.

*In particular terms such a radio service is more attractive than a television service, especially at the primary school level, where the school population is more numerous and widely scattered.*

As the process of teaching with the help of radio takes place, the teacher in the classroom has a unique opportunity to observe the methods of an expert being applied in her/his own room.

Furthermore, Ball (1974:104) said that radio is purely listening experience, and programs much contain enough incentive, of one kind or another, to persuade the listener to keep listening. Often the attitude of teachers towards radio programs makes it more difficult for the producer to keep his material interesting.

The students' participation in the teaching learning process, especially in the English radio broadcast activities and performing the different tasks under the guidance of their teacher is very essential. Borich (1988:3) indicates that the teacher who is effective can be characterized by the level of personality, attitude, experience, achievement, and attitude He/she encourages pupils to actively participate in their English classroom work.

In other words, Mansfield (1971:165) pointed out that a very obvious advantage of radio broadcast in the teaching of a second or foreign language is, of course , that of bringing a mother-tongue model of oral production into every classroom. Since there will be continue to be in most developing countries which have adopted English as the second language very many localities in which primary school children have no opportunity at all to hear English spoken by those for whom it is the first language.

To sum up, many educators insist that whether or not the radio program is related definitely to the course of the study is immaterial. The decisive factor, it is claimed, is the radio program provides, directly or indirectly, a desirable educational experience ( Levenson and Stasheff, 1952:51).

According to Wilby and Conroy (1994:61) broadcasters place great emphasis on the style of language used in speech radio and the need for clear and simple expression when talking to Listeners. There is a concern common to all radio stations that presenters use direct and uncomplicated language for two reasons:

1. Because words spoken on their air are not permanent and cannot easily be referred to like words on news paper page; and
2. Because there is no visual reference to fix or confirm the meaning that the words are conveying, as there is on television.

Text-books on radio broadcasting techniques are very explicit on the use of language. The use of language style may contribute towards a station's branding by signifying the relevance of its output of listeners who are local, of a specific age group and obviously, of an ethnic group for whom English is not a first language.

Schramm (1977:188)found out that overall average gains, pretest to post-test, were slightly larger in the broadcast groups in both English listening and English writing. In tests of music listening, there was a slight advantage for radio students in the test of listening, but higher scores for the schools without radio in both writing and singing.

According to Heincih, Molenda, and Rusel (1989:251) each half-hour broadcast teaches all four language skills: listening, speaking, reading and writing. The lessons are not supplementary; they are the core of English language curriculum.

Educational radio uses to develop pupil's listening skills in English broadcast. Students can learn to attend central ideas , details inferences, directions, and so on, while studying English, Literature , Social Studies, and many other subjects.

With regard to improving listening skills, Wittich and Schurler (1979:172) indicate that:

*The degree to which a teacher can motivate pupils to become better listeners is of great importance. If a psychological problems seem to affect a pupil's ability to hear, simply changing the seating arrangements may help. Skill in listening is usually the result of the pupil's own interest in developing better listening habits and/or his or her own understanding of listening methods. The teacher must begin, then by awaking in individual's awareness of listening as a skill.*

However, Ball (1974:140) said that very little research has been done into some of the problems associated with listening to the school radio in developing countries. This is all the more reason why those who are in training to become school broadcasters should be directed to think about these problems and seek after solution.

The use of radio and recordings leads us to think about a relatively new objective-the teaching of listening. For more generations than we can number, listening was the

only means man possessed of enlarging his own experience by the borrowed experiences of others (Dale, 1954:294).

*If its full values are to be utilized, listening must be an active, not a passive, activity. The listener must sit quietly, not with clasped hands but with open, receptive minds.*

Similarly, Kiffer and Cochran (1962:193) described that radio listening is a skill and it must be taught as a skill to student. Some of the important factors in listening are:

- A. Development of Concentration
- B. Increase of attention span.
- C. Selection of important statements.
- D. Development of recall through testing.
- E. Discrimination of valuable, worth while programs

What ever the local problems may be in the use of broadcasting or radio listening, the school has responsibility to help students develop good program selection, listening habits, and to stimulate the production of worth while programs.

### ***2.5.1 Interactive Radio For English Instruction***

School radio should be able to draw upon the full range of resources available to broadcasting organization at national and local level.

Heinich, Molenda, and Russel (1989:250) indicate that interactive radio is an experimental project began in the late 1970s. The system is referred to as interactive radio by its designers, but here that term is used in quotation marks because the format

only stimulates true interaction. For a media format to be truly interactive, the students response must actually have some effect on the sequence of the following instruction. In this case there is no true feed back from the students to the teacher.

In Kenya "interactive" radio is being used for English language learning, reaching most of the schools in the country. Ball (1971:709) reports this scene in a dirt-floor, mud-walled school in a Kenya village; this radio classroom is not likely any the observer has seen before. When the program starts, a rapid-fire dialogue between the radio and the children begins, punctuated by music and little dramas, with regular pauses for the children to answer and receive immediate reinforcement for their answers. The students are following the adventure of a boy, a girl, and their family. They are singing songs, and responding orally, and in writing to the incessant, engaging pace to radio.

Armour (1971:38) describes that radio as a medium can convey information, it can temporarily take over the role of the teacher and direct and instruct the class; it can communicate experience of the present and the past; it can create within the listener's own imagination a world of people and places, of actions and feelings.

Nicaragua faces a problem of fully qualified teachers and also a lack of educational materials like textbooks, especially in rural area. This problem is faced by other developing countries like Ethiopia, Kenya and other African countries. Unlike the Ethiopian instructional radio which has fifteen minutes broadcast time per week,

Nicaragua and Kenya used thirty minutes school hour to be broadcast daily (Almaz 1989:16)

### ***2.5.2 Problems encountered to use grade 8 English Language broadcast through radio program***

Like all potentially good teaching materials, radio has certain inherent handicaps. Even when properly used, it presents challenges such as the following, which must be resolved (Dale, 1954:286).

*Concentrated attention:* Listening requires concentration, because the Listener's attention is held on by the sound.

*One way communication:* The class cannot "talk back" to the radio or ask questions for the broadcast to clarify during the broadcast. Efforts are being made to cope with this handicap. Radio town meetings, for example, include a question period for handling points raised on the floor and there telephoned by listeners.

*Timing:* One of the knottiest of problems arises when we try to schedule radio programs to fit the needs of specific classes at specific times. Some schools meet this difficulty by recording the broadcast and presenting the "canned" radio lesson at the regular class hour through the playback machine.

*Administrative problems:* Particularly in smaller schools, administrative problems may prove so complex that as a result broadcasts are used inadequately. Radios must be kept in perfect operating conditions; they must be tuned in on

time and according to a properly prepared schedule. Administrators who do not fully appreciate the potential value of broadcasts are likely to regard as "another headache" and treat it as such. (School administrators, too, sometimes have to be educated).

*No preheating or re-usability:* Radio itself is, of course, a "One shot" device.

However, through the use of recordings it becomes possible to meet certain difficulties in previewing or scheduling programs.

Similarly, Levenson and Stasheff (1952:50) described that formal school broadcasting ran in-to a series of difficulties. Teaching with radio, an auditory aid, requires careful preparation, as does any visual aid, and in most cases a thorough follow - up. Limitation factors in the use of radio also apply as complications in the acceptance of this tool. These factors are (a) synchronization, (b) timeliness, (c) utilization, and (d) program form.

There is a definite relationship between these difficulties and the establishment of radio stations owned and operated by schools.

With the modern departmentalized school, the problem of adjustment to schedule periods is aggravated. Particularly this problem is difficult when it is accepted that the radio program, in most instances, should be so spaced in the class period that there can be some time for preparation as well as follow-up. Recognition of this problem meant, in a sense, that the radio programs could be better utilized in the elementary schools.

In the lower grades an easier task to receive a particular program, since the division of time for the study of a given topic could be easily reallocated.

The factor of timeliness is one which can not be over looked. From the classroom teacher's point of view, the radio materials being presented has to fit in some how with the school curriculum. From the very outset of school broadcasting this difficulty pointed to the fact that a formal school radio program presumed to fit in with a specific school curriculum.

Lack of proper classroom utilization was another factor which handicapped the growth of school radio. When it was recognized finally that merely hearing the radio program was not more valuable than merely showing the movie, then a definite and worthwhile step in reaching educational objectives and had been taken obviously the specific limitations mentioned earlier, such as synchronization and timeliness, definitely affect the quality of utilization.

## **2.6 English Language by Radio Programs In Ethiopia**

Awol (1987:16) reviews that language teaching by radio began in 1964 with the publication, for literacy programs associated with unesco, of a text entitled "manbebina mesaf bi-radio" (reading and writing by radio).

According to Almaz (1989:19), in the year up to 1966 radio served as an instructional medium inside the classrooms, during which experiments were carried out which proved that the radio programs from education were effective.

Moreover, Teshome (1998:1) indicates that unlike in many developing nations, it is nearly three decades since Ethiopia adopted and institutionalized radio as a medium for supporting primary education. Over this period, Ethiopia has experienced a tremendous expansion of educational radio operations. For instance, when experimenting the project started in 1969, the total number of programs put on air were five, while the total number of reception ends amounted to 50 primary schools around Addis Ababa.

Since the time educational radio started to serve formal education inside classrooms, EMA has fundamental plans to provide education through radio in most parts of Ethiopia and at present, according to the information obtained from EMA education radio broadcast coordinator office (Nov. 02, 2001), by 1970 - 1983, the statistics shows that there were 112 programs with the total number of reception ends amounted to 7,560 primary schools in Ethiopia for 2,669,531 grade 3-6 students. By 1984 - 1988, there are 168 programs put on air, while the total number of reception ends amounted for 7,109 primary schools (1-8) for 2,510,277 students in the country. Currently the programs are broadcast as fifteen minutes program for grade 8 English.

The research findings of Awol (1987) and Almaz (1989) have shown that English by radio programs are effective in aiding the teaching of English as a foreign language in our primary schools.

## CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

### **3.1 Assumption**

The use that a teacher can make of radio broadcast is limited in very much the same way as his use of national television broadcasts. The teacher has no control and

sometimes little prior notification of the content and treatment of an impending program ( Romiszowski, 1974:159).

On the other hand, Ball (1974:140) indicates that the technology of broadcasting has much to offer within the complex structure of formal education. Educators must learn how to use the medium, however, and learn how to integrate broadcasting into an overall educational strategy.

In the past, radio broadcasts for classroom use were handicapped by a number of difficulties. Schools found it troublesome or undesirable to use radio programs that came at the wrong time of the day (Brown, 1977:67).

Teshome (1998:10) indicates that taken together or viewed separately, the broad and narrow approaches in educational media literature from developing countries (and developed countries for that matter) do not lead to a single and relatively complete view of the concept of utilization. Some of the literature is explicitly or implicitly based on the assumption that certain definitions can be applied to different innovations in both developed and developing nations.

### **3.2 Research Method**

This study was aimed to assess the extent to which educational radio broadcast was properly used in grade eight English language of Awi Administrative zone. The research type employed to conduct this study was descriptive survey method.

