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A STUDY ON THE EFFECTIVE UTILIZATION OF
INTERACTIVE RADIO INSTRUCTION PROGRAMS
TO TEACH ENGLISH IN PRIMARY FIRST CYCLE
SCHOOLS IN LAIGAIN T WOREDA

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Abbreviations

AREB:	Amhara Regional Educational Bureau
IRI:	Interactive Radio Instruction
TTI:	Teachers Training Institute
TTC:	Teachers Training College
EfE:	English for Ethiopia
TOT:	Training of Trainers
TV:	Television
EMA:	Educational Media Agency
EMMA:	Educational Mass Media Agency
ANRS:	Amhara National Regional State
SNNPR:	South Nation and National Peoples Region
ICDR:	Institute of Curriculum Design and Research
MW:	Medium Wave
FM:	Frequency Modulate
BESO:	Basic Education Strategic Objective
REB:	Regional Education Bureau
CEDO:	Center for Educational Development Overseas.
UNESCO:	United Nation Educational Scientific and Cultural Organization
ELT:	English Language Teaching
EFL:	English as a Foreign Language.

Abstract

The main purpose of this study is to assess the utilization of IRI English programs in primary first cycle schools. The necessary data were collected using questionnaire, observation and interview. The purpose of the questionnaire was to collect data regarding utilization trainings, provision of printed support materials, radio sets and radio maintenance services, utilization of the programs on the part of teachers, commitments of REB, Woreda Education office, and directors and teachers' perception towards IRI programs. The observation focused on what teachers actually did before, while and after broadcast when they taught English utilizing the IRI programs. The interview data was used to cross check the data collected through questionnaire and observation.

Percentages were used to analyze the data collected through questionnaire. Qualitative analysis was employed to analyze the data obtained from open ended items and through the interview. In addition, the observation data was analyzed qualitatively.

The results of the analysis revealed that teachers were not provided with sufficient utilization trainings and support materials. It was also discovered that teachers did not utilize IRI programs fully and the Regional Education Bureau and Woreda Education Office were not committed to the implementation of IRI programs and do not provide supports for schools/teachers. In addition, the observation data analysis showed that classroom teachers did not carry out the pre-broadcast tasks, like checking pupils sitting arrangement, getting ready relevant teaching materials, making pupils have a purpose for listening, identifying pupils who can serve as examples during broadcast. It also revealed that they did not perform the while and post broadcast tasks like signaling children to listen silently, helping model pupils and making them do what the radio told them to do, applying relevant teaching materials and after broadcast checking pupils understanding of a given radio lesson and giving additional lessons.

Finally, it has been recommended that EMA, REB and Woreda Educational Office should provide teachers with sufficient utilization trainings and support materials. In addition teachers should utilize IRI programs fully and they should carry out the pre-, while- and post broadcast tasks properly.

CHAPTER ONE

1. Introduction

1.1 Background of the Study

Radio can facilitate the teaching learning process of English language and can promote active learning. It can convey emotions and feelings as it depends on human voice. Concerning this, Corrigan and IP, Irene (1997) comment that a radio program can create a meaningful context and a lively atmosphere for pupils. It can bring a real life experience to the classroom and present language communicatively.

In addition, listening to a radio program of English can help learners to get ear training and practice intensive listening (Tomalin, 1986). Supporting this, Almaz (1989:31) claims that when pupils listen to dialogues, songs, stories, games or instructions in a radio program of English, they can become sensitive to the rhythm of the language and pick up vocabulary and pronunciation. They can get the necessary models of spoken English. So, it is used as a language teaching tool in different countries.

In particular focus to IRI, it is used as an educational tool in many countries since the 1970s (Tilson, 1991; Bosch, 1997). Bosch adds that IRI is employed as a methodology of instruction that is developed to run a one-way radio instruction into a tool for active learning inside and outside classroom. It is the use of an interactive radio lesson in which an audio-component delivered by an audio-teacher through a radio or audio cassette, and classroom activities carried out by the pupils are carefully integrated. Meaning, the radio teacher directs the pupils' activities which are practiced during carefully timed pauses in the radio script, using the classroom teacher as a facilitator. In short, IRI provides pupils with content, meaning and guidance and it facilitates interaction of pupils. The pupils

are active participants, not passive receivers. It creates a motivating environment in which it can make pupils use the target language for communication purposes.

Particularly:

The English for Ethiopia radio lessons provide good examples of natural spoken English and assist students to become comfortable with the language through active participation in songs, games, physical activities, structured practice and telling short stories. They also provide guidance for teachers to create effective communicative language learning activities and many opportunities to practice new teaching approaches. (English for Ethiopia grade 4 Teacher's Guide, 2005:1).

It is with this recognition that the EfE IRI programs have been utilized as teaching tools in primary first cycle schools of Ethiopia since 1999.

According to Tesfaye (1990) utilization is the actual use of radio for a given purpose of instruction in order to bring about a specific change in learning. Particularly, the utilization of EfE IRI programs involves the provision of equipment and materials, trainings and the integration of the IRI programs to the syllabus of English in TTI and TTC curricula. It also includes the classroom teacher's control of equipment and materials and the effective application of the methodologies used at pre-, while-, and post broadcast stages. It is, so, with this background that the writer of this paper wants to investigate the effective utilization of IRI programs to teach English in particular focus to the primary first cycle schools of Laigaint Woreda.

1.2 Statement of the problem

Petros (2002) notes that developing countries need educational technologies to solve their problems like insufficient number and quality of physical plant, school buildings, school furniture and equipment ; inadequate number of qualified teachers; inadequate production and supply of educational materials and imbalance of educational opportunities between urban and rural areas. To this end, educational radio programs are used extensively for educational purposes for

school children in the formal education system of many developing countries (Awel, 1987).

In our country, Interactive Radio Instruction as a new invention is introduced and being used as an everyday English language teaching tool in primary first cycle schools in order to enhance English language learning outcomes.

However, introducing a new program by itself is not enough to bring about the needed outcome. That is, to improve the quality of English language teaching, employing IRI programs is not an end. Creating awareness among teachers about how to utilize IRI programs, providing the necessary facilities related to IRI programs to schools and monitoring its implementation have paramount importance.

But according to the observation of the writer of this paper, in an elementary school called Zanti in Laigaint Woreda, South Gondar Zone, Amhara Region, being a coordinator of a practicum, teachers do not utilize IRI programs fully. In other words, teachers in that school were observed to utilize IRI programs rarely or not at all. In addition, sufficient radio sets were not available in the school as the researcher's observation proved.

Moreover, according to Petros (2002), although Ethiopia had employed media technology to the education system for a long time, the utilization of radio as a teaching tool of English compared to other developed and developing countries is still lagging behind. The education system in general is still entangled with complex problems in both qualitative and quantitative aspects. As a result, to alleviate the problems, researches are needed to be conducted in this field of area. However, regarding IRI programs an independent study has not yet been made except an evaluation done by EMA on its effectiveness. That is, to this researcher knowledge no study is made on the utilization of IRI programs.

Therefore, the impetus for this study arose from these recognitions. The researcher of this paper feels that it is important to assess the effective utilizations of IRI programs to teach English in primary first cycle schools. Hence the study is conducted to get solution for the following leading questions:

1. Are teachers provided with EfE IRI utilization training and support materials?
2. To what extent are educational departments at regional, Woreda and school levels committed to the effective utilization of IRI programs?
3. To what extent do teachers utilize EfE IRI programs to teach English?
 - 3.1 Do teachers in primary first cycle schools utilize IRI programs to teach English?
 - 3.2 Do teachers carry out the pre-, while-and post-broadcast tasks?

1.3 Objectives

The main purpose of this study is to assess whether EfE IRI programs are utilized to teach English in primary first cycle schools with particular reference to Ascha, Nefasmewcha, Zanti, Yedro and Gobgob elementary schools which are found in Laigaint Woreda, South Gondar Zone, Amhara Region. In line with this, the study attempts to assess:

1. the provision of radio support services (trainings, support materials provisions and maintenance services).
2. the extent to which EfE IRI programs are utilized to teach English.
3. the activities used by teachers before, while and after broadcast when they teach English using IRI programs.

Specifically, the study assesses:

- whether teachers got utilization training about how to use EfE IRI programs to teach English.
- if schools are provided with enough equipment or support materials related to EfE IRI programs.

- whether primary first cycle teachers utilize EfE IRI programs to teach English.
- the commitment of educational personnel at Regional, Woreda and school levels in facilitating IRI program utilization.
- whether teachers carry out the tasks such as control of equipment materials, pre-broadcast activities, while broadcast activities and post broadcast activities effectively.

1.4 Significance of the study

Concerning instructional radio only a few studies have been conducted on the effectiveness of the programs. As a result, we can get very few literature related to educational radio. Thus, this study on Interactive Radio Instruction utilization can be used as a reference for other researchers who want to conduct a study in the same field of area.

In addition investigating the utilization of IRI programs to teach English in primary first cycle classes could give classroom teachers theoretical and pedagogical insight into teaching English using IRI programs. It would also contribute to the program producers and educational personnel of different levels. That is, it could help:

- the program producers to provide necessary support materials and Trainings of Trainers (TOT).
- the Educational personnel of different levels to distribute the English textbooks to schools sufficiently.
- classroom teachers to examine their approaches of utilizing EfE IRI programs to teach English and use more effective utilization techniques of IRI programs.
- pupils to learn English through EfE IRI programs effectively

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- any body who wants to conduct a study in the same field to get initial points.

1.5 Delimitation of the study

The study focuses on investigating the effective utilization of EfE IRI programs to teach English in primary first cycle schools in particular focus to Ascha, Nefasmewcha, Zanti, Yedro and Gobgob elementary schools which are found in Laigaint woreda, South Gondar Administrative Zone, Amhara Region. It does not include the content and the effectiveness of the IRI programs. In addition, it does not put focus on the English teaching radio programs in primary second cycle schools. The reason is that IRI programs in our country is being implemented at these levels. From grade 5-8, the traditional English radio programs are still being used. So, the researcher wants to investigate the utilization of the IRI programs in particular focus to Laigaint Woreda. Particularly, the study attempts to assess if the necessary facilities and support materials related to IRI programs are provided to schools, if EfE IRI utilization trainings are given to teachers, whether IRI programs are utilized effectively and if classroom teachers carry out the pre, while and post broadcast tasks effectively.

1.6 Limitations of the study

This study is conducted in five primary first cycle schools which are found in one Woreda. It would have been more generalizable if it has included more primary first cycle schools in different Woredas, Zones and Regions of Ethiopia. But shortage of time and finance have limited this study to only five primary first cycle schools which are found in one Woreda in South Gondar Zone, Amhara Region. In addition, two schools out of the five sampled schools were selected for the observations made because of the researcher's limited time and the clashes of the IRI programs' time tables of the schools. But the result of the observation would be more valid, if observation were made in the five sampled schools.

CHAPTER TWO

Review of Related Literature

2. Radio as a Teaching Tool

Education in many countries uses educational media technologies like radio and TV and the introduction of these innovations into the field of education has created new evolution of teaching methods, classroom techniques and procedures. They are playing great roles in education (Petros, 2002).

According to Hawkrige and Robins (1982), particularly radio can be used as a direct teaching tool. And Cable (1965) claims when we say radio is used as a means of direct teaching, we mean that the radio lessons are directly related to the school curriculum and several children are taught by specifically selected radio teachers.

Strengthening this Mohanty (1984) comments that instructional radio can teach a variety of subject matters efficiently because of the available infrastructure, comparatively low cost of receiving sets and producing programs. Concerning this, Jamison and McAnany (1978) note that instructional radio supplemented with appropriate printed materials is used to teach different subjects as effectively as a live classroom teacher. As a result, educators are required to understand its potential to teach, how it can be used to the maximum advantage in improving classroom instruction and educational standards that is indispensable to the modern teaching-learning processes (Petros, 2002).

2.1 Advantages of radio as a teaching Tool

According to Mohanty (1984:1), "Importance of educational broadcasting cannot be over emphasized for accelerating the pace of national development in general and for bringing about qualitative as well as quantitative improvements of education in particular." Concerning this Jamison and McAnany (1978) comment,

a radio broadcast is a message multiplier, a channel which increases the number and speed of messages sent and the size of the audience reach. Crisell (1986) also points out that the capacity of radio to reach a long distance and reach much larger number of pupils that could assemble in a classroom around one receiver is its major importance. Above all radio programs can improve quality of instruction. That is:

The modern school broadcast is a carefully planned audio learning experience which utilizes resources beyond those available in the usual classroom situation. Because these broadcasts are usually prepared by excellent teachers and subject experts, school radio programs make possible outstanding and unusual learning experiences (Wittich and Schuler, 1953:255).

Radio is also advantageous in that it can avoid the shortage of well trained teachers. It is difficult to get teachers who are experts in every phase of the subjects they teach. Thus, radio can bring outstanding teachers and other experts in to the classroom. It can bring into the classroom the voice of experts, giving first hand experience.

In addition, Jamison and McAnany(1978) note that it has been recognized that several rural pupils in primary schools are not receiving quality education because of poor instruction, poor distribution of material and human resources. So, radio as a potentially cost effective medium tool, reaches isolated and disadvantaged populations. Educational opportunity is unequally distributed between urban and rural children. The reason is that educational infrastructures, schools, teacher trainings, materials and administration in rural areas are inadequate. Thus, radio functions as a distributor to multiply the classroom and bring the information to the learner. Radio also allows pupils to use their imaginations and visual perceptions in images of their own creation because it does not absorb their full range of concentration (Cable 1965).

