

ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGAUGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE
(Graduate Programme)

**APPLICATION OF COMMUNICATIVE LANGUAGE TEACHING IN
PLASMA TV BASED ENGLISH CLASSROOMS: A STUDY IN
TWO GOVERNMENT SECONDARY SCHOOLS IN
ADDIS ABABA**

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June, 2008

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TWO GOVERNMENT SECONDARY SCHOOLS IN
ADDIS ABABA**

**By
Badima Belay**

**A Thesis Submitted to Addis Ababa University the
Department of Foreign Languages and Literature
(Graduate program)**

**In Partial Fulfillment of the Requirements to the Degree of Master of
Arts in Teaching English as a Foreign Language (TEFL)**

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ACKNOWLEDGEMENTS

First and for most, I would like to express my sincere gratitude to my thesis advisor, Ato Amanuel Gebru, for his unreserved guidance, advice and critical comments through out the course of my thesis work. With out his continuous follow up and encouragement, the completion of this work would not have been possible.

I would also like to extend my gratitude to all the students, teachers and principals of Dil Ber and Tikur Anbessa secondary schools who sacrificed their leisure time and voluntarily participated in the data collection process.

TABLE OF CONTENTS

	Pages
CHAPTER ONE	
Introduction	1
Background of the Study	1
Statement of the Problem.....	3
Objective of the Study.....	5
Significance of the Study	6
Delimitation of the Study.....	6
Limitation of the study.....	6
CHAPTER TWO	
Review Literature	7
2.1. Communicative Language Teaching (CLT)	7
2.1.1. Historical Background of CLT	7
2.1.2. Theory of Language in Communicative Approach.....	8
2.1.3. Features and Principles of CLT	10
2.1.3.1. Features of CLT	10
2.1.3.2. Principles of CLT	12
2.1.4. Types of Communicative Activities /Tasks	13
2.1.5. The ‘four skills’ in CLT	17
2.1.6. The Place of Grammar in CLT	20
2.1.7. Students’ Roles in CLT	22
2.1.8. Teachers’ Role in CLT	23
2.1.9. The Role of Instructional Materials in CLT	24
2.2. Plasma TV in Language Teaching.....	26
2.2.1. Advantages of Using TV in Language Classes	26
2.2.2. Limitations of TV Instructions in Language Classes	28
2.2.3. Classroom Teachers’ Activities /Roles	28
2.2.3.1. Before the Broadcast	29
2.2.3.2. During the Broadcast	30

2.2.3.3. After the Broadcast.....	30
2.2.4. Students' Activities/Roles.....	31
2.2.4.1. Before the Broadcast	31
2.2.4.2. During the Broadcast	31
2.2.4.3. After the Broadcast.....	31
2.3. Studies about CLT and Plasma TV Instruction in Ethiopia.....	32
2.3.1. CLT in Ethiopia	32
2.3.2. The Plasma TV Instruction in Ethiopia.....	33

CHAPTER THREE

Research Design and Methodology	35
3.1. Research Design	35
3.2. Source of data	35
3.3. Sampling Population and Sampling Technique.....	35
3.3.1. Sampling Population	35
3.3.2. Sampling Technique	36
3.4. Pilot Study.....	37
3.5. Data Gathering Tools	37
3.5.1. The Questionnaires	38
3.5.2. Interviews	38
3.5.3. Observation	39
3.5.4. Focus Group Discussion (FGD)	39
3.6. Data Analysis Procedure	40

CHAPTER FOUR

Analysis and Interpretation of Data	41
4.1. Background information of respondents	41
4.2. Students' and teachers' responses regarding the Nature of classroom activities	43
4.3. Students' and Teachers' Responses Regarding the Roles of students in communicative activities	50
4.4. Students' and teachers' responses regarding the	

Roles of classroom teachers in communicative activities	55
4.5. Students' and teachers' responses regarding time	
Allotment for communicative activities	61
4.6. Analyses of findings regarding the nature of the	
Classroom physical environment	67
4.7. Students', teachers' and school principals' responses	
Regarding other major factors that influence the	
Application of CLT	69

