

A STUDY OF THE CONTENT AND
UTILIZATION OF INSTRUCTIONAL
TELEVISION (ITV) PROGRAMS IN
TEACHING ENGLISH TO
GRADE 9 STUDENTS

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ABSTRACT

- Key Words:-**
- Instructional Television
 - ITV Lesson Content
 - Utilization

The main purpose of this study was to explore to what extent instructional television (ITV) programs were utilized by classroom teachers when teaching English language to Grade 9 students.

The required data were collected using content analysis, questionnaires and classroom observation. The contents of all the 20 ITV programs provided in the Teacher's Guide for ITV were analysed. The purpose of analysing the ITV program contents was to give background information to the major concern of the study. Fifteen Grade 9 English teachers from Addis Ketema, Black Lion, Cathedral and Miskayehazunan Senior Secondary Schools completed the questionnaire. In order to increase the reliability of the information obtained from the teachers, a similar questionnaire was administered to 105 randomly selected students from the above schools out of which 90 students fully responded to the items. Among the 15 teachers 5 teachers were picked randomly and were observed (each 4 times) to see how they utilize ITV programs in the classrooms.

In order to analyse the responses given to each item in both questionnaires and the results of the classroom observation, descriptive analysis using frequency and percentage was employed. The results of the analysis revealed that Grade 9 English teachers have been reluctant to synchronize ITV programs with their regular teaching of English language. They were not found utilizing the ITV programs in line with the suggested procedures stated in the Teacher's Guide for ITV. Though the teachers claimed that they have been implementing the Before, During and After ITV programs activities, the students' responses and the results of the classroom observation showed a mis-match between what actually happened in the classroom and the suggested procedures teachers were supposed to follow.

Moreover, lack of awareness raising trainings or orientation, absence of encouragement on the part of school directors, providing support materials appeared to be the major reasons for the low utilization of ITV programs.

Finally, it has been recommended that teachers should be provided with ITV utilization trainings as required, since ITV programs are relatively new to our secondary schools. Besides, school directors should set weekly-time-tables and see how teachers exploit them. Inspectors and experts at EMA must also visit schools and supervise whether or not ITV programs are successfully implemented. The Ministry of Education is also responsible for the practicality of ITV programs because a large amount of money, skilled manpower, time etc. have been spent in the preparation and broadcasting of ITV programs.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Instructional television (ITV) has been regarded as a source for facilitating the task of language teaching/learning. It can add a new dimension to a language classroom and promote active learning among students. Research findings (e.g. Brinton 1991, Mohanty 1994, and Behera 1995) have shown the importance of instructional television (ITV) in motivating students by bringing a real-life experience to the classroom and presenting language in its communicative situation. Therefore, the effective utilization of ITV programs is of paramount importance.

Utilization is defined as “The actual use of media (ITV in this case) for the purpose of instruction to bring about specific changes in learning” Brown (1972: 21). ITV utilization, however, involves a number of factors: provision of support materials such as teacher’s guide, instructional manuals, video recorders, utilization training, integration of the lesson with the syllabus etc. Thus, without the fulfilment of the above facilities and the readiness of classroom teachers to harmonize ITV lessons with the textbook, the objectives of ITV programs may not be attained.

The objective of ITV programs, according to Teacher’s Guide for ITV, Grade 9, (1999: 4) is to “consolidate the students’ use of language which

has already been introduced by the teacher using the textbook as laid down by the English syllabus”.

To this effect, a classroom teacher assumes a considerable responsibility. He/she is expected to make students ready before the broadcast. He/she should guide students' thinking by telling them what important points to observe in the program. The teacher should let students know how the program material relates to lessons in their textbooks. At the end of the program, the classroom teacher is expected to generate discussion and summarize each point in the time available.

In short, the classroom teacher is expected to recognize ITV programs as syllabus component and harmonize them with the lessons in the student's textbook.

It is, therefore, with this background that this study attempts to explore to what extent the ITV programs are utilized by Grade 9 teachers in order to attain the general objectives of language learning, which have been laid down in the syllabus as well as in the coursebook.

1.2 Statement of the Problem

Instructional television (ITV) is one of the instructional media that plays a significant role in facilitating the teaching of second or foreign languages. It can provide students with content, meaning and guidance. ITV can create a contextualized situation in which language items are presented.

It is therefore with this understanding that the ITV programs for teaching English to Grade 9 have been functional for over three years now.

In principle, effective utilization of ITV should not be separated from the regular teaching program. Supporting this view, Hancock (1971: 292) emphasizes that ITV programs that are viewed in isolation from a regular teaching program will be no more than semi-efficient. They are primarily sources to be developed by a classroom teacher.

In a document prepared by the Ministry of Education (1994: 71) entitled “The Educational Training, Policy and Implementation” it has been stressed that the effort of maintaining the quality of education in Ethiopia, especially the teaching of English to Grades 9 and 10 by TV, heavily lies on the effective utilization of ITV programs.

Utilization demands not only the availability of support materials or being trained in utilization but also the integration of the ITV contents with the contents in the textbook by using the procedures suggested in the Teacher’s Guide for ITV.

It is with this intention that the ITV English programs for grade 9 have been designed based on the revised English syllabus. The English syllabus for Grades 9 and 10 caters for the immediate and future needs of the students. The major learning objectives of English language is, thus, to provide continued training in language development and develop the

students' ability so that they can communicate in English at school, in everyday situations and in the world of work.

Similarly, the main objective of ITV programs is consolidating the students' use of English language that they have studied from the textbook.

Nevertheless, the objectives of the ITV programs could be attained when classroom teachers implement the programs effectively. The classroom teachers are expected to follow the procedures suggested in the Teacher's Guide in order to carry out the pre, while and post ITV broadcasting activities 'properly'.

Teachers, however, may fail to execute the ITV programs due to two reasons. First, they may not consider ITV programs as components of the syllabus as a result of which they perhaps regard them as peripheral to their teaching. Second, they may not exploit the suggested procedures provided in the Teacher's Guide for ITV properly when carrying out the activities in the program.

Basically, implementing new teaching programs implies the desire for improvements in teaching methods. The program designers assume that the introduction of ITV programs at Grades 9 and 10 levels will enhance classroom instruction. However, introducing new programs in itself may not bring about the desired change in the quality of English language teaching. Teachers need to make wise use of support materials and be offered utilization training. After all, ITV is used as a learning

resource for the existing textbook to enhance effective teaching and learning.

Therefore, if teachers do not have the awareness on how to utilize the ITV programs, then the objectives of ITV programs may not be met. Since the start of ITV programs for Grades 9 and 10, there has been a claim that most schools fail to implement them (A Report on Radio, ITV and Video Cassettes Program Utilization Evaluation by EMA, 1993E.C.: 5). Even the schools which have been following the ITV programs are claimed to be ineffective users. Moreover, in a term paper presented in 2002 for the course TEFL 506 on Educational Television, by Seid Mohammed it was mentioned that teachers did not seem to use the ITV programs as expected. On the other hand, vast amounts of money, energy and skilled manpower are being spent in producing television programs for use in schools for Grades 9 and 10. Thus, the inspiration for this study mainly arose from these claims.

To this researcher's knowledge, no such an independent study, except those utilization reports by EMA, has been conducted at a graduate level. Those reports by EMA mainly focus on whether or not teachers are provided with support materials.

This study, therefore, attempts to find out to what extent the classroom teachers carry out the ITV programs in order to reinforce what students have studied from their textbook.

1.3 Purpose of the Study

The main objective of this study is to investigate to what extent the ITV programs for Grade 9 are utilized so as to consolidate what the students have studied from their textbook. The study also attempts to see if the ITV program contents are related to the contents of the actual text.

In line with this, the study attempts to address the following specific questions:

1. Do Grade 9 English teachers utilize the ITV programs?
2. If so, to what extent?
3. Do they follow the procedures and suggestions provided in the ITV Teacher's Guide for implementing the programs?
4. Did Grade 9 English teachers receive training related to the newly introduced ITV programs for Grade 9?

1.4 Scope of the Study

Effective utilization of ITV programs involves a number of factors. The attitude of teachers and students towards the programs, the selection and preparation of lessons, the teaching methods and procedures used by the ITV teachers as well as the classroom teacher, and the skills of the script writers are some of the factors that are worth mentioning. Administrative supports from regional, zonal, woreda and school directors; supply of support materials; the increasing number of students; financial constraints are also factors that have their own impact on the utilization of ITV programs.

This study, however, is confined to find out of the extent to which the ITV programs are implemented according to the procedures provided in the Teacher's Guide for ITV. Moreover, the study tries to analyse the contents of the ITV programs based on the objectives set by the program producers to see if they match with the contents of the textbook.

1.5 Application of the Results

The results of the study are intended to serve as sources for media experts who are engaged in designing ITV programs. Besides, the classroom teacher may benefit from it by way of evaluating his/her method of teaching English using ITV. It may help teacher trainers to give considerable attention to media utilization training (such as TV and Radio) in their curriculum. The results of the study may also initiate others who are interested in carrying out further research in the area.

1.6 Limitations of the Study

As the implementation for ITV programs for teaching English language is a new experience for secondary schools, no local research integrating ITV program contents and utilization has been made. Thus, this study can be taken as a preliminary attempt.

Due to shortage of money and time, the study was limited to 15 teachers and 90 students from four ITV user schools in Addis Ababa. Besides, it dealt with the utilization practices and the analysis of ITV program contents. However, it would have been more comprehensive if the study

had included some other factors that could affect the utilization of ITV programs, the school directors of those schools and experts at EMA and some more ITV user schools outside of Addis Ababa.

Therefore, the applicability of this research should be seen in light of the above limitations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

1.0 Instructional Television: What it is?

Instructional television (ITV), according to the International Encyclopaedia of Education (1994: 2891), generally refers to the programing designed for a specific instructional task. It is a term used to describe formal school, college or university instruction via television. It is the term often used to differentiate between educational television (ETV) programs and the use of TV for direct formal instruction. Educational television (ETV) generally denotes any television, which is used for imparting education. It includes ITV and non-commercialized TV programs (Behera, 1995: 71).

ITV is a medium which provides better ways of presenting the subject matter to students because it combines sound and visuals in a lesson so that complex or abstract concepts can be illustrated through visual simulation. It has the potential to enhance the quality of instructional programs in schools by way of providing a change from traditional classroom teaching and actual textbook learning.

In classroom teaching, ITV can provide concrete examples of abstract ideas and this can encourage the reflection and thinking of students.

Thus, ITV according to Willis (2002) is a teaching media that can be integrated into a curriculum at three basic levels: single lesson, selected unit, and full course. Single lesson refers to ITV programs addressing one specific topic or concept by way of providing a lesson introduction, overview, or summary. Selected units are series of programs providing the content foundation for a learning unit in the course curriculum. Full course programs are one or more ITV series that are integrated into a full semester course in conjunction with the printed textbook.

The utilization of ITV programs can be either passive or interactive. To quote Willis (2002) again, passive programs are distributed through video cassettes. Interactive ITV programs, however, provide opportunities for viewers interaction either with a line instructor or a participating students' site. For example, two-way television with two-way audio allows all students to view and interact with the teacher. At the same time, cameras at remote sites allow the teacher to view all participating students.

Nevertheless, the use of pre-recorded ITV programs in video cassette recordings seems to be appropriate in the Ethiopian situation because interactive ITV programs demand much more money, which the country may not afford at present. It is, perhaps with this understanding that EMA has been recording ITV programs and distributed them to ITV user schools so that teachers will accompany their teaching with the use of this educational medium (ITV).

In brief, ITV is considered to be an instructional medium when it carries messages with an instructional purpose or when it is used to enhance learning and support teacher-based instruction (Heinich, Molenda, Russel and Smaldino, 1996: 29).

1.0 Importance of ITV for Teaching English Language

ITV is important for English language teaching because it offers visual and audio clues to meaning. This means that the learner does not just hear the language as in the case of radio but also sees the context in which it is used. Thus, students can have the opportunity to see the situation and determine whether the person is addressed formally or informally.

As to Tomalin (1986: 1-2), ITV can introduce the culture of the target language into the classroom as a result of which students can see how English is used by native or competent speakers. In other words, it offers students the opportunity to see and hear English as it is used naturally.

