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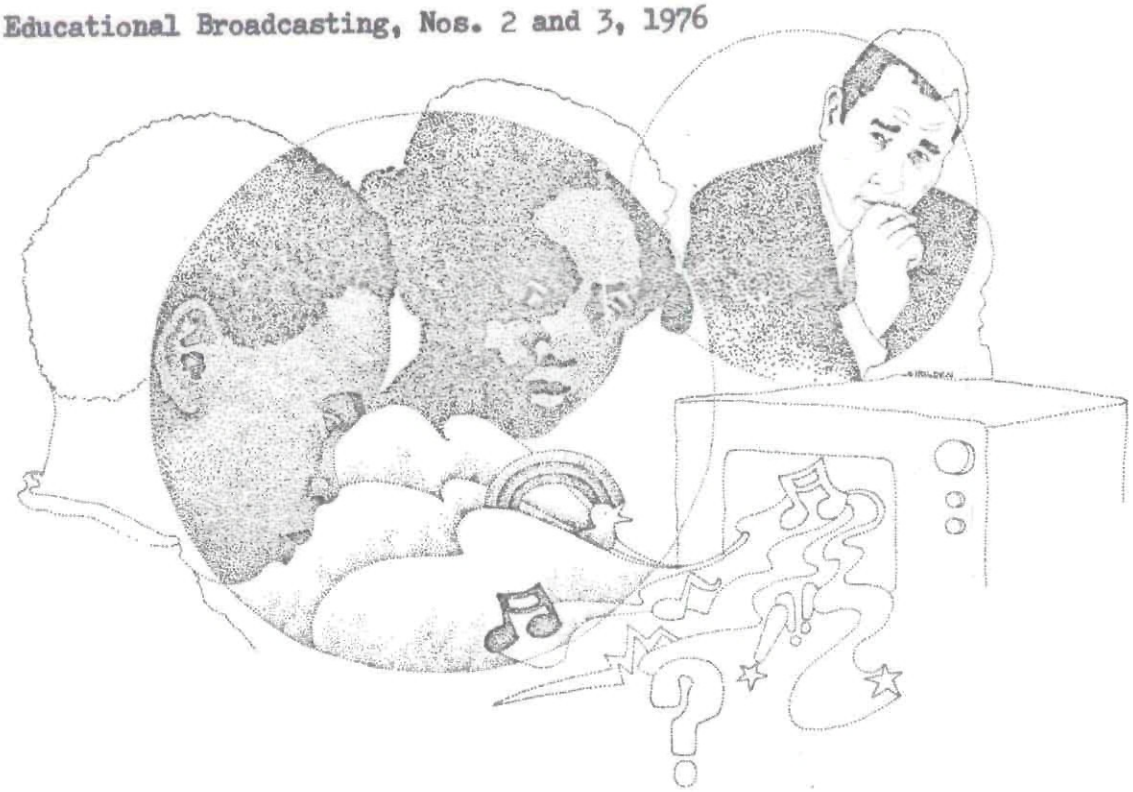

Teacher utilization of instructional radio

JOSÉ C. MANDULEY

PART I

Abstract

This article identifies and analyzes factors influential to classroom teacher usage of an instructional radio project. The project was designed to develop language arts skills for black, culturally deprived pupils who were unable to express themselves in complete standard English sentences.

Data were collected by the author from over 200 teachers and their administrators in 80 selected elementary public schools in Washington, D.C., during the 1973-74 academic year. This article, however, will focus on 30 such schools that represent students from low-income areas who demonstrated the greatest need for improvement in language arts skills. Data were drawn from closed-ended questionnaires constructed by the author and from personal interviews with each of the 30 school administrators, their 60 teachers, and the radio project officials.

An exploration of teacher use of the instructional radio project is given in the following areas:

- Broadcast selection
- Prebroadcast teacher and student preparation
- Broadcast presentation
- Postbroadcast participation activities

While there is an abundance of literature dealing with instructional radio usage in the U.S., most of it was undertaken during the 1930s and 1940s. The National Educational Radio Task Force on Instructional Radio reports that "radio broadcasting and associated audio technologies are seriously underutilized in American education, despite their wide and effective use by educators elsewhere in the world."[1]

It is significant to emphasize the role the classroom teacher plays in the use of instructional radio. His attitude and the methods and techniques he employs, or fails to employ, can mean all the difference between a successful or poor broadcast lesson. No matter how educative or superior the broadcast may be, if a teacher fails to recognize its contributions toward pupils' learning experience, much of its value is lost.

The role and attitude of the school administrator can also play a decisive part in teacher use of instructional radio. The amount of encouragement or lack of support he gives to the medium can ultimately reflect upon the teachers.

