

THE ATTITUDES OF GRADE SEVEN AND EIGHT
ENGLISH TEACHERS TOWARDS
ENGLISH BY TV. PROGRAMMES

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ABSTRACT

The purpose of this study is to find out whether the English teachers of grade 7 and 8 of Addis Ababa government Elementary and Junior High Schools have a positive or negative attitude towards the English by TV. programmes entitled Let's Learn English and English for You.

To achieve this aims, questionnaires and observations were used. The questionnaires prepared ~~were~~ given out before hand to 20 teachers of 10 schools of the five zones. That is, 2 teachers from each school. Then the researcher distributed 119 actual questionnaires to 119 teachers of 35 Elementary and Junior High Schools. 116 teachers responded to the questionnaires. That is, 49 responses of grade 7 teachers, 55 responses of grade 8 teachers and 12 responses of both grade level teachers were collected.

The researcher made also 72 observations in one grade 7 and one grade 8 from each of the four schools selected. Eight of the classes observed are: from Del Betegel, Menelik II, Biherawi Betemenghist and Meskerem 2.

The researcher, besides his personal observation in actual lesson transmissions inside classrooms has also recorded the eight classes of the four schools on a video tape.

The teachers response were tallied and percentage and mean scores have been calculated to investigate the teachers' attitude towards the English by TV. programme.

The analysis of the result show that, nearly 75% of the teachers showed a favourable attitude towards the English by TV. programme. The approval rating were higher for teacher's guide, programme, note-taking, answer and question, native speakers, methodology, songs and topics. On the other hand, drill, timing and preparation, showed a value below the approval rating.

On the whole, through the findings of the observation and the questionnaire the teachers showed a positive attitude towards the content and methodology of the English by TV. programme. The findings showed also students gain from the programme.

However, some shortcomings were observed and the researcher suggested points for improvements.

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CHAPTER I

INTRODUCTION

As Pritchard (1988:1) states,

The Ministry of Education's official aim in using TV. in teaching English language to grade 7 and 8 is basically to strengthen and improve the teaching of English and also to provide a motivating activity which will encourage students to practise language in a meaningful, communicative context.

The TV. and Radio programmes are produced to SUPPORT but not REPLACE the teacher. It is important that the teacher should appreciate and largely agree with both the philosophy and methodology of the programme. In support of this statement Waniewicz (1972:38) has stated "Radio and Television school programmes, for example, are used in many industrialized and developing countries not as a substitute for the teacher but to enrich the teaching process, and to widen the scope of the educative material used in the teaching." And he adds:

But the learner cannot be left alone in the process of learning. In the majority of cases he needs supervision, guidance, additional clarification of the information he receives: he needs exercises, verification of results achieved at particular stages and so on. The media cannot by themselves provide for this. In order to consolidate and extend their impact, they have to be accompanied by support and follow-up devices of one form or another. They have to be woven into a system, which will provide the human contacts necessary in education.

Schools use TV. and Radio as enrichment or completion of the teaching curricula and also as resources for making teaching more efficient, vivid and concrete. To quote again Waniewicz (1972:54) "A radio and TV. programme... is not a lesson complete in itself but an element, an experience, which the teacher himself cannot provide, but on which he can build."

The researcher is concerned here to find out whether the English teachers of grade 7 and 8 have a positive or negative attitude towards the English by TV. Programme and to identify the kind of activities teachers and pupils are engaged in before, during and after the English by TV. programme.

The study will emphasize the contribution that TV. can make in helping the students to communicate, that is to comprehend, speak, read and write English adequately. The contribution of Television in language teaching is explained by Sherrington (1973:2)

TV. like the wax recording or the language laboratory, was seen to have enormous potential for the teaching of languages. In particular, TV. was ideal for the current methodology - situational language teaching. For the first time, linguistic behaviour could be set in its total extra-linguistic context; students could observe language as it really occurs, instead of experiencing it through a series of artificially created examples.

Since our Junior high schools are not well equipped i.e. lack classroom facilities, textbooks and trained teachers, the role of TV. in teaching English language

is unquestionable. As Gartly (1973:13) quoted, the former Ministry of Education and Fine Arts hoped that "educational Television would provide a powerful and successful means of furthering education in Ethiopia." To sum up, TV. can fulfill the need caused by the lack of facilities. It is even more likely that teachers will help in appreciating the rang and use of TV.

1.1. Statement of the Problem

In the Ethiopian school system, students are taught in Amharic in grades one to six but they also learn English as a subject from grade three to six. In grades seven through twelve, the language of instruction is English but they learn also English as a subject. Even if a great deal of time is spent in studying English, the students' English proficiency is not satisfactory in comparison with the time spent on teaching English language.

Since Ethiopia is a developing country, it has a shortage of trained and qualified teachers. And the problem is aggravated by the steadily increasing demand for education by both students and parents.

Teachers following the official textbook and syllabus give emphasis to grammatical and lexical items with no room for drills, songs, composition, dialogue, role-play, drama, in short there is no space for communication in English. Teachers spend most of their time in analysing the grammatical structures of the English language.

The environment around the schools or around the dwellings of the students does not encourage the students to communicate in English. There is almost no opportunity for the students to talk to native speakers of English or to use the English language in their daily lives as in some African countries like Nigeria, Uganda or South Africa.

The new series of English by TV has three aims. And these aims may solve the above mentioned problems. To quote from the Educational TV. English grade 8 Teacher's Guide, Educational Mass Media Agency (EMMA) (1988:1)

- "1. To enrich the students' experience of life by bringing into the classroom scenes and situations that cannot normally be recreated by the teacher;
2. To demonstrate the use of English as a means of communication in a wide variety of contexts and thus enrich the students' experience of language;
3. To focus on specific areas of grammar and vocabulary as laid down by the English curriculum and thus supplement the work done by the teacher with the textbook."

As the researcher has pointed out in the introductory part the TV. programme is produced to SUPPORT but not to REPLACE the teacher. So, in order to achieve the aims of the English by TV. programmes the role of the teacher is a determining factor.

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Therefore, the object aimed at in the present study is to make an investigation of the attitudes of grade 7 and 8 English teachers towards English by TV. programme and to see the effectiveness and application of the already implemented English TV. programme in the activities performed before, during and after TV. lesson.

1.2. Rationale or Justification

The researcher's interest to study this problem emanated from his long time experience in the teaching of English at Junior and Senior secondary school levels. He has been aware of the need for some kind of supplementary programmes to the regular classroom English lessons to improve students language proficiency. The introduction of English by TV. furnished him with the chance to investigate into the attitude of teachers towards the English by TV. programme.

The study is also significant because the English by TV. programme is conducted basically to strengthen and improve the teaching of English of grade 7 and 8. A knowledge of the teachers' attitude and the teachers' activity before, during and after the English by TV. programme will help in deciding whether the programme will continue in its present form or will need improvement or alteration in a way helpful to the teaching-learning process.

It is also essential, if programmes are to be really effective, that teachers follow the procedures used in the English by TV. lesson given and integrate the programme with their teaching.

1.3. Objectives

The objectives of the present study are to find out whether the English teachers of grade 7 and 8 have a positive or negative attitude towards the English by TV. programme and to identify the kind of activities teachers and pupils are engaged in before, during and after the TV. lesson.

1.4. The Scope of the Study

The study is restricted to grade 7 and 8 English teachers of 38 Government Junior High Schools in Addis Ababa. It does not include the English teachers of private or public Junior High Schools of Addis Ababa or the English teachers of different schools in the country.

The observation was done of only 8 teachers from 4 schools in ZONE FOUR. Results would have been more reliable if the researcher had observed all the teachers under study in different Government Junior High Schools in Addis Ababa and in different schools in the country.

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1.5. Definition of terms used

Educational Television is defined as primarily non-commercial television i.e. transmissions of purposeful, broadly educational communications, whether for specific classroom objectives or for general public enlightenment.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the literature on Educational Television and Attitude that was directly relevant to the study and other writings which were found to be helpful will be reviewed by the researcher in order to have a proper perspective of the important concepts employed in the study.

2.1. Introduction

Television has been widely used for education and to accelerate development activities. Its vitality as a means of entertaining and informing is also immense.

Time and again, the remarkable contribution of Television has been appreciated by educators and decision makers. In many countries, especially in the developing world, Television stations have developed useful and imaginative educational television programmes. Some of the programmes are of a formal nature which complement or enrich curricula used in schools; other are of an informal type aimed at adults in need of literacy, developmental and technical knowledge.

Some developed and developing countries have setup separate TV. stations or channels for educational programmes. There are also others which reserve time in their general schedule for educational training and learning purposes.

In Ethiopia, Educational broadcasting, especially Television, is given priority by the government by realizing its potential power to support formal and non-formal education and the role of Educational Mass Media Agency (EMMA) is to assist in the dissemination of knowledge in the formal and non-formal fields of education.

2.2. The Teacher's Guide

The English grade 7 and 8 Teachers' Guides for Ethiopian Educational Television prepared by the Educational Mass Media Agency are important materials without which the English teachers can hardly utilize the English Television programmes in the classroom. The classroom teachers cannot carryout pre, during and post broadcast activities for preparation and recapitulation without reference to these texts. All teachers should know how to use them properly.

The activities of before, during and after the Television broadcast should be followed effectively by every teacher in order for the aims of the broadcast to be achieved.

2.2.1. Teachers' Activities

It is through the active participation of a teacher before, during and after the English by TV. programmes entitled Let's Learn English and English for you may achieve their aims. As Cassirer (1962:130) stated

"The value of television in the classroom is only as great as the use which the teacher can make of it." Castello (1965:128) also pointed out that "Television's effectiveness may depend upon how willing a teacher is to modify his lesson plan to co-ordinate with educational broadcasts."

2.2.2. Before the Programme

Before the English by Television programme a teacher should spend 10 to 15 minutes explaining to the class the words of the song, vocabulary, structures and also has to ask some related questions before the programme begins. Where necessary the classroom teacher has to write the questions or drills or songs on the blackboard that are printed in the English Grade 7 and 8 Teachers' Guides prepared by the Department of Educational Mass Media. So that the students will understand and will be taking part in an activity that will entail their reaction and response.

2.2.3. During the Programme

During the programme the teacher has to be an active participant i.e. he has to encourage his students to reply when they are asked a question by the TV. teacher and also he has to encourage his class to sing the song each time it is played. To quote from English Grade 7 teacher's Guide (1988:2) "If necessary, (the teacher) conduct them like an orchestra to make sure

that they speak in time and stop when it is time for the presenter to go on to another question or topic." In addition to this the teacher has to participate actively in the drill and dialogue sections with his students. The classroom teacher has also to sing the song with his students in the English by TV. programme. In support of the need of the active participation of a classroom teacher during Educational Television

Nishimoto (1969:194) states that:

It is desirable for the classroom teacher to watch the programme along with the students and, while disregarding unimportant details, give them assistance in raising their learning activities to a higher dimension. A classroom teacher using this method will have an image entirely different from that of a teacher using only textbooks.

Cassirer (1962:168) also writes that

Some classroom teachers stand in front of the class next to the Television set, reinforcing the telecourse through their own authority and calling on children as they are asked to respond by the TV. teacher. Other view the programme sitting side by side with their students. Others, again, are peripatetic, maintaining order and attending to individual needs. There is no rule for the best procedure, except perhaps one: the classroom teacher should not give his class over to the TV. teacher by withdrawing entirely into the background, marking papers, or otherwise abandoning his immediate personal contact with the children whose education is his primary responsibility.

Hence, the active participation of a classroom teacher at this stage is a decisive factor for the success of the Educational Television programme.

2.2.4. After the Programme

After the programme there are a number of suggestions in the Ethiopian Educational Television English Grade 7 and 8 Teachers' Guides for follow-up drills, songs, games, discussions and other activities. For example, the teacher with his students has to sing the song immediately the programme finishes. To make the lesson more complete, the classroom teacher can select a number of sentences from the drills suggested and can use them as the basis of written exercises. He has to **let** the class practise the drills in pairs and then make them write in their exercise books. The classroom teacher is also encouraged to practise the dialogue with his students after the programme. He may discuss any difficulties the students faced during the programme.

Schramme (1977:173) believes that "Television is hardly a self-sufficient instructional tool. It needs teachers' guides, study materials for students, and all the other tools of instruction that alive classroom needs."

So by the end of the lesson the students have to gain something from the English by TV. programme, from the teacher guide and from the active participation of the teachers before, during and after the ETV., more than normal classroom.

2.3. Potentials and Limitations of Educational Television

2.3.1. Potentials

The outstanding feature of Educational Television is its ability to present a complete communicative situation i.e. the combination of sound and vision is dynamic, immediate, and accessible. In support of this statement Tomalin (1989:2) says, "In Educational Television the learner does not just hear the language but sees the context in which it is used." He adds that, "Television brings the outside world into the classroom. It gives the class and teacher something to talk about, beyond the confines of the classroom. In this sense it can be a powerful stimulus to communication in class."

2.3.2. Quality of Courses and Educational Television

Educational television can up-grade educational programmes because the television lessons are prepared and presented by highly trained and qualified specialists who have the skills and competence of the subject. And also since the courses are planned and presented cooperatively it is believed that television lessons may be superior to classroom instruction. This is also true in Educational radio programmes.

2.3.3. Educational Television as a Teaching Aid

Educational television is used to offer excellent educational materials within the classroom. For example visual materials, textbooks, reference books, blackboards, chalk, maps, charts, models, photographs, records, slides, movies, music, drama, and practical experiments can be integrated into educational television. In support of this statement Gartly (1971:11) stated that,

Many schools (in Ethiopia) did not have the sophisticated laboratory facilities or the audio visual equipment to use in the classroom as teaching aids and explanatory devices. Eventually, with programmes in the sciences and social sciences, educational television, it was felt, could fulfill the need caused by the lack of facilities.

2.3.4. Size of Class and Educational Television

Educational television may make teaching more effective in schools which suffer from limited budgets and where classrooms are frequently crowded with as many as 80 or 90 children. Its potential can be seen in large classrooms where demonstrations of small and difficult experiments may be made large enough to be seen clearly from the back of the classroom.

2.3.5. Educational Television as Supplementing
the Classroom Programmes

Most teachers are eager to obtain any help available from any source in order to make their teaching more effective. Educational television is particularly helpful to elementary and Junior high school teachers because they are less qualified than high school or university teachers. As Schramm (1977:181) says, "Educational TV. assists elementary school teachers in the fields where they are least well prepared, for inexperienced teachers to watch expert teaching in their own fields."

Specialists may be brought through the Educational TV. into the classroom to discuss topics and many more students may be able to profit by hearing and seeing them.

2.3.6. Educational Television limits the gap
between Urban and Rural classes

Fresh graduated teachers have to give service in the rural areas. Then when they have finished their terms they will be transferred to cities and towns. So it means that urban students had greater advantages over the rural students, because urban teachers were better qualified. Television has provided for greater equality of opportunity because it is transmitted from the centre carrying the lessons which include a far greater range of illustrations and examples of the highly skilled teachers to every part of the country

however remote from urban centres. In relation to this statement Moir (1967:24) says that, "Television is helping to breakdown barriers between types of educational institutions as well as between one classroom and the next."

2.3.7. Educational Television as an Educational means for the Illiterate

Television and radio programmes are not only used for formal teaching in schools. For example in Ethiopia and Ivory Coast they are used to teach illiterates in various fields like agriculture, health, education, and other aspects of economic and social development.

2.3.8. Limitations of Educational Television

One of the principal limitations of broadcasting Educational Television is that the students while viewing the programmes cannot express themselves, they cannot ask questions or they cannot express their opinions during the transmission without the risk of missing valuable material. The students must keep their questions until the programme ends. As Turner (1975:13) says, "This is perhaps one of the principal reasons why television could never replace the teacher." But this limitation of the Educational television can be overcome by the good teacher in his follow-up i.e. he has to help his students to recall their questions and he has to guide them to discover the answers from their discussion of the programme.

Another handicap of Educational television is that some of even the most carefully planned and presented material will pass by the learner/viewer unnoticed i.e. you cannot stop it like video at your convenience.

In order to overcome this shortcoming as Tomalin (1989:2) suggested, "A Television programme depends on the support of a viewer's handbook or classroom textbook to become an effective medium of teaching."

Another shortcoming of Educational television is that the one-way nature of communication does not provide for resolving misunderstanding that may appear in the process of delivering information. The television teacher cannot supervise students' activities i.e. it is impossible for the television teacher to know how his students react verbally or non-verbally to his programme nor control and see progress made by his students.

In most developing countries Educational Television programmes are transmitted without sufficient previewing i.e. a teacher in the classroom watches the programmes with his students without any pre-broadcast evaluation and the programmes are lost for ever if they are not retransmitted. In support of this statement Turner (1975:13) stated that, "It is seldom practicable for teachers to view the programme before it is used even when it is transmitted twice weekly."

This sudden oncoming and equally sudden disappearance of the Educational Television programmes have a little inconvenience for instructional purposes, because teaching requires a step by step appraisal of the lesson or subject.

Nishimoto (1969:195) writes that, "Television's weakness lies in the impossibility of perfectly suiting it to each student's ability and progress." But Nishimoto's argument was contrary to Cassirer's idea (1962:247-248) "Television promises to help backward children because programmes appeal to and evoke active response from children of a very wide range of ability as well as of age."

There are some areas of language learning that are best left to other media or given a low priority. For example it is usually unwise to spend much television time teaching language in its written form i.e. exercises which consist of a large number of examples are often counter-productive. So this is another shortcoming of educational television. In support of this statement Hambrook wrote of ELT 105 (1979:26) "Each example on television requires time to be visually contextualized and then assimilated by the viewer." So the television teacher must be very selective in teaching language in its written form on Educational television.

Another handicap of Educational television is that the classroom teacher and the students have no control over the pace of development of a television lesson.

Thus, if the Educational broadcasting TV. programmes are made available on a video-cassette, and if the video recorder is under the direct control of the classroom teacher, then the Educational TV. programme becomes a highly effective teaching medium i.e. the limitations of Educational TV. can be overcome. Because the programmes can be played by the classroom teacher as many times as the learner wishes. In addition to that the teacher can select a short sequence from the programme for intensive study and worked on in the classroom and the sequence can be watched again and again. The lessons on a video-recorder can be run in slow motion or half speed and it may be possible to stop at a particular point in the programme. So the learners can ask questions and they can also express their opinions during the transmission without the risk of missing valuable material.

2.4. Some Countries' Experiences in Educational Television

Since developing countries have shortages of school rooms, books, writing texts and qualified teachers they have been using Educational television as a tool for enrichment for formal and non-formal teaching since the mid 1960s. As Gartly (1971:2)

writes, "Instructional television is a teaching tool of increasing importance in developing countries, it is their means of 'catching up with the twentieth century'."

The researcher makes an attempt to say a few words about the experiences of three developing countries i.e. (The Ivory Coast, Elsalvador and Brazil) in Educational television. The writer chose these countries because he had got information about these countries and for their being in the group of countries known as developing countries, and their educational problems resemble those of Ethiopia.

2.4.1. The Ivory Coast

As early as 1961 the government of the Ivory Coast decided to reform the structure and content of the educational system, with help from France and UNESCO and after a long period of planning and preliminary studies, Educational television broadcasting began in 1971 on a national basis.

The Ivory Coast Educational TV. project is made up of two components.

1. Direct and formal teaching by TV. of classes in the school system.
2. Non-formal education of adults.

The aim of the Educational TV. of the Ivory Coast is to provide a higher standard of teaching i.e. better distribution and unification of schooling at the primary

level, linked to general development in the country. By doing this the government hopes to promote children regularly every year, with very few drop outs.

The Ivory Coast educational TV. includes all primary schools i.e. over 10,000 classrooms in 2,268 schools are equipped with TV. sets reaching about 425,000 students. Educational TV. also provides non-formal, vocational based, part time education for primary school leavers, who did not continue in the formal school system and for rural and urban youth generally.

The national TV. network of the Ivory Coast which reaches about 80% of the country, carries the programmes for the school component on each week day and each programme lasts for only five to ten minutes. The programmes include French, modern mathematics, basic education and environmental studies. Printed teachers' guides and texts for students are prepared at the beginning of each term.

Teachers in the project are expected to participate in-service training i.e. special one-month courses are offered to teachers who are going to teach in classrooms with TV.

Television programmes are broadcast for 20 minutes in the evenings for teachers and that helps them to prepare for the broadcasts of the following day for their students.

Another important point is that for those teachers who have not participated in the Educational TV. training a weekly radio programme is broadcast to prepare them for the change. Training in Educational TV. programme is also given to school principals and inspectors of schools.

According to the training, teachers are expected to prepare their students for the programmes. They also have to use their printed materials. During the broadcast, classroom teachers have to watch their students' reactions. After the TV. programme they have to question them immediately about what they saw and heard. Then, for a further 30 minutes or so, students have to do exercises suggested in the teacher's guide or in their work books.

Seeing the advantages of Educational TV. programmes in the Ivory Coast Hawkrige and Robinson (1982:164) stated that:

Educational TV. has succeeded in introducing new methods and attitudes. Children participate much more actively in TV. classrooms, there is more work in small groups, and classwork now calls much more upon children's spontaneity. The traditional teacher-student relationships have been changed by the introduction of a third partner, television.

For the out-of-school component, primary school teachers were appointed as animators for evening sessions. An animator has to read guidelines and posters (all in French) beforehand, and attend periodic workshops organized by the out-of-school Television Department.

However, the Informal Educational Television programme was not successful for a number of reasons i.e. animators were unpaid; the students could not understand the French commentary themselves and it was also difficult for an animator to give simultaneous translations. In addition to this the physical conditions of the classrooms were very poor. As Hawkrigde and Robinson (1982:162) pointed out "Those who do attend find themselves squeezed on to benches made for young children."

To sum up, the Ivory Coast educational television improves the teaching-learning process in a number of ways. First, those teachers who will be assigned to television classrooms have to participate in in-service training and this improves the standard of teaching. Secondly, the television programmes are prepared by subject specialists with high qualifications, so a large number of children benefit from the Educational television programmes.