According to Best and Kahn (1999:107), the survey method gathers limited data from a relatively large number of cases at a particular time. It involves clear definition of the problem and planned collection of the data, careful analysis and interpretation of the data and skillful reporting of the findings. The descriptive survey method was used to find out the teachers', students' directors; and school pedagogical center coordinators' opinion of the utilization of grade 8 English language radio broadcast. The instruments used for data collection was questionnaire prepared in English as well as Amharic. To supplement the questionnaires, interview, and classroom observation were also carried out.

### **3.3 Source of Data**

The data sources for the study were four types. The first was teachers who were teaching grade eight English language in the second cycle primary schools. The second type of data sources for the study was grade eight students. In addition to this, school principals and school pedagogical center (spc) coordinators were used as a source of information.

### **3.4 Sampling Procedures**

In the first stage of sampling process, Awi zones in Amhara Regional state had been selected purposively for investigation. Second, the total five woredas (Dangila, Fagtalekoma, Banja, Guangua and Ankesha) were included in the study. These five woredas were divided based on their location as follows:

*Table 3:1 Location of woredas in Awi Administrative Zones*

<b>Location of the Group</b>	<b>Woreda</b>
1. North	Dangila
2. North east	Fagtalekoma
3. East	Banja
4. West	Guangua
5. South	Ankesha

### **3.5 Sample Schools**

Based on the five woredas, schools fulfilling the following necessary criteria were selected (EMA, 1991:3).

1. Schools having grade eight
2. Schools within the broadcast reception area, and
3. Schools within the broadcast reception area found near the highways or accessible roads connected to the highways.

Thus, a total of 10 second cycle primary schools were taken to be sample population out of the 23 second cycle primary schools found in the zone. The sample schools which fulfilled the above criteria were (Injibara, Kossober, Mengesha Jembere, Chagnie, Tillili, Kessa, Addis Kidam, Azena, Chara, and Agew Gimjabet).

*Table 3.2 Second Cycle Primary Schools in Awi zone*

<b>Kinds of Schools</b>					
<b>Grade</b>	<b>Government Schools</b>	<b>Public schools</b>	<b>Private schools</b>	<b>Religious schools</b>	<b>Total</b>
1-4	360	-	-	-	360
5-8	23	-	-	-	23
9-10	5	-	-	-	5
11-12	2	-	-	-	2
<b>Total</b>					<b>390</b>

The above table indicates that the kinds of schools in Awi zone are government schools. This means that teachers' training, financial support. Provision of instructional materials etc; are the responsibilities of the government.

The selection of the subjects from each sample school was made as follows:

### **Teachers:**

Since the total number of teachers who were teaching English at second cycle of primary level (grade 8) in the 10 schools was small and manageable, a total of 24 English teachers were taken without any sampling.

*Table 3:3 Grade 8 English Language Teachers in the sample schools of Awi Zone*

Grade	Sex		Total
	Male	Female	
8	20	4	24
<b>Total</b>	20	4	24

### **Students:-**

The statistics obtained from Awi Educational department showed that there were 2760 grade 8 students in 2001/2002 academic year from 23 second cycle primary schools. The student population of grade 8 students in the ten sample schools was 1200 and the intended sample size was 220. By using simple random sampling methods, 130 male and 90 female students were selected in the 10 sample schools of Awi zone.

*Table 3.4 Student population in the selected sample schools*

<i>Name of the</i>	<i>Grade</i>	<i>Total Population size</i>	<i>Total</i>	<i>Sample Population size</i>	<i>Total</i>
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<i>school</i>		<i>Male</i>	<i>Female</i>		<i>Male</i>	<i>Female</i>	
Injibara	8	17	13	30	4	6	10
Kossober	"	78	82	160	17	11	28
Mangesha Jeberie	"	113	65	178	19	13	32
Chagnie	"	97	65	162	21	8	29
Tillili	"	85	60	145	15	10	25
Kessa	"	46	24	70	8	4	12
Addiskidam	"	75	40	115	10	11	21
Azena	"	60	33	93	9	8	17
Chara	"	54	41	95	11	7	18
Agrew G/bet	"	85	67	152	16	12	28
	<b>Total</b>	<b>710</b>	<b>490</b>	<b>1200</b>	<b>130</b>	<b>90</b>	<b>220</b>

In addition to this, 10 school principals and 10 school pedagogical center coordinator participated in the study. Both of the subjects were interviewed in a face- to- face situation in relation to English radio broadcast utilization in second cycle primary schools.

### **3.6 Pilot Study**

One of the principal tool for the study was the questionnaires. Before they were administered to the respondent, they were tried out. This was done to avoid ambiguities that could have crept into the instrument while respondents were filling out the questionnaire. The piloting, in short, was made to amend some unclear items in the questionnaire.

The piloting was conducted at two distinct stages. First, the writer of this paper gave the questionnaires to colleagues and obtained paramount comments regarding the instructions and the sequence of the items in the questionnaires. Secondly , the questionnaires were distributed to 10 grade 8 students and the English teacher of Dikuna second cycle primary school in Awi zone. This school was not included in the

sample schools selected for the actual study. As a result, some ambiguous items in the questionnaires were left out and some improvements were made regarding the wording of some items.

### **3.7 Instruments of Data Collection**

The intended information for the present study was acquired through questionnaire, interview and observation.

#### **Questionnaire:**

Two types of questionnaire were used. A questionnaire for grade eight English language teachers with questions regarding the radio broadcast program utilization was prepared. The teachers' questionnaire was used to acquire necessary information on the conditions of radio sets in the school, assessment of educational radio program, training in English radio utilization, availability of Educational radio support materials, significance of educational radio broadcast, assessment of educational radio utilization, and teachers' attitude toward educational radio utilization. Some items were also included in the interview which were provided for the second cycle primary school principals, teachers, and school pedagogical center co-ordinators.

The second type of questionnaire was for Grade eight students' with questions regarding the availability of grade eight English support materials, pupils' participation in the English radio lesson, opinions on the clarity of English language radio broadcast, and an evaluation made in the utilization of English radio broadcast program was prepared.

The questionnaire for both respondents contains two parts. The first part of the questionnaire contains 35 and 18 closed ended items for teachers and students respectively which require both respondents choose one among the given alternatives that best fits each question. On the other hand, the 36<sup>th</sup> item for teachers and the 19<sup>th</sup> item for the students required additional comments, suggestion, problems and solutions for each group.

The questionnaires were prepared in English. But the students' questionnaire was translated in to Amharic. Then, the English, and Amharic version of the questionnaires were distributed to 24 teachers and 220 students of the ten sampled second cycle primary schools respectively. However, 4 teacher and 20 student respondents did not return the questionnaire.

### **Administration of the questionnaire**

Before the questionnaire and interview were administered, some basic precautions were taken:

- a) The objectives of the study was made clear to all the respondents and
- b) Brief orientation was given on how to answer each part of the questionnaire.

**Interviews:**

In addition to the data obtained through the questionnaire, an interview was made with grade 8 English teachers, school principals, and school pedagogical center co-ordinators of each sample school. The purpose of the interview was to get data that had not been covered by questionnaire and to counter-check the information already obtained. Structured interview were prepared and administered for English classroom teachers, school principals, and school pedagogical center (SPC) co-ordinators. Teachers were interviewed in relation to the relevance of daily lesson plan with that of radio weekly program, clarity of educational radio transmission, their participation in the preparation and utilization of support materials, whether the English radio broadcast is covered by the given time, material, and man power or not, and an effort made to utilize alternative broadcast stations.

Similarly, school principals were interviewed regarding to the preparation of grade 8 English school radio time-table, classroom visitation (Follow-up) based on radio lesson time-table, amount of money assigned to the school pedagogical center, discussion made to the school radio broadcast problems, and the feelings of the principals toward educational radio broadcast utilization.

Finally, school pedagogical center co-ordinators were interviewed about the availability of English language support materials, the extent to which classroom teachers were interested to use the available instructional material, whether they had

been trained or participated in media seminar or not, and the views and beliefs of the co-ordinators in the utilization of English radio broadcast.

**Observations:**

In addition to referring to the teachers' guide, and radio time-table, an attempt was made to observe inside the classroom during the English radio broadcast period. The direct observations were carried out in the present study. Classroom observation checklist was developed, and based upon this, data was drawn from teachers before, during, and after radio broadcast activities. In addition, the students' activities were observed too, i.e. how they participate in the English radio lesson.

*Table 3.5: Schools observed and Their Radio Time-Table.*

Name of schools	Grade	Radio program			Radio station
		Day	Morning	Afternoon	
Injibara	8	Tuesday	6:00 - 6:15	7:35 - 7:50	Markos
Kossober	"	Monday	5:00 - 5:15	9:30 - 9:45	Markos
		Tuesday	6:00 - 6:15	7:35 - 7:50	"
Mengesha Jamberie	"	Thursday	5:00 - 5:15	9:30 - 9:45	BahirDar
		Wednesday	6:00 - 6:15	7:35 - 7:50	Markos
Chagnie	"	Monday	2:40 - 2:55	7:15 - 7:30	BahirDar

		Wednesday	6:00 - 6:15		"
Tillili	"	There was not time table			Markos
Kessa	"	There was not time table			Markos
Addis Kidan	"	Tuesday		7:35 - 7:50	Gondar
Azena	"	Wednesday	3:05- 3:20		Markos
Chara	"	Monday	2:40- 2:55	7:15 - 7:30	Bahirdar
Agew G/bet	"	Thursday	3:05- 3:20	9:30- 9:40	Markos

The table shows schools observed and their radio time-table. 8 (80%) second cycle primary schools prepared radio time-table. On the contrary, 2(20%) second cycle primary schools did not prepare radio time-table. Although one round classroom observation was made in each of the 8(80%) second cycle primary schools, the information obtained was inadequate. This was because of the radio program interruption from January 18, 2002- February 28, 2002.

### **3.8 Method Of Data Analysis**

Data collected via questionnaires for teachers and students; interview for teachers, school principals, and school pedagogical center coordinators; and classroom observation were analysed as thoroughly as possible. The principal methods of data analysis secured via the above tools were percentages (%), frequencies (f), and narrative descriptions. The researcher employed percentages and frequencies for the quantitative data obtained through questionnaire. Narrative descriptions were used for qualitative data to informations acquired through interviews and observations. Combined system of the quantitative and qualitative data analysis was used. During the data analysis, much effort was made to treat related items together as much as

possible. After every item was analysed, adequate explanation and discussion was offered. Significant attentions was given to bring together of the data analysed at every stage. Synopsis of every discussion was crucial. It was attempted to sum up the discussions after each table and discussion. Contrastive findings were revealed in some areas of the analysis. This issue was quite relevant as it served as a means of cross checking the reliability of the data during the analysis.

## CHAPTER FOUR:PRESENTATION AND ANALYSIS OF DATA

In this chapter an attempt will be made to offer a detailed presentation and discussion of the data collected. This will be preceded by a brief description of the samples and methods of data collection used.

Out of the 23 second cycle primary schools of the 5 woredas of Awi zone 10 were chosen for this study. All grade 8 English teachers working in the schools (n=24) were included. A sample of 220 grade 8 students were taken using simple random sampling methods.