This potential of ITV is very important because it makes the teaching of English in the classroom more or less realistic. It brings or presents natural situations to the classroom. In this regard, it can assist the classroom teacher by showing what the teacher cannot show to students.

Brinton (1991: 456) adds, ITV as a medium has been facilitating the task of language learning. It helps the classroom teacher to motivate students

by bringing real-life situations to the classroom and presenting language in its communicative situation.

Instructional television (ITV) programs can also present skills correlated with the curriculum, which in turn can reinforce the teaching/learning of English language.

In relation to this, Hall (1986: 24) writes that ITV can be used for teaching reading, writing, listening and conversational skills. For example, students may learn how to listen and grasp meaning from spoken English. It can help students develop their writing skills by serving as a source of ideas for compositions, letters, and exercises in technical writing.

In short, as Dawes and Wiseman (1976: 201) point out "There is no aspect of language teaching that cannot be taught by television, though the medium is more effective in some areas than in others".

2.3 An Overview of Instructional Television in Some Countries

The higher significance of Instructional Television for developing countries is noted in so far as it helps to overcome the wider scope of educational problems facing the poor nations. It is supposed to be the better means of expanding equitable education across many regions. Educational broadcasting through TV is very important for both youth and adult learners thereby disseminating various programs which are

flexible and well-prepared lessons. It is vital to supplement and complement the performance of poorly-trained teachers that has become a major hindrance of educational development in the developing states like Ethiopia (Bishop, 1989: 156-7). Thus, other countries experience may help for a better understanding as to how this new educational technology has to be properly exploited and thereby alleviate the problem of utilizing ITV effectively.

Hong Kong

The ITV cycle in Hong Kong begins and ends with Teachers Committees. Teachers who devise the syllabuses play a vital role in producing ITV and then as users of ITV, evaluate the success or failure of ITV in classrooms. Evaluation returns are carefully studied by Teachers' Committees with a view to reshaping and improving ITV each year and so the ITV cycle begins again. ITV is dynamic, continuous process in Hong Kong and evaluation is the key to its success. It seems imperative to seek the views of teachers using the service. This is done by the creation of Teachers' Committees, chaired by ITV producers who were themselves teachers trained as broadcasters. Broadly representative, therefore, committees devise ITV syllabuses and review ITV progress annually, but it is vital that teachers evaluate ITV in classrooms by using a special return form. Teachers can assess the success or failure of classroom television in three broad areas: technical reception (clarity of picture and sound), program content (teaching aims and points, pupil interest, pace, vocabulary and presentation), and support materials (teachers' and pupils' notes).

However, it is necessary to check and double check classroom evaluation returns by classroom visits. Producers visit schools at least once a week during transmissions to see for themselves how their programs are being received and utilized. They talk to teachers and pupils and learn much. Consequently, Inspectors of Schools are also asked to assess ITV programing.

Inspectorate reports take two forms: using the standard evaluation return, Advisory Inspectors who are subject-specialists, express professional opinions of the programs and supervisory inspectors give regular reports on classroom reception and utilization.

The other form of evaluation that is used in Hong Kong is returns from pupils themselves. People who are working in the ITV would like to know what the children think of ITV not only whether they find it fun, but whether it stimulates them and makes them want to find out more about life and learning.

According to those people working in ITV in Honk Kong, everything they learn from their evaluation technique tells them that children are learning better with ITV. A marked improvement in the attention span, concentration and ability to classes taking ITV is seen. Happiest of all, ITV in Honk Kong, is making education fun (Bates and Robinson, 1987).

Australia

Provision of television programs for schools is the responsibility of the Australian Broadcasting Commission (ABC) which is responsible to the Australian Parliament through the Minister of Post and Telecommunications.

A high proportion of primary and secondary schools now use instructional television broadcasts provided by the ABC. Most of these secondary schools have video recorders. Recording programs allows the school greater flexibility in their use and also provides opportunities to use them more intensively. Broadcast programs for schools are supported by pupil booklets and teaching guides which are widely used.

Since the introduction of television in Australia, usage of television in schools has grown steadily. But in spite of the availability of cheaper video cameras and video recorders, growth has almost entirely been associated with increasing the utilization of ABC school telecasts. There has been a change in emphases in the style of school broadcast programs, from the direct teaching and supplementary teaching formats to the broader enrichment and motivational program styles. These factors including the greater incidence of second and advisory teachers being involved for teachers for the more didactic-type of programs because of the greater availability of adequate textbooks and in-service courses related to new curriculum approaches; and a broadening of curricula coupled with a trend to devolve curriculum decision-making to schools and teachers (Bates and Robinson, 1987).

China

The English course is one of the compulsory courses in China. China uses television to transmit an English course to nearly all the provinces in the country. Thousands upon thousands of young people have the opportunity to learn English even at a university level.

Although the ITV programs follow much the same style as conventional lectures, they are professionally presented by Chinese teachers. Great importance is attached to listening and speaking. The dialogues are acted out by native speakers from the large community of English teachers in the capital's universities. The English textbooks are carefully compiled in a more researched way. In terms of the reading course, the teachers make a point of training the students to acquire good reading skills, such as guessing new words, anticipation, skimming and scanning etc. New ideas and new concepts have been introduced in the course. For instance, a functional and national approach mixed with the traditional one is used to teach grammar points.

In terms of teaching methodology, various techniques such as mini-dialogues, situational dialogues, multiple choice questions and puzzles are used. The assumption is that the students will become more involved in the learning process. Instead of the cramming method the teachers try to bring the students' initiative into full-play. By using gist questions, the teacher tries to indicate to the students the main ideas in each paragraph. After the dialogue, the teacher gives a summary in his own words.

Finally, the way the programs are presented has changed. The presenters were made up and are neatly dressed, and they have changed their role from that of a “talking head” to that of a friendly tutor (Zhongmel, 1991).

2.4 Brief History of ITV in Ethiopia

Television in Ethiopia was adopted into an educational system with the increasing demand of audio-visual aids to facilitate the teaching/learning process. The existing serious educational problems such as shortage of teaching materials and trained teachers forced the Ministry of Education to mobilize resources and exploit the opportunities of television broadcasting for education. Hence, the first TV lessons that included two series of programs each for English teaching began in October 1965 E.C. (Demissew, 1991: 28).

A year later, English language teaching programs started for grades one to three and nine and ten of about 35 schools in and around Addis Ababa. However, this limited coverage was extended by 1968 E.C. to eight private and fifty-five government schools again in Addis Ababa (Gartley, 1974: 36).

From 1969-72 E.C. the ITV programs were limited to elementary schools only. In 1973 E.C. due to the absence of a transmitter, it was not possible to use TV. In 1979 E.C. the Educational Media Agency bought new colour television production facilities and started preparing and transmitting TV programs in English, Mathematics, Science and Productive Technology for Grades 7 and 8 until 1990 E.C. (Sebsibe, 1992 E.C. : 9).

At present, the new educational policy of Ethiopia has given due attention to the utilization of this instructional technology. Thus, the Educational Media Agency has once again launched a new program for teaching English language to the secondary schools, especially to Grades 9 and 10, across the country.

According to the new policy, Grades 9 and 10 are the last stage of formal education for many students. Some students will join preparatory programs (Grade 11 and 12) for tertiary level. Others will join the world of work. Thus, ITV is supposed to play significant roles in consolidating the English language skills students need for successful performance in these contents.

2.5 ITV Program Content

When designing the content of ITV programs important aspects of the learners such as, age, experience, interest, educational level etc. should be taken into account.

The age of the students for example, determines their understanding of what they learn. The lesson may need to be simple and specific if students are young because they may not be able to deal with abstract and complex ideas. The lesson should be prepared in such a way that students get satisfaction from the content. In relation to this, Kinder (1959: 438) says, "... the content (of ITV lessons) ought to be within the background, experiences, interests and maturity level of pupils".

Schram (1972: 26), adds "If the goal is learning then the content elements of ITV programs must be selected and used so as to contribute to the specifically desired learning".

Stories, songs and poems are integral parts of ITV programs, because they can add interest to the program as a stimulus to encourage students to read, listen, and as an enrichment to the students' imagination. The designing of ITV programs, according to Kinder (1959), should also involve goal definition which is the initial stage where specific objectives of each ITV session is clearly set depending on the desired behaviours or activities that will be achieved. Thus, without appropriate content in the programs, English language learning by TV may not be achieved. To this end, the syllabus for English language which has been prepared for secondary schools in Ethiopia allows the use of ITV in the following ways: (1) as an essential component of teaching based on the syllabus; (2) as a means of reinforcement of the textbook; (3) as a means of providing extension and enrichment within the syllabus (Educational Media Organization and Operation, 1993: 4).

This shows that the ITV lesson content and the syllabus have inter-related functions. The syllabus is assumed to have been prepared taking learners needs into account. Similarly, the ITV program contents are supposed to consider the instructional objective of the syllabus which are draw from the learners' needs.

In other words, in planning and designing ITV programs, due consideration has to be given to the attainment of the general English language learning objectives stated in the syllabus.

1.5 ITV Program Utilization

No matter how well the content may be designed, the objectives of ITV programs will not be met unless there is effective utilization of the lessons by the classroom teacher. Utilization in this content refers to the actual use of TV for instructional purpose of facilitating language teaching/learning.

Effective utilization demands more than the availability of TV sets, teachers' guides, teachers' manuals and other facilities such as audio-visual rooms etc. It requires the awareness of the classroom teacher and his/her preparation to use ITV integratively with the textbook programs. Classroom teachers should consider ITV programs as part of the regular teaching program and the syllabus.

According to Ryder cited in Choat (1987) most teachers do not consider ITV programs as component of the syllabus. However, imparting the concepts indicated in the syllabus has to be the prime concern of the classroom teacher. The teacher in this regard is expected to harmonize the ITV contents with the content in the textbook so as to attain the general language learning objectives stated in the syllabus.

It has been pointed out in the report made by the Center for Educational Development Overseas (CEDO) Survey Team (1972: 43) that ITV

programs cannot be successful unless they are integrated into the textbooks that are normally in use and are put into an instructional context by the teacher and then followed by discussion and activities.

In the material entitled *The Educational Media Organization and Operation* (1993) it has been emphasized that media (ITV in this case) utilization has to be considered as an essential component of the total educational effort in all its aspects. It is a basic assumption that there exists a particular inter-relationship between ITV program utilization and the syllabus. The syllabus gives details of content, time allotments and methodology along with manuals.

ITV programs can function as an essential component of the teaching based on the syllabus or a means of reinforcement of the textbook, or a means to provide extension and enrichment within the syllabus. This shows that ITV programs and the syllabus have inter-related functions.

Therefore, it is important that teachers consider the ITV programs as element/part of the syllabus and make their level best to achieve the general language teaching/learning objectives in Ethiopia. The general language teaching/learning objective as discussed in the previous chapter and as clearly stated in the syllabus as well as the English textbook for grade 9 is to develop the students' ability to communicate 'successfully' in English in everyday situations and in the world of work where English is used. ITV in this respect can play significant roles by way of bringing authentic situations to the classroom and present the language as it is used communicatively.

Moreover, school directors retain ultimate accountability for the operation of the ITV programs. As pointed out by Musaazi (1982: 168-72) the director is responsible for supervising teachers' plans of teaching and encouraging them to use ITV programs.

According to the guide prepared by the Ministry of Education about the internal management of schools (1986: 35-6) school directors should also make the necessary follow-up.

2.7 Stages in Utilizing ITV Programs

The television video series which are made available in some secondary schools are not designed for total direct teaching. They were planned as resource for the classroom teacher to enhance teaching. The effectiveness and success of the televised series largely depend on the classroom teacher. Making all the necessary preparations before each program and conducting the follow-up activities properly is vital.

2.7.1 Before the Program

The teacher can start with specific identified objectives. For ITV lessons there are two objectives. These are the teacher's objectives for the lessons, integrated with the syllabus and the learning objectives of the teacher's guide for each program. Thus, during previewing, the teacher may determine what specific information he/she wishes to emphasize in the ITV lessons.