Radio Project Background

Since the spring of 1967, an instructional radio project has been operating in the Washington, D.C., public elementary schools. The project was designed to develop language arts skills for black, culturally deprived pupils unable to express themselves in complete standard English sentences. The language arts are the communication skills of listening, speaking, reading, and writing.

Initially, the radio project was funded under an Elementary and Secondary Education Act (ESEA) Title III grant and was entitled "Enrichment through Radio: An Experimental Project to Alleviate a Language Barrier."

The radio programs were largely composed of nonverbal sounds intended to evoke pupil response in the elementary grades. The rationale for employing such sounds is that many of them are commonplace to a middle-class home: doorbell chimes, an electric saw working in the basement, or an electric shaver. Sounds such as these are taken for granted by the more privileged classes, but to a culturally deprived child, they comprise a totally new listening experience. Programs under the sound sequences category can tell a story. For example, the sound of a burglar alarm ringing and the sound of running footsteps, followed by the siren of a police car, could recount the story of a robbery. By incorporating nonverbal sounds into the program content, an attempt was being made to reach the child, to motivate him to listen, imagine, and project his opinion. Thus, these sounds provided a means for discussion building and assisted the classroom teacher in determining how his pupils interpreted what they heard.

Teachers were not given a list of answers of the "true" sounds appearing in the programs. Such a list was eliminated to refute the right-wrong syndrome, whereby the classroom teacher always has the "right" answer and the pupil is in a position to be "wrong." Instead, emphasis was placed on individual pupil interpretation of the radio broadcast, so that the child would not worry about the consequences of giving the "wrong" answer. The pupils were therefore encouraged to speak up in class and freely express their own thoughts.

Several interviews with former radio project personnel indicated that many teachers were somewhat annoyed that they were not supplied with a list of the correct sound answers. According to a producer of some of the past programs, these teachers felt they were being placed in a "powerless" position. They asked the project officials, "How can I correct a child if I don't know the right answers?" Such teachers were told *not* to correct him, that any response from a child was the right answer. Project officials contended that students often shirk initiative by figuring out what the teacher expects and by memorizing his ideas. One of the radio project's major objectives was to deemphasize this right-wrong syndrome and provoke original thinking and self-expression. Other major objectives of the project were to: (1) motivate children to learn and develop acute and perceptive listening; (2) stimulate the pupils' imagination so that they would not be totally dependent upon narration and visuals; (3) maximize teacher-pupil and pupil-pupil communication and dialogue during and after the broadcast, in order to incite critical thinking as well as extemporaneous expression and discussion; (4) encourage pupils' curiosity to compare, to reason, to interpret, and to question what is heard; (5) build and reinforce vocabulary; (6) help pupils to develop self-awareness, black awareness, and multiethnic concepts; (7) motivate pupils to express themselves in standard English, both in speaking and in writing.

There is a wide variety of methods, techniques, and activities that teachers can use to enhance the significance of instructional broadcasts. Radio utilization activities can be divided into three broad phases: preparatory, participatory, and follow-up. The extent and specific type of utilization activities "cannot validly be prescribed for use with particular types of broadcasts. These are decisions which must be made in nearly all cases by the teachers."[2] Some radio programs are complete lessons in themselves and need little, in any, preparation or follow-up; other kinds of broadcasts may require more extended activities. Therefore, the type and amount of activities the teacher and his class undertake ultimately depend upon: (1) the teacher's objectives; (2) the broadcast content; and (3) the needs of the students. The aims and scope of the broadcasts must correlate with the teacher's instructional objectives, and the program content should complement the ongoing classroom work.

Prebroadcast Preparatory Stage

Prebroadcast activities are an important stage in the radio utilization process. The first activity usually undertaken by the teacher is the selection of the radio program. Noel and Leonard feel that the proper selection of audio-visual materials is essential to their effectiveness as teaching tools.[3] They divide the selection process into two phases: the preliminary selection of materials for their general educational value in terms of broad curricular objectives; the choice of specific audio-visual materials for a particular instructional situation.

During the selection process, the teacher must carefully take into consideration elements such as scheduling, length of broadcast, instructional objectives, type of broadcast, and background and academic preparation of pupils involved. The radio teacher's guide can facilitate selection, as it enables the teacher to preview the broadcast if he cannot listen to it ahead of time. The guide can also aid the teacher in planning which audio-visual materials, if any, he should integrate into the program activity. The guide usually describes the broadcast content and suggests activities for the preparatory, participatory, and follow-up stages of the radio lesson. These suggestions and the teacher's ingenuity can help him determine the type of activities and the extent to which they are needed for himself and his class.

