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M.A Thesis



The condition of the Implementation of
Interactive Radio Instruction (IRI) English Program
In Six Selected Primary Schools of Addis Ababa

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Table of Contents

Page

List of Tables

Acronyms

Acknowledgements

Abstract

Chapter One: The Problem and Its Approach

1.1 Background of the study	1
1.2 Statement of the problem	4
1.3 Objectives of the study	7
1.3.1 General objectives of the study	7
1.3.2 Specific objectives of the study	7
1.4 Significance of the study	7
1.5 Delimitation of the study	8
1.6 Limitation of the study	9
1.7 Definition of key terms	9

Chapter Two: Review of the Related Literature

2.1. Pre history of radio	10
2.2. Education and Media.....	10
2.3. Radio and Role of educational media	12
2.3.1. Promoting educational quality/effectiveness	14
2.3.2 Improving educational access	14
2.3.3. Supplementing Instruction	15
2.3.4. Reduction of cost.....	15
2.4. Drawbacks of radio.....	16
2.5. Interactive Radio Instruction, IRI	17
2.5.1. IRI as pedagogical Tool	20
2.5.2. IRI contribution in expansion of Access	21
2.5.3. IRI Helping to close Equity Gaps.....	21
2.5.4. IRI radio Instruction and IRI for language development	22

2.6. Role of Radio in educational broadcasting	23
2.6.1. Radio as instructional tool	24
2.6.2. Limitation of radio as instructional purpose	25
2.7. Inputs of Educational radio broadcasting	26
2.7.1. Instructional materials	26
2.7.2. Instruction and Instructional development	26
2.7.2.1. Instruction	26
2.7.2.2. Instructional development	26
2.7.3. Instructional materials center	27
2.7.4. Production of radio programs	28
2.7.5. Transmission of radio programs	28
2.7.6. Utilization of Instructional media.....	28
2.7.7. Teacher's training.....	29
2.8. Production, transmission and scheduling of radio programs.....	31
2.8.1. Allocation of resources.....	31
2.9. Teacher's role in radio broadcasts.....	32
2.9.1. Preparation before broadcast	32
2.9.1. Action during the broadcast.....	33
2.9.3. Follow up	33
2.10. Teacher's attitude.....	33
2.10.1 Students' behavior.....	35
2.11. Supervision support	35
2.12. Class size	36
2.13. Teacher's guide.....	36
2.14. Factors affecting implementation of radio broadcasts.....	36
2.14.1. External constraints	36
2.14.1. Internal constraints	37

Chapter Three: Research Design and Methodology

3.1 Research Design	38
3.2 Sources of Data	38
3.3 Population and sampling technique	38

3.4 Tools for Data collection and data collection procedures	40
3.5 Method of Data Analysis	42

Chapter Four: Analysis and interpretation of data

4.1 Analysis of students' attitude on IRI English program	45
4.2 Analysis of students' Response on Activities during the broadcast, Program Content and Organization	47
4.3 Major problems encountered in implementing IRI program in class room as reported by students	51
4.4 Students' response on How to improve IRI English Broad casting	52
4.5 Solution to improve IRI as suggested by teachers	63
4.6 Results of Focus Group Discussion (FGD)	64
4.7 Problems encountered in the implementation of IRI English Radio lesson	67
4.8 Results of Class Room Observations	68
4.9 Solution to improve IRI English Program	70

Chapter Five: Findings, conclusions and Recommendations

Findings	71
Conclusions	73
Recommendations	76

References

Appendix

Acronyms

IRI: Interactive Radio Instruction

EMA: Educational Media Agency

ICDR: Institute of Curriculum Development and Research

EFA: Education For All

List of Tables

- Table 3.1 Sample schools by grade and area.
- Table 3.2 Sample students by school, age and sex.
- Table 4.1 Student's response and attitude on IRI English program.
- Table 4.2 Students' response on activities during the broadcast, content, program organization, problems encountered and solutions.
- Table 4.3 Teachers' profile involved in the study.
- Table 4.4 Teachers' attitude on IRI English program broadcasting and effect of the program.
- Table 4.5 Teachers' response on availability of materials, program, training and technical support in IRI English program.
- Table 4.6 Teachers' response on program organization and contents of IRI English Radio program.
- Table 4.7 Profile on school Directors, experts at ICDR and Addis Ababa EMA team involved in FGD.
- Table 4.8 Schools visited during the classroom observations.

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Abstract

This research presents the result of assessment conducted on the conditions of the implementation of Interactive Radio Instruction (IRI) English program in six selected schools in Addis Ababa and solutions for effective utilization of the approach in future at primary level of the education program.

The main objective of the research was to assess to what extent learners were involved in the program and what attitude they developed. Checking the availability of the necessary inputs, teachers' training and attitude towards the program, role of class room IRI English program facilitators/teachers and situation of broadcasting /transmission of the lesson were also given much emphasis in the study. Purposive sampling technique was employed to collect the data. The tools were questionnaire, Focus Group Discussion, FGD, and class room observation.

Experts in Educational Media Agency (EMA), Institute of Curriculum Development and Research (ICDR), Addis Ababa EMA curriculum expert team were involved in Focus Group Discussion (FGD). Samples from six primary schools were taken from students. A total of 210 students, 24 teachers and 12 curriculum experts were major sources of data for the research.

The study found out that IRI English program is being utilized by primary schools in Addis Ababa. The program helped students to participate in teaching-learning process, improved skills of teachers in utilizing the IRI program and facilitating the approach in classroom. The general effect of IRI English program at primary level in Addis Ababa proved that the method should continue and assist learners to develop their language skills and benefit teachers to improve their ability in utilizing new approaches and technologies in performing tasks efficiently.

Chapter one

The problem and Its Approach

1.1 Background of the study

Education is a process by which society can preserve and transmit the accumulated skills, knowledge and values of cultural heritage in order to foster the wellbeing of its citizens.

In order to achieve intended educational policy objectives, there are a number of ways through which the cumulated knowledge could be transmitted to learners at various levels.

Today world is being very much affected by the technological development in all areas including education. There is tremendous development on body of 'knowledge'. This may be considered as 'information era' or 'information exploitation'.

The formal education program has been involving teachers, books, teaching aids, audio-visual materials, etc. The various knowledge and skills require a variety of methods so as to implement educational programs at different level; some additional methods were introduced or used to implement the formal education system.

This was possible as diversified disciplines increasing from time to time. New theories and principles have been adding to the old ones. This enables man to discover the truth. It also leads to the development of individual differences / development of individual potentialities.

In the class, students facing new challenges, learning more and learning faster. Educational experts also encounter a new

challenge, the screening selection and adoption of some time effective and other time failed teaching methodology to support the formal educational system.

Ethiopia has a rich experience in using radio and television to support primary, secondary and non-formal education. Audio –visual educational materials have been used as supplemental teaching methodology in the educational system of Ethiopia.

According to the article published by Educational Media Agency on (www.TrvhKnowLogia.htm) ‘Technologies at work’ October (2006), stated that ‘in spite of the importance given to education in Ethiopia, gross enrollment rates have never been high. Even now, after several years of strong increases in school enrollment, gross enrollment rate at primary grades (grades 1-8) is only about 40%.

Therefore, educational media program in the country had an aim to enrich the formal education in the following manner:

- Supplement and enrich the regular program
- Support the distance education secondary level program for out-of- school youth and adults,
- Provide program to a general audience on a variety of development issues; and
- Develop new-non-formal education programs to upgrade the qualification and skills of primary school’s teachers.

Educational media according to Abdu Muzeyen (1976) has been particularly important in Ethiopia for the following reasons;

- First, the country is large and mountainous and travel is difficult. Educational broadcasting helps to ensure the delivery of quality programs throughout the nation.

- Second, it has helped to support classes with under qualified teachers. This has been particularly true in the sciences in secondary schools.
- Third, it depends on the experiences of children. For example, in the sciences, the programs can demonstrate many experiments that would not be possible to do in regular classrooms or even in labs.
- Fourth, the programs provide general enrichment in a variety of ways.

Moreover, Educational Media Agency, (EMA) has designed educational media program at primary level to:

- ✓ Improve the quality of primary education by producing at regional level radio programs in local languages for all primary school grades in most subjects.
- ✓ Strengthen the teaching of English through the development of improved approached known as Interactive Radio Instruction (IRI).

After implementing educational radio programs for several years, Educational Media Agency has developed daily English radio programs for primary school program based on Interactive Radio Instruction IRI model.

The goal of the program was focusing on improving the learning of English as a second language for students at primary level.

IRI is noted for its systematic curriculum design, particularly for the way in which the children in the classroom become active participants in the learning process. IRI uses standard one-way radio broadcasting, the scripts written in a way that actively engages the children in the lessons

This study will attempt to investigate conditions of the implementation of IRI English program, its impact and solutions to overcome the problems in primary schools in Addis Ababa.

1.2 Statement of the problem

Education is a base for development and growth. Change and improvement in curriculum are major issues of most countries.

Educational radio program has great assistance to implement formal education program effectively and meet educational objectives of any country. In some cases there might be deficiencies in formal education program that include; shortage of qualified teachers, lack of text books, allocation of adequate resources and other educational inputs.

Accordingly, educational radio broadcasts are prepared to support the classroom teacher, enhance the teaching-learning process and used as learning resource in order to overcome some deficiencies of formal educational system.

In an attempt to minimize the problems encountered in the educational system, educational radio broadcasting initiated in Ethiopia because of increased enrollment in schools and non-formal education sectors in 1971. According to the report released on October 2006, on the internet on (www.TrvhKnowLogia.htm): by Thomas D. Tilson of USAID, BESO Project and Demissew Bekele, Head of Educational Media Agency, indicated that “there is a supplementary 15 minute radio program per week for each major subject area at each grade level in primary education program.

Ethiopian Media Agency, EMA produces programs in English and Amharic; the regions produce programs in the natural sciences, social

sciences, and local languages. One of the major consequences for education based on the new federal governance structure is that primary education is given in the mother tongue. Although most regions have only one or perhaps two, languages of instruction, some regions have several languages.

Therefore, the radio programs in each subject must be produced in each of the language for each grade. This greatly complicates the production process as well as placing extensive demands on the transmitting capacity within the country”.

This and other several researches conducted on Educational radio in the country recorded the reality that still there are problems encountered in broadcasting educational radio programs. For instance, Hailu (1980) revealed that in Ethiopia primary schools, teachers, and lack the necessary training on how to utilize educational radio broadcasts as major factors impeding the implementation of the program effectively. Deem (1987) also found out that the radio broadcasts lack interactive learning experience. In addition, Almaz (1989) identified that the methodology of English radio broadcasts, the speed of presentation was not adjusted to the pupils level of comprehension. Moreover, Teshome (1988) in his research identified a relevant issue and indicated that the presence of considerable problems in educational radio program of the country. According to him ‘ division of labour between the center and regions, control of transmission between the center and regions, equitable distribution of production ,studio financing, development of production, training and research as well as the development and implementation of high level human resources are identified as major problems in implementing educational radio programs.

From the above detailed description on the issue, one can easily realizes that more research work to implement educational radio program more

effectively, support the formal education and achieve educational objectives efficiently need to be conducted.

In an attempt of making educational radio program more useful for facilitating students learning, this researcher has considered as essential to conduct a research on factors affecting the implementation of the Educational Radio Program in general and IRI program in particular.

Based on this ground /rational this study initiated to assess the implementation of educational radio program/IRI and factors that affect the implementation of the program at primary level in Addis Ababa.

With these objectives, thus, this study will attempt to find out answers for the following questions:

- What is IRI English program all about?
- Have teachers been provided with the necessary training to implement IRI English program?
- What attitude have students and teachers developed towards the IRI English program?
- Are the IRI English program and presentation appropriate to the level of learners?
- Do schools have adequate instructional resources to implement the IRI English program effectively?
- How conducive is the learning – teaching climate in the schools for effective implementation of IRI English program radio broadcasting?
- What are the conditions in the implementation of IRI English program broadcasting, and what could be the solutions to overcome the problems?

1.3 Objectives of the study

1.3.1 General objectives

The overall purpose of the study is to test the factors that impede implementation of educational radio program with particular emphasis on IRI English program at primary level in Addis Ababa.

1.3.2 Specific objectives

The research will achieve the following specific objectives:

- Investigating educational media programs in general and IRI English programs in particular at primary level
- Examining to which the intended educational media program is put into practice
- Look for role of teachers in implementing the radio broadcasting of IRI English program.
- Identify students activities during the radio program broadcasting
- Examine the extent to which radio teachers guide as well as other instructional materials are available
- Check how the learning environment is conducive for effective implementation of IRI educational radio program
- Examine the attitude of students, teachers, and curriculum experts towards IRI radio program
- Finding out problems existed and suggested solutions to make IRI English program more effective

1.4 Significance of the study

The purpose of this study is to see the impeding factors in implementing educational media program in general and Interactive Radio Instruction, IRI English program in particular in government

and non- governmental (private, public and faith –based) primary schools in Addis Ababa region.