Lead-in activities should let students know how the program material relates to previous lessons or subsequent activities. Reviewing

vocabulary or key concepts in the program and telling students the main topic of the program and asking them what they think are examples of previewing activities. The previewing activities can tell the teacher what students already know about the topic and make viewing more interactive. Students are watching to see if their ideas are included. The purpose of carrying out before-viewing activities is to stimulate the students' interest in the program and to provide background information. The teacher can give the class the title of the program and ask them to predict what the program might be about. In short, according to Tomalin (1986: 73), the teacher should aim at doing three things in the class before the programs (1) preparing the students for the program and the characters in the story (2) preparing the students for the language items they are supposed to learn, and (3) generating tasks which the students can do as a result of watching the program.

Focus questions can also make viewing more interactive by involving the students in the lesson presented. The teacher may ask students specific informational questions, which will be answered during the program. Asking interpretive questions such as assigning students to identify with various characters for a discussion following the program is one example of focus questions.

2.7.2 During the Program

The teacher should also set some tasks to be performed while viewing the program. The teacher can write down some 3 to 4 expressions that are used in the program. He/she can provide a worksheet on the program so that the students can fill out this worksheet while viewing

the program and then discuss it in the class. Segmenting can be a valuable technique to enhance students' learning while enabling the teacher to adapt the ITV program to his/her teaching style. There are many instances when segmenting can be used. Showing only a portion of the program at a time, or pausing the video during viewing may be appropriate. For instance, the teacher may choose to show only a brief section of the program that illustrates a specific lesson objective. The teacher may also want to get students' reactions to individual bits of information in the program.

2.7.3 After the Program

To give students an opportunity to react to the program, express opinions or ask questions about what they have seen, and to review, reinforce, and elaborate on the concepts presented, the teacher has to set aside time for discussion following the viewing. In other words, the teacher has to organize and generate post-viewing discussion. For example, "Tell me what you saw" is a good starting point for the discussion. Also, as each student talks about the part of the program they most remember, a review of the concepts presented comes from the students rather than from the teacher. In this kind of activity, the teacher is expected to encourage each student to speak about what attracted his/her attention most in the program and why. The teacher may also get students to write the main events of the program.

Teachers should also plan follow-through activities to reinforce and integrate the content presented with what the students have already studied in their textbooks. These follow-through activities may include

role-playing, small group work, reading etc. In their groups, the students can talk about the program they watched by taking their turn. They can ask each other some questions. Other students in the group may give answers. Thus, creating such a situation can make the students communicate based on information gap exercises. Teacher's guides can help in suggesting these types of class activities.

Finally, the teacher's evaluation of the success of the lesson is an important part of the ITV program utilization to see if objectives were met. Considering such questions as - "Was the program utilized as effectively as possible"? "What additional activities might be integrated next time"? and "What techniques worked well and could be incorporated into future lessons"? In short, evaluation of each component of the ITV lesson, can provide the teacher valuable insight into the use of the programs with students and enhance the teacher's use of the medium.

2.8 Support Materials

Support materials such as video cassettes, teacher's guide and instructional manual etc. are important factors that can contribute to the effective utilization of ITV programs.

There is no doubt that the use of recorded video cassettes for English Language teaching can increase the utilization of ITV programs. Reinforcing this idea, Tomalin (1986: 4) writes:

If the broadcast of a TV programme is made available on a video cassette, and if the video recorder is under the direct control of the teacher, then the TV programme immediately becomes a highly effective teaching medium.

When explaining, Tomalin (1986) further gives the following reasons: the program can be played as many times as the learner wishes; a short sequence from the program can be selected for intensive study and worked on by the teacher in the classroom; the learner can interpret what has been said, repeat it and predict the reply and so on. The learner can also concentrate in detail on visual clues to meaning such as facial expression, dress, and gesture of the characters in the story.

Above all, the use of pre-recorded ITV programs in video cassette recorders is of paramount importance, especially where the school timetables of secondary schools do not fit the ITV broadcasting schedules.

Choat, Griffin, and Hobart (1987: 86) emphasizing the use of a video recorder write, "Unless English teachers have a video recorder to record, store and play back programs, which are usually transmitted during break time, it will be inconvenient for the children to watch them". This is perhaps why EMA has been encouraging the use of video recorded series.

The other important factors that can contribute to the effective utilization of instructional television programs are support materials such as teacher's guide and instructional manual.

Teacher's guide giving details of program content and suggestions, for pre, while, and post broadcast work with the class are essential. Thus, English language teachers need to have the guidance note. Besides, since teacher's guide gives only suggestions as to how to utilize each program, teachers are expected to design additional activities so as to help students benefit from the ITV lessons.

The instructional manual for user teachers are most important. They are of critical importance for televised lessons. A good television manual gives the objectives of the lesson, the special vocabulary used, key questions that students usually ask (with suggested answers!), outline of the content, bibliography, the charts and diagrams that are displayed during the televised lessons and should be available later for reference, additional readings, follow-up activities and tests. With these materials, the classroom teacher will be in a good position to determine prospective values of the lesson for particular pupils at a particular time, and to plan what to do in a class immediately prior to the televised lesson, during viewing, and after viewing. Therefore, without these materials at hand, utilization activities may not be 'properly' carried out.

2.9 Utilization Training

Teacher's awareness as to how to utilize ITV programs effectively is another point that needs attention. In other words, in order for ITV programs to meet their objectives, teachers need training to utilize them correctly. The training can make the teachers be aware of the three stages of broadcasting that are involved in the utilization of ITV programs. These stages refer to the pre, during and post viewing

activities. Thus, what is expected from teachers after the training is to employ the teaching skills they acquire from the training to the three stages of ITV lesson presentation.

Moreover, the training may increase the awareness of teachers that ITV programs should be integrated into the syllabus. As Murray cited in Demissew (1991: 56) states, syllabus is centrally important to the use of broadcasts (ITV in this case). He further emphasizes that ITV cannot be divorced from syllabus considerations but should be regarded as a resource to identify objectives.

Seminars, workshops, conferences etc. could be conducted to carry out the utilization training programs. Classroom teachers and ITV program producers can meet and discuss new methods of teaching for utilizing the ITV programs.

In this respect, EMA is responsible not only to produce ITV programs and provide support materials but also to arrange utilization training programs so that the ITV lessons will be effectively implemented. Otherwise, as Choat, Griffin, and Hobart (1987: 123) put it, without utilization training and awareness of the role of ITV in instruction, teachers may resort to what they feel is the way to use it.

2.10 ITV Program Evaluation

A program producer can design programs which he/she believes will be effective for the defined objectives. However, unless there is some kind of feedback mechanism to let him/her know how in reality the program

is working, there is no way to either improve or ascertain the effectiveness of the program. Hence, evaluation is crucial.

Classroom teachers and students should be counted as members of the evaluation team. This can be done at the very early stage of a new proposal. Teachers' reports, for instance, can be used as a method of collecting summative evaluation data.

Concerning the contribution of program evaluation, Behera (1995: 38) remarks that program evaluation can increase the knowledge of how to integrate media (ITV in this case) most effectively into an overall teaching context. He further explains that the findings of program evaluation can contribute to the effectiveness of planning and management elements for successful utilization of media.

Therefore, ITV program evaluation has to be a continuous process aiming at the improvement of ITV program content and its effective utilization towards achieving the general language teaching/learning objectives.

CHAPTER THREE

RESEARCH METHODS

This chapter presents the research methods used to gather the data in order to carry out the study. It focuses on the discussion of the samples, the data collection instruments, the data collection procedures and the method of data analysis.

2.0 Participants

The study was conducted on 15 Grade 9 English language teachers taken from Addis Ketema, Black Lion, Cathedral and Miskayehazunan Senior Secondary Schools in Addis Ababa.

The study also included 105 students randomly selected from 15 different sections (7 students from each section) in which the fifteen teachers were assigned to teach English language. The students were given questionnaire to fill in. However, 6 students did not return the questionnaire while other 9 students did not respond to all the items in the questionnaire. Therefore, the data obtained only from the 15 teachers and 90 students were analysed.

2.0 Sampling Design

In order to select the sample schools, purposive random selection was used. According to the paper entitled Report on Grade 9 Educational Radio; ITV and Audio-video Cassette Program Utilization Evaluation

(1993 E.C.) the sample schools were ITV users. In addition, when the researcher visited the 25 secondary schools in Addis Ababa, he found out that the sample schools had relatively well-organized audio-visual centers for ITV program utilization while others were on the way to begin implementing ITV programs. The sample schools were also accessible to the researcher. All the available Grade 9 English teachers were participants of the study.

2.0 Data Collection Instruments

Three kinds of instruments were used to collect the data. These are content analysis, questionnaires and classroom observation.

2.0.0 Content Analysis

The term “content” according to Allwright (1981: 16) refers to the sum total of what is to be taught and what is available to be learned. Content is an issue or ideas that are in a lesson.

Concerning the nature of the content that has to be incorporated in ITV programs, Bates (1981) argues that a program producer is expected to marry the objectives of the ITV programs with that of the syllabus. Thus, correspondence of the program content (ITV program in this case) with the contents in the students’ textbook is another point to be considered.

In other words, examining the degree of correspondence of ITV programs’ content and objectives with that of the textbook is crucial. To this effect, the researcher has prepared content maps for the ITV

programs and the textbook (see Appendices D and E). Using the content maps, a descriptive analysis of the ITV programs was made.

2.0.0 Questionnaires

In this study, two types of questionnaires (one for the English teachers and a similar one for the students) were designed and administered.

The questionnaire designed for the teachers is divided into five parts. Part one, which includes 10 items deals with teachers' background information. Part two consists of 5 items that refer to the content of the ITV programs. Part three, which contains 4 items, focuses on questions related to the provision of support materials, whereas part four containing 3 items presents the implementation of ITV programs. Part five has to do with questions related to the actual utilization practices of ITV programs. It consists of 17 items which are of five point Likert scale 'ranging from 'Always' to 'Never'. One more open-ended item was also added to this section.

A similar questionnaire was also administered to students in Amharic. The purpose of administering students' questionnaire was to cross-check the reliability of the information given by the teachers. The students' questionnaire was also used to know their awareness of the role of ITV in learning English language. This questionnaire contains 21 items and all of them have something to do with ITV program utilization.

2.0.0 Classroom Observation

In this study, the researcher has considered classroom observation as a major instrument so as to gather more reliable information as to how classroom teachers were utilizing ITV programs. Therefore, in order to carry out classroom observation, the researcher adapted a utilization check-list which consists of 17 items. The items are mainly concerned with ITV program utilization, and were derived from the procedures suggested in the Teacher's Guide for ITV and the existing ELT literature. The items in the utilization check-list were presented in a Yes/No category. However, upon the completion of the observation, they were summarized and converted into five measures of frequency, i.e. Always (4), Usually (3), Sometimes (2), Rarely (1) and Never (0) (see Appendix G).

2.0 Development of Instruments

Based on the general language teaching/learning objectives identified by the syllabus, the objectives of the ITV programs and the related literature to ITV lessons, the researcher first developed the instruments. Then, the drafted items in each instrument were commented on by the researcher's advisor and other two prospective graduates of TEFL. Having taken the comments and suggestions into consideration, the researcher revised and improved some of the items in the instruments.

Finally, the instruments were piloted on 40 grade 9 students and 2 English language teachers at Lazarist Catholic School in Addis Ababa.

Using the feed-back from the pilot study, all the necessary changes were made to improve the qualities of the instruments.

3.5 Data Collection Procedures

The following procedures were used to collect the data for the study:

- Content Maps for ITV programs, and for the textbook were prepared. Then, the contents of the ITV programs were analysed in terms of the general language teaching/learning objectives stated in the syllabus as well as the objectives of the ITV programs and the contents of the textbook.
- Classroom observation was carried out over four weeks. Out of the 15 available English teachers in the ITV user schools, 5 randomly selected teachers (each four times) were observed while presenting programs 11-15.
- Soon after classroom observation was completed, the teachers and students were briefed as to what the objective of the study was and that their genuine response could contribute to the success of the study. Then, the questionnaires were distributed and administered first to the teachers, then to the students.

3.6 Method of Data Analysis

The analysis of the data involved the following procedures:

- Using the content maps, the contents of the ITV programs were analysed and the results were written descriptively.