During this preparatory stage, the teacher may decide to use a broadcast to correlate with a particular topic currently being studied (in which case the broadcast can add or reinforce information), stimulate interest for the introduction of a new subject to be studied, summarize or complete a unit of study. Prebroadcast activities can range from a lengthy preparation well in advance of the broadcast to minimal preparation with a simple five-minute introduction.

The teacher can prepare *himself* by knowing in advance, through the guide, what directions might be given for the broadcast so no time will be lost; if necessary, reviewing literature on the broadcast subject; assembling relevant audio-visual aids (maps, globes, tape recorder, as needed); and making sure that a radio receiver in good working condition is available.

He can prepare his *pupils* for the broadcast by giving them assignments related to the broadcasts, as needed; arousing pupil interest and enthusiasm; relating what is to be heard to the students' background and experiences; providing a prebroadcast discussion stating the purpose for listening to the program and suggesting what to listen for; displaying and explaining unfamiliar words, key words, names, dates, etc., on the blackboard.

Preparatory Activities	Teachers Finding Project of Significant Assistance (N = 20) No.	%	Teachers Finding Project of Partial Assistance (N = 40) No.	%	Total Number of Responses (N = 60) No.	%
A. Checked time schedule	20	100	37	92	57	95
B. Read lesson in teacher guide	19	95	32	80	51	85
C. Placed radio in audible position for all to hear	18	90	30	75	48	80
D. Adjusted radio to correct dial and tuned it in	17	85	28	70	45	75
E. Wrote down ideas for follow-up activities	18	90	22	55	40	67
F. Displayed key words on blackboard	10	50	21	52	31	52
G. Reviewed literature related to broadcast	11	55	13	32	24	40
H. Assembled audio-visual materials as needed	9	45	13	32	22	37
I. Arranged a tape recorder to record lesson	6	30	5	12	11	18
J. Placed a "Do Not Disturb" sign on door	3	15	1	2	4	7

Table I: Prebroadcast preparatory *activities compared to degree of project assistance as indicated by teachers (N = 60). Teachers stated one or more activities.*

Teaching Activities	Teachers Finding Project of Significant Assistance (N = 20) No.	%	Teachers Finding Project of Partial Assistance (N = 40) No.	%	Total Number of Responses (N = 60) No.	%
A. Motivated and told pupils what to listen for	18	90	33	82	51	85
B. Asked pupils questions to determine their knowledge of broadcast subject	13	65	25	62	38	63
C. Encouraged pupils to respond when requested by broadcast teacher	15	75	23	57	38	63
D. Pointed out and explained key words to occur in broadcast	13	65	23	57	36	60
E. Informed pupils of broadcast subject same day of lesson	14	70	18	45	32	53
F. Prepared pupils on broadcast subject matter well in advance of lesson	10	50	14	35	24	40
G. Informed pupils of broadcast subject day before lesson	9	45	15	37	24	40
H. Gave pupils assignments related to broadcast subject	9	45	13	32	22	37
I. Did *not* inform pupils of broadcast subject	6	30*	2	5	8	13

* These teachers revealed that this technique enabled them to measure their pupils' listening ability and comprehension of the broadcast.

Table II: Prebroadcast teaching *activities compared to degree of project assistance as indicated by teachers (N = 60). Teachers stated one or more activities.*

Participatory Activities	Teachers Finding Project of Significant Assistance (N = 20) No.	%	Teachers Finding Project of Partial Assistance (N = 40) No.	%	Total Number of Responses (N = 60) No.	%
A. Listened attentively to broadcast	18	90	33	82	51	85
B. Positioned myself to hear broadcast and observed pupil reactions	19	95	28	70	47	78
C. Jotted down notes and ideas for follow-up	17	85	30	75	47	78
D. Made comments to clarify point(s)	14	70	28	70	42	70
E. Adjusted radio volume as needed	13	65	26	65	39	65
F. Pointed out key words on blackboard	10	50	20	50	30	50
G. Participated and reacted to lesson when requested by radio teacher	11	55	18	45	29	48
H. Used visual materials to enhance radio listening	13	65	12	30	25	42
I. Moved among pupils periodically to observe interest and comprehension	8	40	11	27	19	32
J. Taped the radio lesson	6	30	5	12	11	18
K. Corrected papers	–	–	4	10	4	7

Table III: Participatory activities during *the broadcasts compared to degree of project assistance, as indicated by teachers (N = 60). Teachers stated one or more activities.*

