

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

THE IMPACTS OF SATELLITE TELEVISION EDUCATION
ON ELT IN THREE SELECTED PREPARATORY
SCHOOLS IN EAST SHEWA ZONE:
GRADE 11 IN FOCUS

WUBSHET TEGENU

JULY 2007

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BY

WUBSHET TEGENU

**A THESIS SUBMITTED TO
THE SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY**

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS IN TEACHING
ENGLISH AS A FOREIGN LANGUAGE (TEFL)**

JULY 2007

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**The Impacts of Satellite Television Education on
ELT in Three Selected Preparatory Schools in East
Shewa Zone: Grade 11 in Focus**

BY

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ACKNOWLEDGMENTS

First of all, I would like to express my heartfelt thanks to the School of Graduate Studies for organizing the program and for allowing me to use all the resources.

I would also like to express my deepest gratitude to my advisor, Ato Amanuel Gebru (Asst. Professor) for his unreserved guidance and constructive comments. I really appreciate his invaluable criticisms and his brotherly approach. Without his support, this thesis would not have been completed successfully.

I am also profoundly grateful to members of Hawas Tutorial Group for their invaluable moral support. Their encouragement and unreserved assistance helped me to complete my graduate study successfully.

I equally extend my gratitude to principals, vice directors, department heads, teachers and students of the three schools that participated in the study for their unreserved support in providing me with relevant and necessary information.

Finally, my deepest gratitude and appreciation goes to my wife, my children and my sister's family for their patience, understanding and encouragement throughout my graduate study.

Thank you all!

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	i
TABLE OF CONTENTS	ii
LIST OF TABLES	v
LIST OF APPENDICES	vi
ABSTRACT	vii
CHAPTER ONE: INTRODUCTION	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem	4
1.3. Purpose of the Study	5
1.4. Objective of the Study.....	5
1.5. Significance of the Study	6
1.6. Scope of the Study.	6
1.7. Limitations of the Study.....	7
1.8. Organization of the Study	7
CHAPTER TWO: REVIEW OF RELATED LITERATURE	8
2.1. An Overview of Language Teaching Approaches	8
2.1.1. The Traditional Approach	8
2.1.1.1. The Roles of Teachers	8
2.1.1.2. The Roles of Learners.....	9
2.1.1.3. The Roles of Teaching Materials	10
2.1.2. The Modern Approach: Communicative Language Teaching	10
2.1.2.1. A Brief Historical Account	10
2.1.2.2. Principles of Communicative Language Teaching (CLT).....	11
2.1.2.3. The Roles of Teachers	13
2.1.2.4. The Roles of Learners.....	16
2.1.2.5. The Roles of Teaching Materials	18

2.2. An Overview of Instructional Television (ITV).....	19
2.2.1. Definitions	19
2.2.2. Historical Background.....	20
2.2.3. Assumed Roles of Instructional Television.....	20
2.2.4. The Roles of Classroom Teachers	22
2.2.5. The Roles of Learners	25
2.2.6. Designing Television Programs for Instructional Purposes and ITV Program Evaluation.....	27
2.2.7. Controversial Issues on Instructional Television.....	30
 CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY	34
3.1. Methodology.....	34
3.2. Sources of Data.....	34
3.3. Sample Design.....	34
3.4. Sample Population	35
3.5. Data Collection Instruments	35
3.5.1. Questionnaire	36
3.5.2. Classroom Observation	36
3.5.3. Interview	36
3.6. Pilot Study	37
3.7. Data Collection Procedures	37
3.8. Methods of Data Analysis	38
 CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION	39
4.1. Teachers' Responses to ITV Related Workshops and Seminars.....	39
4.2. Teachers' Responses to ITV Program Materials	41
4.3. Teachers' Responses to Organization, Content, and Their Role in ITV Program Evaluation	44
4.4. Teachers' Responses with Regard to Their Degree of Freedom and Adaptability of ITV Programs	49

4.5. Teachers Overall Reactions to Time-budgeting Issues.....	53
4.6. Students' Responses to Availability and Interrelatedness of Learning Materials, and Their Participation and Achievement	56
4.7. Students' Responses to the Roles of the Classroom Teacher before Televised Lessons	58
4.8. Students' Responses to the Roles of the Classroom Teacher during Televised Lessons	60
4.9. Students' Responses to the Roles of the Classroom Teacher after Televised Lessons	62
4.10. Students' Reactions to Lessons Conducted during Power Interruption and in the Absence of the Classroom Teacher	64
4.11. Students' Reactions to the Pace of the Television Teacher and Other Time-related Issues	66
4.12. Students' Responses to Lesson Presentation Methods of the Television Teacher.....	69
CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS	72
5.1. Conclusions	72
5.2. Recommendations.....	77
BIBLIOGRAPHY	81
APPENDICES	88

LIST OF TABLES

	Page
Table 1: Teachers' Responses to ITV Related Workshops and Seminars.....	40
Table 2: Teachers' Responses Concerning ITV Program Materials and Supplementary Materials.....	42
Table 3: Teachers' Responses Regarding Organization, Content, and Their Role in Evaluating ITV Programs.....	44
Table 4: Teachers' Responses to Their Degree of Freedom and Adaptability of ITV Programs	49
Table 5: Teachers' Reactions to Time-budgeting Issues	53
Table 6: Students' Responses to Availability and Interrelatedness of Learning Materials, and Their Participation and Achievement.....	57
Table 7: Students' Responses to the Roles of the Classroom Teacher before Televised Lessons	59
Table 8: Students' Responses to the Roles of the Classroom Teacher during Televised Lessons	61
Table 9: Students' Responses to the Roles of the Classroom Teacher after Televised Lessons	63
Table 10: Students' Reactions to Lessons Conducted during Power Interruption and in the Absence of the Classroom Teacher.....	65
Table 11: Students' Reactions to the Pace of the Television Teacher and Other Time-related Issues	67
Table 12: Students' Responses to Lesson Presentation Methods of the Television Teacher	70

LIST OF APPENDICES

	Page
Appendix A: Questionnaire for Teachers	88
Appendix B: Students' Questionnaire in Amharic.....	92
Appendix C: English Version of Students' Questionnaire	95
Appendix D: Classroom Observation Checklist	98
Appendix E: Semi-structured Interview Questions for Vice Directors.....	99
Appendix F: Semi-structured Interview Questions for English Department Heads	100
Appendix G: Semi-structured Interview Questions for Class Monitors in Amharic	101
Appendix H: English Version of Semi-structured Interview Questions for Class Monitors.....	102

ABSTRACT

This study has made an attempt to explore the impacts of instructional television on English language teaching. The aim of the study has been to identify the advantages that learners secured and the disadvantages which they encountered in attending English language lessons via satellite television. Besides, it has also attempted to find out students' and teachers' reactions towards televised instructions.

Samples of 3 schools from East Shewa Zone were selected for the study. The three schools were Hawas Preparatory School, Modjo Preparatory School and Bishoftu Technical and Preparatory School found in Adama, Modjo and Bishoftu respectively. The required data for the study were collected using three instruments: questionnaire, classroom observation and interview. 10 Grade 11 English teachers and 175 randomly selected Grade 11 students from the three schools completed the questionnaires distributed. Among the 10 teachers, 6 teachers were selected randomly (two from each school) and were observed (each two times) to see how they utilized the English language instructional television programs.

Moreover, interview was conducted with different people who were responsible for running the instructional television programs in one way or another. The interview involved 1 vice director, 1 English department head and 2 class monitors from each school, so 12 respondents participated in the interview from the three schools.

In order to analyze the responses of the items in the questionnaires and classroom observation descriptive analysis using frequency and percentage were employed. Besides, the responses of the interviews which were obtained from vice directors, English department heads and class monitors were tape- recorded and analyzed.

The results of the study revealed that students were more interested than teachers in televised lessons and there were also problem areas which inhibited the proper implementation of the instructional television programs. Based on the findings of the study conclusions were drawn and recommendations were put forward to the Ministry of Education (MOE), Educational Media Agency (EMA) and the schools.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Teaching a language is a challenging task which requires a great effort and systematic approach for its realization. In this regard, Richards (1985:11) states, “Language teaching is a complex issue [which] involves consideration of factors that go beyond the mere content and presentation of teaching materials.”

The English language plays a lot of important roles in Ethiopia. It already has due place in fields such as international travel, information science, business and entertainment, but its role in the education system of the country has a paramount importance. English is taught as a subject at all grade levels and it also serves as a medium of instruction starting from primary second cycle up to tertiary levels. Although this indicates that the English language has to be given due emphasis, it appears that its status is not as expected in many schools. Students’ incompetence to use the language has an adverse effect on their future schooling and at their work place. With regard to this, the Educational Media Agency (EMA 2004) states that failure in English, in the Ethiopian context, results in jeopardizing the overall education system. It is believed that there are many factors which contribute to the low level of English in the country. The most significant factors which have resulted in this low status are supposed to be lack of trained teachers, shortage of textbooks, large class size, inappropriate teaching approaches, and teachers’ and students’ lack of motivation to use the language due to various internal and external factors (Atkins et al. 1995).

Recently, there has been a major change concerning English language teaching in Ethiopia. Girma (2003) has stated that there is a major shift of emphasis from grammar to communication. It is, however, believed that there must be a balance between grammar

and communication (Littlewood 1981), between use and usage (Widdowson 1978). Different measures have been taken to bring about a considerable change in the country's education system. To this effect, the Government of the Federal Democratic Republic of Ethiopia (GFDRE 1994) issued a document which discusses the education and training policy of the country. The Ministry of Education (MOE) has formulated two other documents, the Education Sector Development Programs I and II (MOE 1999 and 2002 respectively) that deal with the implementation strategy of the new education and training policy which claims to give due emphasis to ensuring quality education in a sustainable manner.

According to the new education and training policy, secondary education has got two cycles. In the first cycle, Grades 9 and 10 students are required to complete general secondary education. In the English language lessons, students are provided with the language skills needed in a learning situation where English is the principal medium of instruction. The English language courses are designed to provide students who leave school after grade 10 with language skills they need in the world of work and in the community. The language courses given at this stage also prepare those students who will proceed to Grades 11 and 12 where, in accordance with the education and training policy, the English courses focus on the language needs of tertiary education (MOE 1996).

In the second cycle, Grades 11 and 12 students are streamed into two broad areas of specialization (social science and natural science) in which English is a common core subject. This stage is a preparation for higher education and the world of work. Thus, before joining tertiary levels, students in Grades 11 and 12 are required to complete this preparatory level which paves way for learning in higher institutions. The purpose of the English course at this level is, therefore, to consolidate the work done in the first cycle, and to develop the study skills which the students need in order to work efficiently both at school and tertiary level (MOE 1997).

Since September 2004, secondary school students of both cycles have been offered six subjects, of which one is English, entirely through a new approach that is carried out via plasma television. In its report, the Ethiopian government has stated six benefits of satellite television education as follows:

- *Since it merges motion with images, satellite television enables teachers to teach students effectively and to offer them a clear presentation of otherwise complex and obscure concepts.*
- *Satellite television is the easiest and most effective way to give students and their teachers the fast access to the most up-to-date information.*
- *Satellite television enables teachers to deliver educational concepts in a simple and precise way.*
- *Satellite television ensures the delivery of similar educational programs to thousands of students at the same time in different corners of the country.*
- *Satellite television offers students and teachers to attend lessons from model and effective teachers at the same time, and*
- *When it is spread throughout the country, satellite television becomes a cost-effective strategy. (GFDRE 2004)*

Regarding the English language television programs, the Educational Media Agency (EMA), which works under the auspices of the Ministry of Education, claims that the programs produced are in accordance with the existing curriculum and there is a hundred percent intermarriage between the textbook and the television lessons. EMA's handbook entitled *Educational Satellite Television Programs: Condensed Teachers' Guide* (EMA 2006) also asserts that the contents of the television lessons are all in all based on the curriculum and strictly follow the formal syllabus and cross-check the learning and teaching materials to present every lesson under each chapter by television. In relation to the English language teaching, it states that a new arena of language instruction is opening up as satellite television is an important means by which many students now

learn the foreign language properly. The handbook further points out, “It goes without saying that if properly utilized the English language satellite television programs support the classroom teacher. They also boost the students’ language proficiency. Needless to say, thanks to the introduction of this new technology, our massive problems are now solved” (EMA 2004:6). Although there are such strong claims regarding the benefits of satellite television education, there are a number of questions and doubts that have been raised by teachers, learners and the society at large in relation to its applicability.

1.2. Statement of the Problem

As English is a language which plays a major role in schools and some job areas, students need to be taught the language skills and the language elements properly so as to improve their language proficiency. This can be achieved if the language is taught for its communicative purposes. Communicative language teaching aims at enabling learners to acquire communicative competence in the process of using the language to accomplish purposeful tasks. Students are expected not only to know the rules of the language but they are also required to use it to express their ideas. In supporting this statement, Hailom (1986:78) says, “Communicative approach to the teaching of English ... would be of great help. The presentation of structural forms devoid of their context of use is intransferable to real life situation.”

Communicative language teaching presents the language in a context so that students use it to express the real world, and to achieve this, students should be involved in genuine interactions with their teacher and other learners. Taking into account the above ideas in connection with communicative language teaching, it is necessary to closely examine if English televised instructions meet the communicative needs of the learners or not. The researcher, being a high school English teacher for many years, has used both the conventional teaching method and televised instructions.

The researcher has also gone through the works of few local researchers. Aberash (2005) and Tewodros (2005) in their MA theses argue that using satellite television to teaching English is quite motivating and helps to learn the language in a better way. On the other hand, Ali (2005) strongly opposes the use of satellite television for language teaching purposes and wonders why the trust has been shifted from classroom teachers to teaching machines. Tatek (1994) in his senior essay mentioned problems related to poor quality of instructional televisions, large class size, poor electric supply and the like.

All these indicate that there is no common agreement, and so the implementation of plasma television to teaching English is still debatable. Therefore, this research will attempt to find out the opportunities secured and the problems encountered by the learners because of learning English through plasma television. Moreover, the study attempts to find out answers to whether televised English lessons facilitate language learning or not.

1.3. Purpose of the Study

The purpose of the study is to explore the English language satellite television education and its impacts on language teaching and learning. The research is supposed to identify factors that affect language teaching, tasks and activities which can be performed successfully, and affected in some way because of the application of plasma television. The finding of the study will help to point out weaknesses and strengths of English language satellite television education with regard to language teaching and language learning principles.

1.4. Objective of the Study

The study is intended to investigate the impacts of English language satellite television instruction on grade 11 students and attempts to discover the congruity and mismatches that may be seen between such kind of instruction and communicative language teaching. Thus, to examine the research problem, the following objective has been designed.

1.4.1. General Objective

The objective of this study is to explore how the teaching-learning process is carried out through the newly introduced technology and to find out whether it is in agreement with language teaching and language learning principles or not.

1.4.2. Specific Objectives

- i) To identify opportunities secured by the students in attending televised lessons.
- ii) To explore problems encountered by the students due to plasma television instruction, and
- iii) To find out teachers' and students' reactions to ELT via plasma television.

1.5. Significance of the Study

Based on the existing literature on television education and communicative language teaching, the study describes the theoretical assumptions and the methodology they employ in the teaching-learning process. Besides, the finding of this research will provide a better understanding and awareness about the current practices and effects of language teaching and learning in preparatory schools via satellite television.

1.6. Scope of the Study

The study is delimited to three selected preparatory schools found in East Shewa Zone: Hawas Preparatory School situated in Adama; Modjo Secondary School, found in Modjo; and Bishoftu Technical and Preparatory School, located in Bishoftu.

1.7. Limitations of the Study

Because of financial and time constraints, this study was limited to three schools. Moreover, the sample populations that were involved in the study were very few in number when compared to the reality on the ground. It would have been more comprehensive if it had involved more participants in many schools. Besides, the classroom observation was only recorded using a checklist. It would have been more valid and reliable if it had been video recorded. This study did not also include the television teachers and other producers who have direct relations to instructional television. Therefore, the results of this study should be considered in light of the above mentioned limitations.

1.8. Organization of the Study

The study has been organized into five chapters. The first chapter deals with giving essential background of the problem and its approach. The second chapter contains review of related literature, and the third chapter talks about the research design and methodology. The fourth chapter is concerned with analysis and interpretation of data. The last chapter consists of conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. An Overview of Language Teaching Approaches

2.1.1. The Traditional Approach

For many years, the teaching of language remained traditional and emphasized mastery of grammar rules, the structure and forms of the language. Grammar is believed to pose the greatest difficulty to the learner. As Lightbown and Spada (1993) state the focus is on the language itself rather than on information which is carried by the language. The emphasis is on explanation and knowledge of grammar rules and patterns and on accuracy of sentences. This approach assigns certain roles to teachers, learners and teaching materials as indicated below.

2.1.1.1. The Roles of Teachers

The traditional approach assumes that language learning entails building up language knowledge gradually by practicing only correct forms and avoiding errors, which are considered bad habits. To this effect, the traditional approach gives too much responsibility to the teacher in the teaching-learning process. Atkins et al. (1995) point out that the teacher assumes a leading role and his talk takes up a very high proportion of the lesson.