- Concerning classroom observation, the ITV utilization practices were recorded in the check-list in Yes/No categories as they happened in the classroom. Then the Yes/No categories were changed into five-measure frequency: Always (4), Usually (3), Sometimes (2), Rarely (1) and Never (0). In other words, if the practice happened in four of the ITV program utilization days, it would be “Always” (4). If it happened in three of the observation days, it would be “Usually” (3) and so on. Finally, the frequency of the observed practices was tabulated and summarized for interpretation.
- Responses collected from the teachers and students through questionnaires were tallied and summarized. Thus, the data were interpreted by using descriptive statistical analysis, i.e. frequency and percentage.
- From the information gathered through open-ended items in both questionnaires, a qualitative analysis was done to support the results of the descriptive statistical analysis.
- Finally, based on the findings, conclusions and possible recommendations were made.

CHAPTER FOUR

FINDINGS OF THE STUDY

This chapter focuses on the analysis and discussion of the data obtained from ITV program contents and from the subjects through questionnaires and classroom observation.

Part one presents the descriptive analysis of the contents of ITV programs. The second part is dealing with the analysis of the data obtained using the questionnaires and classroom observation.

3.0 Contents of ITV Programs

The purpose of discussing the content of ITV programs is to give background information to the major concern of the study. Thus, the researcher believed that it was essential to touch upon the ITV program contents.

There are twenty ITV programs that are supposed to be utilized by the classroom English teacher. The first ten programs were to be used during the first semester while the rest ten programs (11-20) were meant for the second semester.

Some of the programs re-tell stories given in the textbook e.g. programs 2, 4 and 7 (see Appendices D and E). Other ITV programs cover a wide range of up-to-date topics which are intended to broaden the students'

knowledge of the world around them (ITV Teacher's Guide for Grade 9, 1999).

Moreover, the topics in the ITV programs were presented through poems, drama, interview and songs. This might have made the ITV programs relatively interesting and motivating to the students.

The major focus of ITV programs as indicated in the Teacher's Guide for ITV is on the use of different grammatical structures and functions that are also incorporated in the English textbook for Grade 9. For example, the language focus in the 18 ITV programs (programs 3-20) are similar to the grammar section in the textbook (see Appendices D and E).

Due emphasis has also been given to the building of word power and developing the students' basic skills such as listening, speaking, reading and writing. For instance, by the end of every ITV program, students should be able to identify two or three new words in the program, guess their contextual meanings and use them in their own sentences. Students were also expected to answer some listening comprehension questions. Moreover, students should be able to summarize a story in a paragraph or two as in the case of program 7 (see Appendix D).

In some ITV lessons (e.g. program 9) the teacher is expected to make students play the role of the characters in the dialogue (Appendix D).

In general, from the above discussion it appears that the contents of ITV programs were supposed to strengthen the students' use of English

language. Moreover, the ITV programs can make the teaching of English language in the classroom more realistic by presenting the language in its communicative situation.

Therefore, to get the most out of these ITV programs, classroom teachers should implement the procedures suggested in the Teacher's Guide for ITV programs as effectively as possible.

For example, before the program, the classroom teacher has to prepare the students for ideas and the language focus they will find in the program. Moreover, the teacher has to design follow-up activities so that he/she can work with the material to help the students succeed in the tasks set in the program. Activities after the program are designed to give students further practice in using the language and ideas presented in the program. In brief, the teacher is supposed to carry out these activities as successfully as possible.

4.2 Awareness Raising Training on Teacher's ITV Program Utilization

Effective utilization may not be possible without the desire on the part of the classroom teacher to use the ITV programs. The desire may exist if the teacher is aware of the advantages of using ITV when teaching English language. Thus, providing teachers with awareness raising training is crucial. Otherwise, teachers may resort to what they feel is the way to use it. The following table depicts teachers' responses

concerning ITV program utilization training. The table presents the teachers' responses to items 4-10. Item 1-3 deals with the teachers' teaching experience, their qualification and the schools where they have been teaching. However, the researcher feels that such information has less significant role in carrying out the purpose of the study. So, they were not analysed.

Table 1: Teachers' Responses Regarding Utilization Training

No.	Items	Responses in		
		No.	%	
4	If received any in-service training related to the utilization of ITV programs	Yes	14	93.3
		No	1	6.7
		Total	15	100
5	The kind and duration of the training:	Workshop for a day	14	100
		Total	14	100
6	Whether or not the training was enough:	Yes	0	0
		No	14	100
		Total	14	100
7	If the training was helpful for the implementation of ITV programs:	Yes	2	14.3
		No	12	85.7
		Total	14	100
8	The need for continuous ITV utilization training:	Yes	15	100
		No	-	0
		Total	15	100
9	Support received from inspectors so far:	Yes	-	0
		No	15	100
		Total	15	100
10	School directors encouraging teachers to utilize ITV programs	Yes	3	20
		No	12	80
		Total	15	100

As can be seen from the above table, 14 teachers received in-service training related to ITV program utilization.

Regarding the kind and duration of the awareness raising training, all those 14 teachers indicated that they had only a one-day workshop.

The teachers were also asked if the training was sufficient to explore the ideas and utilize the ITV programs accordingly. The 14 teachers, who took part in the workshop responded No. In addition, 12 of them reported that the training was not as such helpful for the implementation of the programs. All the 15 teachers also suggested that a continuous ITV program utilization training was necessary.

Inspectors and school directors assume considerable responsibility for the effectiveness of ITV programs. Inspectors are expected to see how the ITV programs are being utilized by teachers at different schools. They are supposed to provide professional assistance to classroom teachers. Similarly, school directors are accountable for the proper implementation of ITV programs. They are expected to set a time-table for ITV programs, encourage the classroom teacher to use the programs and seriously follow up for its implementation.

However, all the sample teachers reported that they have never received any professional support from inspectors so far since the ITV programs

started. Besides, the majority of the teachers (12) disclosed that their school directors did not encourage them to use ITV programs.

3.2 Teachers' Involvement in ITV Program Preparation

Table 2: Teachers' Responses Concerning their Involvement in ITV Program Preparation

No.	Items	Responses in		
		No.	%	
11	If ITV programs are helpful for enhancing the classroom instruction.	Yes	15	100
		No	-	0
		Total	15	100
12	Taking part in the ITV program preparation.	Yes	3	20
		No	12	80
		Total	15	100
13	Have you ever been asked by program producers to evaluate ITV program contents?	Yes	1	6.7
		No	14	93.3
		Total	15	100
14	Do you think using ITV programs integratively with the contents of the textbook is important?	Yes	15	100
		No	-	0
		Total	15	100

As discussed in 4.1, the contents of ITV programs are designed in such a way that they can serve as a learning resource to enhance classroom instruction.

The involvement of classroom teachers in identifying topics for ITV programs is therefore advantageous and has to be considered. Because it may create a sense of responsibility in the proper utilization of the ITV programs. This sense of responsibility on the part of the teachers may in

turn minimize the tendency of being reluctant to use the ITV programs integratively with the textbook. In relation to this, Table 2 above shows the responses given by the subject teachers.

As regards to item 11, all the teachers believed that the ITV program contents for teaching English are helpful for enhancing classroom instruction and should be used integratively with the textbook. Nevertheless, 12 of them reported that they did not take part in the preparation of ITV programs.

The classroom teacher should be able to evaluate the impact of the ITV programs. This can be a good feed-back for those who are engaged in preparing ITV programs. It will help them to improve the quality of their programs in the future.

However, almost all teachers (14) reported that they have never been asked by program producers at EMA to evaluate ITV programs.

4.4 Provision of Support Materials

Table 3: Teachers' Responses Regarding the Provision of Support Materials

No.	Items		Responses in	
			No.	%
16	Do you have Teacher's Guide to use with ITV lessons?	Yes	15	100
		No	-	0
		Total	15	100
17	Did you find the Teacher's Guide for ITV helpful?	Yes	15	100
		No	-	0
		Total	15	100
18	If so, to what extent is it helpful?	Very helpful	12	80
		Quite helpful	3	20
		Less helpful	-	-
		Total	15	100
19	Are you provided with other support materials such as ITV video series, teachers manual and play backs? . ITV video series	Yes	13	86.7
		No	2	13.3
		Total	15	100

Support materials can increase the use of ITV programs. For instance, the Teacher's Guide provides the program content and suggested teaching procedures for the before, during and after program activities. Similarly, if the teacher possesses the ITV video series, he/she can play the program as many times as required.

As can be seen in Table 3 above, all the 15 teachers responded that they have the Teacher's Guide for ITV programs and they found it helpful. When asked to what extent it was helpful, most of them (12) indicated 'very helpful'.

Moreover, regarding the provision of other support materials such as ITV video series, teachers' manual, etc., a large proportion of the teachers (13) stated that EMA provided them only with video cassette series. However, as a response to the open ended item 40, the teachers mentioned that they were given one video cassette to be used by all Grade 9 teachers in a school. This may not be compatible with the number of the teachers and the sections.

Though the sample teachers had been provided with the Teacher's Guide and video cassette series, the researcher has discovered during his observation that they failed to properly execute the procedures suggested in the Teacher's Guide. They had the guide in their hands when showing the ITV programs to their students. However, it seems that they were reluctant to exploit it properly. Some teachers attempted to use their guides for writing some key words and the topic of the program only, rather than carrying out the activities as suggested in the Teacher's Guide for ITV programs.

Concerning the use of ITV video series, the researcher observed that none of the teachers were seen pausing or repeating the programs so that they could explain some important ideas, or the students could have time to think of the answers to questions raised by the ITV teacher and so on. This might be due to the teachers being reluctant to play their roles effectively.

4.5 Using ITV Programs

It is assumed by EMA that schools set time-tables for ITV programs once a week for the 20 programs. This is possible as all the ITV user schools in this study had video cassette series though the number is insufficient. Tomalin (1986: 4) says that if the ITV programs are made available on a video cassette and the video recorder is under the control of the teacher, then ITV programs can be effectively utilized because the teacher can play the programs as many times as he/she wishes. For example, the teacher can pause the program, repeat it, etc.

In addition, using video recorded ITV programs can be helpful to reduce constraints related to inconvenient ITV broadcasting time and lack of equipment for providing a number of sections. This is important especially for Grade 9 since the ITV programs are transmitted during the break time - 12:15 - 12:30 (see Appendix H).

Moreover, if a time-table is allocated for ITV programs, it will be easy for school directors to monitor whether or not teachers utilize them properly. So, Table 4 below deals with this aspect of the study.

Table 4: Teacher's and Students' Responses Related to the Use of ITV Programs

No.	Items	Responses of				
		Teachers		Students		
		No.	%	No.	%	
1	Use of ITV programs during English classes.	Yes	15	100	5	5.6
		No	-	0	85	94.4
		Total	15	100	90	100
2	Do you have a time-table set by your school for using ITV programs?	Yes	-	0	-	0
		No	15	100	90	100
		Total	15	100	90	100
3	If there is no time-table allotted for ITV programs, when are the programs implemented?	Regularly every week	-	0	-	0
		Sometimes	-	0	-	0
		Rarely	15	100	90	100
		Total	15	100	90	100

As indicated in Table 4 above, though all the 15 teachers responded that they use ITV programs during English classes, they reported that they did not have a time-table set by their school. This was confirmed by all the students, 90 (100%). When asked how often the ITV programs were used all the teachers and the students replied *rarely*.

Therefore, from the teachers' and students' responses above, it can be inferred that teachers did not utilize the ITV programs regularly; instead, they might use them as time filling lessons.

Table 5: Teachers' and Students' Responses about the Utilization Practices of ITV Lessons Before the Program

No.	Utilization Practices	R	R e s p o n s e s										Total
			Always		Usually		Sometimes		Rarely		Never		
			No.	%	No.	%	No.	%	No.	%	No.	%	
1.	Introducing the topic to the class.	T	15	100	-	-	-	-	-	-	-	-	15
		S	12	13.3	31	34.4	20	22.2	18	20	9	10	90
2.	Telling students the objectives of the programs	T	4	26.7	8	53.3	1	6.7	2	13.3	-	-	15
		S	12	13.3	13	14.4	17	18.9	43	47.8	5	5.6	90
3.	Familiarizing students with key words and concepts	T	2	13.3	5	33.3	6	40	2	13.3	-	-	15
		S	-	-	26	28.8	50	55.6	14	15.6	-	-	90
4.	Encouraging students to predict what the program might be about	T	1	6.7	4	26.7	7	46.6	3	20	-	-	15
		S	-	-	-	-	16	17.8	23	25.6	51	56.6	90
5.	Insisting students to write what they expect to happen	T	-	-	2	13.3	5	33.3	8	53.3	-	-	15
		S	-	-	-	-	11	12.2	58	64.4	21	23.3	90

Key: R = Respondents
 T = Teachers
 S = Students

3.5 ITV Lessons Utilization Practices Before the Program

Before, During and After broadcast activities are the main components of ITV English programs broadcasting. Thus the main focus of this study, as it has been stated earlier, is to investigate to what extent classroom teachers carry out pre, during and post ITV program activities in relation to the students' textbook.