Teaching Activities	Teachers Finding Project of Significant Assistance (N = 20) No.	%	Teachers Finding Project of Partial Assistance (N = 40) No.	%	Total Number of Responses (N = 60) No.	%
A. Exchanged viewpoints and discussed broadcast	19	95	35	87	54	90
B. Gave pupils a few minutes to think about what they just heard	15	75	27	67	42	70
C. Asked pupils to undertake artistic creations	14	70	20	50	34	57
D. Reviewed and stressed key points and words from broadcast	14	70	17	42	31	52
E. Encouraged pupils to use library	10	50	19	47	29	48
F. Used suggestions from teacher guide	12	60	16	40	28	47
G. Sang songs	16	80	11	27	27	45
H. Played out games heard on broadcast	14	70	12	30	26	43
I. Referred to new words and points from radio programs in subsequent class lessons	11	55	12	30	23	38
J. Asked pupils to write stories on what they heard and imagined	7	35	14	35	21	35
K. Gave pupils reading assignment related to broadcast	7	35	12	30	19	32
L. Asked pupils to bring in materials	9	45	9	22	18	30
M. Administered quizzes on the broadcast	9	45	6	15	15	25
N. Class went on field trips	9	45	4	10	13	22
O. Undertook small projects tied in with other class units	8	40	4	10	12	20
P. Asked pupils to create their own radio program	6	30	6	15	12	20
Q. Follow-up activities rarely undertaken	–	–	3	7	3	5
R. Turned off radio and resumed usual classroom lesson	–	–	–	–	–	–
S. No follow-up activities due to lack of time	–	–	–	–	–	–
T. Do not feel that follow-up activities are needed	–	–	–	–	–	–

Table IV: Follow-up broadcast activities compared to degree of project assistance as indicated by teachers (N = 60). Teachers stated one or more activities.

Teaching-Learning Goals Assisted by Program	Overall Significant Assistance (N = 20) No.	%	Overall Partial Assistance (N = 40) No.	%	Totals (N = 60) No.	%
A. Provided change and added variety	19	95	32	80	51	85
B. Brought new experiences to the class	19	95	30	75	49	82
C. Enabled pupils to learn from a different source	18	90	30	75	48	80
D. Gave teachers new ideas to work with	20	100	27	67	47	78
E. Helped teachers to motivate pupils	19	95	20	50	39	65
F. Helped foster student discussion	14	70	19	47	33	55
G. Helped teachers with nonverbal or slow child	10	50	20	50	30	50
H. Encouraged closer teacher-pupil relationships	5	25	7	17	12	20

Table V: Teaching goals assisted by programs as indicated by teachers (N = 60). Teachers stated one or more goals.

Features	Overall Significant Assistance (N = 20) No.	%	Overall Partial Assistance (N = 40) No.	%	Totals (N = 60) No.	%
A. Teachers could tape lessons for future use	9	45	8	20	17	28
B. Broadcasts conflicted with class time schedule	3	15	13	32	16	27
C. Lacked time to prepare for broadcasts	3	15	13	32	16	27
D. Lacked time to follow up activities	2	10	11	27	13	22
E. Pupils had to remember broadcast content after hearing it only once	1	5	12	30	13	22
F. Radio unable to clarify immediate misunderstandings	2	10	9	22	11	18
G. Radio an audio medium only	1	5	5	12	6	10
H. Saved teachers time to prepare other lessons	–	–	1	2	1	2

Table VI: Positive and negative features of a broadcast strategy as assessed by teachers (N = 60). Teachers stated one or more features.

Tables I and II present prebroadcast preparatory activities undertaken by teachers using the radio project during 1973-74 in the Washington, D.C., public elementary schools.

Data revealed that the majority (67%) of teachers (N = 60) felt that radio project broadcasts partially assisted them to fulfill their teaching objectives. The remaining 33%, or 20 teachers, indicated that the project significantly contributed to their objectives. These 20 teachers also had a more favorable attitude toward radio as a teaching aid and used the radio lessons more frequently than those who rated the project as only partially helpful.

Though all teachers had access to a radio curriculum guide, as shown in Table I, 85% of them actually read the lesson content in the guide prior to the broadcast. The remaining teachers (15%) indicated that they infrequently read the guide before the program, because they had to share it with other teachers due to a lack of available copies. Thus, it can be assumed that such teachers were not highly motivated to make the most effective use of the broadcasts.

One of the most important pupil-preparatory activities that teachers could undertake to derive maximum benefits from the broadcasts was to motivate their pupils and tell them what to listen for. Developing student readiness implies stimulating pupil interest, providing a preliminary explanation or discussion regarding the reason for program usage, listing key words that will be used in the lesson, and planning activities that will enhance the listening experience. As apparent in Table II, 85% of all teachers prepared their pupils principally by motivating them and telling them what to listen for. Since 93% of teachers (N = 60) indicated, during personal interviews, that their primary instructional objective was to improve listening ability, it would seem that these teachers prepared their pupils to meet their teaching objective.