Questionnaires comprising both closed and open ended questionnaires were designed and administered to teachers and students. Questionnaire was the main tool used to collect the data. Structured interviews, and observations were also used to secure supplemental data for the study. Out of the 24 questionnaires distributed to the English teachers, 20 were filled in and returned. The response rate was 83%. Out of the 220 questionnaires distributed to the grade 8 students, 200 were filled in and returned. The response rate was 90%.

The presentation and analysis of the data collected is given here below. The data collected are presented below under the sub-headings indicated. In each sub section, an attempt has been made to present the data first and to offer the discussion next.

#### **4.1 Brief Overview On The Current Status Of Grade 8 English Language Radio Broadcast Utilization.**

Currently there is a desire to use available technologies for the instruction of the youth and the continuing education of citizens. Among the reasons we consider for such efforts are the following: expanding technology can enrich the content of students' learning experience, provide greater flexibility and variety in the organization

of instruction, and give students a more self-reliant role in their own education (Carnegie Commission of Higher Education, 1972:45).

According to Collis, Nikolova, and Martcheva (1995:14), preparing pupils for their future occupation, translated into the process of passing on knowledge and skills, is the main force that drives the engine of instruction. How to do this most efficiently and most effectively is the central question to be solved. They added that introducing technology into school has been one of many reform suggestions to deal with this problem.

Regarding English language radio lesson, Ball (1974:137) indicates that any educational medium can do is to provide an efficient environment for learning. It is concerned primarily with the development of positive attitude toward effective utilization, defining objectives, and thinking critically without bias. He underscored that the most effective way that media can be utilized in the education of language aside from the accurate and effective display of factual and conceptual information.

Nishida (1971:108), and Cassirer (1980:36) pointed out that radio and television sets, over which educational programs are broadcast at specified times require careful daily maintenance. It is particularly important to detect and repair defective components as early as possible. It is important that not only the teacher is responsible for maintenance, but also other teachers and the pupils be able to handle radio and Television equipment.

Similarly, the Education and Training Policy of Ethiopia (1994:28) would give due attention to popular participation, in the production, distribution, utilization, upkeep, care and safety of educational materials, educational technology and facilities.

## 4.2 Characteristics of Teacher Respondents

The characteristics of teacher respondents in terms of sex, educational level, years of service and Teaching load is summarized as follows .

*Table 4.1: Characteristics of English Teachers involved in the Study.*

<i>No</i>	<i>Description of items</i>	<i>Responses</i>		
			<i>No</i>	<i>%</i>
1	Sex	Male	16	80
		Female	4	20
		Total	20	100
2	Educational level	12+4	0	0
		12+3	0	0
		12+2	20	100
		12+1	0	0
		others (specify)	0	0
		Total	20	100
3	Years of service	3-10 years	16	80
		11-18 years	4	20
		Total	20	100
4	Teaching load	Below 15 periods	0	0
		16-20 periods	6	30
		21-25 periods	12	60
		26-30 periods	2	10
		Total	20	100

The background information of the English teachers indicated that 16 (80%) of them were males while 4 (20%) were females. All of them were with educational level of diploma (12+2) in English. 16 (80%) of the teachers served for less than 11 years suggesting their service in teaching with educational radio and only 4(20%) of them had teaching experiences with educational radio for more than 10 years. Regarding their teaching loads, 6(30%), 12 (60%), and 2 (10%) respectively had teaching loads

of 16-20, 21-25, 26-30 periods in a week. The majority of them had teaching loads of more than 20 periods in a week.

### 4.3 Availability of Instructional materials in the schools

*Table 4.2a: Conditions of Radio sets in the schools.*

<i>Items</i>	<i>Responses</i>					
	<i>Yes</i>		<i>No</i>		<i>Total</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Are there adequate number of radio sets in your school?	10	50	10	50	20	100
Are the radio sets in the school functioning?	10	50	8	40	18	90
Are there adequate repairing service?	2	10	18	90	20	100
Does the central maintenance shop repair and send you the radio sets on time?	7	35	13	65	20	100
Is the radio antenna available in the school?	6	30	14	70	20	100

The above table shows the conditions of radio sets in the selected schools. Regarding the sufficiency of radio sets in their schools, 10(50%) of the grade 8 English teachers responded that there are adequate number of radio sets in their schools, while the remaining 10(50%) responded that there are no. In the second item, the teachers were asked whether the radio sets available in their schools were functioning. Accordingly, 10(50%) responded 'Yes'; 8(40%) replied 'No', while 2(100%) didn't respond. Therefore, the great majority of the respondents replied that the radio sets available in their schools are functioning.

In item 3, the respondents were asked about the availability of adequate repairing (maintenance) services in their schools. With this regard, 2(10%) responded 'Yes', while 18(90%) responded 'No'. Thus, it is generally safe to conclude that there are no adequate radio maintenance service in the schools the teachers are working. In a similar vein, the subjects were asked if the central maintenance shops repair and dispatch them the radio sets on time 7(35%) responded 'Yes'; but 13(65%) replied 'No'. Therefore, it is likely to conclude that the central maintenance shops hardly repaired and sent the radio sets to the English teachers on time. There seems to be a sort of deliance.

In the 5<sup>th</sup> item, the English teachers were asked regarding the availability of the radio antenna in their schools. Accordingly, 6(30%) replied that there are available radio antenna in their schools; where as 14(70%) responded there are no. Thus, on the basis of teachers' responses, it seems fair to conclude that there are scarce radio antenna in the schools the teachers are working.

In sum, in the above table, the English teacher-respondents were asked concerning the availability of enough radio sets, repairing services, and radio antenna in their respective schools. Though 50% of the subjects responded that there are sufficient number of radio sets in their schools, the great majority responded that there are no enough repairing services and radio antenna in their schools. As a result, there seems to be inadequate maintenance services, and prompt dispatching services of the radio sets to the schools. However, the radio sets are reported to be functioning in the

schools. This may be due to the fact that the radio sets rarely breakdown. Therefore, in order to backup the normal classroom English instruction, utilization of grade 8 radio broadcast plays a central role. Consequently, the maintenance services and radio antenna should be available to the schools.

#### **4.3.1 Availability of grade 8 English Radio Guide**

*Table 4.2b: Availability of Grade 8 English Radio Guide*

<i>Item</i>	<i>Responses</i>					
	<i>Yes</i>		<i>No</i>		<i>Total</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Is there enough number of grade 8 English radio guide in your school?	17	85	3	15	20	100

The above table reveals the availability of the educational radio guide for grade 8 in the schools. From the table it is possible to see that 17(85%) of the respondents are infavour of the idea that there are enough number of grade 8 English radio guides in their schools. While, the remaining 3 (15%) are not infavour of this idea.

#### **4.3.2 Availability of the source of Power of the radio set**

*Table 4. 2c: The source of power for the radio set*

<i>Item</i>	<i>Responses</i>									
	<i>Electricity</i>		<i>Dry-cell battery</i>		<i>Solar</i>		<i>All</i>		<i>Total</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>

The source of power for the radio set is	6	30	14	70	0	0	0	0	20	100
--	---	----	----	----	---	---	---	---	----	-----

As far as the source of power for the radio sets, 6(30%); 14 (70%) of the teachers responded that the sources are electricity and dry-cell battery respectively. No respondent replied solar. Thus, dry-cell batteries are the main source of power. As a result, as using dry-cell batteries is costly, there is a financial constraint to purchase these batteries. As the principals of the schools attested from the interviews made to them, there is insufficient budget earmarked for the purchase of dry-cell batteries. Due to this there is a deliance of obtaining these materials in time. This sometimes results in the interruption of the program. Likewise, those teachers who responded the source of power is electricity, underscored that electric blackout that sometimes occurred was an obstacle to run the program (transmission).

#### ***4.3.3 Availability of seats as compared to the number of students***

*Table 4.2d: Number of seats in the classroom*

<i>Item</i>	<i>Responses</i>					
	<i>Enough</i>		<i>Not Enough</i>		<i>Total</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
The number of seats as compared to the number of students is	5	25	15	75	20	100

The above table shows the number of seats in the classroom. Regarding the availability of enough seats for the students in the classroom, 5(25%) responded that there are enough seats; while 15(75%) replied that there are no enough seats in the classrooms. The teachers highly commented on the seriousness of the problem by

saying that there are some students who sit on the floor. Besides, the teachers themselves do not have desks and chairs. Moreover, they added that they have no places to put the radio itself. Thus, there is an acute shortage of seats according to the teachers' responses and the researcher's observation in the classrooms.

#### **4.3.4 Factors influencing utilization of grade 8 English by radio program**

*Table 4.2e: Causes which influence radio program utilization*

<i>Item</i>	<i>Responses</i>							
	<i>Lack of equipment</i>		<i>Schedule difficulty</i>		<i>Lack of interest</i>		<i>Total</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
utilization of educational radio in the classroom is influenced by	10	50	6	30	4	20	20	100

The above table is about the causes which influence utilization of grade 8 English language radio broadcast in the classroom. From the table it can be seen that 10 (50%); 6(30%); and 4 (20%) of the teachers replied lack of equipment, schedule difficulty, and lack of interest respectively.

Utilization of grade 8 English language radio broadcast is influenced by many factors some of which are mentioned in the review of literature of this study. The main elements among these factors, however, are motivation, removal of barriers, effective listening, creation of an effective listening environment etc.

According to the interview made, the majority of the English teachers replied that they had little participation in preparing and utilizing teaching materials to buttress their grade 8 radio English language teaching.

To sum up, except the grade 8 English radio guides, there are problems with regard to the source of power to the radio sets, seats in the classroom and equipments to the grade 8 English radio broadcast utilization. Consequently, English teachers are not at ease to utilize the radio program.

#### 4.4 Teachers' Training In Relation To Educational Radio Broadcast Utilization

*Table 4.3a: Teachers' Training.*

<i>Item</i>	<i>Responses</i>					
	<i>Yes</i>		<i>No</i>		<i>Total</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Have you taken educational radio broadcast utilization training or participation in media workshops?	10	50	10	50	20	100

The above table is about English teachers' responses to their training in educational radio broadcast utilization in their English classes. From the table it can be seen that 10(50%) of the teachers had taken educational radio program utilization training. However, the remaining 10 (50%) responded that they did not take any training on educational radio program utilization.

#### 4.4.1 The type of training in educational radio program utilization

Table 4.3b: The type of training

<i>Item</i>	<i>Responses</i>							
	<i>Pre-service training</i>		<i>In-service training</i>		<i>Through media seminar</i>		<i>Total</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
If yes, the type of training that you take for the educational radio program utilization is	2	10	8	40	0	0	10	50

Out of the trained teachers, 2(10%) participated in the pre-service training, whereas 8(40%), in the in service training.

#### 4.4.2 The help of training to properly utilize English Radio broadcast

Table 4.3c: The importance of Training.

<i>Item</i>	<i>Responses</i>									
	<i>Very much</i>		<i>much</i>		<i>little</i>		<i>very little</i>		<i>Total</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
How much does the training help you to properly utilize educational radio broadcast?	4	20	2	10	4	20	0	0	10	50

Regarding how much the training helped them to utilize the educational radio properly, 4(20%), 2(10%), and 4(20%) responded that it helped them very much, much, and little respectively.