CHAPTER FIVE

Summary, Conclusion and Recommendations	74
5.1. Summary.....	74
5.2. Conclusion	77
5.3. Recommendations	79

Bibliography	87
---------------------------	----

Appendices	88
-------------------------	----

LIST OF TABLES

Tables	Pages
Table 1- Study Population in Dil Ber and Tikur Anbessa Secondary Schools.....	36
Table 2- Background Information of Students	41
Table 3 - Background Information of Teachers	42
Table 4- Students' Responses Regarding the Nature of Classroom Activities	44
Table 5- Teachers' Responses Regarding the Nature of Classroom Activities.....	47
Table 6- Students' Responses Regarding the Roles of Students in Communicative Activities.....	51
Table 7- Teachers' Responses Regarding the Roles of Students in Communicative Activities.....	53
Table 8- Students' Responses Regarding the Roles of Classroom Teachers in Communicative Activities	56
Table 9- Teachers' Responses Regarding the Roles of Classroom Teachers in Communicative Activities	59
Table 10- Students' Responses on Time Allotment for Communicative Activities	61
Table 11- Students' Responses Regarding Reasons why They did not Finish Communicative Activities in the Allotted Time.....	62
Table 12- Teachers' Responses on Time Allotment for Communicative Activities	64
Table 13- Teachers' Responses Regarding Reasons why Students do not Finish Communicative Activities in the Allotted time	65

Table 14- Students' Responses Regarding other Major Factors that Hinder the Implementation of CLT	69
Table 15- Teachers' Responses on the Presence or Absence of Problems in Teaching English via the Plasma TV	71
Table 16- Teachers' Responses Regarding the Seriousness of Some Problems in Teaching English via the Plasma TV	72

LIST OF APPENDICES

	Pages
Appendix 1- Questionnaire for Grade 9 students.....	88
Appendix 2- Questionnaire for Grade 9 students (Amharic version).....	93
Appendix 3- Questionnaire for Grade 9 English Teachers.....	98
Appendix 4- Interview Questions for the English Teachers.....	104
Appendix 5- Interview Questions for the School Principals.....	105
Appendix 6- Classroom Observation Checklist.....	106
Appendix 7- Questions for Focus Group Discussion.....	108
Appendix 8- Questions for Focus Group Discussion (Amharic version).....	109

ABSTRACT

The purpose of this study was to examine the application of communicative language teaching in classrooms learning English via plasma TV in two government secondary schools in Addis Ababa.

Descriptive survey method was used to carry out this study. The subjects of the study were one hundred eighty students, sixteen teachers and two principals of Dil Ber and Tikur Anbessa secondary schools. The data gathering tools were questionnaire, interview, classroom observation check list and focus group discussion. The collected data were analyzed by using percentage, mean value and rating scale.

The findings of the study revealed that communicative language teaching was not properly implemented in both of the sample schools due to various factors. The major factors were: inappropriate difficulty level of the activities presented by the plasma TV, students' low proficiency in the language, lack of teachers' training in teaching English communicatively, inappropriate time allotment for doing the activities, poor classroom physical environment, grammar-based examinations and shortage of curricular materials.

Finally, recommendations were forwarded based on the major findings of the study in order to facilitate the effective implementation of communicative language teaching via plasma TV.

CHAPTER ONE

Introduction

1.1. Background of the Study

For many years the goal of second/foreign language teaching has been the mastery of grammar rules. Grammar rules were taught explicitly and learners were expected to develop structural accuracy on the language. According to Brown (1983:70), in a traditional grammar oriented classroom “the focus is on the language itself, rather than on the information which is carried by the language. The teacher’s goal is to see to it that students learn the vocabulary and grammatical rules of the target language”.