Jamison and McAnany (1978) also points out that radio is preferable to other medias in that it is cheap and portable, can entertain and teach at the same time, uses the best educational methods, can establish a uniform standard of excellence, is cost effective and is a familiar technology. Particularly, IRI can:

- ◆ improve English instruction country wide.
- ◆ provide the same high quality instruction to all.
- ◆ present carefully designed daily lessons.
- ◆ open a world of imagination for children
- ◆ enrich the classroom environment and make learning fun
- ◆ promote active learning by pupils, getting them to sing, move, speak frequently.
- ◆ be a valuable support for the teacher providing many new activity ideas.
- ◆ support teaching materials already available in schools.
- ◆ provide a cost effective way of reaching millions of children.
- ◆ show how language is properly spoken and how it is used in real situations, so it is ideal for language instruction.

(English For Ethiopia Interactive Radio Instruction Trainer's Manual, 2002)

2.2 Limitations of Radio

Although radio as a teaching tool has several advantages, it has also certain limitations. For example, it is a one-way communication and it is inflexible. The other problem is that radio must be kept in perfect operating condition and it must be tuned in time and according to a properly prepared schedule (Cable, 1965 and Dale, 1986).

Ignacy (1972) and Graham (1962) also indicate that because radio programs are prepared for large audiences, they do not address individual needs

Furthermore, it is not possible to elaborate on any aspect of the lesson until it is over. In addition, the success of the lesson may be seriously impaired by outside interruptions of the receiving and also in the most remote rural areas, reception may be poor. (Graham.1962). Mohanty (1984:75) also adds,

It is a medium dependent on sound only. It demands a habit of constant listening which is not ordinarily available with many. Radio may broadcast a well developed lesson but cannot develop a lesson with the audience. No interference or control over the broadcast is possible to suit the special needs and interests of any group. Radio broadcast is evanescent, impermanent and rarely sufficient in itself for the care of instruction intended in educational broadcasting. It cannot be turned on to be studied or reread at leisure.

2.3 Radio for English Language Teaching

According to Sakian (1997:54), "...radio can be used effectively in the EFL classroom to provide much needed language practice. One advantage of using the radio is that it allows for authentic language practice... Radio programs provide currency to lessons and allow for natural initiation of students into the real world." This implies that a language teacher can use radio as a very important resource. Listening and responding to the radio is as natural and authentic task as chatting with a neighbor. In addition, it prepares pupils for authentic communication and independent language enrichment outside the classroom.

Concerning this, Nishimoto (1969), notes that school broadcasting has an important place in language education. That is school broadcasting using the graded textbooks can teach oral language through the teaching of recitation, speaking and oral composition. In addition, Tomalin (1986:10) indicates:

... Radio is a marvelous way of developing listening ability. Just listening to a language spoken improves eventual fluency. Certain approaches to language teaching suggest that just listening to the spoken language for a month even with out understanding trains the ear and makes it easier to speak the language. Listening to the radio helps to train the ear of the learner and also to improve fluency.

To make it clear, in a radio program of English, pupils can get the chance to pickup expressions, vocabulary, pronunciation, idioms, sentence structures and other elements. They can be exposed to language in use in a radio English program. And pupils who have the exposure to spoken English can have a better chance to learn it effectively. It can create a relaxing environment, and within this environment, they can perform activities without inhibitions and can express their ideas in English with confidence (Pemagbi, 1995; Tomalin, 1986 and Corrigan & IP, 1997). In addition, Nishimoto (1969:192) claims:

The quantitiveness and breadth of radio and TV are of great value in language education particularly in diffusion of correct verbal language patterns. Their part in teaching foreign language is indeed great for accurate learning of a verbal language a correct model which can be used for training the mouth lips and throat in initiating, the pronunciation is required. It is impossible to employ enough teachers who speak the model language correctly so as to be able to give this important instruction on an individual basis. As a substitute the use of school broadcasting's English classroom is indispensable for teaching

2.4 Educational Radio in Ethiopia

Radio has been used for classroom instruction in different countries all over the world. And Ethiopia is one of the countries which have employed radio for formal education since 1969 (Awel, 1987). Concerning this, Gartley (1974: 315) quoted in Demissew (1991:26) says; In October, 1969, many schools in the empire were forced to go to a shift system because of un-anticipated increase in enrollment and teacher shortage. The ministry of education, needing an empire wide education asked for radio lessons for direct teaching to schools where adequately trained teachers could not be provided.

Demissew(1991) comments that it was in 1971 that EMA started to use school broadcasting with its own transmitter donated by the Dutch government. In 1972, educational radio service transmitted four lessons daily for Social science, Amharic, Natural science, and English from the station at Jimma road. Later, the

Jimma road transmitter was replaced by EMMA's own transmitter at Legedadi, in 1980. In other words, it was from 1980-1983 that nation wide radio broadcast was launched (Asresse, 1988). This was the beginning of the installation of a number of transmitters in the country. Currently, the scope of production and transmission of instructional radio programs has increased. Concerning this, Petros (2002) says that today there are twelve educational radio programs broadcasting stations which transmit several educational radio programs including English language. Look at the following table.

No	Location of Radio Station	Year of installation		Radio studio installation	Region
		1kw	10kw		
1	Wolaita Sodo	1970	1992	1998	SNNPR
2	Alemaya	1980	--	--	Oromia
3	Robe	1980	1988	1986	Oromia
4	Legedadi	1981	--	--	Oromia
5	Gore	1981	--	--	Oromia
6	Gimbi	1981	1994	9981	Oromia
7	Bahrdar	1980	1988	1996	ANRS
8	Debremarkos	1980	1994	1992	ANRS
9	Dessie	1981	1995	1996	ANRS
10	Gonder	1996	1996	1996	ANRS
11	Mekele	1981	1993	1986	Tigrai
12	Yirgalem	--	1999	1999	SNNP

Source: Taken from Pertos (2002:9)

IRI English program was started in Ethiopia in 1999 and now it is being used to teach English instead of the traditional English radio program. The IRI methodology is different from the traditional one in that it requires learners to react to questions and exercises through verbal response to radio characters, group work, physical and mental activities while the program is on the air.

2.5 Interactive Radio Instruction (IRI)

According to Esta de Fossard (1994:17) "Interactive Radio Instruction (IRI) is the name given to a particular type of education delivered by radio. The emphasis of IRI is on audience involvement and marks a change from earlier form of radio."

In brief, interaction occurs when one listens to somebody else and responds directly or indirectly to him/her and the other one also listens and responds to as well. Each participant works out interpretation of meaning through interaction that is to be understood in a context, physical or experiential (Rivers:1987). Thus in language teaching making pupils listen to others, talk with others and negotiate meaning in shared contexts is very valuable.

In short, Interactive Radio Instruction is the use of interactive lessons delivered through either radio or audio cassette. An audio teacher directs the lesson while a classroom teacher serves as a facilitator. It also leads the children in exercises that encourage active learning. It reinforces key concepts and makes learning exciting. It is different from the traditional way of instructional radio in that the traditional one relied mainly on recitation, memorization and mechanical drills. Where as interactive radio instruction helps learners learn best through interaction (Bosch, 1997).

Bosch also says that in IRI, interactive lessons are employed in which lessons presented by radio teacher and classroom activities accomplished by learners are carefully integrated. The radio teacher carries the main weight in teaching and directs the learners' activities, exercises, answers to questions, songs and practical tasks that take place during carefully timed pauses in the radio script, utilizing the classroom teacher as a facilitator. It enlivens the classroom with imaginative use of stories, songs, physical activities and role plays that encourage and model interactive exchanges between the teacher and students and among students

themselves. The exercises lead children to use multiple skills beyond memorizing and repeating.

In other words, instructional radio programs guide the classroom teacher and the pupils through activities, games, exercises and stories to teach a particular topic and offer the classroom teacher models of how to organize effective learning activities. Both the classroom teacher and the pupils participate actively throughout the programs, during pauses that are built into the design of the radio script. In the script preparation short pauses are provided throughout the lessons to ensure that the students are able to have enough time to think and respond to questions and other tasks adequately. Concerning this, Bosch notes, IRI programs are tailored specifically to the audience and the situation in which they will be used.. In other words, the IRI lessons employ a combination of games, songs and stories to introduce quality educational content and pedagogical practice.

2.5.1 Emergence of IRI

Toshome Nekatibe (2001) referring to (Silcox, 1993) in an IRI program effectiveness evaluation report says that "Learners retain approximately 10 percent of what they read, 26 percent of what they hear, 50 percent of what they see and hear, but 90 percent of what they say and do."(p.6) Thus, IRI is a methodology developed to turn a typically one-way instructional radio into a tool for active learning inside and outside classroom.

According to Esta de Fossard (1994) IRI refers to an education delivered by radio which focuses on audience involvement and marks a change from the traditional educational radio.

In other words, traditional radio instruction was used for centuries, that is, the radio taught, the students listened; but it tended to be didactic and dull. On the other hand, the philosophy of education changed with time and classroom teachers began to put emphasis on interaction between teacher and students. Different

researchers showed that learning becomes more effective when students are actively involved in the learning process. Students are required to think about problems and questions, respond to questions, take part in learning activities and create learning situations. In line with this, IRI has been used instead of the conventional radio instruction. That is, to make the radio education interactive, attempts began with the teaching of Mathematics in Nicaragua in 1974. And since that time IRI has moved into a variety of other subjects including English in many different countries.

And for countries with high hopes, but small education budgets, difficulties in training teachers, providing educational materials, maintaining quality and increasing access to meet the educational need of learners, selected technologies are required . And so, IRI can address such criteria and issues.

To this end, like any other developing countries Ethiopia had been employing radio as a teaching tool since 1969. But IRI in our country has been used since 1999. (Interactive Radio English Instruction in Ethiopia: A Summative Evaluation Report of Grad 1-3 Program: 2006)

2.5.2 Effectiveness of IRI programs

Carefully evaluated IRI projects have shown learning gains for students using IRI programs when compared with non-IRI students. In most cases, students show progressively greater increases in achievement over time. In south Africa, for example, students who received less than 33 English in action lessons improved by 6.7 percent students, who received between 34 and 66 lessons improved by 13 percent and students who received more than 66 programs improved by 24 percent (Leigh, 1995).

When we come to our country, Teshome Nekatibeb (2001) in an evaluation report of grade one interactive radio English instruction programs indicates that students

A similar evaluation report of Grade 2 indicates that IRI using students gained 12 percent as compared to 9 percent with those that were not using IRI programs. In addition, the evaluation report made on grade 3 (in 2005) IRI programs, shows that English for Ethiopia IRI has been more effective in improving student learning than has been the traditional instruction.

2.5.3. Characteristics of Interactive Radio Instruction

According to Anzalone (1991) interactive radio instruction has several characteristics that make it differ from the traditional instructional radio. She notes that it is interactive because it allows children to interact and thus makes them give responses to questions prompted by the radio teacher who can give the answers based on carefully timed scripts. Interactive radio instruction stimulates live instruction although the broadcast signal one-way medium.

In brief, interactive radio instruction brings about interaction even if the broadcast is one-way medium. IRI programs may not be truly interactive in the sense of two-way communication. However, it is necessary to note that short pauses provided throughout the lessons help teachers and pupils to stop and react to questions and exercises through the verbal and physical responses for the radio characters, group works, experiments and other physical and intellectual activities while the program is on the air.

Strengthening this Bosch (1997). comments that interactive radio instruction is a methodology of instruction developed to turn a typically one way radio instruction into a tool for active learning and active learning means learning in which pupils take an active learning role on the learning process by doing something answering, singing, working in groups, practicing, etc.

So, active learning pedagogy is one of the features of interactive radio instruction which is incorporated into the radio script. It is an approach in which students

learn through hands on activity. We have to note that active learning involves physical activity with mental engagement that keeps pupils productively interested and focused on learning. This implies, children are engaged to learn by doing, experimenting, touching and manipulating objects, moving around, making things, solving problems and working together.

The other feature of interactive radio instruction is that it is designed to improve educational quality. That is: many distance learning are primarily intended to increase access to education. IRI programs have as their main goal the improvement of educational quality within existing structures. Programs are designed to engage a specific audience through the use of entertaining characters and activities and an active learning pedagogy.

Concerning this, Bosch (1997) also comments, IRI began as a classroom teaching tool to counteract low levels of teacher training, poor achievement among learners and limited resources. It gives emphasis to quality improvement through a development strategy and methodology that require active learning attention to pedagogy and formative evaluation to be included in the design. To make it clear, IRI programs are designed to be a part of a comprehensive, multi-channel learning system which include written materials, teacher orientation and other instructional activities.

Here, it is necessary to note that IRI does not alter the existing education structures; rather, it acts as a tool for changing the quality of interaction and learning that takes place within them. It works to integrate the elements of teaching and learning by building on resources that are already available-broadcast capability; radios, teachers, local songs, games and activities, other students, community members and other locally available materials-in specific ways that have been associated with good teaching and learning practice. As an add on to improve quality or as a fundamental means of generating the basic interactions of

teaching and learning, the IRI program is designed to bring together existing local structures into a meaningful system of interactive learning and in doing so to enhance or generate a higher quality of teaching and learning.

Generally, IRI has the following basic characteristics:

- ◆ It has regular pauses for learner interaction with radio.
- ◆ It requires interactions among learners and facilitators or classroom teachers to facilitate an active learning environment..
- ◆ It distributes learning through out series.
- ◆ It uses known, local resources like rocks , sticks,pens,pencils, body parts like fingers or other body parts, etc.
- ◆ Its increased use of characters who act as gender role models in dramas and imaginary setting.
- ◆ It is broadcasted over radio or used on audio cassette or both.
- ◆ It incorporates repetition, reinforcement, problem solving, modeling and other approaches.
- ◆ It incorporates pedagogical principles in how teaching learning is constructed.
- ◆ It uses supplementary materials like worksheets for pupils and guides for teachers. Bosch (1997)

2.5.4 English for Ethiopia IRI Lessons

"English for Ethiopia" uses the communicative approach to language teaching. According to Harmer (1988), in a communicative approach of foreign language teaching, communicative activities are included in the syllabus or methodology of teaching.

