

APPLICATION AND EFFECTIVENESS OF THE
METHODOLOGY OF ENGLISH BY RADIO PROGRAMMES
FOR THE ELEMENTARY SCHOOLS IN ETHIOPIA

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ABSTRACT

This study has been carried out to investigate the presentation techniques or methodology that are used by the Ethiopian Instructional Radio for the elementary grades (3-6). Stated briefly, these techniques involve use of dramatic dialogues, sound effects, drills and songs. Each of the grades receives twenty eight programmes in one academic year. This study describes all the one hundred and twelve programmes, for the grade levels indicated above **in light** of the various presentation techniques adopted by the Instructional radio which is discussed in detail in chapter II.

In order to determine the effectiveness of the Instructional Radio, two techniques were employed: Personal observation inside classrooms during actual radio transmissions in three schools in Addis Ababa; and questionnaire distribution to 120 teachers from 30 schools in one zone and 120 students from the schools observed for all the grades **under study**.

Broadly speaking, the findings of the observation support the contention that the new series of English by Radio Programmes are effective in aiding the teaching of English language in the elementary schools, but only when there is full participation by the classroom teachers. The results of the observation findings indicate that, in the schools where the teachers utilized radio properly the intended objectives of most of the lessons were achieved, whereas in the school where radio was not utilized properly, little or no change of behaviour in students was observed.

Moreover, all the presentation formats have been found to be suitable for radio instruction despite some shortcomings indicated in the analysis of the observation results. As a whole, the analysis of the programmes has revealed that all the presentation formats used integrate well with the lesson structure for the day and were found to involve pupils in the programme.

The results of the Teachers' questionnaire that were computed for grades 3, 4, 5 and 6 show that radio instruction and the different formats used were found to be efficient enough to sustain motivation, interest and participation and to enhance the students' ability to learn the language elements in the lesson. In general the findings of the most important teaching formats within the students activity were as follows.

In grade 3 the 'song' approach in teaching the language has the highest preference, by 75.5%, over the other formats used. In all the remaining grades, 4-6, the 'sound effects' were given a higher rank than all the other formats used and the 'educational songs' were ranked next. That is, 'sound effects' and the 'songs' were ranked by 86.5% and 66.5% respectively in grade 4; by 85.5% and 80.5% respectively in grade 5; and by 76.5% and 73.5% respectively in grade 6.

An attempt was made to compare the results of each grade. From the computed \bar{X} scores of the presentation formats for all the grades, it was found that the degree of responses tends to increase from lower to higher grade but suddenly

decreases in grade 6. That is, the degree of response for grade 3 was 64%, for grade 4, 75%, for grade 5, 76.25% and for grade 6, 64.87%. Grade 5 programmes were found to be more highly favoured than all the other grades.

Regarding the questionnaire for students, the students gave high scores for whatever questions they were asked. And since the results did not have much variability they were not subject to further statistical analysis. However, from the personal observation of the researcher, the students seem to enjoy and like radio lessons. Therefore the researcher assumes that the students did not give their answers blindly.

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CHAPTER I

INTRODUCTION

1. The problem

1.1 Statement of the problem

Over 90% of all the primary schools in Ethiopia receive radio broadcasts from the Department of Educational Mass Media (DEMM)¹ as a classroom support for instruction. Among the 4 subject areas transmitted, English language is one and is transmitted on a weekly basis during normal school hours for fifteen minutes for the elementary grades, that is, grades three to six. The programmes transmitted are believed to be appropriate in the context of the formal school curriculum of Ethiopia.

It has been almost two decades since the start of educational broadcast in Ethiopia². Since then, especially in the old English by radio programmes presented to the elementary grades, it has been observed that the lessons presented make almost no concession to the students' need to talk creatively and listen with purpose. That is, the lessons transmitted have not been concerned with language as communication and the students have not been exposed to interact with the syllabus³: Students have simply parroted them.

Regarding the old series programmes, a research was carried out by DEMM in 1987. Out of the results of the evaluation DEMM recommends the following points for English language by radio.

Every radio programme should be an interactive learning experience, encouraging a high level of teacher and pupil attention and participation⁴... The speed of presentation must be adjusted to the pupils' level of comprehension. Sentences and phrases should be short and precise. Pronunciation in the broadcasts should be an aid not an obstacle to comprehension. New vocabulary should be introduced and explained before it is used in the context of lessons. Songs should be repeated more frequently in the broadcasts, so that pupils may practice them before and after the lesson⁵.

Therefore, this study tries to examine in a relatively detailed manner and evaluate the area of ELT methodology in terms of the various presentation formats that the instructional radio uses, ranging from simple drills to dialogue, drama and songs together with sound effects, in relation to the new series of English by radio programmes currently on air. Thus, the study examines whether these various presentation formats are effective in helping the students achieve the desired **communication** and interaction desired in terms of vocabulary items, structure; Pronunciation and other linguistic elements.

The work further attempts to describe in detail the presentation formats used by radio followed by an actual observation carried out inside classrooms in three schools from three zones in Addis Ababa. To consolidate the results of the observations, questionnaires were distributed to English language teachers for grades three- six (to find out their opinions on the quality and usefulness of the radio

broadcast in (English) in one zone of thirty schools in Addis Ababa; and also to students in one school.

1.2 Importance of the study

During the two decade since radio broadcast started, no independent evaluation of presentation formats for the radio programmes has been done in a detailed manner. A few others were conducted on the proper utilization of radio by the Educational Mass Media Centre (EMMC), and an independent study on content and effectiveness was conducted rather than on presentation techniques or formats.

The importance of this study lies in the relevance it may have to future programme producers or script writers, for curriculum designers and for others concerned. It is believed that the facts raised for discussion in terms of the sampled programmes observed inside classrooms are also true for the rest of the programmes not observed, thereby permitting this study to contribute something towards the pertinence to the level of students as well as to radio presentation of the programmes. And since this study is mainly concerned with instructional radio, it comments on the English language teaching methodology of instructional radio.

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

interested in the study of educational technology.

Finally, the theoretical discussion of the various presentation formats (used by radio) analysis and evaluation with special emphasis on radio for English teaching, may help as reference material, although limited, for other researchers interested in future study on instructional radio.

1.3 Limitation of the Study

The total number of English teaching radio programmes that are broadcast in one year to each of the elementary school grades, that is, grades three-six is twenty-eight. This study tries to describe all these programmes' presentation formats, and rests on thirty-two programmes out of the one hundred twelve for the analysis and discussion. That is, eight sampled English programmes from each grade were taken for discussion.

The study of effectiveness is carried out by actual observation inside classrooms of the eight programmes for each grade. That makes thirty two programmes in three different schools which makes a total of ninety-six observations. The observations were followed by questionnaire distribution to teachers and students for their opinions. However, the questionnaires were not distributed after each lesson. This limitation could not be avoided as the teachers are too many and dispersed in thirty different schools. Therefore, it was impossible for the researcher with limited time and resources. That is, it would not leave the writer with sufficient time if she were to distribute the questio-

naires after each lesson to teachers in different schools.

Nevertheless, it is believed that the actual observations made by the researcher have validity as they were carried out, in each programme observed, after careful study of the scripts and then listening to the programmes in an actual radio broadcast inside classrooms.

Furthermore, the questionnaire distribution was done in only one zone in one city (Addis-Ababa). Results would have been more reliable if teachers from different zones and places in the whole country were to give their opinions and also if the observations were to be made in schools of different places in the country. This was not possible in this study because of financial and time restraints.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Radio as an Educational Medium

Radio, apart from being a medium of mass communication also has an educational function. Educational activities that are done in schools to facilitate the teaching and learning of the foreign language is one of its purposes. Radio is one section of the so called 'educational technology' a term that reflects a more recent concept of the use of communication media as a means of teaching and learning.

The instructional purpose of radio has long been realized to be relevant and its use for teaching purposes, for example, in the united kingdom started during WWII. . Since then, many European countries have started to apply it, and as indicated by Hugh Hows the process of using it for teaching English language began. He says, " the first was Spain in 1947 when Editorial Alhambra began to issue BBC courses on records with accompanying booklets.... In Italy, Valmaritina Editore in Florence, in France with Disques BBC... and Germany, Holland and Belgium soon started."¹

These days the use of radio for instruction in schools is approved and used by many countries- the developed and the underdeveloped- both for formal and non-formal teaching activities. For example, among the 14 African countries (as listed in Henery T.Ingle) that apply it are: Ethiopia, Ghana, Kenya, Malawi, Tanzania, and the Sudan².

Radio as an educational medium, properly utilized in the classroom results in a change of behaviour and development of skills like listening and speaking in students. Supporting the learning of students from radio Schramm quoted by Henry Ingle underlined that "students usually learn as much from a communication medium for instruction as from classroom teaching"³.

Moreover, the role of radio as an educational means is not only limited to the classroom. Radio, be it for entertainment or for other goals serves well whether found in the school, home or in any other place. For example, it is a good means of motivating aid for recreation and learning outside the classroom and inside the classroom it is a good means to provide well constructed lessons for developing specific skills.

Instructional radio, although it is not as effective, since it is a one way medium, as the modern aspects of educational technologies- the television and the video for direct teaching, is an aid which is more available and accessible than the other two. That is, since Television and video sets are expensive and not generally so available, radio becomes the only available means of communication in and outside the classroom.

In short, radio as an educational medium is regarded as the means of making "(1) Instruction more productive (2) Instruction on a more scientific base (3) education more individual (4) instruction more powerful (5) learning more im-

mediate and (6) access to education more equal."4

2.1.1 Disadvantages of Instructional Radio

One of the shortcomings of instructional radio is its failure to create the complete picture a classroom teacher can create in listeners. That is, since a radio teacher communicates in the complete absence of a visual element and only contacts the students through the air, what he communicates lacks the pictures students get from a live teacher in the classroom. For instance, radio lacks the gestures and facial expressions the classroom teacher gains. It also lacks the actual or distinctive qualities of a classroom situation that a classroom teacher can create.

Radio also suffers from being impersonal. That is, although its capacity to teach is appreciated, it can never replace a classroom teacher's physical presence. For instance, since he can not react to situations, the radio teacher can never flavour his lessons with impromptu jokes in the way the classroom teacher can.

In terms of direct teaching the radio also suffers a shortcoming. Being a one-way medium, there is lack of personal contact and therefore, the students cannot ask questions on the spot. Besides, the classroom teacher does not have the chance to elaborate unclear points while the radio is teaching. Moreover, the radio teacher can never have control over the students mood, facial expressions incase any problem of misunderstanding arises. That is, the radio teacher can never react to classroom situations.

The fact that the classroom teacher and students can have no control over the **pace** of the radio lessons is also a shortcoming. That is, radio proceeds at its own speed, which might be a cause of boredom to bright pupils if lessons are too slow as they cannot challenge them and can also be a cause of difficulty in following for slow learners as they can lag behind the instructional pace.

Verbal explanation through the radio lacks visual demonstration, which is another limitation of radio. That is, radio being an aural medium can not exclusively be used in the classroom. It is complemented with audiovisuals and some other printed materials like text books where necessary. Yet, absence of visual demonstration is still a restriction of radio's range unlike the Television.

Radio's nature of being inflexible is another major shortcoming. That is, it has fixed time tables that can sometimes be inconvenient for schools that prefer a flexible one. To minimize such a problem, broadcasts are made more than once, so that different schools have a chance to set their time tables at a convenient time. Yet this might also not solve the problem of time inconveniences.

Reception can also be a problem because sometimes it can be poor and at the same time lessons can be weakened due to outside interference like noise and also at times interruptions can occur due to some technical problems. In addition, conditions in remote areas can be poor.

In short, the instructional radio can not replace the

control, personality and physical presence of a classroom teacher.

2.1.2 Advantages of Instructional Radio

The radio is beneficial in its educational aspect and has many advantages that overcome some of the limitations mentioned above.

All radio lessons are economical. They are made shorter and clearer than any other medium. For example, where needed radio tries to make things clear by providing sound effects for the purpose of presenting words in context. Besides, it presents its lessons in various forms such as dialogues, dramas, songs, discussions so as to attract the attention of listeners.

Another advantage of radio is that, it can be combined with other instructional means, that is, it can be used side by side with the printed media, whereas it would be much more difficult and distracting to read a page while watching television. For instance, textbooks, handouts or other supporting materials can be used along with radio lessons without hampering what is aurally presented.

Its low cost compared to the other media namely television, video or even printed media makes it advantageous. In addition to the general public, schools possess access to radio receivers. Furthermore, its availability is much more than television and video, especially in the developing countries both in rural and urban areas. Moreover, the servicing of radio is less difficult than that of television and video

that require electricity but **radio** can operate on batteries. For example, most schools possess portable radios of such kind.

The radio has an unlimited advantage in teaching the second language to the elementary listeners as at this stage only the listening and the **speaking** skills are required to be developed more than the other skills. That is , radio is capable of presenting intensive listening practice for such an audience and trains the ear. Besides, radio encourages **elementary** listeners to focus their attention and use their imagination especially when radio lessons are supported by visual aids.

The advantage of radio is not limited to formal teaching in schools and to giving instruction to the literate. It is also used as an educational means for the illiterate in various fields like agriculture, health, education and other aspects of economic and social development of the society. Notable examples among these are "the radio farm Forums of India (Schramm, et al 1967), Ghana (Coleman, Popku and Abell: 1968), Tanzania (Hall: 1973)"⁵; that receive radio instruction on farming and on other similar activities that help doing things in an improved way. In Ethiopia, informal education for Adults is also transmitted in the fields of agriculture, health, and **politics** both for the rural and urban people.

2.1.3 Role of the Classroom Teacher Before, During and After Radio Lessons.

Participation of classroom teachers in guiding students

before, during and after radio lessons is vital. It is through these activities that instructional radio can be made more effective inside the classroom.

'Children love speculation and puzzle¹⁶. That is, before the radio broadcast a teacher should prepare certain questions related to the day's broadcast. The questions can be those which students can easily understand and which they are able to answer and learn by the end of the radio lesson. The pre-radio activity will prepare the students for the situation and the language that is to be presented on the radio. Where necessary, the classroom teacher prepares some pictorial aids or charts that he can use during the radio lessons. He may also revise the previous radio lesson to refresh students memory and also check if students can still do the drills and also sing the song if there was any. Besides, he can also explain briefly the oncoming programme's structure and vocabulary that are to be raised in the day's lesson.

During the radio lesson, the classroom teacher has certain activities to accomplish. That is, while listening to the programme with the students, he has to signal and encourage the students to follow the instructions given by

the radio teacher, for instance, in guiding them to drill after the radio teacher and in answering questions asked by the radio teacher. Further, while listening to the lesson broadcast, the teacher can list down some important words, phrases, structures or expressions that are to be revised and discussed after the radio lesson.

After the radio lesson, for the feed back, the classroom teacher has to revise the radio lesson. For example, repeating the drills or songs taught to make sure that they are well fixed in the students' minds. Likewise, he can teach some related and important words of the language that arise from the radio lesson. To make the day's lesson more complete, the classroom teacher can also prepare **students** for some meaningful communicative activities. The teacher can draw, for example, pictures of some words picked from the radio lesson for the day, for instance, a house, a church, a donkey and ask students which one they heard over the radio; or he can make the pupils draw some of the words they heard over the radio. Also, the teacher can allow the class to write in few sentences, or words, or paragraphs according to their level- that will sum up and consolidate what has been heard. For example, the words of the song or one or two items from the drill. The aim of such activity as stated by Barry Tomalin is:

to help the students, not to test them. This activity is specially good for elementary students.... It also is good way of introducing vocabulary through a problem solving activity rather than through direct presentation by the teacher in a different context?

Hence, by the end of the radio lesson including the before, during and after radio activities it is assumed that the students will have learned or gained something from the radio lesson that would not have been available without that lesson.

2.1.4 The experience of Instructional Radio in the Developing Countries.

'With the exception of printed materials, particularly textbooks, radio is the educational medium with perhaps the longest record of service in the Third World'¹⁸. It has been used in a number of countries with different procedures and degrees of attainments.

Yet, research done on radio language instruction inside the classroom, that is, systematic evaluations to prove the effectiveness of radio for language teaching is not very available in the literature. Nevertheless, investigation done in language teaching and in other fields in Kenya and in other developing countries like Nicaragua and Thailand have been found to have impressive results.

(A) Teaching By Radio in Kenya

Formal educational radio is taken as a reasonable high-quality instruction in Kenya, just like in other developing countries. For this reason, that is, to experiment with

radio as an effective instructional medium, Kenya with the aid of the United States started to exploit radio for teaching English in the primary schools.

In 1980, a project known as Radio Language Arts Project (RLAP) was set with the intention of teaching English with radio as a major means of instruction. This contrasts with Ethiopian instructional radio, which is meant only to support the classroom teacher.

Meanwhile, RLAP required Kenya's classroom teachers to play a major role in the before, during and after radio activities, so as to make the radio lessons effective. Equally important students' work-sheets that are meant to accompany radio lessons were supplied in addition to text-books and teacher's guides. The Ethiopian instructional radio supplies only the teacher's guide text. Unlike the Ethiopian instructional radio that has twenty-eight weeks broadcasting time with new lessons weekly that are transmitted during school hours for fifteen minutes, the RLAP had 39 weeks broadcasting time with new lessons to be broadcast daily during school hours for thirty minutes.

Regarding the presentation methodology, lessons were divided into 'segments' so as to enhance the involvement and interest of pupils. As indicated by Maurice Imhoof et al "each segment ranges from thirty seconds to several minutes in length"⁹ giving an example as, "in grade two, for example, every lesson begins with a musical opening, followed by a speaking/ listening block which runs for six minutes and

concentrates on maintenance of previously taught patterns and vocabulary. The content of each segment varies from day to day, as specified by the script plan¹⁰.

The same segment division of lessons occurs in the Ethiopian instructional radio. That is, lessons are opened with a previous learned educational song or with a new one (if there was any), then drills students on some drills (words) to be learned for the day for a minute or more and continues into a listening dialogue, comes back to the new educational song for the day and makes students sing it and so on. Just like that of Kenya, the content of each segment varies from day to day according to the lesson plan for the day.

After one year service, significant gain on experimental pupils performance was shown **from** an achievement test administered to both experimental and control groups. By and large, RLAP proved the argument that the use of radio for formal instruction inside the classroom has the effect of changing behaviour (learning) in students. As stated by Philip Christensen et al, " it is expected that the model which emerges can be replicated, with modifications, in other Third World formal and non-formal educational systems."¹¹ The same methodology was applied in one of the central American countries, Nicaragua.