Unlike the Ethiopian Educational television the Ivory Coast Educational television broadcasts for 20 minutes in the evenings for teachers. And this helps the teachers to know about the programme in advance and to prepare their lessons in accordance with the television programme.

In contrast, the non-formal Educational television programme was not successful. First, the animators were not paid so that they were not motivated to teach.

Secondly, the adults did not understand the French commentary themselves. In addition to these the classroom atmosphere was not conducive to easy learning.

2.4.2. Elsalvador

Elsalvador, like most developing countries, faces difficult problems in the expansion and improvement of its educational system. As Schramm (1973:1) says, "While most children in Elsalvador do start school, many dropout after a short time, and enrollment at the secondary level is greatly constricted." In addition to that more than seventy-five percent of the nation's secondary school teachers had not received adequate training. To overcome these problems the government started Educational television at the Junior high school level (seventh, eighth and ninth grades). The government got help from the Japanese National Broadcasting Company, UNESCO, and the World Bank.

Under the direction of the Ministry of Education ITV (Instructional Television) production started in late September 1968. Each ITV programme was planned and carried out by a production team of five people and each team was also responsible for producing teachers' guides and student workbooks that accompany the television lessons.

The first broadcast of Educational Television of Elsalvador began in 1969 in 32 pilot seventh grade classes. Then in 1970 programming was extended to 219

seventh grade classes and pilot programmes were also transmitted to 32 classes in the eighth grade. Again, in 1971, programmes were also started in ninth grade. So that by 1972 Educational Television programmes were given to a total of 1,179 seventh, eighth and ninth grade classes in 263 schools. Later television lessons were introduced in the fourth, fifth and sixth grades.

~~Television teacher training was given and every~~ teacher who was assigned to a classroom had to receive a full year or re-training at the new teacher's training centre. As Schramm (1977:153) says "The retraining course includes both subject matter and teaching method."

The Elsalvador Educational television programme lasts for twenty minutes i.e. three twenty-minute programmes a week. And in each programme a serious effort is made to co-ordinate class materials with the television teaching.

In every programme an effort was made to obtain regular feedback from the classroom and to send the comments to the television teacher. Schramm (1977) concludes that due to the use of Educational television, class became student centred i.e. less lecturing, there was more discussions, thought questions were used rather than rote questions, more questions were asked and opinions given by students. In addition to that Schramm (1977-167) pointed out that, "English language was well liked by TV. students, little liked by students who didn't have TV. classes."

In El Salvador teachers in order to teach television classrooms are retraining and this has a great impact on the teaching-learning process because the teachers will be familiarized with the subject matter and teaching methods of Television programmes. In addition to that the teachers know how to utilize the television lessons fully. The classroom teachers may play a major role in the before, during and after television activities so as to make the television lessons more effective. Unlike the Ethiopian Educational television the El Salvador educational television broadcasts to grade four upto grade nine and the programme lasts for twenty minutes.

2.4.3. Brazil

The researcher reviews the Educational Television Foundation in the State of Maranhao (FMTVE i.e. the Educational TV. Project of Fundacao Maranhense de Televisio Edcativa), situated in the north-east in one of the least developed parts of Brazil.

In Maranhão schools there are not enough adequately trained teachers; teachers' salaries are low; students leave school early; buildings are of poor quality and scarcely equipped at all.

To solve these problems the government in 1969 in collaboration with FMTVE (a quasi government institution) started a television - based school system that was

later extended to rural schools. The TV. programme was to develop a comprehensive educational system aimed particularly at the fifth to eighth grades and serving the whole state.

The FMTVE's plan of Educational TV. is that students view the TV. programmes in a small group inside the class comprising six or seven pupils. As Hawkrige and Robinson (1982:275) write "Group dynamics, group teaching and learning, and peer tutoring constitute the basis of the educational process."

The classroom teachers have a key role in providing leadership for the small groups making up the class. Unlike the Ethiopian Educational television classes remedial courses were given to students who lagged behind.

Another important point to mention is that at the end of every TV. class there was collective evaluation of individual and group.

FMTVE teaches language, Mathematics, Social Sciences, Science and Arts and Crafts. For each subject there is a production team. In the morning programmes are broadcast for the fifth and eighth grades; and in the afternoon for the sixth and seventh grades. Each programme of FMTVE lasts twenty minutes, after which students work in class for thirty or forty minutes before the next broadcast. Four programmes are broadcast each day for each grade plus printed texts and multiple choice tests.

To sum up, the FMTVE's plan of Educational television is not the traditional classroom situation i.e. the students view the programme inside a classroom comprising six or seven pupils. The teachers play a key role in providing leadership for the small groups making up the class. The class is student-centred, that is, there are more questions and discussions initiated by the students. The students at the end of the lessons individually or collectively analyze and criticize the lessons.

FMTVE is a television-based school system i.e. the teacher has to depend totally on the television lessons. The Ethiopian Educational television programmes are produced to support but not replace the teacher. Television lessons need the active participation of the teacher, teachers' guides and follow-up. As Tomalin (1989:2) says, "It (TV.) whets the appetite but cannot satisfy."

2.5. Ethiopian Educational Television and Radio-Brief Historical Background

2.5.1. Educational Television

When Television came to Addis Ababa in November 1964 from the beginning the Ethiopian government made it clear that the purposes of the broadcasting were to be education, information, and entertainment in that order of priority. As Bender et al. (1976:509)

write, "These priorities were confirmed in Negarit Gazeta, No. 15 (Order No. 50 of 1968), 6 June, 1968 p. 91, in an article which officially combined Radio Ethiopia and Ethiopian Television."

Then plans were made to use the new media in the service of education, and Ethiopian Educational Television (EET) was started as a pilot project in 1965 with the help of the British Council under the name of Ethiopian Schools Television (EST).

According to Gartly (1971:13) "In April of that year, Ato Abdu Mozayen through the co-operation of the Ministry of Education and the British Council in Addis Ababa, was sent to London to the CETO (Centre for Educational Television Overseas Training Programme)." When Ato Abdu returned from CETO a pilot project started in Addis Ababa in October, 1965, with fourteen high schools watching the programme. Two years later, in 1967 the Educational Television system had grown to such a point that it was transmitting English language teaching programmes for grades one to three and nine and ten of about fifty schools in and around Addis Ababa with a population of 48,000 students, and had changed its name to Ethiopian Educational Television.

However, as Bender et al. (1976) stated the English programmes were not very successful for reasons of creating a cultural gap and because they took up all of the regular teacher's time of teaching English.

But later the English programmes were revised i.e. the stories were based on folk tales of Ethiopian origin and the vocabulary and structure were also at the level of the students.

In 1966 an experimental course in French by Television was started, and filmed programmes were obtained through the assistance of the French Embassy. ~~Teacher's notes were prepared locally.~~ But after a year's trial and evaluation, the programme was discontinued because of limited school audience and the failure to adopt the programmes to the local situations.

During the 1967-69 period, to test the understanding of students in Ethiopian Television classrooms, the British Council in Addis Ababa and the Liaison and Evaluation office at the Mass Media Centre co-operated in developing and administering tests.

According to Gartly (1971) a test was administered to 600 Ethiopian Educational Television students viewing in Addis Ababa and 250 students in Asmara who did not receive the programme of Ethiopian Educational Television. The aim of this test was the comparison of the achievement of the television students with the achievement of the non-television students. As Gartly (1971:27) states "The results revealed that Addis Ababa Television students did slightly better on the test than did the students in Asmara who had no television instruction."

However in 1973 transmission of school subjects on Educational television, including English stopped. This hiatus lasted 15 years. Transmission of school subjects on television including English for grade 7 and 8 started again in 1988-89. Mr. Norman A. Pritchard is a language advisor supplied by the British Council and the producer of all the educational songs.

The Educational Television English programmes serve both as an enrichment and as learning resources.

The subject areas which are currently broadcast (since 1988-1989) to grades 7 and 8 are as follows: English language, Maths, Science and Productive-Technology. Apart from Mr. Pritchard, all other production staff are Ethiopians.

The annual broadcast of programmes for each grade on each subject totals 20 lessons. Though currently six new programmes are being prepared to add to this total for the next school year. Duration of all TV. programmes is 15 minutes with 7 repeats a week. But each class is expected to use only one of the 7 repeats per week. The idea of having 7 repeats in a week is to avoid programme congestion in the schools' timetable, to overcome the shortage of television sets and to discourage the admission of too many students in a television classroom.

2.5.2. Educational Radio

Ethiopian Educational Radio broadcasting started in 1964, when a textbook entitled "Manbebina Mesaf bi-radio" (reading and writing by radio) was published to quote from Bender (1976:507). Upto 1966 radio served as an instructional medium. However, as Almaz Bein (1989:19) quoted Awel Indris "Continuation of such educational radio ceased due to a number of reasons; one of which was 'because educational television started and (it) was felt that an all-round integrated medium for the purpose of teaching should be developed.'"

Then as Bender (1976:513) states, "With the help of a British CDM radio officer, a plan of phased development for a national radio programme was outlined."

During the academic year 1969/70 radio broadcasting started for the elementary and secondary schools in central Shewa, Asmara and Harar and forty twenty-minute programmes for grades 9 and 12 were transmitted directly every morning, Monday to Friday, from 9:00 a.m. to 1:00p.m.

Subject areas covered in these transmissions were Amharic, English, Science, Mathematics, and Social Science. Language teaching got the largest share i.e. of the total of forty weekly transmissions, eighteen were for English and Amharic.

At present the radio broadcast is transmitted to elementary schools, grades 1-6.

The objective of the radio broadcasts is to enrich the classroom teaching. The subject areas which are currently on air are Amharic language grades (1-6), English language grades (3-6), Science grades (1-4 and 6) in Amharic, Social Studies grades (4-6) in Amharic. Radio programmes last for 15 minutes and the total number of radio programmes is 468 in one academic year. The English radio programme has 28 programmes whereas the old radio programme had 26 programmes per year.

The British BBC trained expert Normal A Pritchard helps in the presentation and production of the content, method and songs of the new radio programmes for grades 3 upto 6.

In the following pages the researcher will make an attempt to discuss briefly English language teaching methods and Educational English by Television.

2.6. English Language Teaching Methods and Educational English by Television

2.6.1. The Grammar - Translation Method

Although the Grammar - Translation method is the oldest method for the teaching of Latin and ancient Greek, it is still extensively used. The objective of Grammar - Translation method is to help learners acquire L_2 deductively, i.e. the memorization of explicitly formulated grammatical rules and paradigms and then applying them. Words are not taught in context, but

in bilingual lists which have to be learnt by heart. In the Grammar - Translation method students' class time is taken up by oral reading, grammar explanation and translation. Students have to translate words, sentences and passages into their own language in order to make sure that they have understood the foreign text. In the Grammar - Translation method oral skills are usually neglected and little or no attention is given to pronunciation practice.

Thus, the Grammar - Translation method cannot be used by Educational Television because this method does not encourage students to communicate i.e. the students cannot use the language inside or outside their classrooms, nor does it encourage acquisition since every item is consciously learnt with emphasis on form rather than meaning or use.

2.6.2. The Direct - Method

This method was thought of basically as an answer to some of the weaknesses of the grammar-translation method. The objective of the direct method unlike the grammar-translation method is to teach the foreign language without translation. Grammatical rules are not explicitly taught. The students learn the grammatical structures inductively i.e. by practising with complete and meaningful utterances e.g. from drills, songs, dialogues, etc. from there students are expected to induce and generalize the patterns.

In the direct method the students learn the meaning of words from context, from sensory experience (i.e. generally visual perceptions). The direct method emphasizes the importance to the speaking and listening skills of learners. In support of this statement Els Van et al. (1984:149) said (in Rivers 1968:18ff) "Listening is best learned through listening practice, speaking is best learned through speaking practice."

Thus, the direct method suits Educational English television due to the following reasons. First, the method avoids translation into L₂ and grammar rules are learned from context, drills, dialogues and songs. So there is no wastage of time for translation and explanations of rules. Secondly, since the method emphasizes listening and speaking skills of the language- the students can use the language to communicate inside or outside their classrooms. Thirdly, the meaning of words becomes real because they are taught in context and from visual perceptions.

As I have observed the Ethiopian Educational English by TV. for grades 7 and 8 entitled Let's Learn English and English for you uses the direct method in the presentation of the new language.

2.6.3. The Audio-Lingual Method

The Audio-Lingual method is an extension of direct method. This method is based on the idea of extensive oral instruction. In support of this statement Richards and Rodgers (1986:49) said (in Brooks 1964) "Since many languages do not have a written form and we learn to speak before we learn to read or write, it was argued that language is 'primarily what is spoken and only secondarily what is written'."

In this method dialogues and drills are used for repetition and memorization of correct pronunciation, stress, rhythm and intonation and are believed to enable learners to form correct analogies. After students have memorized a dialogue, specific grammatical patterns in the dialogue are selected and become the focus of various kinds of drills and pattern-practise exercises. Thus, the approach to the teaching of grammar is inductive rather than deductive.

In the Audio-Lingual method the target language is used as the medium of instruction and translation or use of the native tongue is discouraged. The teacher pays attention to pronunciation, intonation, and fluency and correction of mistakes of pronunciation or grammar is direct and immediate.

In this method the teaching of listening comprehension, pronunciation, grammar, and vocabulary are also related to the development of oral fluency.

As the researcher observed, the Ethiopian Educational English Television programme uses certain aspects of the audio-lingual method. For example the language of the classroom is the target language and there is no translation into the mother tongue of the learner. Students repeat drills and memorize songs. Grammar rules are not explained to students but they have to learn them inductively. And since the English programme is presented by highly specialized and qualified subject experts, the students may learn correct pronunciation, stress, rhythm and intonation.

But unlike the audio-lingual method the programmes of the English by television presented drills and dialogues in a meaningful context and not in isolated forms so that students may be able to transfer the skills acquired to real communication outside the classroom.

2.6.4. The Communicative Language Teaching (CLT)

The communicative language teaching- which is sometimes called the notional or the functional approach emphasizes teaching language for communication. Nasr (1980:125) says, "The idea here (CLT) is to start with the content to be communicated; that is, to see what "notions" (ideas) a person wants to communicate" or what "functions" he wishes to perform." That is, in the communicative approach, unlike the grammar-translation method or the Audio-Lingual method -

teachers help learners in any way that motivates them to learn the language. For example ALM demands memorization of structure-based dialogues whereas CLT dialogues, if used, centre around communicative functions and are not normally memorized.

The Ethiopian Educational TV. English programme uses dialogues, drills and songs composed with words of every day language to be practised by the teacher with his students. This approach will encourage the students to use the language for communication inside or outside the classroom. Regarding this statement Littlewood (1981:p. VIII) says, "... it (CLT) makes us more strongly aware that it is not enough to teach learners how to manipulate the structures of the foreign language. They must also develop strategies for relating these structures to their communicative functions in real situations and real time."

Thus, teachers have to play a great role to make the English programme more communicative by selecting the language elements i.e. vocabulary and grammar that best serve the students' need for communication.

To sum up, it is important to point out that no single method is alone going to solve all the problems of foreign language teaching. Some methods are better in certain situations than others, but all methods have some weak and strong points. Seeing the students' level and ability, television teachers and television classroom teachers have to use a combination of

elements from various methods that suit the teaching-learning situation.

In the next section the researcher will discuss the different formats that are used by Educational English by Television.

2.7. Music and Speech

2.7.1. Songs

Singing is an aid to pronunciation in English language teaching. As Mackey (1978:424) stated, "It (the song) gives the learner a great deal of repetition of the sounds and sound-patterns which the words of the song contains. It also fixes the words and patterns in the mind of the learner."

In the Ethiopian Educational English Television programmes of grades 7 and 8, students are made to practise the words of songs so as to learn the rhythms, vocabulary, structures and correct pronunciation. For example in grade 8 Teacher's Guide (1988: programme 4 page 13) there is a song to be practised by the teacher with his students. The song is:

First Boy: If you give me a sweet I will be your friend:

I'll be your friend to the very end.

If you give me a sweet I will give you a treat,

I will be your friend right to the end.

Second Boy: If you lend me your bike I will be your
friend;

I'll be your friend till the very end.

If you lend me your bike I will do what
you like,

I'll be your friend right to the end.

Girl: If you don't go away I will slap your face;

I'll slap your face in a tender place.

I will do what I like with my sweets and
my bike,

Take your silly face some other place.

The aim of the above song is to make the students practise (drill) the structures, vocabulary, rhythm and correct pronunciation from the given context. It is also an amusing little real-life situation which tells a story that the students can respond to.

However, some language practitioners are not in favour of using songs in language teaching. For example, Ur Penny (1987:65) states, "Students do not seem very easily to take over grammatical patterns or words they have learnt through songs into their normal spoken or written discourses." She gives her reasons saying that "I think this is because of the interference of the melody: the phrases are so strongly connected with their tune that it is not easy to 'transpose' them into normal speech." Her idea is that students have to learn songs for the sake of their pleasure-giving and cultural value.

On the contrary, other experts say that songs in language teaching classes have motivational and educational value. Regarding the motivational value of songs in language teaching Mr. Norman Pritchard from EMMA (Educational Mass Media Agency) says that, "Most people, especially the young, enjoy singing, and any language activity involving enjoyment as well as learning is a self-evidently good thing." Regarding the educational value of songs he says:

- (a) Singing is a natural linguistic activity unlike the artificial things we require our students to do with language in the classroom like repeating (often) meaningless, drills, or answering non-questions like "Is this a book?"
- (b) It is also a natural teaching/learning activity in which things like repetitions, analysis into separate parts, learning by heart (themselves often misused in everyday language teaching) are normal and self-evidently useful.
- (c) It is part of the script where the repetitions of structures and vocabulary is perfectly acceptable in a way that normal stretches of language would not permit.
- (d) It allows the integration of several of the language skills, in that it involves LISTENING to the words initially, the SPEAKING of the words which can be presented on the screen and of course the SINGING of the song once it is learned. The words should be recorded in writing.

Carl Bereiter as quoted by Almaz Bein (1989:51) also supports the relevance of songs in developing various skills in students and said:

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

Thus, through songs in the programmes students learn plurals, singulars, comparisons, tenses and vocabulary and they are meant to facilitate students' learning of the foreign language. Almost all the English programmes of Ethiopian Educational English television programmes contain songs, which are written specially for the programmes to ensure that they fit the structures and content of each programme, as well as being consistent with the standard and interest-level of the students.

2.7.2. Drills

Drills are practised in the foreign language classes in order to teach vocabulary, structures and correct pronunciation.

In the Educational Television English programmes the students participate in the programme effectively through songs and drills. Through drills the students learn some aspects of grammar that need much practice. For example to quote from Educational Television English Grade 7 teacher's guide, programme 7 (1988:29)- through the following drills students can learn the present perfect so that they can obtain fluency and confidence in the use of the present perfect tense.

TV. Teacher: Are you going to write that letter?

Student: I've already written it.

TV. Teacher: Are you going to do that exercise?

Student: I've already done it.

TV. Teacher: Are you going to clean that room?

Student: I've already cleaned it.

TV. Teacher: Are you going to eat that bread?

Student: I've already eaten it.

As suggested in the teacher's guide the classroom teacher may also use the drill as the basis for a written exercise.

Most language practitioners support the use of drills in language teaching. For example Chris Farm (1983:17) says, "Drills serve three functions: they give the listener a breather; they involve him/her deeper in the programme and offer some take-away generalisable language... A drill by its repetitiveness will give controlled relaxation to the listener." In contrast, however Rivers (1985:47) warns that:

If... (drills) are given in a mechanical way students may progress like well-trained parrots- able to repeat whole utterances perfectly when given a certain stimulus, but uncertain of the meaning of what they are saying and unable to use memorized materials in contexts other than those in which they have learned them. Students must be trained from the first lesson to apply what they have memorized or practised in drills in communicative situations contrived within the classroom group.

Different models of drills are presented through the English by TV. programme. For example in Educational TV. English Grade 8 Teacher's Guide, programme 11 (1988:3) the students are asked to change a particular part of a model sentence:

TV. Teacher: This is water. We use it for drinking.

Students: It's drinking water.

TV. Teacher: This is a pan. We use it for frying.

Students: It's a frying pan.

TV. Teacher: This is a pool. We use it for swimming.

Students: It's a swimming pool.

There are also 'substitution drills.' In such cases the TV. Teacher gives the patterns and then appoints a word to students, so that the students speak the sentence using the new words: For example

TV. Teacher: Abeba has a new bag.

TV. Teacher: Trousers.

Students: Abeba has new trousers.

TV. Teacher: Shoes.

Students: Almaz has new shoes.

However, most drills in the Educational English by TV. programme are stimulus response or straight question-answer drills to ensure a realistic situation in which the students respond actively and naturally.

e.g. to quote from Educational Television English Grade 7 Teacher's Guide (1988:29)

TV. Teacher: Is he going to write that letter?

Student: He's already written it.

TV. Teacher: Are they going to write that letter?

Student: They've already written it.

TV. Teacher: Are you (the whole class) going
to write that letter?

Student: We've already written it.

Drills in order to facilitate student learning and comprehension - the words of drills must be words of every day language so that students may use the words and structures of drills inside or outside the classroom.

2.7.3. The Dialogue

A dialogue in the English class is a format of presenting a lesson by involving two or more speakers in a conversation. Dialogues make lessons more interesting and motivating i.e. they offer learners variety from a single speaker teaching. In support of this statement Rivers (1985:215) stated that

The classroom is too limited an area for language practice. With dialogues, the students move in imaginative and dramatized activity out of the confines of pen and paper and chalkboard into situations similar to those they will meet on leaving the classroom. The language becomes less of a 'school' matter and is seen as appropriate to many aspects of social life.

Regarding dialogues in the English class Donn Byrne (1986:23) states also: "Dialogues appear to be the best formats of presentation at the earliest stages of teaching the spoken language" and he gives his reasons for this as:

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

The Ethiopian Educational English TV. presents dialogue: An example of such a dialogue is taken:

Good morning./

Good morning./

Can I help you?