The Before ITV program stage is a time when the classroom teacher is expected to arouse the curiosity of the students in the program by providing relevant information. Table 5 above presents teachers' and students' responses regarding the utilization practices at this stage. Likewise` Appendices F and G show the frequency of the observed practices.

As per the responses of the sample teachers, they all introduced the topic to their students *always*. On the same point, 31 (34.4%) of the students indicated that their teachers usually tell them the topic of the program. Some other 12 (13.3%) and 20 (22.2%) students responded *always* and *sometimes* respectively. The rest of the students 18 (20%) and 9 (10%) replied *rarely* and *never*. During the classroom observation the researcher also noticed that among the 5 observed teachers 4 introduced the topic of the program *always* or *usually* while the remaining one teacher did it *sometimes*.

As regards to the teacher telling the students the objective(s) of the ITV lessons, 8 of the teachers answered usually whereas 4 of them replied

always. In contrast, (66.7%), students reported that their teachers sometimes or rarely tell them the objective(s) of the program. The remaining 25 (27.7%) students said that their teachers always or usually set program objective(s).

As the result of the classroom observation indicated, 4 of the observed teachers were seen telling their students the objective of the program sometimes or rarely. Even if they had to tell, these teachers simply told the students about the people or animals etc. they are going to see in the story.

Nevertheless, the objective of ITV programs is more than that. Students should be told that the ITV lessons can help them in developing the basic skills. For instance, the teacher can show them some expressions, words or grammatical structure etc. that may help them communicate effectively be it at school or in their work areas. It is not also enough to make them sing a song along with the ITV teacher. Students should be informed the reason for singing and the language items incorporated in the song. In general, classroom teachers are expected to expose their students to the communicative use of English language in a real situation which is possible through ITV.

Familiarizing students with the key words and concepts in the program is crucial so that it may not be difficult for students to follow and understand the lessons. With regard to this, 11 teachers responded always or usually while 8 of them indicated sometimes or rarely..

Similarly, 26(28.9%) of the students said that their teachers introduced them to key words and concepts *usually*, whereas 64 (71.2%) students replied *sometimes* or *rarely*. While observing the researcher also found out that only 1 teacher was *usually* doing so, while 2 other teachers were seen doing this *sometimes*, but the remaining 2 teachers never introduced key words and concepts to their students.

Encouraging students to predict what is going to happen in the program can serve as a brainstorming technique. If students find their prediction matching with the program, they may develop much more interest in the program and benefit from it far better.

Concerning item 4, i.e. teachers encouraging students to predict what the program might be about, 4 teachers stated that they always or usually encouraged their students to do so. The rest 10 teachers responded sometimes or rarely. However, most of the students 51 (56.6%) reported that their teachers never encouraged them to predict. Besides, during classroom observation, it was discovered that only 1 teacher encouraged the students to make predictions in one of his/her observed sessions.

As to insisting students to write something about what they expect to happen in the program, 13 teachers replied sometimes or rarely respectively. Students were also asked the same question. Most of them 58 (64.4%) responded rarely while 21 (23.3%) answered never. However, the result of the classroom observation show that all the observed teachers were never seen insisting their students to write what they expect to happen in the program.

Providing such an opportunity may help students to apply their prior knowledge on the topic. This can in turn prepare them for handling the ITV activities better. However, the data revealed that the teachers did not carry out the activities as required.

In general, implementing the 'Before' ITV program activities enable the students to accomplish the 'During' program activities easily. But, as can be inferred from the classroom observation results and the subjects' responses, it is possible to conclude that the teachers did not apply these practices properly. As Ahamed (1979: 97) pointed out that "Any" broadcast (ITV in this case) received before the students are ready for that information is less useful than the one presented just after the student has learned about the topic".

4.7 ITV Lessons Utilization Practices During the Program

During the broadcast, the classroom teacher has to play a key role. He/she is responsible for involving the students in the program activity. There may be times in the program when students are asked to sing songs that reinforce the lesson. The students may be required to act, talk and interact with the ITV teacher etc. Thus, the classroom teacher in this respect is responsible for facilitating the activities in the program that are intended for the students.

Table 6 below presents teachers' and students' responses to items related to the utilization of ITV lessons during the program.

As it is demonstrated in Table 6, all the teachers claimed that they always encouraged their students to watch the programs carefully. Similarly, a sizeable number of the students 64 (71.1%) expressed that their teachers always motivated them to watch what the characters in the story and the TV teacher do and say. The information obtained from the classroom observation, also indicated that among the 5 observed teachers 4 were seen doing this *always* or *usually*, while the rest one teacher reported *sometimes*.

Note-taking is a skill by itself that needs practice. It is, therefore, important if students practice note-taking earlier at this grade level so that they may apply it as they go higher and higher in their studies.

In this regard, two-third of the teachers, (10) stated that they sometimes or rarely told their students to take notes while watching the programs. But the rest, 5 teachers said they always or usually did.

In contrast, 70 (77.8%) of the students were of the view that their teachers rarely told them to take notes.

Table 6: Teachers' and Students' Responses with Regard to the Utilization Practices of ITV Lessons During the Program

No.	Utilization Practices	R	R e s p o n s e s										Total	
			Always		Usually		Sometimes		Rarely		Never			
			No.	%	No.	%	No.	%	No.	%	No.	%		
6.	Encouraging students to watch the program carefully.	T	15	100	-	-	-	-	-	-	-	-	-	15
		S	64	71.1	-	-	-	-	26	28.9	-	-	-	90
7.	Telling students to take note while watching the program.	T	2	13.3	3	20	8	53.3	2	13.3	-	-	-	15
		S	-	-	14	15.6	-	-	70	77.8	6	6.6	-	90
8.	Drawing the students' attention to some key expression used in the program.	T	5	33.3	10	66.7	-	-	-	-	-	-	-	15
		S	5	5.6	-	-	67	74.4	18	20	-	-	-	90
9.	Making students do the worksheet prepared on the program.	T	-	-	-	-	-	-	-	-	15	100	-	15
		S	-	-	-	-	-	-	-	-	90	100	-	90
10.	Encouraging students to take part in the drills.	T	7	46.7	3	20	5	33.3	-	-	-	-	-	15
		S	13	14.4	13	14.4	22	24.4	42	46.7	-	-	-	90
11.	Participating in the drills to motivate the students.	T	1	6.7	3	20	9	60	2	13.3	-	-	-	15
		S	-	-	-	-	76	84.4	14	15.6	-	-	-	90
12.	Allowing the students to report what they have done during the program	T	6	40	6	40	1	6.7	2	13.3	-	-	-	15
		S	-	-	-	-	8	8.9	70	77.8	12	13.3	-	90

Key:- R = Respondents
T = Teachers
S = Students

Moreover, during the classroom observation 4 out of the 5 observed teachers were rarely seen asking their students to take notes.

Item 8 was intended to see if teachers drew the students' attention to some expressions used in the ITV programs. Responding to this item, 5 of the sample teachers noted that they always draw the students' attention to some key expressions used in the programs. All the other 10 of the teachers replied that they usually did the same thing. However, the students' responses to the same item seem to refute what their teachers claimed. According to the statements of 85 (94.4%) of the students, their teachers sometimes or rarely helped them deal with some expressions employed in the program. Furthermore, the data from the classroom observation showed that 3 among the 5 observed teachers were seen only writing some important expressions on the blackboard for students *sometimes*. But the remaining 2 teachers were doing it *rarely*.

Calling the students' attention to the expressions that are the focus of the program make the students ready to pay particular attention and follow the lessons easily. But only writing the expressions on the blackboard may not be enough. Students need to be encouraged to make use of them be it in the classroom or in real situations whenever the need arises. In doing so, the teacher is expected to tell the students to watch carefully in what context these expressions are employed in the program.

However, from the data analysed above, it seems that teachers did not give considerable attention to providing such exposure to their students.

Making students to work on a worksheet prepared on the program may also make students alert about the program. It can help the students develop the skill of extracting specific information and predict what follows next in the program. But, while responding to item 9, all the 15 teachers explained that they never made their students work on worksheet. Similarly, all the students reported that their teachers never showed them any kind of worksheet. Furthermore, while observing the utilization practices in the classroom, the researcher discovered that all the 5 observed teachers never used any worksheet.

Though it has been pointed out by scholars, (e.g. Tomalin, 1986) that classroom teachers are expected to prepare and make the students use the worksheets while viewing, none of them was seen making such an attempt. This might be due to the teachers' lack of preparation.

Encouraging students to take part in the drills was another 'During the program' practice that the teachers were expected to carry out. Thus responding to item 11, 10 teachers claimed that they always or usually helped and encouraged the students to participate in the drills. But, only 26 (28.8%) of the students were in support of their teachers. A large proportion i.e. 64 (71.1%) of the students disclosed that they have been given such a support by their teachers sometimes or rarely. Similarly, the

researcher saw that 4 out of 5 observed teachers rarely encouraged their students to participate in the drills. They rather tended to leave it to the TV teacher.

With regard to item 11, i.e. the participation of the teachers themselves in the drills during the program, most teachers (9) responded that they sometimes did it. 76 (84.4%) of the students also agreed with their teachers. They reported that their teachers sometimes participate in the drills. During the classroom observation, the researcher also found out that 4 out of the 5 observed teachers were seen participating in the drills sometimes.

The participation of the classroom teacher in the drills when the program is in progress can increase his/her facilitative role. But, the teachers, as can be inferred from the data, did not appear to recognize this useful role.

The responses of the teachers to item 12 showed that 12 of them always or usually allowed the students to report what they have done during the program. In contrast, a high number of students, 70 (77.8%) indicated that their teachers rarely did this. Moreover, the results of the classroom observation revealed that 2 among the 5 observed teachers rarely asked their students to report what they have done while watching the program whereas the rest 3 teachers never did it at all.

In general, the information elicited from the students and from the findings of the classroom observation in most cases seems to disregard teachers' claim in carrying out the while broadcasting activities. In 5 out of the 7 while broadcasting activities that the classroom teachers were expected to carry out, the students' responses and the result of the classroom observation are in agreement. The teachers claimed that they carried out the practices always or usually, but the data showed that they did it rarely.

Therefore, it is possible to say that classroom teachers were reluctant in implementing the 'During ITV Program' activities following the procedures suggested in the Teacher's Guide for ITV.

4.8 ITV Lessons Utilization Practices After the Program

The 'After ITV Program' activities aim at recapitulating or supplementing the important points in the program. It is at this stage that the classroom teacher is expected to clear the doubts of the students. He/she is supposed to clarify points, which were difficult to understand and help students to relate the ITV program to their textbook.

The following Table 7 presents teachers' and students' responses regarding the utilization of 'After ITV program' activities.

Table 7: Teachers' and Students' Responses Concerning the Utilization Practices of ITV Lessons 'After the Program'

No.	Utilization Practices	R	R e s p o n s e s										Total
			Always		Usually		Sometimes		Rarely		Never		
			No.	%	No.	%	No.	%	No.	%	No.	%	
13.	Asking students if there is anything they did not understand.	T	2	13.3	3	20	10	66.7	-	-	-	-	15
		S	6	6.7	-	-	13	14.4	57	63.3	14	15.6	90
14.	Insisting students to summarize the lesson orally or in writing.	T	-	-	1	6.7	5	33.3	9	60	-	-	15
		S	-	-	-	-	9	10	15	16.7	66	73.3	90
15.	Asking students to talk about what attracted them most and why.	T	-	-	-	-	2	13.3	12	80	1	6.7	15
		S	-	-	-	-	-	-	49	54.4	41	45.6	90
16.	Seeking feed-back from the students about the program.	T	-	-	-	-	2	13.3	9	60	4	26.7	15
		S	-	-	-	-	13	14.4	26	28.9	51	56.7	90
17.	Summarizing the main points by integrating them with the textbook.	T	-	-	1	6.7	11	73.3	3	20	-	-	15
		S	-	-	-	-	13	14.4	77	85.6	-	-	90

Key:- R = Respondents
T = Teachers
S = Students

With regard to item 13, the majority of the teachers (10) said that they sometimes asked students if there were anything that they did not understand in the program. Responding to the same item, most students, 57 (63.3%) stated that they were rarely encouraged to ask for such a clarification by their teachers.