However, teachers and subject specialists have faced problems in this traditional teaching method. Brumfit and Johnson (1970:192) state “... the problem of the students who may be structurally competent but who cannot communicate appropriately”. Hence, there should have been changes in language teaching methods from concentrating on developing only grammatical competence to presenting the language in such a way that learners also master communicative competence. Harmer (1987) describes:

In recent years the emphasis has shifted away from the teaching of grammar. Teachers have concentrated on other issues, such as how people learn languages and what they want to say. Many teachers and writers discussed these questions and generally created a new way of looking at teaching called the communicative approach. (Harmer 1987:4)

The need for changes in the British language teaching tradition, dating from 1960s, brought communicative language teaching the newly emerging teaching method. British applied linguists saw the need to focus in language teaching on communicative proficiency rather than

only mastering structural rules (Richards and Rodgers, 2001). In communicative approach students do not simply learn the linguistic structures and grammar rules. They learn how to use the language properly. Littlewood (1981) described that communicative language teaching (CLT) pays a balanced attention to functional as well as structural aspects of the language. Due to this reason CLT has become a promising language teaching approach all over the world.

According to Savignon (1991:261), “CLT is seen to be not a British, European, or US phenomenon, but rather an international effort to respond to the needs of present day language learners in many different contexts of learning”.

In Ethiopia, for example, many changes were made to improve the traditional structure dominated syllabus into a more communicative one. The Ministry of Education (MOE) has prepared new English language text books at elementary and high school levels on the basis of communicative approach. According to MOE (2004) as cited by Endalkachew (2006),

The curriculum guide for grade 1-4 is designed to develop the communicative ability of the students. It requires the students to use the English that they learn to say, read, and write things that are both true and meaningful for them. All four skills: listening, speaking, reading and writing are developed simultaneously. Teachers are also expected to emphasize the communicative use of English by using English themselves in the classroom at the appropriate level of difficulty for their students. (Endalkachew 2006:2)

In addition to designing new English textbooks for both elementary and high schools with a communicative approach, MOE has introduced satellite television instruction for high schools so that it will maximize

the implementation of the new syllabus and minimize factors which hinder quality education.

However, Hord (1995:87) stated that policy implementation never proceeds as planned no matter how well the planning is. Nunan (1986) also studied many communicative classrooms and reported that there are little happenings in the classrooms, which could be called communicative language use. He further explained that there was a gap between communicatively designed curriculum and the reality of the classroom.

In a similar study in Ethiopia, the newly designed communicative language teaching approach did not bring the desired objectives, due to various factors. Some of these were: teachers' lack of proficiency in the language, their traditional teaching approaches and the need to redesign the evaluation system (Birhanu, 1999; Endalkachew, 2006).

In an assumption for solving these and other problems, the Ministry of Education introduced Plasma TV instruction in secondary schools.

1.2. Statement of the Problem

In assessing the application of CLT in Ethiopia, Birhanu (1999), Belilew (2006), Endalkachew (2006), Melaku (2007) and Yemane (2007) have studied different aspects of this approach in different parts of the country. They tried to see teachers' perception of CLT, teachers' communicative competence, availability of communicatively designed text books and other related issues. Particularly, Birhanu (1999) and Melaku (2007) were interested in the application of CLT in Grade 9. However, Birhanu didn't study classrooms learning English via plasma TV and Melaku did his research in Gondor which didn't give emphasis to the plasma TV instruction. Although there have been studies concerning CLT

in Ethiopia, to the knowledge of the researcher, there has not been any research conducted to see the application of CLT in classes learning English via plasma TV at Grade 9 level.

Hence, the aim of this study was to check the application of communicative language teaching in plasma TV based English classrooms in Addis Ababa. In doing this, the researcher uses the following basic research questions to guide his investigation.

Research Questions

1. Do the activities and tasks presented by the plasma TV enable students to communicate with each other effectively?
2. Do students and classroom teachers play their roles properly in communicative activities presented by the plasma TV?
3. Do students have enough time for doing communicative tasks during the plasma TV instruction?
4. Does the nature of the classroom physical environment allow students to do activities and tasks communicatively during the plasma TV lessons?

1.3. Objectives of the Study

1.3.1. General objective

The main objective of the study is to see how communicative language teaching is used in teaching English for Grade 9 via plasma TV at Dil Ber and Tikur Anbessa secondary schools.