Yes, I'd like some (sugar/salt/coffee/bread/meat) please.

How much ... would you like?

I'd like a kilo, please.

There you are, Sir (or madam)

Thank you very much.

You're welcome.

After the TV. lesson the teacher can make his students act the dialogue in a lively performance so that dialogues will be more appealing to students. Such dialogue activity will help students learn the

statements of the dialogue with conviction. After the TV. lesson students can also build up many sentences which they know well and can make use of them when needed.

Such dialogue helps develop students' ability to communicate because it can create an impression that the speakers of the Education English by TV. are real people and using the language in a real situation.

Dialogues in the English by TV. seem to be real or natural utterances that we use in our daily life because they include many features of the spoken language like hesitation marks, question-tag, short answers, etc.

Generally speaking the dialogues in the English by TV. programme help pupils see, listen and understand the language, through speech. From the dialogues in the English by TV. programme the oral language of students may develop easily. But in order to be of interest to students, as some practitioners said, dialogues should correspond with the students' age, needs and interests so that students can practice the structures.

2.2. Attitude

In the following paragraphs the researcher will discuss 1. Definition of attitude 2. Attitudes and Foreign Language Learning 3. The attitude of the Foreign Language teacher and 4. Attitudes towards Educational Television.

2.2.1. Definition of Attitude

Fishbein (1967:7) quotes Bogardus' definition of attitude as "... a tendency to act toward or against something in the environment which becomes thereby a positive or negative value." Again Fishbein (1967:7) quotes Droba's definition of attitude as "... a mental disposition of the human individual to act for or against a definite object." Loree (1970:464) defines attitude by giving example as "Attitudes always include emotional and cognitive components and may also include a behavioural component." He gives as an example the child who has a favourable attitude toward reading when he enjoys reading, because he has a number of beliefs about the value of reading, and therefore reads when given the opportunity.

There are two ways to express attitudes: (1) Opinion- i.e. the verbal expression of an attitude, and (2) Non-verbal behaviour. Here observation can be used to know the attitude of the individual or group toward an object or a person.

2.8.2. Attitudes and Foreign Language Learning

Regarding the role of attitudes in foreign language learning Rivers (1985:4) states:

... An important factor in successful language learning is the attitude of the language learner toward the speakers of another language. If students hold the speakers of the language they are learning in low esteem, they will not want to identify themselves with - or risk having others identify them with - this cultural group. They will therefore prefer to retain a "foreign accent" as a sign of their true identity when speaking the language.

In support of River's idea it is worth to quote a series of studies carried out at McGill University by Lambert (1984:180).

The learner's ethnocentric tendencies and his attitudes toward the other group are believed to determine his success in learning the new language. His motivation to learn is thought to be determined by his attitudes and by his orientation toward learning a second language. The orientation is "instrumental" inform if the purpose of language study reflects the more utilitarian value of linguistic achievement, such as getting a head in one's occupation, and in "integrative" if the student is oriented to learn more about the other cultural community as if he desired to become a potential member of the other group.

Thus, it seems clear that the second language learner benefits from positive attitudes towards the language, culture and native speakers. Negative attitudes may lead to decreased motivation and in all likelihood unsuccessful attainment of proficiency.

Brown (1980:128-9) mentioned an interesting point regarding the role of a foreign language teacher:

The teacher needs to be aware that everyone has both positive and negative attitudes. The negative attitudes can be changed, often by exposure to reality, by encounters with actual persons from other cultures. Negative attitudes usually emerge either from false stereotyping or from undue ethnocentrism Teachers can aid in dispelling what are often myths about other cultures, and replace those myths with a realistic understanding of the other culture as one that is different from one's own, yet to be respected and valued. Learners can thus move through the hierarchy of affectivity.

Regarding attitudes in foreign language learning Ferguson (1971:5) states also "The effectiveness of foreign language policies in education is determined more by the attitudes of the people towards language." He added: "In Ethiopia, as elsewhere, many programmes fail because they don't take into account the attitudes of the people for whom they are intended." So before introducing any course the attitudes of the foreign language teachers and learners must be taken into consideration otherwise the programme will be a failure. In support of this statement Wenden and Rubin (1987:119) state "When language classes fail to meet student expectations, students can lose confidence in the instructional approach and their ultimate achievement can be limited." Wenden (1987) continues her idea by saying that

Student beliefs about language learning can influence their language strategies. In other words, what students think about

language learning can affect how they go about doing it. Therefore, knowledge of student beliefs about language learning is an important step toward understanding the etiology of learning strategies.

Another important point to mention concerning the role of attitudes in the foreign language is of Dubin and Olshtain (1987:14) who state that positive attitudes towards the language will reflect a high regard and appreciation of both the language and the culture it represents. They go on to say that positive attitudes towards the acquisition process will reflect high personal motivation for learning the foreign language, a feeling of self-fulfillment and success and an overall enthusiasm about the language course. Regarding negative attitudes towards the language Dubin and Olshtain (1987) pointed out that "Negative attitudes, whatever their roots, create psychological distance between the learner and the subject matter and are, therefore, of vital significance in the learning-teaching process."

It is essential to study the positive and negative attitudes of the learners towards learning a foreign language and it is also equally essential to be aware of the internal and external factors that affect the learners' attitudes. Neglecting the attitudes of the learners may create a considerable effect on the teaching and learning process and on the achievement of the learners. In connection to this statement Rivers and

Byrne have the following to say. Rivers (1985:458) discussed that

Students learn how to pronounce the language; how to understand and produce greetings, commands, requests, and simple declarative statements; how to sing songs and play games in the language; how the language is written; and how to perform simple everyday tasks commonly performed by people of that culture. The emphasis is not on the amount of language learned, which is admittedly limited, but rather on developing favourable attitudes toward language learning.

Byrne (1980:75) states also "Good motivation leads not only to perseverance but to a heightened concentration or intensity of attention that produces more rapid learning."

2.2.3. The Foreign Language Teacher

The teacher influences the attitudes of the learners towards the foreign language. The influences can be positive or negative. Rivers (1985:459) has pointed out that "The most important qualification for the FLES teacher are a love for young children and an understanding of the most appropriate ways to arouse their interest and assist their learning." Thus, the teacher's attitude towards his students, knowledge of the subject-matter, his attitude towards the subject- and his overall personality is determining factor in the teaching-learning process. Regarding negative attitude Rivers (1985:60) stresses that "A foreign language teacher with no understanding of or interest in learners can soon kill any incipient enthusiasm by boring or intimidating

Concerning the effect of teacher's attitude towards Educational television, Evans (1968:69) discusses the result of the study of Metro University U.S.A. by saying that one of the most interesting outcomes of the studies of student attitudes toward television instruction is that they tend to reflect those of the teachers in the classroom. If the classroom teacher does not motivate his students, if he fails to prepare the students properly for the programme, if he does not control the students during the programme, the students seeing the attitude of the teacher may be indifferent in following the programme. So the teachers' positive attitude towards the programme is a determining factor in the teaching-learning process. In support of this statement Dubin and Olshtain (1987:31) have the following to say "The teacher population is the most significant factor in determining success of a new syllabus or materials. The attitudes of the teachers and their abilities to adjust to new thinking and what it involves in practical terms are crucial."

Regarding the role of the language teacher Medhane Habteghiorghis (1986:11) quoting Bezabih Bekele has also the following to say:

The school ground, a well equipped building will remain partial, or may be wasteful, unless the person or the teacher ... is in class to guide the instructional process. The success of the goal is mainly determined by the teacher. Additionally, the expected change of behaviour or the development of positive attitudes of students towards learning can be affected by the teacher.

Concerning the foreign language teacher Dulay and Brown mentioned relevant points. For example Dulay (1982:267) stresses that

Learn the motivation of your students and incorporate this knowledge in your lessons- knowing why your students are in your class, and knowing with whom they want to associate and like whom they want to sound will help explain their different success rates and the domain of the target language they learn.

Thus, the foreign language teacher has to take into consideration the motivation, interest and goal of his students for the learning-process to make more sense to the pupils.

Brown (1980:135) states also:

Teachers of foreign languages would do well to heed Adler's words. While certainly not every learner will find a cross-cultural experience to be totally positive, many do derive positive values from the experience, and for those for whom learning a second culture might otherwise become a negative experience, or an illness, teachers can help that experience to become one of increased cultural awareness and self-awareness for the learner We should not expect the learner to deny the anger, the frustration, the helplessness and homelessness he feels, Those are real feelings and they need to be openly expressed. To smother those feelings may delay and actually prevent eventual movement into the third stage A teacher can enable the learner to understand the source of his anger and frustration, to express those feelings, and then gradually to emerge from those depths to a very powerful and personal form of learning.

If the learner is helped by a sensitive and perceptive teacher to understand the cross-cultural learning experience, then the learners' chances for succeeding may increase in both second language learning and second culture learning.

Still another valuable point regarding the foreign language teacher is discussed by Byrne (1980:75) by saying that the teacher may be able to encourage and influence an integrative motivation towards the target language. But there are also the day-do-day activities of classroom language learning and it is in those that the teachers' contribution to the motivational dimension can be important. He continued by saying that the classroom teacher is faced with the problem of trying to guide the learning process so that at every step the learner is motivated through the satisfaction of achievement, but at the same time perceives the need for further progress.

Thus, it seems clear that if the foreign language teacher and the learners have a positive attitude towards the language, culture and native speakers, then the teaching-learning process brings about satisfactory results. However, if the attitudes of the teachers and learners are negative to the above mentioned points then the result will be unsatisfactory.

2.8.4. Attitudes towards Educational Television

Educational television is used to supplement and enrich the formal teaching and learning of a foreign language. Its success or failure depends on the attitude of teachers towards the TV. programme among other factors.

In this part, the researcher will try to present studies carried out regarding the attitudes of teachers towards Educational Television. Research was done at Metro University in U.S.A. in 1965 to know the attitudes of teachers towards Educational television. Evans (1968:83) discussed the outcome of the research: those teachers who had positive attitudes towards Educational Television were clearly less conservative, less traditionally oriented, and those who had a negative attitude towards Educational Television had a traditional approach to instruction. They practised "Straight lecture method." and "Answering students' questions in large classes." According to Evans (1968) the teacher who had a negative attitude towards Educational Television emphasized "Myself conducting."

Murphy and Ronald (1975) report also a survey conducted in 1965 to know the attitudes of teachers in four schools in the U.S.A. The schools were: (1) The Washington County (Maryland), (2) The Detroit public school, (3) The Chicago city college and, (4) The University of Texas. The outcome of the research is discussed by Murphy and Ronald (1975:59) and they

state that students in elementary and high schools are largely in favour of Educational Television while those in colleges and universities react for the most part unfavourably. They say also that favourable attitudes increased with the level of involvement in the Educational television, that is, producers of programmes and regular studio teachers are more enthusiastic than those not so closely involved, and even among students those with over fifteen hours of TV. credit express greater approval of Educational television than those with less exposure. Murphy and Ronald (1975) continued their report by saying that parents did not support Educational television because they said that during Educational television there was no contact between students and TV. teachers.

Another important point to mention is that made by Bender et al. (1976:511) concerning a meeting of school directors and ministry officials held in Addis Ababa in 1969 to discuss the operation and impact of Educational television. The participants had a positive attitude towards Educational television because, as Bender et al. say, the result was resolutions of support and recommendations hoping that Educational television instruction would partially remedy teacher shortage, over-crowding, poor-quality teaching, shortages of teaching aids and materials.

The participants also hoped that TV. instruction would partially remedy shortage of libraries and teaching aids, since TV. instruction is highly visual and rich in teaching-aid materials. The participants supported also the introduction of Educational TV. in the school time by saying that TV. lessons are prepared and presented by highly trained and qualified subject specialists, with a benefit not only to students, but also as an in-service training experience for teachers. According to Bender et al. (1976) all schools agreed to provide caretakers and suitable places for the sets, to ensure maximum utilization by providing adequate rooms, and to adapt their timetables to the TV. schedules, so that the TV. programmes could be integrated into regular school instruction activities. Thus, the positive attitudes and active participation of a classroom teacher are decisive factors for the success of the Educational television programmes.

CHAPTER III

METHODOLOGY AND PROCEDURES

3.1 Questionnaires and Personal Observations

Questionnaires with questions and observation checklist were prepared for English teachers of grades 7 and 8 of 38 Government Junior and elementary schools regarding the English by Television programme. The observation checklist and questionnaires were devised to know the attitudes of grades 7 and 8 English teachers with regard to content and methodology used in the English by TV. programmes entitled Let's Learn English and English for You.

3.2 Description of the Population under Study

There are five zone schools offices in Addis Ababa. In the five zones there are 38 Government Junior and elementary schools. There are 5 schools in ZONE ONE, 8 in ZONE TWO, 7 in ZONE THREE, 11 in ZONE FOUR, 7 in ZONE FIVE Junior and elementary schools. In each Junior and elementary school the number of English teachers varies from 2 to 6 according to the number of students.

There are a total of one hundred and twenty-six English teachers in all the 38 Government Junior and elementary schools in the five ZONES in Addis Ababa.

Since this number is not very large the researcher decided to include all the teachers in his study. This will furnish a clearer and more comprehensive picture of the situation. The distribution of the 126 English teachers of the five zones is shown in table one, two, and three below respectively.

Table 1 Names of the 38 schools in Addis Ababa by grade 7 and 8 English teacher populations and sex.

SCHOOL	Population		
	Male	Female	Total
Dej. Omer Semetre	3	-	3
Dej. Balcha Aba Nefso	3	2	5
Tesfa Kokob	4	1	5
Edget Besera	3	-	3
Yekatit 23	5	1	6
Repi	2	1	3
Abune Basilios	3	-	3
Mekanisa	2	1	3
Keraniyo	2	-	2
Mekdela	2	1	3
'Prison school'	1	-	1
Werha-Yekatit	2	1	3
Fit. Lake Adgeh	1	-	1
Berhanh Zare	2	-	2
Mesrak Goh	2	1	3
Berhan Guzo	4	-	4
Tensae Berhan	2	-	2
Kokobe Zebah	4	-	4
Mesrak Ber No. 1	3	1	4
Urael	3	1	4
Biherawi Betemenghist	2	-	2
Hibret Fre	2	1	3

SCHOOL	Population		
	Male	Female	Total
Meazia 23	3	1	4
Zehay Chora	3	-	3
Del Betegel	3	-	3
Kebena	1	1	2
Daḡmawi Menelik	4	-	4
Entoto Amba	5	1	6
Quasquam	3	-	3
Meskerem 2	2	-	2
Edget Behibret	4	1	5
Arbegnoch	5	1	6
Kelemework	4	1	5
Medhane Alem	3	-	3
Ethiopia Tikdem No.2	1	2	3
Sebstie	4	-	4
Megabit 28	2	-	2
Belay Zeleke	2	-	2
Total	106	20	126

Source:- Addis Ababa Schools office

Table 2 Number of teachers by qualification

Grade	11+1	12+1	12+2	12+3	Total
7	5	19	18	7	49
8	1	17	32	5	55
7+8	-	8	4	-	12
Total	6	44	54	12	116

Table 3 Teachers' Teaching Experience

Grade	1-5 years	6-10 years	11-15 years	16-20 years	21-25 years	above 25 years	Total
7	1	5	11	20	10	2	49
8	1	3	10	31	8	2	55
7+8	-	1	3	7	-	1	12
Total	2	9	24	58	18	5	116

3.3 Distribution of Questionnaires

The researcher contacted the statistical Information Office of the Addis Ababa Schools' office, regarding information about the number and location of the government Junior and elementary schools. Then the questionnaires prepared were given out beforehand to 20 teachers of 10 schools of the five zones, that is, 2 teachers from each school. The schools are: from ZONE ONE - Tesfa Kokob and Yekatit 23; from ZONE TWO - Mekanisa and Mekdela; from ZONE THREE - Urael and Kokobe Zebah; from ZONE FOUR Meazia 23 and Meskerem 2; from ZONE FIVE - Berhan Chiora and Berhan Guzo. The aim of the researcher in distributing the questionnaires beforehand was to see if the questionnaires were understandable and workable for the study. Responses were satisfactory and minor changes were made.

Later with the help of the directors of each school, English teachers of grades 7 and 8 were briefed about the aims of this study. An explanation was given

in connection with the procedure of completing the questionnaires. Basically, the questionnaires require the teachers to give a personal opinion answer as completely agree, agree, not sure, disagree, and completely disagree. Fifty questions were given. Forty-four of them require teachers to give their personal opinion by putting an 'X' above the corresponding opinion. Five questions were 'Yes' 'No' questions. And one question asked them to give their comments about Educational English by Television on points not adequately covered by the questionnaires. (The final format of the questionnaire is found in appendix 1.)

The researcher administered the questionnaires himself. He distributed the questionnaires to 119 English teachers of 35 out of 38 Government Junior and elementary schools in Addis Ababa.

Two Government Junior and elementary schools 'Repi' and 'Werha Yekatit' do not have television sets as the directors of the schools told the researcher. So he did not distribute the questionnaires to the six English teachers of the two schools because the teachers did not have any idea about English by Television. Another school that is excluded from the study is the 'Prison school' because it was difficult to contact the teacher as well as the director.

Therefore, the researcher distributed 119 questionnaires to 119 English teachers of 35 Government Junior and elementary schools i.e. from 2 to 6 questionnaires

to each Government Junior and elementary school under study.

In the great majority of cases co-operation was readily obtained. Almost all the teachers under study completed the questionnaire within the last six weeks of the first semester.

Finally, out of the 119 copies distributed, 116 copies, that is, 49 responses of Grade 7; 55 responses of Grade 8; and 12 responses of grades 7 and 8 English teachers were collected. One grade 7 English teacher from Sebeste, one grade 8 teacher from Arbenoch and one grade 7 teacher from Fit. Lake Adgeh did not return the responses of the questionnaires.

3.3.1 Preparation of the Questionnaire

As the researcher mentioned earlier there are forty-nine questions. Question No. 50 asks the teacher to give their comments. From the teachers' responses the researcher discussed the attitudes of teachers towards the English by TV. programme. For example,

A. (1) items 1, 2, 5, 6, 14, 15, 29 and 30 aimed at finding the teachers' attitude towards the programme of English by TV.

(2) Teachers' attitude towards songs consists of eight items (item 8, 18, 19, 20, 21, 22, 23 and 33).

(3) Teachers' attitude towards the Drills of English by TV. comprises six items (items 24, 25, 26, 27, 28 and 32).

(4) Teachers' attitude towards the topic of English by TV. programme consists of five items (items 36, 37, 38, 39 and 42).

(5) Teachers' attitude towards the level and vocabulary comprises three items (items 3, 4 and 17).

(6) Teachers' attitude towards timing of the programme and teachers' preparation consists of three items (items 7, 12 and 13).

(7) Teachers' attitude towards methodology consists of three items (items 9, 11, and 43).

(8) Teachers' attitude towards teachers' guide comprises two items (34 and 35).

(9) Teachers' attitude towards NATIVE SPEAKERS in the English by TV. programme consists of two items (items 10 and 16).

(10) Teachers' attitude towards the pre-set questions and note-taking practice of the programme comprises two items (items 40 and 41).

B. Teachers' attitude towards possession, reading, use of teachers' guides and participation in songs and drills comprises of four items (items 45, 46, 47 and 48). The items had two possible answers 'Yes' or 'No'.

3.4 Personal Observation

The Educational Mass Media Agency (EMMA) transmits a total of 20 English by Television programmes for grades 7 and 8 in addition to other programmes such as Maths, Science and Productive Technology. The 1st

semester programmes (1-10) are transmitted from October 20, 1989 to January 5, 1990. The second semester programmes (11-20) are transmitted from March 20th to June 2, 1990. Duration of all Television programmes is 15 minutes. Though the programmes have seven repeat transmissions in a week, each class is expected to use only one of the repeats per week. The repeats are for grades having more than one section. One programme runs for one whole week. So, different schools have different TV. time tables and shift systems of morning and afternoon. (Educational Television Weekly Broadcast Schedule For Junior High School is found in appendix 3).

The researcher attended English by Television classes. Each class was of forty minutes and a total of NINE periods was observed for each teacher. In addition to this each teacher was video taped for one period. A checklist was prepared to study the attitudes of grade 7 and 8 English teachers towards the English by TV. programme in relation to pre, during and after TV. activity. (The final format of the checklist is found in appendix 2). Teacher and student activities and reactions to the TV. lessons were ticked against whether they were 'Yes', 'No', and 'Unsatisfactory' and of students' activity as 'Excellent', 'Very good', 'Good' and 'Poor'.

For example, if the teacher wrote all necessary words like vocabulary, structure on the blackboard including the educational song or poem then the researcher marked 'Yes'. It means that the teacher has fulfilled the requirements of pre-television activities. On the other hand, if the students were unable to repeat after the TV teacher the drills, then the researcher marked 'Poor'.

Thus, by distributing the questionnaires to all English teachers under study and by observing the teachers' and students' activities and reactions towards the English by television programme the researcher will be in a position to see the strong and weak aspects of the programme.

3.4.1 Sampling Procedure of the Observation

The researcher has selected the sample using the stratified random sampling procedure. Based on this procedure the researcher selected 4 schools out of 11 Junior and elementary schools from ZONE 4. The researcher chose ZONE 4, firstly, the work place of the researcher is in ZONE 4 and it would be easy for him to adjust the researcher's timetable with the 4 schools' TV. timetable of ZONE 4 schools. Secondly, ZONE 4 has the highest number of Junior high schools (see appendix 4).

As mentioned earlier, there are 10 programmes for the first semester for each grade 7 and 8. The first

3 programmes of each grade were not observed because the researcher was busy preparing the checklist and adjusting the researcher's timetable with the schools' television timetable.

The researcher observed 1st semester English by TV. programmes from 4-10, that is, programme 4, 5, 6, 7, 8, 9 and 10. Second semester programmes 11 and 12 were also observed. Programmes 10, 14 and 15 were recorded on a video tape. The researcher did not observe programme 13 and from 16 upto 20, because he concluded that what is already observed is also true for the remaining ones.