During the observation the researcher made, 4 out of the 5 observed teachers were seen asking students what they did not understand in the program sometimes or rarely.

Regarding insisting students to summarize the lesson orally or in writing, (i.e. item 14), 9 of the teachers replied that they rarely employed the practice, while 5 teachers reported that they sometimes did it. However, many of the students, 66 (73.3%) pointed out that their teachers never insisted them to do so. In the same way, the observation result showed that 4 of the observed teachers never insisted their students to summarize the ITV lessons.

The teachers were also asked if they encouraged students to talk about what attracted them most in the program and why (item 15). Most of the teachers (12) said that they rarely did it. Similarly, 49 (54.4%) students agreed with their teachers while the rest 41 (45.6%) disclosed that they have never been given such help. The result of the classroom observation also indicated that 4 of the 5 observed teachers never carried out such a practice.

As regards to item 16, i.e. the teachers insisting students to comment on the program, most teachers (9) responded *rarely*. 4 other teachers indicated *never*. More than half of the students, 51 (56.7%) reported on the same point that their teachers never asked for feed-back from them while 26 (28.9%) of them answered *rarely*.

In the same way, the classroom observation revealed that 2 among the 5 observed teachers were seen trying to get feedback from the students rarely while the rest 3 never did this.

Responding to item 17 which dealt with giving a summary of the main points of the ITV program by integrating them with the textbook, 11 of the teachers reported doing it *sometimes*, whereas, 3 of them carried out the practice *rarely*. Besides, the responses of 77 (85.6%) of the students indicated that their teachers rarely summarized the main points of the ITV lessons. The classroom observation also revealed that 4 of the observed teachers were rarely giving a summary.

According to the analysis from Table 7 above, it seems that all the post ITV broadcasting activities have been carried out either sometimes or rarely or even never implemented by the teachers. This in turn implies that the 'After ITV Program' utilization activities were not given considerable attention by the teachers. Therefore, it reinforces the idea that the classroom teachers did not put the procedures suggested in the Teacher's Guide for ITV into effect but use the ITV programs as time-filling lessons.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

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

4.0 Conclusions

Instructional television (ITV) is an important medium that can enhance classroom instruction. It can provide better ways of presenting English language items to students because it combines both sound and visual. It can also provide concrete example of abstract ideas. In brief, it can make the teaching of English language more or less realistic by bringing real-life situations to the classroom.

Nevertheless, the implementation of ITV programs demands a number of variables such as the provision of support materials, co-operation of school directors, inspectors and experts at EMA etc. Above all, it requires the efforts of classroom teachers in using the programs 'successfully'.

This study was carried out with the intention to explore the extent to which classroom teachers utilize ITV programs in relation to Grade 9 English textbooks which it was supposed to reinforce. In the meantime, the contents of ITV programs were analysed so that they may serve as a background information to the main objective of the study.

Therefore, based on the results obtained from the content analysis, the responses to the questionnaires and the classroom observations, the following conclusions have been made.

It was found out that there has been a relationship between the ITV programs contents and the textbook in terms of naming topics and specific objectives.

Some of the ITV topics, for instance programs 2, 4 and 7, re-tell stories given in the textbook. Thus, it appears that such ITV topics were designed to reinforce/recycle what students have studied from their actual textbook. Other ITV topics are concerned with up-to-date issues such as "AIDS", "Road Safety" etc. (see Appendix D). These topics were intended to broaden the students' knowledge of the world around them.

Though some of the topics for ITV programs differ from those in the students' textbook in naming, they all gear towards the overall success of English language teaching. Thus, it is possible to say that there is a link between the ITV program contents and the textbook. Both are intended to help students to use English language to communicate effectively at schools while carrying out their academic activities where English language is a medium of instruction.

Even if they did not take part in the ITV program preparation, all the teachers believed that the ITV programs were helpful and had to be used integratively with the textbook. However, most teachers failed to utilize

the ITV programs in accordance with the procedures suggested in the Teacher's Guide for ITV. This might be due to lack of awareness or teachers' lack of preparation.

It has been commented by the majority of the teachers themselves that the awareness raising training through workshop organized so far by EMA were not enough. They rather suggested that more refresher trainings regarding ITV program utilization need to be conducted as required.

The use of support materials such as Teacher's Guide for ITV and ITV video series, teachers' manual, play back etc. are vital for 'successful' ITV program utilization. But Grade 9 teachers had only Teacher's Guide for ITV and video series. As commented by the sample teachers themselves and observed by the researcher, even the provision of these support materials was not enough. Teachers were seen sharing only one Teacher's Guide for ITV and one ITV video series. This was not convenient as there were more teachers and sections.

The content analysis and the teacher's responses showed that the ITV Teacher's Guide is essential for implementing the ITV programs. It provides explanations to teachers and tells them how they should prepare follow-up activities. In other words, it helps the classroom teacher to organize his/her use of ITV lessons. The Teacher's Guide for ITV contains clear and coherent structure which will guide the teacher

through various activities in such a way that the chances of learning English by ITV can be maximized.

The English teachers thought that they were following the suggested procedures in the ITV Teacher's Guide when teaching ITV lessons. However, the data analysed from the classroom observation revealed that they were not. They were rather seen trying to use their own intuitions and experiences. This was reflected while they were attempting to implement the Before, During and After ITV program activities. The Before, During and After program activities are the main components of ITV programs. Hence, they should be utilized as effectively as possible.

Regarding the Before ITV program utilization practices, the data obtained from the research sources proved that classroom teachers did not put them into practice as suggested in the Teacher's Guide for ITV. Teachers were expected to arouse the curiosity of students in the program by providing relevant information before the broadcast.

However, they did not apply them properly. Even though they claimed that they always/usually introduce the ITV topics, tell their objectives, familiarize the students with key words and concepts etc. the analysis of the students' responses and the results of the classroom observations disproved their claims. It seemed obvious that the Before utilization practices were done sometimes or rarely.

Similarly, the data analysed from the classroom observation and the responses of the subjects revealed that teachers did not carry out the follow-up activities 'properly.' Teachers were supposed to encourage students to take notes while watching, work on a worksheet, sing-song (if any), answer questions raised by the TV teacher, do the drills and so on. Nevertheless, they seemed reluctant in implement the During ITV program activities following the procedures suggested in the Teacher's Guide for ITV.

Concerning the After ITV program activities, the data obtained from the sources indicated that teachers again failed to carry out the utilization practices. They were not seen insisting their students to comment on the program, to report what might have attracted them most in the program and why etc. Moreover, most teachers were not seen summarizing the main points in the program by integrating them with the textbook.

As reported by all the teachers and the students, no weekly timetable was allotted for ITV. This might have made the classroom teachers to be reluctant. Besides, the results of the study disclosed that teachers did not receive 'adequate' professional assistance from their respective school directors or inspectors from the concerned Educational Bureau or even from experts at EMA. Hence, it seems that the decision whether or not to use ITV programs was left only to classroom teachers.

As a whole, from the data analysed it is possible to conclude that the Grade 9 ITV programs have not been 'properly' utilized in order to attain

the objectives stated in the Teacher's Guide for ITV, as well as in the syllabus. Rather it appears that classroom teachers use the ITV programs wherever they want as time-filling lessons.

5.2 Recommendations

Based on the results and the conclusions drawn, the following recommendations are forwarded in order to maximize the utilization of ITV programs for teaching English language:

1. Since the use of ITV programs in the Secondary Schools of Ethiopia is relatively a new experience, English teachers might not be aware of their utilization. Thus, continuous awareness raising training should be offered by EMA as required. The Ministry of Education should also give due attention to the practicalities of ITV programs.
2. Teachers should be provided with more Teacher's Guide for ITV and ITV video cassette series. In addition, other support materials such as video cassette recorders, play backs, ITV teacher's manual etc. should be made available.
3. English language teachers being reluctant in utilizing ITV programs should be taken as a serious problem. In this regard, not only school directors but also inspectors from the educational bureau are responsible to provide professional help and make a continuous follow up. For example, inspectors should visit the secondary schools as frequently as possible, talk to school directors and the classroom teachers about the ITV programs. In other

words, there has to be a closer relationship between the schools and the concerned bodies such as EMA and educational bureaus.

4. Setting a weekly time-table for ITV lessons appears to be essential, so that school directors and other concerned individuals can easily monitor whether or not classroom teachers are utilizing the programs. If there are no time tables set by the schools, teachers may not incorporate the ITV lessons with their regular teaching. Besides, they may rarely implement the programs or even do not use them at all.
5. As much as possible, ITV program producers at EMA should consult classroom teachers to participate in the preparation and evaluation of the ITV programs. This kind of involvement can increase a sense of responsibility on the part of the teachers for utilizing ITV programs as effectively as possible. In addition, since the classroom teacher has a close relationship with students and perhaps knows the interests and needs of students, his/her contribution to the ITV program preparation could be significant.

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APPENDIX A

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

Questionnaire for Teachers

Dear Teacher:

The objective of this questionnaire is to gather information regarding the content and utilization of Instructional Television (ITV) programs in teaching English to Grade 9 students.

Thus, I kindly request you to give the required information based on your experience of using ITV to teach English language. Please show your answers in the spaces provided. Your contribution is highly important for the success of this study. You don't have to write your name.

Thank you for your cooperation

Part I: Teachers' Background Information

1. School _____
2. Qualification _____
3. Teaching experience _____
4. Have you ever received any in-service training related to the utilization of ITV programs?
Yes ⊙ No ⊙
5. If you took any in-service training on how to utilize ITV programs indicate the training and its duration in the table below.

Utilization Training	Duration
Workshop	
Seminar	

6. Do you think the training was enough to utilize the ITV programs properly?
Yes No
7. Do you believe that the training helped you to implement the ITV programs and consolidate the actual English lessons in the textbook?
Yes No
8. Do you think continuous ITV utilization training is necessary?
Yes No
9. Do you get the assistance of inspectors from EMA or the Educational Bureau on the utilization of ITV programs?
Yes No
10. Does your director encourage you to use ITV programs for teaching English?
Yes No

Part II: Questions Concerning ITV Program Contents

11. Do you think the ITV programs are helpful for enhancing classroom instruction?
Yes No
12. Have you ever taken part in the preparation of ITV programs' contents?
Yes No
13. Have you ever been asked by program producers to evaluate ITV program contents?
Yes No
14. Do you think using ITV programs integratively with the contents of the textbook is important?
Yes No

15. Please write if you have further comments on the usefulness and content preparation of the ITV programs.

Part III: Items Regarding the Provision of Support Materials

- 16.. Do you have Teacher's Guide to use with ITV lessons?
Yes Ⓐ No Ⓐ
17. Do you find it helpful? Yes Ⓐ No Ⓐ
18. If so, to what extent is it helpful?
- . Very helpful Ⓐ
 - . Quite helpful Ⓐ
 - . Less helpful Ⓐ
19. Are you provided with other support materials such ITV video series?
- | | Yes | No |
|--|-----|----|
| a) ITV video series provided by EMA | Ⓐ | Ⓐ |
| b) Teacher's manual | Ⓐ | Ⓐ |
| c) Cassette recorder | Ⓐ | Ⓐ |
| d) Play backs | Ⓐ | Ⓐ |

Part IV. Questions Related to the Implementation of ITV Programs

20. Do you utilize the ITV programs in your English classes?
Yes Ⓐ No Ⓐ
21. Do you have a time-table set by your school for utilizing the ITV programs?
Yes Ⓐ No Ⓐ

22. If there is no time-table allotted for ITV programs at your school, how often do you implement them?

- . Regularly every week ①
- . Sometimes ②
- . Rarely ③

Part V. Items About the Actual Utilization Practices of ITV Programs

Indicate the extent to which you carryout these activities while utilizing the programs by putting a tick (√) against each item.

How do you rate the following activities?