Littlewood (1988) examines communicative activities in two regards-pre-communicative and communicative. Pre-communicative activities are intended to

equip learners with some of the skills required for communication, without actually requiring them to perform communicative acts.

In line with this, the English for Ethiopia radio assisted language teaching uses the pre-communicative activities such as language modeling and repetition and structured practice leading to communication, songs, motivating radio dramas and interesting sound effects, physical activities (appealing to many senses) e.g. stand up, sit down, even dancing, (English for Ethiopia Interactive Radio Instruction Trainer's manual, 2001).

On the other hand, in communicative activities learners have to activate and integrate their pre-communicative knowledge and skills so that they could use for communicative purposes. Regarding this, Harmer (1988) says that in a communicative activity, children must have a desire to communicate

So, English for Ethiopia radio-assisted language teaching uses the communicative approach and the radio and the teacher creates activities that:

- ❖ make use of the child's own knowledge,
- ❖ use language in real life situations,
- ❖ give an emphasis on conversational fluency rather than simple grammatical accuracy,
- ❖ and use of a variety of teaching approaches like:
 - ⇒ pairs and small groups,
 - ⇒ use materials in the immediate environment,

(English for Ethiopia Interactive Radio Instruction Trainer's Manual, 2002)

2.6 Utilization

Utilization according to Hailu (1988:8) is “The actual use of media for the purpose of instruction to bring about specified changes in learners.” Hailu notes that in order for educational radio programs to meet their objectives, radio sets should be

available, users need training so that they could utilize the radio programs properly; guides and broadcast schedules should be printed and distributed to the users and maintenance services should be rendered promptly. With regard to this, Hawkridge and Robinson (1982:93) comments that:

Of all the operational area of educational broadcasting, it is the area of utilization that depends most on local conditions, ...there may be no supply of main electricity: there are likely to be problems of broadcasting reception, there will almost certainly be a shortage of broadcast receiving equipment and a shortage of maintenance services for such equipment; distribution of print material may take a long time.

But these are in general deprived of educational resources and as a result may be benefited from educational radio. They may get a provision of fewer qualified and experienced classroom teachers. And also, they may have a lower provision of educational resources and as a result they may have a lower level of basic literacy. In many different countries therefore, educational radio has been seen as having a special service to remote and scattered communities. However, it is necessary to recognize that when it is designed to meet this need, the problem of utilization requires special effort and special resources like training teachers and providing supports.

For Mohanty (1984), in order to ensure maximum and effective utilization of educational radio, schools should be adequately equipped with listening and viewing facilities. In addition, adequate tasks should be carried out for maintenance and operation of the receivers.

According to Romiszowski (1974), there are two ways in which one could achieve efficient learning from radio programs. The first one focuses on designing relevant contents of the program and designing the most efficient preparatory and follow-up tasks and then the presentation of prescribed preparatory and follow-up exercises.

The second one is that of utilization of radio for efficient learning which is considered as most valuable. For effective utilization of radio, there should be adequate cooperation and coordination among the producers, user teachers, educationists, evaluators and planners.

According to Heinich, et al (1996), the first step in the utilization process is previewing materials that include entry capabilities like matching with the curriculum, accurateness, clarity and concise language, arousal of learners' interests, learners' participation, technical quality, evidence of effectiveness, free from observable bias, user guidance, ^{and} packing appropriate for guidance and clarity of organization.

The second one is preparing the environment like setting the classroom for proper listening that includes removing appropriate volume, relocating children with hearing problems, etc.

The third task is preparing learners, that is, communicating to pupils how the materials related to what they have known before, what they should be leaning from the radio program and what follow-up activities will be used. If new vocabulary or technical words are to be presented, it is necessary to list them out on the blackboard. The next procedure is the provision of learning experience, which entails planning, relearning, setting up, delivering, voicing, eye contact, gesture, using media materials like visuals during the broadcast. The last one is requiring learner participation which involves how to get and keep pupils' attention through out the lesson. For example, making pupils listen to a give^{er} program for a purpose, participate in role plays, drills, etc.

2.6.1 Utilization Training

If it is needed to utilize radio programs successfully, it is necessary to train teachers with how to use the programs. Concerning this, Hailu (1988) referring to

CEDO (1972:43) notes that successful utilization of radio demands more than the simple provision of materials, teachers' notes and schedules. Teachers and others involved in the development work must be trained with successful utilization of radio for instructional purposes. They must be aware of the role of radio for instruction purposes and the ways in which they can make best use of it for effective teaching.

In other words, lack of training on how to manage radio instruction, how to co-teach with the radio and how to extend the radio lessons with additional prompts, explanations, discussions and follow-up activities is a hindrance to effective utilization of radio programs. Hailu (1988:13) claims, "There is a clear need for teachers during their pre-service education and training to become aware of the range and availability of broadcast materials, and of the many ways in which it can be used to enrich the learning situation." This implies that in order for a classroom teacher to teach English using a new radio program, he/she requires to get training about its role to teach English and the approaches to be used to use it as a teaching tool.

Hancock (1977:253) quoted in Asresse (1988:69) also says that "Training is one of the most significant need in educational media planning. It is unlikely, except in highly developed countries, that is a ready made reservoir of trained talent will be available."

Thus, as Asresse (1988) it is necessary to identify short and long term training, the initiation of a series of courses, familiarization seminar which aims at multiplier effect is responsibility of the department to enable it to meet the growing demand for trained man power. The training participants may be media supervisors, teachers and animators.

That is, media supervisors are responsible to conduct broadcast utilization training in regions and to distribute radio support materials like teachers' guides, transmission timetables and radio sets to schools and follow up their utilization.

In particular focus to teachers, the task of media responsibility is given to them as part of their work in the school. Therefore, they should get trainings regarding their roles in the school radio broadcast utilization in the class, radio set operation and elementary fault training, radio antenna installation and matching the broadcast time table with the schools' schedules.

In addition, according to Unwin and McAleese (1978: 58), "Teachers need to be encouraged to look at the structure of the body of knowledge to be taught, as expressed through the media not illustrated by the media, that is, for the media to achieve their full potential, what is needed is teachers who see the use of media as the sine qua non".

Hailu (1988) also comments, the conviction of the teacher to accept radio as an aid not as a threat is very valuable. Resistance to use radio as a teaching tool has a negative effect on its successful utilization. Concerning this, Abere Mekuria (2004) referring to Armsey and Dahl (1973) says that teachers hesitate to accept new responsibility which they may not be professionally equipped with to handle. Lack of training makes teachers to resist utilizing the new program. So, if radio is to play an effective role in the teaching of English, the teacher training institutes must include the programs' contents. And the training which is given in teachers' institutes is called pre-service training. According to Abere, the educational departments and school directors can also give utilization training after they are themselves trained. This is called ⁱⁿ in-service training.

To conclude long term trainings (pre-service trainings) and short term trainings such as seminars, conferences and workshops should be given for classroom teachers so that they could utilize IRI programs effectively to teach English.

2.6.2 Utilization of Materials

According to Unwin and McAleese (1978) radio supplemented by appropriate support materials teaches very effectively. It is necessary to note that radio /audiocassette programs are highly dependent on sounds. As a result, providing schools with additional support materials helps to strengthen the implementation of radio programs in^a classroom. Supporting this, Mohanty (1984:41) notes:

Unless sufficient suitable support materials are provided to schools, programs cannot be made effective. These support materials may be teachers' notes, students' workbooks, poster-wall charts etc. which can give guide lines and information for successful pre and post-broadcast activities and reinforcement of learning suggestions may also be given to teachers for conducting follow-up programs for the purpose.

This implies that in a radio lesson since sound is the only means of communicating message, it has to be supported with printed materials, illustrating posters, discussions.

2.6.2.1 Print Materials

Mathewos Tadesse (2002) in the material prepared for utilization training workshop indicates that the main function of printed support materials is to facilitate the integration of the broadcast timetable with the classroom scheme of work and to provide explanatory resources for teachers.

Thus, it is advisable to send to schools print materials to strengthen the implementation of the radio program. In our country print materials which are used as support materials for radio instruction mainly include student's book, radio broadcasting timetable and teacher's guide.

a) *Student's Book*: English for Ethiopia radio assisted course incorporates a pre-existing ICDR course. ("Teacher's Guide for Ethiopia, grade 1, 2003) The Efe IRI lesson is given integrative with the student's book. The textbook activities are intended to help students practice what they have already learned and practiced

existing ICDR course. ("Teacher's Guide for Ethiopia, grade 2, 2003) The Efe IRI lesson is given integrative with the student's book. The textbook activities are intended to help students practice what they have already learned and practiced through the radio programs. Teachers are to use the text book in the second part of the period. During the first 25 minutes they teach and practice new language items with the radio. After that, students can use the textbook. (English for Ethiopia Grade 2 Teacher's Guide, 2004)

b) Broadcast timetable: It is a print material which shows the radio broadcasting time within the week or the year. As a result, schools may come across serious problems in synchronizing the programs with their timetables. If they do not get the broadcast timetables earlier, they may face problems to synchronize their program's with the IRI program's (Mathewos, 2002).

c) Radio /audio cassette Teacher's Guide: It serves as a bridge between the program producer and the classroom teacher. All the necessary information that the program producer wants to pass on to the classroom teacher will be found in the guide. Thus, without it the classroom teacher cannot effectively make use of the programs. A teacher's guide is the most important material which is used as a direct means of communication between the producer and the classroom teacher and provides advance information for classroom preparation and organization of pre-broadcasting activities (Tesfaye, 1990, Mohanty, 1992)

2.6.2.2 Radio Supply and Maintenance Services

Abere (2004) referring to Jamison and McAnany (1978) says that the utilization of radio programs in schools is affected by the condition under which radios are distributed to schools. This implies that schools can be suffered from lack of radio sets if sufficient distribution is not made to schools.

Concerning this, Asresse (1988) also points out that without the presence of radio sets making schools employ radio programs for a teaching purpose is simply wastage of time. The second issue related to radio support service is giving maintenance services for radio sets that do not work properly. According to Tilson (1994), schools are mostly suffered from insufficient and less quality of radio receivers that does not function properly. So, Abere (2004) recommends that sufficient maintenance services of radio sets should be given continuously in schools.

2.6.3 Utilization of EfE IRI programs

English for Ethiopia radio lesson is designed in the way it is utilized as an every day lesson. In other words, English language teachers are expected to teach English utilizing IRI programs throughout the week from Monday up to Thursday. They are expected to do a new radio assisted lesson each day and on Friday to give revision for the lessons given from Monday up to Thursday (English for Ethiopia Trainer's Manual, 2002; English for Ethiopia Grade 4 teacher's Guide, 2005). Look at the following EfE IRI grade 1 course organization. It shows the relationship between new 110ICDR text lessons and 124EMA "English for Ethiopia". Interactive Radio Lessons (4 correlated radio/text lessons per week).

Sep 20 days (3wks)		Oct-Dec 22/20/21 days/mo. (12wks)	Jan 18 days (2wks)	Feb (1wk)	Feb-May 10/21/20/21 days/mo. (14 wks)	June 19 days (3 wks)
Preparation/ Teaching		Teaching		preparation /Teaching	Teaching	
ICDR Text 110	Unit 1 Less-6 Text Lessons Only	(e.g. Gr. 1: Units 2-8) Text Lessons 7-54	Units 2-8 Revision 10 days	Unit 8 Text Lessons Only	e.g. Gr. 1: Units 8-16) Text Lessons 55-110	Units 8-16 Revision 15 days
EMA Radio 124	No radio	Wk 1-12 Radio Lesson 7-54 48 Lessons	Revision (8 IRI Rev. 48 Lessons)	No radio	Wk 13-26 Lessons 55-110 56 Lessons	Revision (12 IRI Rev. Lessons)

Taken from English for Ethiopia Interactive Radio Instruction Trainer's Manual (2002) being modified a little bit.

2.6.4 The Roles of REBs and Woreda Education Offices

It is necessary to note that if it is needed to utilize radio programs effectively, there should be commitment of educational departments at different levels. Educational departments should make initiatives not only to provide and maintaining radio sets but also to follow up the programs effective utilization in schools.

Educational departments at regional and woreda levels should accept and understand its potential for language teaching. Commitment of educational departments at any level where radio programs are broadcasted also affects on the feed back system; for instance, whether the radio programs are attractive, interesting, audible, appealing, novel, interactive, etc. This then helps the program producers to improve the quality of the programs, (Abere, 2004)

More specifically, the REBs are responsible to integrate IRI theories and methodologies to TTI and TTC curricula so that teachers are able to get pre-service trainings regarding IRI utilization.

When we come to Woreda Education Offices, they are responsible to provide material, training and professional supports to schools and classroom teachers.

That is, for IRI to maintain proper utilization or quality as it expands through out the country, Woredas should play great roles in assuring IRI services of their schools enhancing the tasks like:

- ◆ monitoring the needs of the teachers in IRI classrooms so that those teachers who are new to IRI and untrained in it may have training at the school level when they need it.

- ◆ delivering materials necessary for those school based or cluster based training (T- notes, teacher training cassettes and print),
- ◆ working with school directors and experienced teachers to conduct trainings for teachers and other school directors as necessary.
- ◆ facilitating the efficient use of cluster center training in IRI where applicable.

Moreover, Woredas should make material supports of trainings. For example, they can make IRI integral to their annual plans, budgeting for training activities and other support. That is, they can make budgeted supports in terms of personnel, time and material for IRI training and instructional activities

2.6.5 The role of the Director

The utilization of radio programs is also highly dependent on the commitment of the school director. Teshome (1998) referring to Raizen et al (1995) says that the effective utilization of radio programs does not just happen by it self in schools. It becomes effective where there is favorable leadership and school culture for perusing the programs.