The personal observation of the English by television was done in the actual lesson. The 9 programmes listed above, were observed in each grade 7 and 8 under study, that is, 18 observations were made in each school which makes a total of 72 observations in all four schools of ZONE four.

Table 4

School Observed and their Television Time Tables.

Television programme Time-table				
ZONE 4	Name of School	Classification by Grade	Day	Time
	Biherawi Bete Menqhist Elementary and Junior School	Grade 7	Tuesday	12:55-1:10
		Grade 8	Monday	12:55-1:10
	Del Betegel Elementary and Junior School	Grade 7	Friday	11:00-11:15
		Grade 8	Thursday	11:40-11:55
	Menilik II Elementary and Junior School	Grade 7	Tuesday	11:00-11:15
		Grade 8	Monday	11:20-11:35
	Meskerem 2 Elementary and Junior School	Grade 7	Wednesday	11:20-11:35
		Grade 8	Tuesday	11:40-11:55

3.5 Equipment used in Recording English by Television Classroom Activities

The researcher besides his personal observation in actual lesson transmissions inside classrooms has also recorded the eight classes of the four schools on a video tape. He took video tape films in order to study the general English by Television classroom atmosphere, that is, to study in detail the activities and reactions of teachers and students before, during and after television classes.

Subject: The number of classes to be video taped and studied was decided on the basis of money and time available for the researcher. After taking into consideration the above points, he decided to take the eight classes in the four schools under study. Each teacher was video taped for one period.

A period in a Government Junior and elementary school lasts forty minutes. However, five minutes is usually wanted for the students to go from their classroom to the television class. On the average, the video taping period for the 8 schools was about thirty-five minutes. A total of about 280 minutes of video tape was studied.

One grade 7 and one grade 8 were selected from each of the four schools. Eight of the classes studied are: from Del Betegel, Menilik II, Biherawi Bete-menghist and Meskerem 2.

Regarding the size of classes in the four schools the number of students ranged from 80 to 100. The eight teachers have long years of teaching experience ranging from 15 to 21 years.

3.5.1 Orientation of Teachers and Students prior to Recording English by TV. Classroom Activities and reactions of Teachers and Students

The researcher contacted the eight English teachers of the four schools and requested them to be recorded on a video tape for one period of an English

lesson. The researcher informed the eight teachers that the video film will not be for public viewing but it will be studied and analyzed by the researcher and copies of the video films will be given to EMMA. He briefed the students and teachers about the objective of the study and they were requested to behave the way they would behave at normal times. The researcher told them to forget the presence of the researcher and the cameraman.

After briefing them, the actual video taping took place with the help of Mr. Norman Pritchard and other members from EMMA.

3.6 The Method of Data Analysis

The methods of data analysis and interpretation of the findings are as follows: first, all data were tallied by the researcher and then for each attitude variable and average percent of the degree of choice was estimated. He discussed the result from the point of view of grade 7, grade 8 and grade 7 and 8 responses.

CHAPTER IV

4.1 RESULTS AND DISCUSSIONS

As stated in Chapter 3, questionnaires and observation checklist were prepared in order to know the attitudes of grades 7 and 8 English teachers with regard to content and methodology used in the English by TV. programmes entitled Let's Learn English and English for you.

As can be seen in Appendix 4, there were 49 questions plus one question which required the respondents to give their comments. 1. Percentages of the respondents' reactions to every question were calculated and tabulated (see Appendices 5, 6 and 7). All the FIVE alternatives "COMPLETELY AGREE", "AGREE", "NOT SURE", "DISAGREE" and "COMPLETELY DISAGREE" were given an equal rank of one. 2. To find the mean score of every question all the FIVE alternatives "COMPLETELY AGREE", "AGREE", "NOT SURE", "DISAGREE", and "COMPLETELY DISAGREE" were coded in the following manner.

Positive statement :- "COMPLETELY AGREE" (5), "AGREE" (4), "NOT SURE" (3), "DISAGREE" (2), and "COMPLETELY DISAGREE" (1).

Negative statement:- "COMPLETELY AGREE" (1), "AGREE" (2), "NOT SURE" (3), "DISAGREE" (4) and "COMPLETELY DISAGREE" (5). Note that all the negative statements and the coding system for them are marked with an asterisk in all the tables in Appendix. 8, 9, 10

A value greater than 3 indicates a positive attitude towards a positive statement whereas a value less than 3 indicates a negative attitude to it. Conversely with the negative statements a value greater than 3 indicates a negative attitude towards it and a value less than 3 indicates a positive attitude to it.

For convenience sake, the statements are grouped into 10 groups according to the relationship they bear with each other. 11 tables were prepared. The first 10 summarize the findings of each group and the 11th table is a table of the overall approval rating. For 'Yes' or 'No' answers there is a separable table on page 106.

89.78% of grade 7 teachers have 12+1, 12+2 and 12+3 qualification and 93.89% have 6-25 years of teaching experience; and 98.08% of grade 8 teachers have 12+1, 12+2 and 12+3 qualification and 94.53% have 6-25 years of teaching experience and 100% of both grade level teachers have 12+1, 12+2 and 12+3 qualification and 91.60% of the teachers have 6-25 years of teaching experience. Therefore, the researcher hoped an honest response from the teachers.

4.1.2 Teachers' Attitudes Towards the Programme of English by TV.

This part is meant to examine teachers' attitudes towards the programme which includes eight items (items 1, 2, 5, 6, 14, 15, 29 and 30 see appendix S67) and

their reactions are as follows:

In item 1, the respondents were asked whether the concentration of the students was high or not during the programme. As a reaction to this statement, 32.65% of grade 7, 40% of grade 8 and 25% of both grade level teachers completely agreed with the opinion. 61.22%, 43.63% and 58.33% of grade 7, 8 and both grade level teachers agreed respectively. Only a few respondents, that is 6.12% of grade 7, 5.45% of grade 8 and 8.33% of both grade level teachers showed a negative attitude. The mean scores are 4.20, 4.18 and 3.91 for grade 7, 8 and both grade level teachers respectively. Thus, the attitude of the teachers showed a great tendency to agreement.

As the mean scores of the respondents indicated and as the researcher made an observation, during the programme the concentration of the students was very high. This is because, as Tomalin (1989:2) says "In Educational Television the learner does not just hear the language but sees the context in which it is used."

Item 2, which asks about the improvement of students pronunciation through the programme, 49.93%, 45.45% and 16.66% of grade 7, 8 and both grade level respondents completely agreed with the opinion respectively and the other, 34.69% of grade 7, 41.81% of grade 8 and 75% of both grade level teachers agreed with the opinion. Only a few respondents have a negative attitude towards the opinion.

The mean scores are 4.00 for grade 7, 4.30 for grade 8 and 4.00 for both grade level teachers. Thus, the teachers showed a favourable attitude towards completely agree and agree. As it is shown from the teachers responses, and the information gathered from the comments of the teachers and as the researcher observed, the English by TV. programmes may help students to improve their pronunciation.

Item 5, refers to the worth of the programme in the school time. 40.81% of grade 7, 60.37% of grade 8 and 58.33% of both grade level teachers agreed to the opinion. The other 8.16%, 15.09% and 8.33% of grade 7, 8 and both grade level teachers completely agreed with the opinion respectively. The mean scores are 3.18, 3.60 and 3.16 for grade 7, 8 and both grade level teachers.

However, 26.53%, 8.33% and 7.54% of grades 7, 8 and both grade level teachers disagreed with the opinion. From the comments of the teachers and from the researcher's observations 15 minutes is very short for the students to answer questions on listening comprehension passages, to do drills, to sing songs and to do dialogues if any and the timetable arrangement sometimes does not fit in with the TV programme. The topics of English by TV. programme and the students textbooks are different. Another point to take into consideration is that there is only 5 minutes interval between one programme and the next. So the teachers may not get

enough time to arrange class situations. Students start class at 7:30 and end at 12:00, but the TV. programme continues upto 12:15; so students are not willing to follow the TV. lesson after 12:00.

Regarding item 6, the respondents were made to react to the overall content of the programme. Most of the teachers have agreed with the opinion. That is over 60% of grade 7, over 75% of grade 8 and over 90% of both grade level teachers showed a positive feeling towards the opinion. The mean scores are 3.67, 3.93 and 4.16 for grade 7, 8 and both grade level teachers respectively. As the researcher observed and as the teachers agreed the overall content of the programme is educational and entertaining.

In item 14, the teachers were asked about the directness and simplicity of the programme. 46.93%, 60.37% and 58.33% of grade 7, 8 and both grade level teachers agreed with the opinion. The mean scores are 3.59 for grade 7, 3.98 for grade 8 and 4.25 for both grade level teachers. Thus, the attitude of the teachers showed a great tendency to agree and completely agree. The researcher observed also the programme is direct, simple and comprehensible. No difficulty was observed from the teachers or the students.

In item 15, the respondents were made to react to the opinion "The purpose of the programme is to provide a richer linguistic experience than that of the textbook." To this statement, 40.81% the teachers

in grade 7, 34.54% the teachers in grade 8 and 58.33% of both grade level teachers agreed with the opinion. The other, 22.44%, 27.27% and 8.33% of both grade level teachers completely agreed with the opinion respectively. The mean scores are 3.57 for grade 7, 3.65 for grade 8 and 3.66 for both grade level teachers. The responses have shown a tendency to agreement. However, 16.32% of grade 7, 23.63% of grade 8 and 8.33% of both grade level teachers have shown a negative attitude towards the opinion. The reason that they gave in their comments the listening comprehension passages, songs, dialogues and poems did not have any relation with the syllabus. So they recommended that the above points be revised in such a way as to have a relation with the syllabus.

Concerning item 29, the teachers were asked whether the students like the English by TV. programme or not. 69.38%, 65.45% and 50% of grade 7, 8 and both grade level teachers have completely agreed with the opinion respectively and the other 24.48% of grade 7, 25.45% of grade 8 and 41.66% of both grade level teachers agreed with the opinion. The mean scores are 4.61 for grade 7, 4.54 for grade 8 and 4.41 for both grade level teachers.

The responses of the teachers have shown a greater tendency to completely agree. As the researcher observed, the students liked ~~the song~~ very much, and the topics were very interesting, attractive, entertaining, educational, etc.

In item 30, the respondents were made to react to the idea whether the students gain from the programme or not. 46.93% of grade 7, 60% of grade 8 and 33.33% of both grade level teachers have completely agreed with the opinion and the other 42.85%, 34.54% and 58.33% of grade 7, 8 and both grade level respondents agreed with the opinion and with only a few respondents with a negative attitude. The mean scores are 4.31, 4.54, 4.16 for grade 7, 8 and both grade level teachers respectively. Thus, the teachers have shown greater tendency towards completely agree because the programmes are planned and presented co-operatively by skilled persons. The teachers agreed also that TV lessons may be superior to classroom instruction. Since there are different activities like drills, songs, listening comprehension passages; students may gain from the programme due to these activities. Educational TV programmes remedy also poor quality teaching.

Table 5A Summary of Teachers' Responses towards Programme

Grades	Responses		
	Completely agree and agree	Not Sure	Disagree & completely disagree
7	75%	11.22%	13.78%
8	82.03%	10.13%	7.84%
7 and 8	86.46%	5.20%	8.34%

Table 5B Weighted overall Mean of the Programme

Grades	Weighted overall mean
7	3.89
8	4.09
7 and 8	3.96

As can be inferred from the tables above, the summary of mean (percent) of the teachers responses to the programme showed a favourable attitude towards agreement, i.e., over 75% in all grade level showed a positive attitude towards the programme. This is more so in case of grade 7 and 8 teachers. By measure of the weighted overall mean the respondents showed a tendency to agreement but more so in case of grade 8 teachers.

4.1.3 Teachers' attitudes towards the songs

This part is intended to examine teachers' attitudes towards songs which include eight items (items 8, 18, 19, 20, 21, 22, 23 and 33 see appendix 567).

In item 8, the respondents were asked whether the variety of setting and songs are entertaining and interesting or not. 24.48%, 54.54% and 8.33% of grade 7, 8 and both grade level teachers completely agreed with the opinion in that order. The other, 24.48% of grade 7, 36.36% of grade 8 and 91.66% of both grade level teachers agreed with the opinion respectively. Only

a few respondents had a negative attitude towards the opinion. The mean scores are 4.02 for grade 7, 4.18 for grade 8 and 4.08 for both grade level teachers. The mean scores indicated that the respondents showed a tendency to completely agree and agree. The researcher from the observation he made agreed also with the responses of the teachers. The students were highly motivated and interested by the presentation of the variety of settings and songs in the programme. This statement corresponds to the idea forwarded by Mr. Norman Pritchard from EMMA. As Mr. Pritchard says "Most people, especially the young, enjoy singing, and any language activity involving enjoyment as well as learning is a self-evidently good thing."

Regarding item 18, the respondents were asked whether the songs are appealing to the students or not. 53.06%, 42.27% and 75% of grade 7, 8 and both grade level teachers agreed with the opinion in that order. The other 38.77% of grade 7, 36.36% of grade 8 and 25% of both grade level teachers completely agreed with the opinion. Only a few respondents showed a negative attitude towards the opinion. The mean scores showed a greater tendency to completely agree. For instance, 4.26 for grade 7, 4.14 for grade 8 and 4.25 for both grade level teachers. As the researcher observed also, since the songs are presented in a story form containing both the topic of the text and the structure, they are entertaining and appealing to the students.

a few respondents had a negative attitude towards the opinion. The mean scores are 4.02 for grade 7, 4.18 for grade 8 and 4.08 for both grade level teachers. The mean scores indicated that the respondents showed a tendency to completely agree and agree. The researcher from the observation he made agreed also with the responses of the teachers. The students were highly motivated and interested by the presentation of the variety of settings and songs in the programme. This statement corresponds to the idea forwarded by Mr. Norman Pritchard from EMMA. As Mr. Pritchard says "Most people, especially the young, enjoy singing, and any language activity involving enjoyment as well as learning is a self-evidently good thing."

Regarding item 18, the respondents were asked whether the songs are appealing to the students or not. 53.06%, 42.27% and 75% of grade 7, 8 and both grade level teachers agreed with the opinion in that order. The other 38.77% of grade 7, 36.36% of grade 8 and 25% of both grade level teachers completely agreed with the opinion. Only a few respondents showed a negative attitude towards the opinion. The mean scores showed a greater tendency to completely agree. For instance, 4.26 for grade 7, 4.14 for grade 8 and 4.25 for both grade level teachers. As the researcher observed also, since the songs are presented in a story form containing both the topic of the text and the structure, they are entertaining and appealing to the students.

In item 19, the respondents were asked whether the students learn the songs after only 2 or 3 repeats. 44.80%, 27.27% and 25% of grade 7, 8 and both grade level teachers completely agreed with the opinion in that order and the other 34.69% of grade 7, 34.54% of grade 8 and 33.33% of both grade level agreed with the opinion. The mean scores are 4.06 for grade 7, 3.56 for grade 8 and 3.41 for both grade level teachers.

However, 14.28%, 25.45% and 25% of grade 7, 8 and both grade level teachers disagreed with the opinion in that order. The reasons they gave in their comments - the songs in grade 7 have two repeats only and in grade 8 sometime two or three repeats. So, it was not easy for the students to learn the tune and content of the songs. Instead of two repeats it would be better to make at least three repeats. The teachers in their comments suggested that the EMMA to provide a tape of songs to the schools and to lengthen the programme to 20 minutes so as to get enough time to practise the songs.

Regarding item 20, the teachers were asked whether the students sing the songs after the programme. 34.69% of grade 7, 30.90% of grade 8 and 16.66% of both grade level teachers completely agreed with the opinion and the other 46.93%, 36.36% and 25% of grade 7, 8 and both grade level teachers agreed with the opinion respectively. The mean scores are 3.89 for grade 7, 3.65 for grade 8 and 3.08 for both grade level

teachers. The teachers have shown a tendency towards agreement. However, 6.12%, 18.18% and 16.66% of grade 7, 8 and both grade level teachers have disagreed with the opinion and the reason given is the same as that of item 19's.

Concerning item 21, the respondents were asked to react to the comprehensibility of the language of the songs. The great majority of the respondents have shown a greater tendency towards completely agree and agree. For instance, 70.83%, 45.45% and 83.33% of grade 7, 8 and both grade level teachers have agreed with the opinion respectively and the other, 20.83% of grade 7, 41.81% of grade 8 teachers completely agreed with the opinion. Only a few teachers disagreed with the opinion. The mean scores are 4.06, 4.16 and 3.83 for grade 7, 8 and both grade level teachers. As the mean scores indicated and as the researcher observed, the language of the songs is comprehensible and to the level of the students.

Regarding item 22, the respondents were asked whether the songs being in the western musical mode is a hindrance. 35.41%, 40%, and 50% of grades 7, 8 and both grade level teachers disagreed with the opinion in that order. The other 16.66% of grade 7, 16.36% of grade 8 teachers completely disagreed with the opinion. The mean scores are 3.22, 3.32 and 3.16 for grade 7 and 8 and both grade level teachers respectively. The attitude of the teachers showed a

teachers. The teachers have shown a tendency towards agreement. However, 6.12%, 18.18% and 16.66% of grade 7, 8 and both grade level teachers have disagreed with the opinion and the reason given is the same as that of item 19's.

Concerning item 21, the respondents were asked to react to the comprehensibility of the language of the songs. The great majority of the respondents have shown a greater tendency towards completely agree and agree. For instance, 70.83%, 45.45% and 83.33% of grade 7, 8 and both grade level teachers have agreed with the opinion respectively and the other, 20.83% of grade 7, 41.81% of grade 8 teachers completely agreed with the opinion. Only a few teachers disagreed with the opinion. The mean scores are 4.06, 4.16 and 3.83 for grade 7, 8 and both grade level teachers. As the mean scores indicated and as the researcher observed, the language of the songs is comprehensible and to the level of the students.

Regarding item 22, the respondents were asked whether the songs being in the western musical mode is a hindrance. 35.41%, 40%, and 50% of grades 7, 8 and both grade level teachers disagreed with the opinion in that order. The other 16.66% of grade 7, 16.36% of grade 8 teachers completely disagreed with the opinion. The mean scores are 3.22, 3.32 and 3.16 for grade 7 and 8 and both grade level teachers respectively. The attitude of the teachers showed a

greater tendency to disagreement. However, 29.16% of grade 7, 21.81% of grade 8 and 33.33 of both grade level teachers agreed with the opinion.

Concerning item 23, the respondents reacted negatively to the idea which says "Too much time is spent on songs." For instance, 42.85%, 42.27% and 91.66% of grades 7, 8 and both grade level teachers disagreed with the opinion in that order and the other 32.65% of grade 7, 25.45% of grade 8 completely disagreed with the opinion. However, 12.24% of grade 7 and 27.26% of grade 8 (when completely agreed and agreed are added) showed a favourable attitude towards the opinion. The mean scores are 3.91 for grade 7, 3.58 for grade 8 and 3.91 for both grade level teachers. Thus, the mean scores showed that the teachers disagreed with the opinion and on the contrary in their comments asked for more time to be added for songs.

In item 33, the teachers were asked whether the students sing the songs or not. 36.73%, 16.36% and 25% of grade 7, 8 and both grade level teachers completely agreed with the opinion and the other 42.85% of grade 7, 58.18% of grade 8 and 58.33% of both grade level teachers agreed with the opinion. The mean scores are 3.93 for grade 7, 3.72 for grade 8 and 4.00 for both grade level teachers. Thus, the attitude of the teachers showed a tendency to agreement.

Table 6A Summary of Teachers' Responses
Towards Songs

Grades	Responses		Disagree & Completely Disagree
	Completely agree and agree	Not Sure	
7	80.25%	9.74%	10.01%
8	73.63%	7.72%	18.65%
7 and 8	76.04%	10.41%	13.55%

Table 6B Weighted Overall Mean of the Songs

Grades	Weighted Overall Mean
7	3.91
8	3.81
7 and 8	3.71

As can be deduced from the tables above, the summary of mean (percent) of the teachers responses to the songs showed a favourable attitude towards agreement. i.e., over 73% in all grade levels showed a positive attitude towards the songs. This is more so in case of grade 7 teachers. By measure of the weighted overall mean the respondents showed a tendency to agreement but still more so in case of grade 7 teachers.

4.1.4 Teachers' attitudes towards Drills

This part is meant to examine teacher's attitudes towards drills which include SIX items (items 24, 25, 26, 27, 28 and 32 see appendix 567).

In item 24, the respondents were required to give their opinion on the comprehensibility of the drills. 44.89%, 37.72% and 50% of grades 7, 8 and both grade level teachers completely agreed with the opinion respectively and the other, 32.65% of grade 7, 67.27% of grade 8 and 50% of both grade level teachers agreed with the opinion. However, a few respondents have a negative attitude towards the opinion. The mean scores are 4.04 for grade 7, 4.32 for grade 8 and 4.5 of both grade level teachers. Thus, the teachers responses showed a tendency to completely agree and agree. As the researcher observed also the drills are comprehensible, interesting and at the level of the students.

Item 25, "The drills are of value" the reactions of the teachers were as follows: 55.10%, 47.27% and 66.66% of grades 7, 8 and both grade level teachers agreed with the opinion respectively and the other 30.61% of grade 7, 34.54% of grade 8 and 25% of both grade level teachers completely agreed with the opinion. The mean scores are 4.02, 4.05 and 4.08 for grade 7, 8 and both grade level teachers respectively. From the mean scores it is possible to infer that the majority of teachers have a favourable attitude towards the opinion. However, a few respondents disagreed with the opinion.