The researcher believes that this study will have the following major significance:

1. It may reveal realities about some major factors affecting the implementation of Interactive Radio Instruction English program at primary level
2. It will indicate what additional inputs are necessary to implement the IRI English program effectively at primary level and draw the policy makers' attention.
3. It will provide information on the attitude of teachers, students and other concerned bodies about IRI English program at primary level.
4. It will initiate others to undertake further research in the area.
5. The study may also indicate /forward some solutions to all stakeholders in implementing IRI English programs at primary level.
6. It will help educational media experts and curriculum planners to improve the provision of education through radio.

1.5 Delimitation of the study

The scope of this study delimited geographically to Region 14 (Addis Ababa) only. Hence, conclusions this research forwarded reflect situations in utilization of IRI English program in the stated region.

1.6 Limitation of the study

The researcher attempted to take the study as complete as possible. Although implementation of IRI English program can be assessed in grades (1-to-4), this study is limited only to the assessment of grades (3 and 4). Several reasons that include financial, logistical and understanding levels of students to the questionnaire in grades (1 and 2) have contributed to these limitations. The assessment in grades (3 and 4) is important and appropriate as the students in these grades are better to understand and respond the questions set for the purpose.

As IRI English program is new in the primary education program and lack of awareness of principals and other people on the approach/method, this researcher faced some problems in gathering data from respondents.

1.7 Definition of Key terms

IRI : Interactive Radio Instruction

Attitude: feeling of likes or dislikes teachers/students have towards educational radio lesson

Instruction: teaching practice and classroom organization

Instructional development: curriculum design, development, and a media function

Supervision: a cooperative service designed to aid teachers.

Utilization: the extent to which the radio program is actually used in a classroom situation.

Chapter Two

2. Review of Related literature

2.1. Pre- history of radio

Today man reached to several media technologies that include print and broadcasting media. In addition, our world is changing faster together with the world of radio. Radio has expanded into an almost universal medium of communication. It reaches around the world on waves linking the continents in a fraction of a second.

According to Clive Gifford (1996) many scientists and engineers contributed for the development of wireless communication. The 'father of radio', Gulielmo Marconi, son of a wealthy Italian diplomat, read the scientific report associated with radio development. Clive Gifford (1996:234) puts that Marconi was interested not in the history of sending signals through the air but in actually doing it. In 1885, Marconi originally used radio waves to send telegraph messages, but he soon progressed to send sound signals. His improvements over earlier experimental designs allowed him to send and receive telegraph code over distances as great as 2 miles by 1886.

Marconi successfully transmitted across the English Channel in 1899 and across the Atlantic in 1901. The idea of broadcasting that is transmitting voices and music at great distances to a large number of people pre-dated the development of radio.

2.2. Education and Media

According to Aggarwal J.C., (1996: 114) the word 'education' has a very wide definition. There is no single and clear clarification, which can cover the whole of life with its various manifestations.

37
21

Philosophers and thinkers that include Socrates, Dewy and Gandhi etc. defined education in accordance with their philosophy of life and come up with divergent concepts and definitions of education.

Aggarwal J.C., (1996:116) indicated Aristotle's definition of education. Accordingly, for Aristotle, education is "The creation of a sound mind in a sound body and it should develop the body i.e. the physical capacities of the child and the mind, which means his intellectual, emotional, moral and spiritual capacities."

Aggarwal J.C., (1996:117) also put Pestalozzi's definition of education;"as the natural, harmonious, and progressive development of man's innate powers." From this perspective, human being endowed with innate powers and capabilities and the task of education is to bring about the development of these powers.

Education makes clear what is not manifested easily within us that is inborn. It helps man to self-realize and emancipate. This same writer indicated Gandhi's definition of education in (1996:117). For Gandhi "education is an all-round drawing of the best in the child and man-body, mind and spirit. Education means leading out the inborn powers and potentialities and enabling the child to become what is capable of becoming'. The word self-realization' implies development of individuality in the child. Therefore, due regard should be given in the process of education to the child's nature and needs. 1 2

Media are a method by which information presented and experiences shared. When media is used for the purpose of instruction, they tend to take the students from a state of not knowing to knowing (Locatis and Atkinson, 1984:13). Similarly, Amare (1999) argues that no teaching-

learning activity takes place without media. He distinguished media as one of the most important variables that causes maximum student learning.

Media, thus, are vital and essential technology in providing education for different target group and meeting the intended educational objectives. Educational radio program offers children a safe place where they meet friends, solve problems, learn health and safety information, join in activities that promote mental and physical development and have a lot fun in the process. It also has a sound approach to teaching adults skills vital to quality interactions with children in their care. Therefore, educational media has a vital role in improving educational methodologies to implement nations' educational objectives, provide basic, primary, secondary and tertiary education to learners in and outside of the schools (Amare, 1999).

2.3. Radio and role of educational media

Marshall McLuhan in Amare (1999) considers radio to be 'the theatre of the mind' and called it as 'hot' media because the broadcast wave carries detailed information over a single channel. Unlike television where the picture is limited by the size of the screen, radio's pictures are any size we care to make them. Radio is much more a personal thing, coming direct to listeners and talking to individuals. According to Marshall McLuhan in Amare (1999), radio is a blind medium but one that can stimulate the imagination so that as soon as a voice comes out of the loudspeaker, the listener attempts to visualize what he hears and creates in his mind about the voice.

'Radio teaches and works particularly well in the world of ideas. As a medium of educating, it excels with concepts as well as facts. From dramatically illustrating an event in history to pursuing current political thing, it has a capability with any subject delivered in the class, talking the learner at predetermined pace through a given body of knowledge

Clive Gifford (1996). Abdu Muzeyen (1976) notes that learners have differences in their capacities/abilities, learning styles, level of understanding/intelligence, interest, motivation etc. These individual differences also apply on teachers teaching styles, teaching materials and content selection, motivation etc. This indicates the need for applying a variety of teaching methodologies to suit learners' interest, ability, and level of growth and put them at the center of the education.

Gagne et.al., (1992) have described the importance of instructional practices in today's teaching learning process. They emphasized that 'it is an activity directed to activate and support the learning of the individual student. Instructional activities can be exciting, flexible scheduling, self-paced and student centered methods of teaching to facilitate the learning of individual students. Educational media have the power to create better opportunities for teachers, learners and educational planners to enhance their performances.

According to (Kemp and Donc, Knork and Kent, 1994), some students learn by reading, others learn by listening and most students learn both by listening and reading. Thus, increased variety of instructional materials needed to match the variations in learning styles. Media also allow teachers to play a new exciting role. In the process of implementing educational tasks in the form of educational technologies, teachers' role is not to disseminate information, but a provision of a wide variety of learning experiences. Heinich et.al., 1999, put the role of media in maintaining structure and flexibility within a lesson. Accordingly, maintaining structure and flexibility motivates learners and attracts their attention to the learning tasks.

There are many reasons for developing countries adopting formal education radio programs.

According to Howkrige and Robinson, 1982;Anzalone, 1991) in Teshome (1998) these include the following:

- Promoting educational quality/effectiveness
- Improving educational access
- Supplementing Instruction
- Reduction of cost

2.3. 1. Promoting educational quality/ effectiveness

One of the most important reasons for the use of radio (other media) in formal education could be the medium to improve the effectiveness of teaching and learning. As Block, (1997:321) indicated "... in many countries the services of media for learning includes the improvement of students academic gain, patterns of promotion, dropout and repetition, attitudes towards schools as well as the competence of teachers.

What do we mean by quality? Chen (1996) identifies three perspectives in defining quality. These are;

1. Financial inputs: are measured by teacher-student ratio; per student expenditure and the size of non- teaching support staff or other facilities,
2. The retentively of schools: the extent to which schools retain pupils after the first year of schooling or until they reached a certain grade.
3. The product of outcomes of education: student academic achievement.

2.3. 2. Improving educational access

Developing countries share one common reason for expanding educational facilities in attempting to provide Education For All, EFA. Michael (1987) argues that the major reason for such issue focuses on relating to the belief that education is associated with the nation's high level of social welfare and economic development.

According to the article published by Educational Media Agency, EMA on November,2006 stated that ' in spite of the importance given to education in Ethiopia, gross enrollment rates have never been high even now, after several years of strong increases in school enrollment, gross rates at primary grades (1-8) is about 40%,well below the Sub-Saharan average. This condition calls for an effort to improve access of primary education using various means educational technology to all citizens.

2.3. 3. Supplementing Instruction

Radio's role as supplement to education refers to applications when the medium used to improve quality of education by adding to regular school instruction in existing subjects, or by enriching the curriculum through the provision of instruction in subjects otherwise difficult to provide. Jamson and McAnany (1978) explained that a final potential use for educational radio is to improve access to schooling for rural and urban disadvantaged groups.

Bosch (1997) argues that the original concept of making programs comprises one or 15 -minute supplemented lessons per week in different areas of the curriculum, used at the direction of the teacher, simplicity to organize and inexpensive.

When we conclude, radio should be the medium of choice to offer education for those targeted group: at schools, living in rural /peripheral areas, disadvantaged groups and learners at different age group including adults at work place.

2.3.4. Reduction of cost

Educational cost is another reason for developing countries to apply educational technologies. Bosch (1997) referred to a cost analysis study conducted in South Africa and reported that the cost per student of English in Action Radio Programs ranged from one-third to one-half of other alternatives. When compared with other educational technologies like

television and textbooks, reports indicate that radio is not only the cheapest medium, but also the only of little media usable for covering large areas (Bosch, 1997, Schramm, 1997).

2.4. Drawbacks of Radio

Radio as a means of communication has great potential in covering wide area: in the house, in school, in fields, on traveling etc. The potential of radio cannot be over-estimated as an appropriate means to contact with audiences in remote, mountainous, and other inaccessible areas where communication is difficult. More over, radio does not necessarily require electrification in reception areas (Hanckock, 1977:67;Mohanty,:1984:74; Crisell, 1986:4). Radio, in education not only informs by providing up-to-date information, but also inspires, not only inculcates values and virtues, but also creates attitudes, interests and appreciation.

Apart from its strengths, radio has a number of inherent limitations;

- **One-way communication.**

In radio programs, there is no scope for interpersonal contacts and interaction between the radio teacher (presenter) and audience. Instant audience participation, involvement and feedback of any kind is impossible as it is the case in the face -to-face classroom situation. The students cannot ask questions, give comments or express feelings to the presenter about the broadcast material during the actual transmission time. And, it is impossible for the radio teacher to observe the behavior of his/her listeners during the broadcast so as to adjust his/her delivery to suit the students' changing mood. (Crisell:7)

- **Dependency on sound-only is another limitation of the medium.**

There is no image and no text. The medium is utterly non-visual. The students cannot see the broadcaster. Its codes are purely auditory, however, some argue that radio's lack of visual image has some real advantages which it possesses over other media. In this respect, for instance, Crisell (1986:7) states:

The most famous of these is, of course, its appeal to the imagination. Because it offers sound- only instead of sound and vision the listener is compelled to 'supply' the visual data for himself. The details are described, or they may suggest themselves through sound, but they are not pictured for him, he must picture them for himself-and he may, indeed, use them as a basis for picturing further details which are not described. In other words, when learners are exposed to radio (non-visual medium), they will be forced to create their own images (pictures) based on the given information and invest high mental effort which results in greater learning.

- **The pace of delivery could be another problem:**

In utilizing radio instruction, since different people learn at different rates, pace of a given broadcast may be inappropriate for some individuals. (Crisell 1986:7)

2.5. Interactive Radio Instruction, IRI

Borich (1984:231) notes that Interactive Radio Instruction, IRI is a daily-based radio assisted instruction, an innovative methodology to language teaching, enhances language competencies of both children and teachers.

The program emerged as a technology with the persuasive and enduring impact of interpersonal communication.

The model has created in Nicaragua by a team from Stanford University in the early 1970s, aimed at combining the low cost and high reach of the radio medium and a clear understanding of how people learn. The methodology has been expanded and adapted to include different subjects: maths, social science, natural science, environmental education, early child development and adult education for students at different age Borich (1984).

IRI is an interactive program through which audio materials are delivered by 'audio teacher' through a radio. IRI has distinctive nature according to Bosch in (1997:339)

- ✓ Improving educational quality.
- ✓ Contributing to address issue of educational access and helps to overcome low levels of teacher training, poor achievement among students and limited resources and increasing academic gains both in rural and urban schools,
- ✓ Expanding access and increase equity in both formal and non-formal educational settings.
- ✓ Gives an emphasis on quality improvement through a development strategy and methodology that requires active learning.
- ✓ Engaging children in the teaching-learning process and rapid effect on their learning and enriching active learning.
- ✓ Employs a highly communicative and participatory approach,
- ✓ Incorporating different pedagogically accepted learning style,
- ✓ Distributing language items through out the given radio lesson and highly segmented,
- ✓ Following clear objectives, and sets task-based activities,
- ✓ Providing rich learning resources and realistic sound effects.
- ✓ Giving an emphasis on quality improvement through a development strategy and methodology that requires active learning.