1.3.2. Specific objectives

The study specifically tries to:

1. Assess the nature of the activities and tasks presented by the plasma TV.
2. Examine students' and classroom teachers' efforts in playing their role during communicative activities presented by the plasma TV.
3. Find out the appropriateness of time allotment for doing communicative activities presented by the plasma TV.
4. Examine the appropriateness of the classroom physical environment for doing activities and tasks presented by the plasma TV.
5. Find out other major factors that influence the application of CLT approach in Dil Ber and Tikur Anbessa secondary schools.

1.4. Significance of the Study

The findings of this study will:

1. Give Valuable insights to media experts and curricular designers about major limitations, if any, of the current English language teaching program at government secondary schools in applying communicative language teaching methodology.
2. Provide alternative ideas and important recommendations to the concerned educational authorities on how to implement communicative approach effectively in classes learning English via plasma TV.
3. Initiate other researchers to give focus on the nature of CLT in classrooms learning English via plasma TV.

1.5. Delimitation of the Study

Although English is taught via plasma TV nation wide, in this study, the researcher only tried to see two government secondary schools in Addis Ababa which are currently using plasma TV in teaching English for grade nine. The study focuses on the application of communicative approach in teaching English language for this grade level.

1.6. Limitation of the study

During this study, the researcher faced some problems in gathering data from teachers and school principals. Teacher respondents took much time to fill and return the questionnaire since they were so busy. Similarly, school principals were also on several meetings. Hence, the researcher was forced to change the schedule for the interview with them many times.

However, all necessary actions were taken to solve these problems and to make this study complete.

CHAPTER TWO

Review Literature

2.1. Communicative Language Teaching (CLT)

2.1.1. Historical Background of CLT

According to Richards and Rodgers (2001: 156) communicative language teaching (CLT) began in Britain in the 1960s. It started as an extension of the earlier structural and situational language teaching methodologies which had been widely used in Britain for teaching English as a foreign language. In situational language teaching, the focus was on teaching basic structures of the language in meaningful situation-based activities. However, the dissatisfaction with these methodologies led British applied linguists to shift their focus on to the communicative aspect of the language. Hence, they contributed a lot to the emergence of the current communicative approach.

Another influential factor for the emergence of CLT was the Council of Europe. Due to the increasing interdependence of European countries, the Council of Europe analyzed the need for teaching adults the major European languages in a new approach (Richards and Rodgers, 2001).

Generally, Richards and Rodgers (2001), summarize the factors which contributed for the emergence and wide spread, acceptance of CLT in Britain and all over the world as follows:

the work of the council of Europe; the writings of Wilkins, Widdowson, Candlin, Christopher Brumfit, Keith Johnson, and other British applied linguists on the theoretical basis for a communicative or functional approach to language teaching; the rapid application of

these ideas by textbook writers; and the equally rapid acceptance of these new principles by British language specialists, curriculum development centers, and even governments gave prominence nationally and internationally to what came to be referred to as the communicative approach. (Richards and Rodgers, 2001:154)

2.1.2. Theory of Language in Communicative Approach

The functional view is the underlying theory of language teaching in a communicative approach. Hence, the goal of language teaching in this approach is developing communicative competence (Hymes 1971, Munby 1978, Richards and Rodgers 2001). The term communicative competence was coined by Hymes (1971) to challenge Chomsky's (1965) distinction between competence and performance.

According to Chomsky (1965) the fundamental difference between competence and performance is that language competence refers to the native speaker's knowledge of the language rules and forms whereas language performance refers to how native speakers use that knowledge to understand and produce utterances. However, Chomsky's competence/performance model was inadequate to provide an explicit place for socio-cultural features in human communication. Thus, in reacting against the perceived inadequacy of Chomsky's distinction, Hymes (1971) added the element 'communicative' to the word 'competence' to refer to the ability to use the language appropriately rather than correctly in different social contexts.