In other words, successful directors have clear goals for their pupils and a vision of what is possible with the radio education. They provide sufficient supports to the programs' utilization and have clear understanding of it and its role. They collaborate and communicate sufficiently with classroom teachers to plan and implement it.

According to Abere (2004), it is, for example, the task of the school director to synchronize a broadcast time table with classroom time tables for different kinds of radio-assisted lessons or subjects.

But it is difficult to harmonize the radio/audio program time table with the school time table because mostly there is insufficient number of radio sets and other facilities particularly in developing countries (Tilson, 1994; Nishimoto, 1969).

As a result, in order to solve such problems, committed directors try to buy sufficient radio sets and audio cassettes by themselves. They also put their efforts to repair radio sets which need repairing.

Generally, they monitor the implementations of the programs and provide all the necessary supports for the classroom teachers regarding IRI programs effective utilizations.

2.6.6 The Role of the Classroom Teacher

The radio lesson, for Heinich et al (1996), is the arrangement of information and environment, method, media, equipment and facilities to facilitate the teaching-learning process and the classroom teacher is one of the responsible bodies for such tasks. Tomalin (1986) also indicates that it is the classroom teacher that makes children's listening successful. He/she organizes guides and checks the pupils' listening and he/she interacts with them.

Methewos Tadesse (2002), in a document prepared for TOT utilization workshop, indicates that radio should not be taken as a substitute for the classroom teacher. Rather, it assists him/her; it provides models which the classroom teacher may not be able to provide by him/her self. Thus, it is necessary to note that radio is an aid to and not a substitute for the classroom teacher. Concerning this, Abere (2004), says:

...it is more proper to look at broadcast as a part of a lesson. Those teachers who believed the broadcast would help them to carry out a part of the children's education are highly committed to use the radio programs even under inconvenient circumstances. Commitment of teachers in radio program utilization starts from switching on the radio and extends to accomplishing his roles before, during and after broadcast activities at will (p.17).

As a result, the teacher is the one who makes a radio lesson effective. With regard to this Esta, de Fossard (1994) comments that in a foreign language teaching, radio can be used to present the new language in a host of every day situation that the classroom teacher alone cannot present. Radio dramas, songs and games are included in IRI lessons. In these situations, the classroom teacher can fill several roles such as: (a) leading class or group activities in which the pupils have the chance to practice the English language skills and (b) demonstrating an action or an activity or calling up on students to come to the front of the class for a particular exercise. To make it clear, "The radio lessons could be effective only when there is high commitment from the classroom teacher. The classroom teacher should create communicative situations for the students whether with the help of the radio or without." (English for Ethiopia Teacher's ^{Guide} Guide, 2005: 5). In short, there are several different tasks which the classroom teacher should accomplish before, during and after broadcasting and these are indicated as follows:

2.6.6.1 Before -broadcasting Activities

A lesson has its own activities that are required to be done earlier. Cable (1965) comments that preparation for a radio lesson is essential and so the classroom teacher should make sufficient preparation in advance.

In brief, successful use of radio programs requires preparation on the part of the classroom teacher. Preparation helps him/her to plan correlated activities in advance; early preparation helps the teacher to overcome the limitation of radio. (Kinder, 1950; Cross & Cypher, 1961; Mohanty, 1984). In addition, Brown, Lewis and Harclerod (1985:69) quoted in Abere (2004) says, before broadcast the classroom teacher is expected to perform the tasks like:

- ❖ preparing him/herself using the teacher's guide.

- ❖ preparing, the environment by arranging necessary materials, checking the pupils sitting arrangements, putting radio sets in the right place, getting ready teaching materials, etc.
- ❖ preparing the class by introducing the lesson, arousing learners interest, telling the purpose of their listening, etc.
- ❖ asking what they know about the topic.

2.6.6.1.1 Control of Equipment materials

The classroom teacher should see that the radio set is tuned correctly and that the volume is at a level which it can be comfortably heard. Moreover, the radio should be checked in advance to the radio lesson in a good time to remedy or arrange a replacement. Necessary supporting materials should be prepared. (Bailey, 1957; Cable, 1965). In addition, as it is indicated in the English for Ethiopia Interactive Radio Instruction Trainer's Manual. (2002), the teacher should do the following tasks:

- *Locating the radio set in the room where reception will be clear for all the pupils.* Meaning the radio should be setup at the front of the class facing the children. Placing the radio this way allows the sound to come out of the audio speakers and travel directly to the ears of the children. Note that the radio has two adjustable controls- a volume control, and a tone control. The volume control determines how loud or soft the sound is. The tone control determines how bright or dull the sound is. That is, the classroom teacher should turn up the volume of the radio so that the children in the back of the room can hear it clearly. In addition, the teacher should listen from the back of the room to check that how clear the sound is.
- *Checking the radio set before the broadcast to ensure that it is in proper working order.* Meaning, it is necessary to adjust the radio

for clearest tone (volume tone, & left right balance). The sound should not be so loud that is unclear or distorted. In other words, it is necessary to avoid making the volume loud or soft. The reason is that distorted sound resulted from softness or loudness makes the program very difficult to understand and enjoy.

- *Checking the tone controls.* The tone controls on the top of the radio should be turned to the brightest sounds. Turning down the brightness makes the sound dull and thus it is difficult for pupils to properly understand the English pronunciations.
- *Checking the tuning.* There are two ways of tuning a radio to get the best reception of a radio broadcast-one way for FM and the other for MW (Medium Wave).
 - For FM it is necessary to pull up the antenna, extend it to the fullest length and rotate the signal until it is strongest.
 - For MW (educational radio), it is not necessary to use the antenna at all. The teacher should leave it folded and simply rotate the radio to face in different directions, until the signal is best for the sound clarity.
- *avoiding any distracting voices of the radio or other noise that may distract students' attention*

2.6.6.1.2 Pre-broadcasting Classroom Activities

According to Hailu (1988: 11) "The pre-broadcast activity is when the facilitator prepares learners for the radio program and arouse the curiosity of the learners in the subject matter." According to Cross and Cyhar (1934) when the program is in the air, pupils listen to any thing only once for all and everything changes from moment to moment. In order to make an impact, the radio lesson must draw attention right from the start and continue to sustain interest of pupils through out.

And this will be possible only by adopting sustaining techniques, for example, by making pupils listen to the program for a purpose.

Supporting this, Wittich and Schuler (1953) point out that a good broadcast encourages pupils before the lesson is heard, consists of a carefully planned activities which will be performed simultaneously in the classroom, allow pupils to draw conclusions during discussion time following the broadcast, establishes familiarity which are commonly used among the pupils. In addition, creating a mood for a radio lesson is necessary. That is, having a few seconds of silence before the program starts

In short, before the broadcast the classroom teacher should study:

- What the objectives of the lesson are .
- what he needs to write or draw on the blackboard .
- if there are any teaching materials that he should make or find them and it is possible to use the following everyday materials:
 - ◆ stones, bottle tops, (counting)
 - ◆ magazines, newspapers (words and pictures)
 - ◆ product labels (colors)
 - ◆ sticks, drinking straws (measuring)
 - ◆ matchbox (inside/outside)
 - ◆ homemade posters (colors, letters, shapes)
 - ◆ kiosk advertisements (objects, letters, numbers)
- if he needs to identify and designate students that will serve as examples for others (e.g. boy No 1, girl No 1 or child No 1)

(English for Ethiopia Interaction Radio Instruction Trainer's Manual, 2002)

2.6.6.2 While-broadcasting Activities

After handling of the preparatory utilization activities like control of equipment materials and making students get ready to listen, the next task of the teacher is to be with the pupils, listen with them and guide or facilitate their listening (Kinder, 1950). Supporting this, Cable (1965), points out, the classroom teacher must standby throughout the broadcast. He is needed to write, demonstrate, encourage pupils to do actions when required, help them discuss when asked. He/she is the visible human link between pupils and the radio characters. Bailey (1957) & Almaz (1989) also suggest that the classroom teacher listens with the pupils and guides, facilitates, monitors activities and interacts with the pupils.

In addition, for Hailu (1988) during the broadcast learners are to talk, to act and interact with the radio teacher, the classroom teacher and to each other. As a result, the presence of a well-trained classroom teacher makes a radio lesson effective.

In other words, the classroom teacher should assist the radio teacher by encouraging pupils to answer questions, join in songs, show actions, solve problems through discussions, etc. (Cable, 1965). Strengthening this, Mathewos Tadesse in a document prepared for utilization training workshop (2002) says in a radio lesson a classroom teacher and a radio teacher present a single topic in a classroom. They teach the pupils coordinating their skills around the given topic. Methewos in this document also comments that during broadcasting the classroom teacher is expected to do the tasks such as:

- ◆ keeping the silence of the class and motivating the pupils to attend the lesson quietly.
- ◆ becoming a good model of listener to the pupils. that is the teacher needs to attend each radio lesson very carefully, because

for example, the radio teacher may request him to show pictures for pupils,

- ◆ helping the children to respond to the radio characters,
 - ◆ applying what the radio characters instructing appropriately during the broadcasting ,
 - ◆ dividing the class into groups or pairs when asked to do so by the radio characters,
 - ◆ calling on individual children to be models/examples for others,
 - ◆ circulating round the room listening to each child, offer help.
- That is, the teacher should circulate around the room and listen to individual children so that he/she recognizes who understands and who does not.

In addition, Abere (2004) referring to Brown, Lewis and Harclerod (1985) says that during broadcast the classroom teacher is expected to monitor the students' listening to the program, to write main ideas on the blackboard, to assign students to respond aurally, physically or in writing when the radio teacher asks and to show objects, charts, pictures when asked.

2.6. 6.3 After- broadcasting Activities

After the broadcast is over, the teacher is expected to do tasks. Each radio/ audio cassette lesson has some activities that will be done by the teacher or the pupils. Therefore, the teacher is expected to make them practical. For example, he /she may be instructed to make pupils carry out activities as class work, homework or assignments after the program is over, which are indicated in the radio/audio teacher's guide.

The purpose in listening to the broadcast is the real cue. Discussions, debates, further reading, making trips, interviewing people are some of the follow-up activities. A follow-up activity can help a course in a radio program to integrate

with other courses. With regard to this, Cross and Cypher (1934) comments that "Immediately following the use of a radio program..., the listening group should be guided in their evaluation of what they have heard in terms of the purposes which they had for listening." (p. 269).

Supporting this, Cable (1965) notes that types of follow-up activities the class teacher can adopt after the radio lesson to consolidate its effect are dramatization, sentence work, composition, model making, and visit to a factory, gallery or museum.

Cable (1965:77) points out:

With the radio lesson over and the receiver switched off the class teacher's duties are still not completed. (a) Immediately after the lesson the class teacher should carry out a few 'spot' checks on the effectiveness. This is usually done by the simple expedient of question and answer, although it can also be achieved by reference to pictures, models... (b) At the next opportunity afforded by the school time-table, the class teacher should arrange some activities by the children to recapitulate and consolidate the radio lesson. Usually the Teacher's notes give suggestions for suitable follow-up activities, which are most important.

Hailu (1988: 11) also comments that "The post broadcast activity aims at amplification, supplementation or recapitulation of important points in the program. The facilitator makes clear the doubts of learners; clarifies difficult point.

More specifically, in "English for Ethiopia" radio lessons, the teacher should listen carefully to the instructions from the radio and after the radio program ends, he/she should complete the activity. During the after broadcast part of the class period, he/she should spend at least 15 minutes on the reading and writhing tasks. He/she has also a chance to deal with various children in more oral exercises at their individual levels of competence which he/she assesses during the radio lesson. (English for Ethiopia Interactive Radio Instruction Trainer's Manual, 2002).

CHAPTER THREE

Methodology

The purpose of this part is to discuss the methods designed; the instruments and techniques and the procedures developed to collect data.

3.1 Description of study

The concern of the study is to investigate the effective utilization of IRI programs to teach English and it was conducted at five selected governmental primary first cycle schools which are found in Laigaint Woreda, South Gonder Zone, Amhara region. These schools are Ascha, Nefasmewcha, Zanti Yedro and Gobgob. All the 31 teachers who teach English from Grade 1-4 in these selected five schools were taken as the subject of the study for the questionnaire. Regarding the observation, eight sections from two schools (four sections from each of the two selected schools -Yedro and Ascha) were observed each section three times. Observations were not made in the rest three schools because of shortage of time and the clash of broadcast timetables for the researcher. For the interview and the observation, five teachers were selected randomly. In addition, the directors of the five schools were also taken as the subject of the study.

3.2 Sampling Design

The sample study includes first cycle elementary English language teachers and school directors in the five selected schools in Laigaint Woreda, South Gonder Zone, Amhara Region. Chosen classes during reception of IRI programs were also sources of data in which observations were made.

There are sixty five primary schools in Laigaint Woreda. Thus, the researcher selected five schools out of sixty five schools considering their nearness to his living place, their transportation access, and familiarity of the researcher to the

areas because it helps him to get support and cooperation from teachers and directors to collect appropriate data.

The researcher used available sampling method to select teachers for the questionnaire. That is, all teachers who teach English from Grade 1-4 in the five sample schools were taken as the subjects of the study. Teachers for interview were selected employing random sampling. All the directors of the five selected schools were also taken as the subjects of this study.

To select the sections in the chosen two schools, the researcher employed random sampling method. In one of the selected schools (Yedro), there are ten sections from grade 1-4. And from each grade under study one section was selected randomly and totally four sections were chosen with the help of teachers and the director. Similarly, in the second school (Ascha) there are eighteen sections from grade 1-4. Four sections from grade 1-4 were chosen randomly. Thus, all the four teachers who teach English from grade 1-4 were observed each three times.

Totally, eight sections from the two samples schools were observed each three times and a total of 24 observations were made.