About half of the teachers informed their pupils of the broadcast subject the day of the radio lesson. Interviews with many of these teachers revealed that this technique aroused the most interest from their pupils; they looked forward to the lessons as a change and a special event. Some teachers may give their pupils a brief background to help them understand the program, without revealing it entirely, so that the broadcast content remains a surprise. These teachers believe this technique sustains pupil interest.

Presentation and Participation

During the actual broadcast, it is essential that the teacher participate in the listening experience with the class. The amount of interest a teacher displays in the radio lesson is mirrored by the students. If a teacher uses the listening period to engage in activities unrelated to the broadcast, instead of being a model listener and observing his pupils to note their listening habits, then much of the program's potential benefits will be lost. Listening is an art that requires concentration. The significance of teacher attitude is emphasized by Levenson and Stasheff:

> If the teacher manifests a vital interest in the material . . . the children will react in a similar manner. On the other hand, if, instead of listening with the children, he turns to do some clerical work or becomes otherwise occupied, he is being decidedly unfair to the children. He is not teaching with radio; rather, he is letting radio carry the load. . . . If the teacher does not give the program his complete attention, he has no right to expect, and will not receive, more from the pupils.[4]

In addition, they point out that the listening period enables the teacher to observe pupil reactions. It provides him with an opportunity to determine which pupils have difficulty understanding the lesson and which ones appear indifferent or interested. As the teacher listens to the broadcast and acquires pupil feedback, he can more readily determine the types of follow-up activities to be undertaken after the radio lesson. Moreover, the teacher must be alert in order to participate as required by the radio lesson. For example, he must be ready to follow directions, point to visual aids such as maps or pictures, and jot down notes for postbroadcast discussion.

The Washington, D.C., Schools Radio Project encourages active pupil participation during the broadcast, including reacting physically and verbally. The Radio Project Teacher Guide suggests the following to participating teachers:

> During the broadcast children are not expected to sit like statues. They will need to cooperate so that all children can hear the broadcasts, but this shouldn't exclude their moving about somewhat. In the many places where responses are asked for, they should be encouraged to talk right out. . . . During the broadcast, they shouldn't be required to raise their hand to get permission to speak.[5]

Data revealed that the majority of teachers (N = 60) listened attentively with their students to the language arts broadcasts, and that most of the teachers actively participated during the lesson. Only 7% corrected papers (see Table III). It is noteworthy that teachers (N = 20) who felt the project assisted them significantly participated more during the broadcast than those (N = 40) who felt the project only partially assisted them.

Postbroadcast Activities

There are myriad post-listening activities and techniques from which teachers can choose to follow the radio lesson. Such activities run the gamut from a simple discussion to student assignments or class projects that could take several weeks. As with prebroadcast activities, the amount and kind of postbroadcast activities are determined by the radio lesson and the goals of the teacher. No matter how complete the radio broadcast may appear to be, some form of follow-up is required.

Postbroadcast activities can be divided into two categories: those that are carried out *immediately* following the broadcast; and those that can be *prolonged* and that stimulate further study. The Washington, D.C., Schools Radio Project Teacher Guide advises teachers to make frequent reference to the broadcasts by using the vocabulary from the programs and by providing postbroadcast activities that will reinforce the listening experience.

Haney and Ullmer strongly urge teachers to engage in follow-up activities in order to "ensure that learning has taken place, to fill in the gaps where the presentation fell short of expectations, to clarify misunderstandings, or to extend the learning to new but related areas."[6] They enumerate various types of activities including pupil projects, reports, games or simulation, field trips, and panel discussions. The latter activity can be considered one of the most popular follow-up techniques. Informal discussions that include pupil reactions to the radio program can also complete the follow-up phase with certain types of broadcasts. The teacher may also find it helpful to use filmstrips, slides, or other visuals related to the broadcast subject. The Virginia State Department of Education advises against lectures following the program and states that a poor teaching technique is one that attempts to "reteach" the broadcast lesson.[7] Once the teacher has determined the needs of the class, he should select an activity that best accomplishes his objectives. Some suggested activities are:

1. *Discussions*: small group or panel discussions, question and answer periods, debates, oral reports.
2. *Dramatizations and Oral Presentations*: role playing, plays, puppets, games.
3. *Projects and Demonstrations*: experiments, problem-solving activities, exhibits, models, maps, murals, posters.