For instance, 6.12% of grade 7, 7.27% of grade 8 and 8.33% of both grade levels teachers disagreed with the opinion respectively. As the researcher observed, 50% of the programmes he can state that the drills are of value, but there are only FIVE sentences to be practised in every programme of every grade; so this does not give enough practice for the students to master the structures. ~~The number of drills to be practised has to be increased.~~

The respondents were required to give their opinions concerning items 26 and 27, which state drills are part of the syllabus and activating the students. The respondents have shown a greater tendency towards completely agree and agree. For example, in item 26, 64.58%, 45.45% and 75% of grades 7, 8 and both grade level teachers agreed with the opinion in that order and the other 27.08% of grade 7, 41.81% of grade 8 and 25% of both grade level teachers completely agreed with the opinion. The mean scores are 4.08, 4.23 and 4.25 for grade 7, 8 and both grade level teachers respectively. In item 27, 35.73% of grade 7, 47.27% of grade 8 and 16.66% of both grade level completely agreed with the opinion and the other 46.93%, 38.16% and 66.66% of grade 7, 8 and both grade level agreed with the opinion. The mean scores are 4.08 for grade 7, 4.27 for grade 8 and 3.91 for both grade level teachers. In both items, there are only a few teachers with a negative attitude.

As is indicated by the responses of the teachers and as was observed by the researcher drills are part of the syllabus and are activating the students. In connection with the statement drills activate the students, Chris Farm (1983:17) says "... they (drills) involve him/her deeper in the programme and offer some take-away generalisable language."

Responding to another statement, No. 28, which refers to the idea that drills are difficult for the students. The majority of the teachers showed a great tendency to disagreement. For instance, 44.89%, 58.18%, and 58.33% of grade 7, 8 and both grade level teachers disagreed with the opinion in that order. The other, 18.36% of grade 7, 20% of grade 8 completely disagreed with the opinion. The mean scores are 3.51 for grade 7, 3.72 for grade 8 and 3.41 for both grade level teachers. As can be inferred from the mean scores and as the researcher observed, drills are not difficult for the students.

In item 32, the respondents were also asked whether the students do the drills or not. 51.02%, 67.27% and 75% of grade 7, 8 and both grade level teachers agreed with the opinion in that order and the other 12.24% of grade 7, 16.36% of grade 8 teachers completely agreed with the opinion. However, 14.28% of grade 7, 5.45% of grade 8 and 16.66% of both grade level teachers have disagreed with the opinion. The mean scores are 3.61 for grade 7, 3.94 for grade 8

and 3.58 for both grade level teachers. Thus, the responses of the teachers showed a tendency towards agreement. But as the researcher observed 50% of the programmes of grade 7 and 8 he can state that in grade 7, programmes 4, 5, 6 and 7 and in grade 8, programmes 4 and 5 the TV. teacher does not give enough time for the students to answer the drills. That is, the TV. teacher gives the answers immediately before the students give an answer to the drill. So the students were simply repeating the answers given by the TV. teacher.

Table 7A Summary of Teachers' Responses Towards Drills

Grades	Responses		
	Completely agree and agree	Not Sure	Disagree & Completely Disagree
7	71.33%	8.87%	19.80%
8	65.15%	6.66%	28.19%
7 and 8	77.78%	6.94%	15.28%

Table 7B Weighted Overall Mean of the Drills

Grades	Weighted Overall Mean
7	3.87
8	4.08
7 and 8	3.95

As can be deduced from the tables above, summary of mean (percent) of the teachers responses to drills showed a favourable attitude towards agreement. i.e., over 65% in all grade level showed a positive attitude towards drills.

This is more so in case of grade 7 and 8 teachers. By measure of the weighted overall mean the respondents showed a tendency to agreement but more so in case of grade 8 teachers.

4.1.5 Teachers' Attitudes towards the Topics of the English by TV. Programme

This part is intended to examine teachers' attitudes towards the topics which include FIVE items (items 36, 37, 38, 39 and 42 see Appendix 569).

In items 36 and 37, the respondents were asked whether the topics are of interest and are of educational value. In item 36, 67.34%, 50.90% and 50% of grade 7, 8 and both grade level teachers have agreed with the opinion respectively. The other 30.61% teachers of grade 7, 45.45% teachers of grade 8 and 33.33% of both grade level teachers completely agreed with the opinion. Only a few responds have a negative attitude. The mean scores are 4.26 for grade 7, 4.40 for grade 8 and 4.00 for both grade level teachers respectively. Thus, the attitudes of the teachers showed a greater tendency to completely agree and agree. In item 37 the teachers showed a greater tendency to completely agree, 65.30%, 47.27% and 50% of grade 7, 8 and both grade level teachers agreed with the opinion in that order and the other 34.69% of grade 7, 50.90% of grade 8 and 41.66% of both grade level teachers have completely agreed with the opinion. The mean scores are 4.34, 4.49 and 4.33 for grade 7, 8 and both grade level teachers respectively. Thus, the teachers reactions indicated a favourable attitude

towards both items but it seems that grade 8 teachers are more in favour than grade 7 and grade 7 and 8 teachers.

Concerning item 38 the respondents were asked whether the topics are of linguistic value or not. 65.30%, 50.90% and 66.66% of both grade level teachers agreed with the opinion respectively and the other 18.36% of grade 7, 30.90% of grade 8 and 25% of both grade level teachers completely agreed with the opinion. There were a few respondents with a negative attitude. The mean scores are 3.95, 4.00 and 4.08 for grade 7, 8 and both grade level teachers respectively. Thus, the attitude of the teachers showed a great tendency to agreement. This finding supports the ideas of Tomalin (1989:2), who says, "Television brings the outside world into the classroom. It gives the class and teachers something to talk about, beyond the confines of the classroom. In this sense it can be a powerful stimulus to communication in class."

In another statement, item 39, the respondents were asked whether the topics serve as listening comprehension passages or not. 67.34%, 56.36% and 58.33% of grade 7, 8 and both grade level teachers agreed with the opinion respectively and the other 24.48% of grade 7, 29.09% of grade 8 and 8.33% of both grade level teachers completely agreed with the opinion. The mean scores are 4.08 for grade 7, 4.00 for grade 8 and 3.58 for both grade level teachers. The attitude of the teachers showed a great tendency to agreement and the researcher also agreed with the opinion. The questions are usually set in advance of the text and the students are instructed to note down the answers as they

hear them. So, the researcher thought it was a good method of developing the listening comprehension of the students.

In item 42, the respondents were made to react to "The topics are too difficult for the students." The teachers have shown a greater tendency to disagreement. For instance, 61.22%, 60% and 50% of grades 7, 8 and both grade level disagreed with the opinion respectively. However, a few respondents agreed with the opinion. For instance, 16.32% of grade 7, 7.27% of grade 8 and 16.66% of both grade level teachers agreed to the opinion. The mean scores are 3.48, 3.6 and 2.5 of grade 7, 8 and both grade level teachers. As the researcher observed also the topics of the English by TV. programme are not difficult for the students. Conversely, they are at the level of the students and he did not observe any difficulty in comprehending.

Table 8A Summary of Teachers' Responses Towards Topics

Grades	Responses		
	Completely agree and agree	Not Sure	Disagree & Completely Disagree
7	79.18%	4.48%	16.34%
8	74.91%	6.90%	18.19%
7 and 8	70.00%	8.33%	21.67%

Table 8B Weighted Overall Mean of the Topics

Grades	Weighted Overall Mean
7	4.02
8	4.09
7 and 8	3.69

As can be inferred from the tables above, a summary of the mean (percent) of the teachers' responses to the topics showed a favourable attitude towards agreement. i.e., over 70% in all grade levels showed a positive attitude towards the topics. This is more so in case of grade 7 teachers. By measure of the weighted overall mean the respondents showed a tendency to agreement but more so in case of grade 8 teachers.

4.1.6 Teachers' Attitudes towards the Vocabulary and the level of language

This part examines the vocabulary and the level of language of the English by TV. programme which includes THREE items (items 3, 4 and 17).

The respondents in item 3, were made to react to "It's bad that some words are beyond the pupils' comprehension." The respondents have shown tendency to agreement. 42.85%, 43.63% and 8.33% of both grade level teachers agreed with the opinion and the other 26.59% of grade 7, 21.80% of grade 8 and 33.33% of both grade level teachers completely agreed with the opinion. However, 20.40%, 14.54% and 25% of grade 7, 8 and both grade level disagreed with the opinion respectively. The mean scores are 2.97 for grade 7, 3.5 for grade 8 and 3.00 for both grade level teachers.

In item 4 which states "It's good that some words are beyond pupils' comprehension". The respondents have shown greater tendency to disagreement. 40.81%, 39.21% and 33.33% of grade 7, 8 and both grade level teachers disagreed with the opinion in that order and the other, 26.53% of grade 7, 19.60% of grade 8 and 33.33% of both grade level teachers

completely disagreed with the opinion. However, some respondents favoured the opinion. For instance, 14.28%, 31.37% and 25% of grade 7, 8 and both grade level teachers agreed with the opinion in that order and the reasons they gave in the comment part was that if the vocabulary is above the level of the students it will be a challenge for the teacher and the students. The mean scores are 2.40, 2.56 and 2.25 for grade 7, 8 and both grade level teachers respectively.

Concerning item 17, the respondents were asked to react to the idea "Keeping the level of language in the programmes high provides students with a challenge that stimulates learning." 39.58%, 25.45% and 50% of grade 7, 8 and both grade level teachers completely agreed with the opinion respectively and the other 37.50% of grade 7, 40% of grade 8 and 20% of both grade level teachers agreed with the opinion. Only a few respondents disagreed with the opinion. The mean scores are 4.04 of grade 7, 3.72 of grade 8 and 3.41 of both grade level teachers. From the responses of the teachers it can be inferred that the teachers have shown a tendency to agreement.

Table 9A Summary of Teachers' Responses Towards Vocabulary and Level of Language

Grades	Responses		
	Completely agree and agree	Not Sure	Disagree & Completely Disagree
7	56.85%	10.88%	32.27%
8	55.28%	11.60%	32.92%
7 and 8	44.12%	11.11%	44.77%

Table 9B Weighted Overall Mean of the Vocabulary and Level of the Language

Grades	Weighted Overall Mean
7	3.13
8	3.26
7 and 8	2.88

The following summary is made from the tables above: The mean (percent) of the teachers' responses to the vocabulary and level of the language showed an agreement but less in case of grades 7 and 8 teachers. By measure of the weighted overall mean the respondents showed an agreement but still less in case of grades 7 and 8 teachers.

4.1.7 Teachers Attitudes towards Timing and Preparation

This part is intended to examine teachers' attitudes towards timing and teachers preparation which includes three items (items 7, 12 and 13).

The respondents, in item 7, were asked to react to the opinion which states "The programme covers so much in 15 minutes that it is difficult for the students to follow."

The great majority of the teachers have a favourable attitude towards the opinion. For instance, 46.80%, 31.48% and 33.33% of grade 7, 8 and both grade level teachers completely agreed with the opinion respectively. The other, 42.55% of grade 7, 35.18% of grade 8 and 33.33% of both grades teachers agreed with the opinion. Only a few respondents have a negative attitude. The mean scores show low disagreement.

For example 1.80 for grade 7, 2.46 for grade 8 and 2.41 for both grade levels. Thus, the majority of the teachers agreed with the opinion. From the comments given by the teachers and as the researcher observed, 15 minutes programme is very short for the students to answer the listening comprehension, to do the drills and to master the songs.

In item 12 and 13, the teachers were asked about pre and post TV. activities. The respondents showed a tendency to agreement. For example, in item 12, 48.97%, 34.54%, and 33.33% of grade 7, 8 and both grade level teachers agreed to the opinion in that order and the other, 24.48% of grade 7, 21.81% of grade 8 and 8.33% of both grade level teachers completely agreed with the opinion. The mean scores are 3.69, 3.45 and 3.16 of grade 7, 8 and both grade level teachers respectively. However, a few teachers disagreed with the opinion. For example, 8.16% of grade 7, 14.54% of grade 8 and 33.33% of both grade level teachers disagreed with the opinion. The reason they gave was that they could not prepare for 15 minutes for the programme because 5 minutes was lost to take the students to the TV. room and again 5 minutes was lost when the students returned to

their classes and they also said since they did not have the teacher's guide they could not prepare the students for the programme.

In item 13, 46.93% of grade 7, 38.18% of grade 8 and 66.66% of both grade level teachers agreed with the opinion, respectively and the other 20.40%, 27.27% and 8.33% of grade 7, 8 and both grade level teachers completely agreed with the opinion respectively. However, there are a few respondents with a negative attitude. For example, 14.28% of grade 7, 16.36% of grade 8 and 16.66% of both grade level disagreed with the opinion and the reasons they gave were similar to those of item 12. The mean scores are 3.61 for grade 7, 3.61 for grade 8 and 3.66 of both grade level teachers.

Table _____ Summary of Teachers' Responses Towards Timing, Preparation and Consolidation

Grades	Responses		
	Completely agree and agree	Not Sure	Disagree & Completely Disagree
7	76.55%	7.48%	15.97%
8	62.80%	10.90%	26.30%
7 and 8	61.11%	11.11%	27.78%

Table _____ Weighted Overall Mean of Timing, Preparation and Consolidation

Grades	Weighted Overall Mean
7	3.03
8	3.17
7 and 8	3.07

The following summary is made from the above tables: The mean(percent) of the teachers' responses to the timing, preparation and consolidation showed a favourable attitude towards agreement. i.e., over 61% in all grade levels showed a positive attitude towards the opinions. This is more so in case of grade 7 teachers. By measure of the weighted overall mean the respondents showed a tendency to agreement but more so in case of grade 8 teachers.

Teachers' Attitudes Towards the Methodology used in the English by TV. Programme

This part is meant to examine teachers' attitudes towards the methodology used in the English by TV. Programme and comprises three items (items 9, 11, and 43).

Item 9 that specifically asked about the effectiveness of the English by TV. Programme teaching methodology, 47.91% of grade 7 teachers completely agreed and agreed. However, this item was not similarly rated by grade 8 teachers in which those who completely agreed were by 10.91% more than those who agreed. Consideration of teachers who teach both grade level revealed that 66.66% of them agreed. This showed that the respondents had differences in deciding to agree or completely agree. The finding indicated that the attitude of quite the majority of the respondents showed a tendency to completely agree. There were only a few respondents with a negative attitude. The mean scores are 4.43 for grade 7, 4.50 for grade 8 and 4.33 for both grade level teachers. As the researcher observed also the methodology of the English by TV programme was

very helpful for the teachers. The teachers were using more drills, songs, dialogues and there was more student talk after TV.

Item 11 that refers to the relevance of contexts and situations used in the TV. programme, respondents have shown greater tendency towards agreement. For instance, 15.18%, 45.45% and 75% of grade 7, 8 and both grade level teachers agreed with the opinion in that order and the other 24.48% of grade 7, 36.36% of grade 8 and 16.66% of both grade level teachers completely agreed with the opinion. Only a few respondents in all cases showed a negative attitude towards the opinion. The mean scores are 3.97, 4.03 and 4.08 for grade 7, 8 and both grade level teachers.

Hence, as can be seen from the teachers' responses the teachers seem to have a favourable attitude towards the contexts and situations used in the English by TV. Programme.

The respondents in item 43, were asked whether the programme made them change their teaching method or not. 46.93%, 38.18% and 41.66% of grade 7, 8 and both grade level teachers agreed with the opinion in that order and the other 14.28% of grade 7, 21.81% of grade 8 and 8.33% of both grade level teachers completely agreed with the opinion. The mean scores are 3.46 for grade 7, 3.49 for grade 8 and 3.25 of both grade level teachers. Thus, the attitude of teachers showed a tendency towards agreement.

However, some respondents disagreed. For instance, 20.40%, 18.18% and 33.33% of grade 7, 8 and both grade level

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teachers disagreed with the opinion. The reasons that were given by them in the comment part was that there were 4 periods of English in a week and 1 period was used for the TV. programme. So the teachers were remaining with 3 periods and they had a lot of portions to cover (their textbook). So they did not use much drills, songs, dialogues, etc.

Table 11A Summary of Teachers' Responses Towards the Methodology used in the English by TV. Programme

Grades	Responses		
	Completely agree and agree	Not Sure	Disagree & Completely Disagree
7	79.38%	7.65%	12.97%
8	78.08%	5.93%	15.99%
7 and 8	77.08%	14.58%	8.34%

Table 11B Weighted Overall Mean of Methodology

Grades	Weighted Overall Mean
7	3.95
8	4.00
7 and 8	3.88

As can be inferred from the tables above, summary of the mean (percent) of the teachers' responses to the methodology showed a favourable attitude towards agreement, that is, over 77% in all grade levels showed a positive attitude towards the opinion. This is more so in case of grade 7 teachers. By measure of the weighted overall mean the respondents showed a tendency to agreement but more so in case of grade 8.

4.1.9 Teachers' Attitude Towards the Teachers' Guide Text

This part is intended to examine teachers' attitudes towards the teachers' guide text and comprised TWO items (items 34 and 35).

In item 34 and 35, the teachers were asked about the content and comprehensibility of the teachers' guide text. In item 34, 33.33%, 20.37% and 16.66% of grade 7, 8 and both grade level teachers completely agreed with the opinion respectively and the other, 56.25% of grade 7, 53.70% of grade 8 and 75% of both grade level teachers agreed with the opinion. However, there are only a few respondents with a negative idea. The mean scores are 4.14 for grade 7, 3.8 for grade 8 and 4.08 for both grade level teachers. Thus, the responses of the teachers showed a great tendency towards agreement. The teachers responses may be supported by Schramme (1977:173) ideas "TV. is hardly a self-sufficient instructional tool. It needs teachers' guides, study materials for students, and all the other tools of instruction that a live classroom needs."

In item 35, concerning comprehensibility 50% of grade 7, 47.16% of grade 8 and 25% of both grade level teachers completely agreed with the opinion and the other, 41.50%, 47.82% and 66.66% of both grade level teachers agreed with the opinion in that order. Only a few respondents had a negative attitude. The mean scores are 4.47 for grade 7, 4.33 for grade 8 and 4.08 for both grade level teachers.

Thus, it seems that the attitudes of the teachers have shown a great tendency to completely agree.

According to the researcher's observations, the Teacher's Guide was completely necessary to the teacher. Without it he or she could not carry the pre, during and post TV. activities because the teacher's guide includes a number of suggestions for follow-up drills, games, discussions and other activities.

Table 12A Summary of Teachers' Responses Towards the Teacher's Guide Text

Grades	Responses		
	Completely agree and agree	Not Sure	Disagree & Completely Disagree
7	93.26%	3.06%	3.68%
8	81.31%	10.90%	7.79%
7 and 8	91.67%	4.16%	4.17%

Table 12B Weighted Overall Mean of the Teacher's Guide Text

Grades	Weighted Overall Mean
7	4.30
8	4.07
7 and 8	4.08

The following summary is made from the above tables: The mean (percent) of the teacher's responses to the teacher's guide text, showed a favourable attitude towards completely agree and agree i.e., over 81% in all grade level showed a positive attitude towards the opinion. This is more so in the case of grade 7 teachers. By measure of the weighted overall mean the respondents showed a tendency to completely agree and agree but still more so in the case of grade 7.

4.1.10 Teachers' Attitude Towards the Use of Native Speakers

This part is intended to examine the use of native speakers in the programme and includes two items (items 10 and 16).

In item 10 the teachers were made to react to "Students acquire better pronunciation if the programme is presented by native speakers." 51.02%, 38.18% and 41.66% of grade 7, 8 and both grade level teachers completely agreed with the opinion in that order and the other 14.28% of grade 7, 40% of grade 8 and 33.33% of both grade levels agreed with the opinion.

The mean scores are 3.89 for grade 7, 3.85 for grade 8 and 3.83 for both grade level teachers. Thus, the teachers have a favourable attitude towards the opinion with only a few respondents with a negative idea.

Concerning item 16, teachers were made to react to the idea of native speakers assisting the programme. 44.89% of grade 7, 52.72% of grade 8 and 16.66% of both grade level teachers completely agreed with the opinion. The other 44.89%, 25-45%, 66.66% of grade 7, 8 and both grade level teachers agreed with the opinion. With only a few respondents with a negative attitude. The mean scores are 4.30 for grade 7, 4.09 for grade 8 and 3.83 for both grade level teachers. Thus, it seems that the attitude of the teachers showed a tendency to completely agree and agree.

Table 13A Summary of Teachers' Responses Towards the Use of Native Speakers

Grades	Responses		
	Completely agree and agree	Not Sure	Disagree & Completely Disagree
7	77.55%	10.20%	12.25%
8	78.10%	3.63%	18.27%
7 and 8	79.17%	0%	20.83%

Table 13B Weighted Overall Mean of the Use of Native Speakers

Grades	Weighted Overall Mean
7	4.09
8	3.97
7 and 8	3.83

As can be inferred from the tables above: The mean (percent) of the teachers' responses to the use of native speakers, showed a favourable attitude towards agreement. i.e. over 77% in all grade levels showed a positive attitude towards the opinion. This is more so in case of both grade level teachers. By measure of the weighted overall mean the respondents showed a tendency to agreement but more so in grade 7.

4.1.11 Teachers Attitude Towards the pre-set questions and note-taking practice of the programme

This part is meant to examine teachers' attitudes towards the pre-set questions and note-taking practice which includes two items (items 40 and 41).

In item 40, the teachers were made to react to the idea "The pre-set questions in the programme serve their purpose of focusing the students attention." 28.57%, 36.36% and 9.09% of grade 7, 8 and both grade level teachers completely agreed with the opinion in that order and the other 59.18% of grade 7, 56.36% of grade 8 and 72.72% of both grade level teachers agreed with the opinion. The mean scores are 4.14 for grade 7, 4.23 for grade 8 and 3.80 for both grade level teachers. Thus, the attitude of the teachers showed a tendency to completely agree and agree. As the researcher observed also the pre-set questions enable the students to follow the listening comprehension passage thoroughly.

Responding to another statment, No. 41, the respondents were asked whether the note-taking practice was of value to the students. The respondents showed a greater tendency to agreement. For example, 58.33% of grade 7, 50.90% of grade 8 and 66.66% of both grade level teachers agreed with the opinion. There are only a few respondents with a negative attitude. The mean scores are 3.81 for grade 7, 4.09 for grade 8 and 3.66 for both grade level teachers.