The methodology requires students to react to questions and exercises through verbal response to radio characters, group work, physical and intellectual activities while the program is on the air. Short pauses are provided throughout the lessons after questions and during exercises to ensure that students have the time to adequately think and respond. Interaction is also encouraged within the learning environments, undertake activities, and solve problems using local resources, imaginative situations and stories.

IRI actively engages audiences with specialized audio programs transmitted through radio or distributed on cassettes. Audio-cassette and classroom activities carried out by the learners are carefully integrated. In this process, the audio teacher has a great role in teaching and directing learners' activities (exercises, answers to questions, songs, and practical tasks) which take place during carefully timed pauses in the radio script, utilizing the classroom teacher as a facilitator. This radio lesson enlivens the classroom with imaginative use of stories, songs, physical activities and role-plays that encourage and model interactive exchanges between teachers and students.

The IRI program gives priority to the needs, interest and capacities of children. The method bases on learning by doing. Aggarwal JC (1996) indicated all the great educationalists like Rousseau, Pestalozzi, Froebel, Herbart, Dewy, etc. for their emphasis that 'top priority should be given to the child-his nature, needs and interest.' These educationalists suggested that it is wrong to think that true education acquired from books alone and condemned bookish knowledge.

Therefore, it seems that IRI gives priority to the learners' interest, needs and capacities in providing knowledge and skills through participation engagement.

According to Andrew Pollard and Jill Bourne (2000:254) ‘...A child is most intelligent when the reality before him arouses in a high degree of attention, interest, concentration, involvement. This is why we should make schoolrooms and schoolwork as interesting and exciting as possible, not just, that school will be a pleasant place, and so that children in school will act intelligently and get into the habit of acting intelligently.

Ethiopia is one of the nations adopting IRI program in English language subject since 1999. The main objective is to provide high quality English language programs in primary schools nationwide, with a view to enhance the learners’ English language competencies. In addition, the program provides a well-integrated Teacher’s Audio Guide, to develop the teaching proficiencies of English language teachers.

Leigh and Cash in Dock and Helwig (1999) reported that in South Africa, English in Action, teachers offered many new strategies for effective language teaching and are find a range of benefits.

Silcox, in (1986) and explained that students retain approximately 10 percent of what they read, 26 percent of what they hear, and 50 percent of what they see and hear, but 90 percent of what they say and do. It seems on this fact that Interactive Radio Instruction, IRI developed to one-way technology into a tool for active learning inside and outside of classroom and effective educational strategy for developing countries.

2.5.1. Interactive Radio Instruction as a Pedagogical Tool

According to ‘A Summative evaluation made by USAID Basic Education Program, in November (2006:15) content of the program prepared, organized and distributed thus learning is built upon previous knowledge and new students could easily construct understanding of the subject being taught. Radio characters and the teacher arrange various activities and problems as

well as students have an idea of the process they are undertaking and the skills and support they may be required.

This same report (2006) indicates that the methodology requires students to react to questions and exercises through verbal response to radio characters, group work, and physical and intellectual activities while the program is on the air. Short pauses are provided throughout the lessons after questions and during exercises to ensure that students have the time to adequately think and respond. Interaction is also encouraged within the learning environments, undertake activities, and solve problems using local resources, imaginative situations and stories.

2.5.2. IRI contribution in expansion of access

IRI is useful in non-formal settings or to overcome a particular educational barrier such as poorly trained teachers, lack of schools, or incompatible school scheduling. Studies conducted in developing countries that adapted IRI programs indicated that the skills of children who had just five hours of integrated instruction a week using IRI and thirty minutes of follow-up activities were comparable to those of students who were in regular formal schools for more than twice the amount of time.

2.5.3. IRI helping to Close Equity Gaps

According to 'A Summative evaluation made by USAID Basic Education Program, in November (2006:13), indicated that IRI method has an impact in closing gender equity gap and improve skills of less trained teachers.

IRI has a significance role in helping students developing academic achievement. In this regard, Mayo explains:

IRI raise student achievement in specific academic subjects via broadcast lessons linked to other pedagogical innovations, including restructured curricula, teacher guides, and student worksheets such as IRI, projects in

Nicaragua, Kenya, the Dominican Republic, Lesotho, Venezuela, South Africa and other countries (Mayo in Dock and Helwig 1999:20).

Leigh and cash in Dock and Helwig (1999:28) reported that IRI has helped to stimulate pupils' interest towards schools as a result of which the number of absentees has dropped. It seems in supporting this fact that Dock in Dock and Helwig (1999:60) explained IRI could have powerful effects on attitudes and behaviors of learners. Besides, while describing the strengths of IRI as compared with television programs Dock emphasized the following:

In a sense, the lack of visual presentation is one of the strengths of IRI-its absence encourages cognitive abstraction of concepts and their internalization. Thus, IRI is much more interactive than most television programs, and it is compatible with the constructivist learning theories. (Dock Helwig 19990:60).

In discussing how the interactive teaching promotes students' achievement, Crisell, Andrew (1986) put that interactive teaching involves: attention to problems and solutions; graded questions, rapid questions and answers to assess knowledge; and slower paced questions and answers that promote high levels of pupil thinking.

2.5.4. Interactive Radio Instruction for language development

IRI enables children to develop their communication skill in a variety of ways. Barnes cited Vygotsky as he says "Language is not the same as thought, but it allows us to reflect upon our thoughts. What we say and write mirrors our thought process and able us to take responsibility for them." Thus, children and adults alike are not only receiving knowledge but also remarking it for themselves.

As Dauglas describes (1992)‘... language constitutes an important part of what children learn, and a means of learning which they can use to make sense of what is presented to them and relate it to what they already know.

He elaborates language must enter into the curriculum in two ways:

1. as the communication system of classroom and school
2. as a means of learning

According to him if we consider language only as a communication system this could lead learner to passive role as the recipient. However, if we consider it as a means of learning we regard the learner an active participant in the making of meaning.

2.6. Role of radio in educational broadcasting

Zirker (1990), and Hertenberger and Bosch (1996) indicate that the use of educational broadcasting provides many alternatives. These include;

- The poor majority could benefit significantly from radio lessons,
- Children with lower ability will gain as impressive as children with higher ability,
- It reaches both rural and urban areas at low cost
- It is adjustable for those who are unable to their convenience to attend school at regular time,
- It can be used to instruct pupils in minority languages and offset the disparity in learning attainment,
- Boys and girls of equal ability could learn and encouraged to attend schooling.

Therefore, countries need to utilize all available means and educational technologies for disseminating communications, information and provide basic education to citizens.

According to (Dock in Helwig, (1999:60) providing access and quality of education through the use of traditional methods with limited allocation of resources caused for enormous children not enrolled in primary schools.

In attempting providing education through radio, the lesson may face some constraints. Almaz (1989) identified that the methodology of English radio broadcasts, the speed of presentation was not adjusted to the pupils' level of comprehension. Moreover, Teshome (1988) in his research identified a relevant issue and indicated that the presence of considerable problems in educational radio program of the country. According to him ' division of labour between the center and regions, control of transmission between the center and regions, equitable distribution of production ,studio financing, development of production, training and research as well as the development and implementation of high level human resources are identified as major problems in implementing educational radio programs.

From the above discussion on the issue, one can easily realizes that more research work need to be carried out to implement educational radio program more effectively, support the formal education and achieve educational objectives efficiently.

2.6. 1.Radio as instructional tool

Foy Cross A. J and Irene F.Cypher , (1994:255) put how radio can be effective in achieving instructional objectives in the following manner:

1. Developing skill in listening, that is , in attending to sound sources evaluating what is heard, and the like,
2. Providing models or examples and encouraging acceptance of desirable forms of speech, of pronunciation, of speech inflection, of vocal quality, of musical performance, and so forth,

3. Providing an account of the experiences of others with whatever advantage there maybe in “hearing about it” , rather than reading about it,
4. Providing experiences with drama, travel, and other everyday and imagined happenings to other people,
5. Expanding the human resources available to students in their search for stimulation and new ideas.

Instructional radio programs are controlled listening to original sound sources and records and broadcasts of such sounds, “sound effects” . This includes basic experiences with sound when associated with word or other symbols that will serve to stimulate the recall of these experiences.

Thus, educational broadcasting program brings to the class;

- Providing specially programmed listening experiences planned to meet the particular needs of students in certain courses,
- Providing special education services to adults and to homebound persons of the community.

2.6.2. Limitations of radio as instructional purposes

As man improved his way of doing things and discovering new theories and methods to overcome various problems and obstacles , radio was seen by people as a device which could do better “ what the teachers do” . However, according to A. J. Foy Cross and Irene F. Cypher (1994: 256), it has some limitations. Educational radio cannot:

- Lead classroom discussion,(clarify immediate misunderstanding stemming from material presented in the radio lesson.)
- Supervise activities growing out of a lesson,
- Recognize and care for individual differences-the fast and slow learner,
- Supervise needed practice in skills,
- Provide remedial teaching,

2.7. Inputs of Educational radio broadcasting

2.7. 1. Instructional materials

1. One of the factors that impede effective implementation of teaching learning process or new educational technologies lies on availability of instructional materials that is demanded by teachers, students, educational experts etc. Amare (2000) puts it as ‘the instruments with which a teacher teaches and from which students learn.’ Mukalel (1998) defined as follows: ‘ instructional materials are all those materials, that the teacher brings in to the classroom from time to time to facilitate his/her teaching and to make the work more creative and effective.

2.7. 2. Instruction and Instructional development

2.7.2.1. Instruction

Instruction; refers to teachers teaching practice and classroom organization (Chen, 1996, Fuller, 1996). Instruction help teachers to use the instructional time efficiently, to aware teachers about students performance, time for preparation ,continuous exercise and follow up classroom management and students’ progress, organizing feed back in systematic way, parental or community support in the school program etc.

2.7.2.2. Instructional development:

It refers to curriculum design, development, and a media function. Decision on types and total number of courses or elements is one of crucial activities in the development of educational radio curriculum.

Script writing is the characteristics of many radio broadcasting systems, although there are difficulties in funding adequate manpower to provide quality materials (Salah, 1994). The programs were supported by teachers’ guides and student worksheets.

Instructional materials enable or help learners to develop knowledge, skills, obtain facts or information using more than one sense. Amare (2002) suggested that the instructional materials are very useful to:

- facilitate active learning
- relate theory with practice
- Encourage creative thinking
- Effects students skill development
- Make learning more functional by increasing efficiency.

2.7.4. Instructional materials center

Whenever there is a need to introduce or adopt new educational technology or methods to improve the quality and access of education to learners, the question of upgrading and improvisation of instructional center comes at the front. According Wedell, George,ed.(1996), modern teaching methods demand:

1. a wide variety of instructional materials,
2. The 'center' serves instruction by making this wide variety of materials more readily available,
3. The center serves by:
 - Encouraging good use of instructional resources,
 - Helping instructors and students obtain the instructional materials and discover new educational resources,
4. To serve education well the center should :
 - Be administered by competent, dedicated educators who have special competencies in the audio-visual instruction field.
 - Be adequately housed in well-equipped rooms.

Instructional materials center provides good learning experiences for students, teachers and other targeted adults in the community to be addressed by the program. It is carefully planned, chosen materials and equipment, and serviced by effective professional people.

Therefore, teachers' training programs at the beginning and in-service training need to be given to acquaint them with the new technology or methodology. Gross and his associates, and Macdonald (in Birhane, 1999) have stressed that the implementation of educational practice in the instructional setting depends upon the competency of the teachers.

2.7.9. In-service training

In-service training is needed to upgrade teaching with latest development in instructional media (New by et al. , 1996). As the need based exercise, it will be useful opportunity to entertain those media aspect often overlooked in college media courses. Again New by et al. (1996:263) expressed that in-service training would be good of local media experts and teachers that are more qualified are used as resource persons rather than outside consultants. Because, these people know the real situation, the school and the classroom better.

Hawridge and Robinson (1982) elaborated that when there is a new project /program to be introduced in the existing educational / formal system, all necessary preparations; organizing workshop, material preparations (guidance, worksheets, recording etc.) need to take place timely.

The above discussion indicated essential activities to be performed at the beginning and in-service/ skill-upgrading programs on new radio educational programs in which teachers, school principals, department heads etc. should take part. Hence, introducing teachers and other educational experts who will be involved in the implementation of the new program develop their skill and knowledge of the new program is an avoidable task.

2.8. Production, transmission and scheduling of radio programs

(Mcquil, 1989:32, Tenkir, 1992:5) argued that educational radio deals with the production and transmission of radio programs which are intended to enrich and supplement formal and non-formal education.