Teachers are regarded as crucial figures in the classroom and play a central role applying a teacher-dominated method. They are thought to be models for their learners in providing knowledge and controlling direction and pace (Nunan 1989). Besides, teachers are expected to correct errors as soon as they are made in order to prevent the formation of bad habits. This is so because the approach gives too much concern to accuracy and

therefore the language teacher's main role is to make learners accurate in using the foreign language; however, "Teacher 'overload' often entails learner 'underinvolvement' since teachers are doing the work learners could more profitably do for themselves"(Allwright 1981:10). If the aim of teaching is to bring about effective learning, the teacher has to assume a role "according to the activity without going to the extremes of dominating a class or leaving it without anything to do" (Gower and Walters 1983:7).

2.1.1.2. The Roles of Learners

In the traditional approach, students are regarded essentially as passive recipients of knowledge. They have very insignificant or limited roles in the process of learning and they are not encouraged to actively participate in classroom discussions due to a number of reasons (Atkins et al. 1995).

Learners are treated as individuals that can be directed systematically to produce correct responses. They are so much encouraged to imitate their teachers that they are usually expected to reproduce what their teacher tells them. As a result, learners are neither initiated to express themselves nor encouraged to generate meaningful ideas of their own. There is no such observable interaction among learners which helps them to display their ability in class through group work and pair work. Their duty is to memorize the rules of the language and certain vocabulary items, and show their mastery of these words and their grammar competence during examinations (Atkins et al. 1995).

In rare cases, if few exceptional students secure the chance to express themselves, they are expected to produce native-like, accurate utterances which do not have any kind of error. In the traditional approach, committing an error is taken as a sign of failure, not of progress. Therefore, those learners who get the opportunity to express themselves in front of their classmates and their language teacher have to produce accurately constructed sentences. If this is not the case, they will be ridiculed by their teacher and classmates

(Richards and Rodgers 2001; Stern 1983; Atkins et al. 1995). Kinder (1950), although he was contemporary to the time when the traditional approach was widely used, he opposes such a straightjacket activity when he says, “Reality was lacking. Dynamics did not exist. Students were taught to accept the spoken or written word without question. Such a philosophy of education resulted too often in narrowness of outlook, in an inability to think constructively and broadly” (1950:9).

2.1.1.3. The Roles of Teaching Materials

When we think of learning, there are a lot of determining factors which should be taken into account. Of these many factors, one which is very important is the availability of necessary learning and teaching materials.

In the traditional approach, both teachers and learners have to stick themselves to the teaching materials which mainly consist of grammar elements and vocabulary items graded and sequenced depending upon their simplicity and complexity. For example, in the audio-lingual method, learners confront drills and pattern practices that are completely detached from the reality they can encounter in the actual world. As Wright (1987:79) states, “This type of material is likely to place a heavy emphasis on grammatical rules... The emphasis will be on the acquisition of correct grammatical forms, with exercises geared towards the provision of the right answers.”

2.1.2. The Modern Approach: Communicative Language Teaching (CLT)

2.1.2.1. A Brief Historical Account

According to Asher and Simpson (1994) and Cook (2001), by the beginning of the 1970s, in many parts of the language teaching world, a period of disappointment and disorientation had set amongst those who were active in seeking to improve language-teaching methods. They felt that students were not learning enough realistic, whole language. Learners did not know how to communicate using appropriate social language,

gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language they studied. Interest in and development of communicative style of teaching, thus, mushroomed in the 1970s.

There was also a feeling that the search for the right method was futile in any case: there are so many individual differences amongst learners, situations and teachers that they could not possibly all be served by one single teaching method. This belief has led teachers and methodologists to begin to explore how they can base their teaching on a more flexible framework of principles and procedures, which is less prescriptive than a fixed method and can be adapted to different situations. This attitude, which has come with the emergence of important new ideas about the nature of language and learning, has led to the shaping of what has come to be known as the communicative approach.

CLT is based on the work of sociolinguists, particularly that of Hymes (1972) and it has been an influential approach for more than three decades now. The very term ‘communicative’ carries an obvious meaning: “learn to communicate by communicating” (Larsen-Freeman 1986:131). Since its inception, CLT has been defined, described and used by various scholars in many different ways. However, it is possible to identify the common essential features of CLT as proposed by the forerunners of the approach.

2.1.2.2. Principles of Communicative Language Teaching

Hymes (1972) proposed that knowing a language involves more than knowing a set of grammatical, lexical and phonological rules. In order to use language effectively, he posited, learners need to develop communicative competence: the ability to use the language they are learning appropriately in a given context. Hymes’ notion of communicative competence was examined by a number of scholars. This examination culminated in 1980 with Canale and Swain’s elaborate definition of the term which is refined by Canale in 1983. According to these scholars’ view, communicative

competence comprises grammatical, sociolinguistic, discourse and strategic competence which are briefly discussed below.

Grammatical competence is an umbrella concept that includes increasing expertise in grammar. Harmer (1987) points out that without the knowledge of grammar, we would not be able to string words together in any meaningful way and the relationship between them would be difficult to understand. Nunan (1989) has also underscored the close relationship between form and meaning saying, “We use different grammatical forms to signal differences of meaning ... In fact, good grammar should be both meaningful and communicative” (1989:10).

Discourse competence is concerned with intersentential relationships. In discourse, whether formal or informal, the rules of cohesion and coherence apply which aid in holding the communication together in a meaningful way. In effective communication, both the production and comprehension of a language require one’s ability to perceive and process stretches of discourse, and to formulate representations of meaning from referents in both preceding and following sentences.

Sociolinguistic competence involves knowing what is expected socially and culturally by users of the target language; that is, learners must acquire the rules and norms governing the appropriate timing and realization of speech acts. Brown (1994:238) claims, “language learners must acquire stylistic adaptability in order to be able to encode and decode the discourse around them correctly.”

Strategic competence is “the way learners manipulate language in order to meet communicative goals” (Brown 1994:228). It is perhaps the most important of all the communicative competence elements. It is the ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules (Berns 1990).

This is a useful sociolinguistic model telling us what natural communication involves, but not how it should be taught in a classroom setting. In relation to language teaching, three

key pedagogical principles that have been developed around CLT are the presentation of language forms in context, the importance of genuine communication, and the need for learner-centered teaching. These are widely acknowledged but nevertheless open to interpretation, resulting in what Howatt (1984) describes as weak and strong versions of CLT. According to this writer, the weak version includes pre-communicative tasks (such as drills, cloze exercises, and controlled dialogue practice) along with communicative activities. Littlewood (1981), for example, describes pre-communicative activities as a necessary stage between controlled and uncontrolled language use. The strong version requires the teacher to take a 'less dominant role' and the learners are encouraged to be "more responsible managers of their own learning" (Larsen-Freeman 1986:131). The teacher begins with communicative classroom activities that allow learners to actively learn for themselves how the language works as a formal system.

Communication is a process of interaction in which meanings are developed and negotiated over longer stretches of discourse. It is therefore necessary to learn ways of structuring information, creating cohesive links over longer stretches of writing, and ways of opening and closing conversations (Brumfit and Johnson 1979; Brumfit 1984). In line with this, the roles assumed by teachers, learners and teaching materials are quite different from the traditional approach as discussed below.

2.1.2.3. The Roles of Teachers

Asher and Simpson (1994) explain that as a facilitator of learning in the broadest sense, the teacher no longer performs exclusively as an instructor who has knowledge and skills to impart. Breen and Candlin (1980:99) also strengthen this idea when they say the primary role of the teacher is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities in the text.

In communicative language teaching, as in any other, the teacher remains ultimately responsible for ensuring that effective learning takes place. Assessing how much and which areas of responsibility to transfer to students is thus a key aspect of the teacher's role. Essentially, this involves the teacher to evaluate three main points (Tudor 1993). The writer explains that the teacher has to know what students have to contribute, how this can make learning more effective and how capable students can assume a constructive and responsible role in shaping their learning program. He further expounds that since language is a complex social and cultural activity, the teacher needs to understand students within their socio-cultural context and to do so he should know how much mature his learners are, what their cultural attitudes are to language study and if there are any external constraints that place limits on their language learning. Crystal (1987) reinforces the above idea when he says:

Teaching methods need to be flexible to suit the needs of individual children (e.g. their interests and cognitive skills) and to make best use of classroom design and resources (e.g. the availability of audio-visual aids). There is no simple 'formulae' for successful FLT. There should be opportunities for teachers to interact with children in groups, pairs and individually. (1987:371)

As much as possible the teacher has to know the needs and interests of his students so that he can help them as individuals. As Glenda (1995:5) states, "because we do not learn in the same way, information should be presented in a variety of ways to enhance the learning of as many students as possible."

The great emphasis on learning rather than teaching has led to the emergence of many activity types in which the learners work independently of the teacher. As a result, when students are engaged in such activities the teacher's role may be primarily that of organizer and animator, intervening as little as possible. The teacher has a significant role in making the lessons engaging and interesting. He is expected to be resourceful so that he can help his students in their attempt to learn to use the language. With regard to this Medgyes (1986:107) mentions, "The communicative classroom requires a teacher of extraordinary

abilities ... He or she must be learner-centered.” The author further explains that the teacher should give much time for students to display their language ability in the classroom. He says:

Communicative teachers are well aware that success of the learning is largely dependent on their ability to withdraw... [They] should be ready to radically reduce teacher talking time. In return for their much-reduced role, they will allegedly find plenty of solace and reward in the rapid development of their students. (Medgyes 1986:109)

In order to stimulate students’ participation in the various activities, the teacher may take part in an activity and then withdraw (e.g. from a role-play). Amidon and Hunter (1967) explain that teachers may engage in motivating activities in ways that create and sustain interest in learners and in ways that build upon existing interests. Dornyei (2001) also points out that motivating learners is the responsibility of every teacher who thinks of the long-term development of his students.

The teacher also plays an important role as a counselor, who is available to help and advise whenever the need arises. The importance of psychological factors in the classroom places greater responsibility on the teacher in creating a supportive atmosphere in which attitudes and interpersonal relationships are positive and conducive to learning. Amidon and Hunter (1967) explain teachers “must recognize and work with pupils’ feelings if they are to help pupils fully utilize their intellectual potential” (1967:146). They also underline that dealing with pupils’ feelings in positive and helpful ways requires skill which can be learned by teachers.

In CLT, the teacher also assumes the role of group process-manager. CLT procedures often require teachers to acquire less teacher-centered classroom management skills. It is the teacher’s responsibility to organize the classroom as a setting for communication and communicative activities. Littlewood (1981) and Finocchiaro and Brumfit (1983) suggest that during an activity the teacher monitors, encourages and suppresses the inclination to

supply gaps in lexis, grammar and strategy but notes such gaps for later commentary and communicative practice.

Generally, in the communicative approach, teachers are expected not merely to initiate set responses from their students (as it was the case in the traditional approach) but rather to initiate a wide range of unpredictable contributions from students and respond naturally and spontaneously to them. This requires teachers to continually adjust their speech to an appropriate level of difficulty (from class to class and from student to student) and to solve unpredictable communication problems from moment to moment (Mitchell 1988). In the words of Marton (1988), the communication strategy “requires teachers to be prepared for any linguistic emergency.” Thus, the diversity in the teacher’s role has been given weight by work in the area of learner autonomy. For example, Dickinson (1987) and Little (1991) in their work explore ways of enabling the learners to become increasingly independent of the teacher, both as language users and learners, so that they cannot only communicate freely but also assume responsibility for their own learning inside and outside the classroom. This is further discussed in the next section.

2.1.2.4. The Roles of Learners

In CLT, students are encouraged to express themselves as much as they can and for this reason fluency and learners’ participation are given more value than accuracy and teacher-centered classroom organization. As Brown (1997:8) states, “Communicative goals are best achieved by giving due attention to language use not usage, to fluency not just accuracy, to authentic language and context.” Another scholar, Taylor (2000) describes the shift from teacher-centered to student-centered classroom organization in the following way:

It is worth remembering that we do not have to think for our students, even though we might like giving them something to think about. It might help to think of your learners as complete human beings attempting to express themselves in a foreign language and our job is simply to give them the language they need. (2000:7)

Hence, learners are required to directly involve themselves and use the language at their disposal. Lewis (1986:113) states, “All learning theory suggests that those things we discover for ourselves are more fixed in our minds than those which we are told.” Therefore, if learners are provided with all favorable situations, they can learn best for themselves. “It is, after all, their learning that is being managed” (Allwright 1990:137). In communicative language teaching, the learner is not considered as a passive recipient. He is regarded as an active member in the teaching-learning process who can contribute his share during classroom interaction. “The student can thus no longer be seen as an empty vessel which a teacher can arbitrarily fill with new knowledge or behavior, as was the tendency in earlier ... approach”(Holliday 1994:160). This shows that in a classroom where CLT is practiced, learners do not passively accept what is presented to them, but react to it in some way. They take the initiative and devise situations and language learning techniques for themselves (Cook 2001; Edge and Wharton 1998).

To this end, learners participate in group work and pair work to accomplish classroom tasks and activities. The organization of learners in groups and pairs depends upon the activity learners are supposed to do. Haines (1995:56) states, “Pair work is the most communicative task which allows learners to interact independently in the classroom” and in relation to group work Ansell (1992:22) emphasizes its importance saying, “It increases students’ opportunities to use English in the classroom, [and] it promotes an atmosphere of co-operation in the classroom.” While taking part in group work and pair work, learners will have sufficient opportunities to incorporate the language they learn in their own communication system (Widdowson 1978).

Another particularly important feature of the communicative approach is that it provides opportunities to the learners by developing a wide range of activities to use the language for communicative purposes. “Discussion can be used to prepare learners for a presentation by arousing their curiosity or directing their attention to key points”

(Littlewood 1981). Generally, what have been so far discussed with regard to learners' role can be summarized using Breen and Candlin's words as follows:

The role of learners as negotiator – between the self, the learning process, and the object of learning emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, thereby learn in an interdependent way. (1980:10)

2.1.2.5. The Roles of Teaching Materials

In the communicative approach, a wide variety of materials are used to support communicative language teaching. Unlike the traditional approach, the modern approach views materials as a way of influencing the quality of classroom interaction and language use. Materials thus have the primary role of promoting communicative language use. The modern language teaching approach makes use of three kinds of materials; namely, text-based, task-based and realia (Richards and Rodgers 2001).

Though these teaching materials may often be important, there are sometimes sound and practical reasons for adapting materials in order to make them as accessible and useful to learners as possible (Islam and Mares 2003; Harmer 1998; Cunningsworth 1995; McDonough and Shaw 1993). Grant, cited in Harmer (1998:111), argues that if the language, content and sequencing of the textbook are appropriate, the teacher uses it, but if there is something wrong with the textbook, the teacher has to do something.

Language teachers should be in a position to closely evaluate textbooks and other teaching materials in order to make changes and adjustments wherever necessary. Block (1991) says that teachers need to take more control of the textbook instead of being controlled by it. He regards adaptation of teaching materials as one more element within the larger concept of teachers' taking responsibility for what happens in their classrooms. In this way, the writer claims, teacher autonomy is being encouraged, and this also

permits the teacher to make proper adaptation in order to be able to maximize the teaching-learning process. Candlin and Edelhoff (1982) summarize the major aims of materials as follows:

Materials should have twin aims: on the one hand they offer information and data about the language being studied, and in particular about the social context and the culture within which communication takes place and derives much of its meaning and value. They need, in this sense, to be authentic to communication and to the world outside the classroom. At the same time, materials have a role to promote learning and language learning in particular. They fulfill this role in the way they offer activities and tasks and exercises which challenge the competence of the learners.
(1982: X)

This shows us that teaching materials are essential in language learning as they can enhance students' interaction through the tasks and activities that they contain; however, if the teaching materials do not meet the interests of the learners in one way or another, they need to be adapted by the teacher. The next section deals with instructional television. It gives definitions, historical background and discusses the roles of instructional television, classroom teachers, learners, and other closely related points to instructional television.

2.2. An Overview of Instructional Television (ITV)

2.2.1. Definitions

Brown et al. (1977) point out that the word television represents many different things to different people, and so a single definition beyond a purely technical description is impossible. In education, there are many interpretations of what television is. In relation to its instructional value, many think of television as a medium for students to use for creative communication and others consider television as an instrument for presenting motion pictures in the classroom. McKinney (1964:62) describes television as "primarily a visual medium with a secondary auditory element. It is a medium that allows frequent drastic but related variations in visual presentations, thereby heightening the meaningful

attention of the viewer.” Dale (1969) defines television as a device which is capable of transmitting pictures accompanied by sounds. Wittich and Schuller (1957:449) describe television as “a means of converting a scene into an electronic image, and sending that image through space to be received and translated into its original visual form for the benefit of those who wish to see it.”

2.2.2. Historical Background

As Garrison (1968) claims it was the advent of World War II that the communication revolution in which we are now involved actually began. Educators were amazed to realize that visually communicated information could be retained much more easily. In 1952 television channels for school purposes were made available in the United States (Wittich and Schuller 1957). Broadcasting in the United States evolved as a commercial entity. Within this system efforts to use the medium for educational purposes always struggled to survive, nearly overwhelmed by the flood of entertainment programs designed to attract audience to the commercials that educated them in another way – to become active consumers (Kahn 1978).

Television education in Ethiopian secondary schools has a short history which is not more than three years. Although it does not have a long history, six subjects (including the English language) have been taught via satellite television in all government secondary schools since September 2004.