Table 14A Summary of Teachers Responses Towards the Use of Pre-set Questions and Note-taking practice of the Programme

Grades	Responses		
	Completely agree and agree	Not Sure	Disagree & Completely Disagree
7	78.77%	11.64%	9.59%
8	86.67%	6.80%	6.53%
7 and 8	71.43%	5.50%	23.02%

Table 14B Weighted Overall Mean of the Teacher's Guide Text

Grades	Weighted Overall Mean
7	3.97
8	4.16
7 and 8	3.73

As can be deduced from the tables above, the summary of mean (percent) of the teachers responses to the use of pre-set questions and note-taking practice showed a favourable attitude towards agreement i.e. over 71% in all grade levels showed a positive attitude towards the opinion. This is more so in case of grade 8 teachers. By measure of the weighted overall mean the respondents showed a tendency to agreement but still more so in case of grade 8 teachers.

Table 15 The Overall Approval Rating*

1. Teacher's Guide	88.75%
2. Programme	81.16%
3. Note-taking; answer and questions	78.95%
4. Native Speakers	78.27%
5. Methodology	78.18%
6. Songs	76.64%
7. Topics	74.70%
8. Drill	71.42%
9. Timing and Preparation	66.82%
10. Vocabulary and level of the language	52.08%
The Overall Approval Rating.....	74.69%

* The Overall approval rating includes completely agree and agree.

As can be observed from table___, the overall approval rating being calculated as nearly 75%. The approval rating is higher for teacher's guide, programme, not-taking; answer and question, native speakers, methodology, songs and topics. On the other hand, drill, timing and preparation, and vocabulary and level of the language show a value below the approval rating. On the whole the teachers have shown a favourable attitude towards the English by TV. programmes entitled Let's Learn English and English for You.

Table 16 Teachers' Responses to 'Yes' or 'No' Questions.

- 'Yes' Responses

Questions 45, 46, 47, 48	Grade 7	Grade 8	Grade 7 and 8
Possession of Teacher's guide	79.59%	80%	75%
Reading Teacher's guide	81.63%	81.81%	83.33%
Use of Teacher's guide	75.51%	85.45%	91.66%
Participation in songs and drills	77.55%	74.54%	75%

The above table is based on the questions which have two possible answers 'Yes' or 'No'. As can be inferred from the above table, the majority of the teachers possess, read, use the teachers' guides and participated in the songs and drills with their students. However, nearly

20% of the teachers of grade 7, 20% of the teachers of grade 8 and 25% of both grade level teachers did not possess the teacher's guide. It was observed that, the teachers without the teachers' guides could not prepare the students for the programme. As a result of that the students interest, motivation and ability to follow the lesson were very low. So, the teaching-learning process was affected.

4.2 The Objective of the Observation

The objectives of the observation were to see:

1. Whether the attitude of the teachers was positive or negative towards the English by TV. programme entitled Let's Learn English and English for You which is transmitted by EMMA.
2. The activities of the teachers before, during and after TV. lessons.
3. The activities of teachers and students together.
4. If the teachers have really understood the methodology.
5. Whether the teachers integrate the programme with their teaching or not.
6. If the schools use Educational TV. effectively.
7. Whether the English by TV. programme met its aims or not.

Thus, the observation will help in deciding whether the programme will continue in its present form, or will need improvement.

Methodology: Before making the actual observation the researcher took the following steps. First, the researcher contacted the directors of the FOUR schools understudy and gave to the researcher their schools TV. timetables. Then, he chose the sections and times that were convenient to him. Second, he prepared an observation checklist that enabled him to examine the teachers' attitudes towards English by TV. and activities in the pre, during and after TV. lessons. Third, he studied the teachers' guides of grades 7 and 8 of 1st and 2nd semester. This enabled him to see the teachers' and students' activities during the TV. show and to see whether the programme met its objectives or not.

Regarding the sampling procedure of the observation and schools observed and their TV. timetables(see page___).

In order to analyze the attitudes of teachers and teachers and students activities, Doff (1989), Allwright (1988), Flanders (1970) and Almaz Beine's (1989) observation checklist were taken into consideration and the researcher used qualitative observation.

In the following, an attempt will be made, first, to discuss the contents of the English by TV. programmes Let's Learn English and English for You. Second, to analyze and discuss the attitude and activities (pre, during, and after TV. lessons) of the EIGHT English teachers from the FOUR schools understudy in terms of the points considered in the checklist and third, a conclusion will be given regarding the observation.

In the English by TV. programme there are listening comprehension passages with writing and speaking/singing and reading components. The listening comprehension passage is the basic 'text' part of the programme. There are interesting passages like the story of Lucy, The Blue Nile, the National Museum, Traditional Medicine 'Kosso', Ethiopian Air Lines, etc. In order to attract the students listening/watching; questions are usually asked in advance by the TV. teacher from the text, and this enables the students to follow the listening comprehension passage thoroughly. After the listening passage the TV. teacher asks questions and the students give their responses and immediately a correct answer is given for correction by the TV. teacher.

The classroom teacher after the TV. lesson has to make his students write the answers in their exercise books. This is a good method of teaching a foreign language and the teachers have to adopt the method because this is a well integrated format, that is, NOTE-TAKING skills which combine listening comprehension and writing. Later, answers at the end of the 'text' are given by the TV. teacher in 'Caption' so that students add reading to the listening and writing activities and by doing these the skills are integrated. ~~These answers can then form the basis of a paragraph to be written as a follow-up exercise after the programme.~~

From the text there are drills that serve as an active stimulus-response. The structure that is used several times in the drill is taken from the syllabuses of grade 7 and 8. The drills are practised in such a way that the TV. teacher asks questions and the students and teachers answer the drill 'live' while they are watching the programme. There are two chances for the students to respond. First, immediately after the stimulus and second immediately after the reinforcement by the TV. teacher and the two chances are signalled by a question mark.

Another interesting point is that the topic of the text and the structure are combined in an educational song which is repeated two or three times. The songs tell a story and encourage the students to learn the vocabulary, structure and pronunciation. The songs are entertaining and educational. As the researcher observed 72 lessons and took eight video films of lessons, he can state that teachers and students sang the songs together and this gave life to the teaching-learning process.

The English by TV. programme is presented by a trained native speaker, Mr. Norman Pritchard; trained EMMA (staff); fluent Ethiopian students. As the researcher observed, the content and presentation of the English by TV. lessons are much superior to classroom teacher content and presentation of the lesson so they are found to be attractive and arouse teachers' and students' interest. This seems to justify Schramm's idea (1977:8) "Educational TV. assists elementary school teachers in the fields where they are least well prepared, for inexperienced teachers to watch expert teaching in their own fields." Another point is that content-information and methodology guidance for each programme, together with a precise definition of the programme objective are explained in the Teacher's Guide. As the researcher observed, the programmes are not effective without the active participation of the teacher.

The teacher and the students have to sing the songs afterwards because they are an important part of the topic and also in order to meet the objectives of the educational television.

Results of Observation regarding the attitudes of grade 7 and 8 English teachers towards the English by TV. programme entitled Let's Learn English and English for You

Case Study 1: Evaluation of attitudes of grade 7 and 8 English teachers towards the English by TV. programme at Menelik elementary and Junior secondary school

A. Introduction

Menelik Elementary and Junior High School is a government school and is located in Zone 4. It is the biggest school in Zone 4 with a population of 5738, from 3rd to 8th grade. Out of these, 703 are grade 7 and 753 are grade 8 students. The school has morning and afternoon shifts. It has 4 English teachers. The English teacher of grade seven under study has 17 years of teaching experience and 12+2 qualification and the English teacher of grade eight under-study has 20 years of teaching experience and 12+2 qualification. The school has one TV. set that works, but it is very old. The TV. set is in the staff room so that the students have to come there to watch the TV. programme. While the teacher and the students were viewing the programme some teachers' in the staff room were correcting the exercise books of their students or preparing their lesson plans. So, the presence of the teachers may affect somehow the teaching-learning process. The director controls the students, but always there are 4 or 5 absentees in each grade.

Observation Findings

Grade 7

In all the 10 programmes under study observed and the video film watched and analyzed, the classroom teacher had

a positive attitude towards the English by TV. programme. He made good preparations to meet the objectives of the English by TV. programme entitled Let's Learn English. Since he had a teacher's guide, he carried out pre, during and after TV. activities. Before the TV. lesson, the teacher prepared the class for the programme by writing difficult vocabulary, structure, songs or poems, if any, on the blackboard and he explained them to the class.

During the programme the teacher encouraged the students to do the drills, to sing the songs and to answer the question on the listening passage. The activities of the students in doing the drills, in answering the questions and particularly in singing the songs was good. At the end of the lesson the teacher consolidated the programme by giving exercises to students concerning the lesson of the day and by singing the songs.

As the researcher observed, the students learned well by the end of the lessons due to the activity and interest of the teacher.

Grade 8

In 50% of the programmes (10 lessons out of 20 lessons) under observation, the classroom teacher carried out the pre, during and post TV. activities. But in two programmes i.e. programmes 8 and 10 the teacher failed to carry the pre, during and post TV. activities. However, in other programmes the classroom teacher performed the required activities in the pre, during and post TV. lessons. Before the programme he wrote the necessary information on the blackboard and

he gave explanations. During the programme the teacher encouraged the students to do drills, to sing the songs and to answer questions on the listening comprehension passages. The students' activities during the lesson were excellent. The students learned everything by the end of the lesson i.e. the students were able to do the drills, to answer questions to sing the songs. They were able to construct correct sentences using the structures and vocabulary learned.

The teacher consolidated the programme (lesson) by giving exercises concerning the day's lesson.

Case Study 2: Evaluation of attitudes of grade 7 and 8 English teachers towards the English by TV. programme at Biherawi-Betemenchist elementary and Junior School.

A. Introduction

Biherawi-Betemenchist Elementary and Junior High School is a government school and is located in Zone Four. It has a population of 1591, from 3rd to 8th grade. Out of these 271 are grade 7 and 203 are grade 8 students. The school has two shift system and both grades under study are in the afternoon shift. The school has two English teachers one for each grade. The grade 7 teacher has 14 years of teaching experience and 12+1 qualification; the grade 8 teacher has 21 years of teaching experience and 12+3 qualification. The school has one TV. set. There is a separate television room with well arranged seats. There

is a care taker for the TV. set and the room. The TV. timetable is strictly controlled by the director and is strictly followed by the teacher. No absence of students is seen and the teaching-learning process goes well in Biherawi-Betemenghist.

B. Observation Findings

Grade 7

The classroom teacher did not have the teacher's guide in any of the 10 programmes observed or filmed. As a result of this, the teacher could not carry the pre-TV. activities such as writing on the blackboard difficult vocabulary, structures, songs and poems if any. In other words, he did not prepare his students in advance for the programme. But during the programme the teacher's activity was excellent i.e. he wrote the words of the songs, structures, vocabulary and poems on the blackboard. However, the students had a problem in following the TV. lesson because their attention was directed during the programme by the activities of the teacher. As the researcher observed, the students were poor in doing the drills, singing the songs and answering the questions on listening comprehension. The participation of the students was less as compared with the participation of Menelik students.

After the TV. lesson the teacher consolidated the programme by giving exercises to students concerning the lesson of the day and by singing the songs. The students did not learn as much as was intended because the teacher did not have the teacher's guide. As the researcher observed,

the classroom teacher had a positive attitude towards the English by TV. programme and was an active and imaginative teacher.

Grade 8

Since the teacher did not have the teacher's guide he only partially fulfilled the requirements needed in all the 10 programmes under study. The teacher could not write the difficult vocabulary, structure, songs, and poems on the blackboard before the programme so it meant that he did not prepare the class for it. However, during the programme he wrote from the TV. the difficult words, songs, structures, etc. on the blackboard. He made the students watch the programme. So, the students' attention was on television. During the programme when there was a second or third repetition of the songs, he sang with his students. If there was a drill he motivated his students to do it. If there were questions on the listening comprehension he asked his students to answer the questions. However, the students were not as good at following the TV. lessons as compared with other students. They failed most of the time to answer questions on the listening comprehension passages asked by the TV. teacher. They were not good at singing the songs. In short, the students had a problem in following the TV. lessons as well as in learning the structures taught through the English by TV. programmes.

By the end of the period the teacher consolidated the programme by giving exercises to his students. Although the classroom teacher did not have the teacher's guide,

he always did his best in helping students to follow the TV. lesson and he tried to adapt the TV. teacher's methodology in his lessons. From his activities the researcher inferred that he had a positive attitude towards Educational Television. The teacher and the students took the English by TV. as educational and entertainment.

Case Study 3: Evaluation of attitudes of grade 7 and 8 English teachers towards the English by TV. programme at 'Meskerem' 2' Elementary and Junior School

A. Introduction

'Meskerem 2' Elementary and Junior High School is located in Zone Four. It has a population of 2214, from 3rd to 8th grade. Out of this 386 students are grade 7 and 208 are grade 8. The school has a two-shift system. It has two English teachers. One teacher teaches grade 7 and the other teacher teaches both grade levels. The grade 7 teacher has 18 years of teaching experience and 12+1 qualification. The grade 8 teacher has 16 years of teaching experience and 12+3 qualification. The school has 2 TV. sets. There is a separate room for TV. The school's television timetable is strictly controlled by the director and strictly followed by the teachers. The students in order to watch the TV. programme had to go from their classrooms to the TV. room and as the researcher observed Five minutes was lost on the way.

B. Observation Findings

Grade 7

In all 10 programmes under study which were observed and filmed the classroom teacher had a positive attitude

towards the TV. lessons. That is, he carried out the required activities in the pre, during and after TV. lessons. The students were good in singing the songs, learning the structure and vocabulary taught in the programme. The students due to the active role of the teacher were able to give correct answers on the listening comprehension passages asked by the TV. teacher. However, in programme 6 and 11, the classroom teacher did not prepare the students for the programme. So, the students were unable to sing the songs, to do the drills, to answer the questions on the listening comprehension passage correctly.

The teacher's and students' activity in the teaching-learning process on the TV. lessons were admirable.

At the end of the TV. show the teacher revised the TV. lessons, gave exercises concerning the day's lesson and sang the songs with his students. Due to the active participation of the teacher the eight programmes met their objectives.

Grade 8

In all the programmes under observation the classroom teacher carried out the required activities. Since he had a teacher's guide he prepared his students for the programme. Such preparation enhanced the attention which students gave to the transmission, and facilitated their understanding. During the programme, the teacher tried above all to give the TV. class the form of a normal classroom session i.e. the teacher constantly tried to arouse the curiosity of the students and to stimulate their learning, so the

students were good at singing the songs, doing the drills and answering the questions on the listening comprehension passages. The students concentration and discipline was high. The students did not have any problem in following the TV. lessons.

At the end of every lesson the teacher consolidated the programme by giving exercises and the students were good at learning the television lessons.

Case Study 4: Evaluation of attitudes of grade 7 and 8 English teachers towards the English by TV. programme at 'Del-Beticil' Elementary and Junior School

A. Introduction

Del-Beticil Elementary and Junior High School is a government school located in Zone 4. It has a population of 2635 from 3rd to 8th grade. Out of these 335 students are grade 7 and 262 are grade 8. There are two English teachers. Both grades are in the morning section. The grade 7 teacher has 21 years of teaching experience and has 12+2 qualification. The grade 8 teacher has 15 years of teaching experience and 12+1 qualification. The school has one TV. set that works but it is very old. Since there are more than 8 sections, two classes see the programme together. Since there are more than 100 students in the class, the teacher of grade 7 has a problem in controlling the class. The director controls the teachers and students.

B. Observation Findings

Grade 7

As the researcher observed, the classroom teacher was highly motivated and interested. He was always eager to adapt the methodology implemented in the English by TV. programme. He performed the pre, during and post TV. activities. The teacher encouraged his students to reply when they were asked a question by the TV. teacher. He made his students reply before the answer was given by the TV. teacher. He controlled the class. If there were any difficult words he wrote them on the blackboard and gave explanations after the TV. show. Due to the active participation of the teacher students' concentration and discipline were high. The students were good at singing the songs, doing the drills and answering the questions. The aims of the lessons most of the time were achieved.

However, in programme 8, the teacher did not prepare his students for the programme. As a result of this the students were not good at singing the songs, doing the drills and answering the questions. As can be inferred from his activities he has a positive attitude towards the English by TV. programme and he was a dedicated and imaginative teacher.

Grade 8

The teacher performed the pre, during and post TV. activities. He was highly motivated in adapting the English by TV. methodology. He encouraged and motivated his students

to follow the TV. lessons. Due to excellent preparation and active participation of the teacher, the students were able to sing the songs, to do the drills and to answer the questions on the listening comprehension passages. In the majority of cases, the objectives intended were achieved. After the TV. lesson the teacher consolidated the programme by giving exercises to students concerning the lessons.

~~The classroom teacher was creative and imaginative and had a favourable attitude towards the English by TV. programme.~~

Conclusion

The main findings of my observations are:

1. The teachers were pleased with the content and methodology of the English by TV. programmes.
2. The programmes in the English by TV. achieved their aims with much greater ease than in an ordinary classroom lesson.
3. In most of the programmes the teachers performed the required activities, that is, pre, during and post TV. activities.
4. The programme was presented in a very interesting manner and the choice of topics was on the whole excellent.
5. The researcher found that the students had learned the intended structures, vocabulary, songs and drills.

6. It was found that, all the schools observed used Educational English by TV. programmes effectively.
7. All the TV. sets in all the classes observed were very old.
8. The researcher was impressed by the interest with which the students viewed the programme.
9. The teachers in Biherawi Betemenghist Elementary and Junior High School did not have the teachers' guides. So the teaching learning process was seriously affected.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS5.1. Conclusion

This study has tried to find out whether the English teachers of grade 7 and 8 have a positive or negative attitude towards the English by TV. Programmes entitled Let's Learn English and English For You.

To investigate the attitude of teachers two methods were used, that is, questionnaire and observation. As noted in Chapter IV the findings showed that the English teachers reacted very favourably towards the English by TV. programmes. In their comments, the teachers emphasized that the English by TV. programme is an effective way to improve the quality of teaching of English as a foreign language in our Junior High Schools. The teachers in their comments stressed also that the content and presentation of the English by TV. programmes are educational, interesting, motivating and enjoyable not only to students but to teachers also.

As the researcher analyzed 116 responses of 116 teachers from 35 Junior High Schools and observed 72 lessons and also took eight video films he can say that the teachers had a positive attitude towards the English by TV. programmes. They were doing their best to fulfill the pre, during and post TV. activities. However, the teachers in Biherawi Betemenghist did not possess the

teachers' guides. The teachers were active and imaginative but greatly hampered by not having the teachers' guides. This was true for almost 20% of grade 7, about 20% of grade 8 and 25% of both grade level teachers respectively. If the teachers do not possess teachers' guides it means that they cannot prepare their students for the programme.

At the Educational Mass Media Agency, the lessons were prepared and presented by subject specialists. As a result of that, the English by TV. programme is a great contribution to the improvement of the quality of the teaching-learning process of the English language. Students participated much more actively in the TV. classrooms, more questions were asked and more opinions were given by the students.

The methodology implemented in the English by TV. programmes to a certain extent made the teachers change their teaching methods. The researcher observed that the classroom teachers did not give much emphasis to grammatical analysis. They were using drills, songs, dialogues and they were even asking their students to write the answers of the listening comprehension passage in a paragraph form.

The comments given by the teachers reveal that the students enjoyed and benefited from the English by TV. programmes. According to the comments of the teachers, students did not like to be absent from the English by TV. class. They continued their comments by saying that less students absenteeism was observed in English by TV.

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classes than in non-TV. classes. They added also students' concentration and discipline were higher in TV. classroom than in other classes.

The researcher also observed that, the teachers did not, need to spend much time in explanation and definition of words. This was because Educational English by Television presented the meaning of the words in a context. So, it was observed that even grade 7 students with their limited knowledge of vocabulary followed the programme without difficult.

The format of the English by TV. was appreciated by the teachers in their responses to the questionnaire and in their comments. The formats that was best liked by all the students and the teachers was the song. The song in the English by TV. tells a story and encourages the students to learn the vocabulary, structure and pronunciation and this will help the students to improve their language proficiency. However, the number of repeats is only 2 or 3. So, most of the teachers in their comments strongly emphasized that the number of repeats should be at least 3 or 4.

The teachers showed a positive attitude towards topics of the English by TV. programmes. The topics were seen as interesting and vivid and as serving as a powerful stimulus to communication in class.

The teachers in their responses to the questionnaire and in their comments emphasized that students would acquire better pronunciation if the programme was presented by native speakers as well as trained staff

from the EMMA. The teachers agreed also native speakers should have to assist in preparing the English by TV. programmes.

Generally speaking, the teachers have shown a very positive attitude towards the content and presentation. From the teachers' responses to the questionnaire, from their comments and from the observation made by the researcher it is undeniable that the English by TV. programmes make a great contribution to the improvement of the quality of the teaching - learning process of English as a foreign language in our Junior High Schools.

However, nothing is perfect; so this writer has ventured to mention some shortcomings. The researcher, therefore, lists some recommendations that might help to improve the quality of English by Television.

5.2. Recommendations

1. It was observed that most of the schools TV. sets were very old, sometimes worked and other times, did not. The poor technical quality of TV. receivers spoiled the lessons. So, new TV. sets should be distributed to the schools.

2. Over 20% of the teachers of grade 7, about 20% of grade 8 and 25% of both grade levels did not possess the teacher's guide. As a result of this, the teachers could not prepare the students for the programme. The teacher's guide will enhance the teacher's ability to cope with the given lessons. This in return will facilitate students understanding of the programme.