4. *Creative Projects*: dioramas, collages, compositions, sculptures, drawings, paintings, folk-dancing, music appreciation.
5. *Other Educational Media*: films, educational games, overhead or opaque projectors, tape recorders, record players, maps, charts, globes, flannel and magnetic educational boards.
6. *Related Readings*: independent studies, reports and assignments, reference books from the library, magazines and newspapers.
7. *Additional Sources*: school and community speakers, field trips, related assembly programs.

Follow-up activities undertaken by the Washington, D.C., public elementary school teachers are presented in Table IV. The two primary stated objectives of teachers (N = 60) were to improve their pupils' listening ability (93%) and develop their oral speech and self-expression (73%). Since 90% of these teachers exchanged viewpoints and followed the broadcast by discussing it with their pupils (Table IV), it seems evident that they chose a suitable follow-up technique to assist them in meeting the objectives. A trend is apparent from the data presented in Tables I-IV. Teachers (N = 20) who gave the most favorable assessment of the project also carried out more radio utilization activities. Data revealed that these same teachers also found the project assisted them more with their teaching-learning goals. They encountered less negative features in the project than did teachers (N = 40) who felt the project only partially assisted them (see Tables V and VI). One might therefore deduce that the more teachers are convinced of the value of an instructional radio series, the more likely they are to use it effectively.

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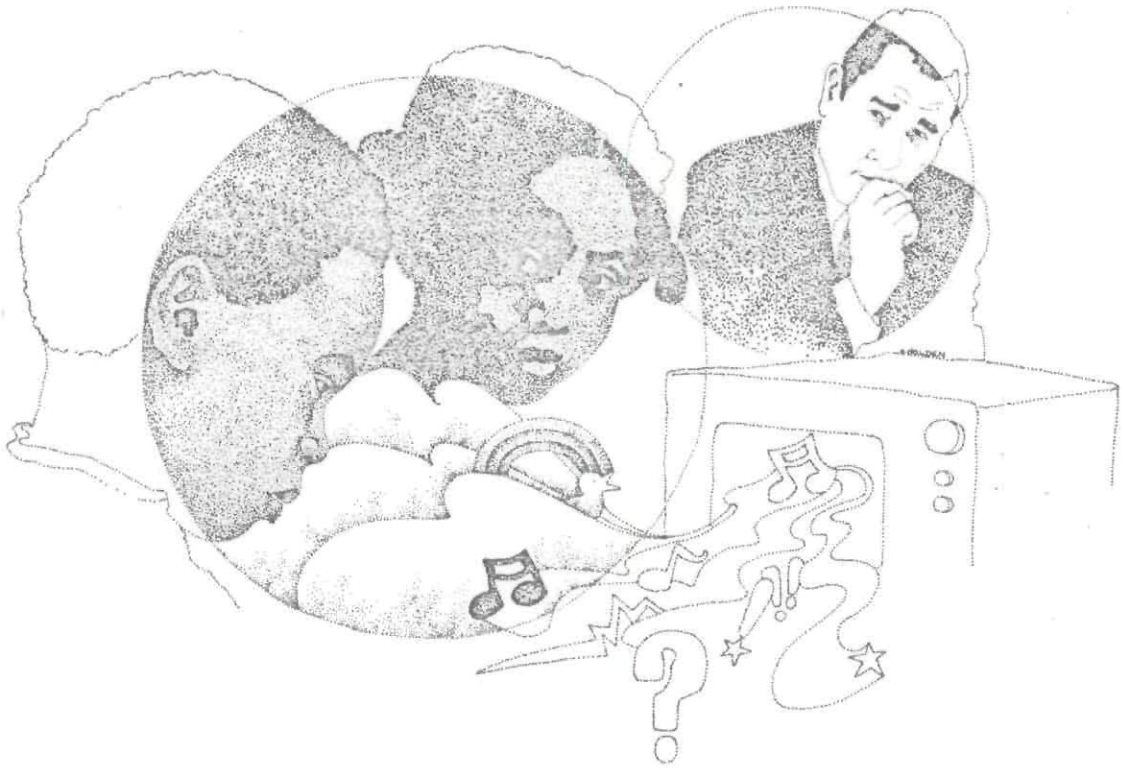
Part II will delineate the roles of teachers and administrators in the utilization of instructional radio, and will provide recommendations to radio supervisors and in-service training specialists.



Teacher utilization of instructional radio

PART II

JOSÉ C. MANDULEY

Part I analyzed factors influential to classroom teacher usage of an instructional radio project. Data presented were collected from over 200 teachers and their administrators in 80 selected elementary public schools in Washington, D.C., during the 1973-74 academic year. The project background and preparatory stage were described, as well as presentation, participation, and post-broadcast activities.