3.3 Data Collection Instruments

Three data collection instruments were employed in this study. These are questionnaire, observation and interview.

3.3.1 The questionnaire

The questionnaire contained both open-ended and close-ended types of questions. It was also divided into six parts that deal with the teachers' personal information, items about the IRI utilization training provided, provision of print support materials, items that focus on radio set supplies and maintenance services and questions regarding the utilization of IRI programs to teach English and with

supports that are given to teachers /schools by REB and Woreda Educational Office. Two more open-ended questions regarding the school directors' commitments to IRI program utilization and the general comments about IRI utilization were included in the questionnaire.

To avoid problems that the teachers might face to understand English, the questionnaire was written in Amharic. Copies of the questionnaire were distributed to all teachers, who teach English from Grade 1- 4 in the five sample schools. After explanation was made to teachers on how they would complete the questionnaire and what the objective of study was, 31 copies of the questionnaire were distributed to teachers. Finally all the 31 copies^{of the} questionnaire were completed and returned by teachers.

3.3.2 Observation

The observation was used to see how classroom teachers actually utilize IRI program to teach English. The researcher was a non-participant observer. He employed structured observation (with a check list) and made a total of 24 observations. The checklist consists of twenty items that deal with control of equipment materials and what teachers actually do before-, while-, and after broadcast. The items were derived from the procedures suggested in the teacher's guides for grade 1-4 and the existing ELT literature of IRI programs. Activities which are practiced commonly in all the grades under study (Grade 1, Grade 2, Grade 3 and Grade 4) were chosen and included in the checklist. Thus, the researcher used the same checklist for all grades under study. The items in the checklist were presented in a Yes-No category.

The researcher also observed the synchronization of the IRI programs' timetable with the classrooms' timetables in each of the two observed schools.

The researcher also observed the synchronization of the IRI programs' timetables with the classrooms' timetables in each of the two observed schools.

3.3.3 Interview

Unstructured interview was held with five teachers of the five schools-one teacher being taken from each school and also with five directors of the selected schools. The interview was employed to crosscheck the information obtained through the questionnaire and also to assess teachers' and directors' perceptions towards utilizing IRI programs to teach English and their commitment to its implementation.

3.4 Development of Instruments

Based on the objectives of IRI programs and the related literature regarding to IRI programs, the researcher developed the instruments and drafted the items in each instrument. And the items were commented by the researcher's advisor and by EMA English department head Ejeta. Based on the comments and suggestions given, the researcher revised and improved the items in each of the instruments.

In addition, the items in the questionnaire were piloted on four teachers who teach English in grade 1 & grade 2 at Tatek Lessira Elementary school in Tachgaint Woreda, south Gonder zone, Amhara region. In addition, the researcher made two observations in grade one and two observations in grade two for the pilot study. As a result, some items were avoided and some other items were included in both instruments. Generally, using the feedback obtained from the pilot study, all the necessary changes were made to improve the qualities of the instruments.

3.5 Method of Data Analysis

Tables were used to put the responses and Percentage was employed to analyze data collected through questionnaire. Concerning the classroom observation, the IRI utilization practices were recorded in the checklist in Yes-No categories as they happened in the classroom.

Descriptive analysis (qualitative) was employed to analyze the data obtained through the observation, the interview and the open ended questions. The qualitative data drawn from the open ended questions of the questionnaire, and the data from the interview were first transcribed into a separate file. These were carefully studied and presented as explained by the respondent teachers and directors and as understood by the researcher. The data were used to substantiate with the teachers' responses of the close ended questions.

CHAPTER FOUR

This chapter is concerned with data presentation, analysis and interpretation, specifically about the interpretation of the teachers' responses collected through the questionnaire, the classroom observation data and the findings of the interview.

4.1 Data Presentation, Analysis and Interpretation.

The number of respondents that completed the questionnaire in this study was 31. All were teachers who teach English from grade 1- 4 in the selected five schools. Interview was also held with five selected teachers and the directors of the five sampled schools.

4.2 Teachers' Responses

The teachers' questionnaire contains 20 items of both objective and subjective type questions. Copies of the questionnaire were distributed to 31 teachers who teach English in the selected five schools. All the 31 copies of the questionnaire were completed and returned. Finally the data was tallied, tabulated, analyzed and interpreted. Percentage was used to measure the teachers' responses collected through the questionnaire. The following table shows the teachers' responses to items 4-8. Items 1-3 deal with teachers' qualifications, teaching experiences and age. The researcher feels that interpreting these items using table is not necessary because they serve simply to cross-check the information from items 4-8. For example, according to the data from the questionnaire all teachers have teaching experiences of five years and above. In addition, while two teachers were in the range of 20-29 years old , all the other teachers were 40 years old and above. This implies that almost all teachers graduated from TTI before 2002, that is, before IIR

was started to be implemented and so they did not get pre-service IRI utilization trainings.

4.2.1 Utilization Trainings

If it is required to use IRI programs effectively, it is necessary to provide users with utilization trainings. The following table is about whether or not teachers have got sufficient utilization trainings of IRI program.

Table 1: Teacher's Responses to Whether They were Given IRI Program utilization Trainings.

Item	Response	Respondents	
		No	%
Have you got a pre-service training regarding Interactive Radio Instruction utilization to teach English?	Yes	-	-
	No	31	100%
	Total	31	100%
Have you received an in-service training (workshop, seminar or conference) about interactive radio instruction programs utilization to teach English?	Yes	13	41.9%
	No	18	58.1%
	Total	31	100%
If your response to 'item 5' is 'Yes' indicate the type of training, the number of days and the year when you took the training.	Seminar (1996)	4(1 day)	12.9%
	Workshop (1996)	2 (1 day)	6.5%
	Conference (1996)	7 (1day)	22.6%
	Total	13	41.9%
If you have received an in-service training regarding the IRI program utilization, do you think that the training was sufficient for you to teach English using the program?	Sufficient	-	-
	Somewhat sufficient	5	16.1%
	Not sufficient	8	25.8%
	Total	13	41.9%

As shown in table all the 31 (100 percent) of the respondents claimed that they did not get pre-service trainings regarding IRI program utilization. This implies that teachers did not get IRI programs utilization trainings in TTIs and they are not familiar with the techniques of utilizing IRI programs to teach English.

Similarly, teachers were asked if they got in-service IRI utilization trainings. However, only ¹³ (41.9 percent) of the respondents said that they received in-service

trainings while the other¹⁸ (58.1 percent) of the respondents claimed that they did not get in-service trainings. This implies that most of the respondents did not get in-service trainings regarding IRI utilization.

Moreover, the 13(41.9 percent) respondents out of the 31 teachers, who assured that they had got the in-service trainings, claimed that they got one day training through seminar, workshop or conference in 2002.

Item 7 asked teachers if they were provided with sufficient in-service IRI program utilization trainings. And among the 31 teachers, 5 (16.1percent) respondents said that the training was somewhat sufficient where as the rest eight (25.8 percent) teachers assured that the training was not sufficient at all and helpful for them to teach English using the programs.

In addition, all the 31 teachers in response to the open ended question (item 8) commented that the training they were provided with was a one day or half day training and was not sufficient. In other words, according to them, it was short, was not given continuously (was given once three years ago) and it was not given widely and deeply.

Similarly, the data from the interview proved the above mentioned facts and it claimed that the training was given in 2002 when IRI was introduced in the country for the first time.

From the above information it is possible to understand that most teachers did not receive utilization trainings. This implies that program producers and the educational departments at Region and Woreda levels did not put focus on IRI programs utilization trainings except introducing it to primary first cycle schools.

However, introducing a new program does not bring about quality education by itself. Teachers should be aware of it and skillful with the techniques of the new

program . In other words, there should be an effort to make teachers utilize it effectively and this could be realized through utilization training. According to Hailu (1988) lack of training on how to manage radio instruction, how to co-teach with the radio and how to extend the radio lesson with additional prompts, explanations, discussions and follow-up activities is a hindrance to effective utilization of radio programs.

4.2.2 Print Materials

The print materials like student's books, radio /audio cassette teacher's guides and the broadcast timetables strengthen the utilization of IRI programs to teach English.

Table 2: Teachers' Responses to whether they are provided with teacher's guides and the radio/ audio time table.

Item		Response	Respondents	
			No	%
9.How sufficiently is your school provided with:	a) Student's book?	Sufficiently	8	25.8
		No provision at all	15	48.4
		Not sufficiently	8	25.8
		Total	31	100
	a) Radio /audio cassette Teacher's Guide?	Sufficiently	14	45.2
		No provision at all	10	32.2
		Not sufficiently	7	22.6
		Total	31	100
	b) Broadcast timetable?	Sufficiently	18	58.1
		No provision at all	2	6.4
		Not sufficiently	11	35.5
		Total	31	100

If we look at item 9 (table 2), 8 (25.8 percent) teachers assured that there were enough textbooks for their students, 15 (48.4 percent) teachers asserted that their schools were not provided with student's books at all and the rest 8 (25.8 percent) teachers assured that there were not sufficient student's books in their schools. The researcher also observed that Student's books were not available sufficiently in all of the sampled schools. This implies that most of the respondents assured that either there were not student's book's at all or there were not sufficient textbooks. But it is necessary to note that the Efe IRI English programs incorporate the pre-existing ICDR English for Ethiopia text books. Therefore, without the student's books it is not possible to make IRI utilization successful (see on page 26).

As it is also indicated in table 2 above, 14 (45.2 percent) respondents claimed that there were sufficient radio /audio Teacher's Guide, 10 (32.2percent) respondents assured that there were not the Guides at all and the rest 7 (22.6 percent) teachers said that there were not sufficient Teacher's Guides in their schools.

Similarly, with regard to the provision of the broad cast timetables, 18 (58.1 percent) teachers assured that their schools were provided with sufficient IRI broadcast timetables, 2 (6.4 percent) respondents claimed that there were not broadcast timetables at all in their schools and 11 (35.5 percent) teachers assured that there were not sufficient broadcast timetables in their schools.

The data from the interview also indicated that all the five sampled schools received the radio/audio Teacher's Guides and the Broadcast Timetables. But the researcher observed that in all the sample schools we could get one Teacher's Guide for each grade under study. This implies that teachers in the schools could not get the guides personally. As a result, when two or more teachers were teaching in different sections of the same grade using the same program they were forced to teach without the Guide .In addition, for classroom teachers to get

4.2.3 Radio Supply and Maintenance Services

When we say radio support services we mean that the distribution of radio sets and audio cassettes to schools and the provision of maintenance services given for radio sets which does not function properly. For proper utilization of radio programs sufficient distribution of radio sets and radio/audio cassettes to schools is a prior issue. In addition, maintenance services should be given for radio sets that do not function properly. Table 3 is about these issues.

Table 3 Teachers responses to whether their schools are provided with sufficient radio sets and maintenance services

10	Are there enough radio sets in your school?	Yes	28	90.3
		No	3	9.7
		Total	31	100
11	Are there radio sets which require maintenance /repairing?	Yes	13	41.9
		No	18	58.1
		Total	31	100
12	If your response to 'item 11' is 'Yes', have you ever asked for the radio sets to be repaired ?	Yes	5	16.1
		No	8	25.8
		Total	13	41.9
13	If you asked for the radio set(s) to be repaired, did those who are responsible for the maintenance tasks repair it/them?	Yes	1	3.2
		No	4	12.9
		Total	5	16.1

In response to item 10 (see table 3), 28 (90.3 percent) teachers responded that there were enough radio sets in their schools, 3 (9.7 percent) teachers replied that there were not radio sets at all in their schools

In addition, the data from the interview and the observation data indicated that in Ascha elementary school there were two radio sets for eighteen sections, in Nefasmewcha Elementary school, there was one radio and in Zanti elementary school the radios with the other properties were stolen at the beginning of the academic year (1999 E.C) and no radio set at all, Gobgob has one radio for eleven

sections and Yedro has two radio receivers and four audio cassettes that gave services for ten sections.

From both the questionnaire and the interview data, we can understand that the sample schools were not provided with sufficient radio sets. But, according to Asresse (1988), without the presence of radio sets, making schools to utilize radio programs for a teaching purpose is simply wastage of time. In addition, Abere (2004) says that the utilization of radio programs in schools is highly affected by the conditions in which radios are distributed to them.

Similarly item 11 is about whether there were radio sets which require maintenance and in response to it, 13 (41.9 percent) teachers said that there were radio sets in their schools that needed repairing. 18 (58.1 percent) teachers replied that there were not radio receivers that needed to be repaired in their schools.

The researcher also wanted to know if teachers provided questions for the Woreda education office to repair the radio sets. And five respondents claimed that they asked for the radio sets to be repaired where as the rest eight teachers assured they did not ask for the radio sets to get repairing.

Again respondents were asked (in item 13) if the radio sets were repaired and one respondent replied that the radio sets were repaired in response to his /her question where as the other four teachers said that the radios were not repaired.

The interview data also showed that in most of the sampled schools there were radio sets which require maintenance but were not repaired. The teachers and the directors assured that even if they asked the Woreda education office to provide them with maintenance services, it did not give positive response.

Here as the data obtained from the research sources proved, the majority of the sample schools did not have enough radio sets which fit their number of sections. Similarly almost all schools did not receive the radio /audio cassettes.

However, for Hailu (1988) radio sets and audio cassettes should be distributed to schools sufficiently and early, and also maintenance services should be given promptly. According to Tilson (1994), schools are mostly suffered form less quality radio receivers and receivers which do not work properly. Therefore, for program producers and educational departments there is a need to provide schools with quality receivers and with maintenance services. Strengthening this, Abere (2004) in his study, recommends that sufficient maintenance services should be given continuously in schools.