(B) Teaching by Radio in Nicaragua

Nicaragua faces a problem of shortage of fully qualified teachers and also a lack of educational materials like textbooks, especially in rural areas. This problem

is also faced by other developing countries like Ethiopia, Kenya and other African countries. To solve this problem in conventional classrooms, the Nicaraguan Ministry of Education with the aid of the USA attempted to carry out a project for teaching Mathematics in primary schools- the second, third and fourth grades, in 1974. The projects aim was to upgrade the quality of teaching Mathematics and to help students develop basic needed skills in Mathematics.

Radio was taken as a main means of instruction in the classroom, where lessons were broadcast for thirty minutes daily, a methodology that the Kenyan RLAP also adopted. The programmes for instruction included the whole Nicaraguan Math. curriculum, drills and other exercises where students responses were expected. The lessons were all consolidated by classroom teachers in post radio activity.

By 1979, the project was rendering service to 10,000 pupils, according to Christensen and Mugiri, and was discovered to have achieved its aim. That is, evaluations done proved a significant achievement by radio classes over the non-radio ones. It also was a success in diminishing the number of student failures in promoting to the next grade.

The project was discontinued in July 1979 due to the outbreak of the Nicaraguan popular revolution. However, the project was effective enough to reveal applicable principles on how to use instructional radio effectively and some other related techniques and methodologies of educational schemes to the advantage of other countries. For example,

the applications of RLAP project in Kenya and the radio Mathematics in Thailand were based on the Nicaraguan experience adapted to their own needs. As stated by the Academy for Educational Development " the approach has proven to be valid and adaptable , not only to different cultures, but also to other subject matters and instructional tasks."12

(C) Teaching By Radio in Thailand

Thailand's instructional radio dates back to 1958, serving '286 selected schools'. In the course of time the number of schools and students that use it grew and today as estimated by Wilbur Schramm, the increase of students has reached 1,000,000.

English programmes that gave students and their teachers the chance to listen to effectively spoken English (often for the first time) were among a number of different subjects taught by radio. According to Wilbur Schramm, "it was offered widely as a second language in Thai schools although many teachers are not well prepared to teach the language"13.

Radio lessons in Thailand were meant to support the classroom teacher and English lessons were broadcast for forty minutes per week for the first four grades, Unfortunately, however, "no significant differences were found between experimental and control groups on the ability to understand English"14. Several reasons are assumed by Schramm for the inability of the experimental pupils' better performance to be due to "poor reception that resulted in poor intelligibility of English sounds and reluctance of

the older, less flexible and less well trained teachers to utilize the radio lessons fully"¹⁵. Schramm further reports that "the experiment has been replicated with some methodological improvements in 1972, but results are not yet available"¹⁶.

2.1.5 Ethiopian Instructional Radio Brief

Historical Background.

Radio as a direct application for instruction started in 1964 when a textbook entitled 'Manbebina Mesaf bi-radio (reading and writing by radio)'¹⁷ was published for literacy programmes. In the same year television also started in the service of education. In the years upto 1966 radio served as an instructional medium inside the classroom, during which three experiments were carried out which proved that the radio programmes for education were effective. However, continuation of such educational radio ceased due to a number of reasons, one of which was "because educational television started and (it) was felt that an all-round integrated medium for the purpose of teaching should be developed"¹³. That is, since the sole use of instructional radio was doubted to be effective, experts recommended that television to be used inside classrooms along that of radio, however with the language and the method of teaching well revised.

Such earlier educational radio activities were revived by the Educational Mass Media Centre (EMMC), in 1968, supported by UNESCO recommending that "Radio should be much more extensively utilized in the national educational effort,

both as a supplement to the television programme and as a means of instruction in its own right"¹⁹ and in 1969/70 transmission began both for the elementary and secondary schools in central Shewa, Asmara and Harar devoting 200 minutes broadcast time per week. Lessons transmitted were social sciences, Amharic and English and as Gartley John said, "these lessons were being used by all of Ethiopia's 53 secondary schools and elementary schools"²⁰. Regarding the time given to language teaching Abdu Mozayen said:

*In the allocation of subject periods by grades, language teaching got the largest share, both as an area of emphasis and as one readily lending itself to the medium. Of the total of forty weekly transmissions eighteen were for English and Amharic.*²¹

Since the time educational radio started to serve formal education inside classrooms, EMMC has fundamental plans to provide education through radio in most parts of Ethiopia and at present, according to the Research and Training service Division of Department of Educational Mass Media (DEMM) the centre covers over 90% of all primary schools (total number 7,900) in transmitting its educational lessons through 11 medium wave stations.²² (see appendix 1). Such operation is being carried out with the help of UNICEF that renders financial and material assistance. For instance, it has promised to offer "15,000 radio sets out of which 3000 have been distributed to schools and adult listening centres. The remaining 12,000 are to be received in the near future."²³

The programmes for English that have been transmitted since 1984/5 are now replaced by a new series, which is currently being broadcast for elementary schools. This new production is based on results of evaluation attained from sample schools during the last three years broadcast transmission. (see appendix 2 for the evaluated regions). A follow up of the evaluation was made in a workshop that took place in Ambo (125 kms away from Addis Ababa) in November 10-14, 1986,²⁴ and improvements and changes in programmes were approved by the Ministry of Education, programme producers, syllabus designers and textbook writers.

Currently, DEMM broadcasts four subject areas Amharic, English, Science, and Social studies for the **elementary** grades. It has 28 programmes per year for English, (unlike the old programme that had 26 programmes per year) that is, fourteen for the first semester and fourteen programmes for the second where the fourteenth one is a revision programme. English lessons are transmitted six times a week for each grade (3-6 grades), so that different schools can schedule their time tables at a convenient time. (see appendix 3 for broadcast time tables).

Meanwhile, it is worth mentioning that, the content and method of presentation of the new radio programmes currently on air are produced with the help of a British BBC trained expert Norman A. Pritchard, who also helps in the production and presentation of all the educational songs for grades 3 up to 6.

Furthermore, "it is most appropriate to mention here the long standing of the British Council both in the training (here and abroad) of English language experts and the supply of materials, for use in the radio programmes for English teaching"²⁵.

At present, transmission of school subjects on Television including English for grades 7 and 8 has also been started (1988-89) having been stopped since 1973. The television programmes are also being carried out with the help of Norman A. **Pritchard** as a language advisor and producer of all the educational songs.

2.1.6 The use of the Mother Tongue in Radio

All listening for learners of English as a foreign language (especially for beginners) is difficult. Usually, students experience such difficulties when they are just listening and can not see the speaker, the facial expression and other gestures, the mother tongue can be used. For example, it can be used for giving instructions or to help students set the context for what is to be presented or to explain certain aspects of the lesson situations. The following remark indicates the usefulness of the mother-tongue at the early stages of foreign language learning.

*In particular circumstances, use has to be made of the mother-tongue on the dominant local language. This sometimes happens during listening activities, particularly when for educational purposes the teacher requires children to listen to what is going on in the classroom.*²⁶

Further, there are other reasons why the mothertongue can be used in listening activities. That is, listening in the mother-tongue is effortless due to the wide range of the speakers' experience of being exposed to the language. Hence, understanding and retention of message is easy for listeners. In addition, it is also easy for them to predict and also anticipate any task presented to them. For example, students can predict and anticipate certain factors like the purpose of the lesson, the topic, the participants. Such factors can give contextual clues to the listener, that is, listening is facilitated and the learners can understand and respond correctly.

On Ethiopian instructional radio, the official language, Amharic, is used, as it is observed, for introductions and also for giving instructions for the lower elementary- the third and the fourth grades.

The need for its use is, first of all, the students' poor experience of the English language in the early stages. For example, they can have difficulties in identifying the sounds of English and its vocabulary and grammatical patterns. Therefore, to help them concentrate and retain key items Amharic is used.

Secondly, since the radio teacher determines certain tasks that engage the students to talk or to react and interact, 'Amharic' is used to help students understand instructions accurately so as to respond to the task.

Thirdly, as the learners are deprived of some contex-

tual clues like the speaker's facial expression and gestures, students might have a listening problem, so the use of the language helps them cope in listening.

2.2 Instructional Radio in English Language Teaching

2.2.1 The Active nature of Radio Lesson Listening

Listening to radio lessons demands the active involvement of the hearer. That is, in order to have a complete picture of the message that the radio teacher intends, the foreign learner must actively participate in listening. For example, he may interpret words', phrases' or sentences' meanings; he may listen and repeat sections of the language; he may answer questions posed; and he may join in singing a song or chanting a rhyme.

Sometimes, the radio teacher requires the listeners to repeat a text after him. However, repeating of a text correctly does not actually mean that the students have learned or actually understood what they have heard. In a listening text, the requirement of understanding of the text is that, the student understands the spoken language including the vocabulary used in situations. That is, meanings are related to a contextual meaning in the communicative process that is going on. On this idea Gillian Brown and George Yule have suggested that not only is the understanding of what is listened to important but also the understanding of the context in which it occurs.²⁷

In addition to context, environmental clues like visuals, pictures, real objects, graphs help in conceiving exact

meaning. Moreover, contexts help learners to generalize the kind of speakers they are listening to, for instance, they can generalize whether a male or a female is speaking, whether the speaker is young or old.

Moreover, they can also identify the setting where the conversation is taking place, for example, school, hospital, market or bus-station. As a result, students can limit their assesement of what they listen to and construct a mental image for it.

The active participation of students in radio listening helps them develop some important skills like:

2.2.2.1 Understanding Different Accents

Radio broadcast in the classroom exposes the listener to various accents, one of which is the native accent, and also to various accent of non-native speakers of the language. Students usually understand their teacher's English because they are exposed to it most of the time. This can affect their understanding of the foreign language when spoken by native speakers. Therefore, students need to be exposed to various accents, so that they have the experience to manage any kind of accent and understand a message. For this, Penny Ur says:

Learners who have some experience in listening to and understanding a number of different accents are more likely to be able to cope successfully with further ones than those who have only heard one or two.²⁸

Therefore, listening to various accents in programmes should help students avoid their difficulties in

understanding different accents. The Ethiopian instructional radio is an example. According to an information got from DEMM, it has two native speakers one of whom is BBC trained; a non-native speaker trained by DEMM; some non-native speaking children who are from family of good English speakers some of whom are staff members of DEMM. Most of the children that participate in the radio programmes go to good schools in Addis Ababa and one of them goes to the 'English' school.

2.2.1.2 Understanding Vocabulary and Structure in Context.

One of the aims of instructional radio is to prepare students for every aspect of real-life situations. Recent approaches to teaching are now considering the importance of context because it has been discovered that students can neither cope with the separate sounds, words or structures of the language nor can they process these for themselves and understand the language as a whole without the provision of a context.

Considering this, more effort is made to help students understand and to make them able to deduce every message in context or from a situation provided. Actual environmental clues and visuals can help contextualize messages in radio listening.

In the Ethiopian instructional radio some discourses are accompanied with situational sound effects that are meant to help students understand meanings from contexts. For instance, it provides sound of students in a classroom,

sound of people in a market place or sound of kitchen utensils that help identify settings; it provides the sound of moving cars or chairs or the sound of banging doors that help identify objects; it also provides sound of barking of dogs or bleating sheep that help identify animals. Along with such clues, visuals like pictures, posters or real objects that are sometimes provided by the classroom teachers can also help contextualize aurally- presented messages.

2.2.2 Listening to the Radio in the Classroom Integrating the Four Skills.

The Ethiopian instructional radio aims at teaching the English language at all its levels, the vocabulary, basic structure and pronunciation. In such activity the radio programmes try to integrate the four skills listening, speaking, reading and writing and involves the students in all these skills.

That is, it involves the students in listening to the language at the initial stage, then into speaking the language during the drilling or listen and repeat programme; into the reading of the text either written on the blackboard or students' note-book and into the writing down of things written on the chalkboard into their notebooks.

Thus, on hearing a new word or sentence over the radio, students usually see it written on the blackboard or put in picture form, and therefore, their recognition of it is connected to their understanding of its look and sound when written and heard, respectively. Besides, in imitating the radio teacher pupils speakout and learn the substance of the

language, that is, they learn some of the new language, as their ears become accustomed to what they hear.

The four skills are also integrated in other forms of practices, such as in questions and answers, dialogues, games and songs, where the students are invited to participate.

Thus, basically the radio instructions with the help of the above different practices, help students to develop skills in the second language, especially in having control of vocabulary, structural patterns and good pronunciation through normal school activities.

2.2.2.1 Teaching Vocabulary.

In the early stages of listening practices, students are made to listen and repeat isolated words just as they are pronounced by the radio teacher. This level is aimed at developing a habitual activity than to develop an intellectual activity because students are simply required to repeat accurately after the radio teacher.

However, habits are not only achieved by mere repetitive drills. The repetitions have to be done in meaningful situations rather than being artificial drills having no communicative value. For example, giving the sound of a cat's mewing and then making students repeat the word 'cat' etc. That is, repetition of words can be based on meaningful activities, where a student is able to interpret a meaning to a heard word with the help of some clues like visuals or sound effects.

The teaching of structure is very much connected with the teaching of vocabulary. That is, along with the structure exercises, students can also learn new words, for example, by practicing substitution exercises like:

Lema has a new (ball).

Lema has a new (car).

Lema has a new (bicycle).

Therefore, the short sentences repeated or learned are made more meaningful, that is, they are composed into short dialogues, songs or brief meaningful stories, so that students learn them better and might be prepared for real-life listening.

2.2.2.3 Teaching Pronunciation.

Although pronunciation is not usually taught directly, still students imitate the correct pronunciation while repeating words, statements or singing songs after the radio teacher. That is, when introducing new words or statements orally attention is not only given to meaning and usage, but to pronunciation as well.

Pronunciation includes various sound features of the language, that is, **intonation** (Pitch and tone) and stress.

Stannard W. Allen, defines intonation as "'the melody' of **speech**, the changing of the voice"³¹. To some extent, intonation is influenced by stress, since change of pitch usually occurs only on stressed syllables. That is, when sentences are spoken differently with changes of pitch they

carry different meanings. For example, a sentence with a falling intonation ('you are going') and a rising intonation ('you are going.') can be interpreted as a statement and a question respectively. Likewise, intonation also helps a listener to deduce a speaker's mood like anger, happiness or excitement or a question. For instance, 'a horse ' and a 'horse!'.

Although communication can be understood without intonation, it facilitates comprehension. That is, it gives colour and taste to the spoken text. Usually, the radio teacher serves as a model for this. For example, on singing a song after the radio teacher students easily pick-up words and tunes correctly, thus attaining fluency by establishing the proper tune or **intonation** and also making correct pauses in what they are **repeating**.

The same process goes on when pupils listen to dialogues, stories, poems or also isolated sentences, they can realize or observe how the language is behaving. That is, they become sensitive to the rhythm of the language and on practicing, students are likely to practice the language the way they have heard it. Hence, it becomes part of them. A particular example of this can be taken from the Ethiopian instructional radio. It presents a lesson on the use of the correct intonation for the word "there" using different techniques such as "there" in isolated sentence structures to be drilled; "there" in a listening dialogue and "there" in an educational poem for grade 6, programme 18.³²

Stress is defined by Ronald Wardhaugh as "the intensity with which a sound is pronounced relative to that of other sounds"³³. Stress has many functions in English. It is used to give emphasis to a word that a speaker regards important in a sentence. For instance, "this is a 'radio'", "This is a 'book'". In these examples the most important words for the speaker are book and radio because they are the basic issues he wants to discuss.

Stress changes according to the message a speaker wants to say. That is, while one speaks certain important words are stressed, so as to make the listener exactly understand the meaning one wishes to express. For instance:

"Zenit has a 'bag'" (emphasizing that she has a bag rather than anything else).

"Zenit has a bag. (not meseret or Aster but Zenit).

"Zenit 'has a bag. (no question of her having a bag).

Main stress in a sentence, therefore, changes according to the speakers intention. Correct use of stress helps a speaker to use the correct intonation as well as **voice** changes- pitch or tone. Stress of words in a sentence depends on context.

Pronunciation is not only limited to the correct utterance of words but is also related to meaning. Questions might arise on the idea that students might face difficulties in discriminating the meaning of homonyms. For example, the words "bear" as a noun and "bear" as a verb. However, such a thing does not hinder students'

understanding of the meaning of a word due to the context or situation the words are presented in. Gillian Brown et al. said, "after all, the student is unlikely to encounter many situations in which single words totally without context have to be understood."³⁴.

Likewise, a question on minimal pairs might also arise, because it has been a tradition that minimal pairs have been used to teach pronunciation. However, this also does not help much to check whether they have heard the correct sound for the correct meaning to be grasped. This is because students can still understand the meaning from a context provided. To take an instance from the Ethiopian instructional radio, it presents lessons on minimal pairs both for grade 5 (lesson programme 13 and 22) and grade 6 (lesson programme, 1, 2, 8 and 22) using various techniques to teach them, such as, drilling, the minimal pairs in isolation as well as contextualizing them in sentence structures, dialogues, educational songs or poems.

2.3 Instructional Radio and English Language Teaching Methods.

Before discussing, the various teaching techniques that are used by radio, it seems worthwhile to look at the various Foreign Language teaching methods that are favoured by language teaching practitioners. These methods are going to be related to instructional radio according to their pertinence.

Foreign language teaching has always been a point of discussion throughout history. English as a foreign lang-

uage is widely studied today and it has been of concern since it began to replace Latin five centuries ago, which was, at that time, the language of education, religion, business and administration in Europe.

Although, English replaced Latin as an educational language, it still was taught according to the procedures that were used for teaching Latin. That is it followed the Grammar-Translation Method (GTM) that stressed the study of isolated grammatical rules and their examples, for instance, lists of prepositions or verb paradigms.³⁵ It also stressed the translation of sentences from and into the foreign language. The GTM over looked communication skills, that is, the grammatical rules learned did not very much help in expressing oneself effectively.

In addition, even in exercising the application of rules learned, students were often drilled in artificial forms of the language which have very little practical use or application in their daily life. To day the GTM is still used in various forms, for example, in oral work like drills and also in translations, however, it is used in conjunction with other teaching approaches.

The old radio programmes (Ethiopian instructional radio) although did not use the translation part of it, has been using it as a method to teach grammar. For example, it made students parrot artificial sentences like 'Abebe has a ball' or 'I want to be a farmer' and the like, which are isolated and meaningless sentences. Students parroted them without much feeling that they were saying some-

thing of the language. Such drills did not help them to speak the language in or outside the classroom. GTM, is a poor method to develop the communicative and interactive ability of students, and therefore, should not be adopted by radio.

The Direct Method favours inductive grammar teaching and concentrates on communicative practices of the language. That is, it believes practice to be the best means to learn a language. It supports oral exposure of students to the language stressing correct pronunciation.