There appear to be certain variables influential to the success or failure of teacher utilization of instructional radio. These variables are delineated and integrated with the study findings as follows. The size of a school can influence the degree to which a school administrator provides his teachers with assistance in radio usage. It was assumed that the smaller the school, the easier it would be for the administrator to establish a closer rapport and better two-way communication with the teachers. Study findings indicated that teachers from small schools (10-19 teachers) received more assistance from their administrators than did teachers from medium (20-29 teachers) and large (30-39 teachers) schools.

School Administrator's Role

The principal's attitude toward instructional radio is revealed in the extent to which he assists his teachers in using the medium. One of the study findings showed that the more positive the administrator's attitude was toward school radio, the more he assisted his teachers. Thus, his role is of utmost importance, since the degree of assistance he provides teachers can either stimulate or deter them from using the programs. School administrators (N = 30) from the study sample primarily assisted teachers by providing them with related broadcast teaching materials and by encouraging them to employ the programs.

The least effective form of assistance was to encourage teachers to receive in-service training for radio usage. Data revealed that teachers who received the most assistance from their administrators also employed the language arts broadcasts more frequently. There appears to be a positive correlation between the amount of assistance administrators provide their teachers and frequency of broadcast usage.

The 1972-73 Radio Project Teacher Guide emphasized the importance of the teacher's role in broadcast usage, as follows:

> None of the radio programs in this entire project are designed to replace the teacher. These programs are planned as supplements to your regular classroom curriculum. They are intended to enrich the learning experience of the children you work with and without your help they simply won't work. A radio is a talking box. Children can hear things over the radio that excite and stimulate them to learn more. But the radio can't hear their questions, or see their faces, or understand their needs and respond. That's your job.[8]

A study finding revealed that the more favorable attitude teachers had toward radio as a teaching aid, the more frequently they employed the language arts broadcasts. There appears to be a relationship between the teacher's attitude toward the value of an instructional radio series and the extent to which he undertakes utilization activities.

Teaching Materials Accessibility

Also influencing teachers' usage of instructional radio is the availability of guides, schedules, and radios. Ultimately, it is the function of the school administrator to secure and make such materials as easily accessible to teachers as possible. It seems evident that without such materials, the teacher can neither adequately prepare himself nor his pupils. It is probable that highly motivated teachers will employ the radio lessons despite their need to share broadcast materials. Data revealed, however, that the more accessible the radio materials were made to teachers, the more frequently the project broadcasts were used. In addition, teachers who had their own guide read it more regularly than those who had to share it, or those whose opinion toward the guide was less then favorable. Based on data findings, there appears to be a relationship between accessibility of supportive teaching materials and frequency of broadcast usage. In addition, as one might expect, findings indicate that teachers' attitudes toward radio materials influence the degree of their usage.

Teacher Training

Training can help teachers understand the value of instructional radio. Through workshops and demonstrations, for example, teachers can become motivated to employ the methods and techniques that can enhance the radio lesson; they can thus learn ways to overcome or alleviate some of radio's limitations. For instance, teachers could learn how to cope with poor radio reception, or find ways to deal with the medium as a form of one-way communication. Study findings revealed that the more training teachers received in radio usage, the more positive their attitude was toward the radio project.

The quality of reception in the classroom can also influence radio usage. Poor reception can obviously limit the teacher's use of the medium; unless provisions are made to overcome such reception, the broadcasts will be a complete loss to the class. The author visited many District of Columbia schools where classes were held in prefabricated structures composed of steel and metal sidings. Teachers said that reception in these structures was either poor or nonexistent. They informed the author that unless an antenna was installed, they could not use the broadcasts. As one might expect, data revealed that the better the reception, the more frequently teachers employed the language arts broadcasts.

Recommendations to Administrators

Recommendations are hereby presented based on the data findings and on suggestions from the author.