2.2.3. Assumed Roles of Instructional Television

Perrin (1977:10-12) describes the value of instructional television saying, “Television has many instructional roles, the principal ones being total instruction, as a major resource; a supplemental resource, for enrichment; and for evaluation.” The writer argues that total television instruction, where careful preparation and developmental testing substitute for student-teacher interaction, has already proven to be a valuable alternative to traditional

classroom instruction. He further explains that television can be most effective when combined with other learning experiences: in conjunction with traditional instruction or with other media. The combined method or “package” is most effective when the separate elements are designed to work together. For instance, when the medium is a supplemental resource, it might provide an overview, illustrations or summary. Enrichment implies content and experiences beyond those required in the curriculum. For this reason, these experiences are not specific and not clearly defined in most instances. The lack of specificity suggests that the overall learning would be less than for an equivalent experience focused on predetermined goals. Besides, television is used for self-evaluation in micro-teaching and in many diagnostic situations. Similarly, television may be used to present common experiences, either live or recorded, for group discussion and evaluation.

In relation to language teaching in particular, Corder (1966:83-84) says that even though television language teaching appears to take a large variety of forms, we can discern three main sorts of teaching job it may do. First of all, it may undertake to teach those who have no other teacher. These learners may be at home or in school and such teaching function has been called ‘whole teaching’. Then there is a program which is directed to school learners whose language teacher is either untrained or has only rudimentary training. Such teachers may have some ability in the language but no knowledge of teaching method or descriptive knowledge of the language being taught. With guidance from the television center in the form of notes and suggested procedures, and with the support of recorded language materials and books, they are able to do useful but limited follow-up practice with the learner in his classroom. This sort of program is called ‘part teaching’ although the main burden for the presentation of the language falls upon the television teacher. The third kind of program is that which merely supplements already adequate teaching. It may have motivational reasons behind it, or it may have general cultural intention; in which case it is best regarded as ‘enrichment’ rather than strictly language teaching. Such programs take the form of dramatic episodes in the

foreign language or documentary programs about life and culture in the country whose language is being studied. In neither case is there necessarily anyone who appears on the screen who can be identified as a language teacher.

In Ethiopian secondary schools, the English language satellite television education is meant to supplement the classroom teacher to present lessons to students in a helpful way and this is done using film clips and other materials which can enrich students' knowledge of the language.

2.2.4. The Roles of Classroom Teachers

Devereux (undated) points out that the success of any television program in the classroom is utterly dependent on the teacher. Preparation and follow-up are as important as the program itself and therefore the classroom teacher has a great responsibility to shoulder in this area. Each program that is conducted in the classroom through television has its own characteristics and creates its own opportunities: there is no rule-of-thumb for handling any of them, so teachers should be in a position to handle everything properly. The writer further comments, "Apparatus is oblivious of the particular scene and moment; it cannot notice a hand up, praise a good response, call upon individual pupils to say something, take part in that mutual exchange which is the staff of learning and teaching" (undated: 188).

Ely (1992:29) stresses the changing role of the teacher as new technologies are introduced into the classroom and adds that this does not mean that teachers are being replaced by technology, but their role has changed from that of presenter of information to that of co-ordinator of learning resources.

Some authors insist that instructions which are transmitted through television should not be rigid. They advise that such instructions should be flexible and the choice to use them or not should be left to the classroom teacher. One of such writers, Luchins

(1971) says that the teacher should play a role in deciding whether to use or omit the lesson which is to be transmitted with the help of the teaching device. He further states:

The teacher can play an important role in selecting devices, in adapting existing devices to the needs of the particular class and particular lesson, and in devising new ones. Although ready-made and technically perfect devices are useful, there are values in simple devices improvised on the spot when the teacher senses that a particular point needs clarification. It is sometimes advisable to supplement (and in some cases to replace) ready-made devices with improvised illustrations that are contextually more suitable. (1971:30)

The writer advises that audiovisual devices should be used not as inflexible part of a formal lesson but in relation to the objectives of the lesson and the extent to which they are being achieved. The teacher should be given the chance to accelerate or delay presentation of a device if this seems important. He further adds:

Indeed, he [the teacher] should decide not to use a device called by the formal lesson plan if he notes that the pupils already understand the point the device would illustrate. It is also advisable in a given lesson to interrupt the presentation of the audiovisual material– even though it had been originally developed for continuous presentation – and to resume it only after a discussion or perhaps not to resume it at all. (Ibid: 29)

As we can infer from the above discussion, the classroom teacher has a significant role to play when televised lessons are conducted. It is clear that learners may need guidance, additional clarification of the information they obtain from the television instruction, and they may also need more exercises, constant follow-up of their progress at particular stages. The instructional television cannot, by itself, provide all this. In order to consolidate and extend the value of televised instructions, they have to be accompanied by a human support. They have to be woven into a system, which will call for human contact necessary in education. To make this human support meaningful and productive, the classroom teacher should be well informed about the

program and other supportive materials available. In this regard, Wittich and Schuller (1979) express the role of the teacher in the following way:

The responsibility of teachers in regard to ITV is very similar to their responsibilities in using films, pictures, audio instructional materials, and the like. However, because of the strong likelihood that the first time a teacher sees a program will be at the same time the students see it, the suggestions that are now made anticipate the use of video cassette recording of materials off-the-air during actual use in the classroom. (1979:259)

According to the aforementioned authors, video recording helps teachers to play back and revise the lesson for further application. If teachers have access to the televised lesson before broadcast, it will also help them to determine pre-lesson activities that are required to enhance the teaching-learning process. Thus, in any teaching situation, it is the teacher's responsibility to create opportunities for learners to become involved in the learning experience and respond to it by using newly found information in constructive and creative ways. Richmond (1965:184) explains, "Whatever the outcome, no one need suppose that the entire school day is ever going to be spent working with ... teaching machines ... In the long run, the ways in which these devices are handled must be left to the discretion of the individual teacher."

With regard to the equipment and the lesson which is going to be transmitted, the teacher has got significant roles. "As with any instructional medium, the success of a television depends on the skill and advance preparation of the teacher" (Brown et al.1977:252). The teacher should make physical arrangements to place the equipment properly for optimum viewing and check whether it properly works. The teacher is also expected to prepare the learners by giving them lead-in before the program starts. This should be based on comments or directions on the preview notes. The learners should be helped to approach the viewing session with anticipation of what they are to see and what the presentation may contribute to their understanding of the topic under discussion.

The book entitled *Mass Communication and Education* (1958:96) discusses the misconception that television replaces classroom teachers and solves staff shortage. The book states that as for relief of staff shortage, the experience presently available suggests that television should not be expected to replace teachers in the classroom, for the obvious reason that the major elements of the teaching process have to do with planning, guiding and evaluating the teaching situation, which all lie beyond the capability of a machine. Therefore, where television has been effectively used in the classroom, it has been as an adjunct to the operation of a teacher and not as a substitute.

As Haas and Packer (1957) claim, televised instructions are most effective when they are employed to supplement the personality and the teaching skills of the teacher and to assist student application and assimilation. Instructional skill that combines instructional aids and tested teaching techniques will create an unbeatable learning situation. We can wind up the discussion on the classroom teacher's role in MacLennan words:

...the classroom teacher is the analyst who must diagnose when a learner is ready for an experience and must be the selector to choose the right experience to do the learner the most good. Only one soldier in the vast educational army is on the front line; only one knows the needs of the learners: the classroom teacher. (1964:144)

2.2.5. The Roles of Learners

Heinich et al. (1996) argue that using instructional technology, specifically television, does not preclude a human teaching-learning environment. On the contrary, it helps to facilitate and provide a learning atmosphere in which students actively participate in the learning process. They further add, "When instructional media are used properly and creatively in the classroom, it is the machines that are turned on and off at will, not the students" (1996:23).

Learners should be attentive and eager to follow the lesson. In fact, learners become attentive when what is presented to them is in line with their needs and interests. Schramm (1977) explains this as follows:

Motivated students learn from any medium if it is completely used and adapted to their needs. Within its physical limits, any medium can perform any educational task. Whether a student learns more from one medium than from another is at least as likely to depend on how the medium is used as on what medium is used. (Schramm 1977: IV)

However, one crucial question that can be raised here is how the learners can be motivated. The learners must be guided through a series of experiences for which the teacher provides feedback through questions and answers, and thus reinforces the total learning outcome. This helps students to be more engaged in their learning, and creating favorable conditions for learning again remains to be the classroom teacher's responsibility. He has to guide the learners how to interact properly. In addition to this, Heinich et al. (1996) claim, "A student's right to interrupt becomes an important concept ... Or if the student has a question that needs to be addressed, it may be necessary for the student to interrupt the teacher's instruction" (1996:300).

Moreover, students are expected to participate in group work and pair work. This notion of students' working together in small groups is not new, but assures that their effort will help them to learn from each other. Thus, it entails a deeper level of interaction, based on the principle that articulating and negotiating their ideas with others helps them to process information in a way that improves meaningfulness and retention. When students work together in such small groups, they will maximize their own and each other's learning. However, pace and time management problems may hinder students' participation in group and pair work as far as instructional television is concerned. Generally, as Bretz (1977:125) states, "Educators today emphasize the role of the learner in managing his own instruction, putting greater responsibilities on him to apply his own strategies, within the range of choice allowed by the facilities and materials at his disposal, and thus not only learning, but learning how to learn at the same time."

2.2.6. Designing Television Programs for Instructional Purposes and ITV Program Evaluation

It is believed that effective teaching and learning using television can be attained if it is carefully planned and organized. In designing television instruction, a lot of things should be taken into account and only after that can the program bring about the desired result. Thus, in order to use television effectively, systematic planning is necessary.

McBride (1977:71) argues planning “requires understanding of learner and societal needs and desires, and of the intended relationship among courses chosen for development and delivery, and the use of courses by learners.” Planning should mainly focus on the learners and the objectives to be realized. If the producer of television instruction is to make rational decisions in an attempt to ensure the effectiveness of the whole effort, he needs to have access to factual data and to be able to weigh this information in a systematic manner. In relation to this Carl (1977:16) says, “The purpose of instructional development in ITV, therefore, is two fold: to create programming which is likely to be effective because it is based on a solid, rational approach, and secondly, to produce verifiable evidence of that success.” Dervin and Voigt (1982) point out that designing televised lessons requires eight very important steps. These eight steps are briefly explained as follows.

I. The first step in designing televised instructions is audience identification and description of learner characteristics. They state that televised instruction is most effective if it is designed for a particular audience. Successful ITV projects stress that extensive effort to determine the composition and characteristics of the ‘target audience’ are crucial. Burns (1964) states the differences in ability of learners found in a single classroom as well as the range of the differences that exists between learners in the entire area need a careful consideration.

II. Secondly, the objective of the course should be determined for the course and for each televised lesson: what the learner will be able to do when the course or the lesson is over. Mager (1962), cited in Dervin and Voigt (1982:256), points out, “When clearly defined goals are lacking, it is impossible to evaluate a course or program efficiently and there is no sound basis for selecting appropriate materials, content or instructional methods.”

III. The third step is identification of content needed: what the learners need to know or need to be able to do in order to perform satisfactorily. Dervin and Voigt (1982) mention that once the educational objectives have been determined, decision has to be made about what the learners need to know in order to meet the objectives.

IV. The next step is to select instructional strategies. That is, we have to choose the most efficient and effective way of presenting the needed information. Warren (1976), cited in Dervin and Voigt (1982), suggests that even though a determination has been made to use television, there is more to be considered other than simply broadcasting a series of programs.

V. The fifth step is the actual production of programs and accompanying materials, based on an understanding of the specific characteristics of the medium, the most effective roles television can play in the instructional process, and the specific production variables which emerge in the literature as effective. In order to use audio and video effectively, it is necessary to understand the specific characteristics of the television medium itself. We need to know enough about the medium so that we can differentiate between what works and what does not. Then, we can plan for a more effective use of the medium.

VI. The next step is conducting formative evaluation by which one gathers research data most typically from learners’ profiles, needs assessments, and pre-testing that help to improve the quality and effectiveness of the lesson while it is still in the development.

VII. The last but one step is to promote and utilize the materials produced. Here attention should be given to getting people to become aware of what is available and helping them to use the material properly. Once the audience is selected and the programs are created, the producer must make the intended public aware of the series to encourage its adoption. Decisions must be made about how to utilize appropriate media to inform the audience of ways to avail themselves of the instructional materials which have been prepared.

VIII. The last important step in designing television instruction is conducting summative evaluation. Burns (1964) explains that although television teachers are not able to evaluate their lessons as effectively as they might, using various techniques, it is their responsibility to be sensitive to remarks by classroom teachers and students that might be helpful to them in the future as they prepare other telecasts. With regard to evaluation, Wittich and Schuller (1979) have given an elaborate explanation as follows:

Both those who plan and those who use instructional television must methodologically evaluate its results. The producers and supervisors of instructional television must communicate constantly with classroom teachers to secure reactions to program content, the quality of study guides, and the educational media used to learn how instructional television affects pupil performance. Classroom teachers are obligated, in turn, to report their students' reactions to programs to the proper supervisory authorities. (1979:262)

It is necessary to evaluate the instructional television program in connection with its impact and its effectiveness. Therefore, to get the overall picture, the entire instructional process must be evaluated. Questions such as whether the learners could meet the objectives, whether the methods and the media used assist the learners in achieving the objectives, and whether learners could use the materials properly or not should be raised. It should be borne in mind that where there are any discrepancies between what is intended and what is attained, the plan needs to be revised for the next time. Besides, it should be noted that evaluation is an ongoing process. It is made before, during and after instruction. As Heinich et al. (1996) argue evaluation is not the end of instruction; it is the starting point of the next and continuing cycle for effective use of the instructional media.

2.2.7. Controversial Issues on Instructional Television

Instructional television has been employed as a means to solve educational challenges in the classroom learning environment for so many years. While instructional television appears to find out solutions to certain educational problems, resistance and appreciation from different directions regarding the use of the technology in the classroom is not unusual. This difference in people's view is clearly pointed out by Underwood (1964) when he says:

What is good about TV instruction any way? A good many excited claims have been made in various publications, hailing this electronic marvel as the salvation of education in a chaotic time yet, while a relatively few teachers have actually taught on TV or used the medium in their own classrooms, many others have only a vague notion as to what TV can do or should be able to do. A good many other teachers, possibly the majority, think of television as another nuisance to be endured, a fad that will pass if it is ignored. (1964:98)

Some of these reactions might have emerged from the belief or fear that the ultimate aim of the technology is to reduce or even remove the human element from the classroom. On the other hand, some people argue that whatever the case may be education always requires human intervention either as an instructor or a facilitator. The attitudes of scholars towards instructional television can be divided into three main categories: those who strongly support its implementation, those who completely oppose its application, and those who are critical and try to point out its strengths and weaknesses. In this section we shall treat these three different opinions in the order given above.

According to some scholars' view, television has a great potential in education. They mention its power to attract, motivate and excite people. They describe it as a device that can bring reality into the classroom through live transmission. Tomalin (1989:2) says, "Learners tend to find television an attractive way of learning something." He further describes television as a powerful motivator which offers both visual and audio

clues to meaning. Sherrington (1973), cited in Tatek (1994), strongly supports the instructional value of television saying that television is capable of doing what the actual classroom teacher can never do since it can present language together with a great deal of extra-linguistic environment.

Moreover, the effectiveness of television instruction is underlined by Dervin and Voigt (1982) in an emphatic manner. They state:

There can no longer be any real doubt that children and adults learn a great amount from instructional television ...The effectiveness has now been demonstrated in many parts of the world ... at every level from pre-school throughout adult education, and with a great variety of subject matters and methods. (1982:247)

Perrin (1977: 8) tells us that instructional television has a tremendous potential and has the capacity to motivate, excite and involve a large number of people at one time. Another scholar, Haney (1964: 66) views the instructional value of television from a different angle. The writer says using television for educational purposes enables us to “select the very best instructors and provide them with the time and resources of people and materials in order to present the highest quality lessons across the barriers of time and distance to multitudes of students.”

However, this does not mean that televised instructions are without criticism. There are scholars who do not welcome the instructional value of television. Firth (1968: 64), for example, argues, “the really challenging activity is the critical examination of what is there on the screen.” Besides, Lado (1964) juxtaposes his view as follows:

Through television, it is argued that a good teacher and a good model can be used for all the pupils, and this plus their [the learners'] superior power of imitation will enable the children to learn well....The case against television argues that television without a qualified language teacher is ineffective or harmful, and with a qualified teacher television is not necessary. (1964: 202)

Pember (1987: 204) also states that television remains as controversial today as it was in the past. He says, “We have cursed it, praised it ... and invested a tremendous amount of money in it. We have done everything, perhaps, except comprehend what it has done to us, our families and our society.” The challenge teachers confront when they use instructional television is stressed by Tucker (1966). He says, “The teacher ... is faced by a medium of enormous power; in most cases his pupils will be watching it for longer hours than they watch him. His chief task is to establish that television is something to be discussed rather than passively accepted” (1966:114).

Many scholars also criticize the incomplete nature of instruction through television. Devereux (undated) poses a question about the instructional value of television and gives the answer as follows: “Can it in fact teach? Not of itself surely, for teaching implies two-way communication and television is a one-way channel. But it certainly can help children to learn, and in certain circumstances it may help a class teacher to teach better” (Undated: 52). This one-way nature of television is also criticized by Amare (1996). He claims that the two-way communication theory is based on the active role of the student in the teaching-learning process, but mass media, of which one is television, use one way channel. They often speak to us but we do not speak to them, and due to this fact immediate feedback is not inherent in the system.