Working on the program of educational technology directly has a relation with stations or instructional centers. Educational media programs are transmitted to learners in schools or outside of schools. It facilitated by a classroom teacher , supported by supporting materials, reading booklets maps charts, activities, (Gough, 1982:240) It is almost team teaching demonstrations (Wittich and Schuller, 1979:158).This call for a collective effort of supervisors, teachers, and subject-matter experts who work together to determine what learning experiences are best suited to radio lesson.

Production of radio programs involve the process by which a well-planned and written lesson is changed into instruction (USAID, 1988) as cited in (Teshome, 1998:24). Smith in 1979 described that in order to broadcast; sound must be converted into a series of electrical pulses called an audio signal. The audio source makes this conversation possible. He also continues to explain and says a director tell the technician which audio signal or combination of signals to put on the line, that is which to amplify and send to the next point on the way to broadcast.

Dock and Helwig (1999) identified scheduling conflict as one of the most serious constraints in educational radio broadcasts.

2.8.1. Allocation of resources

Adopting educational media programs require officials/ authorities decision and allocation of resources. Wells (1976) in Teshome 1989 points out that

2.12. Class size

Teaching-learning process demands well-planned preparations in all aspect to provide quality of education with the selected methodology. One of the areas that requires careful attention is to expand or arrange classrooms to accommodate students without any discomfort or inconveniency. According to Monre (1965), class size is referring to the number of students regularly scheduled to meet in the administrative and instructional unit, known as class or section, usually under the direct guidance of a single teacher.

As the class size increase, students face any or all-of-the following problems as Gibbs cited in Barneit (1995:162)

1. Lack of clarity of purpose
2. Lack of knowledge about progress
3. Lack of advice on improvement
4. Inability to support independent study
5. Lack of opportunity to discussion
6. In ability to motivate students

2.13. Teachers' guide

Teachers' guides mainly prepared to assist teachers in their work and usually arranged for use with specific text. Yalden (1987) described teacher's guide has to help teachers in providing alternative methods of teaching, mechanisms of evaluating the performance of the students; indicating necessary supporting instructional materials to enhance teaching.

2.14. Factors affecting implementation of radio broadcasts

2.14.1. External constraints

The implementation of any program depends up on several factors that have direct or indirect relation with the task. There are also constraints, associated with the concerned body or organization.

Jamison and McAnany (1978) asserted that the need for careful planning and organization of radio strategies seems to be one of the great constraints on the success of implementation. Hawkrige and Robinson (1982) revealed in educational broadcasting, institutional freedom largely reflects the location of decision-making authority with political and social traditions playing a great role.

Gunter and Theroux (1977) stressed that the single greatest production constraint is the quality of radio programming. Moreover, educational programs are poorly prepared, dull and disinteresting, and therefore fail to attract a large group of audience. Maintenance and replacement of batteries categorized as distinctive problems of radio.

2.14.2. Internal constraints

Effective implementation of educational radio programs largely depends upon factors within the school compound. Among others, organizational structure, and administration quality, availability of radio, classroom situations, integration of other media, and attitude of people involved in the implementation contribute a lot. Mohanty (1984) discussed that the existence of an infrastructure and organized efforts of the program has very much impact on the radio program. Locates and Atkinson (1984) showed that constraints in planning and management, administrative supports, supervision, and financial limitation as the most common problems in implementing radio broadcast.

Chapter Three

Research Design and Methodology

3.1 Research Design

This chapter of the study deals with description of the data sources, methods of sampling, instruments employed and the procedures of instrument development and methods of data analysis.

In this research study, the writer employed purposive survey method which enabled to generate adequate information through questionnaire, Focus Group Discussion (FGD) and class room observations.

3.2 Sources of data

Data sources for this study were students, teachers, department head of English language subject teachers in the schools, schools' directors, experts at Institute of Curriculum Development and Research (ICDR) Educational Media Agency (EMA), and Addis Ababa Administration Educational media team.

3.3 Population and Sampling technique

The scope of this research is delimited to Addis Ababa only. According to the information, this researcher obtained from Region 14 Education Bureau, currently (1999 E.C /2006/7 G.C) there are 475 primary schools in Addis Ababa which include government, non-government, private, public and missionary schools (faith-based). In these schools, a total of 10,000-12,000 students are enrolled in grades from 1-8, first and second cycle. Besides, Addis Ababa is divided in to ten sub-cities. Therefore, as the number indicating the target group is too large the need to apply purposive sampling technique is essential.

This sampling technique is commonly used in a large-scale surveys for more comprehensive investigation, particularly when it is either difficult to compile an exhaustive list of the elements comprising the target population, or when the target group to be covered becomes too large in number (Kohl, 1986; 97 ;) and Gall and others; (1996:233). Purposive sampling technique, thus, employed throughout the selection of samples.

Out of the ten sub-cities, three of them were randomly selected. Using the same technique two schools from each sub-city were selected for the study. And, a total of six primary schools, that embodied government, private, and public schools were considered as they are utilizing IRI English Radio program for first cycle program (grades 1-4).

Table 3.1
Sample schools by grade and area

No	School name	Grade level	Sub-city	School type
1	Abiot Primary	3	Bole	Public
2	Libe fana primary	4	Kirkos	Public
3	Ediget Behibret Primary	3	Kolfe Keranio	Government
4	Ethiopia Andinet Primary	4	Arada	Government
5	Nigat Kokeb Primary	3	Yeka	Public
6	Hill Side Primary	4	Lideta	Private
	Total = 6			

The students' questionnaire consists of three parts: The first deals with students' personal data i.e. living area (sub-city), school's name, age, sex and grade level.

The second part prepared in the form of rating scale to measure students' attitude towards the Interactive Radio Instruction (IRI). Likert scale attitudinal measure was included in the questionnaire. Statements included in the method aimed at covering possible opinions and comments that gave an opportunity to express feelings ranging from the most positive to most negative in which each respondent had an option to choose among from the following that suits his/her feeling.

The third part of the questionnaire is developed to obtain information about the type of students' participation during the radio program broadcasting, constraints they encountered during the reception of the program, how the IRI English radio program assist them to develop knowledge and skills in the subject and opinions to improve the program.

The questionnaire developed for teachers embodied questions to collect data on personal information, availability of radio sets, teacher's guide, the relevant training before and on job training, major implementation problems encountered during the broadcast and solutions and rating in the attitude questions.

Pilot test

Draft questionnaires, points on Focus Group Discussion,(FGD) and checklist for classroom observation were prepared and distributed to students and teachers in three primary schools and experts at the Addis Ababa Administration Educational Media team. This effort assisted this researcher to get feed back, correct long items, clear and modify ambiguous statements.

3.4.2 Focus Group Discussion (FGD)

Focused Group Discussion, FGD/ Interview questions (structured and unstructured questions) were employed. Discussions were held with heads of English subject department and schools' pedagogical centers, schools' directors, educational media experts at Institute of Curriculum Development and Research, ICDR, Ethiopian Media Agency (EMA), and Addis Ababa Administration Educational media team.

3.4.3 Class room observations

Data were also collected using classroom observation; arranged and assembled based on the items in the observation checklist. The checklist was prepared with a three-point scale which include (yes, some how, and no). A total of six different teachers in the six schools under the study were observed two times by this researcher together with the employed assistant researcher. In order to make observations while the classes are on going, the researcher also held discussions and briefed the classroom IRI English program facilitators about the objective. An orientation on how to deliver the observation undertaking was given to the assistant researcher by the researcher. In general, the method helped to see institutional considerations (availability of necessary inputs), learning conditions, and teachers' readiness for the program, their ability to facilitate the lesson, students' involvement/activities in the radio lesson, availability and use of materials.

3.5 Method of Data analysis

The data collected from respondents through questionnaire, Focus Group Discussion (FGD), and class room observations was tallied then frequencies counted and percentages used and presented on tables which helped this researcher to analyze, interpret and summarize the findings.

Chapter Four

Analysis and Interpretations of Data

Data analysis

Purposive survey method was used in the study. The sources of data as mentioned early table 3.2 were students, teachers, school administrators, English department heads, teachers in schools' pedagogical centers, educational media experts in Educational Media Agency (EMA), Addis Ababa Educational Media Team and Institute of Curriculum Development and Research, (ICDR).

Questionnaires, Focus Group Discussion (FGD), classroom observation were used to collect the data. Six government, public and private schools were selected randomly from six sub cities; namely: Bole, Kirkos,, Arada, Lideta, Kolfe Keranio and Yeka as they are utilizing IRI English lesson at primary level.

The data collected through attitude questions among the given five alternatives were first tallied within respective categories. Then frequencies counted and percentages were used to summarize data. The data was arranged into a table 4.1 which depicts all the information obtained from the respondents.

Table 4.1
Students' response and attitude on IRI English program

No.	Statement	Strongly agree		Agree		Uncertain		Disagree		Strongly Disagree		Total	
		f	%	F	%	f	%	f	%	f	%	f	%
1	For me IRI English radio is interesting	162	77.14	37	17.6	7	3.3	4	1.9	---	--	210	100
2	I am not interested in IRI English Radio program, it scares me to have it	--	---	---	---	---	---	88	41.9	117	56.7	210	100
3	I am always feeling discomfort when we have IRI English radio program	---	---	---	---	---	---	118	56.19	92	43.8	210	100
4	IRI English Radio is fascinating and full of fun	110	52.38	65	30.95	35	16.6	--	--	--	---	210	100
5	IRI English Radio broadcast makes me feel comfortable and it is stimulating.	137	65.23	70	33.33	3	1.42	--	--	--	--	210	100
6	I can understand the radio language, character and teacher?	139	66.19	67	31.9	4	1.9	--	--	--	--	210	100
7	I have a positive attitude toward IRI radio broadcast.	145	69.04	59	28.09	6	2.85	--	--	--	--	210	100
8	I Have a feeling of dislike when we have IRI radio broadcast.	--	--	--	--	1	0.47	25	11.9	184	87.61	210	100
9	I enjoy hearing IRI radio broadcast in school or in other classes.	135	64.2	65	30.9	10	4.7	--	--	--	--	210	100
10	I feel more satisfaction from lessons supported by radio than lessons without radio.	121	57.6	51	24.2	38	18.0	--	--	--	--	210	100
11	I achieved higher result in subjects supported by radio than lessons without it.	151	71.9	48	22.85	11	5.23	--	--	--	--	210	100

f= frequency

Responses of students and teachers for other questions in the questionnaire were tallied and percentages were used to summarize the data and analysis made accordingly. The FGD results were also summarized, percentages used and analysis made. Data obtained through the class room observations were also summarized and analyzed in the same manner.

Analysis of Students' Attitude on IRI English Program

Learners behave in different way in the classroom during instruction or during their spare time. Their attitude, feelings and thought vary from school to school. Capet et.al., (1995) notes that 'any instructional method selects to make students active . Various instructional methods including active learning help learners to develop skills in solving problems, to have more interaction with peers, promotion of students, sharing of ideas and develop feeling of team work.

IRI English Radio program in its nature has great contribution to facilitate teaching-learning process and trying to know students feel about the program helps to see the effect of IRI English radio lesson.

In this regard students were asked to rate to what degree they like the program and 77.14 % of them strongly agree while 17.6 % only agree showing their interest in the program. From the responses, a total of 90.15 % of students in the primary schools of Addis under the study like the IRI English Radio lesson and confirmed that it is the best way to promote teaching-learning process.

Regarding IRI presentation of lesson through stories, songs and involvement of students in participation, they were asked to comment on the styles of the lesson presented and what they felt about it. In this respect, 83.33% of students replied that the program is fascinating, full of fun and stimulating. Moreover, 56.19% and 43.8% of students respectively ascertained they are

comfortable during the IRI radio lesson. It can be drawn that the activities, songs and stories in the lesson captured the students' attention, interest and succeeding in teaching them the intended language skill and knowledge. In this regard 69.04% of students expressed that they have positive attitude about IRI English program.

IRI applications contribute in helping learners to improve their language skills. As Douglas Barnes (1992) describes 'language constitutes an important part of what children learn, and a means of learning, which they can use to make sense of what is presented to them, and relate it to what they already know.'

In relation to this, students were asked to respond how IRI English radio lesson improves their knowledge in English subject and 94.75% ascertained that they benefited from the program, improved their knowledge and achieved higher grade in the subject. During the observation also, students were found to participating in different activities, individual, and group work, communicate to radio character/teacher.

IRI English radio lesson provides students' textbook /material in which content of the program prepared, organized and distributed to build learning upon previous knowledge.

With this regard, students were asked questions to know whether they have the necessary background knowledge, language ability to learn from the lesson and following the program attentively, and forward their opinion. Accordingly, 66.19% and 31.90% of the children were strongly agreed and agree respectively that they understand the radio language of radio teacher and characters.

Others that account 64.2% said they are very happy to learn English subject by IRI radio program and 57.6% replied positively that if subjects supplemented/presented by IRI method it would help them more than without it. Scholars suggest that learners have differences in their capacities/abilities, learning styles, level of understanding/intelligence, interest, motivation etc.

According to Gagne et.al., (1992)' individual differences also apply on teachers teaching styles, teaching materials , content selection, motivation etc. and priority to be given to learners interest, ability, level of growth and put them at the center of education as essential.'