The Direct Method requires strict use of the target language by students and teachers and avoids translations unlike the GTM. Unclear words are explained using contexts or demonstrations. The Direct Method is still used by teachers who enjoy it however with various modifications.³⁶ For example, to explain unclear words that are difficult to be described through gestures, contexts or demonstrations; or to explain some grammatical obscurities, teachers use the native language. "Such Modification of the Direct Method reflect the tendency of practical teachers to be eclectical"³⁷.

This method is accepted by the Ethiopian instructional radio with one exception. That is, as observed by the researcher of this study, the instructional radio makes use of the national language-Amharic in the lower elementary (-the 3rd and 4th grades) for introducing and for giving instructions for certain tasks. Besides, as further observed in the teachers' guide texts for grade 5 and 6,

classroom teachers are also advised to use Amharic (where necessary) for making elaborations in these grades.

Audio-Lingual Method (ALM), just like the Direct Method emphasizes the oral activity of the language. Audiolingualism, although not excluding the need of grammar for the correct use of language, does not very much stress it like that of GTM. That is, it neither expects students to understand grammar rules nor to memorize the isolated words like verb paradigms or pronouns.³⁸

However, ALM uses a structural or grammatical analysis in selecting, grading and sequencing the text to be taught. Grammar is introduced to students systematically. For example, it introduces it in the form of dialogues that represent pieces of real communication in which the structures in the dialogue might be used later in other activities; drills of various types like repetitive, transformational, replacement drills and other types in which the structure and vocabulary introduced in the dialogue would be exercised until the structures and words are learned. Such kind of drills are believed to familiarize students with general expressions that they can use in their every day language.

Some aspects of ALM are used by the instructional radio. That is, every thing to be taught by radio is based on structure (grammar) which is selected and graded according to the level of students. In other words, every lesson to be transmitted considers what part of structure students have to learn and what words they should learn.

However, nowadays, since it is meant or at least hoped to teach the foreign language to help students to communicate, more communicative activities, like meaningful dialogues and drills and exercises are given along with that of grammar.

The Communicative Language Teaching (CLT) is an approach that favours teaching language for communication. Sometimes it is known as the Notional Functional or the Functional approach because it gives attention to teaching the functional as well as the structural aspects of language.³⁹

However, unlike the ALM, the CLT lays stress more on meaning or on content than on structure and form. That is, in practising the language for communication students are not required to stick to one form but can use a wide variety of language as long as they communicate the intended message.

"Krashen and other language acquisition theorists believe in the fact that language is learned more through using it communicatively rather than through practising language skills."⁴⁰ On this ground, the CLT encourages communication from the first time language learning starts including reading and writing if desired. Whereas the ALM requires writing and reading to come after speech is mastered. Moreover, the CLT encourages contextualization as well as using the L₁ where necessary.

Such an approach is suitable for instructional radio. As observed, the radio presents the language in different communicative activities. That is, being a sound medium, the radio presents its programmes in various formats like

communicative dialogues that consist of statements of everyday language; it presents communicative songs that tell a story and which like the dialogues are also composed with words of every day language; it also presents other communicative practices like meaningful drills and sound effects.

However, in addition to such a presentation of a programme, radio lessons are made more communicative by the classroom teacher in the post radio activities. That is, he can involve students in some meaningful communicative activities related to the day's radio lesson. For example, he can use pictures of some words picked from the radio lesson and ask students to identify which ones they heard over the radio; or he can make pupils draw some of the words they heard over the radio or ask students to physically perform the actions of some commanding patterns he raises; for instance "open the door," "sing a song", "dance with Zenit".

By and large, students can apply words or statements learned for a purpose in and outside the classroom, through these activities.

Among the communicative approaches, Asher's Total Physical Response (TPR) is one. While it includes inductive grammar study it is communication based. It is a method that requires speech and action to be done simultaneously giving most attention to meaning unlike the methods that give attention to form.

TPR's effectiveness in teaching the foreign language and also its usefulness for learners has been proved. As

stressed by Asher, TPR is or can be used "in association with other methods and techniques."⁴¹

The Ethiopian instructional radio adopts this method, through using it in association with other methods and techniques. For example, there are some songs that require students to sing them while performing certain actions like touching things or pointing at things, like clapping the hands or jumping. (see appendix 4 for such songs).

It can be seen therefore, that no one method or approach is adopted alone. Rather, methods and techniques for teaching are chosen according to the type of text to be taught and approached and also according to the needs and level of learners. In other words, radio should not stick to a specific procedure or technique to teach a lesson, but can use some techniques together with others provided that they suit the text to be taught. That is, the 'eclectic Method' is adopted. This method by definition is a method that is privileged or is free to borrow from any of the other methods.

In radio, different techniques and methods are **adopted**. Each method or technique has its own merit. For example, the 'Direct Method' is used for the fact that it encourages language learning through practice and oral exposure; the 'ALM' is adapted just because of its use in selecting and sequencing the language patterns to be taught. Besides, all the textbooks available for learning the language are written based on this approach and most teachers are taught by it, therefore,

it cannot be avoided but can be used in a modified form.

The communicative approach is adopted because of its being capable of involving students in using the language communicatively and also because it encourages the development of the four skills from the time second language learning starts; the 'TPR' is adopted for the fact that it provides meaningful task practices and also for its capacity to motivate as well as fully involve students in learning. It can be said, thus, "students can learn to communicate in many ways and as a result of many different techniques."⁴²

So far, the various methods and procedures for language teaching have been discussed briefly. In the next section a few of the basic formats or techniques of presentation that are adopted by the Ethiopian instructional radio will be considered. The most important point in considering these procedures in teaching is, how to promote the maximum learning achievement through these formats of presentation. This is because, unless these techniques help pupils to learn, it does not matter how interesting or attractive the lesson programmes are.

Thus, turning to the nature of radio programmes, as mentioned before, the programmes can have different formats. Nevertheless, the various techniques are grouped into three basic parts, namely 'Speech', 'Music' and 'Sounds'.

2.3.1 SPEECH

2.3.1.1 The Dialogue.

The dialogue is one of the techniques of presentation

used by radio. It involves two or more speakers in a conversation. Dialogues make lessons more interesting and more appealing to pupils. That is, they offer learners variety from a single speaker's teaching.

Dialogues tell a story and convey information that is true to life by way of which they 'show how words work in real-life situations; and help students become acquainted with the common life experiences.'⁴³ That is, dialogues make students share the experience of the characters. Dialogues appear to be the best formats of presentation at the earliest stages of teaching the spoken language⁴⁴. **Donn Byrne**, gives his reasons for this as:

- (a) *They present the spoken language directly in situations in which it is most commonly used.*
- (b) *They permit and encourage the learners to produce the language in the same way.*
- (c) *They encourage active participation in the lesson.*⁴⁵

The situation being realistic, the dialogue helps develop students' ability to communicate because it can create an impression that the speakers (over the radio) are "real people in the real world using language for a purpose"⁴⁶ and not just simply giving examples of pieces of the language. That is, dialogues over the radio seem to be real or natural speeches that take place in daily life since they are made to include many features of the spoken language like hesitation markers, question-tags, short answers that are generally used in our daily life. An example of such a dialogue presented in the Ethiopian instructional radio is taken:

Fx-Telephone call:

Sara Hello ! 15-50-69
Fatuma May I speak to Sara please?
Sara Speaking.
Fatuma Oh! Hello Sara. This is Fatuma
Sara Oh! Hello Fatuma. How are you?
Fatuma I'am fine thank you. And how are you?
Sara I'am fine thank you. How are your
Mum and Dad?
Fatuma They are very well thankyou.
Sara And how about your family?
Fatuma They are fine Sara, thankyou...⁴⁷

Such dialogue helps pupils learn **how to** greet each other and also recognize the greeting words in the dialogue and use them outside the classroom in their daily activities.

To make dialogues more appealing to students, the classroom teacher can make his students act the dialogue in a lively performance after the radio lesson. It is believed that such activity will help students learn the statements of the dialogue with conviction, not just speak like parrots. Moreover, students can also build up many sentences which they know well and can make use of them when needed.

As a whole, the dialogue as a teaching technique helps students to listen and understand the language, through the speech of speakers. Hence, the oral language of students is believed to develop easily. As suggested by practitioners, dialogues in order to be of more interest to students, should correspond with the students' age, needs and interests.

Most programmes in the Ethiopian instructional radio now use dialogues. For example, in grade 3 60%; in grade 4 85%; in grade 5 68% and in grade 6 79% of the programmes are

presented in the form of dialogues. Each dialogue is selected and graded according to the students age, needs and interests and consists of few words and structure that students need to practise and know.

2.3.1.2 The Drama / Play

The drama or play as a format of presenting a lesson is very appealing and attention-catching because it presents a story in a real- life situation. That is, although it is realized that drama activities over the radio are not 'real', as a technique of teaching they are always attractive and essential because they include a language that can also be used outside the classroom. Supporting this, Brian Welsh says:

This form of presentation is both the most entertaining and most involving form for the listeners... If the play sounds like real-life, relating events with which he is familiar, it is easier than with any other type of programme to hold the listener's attention.⁴⁸

A lesson presented in the form of a drama helps students to recognize, identify and relate things taught over the radio with their daily life, because drama consists of shared knowledge. In other words, every daily activity of life is intrinsic in the story and is expressed as if done in action which helps students to experience creative thought, to hold attention and to have a degree of identification. On the advantage of drama in education for different children, Alan Hancock says:

*Drama has a particular benefit for the shy child, as it asks for a passive rather than an active response and enables him to forget his own self consciousness by identifying himself with other characters. It also helps the rebellious child as it is not a voice of authority; it can convey its message much more subtly.*⁴⁹

Moreover, a dramatized lesson in a form of a story especially for young children is better than a direct instruction, because dramatized lessons can best help students transfer what they have learned from it to a situation in which they might use again. An example of a programme, which teaches "Simple Hygiene" to children is taken from Hancock:

*There is always the direct instructional approach from a teacher/presenter with demonstrations of how to wash your hands, comb your hair, etc; but this may make some children bored or rebellious. On the other hand, a dramatized, fictitious **tale** of what happened to "the boy who did not wash his hands", can both fascinate and make a child subconsciously aware of the lesson.*⁵⁰

Such lessons presented dramatically or in the form of fictitious stories make students behave through language, that, is they help them to develop communicative skills within a wide range of social behaviour, because they can get inherent interest from a dramatized lesson.

In the Ethiopian instructional radio 21% of the programmes for grade 5 and 7% of the programmes for grade 6 use fictitious stories.

2.3.1.4 Drills / Listen and Repeat

Drills can be used to teach some aspects of the language

like vocabulary, structures and pronunciations. Once new items have been presented in meaningful contexts through the use of different presentation techniques, the radio teacher drills pupils in the structural or lexical items taught.

Normally, it is through drills that students participate in the programme, and such activity is believed to facilitate students learning. That is, through drills students also obtain fluency and confidence in the areas of pronunciation and some aspects of grammar, that need much practice. Chris Faram **says** : "Drills serve three functions: they give the listener a breather; they involve him/her deeper in the programme and offer some take-away generalisable language... A drill by its repetitiveness will give controlled relaxation to the listener."⁵¹

However, there are also some other experts ~~who~~ criticize drills for being mechanical. But as Donn Byrne points out: "It may seem superfluous to describe drills as mechanical, surely that is what drills are: a form of linguistic discipline, requiring the learners to perform correctly regardless of **whether** they have to think about what they are saying."⁵²

Nevertheless, mechanical or rote drills can be made meaningful oral practices when presented in context. Norman A. Pritchard gave an example of what is meant by communicative and interactive drills, that is, drills that replace the parroting listen-and-repeat drills, as follows:

Ex-CUE - Ball Bouncing: PRESENTER: a new ball !

PAUSE

PRESENTER: Lema has a new ball.

PAUSE

FX-CUE: Bicycle Bell: PRESENTER: a new bicycle !

PAUSE:

PRESENTER: Lema has a new bicycle.

FX-CUE: Car Engine: PRESENTER: a new car !

PAUSE

PRESENTER: Lema has a new car:

PAUSE:

etc:

In such a drill there is interaction between the class and the radio in that the students are given a partial cue (Fx and presenter's voice) from which they have to produce the full sentence including the target verb. The students get a chance to say the full sentence at the first pause and then the presenter gives the model answer. There is a second chance after the presenter's answer, when the class can either repeat for conclusion or correct if their answer was different. A more advanced version of the drill would have the Fx only and no voice cue. To make the drill more communicative, it could be turned into a question- and - answer drill.

Example:

Fx-cue Ball Bouncing,

PRESENTER What has Lema ?

PAUSE

PRESENTER. Lema has a new ball.

PAUSE.

etc.⁵³

Furthermore, "Drills are not only repeat after me variety, but can also be of a more complex transformational variety where the listener has to change a particular part of a model sentence."⁵⁴ Such drills are known as structure-Demonstration drills. For example:

' He has a head ache. '

' He had a head ache yesterday. '

'She sees the mountains.'

'She saw the mountains yesterday.'

'We stand up for our teacher.'

'We stood up for our teacher yesterday.'⁵⁵

These kinds of drills clearly show students that change of vocabulary (tense, mood, voice, aspect) in the original pattern causes change in its meaning.

There are also other drills known as 'substitution drills'. In such drills the language teacher gives the pattern sentences and then appoints a word to students, so that they speak the sentence using the new word. For example:

Teacher: Lema has a new ball.

Teacher: Book.

Students: Lema has a new book

T. Ruler

S. Lema has a new ruler.

etc.

It is believed that drills which are presented in an atmosphere of 'real-life' that can be applied outside the classroom are of interest to students. Supporting this idea ER. Guthrie, quoted by Wilga Rivers, the psychologist, said:

*Pattern drills, class exercises and dialogues should be couched in the language which the students will meet in an everyday situation, because exercises in an artificial language which will never be used outside of the classroom are useless in preparing the student for fluent use of the language.*⁵⁶

Thus, drills provide direct practice of many expressions, that is, they can give useful exercises in an active use of communication. All the programmes in the Ethiopian instructional radio consist of listen and repeat practices (drills) for all the grades.

2.3.1.5 The Question and Answer

Questions in instructional medium are meant to reinforce basic factual information of the lessons presented. That is, learners discover the important points they learned and the classroom teacher also discovers where review or more practice and drill work are necessary. Richard Bruke said: "the question is a means of stimulating learners by leading them to see new dimensions of a problem and new relationships among themes they have been studying."⁵⁷

Any listening text in the traditional way of teaching is usually followed by some questions. Brown and Yule believe that such kind of questions take no notice of the purpose of the speaker and at the same time the questions completely undervalue the language experience of the listener. Besides, they also think that questions might not help him to communicate in his daily life. However, as long as questions are framed in such a way that they help for real life communication practices there is no reason why they cannot be relevant for teaching the foreign language. For example, the following question and answer exercises do not give communication practice. "Is he going?" 'Yes he is going', 'Is he singing?' 'Yes, he is singing',⁵⁸ On the contrary,

for a good communicative purposes, questions asked should elicit explicit responses from the students. For example some oral communicative questions or tasks like labelling pictures or identifying pictures or performing some actions to a heard texts can be given.

2.3.2 Music

2.3.2.1 Songs

Songs have a great impact on learning a foreign language. They influence and stimulate student learning. In the elementary levels songs can be used as very effective language builders and provide a good language exercise for pupils.

In instructional radio, songs for particular lessons have particular rhythms and contain a language that is meaningfully composed and tell a story. Students are made to practise (drill) the words of the song so as to be familiar with the words and structures learned and their correct pronunciations.

Some language teaching practitioners do not support the teaching of songs as a good means of language teaching. Penny Ur is one. She thinks that students do not transfer the grammatical patterns and words they have learnt through songs, into their daily life discourses.⁵⁹ She gives her reasons, saying that there is an interference of melody and at the same time, "the phrases are strongly connected with their tune (so) that it is not easy to 'transpose' them into normal speech,"⁶⁰ Moreover, she says that such songs are

'fabricated' and hence, do not have English-Language culture. On the contrary, she prefers the teaching of songs for the sake of their pleasure-giving and for their cultural value where language aspects are treated as helping factors.⁶¹

On the other hand, other experts say that songs have an educational value. That is, as long as they are not trivial routes they believe that songs contribute something to the ability of students learning in many language skills like vocabulary development, structure mastery and also pronunciation.

Valerie Belsey et al consider the relevance of songs in language learning and says that "songs can provide a wealth of new vocabulary and idiomatic material. On the other hand singing is a positive aid to fluent pronunciation."⁶² In addition Norman Pritchard has pointed out some points on the educational value of songs and says:

The virtues of using songs in teaching particularly on TV and radio are:

- (a) Singing is a natural linguistic activity unlike the artificial things we require our students to do with language in the classroom like repeating (often) meaningless drills, or answering non-questions like "Is this a book?"*
- (b) It is also a natural teaching / learning activity in which things like repetitions, analysis into separate parts, learning by heart (themselves often misused in everyday language teaching) are normal and self-evidently useful.*
- (c) It is part of the script where the repetitions of structures and vocabulary is perfectly acceptable in a way that normal stretches of language would not permit.*

(d) *It allows the INTEGRATION of several of the language skills, in that it involves LISTENING to the words initially, the SPEAKING of the words which can be presented on the screen and ofcourse the SINGING of the song once it is learned. The words should be recorded in writing.*⁶³

Carl Bereiter also supports the relevance of songs in developing various skills in students and said:

*The songs presented provide the child with practice in many language skills: naming objects, translating statements into actions, classifying, reversing important statements, forming rhymes, counting, handling plurals and making up verses.*⁶⁴

Almost all the English programmes of Ethiopian instructional radio contain songs. For example in grade 3 100%; in grade 4 100%; in grade 5 68% and in grade 6 68% of the programmes contain songs. These songs contain basic structures and vocabulary learned in the lesson, and are meant to facilitate students learning of the foreign language.

Different songs are presented with different lessons and as quoted before some of these songs help students learn names of objects, places, days, and months. For example the songs for grade 3 programme 8 teaches students the names of objects; the song of grade 4 programme 13 teaches students the names of the days; the song for grade 5 programme 11 teaches students the names of the months (see appendix 5).

Songs can also teach some aspects of grammar like plurals, singulars, comparisons and also tenses. Some songs also require students to act something out, that is, they make students practise an action by translating heard word into action. For example, clapping the hands, touching things or parts of the body, pointing at things and the like. The songs for grade 3 lesson programmes 2, 6 and 7 that are indicated in appendix 4 can be taken as an example.

Hence songs have become an important part of foreign language teaching. To prove its effectiveness in language teaching an experiment was done and the result as Branko Ostojic, stated is:

The experiment proved that music (songs) to be an essential part of English teaching. It made the students more sensitive to the sound and colour of the words. Language classes become more interesting and powerful, and this prompted the students to study the language in a more original and creative way.⁶⁵

Therefore, in order for songs to help facilitate students learning and comprehension of the foreign language the words of the songs must be words of everyday language, so that the expectation of songs as a good means of language building is attained.