Nevertheless, though 10(50%) of the English teaches responded that they took training on educational radio utilization, the training they had while they were in their colleges was not enough. In the comment section of the questionnaires and in the interview, these teachers underlined that it is one course i.e instructional media (Educ.231) that they had taken while in colleges. This course by itself is not sufficient for wise educational radio utilization as the instruction is not supported by practical activities.

Furthermore, they underscored that there are no enough workshops they participated in. This shortage of training has to do a lot in their educational radio utilization. Likewise, the remaining 10 (50%) who had not training in educational media ( radio) hadn't taken even the single media course i.e instructional media while they were in their teacher training colleges. These respondents emphasized that though they significantly like the utilization of radio broadcasts for their grade 8 English teachings, the absence of training is the greatest problem to them.

Therefore, as utilization of radio broadcasts is a great help for grade 8 English the respondents heavily emphasized the need of enough training through various symposia, workshops, and seminars which enable them to properly utilize educational radio broadcast programs for the very purpose mentioned above.

#### **4.4.3 Trained and untrained teachers**

*Table 4.3d: The Use of lesson plan by trained and untrained teachers.*

<i>Item</i>	<i>Responses</i>					
	<i>Used lesson plan</i>		<i>Did not used lesson plan</i>		<i>Total</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>

Trained teachers	10	50	0	0	10	50
Untrained teachers	2	10	8	40	10	50

The above table shows the use of lesson plan by trained and untrained English teachers. In this regard 10 (50%) of the sample trained teachers used lesson plan. 2(10%) of the untrained teachers used lesson plan while 8(40%) of them did not use lesson plan. From this one can see that all trained teachers used lesson plan. This shows that training has an impact on the English by radio lesson.

#### 4.4.4 Trained and Untrained teachers

Table 4.3e: The performance of trained and untrained teachers in the class

Item	Responses									
	Trained teachers				Untrained teacher				Total	
	performed		did not perform		performed		did not perform			
f	%	f	%	f	%	f	%	f	%	
<b>Before the broadcast</b> Remind the students to listen carefully and respond what the radio teachers asks them to do so.	9	45	1	5	3	15	7	35	20	100
<b>During the broadcast</b> Help students to participate actively	8	40	2	10	2	10	8	40	20	100
<b>After the broadcast</b> Carry out revision activities based on the radio broadcast	10	50	0	0	1	5	9	45	20	100

The researcher observed the 10 trained and the other 10 untrained teachers while they were teaching in the English by radio class. The data in table 4.3e, shows that out of the 10 trained teachers 9 (45%) remind the students to listen carefully, whereas out of the 10 untrained teachers observed, only 3 (15%) remind the students but 7 (35%) of them did not. This indicates the impact of the training that untrained teachers were

not able to remind their students to listen carefully and respond to what the radio teacher asked them to do so.

In the same table, the data shows that 8 (40%) of the trained teachers helped students to participate actively while 2 (10%) of them did not help to participate during the broadcasting. On the contrary 2(10%) of the untrained teachers helped their students to participate actively during the radio broadcast. But, 8 (40%) of the untrained teachers did not help their students to participate during the broadcast period.

As it is shown in the table, out of the 10 observed trained teachers 10 (50%) carried out revision activities based on the English radio broadcast lesson, whereas 9 (45%) of the great majority of the untrained teachers did not make any revision. From this one can conclude that the trained teachers were better than untrained ones.

From the above data it is clear that training made difference in the activities of the teachers. The trained ones remind their students to respond to what the radio teachers asked them; helped their students to participate and carried out revision based on the radio broadcast program. But the untrained ones were observed not performing the above activities. It seems that the difference in the activities of the teachers were results of taking training.

#### **4.5 Assessment of Educational Radio Program**

*Table 4.4a: Assessment of Educational Radio Program*

<i>Items</i>	<i>Responses</i>
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	<i>very good</i>		<i>good</i>		<i>fair</i>		<i>poor</i>		<i>total</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
The time allotted for the program	2	10	12	60	2	10	4	20	20	100
The school time table that fits schedule of radio broadcast	4	20	8	40	2	10	6	30	20	100
Availability of pause (short interval) in the program	4	20	6	30	4	20	6	30	20	100
Capacity of the program to involve teachers.	3	15	11	55	4	20	2	10	20	100
Capacity of the program to motivate students	11	55	5	25	4	20	0	0	20	100

The above table depicts English teachers' assessment in educational radio programs.

In this regard the respondents were asked about the time allotted for the educational radio program in the first item. Towards this item, 2(10%), 12(60%), 2(10%) and 4 (20%)

responded very good, good, fair and poor respectively. Therefore, the time allotted for the English broadcasting program is reported to be generally good.

In the second item, the subjects were to respond as to how the school time table fits the English radio broadcast program. 4(20%), 8(40%), 2(10%), and 6 (30%) replied very good, good, fair, and poor respectively. Thus, it seems that the English radio broadcasting program hardly clashes with the normal weekly time table.

Regarding the availability of short intervals in the English radio broadcasting program, 4(20%), 6(30%), 4 (20%) and 6 (30%) responded very good, good, fair, and poor respectively. Hence, the availability of short intervals (pause) in the English radio broadcasting program is seen to be generally good.

Concerning whether the broadcasting program involves the teachers, 3(15%) 11(55%), 4(20%) and 2 (10%) replied very good, good, fair, and poor respectively. From this, it is possible to conclude that the English broadcasting program inadequately involves teachers.

The English teachers were also asked as to how far the broadcasting program motivates student. 11(55%), 5(25%), and 4(20%) responded very good, good and fair respectively. No respondent responded 'poor'. So, the broadcasting program , according to teachers' responses, motivate students.

In general, in the above table, the English teachers were asked about the time allotment of the grade 8 English broadcasting program, as to how the school weekly time-table fits the broadcasting program, the availability of short intervals ( pauses) in the program , and the capacity of the program to involve teachers and students. In all cases, the great majority, as can be seen from the table, of the respondents replied that it is good. Nevertheless, there were two schools without radio time tables. The school principals were interviewed about this issue. They responded as they had recorded cassettes on the lessons, there is no need of preparing time- table as it is possible to teach the lessons any time the English teacher prefers.

#### ***4.5.1 Wastage of time***

*Table 4:4b : Wastage of Time of Radio Lessons*

<i>Item</i>	<i>Responses</i>		
	<i>Yes</i>	<i>No</i>	<i>Total</i>

	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Is there wastage of time during the radio lesson?	10	50	10	50	20	100

The above table indicates teachers' responses on wastage of time during radio lesson. In this regard the respondents were asked about the wastage of time in radio lessons in the 1<sup>st</sup> item. Towards this item, 10 (50%) of the subjects responded that there is wastage of time during radio lesson. But, the remaining 10 (50%) said that there is no wastage of time.

*Table 4.4c: When does time wastage happen?*

<i>Item</i>	<i>Responses</i>									
	<i>Before transmission</i>		<i>During transmission</i>		<i>After transmission</i>		<i>No wastage</i>		<i>Total</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
If yes, when does it happen?	10	50	0	0	0	0	0	0	10	50

All of these 10 (50%) subjects replied that the wastage of time occurs before transmission starts. This may be because there is shortage of radios, teachers wasted their time before transmission while transporting the radios from one class to the other class. Besides, from the information obtained from the interview and the comments teacher forwarded, the students that come from distant areas arrive late. As a result, this was one of the causes for wastage of time in educational radio broadcasting program utilization.

#### **4.6 Teachers' Attitude Towards Educational Radio Broadcast Utilization**

*Table 4.5 : Significances of educational radio broadcast*

<i>Items</i>	<i>Responses</i>			
	<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	<i>Total</i>

	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Broadcast can give pupils a sense of participation	17	85	0	0	3	15	20	100
Broadcasting can integrate the learners' experience	14	70	0	0	6	30	20	100
Broadcasting creates desirable attitude towards English teaching	13	65	0	0	7	35	20	100
Educational radio helps to improve teaching, method, because it is transmitted by trained personnels.	15	75	0	0	5	25	20	100

The table shows English language teachers' attitudes towards the importance of Educational radio broadcast for grade 8 English teaching. 17 (85%) of the subjects are infavour of the idea that educational radio broadcasting can give students a sense of participation; while 3(15%) are not infavour of this idea. With regard to the idea that educational radio broadcasting can integrate students' experiences, 14(70%), 6(30%) agreed and disagreed respectively. To the idea that educational radio broadcasting creates desirable attitude towards teaching English, 13(65%), and 7(35%) of the English teachers responded agree and disagree respectively.

Moreover, to the item that educational radio broadcasting helps to improve their teaching methods as it is transmitted by trained personnel, 15 (75%), and 5(25%) responded agree and disagree respectively. Therefore, respondents are of the opinion that educational radio broadcasting is an assistance to improve their English teaching methods. As to the interview made to English teachers, majority of the respondents held the attitude that the grade 8 English radio broadcast is a great help for teaching/learning English.

Although its supportiveness is obvious, the fruitful support of the broadcast becomes realized if and only if the required equipment are fulfilled and the English teachers obtain the necessary training for the up grading of teachers' knowledge of media utilization.

In Summary, the great majority of the English teachers in the table have good attitude towards the significance of educational radio broadcast as it enables grade 8 students to participate actively in English classes, and integrate their learning experiences. Therefore, the English teacher respondents are infavour of paramount importance that can accrue from the utilization of the grade 8 English radio broadcasting program to teach English.

#### 4.7 Assessment of Educational Radio Utilization

*Table 4. 6a: Educational Radio Utilization*

<i>Item</i>	<i>Responses</i>					
	<i>Yes</i>		<i>No</i>		<i>Total</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Did you have an opportunity to prepare your students for listening to this program before the time of the broadcast?	18	90	2	10	20	100
Were you able to allow time for a period of follow-up activities after the broadcast?	18	90	2	10	20	100

The table above is about teachers' assessment of grade 8 English language radio broadcast utilization. This is how the English teachers utilize the broadcast in the class.

As to whether the respondents (teachers) introduce (warm up) their students for listening to the actual English by radio lesson before the actual broadcast, 18(90%) responded 'yes', whereas 2(10%) responded no. However, though 18(90%) responded 'yes', through the researcher's classroom observation, most of them were seen not to prepare and motivate the learners before the actual transmission commenced. With respect to the time meant for the follow-up activities after the broadcast, 18(90%) responded 'yes' that is they allowed time for this purpose, while 2(10%) replied no.

#### ***4.7.1 Times spent in advance preparation***

*Table 4.6b: Number of minutes spent in advance preparation activities*

<i>Item</i>	<i>Responses</i>									
	<i>Less than 5 minutes</i>		<i>5-10</i>		<i>10-15</i>		<i>20-30</i>		<i>Total</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
If you did, underline the number which most nearly approximate the number of minutes spent in advance preparation activities	8	40	0	0	10	50	0	0	18	90

Those respondents (n=18) who responded 'yes' were asked how long they prepare students before the broadcast, 8(40%) replied that they spent less than 5 minutes in advance - preparation activities; 10(50%) replied they spent 10 - 15 minutes. These respondents (teachers) used the correct time for the advance - preparation activities which is assigned in the teacher's radio guide.