4.2.4 Utilization of EfE IRI programs

The EfE radio lesson is an every day (4 days a week) lesson. Teachers are expected to do a new radio assisted lesson each day from Monday up to Thursday and to prepare a fifth lesson every Friday from the lesson plans for Monday-Thursday that the same week. Thus, table 4 is about the extent to which teachers utilize IRI programs per week.

Table 4: Teachers' Response to the Extent to Which They Utilize IRI Programs to Teach English

No	Item	Response	Respondents	
			No	%
14	How often do you do you utilize IRI programs to teach English?	Always	2	6.4
		sometimes	18	58.1
		Never	11	35.5
		Total	31	100
15	If your response to item 14 is Sometimes , how many days a weak do you utilize IRI to teach English?	3 days a week	6	19.4
		2days a week	6	19.4
		1 day a week	6	19.4
		Total	18	58.2

The above table is about the extent to which teachers utilize IRI programs to teach English. Hence, the data in the table indicates that 2 (6.4 percent) teachers replied to item 14 that they **always** utilized IRI programs, 18 (58.1 percent) teachers claimed that they **sometimes** utilized IRI programs to teach English and the rest 11 (35.5 percent) teachers assured that they **never** utilized IRI programs to teach English. Among the respondent teachers (18 out of 31) who claimed that they utilized IRI programs **sometimes**, 6 (19.4 percent) teachers said that they utilized it 3 days per week, the other 6 (19.4 percent) respondents assured that they utilized the program 2 days per week and the rest 6 (19.4 percent) teachers asserted that they utilized it 1 day per week.

The data obtained through the interview also disclosed that most teachers **sometimes** utilized IRI programs to teach English. In addition, the researcher observed that most teachers employed IRI programs 2 days or 1 day a week.

From this, it is possible to understand that IRI programs were not utilized by teachers as it is intended by the program producers. Meaning, according to the Teacher's Guide for grade 4, (2005) and English for Ethiopia Trainers Manual (2002), EfE radio lesson or IRI program is an everyday (4 days a week) lesson. Thus, teachers are supposed to teach English using IRI programs from Monday up to Thursday. In addition on Friday they are not expected to teach a new lesson but they are intended to revise the lessons presented from Monday up to Thursday through the IRI programs. So, IRI programs in the sample schools were not utilized properly.

Moreover, as a response to the open ended item 16 respondents reported that they did not utilize IRI programs because of shortage /absence of radio sets and radio /audio cassettes, poor reception of the programs, lack of knowledge of the techniques of IRI programs utilizations to teach English.

The interview data also strengthened these facts. The teachers and the directors assured that the programs were not clearly heard. Moreover, there were shortages of radio sets. Some directors also commented that they wanted to buy radio sets and audio cassettes and asked the Woreda education office to help them. But the office did not give focus to their questions. In addition, both teachers and directors commented that because receptions were poor in their schools they need to get the audio cassettes as an alternative.

From the above information, we can understand that teachers did not utilize IRI programs fully and properly. Teachers were seen to follow mostly the traditional text based approach. But IRI is proved to enhance the quality of teaching English.. (See on page 15 and page 16).

As a result, the program is designed in the way it is used as an every day English language tool at elementary first cycle schools (see on page 26).

But it is also necessary to note that for teachers to utilize IRI programs fully those who are responsible for the implementation of IRI programs should provide the necessary equipment materials. In addition, it is necessary to provide audio cassettes for schools particularly, for those that have poor receptions of IRI radio programs.

4.2.5 Commitments of REBs and Woreda Education Offices to IRI Program Utilization.

For IRI programs effective utilization the commitments of educational departments at different levels is needed. Both REBs and Woreda Education offices are required to provide teachers with IRI trainings and support materials. Table 5 is about it.

Table 5: Teachers' Responses to Whether REB and Woreda Education Office Provide Supports for Teachers/Schools.

No	Item	Response	Respondents	
			No	%
17	To what extent does the REB provide you with support materials and trainings?	very greatly	-	-
		Greatly	-	-
		To some extent	2	6.5
		No support at all	29	93.5
		Total	31	100
18	To what extent does the Woreda education office support you with IRI utilization training, material provision and professional assistances?	Very greatly	-	-
		Greatly	-	-
		To some extent	-	-
		No support at all	31	100
		Total	31	100

As shown in the above table, in response to item 17, two teachers (6.5 percent) said that REB provided them with support materials and IRI utilization trainings to **some extent** where as the rest 29 (93.5 percent) teachers disclosed that the REB did not provide them with any support at all.

The interview data also indicate that the REB and the Woreda Education office did not give focus to the IRI program utilization. Instead they put focus on issues like self contained practices and the increment of students' number in schools

Similarly, in response to item 18, all the 31 (100 percent) respondents assured that the Woreda Educational Office did not provide them with any support, in both material and training as well as in professional support.

However, as it is indicated in the English for Ethiopia Interactive Radio Instruction Trainer's Manual (2002), the roles of REBs and Woreda Educational Offices in IRI were very high. That is, IRI to maintain quality as it expands throughout the country, there must be communications between those who are involved in the IRI implementation tasks at all levels. For example:

- REBs should have information about ^{the} progress of IRI in schools and they should know whether it is interesting, audible, novel, interactive, attractive, etc and should provide feedback to the program producers.

In addition the Woreda education offices should:

- monitor the needs of the teachers in IRI classrooms so that those teachers who are new to IRI and untrained in it may have training at the schools level when they need it.
- deliver materials necessary for those schools based or cluster based training (T-notes, teacher training cassettes and print).
- work with school directors and experienced teachers and conduct trainings for teachers and other school directors as necessary.
- facilitate the efficient use of cluster centre training in IRI where applicable.
- budget support in terms of personnel, time and material for IRI training and instructional activities.
- conduct classroom observations in the course of their regular duties.

5. Teachers' Comments Regarding the School Directors' Commitments for the IRI Program Utilization.

In response to item 19, most teachers commented that their directors were not committed ~~to~~ the IRI program utilization. According to them, directors did not monitor the IRI program utilizations and help teachers to synchronize the IRI programs timetable with the classrooms' timetables.

The interview data from teachers also asserted that directors did not help teachers to get school based trainings and support materials. . They did not follow the IRI utilization activities and write for the woreda education office regarding the problems related to IRI program utilization.

As a result, some teachers suggested in their report that because directors are responsible for the whole utilization tasks of IRI programs, they should monitor if it is fully utilized by teachers in their schools; they should help teachers to get awareness about IRI programs utilization by helping them get utilization trainings and also by making them share experiences with teachers of others schools. They should also report to the responsible bodies about the problems teachers face while utilizing IRI programs.

6. Teachers General Comments about IRI Program Utilization.

In response to item 20, most respondents reported that the IRI program as a language teaching tool is very advantageous and should be continued. It can help to improve educational quality. This implies that teachers have positive attitudes towards IRI programs utilization to teach English.

But they reported that the programs were hardly heard because of poor reception in their schools and utilization trainings regarding IRI programs were not given for them sufficiently. They also proved that supports from REB. & Woreda Educational Office were not given to them.

But inspectors from REBs and Woreda Educational Offices assume considerable responsibility for the effective utilization of IRI programs and so they are expected to visit schools regularly and check the utilization of the IRI programs. They are expected to provide teachers with professional supports and they have to assess if the programs are utilized effectively and fully. Moreover, they are supposed to provide feedback about its progress for program producers.

Moreover, respondents suggested that audio cassette should be printed and distributed to schools for those schools whose receptions are poor.

It was also reported that there were problems to synchronize the radio/audio broadcasting time tables with the schools/classrooms' timetables. The reason is

that according to the respondents, in Amhara Region, English at primary first cycle schools is given two periods per week, one period having 120 minutes. . But the IRI programs are given four days per week. As a result; there were problems for schools to synchronize their programs with IRI program schedules.

4.3 Classroom Observation

The purpose of the observation was to see what classroom teachers actually do before-, while- and after-broadcast when they teach English utilizing Efe IRI programs.

Regarding the school sample for the observation, it was, at first, intended to take one section from each grade (1-4) of the sampled five schools-Yedro, Ascha, Zanti, Nefasmewcha and Gobgob primary schools. However, due to the clashes of the radio /audio timetables of the schools for the researcher and also the researcher's limited time, the classroom observations were made on two schools only namely, Yedro and Ascha. The researcher selected those schools using purposive sampling technique. One school (Yedro) was selected from the rural schools and one other school (Ascha) was chosen from the urban schools.

4.3.1 Observation Results of Yedro

The researcher observed that Yedro primary school had two radio receivers which work properly. In addition, it had four audiocassettes. There was no shortage of classrooms in the school and each classroom from grade 1-4 has its own gramophone. The number of students in a class was observed to be round 40. The total number of sections (from grade 1 - grade 4) was seen to be 10. Similarly, there were 10 teachers who teach English from grade 1 - grade 4. That is, one section had one teacher because self-contained was being practiced in that school. The IRI program timetables and the classrooms' tables were synchronized and posted. The researcher also observed that since each section had its own

gramophone, one radio set was used for two or more sections at a time. He also saw that the IRI radio program receptions were clear in that school may be because of the physical feature of the place in which the school is situated. In short, according to the researcher's observation, IRI was found to be practiced better in that school compared to the other four sampled schools.

The researcher had made four visits to the school. Firstly, he arranged the sections to be observed with the school director and the classroom teachers. Then he selected one section from each of the grades 1 - 4, and a total of four sections to be observed. And he observed four teachers while they were teaching English. Each teacher was observed three times and a total of twelve observations were made in the school.

A. Control of Equipment Materials

This section is regarding teachers' control of equipment materials. The observation data indicated that all observed teachers **located** the radio sets in the place where it can be heard for all the pupils, **checked** it if it works properly and **got** the blackboard ready for the radio lesson.

With regard to checking the pupils' sitting arrangements, when three teachers were seen to **check** if the sitting arrangements were suitable for every child to listen properly, respond well and move out, one other teacher **did** not perform this task.

Similarly, all teachers **turned on** the radio early and **tuned in** it to check its reception. In contrast, all the four teachers did not **get** ready teaching materials (e.g. flashcards, sticks, song books, pencils, etc) for a particular lesson.

This implies that the observed teachers in Yedro carried out activities like locating radio sets in the right place, checking it, getting the blackboard ready for the

lesson, checking pupils' sitting arrangements, turning on the radio early and tuning in it to check and adjust the radio for clearest tone. However, teachers did not get ready teaching materials at all although the utilization of them in an IRI program is greatly advantageous. That is, using everyday materials like stones, pens, pencils, and magazines makes the utilization of the program more effective and it is necessary for teachers to get ready them for the given lesson (see on page 33).

B. Before broadcast Activities

This part is also about the pre-broadcast classroom activities. According to the observation data, three teachers out of four teachers **made** pupils have a few seconds of silence before broadcast where as one teacher **did not** accomplish it. And regarding **introducing** the programs, all the four teachers **did** it.

Likewise, teachers were observed whether or not they revised the previous radio lessons and three teachers were seen to **revise** the lessons where as one teacher did not accomplish it. Similarly, three teachers **introduced** the given song or **wrote** it on the blackboard and **got** pupils ready to sing with the radio where as one other teacher was not seen to do this pre-reading activity.

Moreover, the researcher observed that all the four observed teachers did not make pupils have a purpose for listening and identify pupils that will serve as examples for the while broadcasting tasks.

From the above information we can understand that most teachers performed the pre-broadcasting classroom activities like making pupils have a few seconds of silence, introducing the program's topic, revising the previous radio lesson and introducing or writing a song on the blackboard. But all observed teachers did not carry out the tasks like making pupils have a purpose for listening a particular program and identifying pupils that would serve as examples during broadcast but

which are the most important pre-broadcasting activities and should be accomplished (see on page 32 and page 33).

C. While -Broadcasting Activities

The observation data disclosed that only one teacher **signaled** children to listen to the given program silently and circulate around the room to note what problems individuals were having with while three teachers **did** not carry out these tasks.

However, regarding helping pupils to participate in different types of tasks during pauses, the observation data discovered that all the observed teachers in Yedro primary school did not make pupils participate in drills with the radio teacher and in group or pair discussions during pauses. That means teachers were seen to do nothing during pauses. But during pauses teachers are required to make pupils do different tasks that the radio teacher instructs them to do. For example, the teacher can make pairs talking to one another or can help them participate in chain exercises, that is, beginning with a child in the first row all the children can be made to speak in a series of pairs. (English for Ethiopia Interactive Radio Trainer's Manual, 2002).

Similarly, according to the observation data, all the four teachers did not **call out** pupils (boy No 1, girl No 1, child No 1, etc) that would serve as examples for other students. But while the program is on air, the radio teacher instructs the classroom teacher to call on some of the children to serve as examples for others. And these students should be designated by the classroom teacher before broadcast and be used to be models while broadcasting (see on page 35).

The researcher also observed that among the four teachers, three teachers applied the relevant teaching materials like flashcards, pens, pencils, books etc in programs where as one teacher **never** employed teaching materials which should be used in the programs.

and as a result the number of radio sets does not match with the number of sections because one grade has four or more sections that should be given a particular IRI program at a time

Interview with the school director and the teachers also indicated that the main problem to synchronize IRI program timetables with the classrooms' timetables was the shortage of teachers in addition to the shortage of radio receivers. There were three teachers who were assigned to teach English for the 18 sections from Grade 1-4. In this regard, the school director said:

Our School uses combined sections to utilize IRI programs to teach English. This is because we have two radio sets. Even those radio sets do not work properly and they need maintenance. But we have 18 sections which should be taught using English IRI programs. To solve this problem three or four sections are combined and made to listen to a program under a tree shade.

The researcher also observed that when different sections were made to be combined in the IRI lesson, there was wastage of time. That is, when children move to the tree shade it took them more than five minutes. Thus, pre-broadcast activities were observed not be carried out. Similarly, the after-broadcast activities were not performed because that time wasted when children to went back to their own classes. The school had not got audiocassettes.