Communicative competence, as identified by a number of researchers (for example, Sahu 2004, Canale and Swain 1980, Hedge 2000) involves different key components. Some of these are: linguistic competence, pragmatic competence, discourse competence, strategic competence and fluency. Canale and Swain's (1980) analysis of communicative competence is a more influential and common one, in which four

components are identified (Richards and Rodgers 2001). These components are:

- a) **Grammatical competence** - refers to what Chomsky calls linguistic competence...it is the domain of grammatical and lexical capacity.
- b) **Socio-linguistic competence** - refers to an understanding of the social context in which communication takes place, including role relationships, the shared information of the participants, and the communicative purpose of their interaction
- c) **Discourse competence** – refers to the interpretation of individual message elements in terms of their interconnectedness and of how meaning is represented in relationship to the entire discourse or text.
- d) **Strategic competence** – refers to the coping strategies that communicators employ to initiate, terminate, maintain, repair, and redirect communication. (Canale and Swain 1980, as cited in Richards and Rodgers 2001:160)

The term ‘communicative competence’ has now become a household word in second/foreign language teaching and it has become widely accepted that communicative competence should be the goal of language education (Sahu 2004, Richards and Rodgers 2001).

Therefore, students do not simply learn the linguistic structures and grammatical rules of the language. They have to use the language properly in different social contexts. In taking this into consideration, CLT pays a systematic attention to the functional as well as structural aspects of the language (Littlewood 1981).

2.1.3. Features and Principles of CLT

2.1.3.1. Features of CLT

In communicative language teaching, greater emphasis is given to helping students to use the target language in a variety of contexts which the students will confront in real situations.

Although it is a broader approach to language teaching, CLT can be described as a list of general features. One of the most recognized of these lists is given by Nunan (1991:279) as:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus not only on language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom.

After reviewing the works of different researchers (Wilkins 1972, Larson freeman 1986, Dublin 1995, Widdowson 1996, Richards and Rodgers 1986, Savignon 1991, etc.), Yonas (2003) also summarized that CLT is characterized by:

- a focus on communicative functions;
- a focus on meaningful tasks rather than on language per se (e.g., grammar or vocabulary study);
- efforts to make tasks and language relevant to a target group of learners through an analysis of genuine, realistic, form-life materials;

- the use of group activities; and the attempt to create a secured and non-threatening atmosphere. (Yonah 2003: 27)

Quinn (1987) as cited in Nunan (1988) also puts the features which distinguish communicative approach from traditional approaches to language teaching in the following table.

Traditional Approaches	Communicative approaches
1. Focus [on] learning: Focus is on the language as a structure system of grammatical patterns.	Focus is on communication
2. How language items are selected: This is done on linguistic criteria alone.	This is done on the basis of what language items the learners need to know in order to get things done
3. How language items are sequenced : This is determined on linguistic grounds.	This is determined on other grounds, with the emphasis on content, meaning and interest.
4. Degree of coverage: The aim is to cover 'the whole picture' of language structure by systematic linear progression.	The aim is to cover, in any particular phase, only what the learner needs and sees as important.
5. View of language: A language is seen as a unified entity with fixed grammatical patterns and a core of basic words.	The variety of language is accepted, and seen as determined by the character of particular communicative contexts.
6. Type of language used : Tends to be formal and bookish.	Genuine everyday language is emphasized.
7. What is regarded as a criterion of success: Aims are to have students produce formally correct sentences.	Aim is to have students communicate effectively and in a manner appropriate to the context they are working in.
8. Which language skills are emphasized : Reading and writing.	Spoken interactions are regarded as at least as important as reading and writing.
9. Teacher / student roles: Tends to be teacher-centered	Is student-centered.
10. Attitude to errors: Incorrect utterances are seen as deviations from the norms of standard grammar.	Partially correct and incomplete utterances are seen as such rather than just 'wrong'.