Other scholars are critical about instructional television and forward their reasons regarding its strengths and drawbacks. Wittich and Schuller (1957, 1979), for example, suggest that the advantages of ITV must be evaluated realistically. They say we have to balance its advantages with its limitations, among which are the predetermined pace of instruction, the inability of studio teachers to see the kind of reactions the program gets from the students, and the fact that the class scheduling is upset by fixed broadcast schedules, unless current off-the-air, cassette recording is done. Luchins (1971) stresses the time constraint and its adverse effect when he says:

Frequently the problems presented do not arouse tensions for solution-partly because of the small time-gap between the presentation of the problem and the presentation of the solution. Pupils have little time to search. Nor are they encouraged to search. Due to this fact, a passive attitude is fostered and learners just wait for the solution to be presented which has a detrimental effect upon active classroom participation. (1971:26)

Carl (1977) expresses his reservation about the value of instructional television and suggests the use of other media when the need arises. He states, “developers should not close the door to the use of other media when evidence exists that television or mass media channels may not produce the desired changes” (1977: 28). Burns (1977:110) also emphasizes the use of television for instructional purpose should not be taken for granted. He says, “It must be understood that ... television and associated technology are not a cure-all for the educational weaknesses of our present educational system. In the long run one will, in all probability, find television fulfilling a significant but minor role in the total educational effort.”

Instructional television has often been criticized for keeping the talking face too long on the screen. One way of attacking this problem is to put more variety in the production bearing in mind that solution may be found not only in the principles of production but also in the principles of learning (Haney 1964). Therefore, it is important to understand that “ITV is neither a savior nor a cure-all, but it can be very effective and exciting when its application is correct” (Bosner 1977: 60). And as Leyden (1964) would say: “At this point it is well to remind ourselves that though we are looking for ways to improve instruction through television, television is only one of many new instructional media available to the teacher today. It should be used where it best meets our needs, but we should not expect it to meet all our needs” (1964: 174).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter presents the research design and the methodology used to carry out the study. It briefly explains the methodology employed, sample design, sampling techniques, data collection instruments, data collection procedures and methods of data analysis used in the study.

3.1. Methodology

The purpose of this study is to explore the impacts of English language teaching via satellite television. The research method employed is descriptive survey method as this method enables the researcher to carry out the study with the advantage of using rough examination in the field. The study has mainly been a quantitative research which is supported by a qualitative one.

3.2. Sources of Data

The subjects and sources of data for the study were Grade 11 English language teachers, Grade 11 students, vice directors, English department heads and class monitors in the three selected preparatory schools: Hawas preparatory school, Bishoftu Technical and Preparatory School and Modjo Secondary School, all found in East Shewa Zone.

3.3. Sample Design

The sampling techniques adopted for this study were purposive, availability and random sampling techniques. Purposive sampling helped the researcher in selecting respondents who had some position at classroom, department or school level. Thus, using purposive sampling the researcher was able to involve respondents who had direct relations and better knowledge to the problem under study because of the responsibilities they had in

the school organization. Thus, vice directors, English department heads and class monitors were selected using this sampling technique.

Besides, using random sampling technique, the researcher selected Grade 11 students for the purpose of the study. From each school, 2 sections that were taught English by different teachers were chosen employing this technique. In addition, using availability sampling, all Grade 11 English teachers in the three schools were included in the study.

3.4. Sample Population

The data used to carry out this study were gathered from five types of respondents. These were students, teachers, vice directors, department heads of English and class monitors. Although it was intended to involve 180 student participants at the initial stage, only 175 students returned the questionnaire they were given to fill in; 5 students did not return the questionnaire. The study also included 10 Grade 11 English teachers, 6 class monitors (one from each section observed), 3 English department heads and 3 vice directors.

In general, the sample population of the study totalled 197 respondents. Thus, based on the sampling techniques, the sample size and sample population, the findings and recommendations of the study are assumed to be applicable to the three sample schools and they are also expected to have significant implications for other schools which utilize instructional television programs.

3.5. Data collection Instruments

In exploring the impacts of satellite television instruction on English language teaching and learning, relevant literature has been examined in order to obtain information about what has been done so far in relation to the research problem. Afterwards, three kinds of instruments were designed to collect the necessary data in connection with the problem. These data gathering instruments were questionnaire, classroom observation and interview.

3.5.1. Questionnaire

Because it was a descriptive survey study which was conducted in different schools, the main instrument used in the process of data collection was questionnaire. Two different types of questionnaire were designed: one for students and the other for teachers.

The questionnaire distributed to teachers contained 32 items, of which the last item was open-ended. The questionnaire was prepared and administered in English. The students' questionnaire contained 25 items, of which the last item was open-ended. This questionnaire was originally prepared in English, but it was translated into Amharic taking into account the students' language problems, for the purpose of clarity and to make the items easily understood by the respondents. (See Appendix)

3.5.2. Classroom Observation

Classroom observation was another data collection instrument which was used in this study. The researcher conducted 12 classroom observations in 6 sections (each section was observed twice). This helped the researcher to gather a lot of valuable information as it enabled him to see what was actually going on in the classroom. It particularly showed the roles of the classroom teachers and the learners. To carry out the classroom observation effectively and systematically, a checklist which consisted of 16 *Yes/No* category items was designed and used. (See Appendix)

3.5.3. Interview

The other data collection instrument used in this study was interview. It was conducted with class monitors of the selected sections, English department heads and vice directors of the three schools. The interview with vice directors and department heads was conducted in English; however, with class monitors, it was administrated in Amharic to avoid language barrier so that they could be at ease to express their ideas.

The interview with the aforementioned respondents enabled the researcher to reinforce the information gathered through classroom observation and questionnaire. The key items that were considered in the development of the interview were issues related to teaching, learning, teachers' and students' roles and their attitudes towards televised instructions. All the interviewees were approached in a friendly and less formal way as much as possible so that they would feel free and express their views and opinions without any reservation. In order to make the data gathered more valid and reliable, the entire interview was tape-recorded on the consent of the participants.

3.6. Pilot Study

Based on the literature available with regard to instructional television, language teaching and language learning, the researcher first developed the instruments. Then the drafted items of the three instruments were closely examined and commented upon by the researcher's advisor. Taking into consideration all the comments and suggestions given by the advisor, the researcher revised and improved the items.

Next, all the three instruments were piloted on 40 students, 2 teachers, 1 vice director, 1 department head and 2 class monitors at Boset Secondary School, which is found in a small town called Wolenchiti, located 125 kilometers to the south-east of Addis Ababa.

The pilot study enabled the researcher to further improve some items. Thus, items which appeared ambiguous were made clear and those items which did not have relevance were omitted. On the basis of the feedback from the pilot study, all the necessary changes were made to improve the qualities of the instruments. Items which were ambiguous were made clearer and items which did not have relevance were left out.

3.7. Data Collection Procedures

The following data collection procedures were used in exploring the practices and implementation of English language teaching and learning via instructional television. First, classroom observation was carried out. Out of the 10 available Grade 11 English

language teachers in the three schools, 6 randomly selected teachers (2 from each school) were observed while presenting the televised lessons. Before the classroom observation was conducted, the teachers were informed about the observation through their department heads and were observed after their consent was secured.

After the second observation, the students were given brief explanation about the objective of the study and were told that their genuine response would contribute a lot to the success of the study. The same procedures were also followed with regard to teachers. Then, the questionnaires were distributed first to students and then to teachers.

Finally, the interview was administered to the concerned respondents: vice directors, English department heads and class monitors on individual basis. Before the researcher conducted the interview, the objective of the study was made clear to the respondents to clear misunderstandings and to facilitate ease of administration.

3.8. Methods of Data Analysis

Quantitative and qualitative data analysis procedures were used to analyze the data gathered from different sources. Therefore, the data collected on the basis of the purpose of the study through questionnaire, observation and interview were organized and framed to suit analyses and inferences. Responses obtained from teachers and students through questionnaires were tallied and summarized, and the data were interpreted using descriptive statistical analysis, that is, frequency and percentage.

As regards classroom observation, from the lessons observed, teachers' and learners' activities were recorded on the checklists on *Yes/No* basis as they occurred in the classroom. Then, the frequency of the observed practices was tabulated and summarized for interpretation. Regarding the responses obtained through interviews and open-ended items from teachers' and students' questionnaires, a qualitative analysis was made to support the results of the descriptive statistical analysis, and wherever possible, the organization of the data was supported by tables and figures.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and discussion of the data obtained through teachers' and students' questionnaires as main instrument. Questionnaire was used as main instrument because it would help the researcher to gather information from many respondents in the three schools and the researcher also thought that the respondents would provide genuine information since they respond to each item independently and freely. In addition, interviews and classroom observations that have been conducted are used to support the discussion.

4.1. Teachers' Responses to ITV Related Workshops and Seminars

The ten English teachers who filled in the questionnaire were asked to provide some general information regarding their work place, qualification and teaching experience in the first three items. Eight of them were first degree holders and two were diploma holders, and their teaching experience ranged from one year to thirty four years.

The table below indicates the sample Grade 11 English teachers' responses regarding workshops and seminars they received, if any, in connection with instructional television, what their experience was and their opinion about the importance of such training.

Table 1: Teachers' Responses to ITV Related Workshops and Seminars

No.	Items		Responses in	
			No.	%
4	Have you ever participated in workshops or seminars concerned with instructional television?	Yes	1	10
		No	9	90
		Total	10	100
5	If your answer is yes, did you find the workshop or seminar quite helpful?	Yes	1	10
		No	---	---
6	If your answer is no, are you capable of using the device appropriately without any problem?	Yes	8	80
		No	1	10
		Total	10	100
7	Do you think that such workshops and seminars should continue in the near future?	Yes	10	100
		No	---	---
		Total	10	100

As it is indicated in the table, in response to item 4 which asks if the teachers participated in workshops or seminars related to instructional television, only one (10%) of the teachers responded *yes* and the rest nine (90%) teachers did not participate in any kind of formal training regarding instructional television. In responding to item 5, the only teacher who received training said that it was quite helpful.

With regard to item 6 which asked those teachers who did not get any training whether they were capable of using the device properly without any problem, 8 teachers(80%) stated that they did not face any problem, but one teacher (10%) responded he had problems in using the device. In relation to item 7, the ten English teachers (100%) underscored that such workshops and seminars are very important and should continue in the future.

The interview conducted with the vice directors and English language department heads of the three schools also confirmed that the majority of the teachers did not receive any formal training except informal on-job orientation in relation to switching on and off the instructional television, and how to use the remote control to adjust sound, picture, color and the like.

This shows that teachers do not have that much close acquaintance with instructional televisions. The program may be interrupted due to minor faults as teachers do not have adequate knowledge to maintain it. In order to use any instructional technology efficiently and properly, training and familiarizing teachers is very essential. Plasma display panels are newly introduced devices in our education system, so teachers ought to be given workshops and seminars in order to help them use the device properly. If they do not know the operation of the plasma televisions and unless they are capable of solving minor technical faults, the teaching-learning process may be hindered.

As Dervin and Voigt (1982) mention in order to use audio and video effectively, it is necessary to understand the specific characteristics of the television medium itself. They state that it is important to know enough about the medium so that one can use it effectively. This shows that instructional televisions can be productive when the classroom teachers who use them are given appropriate training.

4.2. Teachers' Responses to ITV Program Materials

The next table indicates the responses of the sample teachers with regard to materials provision and their relevance.

Table 2: Teachers' Responses Concerning ITV Program Materials and Supplementary Materials

No.	Items		Responses in	
			No.	%
8	Are you provided with the teacher's guide well in advance before the televised lessons?	Yes	9	90
		No	1	10
		Total	10	100
9	Does the teacher's guide clearly state the nature of the televised lessons and their objectives?	Yes	10	100
		No	---	---
		Total	10	100
10	Does the description in the teacher's guide contain enough information so that you can discuss key concepts, explain key vocabulary, and outline viewing goals in advance?	Yes	8	80
		No	2	20
		Total	10	100
11	Is there any mention of teacher and learner roles in the teacher's guide?	Yes	9	90
		No	1	10
		Total	10	100
12	Does the teachers' guide include suggestions for involving learners in different activities using different modes of classroom organization?	Yes	7	70
		No	3	30
		Total	10	100
13	Do you have access to other materials that can support the television instruction such as ITV video series, cassette recorders and the like?	Yes	---	---
		No	10	100
		Total	10	100

The table above indicates that in response to item 8, out of the ten teachers, 9 (90%) of them were provided with the teacher's guide well in advance before the televised lessons, but one teacher answered he did not get the materials before the televised lessons. In connection with item 9, all (100%) of the teachers responded that the teacher's guide clearly stated the nature of the televised lessons and the objectives that were intended to be achieved. In response to item 10, 8 (80%) of the teachers agreed that the description in the teacher's guide contained enough information which could help teachers discuss key concepts, explain vocabulary, and outline viewing goals in advance while 2 teachers (20%) replied *no*.

Pertaining to item 12, 9 teachers (90%) mentioned that the teacher and learner roles were stated in the teacher's guide, but 1 teacher (10%) stated that the roles of the teacher and the learner were not mentioned in the teacher's guide. The sample teachers were also

asked whether the teacher's guide included suggestions for involving the learners in various activities using different modes of classroom organization in item 12. For this item, 7 teachers (70%) replied *yes* whereas 3 teachers (30%) replied *no*.

Moreover, with regard to item 13, all the sample teachers (100%) responded that they did not have any access to other materials such as ITV video series, cassette recorders and the like which would support the television instructions. The interview conducted with vice directors and English department heads also disclosed the unavailability of the aforementioned supplementary materials. They confirmed that teachers were only given plasma television lesson guides printed to run the program. The vice directors in particular stressed that though these materials would be very important in teaching language lessons, they could not supply the supplementary materials due to financial constraints.

It appears that the teacher's guide alone cannot fulfill all what the classroom teacher needs unless it is accompanied by other supplementary materials that can help him to enrich and develop the lesson in a meaningful way. The result shown above indicated that classroom teachers did not have access to supplementary materials which could be used along with the teacher's guide. If teaching materials are intended to influence the quality of classroom interaction and language use, they should be accessible to the classroom teacher so that he can play his primary role of involving learners in various activities thereby promoting communicative language use.

Therefore, televised instructions can bring about the desired result if they are accompanied by teaching materials which assist the teacher to put them into practice. If ITV program materials are available, teachers can facilitate their students' learning in a better and more organized way. Apart from program materials, other supplementary materials which enrich the televised lessons should be also available. These supplementary materials may suggest extra tasks and activities that are to be given to students which in turn reinforce the lesson that is learnt in the classroom. Besides, such

materials can also help the teacher to make all the necessary preparations and to recognize areas of difficulties in advance so that students can benefit more.

4.3. Teachers' Responses to Organization, Content and Their Role in ITV Program Evaluation

The table below shows teachers' responses to organization, content and their role in evaluating ITV programs.

Table 3: Teachers' Responses Regarding Organization, Content and Their Role in Evaluating ITV Programs

No.	Items		Responses in	
			No.	%
14	Are the contents of the television programs similar to the contents of Grade 11 English textbook?	Yes	10	100
		No	---	---
		Total	10	100
15	Does the organization of the program and its content clearly fit announced learning objectives?	Yes	10	100
		No	---	---
		Total	10	100
16	Can you check the nature of the program before using it?	Yes	9	90
		No	1	10
		Total	10	100
17	Can you adapt or change the television program so that you can have another way of presenting the lesson?	Yes	6	60
		No	4	40
		Total	10	100
18	Is the time table set for ITV programs convenient to you?	Yes	4	40
		No	6	60
		Total	10	100
19	Have you ever been asked to evaluate the organization and content of televised instructions?	Yes	1	10
		No	9	90
		Total	10	100

As it can be seen in the table, in response to item 14, all the ten sample teachers (100%) expressed that the contents of Grade 11 English language television programs were similar to the contents of Grade 11 English textbook. Besides, the class monitors who participated in the interview mentioned that the lessons presented on the plasma television were similar to the contents of their textbook.

In relation to item 15, all the ten English teachers responded that the organization of the program and its content clearly fit announced learning objectives. The researcher also went through the contents and objectives of the 6 lessons that he observed and was able to find out that the objectives stated for each lesson matched the organization of the program and its content. As regards item 16, all the teachers except one responded that they could check the nature of the televised lesson before using it as they had the teacher's guide of the English language television programs at hand. Nevertheless, the researcher assumes that this guide will help teachers only to know the general framework of the lesson and due to this fact it will be difficult for the teachers to identify the details.

With regard to item 17, 6(60%) of the sample teachers said that they did not adapt or change the television programs, but 4 teachers (40%) said they were able to adapt and change the televised lesson when they thought it was a necessary measure. In line with the latter response, the researcher was also able to confirm this practice from one of the department heads who explained that if the televised instructions were considered irrelevant or repetitive, the members in the department would discuss this and decide to teach other relevant lessons turning the plasma television off. On the other hand, the other two department heads expounded that they strictly followed the television programs and they did not adapt the lessons. The English language teachers of the two schools presented the televised lessons and they did not make any attempt to adapt or omit any part of the televised lessons.