The researcher's observation and the interview data also indicated that the IRI programs were not clearly heard because the radio sets were old and need maintenance and antenna was not also installed in the school. As a result most pupils were seen to be restless and nervous while broadcasting because they could not hear it. Therefore, teachers in that school were observed to utilize IRI programs **sometimes or rarely**. But, regarding the tasks what the teachers actually did in classroom we can as follows:

A. Control of Equipment Materials

Regarding the control of equipment materials, the observation data showed that all the four observed classroom teachers in Ascha **located** the radio set in the place where e it can be heard and **checked** it. They also **got** the blackboard ready for the lesson.

In contrast, all the observed teachers of Asha did not **check** if the pupils sitting arrangements were suitable for children to listen, respond well and move out where necessary. But, regarding turning on the radio, one teacher was seen to turn it on early while the rest three teachers did not carry out this task.

In the same way, concerning tuning in the radio in advance to check and adjust for clearest tone, one teacher **tuned in** the radio and adjusted the tone, while three teachers did not perform it.

With regarding to getting ready the relevant teaching materials (flashcards, sticks, pencils, books, etc) for the given lesson, all the four teachers did not carry out it.

Concerning control of equipment materials, in general, it is possible to recognize that the observed teachers in Ascha carried out some of the activities properly like locating radio sets in the right places for proper listening of pupils, checking if it functions properly and getting the blackboard ready. But activities like checking pupils' sitting arrangements and getting ready teaching materials were not completely carried out by observed teachers. However, in IRI utilization these are the most important activities which should be done by them (see on page 33).

B. Before Broadcasting classroom Activities

Regarding the before broadcast classroom activities, the data observed indicates that among the four teachers, one teacher made pupils have a few seconds of silence and the rest three teachers did not carry out this pre-broadcasting task. Similarly, when we come to introducing the given program's topic to pupils, the

data showed that three teachers did it where as one observed teacher did not perform it .

When we consider what the classroom teachers did regarding revising the previous radio lessons before the program starts, all the observed teachers were seen not to do it at all. Concerning the songs, that are used to introduce the program, the data disclosed that one teacher introduced the given song or wrote it on the blackboard and made pupils get ready to sing with the radio, and the rest three teachers did not accomplish this task.

In contrast, all the observed teachers **never** did the pre-broadcasting tasks like making pupils have a **purpose** for listening a particular program and **identifying model** pupils (boy N₀, 1 girl N₀, 1 child N₀ 1 etc,) that would serve as examples/models for other students while broadcasting.

This indicates that, teachers did not carry out some of the pre-broadcast classroom tasks. To make it clear, some teachers were seen to make pupils have a few seconds of silence, introduce a given topic, introduce or write songs on the blackboard. On the other hand, there were activities which were not given focus by the observed teachers. That is, teachers did not perform the tasks such as revising the previous radio lesson, making pupils have a purpose for listening and designating pupils that will serve as examples during broadcasting..

C. While Broadcasting Activities

With regard to the while broadcasting tasks, the observation data indicates that all the observed teachers **never** did most of the while broadcasting activities like:

- signaling children to listen to the radio programs silently and attentively
- making pupils participate in drills, group or pair discussions etc when the radio teacher instructed them to do.

- calling on model pupils that could be designated as boy No 1, girl No 1 and child No 1 that serve as examples for others.
- applying the required teaching materials (flash cards, pens, pencils, sash boards, etc) in a given radio lesson appropriately.

But all these activities are very valuable and a teacher that utilizes IRI programs to teach English should do them. Without performing these tasks it is not possible to say that IRI program utilization is happened. In other words, making pupils simply listen to the program does not make the lesson of the radio practical. In an Interactive Radio Instruction program, pupils are needed to be active participants in drills, discussions, physicals activities, songs, and other communicative tasks and it is the teacher that makes pupils active participants being as facilitator of the IRI lesson. Interaction between the teacher and the pupils and among the pupils themselves is expected highly (see on page 34 and 35).

Regarding writing words, phrases and sentences, out of the four observed teachers, three teachers wrote them on the blackboard where as one teacher was seen not to do these tasks.

D. After Broadcast Activities

When we see the after broadcast activities, the data observed disclosed that all the four teachers did not check the pupils understanding of a given radio lesson and so did not give additional oral or written lessons for pupils.

This implies that the observed teachers did not make attempts to know whether their pupils are clear with a given radio lesson. That is, they did not evaluate their pupils and see whether each student was successful in listening to the given program. And so, they did not give additional explanations regarding the given radio lesson. However, it is noted in the EfE IRI Trainer's Manual (2002) that during the radio lesson the classroom teacher should have circulated around the

room and look for which children and which objective require additional teaching. And based on his /her observation, he/she may do additional oral learning activities from the radio lesson (see on page 35)

Regarding item 20, three teachers were seen to make pupils do after broadcast tasks which were instructed by the radio teacher, (reading and writing tasks) where as one teacher did not **perform** it. Here we can see that most of the observed teachers accomplished this task.

4.3.3 Summary of the observation Results of the two schools (Yedro and Ascha)

When we see the data obtained from the two schools (Yedro and Ascha) all teachers were observed to carryout the tasks like locating the radio sets in the place where it can be heard clearly for all pupils, checking the radio if it functions properly and getting the blackboard ready for a given lesson. This implies that teachers did these tasks effectively

But regarding checking the pupils sitting arrangement if it is suitable for them to listen, respond well and move out when necessary, most observed teachers in the two schools were seen not to do it at all. Meaning, teachers did not check the pupils' sitting arrangements before broadcast although they are supposed to carryout this task.

Regarding turning on the radio early and tuning in it on time to check its reception, all the observed teachers of one of the two schools did them very well where as the majority of the observed teachers in the second school did not perform them. But when we see the overall results of the observed data of the two schools the majority of them accomplished them.

In contrast, there were tasks which were not done commonly by the teachers of the two schools. That is, teachers **never** got ready teaching materials like flashcards, pens, sticks, books, pencils etc.. However, it is necessary to understand that one of the features of IRI that makes it differ from other teaching tools is that it builds on local resources and everyday materials like stones, bottle tops (counting), magazines, newspapers, (words and pictures); map, calendar (time and place); product tables (colors); sticks, drinking straws (measuring) etc. (see on page 33). Utilizing these materials makes the lesson effective because a radio lesson by nature is only sound dependent and it needs visual aids.

Thus, teachers should ask themselves what teaching materials they may need and get ready them in advance and they should aid the radio lesson with relevant materials (The Teacher's Guide for Grade 4, 2005).

Similarly, the overall results of the data from the two schools disclosed that all the observed teachers from the schools did not commonly carry out the activities like making pupils have a purpose for listening a given program and identifying pupils who will serve as examples for other students while broadcasting.

However, a teacher should make his /her students listen for a purpose (MacDona and Shaw: 1993) and identify and designate model pupils, for example, boy No 1, girl No 1 and child No 1. To make it clear, during the broadcast the teacher may be asked to call on some of the children to serve as examples or models for others. And these children should be designated in advance (The Teacher's Guides for grades 4, 2005).

Similarly, regarding the while broadcast tasks, teachers in one of the two schools were observed not to carry out almost all the while broadcast tasks. But particularly the tasks like making pupils participate in drills, group or pair discussions, calling on model students that are used as examples for others and applying the necessary

teaching materials (flashcards, pens, pencils, sticks, etc) to a given radio lesson were observed not to be carried out by teachers in both of schools. .

However, it is necessary to note that in IRI, the pupils are expected to actively participate in drills, songs, games, stories, physical activities, etc. They should be made to listen and do, listen and speak, listen and write or manipulate objects, sing, dance, act, pretend and participate in pair or group discussions. (English for Ethiopia Trainer's Manual, 2002). The IRI methodology requires learners to react questions and exercises through verbal responses to radio characters, group work, and physical and mental activities while the program is on the air. Short pauses are provided throughout the lessons after questions and during exercises to ensure that students have the time to adequately think and respond (Teshome, 2001).

In addition, as it is pointed out in the Teacher's Guide for Grade 2 (2002) the teacher is required to call on children that were designated to be example before broadcast. And he should make them to move to the front of the class to do what the radio teacher asks them to do while broadcasting.

Lastly, the over all results of the observed data indicated that teachers in both schools were observed not to check pupils understanding of the given radio lesson and not to give additional supporting lessons after broadcast. However, teachers are needed to deal with various children in more oral exercises at their individual level of competence which they assess during the radio lesson. (English for Ethiopia Interactive Radio Instruction Trainer's Manual, 2002).

Concerning the reading and writing tasks,(post broadcast) most teachers were observed to do them when we see the over all results of the two schools.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

This chapter presents the summary and conclusions drawn from the results of the study and possible recommendations given by the researcher.

5.1 Summary

Radio is a powerful teaching tool of English language. But its full potential can be exploited if there is effective utilization of the programs. To this end, the primary concern of this study was to assess the effective utilization of IRI programs to teach English. That is, the study's focus was particularly on whether teachers were provided with sufficient utilization trainings, radio support materials, professional supports and also if the IRI programs were used to teach English appropriately and fully and if teachers carryout tasks like control of equipment materials and pre-, while-and post-broadcast activities properly. In accordance with these objectives, the following basic questions were asked:

1. To what extent are teachers provided with utilization trainings and support services of IRI?
2. Are educational departments at regional, woreda and school levels committed for the effective utilization IRI programs?
3. To what extent do teachers utilize IRI programs to teach English?
 - 3.1 Do teachers utilize IRI programs appropriate and fully?
 - 3.2 Do teachers carry out tasks like control of equipment materials, pre-while- and post-broadcasting activities properly?

Both qualitative and quantitative data collection tools were employed to obtain valid information. Three data collection tools, namely questionnaire, observation and interview were employed. The questionnaire contains twenty items of both

and interview were employed. The questionnaire contains twenty items of both objective and subjective type questions and its copies were distributed to thirty one teachers who teach English in the selected five schools. The researcher also made 24 classroom observations on two schools namely Yedro and Ascha. Unstructured interview was held with randomly selected five teachers and the directors of the five schools. The interview was made to cross-check the data obtained through the questionnaire.

In the selection of sample schools (for both questionnaire and observation) purposive sampling was used. To choose teachers for the questionnaire and directors for interview, available data collection technique was employed where as to select teachers for observation and interview random sampling method was used. In detail:

The questionnaire and the interview data indicated that teachers were not provided with pre-service trainings at all and with in-service training at all or sufficiently. It also showed that teachers were not provided with enough radio/audio teachers' guides, sufficient radio distributions and maintenance services were not also made in the sample schools. In addition, it showed that teachers did not utilize IRI programs fully and educational departments were not committed for the implementation of IRI programs.

In addition the observation data also indicated that teachers did not carryout most of the pre-, while- and post-broadcast activities properly.

5.2 Conclusions

Based on the findings obtained through the questionnaire, the classroom observation and the interview, conclusions can be drawn as follows:

1. The study revealed that all teachers did not receive a pre-service IRI utilization training and most of them also did not get an in-service training at all or sufficiently regarding IRI programs utilization.
2. The finding also showed that schools were not provided with sufficient support materials like the student's books, the teacher's guides, radio sets and audio cassettes. In addition, it showed that there were radio sets which require repairing but were not repaired.
3. Similarly, the study indicated that most teachers did not utilize IRI programs as it is planned by the program producers (see table 4 and the interview data).
4. In addition, the study disclosed that the Regional Educational Bureau (REB), the Woreda Education Office and school principals were not committed to the effective utilization of IRI programs (see table five and the interview). There were also problems to synchronize the IRI broadcast timetables with the school timetables.
5. The observation finding revealed that most teachers carried out activities regarding control of equipments. But most of them did not perform some of the pre-broadcast classroom activities like getting ready the relevant teaching materials for a given lesson, making pupils have a purpose for listening to a given program and identifying model students before broadcast.
6. The majority of teachers did not perform most of the while-broadcasting activities and some of the post broadcast tasks.

5.3 Recommendations

Based on the conclusions drawn, the researcher has given the following recommendations:

1. Because Efe IRI program in our country is a new experience, primary first cycle school teachers are not familiar with it. So, Regional Educational bureaus should integrate the IRI theory and techniques of teaching into the TTI curriculum and create situations in which teachers can get pre-service trainings about IRI program utilization. And EMA should give Trainings of Trainers (TOT) continuously regarding IRI program utilization.
2. The Regional Educational Bureaus, Woreda education offices and school principals should provide schools with radio supply services. In addition, inspectors from REBs and Woreda educational offices should visit schools continuously to check whether teachers utilize IRI programs effectively. Particularly, the Amhara Region Educational Bureau should revise the English period allotment and arrange it in the way the schools timetables match with the IRI programs timetables.
3. The Woreda education offices should make IRI integral to their annual plans, budget for training activities, material supports and maintenance services. They should arrange and give IRI utilization trainings for those teachers who are new to IRI and untrained in it.
4. School directors should synchronize the IRI program timetables with their timetables and monitor the IRI program utilizations in their schools.
5. The classroom teachers should carryout the before, while and post broadcast tasks indicated in the Teachers' Guides.

Finally, it is believed that the contents and the qualities of IRI programs have an impact on the utilization. That is, they could either facilitate or retard proper utilization. However, these variables were not treated in this study because of the researcher's limited time and finance. Therefore, the researcher would like to recommend that any other researcher in this field of area could study them.

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Appendix I

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

Questionnaire for Teachers

Dear Teacher

The purpose of this questionnaire is to gather information about the effective utilization of Interactive Radio Instruction with particular reference to Ascha, Yedro, Zanti, Nefasmewcha and Gobgob Elementary Schools which are found in Laiganit Woreda, South Gondar Zone, Amhara Region.