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

No.	Activities	Rating Scales				
		4	3	2	1	0
23	Introducing the topic to the class.					
24	Telling students the objective of the program.					
25	Familiarizing students with key words and concepts.					
26	Encouraging students to predict what the program might be about.					
27	Insisting students to write what they expect to happen.					
28	Encouraging students to watch the program carefully.					
29	Telling students to take note while watching the program.					
30	Drawing the students' attention to some key expressions used in the program.					
31	Making students do the work-sheets prepared on the programs.					
32	Encouraging students to take part in the drills.					
33	Participating in the drills to motivate the students.					
34	Allowing the students to report what they have done during the program.					
35	Asking students if there is anything they did not understand.					
36	Insisting students to summarize the lesson orally or in writing.					
37	Asking students to talk about what attracted them most and why.					
38	Seeking feed-back from the students about the program.					
39	Summarizing the main points by integrating them with the textbook.					

40. What is your overall comment about ITV programs?

APPENDIX B

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8	uýaÓ^S<" <eØ M"Á†"< eKU"◁L†"< 'Ña< u>β\ □"É"iö Áu[□~" M::					
9	ýaÓ^S<" uØV" □"É"ÿ□}M Á'Ó" M::					
10	□Á¾" Te□"h □"É"Ä' Áu[□~" M::					
11	uýaÓ^S<" <eØ uª"f ¾T>ANKÓK< ›NLKĩ' (expressions) □"É"e}"<M Ä[Æ" M::					
12	ýaÓ^S<" □¾}ÿ□}M" ¾}²ÖË"<" ""ig=f (pí) □"É"VL ÁÄ`ÒK<::					
13	uýaÓ^S<" <eØ uT>}LKñf SMSÍ-◁ (drills) "l }dfö □"É"Ä`Ó Áu[□~" M::					
14	SUI\ ^d†"< uSMSÍ-‡ (drills) " <eØ Äd)óK<::					
15	eL¾"†"< "ÄU eKcT"†"< 'Ña<]p` f □"É"Ä`Ó ÄÖÄI" M::					
16	ÁMÑv' 'N` "K □"É"ÖÄp ÄÑón" M::					
17	eKýaÓ^S< ÖpKM vK SMi □"É""Ñ` "ÄU □"É"iö Áu[□~" M::					

}^ l.	›ÖnkU	SÖ'-SKÿ=Á-◁				
		5	4	3	2	1
18	uýaÓ^S<" <eØ fÿ<[□'"" eKdu"< 'Ñ`U □"É""Ñ` ÁÄ`ÒK<::					

19	eKýaÓ^S< >e}Á ^{3/4} f "K" □"É""Ñ` ĀNóñ"M::					
20	uSÚ[hU ^{3/4} °K~" ýaÓ^U a" a" 'Øx< ÝSîNó<" Ò` uT ³ SÉ ÁÖnMLK<::					

21. eK□"ÓK=´— s"s fUI`f u,K?y=»" u}KĀU eKýaÓ^V‡ >}Ñvu` ÁKI (i) >e}Á^{3/4}f
U"É" " <; _____

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

A Classroom Observation Checklist for ITV Programs Utilization

No.	Utilization Practices	Yes	No
1	Introducing the topic to the class.		
2	Telling students the objectives of the program.		
3	Familiarizing students with key words and concepts.		
4	Encouraging students to predict what the program might be about.		
5	Insisting students to write what they expect to happen.		
6	Encouraging students to watch the program carefully.		
7	Telling students to take note while watching the program.		
8	Drawing the students' attention to some key expressions used in the program.		
9	Making students do the work-sheets prepared on the programs.		
10	Encouraging students to take part in the drills.		
11	Participating in the drills to motivate the students.		
12	Allowing the students to report what they have done during the program.		
13.	Asking students if there is anything they did not understand.		
14.	Insisting students to summarize the lesson orally or in writing.		
15.	Asking students to talk about what attracted them most and why.		
16.	Seeking feed-back from the students about the program.		
17.	Summarizing the main points by integrating them with the textbook.		

APPENDIX D

Summarized ITV Program Content Map for Grade 9

(Adapted from Teacher's Guide for ITV)

Program No.	Topics	Content	Objectives
1.	Who Invented the Aeroplane?	<ul style="list-style-type: none"> - Comprehension - Vocabulary - Poetry 	By the end of the program students should be able to: <ol style="list-style-type: none"> 1. Demonstrate their understanding of the material by answering two of the three questions in the program about gliders. 2. Recite two consecutive lines of the poem. 3. Identify at least three new vocabulary words presented in the program.
2.	Taking Off	<ul style="list-style-type: none"> - Listening comprehension 	By the end of the program students should be able to: <ol style="list-style-type: none"> 1. Demonstrate their understanding of the material by answering questions about the invention of the first plane. 2. Recite consecutive lines of a poem. 3. Use the new words they learnt in the program.
3.	How the Blind Read and Write	<ul style="list-style-type: none"> - Passive and active sentences 	By the end of the program, the students should be able to: <ol style="list-style-type: none"> 1. Demonstrate their understanding of the material by answering some questions about how the blind read and write. 2. Change passive sentences into active and vice-versa.
4.	How Deaf People Communicate	<ul style="list-style-type: none"> - Reason clauses 	By the end of the program, the students should be able to: <ol style="list-style-type: none"> 1. demonstrate their understanding of the material of answering questions. 2. Use "since", "because", or "as" to answer questions that begin with why.

Program No.	Topics	Content	Objectives
5.	The Interview	Direct speech and reported speech	By the end of the program, students should be able to: <ol style="list-style-type: none"> 1. Demonstrate their understanding of the material by giving answers to the questions. 2. Change direct statements into reported speech.
6.	Athletics	'Used to'	By the end of the lesson the students should be able to: <ol style="list-style-type: none"> 1. Demonstrate their understanding of the material by answering some questions. 2. Use 'used to' to show the something existed or happened regularly in the past although now it no longer happens or exists.
7.	Nasreddin's Story House	Direct speech/.reported speech	By the end of the program, in conjunction with associated materials in the text and the teacher's guide, students should be able to: <ol style="list-style-type: none"> 1. Recognize and define at least two of the three new vocabulary words introduced in the poem. 2. Change direct speech into reported speech. 3. Summarize in a paragraph or two the story of Nasreddin and the two-story house.
8.	The Red Cross	Conditional sentences	By the end of the program, the students should be able to: <ol style="list-style-type: none"> 1. Demonstrate their understanding of the materials by answering few questions. 2. Identify probable condition and impossible condition in conditional sentences 3. Sing a song

Program No.	Topics	Content	Objectives
9.	Ask for Permission	Asking for and giving permission	<p>By the end of the program, the students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate their understanding of the material by answering some questions. 2. Use appropriate words while playing the role of the characters in the dialogue. 3. Sing a song with words used when asking for and giving permission.
10.	Art	Verbs followed by the infinitive, ING and object + infinitive	<p>By the end of the program, the students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate their understanding of the material by answering some questions about art. 2. Write sentences with verbs followed by the infinitive, by-ing and by an object plus infinitive like: <ul style="list-style-type: none"> ▪ Many artists <u>want to</u> draw on paper. ▪ I <u>enjoy painting</u>. ▪ Can you <u>show me</u> how <u>to</u> point?
11.	Be Yourself	The present perfect tense	<p>By the end of the lesson, the students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate their understanding of the material by answering some questions. 2. Use the present perfect tense in writing and in speech. 3. Use short forms when they speak English.
12.	What Do You Think of It?	Asking for and giving an opinion	<p>By the end of the program, the students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate their understanding of the material by answering some questions. 2. Ask for someone's opinion and give their opinion or say they have no opinion. <ul style="list-style-type: none"> ▪ What do you think of our new teacher? ▪ In my opinion she's the best teacher we've ever had. ▪ I wouldn't like to say.

Program No.	Topics	Content	Objectives
13.	The Natural History Museum	Expressing result	By the end of the lesson the students should: <ol style="list-style-type: none"> 1. Demonstrate their understanding of the material by answering some questions. 2. Use expressions that show result such as: for this reason; as a result, therefore, consequently and so + adjective/adverb + that and such (a) + adjective/adverb + that. 3. sing a song that has "so ... that" and "such ... that" in it.
14.	The Ethiopian National Museum	Relative clauses	By the end of the lesson, the students should be able to: <ol style="list-style-type: none"> 1. Demonstrate their understanding of the material by answering some questions. 2. Identify defining and non-defining clauses. 3. Use the pronouns such as who, whom, whose, which and that in relative clauses with commas in the right place in the sentence.
15.	Musical Instruments	Adjectives of quality + animal noises	By the end of the lesson, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate their understanding of the material by answering some questions. 2. Use adjectives of quantity such as most, all, every, many, lots, a lot, some, a few, few, none, any etc. 3. Use the right words for the sounds that animals make.
16.	Let's be Polite	Request, command and apology	By the end of the lesson, the students should be able to: <ol style="list-style-type: none"> 1. Demonstrate their understanding of the material by answering some questions. 2. Use requests and commands correctly. 3. Use some words of apology.
17.	Let's Learn About AIDS	Irregular verbs	By the end of the lesson, the students should be able to: <ol style="list-style-type: none"> 1. Demonstrate their understanding of the material by answering some questions. 2. Use irregular verbs in the past tense and the present perfect tense. 3. Sing a song led by the teacher.

Program No.	Topics	Content	Objectives
18.	How Is It Made?	Sequence words	<p>By the end of the program, students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate their understanding of the material by answering some comprehension questions. 2. Use sequence words like first, then, later, finally, in the end etc. when they speak or write the order in which things are made or happen.
19.	Road Safety	Purpose clauses	<p>By the end of the lesson the students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate their understanding of the material by answering some questions. 2. Use 'in order to', 'to', 'so as to', 'so that' and 'so' to express purpose.
20.	What Is Your Hobby?	State verbs	<p>By the end of the program the students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate their understanding of the material by answering some questions. 2. Distinguish between state verbs and other verbs that can be used in continuous form and use them accordingly. <p>e.g. I <u>understand</u> what you mean. instead of I <u>am understanding</u> what you mean.</p>

APPENDIX E

Summarized Content Map of English Language Textbook (Syllabus) for Grade 9

Unit	Topics	Content	Unit Objectives
1.	Taking Off	<ul style="list-style-type: none"> - Reading for specific information - Words related to the topic - Verbs followed by infinitive object + infinitive and -ing - Practicing ways of expressing purpose - Note taking - Writing composition 	Students should be able to: <ul style="list-style-type: none"> - Read the passage and do comprehension questions. - Use verbs followed by infinitive and the gerund in sentences correctly. - Express purpose using "to" and "in order to".
2.	Flying High	<ul style="list-style-type: none"> - Scanning - words related to the topic - conditional sentences - asking how to do something - a listening text related to the topic - writing instructions on how to do things 	Students should be able to: <ul style="list-style-type: none"> - Read the passage to find answers to comprehension questions. - make sentences using the probable conditions - Write instructions by looking at pictures
3.	How Writing Developed	<ul style="list-style-type: none"> - Reading for specific information - words related to the topic - The passive voice - Asking for specific information - Completing summaries 	Students should be able to: <ul style="list-style-type: none"> - read silently and answer comprehension questions - ask and borrow things in English. - make active and passive sentences correctly.

Unit	Topics	Content	Unit Objectives
4.	How Deaf People Communicate	<ul style="list-style-type: none"> - Reading for specific information - Words related to the topic - Expressing reason. - Expressing result. - Asking for permission - Giving permission - Refusing permission - Note taking (The passive voice) 	<p>Students should be able to:</p> <ul style="list-style-type: none"> - read the passage and do comprehension questions - use verbs followed by infinitive and the gerund in sentences correctly. - express purpose using "to" and "in order to".
5.	Detective Stories 1	<ul style="list-style-type: none"> - Reading for specific information. - Words related to the topic - Reported speech - Saying what you think, might happen - Listening for specific information - Writing a composition by arranging sentences. 	<p>Students should be able to:</p> <ul style="list-style-type: none"> - read detective stories and answer comprehension questions. - change direct statements into indirect forms. - exercise expressing reasons and result. - write a composition
6.	Detective Stories 2	<ul style="list-style-type: none"> - Reading for specific information - Words related to the topic - Reported speech - Asking for someone's opinion - Giving opinion - Report writing from notes 	<p>Students should be able to:</p> <ul style="list-style-type: none"> - read detective stories and answer comprehension questions. - infer meanings of new words from the context. - ask for someone's opinion. - write reports and stories from notes.
7.	Tales of Naserddin	<ul style="list-style-type: none"> - Scanning - Words related to the topic - Reported speech - Accuracy practice - Listening for specific information - Changing direct speech into reported forms 	<p>Students should be able to:</p> <ul style="list-style-type: none"> - read paragraphs in a story and predict the next events. - read a conversation aloud. - punctuate direct speech sentences correctly.