2.3.3 'Sound' / Sound Effects.

Sound effects play a great role in instructional radio. That is, since students are deprived of the gestures, facial expressions and other actions of a live teacher and depend only on their ears the use of sound effects is essential. The purpose of

using them is to provide reality and sense of actuality to what is presented as well as to facilitate students comprehension. For example, most instructional programmes are presented in the form of dialogues that are based on real-life activities and therefore, the sound effects like footsteps, car engines, doors, sound of market places or animals add more live meaning to the dialogue presented and seem an actuality to the listener.

Use of sound effects is not only restricted to helping identify actions or things. It can also be used to help students identify settings. For example, a scene from a dialogue or a play set in a market or a school needs sound effects in addition to the voice of the speakers. This helps students to exactly understand that the voice of speakers comes from the market or school and not from any other places and vice-versa.

There are various types of sound effects. 'Musical Introductions' is one. The so called "Themes" or "signature tunes" that are used in instructional radio are regular pieces of music that are used as an introducing music. Such music is always closely related with the setting. Hancock gives an example as "... if a scene is set in a particular country, this can be conveyed by using music of that country. For example bagpipes for Scotland; gamelan Orchestral music for Indonesia; Jazz for a 1920's setting, etc."⁶⁶ The Ethiopian instructional radio, for example, presents a lesson on teaching some nationality words like Hungarian, Japanese, Brazilian, Nigerian, Sudanese, etc for grade 6, and uses the music of these different countries

along with the lesson.⁶⁷ This helps students to identify settings as well as the people.

Moreover, 'signature tunes' are also used to create a scene or mood before a dialogue or an action begins. Besides this, they are also useful in establishing an emotional attitudes in students towards the action that is going on over the radio. Furthermore, with such pieces of music learners know that the lesson for the day is about to start.

'Musical Bridges' are other types of sound effects. They are used to shift a scene and are typically used to help (make) students anticipate the action that will come next. In addition, bridges are useful to create various moods in the listener like humour, joy, sadness or tragic.

Therefore, as much as possible sound effects should help students to clearly understand or anticipate what exactly is going on. That is, misuses and overuses of effects must be avoided so that comprehension might not be difficult.



CHAPTER III

METHODOLOGY

3.1. Personal observation inside classrooms Preparation of teachers' and students' Questionnaires

The Educational Mass Media Centre (EMMC) broadcasts a total of 112 English teaching programmes, among other subjects for the elementary, in one academic year. These programmes are transmitted to the 3rd, 4th, 5th and 6th grades, where each grade receives 28 programmes during the academic year, 14 programmes each semester. The time duration as indicated before is 15 minutes and one programme runs for one whole week. Therefore, different schools have different timetables and shift systems of mornings and afternoons.

This thesis attempts to describe the presentation methodologies of the 112 programmes (28 programmes for each grade 3-6 grades) by listening, referring to the teaching radio scripts as well as personally attending the grades in an actual classroom situations when lessons were transmitted.

The second part of this study that measures the effectiveness of all the presentation formats of the programmes is done by questionnaire distribution both to teachers and students. The personal observation done in actual lesson transmissions inside classrooms rests on 32 programmes in three different schools for each grade understudy which makes 96 lesson programme observations in the first semester. No observation was done during the 2nd semester because it

was concluded that what is observed in the first semester is also true for the 2nd semester. Besides, the presentation formats used as observed from the radio scripts are always the same.

However, the researcher is afraid to generalize about the effectiveness of the presentation formats / methodologies used by instructional radio as a whole based only on the distribution of 240 questionnaires to teachers and students (120 for teachers and 120 for students) and also on the personal observations done only in three **schools**, in only one city in the country. Nevertheless, it is hoped that this small-scale study will produce an accurate assessment of the success or failure of radio teaching inside the scope of its research, and that these results will have some applicability to the rest of the country and be of use to evaluators both at DEMM and elsewhere.

3.1.1 Personal Observations

In addition to referring to the radio teaching scripts and teachers' guide texts an attempt was made to observe inside classrooms during the radio instruction period. Some criteria were listed on a sheet of paper and were marked by the researcher as the classes were having their radio lessons. (see Appendix 6 for the check-list). This helps analyse the presentation of the lesson and appropriateness of the content, without which the content of the lesson, however excellent, would not be effective. This is considered necessary not only to help analyse the presentation effectiveness but also to see how much the teachers participate in the radio

lesson activities, that is, in the pre radio lesson, during the radio lesson, and after the radio lesson to make the radio instruction effective, without which again the radio could not be effective alone. Since radio is a sound only medium, classroom teachers are supposed to make it more effective through supporting the lesson by pictures, by demonstrable objects, models, actions and other guidance.

In addition, the students' activity was observed too, that is, how much they were active participants and learned the text presented over the radio as well as the teachers' participation in preparing them for the radio lessons. In general, the observation was meant to look for the fact that the radio lessons (programmes) are implemented in the way that is conducive to students learning and also looks for weaknesses, pitfalls or problems of the programmes (if any) that might affect students' learning.

3.1.2 Sampling of the Observations

As to the school sample for observation, it was intended to take one school from each zone, that is, from the 5 zones found in Addis Ababa. However, due to the clash of radio lesson time-tables and also the researcher's working time-tables, only three school time-tables could be adjusted for her with the help of the school directors. These schools and their timetables are shown below in Table one.

The samples of observation of the radio lessons were made as follows. As mentioned before, there are 14 lesson programmes for the first semester. The first five lesson

programmes were not observed as the teachers' guid text had not been distributed to schools, therefore, the researcher could not start observing, because the teachers did not have any special preparation for the lessons, especially for the pre-radio activity. Hence, the ~~remaining~~ lesson programmes from 6-13, that is, lesson programme 6, 7, 8, 9, 10, 11, 12 and 13 were observed. The 14th programme was not observed because students were having their semester examinations that week and radio was not followed. These 8 programmes listed above, were observed in each grade under study, that is, 32 observations were made in each school which makes a total of 96 observations in all the three schools.

TABLE ONE
SCHOOLS OBSERVED AND THEIR RADIO TIME-TABLES

Classification by Zone	Name of school	Classification by Grade	Radio programme Time-Table	
			Day	Time
Zone 2	Agazian No1 Public School	Grade 3	Monday	1:15-1:30
		Grade 4	Wednesday	8:25-8:40
		Grade 5	Wednesday	9:45-10:00
		Grade 6	Wednesday	11:20-11:35
Zone 3	Finfinne School	Grade 3	Thursday	1:55-2:10
		Grade 4	Thursday	3:30-3:45
		Grade 5	Friday	8:05-8:20
		Grade 6	Friday	9:25-9:40
Zone 4	Menelik II Elementary and Junior School	Grade 3	Tuesday	11:20-11:35
		Grade 4	Thursday	11:00-11:15
		Grade 5	Friday	12:35-12:50
		Grade 6	Tuesday	8:45-9:00

3.2 Teachers' Questionnaires

A questionnaire for English teachers of the elementary with questions regarding the radio programme formats of presentation was prepared. These questions were devised to know whether these methods of presentation were effective in helping the students learn the foreign language. The questionnaire was tried out on 20 teachers from 5 schools, that is four teachers from each grade understudy (the 3rd, 4th, 5th and 6th). The teachers concerned were briefed on the aims of the study and were encouraged to ask any question and also comment regarding the questions. The trial run resulted in minor changes with regard to some word clarifications only. The final format of the questionnaire is found in appendix 7. Basically, the questionnaire requires the teachers to give ranking answers as excellent, verygood, good and poor. Thirty two questions were given. Twenty-nine of them ask teachers to rank the format of radio presentations and also students activity; two questions ask their opinions on the methods of presentation and one question ask them about the general comment they have on instructional radio.

3.2.1 Sampling of Teachers' Population

The entire zone 2 population was randomly taken as a sample from the 5 zones. The researcher restricted herself to give the questionnaires in one zone only for the reason that it would be easy to contact the teachers and the directors for giving clarifications found in one area. Besides, this would save time for the researcher because of

the limited time and resources she had for distributing and collecting the papers. This zone has 37 elementary, junior and secondary schools. Each school has four English language teachers for the elementary. Out of these schools only 30 were taken. The 7 were left out because one is the 'ICS' (International Community School-American School) which does not use instructional radio; the so called 'organization schools' 'Tsebai Maremia' and 'the Prison school' were not taken because it was difficult to contact the directors; the school for the 'deaf' was also not taken. Therefore, the 120 questionnaires were distributed to 30 schools, that is, four questionnaires to each school, for the four English teachers that teach the grades **under study**. The remaining three schools, that is, twelve teachers were left out just because only 120 questionnaires were planned to be distributed. Statistics obtained from the zone regarding the schools and the teachers is shown in Table two and three below respectively.

TABLE TWO
Elementary Schools in Zone 2

KINDS OF SCHOOLS					
Grade	Government Schools	Public Schools	Organization Schools	Mission Schools	Total
1-6	2	8	1	1	12
1-8	7	16	-	-	23
1-12	-	-	1	1	2
	9	24	2	2	37

TABLE 3
English Teachers for Zone 2. 1988/89

Grade	M	F	Total
3	24	18	42
4	25	11	36
5	23	12	35
6	27	8	35
	99	49	148

In order to obtain as full co-operation as possible with the help of the radio representative for zone 2, directors of each school were contacted, so that they could convince their teachers to co-operate. Therefore, the questionnaires were distributed in two ways: by personally contacting most of the teachers and explaining to them the questions and by attaching the general clarification of the questions upon contact with the directors and simply distributing the questionnaires. In case of any difficulties in the questions school teachers were advised to contact their directors. The second method was used because the time for the National leaving examination for the 12th grade was approaching and schools were to close for one week. Therefore, before that time the researcher wanted all the questionnaires back (without any loss) as most teachers were to go out for invigilation duty by that time.

3.3 Students Questionnaires

Similarly a student questionnaire with questions

regarding the radio presentation formats was devised. It was too tried on forty students, that is, ten students from each grade understudy. The students were encouraged to ask questions, and this, along with the discussion of the questionnaire with the head of Research and Evaluation centre at DEMM led to the revision of item wording, item order and the addition of items to the questionnaire. This revised questionnaire was retried on students in all the grades understudy, forty in number again. This is identical to the final format and is found in appendix 8. The students' questionnaire asks them to give their opinions about the presentation formats in relation to their understanding of the lesson that is transmitted. Ten questions were devised with only two choices for the first seven questions and three choices for the other three questions. This was because, students can not reason out in evaluations like the teachers who were allowed to rank the questions with four choices.

3.3.1 Sampling of student population

The student population being much larger in the three selected schools, than the teacher population, it was possible to sample only a portion of the same. This was because the researcher was well aware of giving questionnaires to a large number of students and their being time consuming and also impractical for large scale application. Hence, one school was taken from the schools under observation- "Finfime school". Thirty students from each grade understudy, that is 120 students were taken randomly. The questionnaires were distributed only to those classes observed. Statistics

obtained from the schools' Head office regarding the students enrolled in the four grades under discussion are set out in table four below.

The researcher personally contacted the students and helped, in the sense that she explained every question and the students answered on the spot. This was done for grades five and six students. In the case of the third and fourth graders, since they are not good readers, they were asked orally (interviewed).

However, this writer was very sceptical about the dependability of results from the students. That is, it was thought that it was very unlikely that they could understand the questions and be able to give correct responses. Nevertheless, it was not as thought, for the students were very exact in telling what they felt about instructional radio.

TABLE FOUR

Registered students, first semester-1988/89

'Finfinne School'

Grade	M	F	Total
3	127	109	236
4	93	105	198
5	104	132	236
6	159	147	306
	483	439	976

CHAPTER IV

RESULTS

4.1 Effectiveness of the Presentation Formats used by Instructional Radio and the Observation/ Case Studies in Schools.

The effectiveness of an instructional radio programme is influenced by many factors some of which are mentioned in the review of literature of this study. The main elements among these factors, **however**, are the different presentation formats used by the radio (the main concern of the study) without which, however excellent the content, the radio lesson could not be effective. The different presentation formats help facilitate learning and also help avoid boredom.

Following is an attempt made to portray the sampled programmes observed **in light of** the way they were presented and **in terms** of the points considered in the check-list (for the case studies in the different schools). After considering this, the case studies done in three schools will be cited, **in order** to see how much the presentation formats facilitated the students' learning of the language, and also to see how much the schools utilize radio in the classroom.

Table 5
Points of Relevance to Effectiveness of Programme Presentation Formats ---
Grade 3

Programme No.	Lesson Topic on Radio	Lesson Topic in Teacher's guide Text	Format of Presentation	Provision of listen and Repeat Drills and Response Drills	Provision of exercises by Radio Teacher	Types of songs	Sound effects provided	Other Aids provided.
6	"Show me a cow"	"Show me a cow"	Dialogue	✓	✓	on the structure taught, that is, "show me a---" "This/That is---"	sound of cattle	X
7	"Singing the Alphabet part III"	"Singing with Alphabet part III"	Song	✓	X	On alphabets K-P in word formation	X	Pictures of the words that starts with al- bets learned That is, a 'king', 'lion' 'man', 'nose' a 'ox' and a 'pig'
8	"It is an Aero- plane"	"It is an Aero- plane"	Dialogue	✓	✓	On the structure taught, "It is a---" "It is a---"	-Sound of -a bell ringing -children -An aeroplane -a railway train -a car -a guitar	Pictures of -an Aeroplane -a car -a train - a guitar
9	"Singing the Alphabet part IV"	"Singing with Alphabet part IV"	Song	✓	X	On alphabets Q-S in word formation	X	Pictures of the words that start with the Alphabets taught - a 'Queen', a 'river' & a 'school'
10	"He is my Father"	"Looking After the cows"	Dialogue	✓	✓	On the structure taught in the lesson that is, personal pronouns 'I' 'you', 'he', 'she' and 'you'.	Sound of -lowing cows	Pictures of people in the fields when looking after their cows.
11	"Singing the Alphabet part V"	"Singing the Alphabet part V"	Song	✓	X	On the Alphabet T-W in word formation	X	Translation of words to be given in Amharic
12	"What is this?"	"Who is this?"	Dialogue	✓	X	On the structure taught "who is this/that?"	Sound of -Knocking at door -sound of a door opening and shutting - a baby crying - a woman talking	X
13	"Singing the Alphabet part VI"	"Singing the Alphabet part VI"	Song	✓	X	On the Alphabets XYZ in word formation	X	Translation of the meaning of words learned into Amharic

What is gathered from the above table is that all of the lessons in the programmes for grade 3 consist of songs and listen and repeat and response drills. The type of exercises as observed in the actual classroom situation are not rote, for they were meaningful (that were presented in context) and involved the comprehension of students.

Meanwhile, the format of the lesson presentations used are considered to be pedagogically acceptable since they alternate from dialogue to song and they are found to be attractive to the children. They are also found to arouse students' interest as observed.

All the dialogues in the programmes have relation to the structure taught and tell a story. They convey information that is true to life and encourage the students to produce the language in the same way. In addition, the dialogues seem to be real because of the sound effects used along with them.

Apart from being distinct, the sound effects used were observed to provide reality and a sense of actuality and facilitated student comprehension. Where sound effects are not used along with the lesson presented, either **pictures** or translations into 'Amharic' were used to help facilitate student comprehension. Not only this, but Amharic was also used side by side with English in giving introductions, clarifications and instructions throughout.

The educational songs that accompany the lessons transmitted, as can be seen from the table, have a relation to the structure taught and are found to help **students** establish

the vocabulary and their pronunciation and the structure learned into their minds. They also help them to practise some language skills like naming objects, things or animals

Regarding the tunes of the songs, with only a few exceptions, for example, in programme 8 where the tune was very difficult for the students, they are relatively simple and easy to imitate. That is, they invite the students to imitate the correct stress patterns and intonation of English language. However, the song in programme 11 needs improvement, according to the researcher's observation, because the sentences (words of the song) are too long for the students as they are beginners in language study. The words of the song are as follows:

T is for to - we go to the train
U is for up - an umbrella in rain
V is for volleyball - very good game
W water is wet - we like it's name

The other weakness observed, as can be inferred from the table, is that the lesson topics in radio (script) and the teachers' guide text are different in programmes 10 and 12. Lesson topics should have consistency because, as observed in the classrooms, they were found to cause a disorientation in the students when the teacher was performing his pre-radio programme in the process of preparing his students for the radio lesson. That is, the teacher(s) used the topic in his text and discussed the communicative aspect of its items as well as in terms of its grammatical entity. Therefore, the topics should better be designated on functionally precise terms in both, so that confusion is avoided during transmission.

Grade 4

The same listing of the relevance to effectiveness for the presentation formats for grade 4 programmes is given in the following table.



Table 6 Points of Relevance to Effectiveness of Programme Presentation Formats.

Grade 4

Programme No	Lesson Topic on Radio	Lesson Topic in Teacher's guide Text	Format of Presentation	Provision of listen and Repeat Drills and Response Drills	Provision of exercises by Radio Teacher	Types of songs	Sound effects provided	Other Aids provided
6	"Singing with the numbers"	"Singing with the numbers"	Dialogue	X	✓	On 'numbers' taught in the lesson.	X	X
7	"In the Market"	"In the Market"	Dialogue	✓	✓	On the words taught in the lesson 'sell', 'buy', 'wear'	Sound from a - market scene	X
8	"Waiting for the train"	"Waiting for the train"	Dialogue	✓	✓	On the structure taught 'waiting for'	Sound of -people shouting at the train station -train and people.	X
9	"A picture of an old man"	"A picture of an old man"	Dialogue	✓	X	On the words taught in the lesson 'old', 'cut', 'new', 'making'	Sound of - knocking at the door -door opening and closing	Translation into Amharic
10	"He is going to cut the Teff"	"He is going to cut the Teff"	Dialogue	✓	✓	On structures taught 'going to--'	Sound from -a farm scene	Translation into Amharic
11	"Writing on a Tree"	"Writing on a Tree"	Dialogue	✓	✓	On structures taught 'write with--', 'write in--', 'write on--'	Sound from a forest scene -sound of a writing effect	Translation into Amharic -visual aid (picture)
12	"Come and dance with me"	"Come and dance with me."	Dialogue	✓	✓	On words of daily use; 'Dance', 'Sleep', 'Kick', 'Play', 'Sing', taught in the lesson.	Sound from a school scene - sound of laughing	Translation into Amharic
13	"One week has seven days"	"One week has seven days"	Dialogue	✓	✓	On the names of days taught in the lesson	Sound of birds	Translation into Amharic

The information contained in the table for grade 4 is basically similar to that given for grade 3. All the presentation formats as can be seen from the table contain dialogue. The dialogues for grade 4 are longer than those in grade 3, as might be expected, as the students' exposure to English and their ability to retain words and messages must have increased after one year's study of English. All the dialogues are accompanied by sound effects that prove to be relevant to the comprehension of the language.