#### 4.7.2 Time Spent in follow-up activities

Table 4.6c: Number of minutes spent in follow-up activities

Item	Responses									
	Less than 5 minutes		5-10		10-15		20-30		Total	
	f	%	f	%	f	%	f	%	f	%
If so, underline the number of which most nearly approximates the number of minutes spent in following activities.	8	40	4	20	6	30	0	0	18	90

In a similar vein, those respondents (n=18) who responded 'yes' were asked how long (what minutes) they spent in these follow-up activities after the broadcast. 8(40%) responded less than 5 minutes; 4(20%) responded 5-10 minutes; and 6(30%) responded 10-15 minutes. It is only 4(20%) who used the right time fixed in the teacher's radio guide i.e. 5-10 minutes. According to the observation made by the researcher, the follow-up activities were better than the in advance preparation activities. Hence, utilization of the grade 8 English radio broadcast is crucial to supplement English teaching. Nevertheless, the majority of the grade 8 students were observed to show not high participation and interest in the program. This was so, according to the observation made, due to the fact that the English teachers failed to motivate students using various meanses before the broadcast commenced. Moreover, according to the comments made by the students, the English teachers do not arrange preparatory activities to help their students improve their participation in the radio broadcast.

In the interview made to the English teachers, all of them responded that they do prepare well for the lesson. However, the majority of them responded that though they made the necessary preparation for the radio lesson, they failed to match (relate) the daily lesson plan with the weekly radio lesson. For this, they listed reasons such as the interruption of the radio lesson program due to heavy rainfall, lack of source of power (electricity, dry-cell battery), and the closing of school days due to the local festivals/holidays.

#### ***4.7.3 Type of Program Presentation***

*Table 4.6d: Type of program presentation in English by radio lesson.*

<i>Item</i>	<i>Responses</i>							
	<i>The talk program</i>		<i>The discussion programs</i>		<i>Dramatic program</i>		<i>Total</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
For your class, which type of program presentation would you use most?	3	15	15	75	2	10	20	100

The above table is about teachers' responses of grade 8 English radio broadcast program utilization. The respondents were asked how they present the program in most cases. Towards this idea, 3(15%); 15(75%); and 2(10%) respectively responded that they present the lesson using the talk programs, the discussion programs, and dramatic programs. From the data, it is possible to see that the overwhelming of the teachers (respondents) mostly used the discussion program. However, from the researchers' observation, the discussion was not active and promising.

#### ***4.7.4 The general appeal of the program in English by radio lesson***

*Table 4.6e: The general appeal of the program for the majority of the class.*

Item	Responses							
	High		Average		Low		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
From your observation of the pupils during the broadcast, would you say that the general appeal of each program for the majority of the class is	4	20	16	80	0	0	20	100

Regarding the general appeal of each program for the majority of the class, 4(20%) , 16(80%) of the teachers responded high and average respectively. No teacher respond 'Low'. So, the English teachers replied that during the actual broadcast, the majority of the students were moderately interested in the English radio program. Nevertheless, the researcher observed the minimum appeal of the majority of the students while the English teachers utilized the radio broadcasting to teach grade 8 English.

#### **4.7.5 Proportion of Students who enjoy English by radio program**

*Table 4.6f: Number of students that really enjoy this program*

Item	Responses								Total	
	All		Many		Few		None			
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
What is the proposition of the students in your class indicate that they really enjoy this program?	2	10	7	35	11	55	0	0	20	100

The table indicates that the English teachers were asked how many of the students in their English class really enjoyed the actual radio program. To this question, 2(10%), 7(35%), and 11(55%) of them responded all, many, and few of the students respectively enjoyed the program. No teacher responded none.

The classroom teachers were interviewed about this issue. All of the respondents, during the interview, emphasized the seriousness of shortage of time, human, and material resources were by running the grade 8 English radio lesson program is quite difficult as a result of the inadequacy of the resources.

#### 4.8 The Effect of English by Radio Program

Table 4.7: Out comes of English Radio Broadcast on students learning

Item	Responses					
	Right		Wrong		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Students develop English vocabularies through Radio lesson	10	50	10	50	20	100
Educational Radio helps students to improve English structure	17	85	3	15	20	100
Educational Radio enables students to develop listening, speaking, reading, and writing skills.	18	90	2	10	20	100

Table 4.7 reveals what effects (out comes) does the grade 8 English radio broadcast bring about on students' English language learning. Towards this idea, English teachers were asked if students develop their English vocabulary through the radio lesson. 10(50%) of the teachers supported the idea, but 10(50%) were against it. With the notion that grade 8 English broadcast helps students improve their structure (grammar), 17(85%) of the respondents were accepted by and only 3(15%) were not infavour of it.

Concerning whether the grade 8 English radio broadcasting enables grade 8 students to enhance (develop) the four language skills (listening, speaking, reading, and writing), 18(90%) supported the idea, while 2(10%) didn't support it.

In summary, if properly utilized, a number of language teaching /learning benefits accrue from the grade 8 English radio broadcast program. As a result, the great majority of the English teacher respondents asserted that the grade 8 English radio broadcast program results in students' English vocabulary, grammar, and skill development.

#### 4.9 Teachers reaction to the English Radio Broadcast Utilization

Table:4.8: Teachers' Responses on their reaction to the English Broadcast Program

<i>Item</i>	<i>Responses</i>									
	<i>very well satisfied</i>		<i>satisfied</i>		<i>Dissatisfied</i>		<i>Very much dissatisfied</i>		<i>Total</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
In general, what is your reaction to the school English radio broadcast program?	2	10	16	80	0	0	2	10	20	100

The above table indicates that 2(10%), 16(80%), and 2 (10%) of the teachers (respondents) were replied very well satisfied, satisfied and very much dissatisfied respectively with their schools' grade 8 radio broadcasting programs. From this, it is possible to conclude that the great majority of the English teachers are satisfied with the school English radio broadcast program.

#### 4.10 Characteristics of Student Respondents

The table below summarizes the characteristics of pupils in terms of age and sex

*Table 4.9 Characteristics of students involved in the study*

<b>Variables</b>	<b>Responses</b>		
		No	%
1. Age	13-14 years old	58	29
	15-16 years old	120	60
	17-18 years old	13	6.5
	18 years and above	9	4.5
	Total	200	100
2. Sex	Male	118	59
	Female	82	41
	Total	200	100

The background information of the students indicated that 58 (29%), 120 (60%), 13 (6.5%) and 9 (4.5%) of the students were within the age ranges of 13-14, 15-16, 17-18, and above 18 years old respectively. 118 (59%) were males while 82 (41%) were females.

The majority of the students were in the age range of 15-16 years of age. Likewise, the majority of them were males suggesting the minimum number of female students.

#### **4.11 Clarity of English by Radio Broadcast**

*Table 4.10a: Pupils' Responses of their opinions on the clarity of Grade 8 English language Radio Broadcast*

<i>Item</i>	<i>Responses</i>							
	<i>High</i>		<i>Average</i>		<i>Low</i>		<i>Total</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
How clear is the line of transmission of English by radio for grade 8?	35	17.5	160	80	5	2.5	200	100

The table shows that 35 (17.5%), 160 (80%) and 5(2.5%) respectively responded high, average, and low regarding the clarity of the English by radio line of transmission, so it is possible to infer from the data that the clarity of grade 8 English by radio line of transmission is average.

#### **4.11.1 Understanding of the English by Radio Lesson**

*Table 4.10b: Pupils responses on their understanding of the English lesson by radio*

<i>Item</i>	<i>Responses</i>									
	<i>very good</i>		<i>good</i>		<i>fair</i>		<i>poor</i>		<i>Total</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Students' understanding of the English Radio Lesson is_____	19	9.5	121	60.5	48	24	12	6	200	100

From this table it is clear 19 (9.5%), 121 (60.5%), 48 (24%), and 12 (6%) of the students responded that their understanding of the English lesson by radio is very good, good, fair, and poor in that order. A significant number of students i.e. 121 (60.5%) replied that their understanding is good. This may be so due to their high

interest and availability of the English text-books per-head to the students and the radio teachers' guide to the English teachers.

#### 4.11.2 Clarity of the instruction given by the English Radio Teacher

Table 4.10c: Pupils Responses to the instructions given by the English radio teacher.

Item	Responses									
	very clear		clear		not clear		not very clear		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
To what extent Instructions given by the grade 8 English Radio Teacher is clear?	26	13	135	67.5	34	17	5	2.5	200	100

In the table, it is indicated that 26 (13%), 135 (67%), 34 (17%) and 5(2.5%) of the students respectively replied that the instructions given by the English radio teacher were very clear, clear, not clear and not very clear. As to the responses of the majority of the students 135 (67.5%), the English radio teacher's clear instructions during the radio lesson may be of great assistance to the students' good understanding of the radio lesson.

#### 4.11.3 Level of Difficulty

Table 4.10d: Students' responses to how they do compare the level of difficulty of English radio lesson with radio lessons of other subjects ( Amharic, Biology, Social Studies).

Item	Responses									
	very difficult		difficult		simple		Very simple		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
How do you compare the level of difficulty of English radio lessons with radio lessons of other subjects?	45	22.5	117	58.5	33	16.5	5	2.5	200	100

As far as the comparison of the English radio lesson with other subjects, 45 (22.5%), 117 (58.5%) 33 (16.5%) and 5(2.5%) of the respondents (students) are of the opinion that it is very difficult, difficult, simple, and very simple respectively. From the table it can be inferred that as compared to the other subjects, English radio lesson is more difficult than the others.

Many things are ascribed to this difficulty. In the first place, English is their second language. Moreover, the students have had less background of English.

They also commented that the presentation of the radio lesson is rapid and difficult. The teaching items are also a little bit difficult and beyond the students' scope.

In conclusion, the above four tables are about the students' opinions regarding the clarity of the grade 8 English language lesson radio broadcast. The line of transmission was clear. The students' understanding was good as a result of their promising interest, the help of the text-books to the students and the English by radio teachers' guide, and the clear instructions of the radio teacher during the radio lessons. However, it was also found from the students' responses that the English radio lesson was more difficult than the other subjects. This was so because English is their second language. Besides, their poor background in the subject, the difficulty of the radio teaching points, and the speed of the radio teacher while presenting the lesson work together for the difficulty.

#### 4.12 Availability of grade 8 English language text-books

Table 4.11a: Pupils' responses on the availability of grade 8 English Language textbook

<i>Item</i>	<i>Responses</i>					
	<i>Enough</i>		<i>Not Enough</i>		<i>Total</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
The number of grade 8 English textbooks compared to the number of students is—	195	97.5	5	2.5	200	100

The above table is regarding the availability of grade 8 English language text books and other support materials. To this end, 195 (97.5%) responded that there are enough number of grade 8 English text books; while 5 (2.5%) responded that there are not enough books.

#### 4.12. 1 The Use of teaching materials by the English teacher

Table 4.11b: Pupils' responses on the utilization of other support materials

<i>Item</i>	<i>Responses</i>							
	<i>Very frequently</i>		<i>Sometimes</i>		<i>Harding ever</i>		<i>Total</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
How often does your English teacher use teaching materials during radio lesson?	21	10.5	55	27.5	124	62	200	100

On the contrary, 21 (10.5%), 55 (27.5%) and 124 (62%) of the students respectively responded that their English teachers use teaching aids very frequently, sometimes, and hardly ever during radio lessons. By and large, from the students' comments, it was found out that the radio teacher requests the classroom English teachers to use teaching aids (For example to show charts, pictures, and sentence structure etc.), but

the classroom teachers hardly do it. This shows that the English teachers do not use teaching aids to bolster the radio lesson.