Unit	Topics	Content	Unit Objectives
8.	Babies Are Amazing	<ul style="list-style-type: none"> - Reading for specific information - Words related to the topic - Adjectives of quality - Expressing result - Fluency practice - Note taking - Completing a story 	Students should be able to: <ul style="list-style-type: none"> - read a passage and transfer the information into a table. - ask someone to do something and give replies to requests. - use the comma in sentences.
9.	Detective Stories 3	<ul style="list-style-type: none"> - Predicting the content of paragraphs - Skimming - Words related to the topic - The present perfect tense - Telling stories from pictures and providing specific information. - Listening for specific information - Writing a story 	Students should be able to: <ul style="list-style-type: none"> - reading for gist of the story. - use the present perfect tense correctly. - write stories from pictures. -
10.	Amusing Stories	<ul style="list-style-type: none"> - Reading for gist and specific information - Words related to the topic - Conditional sentences - Acting out conversations - Listening for gist and specific information - Note taking - Writing a story 	Students should be able to: <ul style="list-style-type: none"> - read the text and find information to answer. - answer comprehension questions - act out conversations and tell stories - write a story by answering questions
11.	Water for Life	<ul style="list-style-type: none"> - Guessing meanings of new words - Pronounce and match definitions with words related to the topic - The present perfect and continuous tense. - Asking for someone's opinion. - Listening for specific information. - Writing note summaries 	Students should be able to: <ul style="list-style-type: none"> - read for gist and specific information - ask for someone's opinion - label maps by listening to a text - complete note-summaries

Unit	Topics	Content	Unit Objectives
12.	Insects Are Amazing	<ul style="list-style-type: none"> - Reading for gist and specific information - Guess meanings of words related to the topic - Simple present tense - Asking if someone is sure - Saying you are not sure - Listening for specific information - Writing instructions using sequence words such as first, second, then, next, finally. 	<p>Students should be able to:</p> <ul style="list-style-type: none"> - read the text and answer comprehension questions. - match words with their definition. - express facts using the simple present tense. - listen to a text and label parts of an insect.
13	Some Insects Are Dangerous	<ul style="list-style-type: none"> - Reading for specific information. - Studying the pronunciation of words related to the topic. - Relative clauses - Describing pictures. - Listening for specific information. - Descriptive writing by giving examples. - 	<p>Students should be able to:</p> <ul style="list-style-type: none"> - read the text and complete tables. - listen to a text and complete sentences. - match descriptions with pictures - write a paragraph form notes
14.	Weeks and Days	<ul style="list-style-type: none"> - Reading for specific information. - Match words related to the topic with their definitions. - Relative clauses. - Describing days of the week. - Listening for specific information. - Dictation. - Writing a composition from notes. - Punctuating sentences using commas, full stops and adding capital letters 	<p>Students should be able to:</p> <ul style="list-style-type: none"> - read a text for specific information. - inquire with 'wonder' correctly. - describe days of the week. - write compositions using notes.

APPENDIX F

Frequency of the Actual ITV Program Utilization Practices Observed

No.	Utilization Practices	Uo1		Uo2		Uo3		Uo4		Total Frequency				
										Yes		No		Total
		Yes	No	Yes	No	Yes	No	Yes	No	N0	%	No	%	
1	Introducing the topic to the class.	3	2	4	1	5	-	3	2	15	75	5	25	20
2	Telling students the objectives of the program	2	3	1	4	1	4	2	3	6	30	14	70	20
3	Familiarizing students with key words and concepts	1	4	2	3	-	5	2	3	5	25	15	75	20
4	Encouraging students to predict what the program might be about	-	5	-	5	1	4	-	5	1	5	19	95	20
5	Insisting students to write what they expect to happen	-	5	-	5	-	5	-	5	0	0	20	100	20
6	Encouraging students to watch the program carefully	3	2	4	1	4	1	5	0	16	80	4	20	20
7	Telling students to take note while watching the program	1	4	0	5	2	3	1	4	4	20	16	80	20
8	Drawing the students' attention to some key expressions used in the program.	3	2	2	3	2	3	1	4	8	40	12	60	20
9	Making students do the work-sheets prepared on the programs	-	5	-	5	-	5	-	5	0	0	20	100	20
10	Encouraging students to take part in the drills.	2	3	1	4	0	5	1	4	4	20	16	80	20
11	Teacher participation in the drills to motivate students.	3	2	1	4	3	2	2	3	9	45	11	55	20
12	Allowing the students to report what they have done during the program.	1	4	-	5	-	5	1	4	2	10	18	90	20
13	Asking students if there is anything they did not understand	4	1	2	3	3	2	-	5	9	45	11	55	20
14	Insisting students to summarize the lesson orally or in writing.	-	5	-	5	1	4	-	5	1	5	19	95	20
15	Asking students to talk about what attracted them most and why.	-	5	1	4	-	5	-	5	1	5	19	95	20
16	Seeking feed-back from the students about the program.	1	4	-	5	-	5	1	4	2	10	18	90	20
17	Summarizing the main points by integrating them with the textbook.	1	4	2	3	-	5	1	4	4	20	16	80	20

Key: U01 = First day of utilization observation.
 U02 = Second day of utilization observation

U03 = Third day of utilization observation
 U04 = Fourth day of utilization observation

APPENDIX G

Summary of the Observed Actual ITV Program Utilization Practices in Five-Measure Frequency

No.	Utilization Practices	Always		Usually		Sometimes		Rarely		Never		Total
		N0	%	N0	%	N0	%	N0	%	No	%	
1	Introducing the topic to the class.	1	20	3	60	1	20	-	-	-	-	5
2	Telling students the objectives of the program	-	-	-	-	2	40	2	40	1	20	5
3	Familiarizing students with key words and concepts	-	-	1	20	2	40	-	-	2	40	5
4	Encouraging students to predict what the program might be about	-	-	-	-	-	-	1	20	4	80	5
5	Insisting students to write what they expect to happen	-	-	-	-	-	-	-	-	5	100	5
6	Encouraging students to watch the program carefully	2	40	2	40	1	20	-	-	-	-	5
7	Telling students to take note while watching the program	-	-	-	-	-	-	4	80	1	20	5
8	Drawing the students' attention to some key expressions used in the program.	-	-	-	-	3	60	2	40	-	-	5
9	Making students do the work-sheets prepared on the programs	-	-	-	-	-	-	-	-	5	100	5
10	Encouraging students to take part in the drills.	-	-	-	-	-	-	4	80	1	20	5
11	Teacher participation in the drills to motivate students.	-	-	-	-	4	80	1	20	-	-	5
12	Allowing the students to report what they have done during the program.	-	-	-	-	-	-	2	40	3	60	5
13	Asking students if there is anything they did not understand	-	-	1	20	2	40	2	40	-	-	5
14	Insisting students to summarize the lesson orally or in writing.	-	-	-	-	-	-	1	20	4	80	5
15	Asking students to talk about what attracted them most and why.	-	-	-	-	-	-	1	20	4	80	5
16	Seeking feed-back from the students about the program.	-	-	-	-	-	-	2	40	3	60	5
17	Summarizing the main points by integrating them with the textbook.	-	-	-	-	-	-	4	80	1	20	5

APPENDIX H

Educational Television Programme Weekly Broadcast Schedule for Grade 9 and 10 (1995 E.C./2002/2003) Academic Year

School Period	TV Broadcast Time	Days of the Week				
		Monday	Tuesday	Wednesday	Thursday	Friday
10:55 - 11:35	10:55					
	11:00 - 11:15	Maths (9)	English (10R)	Chemistry (9R)	Biology (10R)	Maths (9R)
	11:20 - 11:35	Physics (9)	Chemistry (10R)	Biology (9R)	Maths (10R)	Physics (9R)
11:35 - 12:35	11:40 - 11:55	Chemistry (9)	Biology (10R)	Maths (9R)	English (10R)	Chemistry (9R)
	12:00 - 12:15	Biology (9)	Maths (10R)	Physics (9R)	Chemistry (10R)	Biology (9R)
12:15 - 12:30	B R E A K					
12:30 - 1:10	12:35 - 12:50	Maths (9)	Physics (9R)	Chemistry (10R)	Biology (9R)	Maths (10R)
	12:55 - 1:10	English (10)	Chemistry (9R)	Biology (10R)	Maths (9R)	English (10R)
1:10 - 1:50	1:15 - 1:30	Chemistry (10)	Biology (9R)	Maths (10R)	Physics (9R)	Chemistry (10R)
	1:35 - 1:50	Biology (10)	Biology (10)	English (10R)	Chemistry 9R)	Biology (10R)

1. 1st semester (programmes 1-10) will be broadcast from Tekemt 18 to Tahsas 26, 1995 E.C (October 28th 2002 to January 4th 2003).
2. 2nd semester (programmes 11-20) will be broadcast from Yekatit 10 to Miazia 18, 1995 E.C. (February 17th to April 26th 2003)
3. Duration of each series of television programmes will be 15 minutes,
4. Repeats (R) are for grades having more than one section.
5. Grade 9 Television English programmes will be transmitted during break time.

- N.B.
1. 1st semester test transmission will be broadcast from Tekemt 11-15, 1995 E.C.
 2. 2nd semester test transmission will be broadcast from Yekatit 3-7, 1995 E.C.

**A STUDY OF THE CONTENT AND
UTILIZATION OF INSTRUCTIONAL
TELEVISION (ITV) PROGRAMS IN
TEACHING ENGLISH TO
GRADE 9 STUDENTS**

**BY
GETACHEW ALEMU**

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

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

JUNE 2003

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

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Examiner

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Examiner

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ABBREVIATIONS

CEDO	-	Center for Educational Development Overseas
EMA	-	Educational Media Agency
ETV	-	Educational Television
ITV	-	Instructional Television
MOE	-	Ministry of Education

ABSTRACT

Key Words:-

- Instructional Television
- ITV Lesson Content
- Utilization

The main purpose of this study was to explore to what extent instructional television (ITV) programs were utilized by classroom teachers when teaching English language to Grade 9 students.

The required data were collected using content analysis, questionnaires and classroom observation. The contents of all the 20 ITV programs provided in the Teacher's Guide for ITV were analysed. The purpose of analysing the ITV program contents was to give background information to the major concern of the study. Fifteen Grade 9 English teachers from Addis Ketema, Black Lion, Cathedral and Miskayehazunan Senior Secondary Schools completed the questionnaire. In order to increase the reliability of the information obtained from the teachers, a similar questionnaire was administered to 105 randomly selected students from the above schools out of which 90 students fully responded to the items. Among the 15 teachers 5 teachers were picked randomly and were observed (each 4 times) to see how they utilize ITV programs in the classrooms.

In order to analyse the responses given to each item in both questionnaires and the results of the classroom observation, descriptive analysis using frequency and percentage was employed. The results of the analysis revealed that Grade 9 English teachers have been reluctant to synchronize ITV programs with their regular teaching of English language. They were not found utilizing the ITV programs in line with the suggested procedures stated in the Teacher's Guide for ITV. Though the teachers claimed that they have been implementing the Before, During and After ITV programs activities, the students' responses and the results of the classroom observation showed a mis-match between what actually happened in the classroom and the suggested procedures teachers were supposed to follow.

Moreover, lack of awareness raising trainings or orientation, absence of encouragement on the part of school directors, providing support materials appeared to be the major reasons for the low utilization of ITV programs.

Finally, it has been recommended that teachers should be provided with ITV utilization trainings as required, since ITV programs are relatively new to our secondary schools. Besides, school directors should set weekly-time-tables and see how teachers exploit them. Inspectors and experts at EMA must also visit schools and supervise whether or not ITV programs are successfully implemented. The Ministry of Education is also responsible for the practicality of ITV programs because a large amount of money, skilled manpower, time etc. have been spent in the preparation and broadcasting of ITV programs.

DECLARATION

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

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