**Analysis of Students' Response on Activities during the broadcast,
Program Content and Organization**

IRI employs highly communicative and participatory approaches and distributes language items or exercises that help to develop language skill. Aggrawal JC (1996) indicated the greatest educationalists work like Rousseau, Pestalozzi, Frobel, Herbert Spencer, and Dewy etc. for their emphasis that top priority should be given to the child-his nature, needs, and interest. They also suggested that it is wrong to think that true education is acquired from books alone. Therefore, it seems that IRI gives priority to the learners' interest, needs and capacities in providing knowledge and skills through participation/engagement. IRI model has an advantage of engaging children in the teaching learning process and effect on their learning, enriching active learning and increasing academic gains.

Table 4.2

Students' response on activities during the broadcast, content, program organization, problems encountered and solutions

No.	Questions	Responses	
		f	%
1	<p>What are the activities that You perform while IRI English radio broadcasting?</p> <p>a) Listening b) Asking questions or listening c) Answering questions d) Discussing</p> <p>e) Writing</p> <p>f) Engaging in other activities</p>	<p>196</p> <p>10</p> <p>4</p>	<p>93.3</p> <p>11.3</p> <p>1.9</p>
2	<p>Do you think IRI radio broadcasting helped you in achieving high result in English subject?</p> <p>Yes</p> <p>No</p>	<p>191</p> <p>19</p>	<p>90.9</p> <p>9.04</p>
3	<p>How do you like IRI radio lesson? Is it enjoyable, interesting and attractive?</p> <p>Yes</p> <p>No</p>	<p>194</p> <p>16</p>	<p>92.3</p> <p>7.6</p>
4	<p>Do you understand the radio language and character?</p> <p>Yes</p> <p>No</p>	<p>132</p> <p>78</p>	<p>62.6</p> <p>37.5</p>
4	<p>Do you think the numbers of IRI English radio programs are adequate in a week?</p> <p>Yes</p> <p>No</p>	<p>53</p> <p>156</p>	<p>25.2</p> <p>74.2</p>

5	<p>What are the problems you have encountered in English radio program?</p> <p>>Sound clarity as a result of unclear transmission</p> <p>>Program interruption and noise</p> <p>> Shortage of teacher's and students guide</p> <p>> Electric power failure</p> <p>> Lack of adequate radio set</p> <p>> Large number of student population</p> <p>>Mismatch / lack of harmony of IRI English radio lesson</p>	<p>140</p> <p>55</p> <p>15</p>	<p>66.6</p> <p>26.1</p> <p>7.1</p>
6	<p>Would you comment IRI English program to continue and for other level?</p> <p>>More period for IRI English radio program</p> <p>>Additional radio sets</p> <p>>Training for teachers on IRI and radio maintenance</p> <p>> Improve sound clarity</p> <p>> Effort to suit the transmission with school schedule</p> <p>>Revise some vocabularies and include additional ones, more song and stories</p>	<p>110</p> <p>57</p> <p>30</p> <p>7</p> <p>6</p>	<p>52.3</p> <p>27.4</p> <p>14.2</p> <p>3.3</p> <p>2.8</p>
	Total	210	100

f=frequency

In line with this, students were asked to reply in what activities they involve during IRI radio broadcasting and 86.19% of them reported that they listen, ask and answering questions and discuss. Students that account (80%) also confirmed that IRI helped them to improve their attainment in language skill. During the classroom observation session, students were also found to

participate in various learning activities that include: individual and group work and communicative approaches to language. However, in the method, less attention has been given in engaging children in writing exercise as confirmed by only 10% of students. One can easily realize that the IRI participatory and interactive approach contributed to avoid and substitute rote learning methods through diversifying learning experiences. The IRI model, as students concluded, reduces gaps that may persist in traditional instruction both sexes and significant impact on academic achievement.

IRI, by its nature incorporates different pedagogically accepted learning styles, the content presents in different ways that include story, songs, group and individual activities.

Students, thus, were asked to know how much they were interested, attracted and enjoyed the program. In regard to this, 92.3% of them reported that the program was interesting, enjoyable, and educative and assisted them to improve their knowledge and language skill.

As Douglas describes “language constitutes an important part of what children learn, and a means of learning, which they can use to make sense of what is presented to them. He suggests that two ways in which language can enter into the curriculum:

1. As the communication system of classroom and school,
2. As a means of learning.

Major problems encountered in implementing IRI program

In classroom as reported by students

IRI is a supplementary teaching method and interactive program through which audio materials are delivered, improve educational quality, help to overcome low levels of teacher training and poor achievement among students and promotes academic achievement.

Students were asked to give their suggestion what constraints they encounter during the IRI radio program broadcasting. The following constraints are extracted as reported by 66.6% of students:

- problem of program interruption ,sound clarity/ noise because of unclear transmission,
- Scarcity of teachers' guide and students' texts.

Others that account 26.1% again reported that they encountered problems in the following areas:

- inadequate radio set,
- electric power failure,
- large number of student population.

Mismatch /lack of harmony of the IRI radio lesson with the school program was also reported by 7.1% of students

Wells (1976) in Teshome (1998) notes that resources may be actual or potential that include; political resources, human resources, financial resources, physical resources and time. Salah (1994) also suggested that in educational broadcasting, some of the most common physical resources may include components like production and transmission facilities, maintenance facilities, power resources and buildings.

Students' response on How to improve IRI English broadcasting

Students were asked to give their opinion on how to improve IRI English radio program. In regard to this, 52.3% responded saying that more period should be allotted, additional radio sets and teachers' guide should be provided. Moreover, they emphasized that the necessary educational materials should be provided before the school program begins as the responses of 27.14% of students indicated. However, students commented on the following areas that demand considerations:

- Training on IRI English radio lesson for teachers(utilization and maintenance),
- Harmonizing the IRI radio transmission with the school program, effort to repeat lessons to help schools adjust their programs with the transmission/broadcasting.
- Revise some vocabularies and include additional words and more songs and stories in the lesson,
- Improve the sound quality of the radio broadcasting.

Table 4.3
Teachers' profile involved in the study

No	School	Sub-city	School type	Qualification					Work experience										Number of years facilitating IRI English Lesson														
				10+1	10+2	12+1 TTI Course	12+1+ TTI + IRI training	Other Diploma	1 Year	1-5 year	6-10 years	11-15 years	16-20 years	>20 years	Total																		
				M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	1 y	2 y	3 y	4 y								
1	Abiot primary	Bole	Public	1	1	1	1	-	-	-	-	-	-	1	-	3	-	-	-	-	-	-	-	-	-	2	1	1	-	-	-	-	-
2	Libe Fana Primary	Kirkos	Public	-	-	3	-	-	-	1	-	-	-	-	-	2	2	-	-	-	-	-	-	-	-	-	-	2	2	-	-	-	-
3	Ediget Behibret Primary	Kolfe Keranio	Government	-	-	-	2	-	-	2	-	-	-	-	-	-	2	-	1	1	-	-	-	-	-	-	-	-	2	2	-	-	-
4	Ethiopia Andinet Primary	Arada	Government	-	-	-	4	-	-	-	-	-	-	-	-	-	-	-	2	-	2	-	-	-	-	-	-	-	-	1	-	-	3
5	Nigat Kokeb Primary	Yeka	Public	-	-	-	-	1	-	-	-	3	-	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	-	3	1
6	Hill Side Primary	Lideta	Private	-	-	-	-	-	3	-	1	-	-	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	-	3	1
Total				24					24										24														

A total of twenty four teachers from six schools were involved in the study and responded to questions prepared to obtain data on relevant issues. Among the respondents, more than 75% of them were male teachers. It is found out from (table 5) that teachers have gone through training programs before they joined the teaching profession. More than half of the respondents confirmed that they have taken courses in Teachers' Training Institute and developed skills and knowledge the profession requires. But, it is only 25% of teachers participated in a training program on utilization of IRI English program. Most teachers have served in the teaching profession between 16-20 years and particularly facilitated IRI English program for four consecutive years.

Table 4.4
Teachers' attitude on IRI English program broadcasting
and effect of the program

No.	Statements	Strongly agree		Agree		Uncertain		Disagree		Strongly disagree		Total	
		f	%	F	%	F	%	f	%	f	%	f	%
1	IRI English radio broadcasts help teachers.	19	79.1	2	8.3	2	8.3	1	4.1	-	-	24	100
2	Teachers could have good opportunity to learn additional teaching techniques from IRI English radio lesson and broadcasts.	15	62.5	5	20.8	2	8.3	2	8.3	--	--	24	100
3	IRI English radio broadcasts make students interested in the lesson.	13	54.1	7	29.1	3	12.5	1	4.1	--	--	24	100
4	Students could achieve more in various subjects in radio rather than without it .	14	58.3	6	25	3	12.5	1	4.1	--	--	24	100
5	IRI English radio broadcast makes me secured.	16	6.6	7	29.1	1	4.1	--	--	--	--	24	100
6	With the help of IRI English, radio broadcast I become more flexible in managing classroom.	15	62.5	8	33.3	1	4.1	--	--	--	--	24	100
7	I am interested and willing to continue to use educational radio even if there is a lot to do in improvising it.	18	75	6	25	--	--	--	--	--	--	24	100
8	IRI radio broadcast is stimulating.	17	70.8	7	29.1	--	--	--	--	--	-	24	100

f= frequency

**Analysis on Teachers' attitude on IRI English program
Broadcasting and Effect of the Program**

Cooper (1996), Collhan (1988) suggested that 'attitude of teachers and school principals towards active learning is a determinant factor in effective implementation of school work.

Lue (2000) also argued that there are teachers who perceive knowledge because of interaction between the learner and the world around him/her. This interaction leads to interpretation and understanding through engagement or participation.

Teachers' attitude towards IRI English radio lesson (table no.6) was assessed and analyzed. Among the twenty-four teachers' respondents, 79.1% and 29.1% strongly agree and agree respectively that the program helped them and 62.5% said they were able to learn additional teaching technique from the program. Moreover, 54.1% of teachers under the study replied that IRI English radio program made students interested and 58.3% confirmed that students could achieve more if other subjects are supplemented by the same interactive method of radio program. Teachers that account 66.6% confirmed that they feel confident when they facilitate IRI Radio lesson and 62.5% of them said that with the help of IRI English radio program, they became more flexible in managing classroom and 75% also expressed their interest to continue using IRI educational radio even though it requires lot of work.

Temechegn Engida (2002) and Plass (1998) underline that there are factors, which contribute to low perception and positive attitude of teachers as summarized below:

- Inadequate teacher training,
- Teachers fear of losing their authority/control
- Teacher's resistance to change.

Table 4.5
Teachers' response on availability of materials, program,
training and technical support on IRI English Program

No.	Questions	Responses		Total	
		f	%	number	%
1	Are there sufficient radio sets in your schools?				
	Yes	11	45.8		
2	Are the radio sets functions in your school always?				
	Yes	16	66.67		
3	Do you think there is sufficient IRI English radio lesson manuals and teacher's guide for grades 1,2,3,4?				
	Yes	11	45.8		
4	Are the IRI radio broadcasts for grades 1,2,3,4 match with reception schedule at your school?				
	Yes	14	58		
5	Were the timetable and supporting materials for suggested activities provided well in advance of IRI radio broadcasts?				
	Yes	9	37.5		
	No	15	62.5	24	100
6	Have you taken courses in teacher training program				
	Yes	23	95.8		
	No	1	4.17	24	100
7	Do courses that you took in teacher training program include how to facilitate IRI English Radio program?				
	Yes	11	45.8		
	No	13	54.1	24	100

8	Have you participated in a training program before you start to facilitate IRI English Radio program? Yes No	9 15	37.5 62.5	24	100
9	Have you participated in developing IRI English Radio program? Yes No	4 20	16.6 83.4	24	100
10	Did the media center give maintenance service when there is a problem in the reception of the IRI program? Yes No	6 18	25 75	24	100
11	How did you find the service provided by the media center? Adequate Inadequate	9 15	37.5 66	24	100
12	How many times were you observed and given technical support by media supervisors last year? Once Three times More than three times	18 4 2	75 6.66 8.33	24	100
13	How do you rate the support provided by school principal for the implementation of IRI radio broadcast for grades you are teaching? Medium High Low	12 7 5	50 29.16 20.8	24	100

f=frequency

**Analysis of Teachers' Response on Availability of Materials,
Program, Training and Technical Support on IRI English Program**

Gerthard (1982:21) advises that 'if education is to be successful, next to the curriculum development, teacher training is crucial that needs consideration to maximize the development and changes in education'. Effective learning largely depends upon the role and quality of teachers who play an important role in the teaching-learning process. When media adopted in the education system, all teachers have to use it effectively and contribute to its development accordingly.