Since most of the words contained in the lesson could not easily be demonstrated by objects, models, actions or pictures, translation of the words' meanings into Amharic is used (usually done by the classroom teacher in the After radio programme) in most of the programmes observed. In most of the programmes, simple tasks that elicit the basic factual points learned (response drills) are given to students as well as listen and repeat drills.

As to the songs all have relations with the structures taught. The topics in radio and teachers' text are consistent except in one programme (lesson 10). The other comments are concerning the pauses given by radio for the tasks that students should perform (lesson 13). They should be long enough for the exercises to be repeated or answered. Speed of presentation should also be considered. For example, the educational song for programme 6 was presented too fast.

Grade 5

The points raised in connection to the effectiveness of the programme presentation in grade 3 and 4 also is presented in the next table for grade 5.

Table 1: Points of Relevance to Effectiveness of Programme Presentation Formats.
Grade 5

Program No	Lesson Topic on Radio	Lesson Topic in Teacher's guide Text	Format of Presentation	Provision of listen and Repeat Drills and Response Drills	Provision of exercises by Radio teacher	Types of songs	Sound effects provided	Other Aids provided
6	"Was she alone?"	"Was she alone?"	Story/ Drama	✓	✓	On the structure taught: 'was', 'were'	✗	Translation into Amharic
7	"He wasn't reading a book, was he?"	"He wasn't reading a book, was he?"	Dialogue	✓	✓	On the structure taught: "on tag-questions with negative and positive endings"	Sound of noises -noises from a road	Translation into Amharic
8	"It is the Woman's Bag"	"It is the Woman's Bag"	Story/ Drama	✓	✓	A poem on the structure taught: 'possessive forms of nouns'	✗	Translation into Amharic
9	"It rained on Monday"	"It rained on Monday"	Dialogue	✓	✓	Song on the structure taught: 'the simple past tense'	Sound of mother chopping vegetables water running and splashing wood falling children playing volleyball	Translation into Amharic
10	"I want to plant some seeds"	"I want to plant some seeds"	Dialogue	✓	✓	Poem on the structure taught: 'the simple present and the simple past'	Sound of: birds -planting -picking up -bucket -water going on to garden.	Translation into Amharic
11	"Do you wash your face everyday?"	"Do you wash your face everyday?"	Story/ Dramatic	✓	✓	Song on practicing the names of the months	Sound of: feet tramp- ing -chickens -splashing in water	Translation into Amharic
12	"He had a headache last week"	"He had a headache last week"	Dialogue	✓	✓	Educational poem on the structure taught: irregular past forms"	Sound of: noise fade into a garden of a chair being put under a tree -falling person from a chair -sound of mother running & calling	Translation into Amharic
13	"The trees are full of bees"	"The trees are full of bees"	Dialogue	✓	✓	Song on the pronunciation of words taught: 'with', 'please', 'trees', 'bees', 'good', 'food', 'moon', 'full'	Sound of: bees buzzing pages of a book turning	Translation into Amharic

The presentation format has become very interesting in this grade, for as can be seen from the table, it adds a new presentation format the Drama/story as the students' experience with English language exposure is greater. The introduction of educational poems is also observed.

The presentation of the lesson formats are in ways that **suit** the structures taught. As can be seen from the table, varied verbal presentations in the form of dialogues, stories, songs and poems are used. Most of the programmes use sound effects all of which are considered, at least by the researcher, to be distinct.

In all the programmes observed, teachers are advised to use 'Amharic' (if necessary) for unclear words and phrases to help students understand unclear meanings. However, the kind of using of Amharic that was used in grade 3 and 4 in giving clarifications or introductions and instructions for certain tasks is dropped in this grade. This is because the 5th grade students have more exposure to the language than the two lower elementaries, and as it is assumed that they must have learned a lot in the two years of exposure to English language.

Grade 6

The relevance- to- effectiveness of the presentation formats for grade 6 sampled observed programmes is given below.

Table 8 Points of Relevance to Effectiveness of Programmes Presentation Formats.

Grade 6

Programme No	Lesson Topic on Radio	Lesson Topic in Teacher's guide Text	Format of Presentation	Provision of listen and Repeat Drills and Response Drills	Provision of exercises by Radio Teacher	Types of songs	Sound effects provided	Other Aids provided
6	"Last week End"	"Last week End"	Dialogue	✓	✓	On the structure taught "the past continuous Tense".	Sound from - a school compound - sound of a paper moving	-
7	"What were you doing yesterday"	"What were you doing yesterday"	Dialogue	✓	✓	On the structure taught "the past continuous Tense".	Sound from - a school compound - sound of a school bell ringing	-
8	"The street Lights are Blinking"	"The street Lights are Blinking"	Dialogue	✓	✓	On the pronunciation of words taught "ING" and "NK" words	Sound of - foot step - door opening - ringing of a bell - splashing of water - sound of drinking	Transition into Amharic
9	"In the Taxi"	"In the Taxi"	Dialogue	✓	✓		Sound of - buses - goods moving - loading noise - taxi leaving - noise of gear changing by the Taxi driver	-
10	"I haven't done my homework"	"I haven't done my homework"	Dialogue	✓	✓	On the structure taught - on 'negative contracted form of verbs to 'do' and 'have'	Sound from a school playground	-
11	"What'll we do at lake Langano"	"What'll we do at lake Langano"	Dialogue	✓	✓	On the structure taught "the use of 'will' in a simple future"	X	-
12	"Spelling Game"	"Spelling Game"	Dialogue	✓	✓	On the structure taught "on the use of 'every' and 'All' in sentence structures	Sound from a school compound - sound of a door opening and closing - sound of chair moving - sound of writing on a paper	-
13	"Are all students present"	"Are all of the students present"	Dialogue	✓	✓	On the structure taught- like "All of the--- are---" "Most of the---are---" "some of the--- are---" "one of the ---is---"	Sound of - a chair moving - paper moving - pupils sound - writing effect	-

It is observed from the above table that the presentation format in all the sampled observed programmes is dialogue. It is no surprise, however, as dialogues for this grade are the longest of all. In addition, the dialogues contain structures that are more complex than the structures taught in the other grades.

The sound effects used, at least in the programmes observed, call for pupils' active learning. Since most of the programmes are accompanied by sound effects and since the vocabulary taught can be understood in context, other teaching aids that are meant to help facilitate understanding meaning are not used. For example, as can be inferred from the table, it is only in one programme that Amharic is used to explain the meaning of words.

To consolidate the structure learned, the radio teacher also gives exercises regarding the structure taught in which the correct answers are given by the radio teacher after students give their answers. However, some of the transformational drill exercises are observed to be difficult for the students.

All the songs have relation to the structures taught and are seen to decrease in number from other grades. However, unlike in grade 5 where a song is not present in the day's lesson a poem takes its place, in grade 6 it can be observed that no poem is present. (in the programmes observed). In the programmes of the 2nd semester, poems are included in the lessons, however they are very few in number compared to the poems presented in grade 5. The researcher

considers this unjustified as inclusion of different presentation formats and students' capacity for learning a greater amount of items are expected to increase as the grade level increases. Not only for poems, but also for the other presentation formats that are lacking. As can be observed Dramatic presentations are also lacking. Therefore these should be considered.

4.2 Results of Observation/ Qualitative

Evaluation

4.2.1 Case Study 1: Evaluation of the Instructional Programmes observed For the Elementary Students at 'Agazian N^o1 Public school

(A) Introduction

'Agazian No 1 public school' is one of the schools in zone 2. (it is indicated in Table 1). It is a public school administered by a committee selected among the parents of the students. Students attend classes the whole day and pay fees for their education. With this income the school is selfsupporting, in that it purchases all the educational materials it needs. For example TV, radios, visual aids and other necessary materials. It also pays all its teachers and its office workers with its income. It has a small population with 919 elementary students when compared with the government schools in the city. It has three English language teachers. These teachers, as the school director said are not trained by DEMM on the utilization of radio inside the classroom. Since the school

is small in size, it is easy for the director of the school to strictly control the teachers as well as the students.

(B) Purpose of the Observation:

The purpose of this observation, was to see:

- (1) Whether the instructional radio transmitted to the school children met the objectives set forth (by DEMM)
- (2) If the presentation methodologies used fit the accomplishment of the programme's objectives.
- (3) If the schools utilize radio effectively and then
- (4) Provide evidence that the programme met its objectives or not.

(C) Methodology

The steps listed below constituted the methodology of this evaluation. Each was made by the researcher in the sequence presented.

- (1) The school provided its English radio time-tables and also its sections and the researcher selected the sections that had English by radio at a time convenient to her.
- (2) The researcher, studied the radio scripts for the programmes and the teachers' guide texts and prepared a check list that helped to evaluate the teachers' activity and the students activity in the pre radio, during radio and after radio; the presentation of radio lessons; the language of the radio teacher. (see appendix 6 for the check list).
- (3) The researcher made four visits, that is, one for each grade understudy in the school. The programmes observed

as indicated before were from programme 6-13 for all the grades ~~under study~~.

- (4) The researcher considered each of the points in the checklist, in the light of the evidence and judged whether each criteria listed in the checklist was met or not met and indicated the ground on which the judgments were made.
- (5) The researcher then pointed out the strength of the programme as well as some suggestions for programme improvement.

(D) In order to analyse the activities identified as a result of the observation the Bogdan and Biklen (1982), Guba and Lincoln (1981) and Tuckman (1985) ideas of observation or qualitative evaluation were used.

(E) Observation Findings: (Agazina N^o1 Public School
Grade 3

In all the programmes transmitted under observation the classroom teacher performed the required activities in the pre-radio, during radio and after radio lessons, 75% of the programmes (6 lesson programmes) operated as intended. That is, programmes objectives were met because the students learned everything by the end of the lesson. The evidence for this is, besides answering correctly some questions asked by the radio teacher, the students were all able to answer questions related to the day's radio lesson asked by the classroom teacher. Programme operation failed to meet its intentions in two radio lessons: in lesson 8 and 11. Specifically, the ability of students to practice the structure

learned for the day in a new educational song (after the programme) in programme 8; and the ability to practice the alphabet learned in a new educational song in programme 11 was poor. The reason is that the tune of the song was so difficult that the students were all poor in singing the song in programme 8; And in programme 11 they were also poor, at **practicing** the alphabet learned by singing the song as the words of the song are so long that the students could not say the words at their level. As far as the presentation of the lesson and language of the radio teacher are concerned in all the programmes they were excellent.

Grade 4.

In 88% of the programmes (7 lessons) under observation the classroom teacher carried out the activities required in the three levels of radio, and the students were excellent throughout. It was in one programme (12%) that the classroom teacher failed to **carry out** the activities he should have in the pre radio and this affected the attainment of the programme objectives for the day. That is, the students' activity in learning the day's lesson transmitted was affected, in that they were not as good at following the radio lesson as they usually were. They failed to answer questions asked by the radio teacher during the radio and also did poorly in the exercises given after the radio programme. As far as the presentation is concerned all were excellent except one programme. In programme 13 the pauses given by the radio for the exercises it required the students to perform were

very short. Before students could respond the radio teacher starts to give the correct answers and proceeded to the next question. The language for the lessons was excellent.

Grade 5

In all the programmes under observation the teacher fulfilled the activities that had to be done in the pre-radio, during radio and post radio activity. In 7 programmes (88%) observed, the objectives intended were met, in the sense that the students were able to do the exercises related to the radio lessons perfectly besides the questions asked by the classroom teacher in the after radio programme. It was only in programme 6 that objectives intended to be met failed to be achieved. Students were not good at mastering the structure taught as well as in using them in the exercises asked by the radio teacher and also in doing some exercises after the radio lesson. The language and the presentation of the lesson were excellent in all the programmes observed.

Grade 6

The classroom teacher's activity in the pre-radio, during radio and after radio covers 88% of the total programmes observed (7 programmes). In these programmes, the students were excellent in learning the structure and vocabulary taught. That is, they were able to perform exercises given by the radio teacher and the classroom teacher, except in one programme (programme 7). Despite the teacher's help in preparing the students for the radio lesson almost all students had a problem in following the radio lesson as well as in learning the structure taught. In addition to this,

programme objectives were not met in programme 11. The teacher did not make any preparations for this programme. The students were not good in following as well as in participating in the lesson. In other words, students were poor in listening and repeating after the radio teacher, and were also poor in answering the exercises given by the radio teacher. The reason for this according the researcher's observation might be the absence of the necessary activity that should be done in the three levels of radio, without which the radio lesson could not be effective, was not done.

Therefore, the learning activity of students was affected not because the lesson was difficult but because they were not prepared for the lesson as well as not motivated by their teacher.

4.2.2 Case Study II: Evaluation of the Instructional programmes observed For the Elementary students at 'Finfinne School'.

(A) Introduction:

Finfinne school is a government school in zone 3. (It is indicated in Table 1). It is administered by the Ministry of Education and gets all its educational needs and supplies from it. It is a small school with a population of 976 elementary students. The school has the morning and afternoon shift system. It has 4 English language teachers. The teachers, as the school director informed, are not trained by DEMM on how to utilize radio inside classrooms. Since the school is small, the director of the school strictly

controls the teachers and students like that of Agazian school .

(B) The purpose of the observation and methodology is discussed in case study one.

(E) Observation Findings

Grade 3

The classroom teacher carried out the required activities in the course of the radio lessons. Programme objectives were achieved in the 6 programmes (75% of the programmes observed). The students were excellent in learning the structure and vocabulary taught in these programmes. They were also able to translate the sound effects of animals or things provided into words that represent the correct meaning. Besides they were able to give correct answers to questions asked regarding the structure and vocabulary taught during and after the radio lesson.

It was in two programmes (which makes 25%) that objectives intended failed to be achieved. In programme 8 students were not able to exercise correctly the structure learned in the educational song - the presentation format for the day- because the tune was difficult. Similarly, in programme 11 the words of the song- the presentation format for the day - were too long so that the pupils failed to memorize the words as well as to master the structure. The speed, pause and the language were excellent.

Grade 4

The classroom teacher performed the pre-during-after

radio activities needed in all the programmes observed. The programme objectives intended were attained in 7 lessons (88% of the programmes) observed. In these programmes the pupils learned the structure and vocabulary and were able to give correct answers asked by the radio teacher during the radio and by the classroom teacher after the radio.

It was in programme 13 (12% of the programmes observed) that objectives intended failed to be attained. This is due to the fact that the lesson was presented so fast that it was difficult for the students to follow the lesson. Besides the pauses given for the response of exercises were very short so that before the pupils could correctly give the correct answers the radio teacher started all over again to give the correct answers and ask the next question. The language of the radio lesson was clear and simple throughout.

Grade 5

In all the programmes under observation the classroom teacher performed the pre-during and after radio activity. And in all these programmes the objectives intended were gained in that the students learned every structure and were able to answer correctly the exercises given. They were able to sing songs and say the poems presented and were also able to construct correct sentences using the structures and vocabulary learned. The presentation and the language for all the lessons under observation were clear and simple.

Grade 6

The classroom teacher fulfilled the needed activities he

had to do in the three stages of the radio lesson. 75% of the programme objectives intended to be achieved was gained. (in 6 programmes). In programmes 6 and 7 objectives intended failed to be achieved (25% of the total programmes observed) despite the classroom teacher's guidance and help. Students had problems in the listen and repeat as well as in the response drills. For example, all had problems in the transformational drills in both programmes. No weakness was observed as to the presentation and language of the lessons.

4.2.3 CASE STUDY III. Evaluation of the Instructional Programmes observed For the Elementary students at 'Menelik II Elementary and Junior School'.

(A) Introduction

Menelik II Elementary and Junior school is a government school administered under the Ministry of Education. It is a large school with a population of 2930 3rd up to 6th grade students. It has 8 English language teachers both for the morning and afternoon shifts. As to the radio representative of this school's information, one of the teachers out of the 8 is trained by DEMM on the utilization of radio. The school has 3 radios that work, although very old. According to the observation made there is no strict control of students and teachers made by the director.

(B) The purpose and methodology of the observation is the same as the ones that were discussed in case study one and two..

(E) Observation Findings

Grade 3

In all the programmes observed, the classroom teacher did not perform the required activities he should do in the pre radio, during radio and after radio sessions. He neither motivated nor controlled the students during the lesson. The students were also not interested and never followed it. Radio instruction is not used effectively in grade 3 for this school.

Grade 4

In 38% of the programmes (3 lessons) observed the teacher performed the activities he had to perform in the three stages of radio. In these programmes the objectives intended were achieved. In the remaining 65% of the programmes (5 lesson programmes) the classroom teacher did not perform the **activities** and students were poor in following the radio even in listening and repeating after the radio teacher. They were never motivated by their teacher. The fact that the teacher failed to guide and prepare the students for the radio lesson might have affected their participation as well as their learning.

The language and presentation of the lessons were clear and simple. The radios used by this school are so old that the sound was not always clear. This is also another factor that affects the intended objectives from being achieved.

Grade 5

In all the programmes under observation the class-

room teacher did not perform the pre radio, the during and after radio activities to prepare his students for the radio lesson. And in all these programmes the objectives intended to be achieved failed to be met as shown by the fact that the students never learned anything taught. They were never motivated and interested. Besides, the surrounding was never quiet so that the students attention was caught by the outside environment. This class never used radio as an effective tool of instruction.

Grade 6.

In only 12% (one lesson programmes) observed the classroom teacher prepared and guided the students for the radio lesson in the three levels of radio. In this programme the intended objectives were met. In the 88% (7 lesson programmes) the intended objectives failed to be achieved as the classroom teacher did not prepare the students for the radio lessons properly. That is, the pre radio activity was always done when transmissions started so that the teacher failed to do the activity that he had to do during transmissions.

Thus this affects the students ability to follow the radio lesson as well as to learn something. Besides, the radios used were so old that the sound was not clearly heard. This also was one factor that affected student learning.

Conclusion

The observation has tried to investigate not only

the presentation formats used by instructional radio, but also how the schools utilize the radio and how much the students benefit from it.

The same programmes described for points of relevance to effectiveness of programme presentation formats that are shown in the tables have also been put to an actual task situation inside classrooms to see how effective they are to teach the language. Each programme observed has been seen in relative details for the points that are listed in the checklist.

The observation carried out thus, has revealed that the mode of presentation has been found to be in accordance with the lesson / structure presented. There are various presentation formats used ranging from simple songs to dialogue to dramatization, each accompanied by mostly distinct sound effects. The exercises given on the radio and the ones in the teacher's guide text are all found to consolidate the text learned.