<p>11. Similarity/dissimilarity to natural language learning: Reverse the natural language learning process by concentrating on the form of utterance rather than on the content.</p>	<p>Resembles the natural language learning process in that the content of the utterance is emphasized rather than the form.</p>
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(Nunan 1988: 26-28)

2.1.3.2. Principles of CLT

In line with the above features, CLT follows a list of principles. One of the most detailed lists of these principles is given by Brumfit (1986:92-93) as follows:

1. Learners learn both consciously and with effort, and unconsciously with out effort. The textbook would need to offer scope for both kinds of learning.
2. Teaching can be accuracy or fluency- focused. ... [However], fluency (in which the emphasis is on open-ended communication activities taking place in real-time) is more likely to promote learning than accuracy.
3. Error to be a normal part of language learning. Much correction is wasteful of time, and unproductive to boot.
4. Language processing proceeds from top-down not from bottom-up. Meanings are first apprehended as 'wholes' and only later analyzed into parts of necessary.
5. The tasks were not to be designed to with a particular structure or functional category in mind. Rather, they would be chosen for their communicational relevance in the framework of the whole activity.
6. Communicative tasks were superior to linguistic exercises in promoting learning.
7. To mirror real communication, we would need to integrate the major language skills. Listening, speaking etc. would not therefore

- be taught in watertight compartments. Instead, they would be integral to any given task.
8. The greater responsibility given to learners, the more effective their learning would be. We therefore left much scope for independent work, in a framework of a supporting peer group.
 9. Motivation would be increased through problem solving activities, which would engage both the cognitive and the affective resources of the learners.
 10. Both analytical and creative thinking should be given scope in the activities and tasks.
 11. Language used in the classroom should be immediately relevant and inherent in the task, rather than learnt for some eventual and hypothetical later use (often referred to as transfer).

Similarly, Richards and Rodgers (2001) lists five general principles of communicative language teaching as:

- *learners learn a language through using it to communicate*
- *Authentic and meaningful communication should be the goal of classroom activities*
- *Fluency is an important dimension of communication*
- *Communication involves the integration of different language skills*
- *Learning is a process of creative construction and involves trial and error. (Richards and Rodgers 2001:172)*

Thus, in a communicative language teaching, the target language should be introduced as it is used in real context and students should be given opportunities to express their ideas and opinions.

2.1.4. Types of Communicative Activities/Tasks

A communicative task is an activity or goal that is carried out using language, such as finding a solution to a puzzle, reading a map and

giving directions, making a telephone call, writing a letter etc.(Richards and Rodgers2001).Nunan(1989) also defines a communicative task as:

a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right. (Nunan 1989:10)

The above definitions indicate that communicative tasks involve the use of the language in which the user's attention is focused on meaning rather than on form. However, this does not mean that grammatical form should be ignored. The best thing to do in communicative activities is minimizing the learners' focus on grammatical rules.

There are various forms of communicative activities and tasks which enable learners to attain the communicative objectives. Richards (2001) divides communicative tasks into real-world tasks and pedagogical tasks. According to his classification, real-world tasks refer to those that demand the use of language in the world beyond the classroom and pedagogical tasks are those that occur in the classroom. Then, Richards further sub-divides the pedagogical tasks into five categories. These are:

- 1. Jigsaw tasks: these tasks involve learners in combining different pieces of information to form a whole(e.g. three individuals or groups may have three different parts of a story and have to piece the story together);*
- 2. Information- gap tasks: Tasks in which one student or group of students has one set of information and another student or group has a complementary set of information. They must negotiate and find out the other party's information in order to complete an activity.*
- 3. Problem – solving tasks: Students are given a problem and a set of information. They must arrive at a solution to the problem. There is generally a single solution of the out come.*

4. *Decision-making tasks: Students are given a problem for which there [are] a number of possible outcomes and they must choose one through negotiation and discussion.*
5. *Opinion- exchange tasks: Learners engage in discussion and exchange of ideas. They do not need to reach agreement.(Richards and Rodgers 2001:162)*

In the above Richard’s classification of communicative tasks, pedagogical tasks focus on what the learners will do in class rather than the outside world. However, the first types of tasks (real-world tasks) emphasize practicing and rehearsing those activities that are practiced in the real world.