Here one can sense that there is disparity in using the televised lessons. This difference can be because of a number of reasons. In the conventional method of teaching (before the introduction of televised lessons) teachers had freedom in selecting lessons and topics. They would present topics which they considered important and omit topics which were irrelevant. With regard to television instructions, it seems that such practice is impossible. In spite of this, some teachers stated that they would be forced to adapt or change the television programs whenever they thought it would be important.

What should be taken into account here is that classroom teachers are supposed to closely examine and make changes and modifications whenever necessary. As Block (1991) states teachers should not be controlled by teaching materials, instead they should control them and make changes as the need arises. This kind of activity helps teachers to assume more responsibility for what happens in their classroom which in turn maximizes language teaching and language learning.

In responding to item 18, 4 (40%) of the teachers said that the timetable set for the ITV program was convenient to them and the rest 6 teachers (60%) responded that the timetable did not suit them. In addition to this, the interview conducted with the three department heads also revealed that teachers confronted this inconvenience in various ways. The department heads mentioned that since the timetable set for the television instruction was fixed, it gave no chance for teachers to adjust the program as they wanted. Besides, the period distribution for English and other televised subjects were scattered throughout the whole day, so it was impossible to find consecutive periods for a certain subject of one grade level at any time of the day. The department heads stated that such situations made teachers bored as they had to wait around the school compound for a long time without any job.

The researcher presupposes that teachers' inability to adjust the program will force them to teach different grade levels; that is, with two or more lesson preparations. In the conventional method teaching one grade level was far better than teaching two or three grade levels, but these days because of the effects of ITV program, teachers may prefer to teach more than one grade level so that they can accomplish their task within one shift teaching 4 or 5 periods consecutively.

The other inconvenience of the ITV programs which the English department heads explained during the interview was in connection with testing. All of them were of the opinion that teaching and testing could not be regarded as two separate entities, and

underlined that testing should be taken as an essential element in the process of teaching. They stated English language teachers should evaluate their students' performance through administering tests along with other evaluation mechanisms. The researcher found out that the ways the three schools administered English language tests were different. As the department heads explained, the three schools had different approaches to tests. One of the department heads told the researcher that teachers did not give formal tests to their students. They would try to evaluate their students putting their signature on their exercise books for attendance, giving homework and group projects.

Another department head stated that English language teachers gave tests and they conducted their tests by switching off the plasma television program; that is, during the regular period of the televised English lessons. The third department head explained that English teachers gave their students tests against their shifts. He expounded that English language teachers used to inform their students to come against their shift whenever they had a plan to give tests.

The discussion above can give insight to problems teachers confront in giving tests to their students, and the researcher believes that the best way to administer tests is using regular sessions without interrupting the television program and without affecting the individual needs of the teachers and the learners as well. This is not, however, possible because the timetable set for the televised instructions does not leave any room for the teacher to conduct tests. The ITV program recognizes only mid semester and final semester examinations and these are often made official three or four days before the exam. The researcher believes that administering mid semester and final examinations alone cannot be adequate to measure students' performance.

Item 19 is about teachers' participation in evaluating the organization and content of English televised lessons. Only one teacher (10%) said that he had participated in the evaluation, but the other 9 teachers (90%) responded that they did not take any part in

evaluating the organization and content of televised lessons. The researcher assumes if teachers participate in the evaluation process at all stages, the quality of the televised instructions will be greatly improved as teachers feel a sense of responsibility and ownership of the program. Moreover, it is clear that classroom teachers are the ones who experience what happens in the class, so the feedback that they give will maximize the quality of the lessons. Thus, the evaluation of the educational television program should not be left to experts and producers; it ought to be done co-operatively with classroom teachers so that learners can most benefit from television instructions. If evaluation of ITV program is done without the active involvement of the classroom teacher, the teaching-learning process will be affected to great extent.

Burns (1964) explains that even though the television teacher cannot evaluate the lessons in an effective way being in actual classrooms, he has to be sensitive to remarks and comments that are forwarded by classroom teachers and students. Wittich and Schuller (1979) also state that evaluating the instructional television program to get the overall picture about the lessons and reactions of teachers and students will help to revise the program where there are mismatches between what is intended and what is attained.

Content selection and organization are essential elements in education. Unless we identify and select contents to be taught at a certain grade level and if these selected contents are not well-organized, teaching will be ineffective, and as a result, the desired change cannot be attained in learners. Therefore, effective teaching requires identifying appropriate contents and organizing them according to the needs and interests of the learners. This, in turn, can be possible if the content and organization of the program are evaluated regularly. Here it should be borne in mind that evaluation must not be carried out only at the end of a program to check its success and failure. It is an ongoing process which must be administered at any stage, including the planning stage of the program.

4.4. Teachers' Responses with Regard to Their Degree of Freedom and Adaptability of ITV Programs

The following table shows classroom teachers' reactions to the freedom that they have in their class.

Table 4: Teachers' Responses to Their Degree of Freedom and Adaptability of ITV Programs

No.	Items		Responses					Total
			<i>Always</i>	<i>Usually</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	
20	Having enough time to introduce the new lesson and to arouse the interest of the learners.	No.	---	1	2	7	---	10
		%	---	10	20	70	---	100
21	Helping the students establish objectives for seeing the lesson before it is on air.	No.	---	1	3	5	1	10
		%	---	10	30	50	10	100
22	Re-showing the televised lesson when I feel that it helps the students' learning.	No.	---	---	---	---	10	10
		%	---	---	---	---	100	100
23	Skipping the televised lesson when I believe that it has been dealt with or unimportant.	No.	---	---	4	3	3	10
		%	---	---	40	30	30	100
24	Having enough time to conclude the lesson and entertain questions that students raise.	No.	---	1	7	1	1	10
		%	---	10	70	10	10	100
25	You have enough time to forward your questions to your learners.		Strongly Agree	Agree	Disagree	Strongly Disagree	Cannot Decide	
		No.	---	2	5	3	---	10
		%	---	20	50	30	---	100

As one can understand from Table 4, in response to item 20, only one (10%) of the sample teachers had enough time to introduce the day's lesson and arouse the interest of the learners *usually*, and 2 (20%) of the teachers responded they did this pre-lesson activity *sometimes*. The majority of the teachers, 7 (70%) of them, stated that they did it *rarely*. In response to item 21, half of the respondents, 5 (50%) of the teachers *rarely* helped their students to establish objectives so that they could expect the lesson with

purpose before it was on air. 3 teachers (30%) did this activity *sometimes* and 1 teacher did it *usually* whereas one teacher responded he *never* performed this pre-lesson activity.

It appears that activities mentioned under items 20 and 21 should be performed before the televised lesson begins. These are pre-lesson activities, and as a result they should be accomplished before the learners are engaged in the day's actual lesson. When the classroom teacher introduces the lesson, he has to relate it with the preceding lesson and he has to brief the forthcoming lesson using different techniques. If learners are encouraged to establish the objectives of the lesson before it is on air, this will help them to have purpose to attend the lesson, and so it facilitates their learning.

The teachers performed the same activity in different ways. The researcher senses that the majority of them performed it in an unacceptable way; only one teacher *usually* helped students establish objectives. However, as the researcher practically noticed, these discrepancies were not due to giving less importance or due to negligence. The time allotted to the pre-lesson activity is only 2 minutes, and it is too short to accomplish the activity. For example, suppose a teacher has class in the preceding period, he has to wind up his discussion and move to the next section. In order to arrive there, it may require 2 or more minutes.

In spite of all these predicaments, the instructional television programs do have fixed time to begin and to finish a lesson, and in most cases teachers fail to meet these inflexible timetables. These are what the researcher encountered during his classroom observation. Most of the teachers observed entered their classes after the televised lessons had begun, and this problem of time shortage to perform the pre-lesson activities was also confirmed by the vice directors and English department heads of the three schools. All of them stated that 2 minutes was not sufficient at all.

With regard to time-budgeting, Luchins (1971) argues that the classroom teacher should be given the chance to accelerate or delay presentation of television instruction if this

seems important. He mentions that instructional television should not be used as an inflexible part of a formal lesson. The classroom teacher should control the device. However, the current application of the ITV program does not give chance for the teacher to control the progress of the lessons and it appears difficult to do everything required with such a tight time limit.

Item 22 is about the opportunity of re-showing the televised lessons to promote students' further understanding of the televised lessons. For this item, all (100%) of the sample teachers responded that they *never* got such a chance. This is not because it is considered unimportant, but due to lack of the necessary facilities. Teachers have the chance to attend the television lessons only once with their students. Both previewing and re-showing are not possible. As it has been stated earlier, teachers can obtain some ideas about the lesson to be broadcast using the teacher's guide.

The researcher is of the opinion that previewing and re-showing should be integral parts of instructional television programs. Through previewing the lesson, the teacher will be in a position to plan the lesson activities in a more effective way, and he will also know when to do what and how. Re-showing is also equally important because lessons which are interesting, challenging or difficult can be repeated on the request of the learners.

With regard to item 23, 7(70%) of the sample teachers said that they skip lessons *sometimes* or *rarely* when they think that the topics have been dealt with or unimportant, and 3 teachers (30 %) stated they *never* skip lessons. As it is discussed in 4.3, the plasma television lessons are generally inflexible, and therefore they do not give any space for the teacher to make necessary changes. The researcher believes that it is quite a common practice for teachers to omit or spend little time on trivial topics, and to spend much time on topics that are very important and which are very helpful to develop the language skills of the learners. Following only the lessons of the plasma television can have an adverse effect. Thus, topics which are in line with the language

needs of the learners should be treated, and others which are irrelevant should be either modified or skipped.

Item 24 is concerning the time teachers have to conclude the day's lesson in the form of summary, and entertain questions which students raise, and ask them questions to know how much they have understood the lesson. In this regard, 7(70%) of the sample teachers responded they did this *sometimes*, while 1(10%) of the teachers answered saying that he did it *usually*. The other 2 teachers (20%) said they concluded the lesson *rarely* or *never*. In response to item 25, 2 teachers (20%) expressed that they had enough time to forward their questions to their students, but 8 (80%) of the teachers disagreed, 3 of them strongly, to this statement. In relation to this item the researcher's view is that when compared to the time allotted to pre-lesson activities, the time allotted to post lesson activities is relatively better (10 minutes), and this time may be sufficient to summarize the main points although the topic under discussion determines the time required. If the topic is quite complicated, or if students talk about a controversial issue, these ten minutes may not be sufficient to deal with questions and to wind up the learners' hot discussion. What one has to bear in mind is that the classroom teacher has to exhaust the discussion within that period as much as he can. He cannot say "We will resume our discussion next period" due to the televised instructions; the next period is not normally under his control as it is assigned to the next lesson by the television teacher.

The important figures in the classroom scenario are teachers and their students. Under normal circumstances, not only teachers but also students are responsible for making the lesson interesting and productive. Learning can be facilitated if students' needs and interests are taken into consideration and the closest person to experience and to diagnose the real interest and needs of the learners using different techniques is the classroom teacher. In order to fulfill all these responsibilities, the teacher should get enough time to discuss the problems of his students, and he should also have

opportunities to select the materials to present to his students depending upon their interests.

4.5. Teachers' Overall Reactions to Time-budgeting Issues

The next table indicates teachers' reactions to time-budgeting issues.

Table 5: Teachers' Reactions to Time-budgeting Issues

No.	Items		Responses					Total
			Strongly Agree	Agree	Disagree	Strongly Disagree	Cannot Decide	
26	The television teacher gives students sufficient time to deal with questions, to participate in group work and pair work and the time given promotes critical thinking.	No.	---	---	3	7	---	10
		%	---	---	30	70	---	100
27	Most students cope with the speed of the instructional television.	No.	---	---	3	6	1	10
		%	---	---	30	60	10	100
28	The introduction and conclusion given by the television teacher are adequate.	No.	---	6	4	---	---	10
		%	---	60	40	---	---	100
29	The television teacher takes into account the language ability, class size and classroom situation of your class while broadcasting.	No.	---	---	2	7	1	10
		%	---	---	20	70	10	100
30	The television teacher paraphrases sentences so as to ensure students' understanding of difficult ideas.	No.	---	---	2	8	---	10
		%	---	---	20	80	---	100
31	The time allotted to the television teacher (30mm) and to the classroom teacher (10mm) is fairly enough.	No.	---	---	2	8	---	10
		%	---	---	20	80	---	100

As Table 5 indicates, the ten English teachers have been asked to express their reactions to statements made about the television teacher, and all of the six items have something to do with time-budgeting of the television teacher which in turn affects the classroom teacher. In responding to item 26, all (100%) of the teachers disagreed, 7 (70%) of them

strongly, to the statement which says the television teacher gives students sufficient time to class activities.

The time that we give to our students should be determined according to the nature of the task that students are supposed to perform, and we should give more emphasis to the students' involvement. In connection with the time students are given to participate in activities, Luchins (1971) expresses that problems presented to the students do not arouse tensions for solutions because of the small time-gap between the presentation of the problem and the presentation of the solution. Students often have little time to search and as a result they just wait for the solution to be presented instead of making any effort. This encourages students to focus only on the product instead of the process and this trend can seriously affect language learning.

In response to item 27 which has almost the same central topic as that of item 26, nearly all 9 (90%) teachers disagreed, six of them strongly and one teacher (10%) answered *cannot decide*. However, the English department heads of the three schools reacted from two different perspectives. In the interview, they explained that the time management of the television teacher was not generally balanced because for activities that require a considerable span of time, only very few minutes or sometimes finger-counted seconds were given, and for tasks which require little time, the students were given much time though this was seldom. The researcher also came across such imbalances during the classroom observation. For instance, to read a ten-paragraph passage, students were given only 3 minutes. Among the 3 class monitors interviewed, one said that the time they were usually given was not enough to read something written on the screen even without understanding let alone copy it down in their exercise books.

In response to item 28, 6 teachers (60%) agreed that the introduction and conclusion given by the television teacher were adequate while the other 4 (40 %) teachers disagreed. In answering item 29, which has been about whether the television teacher has knowledge of the learners' language ability, the class size and classroom situation, 9(90%) of the teachers disagreed, two of them strongly, and one teacher answered *cannot decide*. Thus, nearly all the teachers were of the opinion that the television teacher did not take into account the above mentioned factors when broadcasting the English language lessons. This idea was also reinforced by class monitors in the interview conducted with them. One of the class monitors said that it seemed to him the television programs were designed in line with the students of developed countries where 20 or 25 students would be found in one section. In a crowded classroom where 80 or 90 students were attending, the television teacher would request the classroom teacher to form 2 or 3 groups which was rather impractical.

Burns (1964) stresses students' differences in their ability which is found in a single classroom and the range of differences that exists between learners in the entire area where the television transmission is supposed to cover shall be taken into account when there is a plan to use television for instructional purposes.

In relation to item 30, which was about the television teacher's use of paraphrasing so as to ensure students' understanding of difficult ideas, all (100%) of the teachers disagreed, 8 of them strongly. This response clearly indicates that the television teacher did not take enough time to paraphrase difficult concepts to the students. According to the researcher's view, paraphrasing is actually more practical and effective when it is employed during face-to-face interaction as the speaker can read the faces of the listeners. In the absence of face-to-face communication, where the interlocutors are far apart, paraphrasing is simply made on the basis of the speaker's feelings and personal assumptions.

Glenda (1995) describes that the lesson we want to teach to our students should be presented in a variety of ways and this will enhance students' understanding. It should be noted that students do not learn in the same way, so it is important to use different techniques and one way which can help students understand the difficult part of a lesson is through paraphrasing.

With regard to item 31 which dealt with whether the time allotment between the television teacher and the classroom teacher is fair all (100%) of the teachers disagreed, 8 of them strongly. All the sample teachers expressed this time distribution to be unfair. From their response, it is possible to infer that the television teacher has been given the lion's share, and the time given to the classroom teacher to help students with their language problems is rather very little.

Here it appears that the main concern should be the learners' exposure to the language. Taylor (2000) explains that in order to help students achieve their goals, the teacher should give them more time to learn the language in a meaningful way. Learners should be given enough opportunities so that they can directly and freely involve themselves and use the language at their disposal. Thus, what matters more is not the time allotted to the teachers, but the time given to the students to use the language for effective communication.

4.6. Availability and Interrelatedness of Learning Materials, and Students' Participation and Achievement

The next table deals with items related to the availability of materials, students' participation and achievement.

Table 6: Students' Responses to the Availability and Interrelatedness of Learning Materials, and Their Own Participation and Achievement in Language Lessons

No.	Items		Responses		Total
			Yes	No	
1	Are you provided with student's guide regarding the televised lessons?	No.	17	158	175
		%	9.71	90.29	100
2	Do the televised lessons and the textbook always match?	No.	156	19	175
		%	89.14	10.86	100
3	Do you attend English televised lessons regularly?	No.	159	16	175
		%	90.86	9.14	100
4	Do you usually participate in group work and pair work?	No.	150	25	175
		%	85.71	14.29	100
5	Do you think that you have brought a considerable change in your language ability because of televised instructions?	No.	116	59	175
		%	66.29	33.71	100

With regard to item 1, Table 6 shows that out of the 175 respondents, 158(90.29%) students did not have the student's guide regarding the television lessons, and only 17(9.71%) had access to this guide. This indicates that most students do not possess the student's guide for the television lessons and the researcher considers this fact as a major problem which can significantly affect the students' progress. In response to item 2, which is about the interrelatedness of the televised lessons to the textbook, 156 (89.14%) students responded that the televised lessons and the textbook were closely interrelated, but 19 students (10.86%) replied saying *no*. Hence, the strong claim made by EMA about the intermarriage between the television lessons and the textbook was confirmed by the majority of the students.