Thus what is gathered from the tables and the observations is that the programme presentation formats, despite some minor shortcomings mentioned in the study, have actually proved to be effective in teaching the elementary English, according to the researcher's observation.

Moreover, the observation carried out has revealed that in two schools among the three visited, that is, in 'Agazian and Finfinne schools', instructional radio has been effectively utilized throughout inside the classrooms, whereas in

'Menelik school' it was not. A number of evidences can be listed.

As can be inferred from the analysis of the observation in the two schools - 'Agazian and Finfinne', it was observed that the comprehension and application of the radio instruction was quite satisfactory. Classroom teachers seriously used radio as an aid to teaching the language. Most of the programme objectives were achieved as intended. Where objectives were not achieved it was either because the content or the way the lesson was presented had a fault, as indicated, or classroom teachers did not perform the pre, during and after radio activities.

On the other hand, it was observed that the students showed progress in interest, motivation, participation and confidence in learning and using the language.

On the whole, the students and teachers in these two schools were very enthusiastic in using radio for practising in the classroom. The classrooms in these two schools were lively and interesting, because the students were given a chance to work, that is, they were made busy doing exercises like repeating words of the day's lesson or the song (if there was any) individually as well as in groups in the after radio lesson.

In 'Menelik school', however, most of the programme objectives were not met as intended as instructional radio

effect in the students, whereas it did in the other two schools' students. So, the interest, motivation, and confidence of students in this school ('Menelik') is less as compared to the students in the other two schools.

Therefore, one can not generalize that instructional radio is not effective because objectives were not met in Menelik school. It is because teachers did not motivate their students to follow the radio, they never controlled their students and they never performed the necessary activities that should be done in the course of the radio lesson.

Moreover, as can be inferred from the introduction of the schools observed no one of the two schools' teachers (Agazian and Finfinne schools) were trained by DEMM, and only one teacher out of the eight in Menelik school was trained by DEMM on the utilization of radio inside classrooms. Nevertheless, it was observed that the teachers in the two schools successfully utilized radio inside the classrooms. They totally based themselves on the teachers' guide texts to prepare themselves as well as the students for the radio lesson. Therefore, as to the researchers conclusion, this implies that the teachers' guide text is well prepared.

Hence, what is concluded from the overall observations made is, that radio instruction effectiveness largely depends on the participation of classroom teachers. In other words, 'instructional radio is not complete by itself.'² It is made complete by the classroom teacher making the required preparations in the before radio, during radio and after the radio.

4.3 Results of the Teachers'

Questionnaire

Teachers were asked to measure the presentation formats in relation to the students activity in order of rank. All raw scores and percentages are given in appendix 9, 10, 11 and 12 for grades 3, 4, 5 and 6 respectively.

The following summary is made with regard to the questionnaire completed by the teachers. All 32 questions asked to the teachers are grouped into 11 groups.

A) Teachers' opinions about the nature of radio programmes, including the level, the simplicity and clarity of radio programmes (items 1, 2 and 3) were very good for all the grades under study. That is:

For grade 3, items 1, 2 and 3 were ranked as very good by 71%, 71% and 68% of the teachers respectively. For grade 4 items 1, 2 and 3 were ranked as very good by 59%, 66% and 62% of the teachers respectively. For grade 5 items 1, 2 and 3 were ranked as very good by 68%, 68% and 64% of the teachers respectively. For grade 6 items 1, 2 and 3 were ranked as very good by 69%, 75% and 31% of the teachers respectively.

F) The teachers' opinions about the effectiveness of the teachers' guide text in their being helpful to prepare the teachers as well as the students for the radio programmes (item 4,5 and 6) were positive. That is:

For grade 3 items 4, 5 and 6 were ranked as very good

by 64%, 68% and 54% of the teachers respectively. For grade 4 items 4 and 5 were ranked as very good by 59% and 62% of the teachers respectively, and item 6 was ranked as excellent by 59% of the teachers. For grade 5, 68% , 64% and 54% of the teachers ranked items 4, 5 and 6 as very good respectively. For grade 6 items 4 and 5 were ranked as very good by 66% and 69% of the teachers respectively and item 6 was ranked as excellent by 72% of the teachers.

C) Students activity in all the three levels of radio in the pre, during and after radio programmes (items 7,8 and 9) were also felt to be positive by most teachers.

For grade 3 the three items (7, 8 and 9) were ranked as very good by 64%, 75% and 64% of the teachers respectively. For grade 4 items 7, 8 and 9 were also ranked as very good by 69%, 72% and 48% of the teachers respectively. For grade 5, items 7, 8 and 9 were ranked as very good by 54%, 61% and 64% of the teachers respectively. For grade 6, items 7 and 9 were ranked as very good by 69% of the teachers and item 8 was ranked as good by 52% of the teachers.

D) The general methodology of radio regarding the contexts and situations presented; regarding the use of native speakers in presenting English programmes and also the use of 'Amharic' in the radio programmes (item 10-15) are ranked as follows.

For grade 3 items 10,11, 12, 13 and 15 were ranked as verygood by 68% , 61%, 61%, 53% and 61% of the teachers respectively and item 14 was ranked as good by 61% of the teachers.

For grade 4, items 10, 11, 12, 13 and 15 were ranked as good by 76%, 62%, 55%, 59% and 55% of the teachers respectively and question 14 was ranked as good by 45% of the teachers.

For grade 5 items 10, 11, 12, 13 and 15 were ranked as verygood by 75%, 68%, 64%, 75% and 61% of the teachers respectively and question 14 was ranked as good by 68% of the teachers. For grade 6, item 10, 11 and 15 were ranked as verygood by 69%, 62% and 66% of the teachers respectively and items 12 and 13 were ranked as excellent by 66% and 72% of the teachers respectively and item 14 as good by 59% of the teachers.

E) Teachers' feelings towards the drills effectiveness in language teaching (items 16, 17 and 18) were positive for all the grades under study.

For grade 3, items 16, 17 and 18 were ranked as verygood by 63%, 64% and 53% of the teachers respectively. For grade 4 the same items (16, 17 and 18) were ranked as verygood by 66%, 62% and 62% of the teachers respectively. For grade 5, 64%, 64% and 71% of the teachers ranked items 16, 17 and 18 as verygood respectively; and for grade 6, 66% and 69% of the teachers ranked items 16, 17 and 18 as verygood respectively.

F) Teachers' opinions towards the songs which include items 19, 20, 21, 22 and 23 were positive. That is,

For grade 3, items 19, 20, 21 and 23 were ranked as excellent by 61%, 57%, 57% and 64% respectively and item 22 as verygood by 50% of the teachers. For grade 4, items

19, 20, 21, 22 and 23 were ranked as verygood by 52%, 55%, 52%, 59% and 69% of the teachers respectively.

For grade 5, items 19, 20, 21 and 23 were ranked as excellent by 64%, 68%, 64% and 75% of the teachers sampled respectively and item 22 as **very good** by 64% of the teachers. For grade 6, item 21 was ranked as excellent by 72% of the teachers and items 19, 20, 22 and 23 as **very good** by 62%, 69%, 48% and 69% of the teachers respectively.

G) Teachers' opinions towards the instructional dialogues which include items 24 and 25 were positive. That is,

For grade 3, item 24 was ranked as **very good** by 68% of the teachers and item 25 as good by 39% of the teachers. For grade 4 items 24 and 25 were ranked as verygood by 59% and 76% of the teachers respectively.

For grade 5, both items were ranked as **very good** by 61% of the teachers; and for grade 6 both items were ranked as **very good** by 86% of them.

(H) The sound effects in being effective to facilitate students comprehension which include items 26, 27 and 28 were ranked as follows.

For grade 3 item 26 was ranked as excellent by 64% of the teachers and items 27 and 28 as **very good** by 64% and 75% of the teachers respectively. For grade 4 item 26 was ranked as excellent by 52% of the teachers and items 27 and 28 as **very good** by 72% and 79% of the teachers respectively.

For grade 5 item 26 was ranked as excellent by 75% of

the teachers and items 27 and 28 as very good by 68% and 75% of the teachers respectively. For grade 6, item 26 was ranked as excellent by 76% of the teachers and items 27 and 28 as very good by 62% of the teachers.

I) The relationship of the radio programmes with the students' textbook (curriculum), item 29, was considered to be very good by the teachers for all the grades. That is,

For grade 3, 50% of the teachers; for grade 4, 62% of the teachers; for grade 5, 62% of the teachers and for grade 6, 52% of the teachers said that the radio lessons are very much related with the students' textbooks.

J) For items 30 and 31 most of the teachers, that is, 53% of them felt that songs are the best method for teaching language for grade 3 students (item 30), while 75% of them claim that no serious improvement is needed for the other formats (item 31).

For grade 4, 66% of the teachers claim that all the formats are suitable for teaching the language, and 33% recommended that no serious improvement is needed (item 31).

For grade 5, 82% of the teachers claim that all the formats are suitable for teaching the language (item 30) and 71% said that no serious improvement is needed (item 31).

For grade 6, 72% of the teachers claim that all the formats are suitable for teaching the language for this grade (item 30), and 83% of them felt that there is no need for serious improvement (item 31).

K) The open ended comments of teachers (item 32) are to be indicated along with the analysis of some questions selected for discussion in the following sections.

Since all the questions (32 of them) can not be included in the paper for analysis 8 questions, that is, 4 pairs of questions that are considered to be relevant for discussion were selected for each grade.

The selection of the pairs was based on questions regarding the presentation methodologies which are related with each other. This helps to cross-check the rank that one teacher gives for one question against the other question in the same pair, so that the rank he/she gives for one question is justified or also rejected by the answer he/she gives for the questions in the same pair.

The pairs of questions taken for cross checking or cross classifying are items 11 and 27; items 17 and 18; items 19 and 23 and items 24 and 25. All the raw scores and percentages of the cross classification tables are shown in appendix 13 for grade 3; in appendix 14 for grade 4; in appendix 15 for grade 5 and in appendix 16 for grade 6.

The ranks given for every question are going to be evaluated with the support of the results of the actual observation made inside classrooms, which is considered as a source of reference for the researcher; by the open ended comments teachers gave in the questionnaire and by the results of the cross-check questions.

4.3.1 Analysis and Discussion

Grade 3

17.8% of the total grade 3 teachers sampled have

23 upto 29 years of English language teaching experience; 64.2% have 11-19 years of experience; and 17.8 % have 1-5 years of teaching experience. Most of the teachers as indicated in the percentages have more than 10 years of experience in teaching the language.

Discussions:

Item 11: contexts and situations presented over the radio were _____ in helping the students understand the message.

Item 27: The sound effects were _____ in facilitating students comprehension.

Emotional comparisons are made of the differences between the ranks given by teachers in the questions above. Both contexts and situations and the sound effects are found to be effective and complementary, that is, both should be used parallel with each other since they are highly related. As can be **inferred** from the cross-check table in appendix 13 questions 11 and 27 are highly ranked by 36% and 39% of the teachers respectively. This implies that it is preferable to use both for better students comprehension. No one graded both questions as poor.

Item 17: Drills were _____ in being communicative and interactive.

Item 18: Drills were _____ in being adapted to the students' needs and use

Question 17 when compared to question 18 is ranked higher (by 50% and 46% of the teachers respectively). This

implies that the drills were communicative and interactive, inspite of the fact that some teachers felt that some of the drills do not correspond with the students 'needs' and 'uses'. Nevertheless, transmission programmes when prepared assume and take into consideration the general age group concerned. Hence, the media can not satisfy every pupils 'needs' and 'interests' because, as to the researchers observation, not all the pupils in the same grade are of the same age therefore not all can have the same interests. However, from the statistically computed results, drills are still found to be effective and are complementary, (see Appendix 13 for the cross check table). In fact, drills seem to be preferred over contexts and sound effects.

Item 19: Song effectiveness for the teaching of English language has always been _____.

Item 23: The matching of the songs' content with the content of the day's radio lesson was always _____.

The songs as can be inferred from the table (see appendix 13) are highly supported by the teachers. When the excellent and verygood ranks are added, 76% and 71% for question 19 and 23 is scored respectively. Question 23 is ranked lower than question 19. Nevertheless, as can be inferred from table 5, in all the programmes tabulated the songs always matched with the content or the structure taught in each lesson. However, as expected, grade 3 students tend to like lessons that are given in song forms. Infact, songs seem to be more effecive than contexts or sound effects and drills

for this grade. Moreover, most teachers commented that songs were very much liked by their students more than other things. The same thing was observed by the researcher.

Item 24: Dialogues presented correspond with the students 'age', 'needs' and 'interests' in a (an) _____ way.

Item 25: Dialogues were _____ in helping students learn some sentences which they can use for a purpose.

36% of the teachers sampled ranked both questions as good. (see appendix 13). 32% and 39% of them also ranked question 24 and 25 as **very good respectively**. It is found that most of the teachers evaluation lies in good and above. Only a few ranked the questions as poor. This might be due to specific complaints, for example, as gathered from their comments, 4% of them said that the speed at which the dialogues were presented was too fast so that the students were not able to follow. However, this does not conform with the researcher's observation, as the dialogues were presented at a normal speed for this grade.

Conclusion

Eventhough all of the 4 teaching methods discussed seem to be highly regarded by the teachers in helping facilitate language learning for the students, it seems that the 'song' approach has the highest preferences over the other formats or approaches mentioned. This is expected among younger children of grade 3. Still a combination of all the above methods seems to be effective.

Grade 4

27.5% of the total teachers for this grade have 1-10 years of teaching experience in language; 52.2% have 11-20 years of teaching experience; and 17.2% have 20-28 years of teaching experience. Most of the teachers according to the percentages computed have more than 10 years of teaching experience. Therefore, an honest response is expected from teachers.

Discussions

Item 11: contexts and situations presented over the radio were _____ in helping the students understand the message.

Item 27: The sound effects were _____ in facilitating student comprehension.

Question 11 and 27 are ranked as verygood by 59% and 62% of the teachers. Both questions, as can be inferred from the percentage computed, are found to be complementary with each other. This implies that, both are effective and are preferable to use for better students learning of the language. As can be inferred from the cross check table in appendix 14, no one ranked both questions as poor.

Item 17: Drills were _____ in being communicative and interactive.

Item 18: Drills were _____ in being adopted to the students' needs and use.

48% and 52% of the teachers ranked question 17 and 18 as verygood respectively. The questions about drills

are also found to be complementary in the same way as question 11 and 27, although they are favoured less than question 11 and 27. As to the researcher's observation findings, the drills/ the repeated words and the structures and also the response drills were made more communicative and interactive in the 'dialogues' and the 'educational songs' that were presented.

Item 19: Song effectiveness for the teaching of English language has always been _____.

Item 23: The matching of the songs' content with the content of the day's radio lesson was always _____.

Question 19 and 23 are ranked as excellent by 34% and 24% of the teachers respectively, and as very good by 34% and 41% respectively. When the excellent and very good scores are added, question 19 is favoured by 68% of the teachers and question 23 by 65% of the teachers. In general as can be inferred from the cross-check table (see appendix 14) songs are highly preferred by the teachers. 4% and 7% of the teachers ranked question 19 and 23 as poor respectively. For question 19, the teachers' answer is justified. As gathered from the comments they gave, some of the songs effectiveness in teaching the language is affected by the words and tunes because they were difficult for the students. Such comment was also indicated in the observation findings of the researcher. However, the rank given to question 23 (as poor by 7% of the teachers) is considered as unfair, by the researcher, as all the songs were observed to have correspondence with the content of the lesson for each day. (see table 6).

Item 24: Dialogues presented correspond with the students 'age', 'needs' and 'interests' in a (an) _____ way.

Item 25: Dialogues were _____ in helping students learn some sentences which they can use for a purpose.

Item 24 and 25 are ranked as verygood by 42% and 49% of the teachers respectively. When the results are examined in relation to each other, item 25 is ranked higher than question 24. This indicates that not always can the media satisfy every pupils 'needs' and interests because not all the pupils in the same grade are of the same 'age', 'interests' and 'needs'. On the other hand, the fact that item 25 is ranked higher than item 24 also indicates that 'dialogues' helped students to learn some words which they can use in their daily activities. Both items were ranked as poor by 3% of the teachers. As inferred from the free comments the teachers gave, dialogues were criticized on their length or speed. As to the researcher's observation, length of dialogues can not be criticized much as it is quite normal that content or presentation of any lesson has to be a bit more complex when grade levels increase. However, the dialogues are still **preferred** by the teachers.

Conclusion

The findings for this grade are similar to those of grade 3, in that a combination of the 4 methods seem to be working effectively. However, teachers for grade 4 give more preference to sound effects, drill and dialogues than grade 3 teachers. Both grades seem to have about the same degree of preference about songs.

Grade 5

32% of the teachers for this grade have 1-10 years of English language teaching experience; 50% have 11-20 years of experience in teaching; and 14.2% have 22-28 years of teaching experience. Most of these teachers, as the percentages indicate, have more than 10 years of teaching experience. Therefore an honest response is hoped to be given by them.

Discussions

Item 11: Contexts and situations presented over the radio were _____ in helping the students understand the message.

Item 27: The sound effects were _____ in facilitating student comprehension.

46% and 50% of the total sampled teachers ranked questions 11 and 27 as excellent respectively. Both questions, as can be inferred from the cross-check table in appendix 15, are ranked as very good and above by most of the teachers. As the computed percentage of the rank given by teachers as excellent shows, both questions are highly related with each other. This, indicates that, both are effective and preferable by the teachers. Moreover, as can be inferred from the table no one ranked the questions as poor.

Item 17: Drills were _____ in being communicative and interactive.

Item 18: Drills were _____ in being adapted to the students needs and use.

Both questions as can be observed from the table (see appendix 15) are ranked as verygood by 50% of the teachers. The same number of teachers -14%, also ranked both questions as excellent. The ranks imply that students have gained something of the language from the drills, Generally verygood and above are accepted by most of the teachers.

Item 19: Song effectiveness for the teaching of English language has always been _____.

Item 23: The matching of songs content with the day's radio lesson was always _____.

When the ranks of songs in both questions are compared, question 19 is highly ranked as excellent by 54% and question 23 by 43% of the teachers. This implies that the students learning has been facilitated by the songs. Besides as can be inferred from table 7, the educational songs are integrated with all the lessons' contents. As to the results of the researcher's observation findings, grade 5 students also enjoyed the songs just like grade 3 students. As further can be observed from the table (see appendix 15) no one ranked the song effectiveness as poor. Therefore, the song effectiveness in teaching the language seem to be supported by the teachers.

Item 24: Dialogues presented correspond with the students 'age', 'needs' and 'interests' in a (an) _____ way.

Item 25: Dialogues were _____ in helping students learn some sentences which they can use for a purpose.