The value of the study is highly dependent on your genuine information. Please do not omit any item.

Thank you in advance for your cooperation

Notice: 1. Do not write your name on this paper.

2. Read each item carefully and decide your response
3. put a mark tick (✓) in the box which contains your response
4. Write answers to the items that have not suggested responses.

Part one:- Information about your background.

1. Qualification _____
2. Service year: _____
3. Age: 20-29 30-39 40 and above

Part two: Items Regarding IRI utilization Training you have received

4. Have you got a pre-service training regarding Interactive Radio Instruction programs' utilization to teach English?
 Yes No

5. Have you received an in-service training (workshop, seminar, or conference, etc) about Interactive Radio Instruction programs utilization to teach English?

Yes No

6. If your response to 'item 5' is 'Yes' indicate the type of training, the number of days and the year when you took the training in the following table. If you took more than one type of training indicate both or all.

Type of utilization Training	No of days	Year
Seminar <input type="checkbox"/>		
Workshop <input type="checkbox"/>		
Conference <input type="checkbox"/>		
Other (if any)-----		

7. If you have received an in-service training regarding IRI programs utilization to teach English, do you think that the training was sufficient for you to teach English using the program?

Sufficient Some what sufficient Not sufficient

8. If your response to 'item 7' is 'Not sufficient' suggest the weakness of the training(s) _____

Part Three:- Items regarding the utilization of print support materials to teach English using (IRI) programs.

9. How sufficiently is your school provided with a:

	Sufficiently	No provision at all	Not sufficiently
a. Student's book?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Radio /Audio Cassette Teacher's Guide?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Broadcast Timetable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part four: Items regarding Radio Support services

10. Are there enough radio sets in your school?

Yes No

11. Are there radio sets which require maintenance/repairing?

Yes No

12. If your response to 'item 11' is 'Yes', have you ever asked for the radio sets to be repaired? Yes No

13. If you asked for the radio sets to be repaired did those who are responsible for the maintenance tasks repair it/ them?

No Yes

Part Five: Items Regarding IRI programs Utilization to teach English

14. How often do you utilize IRI programs to teach English?

Always Sometimes Never

15. If your response to 'item 14' is 'Sometimes', how many days a week do you utilize IRI programs to teach English?

3 days a week 2 days a week 1 day a week

16. If your response to 'item 14' is 'Never', write the reasons that make you not to use IRI programs to teach English?

Part Six: Items regarding the of Commitments of REB and Woreda Education Office to IRI Utilization.

17. To what extent does REB provide you with support materials and trainings?

Very greatly Greatly To some extent
 No support at all

18. To what extent does the woreda educational office support you with IRI utilization training and material provisions and profession assistances?

Very greatly Greatly To some extent No support at all

19. How do you evaluate your school director with regard to monitoring and providing support for IRI programs utilization? (Comment)_____

20.. Give your general comment on the utilization of Interactive Radio Instruction programs to teach English_____

አዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ትምህርት ቤት
የውጭ ቋንቋዎችና ስእነ ጽሁፍ ትምህርት ክፍል

በመምህራን የሚሞላ መጠይቅ

ውድ መምህር

የዚህ መጠይቅ ዓላማ ኢንተራክቲቭ ፊዲዮ ኢንስትራክሽን (IRI) ፕሮግራም አጠቃቀም በተመለከተ መረጃ ለመሰብሰብ ነው። መረጃው የሚሰበሰብባቸው ትምህርት ቤቶች አስቻ፣ ነፋስ መውጫ፣ ዛንጢ፣ የድሮና ጎብጎብ አንደኛ ደረጃ ትምህርት ቤቶች ሲሆኑ እነዚህ ትምህርት ቤቶች በላይጋይንት ወረዳ ደቡብ ጎንደር ዞን አማራ ክልል ይገኛሉ።

የምትሰጠው/ጭው/ መረጃ ትክክለኛ መሆን ለዚህ ጥናት ጥራት ያለው አስተዋጽኦ ከፍተኛ መሆኑን በመገንዘብ ለሁሉም ትክክለኛ መልስ እንድትሰጡ/ጭ ትብብርክ /ሽ/ን።

- ማሳሰቢያ-**
1. በዚህ መጠይቅ ላይ ስምህን /ሽን/ አትጻፍ/ፊ/
 2. ሁሉንም ጥያቄዎች በጥንቃቄ በማንበብ መልስ/ሽ/
 3. መልስህን/ሽን/ በያዘው ሳጥን ፊት ለፊት የቲክ ምልክት (✓) አድርግ (ጊ)
 4. ምርጫ ላልቀረበላቸው ጥያቄዎች በጽሁፍ መልስ ስጭ/ስጥ

ክፍል አንድ:- የግል ህይወትክን/ሽን በተመለከተ የሚመለሱ ጥያቄዎች

1. የትምህርት ደረጃ-----
2. የአገልግሎት ዘመን
3. እድሜ:- 20-29 30-39 40 እና በላይ

ክፍል ሁለት:- ስልጠናን በተመለከተ የሚመለሱ ጥያቄዎች

4. ስለ ኢንተራክቲቭ ፊዲዮ የኢንስትራክሽን (IRI) አጠቃቀም በተመለከተ ቅድመ ስልጠና ተሰቶሃልን? አዎ የለም
5. ስለ ኢንተራክቲቭ ፊዲዮ ኢንስትራክሽን (IRI) ፕሮግራም አጠቃቀም የስራ ላይ ስልጠና ወይም ወርክሾፕ፣ ኮንፈረንስ፣ ሴሚናር ተሰቶሃል /ሻልን/?
 አዎ የለም

7. ለጥያቄ 5 መልስህ/ሽ/ «አዎ» የሚል ከሆነ የስልጠናውን ዓይነት፣ ስልጠናው የተሰጠበትን የቀናት ብዛት፣ ስልጠናው የተሰጠበትን ዓመተ ህረትና በሚከተለው ሰንጠረዥ አሳይ። ሁለት ወይም ከዚያ በላይ የስልጠና ዓይነት ከተሰጠህ/ሽ ሁለቱንም ወይም ሁሉንም የስልጠና አይነቶች አሳይ።

የስልጠናው ዓይነት	ስልጠናው የተሰጠበት የቀናት ብዛት	የተሰጠበት ዓ.ም
ወርክ ሾፕ		
ሴሚናር		
ኮንፈረንስ		
ሌላ ካለ ይጥቀሱ-----		

7. በኢንስትራክቲቭ ሬዲዮ ኢንስትራክሽን ፕሮግራም አጠቃቀም ዙሪያ የስራ ላይ ስልጠና ተሰቶህ/ሽ ከሆነ ስልጠናው ለማስተማር ካለው አጋዥነት ሲታይ በቂነቱ ምን ያህል ነው?

በቂ ነው በመጠኑ በቂ ነው በቂ አይደለም

8. ለጥያቄ 7 መልስህ/ሽ/ «በቂ አይደለም» የሚል ከሆነ ስለ ስልጠናው ጉድለት ያለህን/ሽ/ አስተያየት ጻፊ/ፍ -----

-----::

ክፍል ሶስት:- ስለ ህትመት የማስተማሪያ መሳሪያዎች አቅርቦት አጠቃቀም በተመለከተ የሚመለሱ ጥያቄዎች።

9. የሚከተሉት የማስተማሪያ መሳሪያዎች በትምህርት ቤትህ/ሽ/ በብቃት ይገኛሉን?

	በብቃት ይገኛሉ	ፈፅሞ የሉም	በቂ አይደሉም
ሀ. የተማሪው መጽሐፍ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ለ. የመምህሩ መምሪያ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሐ. የፕሮግራሙ ስርጭት የጊዜ ሰሌዳ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ክፍል አራት:- ስለሬዲዮ አቅርቦትና ጥገና የሚመለሱ ጥያቄዎች

10. በትምህርት ቤታችሁ በቂ ሬዲዮኖች አሉን? አሉ የሉም
11. ጥገና የሚያስፈልጋቸው የሬዲዮኖች አሉን? አሉ የሉም
12. ለ11ኛው ጥያቄ መልስህ/ሽ/ «አሉ» የሚል ከሆነ እንዲጠገኑ ለሚመለከተው አካል ጥያቄ አቅርቦት/ሻልን? አዎ የለም
13. ጥያቄ አቅርቦት/ሽ/ ከሆነ በጥያቄህ /ሽ/ መሠረት ሬዲዮኖቹ ተጠግነዋል ወይ? አዎ የለም

ክፍል አምስት:- ስለኢንተርአክቲቭ ሬዲዮ ኢንስትራክሽን አጠቃቀም የሚመለሱ ጥያቄዎች።

14. በኢንተርአክቲቭ ሬዲዮ ኢንስትራክሽን (IRI) እንግሊዝኛ ቋንቋን ለማስተማር ምን ያህል ጊዜ ትጠቀማለህ/ሽ/

- ሁልጊዜ እጠቀማለሁ
- አልፎ አልፎ እጠቀማለሁ
- ፈጽሞ አልጠቀምም

15. ለጥያቄ 15 መልስህ/ሽ/ «አልፎ አልፎ እጠቀማለሁ» የማል ከሆነ በሳምንት ስንት ቀን ትጠቀማለህ/ሽ/ ?

- በሳምንት 3 ቀን
- በሳምንት 2 ቀን
- በሳምንት 1 ቀን

16. ለጥያቄ 14 መልስህ/ሽ/ አልጠቀምም የማል ከሆነ ምክንያቱን ጻፍ/ፊ -----

ክፍል ስድስት:- ስለ ኢንተርአክቲቭ ሬዲዮ ኢንስትራክሽን አጠቃቀም ከክልልና ከወረዳ ስለሚሰጡት እገዛዎች የሚመለሱ ጠያቂዎች።

17. ክልል ትምህርት ቢሮ ኢንተርአክቲቭ ሬዲዮ ኢንስትራክሽን ውጤታማ በሆነ መልኩ መጠቀም እንድትችሉ የሚያደርገው ክትትልና ድጋፍ ምን ያህል ነው?

- በጣም ከፍተኛ
- ከፍተኛ
- መጠነኛ
- ምንም ድጋፍ አያደርግም

18. የወረዳው የትምህርት ጽ/ቤት ሃላፊዎች /ባለሙያዎች/ ለኢንተርአክቲቭ ሬዲዮ ኢንስትራክሽን ውጤታማ አጠቃቀም የሚያደርጉት ክትትልና እገዛ ምን ያህል ነው?

- በጣም ከፍተኛ
- ከፍተኛ
- መጠነኛ
- ምንም ድጋፍ አያደርጉም

19. ርዕሰ መምህርህን ኢንተርአክቲቭ ሬዲዮ ኢንስትራክሽን እንድትጠቀም/ሚ/ እገዛ እና ክትትል በማድረግ ዙሪያ እያደረገ ያለውን አስተዋፅኦ እንዴት ታየዋለህ /ሽ/? አስተያየትህን ጻፍ /ፊ/። -----

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20. ስለ ኢንተርአክቲቭ ሬዲዮ እንግሊዝኛ ትምህርት ፕሮግራም አጠቃቀም ያለህን /ያለሽን አጠቃላይ አስተያየት ጻፍ/ፊ/-----

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Appendix II

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

Observation Checklist

The purpose of this observation checklist is to see actually how teachers utilize Interactive Radio Instruction programs to teach English in particular focus to Ascha, Yedro, Zanti, Nefasmewcha and Gobgob primary schools, Laigaint Woreda, South Gondar Zone, Amhara Region.

Tick (✓) one (Yes /No).

A. Control of Equipment Materials

No	Utilization Activities	Yes	No
1	Locates the radio set in front of the class where it can be heard clear all the students		
2	Checks the radio set before the broadcast begins if it functions properly		
3	Gets the blackboard ready for the Radio lesson		
4	Checks if the students' sitting is suitable for every child to listen respond well and move out when necessary.		
5	Turns on the radio early		
6	Tunes in the radio on time and checks if its reception is clear		
7	Gets ready teaching materials (e.g. flashcards, sticks, songbooks, textbooks, pens, teacher's guides, etc) for the lesson		

B. Before Broadcast Activities of the Classroom teacher

No	Utilization Activities	Yes	No
8	Makes pupils have a few seconds of silence		
9	Introduces given program's topic		
10	Revises the previous radio lesson		
11	introduces the give song and /or writes it on the blackboard and makes pupils get ready to sing with the radio		
12	Makes pupils have purpose for listening to a particular program		
13	Identifies model pupils (boy No 1, girl No 1, etc.) who will serve as examples during the broadcast		

C. During Broadcast Activities of the classroom Teacher

No	Utilization Activities	Yes	No
14	Signals children to listen to the radio program silently and attentively and circulates around the room to note what problems individual pupils are having with.		
15	Makes pupils participate in drills, pairs or groups discussions when the radio teacher instructs them to do so.		
16	Calls out model pupils (boy No 1, girl No 1, etc) and makes them what the radio teacher instructs them to do.		
17	Applies the required teaching materials (e.g., flashcards, pens, pencils books, sash boards etc.)		

D. After Broadcast Activities of the Classroom Teacher

No	Utilization Activities	Yes	No
18	Writes words, phrases and sentences when needed.		
19	Checks pupils understanding of gives radio lesson and gives additional oral/ written lessons when necessary		
20	Makes pupils do after broadcast tasks that the radio teacher instructs them to do (e.g. reading and writing tasks.		

DECLARATION

I, the undersigned, declare that this thesis is my original work and all the resources of materials used for this study have been duly acknowledged.

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Signature: 

Place: Institute of Language Studies
Addis Ababa University

Date of Submission: March, 2007

Declaration

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

Name: Danayt Belay

Signature: 

Place: Institute of Language Studies

Addis Ababa University

Date of Submission: 20 July, 2006