Another significant classification of communicative activities is made by Littlewood (1981). Littlewood first makes two major categories of communicative activities, pre-communicative and communicative activities, which are again sub-divided into four categories (see figure 1 below):

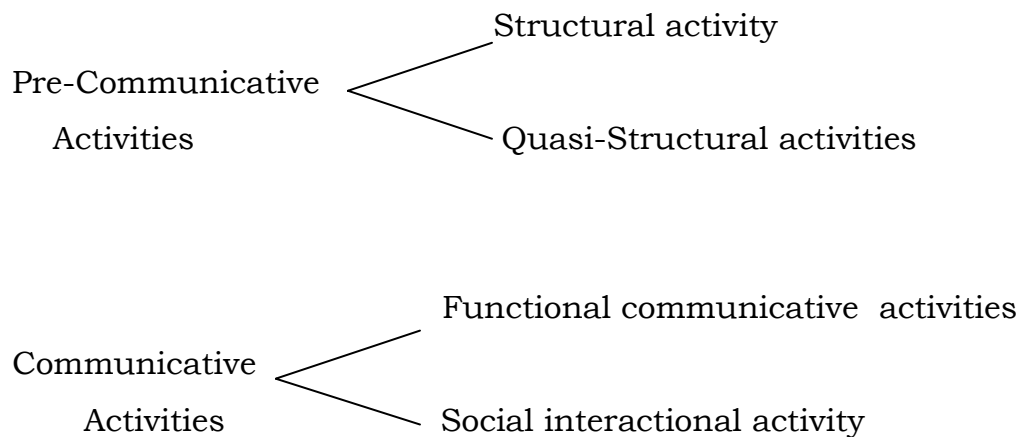


Figure 1. (From Littlewood 1981:86)

In these two major categories, the first types (pre-communicative activities) serve to prepare the learner for later communication.

According to Littlewood(1981) as cited in Bygate (1987), the two sub-categories of pre-communicative activities are described as :

1. Structural activities- these exercise focus on the grammatical system and on ways in which linguistic items can be combined.
2. Quasi-communicative activities- These consist of one or more typical conversation exchanges. Some resemble drills, but others are closer to dialogues. Drills and dialogues can be combined so as to provide a bridge from formal exercise to communicative use.

Littlewood's second major types of activities, communicative activities, also have two sub- categories. He describes these activities as follows:

1. Functional communication activities – include such tasks as learners compare sets of pictures and noting similarities and differences; working out a likely sequence of events in a set of pictures; following directions and so on. In these activities learners must work towards a definite solution for a problem.
2. Social interaction activities – include conversation and discussion sessions, dialogues and role plays, simulations, improvisations and debates. Here, teachers prepare learners for the varied social contexts in which they will need to perform outside the classroom using different social interaction activities.

However, there is no clear demarcation between these two types of communicative activities. What makes them different is the degree of emphasis that learners give to social factors or functional values of a language during the activity.

From the above discussion, one can understand that communicative activities are of different kinds. In order to summarize this discussion, it is worth mentioning Bygate's (1987) grouping of communicative

activities. After critically reviewing the works of different authors (Littlewood 1981, Harmer 1983, Rivers and Tempeley 1987, and Ur 1981), Bygate came up with four types of communicative activities which are helpful for developing interactive skills. These are information-gap activities, communication games, simulations and project-based interaction activities.

2.1.5. The 'Four Skills' in CLT

Although speaking and listening receive the main emphasis, reading and writing also get a considerate attention in CLT. According to Thompson (1996) communication does not only take place through speech, and that it is not only the speaker (or writer) who is communicating. Communication through language happens in both the written and spoken medium. Thus, CLT does not mean teaching only speaking. Similarly, Larson Freeman (1986:134) explains the interactive nature of reading and writing as "Just as oral communication is seen to take place through negotiation between speaker and listener, so too is meaning thought to be derived from the written word through an interaction between the reader and the writer". Therefore, learners reading a text silently to them are taking part in communication just as much as if they were talking to their friends.

A. Speaking

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question. However, this is not true in real communication and in communicative approach (Bygate 1987; Littlewood 1981; and Johnson and Morrow 1981).

The purpose of real communication is to accomplish a task such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have (Bygate 1987, Littlewood 1981).

Therefore, to create effective classroom speaking activities that will develop communicative competence, teachers need to incorporate a purpose and an information-gap and allow for different forms of expression. However, quantity alone will not necessarily produce competent speakers.