Questions related to teachers' participation in pre-service, in-service program before they assigned to facilitate IRI English radio lesson were asked and among the respondents, (shows table 4.5) 37.5% of them confirmed that they took the required teacher training. However, 62.5 % of teachers said that they did not participate in the training program before they started to facilitate IRI English radio program .Others that account 45.8% asserted that the courses they took in the training programs included topics on utilization of educational radio programs .But, 54.1 % said it was not a relevant that helps them to implement educational radio programs. On the other hand, 83.4% of them said that they did not participate in developing IRI English radio lesson.

Mutassa and Wills (1995) explained that instructional methods by themselves cannot do much to improve learning thus, their value lies on the professional skill of teachers in using or handling them. Sguazzin and Grann ,(1998) in addition (1998) stressed that good and effective education in the classroom demands a well-prepared teacher, a competent teacher both academically and pedagogically, selection of best teaching strategies, activities and materials to achieve the objective.

Smith (1961) emphasized that supervision is a cooperative services designed to aid teachers rather than to report about them. The task demands competent

person who has developed professional skills and ethics. It also involves an expert who thinks ahead of time about the curriculum, methods of teaching and the school situation as a whole. In this regard, teachers were asked to explain how often they have been visited and provided with a technical support by supervisors/educational experts and 91.6% of them responded that they never received technical support or supervised by experts and 8.33% answered they were supervised and advised by experts once or twice in a year.

Adopting educational media programs require officials/authorities decision and allocation of resources. Wells (1976) in Teshome (1998) notes that resources may be actual or potential that include; political resources, human resources, financial resources, physical resources and time.

Effective implementations of pedagogical programs require/demand the collaboration of concerned bodies. This includes provision of the necessary inputs and maintenance of materials (radio sets and transmission of IRI English radio lesson.)

Among the teachers/respondents 75% of them replied that no service was provided by Educational Media Agency to the schools, 62.5% of them reported that the service of EMA on the issue is inadequate and 37.5% said it is adequate. Moreover, 41.6% responded that reception of IRI English radio program from the media center had a problem in matching with the school program.

Mcquill (1992) argued that effective implementation of any educational technology demands proper production and transmission of the program according to the schedule designed earlier. According to him, educational technology needs to have a direct relation with stations or instructional centers' programs that are transmitted to targeted learner group in schools or outside of schools. It is facilitated by a classroom teacher, supported by supporting

materials, reading booklets, maps, charts , maps etc. ;it is almost team teaching demonstrations and calls for collective effort of teachers, supervisors, subject matter experts, technicians etc.

According to Salah (1994), in educational broadcasting, some of the most common physical resources may include components like production and transmission facilities, reception facilities, maintenance facilities, power resources and buildings.

Successful IRI program requires good leadership, collaboration of various bodies, and allocation of resources within the school.

Among teachers/ respondents 50% of them replied that the support provided by the school administration for IRI English radio program is medium, 29.16% said high while 20.8% replied low.

Table 4.6
Teachers’ response on program organization
and contents of IRI English Radio Program

No	Questions	Yes		No		Total	
		F	%	f	%	f	%
1	Did you find IRI English Radio lesson present accurate, well organized content in an interesting and engaging manner?	18	75	6	25	24	100
2	Does IRI English radio program provide clear and straightforward instructions, which are consistent and interrelated programs?	17	70.9	7	29.1	24	100

3	Does IRI English Radio lesson involve response pauses that are neither too long nor too short?	15	62.5	9	37.5	24	100
4	Do IRI English radio programs provide clear guidance to the classroom teacher through complete program notes and air instructions, which enhance the teacher's self-esteem, confidence and ability?	17	70.8	7	29.1	24	100
5	Are contents of the IRI English program suitable to the age level and interests of the students for whom it is intended?	19	79.2	5	20.8	24	100
6	Does the school administration provide the required support for IRI English Radio program?	15	62.5	9	37.5	24	100

f= frequency

IRI is a supplementary media teaching methodology which suits to teach any academic subjects. In developing the content, IRI English radio lesson relates to important life experiences and skills. These include environmental education, good health practices, value or moral etc. Teachers were asked about how IRI program is relevant to learners life, how accurate, well organized content in an interesting and engaging manner. Among the respondents, (shows the table 8) 75% disclosed that the IRI English lessons, in-text songs,

stories were found to be relevant, provide clear and straight forward instructions which are consistent and interrelated programs.

IRI model requires students to react to questions and exercises through verbal response to radio characters, group work and physical and intellectual activities, short pauses are provided throughout the lessons after questions and during exercises to ensure that students have the time to adequately think and respond. Content of the program prepared, organized and distributed thus learning is built upon previous activities and problems. It also contributes to address issue of educational access and helps to overcome low levels of teachers training and poor achievement among students.

Response pauses that are neither too long nor too short was confirmed by 66.66% of teachers and 83.3% replied that IRI radio program provides clear guidance to the classroom teachers through complete program notes and instructions which enhance the teacher's self esteem, confidence and ability. Teachers also disclosed that IRI English radio lesson is adequate for grades in first cycle program.

Any educational activity should help learners to develop knowledge and skill that have strong relationship in making the daily life meaningful. Education should not only focus on academic issues. Teachers were asked about how IRI lesson presents accurate and well organized content, as reported by 75% of them the program has well organized content which attracted and engaged students. This made possible as lesson presented through stories, songs, individual and group activities focusing on children's life.

As IRI incorporates pedagogical principles in how teaching/learning is constructed, gives clear instructions, 70.8% of teachers replied that IRI English lesson provides straight forward instructions which are consistent and interrelated programs.

Necessary background knowledge, comprehension skills and language abilities are important for students to understand and learn from the materials. In this

regard, 62% of teachers under the study ascertained that the pauses given for the response during the question and answer were neither too long nor too short.

Teachers are expected to develop ability to involve children in the radio lesson and accomplish instruction given by radio teacher. On this issue, 70.8% of teachers reported IRI program provides them with clear guidance, complete program notes and air instructions which enabled them to have self confidence and self esteem. Moreover, as reported by 79.1% of teachers, the content of IRI Radio programs are suitable to the age level of children. This is also confirmed by classroom observation when students participated in question and answer, songs, listen attentively stories, and individual and group activities.

The support made by school principals was appreciated by 62.5% of teachers in relation to the availability of radio, effort to bring guides and allocation of budget for IRI and other educational radio programs.

The necessary inputs need to be available before the school program begins. This ensures good program planning and concerned bodies' effort in the process.

Solution to improve IRI as suggested by teachers

The IRI program as recommended by teachers could be improved through:

- Making the necessary materials (radio, teachers guide, students text) available on time
- Give opportunity to teachers to participate in pre-service and in-service IRI training program. Organizing workshop, training and experience sharing program which would help a lot to improve the IRI program,
- Organize awareness raising program on IRI English radio program for teachers, supervisors and other supportive staff in the school
- The IRI program which would benefit students more if school administration arranges Instructional Media Center where students attend educational media program,,

- Effort on making the IRI radio lesson sound more clear and audible.

Results of Focus Group Discussion ,(FGD) with Directors, English department and Pedagogical center heads in schools, Experts at Educational Media Agency (EMA), the Addis Ababa Administration Educational Media, and experts at Institution of Curriculum Development and Research (ICDR).

A total of 12 respondents representing eight institutions: (Educational Media Agency (EMA), the Addis Ababa Administration Educational Media, and experts at Institution of Curriculum Development and Research (ICDR)) were involved

in FGD this researcher conducted. Participants in focus group discussions were; directors, heads of English department and pedagogical center in schools, experts at Educational Media Agency (EMA), the Addis Ababa Administration Educational Media, and experts at Institution of Curriculum Development and Research (ICDR) .

Table 4.7
Profile on school Directors, experts at ICDR and Addis Ababa EMA team involved in FGD

No	Institution	F	Sex		Total
			M	F	
1	ICDR	2	1	1	2
2	AddisA baba Administration EMA team	2	1	1	2
3	Abiot Primary school	1	1	-	1
4	Libe Fana primary school	1	1	-	1
5	Ediget Behibret primary school	2	-	2	2
6	Ethiopia Andinet primaryschool	1	1	-	1
7	Nigat Kokeb primary school	1	1	-	1
8	Hill side primary schools	2	1	1	2
	Total	12	7	5	12

f=frequency

As a result of the discussion held with the group, the following responses are extracted:

- Educational Media Agency (EMA) has two departments; namely:
 1. Educational Media Agency Program Production Coordination Department (EMAPPC)
 2. Engineering and Technical Coordination Department (ETC).
- Educational Media Agency (EMA) prepares and distributes educational radio program materials including teacher's guide, texts, and radio set for primary and secondary schools.
- The educational radio program team is responsible for the preparation of a twenty/fifteen minute radio educational program in English, history, Geography and Amharic.
- Audio materials production and dissemination team is responsible for production and dissemination of photographic and film facilities including editing activities.
- The team also produces educational radio programs for adults focusing on basic knowledge that involves health, environmental science, population, development etc. Distributes radio and plasma TV, make a follow up and control the implementation.
- Educational Media Agency (EMA) broadcasts radio lesson including the IRI English program for schools in Addis Ababa through the Legedadi transmission Center own /run by Oromia Regional State. The Legedadi Broadcasting Center is overloaded with programs due to it transmits programs throughout the region.
- The Addis Ababa EMA expert team organizes training, workshop, experience sharing programs, pre-service and in-service programs on how to apply IRI English lesson at least twice in a year. But, due to financial constraints, only few teachers get the opportunity to participate in the programs.

- AA EMA team expert collaborates with Institute of Curriculum Development and Research (ICDR) in conducting researches, pre-test and post test of educational media programs. It also carries out evaluation of educational media programs at school level, makes classroom observation, controls transmission of the radio and TV educational programs in schools and gives technical and material support.
- Institute of Curriculum Development and Research (ICDR) is responsible for improvising /developing of educational programs.
- Designs projects, solicit funds and provide schools with radio set and other educational materials.

According to the Focus Group Discussants;

- IRI English radio program embodied songs and stories which attract students' attention and capture their interest.
- The method is very helpful because:
 - ✓ It is structured; before, during, and after the program .The content is consistent to curriculum and interaction.
 - ✓ A resource for knowledge and information
 - ✓ Improves students' language skill, listening and speaking
 - ✓ Motivates learners to communicate though dialogue , narration, song, interactive and activities are prepared for students guided by teachers,
 - ✓ The approach is a student centered approach. It guides teachers and students to engage them before, during and after the program/transmission.
 - ✓ IRI program embodied songs, stories, group and individual activities. And it attracts and captures students' interest.

- School administration allocates budget for IRI program (for buying radio sets, cassette, battery, maintenance etc.). In some schools, administrators organize experience sharing program.
- Discussants also suggested that teachers have positive attitude about IRI program. This was proved through teachers' participation and contribution in maintenance of radio, socket, and plug etc. preparing and applying multi media. Some teachers also arranged a studio to duplicate IRI radio program on cassette and organize experience sharing program.

Problems encountered in the implementation of IRI English lesson as reported by the experts participated in Focus Group Discussion (FGD)

- Radio sets, teachers' guide and students texts are inadequate to implement IRI program efficiently.
- As IRI program was originally designed to suit government school programs, some private and public schools face problems in receiving the transmission as the schedule.
- Addis Ababa Educational Media Agency uses the Legedadi Educational Transmission Center to broadcast educational radio programs to learners in Addis and its environs. The transmission center has also many programs to transmit to target audiences in the Oromia region. The center runs educational radio programs with old equipments as a result most of transmissions have problem of unclear sound and low repetition that distracts students' attention.

Table 4.8

Schools visited during the classroom observation

No	Schools	sub city	School type	Observed grades	Number of observations
1	Libe Fana Primary	Kirkos	Public	3	2
2	Ethiopia Andinet	Arada	Government	4	2
3	Hill Side Primary	Lideta	Private	3	2

4.8 Results of classroom observations

Three schools were observed in the classroom observation as shown on table 10. During the observation; three schools were visited two times by this and his assistance researcher. The periods the visit made were 4th period in the morning and 7th period in the afternoon session. Similar to questionnaire respondents, students in grades: 3 and 4 were visited for the purpose. The student population in classes visited by this researcher and his assistant found between 58-to-75.

The result of class room observations is summarized as below:

During the observation, all teachers in visited classes found playing proper roles in facilitating the IRI English lesson broadcast; these include:

- Prepare radio lesson plan
- Make children ready for broadcast
- Arranging teaching materials: radio, teaching aids, checking lights, arranging seats,
- Reviewing previous lessons
- Use black board

However, due to large student population, arranging seats and managing the classroom was a major problem in 25% of observed classes. In addition, in 50% of visited classes, students found discomforting because of hot weather and suffocation as the lesson was broadcasted in the afternoon. In 25% of classes under the observation, teachers found it a problem to summarize the lesson

effectively and to facilitate the next educational radio program as students were rushing to go home. Teachers were observed exerting an effort involving children in the radio lesson and to accomplish instruction given by the radio teacher.