3. The teachers have not got any training on how to adapt and use the English by TV. programmes. They have to take inservice training regarding the subject matter and teaching methods that are implemented in the English by TV. programme.
4. The time of the programme should be extended from 15 to 20 minutes so that the teacher as well as the students have reasonable time to practise the songs, to do the drills and to answer the questions of the listening comprehension passages.
5. The gap between one programme and the next was only 5 minutes. The teachers did not get enough time to arrange the classroom situations. So, reasonable time should be given.
6. Students started class at 7:30 and ended at 12:00. Television programmes continued upto 12:15. Students were not willing to follow the programme after 12:00. So, it would be better if the programme started earlier and finished before 12:00
7. In grade 7, programmes 4, 5, 6 and 7 and in grade 8, programmes 4 and 5, the time allotment for drills was very short. That is, the TV. teacher did not give enough time for the students to do the drills. So, these programmes should have to be revised in such a way as to give reasonable time for the students to do the drills.
8. The songs of grade 7 had only 2 repeats and it was not easy for the students to learn the vocabulary, structure and tune of the songs. At least 3 repeats are essential.

9. In grade 8, programme 6, the Drama had no life in it. The person was simply reading and was not acting. It was boring. So, it should be revised.
10. In grade 8, programme 11, the poem was dull, incomprehensible. Neither the students nor the teacher nor the researcher understood the content and message of the poem. It should be revised or substituted by other poems.
11. Students should not have to watch English by TV, in a staff-room like the students of Menilik Junior and elementary school. There should be a separate room for the TV. class.

To sum up, the teachers showed a favourable attitude towards the English by TV. programme. As can be inferred from their comments, the teachers were pleased with the programme content and presentation. The teachers stressed also the programme aroused the interest of many of their students to learn the English language because it was presented in a most interesting way with a variety of topics, drills, songs and poems. This provided educational value as well as entertainment.

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APPENDIX 1

TEACHERS' QUESTIONNAIRE

TO: All Respondents
FROM: Yacob Tewelde
SUBJECT: Questionnaire

Please find attached a questionnaire regarding the Attitudes of Grades 7 and 8 English Teachers Towards the English by TV. programme entitled Let's Learn English and English for you.

A. There are 50 statements. For the first 44 statements there are five possible responses to each statement, which run from "Completely Agree" to "Completely Disagree." You should choose the response closest to your personal opinion and put an "X" above the corresponding line. Example

Playing with a ball is lots of fun.

X

<u>Completely agree</u>	<u>agree</u>	<u>Not sure</u>	<u>Disagree</u>	<u>Completely Disagree</u>
-------------------------	--------------	-----------------	-----------------	----------------------------

For statements No. 45-49 circle the letter.

For statements No. 50 give your comment(s).

The questionnaire is designed for Research Purposes.

The answers you give may be used to improve the quality of the English by TV. programme for Grades 7 and 8.

Please answer CAREFULLY and SINCERELY

Thank you.

B. Please provide the following information about yourself in the space provided. Mark with the tick (✓) in the box.

1. Name of the school you teach _____

2. Zone 1 2 3 4 5

3. Grade you teach 7 8

4. Qualification 11+1 12+2 12+3
 12+1

5. Teaching experience _____ years.

6. Sex Male Female

22. The fact that the songs are in the western musical mode is a hinderance.

<u>Completely</u> agree	<u>Agree</u>	<u>Not sure</u>	<u>Disagree</u>	<u>Completely</u> disagree
----------------------------	--------------	-----------------	-----------------	-------------------------------

23. Too much time is spent on songs.

<u>Completely</u> agree	<u>Agree</u>	<u>Not sure</u>	<u>Disagree</u>	<u>Completely</u> disagree
----------------------------	--------------	-----------------	-----------------	-------------------------------

~~24. The drills are comprehensible.~~

<u>Completely</u> agree	<u>Agree</u>	<u>Not sure</u>	<u>Disagree</u>	<u>Completely</u> disagree
----------------------------	--------------	-----------------	-----------------	-------------------------------

25. The drills are of value.

<u>Completely</u> agree	<u>Agree</u>	<u>Not sure</u>	<u>Disagree</u>	<u>Completely</u> disagree
----------------------------	--------------	-----------------	-----------------	-------------------------------

26. The drills are recognisably part of the syllabus.

<u>Completely</u> agree	<u>Agree</u>	<u>Not sure</u>	<u>Disagree</u>	<u>Completely</u> disagree
----------------------------	--------------	-----------------	-----------------	-------------------------------

27. The drills activate the students.

<u>Completely</u> agree	<u>Agree</u>	<u>Not sure</u>	<u>Disagree</u>	<u>Completely</u> disagree
----------------------------	--------------	-----------------	-----------------	-------------------------------

28. The drills are very difficult for the students.

<u>Completely</u> agree	<u>Agree</u>	<u>Not sure</u>	<u>Disagree</u>	<u>Completely</u> disagree
----------------------------	--------------	-----------------	-----------------	-------------------------------

29. The students like the English by TV. programme.

<u>Completely</u> agree	<u>Agree</u>	<u>Not sure</u>	<u>Disagree</u>	<u>Completely</u> disagree
----------------------------	--------------	-----------------	-----------------	-------------------------------

30. The students gain from the programme.

<u>Completely</u> agree	<u>Agree</u>	<u>Not sure</u>	<u>Disagree</u>	<u>Completely</u> Disagree
----------------------------	--------------	-----------------	-----------------	-------------------------------

31. The students answer the questions.

<u>Completely</u> agree	<u>Agree</u>	<u>Not sure</u>	<u>Disagree</u>	<u>Completely</u> Disagree
----------------------------	--------------	-----------------	-----------------	-------------------------------

32. The students do the drills.

<u>Completely</u> agree	<u>Agree</u>	<u>Not sure</u>	<u>Disagree</u>	<u>Completely</u> disagree
----------------------------	--------------	-----------------	-----------------	-------------------------------

33. The students sing the songs.

<u>Completely</u> agree	<u>Agree</u>	<u>Not sure</u>	<u>Disagree</u>	<u>Completely</u> disagree
----------------------------	--------------	-----------------	-----------------	-------------------------------

34. The teacher's guide gives enough information.

<u>Completely</u> agree	<u>Agree</u>	<u>Not sure</u>	<u>Disagree</u>	<u>Completely</u> disagree
----------------------------	--------------	-----------------	-----------------	-------------------------------

35. I have understood the teacher's guide.

<u>Completely</u> agree	<u>Agree</u>	<u>Not sure</u>	<u>Disagree</u>	<u>Completely</u> disagree
----------------------------	--------------	-----------------	-----------------	-------------------------------

36. The topics are interesting.

<u>Completely</u> agree	<u>Agree</u>	<u>Not sure</u>	<u>Disagree</u>	<u>Completely</u> disagree
----------------------------	--------------	-----------------	-----------------	-------------------------------

37. The topics are of educational value.

<u>Completely</u> agree	<u>Agree</u>	<u>Not sure</u>	<u>Disagree</u>	<u>Completely</u> disagree
----------------------------	--------------	-----------------	-----------------	-------------------------------

38. The topics are of linguistic value.

<u>Completely</u> agree	<u>Agree</u>	<u>Not sure</u>	<u>Disagree</u>	<u>Completely</u> disagree
----------------------------	--------------	-----------------	-----------------	-------------------------------

39. The topics are sufficiently comprehensible to serve their purpose as listening comprehension passages.

<u>Completely</u> agree	<u>Agree</u>	<u>Not sure</u>	<u>Disagree</u>	<u>Completely</u> disagree
----------------------------	--------------	-----------------	-----------------	-------------------------------

40. In the English by TV. programmes the pre-set questions serve their purpose of focusing the students' attention.

<u>Completely</u> agree	<u>Agree</u>	<u>Not sure</u>	<u>Disagree</u>	<u>Completely</u> disagree
----------------------------	--------------	-----------------	-----------------	-------------------------------

41. In the English by TV. programme the note-taking practice is of value to the students.

<u>Completely</u> agree	<u>Agree</u>	<u>Not sure</u>	<u>Disagree</u>	<u>Completely</u> disagree
----------------------------	--------------	-----------------	-----------------	-------------------------------

42. The topics are too difficult for the students.

<u>Completely</u> agree	<u>Agree</u>	<u>Not sure</u>	<u>Disagree</u>	<u>Completely</u> disagree
----------------------------	--------------	-----------------	-----------------	-------------------------------

43. The English by TV. programmes have made me change my teaching method (i.e. I now use drills/songs/questions e.t.c)

<u>Completely</u> agree	<u>Agree</u>	<u>Not sure</u>	<u>Disagree</u>	<u>Completely</u> disagree
----------------------------	--------------	-----------------	-----------------	-------------------------------

44. I write on the blackboard the questions or drills or songs printed in the programme notes, before the programmes begin.

<u>Completely</u> agree	<u>Agree</u>	<u>Not sure</u>	<u>Disagree</u>	<u>Completely</u> disagree
----------------------------	--------------	-----------------	-----------------	-------------------------------

APPENDIX 2

Observation Checklist on TV

Name of School _____

Subject _____

Grade _____

Programme No _____

1. Teacher's Activity	Unsatisfactory	Yes	No
<u>Pre-TV</u>			
1. Revised briefly previous TV. lesson			
2. Introduced to class the structures and vocabulary of the forth coming programme according to the teacher's guide for that programme.			
3. Wrote all necessary words like vocabulary, structure on the blackboard including the educational song or poem if any			
4. Drilled and explained to class the words of the song, vocabulary, structures and also asked some related questions before TV started.			
<u>During TV</u>			
1. Had control of the classroom			
2. Encouraged students to follow the TV. lesson.			
3. Sang the song with the students			
4. Guided students by showing/ pointing to what is written on the blackboard.			
<u>After TV.</u>			
1. Sang the song with the students make sure that it is firmly established in students mind.			
2. Gave exercises to students concerning the lesson for the day			
3. Consolidates the TV. programme further.			
4. Made students write (song, poem, extended exercises).			

Student's Activity	Excellent	V. good	Good	Poor	Comment
1. Ability to follow the TV. lesson					
2. Motivation of students through the lesson.					
3. Ability to sing the song					
4. Ability to drill accurately after the TV. teacher.					
5. Ability to read (songs, poem as well as other exercises) from the blackboard					
6. Ability to answer questions asked by TV teacher.					
7. Ability to write down song, exercises, vocabulary into their copybooks.					
<p style="text-align: center;">Presentation</p> 1. Clarity 2. Capacity to motivate 3. Speed 4. Pause					
<p style="text-align: center;">Language of TV.</p> 1. Pronunciation clarity 2. Ability of students to understand the language.					

APPENDIX 3

Educational Television Weekly Broadcast Schedule
For Junior High Schools
Academic Year 1988/1989 (1981 E.C.)

School Period	TV Broadcast Time	D A Y S O F T H E W E E K				
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
10:55 - 11:35	10:55 Music					
	11:00-11:15	Maths 7	English 7	Prod.Tech.8 (R)	Science 7 (R)	English 8 (R)
	11:20-11:35	English 8	Maths 7 (R)	English 7 (R)	Prod.Tech.8 (R)	Science 7 (R)
11:35 - 12:55	11:40-11:35	Science 7	English 8 (R)	Maths 7 (R)	English 7 (R)	Prod.Tech.8 (R)
	12:00-12:15	Prod.Tech.8	Science 7 (R)	English 8 (R)	Maths 7 (R)	English 7 (R)
12:15 - 12:30		B	R	E	A	K
12:30 - 1:10	12:35-12:50	Maths 7 (R)	English 7 (R)	Prod.Tech.8 (R)	Science 7 (R)	English 8 (R)
	12:55- 1:10	English 8 (R)	Maths 7 (R)	English 7 (R)	Prod.Tech.8 (R)	Science 7 (R)
1:10 - 1:50	1:15- 1:30	Science 7 (R)	English 8 (R)	Maths 7 (R)	English 7 (R)	Prod.Tech.8 (R)
	1:35- 1:50	Prod.Tech.8 (R)	Science 7 (R)	English 8 (R)	Maths 7 (R)	English 7 (R)

- Note:-
- 1st Semester (Programme 1-10) will be broadcast from Tekemt 21 to Tahisas 28, 1981 (E.C)
 - 2nd Semester (Programmes 11-20) will be broadcast from Megabit 18 to Ginbot 25, 1981 (E.C)
 - Duration of all television programmes will be 15 minutes with 7 repeats (R) a week
 - Repeats (R) are for grades having more than one section

Appendix 4.

NAMES OF THE 38 ELEMENTARY AND JUNIOR SCHOOLS, LOCATION
AND NUMBER OF STUDENTS BY GRADE AND SEX.

ZONE 1

ENRCLIVET 1989 - 90					
SCHOOL	GRADE 7		GRADE 8		TOTAL
	MALE	FEMALE	MALE	FEMALE	
1. DEJ. BALCHA ABA NEFSO	377	425	432	409	1643
2. TESH KOKELO	476	519	474	418	1887
3. EDGET BESEMA	426	387	327	348	1488
4. YEKATRT 23	699	706	707	739	2851
5. Dej. OMER. 3EMETER	582	196	251	204	1233
TOTAL	2560	2233	2191	2118	3102

ZONE 2

SCHOOL	ENROLLMENT 1989 - 90				TOTAL
	GRADE 7		GRADE 8		
	MALE	FEMALE	MALE	FEMALE	
1. REPI	98	64	100	86	348
2. ABUNE.BASILYCUS	194	199	216	281	390
3. MEKANISA	174	178	155	169	676
4. KERANIYO	79	60	90	99	328
5. MEKDELA	306	310	293	340	1249
6. "PRISOM SCHOOL"	25	-	20	-	45
7. WERHA. YEKATIT	163	191	130	185	674
8. FIT.LAKE ADGEH.	194	180	255	248	877
TOTAL	1238	1182	1259	1408	5087

ZONE 3

SCHOOL	ENRCILMENT 1989 - 90				TOTAL
	GRADE 7		GRADE 8		
	MALE	FEMALE	MALE	FEMALE	
1. BERHANH AZANE	185	171	158	147	661
2. MESRAK GOH	281	252	219	318	1070
3. BERHAN GUZO	127	178	119	126	550
4. TENSAR BERHAN	103	107	119	170	499
5. KOKOBE ZEBAH	309	336	283	241	1169
6. MESRAK BER No 1	331	322	342	380	1375
7. UMAEL	202	213	269	299	983
TOTAL	1538	1579	1509	1681	6307

ZONE 4

SCHOOL	ENROLLMENT 1989 - 90				TOTAL
	GRADE 7		GRADE 8		
	MALE	FEMALE	MALE	FEMALE	
1. BIHERAWI * BETEMENGHISTI	123	148	92	111	474
2. HIBREAT FRE	235	303	299	270	1107
3. MEAZIA 23	353	380	404	419	1556
4. ZEHAY CHIORA	126	134	291	271	822
5. DEL-BETEGEL	151	184	106	156	597
6. KEBENA	89	61	82	136	368
7. DAGMAWI-MENELIK	347	356	346	407	1456
8. ENTOTO AMBA	377	331	518	488	1714
9. KUSKUAM	250	204	316	340	1110
10. MESKEREM 2	166	220	101	107	594
11. EDGET-BEHIBRET	370	408	281	258	1317
TOTAL	2587	2729	2836	2963	11,115

ZONE 5

SCHOOL	ENRCILMENT 1989 - 90				TOTAL
	GRADE 7		GRADE 8		
	MALE	FEMALE	MALE	FEMALE	
1. ARBEGNOCH	423	398	570	634	2025
2. KELEMWORK	250	326	419	475	1470
3. MEDHANE ALEM	284	271	261	320	1136
4. ETHIOPIA TIKDEM No 2	180	236	201	289	906
5. SEBLETE	242	200	283	321	1046
6. MEGABIT 28	173	192	126	152	643
7. DEJ. BELAY- ZELEKE	189	198	177	152	716
TOTAL	1741	1821	2037	2343	7942

APPENDIX :- 5

TEACHER'S RESPONSE (QUESTIONNAIRES)
(PERCENTAGE)

GRADE :- 7

ITEM. NO.	COMPLETELY AGREE		AGREE		NOT SURE		DISAGREE		COMPLETELY DISAGREE	
	FREQ.	%	FREQ.	%	FREQ.	%	FREQ.	%	FREQ.	%
1.	16	32.65	30	61.22	0	0	3	6.12	0	0
2.	23	49.93	17	34.69	5	10.20	4	8.16	0	0
3.	13	26.59	21	42.85	4	8.16	10	20.40	1	2.04
4.	5	10.20	7	14.28	4	8.16	20	40.81	13	26.53
5.	4	8.16	20	40.81	9	18.36	13	26.53	3	6.12
6.	12	24.48	18	36.73	11	22.44	7	14.28	1	2.04
7.	22	46.8	20	42.55	1	2.12	0	0	4	8.51
8.	12	24.48	32	65.30	1	2.04	2	4.08	2	4.08
9.	23	47.91	23	47.91	2	4.16	0	0	0	0
10.	25	51.02	7	14.28	7	14.28	7	14.28	3	6.12
11.	12	24.48	29	59.18	4	8.16	3	6.12	1	2.04
12.	12	24.48	24	48.97	4	8.16	4	8.16	5	10.20
13.	10	20.40	23	46.93	6	12.24	7	14.28	3	6.12
14.	10	20.40	23	46.93	6	12.24	6	12.24	4	8.16
15.	11	22.24	20	40.81	7	14.28	8	16.32	3	6.12
16.	22	44.89	22	44.89	3	6.12	2	4.08	0	0
17.	19	39.58	18	37.5	6	12.24	4	8.33	1	2.08
18.	19	38.77	26	53.06	2	4.08	2	4.08	0	0
19.	22	44.89	17	34.69	2	4.08	7	14.28	1	2.04
20.	17	34.69	23	46.93	1	2.04	3	6.12	5	10.20
21.	10	20.83	34	70.83	2	4.16	1	2.08	1	2.08

	COMPLETELY AGREE		AGREE		NCT SURE		DISAGREE		COMPLETELY DISAGREE	
	FRQ.	%	FREQ.	%	FRQ.	%	FRQ.	%	FRQ.	%
22.	4	8.33	14	29.16	5	10.41	17	35.41	8	16.66
23.	2	4.08	4	8.16	6	12.24	21	42.85	16	32.55
24.	22	44.89	16	32.65	5	10.20	3	6.12	3	6.12
25.	15	30.61	27	55.10	2	4.08	3	6.12	2	4.08
26.	13	27.08	31	64.58	1	2.08	1	2.08	2	4.16
27.	18	36.73	23	46.93	2	4.08	6	12.24	0	0
28.	2	4.08	11	22.44	5	10.20	22	44.89	9	18.36
29.	34	69.38	12	24.48	2	4.08	1	2.04	0	0
30.	23	46.93	21	42.85	4	8.16	1	2.04	0	0
31.	2	4.08	31	63.26	8	16.32	8	16.32	0	0
32.	6	12.24	25	51.02	11	22.44	7	14.28	0	0
33.	18	36.73	21	42.85	2	4.08	5	10.20	3	6.12
34.	16	33.33	27	56.25	2	4.16	2	4.16	1	2.08
35.	23	50	22	47.82	1	2.17	0	0	0	0
36.	15	30.61	33	67.34	0	0	1	2.04	0	0
37.	17	34.69	32	65.30	0	0	0	0	0	0
38.	9	18.36	32	65.30	5	10.20	3	6.12	0	0
39.	12	24.48	33	67.34	2	4.08	0	0	2	4.08
40.	14	28.57	29	59.18	5	10.20	1	2.04	0	0
41.	11	22.91	28	58.33	4	8.33	3	6.25	2	4.16
42.	3	6.12	8	16.32	4	8.16	30	61.22	4	8.16
43.	7	14.28	27	46.93	7	14.28	10	20.40	2	4.08
44.	13	27.08	24	50	2	4.16	7	14.58	2	4.16

GRADE:- 7

ITEM NO.	YES		NO	
	FRE.	%	FRE.	%
45.	39	75.59	10	20.40
46.	40	81.73	9	18.36
47.	12	24.48	37	75.51
48.	38	77.55	11	22.44
49.	37	14.28	42	85.71

TEACHER'S RESPONSE (QUESTIONNAIRES)

(PERCENTAGE)

GRADE:- 8

ITEM NO.	COMPLETELY AGREE		AGREE		NOT SURE		DISAGREE		COMP. DISAGREE	
	FRE.	%	FRE.	%	FRE.	%	FRE.	%	FRE.	%
1.	22	40	24	43.63	6	10.90	3	5.45	0	0
2.	25	45.50	23	41.81	6	10.90	1	1.81	0	0
3.	12	21.81	24	43.63	5	9.09	8	14.54	6	10.90
4.	1	1.96	16	31.37	4	7.84	20	39.21	10	19.60
5.	8	15.09	32	60.37	3	5.66	4	7.54	6	11.32
6.	12	22.64	28	52.83	10	18.66	3	5.66	0	0
7.	17	31.48	19	35.18	1	1.85	10	18.51	7	12.96
8.	30	54.54	20	36.36	3	5.45	2	3.63	0	0
9.	30	54.54	24	43.63	0	0	1	1.81	0	0
10.	21	38.18	22	40	2	3.63	3	5.45	7	12.72
11.	20	36.36	25	45.45	3	5.45	6	10.90	1	1.81
12.	12	21.81	19	34.54	11	20	8	14.54	5	9.09
13.	15	27.27	21	38.18	6	10.90	9	16.36	4	7.27
14.	14	26.41	32	60.37	1	1.88	4	7.54	2	3.77
15.	15	27.27	19	34.54	8	14.54	13	23.63	0	0
16.	29	52.72	14	25.45	2	3.63	8	14.54	2	3.63
17.	14	25.45	22	40	10	18.18	8	14.54	1	1.81
18.	20	36.36	26	47.27	6	10.90	3	5.45	0	0
19.	15	27.27	19	34.54	5	9.09	14	25.45	2	3.63
20.	17	30.90	20	36.36	4	7.27	10	18.18	4	7.27
21.	23	41.81	25	45.45	2	3.63	3	5.45	2	3.63
22.	5	9.09	12	21.81	7	12.72	22	40	9	16.36
23.	7	12.72	8	14.54	0	0	26	47.27	14	25.45