#### 4.13 Pupils' Participation in English by Radio Lesson

Table 4.12: Pupil's responses to their participation in grade 8 English language radio broadcast.

<i>Item</i>	<i>Responses</i>									
	<i>very high</i>		<i>high</i>		<i>Medium</i>		<i>Low</i>		<i>Total</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
What is your interests in using the grade 8 English radio broadcast?	97	48.5	75	37.5	22	11	6	2	200	100
To what extent do you take part in classroom discussion?	41	20.5	75	37.5	76	38	8	4	200	100
To what degree do the exercises of the English radio lessons encourage you to take part in classroom discussion?	50	25	90	45	43	21.5	17	8.5	200	100
The level of support that your receive from classroom teacher during English Radio lessons is _____	85	42.5	86	43	24	12	5	2.5	200	100

Table 4.12 is concerning students' responses to their participation in grade 8 English language radio lesson. Accounting their interest for the radio lesson, 97 (48.5%), 75 (37.5%), 22 (11%), and 6(3%) of them replied that it was very high, high, medium, and low respectively. However, this idea of students goes contrary to the teachers' responses. In the teachers' responses, it was reported that only few students are interested in the radio lesson.

With regard to the degree of participation in the classroom discussion of the radio lesson, 41 (20.5%), 75 (37.5%), 76 (38%) and 8(4%) of the students replied that their participation was very high, high, medium and low respectively. From this, it is possible to infer that students' participation is generally good. Nevertheless, from the

teachers' responses and the researcher's observation, their participation was considered to be low.

As far as the extent to which the exercises of the English radio lessons encourage the students to take part in the classroom discussions, 50 (25%), 90 (45%), 43 (21.5%) and 17 (8.5%) of the students responded very high, high, medium and low respectively. From this, it is likely to conclude that a good number of the students are of the idea that the exercises of the radio lesson motivate them to participate in the classroom discussions.

However, the English teachers responded that the students' participation was less. Besides, from the researcher's observation, their participation was observed to be less satisfactory (poor). Likewise, the students themselves commented that the radio teaching points were difficult. So that they faced problems to participate actively in the radio lesson.

Accounting the level of support the students receive from their English teachers during the radio lesson, 85 (42.5%), 86 (43%), 24 (12%), and 5(2.5%) respectively responded that it was very high, high, medium and low. In most causes, they asserted that they received good support from their teachers during their radio lessons.

To conclude, from the above data, it can be inferred that the students' interest and participation in the English radio lesson was good. Besides, the degree of the exercises of the English radio lesson to encourage students to participate in classroom discussion

was good. The level of support students got from their English teachers during radio English lesson was remarkable too.

Despite these, from the teachers' responses and from the researcher's observation, students' interest and participation in the radio lesson were unsatisfactory. This may be due to the failure of teachers to use teaching materials, transmission problem, the difficulty of the radio teaching topics and the rapid speed of the radio teacher while presenting the lesson.

#### **4.13.1 The successful use of radio lesson**

*Table 4.13 Pupil's responses for the successful use of radio lesson*

<i>Item</i>	<i>Responses</i>									
	<i>very good</i>		<i>good</i>		<i>fair</i>		<i>poor</i>		<i>Total</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Conditions which favour for the successful use of radio lesson are	52	26	70	35	61	30.5	17	8.6	200	100

As far as the general conditions that favor (assist) for the successful use of the grade 8 English radio lesson, 52 (26%), 70 (35%), 61 (30.5%) and 17 (8.5%) of the students replied that it is very good, good, fair and poor respectively. The majority of them are of the opinion that conditions are favourable for the successful use of radio lesson except the failure of the English teachers to use teaching materials. Thus, the general conditions for the successful use of the radio lesson seems good.

#### 4.14 Evaluation OF THE RADIO TEACHER PRONUNCIATION

Table 4.14a: The grade 8 English by radio teachers' pronunciation

<i>Item</i>	<i>Responses</i>									
	<i>very quick</i>		<i>quick</i>		<i>Normal</i>		<i>slow</i>		<i>Total</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
What is the speed of your English by radio teachers' pronunciation?	29	14.5	113	56.5	56	28	2	1	200	100

The table above is regarding the students' evaluation of the grade 8 English radio broadcast utilization. To begin with 29, (14.5%), 113 (56.5%), 56 (28%), and 2(1%) of the students respectively responded that the pronunciation of the radio English teacher is very quick, quick, normal and slow.

##### 4.14.1 Interludes Provided for English by radio program

Table 4.14b. Provision of the pauses during the radio lesson

<i>Item</i>	<i>Responses</i>									
	<i>Excellent</i>		<i>very good</i>		<i>good</i>		<i>fair</i>		<i>Total</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Interludes/ pauses provided to take notes during the radio lesson are—	54	27	69	34.5	61	30.5	16	8	200	100

The provision of the pauses or time interval for the students to take notes during the radio lesson were also evaluated to be excellent, very good, good, and fair by 54 (27%), 69 (34.5%), 61 (30.5%) and 16 (8%) of the students.

In sum, from the above data, it seems that the pronunciation of the radio English teacher is quick. The majority of students replied that the pauses to take notes during the radio lesson are generally good and above.

Moreover, though the overwhelming majority of the students responded that the English radio lessons contribute to their understanding of different teaching points on their text-books, they also underscored the problem hindering them from using the radio lesson. These problems include, absence of teaching materials, speed of radio speaker, lack of seats, lack of classroom control, the incorrect tuning of the radio, and the absence of adequate light in the classroom were some of the problems obtained through classroom observation.

#### **4.14.2 Evaluating the use English Radio Time Table**

*Table 4.14c: The use of English by radio time-table*

<i>Item</i>	<i>Responses</i>									
	<i>by arriving late for the radio lesson</i>		<i>by arriving on time for the radio lesson</i>		<i>by arriving well before the radio lesson</i>		<i>by missing radio lesson sometimes</i>		<i>Total</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
How does your English classroom teacher use the English by radio timetable?	24	12	124	62	43	21.5	9	4.5	200	100

The above table indicates the utilization of English by radio time -table. With this regard, 24 (12%) of the student replied that their English teaches arrive late; 124 (62%) replied their teachers arrive on time, 43 (21.5%) responded their teachers arrive

well before the radio lesson; and 9 (4.5%) replied that their English teachers sometimes missing the radio lessons.

Though the great majority of the students responded that their English teachers use the radio time-table, from the interview made, it was observed that there were two schools operating without radio time-table. The English teachers and school principals of these two schools interviewed why. they responded that as they have the radio lessons recorded on cassettes, they preferred to conduct the radio lesson any time they prefer.

#### ***4.14.3 The contribution of English by radio lesson***

*Table 4.14d: The contribution of English by radio lesson*

<i>Item</i>	<i>Responses</i>									
	<i>Extremely High</i>		<i>High</i>		<i>Low</i>		<i>Very low</i>		<i>Total</i>	
The contribution of English by radio lesson to your understanding of various points found in your English text book is _____	61	30.5	97	48.5	35	17.5	7	3.5	200	100

Concerning the contribution of the English radio lessons to their understanding of the various teaching items in their text-books, 61 (30.5), 97 (48.5%), 35 (17.5%) and 7(3.5) respectively responded that it is Extremely high, high, low and very low.

#### 4.14.4 Problems which restrict English by Radio Utilization

Table 4. 14e: Problems which restrict students from using the English by radio lesson

<i>Item</i>	<i>response</i>					
	<i>Yes</i>		<i>No</i>		<i>Total</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Are there problems which restrict you from using the English by radio lesson?	187	93.5	13	6.5	200	100

However, 187 (93.5%) of the respondents (students) responded that there are problems restricting them from using the English by radio lesson; but 13 (6.5%) replied that there are no problems. In the comment section of the questionnaire, the students responded that overlapping of the broadcast source, shortage of source of power, teachers negligence of the program, classroom disturbance, interruption of the broadcast, and lack of placement of the radio sets are some of the problems which restrict the students from using the English by radio lesson.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATION**

This research was made to investigate the utilization of Grade 8 English language Radio Broadcast.

The major aims of the study were to:

- a. assess the availability of instructional materials in the second cycle primary schools.
- b. examine the extent to which teachers got training in relation to English language radio broadcast utilization.
- c. assess how educational radio provides opportunities for students' active participation before, during, on after the English broadcast activities.
- d. assess the attitude of teachers towards the utilization of English language radio broadcast.
- e. identify the major factors responsible for the utilization of educational radio broadcast in the English classroom.
- f. assess the problems of second cycle primary schools in Awi administrative zone encounter with regard to radio broadcast program utilization.

In order to achieve the above aims, 10 second cycle primary schools were randomly chosen out of the 23 second cycle primary schools of the Awi zone in the Amhara region.

All grade eight 24 English teachers ( n = 24) working in these schools were included in the study. A sample of 220 grade 8 students were chosen using simple random sampling technique.

Questionnaires designed to teachers and students were the principal methods of data collection. Interviews made to the English teachers, school principals, and school pedagogical center coordinators and classroom observation were the supplemented tools of data collection.

The summary and conclusion of the data obtained are offered below together with the recommendations made.

## **5.1 SUMMARY**

On the basis of the preceding discussions of the data of chapter four, the following are the major findings of the study.

5.1.1 In order to back up the grade 8 English radio broadcast, it was found out that there were enough student text-books and radio teacher's guide. Though not serious, there were also scarcities of radio sets. The source of power for the proper functioning of the radio broadcast was an acute shortage. As the major source of power is dry-cell batteries, adequate budget was not allocated to purchase dry -cell batteries. Besides, the school pedagogical centers hardly function to prepare the necessary teaching materials for the English radio

broadcast program. The scarcity of seats and desks, maintenance services and radio antennae was severe too.

5.1.2 The Grade 8 English teachers taken as the subjects of the study lacked training in media utilization. It is only 10 (50%) of them who had taken a single course i.e instructional media (Educ. 231).

The remaining 10 (50%) hadn't taken any. Apart from this, they had not taken any workshop, or seminar, in the educational media utilization.

5.1.3 Though the teachers and students replied that educational radio provides active participation, the researcher observed minimum participation of students during the radio lessons. This was so because of the minimum motivation teachers provided to the student, the absence of teaching materials, the speed of the radio teacher, using run-out (weak) dry cells and the difficulty of the radio teaching points to the learners.

5.1.4 The English teachers understudy showed quite a positive attitude towards the utilization of the English language radio broadcast. There were of the opinion that utilizing the English language radio broadcast is crucial as it makes students participate in discussion, integrating their learning experiences, and raising their interest of learning English. Besides, teachers underlined the paramount significance of the English language radio broadcast as it helps them improve their English teaching methods.

5.1.5 Though teachers showed positive attitude towards the utilization of the grade 8 English language radio broadcast, there were a number of factors hindering them from utilizing the broadcast properly. These included lack of training and experience, inadequate budget meant for the purchase of dry-cell batteries, the failure of the school pedagogical center coordinator to prepare teaching materials to the program, the shortage of enough seats for the students, the scarcity of radio antenna, and maintenance services in the schools.