In response to item 3, which asks the students if they attended televised lessons regularly, 159 (90.86%) replied *yes* and 16 (9.14) students replied *no*. Moreover, in answering item 4, which is concerned with students' participation in group work and pair work, 150 (85.71%) of the students confirmed that they participated in group and pair work whereas 25 students (14.29%) responded *no*. Of the sample respondents, 116 (66.29%) stated that

they brought a considerable change in their language ability because of attending televised instructions; however, 59 students (33.71%) indicated that they did not bring that much change as a response to item 5. From the above data, it is possible to understand that many students have positive attitude towards televised instructions and this can be also inferred from the response students gave to the open-ended item 26.

Effective learning is best realized when learning materials which meet the level and interest of the learners are available. If there is shortage or problem of distribution of the materials, students' progress will not be achieved easily. It should be taken into account that learning materials play a great role in enhancing and facilitating students' involvement in various activities in language lessons.

Moreover, it seems that students can be successful in using the language for communicative purposes when their involvement in group and pair discussions is properly managed and applied. Nevertheless, the researcher senses that even though many of the students mentioned their participation in various class activities, the time that they are given is not usually sufficient to fully engage themselves in the activities to express their ideas. If we restrict their time to the extent that they have to interrupt their active group and pair discussions now and then, this will bear a detrimental effect on their language development. Therefore, the researcher assumes that when students are required to participate in discussions, more emphasis should be given to the process through which they pass thereby using the language than the end product. We should give due place to the steps that they have to go in search for the solution to the problem instead of urging them to simply come up with the solution.

4.7. Students' Responses to the Roles of the Classroom Teacher before Televised Lessons

The following table shows students' responses to the roles of the classroom teacher before televised lessons.

Table 7: Students' Responses to the Roles of the Classroom Teacher before Televised Lessons

No.	Items		Responses					Total
			Always	Usually	Some-times	Rarely	Never	
6	The classroom teacher introduces the topic.	No.	113	32	11	17	2	175
		%	64.57	18.29	6.29	9.71	1.14	100
7	The classroom teacher explains the objectives of the lesson.	No.	80	34	28	19	14	175
		%	45.71	19.43	16.0	10.86	8.0	100
8	The classroom teacher encourages us to predict what the lesson is all about.	No.	26	21	19	37	72	175
		%	14.86	12.0	10.86	21.14	41.14	100
9	The classroom teacher explains key concepts and words that help us to understand the lesson.	No.	71	59	20	19	6	175
		%	40.57	33.71	11.43	10.86	3.43	100

According to the responses of the sample students with regard to item 6, 113 (64.57%) students responded that the classroom teacher introduced the day's lesson *always*, and 32(18.29%) students replied *usually* for the same item. Moreover, 11(6.29%) and 17 (9.71%) students responded *sometimes and rarely* respectively while 2 (1.14%) students replied *never*. As regards item 7, which has been about the classroom teacher's explaining the objectives of the lesson, around two-third of the students (65.14%) replied *always* or *usually*, and 47(26.86%) students answered *sometimes* or *rarely* whereas 14 (8%) students responded *never*.

As per the responses of the sample students to item 8, 109(62.28%) of them responded that their teachers *rarely* or *never* encouraged them to predict what the day's lesson was all about. For the same item 19(10.86%) responded *sometimes* while 47(26.86%) of the students responded *always* or *usually*. In connection with item 9, 130(74.28%) of the students confirmed that their teachers *always* or *usually* explained key concepts and words which helped them to understand the lesson. Other 39(22.29%) students responded *sometimes* or *rarely* whereas 6(3.43%) students mentioned their teachers never did this.

If we compare the responses of the teachers and the students to items 6, 7 and 9, we can clearly observe contradiction. The sample teachers replied that they could not properly accomplish the pre-lesson activities due to shortage of time; however, the majority of the students stated that the pre-lesson activities mentioned under the three items were performed properly. During the classroom observation, the researcher noticed that teachers wrote the lesson topic and the objectives on the blackboard usually after the television program had begun. And in some cases the teachers would tell the students the topic and the objectives orally while the television teacher was presenting the lesson. Therefore, the students' responses might be to refer to what the classroom teachers did on their arrival without considering the resumption of the televised lessons.

As it has already been mentioned in 4.4, the duty of the classroom teacher at this stage is to create a conducive atmosphere for the teaching-learning process and to achieve this, the teacher is expected to introduce the lesson which is going to be presented, and involve students in brainstorming activities so that they can be eager to learn with interest. However, it should be noted that the teacher may face problems related to time constraint as it has been stated before. The time allotted to the pre-lesson activity is only two minutes and the researcher presupposes that this time is not sufficient. What one should bear in mind is that these two minutes may elapse during transition from one classroom to another. Thus, it seems that due to the inflexible nature of the televised program and its rigid schedule, the classroom teachers face a serious time shortage to perform the per-lesson activities.

4.8. Students' Responses to the Roles of the Classroom Teacher during Televised Lessons

The following table presents students' responses to the roles of the classroom teacher while the television lesson is going on.

Table 8: Students' Responses to the Roles of the Classroom Teacher during Televised Lessons

No.	Items		Responses					Total
			Always	Usually	Some-times	Rarely	Never	
10	The classroom teacher tells us to pay attention and follow the televised instruction carefully, and take notes as necessary.	No.	110	46	8	9	2	175
		%	62.86	26.29	4.57	5.14	1.14	100
11	The classroom teacher writes important points and expressions on the blackboard while the televised lesson is going on.	No.	103	46	14	9	3	175
		%	58.86	26.29	8.0	5.14	1.71	100
12	The classroom teacher encourages us to be active participants in the activities and drills that are given by the television teacher.	No.	81	64	17	11	2	175
		%	46.29	36.57	9.71	6.29	1.14	100

The first item in Table 8, that is item 10, is supposed to be the day-to-day routine of the classroom teacher and in line with this the majority of the students 156 (89.15%) responded *always* and *usually*. 8(4.57%) students said their teacher did so this *sometimes* whereas 11 students (6.28%) responded *rarely* or *never*. Item 11 is related to the effective use of the blackboard by the classroom teacher. 103(58.86%) students said the teacher wrote important points on the blackboard *always*, and 46(26.29%) students responded *usually* to the same item. The remaining students that add up to 26 (14.85%) responded *sometimes*, *rarely* or *never*. In connection with item 11 what should be borne in mind is the space that the teacher can obtain to use the blackboard effectively. As it has been already mentioned, large part of the blackboard is covered by the television screen during transmission, so the teacher can make use of a limited space at this stage. He can get enough space on the board only when the plasma screen is relocated in its box and this happens at the end of the transmission.

In response to item 12, 145 (82.86%) of the sample students said their teachers encouraged them to be active participants *always* or *usually*. The remaining students which add up to 30 (17.14%) answered *sometimes*, *rarely* or *never* to the same item. As per the responses of the majority of the students to items 10, 11 and 12, one can infer that the classroom teacher is busy in helping students understand the lesson and in trying his best to ensure students' participation and active involvement.

While the television lesson is going on the classroom teacher is expected to do a lot of activities in order to enhance the students' learning. The length of each televised lesson is 30 minutes. At this stage, apart from maintaining classroom discipline, the teacher plays a supportive role. He encourages the students to participate in group or pair activities, to ask or answer questions as necessary. Moreover, there may be times in which the students will be organized in pairs and groups to do certain activities, so the classroom teacher will be responsible to organize the learners when requested by the television teacher. He is also expected to explain and clarify instructions which are difficult for the students to understand. This indicates that the classroom teacher does not take a back seat while the television lesson is being conducted. He has got a lot of tasks to perform in order to facilitate his students' learning. Therefore, during this stage in addition to maintaining the classroom discipline, he also serves as a facilitator and manager of the teaching-learning process.

4.9. Students' Responses to the Roles of the Classroom Teacher after Televised Lessons

The following table presents some of the major activities of the classroom teacher after the televised lesson and students' reactions.

Table 9: Students' Responses to the Roles of the Classroom Teacher after Televised Lessons

No.	Items		Responses					Total
			Always	Usually	Sometimes	Rarely	Never	
13	The classroom teacher encourages us to ask questions about topics that we cannot understand.	No.	63	60	25	15	12	175
		%	36.0	34.29	14.29	8.57	6.85	100
14	At the end of the lesson our teacher encourages us to conclude the main points of the lesson with our own expressions either orally or in writing to diagnose our understanding.	No.	10	18	30	47	70	175
		%	5.71	10.29	17.14	26.86	40	100
15	The classroom teacher has enough time to help learners whenever they are in need of assistance.	No.	12	11	22	40	90	175
		%	6.85	6.29	12.57	22.86	51.43	100

As it can be seen in the table above, item 13, which deals with the teacher's role in encouraging students to ask question to clear their doubts, 123(70.29%) students said their teacher did so *always* or *usually*. For the same item, 25(14.29%), 15(8.57%) and 12(6.85%) responded *sometimes*, *rarely* and *never* respectively. Regarding item 14, two-third of the sample students (66.86%) said that their teachers *rarely* or *never* encouraged them to conclude the day's lesson in their own expressions. Only 28 students (16%) replied their teacher did this *always* or *usually* while 30 students (17.14%) responded *sometimes*.

From the responses of the students it is possible to infer that encouraging students to summarize the main points and report this to the class is not frequently practiced by the English language teachers. However, what should be noted is that summary and report are skills that students are expected to master at this grade level and in the long run these skills will be quite helpful when they join higher institutions. Here it should be noted that although the data revealed that English language teachers did not often encourage their

students to summarize the important points of the lessons, it is one of the best ways to evaluate students' understanding of the subject matter. Besides, language teachers have to encourage their students to give brief explanation and summary as it is a skill by itself which helps students to learn how to develop and organize their ideas.

In response to item 15, which has been about teachers' having sufficient time to help students, 130 (74.29%) of the students said that their teachers *rarely* or *never* had enough time. Only 45(25.71%) students responded *always*, *usually* or *sometimes*. The students' responses for the last two items indicate that teachers are not in a position to help their students as much as they can during the last 10 minutes. This is assumed to be due to the time shortage that teachers face.

After the broadcast, the classroom teacher is left with 10 minutes. During this remaining time he is expected to discuss the main points of the lesson presented, and clarify concepts that seem difficult for his students to understand. To this effect, he has to sense and identify which area of the lesson has posed challenges to his students during the broadcast. He should also answer questions that can be raised by the students and he may also ask the students some questions to check their understanding with regard to the topic that they have just learnt.

4.10. Students' Reactions to Lessons Conducted during Power Interruption and in the Absence of the Classroom Teacher

The following table shows students' reactions to classes conducted during power interruption and in the absence of the classroom teacher.

Table 10: Students’ Reactions to Lessons Conducted during Power Interruption and in the Absence of the Classroom Teacher

No.	Items		Responses					Total
			Always	Usually	Some-times	Rarely	Never	
16	When there is power failure, our teacher takes the role of the plasma teacher and conducts the same lesson successfully and effectively.	No.	53	54	36	19	13	175
		%	30.29	30.86	20.57	10.85	7.43	100
22	When the classroom teacher is absent from school for some reasons, students can manage their own learning as far as the television is open.		Strongly Agree	Agree	Disagree	Strongly Disagree	Cannot Decide	
		No.	24	26	38	84	3	175
		%	13.72	14.86	21.71	48.0	1.71	100

In response to item 16, which is about the role of the classroom teacher when there is power failure, 107 (61.15%) students responded that their teachers *always* or *usually* covered the same lesson successfully, 36(20.57%) students replied *sometimes* while the other 32 students (18.28%) answered *rarely* or *never*. The interview revealed a different result. Two vice directors claimed that televised lessons made classroom teachers inactive. One of the two vice directors stated that instructional television made teachers too much dependent and as a result some teachers did not have adequate lesson preparations to use. The other vice director expressed his reaction saying that it made teachers passive. The two vice directors commented that these kinds of teachers would be exposed during power failure. They would either leave the classroom or sit in the classroom idle telling students to do something unrelated to the lesson.

With regard to item 22, which deals with classes conducted in the absence of the teacher, more than two-third of the respondents 122(69.71%) *disagreed*, 84(48%) of them strongly. 50 students (28.58%) *agreed* while 3(1.71%) students replied *cannot decide*.

The result of the data shows the classroom teacher's significance and it also opposes the opinion of some people who think that television instructions have the capacity of supplanting the classroom teacher. The interview with the class monitors also showed that in order to maintain classroom discipline and to organize students in groups and pairs along with giving some explanations, the presence of the classroom teacher would be very vital.

The transmission of the televised lessons can be interrupted because of a number of reasons. Here the researcher has focused on one of the chief factors which he considers a serious problem: power interruption and what the role of the classroom teacher looks like in such a situation. On the other hand, when the classroom teacher encounters a problem beyond his control, he may be absent from his work. In the mean time, following the say, "Something is better than nothing" students often switch on the television and attend the lesson, but one can raise questions in relation to the effectiveness of the lessons and whether students can manage their own learning in the absence of the classroom teacher. The result indicated that classes conducted without the presence of the classroom teacher would be affected to a great extent.

4.11. Students' Reactions to the Pace of the Television Teacher and Other Time-related Issues.

The following table presents students' reactions to time-related issues.

Table11: Students’ Reactions to the Pace of the Television Teacher and Other Time-related Issues

No.	Items		Responses					Total
			Strongly Agree	Agree	Disagree	Strongly Disagree	Cannot decide	
18	Asking a question and giving its answer after a predetermined time limit shown on the screen makes learners passive.	No.	71	20	41	31	12	175
		%	40.57	11.43	23.43	17.71	6.86	100
19	The pace of the television teacher is a serious problem. He or she is too fast to follow.	No.	102	41	19	7	6	175
		%	58.28	23.43	10.86	4.0	3.43	100
21	In most cases the time given for questions that are asked by the television teacher is so short that it cannot be enough even to understand the essence of the question let alone to answer or solve it.	No.	103	35	24	8	5	175
		%	58.85	20.0	13.71	4.57	2.87	100
23	If students cannot ask questions or clear misunderstandings on the spot, this affects students’ learning to a great extent.	No.	126	31	8	7	3	175
		%	72.0	17.71	4.57	4.0	1.71	100

As the above table shows, in response to item 18, out of the 175 sample students, 91(52%) expressed their agreement 71(40.57%) of them *strongly* that the predetermined time which was shown on the screen to answer questions would make learners passive. 72(41.14%) students *disagreed* to this statement and 12 students (6.86%) responded *cannot decide*. The researcher believes that though it is important to fix the time limit so that students make every possible effort to answer the question, the time given should consider all factors which can affect students’ response within that range. Thus, it is better to give space for such conditions; however, the instructional television does not give any compromise and its time limit is not negotiable. This may have a strong impact on students’ participation. In the conventional method teachers used to withhold answers for

a while if they thought that students did not attempt the question well, but in televised lessons, the answer is always disclosed immediately after the time given is completed. This idea was also confirmed by the English department heads and class monitors during the interview. They explained that time limit might help clever students as they are very sharp in understanding the nature of the question and finding the solution, but average and slow learners are disadvantaged because when they watch the short duration of time on the screen, they will be discouraged and give up making any attempt.

With regard to item 19, which deals with the pace of the television teacher, 163(81.71%) students agreed, 102(58.28%) of them strongly, that the pace of the television teacher was a serious problem. Only 26(14.86%) students disagreed, and 6(3.43%) responded *cannot decide*. The department heads and class monitors interviewed also explained that the major problem students faced during televised lessons was the pace of the television teacher. Nevertheless, the department heads said that there were also cases when time was wasted unnecessarily on unimportant topics though this was rare.

Wittich and Schuller (1979) discuss that the major limitations of instructional television amongst others are its predetermined pace and the inability of the television teacher to see the kind of reaction the program gets from the learners. When one thinks of teaching a lesson, he has to adjust his pace by observing his learners' reactions and the nature of the topic being discussed, but the television teacher cannot adjust his speed taking these factors into consideration.

In connection with item 21, which was about the length of time given to questions, 138(78.85) students agreed that the time was insufficient, and only 32(18.28%) students disagreed while 5 students (2.87%) responded *cannot decide*. The researcher also experienced students' facing the same problem during the classroom observation. It seems

that the television teacher's lesson presentation does not usually match the students' level of understanding and the difficulty level of the questions.

As regards item 23, 157(89.71%) agreed that not getting immediate answers to their doubts or questions would greatly affect their learning. 15(8.57%) disagreed and 3 students (1.71%) responded *cannot decide* to the same item. As per the researcher's opinion, doubts and misunderstandings that students encounter while they are learning should be cleared as soon as they occur; otherwise, students will be preoccupied with the questions or doubts they have in their mind and this disrupts their attention towards the lesson that is being conducted.

Generally speaking, when lessons are designed, students' ability should be kept in mind. Classroom teachers have the opportunity to read their students' faces and adjust their pace as necessary. However, the television teacher cannot observe the students' reactions to the lesson under way and as a result he is not able to adjust his speed according to the immediate feedback that he gets from the learners in various forms. The television teacher uses only a predetermined pace which does not consider the reactions of students' in the actual classroom and this has a negative impact upon the learners' understanding of the lesson.