ITEM NO.	COMPLETELY AGREE		AGREE		NOT SURE		DISAGREE		COMP. DISAG REE	
	FRE.	%	FRE.	%	FRE.	%	FRE.	%	FRE.	%
24.	18	32.72	37	67.27	0	0	0	0	0	0
25.	19	34.54	26	47.27	5	9.09	4	7.27	1	1.81
26.	23	41.81	25	45.45	4	7.27	3	5.45	0	0
27.	26	47.27	21	38.18	6	10.90	1	1.81	1	1.81
28.	3	5.45	8	14.54	1	1.81	32	58.18	11	20
29.	36	65.45	14	25.45	4	7.27	1	1.81	0	0
30.	33	60	19	34.54	3	5.45	0	0	0	0
31.	6	10.90	38	69.09	6	10.90	3	5.45	2	3.63
32.	9	16.36	37	67.27	6	10.90	3	5.45	0	0
33.	9	16.36	32	58.18	7	12.72	4	7.27	3	5.45
34.	11	20.37	29	53.70	7	12.96	7	12.96	0	0
35.	25	47.16	22	41.50	5	9.43	1	1.88	0	0
36.	25	45.45	28	50.90	1	1.81	1	1.81	0	0
37.	28	50.90	26	47.27	1	1.81	0	0	0	0
38.	17	30.90	28	50.90	5	9.09	3	5.45	2	3.63
39.	16	29.69	31	56.36	2	3.63	4	7.27	2	3.63
40.	20	36.36	31	56.36	2	3.63	1	1.81	1	1.81
41.	20	36.36	28	50.90	2	3.63	2	3.63	3	5.45
42.	3	5.45	4	7.27	10	18.18	33	60	5	9.09
43.	12	21.81	21	38.18	8	14.54	10	18.18	4	7.27
44.	20	37.03	19	35.18	2	3.70	12	22.22	1	1.81

ITEM NO.	Y E S		N O	
	FREQ.	%	FREQ.	%
45	44	80	11	20
46	45	81.81	10	18.18
47	8	14.54	47	85.45
48	41	74.54	14	25.45
49	6	10.90	49	89.09

APPENDIX 7

TEACHER'S RESPONSE (QUESTIONNAIRES)

(PERCENTAGE)

GRADE 7 AND 8

ITEM # NO	COMPL. AGREE		AGREE		NOT SURE		DISAGREE		COMPLETELY DISAGREE	
	FREQ.	%	FREQ.	%	FREQ.	%	FREQ.	%	FREQ.	%
1	3	25	7	58.33	1	8.33	0	0	1	8.33
2	2	16.66	9	75	0	0	1	8.33	0	0
3	4	33.33	1	8.33	1	8.33	3	25	3	25
4	0	0	3	25	1	8.33	4	33.33	4	33.33
5	1	8.33	7	58.33	0	0	1	8.33	3	25
6	2	16.66	10	83.33	0	0	0	0	0	0
7	4	33.33	4	33.33	0	0	3	25	1	8.33
8	1	8.33	11	91.66	0	0	0	0	0	0
9	4	33.33	8	66.66	0	0	0	0	0	0
10	5	41.66	4	33.33	0	0	2	16.66	1	8.33
11	2	16.66	9	75	1	8.33	0	0	0	0
12	1	8.33	4	33.33	3	25	4	33.33	0	0
13	1	8.33	8	66.66	1	8.33	2	16.66	0	0
14	4	33.33	7	58.33	1	8.33	0	0	0	0
15	1	8.33	7	58.33	3	25	1	8.33	0	0
16	2	16.66	8	66.66	0	0	2	16.66	0	0
17	5	50	2	20	2	20	1	10	0	0
18	3	25	9	75	0	0	0	0	0	0
19	3	25	4	33.33	1	8.33	3	25	1	8.33

GRADE 7 AND 8

QUESTION	COMPL. AGREE		AGREE		NOT SURE		DISAGREE		COMPLETELY DISAGREE	
	FREQ.	%	FREQ.	%	FREQ.	%	FREQ.	%	FREQ.	%
20	2	16.66	3	25	3	25	2	16.66	2	16.66
21	0	0	10	83.33	2	16.66	0	0	0	0
22	0	0	4	33.33	2	16.66	6	50	0	0
23	0	0	0	0	1	8.33	11	91.66	0	0
24	6	50	6	50	0	0	0	0	0	0
25	3	25	8	66.66	0	0	1	8.33	0	0
26	3	25	9	75	0	0	0	0	0	0
27	2	16.66	8	66.66	1	8.33	1	8.33	0	0
28	0	0	2	16.66	3	25	7	58.33	0	0
29	6	50	5	41.66	1	0	0	0	0	0
30	4	33.33	7	58.33	0	0	1	8.33	0	0
31	0	0	7	58.33	3	25	2	16.66	0	0
32	0	0	9	75	1	8.33	2	16.66	0	0
33	3	25	7	58.33	1	8.33	1	8.33	0	0
34	2	16.66	9	75	1	8.33	0	0	0	0
35	3	25	8	66.66	0	0	1	8.33	0	0
36	4	33.33	6	50	0	0	2	16.66	0	0
37	5	41.66	6	50	1	8.33	0	0	0	0
38	3	25	8	66.66	0	0	1	8.33	0	0
39	1	8.33	7	58.33	2	16.66	2	16.66	0	0
40	1	9.09	8	72.72	1	9.09	1	9.09	0	0
41	1	8.33	8	66.66	1	8.33	2	16.66	0	0
42	0	0	2	16.66	3	25	6	50	1	8.33
43	1	8.33	5	41.66	2	16.66	4	33.33	0	0
44	3	25	5	41.66	4	33.33	0	0	0	0

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" 3 "

GRADE 7 AND 8

ITEM NO	YES		NO	
	FREQ.	%	FREQ.	%
45	9	75	3	25
46	10	83.33	2	16.66
47	1	8.33	11	91.66
48	9	75	3	25
49	3	25	9	75

Teacher's Response (Questionnaires)

(Mean Score)

Grade 7

	Completely agree		Agree		Not Sure		Disagree		Completely disagree		Total	Mean
Scale Values	5		4		3		2		1			
Scale Value	1		2		3		4		5			
Item No. Programme	Freq	Score Value	Freq	Score Value	Freq	Score Value	Freq	Score Value	Freq	Score Value		
1	16	80	30	120	0	0	3	6	0	0	206	4.20
2	23	115	17	68	5	15	4	8	0	0	196	4.00
5	4	20	20	80	9	27	13	26	3	3	156	3.18
6	12	60	18	72	11	33	7	14	1	1	180	3.67
14	10	50	23	92	6	18	6	12	4	4	176	3.59
15	11	55	20	80	7	21	8	16	3	3	175	3.57
29	34	170	12	48	2	6	1	2	0	0	225	4.61
30	23	115	21	84	4	12	0	0	0	0	211	4.31
											Σ	31.13
											\bar{X}	3.89
SONGS												
8	12	60	32	128	1	3	2	4	2	2	197	4.02
18	19	95	26	104	2	6	2	4	0	0	209	4.26
19	22	110	17	68	2	6	7	14	1	1	199	4.06
20	17	85	23	92	1	3	3	6	5	5	191	3.89
21	10	50	34	136	2	6	1	2	1	1	195	4.06
22*	4	4	14	28	5	15	17	68	8	40	155	3.22
23*	2	2	4	8	6	18	21	84	16	80	192	3.91
33	18	90	21	84	2	6	5	10	3	3	193	3.93
											Σ	31.35
											\bar{X}	3.91
DRILLS												
24	22	110	16	64	5	15	3	6	3	3	198	4.04
25	15	75	27	108	2	6	3	6	2	2	197	4.02
26	13	65	31	124	1	3	1	2	2	2	196	4.08

	Completely agree		Agree		Not Sure		Disagree		Completely disagree		Total	Mean
Scale Value	5		4		3		2		1			
Scale Value *	1		2		3		4		5			
Item No.	Freq	Score Value	Freq	Score Value	Freq	Score Value	Freq	Score Value	Freq	Score Value		
27	18	90	23	92	2	6	6	12	0	0	200	4.06
28*	2	2	11	22	5	15	22	88	9	45	172	3.51
32	6	30	25	100	11	33	7	14	0	0	177	3.61
											Σ	23.26
											\bar{X}	3.87

TOPICS

36	15	75	33	132	0	0	1	2	0	0	209	4.26
37	17	85	32	128	0	0	0	0	0	0	213	4.34
38	9	45	32	128	5	15	3	6	0	0	194	3.95
39	12	60	33	132	2	6	0	0	2	2	200	4.08
42*	3	3	3	16	4	12	30	120	4	20	171	3.48
											Σ	20.11
											\bar{X}	4.02

VOCABULARY & LEVEL OF LANGUAGE

3	13	65	21	48	4	12	10	20	1	1	146	2.97
4	5	25	7	28	4	12	20	40	13	13	118	2.40
17	13	95	18	72	6	18	4	4	1	1	194	4.04
											Σ	9.41
											\bar{X}	3.13

TIMING OF THE PROGRAMME & PREPARATION

7*	22	22	20	40	1	3	0	0	4	20	85	1.80
12	12	60	24	96	4	12	4	8	5	5	181	3.69
13	10	50	23	92	6	18	7	14	3	3	177	3.61
											Σ	9.10
											\bar{X}	3.03

	Completely agree	Agree	Not Sure	Disagree	Completely disagree	Total	Mean	
Scale Value	5	4	3	2	1			
Scale Value	1	2	3	4	5			
Item No.								
	Freq	Score Value	Freq	Score Value	Freq	Score Value	Freq	Score Value

TEACHING METHODOLOGY

9	23	115	23	92	2	6	0	0	0	0	213	4.43
11	12	60	29	116	4	12	3	6	1	1	195	3.97
43	7	35	23	92	7	21	10	20	2	2	170	3.46
											Σ	11.86
											\bar{X}	3.95

TEACHER'S GUIDE

34	16	80	27	108	2	6	2	4	1	1	199	4.14
35	23	115	22	88	1	3	0	0	0	0	206	4.47
											Σ	8.61
											\bar{X}	4.30

NATIVE SPEAKERS

10	25	125	7	28	7	21	7	14	3	3	191	3.89
16	22	110	22	88	3	9	2	4	10	10	211	4.30
											Σ	8.19
											\bar{X}	4.09

PRE-SFT QUESTIONS AND NOTE-TAKING PRACTICE

40	14	70	29	116	5	15	1	2	0	0	203	4.14
41	11	55	28	112	4	12	3	6	2	2	187	3.81
											Σ	7.95
											\bar{X}	3.97

Teacher's Response (Questionnaires)

(Mean Score)

Grade 8

	Completely agree		Agree		Not Sure		Disagree		Completely disagree		Total	Mean
Scale Values	5		4		3		2		1			
Scale Values*	1		2		3		4		5			
Item No. Programme	Freq	Score Value	Freq	Score Value	Freq	Score Value	Freq	Score Value	Freq	Score Value		
1	22	110	24	96	6	18	3	6	0	0	230	4.18
2	25	125	23	92	6	18	1	2	0	0	237	4.30
5	8	40	32	128	3	9	4	8	6	6	191	3.60
6	12	60	28	112	10	30	3	6	0	0	208	3.93
14	14	70	32	128	1	3	4	8	2	2	211	3.98
15	15	75	19	76	8	24	13	26	0	0	201	3.65
29	36	180	14	56	4	12	1	2	0	0	250	4.54
30	33	165	19	76	3	9	0	0	0	0	250	4.54
												32.72
												\bar{X} 4.09
SONGS												
8	30	150	20	80	3	9	2	4	0	0	243	4.41
18	20	100	26	104	6	9	3	6	0	0	228	4.14
19	15	75	19	76	5	15	14	28	2	2	196	3.56
20	17	85	20	80	4	12	10	20	4	4	201	3.65
21	23	115	25	100	2	6	3	6	2	2	229	4.16
22*	5	5	12	24	7	21	22	88	9	45	183	3.32
23*	7	7	8	16	0	0	26	104	14	70	197	3.58
33	9	45	32	128	7	21	4	8	3	3	205	3.72
												30.54
												\bar{X} 3.81

	Completely agree	Agree	Not Sure	Disagree	Completely disagree	Total	Mean	
Scale Values	5	4	3	2	1			
Scale Value*	1	2	3	4	5			
Item No.								
	Freq	Score Value	Freq	Score Value	Freq	Score Value	Freq	Score Value

DRILLS

24	18	90	37	148	0	0	0	0	0	0	238	4.32
25	19	95	26	104	5	15	4	8	1	1	223	4.05
26	23	115	25	100	4	12	3	6	0	0	233	4.23
27	26	130	21	84	6	18	1	2	1	1	235	4.27
28*	3	3	8	16	1	3	32	128	11	55	205	3.72
32	9	45	37	148	6	18	3	6	0	0	217	3.94
											Σ	24.53
											\bar{X}	4.08

TOPICS

36	25	125	28	112	1	3	1	2	0	0	242	4.40
37	28	140	26	104	1	3	0	0	0	0	247	4.49
38	17	85	28	112	5	15	3	6	2	2	220	4.00
39	16	80	31	124	2	6	4	8	2	2	220	4.00
42*	3	3	4	8	10	30	33	132	5	25	198	3.60
											Σ	20.49
											\bar{X}	4.09

VOCABULARY & LEVEL OF LANGUAGE

3	12	60	24	96	5	15	8	16	6	6	193	3.50
4	1	5	16	64	4	12	20	40	10	10	131	2.56
17	14	70	22	88	10	30	8	16	1	1	205	3.72
											Σ	9.78
											\bar{X}	3.26

	Completely agree	Agree	Not Sure	Disagree	Completely disagree	Total	Mean	
Scale Values	5	4	3	2	1			
Scale Values	1	2	3	4	5			
Item No.	Freq	Score Value	Freq	Score Value	Freq	Score Value	Freq	Score Value

TIMING OF THE PROGRAMME & PREPARATION

7*	17	17	19	38	1	3	10	40	7	35	133	2.46
12	12	60	19	76	11	33	8	16	5	5	190	3.45
13	15	75	21	84	6	18	9	18	4	4	199	3.61
												9.52
											\bar{X}	3.17

TEACHING METHODOLOGY

9	30	150	24	96	0	0	1	1	0	0	245	4.50
11	20	100	25	100	3	9	6	12	1	1	222	4.03
43	12	60	21	84	8	24	10	20	4	4	192	3.49
44	20	80	19	76	2	6	12	24	1	1	207	3.83
											Σ	15.85
											\bar{X}	3.96

TEACHER'S GUIDE

34	11	55	29	116	7	21	7	14	0	0	206	3.81
35	25	125	22	88	5	15	1	2	0	0	230	4.33
											Σ	8.14
											\bar{X}	4.07

NATIVE SPEAKERS

10	21	105	22	88	2	6	3	6	7	7	212	3.85
16	29	145	14	56	2	6	8	16	1	2	225	4.09
											Σ	7.94
											\bar{X}	3.97

	Completely agree	Agree	Not Sure	Disagree	Completely disagree	Total	Mean					
Scale Values	5	4	3	2	1							
Scale Values*	1	2	3	4	5							
Item No.	Freq	Score Value	Freq	Score Value	Freq	Score Value	Freq	Score Value	Freq	Score Value		

PRE-SET QUESTIONS AND NOTE-TAKING PRACTICE

40	20	100	31	124	2	6	1	2	1	1	233	4.23
41	20	100	28	112	2	6	2	4	3	3	225	4.09
											Σ	8.32
											\bar{X}	4.16

Appendix 10

Teacher's Response (Questionnaires)

(Mean Score)

Grade 7 and 8

	Completely agree	Agree	Not Sure	Disagree	Completely disagree	Total	Mean					
Scale Value	5	4	3	2	1							
Scale Value	* 1	2	3	4	5							
Pro-gramme	Freq	Score Value	Freq	Score Value	Freq	Score Value	Freq	Score Value	Freq	Score Value	Total	Mean
1	3	15	7	28	1	3	0	0	1	1	47	3.91
2	2	10	9	36	0	0	1	2	0	0	48	4.00
5	1	5	7	28	0	0	1	2	3	3	38	3.16
6	2	10	10	40	0	0	0	0	0	0	50	4.16
14	4	20	7	28	1	3	0	0	0	0	51	4.25
15	1	5	7	28	3	9	1	2	0	0	44	3.66
29	6	30	5	20	1	3	0	0	0	0	53	4.41
30	4	20	4	28	0	0	1	2	0	0	50	4.16
											Σ	31.71
											\bar{X}	3.96
SONGS												
8	1	5	11	44	0	0	0	0	0	0	49	4.08
18	3	15	9	36	0	0	0	0	0	0	51	4.25
19	3	15	4	16	1	3	3	6	1	1	41	3.41
20	2	10	3	12	3	9	2	4	2	2	37	3.08
21	0	0	10	40	2	6	0	0	0	0	46	3.83
* 22	0	0	4	8	2	6	6	24	0	0	38	3.16
* 23	0	0	0	0	1	3	11	44	0	0	47	3.91
33	3	15	7	28	1	3	1	2	0	0	48	4.00
											Σ	29.72
											\bar{X}	3.71

	Completely agree	Agree	Not Sure	Disagree	Completely disagree	Total	Mean					
Scale Value	5	4	3	2	1							
Scale Value	* 1	2	3	4	5							
	Freq	Score Value	Freq	Score Value	Freq	Score Value	Freq	Score Value	Freq	Score Value		
DRILLS												
24	6	30	6	24	0	0	0	0	0	0	54	4.50
25	3	15	8	32	0	0	1	2	0	0	49	4.08
26	3	15	9	36	0	0	0	0	0	0	51	4.25
27	2	10	8	32	1	3	1	2	0	0	47	3.91
28*	0	0	2	4	3	9	7	28	0	0	41	3.41
32	0	0	9	36	1	3	2	4	0	0	43	3.58
											Σ	23.73
											\bar{X}	3.95
TOPICS												
26	4	20	6	24	0	0	2	4	0	0	48	4.00
37	5	25	6	24	1	3	0	0	0	0	52	4.33
38	3	15	8	32	0	0	1	2	0	0	49	4.08
39	1	5	7	28	2	6	2	4	0	0	43	3.58
42*	0	0	2	8	3	9	6	12	1	1	30	2.50
											Σ	18.49
											\bar{X}	3.69
VOCABULARY & LEVEL OF LANGUAGE												
3	4	20	1	4	1	3	3	6	3	1	36	3.00
4	0	0	3	12	1	3	4	8	4	4	27	2.25
17	5	25	2	8	2	6	1	2	0	0	41	3.41
											Σ	8.66
											\bar{X}	2.88

	Completely agree	Agree	Not Sure	Disagree	Completely disagree	Total	Mean
Scale Value	5	4	3	2	1		
Scale Value *	1	2	3	4	5		
	Score Freq	Score Value Freq	Score Value Freq	Score Value Freq	Score Value Freq	Score Value Freq	

TIMING OF THE PROGRAMME & PREPARATION

7*	4	4	4	8	0	0	3	12	1	5	29	2.41
12	1	5	4	16	3	9	4	8	0	0	38	3.16
13	1	5	8	32	1	3	2	4	0	0	44	3.66
											Σ	9.23
											\bar{X}	3.07

TEACHING METHODOLOGY

9	4	20	8	32	0	0	0	0	0	0	52	4.33
11	2	10	9	36	1	3	0	0	0	0	49	4.08
43	1	5	5	20	2	6	4	8	0	0	39	3.25
											Σ	11.66
											\bar{X}	3.88

TEACHER'S GUIDE

34	2	10	9	36	1	3	0	0	0	0	49	4.08
35	3	15	8	32	0	0	1	2	0	0	49	4.08
											Σ	8.16
											\bar{X}	4.08

NATIVE SPEAKERS

10	5	25	4	16	0	0	2	4	1	1	46	3.83
16	2	10	8	32	0	0	2	4	0	0	46	3.83
											Σ	7.66
											\bar{X}	3.83

PRE-SET QUESTIONS AND NOTE-TAKING PRACTICE

40	1	5	8	32	1	3	1	2	0	0	42	3.80
41	1	5	8	32	1	3	2	4	0	0	44	3.66
											Σ	7.46
											\bar{X}	3.73

	Completely agree	Agree	Not Sure	Disagree	Completely disagree	Total	Mean	
Scale Value	5	4	3	2	1			
Scale *	1	2	3	4	5			
	Freq	Score Value	Freq	Score Value	Freq	Score Value	Freq	Score Value

TIMING OF THE PROGRAMME & PREPARATION

7*	4	4	4	8	0	0	3	12	1	5	29	2.41
12	1	5	4	16	3	9	4	8	0	0	38	3.16
13	1	5	8	32	1	3	2	4	0	0	44	3.66
											Σ	9.23
											\bar{X}	3.07

TEACHING METHODOLOGY

9	4	20	8	32	0	0	0	0	0	0	52	4.33
11	2	10	9	36	1	3	0	0	0	0	49	4.08
43	1	5	5	20	2	6	4	8	0	0	39	3.25
											Σ	11.66
											\bar{X}	3.88

TEACHER'S GUIDE

34	2	10	9	36	1	3	0	0	0	0	49	4.08
35	3	15	8	32	0	0	1	2	0	0	49	4.08
											Σ	8.16
											\bar{X}	4.08

NATIVE SPEAKERS

10	5	25	4	16	0	0	2	4	1	1	46	3.83
16	2	10	8	32	0	0	2	4	0	0	46	3.83
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PRE-SET QUESTIONS AND NOTE-TAKING PRACTICE

40	1	5	8	32	1	3	1	2	0	0	42	3.80
41	1	5	8	32	1	3	2	4	0	0	44	3.66
											Σ	7.46
											\bar{X}	3.73

DECLARATION

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

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PLACE: Institute of Language Studies, A.A.

DATE OF SUBMISSION: JUNE 5, 1990