- In all schools under the study, classroom teachers were found taking notes and explaining major topics of the lesson before the program starts.
- Students appeared interested in question and answer, songs, and stories. They were also attentive and participating during individual and group work.
- There were relaxation segments to break the intense concentration, pauses given for the response during the question and answer and time which was given for activities were sufficient.
- Program interruption and unclear sound was observed in 25% of observed schools.
- Among classroom teachers observed by the researcher, 25% of them reported they have shortage of teachers' guide.

Teaching-learning-process demands well planned preparations in all aspects so as to provide quality of education with the selected methodology. As Monre (1965) explained 'one of the area which demands careful attention is to expand or arrange classrooms to accommodate students without any discomfort or inconveniency. '

Gibbs cited in Barneiut (1995:162) remarks that the question of class size has become very important because it is assumed as the class size increase, students face any or all-of-the following problems;

- Lack of clarity of purpose,
- Lack of knowledge about progress,
- Lack of advise on improvement
- Inability to support independent study

- Lack of opportunity to discussion,
- In ability to motivate students.

Solution to improve IRI as suggested by teachers

The IRI program as recommended by teachers could be improved through:

- Making the necessary materials (radio, teachers guide, and students' text) available on time.
- Giving opportunity to teachers to participate in pre-service and in-service IRI training program.
- Organizing awareness raising program on IRI English radio program for teachers, supervisors and other supportive staff in the school. Organizing workshop, training and experience sharing program which would help a lot to improve the IRI program,
- The IRI program would benefit students more if school administration arranges Instructional Media Center where students attend educational media program,,
- Effort on making the IRI radio lesson sound more clear and audible.

Chapter Five

Findings, Conclusion and Recommendations

The over all aim of this research was to asses the factors that impede implementation of educational radio program with particular emphasis on IRI English lesson at primary school level in Addis Ababa.

In this research, related literature was reviewed; questions were developed and answered by students, teachers, principals, curriculum and educational experts. The study was purposive sampling survey research method that enabled this researcher to obtain information through questionnaire, Focus Group Discussion (FGD) and class room observations. Samples were selected from six primary schools of Addis Ababa, Educational Media Agency, (EMA), Addis Ababa EMA curriculum expert team, and Institute of Curriculum and Development Research (ICDR). The total number of respondents was: 210 students, 24teachers, Focus Group Discussion (FGD) discussants 12, and 3 teachers in three classes were visited during the class room observations.

As a result of applying these tools, the researcher has come up with the following findings:

- ❖ In the method, students were able to develop students' language skills (reading, listening and answering questions). The method engages children in the teaching-learning process and enriching active learning. But, less attention was given to the writing skill of students in the method.
- ❖ Majority of teachers were not given a chance to participate in the training program to facilitate the IRI English program.

- ❖ IRI English lesson proved to meet the interest of less experienced / poorly trained teachers assisting them in professional development, to read more and adopt new styles of teaching.
- ❖ No regular supervision to school radio program in general and IRI in particular. Supervisors hold discussion with teachers on general school programs.
- ❖ Budget constraints for the schools to buy necessary materials for educational radio program (radio, cassettes, socket, etc.)
- ❖ Large class size of student population was found influencing the smooth operation of the IRI English lesson program.
- ❖ The educational radio transmission problem from Legedadi due to the center (Legedadi Radio Station) gives the broadcasting service for: Oromia regional states fully, Guraghe zone and Addis Ababa and neighboring regions, Kembatta and Hadiya. This over load program affected the effectiveness of the service and resulted in unclear transmission and shortage of repeating frequency of the programs.
- ❖ Addis Ababa EMA educational experts' team has a logistics problem which hampered its routine task in supervising and delivering technical assistance to schools and distributing educational radio materials.
- ❖ Students in private schools found advanced than the IRI radio program. On the other hand, some government school directors complained about their students lagging behind to cope up the IRI English lesson and face problem in understanding of radio teacher and character.
- ❖ Scarcity of teachers' guides, audio guides and radio sets, dry cell are found as impeding factors in implementing IRI radio lesson effectively.
- ❖ IRI English radio lesson has the potential to assist schools to implement similar/ uniform programs, benefit students in the same grade levels and compatible to most of school programs. But, it was found that there is lack of harmony in some schools and IRI English program transmission.

- ❖ Unclear sound due to unclear transmission and transmission breakdown found as constraints to implement the IRI English program in the schools.
- ❖ Lack of awareness about IRI English program by experts and other involved people in the educational activities. Some people at the sub-city Education offices and schools are not familiar with English IRI. This was reflected in supervision and scheduling programs in schools.
- ❖ The IRI English Radio lesson was initiated and supported by BESO Project. But, the program phased out / terminated after implementing for four consecutive years in the first cycle primary school program.

Conclusions

Society has the responsibility to assist citizens including young people in the schools, adults at work places and at home, travelers on the way, merchants in their shops or farmers in the agricultural fields to develop skills, ability and facilitate an access and provide them information through various methods. This will help individuals to become competent and equip with the required skills and information and participate in economic, political and social development programs of their country and make their life complete and meaningful.

IRI English program has been running in Ethiopia with the support of BESO project in the first cycle primary education program since 1999/2002 for four consecutive years. The main objective was to provide high quality English language programs in primary schools in the country, with a view to enhance the learners' English language competencies.

The program found as effective and positive impact on improving educational quality, teachers efficiency and students' academic achievement through developing language skills. But, due to scarcity of budget and lack of readiness by the government / any other institution to take the responsibility, the project

failed to continue. Sustaining the IRI English program and benefit children from the approach demands a strong collaboration of concerned bodies and commitments.

With the purpose of assessing which factors seriously affect the IRI English program, this research has been carried out through gathering data from different respondents in the educational areas that include (teachers, students, principals and educational experts) and consolidated the experiences of respondents who have been involved in the implementation of the program in Addis Ababa.

The research study found out that respondents who have been utilizing IRI English radio program confirmed that:

- ✚ The approach improved education quality, efficiency of teachers, academic gains of students and a means to learn modern ideas with limited resource which may be difficult to find at the school level. The success achieved in the program made the students, teachers and other educational experts developed the interest to continue utilizing and benefit from the approach.

Apart from its positive impact the study found out the following limitations that need serious considerations:

- ✚ Lack of educational materials: radio set, audio guides, audio cassettes, tape recorder, dry cell
- ✚ Lack of training opportunities (pre-service, in-service and experience sharing program) for teachers of IRI English lesson both in utilization and maintenance. Teachers were not also given a chance to participate in curriculum development activities.
- ✚ IRI English radio lesson focuses on improving learners' language skills. Only reading and listening activities were given more emphasis. Writing skills paid less attention.
- ✚ People who have a role in implementing the educational policy are not aware of the program. Organizations established to provide the

community with educational services need to know about new educational approaches and contribute to implement the program and benefit the target group accordingly

- ✚ Lack of regular supervision and provision of technical assistance hampered the smooth operation of the program. Supervisors need also to have depth knowledge about the program and give necessary assistance to teacher and schools' principals on the issue.
- ✚ Some private school found not utilizing the IRI English program in spite of the fact that they are implementing the same education policy designed for the primary level.
- ✚ Lack of budget allocation by the government, school administration and organization which initiated the approach/program.
- ✚ Lack of budget/logistics for Addis Ababa EMA expert team to visit schools and provide schools with the necessary technical and material support for the IRI English program.
- ✚ Addis Ababa Educational Media Agency does not have its own Educational Broadcasting Center. This made the agency unable to control the transmission, repeat lessons, and make the necessary maintenance on time when there s a problem on: sound clarity, interruption of transmission, harmonizes the schools' schedule with the transmission.
- ✚ Issue of sustainability of the IRI English program and unforeseen constraints would have been discussed and considered at the earlier stage.

Recommendations

- IRI English program engaged students in different group and individual activities and improved teachers' skills in facilitating the program and applying variety of teaching methodologies in the primary level. These indicated effectiveness of the program and the need for continuing of the approach in (grades 5-8).
- More effort to prepare educational materials; radio set, audio guides, audio cassettes, tape recorder, dry cell etc. and distribute to schools before the school programs begin should be exerted.
- Training: Pre-service, in-service and experience sharing programs on utilization of IRI English lesson and maintenance of radio set / tape recorder should be given much attention. Involving teachers in curriculum development and designing /adopting of new technologies in educational programs /activities will have an advantage in capacitating teachers in related issues.
- Even though radio is audio medium, some exercises on improving learners' writing skills need to be included in the approach. Some vocabularies should be added so as to make the lesson easy and understandable for learners with less background.
- Supervisors should give technical assistance to schools in all aspects including the IRI English program.
- There are some variations/differences among government, public and private schools and adjusting school programs for radio lesson is important. Close supervision should take place in private school as they are expected to implement the same training and educational policy designed in the country.
- The overall implementation process of the program indicated that people who are involved in the implementation of educational activities have lack of clear information and awareness about IRI English program at

the primary school program. Awareness raising program on IRI English program for stakeholders and concerned people is important.

- Sustaining the IRI English program demands a strong collaboration and commitments of concerned bodies. Government commitments, community participation, join forces and discussion on how to sustain or continue the project is important.
- Advocator/responsible body to run /take over the program and adopting the new initiative will contribute a lot to benefit learners at the primary level from the program.
- Allocation of budget by government, schools and institutions working on educational programs for IRI English program, coordinating and broadcasting arrangements is decisive and important.
- Encouraging school administration to build some additional class rooms, upgrading and arranging school media center where students come and attend radio program will help to implement IRI English program effectively.

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Questionnaires, Focus Group Discussion FGD Questions and Class Room Observation Checklists

Questionnaire for students: Grades; Three and Four.

This study aimed at assessing the implementation of Interactive Radio Instruction, (IRI) broadcasts in the primary Schools of Addis Ababa. The purpose of this questionnaire is to gather information regarding the attitude of students toward IRI English radio broadcast, constraints during implementation, program organization and content.

Instruction I

Please give the information on the space provided for questions under personal data.

Section I. Personal Data

Zone _____ Sub-city _____

School Name _____

Sex: Male _____ Female _____ Age _____

First semester grade in English Subject _____

Section II. Attitude Questions

Instruction II

The statements below express an attitude of students toward IRI broadcast.

Please put a () mark among one of the statements for which your opinion is corresponding. (i.e. 5= strongly agree, 4=agree, 3= uncertain, 2= disagree, and 1= strongly disagree).

No	Statements	5	4	3	2	1
1	For me IRI English radio is interesting					
2	I am not interested in IRI English Radio program, it scares me to have it					
3	I am always feeling discomfort when we have IRI English radio program					
4	IRI English Radio is fascinating and full of fun					
5	IRI English Radio broadcast makes me feel comfortable and it is stimulating.					
6	I can understand the radio language character and teacher					
7	I have a positive attitude towards IRI radio broadcast.					
8	I Have a feeling of dislike when we have IRI radio broadcast.					
9	I enjoy hearing IRI radio broadcast in school or in other classes.					
10	I feel more satisfaction from lessons supported by radio than lessons without radio.					
11	I achieved higher result in subjects supported by radio than lessons without it.					

Section III

Constraints Impeded Implementation, Program Organization, and Content.

Instruction III

Please mark with a () for responses on the space provided except the questions, which require written responses. You can give more than one answer for each question.

1. What are the activities that you perform while IRI English radio program is broadcasting?
 - a) Listening _____
 - b) Asking questions or listening _____
 - c) Answering questions _____
 - d) Discussing with friends _____

e) Writing _____

f) Engaging in other activities, specify _____

2. Do you think IRI radio broadcasting helped you in achieving high result in English subject? Yes _____ No _____
3. How do you like IRI radio lesson? Is it enjoyable, interesting and attractive? Yes _____ No _____
4. Do you understand the radio language and character? Yes _____ No _____
5. Do you think the numbers of IRI English radio programs are adequate in a week? Yes _____ No _____
6. Would you comment IRI English radio program for other level? Yes _____ No _____
7. What are the problems you have encountered in English radio program?
8. In your opinion, what are the things need to be improved in order to make the program more useful for students at the primary level?

Questionnaire for IRI English Radio Teachers

This senior essay/study focuses on evaluating the implementation of IRI English Radio broadcast in primary schools of Addis Ababa.

The purpose of this questionnaire is, therefore, to obtain information on:

- ✓ Availability and utilization of IRI English radio in some selected primary schools of Addis ,
- ✓ Attitude of teachers towards IRI English radio broadcasting,
- ✓ Teachers' training at preliminary and in-service training on IRI English radio lesson,
- ✓ Program organization and content of IRI English radiobroadcast.

This researcher will use the information to be gathered through questionnaire only for the study undertaking. Thus, teachers' cooperation in giving genuine information is highly valuable to make the study complete.

Teachers' genuine information is essential to obtain adequate data in order to make an improvement in the quality and provision of IRI radio programs and ensuring better implementation. All teachers' information will be treated a confidential. Therefore, respondents kindly requested to complete the questionnaire as genuinely as they can.

Do not write your name on the questionnaire.