4.12 Students' Responses to Lesson Presentation Methods of the Television Teacher

The following table presents students' reactions to lesson presentation methods of the plasma teacher.

Table 12: Students' Responses to Lesson Presentation Methods of the Television Teacher

No.	Items		Responses					Total
			Strongly Agree	Agree	Disagree	Strongly Disagree	Cannot decide	
17	Learners do not have choice over what part of the material to be used. Everything is taught; no selection is made.	No.	91	37	25	12	10	175
		%	52.0	21.14	14.29	6.86	5.71	100
20	Since ITV programs are helpful for enhancing student-student interaction learners' involvement during televised lessons is high.	No.	31	29	70	34	11	175
		%	17.71	16.57	40.0	19.43	6.29	100
24	The plasma teacher paraphrases sentences to ensure students' understanding of ideas and concepts that are difficult to comprehend.	No.	30	92	24	15	14	175
		%	17.14	52.57	13.72	8.57	8.0	100

Regarding item 17, as it can be seen in the table the majority of the students, 128(73.14%) agreed that they did not have choice about what part of the material to be used. Moreover, to the same item 37(21.14%) students expressed their disagreement and 10(5.71%) students replied *cannot decide*. The researcher supposes that teaching can be effective when it considers the needs of the learners. If we closely observe the way how the television lessons are organized, we see that noting is left out from the textbook.

With regard to item 20, which deals with the helpfulness of ITV programs to enhance student-student interaction, 104 students (59.43%) disagreed. 60(34.28%) agreed and 11 students (16.29%) responded *cannot decide*. From the data it is possible to infer that although the English televised lessons are intended to promote interactivity, the way how they are implemented does not result in the desired student-student interaction following the communicative language teaching principles. The researcher believes that students' interaction is hindered in the classroom because the time given in some cases elapses before the students form their discussion group and such problems were noticed during the classroom observation.

Concerning item 24, which is about the television teacher's use of paraphrasing, 122(69.71%) agreed that the television teacher used paraphrasing and 39(22.29%) students disagreed whereas 14 students (8%) answered the same item saying *cannot decide*. Paraphrasing is an important technique that teachers use to make difficult concepts clear in simple and plain language. However, students who gave response to the open-ended item in the questionnaire expressed their problem in understanding the pronunciation of the television teacher, and as a result even if a difficult concept was paraphrased, they often failed to understand it. They said it was quite different from their classroom teacher's pronunciation and it would often cause difficulty for them to understand.

Language teachers should be systematic and creative when they present their lessons to students. They have to make the lesson interesting and to this effect they have to use various techniques which can help them to ensure the understanding and active participation of learners during the language lesson. If teachers employ the same technique without considering the interests of their students, this may make students bored. Teachers are also expected to be selective. They should not waste much time on simple topics. Teachers should be also resourceful and produce their own texts and exercises in order to enhance students' learning. They are not expected to be entirely dependent on textbooks.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter briefly presents conclusions drawn from the discussions and results of the study. It also forwards recommendations.

5.1. Conclusions

Satellite television instruction which is a recently introduced phenomenon in the education system of our country can contribute much towards assisting and promoting classroom instruction. In English language lessons, it can play a significant role in motivating students through presenting film clips that have relevance to the topic under discussion. Information transferred through television is different from the conventional method of teaching because of the audio-visual nature of presentation which instructional television uses. Explanations and examples related to the subject can be presented visually, so the learners will get motivated and their desire for learning will increase. Besides, students' exposure to native speakers of English also helps them to learn the different aspects of the language and use them to develop their skills.

However, what should be borne in mind is that these good qualities of instructional television can be exploited when it is used properly and when the facilities for its implementation are available in an organized way. To this effect, all those who are responsible should strive to make the program effective and successful. This success can be achieved if all concerned bodies work co-operatively with positive thinking to welcome comments and be ready to respond to drawbacks and to strengthen the good qualities of the program. Television and instruction cannot move ahead, hand-in-hand, unless there is understanding, cross-checking and cooperation between the different people who are involved in the program at different stages.

This study was carried out with the aim of exploring the impacts of satellite television education on English language teaching. In order to examine the impacts thoroughly, the study involved teachers, students and school administrators. Data were gathered using different instruments. Based on the results obtained from the responses of the questionnaires, classroom observations and interviews conducted, the following conclusions have been made.

The results of the study indicated that students were generally interested in learning English via satellite television, but they complained about its speed, shortage of learning materials and shortage of time given to do different language activities. On the other hand, teachers were not that much comfortable about English language teaching and learning through satellite television and they mentioned a number of problems that they encountered.

It is clear that when there is change, there may be resistance and this can occur due to lack of awareness, bias and the like. Therefore, it would be better to create favorable conditions that help teachers to recognize the advantages that their students secured due to learning via plasma television and to this effect a lot of effort should be made by all concerned bodies. It is also found out that there are cases where the applications of televised instructions go against the principles of communicative language teaching and learning, so in order to make the program effective and successful, these problems should be closely examined.

The results of the study indicated that teachers did not have formal training with regard to instructional television. The importance of training, particularly in relation to a newly introduced technology, is crucial for a number of reasons. The plasma display panels that are installed in government high schools are very expensive and as a result they require proper care and handling. This is possible when the classroom teacher who utilizes them has some know-how which is supported by training. Besides, the teacher should also be

given training on the skill which is required to synthesize the televised lessons with that of his own.

Students also use the plasma television without any orientation when their classroom teacher is absent. The majority of the students responded that attending the television instruction in the absence of the classroom teacher was problematic. However, in spite of all the problems they encounter, attending the lesson is better than sitting idle. Hence, the first precondition to use the plasma television is to know its operation. This is very important because students are generally inquisitive and they may touch the different parts of the device due to their strong interest to discover something new. Meanwhile, they can cause damage or they may hurt themselves. It should be understood that sensitive electronic devices such as the plasma television can be damaged easily, but their maintenance can take weeks or months.

The study has also indicated that there is a problem with regard to supply and distribution of materials that are supposed to facilitate the success of instructional television programs. The program material which is supplied to teachers is only the television lesson guide in printed form. Although this guide gives the teachers the general framework of the lesson, it does not contain details. This gap can be filled if other support materials are available. However, as the results indicate teachers do not have any access to supplementary materials and lack of these materials greatly affects the implementation of the televised instructions. In addition, it has been found out that almost all the learners do not have the student's guide of the televised lessons. Attending the lesson without this guide hinders the learners' participation. If students come to class reading the guide, they will have some idea about the lesson, so it will be easy for them to attend the lesson. They know when to work in groups, in pairs or individually and this helps them to use their time wisely and effectively.

Here it should be noted that printing the teacher's guide is relatively easy as the number of teachers is small. On the other hand, providing printed materials for the learners is

cumbersome both in terms of bulk and cost. However, as long as schools need their students to benefit from the television programs, they have to find means and ways of distributing the guide to the students.

The teachers' responses showed that the instructional television programs are not adaptable. This made teachers strictly follow the television programs. However few teachers adapted the televised lessons in their own way by switching off the instructional television program. It is assumed that the classroom teachers' basic responsibility should be considering and responding to the needs of their students, but with regard to televised lessons, the teacher cannot adapt them under normal circumstance. The nature of the televised lessons appears to be a straightjacket which does not give opportunity for the teachers to re-organize and adjust lessons as required.

Nearly all the teachers involved in this study mentioned that they did not participate in evaluating instructional television programs. Evaluation is an important element in the process of teaching and learning. The ITV program evaluation can be meaningful only when it involves the classroom teachers as they know the problems encountered and the opportunities gained. One can confidently point out that it is the classroom teachers who work on the front lines and wrestle with problems everyday, and they are the most knowledgeable about what actually happens in the classroom, so it is to such people who directly experience the reality that we should turn for insights and knowledge about the implementation of instructional television. Though this is the bare fact, the teachers did not get the chance to evaluate the instructional television programs.

The results of the study also indicate that in each classroom where the plasma television was fixed, teachers and students could not use the blackboard effectively. Teachers often write important short notes which are related to the lesson under discussion on the blackboard for their students to take them down in their exercise books. Nevertheless, this cannot be performed efficiently because of the improper installation of the plasma

televisions. The blackboards that are found in classrooms are of two types. Some are made of cement and are permanently fixed on the walls. Others are made of boards. Those which are made of cement remain at the center, but when the instructional television functions, they will be covered by the television. Those which are made of boards are shifted to one corner of the classroom where all the students cannot equally see what is written there. In both situations students and teachers face problems and it is rather difficult to use the blackboard properly.

It has been found out that the timetable set for the televised lessons does not leave any space for tests and because of this, teachers administer tests in various ways, and in some cases teachers are obliged to evaluate their students using different mechanisms other than formal tests. Teachers have taken different measures as alternatives because an appropriate schedule for testing their students is not included when the television lesson program is designed. Only mid semester and final semester examinations have been given due attention, but tests as well as the time necessary to administer them is completely neglected.

The students' responses indicated that the pace of the television teacher was so fast that it gave them hard time to follow the lessons. Although many students who participated in this study had positive attitude towards televised instructions, they complained about its pace. The English department heads expressed their opinion in a different way concerning the pace. They said most of the time it was very fast and in rare occasions it was too slow. This shows that in both cases there is an imbalance in time-budgeting. This improper time utilization results in either covering a larger portion within the shortest time possible or extending a trivial topic to take much time unnecessarily. These two conditions affect the students' attention to follow the lesson. In the former case, they will not be in a position to grasp the main ideas they are expected to learn, and in the latter case they may be bored. In the final outcome, this may lead students to develop fatigue, restlessness and even hatred towards the lessons. What should be taken into account here is that if the

students cannot cope with the pace of the television teacher, the effort that has been exerted to organize and produce the program will be in vain. The target of all teaching techniques should be geared towards students' learning as far as the main concern is to help students learn the language.

From the teachers' and English department heads' responses, it was found out that although they complained about the whole time allocation which existed between the television teacher and the classroom teacher, they specifically made clear that the first two minutes given to pre-lesson activities was totally absurd. They expressed that this time was too short to accomplish what was expected from the teacher. It should be noted that students' engagement in different activities during the actual lesson is very important and in order to achieve this, teachers must introduce the topic to their students and arouse their interests at the beginning of the period to pave way to the forthcoming lesson. The pre-lesson activities will help students to spend the rest of the period in a productive and meaningful way. When time is allotted, different factors should be considered. In the case of pre-lesson, for example, teachers may not arrive in their class at the stated time for various reasons. It is obvious that time is quite easily lost in transition- moving from place to place, clearing doubts of students in the preceding section and the like .

5.2. Recommendations

Based on the results and conclusions drawn, the following recommendations have been put forward.

1. The satellite television programs are transmitted through plasma display panels which are devices that use advanced technology. The ITV programs were also introduced in the country's education system recently. All this calls for training, but it has not been conducted properly. Teachers as well as students should be given appropriate training that helps them to operate the instructional television. In addition, it is necessary to

acquaint teachers with television instructions so that they can enhance their students' learning by harmonizing the televised lessons with that of their own.

2. In order to make televised instructions effective, teachers and learners should be provided with all the necessary materials. With regard to teachers, for example, both previewing and re-showing the televised lessons are not possible in the current application of the program because of lack of supplementary materials. Therefore, it is recommended that teachers have access to these materials which enable them to preview and re-show the televised lessons. As regards the learners, most of them do not have the student's guide of the televised lessons. This should be considered as a critical problem which impedes the proper implementation of the program, so schools should plan mechanisms that help to distribute the guide to their students.
3. The organization of the television programs does not leave any room for the teacher to adapt the lesson when necessary. This practice does not go with the principles of teaching in relation to effective use of teaching materials. Under normal circumstance, teachers are supposed to be selective considering the needs and interests of their learners. They are not expected to present everything; they may omit, adapt, modify or change the lesson after careful consideration. Nevertheless, what is practiced in the case of televised instructions is to attempt to present all the topics in the text book whether it is trivial or important. This is unsystematic application, so if at all possible, it is better to leave the choice of the topics to the classroom teacher. In such a case, the classroom teacher can entertain the opportunity to adapt the lesson according to the actual situation which he encounters in the classroom. If this does not work, the ITV program should be revised and all those who participate in the evaluation should be highly selective so that they incorporate important topics and omit the less important ones.

4. Evaluation is a vital element in education and becomes effective when it involves all the stakeholders. Classroom teachers, in this regard, are the most important ones and so they must be given significant position. To this effect, they should be encouraged to actively participate in evaluating instructional television programs as they directly experience what happens in the classroom. Evaluation should not be a one-off activity; it should be conducted regularly with the active participation of classroom teachers so that constructive and timely feedbacks, comments and suggestions can be obtained.

5. The current position where the plasma televisions are fixed in many classrooms causes inconvenience both for teachers and students to use the blackboard. Removing the blackboard from the center and using the space for the instructional televisions is not advisable. It is better to fix the plasma television at one corner in front of the classroom. This position does not affect the teacher's using the blackboard any time he wants, and it does not also affect students' viewing the television programs because the plasma television, due to its nature, can allow students to attend the lesson from any angle.

6. Tests are essential to diagnose the learners' language ability and to check their progress. However, tests are not given due attention in the ITV programs. Because of this fact, teachers administer tests using different mechanisms, some affecting the transmission of the televised lessons. The ITV program should not only include mid semester and final semester examinations, but it should also include tests, and to this effect the present television program should be reconsidered to include the necessary timetable for tests.

7. The pace of the television teacher should consider the language ability of the majority of the students, and to this effect a careful study should be conducted by the producers of the televised lessons and the television teachers. This can be meaningful when it is

supported by classroom observations which focus on assessing the language ability of the students in the actual classroom.

8. The pre-lesson activity is very important and during this time apart from switching on the instructional television, selecting the appropriate channel number, adjusting color and picture, the classroom teacher is also expected to introduce the day's lesson and arouse the interest of the learners. He is also required to explain key words which help students to attend the lesson. In order to do all this successfully two minutes is not enough, so it is recommended that the duration of one period to be 45 minutes of which the first five minutes to be allotted to pre-lesson activities.

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Part II. Program Materials

No.		Yes	No
8	Are you provided with the teacher's guide well in advance before the televised lessons?		
9	Does the teacher's guide clearly state the nature of the televised lessons and their objectives?		
10	Does the description in the teacher's guide contain enough information so that you can discuss key concepts, explain key vocabulary, and outline viewing goals in advance?		
11	Is there any mention of teacher and learner roles in the teacher's guide?		
12	Does the teacher's guide include suggestions for involving learners in different activities using different modes of classroom organization?		
13	Do you have access to other materials that can support the television instruction such as ITV video series, cassette recorders and the like?		

Part III. Program Organization and Content

14	Are the contents of the television programs similar to the contents of Grade 11 English text book?		
15	Does the organization of the program and its content clearly fit announced learning objectives?		
16	Can you check the nature of the program before using it?		
17	Can you adapt or change the television program so that you can have another way of presenting the lesson?		
18	Is the timetable set for ITV programs convenient to you?		
19	Have you ever been asked to evaluate the organization and content of televised instructions?		

Part IV. Implementation of ITV Programs

i) The following items are about the implementation of ITV programs. Indicate the extent to which you carry out these activities when you utilize the program. Show your answer putting a tick (✓) against each item.

Key: Always= 4 Usually = 3 Sometimes =2 Rarely =1 Never = 0

No.	Activity	Rating Scales				
		4	3	2	1	0
20	Having enough time to introduce the new lesson and to arouse the interest of the learners.					
21	Helping students establish objectives for seeing the lesson before it is on air.					
22	Re-showing the televised lesson when I feel that it helps the students' learning.					
23	Skipping the televised lesson when I believe that it has been already dealt with or is unimportant.					
24	Having enough time to conclude the lesson and entertain questions that students raise.					

ii) The following items are also related to the actual ITV program utilization. Indicate the degree of your reaction after reading each statement carefully. Show your answer using a tick mark (✓) against each item.

Key: Strongly agree = 4 Agree = 3 Disagree =2
Strongly disagree =1 Cannot decide = 0

No	Statement	Rating Scales				
		4	3	2	1	0
25	You have enough time to forward your questions to your learners.					
26	The television teacher gives students sufficient time to deal with questions, to participate in group work and pair work and the time given promotes critical thinking.					
27	Most students cope with the speed of the instructional television.					

28	The introduction and conclusion given by the television teacher are adequate.					
29	The television teacher takes into account the language ability, class size and classroom situation of your class while broadcasting.					
30	The television teacher paraphrases sentences so as to ensure students' understanding of difficult ideas.					
31	The time allotted to the television teacher (30mm) and to the classroom teacher (10mm) is fairly enough.					