Question 24 and 25 are ranked as verygood by 47% and 50% of the teachers respectively. They are found to be complementary. This implies that students benefited from the dialogues. However, 7% of the teachers ranked both questions as poor. In their comments, the teachers claimed that some of the dialogues were difficult for the students interms of the pronunciation of the speakers not being clear and also very fast. Nevertheless, as to the observation findings of the researcher, the pronunciation of the speakers was perfectly clear. That is, the pronunciation clarity of the speakers was affected by the type of radios used inside the classrooms. As observed, most schools use old radios.

Grade 6

Out of the total grade 6 teachers sampled, 48.2% have 3-10 years of teaching experience of the language; 31% have 11-20 years of teaching experience; and 20.6% have 23-30 years of experience. Most of the teachers have more than 10 years of teaching experience. Therefore, their honest comments are hoped for.

Discussions

Item 11: Contents and situations presented over the radio were ____ in helping the students understand the message.

Item 27: The sound effects were ____ in facilitating students' needs and use.

45% and 38% of the teachers ranked question 17 and 18 as verygood respectively, and as good by 42% and 52% of

the teachers respectively. The teachers seem to be satisfied with the drills. However as the observation findings, some of the transformational drills for this grade were difficult. And as can be inferred from the percentages computed, drills are favoured less than the above formats.

Item 19: Song effectiveness for the teaching of English language has always been _____.

Item 23: The matching of the songs' content with the content of the day's radio lesson was always _____.

Both questions are ranked as excellent by 34% of the teachers and as verygood by 41% for question 19 and by 38% of the teachers for question 23. When the excellent and verygood ranks are added for both items 75% and 72% of the teachers favoured the songs, that is, question 19 and 23 respectively. The results imply that songs for this grade are favoured more than the drills and are found to be effective. Nevertheless, although the songs are supported by many of them, still some teachers have comments on songs. They claimed that the songs for this grade were difficult interms of tunes and words. That is, some songs' sentences were estimated as too long. As to the observation results indicate some songs' tunes were found to be difficult for the students. As to the length of the words of the songs is concerned, naturally, grade 6 is more complex in terms of structure and vocabulary. Therefore, it is not surprising that the words /sentences are longer than the words/ sentences of the other lower grades, as to the researcher's assumption.

Item 24: Dialogues presented correspond with the students 'age', 'needs' and 'interests' in a (an) _____ way.

Item 25: Dialogues were _____ in helping students learn some sentences which they can use for a purpose.

As can be inferred from the table (see appendix 16) both questions are ranked as very good by 52% of the teachers. This implies that the dialogues are effective in helping students learn the language. However, the dialogues were criticized as being difficult for the students as the students experience for the language is very low. In addition, the speed at which the dialogues are presented is thought as being too fast. Almost all recommended that, simpler dialogues that are presented at a slower speed to be prepared for this grade.

Conclusions: Grade 5 and 6

In these two grades, the 4 methods seem to be found relevant. Both these grades seem to have the same ranks of preference for the contexts and sound effects formats. When it comes to drills, grade 5 teachers seem to prefer them more than grade 6 teachers. The preferences given to songs among grade 5 and 6 is still very high while dialogues seem to have more effectiveness among grade 5 and 6 when compared to the lower grades.

4.3.2 Ranking Preferences: Preferences by Type of Teaching Formats.

In order to make uniform ranking of the data obtained

from the questionnaire the amount of percentages under the category excellent and verygood for each question are added. Then the average is calculated and the four methods for each of the grades were ranked in terms of percentages. Highest rank is given to highest preference and the results are given in the table below.

Table 9

Preference by Type of Teaching Formats

For Grade 3, 4, 5 and 6

	Grade 3	Grade 4	Grade 5	Grade 6
Context and	3	1	1	1
Sound effects				
Drills	4	3	4	4
Songs	1	2	2	2
Dialogues	2	2	3	3

As can be inferred from the table above, eventhough all the methods are necessary; sound effects and contexts seem to be highly preferred,while drills are least preferred.

On the whole the new series programmes seem to be superior over the old series programmes. That is, from the opinions of the teachers and the observation results, the new series, unlike the old one seems to be interactive and to greatly encourage a high level of teachers and students attention and participation.

Inaddition, the recommendations that stem out from

the results of the research made on the old series, by DEMM, (refer quotation 4 and 5 in the statement of the problem) the speed, except for some few exceptions seem to be adjusted to the pupils' level of comprehension. Besides, to improve the pronunciation of the students, trained native speakers are involved in presenting programmes in the new series.

Moreover, new vocabularies are explained and practised in the pre radio lesson of the new series, as recommended by DEMM in the research it carried out in 1987. This indicates that, this time the teachers' guide text for the new series is found to be well prepared, in that it includes every content about the radio lessons to be transmitted.

Furthermore, as recommended in the research done by DEMM in 1987, songs in the new series are more frequently repeated for the sake of language practice. And this resulted in facilitating students' language learning. The songs in the new series are found to be preferred more by most teachers and students than the songs in the old series. For example, in a senior essay worked on the old series, songs were found to be preferred the least, only by 4% of the sampled students, than the other formats.³

4.3.3 Comparison of Results at the
Grade levels under study.

4.3.3.1 Question combinations: Percentages on
Excellent and verygood ranks. Table 10.

Grades	Ranking Questions				\bar{X}
	11 VS 27	17 VS 18	19 VS 23	24 VS 25	
3	66.5	57.5	73.5	58.5	64
4	86.5	69	66.5	78	75
5	85.5	65	80.5	70	76.25
6	76	51.5	73.5	58.5	64.87

The following summary is made from the above table. Generally as can be inferred from the table, the degree of responses tends to increase from lower grade to higher grade but suddenly decreases in grade 6. The reason for the decrease, as discussed in the results of the questionnaire completed by the teachers, might be due to the points raised to have been ~~most~~ comings. Highest preferences is seen among grade 5 teachers than all the other grades.

4.4 Results of the Students' Questionnaire

Students were asked to give their opinions about the presentation formats in relation to their understanding of the lessons that are transmitted. All raw scores and percentages are given in appendix 17.

The students gave high scores for whatever questions they were asked. And since, the results did not have much variability they were not subject to further statistical analysis.

However, from the responses they gave and also from the personal observation carried out in some schools, students seem to like and enjoy radio lessons.

CHAPTER V

Conclusions and Recommendations

5.1. Conclusion

This study provides an introduction to the various presentation formats that are used by instructional radio namely the dialogue, drama/story along with sound effects, the drills (the listen and repeat and the response drills), the question and answer and the educational songs. All the 112 radio programmes prepared for the elementary, that is, grade 3 to 6 have been analysed in terms of the vocabulary, structure and pronunciation they aim to teach.

In this study two techniques, observation and questionnaire distribution to teachers and students have been employed to evaluate the significance of radio instruction that is prepared in support of the conventional classroom teaching.

Broadly speaking, the findings of the observation support the contention that the new series of English by Radio programmes are effective in aiding the teaching of English as a foreign language in our primary schools, but only when there is full participation by the classroom teacher.

From the results of the three schools observed, it was found that two of the schools utilized radio properly, hence the intended objectives of most of the lessons were achieved, whereas in the third school, radio was not utilized properly, therefore little or no change of behaviour in students was observed. The performance of the first two school's pupils as compared to the performance of

the other school pupils was superior. Thus, the achievement of these two schools reflects the effectiveness of radio and the techniques used to utilize radio.

The students of the two schools where radio was utilized properly, showed higher motivation, more willingness, participation and satisfaction in learning than the pupils in the third school.

As far as the presentation formats are concerned all have been found to be suitable for radio instruction, despite some shortcomings indicated in the study. As a whole, the analysis of the programme has revealed that the educational songs, dialogues or dramas and the drills integrate well with the lesson structure for the day. Moreover, all were found to involve pupils in the programme. However, some of the transformational drills for grade 6 were considered to be difficult by some teachers and by this writer.

The same programme formats observed and analysed for effectiveness have also been the subject of questionnaire analysis with English teachers of the elementary schools. In general, the results of the questionnaires computed for grades 3, 4, 5 and 6 show that radio instruction and the different formats used were found to be efficient enough to sustain motivation, interest and participation, and to enhance the students' ability to learn the language elements in the lesson.

However, it must be clear that the findings of this study are not perfect and final. Further research that

would cover the whole country should be carried out to arrive at a satisfactory conclusion.

From the results obtained and the conclusions arrived at, the following recommendations, considered to be essential, are suggested.

5.2 Recommendations

The new series of English by Radio Programmes are quite clearly an improvement over the old in that the recommendations of DFMM's 1987 Evaluation Report appear to have been fully implemented. Drills are more communicative, dialogues are more natural and interesting, the songs are well integrated into the programmes and are enjoyable to the students.

Furthermore, the use of trained native speakers as well as some of our best Ethiopian presenters and students ensures a high standard of presentation. There are, however, a number of problems connected with the efficient utilizations that stem from the researcher's observation of the 96 classes, as well as the detailed analysis of the questionnaire results.

- 1) As observed, radio lessons are considered as a free period by some schools/ teachers. As the results of the observation indicated, instructional radio was found to be effective in those schools where strict preparation and participation was made by teachers. Whereas in the schools where preparation and participation of teachers was not done it was observed that instructional radio was not effective. Considering this, strict control and supervision in schools should be

exercised by the Ministry of Education; by DEMM, by concerned supervisors and also by the school Directors, to see to what extent teachers utilize radio instruction.

- 2) It was observed that most schools do not have enough radio sets. Besides, most of the radios owned by schools are so old that the sound is not clear. Therefore, new and enough of them should be distributed.
- 3) Schools must be given the necessary encouragement to utilize radio in the best way it should be utilized. That is, it is of crucial importance that school teachers, no matter how good their qualifications (in their fields), should be especially trained in the utilization of educational broadcasting in the form of workshops and seminars. Lack of such training is in many cases responsible for the failure of instructional radio from being effective.
- 4) The future teachers in the Teachers Training Institutes should be given courses on Radio Instruction and how to utilize it inside the classroom performance.
- 5) In order to involve students more in the radio programmes and to make radio programmes more communicative, student worksheets should be supplied along with each radio lesson just like the Kenyan RLAP's experience indicated in the review of literature.
- 6) The arrangement of classrooms in schools must be conducive to radio classes to avoid noise and other factors

that distract the students' attention.

- 7) Teacher's guides should be distributed to schools on time and enough of them should be provided for each teacher to have a copy.
- 8) Programmes should be carefully analysed by the DEMM staff to eliminate those weaknesses cited by the teachers.

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Sifting, 1973.
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APPENDIX 1

Medium Wave Regional Educational Radio Transmitting Stations



"Remarks": of the three frequencies indicated at each transmitting station, the ones underlined are operational. The remaining two will be utilized consecutively with the availability of additional transmitters in the years ahead."

Source: Research and Training Service Divison, Evaluation of primary school Radio programmes, Department of Educational Mass Media Ministry of Education Addis Ababa, June 1987 (p.52)

APPENDIX 2

Evaluated Regions. Five Zones: Northern, Eastern, Southern, Western and Central.



Key: The shaded parts are the-evaluated regions.

Source: Research and Training Service Division, "Evaluation of primary School Radio programmes", Department of Educational Mass Media Ministry of Education, Addis Ababa, June 1987. (the cover of the Book)

APPENDIX 3

Instructional Radio Time-Table For English

1981 - 1984 (1988-1992)

NORNING SESSION					
Broadcasting Time	Monday	Tuesday	Wed. Day	Thursday	Friday
8:05-8:20					5 th grade
8:25-8:40			4 th grade		
8:45-9:00	3 rd grade	6 th grade			
9:25-9:40				3 rd grade	6 th grade
9:45-10:00			5 th grade		
10:00-10:15	BREAK				
11:20-10:35	4 th grade				
11:00-11:15		3 rd grade	6 th grade		
11:40-11:55		5 th grade			
12:15-12:30	AFTERNOON SESSION				
12:35-12:50					5 th grade
12:55-1:10			4 th grade		
1:15-1:30	3 rd grade	6 th grade			
1:55-2:10				3 rd grade	6 th grade
2:15-2:30			5 th grade		
2:30-2:45	BREAK				
2:50-3:05	4 th grade				
3:30-3:45				4 th grade	
3:55-4:05		3 rd grade	6 th grade		
4:10-4:25	5 th grade				

APPENDIX 4

A song for grade 3, requires the students to touch and point at things (programme 2)

*"Abeba point to a wall
That is a wall.
Abeba touch a book
This is a book
Abeba point to a desk
That is a desk
Abeba touch a ball
This is a ball. 1*

A song for grade 3, that requires the students to point at things (lesson programme 6).

<i>Show me a cow</i>	<i>That is a cow</i>
<i>Show me a tree</i>	<i>This is a tree</i>
<i>Show me a goat</i>	<i>That is a goat</i>
<i>Show it to me</i>	<i>Show it to me.²</i>

1. Ministry of Education. English by radio For grade 3 Teacher's Guide. Addis Ababa. EMPDA. 1988. p.4-5
2. Ibid, p.22

APPENDIX 5

A song that teaches students the name of objects
(lesson programme 8, grade 3).

<i>What is this ?</i>	<i>Zoom Zoom</i>
<i>It is an aeroplane.</i>	
<i>What is this ?</i>	<i>Broom Broom</i>
<i>It is a car.</i>	
<i>What is this ?</i>	<i>Choo Choo</i>
<i>It's a railway train.</i>	
<i>What is this ?</i>	<i>Strum Strum</i>
<i>It's my guitar.</i>	
<i>It is an aeroplane</i>	
<i>A railway train</i>	
<i>A car and my guitar.¹</i>	

A song that teaches students the names of the days.
(lesson programme 13, grade 4)

A week has seven days
A week has seven days
Sunday, Monday
Tuesday, Wednesday
Thursday, Friday
Saturday.
A week has seven days
A week has seven days
Seven days and
Seven nights and
Seven days.
A week has seven days.²

A song that teaches students the names of the months.
(Lesson programme 11, grade 5).

*All in together, friends
This fine weather, friends.
When I call your birthday.
Please jump out.*

January February March

April May June

July August

September October

November December

All jump out.³

1. Ministry of Education. English by radio For grade 3 Teacher's Guide. Addis Ababa. EMPDA. 1988. p. 31.
2. _____. English by radio For grade 4 Teacher's Guide. Addis Ababa. EMPDA. 1988. p.52.
3. _____. English by radio for grade 5 Teacher's Guide. Addis Ababa. EMPDA. 1988. p.46.

APPENDIX 6

OBSERVATION CHECK LIST

NAME OF SCHOOL _____
 SUBJECT _____
 GRADE _____
 PROGRAMME NO. _____
 LESSON TOPIC _____

	YES	NO.
<p>1. TEACHER'S ACTIVITY</p> <p style="padding-left: 40px;"><u>PRE RADIO</u></p> <p>(1) Revised briefly previous radio lesson.</p> <p>(2) Introduced to class the structures and vocabulary of the forth coming programme according to the teacher's guide for that programme.</p> <p>(3) Wrote all necessary words like vocabulary, structure on the blackboard including the educational song or poem if any.</p> <p>(4) Drilled and explained to class the words of the song; vocabulary, structures and also asked some related questions before radio started.</p> <p>(<u>DURING RADIO</u></p> <p>(1) Had control of the classroom.</p> <p>(2) Encouraged students to follow the radio lesson.</p> <p>(3) Sang the song with the students.</p> <p>(4) Guided students by showing/ pointing to what is written on the blackboard or to a visual aid. (if any)</p> <p><u>AFTER RADIO</u></p> <p>(1) Sang the song with the students to make sure that it is firmly established in student's mind.</p> <p>(2) Gave exercises to students concerning the lesson for the day.</p> <p>(3) Consolidates the radio programme further.</p> <p>(4) Made students write (song; poem any other pattern of the language).</p>		

2. STUDENTS' ACTIVITY

- (1) Ability to follow the radio lesson was
- (2) Motivation of students throughout the lesson was
- (3) Ability to sing the song was;
- (4) Ability to drill accurately after the radio teacher was
- (5) Ability to answer questions asked by radio teacher was
- (6) Ability to read (songs, poem as well as other exercises) from the black-board was
- (7) Ability to write down song, exercises, vocabulary into their copy books.

3. PRESENTATION

- (1) Clarity
- (2) Capacity to motivate
- (3) Speed
- (4) Pause

4. LANGUAGE

- (1) Pronunciation clarity was
- (2) Ability of students to understand the language was.

EXCELLENT	V. GOOD	GOOD	POOR	COMMENT

APPENDIX 7

"APPLICATION AND EFFECTIVENESS OF THE METHODOLOGY
OF ENGLISH BY RADIO"

TEACHERS' QUESTIONNAIRE

The object of this questionnaire is to determine the effectiveness of radio in teaching the language. The answers you give may be used to improve the quality of English instruction provided by radio. Please answer CAREFULLY and SINCERELY. Thank you.

A. Please provide the following information about yourself in the space provided.

- (1) Name of the School you Teach _____
- (2) Grade you Teach _____
- (3) Qualification: Diploma/Certificate in _____
- (4) Teaching experience _____ years.
- (5) Position (Director/Ass. Director, Administrator, Department head, Unit leader, other) _____

B. Please give your answers in each of the following questions (1-32) below using one of the four choices given. Tick ONLY ONCE for one question.