1. The school administrator should determine teacher attitudes toward radio, ascertaining the number of teachers who need to be trained to use the medium. By exchanging viewpoints with faculty members regarding school radio, he can determine the type(s) and amount of training needed, the advantages and disadvantages of radio for teachers, and how the disadvantages might best be alleviated.
2. The school administrator should take the necessary steps to provide teachers with training. This might necessitate teachers being released from classroom duties to attend workshops or some other training activity. If necessary, training might be provided after school hours, or during weekends or vacation. Occasionally, remuneration can stimulate teacher attendance at workshops or other in-service training activities.
3. The school administrator should generate enthusiasm for a school radio series in order to influence use of the medium. He should supplement this enthusiasm by providing as many teachers as possible with personal radio teaching materials. This project revealed that teachers prefer to have their own materials permanently available in the classroom.
4. Teaching materials should be distributed early in the school year. Many teachers lose enthusiasm for a radio series when guides or schedules arrive late. Personal interviews with numerous teachers indicated that they preferred to plan their selection of broadcast content and radio utilization activities early in the year, so that they could correlate them to the regular classroom study units. Therefore, administrators should provide radio materials during the preplanning week, prior to the opening of school.
5. The administrator should properly disseminate promotional radio information, such as memos, circulars, etc., pertaining to the radio series. Administrators often place this information on a bulletin board in the school office, where it usually remains unnoticed by many teachers. Promotional radio information should be circulated to teachers using the broadcasts in order to keep them abreast of program changes and developments.
6. The administrator should encourage teachers and classes to participate in the recording of a broadcast at the radio studio, whenever a chance may occur. This technique can help the teachers and pupils to appreciate the effort that goes into program production, and can often lead to their heightened interest in school radio. It can also provide a firsthand learning experience for pupils.

Recommendations to Teachers

1. Teachers should attend training sessions as needed to learn effective use of the radio broadcasts.
2. They should prepare themselves for the broadcast lesson through perusal of the radio guide prior to each program lesson.
3. Before the broadcast, teachers should familiarize themselves as much as possible with the broadcast content.
4. They should motivate their pupils and tell them what to listen for in the broadcast. They should give pupils an introductory sketch to brief them regarding the program. To sustain pupil interest, the prebroadcast introduction should be kept short and concise.

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5. Teachers should make use of a tape recorder whenever possible, so that they can clarify misunderstandings as they may arise from the live broadcast. It is also suggested that teachers employ radiocassettes, in order to eliminate setting up two separate pieces of audio equipment.

6. They should, in almost all circumstances, follow up the radio lesson with some type of activity, such as discussion. Depending on the broadcasts, any one of the activities listed in the section covering postbroadcast activities in this article might be appropriate.

7. Teachers should "individualize" postbroadcast activities, allowing pupils to form groups and follow-up activities corresponding to their own interests. Earphones and recordings can also be used.

8. Teachers with radio reception problems who are interested in employing a series should request taped copies of the broadcasts from the studio.

In-Service Training Specialists

1. Specialists should hold frequent teacher workshops for radio usage, particularly at the beginning of the school year. These workshops should comprise: (a) demonstrations and simulations of effective methods and techniques of radio usage for the classroom; (b) micro-teaching techniques whereby participants can evaluate themselves as they learn the proper utilization methods; (c) instruction in the use of audio-visual equipment (e.g., filmstrips, film and slide projectors, and related materials that could be employed to follow up the radio lessons); (d) individual assistance to teachers, according to their needs.

2. Specialists should inform teachers of current courses being offered in local colleges, publications, bulletins, and other instructional material and developments related to school radio.

Recommendations to Radio Supervisors

1. It is recommended that supervisors provide an adequate supply of radio teaching materials to the participating schools. Such materials should be distributed early in the preplanning week before the school commences.

2. Promotional radio material such as flyers and posters announcing upcoming broadcasts should be printed and distributed. This will stimulate interest and maintain enthusiasm in the schools.

3. Teachers should be involved in the preparation of the radio teacher guide to ensure that they receive enough information to derive maximum benefits from the guide.

4. Close coordination should be developed between supervisors and teachers in order to establish effective two-way communication. Such feedback can help improve radio programming and the quality of teaching materials.

5. Teachers should be selected as radio utilization coordinators in each of the schools participating in the radio series. Such teachers could become master teachers and serve as models to the rest of the faculty. Selection criteria should be that teachers evidence expert ability in radio usage skills and generate enthusiasm and leadership among peers.

6. Simple evaluation forms should be sent to teachers on a regular basis to determine whether interest wanes and to obtain feedback.

7. Lastly, it is recommended that exhibits and displays of pupils' work related to the radio lessons be organized on a school-wide basis to stimulate teacher and pupil interest in the radio programs. Such a technique can demonstrate to teachers the continued effects of the programs upon pupils.

It is hoped that these recommendations will be useful to other school systems in urban areas within the U.S. whose population is similar to that of schools covered in this article. Perhaps educational leaders in developing countries who are interested in implementing instructional radio in their schools might also find such guidelines beneficial. ■

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Notes

The article identifies and analyzes factors influential to classroom teacher usage of an instructional radio project. The project was designed to develop language skills for black, culturally deprived children, unable to express themselves in standard English sentences. Data were collected by the author from over 200 teachers and their administrators in 80 selected elementary schools in Washington, D.C., USA, during 1973-1974. The article discusses training of teachers and administrators and makes recommendations to teachers.

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