32. If you have any additional comments, please, write them below.

APPENDIX B

አዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ መርሃ-ግብር የውጪ ቋንቋዎች ስነ-ጽሁፍና ትምህርት ክፍል የተማሪዎች መጠይቅ

ውድ ተማሪዎች፤

የዚህ መጠይቅ ዋና አላማ የእንግሊዘኛ ቋንቋን ለ11ኛ ክፍል ተማሪዎች በማስተማር ረገድ ፕላንማ ቴሌቪዥን ስላለው ድርሻና ተዛማጅ ጉዳዮች መረጃ ለማሰባሰብ ነው።

ስለዚህ ውድ ተማሪዎች በክፍል ውስጥ እየተጠቀማችሁበት ስላላችሁት የ11ኛ ክፍል የእንግሊዘኛ ትምህርት በቴሌቪዥን ስርጭት አስፈላጊውን መረጃ እንድትሰጡና ካላችሁ ልምድ በመነሣት በመጠይቁ ውስጥ የቀረቡትን ጥያቄዎች በጥሞና እንድትመልሱ ትጠየቃላችሁ። እናንተ የምታደርጉት አስተዋፅኦ ለዚህ ጥናት መሣካት ጉልህ ድርሻ ይኖረዋል። ስም መጻፍ አያስፈለገም።

ስለትብብራችሁ በቅድሚያ አመሰግናለሁ

ክፍል 1

ለሚከተሉት ጥያቄዎች በሣጥን ውስጥ የ (✓) ምልክት በማድረግ መልስ ስጥ/ጩ/

1. የቴሌቪዥን ትምህርቱን በተመለከተ የተማሪው መምሪያ (Student guide) አለህ/ሽ/?
አለ የለም
2. በቴሌቪዥን በሚተላለፈው የእንግሊዘኛ ትምህርትና በመማሪያ መጽሐፍ መካከል ጥብቅ ተዛማጅነት አለ? አለ የለም
3. የእንግሊዘኛ ትምህርት በቴሌቪዥን ዘወትር ትክታተላለህ /ትክታተያለሽ/?
እክታተላለሁ አልክታተልም
4. በቡድን ስራና በጥንድ ስራ ክፍል ውስጥ ትሳተፋለህ /ትሳተፈያለሽ/?
እሳተፋለሁ አልሳተፍም
5. የእንግሊዘኛን ትምህርት በፕላንማ ቴሌቪዥን በመክታተልህ/ሽ/ በቋንቋ ችሎታህ/ሽ/ ላይ ተጨባጭ ለውጥ አምጥቻለሁ ብለህ/ሽ/ ትገምታለህ/ትገምቻለሽ/?
አምጥቻለሁ አላመጣሁም

ክፍል 2

ሀ/ ከዚህ በታች ያሉት መጠይቆች የእንግሊዝኛ ትምህርት በቴሌቪዥን አጠቃቀም ላይ ያተኮሩ ናቸው።

እያንዳንዱን መጠይቅ በጥንቃቄ ካነበብክ/ሽ/ በኋላ መልስህን/ሽን/ ከመጠነ መለኪያዎቹ መርጠህ/ሽ/

(✓) ምልክት አድርግ /ጊ/።

መፍቻ: ሁልጊዜ = 4 አብዛኛውን ጊዜ = 3 አንዳንድ ጊዜ = 2
 አልፎ አልፎ = 1 በጭራሽ = 0

ተ.ቁ	አጠቃቀም	መጠነ መለኪያዎች				
		4	3	2	1	0
6	የክፍል መምህሩ የእለቱን ርዕስ ያስተዋውቃል።					
7	የፕሮግራሙን ዋና ዓላማ የክፍል መምህሩ ለተማሪዎች ይገለጻል።					
8	ተማሪዎች የእለቱ ትምህርት ስለምን እንደሆነ እንዲገምቱ የክፍል መምህሩ ያበረታታል።					
9	የክፍል መምህሩ የዕለቱን ትምህርት ለመረዳት እንድንችል ቁልፍ የሆኑ ዕንሰ ሀሳቦችንና ቃላትን ለተማሪዎች ያብራራል።					
10	የክፍል መምህሩ ተማሪዎች ትምህርታቸውን በጥሞና እንዲከታተሉና እንደአስፈላጊነቱ ማስታወሻ እንዲይዙ ይነግራል።					
11	ጠቃሚ የሆኑ ፍሬ ሀሳቦችንና ነጥቦችን መምህሩ ጥቁር ሰሌዳ ላይ ይዕቅዳል።					
12	የክፍል መምህሩ ከቴሌቪዥን መምህሩ ለሚሰጡ መልመጃዎች ንቁ ተሳታፊ እንድንሆን ያነሳሱናል።					
13	የክፍል መምህሩ ስላልገባንና ስላልተረዳነው ነገር እንድንጠይቅ ያበረታታል።					
14	በትምህርቱ መጨረሻ በዕለቱ የተላለፈውን ትምህርት በራሳችን አባባል አጠቃለን በጽሁፍ ወይም በንግግር እንድናቀርብ ያደፋፍሩናል።					
15	የክፍል መምህሩ በክፍለ ጊዜ መጨረሻ ተማሪዎችን ለመርዳት በቂ ጊዜ ይኖራቸዋል።					
16	የኤሌክትሪክ ኃይል በሚቋረጥበት ጊዜ የክፍል መምህራችን በቴሌቪዥን መምህሩን ተክተው የዕለቱን ትምህርት በሚገባ ያስተምሩናል።					

ለ/ ከዚህ በታች ያሉት መጠይቆች ትምህርት በቴሌቪዥን አጠቃቀምን በተመለከቱ ናቸው። ለተጠቀሱት ሀሳቦች ያላችሁን የተቃውሞ ወይም የድጋፍ ደረጃ በመጠነ መለኪያዎቹ መሠረት የ (✓) ምልክት በማድረግ አሳይ።

መፍቻ: በጣም እስማማለሁ = 4 እስማማለሁ = 3 አልስማማም = 2
 በጣም አልስማማም = 1 መወሰን አልችልም = 0

ተ.ቁ	ሀሳብ	መጠነ መለኪያዎች				
		4	3	2	1	0
17	ተማሪዎች የሚማሩትን ለመምረጥ እድሉ የላቸውም በማስተማሪያ መጽሐፍ ውስጥ ያለውን በሙሉ ይማራሉ					
18	በቴሌቪዥን መምህሩ ለሚቀርቡ ጥያቄዎች መመለሻ ጊዜ በስክሪን ላይ በቅድሚያ ተወስኖ መቀመጡ ተማሪው መልሱን አእምሮውን አሰርቶ እንዳያገኝ ያስንፈዋል።					
19	የቴሌቪዥን መምህሩ ፍጥነት ትምህርቱን ለመከታተል እጅግ አዳጋች ነው።					
20	በቴሌቪዥን የሚተላለፉት የእንግሊዝኛ ትምህርት ፕሮግራሞች ተማሪዎች እርስ በርስ ያላቸውን የቋንቋ አጠቃቀም ስለሚያጎለብቱ በቴሌቪዥን ትምህርት ወቅት የተማሪው ተሳትፎ እጅግ ከፍተኛ ነው።					
21	በቴሌቪዥን መምህሩ ለሚነሱ ጥያቄዎች የሚመደበው ጊዜ እጅግ ከማነሱ የተነሳ ለጥያቄው መልስ ለማግኘት ቀርቶ የጥያቄውን ጭብጥ ለመረዳት እንኳ በቂ አይደለም።					
22	የክፍል መምህሩ በተለያዩ ምክንያቶች ቢቀሩ፤ ቴሌቪዥኑ እስከተከፈተ ድረስ ተማሪዎችን በራሳቸው ለመማር የሚያዳግታቸው ነገር የለም።					
23	ተማሪ ያልገባውን ወዲያው ካልጠየቀ ወይም ያልተረዳውን በጊዜው ካልተረዳ፤ ይህ ዓይነት ሁኔታ በዘገየ ቁጥር የተማሪውን የመማር ሁኔታ በእጅግ ይጎዳል።					
24	የቴሌቪዥን መምህሩ የተማሪዎችን የመገንዘብ ሁኔታ ለማስፋትና ለማረጋገጥ ከበድ ያሉ ሀሳቦችን በሌላ አገላለፅ ይደግማሉ።					

25. ተጨማሪ አስተያየት ካለ ከዚህ ቀጥሎ 9ፍ/9ፊ/

APPENDIX C
Addis Ababa University
School of Graduate Studies
Department of Foreign Languages and
Literature Questionnaire for Students

Dear Student:

The main objective of this questionnaire is to gather information about grade 11 English Language teaching and learning via instructional television (ITV).

You are kindly requested to provide the required information about Grade 11 English televised instructions. Remember that your genuine contribution has great importance to the success of this research. You do not need to write your names.

Thank you for your co-operation.

Part I

Tick (✓) your answers to the following questions.

1. Are you provided with student's guide regarding the televised lessons?
Yes No
2. Do the televised lessons and the text book always match?
Yes No
3. Do you attend English televised lessons regularly?
Yes No
4. Do you usually participate in group work and pair work?
Yes No
5. Do you think that you have brought a considerable change in your language ability because of televised instructions?
Yes No

Part II

i) The items below are about utilization of English television programs. Read each item carefully and then select the one that you consider as the best response. Put a tick mark (✓) against each item to indicate your answer.

Key: Always = 4 Usually = 3 Sometimes = 2 Rarely = 1 Never = 0

No	Activity	Rating Scales				
		4	3	2	1	0
6	The classroom teacher introduces the topic.					
7	The classroom teacher explains the objectives of the lesson.					
8	The classroom teacher encourages us to predict what the lesson is all about.					
9	The classroom teacher explains key concepts and words which help us to understand the lesson.					
10	The classroom teacher tells us to pay attention and follow the televised instruction carefully, and take notes as necessary.					
11	The classroom teacher writes important points and expressions on the blackboard while the televised lesson is going on.					
12	The classroom teacher encourages us to be active participants in the activities and drills that are given by the television teacher.					
13	The classroom teacher encourages us to ask questions about topics that we cannot understand.					
14	At the end of the lesson, our teacher encourages us to conclude the main points of the lesson with our own expressions either orally or in writing so that he can diagnose our understanding.					
15	The classroom teacher has enough time to help learners whenever they are in need of assistance.					
16	When there is power failure, our teacher takes the role of the plasma teacher and conducts the same lesson successfully and effectively.					

ii) The items below are also related to the utilization of ITV Programs in teaching English for Grade 11 students. You are required to indicate your reaction about each statement after careful observation. Show your answer using (✓) against each item.

Key: Strongly Agree = 4 Agree = 3 Disagree = 2
 Strongly Disagree = 1 Cannot decide = 0

No	Statement	Rating Scales				
		4	3	2	1	0
17	Learners do not have choice over what part of the material to be used. Everything is taught; no selection is made.					
18	Asking a question and giving its answer after a predetermined time limit that is shown on screen makes learners passive.					
19	The pace of the television teacher is a serious problem. He or she is too fast to follow.					
20	Since ITV programs are helpful for enhancing student-student interaction, learners' involvement during televised lessons is very high.					
21	In most cases, the time given for questions that are asked by the television teacher is so short that it cannot be enough even to understand the essence of the question let alone to solve it.					
22	When the classroom teacher is absent from school for some reasons, students can manage their own learning as far as the television is open.					
23	If students cannot ask questions or clear misunderstandings on the spot, this affects students' learning to a great extent.					
24	The plasma teacher paraphrases sentences so as to ensure students' understanding of ideas and concepts that are difficult to comprehend.					

25. If you have any additional comments, write them on the space provided below.

APPENDIX D

Addis Ababa University

School of Graduate Studies

Department of Foreign Languages and Literature

Classroom Observation Checklist for Grade 11 English ITV

Programs

Name of the School _____

Lesson Title _____ Date _____ Time _____

No	Activity	Yes	No
1	Teacher Introducing the day's lesson.		
2	Telling students the objectivities of the lesson.		
3	Familiarizing students with key words and expressions related to the topic.		
4	Advising students to attend the televised lesson carefully and take notes as necessary.		
5	Using the blackboard and other teaching aids effectively.		
6	Encouraging students to take part in group work and pair work.		
7	Initiating students to ask and answer questions.		
8	Giving students chance to report after they have participated in group work and pair work.		
9	Checking if there is anything that students have not understood.		
10	Summarizing the main points briefly at the end of the lesson.		
11	Learners Participating in group work and pair work.		
12	Showing interest in the lesson.		
13	Co-operating among and between each other.		
14	Asking and answering questions.		
15	Writing Short notes.		
16	Completing class activities in time.		

APPENDIX E

Addis Ababa University

School of Graduate Studies

Department of Foreign Languages and Literature

Semi-structured Interview questions for Vice Directors

1. Does your school have a person who serves as a coordinator of plasma television education?
 - ⇒ If yes, would you please mention the services he/she gives to teachers?
 - ⇒ If no, how do you manage to organize television education?
2. Have teachers had workshops in television instruction?
3. Does your school have students trained to assist with the operation of plasma television? If yes, what kind of training did they receive?
4. Do you believe that each classroom has adequate space for blackboards?
5. Is there any effort made to help teachers preview the broadcast before using it in their class? If no, why?
6. Do you serve video cassettes, tape recorders and other related materials to teachers?
7. Do you require teachers to prepare weekly, monthly and annual lesson plans of their own? If so, to what extent is it practical or what is its relevance?
8. What do you think are the major roles of the classroom teacher **before, while** and **after** televised English language lessons?
9. Do you believe that the time allotted (4 periods a week) is sufficient to help students learn the language effectively and to cover Grade 11 English language syllabus?
10. In your opinion, what are the advantages and drawbacks of instructional television?

APPENDIX F

Addis Ababa University

School of Graduate Studies

Department of Foreign Languages and Literature

Semi-structured Interview questions for English Department Heads

1. Have English language teachers had any training with regard to television instruction?
2. Do you believe that each classroom has adequate space for blackboards?
3. To what extent can English language teachers make effective use of blackboard and other teaching aids?
4. Is it possible to skip a lesson (lessons) depending upon a decision made at department level?
5. Do members of your department discuss problems that they encounter in connection with televised instructions?
If yes, would you please highlight some of the issues they have raised?
6. Do your department members conduct discussion on effective ways of utilizing instructional televisions?
If yes, what are the main points that they often raise?
7. Is there any effort made to help teachers preview the broadcast before using it in their class?
If no, why?
8. Do you serve video cassettes, tape recorders and other related materials to English teachers?
9. Do you require English teachers to prepare weekly, monthly and annual lesson plans of their own? If so, to what extent is it practical or what is its relevance?
10. What do you think are the major roles of the classroom teacher **before, while** and **after** televised English language lessons?
11. What is your reaction on the one-way nature of instructional television?
12. Do you believe that the time allotted (4 periods a week) is sufficient to help students learn the language effectively and to cover Grade 11 English language syllabus?
13. What are the impacts observed with regard to instructional television and language testing?
How do teachers give tests to their students?
14. In your opinion, what are the advantages and disadvantages of instructional television?

APPENDIX G

አዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ መርሃ-ግብር የውጪ ቋንቋዎች ስነ-ጽሁፍና ትምህርት ክፍል ለክፍል ተወካይ ተማሪዎች የተዘጋጀ ቃለ ምልልስ

1. ከመካከላችሁ የፕላዝማ ቴሌቪዥን አጠቃቀምን አስመልክቶ ስልጠና የወሰደ አለ?
መልሱ አዎ ከሆነ ምን ዓይነት ተግባራትን ያከናውናል?
2. የእንግሊዘኛ መምህራችሁ ከስራ ገበታቸው በአሳማኝ ምክንያት ቢቀሩ የመማር ማስተማሩ ሂደት እንዴት ይከናወናል?
3. የኤሌክትሪክ ኃይል መቋረጥ ቢያጋጥም የክፍል መምህሩ እንዴት አድርገው የእለቱን ትምህርት ያከናውናሉ?
4. የቴሌቪዥን ትምህርት ከመካሄዱ በፊት፣ እየተካሄደና ፣ ከተካሄደ በኋላ የክፍል መምህሩ የስራ ድርሻ ምን ምንድነው ብለህ /ሸ/ ትገምታለህ/ሸ/?
5. በሣምንት የሚመደበው አራት ክፍለ ጊዜ ተማሪውን የቋንቋ እውቀት ለማስጨበጥና የአመቱን ትምህርት ለመሸፈን በቂ ነው የሚል እምነት አለህ/ሸ/?
6. በአንተ /ቺ/ አመለካከት የእንግሊዘኛን ትምህርት በቴሌቪዥን ማስተማር ምን ምን ጥቅሞች አሉት ብለህ /ሸ/ ትገምታለህ /ትገምቺያለሽ/?
7. ጉዳቱ ወይም ደካማ ጎኖቹስ?
8. የክፍል ጓደኞችህ ስለ ትምህርት በቴሌቪዥን ያላቸውን አመለካከት ጠቅለል ባለ ሁኔታ ልትገልጽልኝ ትችላለህ?

APPENDIX H

Addis Ababa University

School of Graduate Studies

Department of Foreign Languages and Literature

Semi-structured Interview questions for Class Monitors

1. Is there any student in your class who has had training on the operation of plasma television?
If yes, what kinds of job does he perform?
2. How do you manage your English language class when your teacher is absent for some reason?
3. How does your English language teacher manage lessons when there is electric power failure?
4. What do you think are the major roles of the classroom teacher before, while and after televised lessons?
5. Do you believe that the time allotted (4 periods a week) is sufficient to help students learn the language effectively and to cover Grade 11 English language syllabus?
6. In your opinion, what are the advantages of using instructional television to teaching English?
7. What are its disadvantages?
8. Can you describe the opinion of your classmates towards televised instructions?

DECLARATION

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

Name_____

Signature_____

Date_____