Thank you in advance for your cooperation.

General Directions

This questionnaire entails five sections; one deal with personal data, section two on availability and use of radio set, section three regarding teachers' attitude, section four deals with constraints during implementation and section five is about organization and content. Therefore, read the questions carefully and give your answer accordingly.

Section I Personal Data

Instruction I

Please make a () mark for your responses on the space provided and give your written answer for other questions.

1. Zone _____ sub city _____

2. School name _____

3. Sex: Female _____ Male _____

4. Qualification: 10+ 2 _____

10+ 1 _____

12+ 1 TTI course/training _____

12+1+TTIcourse/training+trainingon IRI radio

program _____

Other _____

5. How many years have you served in the profession?

1 year _____ 16-20years _____

1-5 years _____ above 20 years _____

6-10 years _____

11-15 years _____

6. For how many years have you taught IRI English radio lesson?

1 year _____ 3 years _____

4 years _____ 2 years _____

7. How many periods do you teach IRI English radio lesson in a week?

Below 10 _____ 21 -25 _____

10-15 _____ above 26 _____

16 -20 _____

Section II

Availability and Use

Please make a () mark for your response on the space provided and give your answers that require writing.

1. Are there sufficient radio sets in your schools?

Yes _____ No _____

2. Are the radio sets functions in your school always?

Yes _____ No _____

3. Do you think there is sufficient IRI English radio lesson manuals and teacher's guide for grades 1,2,3,4?

Yes _____ No _____

4. Are the IRI radio broadcasts for grades 1,2,3,4 match with reception schedule at your school? Yes _____ No _____

5. Were the timetable and supporting materials for suggested activities provided well in advance of IRI radio broadcasts? Yes _____ No _____

Section III

Teachers' attitude regarding IRI English Programme Broadcast

Instruction III

Each of statements below expresses an attitude of teachers toward IRI English Radio lesson broadcast. Please put a () mark for what your attitude is with respect to each statement in on only one of the five alternatives.

(i.e. 5= strongly agree 4 = agree 3 = uncertain, 2 + disagree, and 1 = strongly disagree)

No	Statements	5	4	3	2	1
1	IRI English radio broadcasts help teachers					
2	Teachers could have good opportunity to learn teaching additional teaching techniques from IRI English radio lesson and broadcasts					
3	IRI English radio broadcasts make students interested in the lesson					
4	Students could achieve more in various subjects assisted by radio rather than without it					
5	IRI English radio broadcast makes me secured					
6	With the help of IRI English, radio broadcast I become more flexible in managing classroom.					
7	I am interested and willing to continue to use educational radio even if there is a lot to do in improvising it					
8	IRI radio broadcast is stimulating					
9	I have a positive attitude towards IRI radio broadcasts.					

Section IV

Teacher's Training and Implementation Constraints

Please give your responses for the questions below by circling the letter of your choice and write your answers for other questions.

1. Have you taken courses in teacher training program?

a) Yes b) No

2. Do Courses that you took in teacher training program include how to implement educational radio programs? A) Yes b) No

3. Have you participated in training program before you started to facilitate IRI English Radio lesson?
A) Yes b) No
4. Have you participated in developing IRI English radio lesson?
a) Yes b) No
5. How often you participated in in-service training of teachers since you assigned to teach IRI English radio program?
a) Never b) Once c) Twice d) Three times e) More than three times
6. If yes how often you have been participated?
a) Once b) twice c) three time d) more than three times
7. How many times were you observed and given technical support by media supervisors last year?
a) Never b) once c) twice d) three times e) more than three times
8. Did the media center give maintenance service when there is a problem in the reception of the IRI program? a) Yes b) No
- 9) How did you find the service provided by media center?
a) Adequate b) Inadequate
- 10) How do you rate the support provided by school principal for the implementation of IRI radio broadcast for grades you are teaching?
a) high b) medium c) low
11. Does the size of students per class create a problem on the proper implementation of IRI radio broadcasts?
a) Yes b) No
- 12 Are there sufficient radio sets in your schools? a) Yes b) No
- 13) Are the radio sets in your school functions always? a)Yes b) No

Section V

Program organization and contents of IRI radio

Instruction V

Please choose and circle your responses among the choices given.

1. Did you find IRI English lesson present accurate, well organized content in an interesting and engaging manner? a) Yes b) No
2. Does IRI English radio program provide clear and straightforward instructions, which are consistent and interrelated programs?
a) Yes b) No
3. Does IRI English radio lesson involves response pauses that are neither too long nor too short. a) Yes b) No
4. Do IRI English radio programs provide clear guidance to the classroom teacher through complete program notes and air instructions, which enhance the teacher's self-esteem, confidence and ability? a) yes b) no
5. Are contents of the IRI English program suitable to the age level and interests of the students for whom it is intended? a) yes b) no
7. Do you think the numbers of IRI English radio programs for grades you are teaching are adequate? a) Yes b) No

Classroom Observation Checklist

Sub city _____ Zone _____

Grade level _____ Date of observation _____ period _____

Lesson topic _____

No	Instructional considerations	yes	Some how	No
1	Availability of space in classroom for students			
2	How reception of IRI English radio programs on the receiving sets was clear and audible?			
3	What other educational media are integrated with the radio lesson?			
4	Teacher arranging sets			
5	Teacher arranging lights in the classroom			
6	How teacher controls the class in avoiding destruction			
7	How does teacher put the radio to make it audible for all class			
8	Has the teacher prepared his lesson plan?			
9	Has he taken attendance of students			
10	Did he revise previous lessons?			
11	Has he made discussion before the class begins?			
12	Has he turned on the radio on time?			
13	Has he monitored students attentive listening?			
14	Has he taken notes on the radio lesson?			
15	Has he explained major topics of the lesson before the program starts?			
16	Were there question and answer /			
17	How was the feedback and reinforcement of student response?			

18	Did the teacher make a summary on the radio lesson?			
19	Did he revise the radio lesson?			
20	Has he continued discussion and explanation after the radio lesson?			
21	Was there repetition of the broadcast and anticipate effectively?			
22	How did the program begin and end? Was it accompanied by music?			
23	Does the program use relaxation segments to break the intense concentration listening require?			
24	Were there variety of formats incorporated in the program?			
25	Has the teacher turn off the radio on time?			

Focus Group Discussion (FGD) Guide for Media and Curriculum Experts

1. What do you suggest about the contribution of IRI English radio lesson for both teachers and students?
2. What supporting materials did you provide to schools for IRI English radio program? Were these materials adequate? If they were not what is your opinion?
3. What do you say about in-service training regarding IRI English Radio program? the benefits, demand, capacity, frequency, and involvement
4. What is the contribution of curriculum experts in the process of producing and transmitting IRI English radio program? How
5. What do you say about contents of IRI English radio lesson? Do they go in line with the current curriculum?
6. What are the constraints you encountered in the process of production and transmission of IRI English lesson for primary education program?
7. What do you suggest to improve IRI English radio broadcasts program?
8. Would you comment about the program?

Focus Group Discussion (FGD) Points Prepared for School Directors and Pedagogical Center Heads

1. Do radio sets radio manual and student's materials are adequate in your school?
2. What is your opinion about radio function and frequency of radio use in your school on IRI English radio lesson?
3. Would you discuss about the use of electric power, batteries, cassettes, and tape recorders?
4. What constraints you encountered in implementing IRI English Radio broadcasting?
5. What do you say about the efforts of teachers in implementing IRI English radio lesson effectively?
6. Is it possible to improve the implementation of IRI English radio lesson?
7. Would you comment about the program?

መጠይቅ

በIRI ሬዲዮ ኘሮግራም ዳሰሳ ለተማሪዎች የተዘጋጀ መጠይቅ

ይህ መጠይቅ የIRI የእንግሊዘኛ ሬዲዮ ኘሮግራም በሚሰጥባቸው የመጀመሪያ ደረጃ ት/ቤቶች ውስጥ ያለውን የአተገባበር ሁኔታ ለመዳሰስ የተዘጋጀ ነው።

የዚህ መጠይቅ ዓላማ በሶስተኛ እና በአራተኛ ክፍል ውስጥ የሚሟሩ የዚህ ኘሮግራም ተጠቃሚ/ተሳታፊ የሆኑት ተማሪዎች ስለኘሮግራሙ ያላቸውን አመለካከት በኘሮግራሙ ስርጭት/ሂደት ላይ በሚታዩት ኘ የቅንብርና ሌሎች ተዛማጅ ሁኔታዎች ላይ መረጃ ለመሰብሰብ ነው።

ክፍል አንድ:- የግል ታሪክ

ዞን ----- ክ/ከተማ ----- የት/ቤቱ ስም ----- የተማሪው ዕድሜ ---- ወ----- ሴ -----

ክፍል ሁለት:- አመለካከት

ከታች የተቀመጡት ዐረፍተ ነገሮች/ ሀሳቦች ተማሪዎች ስለ IRI ትምህርት ኘሮግራም ያላቸውን አመለካከት የሚዳስሱ ናቸው።

ለተቀመጡት ዓ.ነገሮች/የጥያቄ ሀሳቦች የአንተ/የአንቺ ሀሳብ የሆነው አመለካከት ሊወክል የሚችለውን ሀሳብ የሚመጥነውን ደረጃ የራይት ምልክት በመስጠት መልስ/ሽ።

ይህም ማለት 5: እጅግ በጣም እስማማለሁ 4: እስማማለሁ

3: ያጠራጥራል 2: አልስማማም 1: እጅግ በጣም እቃወማለሁ

ተ.ቁ	የመጠይቅ ሀሳብ ዐ.ነገር	5	4	3	2	1
1	የIRI ሬዲዮ ኘሮግራምን በጣም እወደዋለሁ					
2	የIRI ሬዲዮ ኘሮግራምን አልወደውም					
3	የIRI ሬዲዮ ክ/ጊዜ ይደብረኛል					
4	የIRI ሬዲዮ ክ/ጊዜ ያዝናኛል፣ ያስደስተኛል					
5	የIRI ሬዲዮ ክ/ጊዜ ዕውቀቴን ያሻሽልኛል					
6	በIRI ሬዲዮ ክ/ጊዜ ይደብረኛል እቁነጠነጣለሁ አይስበኝም፣ ትዕግስት ይነሳኛል					
7	ስለIRI ኘሮግራም በጉ አመለካከት አለኝ					
8	የIRI የትምህርት ክ/ጊዜ ሲደርስ ጥላቻ ያድርብኛል					
9	የIRI ትምህርት-ኘሮግራም በት/ቤት ውስጥም ሆነ በሌላ ክፍል ሲካሄድ ስለማ እደሰታለሁ					
10	የእንግሊዘኛ ትምህርት በIRI ኘሮግራም ስለምማር በደረቁ ከሚቀርበው የተሻለ ያስደስተኛል					
11	IRI በሬዲዮ ኘሮግራም በሚደገፉ ትምህርት ዐይነቶች የሚገኘው ውጤት በሬድዮ ከማይደገፉት ይበልጣል					

መመሪያ ሶስት

ለሚከተሉት ጠየቁዎች የሚመስልህን/ሽን መልስ ስጥ/ስጭ

1. በIRI እንግሊዘኛ ኘሮግራም ስርጭት ወቅት በክፍል ውስጥ ምን ታደርጋለህ (ሽ)

- ሀ. አዳምጣለሁ -----
- ለ. ጥያቄ እጠይቃለሁ -----
- ሐ. ጥያቄ እመልሳለሁ -----
- መ. ከጓደኞቼ ጋር እወያያለሁ -----
- ሠ. እጽፋለሁ -----
- ረ. ሌላ ካለ በጽሁፍ ግለጥ (ጭ)

2. የIRI እንግሊዘኛ ኘሮግራም በእንግሊዘኛ ትምህርት ውጤቱ እንዲሻሻል ረድቶኛል ብለህ(ሽ) ታስባለህ (ሽ)

አዎ ----- አይደለም -----

3. የIRI የእንግሊዘኛ ኘሮግራም እንዴት አገኘሽው (ሽው) ያስደስታል፣ ያዝናናል፣ ይወደዳል

አዎ ----- አይደለም -----

4. የIRI እንግሊዘኛ ኘሮግራም ቋንቋ ይገባሃል (ሻል)

አዎ ----- አይደለም -----

5. ለ IRI እንግሊዘኛ ኘሮግራም በሳምንት ውስጥ የተመደበው ክ/ጊዜ በቂ ነው

አዎ ----- አይደለም -----

6. በIRI እንግሊዘኛ ኘሮግራም ሌሎች ተማሪዎች እንዲማሩ ትደግፋለህ(ሽ)

አዎ ----- አይደለም -----

7. በIRI እንግሊዘኛ ኘሮግራም ትምህርት ክ/ጊዜ የሚያጋጥሙ ችግሮች ምንድን ናቸው።

8. በአንተ(ቺ) አመለካከት የIRI እንግሊዘኛ ኘሮግራምን ለማሻሻል ምን መደረግ አለበት።