Apart from the above factors, lack of effective listening due to run-out (weak) dry-cell batteries, the failure of English teachers to motivate the students, absence of table for the radio, problem of seating arrangement, improper methods of ventilating and heating, the unclear transmission due to heavy rain fall in the area, and shortage of other classroom facilities like bulletin board, posters, charts, and other illustrative materials are the factors obstructing students from utilizing the English radio broadcast.

## 5.2 CONCLUSIONS

On the basis of the findings of the study and the summary given above, the following may be taken as the major conclusions.

5.2.1 The inadequate budget to purchase either dry-cell batteries, solar radio, or radio antenna was a great obstacle for teachers and students to utilize the grade 8 English broadcast program.

5.2.2 In order to utilize educational radio program, having significant training is mandatory. The higher the training of English teachers in educational Radio broadcast, the more properly utilization of it. The converse is true. Thus, the grade 8 English teachers understudy lacked training while they were in their respective training colleges and while they were in their teaching post. As a result, they failed to utilize the broadcast satisfactorily to enable their grade eight students supplement their English learning. The absence of this training was an impediment for English teachers to assist their grade 8 students by using the radio instruction as properly as possible. Admittedly, the students held the view that their teachers failed to act in accordance with the radio teacher's order. Likewise, the teachers failed to simplify the difficult radio teaching points there by motivating and enabling their learners to actively participate in the radio broadcast. Besides, teachers' inadequate training in educational radio broadcast resulted in being unable to use their time wisely.

5.2.3 Teaching materials are very vital to language teaching. The schools' pedagogical center and the English teachers hardly tried to prepare instructional materials to trigger the grade 8 English radio lesson. Utilizing support materials could alleviate students' problems in learning the lessons. The English teachers' endeavors to put what the radio teacher says in to effect could foster the radio lesson.

5.2.4 The wise utilization of the radio broadcast was impeded by the shortage of sources of power for the radio, enough seats, radio antennae, and maintenance service. As a result, the students suffered from the unclear line of transmission using old (almost run - out) dry-cell batteries was the major cause of the unclear line of transmission which hampered the students from tuning to the radio lesson sufficiently.

### **5.3 RECOMMENDATION**

On the basis of the above findings and conclusions, the following recommendations are forwarded:

- 5.3.1 The Amhara Region Education Bureau along with the Awi Zone Education office and the respective Woredas should supply the necessary materials such as radio sets, radio antenna, solar radios; seats, desks, and maintenance facilities to the schools' radio broadcast programs.
- 5.3.2 The grade 8 English teachers should be exposed to various workshops, symposia, seminar or any up grading courses of the educational radio broadcast programs as their less training in the area is afflicting the program.
- 5.3.3 Teacher training colleges should design adequate media courses for their would be English teachers.
- 5.3.4 English teachers should try their level best to motivate their students by preparing themselves properly, using support materials and others.
- 5.3.5 English teachers ought to form their own committees and discuss and share their ideas to coach each other about the radio lessons. They also are advised to run local workshops by themselves or invite media experts from the areas around. Only positive attitude towards educational radio broadcast is not enough

- 5.3.6 The school principals are recommended to offer due attention for the radio broadcast and simultaneously report to the responsible bodies for the supply of educational broadcast materials and the training of teachers.
- 5.3.7 English teachers of grade 8 try to motivate their students to use English for communication by listening.
- 5.3.8 The students themselves should try much to upgrade their English language by listening to the English radio lessons and other English programs to their own level.
- 5.3.9 The school principals should supervise the proper implementation of the radio lessons and the school pedagogical centers whether they are preparing the required support materials.
- 5.3.10 English teachers are advised to arrange the preparatory activities by grouping students to exercise English.
- 5.3.11 The English panel of the Region (kilil) are advised to assign radio English teachers who can speak normally while presenting the English radio lessons as English is difficult for these learners who have less experience to listening to English radio broadcast.
- 5.3.12 It is the researcher's firm feeling that other intensive researches be conducted in this area as educational media is the most significant technology of education in the 21<sup>st</sup> century. Its thorough study throws light on the problems related to educational media (radio) utilization.

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**APPENDIX 2**  
**TEACHERS' RESPONSES (QUESTIONNAIRES)**

Grade 8

<i>Item No</i>	<i>Choice 'A'</i>		<i>Choice 'B'</i>		<i>Choice 'C'</i>		<i>Choice 'D'</i>	
	<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>
1	10	50	10	50	0	0	0	0
2	10	50	8	40	0	0	0	0
3	2	10	18	90	0	0	0	0
4	7	35	13	65	0	0	0	0
5	6	30	14	70	0	0	0	0
6	17	85	3	15	0	0	0	0
7	6	30	14	70	0	0	0	0
8	5	25	15	75	0	0	0	0
9	10	50	6	30	4	20	0	0
10	10	50	10	50	0	0	0	0
11	2	10	8	40	0	0	0	0
12	4	20	2	10	4	20	0	0
13	2	10	12	60	2	10	4	20
14	4	20	8	40	2	10	6	30
15	4	20	6	30	4	20	6	30
16	3	15	11	55	4	20	2	10
17	11	55	5	25	4	20	0	0
18	10	50	10	50	0	0	0	0
19	10	50	0	0	0	0	0	0
20	17	85	0	0	3	15	0	0
21	14	70	0	0	6	30	0	0
22	13	65	0	0	7	35	0	0
23	15	75	0	0	5	25	0	0
24	10	50	8	40	0	0	0	0
25	18	90	2	10	0	0	0	0
26	18	90	2	10	0	0	0	0
27	8	40	0	0	10	50	0	0
28	8	40	4	20	6	30	0	0
29	3	15	15	75	2	10	0	0
30	4	20	16	80	0	0	0	0
31	2	10	7	35	11	55	0	0
32	10	50	10	50	0	0	0	0
33	17	85	3	15	0	0	0	0
34	18	90	2	10	0	0	0	0
35	2	10	16	80	0	0	2	10
36	-	-	-	-	-	-	-	-

**APPENDIX 3**

**STUDENTS' RESPONSES (QUESTIONNAIRES)**

<i>Item No.</i>	<i>Choice 'A'</i>		<i>Choice 'B'</i>		<i>Choice 'C'</i>		<i>Choice 'D'</i>	
	<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>
1	58	29	120	60	13	6.5	9	4.5
2	132	66	68	34	0	0	0	0
3	35	17.5	160	80	5	2.5	0	0
4	19	9.5	121	60.5	48	24	12	6
5	26	13	135	67.5	34	17	5	2.5
6	45	22.5	117	58.5	33	16.5	5	2.5
7	195	97.5	5	2.5	0	0	0	0
8	21	10.5	55	27.5	124	62	0	0
9	97	48.5	75	37.5	22	11	6	3
10	41	20.5	75	37.5	76	38	8	4
11	50	25	90	45	43	21.5	17	8.5
12	85	42.5	86	43	24	12	5	2.5
13	52	26	70	35	61	30.5	17	8.5
14	29	14.5	113	56.5	56	28	2	1
15	54	27	69	34.5	61	30.5	16	8
16	24	12	124	62	43	21.5	9	4.5
17	61	30.5	97	48.5	35	17.5	7	3.5
18	187	93.5	13	6.5	0	0	0	0
19	-	-	-	-	-	-	-	-

**APPENDIX 4**  
**TEACHER'S QUESTIONNAIRE**

**Addis Ababa University**  
**Faculty of Education**  
**Curriculum and instruction**

Introduction

The objective of this questionnaire is to assess the strengths, the weakness, and achievement of second cycle primary school utilization of radio broadcast in supplementing grade eight English language which is being supported by radio programme. Your school has been chosen to participate in the present study. You are asked to complete the questionnaire as possible as you can.

Thank you for you cooperation in advance.

**Note:** Respond to all items either by circling your choice, filling in blanks or making tick mark (✓) as appropriate

**A. Items**

1. Name of the school \_\_\_\_\_
2. Your sex is
  - a. Male
  - b. Female
3. Your qualification is
  - a. 12 + 4
  - b. 12 + 3
  - c. 12 + 2
  - d. 12 + 1
  - e. Others (specify) \_\_\_\_\_
4. Years of service in teaching with educational radio \_\_\_\_\_
5. The type of school in which you teach
  - a. Governmental school
  - b. Community school
  - c. Private school
  - d. Religious school
  - e. Others (specify) \_\_\_\_\_

Average number of students who listen to the broadcast in your subject  
\_\_\_\_\_

**B. Items (mark ✓) conditions of radio sets in the school**                      **Yes**

**No**

1. Are there sufficient number of radio sets in your school?
2. Are the radio sets in the school functioning?
3. Are there adequate repairing services?
4. Does the central maintenance shop repair and send you the radio sets on time?
5. Is the radio antenna available in the school?

<b>C. Items (Marx X) Teacher's assessment in educational radio program</b>	<b>Very good</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>
6. The time allotted for the program				
7. The school time table that fits with schedule of radio broadcast				
8. Availability of pause (short interval) in the program				
9. Capacity of the program to involve both teachers and students				
10. Capacity of the program to motivate students				

**D. Items. Teacher's training in educational radio utilization**

11. Have you taken educational radio program utilization training or participation in media workshops? \* Circling your choice
  - a. Yes
  - b. No
12. If yes, the type of training that you take for the educational radio program utilization is
  - a. In the pre-service training
  - b. In the in-service training
  - c. Through media seminar
  - d. Others (specify) \_\_\_\_\_
13. How much does the training help you to properly utilize educational radio?
  - a. Very much
  - b. Much
  - c. Little
  - d. Very little
14. number of periods (load) that you have in a wee is
  - a. Below 15
  - b. From 16-20
  - c. From 21-25
  - d. From 26-30

15. Is there wastage of time during the radio lesson?

- a. Yes                      b. No

16. If yes, when does it happen?

- a. Before transmission              b. During transmission  
c. After transmission                      d. No wastage

**E. Items. Educational Radio support materials availability**

17. Is there sufficient number of grade 8 English radio guide in your school?

- a. Yes                      b. No

18. The source of power for the radio set is

- a. Electricity              b. Dry-cell battery      c. Solar              d. All

19. The numbers of seats as compared to the number of students is.

- a. Enough                      b. Not enough

20. Utilization of educational radio in the classroom is influenced by \_\_\_\_\_

- a. lack of equipment      b. schedule difficulty      c. Lack of interest

**F. Items. (mark X). Significance of education radio broadcast**

21. Broadcast can give pupils a sense of participation

\_\_\_\_\_                      \_\_\_\_\_                      \_\_\_\_\_  
Agree                      Undecided                      Disagree

22. Broadcasting can integrate the learner's experience.

\_\_\_\_\_                      \_\_\_\_\_                      \_\_\_\_\_  
Agree                      Undecided                      Disagree

23. Broadcasting can be an emotional force in the creation of desirable attitude

\_\_\_\_\_                      \_\_\_\_\_                      \_\_\_\_\_  
Agree                      Undecided                      Disagree