	EXCELLENT	V.GOOD	GOOD	POOR
1. The level of radio programmes compared; with the level of understanding of students has always been _____.	_____	_____	_____	_____
2. The clarity of the programmes has always been _____.	_____	_____	_____	_____
3. The simplicity of the programmes has always been _____.	_____	_____	_____	_____

	EXCELLENT	V. GOOD	GOOD	POOR
4. The pre-radio programme activities suggested in the Teacher's guide were _____ _____ in making students actively participate.	_____	_____	_____	_____
5. The teachers guide is _____ _____ in preparing the students to participate in all the stages of the radio lesson. (pre-radio, during radio and post-radio)	_____	_____	_____	_____
6. The teachers guide is _____ _____ in preparing the teacher for the radio lesson	_____	_____	_____	_____
7. Programmes during the radio have always been _____.	_____	_____	_____	_____
8. The post radio-activity of students have always been _____.	_____	_____	_____	_____
9. The radio programmes have been _____ to encouraged/ help the students to use the language learned through the radio at other times during normal classroom performances.	_____	_____	_____	_____
10. The teaching methodology implicit in the programmes has always been _____.	_____	_____	_____	_____
11. Contexts and situations presented over the radio were _____ in helping the students understand the message.	_____	_____	_____	_____

	EXCELLENT	V. GOOD	GOOD	POOR
12. The use of native speakers in the radio programmes is _____ in helping students acquire a better pronunciation.	_____	_____	_____	_____
13. It is a(n) _____ thing to have native speakers in presenting the radio programmes.	_____	_____	_____	_____
14. Students' imitation of the correct pronunciation was _____.	_____	_____	_____	_____
15. The use of Amharic in giving instructions (for grade 3 and 4) in the radio programme and also in giving clarifications for grade 5 and 6 after the radio programme is a(an) _____ thing.	_____	_____	_____	_____
16. The level of the drills compared with the level of students have always been _____.	_____	_____	_____	_____
17. Drills were _____ in being communicative and interactive. / /	_____	_____	_____	_____
18. Drills were _____ in being adapted to the students' <u>needs</u> and <u>use</u>	_____	_____	_____	_____
19. Song effectiveness for the teaching of English language has always been _____.	_____	_____	_____	_____
20. The words of the songs are _____ in being words of everyday language.	_____	_____	_____	_____

	EXCELLENT	V.GOOD	GOOD	POOR
21. Songs were _____ in motivating students.	_____	_____	_____	_____
22. The ease of learning of the songs by students was _____.	_____	_____	_____	_____
23. The matching of the songs' content with the content of the day's radio lesson was always _____.	_____	_____	_____	_____
24. Dialogues presented corres- pond with the students 'age', 'needs'and 'interests'in a(an) _____ way.	_____	_____	_____	_____
25. Dialogues were _____ in helping students learn some sentences which they can use for a purpose.	_____	_____	_____	_____
26. Sound effects (sounds like sound of birds, sound of moving cars, sound of barking Dogs, etc) have always been used _____ (ly) in context.	_____	_____	_____	_____
27. The sound effects were _____ in facilitating student comprehension.	_____	_____	_____	_____
28. The sound effects provide reality and sense of actuality to what is presented to the listner.	_____	_____	_____	_____
29. The relation between the radio programmes broadcast and the text (curriculum) is _____.	_____	_____	_____	_____

የተግራዎች ቃለ መጠይቅ

ተግራዎች እነዚህ ከታች ያሉት ጥያቄዎች በደንብ ባሳታዩት በኋላ የሚመስሉ ላቸው መልስ መርጧቸው እንዳንብቻ አጥቅቷል፡፡

1/ ከረድዬ ስርጭት በፊት ያለው ቅድመ ዝግጅት ለፕሮግራሙ ዝግጅት ያለቸገር ለመከታተል

- ሀ/ ይረዳኛል
- ለ/ አይረዳኝም

2/ በስርጭት ጊዜ በረድዬ የሚቀርበውን ትምህርት ትርጉም እየገባኝ፡

- ሀ/ እከታተለዋለሁ
- ለ/ አልከታተልም

3/ የረድዬ ትምህርት በሚሰራጭበት ጊዜ ያሉትን መልወጃዎች ከረድዬ መምህሩ በኋላ ባለቸገር መምህሩ ያለውን ለመድገም፡

- ሀ/ እቸላለሁ
- ለ/ አልቸልም

4/ መዘገፎች በይበልጥ፡

- ሀ/ ያስተምረኛል
- ለ/ ያዘናኛል
- ጠ/ ያዘናኛልም ያስተምረኛልም

5/ የረድዬ ትምህርት በሚሰራጭበት ወቅት ያለውን /ያሉትን/ መዘገፍ /መዘገፎች/ ከረድዬ መምህሩ በኋላ ባለቸገር ለመዘገፍ፡

- ሀ/ እቸላለሁ
- ለ/ አልቸልም

6/ በረድዬ የሚሰጡትን መልወጃዎች

- ሀ/ ሁሉንም መስራት እቸላለሁ
- ለ/ አንዳንድ ጊዜ መስራት እቸላለሁ
- ጠ/ አይገባኝም / መስራት አልቸልም/

7/ የረድዬ መምህር መልወጃዎችን ሲናገር በደንብ፡

- ሀ/ ይሰጣኛል
- ለ/ አይሰጣኝም

8/ በስርዌት ጊዜ በረዳዬ ውስጥ የሚደረጉ ድርጅቶች

ሀ/ ያስተምገኛል ለ/ ያዘና ነኛል ጠ/ ያዘና ነኛልም ያስተምርኛልም

9/ በስርዌት ጊዜ አንዳንድ ደምጾች ለምሳሌ አንደ ደር፣ አንደላም፣ አንደ
ጠኪና፣ አንደ አብርካላን፣ ባቡር፣ ወፍ፣ የጠሳሰሉትን ጸምጾች በረዳዬ
የሚተላለፉትን ቃላት ትርጉም ለመግር፡

ሀ/ በጣም ይረዳኛል ለ/ አይረዳኝም

10/ የረዳዬ ትምህርት

ሀ/ አጠቃላይ

ለ/ አልጠቃም

APPENDIX 9

Teacher's Response (Questionnaires)

Grade 3

Item No	Excellent		V. Good		Good		Poor	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	1	4	20	71	6	21	1	4
2	4	14	20	71	3	11	1	4
3	1	4	19	68	6	21	2	7
4	4	14	18	64	5	18	1	4
5	7	25	19	68	2	7	0	0
6	11	39	15	54	2	7	0	0
7	2	7	18	64	8	29	0	0
8	1	4	21	75	5	17	1	4
9	9	32	18	64	1	4	0	0
10	5	18	19	68	4	14	0	0
11	5	18	17	61	4	14	2	7
12	7	25	17	61	2	7	2	7
13	5	18	15	53	6	22	2	7
14	2	7	6	21	17	61	3	11
15	7	25	17	61	3	11	1	4
16	4	14	19	68	4	14	1	4
17	2	7	18	64	8	29	0	0
18	3	11	15	53	8	29	2	7
19	17	61	9	32	2	7	0	0
20	16	57	10	36	2	7	0	0
21	16	57	9	32	3	11	0	0
22	8	29	14	50	4	14	2	7
23	18	64	7	25	3	11	0	0
24	7	25	19	68	0	0	2	7
25	8	29	7	25	11	39	2	7
26	18	64	8	29	2	7	0	0
27	8	29	18	64	2	7	0	0
28	3	11	21	75	4	14	0	0
29	7	25	14	50	7	25	0	0

Item No	Dialogue		Song		Drill		All		None	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
30	5	18	15	53	2	7	6	22	0	0
31	2	7	0	0	3	11	2	7	21	75



APPENDIX 10

Teachers' Response (Questionnaires)

Grade 4

Item No	Excellent		V. Good		Good		Poor	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	5	17	15	59	5	17	2	7
2	6	21	19	66	3	10	1	3
3	8	28	18	62	3	10	0	0
4	9	31	17	59	3	10	0	0
5	8	28	18	62	3	10	0	0
6	17	59	9	31	3	10	0	0
7	5	17	20	69	2	7	2	7
8	2	7	21	72	6	21	0	0
9	11	38	14	48	4	14	0	0
10	4	14	22	76	3	10	0	0
11	5	17	18	62	6	21	0	0
12	6	21	16	55	5	17	2	7
13	7	24	17	59	2	7	3	10
14	6	21	9	31	13	45	1	3
15	8	28	16	55	3	10	2	7
16	3	10	19	66	6	21	1	3
17	4	14	18	62	5	17	2	7
18	4	14	20	69	5	17	0	0
19	10	34	15	52	2	7	2	7
20	11	38	16	55	2	7	0	0
21	11	38	15	52	2	7	1	3
22	5	17	17	59	5	17	2	7
23	6	21	20	69	2	7	1	3
24	7	24	17	59	5	17	0	0
25	2	7	22	76	4	14	1	3
26	15	52	12	41	2	7	0	0
27	6	21	21	72	2	7	0	0
28	6	21	20	69	3	10	0	0
29	6	21	18	62	5	17	0	0

Item No	Dialogue		Song		Drill		All		None	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
30	5	17	2	7	3	10	19	66	0	0
31	2	7	1	3	2	7	0	0	24	83

APPENDIX 11

Teacher's Response (Questionnaires)

Grade 5

Item No	Excellent		V. Good		Good		Poor	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	1	4	19	68	6	21	2	7
2	2	7	19	68	7	25	0	0
3	1	4	18	64	7	25	2	7
4	4	14	19	68	3	11	2	7
5	7	25	18	64	3	11	0	0
6	7	25	15	54	6	21	0	0
7	5	18	17	61	6	21	0	0
8	3	11	18	64	5	18	2	7
9	7	25	18	64	3	11	0	0
10	4	14	21	75	3	11	0	0
11	5	18	19	68	4	14	0	0
12	6	21	18	64	1	4	3	11
13	5	18	21	75	2	7	0	0
14	3	11	4	14	19	68	2	7
15	6	21	17	61	3	11	2	7
16	4	14	18	64	5	18	1	4
17	4	14	18	64	5	18	1	4
18	3	11	20	71	4	14	1	4
19	18	64	6	21	3	11	1	4
20	19	18	7	25	2	7	0	0
21	18	64	8	29	0	0	2	7
22	5	18	18	64	4	14	1	4
23	21	75	7	25	0	0	0	0
24	4	14	17	61	5	18	2	7
25	6	21	17	61	3	11	2	7
26	21	75	5	18	2	7	0	0
27	7	25	19	68	2	7	0	0
28	3	11	21	75	4	14	0	0
29	4	14	18	64	3	11	3	11

Item No	Dialogue		Song		Drill		All		None	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
30	2	7	2	7	1	4	23	82	0	0
31	3	11	3	11	0	0	2	7	20	21

APPENDIX 12

Teacher's Response (Questionnaires)

Grade 6

Item No	Excellent		V. Good		Good		Porr	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	2	7	20	69	4	14	3	10
2	4	14	22	76	2	7	1	3
3	0	0	9	31	20	69	0	0
4	7	24	19	66	3	10	0	0
5	3	10	20	69	6	21	0	0
6	21	72	8	28	0	0	0	0
7	4	14	20	69	5	17	0	0
8	1	3	8	28	15	52	5	17
9	2	7	20	69	5	17	2	7
10	3	10	20	69	4	14	2	7
11	4	14	18	62	6	21	1	3
12	19	66	5	17	4	14	1	3
13	21	72	4	14	4	14	0	0
14	2	7	7	24	17	59	3	10
15	4	14	19	66	3	10	3	10
16	4	14	19	66	3	10	3	10
17	3	10	19	66	4	14	3	10
18	3	10	20	69	6	21	0	0
19	7	24	18	62	2	7	2	7
20	6	21	20	69	2	7	1	3
21	21	72	4	14	4	14	0	0
22	4	14	14	48	7	24	4	14
23	9	31	20	69	0	0	0	0
24	2	7	25	86	0	0	2	7
25	1	4	25	86	2	7	1	3
26	22	76	7	24	0	0	0	0
27	9	31	18	62	2	7	0	0
28	9	31	18	62	2	7	0	0
29	5	17	15	52	5	17	4	14

Item No	Dialogue		Song		Drill		All		None	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
30	4	14	2	7	2	7	21	72	0	0
31	2	7	2	7	0	0	1	3	24	83

APPENDIX 13
CROSS-CHECK TABLE
GRADE 3

- 11) Contexts and situations presented over the radio were _____ in helping the students understand the message.
- 27) The sound effects were _____ in facilitating student comprehension.

- 17) Drills were _____ in being communicative and interactive.
- 18) Drills were _____ in being adapted to the students needs and use.

	Q. No 11		Q. No 27	
	F	%	F	%
Excellent	7	25	9	32
Very good	10	36	11	39
Good	11	39	8	29
Poor	0	0	0	0

	Q. No 17		Q. No 18	
	F	%	F	%
Excellent	2	8	3	11
Very good	14	50	13	44
Good	11	39	10	36
Poor	1	3	2	7

CROSS - CHECK TABLE
GRADE 3

19) Song effectiveness for the teaching of English language has always been _____.

23) The matching of the songs content with the content of the day's radio lesson was always _____.

24) Dialogues presented correspond with the students 'age', '-needs' and 'interests' in a (an) _____ way.

25) Dialogues were _____ in helping students learn some sentences which they can use for a purpose.

	Q. N° 19		G. N° 23	
	Freq.	%	Freq.	%
Excellent	12	43	9	32
Very good	4	32	11	59
Good	7	25	8	29
Poor	0	0	0	0

	G. N° 24		G. N° 25	
	Freq.	%	Freq.	%
Excellent	7	25	6	21
Very good	9	32	11	37
Good	10	36	10	36
Poor	2	7	1	4

APPENDIX 14

CROSS-CHECK TABLE

GRADE 4

11) Contexts and situations presented over the radio were _____ in helping the students understand the message.

27) The sound effects were _____ in facilitating student comprehension.

17) Drills were _____ in being communicative and interactive.

18) Drills were _____ in being adapted to the students' needs and use.

	Q. N° 11		Q. N° 27	
	Freq	%	Freq	%
Excellent	7	24	8	28
Very good	17	59	18	62
Good	5	17	3	10
Poor	0	0	0	0

	Q. N° 17		Q. N° 18	
	Freq	%	Freq	%
Excellent	6	21	5	17
Very good	14	48	15	52
Good	8	28	9	31
Poor	1	3	0	0

CROSS-CHECK TABLE
GRADE 4.

19) Song effectiveness for the teaching of English language has always been _____.

25) The matching of the songs content with the content of the day's radio lesson was always _____.

24) Dialogues presented correspond with the students 'age', 'needs' and 'interests' in a (an) _____ way.

25) Dialogues were _____ in helping students learn some sentences which they can use for a purpose.

	Q. N° 19		Q. N° 23	
	FREQ	%	FREQ	%
Excellent	10	34	7	24
Very good	10	34	12	41
Good	8	28	8	28
Poor	1	4	2	7

	Q. N° 24		Q. N° 25	
	FREQ	%	FREQ	%
Excellent	10	34	9	31
Very good	13	42	14	49
Good	6	21	5	17
Poor	1	3	1	3

APPENDIX 15

CROSS-CHECK TABLE
GRADE 5

- 11) Contexts and situations presented over the radio were _____ in helping the students understand the message.
- 27) The sound effects were _____ in facilitating student comprehension.

- 17) Drills were _____ in being communicative and interactive.
- 18) Drills were _____ in being adapted to the students' needs and use.

	Q. N° 11		Q. N° 27	
	Freq	%	Freq	%
Excellent	13	43	14	50
Very good	12	43	9	32
Good	3	11	5	18
Poor	0	0	0	0

	Q. N° 17		Q. N° 18	
	Freq	%	Freq	%
Excellent	4	14	4	14
Very good	14	50	14	50
Good	10	36	9	33
Poor	0	0	1	3

CROSS CHECK TABLE

GRADE 5

19. Song effectiveness for the teaching of English language has always been _____.
23. The matching of the songs content with the content of the day's radio lesson was always _____.

- 24) Dialogues presented correspond with the students 'age', 'needs' and 'interests' in a (an) _____ way.
- 25) Dialogues were _____ in helping students learn some sentences which they can use for a purpose.

	Q. N ^o 19		Q. N ^o 23	
	Freq	%	Freq	%
Excellent	15	54	12	43
Very good	8	28	10	36
Good	5	18	6	21
Poor	0	0	0	0

	Q. N ^o 24		Q. N ^o 25	
	Freq	%	Freq	%
Excellent	6	21	9	32
Very good	13	47	14	50
Good	7	25	3	11
Poor	2	7	2	7

APPENDIX 16
CROSS CHECK TABLE
GRADE 6

- 11) Contexts and situations presented over the radio were _____ in helping the students understand the message.
- 27) The sound effects were _____ in facilitating student comprehension.

- 17) Drills were _____ in being communicative and interactive.
- 18) Drills were _____ in being adapted to the students' needs and use.

	Q. N° 11		Q. N° 27	
	Freq	%	Freq	%
Excellent	6	21	7	24
very good	14	48	17	59
Good	8	28	5	17
Poor	1	3	0	0

	Q. N° 17		Q. N° 18	
	Freq	%	Freq	%
Excellent	3	10	3	10
very good	13	45	11	38
Good	12	42	15	52
Poor	1	3	0	0

CROSS CHECK TABLE
GRADE 6.

- 19) Song effectiveness for the teaching of English language has always been _____.
- 23) The matching of the songs content with the content of the day's radio lesson was always _____.

- 24) Dialogues presented correspond with the students 'age', 'needs' and 'interests' in a (an) _____ way.
- 25) Dialogues were _____ in helping students learn some sentences which they can use for a purpose.

	Q. No = 19		Q No = 23	
	freq	%	freq	%
Excellent	10	34	10	34
Very good	12	41	11	38
Good	5	18	7	24
Poor	2	7	1	4

	Q No = 24		Q No = 25	
	freq	%	freq	%
Excellent	1	3	3	10
Very good	15	52	15	52
Good	12	42	11	38
Poor	1	3	0	0

APPENDIX 17

Students' Response (Questionnaires)

Grade 3

Item No	Choice 'A'		Choice 'B'		Choice 'C'	
	Freq.	%	Freq.	%	Freq.	%
1	30	100%	0	0%	-	-
2	30	100%	0	0%	-	-
3	30	100%	0	0%	-	-
4	9	30%	1	3%	20	67%
5	26	87%	4	13%	-	-
6	26	87%	4	13%	0	0%
7	28	93%	2	7%	-	-
8	3	10%	0	0%	27	90%
9	30	100%	0	0%	-	-
10	30	100%	0	0%	-	-

Grade 4

1	30	100%	0	0%	-	-
2	30	100%	0	0%	-	-
3	27	90%	3	10%	-	-
4	11	37%	0	0%	19	63%
5	21	70%	9	30%	-	-
6	28	93%	0	0%	2	7%
7	30	100%	0	0%	-	-
8	6	20%	0	0%	24	80%
9	29	97%	1	3%	-	-
10	30	100%	0	0%	-	-

APPENDIX 17

Students' Response (Questionnaires)

Grade 5

Item No	Choice 'A'		Choice 'B'		Choice 'C'	
	Freq.	%	Freq.	%	Freq.	%
1	29	97%	1	3%	-	-
2	30	100%	0	0%	-	-
3	28	93%	2	7%	-	-
4	29	97%	1	3%	0	0%
5	29	97%	1	3%	-	-
6	28	93%	0	0%	2	7%
7	27	90%	3	10%	-	-
8	0	0%	2	7%	28	93%
9	26	87%	4	13%	-	-
10	30	100%	0	0%	-	-

Grade 6

1	28	93%	2	7%	-	-
2	29	97%	1	3%	-	-
3	28	93%	2	7%	-	-
4	29	97%	1	3%	0	0%
5	29	97%	1	3%	-	-
6	28	93%	1	7%	0	0%
7	28	93%	2	7%	-	-
8	0	0%	1	3%	29	97%
9	30	100%	0	0%	-	-
10	30	100%	0	0%	-	-

DECLARATION

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

Name : Almaz Bein
Signature : Almaz Bein
Place : Institute of Language Studies, A.A
Date of Submission: _____