**G. Items. Teacher's assessment of educational radio utilization**

24. Do you use visual aids to help your students understand the radio lesson?

- a. Yes                      b. No

25. For your class, which type of program presentation would you use most?

- a. The talk program      b. the discussion program      e. dramatic program

26. From your observation of the pupils during the broadcast, would you say that the general appeal of each program for the majority of the class is
- a. High                      b. Average                      c. Low
27. How many of the students in your class indicate that they really enjoy this program:
- a. All                      b. Many                      c. Few                      d. None
28. Did you have an opportunity to prepare your students for listening to this program before the time of the broadcast?
- a. Yes                      b. No
29. If you did, underline the number which most nearly approximates the number of minutes spend in advance-preparation activities.
- Less than 5    5 to 10    10 to 15    20 to 30    30 to 40    45 or more
30. Were you able to allow time for a period of follow-up activities after the students had listened to the broadcast?
- a. Yes                      b. No
31. If so, underline the number which most nearly approximates the number of minutes spend in follow-up activities.
- Less than 5    5 to 10    10 to 15    20 to 30    30 to 40    45 or more

**H. Items. Outcomes of English radio broadcast on students learning**

32. Students develop English vocabularies through radio lesson
- a. Correct                      b. Incorrect
33. Radio helps students to improve English structure
- a. Right                      b. Wrong
34. Radio Enables students to develop listening, speaking, reading and writing skills.
- a. Right                      b. Wrong
35. In general what is your reaction to the school English radio program?
- a. Very well satisfied                      c. Dissatisfied
- b. Satisfied                      d. Very much dissatisfied
36. I would appreciate any additional comments you might have regarding the school English radio program utilization
- 
-

**APPENDIX 5**  
**QUESTIONNAIRE TO BE FILLED OUT BY STUDENTS**

**Dear students:**

The objective of this questionnaire is to extract information regarding distance education of English by radio for grade 8 English which is in the second cycle of primary education. I believe that the information that you will provide will help me to look into the weakness and strengths of the use of the transmission of English by radio for the above-mentioned grade and to suggest possible solutions to problems. Your genuine responses are required so that the goals of the study could be met. Every of your responses will remain confidential. I would like to thank you in advance for your willingness to fill out this questionnaire.

Note: you are sincerely requested to fill in the questionnaire properly and return it.

Instruction: For questions with alternatives put a tick mark (✓) in the box of your choice.

**A. Items pupils' response on their background**

1. Name of school \_\_\_\_\_
2. Age: A. 13-14  B. 15-16  C. 17-18  D. 18 and above
3. Sex: A. Male  B. Female

**B. Items pupils' opinion on the clarity of English language radio broadcast.**

4. How clear is the line of transmission of English by radio for grade 8?  
A. High  B. Minimum  C. Low
5. Is your understanding of the English radio lessons?  
A. Very Good  B. good  C. Fair  D. Poor
6. Instructions given by the grade 8 English radio teacher are  
A. Very clear  B. Clear  C. Not Clear  D. Not very clear
7. How do you compare the level of difficulty of English radio lessons with radio lessons of other subjects?  
A. Very difficult  B. Difficult  C. Simple  D. Very Simple

**C. Item Availability of grade 8 English text-books and other support materials**

8. The number of grade 8 English text-books compared to the number of students is  
A. Sufficient  B. Not sufficient
9. How often does your English teacher use teaching aids during radio lessons?  
A. Very frequently  B. Sometimes  C. Hardly ever

**D. Items pupils' participation in English language radio broadcast**

10. Is your interest in using the grade 8 English radio lessons  
 A. Very high  B. High  C. Medium  D. Low
11. To what extent do you take part in classroom discussion?  
 A. Very high  B. High  C. Medium  D. Low
12. To what degree do the exercise of the English radio lessons encourage you to take part in classroom discussions?  
 A. Very high  B. High  C. Medium  D. Low
13. Conditions which favour for the successful use of English radio lessons are  
 A. Very good  B. Good  C. Fair  D. Poor
14. The level of support that you receive form your English teacher during English radio lesson is  
 A. Very high  B. High  C. Medium  D. Minimum

E. Item student's evaluation in the utilization of English radio broadcast program

15. Is your English by radio teacher's pronunciation  
 A. Very quick  B. Quick  C. Normal  D. Slow
16. Interludes provided to take notes during a radio lesson are  
 A. Excellent  B. V. Good  C. Good  D. Poor
17. How does your English teacher use the English by radio time-table?  
 A. By arriving late for the radio lesson   
 B. By arriving on time for the radio lesson   
 C. By arriving well before the radio lesson   
 D. By missing radio lessons sometimes
18. The contribution of English raid lessons to your understanding of various points found in your English textbook is  
 A. Extremely high  B. high  C. Low  D. Very low
19. Are there problems which restrict you from using the English radio lessons?  
 A. Yes  B. No
20. If your answers to question 19 is 'yes', would you kindly list down some of the main problems in the space provided below?

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## APPENDIX 6

### Interviews For Second Cycle Primary School Principals

The purpose of this interview is to get further information regarding the utilization of grade 8 English radio broadcast in second cycle primary schools of Awi zone. Your reliable responses are highly vital for the success of the research. You are cordially requested to supply your genuine responses.

Interviewee----- Intended duration ----- mins.

Date----- Interview began----- mins.

Location ----- Interview finished -----mins.

Actual Duration----- mins.

1. Is the grade 8 English by radio program implemented in your school?
2. Have you prepared the school time table which shows utilization of grade 8 English radio broadcast?
3. If you have prepared, do you make a follow up activity for the actual implementation of the broadcast program based on the school time table?
4. How much money does the school assign for the purpose of purchasing dry-cell batteries or teaching materials?
5. As you are a responsible man in the school, what effort have you make to provide support materials i.e dry-cell batteries on time for the purpose of educational radio broadcast program?
6. Have you made discussions regarding to educational radio lesson problems?
7. Through the discussion you made, what measures or decisions took place?
8. What professionals support did you give for the English teachers in order to use the broadcast wisely?
9. The attitude of school personnels plays a vital role for the effective utilization of educational radio transmission, would you tell me your out look with this regard?
10. In general what are the major problems you face regarding educational radio broadcast in general, and English radio lesson in particular?

## APPENDIX 7

### Interviews for Grade 8 English Teachers

The purpose of this interview is to get further information regarding the utilization of grade 8 English language radio broadcast in Awi zone. Your reliable responses are highly vital for the success of the research. You are cordially requested to supply your genuine response.

Interviewee----- Intended duration ----- mins.

Date ----- Interview began -----mins

Location -----Interview finished -----mins

Actual duration-----mins

1. Do you prepare well for the radio lesson?
2. If you prepare well for the radio, how do you relate the radio lesson program with your weekly lesson plan?
3. Do you think that it is possible to conduct (run) the grade 8 English radio lesson with the available (given) time, manpower, and material resources?
4. If you face an interruption of the radio lesson broadcast, do you try to exploit other alternative transmission stations?
5. In your school only two radios are functioning. Do you think it is possible to cover the radio lesson transmission with these radios?
6. It has been observed from the school pedagogical center that the English teachers show very little participation and using teaching materials for the radio lesson. What do you think for the root causes of this problem?
7. How do you evaluate the teacher-student interaction (relation) during the grade 8 radio lesson session?
8. It is crystal clear that training or workshop on the utilization of radio lesson broadcast is important. However, some teachers have informed me that they have taken no training so far. What do you think are the root causes for teachers (including yourself) not to get training on this issue?
9. Have you ever seen educational media agency personnels visit your school for educational supervision purposes? If they have ever come, what educational media support have they provided you with?
10. I would appreciate your comments on the weakness and strengths of the grade 8 English lesson by radio programs.

**APPENDIX 8**  
**INTERVIEWS FOR SCHOOL PEDAGOGICAL CENTER (SPC) CO-  
ORDINATORS**

The purpose of this interview is to get further information regarding the preparation and utilization of instructional materials in your school. Your reliable responses are highly vital for the success of the research. You are cordially requested to supply your genuine responses.

Interviewee ----- Intended duration----- mins

Date ----- Interview began ----- mins

Location----- Interview finished -----mins

Actual duration -----mins

1. Is there school pedagogical center in your school or not?
2. In the school pedagogical center, can we find sufficient instructional materials used for grade 8 English language teaching?
3. How much is the classroom English teacher interested to use the available support materials in the school pedagogical center?
4. Do you believe that a good teacher can teach effectively without the use of instructional materials?
5. Since you are coordinator of the school pedagogical center, have you been participated in any media workshop or training.
6. If you have taken training or participation in media workshop, do you encourage teachers to prepare and utilize teaching materials? What kind of help?
7. Can you tell me the amount of money the school or NGOs assigned for the school pedagogical center in 1994 academic year?
8. By using the amount of money you received, which materials are prepared and utilized in this academic year?
9. Nowadays it is told that the work of the school pedagogical center decreased from time to time. What do you think for the root causes of this problem?
10. What are the major problems that encounter you regarding the preparation and utilization of instructional materials?

**APPENDIX 9**

**Classroom Observation Checklist**

School Name \_\_\_\_\_

Subject \_\_\_\_\_

Grade \_\_\_\_\_

Program Number \_\_\_\_\_

Lesson Topic \_\_\_\_\_

**I. Management of Classroom Conditions**

**Yes            No**

- |                                       |       |       |
|---------------------------------------|-------|-------|
| 1. Seats are properly arranged        | _____ | _____ |
| 2. The classroom is ventilated        | _____ | _____ |
| 3. An adequate light in the classroom | _____ | _____ |
| 4. The radio is correctly tuning      | _____ | _____ |

**II. Teacher's Activity**

**Broadcast Activities Before the Radio Lesson**

**/preparatory/**

- |   |       |       |
|---|-------|-------|
| 1. Remind the students to listen carefully and respond when they are asked to do so | _____ | _____ |
| 2. Read the teacher's guide carefully   | _____ | _____ |
| 3. Key-words, names of people, place or dates are listed on the blackboard          | _____ | _____ |
| 4. Explains to the students what the broadcast topic is to be about                 | _____ | _____ |

**Broadcast Activities During the Radio Lesson**

- |  |       |       |
|--|-------|-------|
| 1. The classroom teacher is a good model of active listening     | _____ | _____ |
| 2. Encourage students or respond to the radio teacher            | _____ | _____ |
| 3. Help all students to participate                              | _____ | _____ |
| 4. The classroom teacher facilitates individual or group answers | _____ | _____ |

**Broadcast Activities After the Radio Less /Follow up/**

- |  |       |       |
|--|-------|-------|
| 1. Carry out revision activities based on the radio broadcast          | _____ | _____ |
| 2. Discussion of the broadcast in terms of previously listed questions | _____ | _____ |
| 3. Parts of the broadcast are explained by the classroom teacher       | _____ | _____ |

<b>III. Students' Activity</b>	Excellent	V. good	Good	Poor	Comment
1. Ability to participate in the radio lesson is					
2. Capacity to follow the radio lesson activity is					
3. Students' ability to read words, sentences form the blackboard					
4. Speaking capacity directly to the radio teacher is					
5. Ability to write down exercises, vocabulary, and songs into their exercise books is					

## **DECLARATION**

This thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for the thesis have been dully acknowledged.

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**ASRAT DAGNEW**

This thesis has been submitted for examination with my approval as university advisor.

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**Dr. TESHOME NEKATIBEB**