B. Listening

In a communicative approach, listening is an active skill which demands the active involvement from the hearer. According to Littlewood (1981:66), “in order to reconstruct the message that the speaker intends, the hearer must actively contribute knowledge from both linguistic and non-linguistic sources”. This active nature of listening leads hearers to have a communicative purpose. Atkins et al (1995:106) describes this as “effective listening involves listening for purpose. That is, we do not listen merely to practice language skills—we listen for social purposes or to transfer or exchange information”. Similarly, Brumfit et al. (1994) states teachers should direct their students’ attention to the purpose of the listening task in order to provide them suitable framework for accessing the spoken message.

Regarding the types of listening activities, Littlewood (1981:68) identifies three groups according to the kind of response that the learner must produce. These are:

1. Performing physical tasks (e.g. selecting pictures)
2. Transferring information (e.g. into tabular form)
3. Reformulating and evaluating information

C. Reading

Reading is the most important activity in any language class, not only as a source of information and a pleasurable activity, but also as a means of consolidating and extending one's knowledge of the language (Rivers 1981).

Efficient reading involves understanding how language operates in communication, and learners should have a purpose for reading the written text. Ronald (1978) in Johnson and Morrow eds. (1981) state that:

Reading is carried out for a purpose other than reading the language itself. Just as we read message in order to be able to do something else, so too the students who is learning a foreign language should be less concerned with the language than with the message it is used to communicate. That is, his interest will be in use rather than usage, with function rather than form. He wishes to do something with the language other than simply learn it. (Johnson and Morrow eds. 1981:87-88)

According to Rivers (1987) as cited in Endalkachew (2006) to integrate reading experiences with developing language control, reading should be linked with purposeful communication. In doing this, the teacher should:

- a. *provide students with meaningful tasks associated with reading;*
- b. *develop activities that encourage students to communicate with out making graphic or oral demands beyond their competence in the new language;*
- c. *give students, nevertheless, freedom to experiment with the language they possess; and*
- d. *create a classroom environment in which students feel free to express the ideas that have been stimulated by their reading. (Endalkachew 2006:25)*

D. Writing

Writing for the purpose of communication is a better way to develop one's writing ability. In a communicative writing practice the focus is on the information content being transferred. Hence, this practical writing has both a clear purpose and a specific audience (Raimes 1983).

According to Raimes (1983:83-92) the types of writing activities that involve any one in real-life communication include: messages, forms, invitations, letters and instructions.

Johnson and Morrow (1981) also suggest two principles of teaching writing. These principles are information-gap and jigsaw principles. According to Johnson and Morrow, we can create information-gap in the classroom by giving student 'A' with the information that we hold it from student 'B'. Then, communication as the bridging of this gap takes place when student 'A' passes this information in a written text to student 'B'. The second principle, jigsaw principle, allows all students to be both senders and receivers of information. Here, we give student 'A' some information and student 'B' another information. Then, in order to complete the jigsaw, student 'A' for student 'B' and vis versa.

In general, it is worth treating the four language skills integratively rather than separately in order to develop the students' communicative competence. For example, students who are practicing the language in one topic/context in a speaking class may later develop it by writing. Hence, they get the language practice more contextual.

2.1.6. The Place of Grammar in CLT

According to Cook (2001) most of the early days of grammar teaching was prescriptive. The grammarian's duty was to prescribe what people should say. Later, grammar teaching shifted to analyzing of sentences

(labeling the parts with their names and giving rules that explain words how they may be combined). This is often called the traditional grammar teaching.

In traditional grammar teaching, the rules of the language were taught explicitly. However, a number of applied linguists (e.g. Prabhu 1987, Krashen 1988) have been arguing that grammar should not be taught explicitly. Their arguments were: first, grammar rules are too complex to be taught explicitly. Second, language is acquired unconsciously not by learning the language rules explicitly. The effects of these ideas have been clearly visible in the early days of CLT. Hence, in the late 1960s and the 1970s, textbooks included no explicit teaching of grammar (Thompson 1996).

However, in the current communicative approach; grammar has got some place in the view of language teaching. Thompson (1996) describes this as:

It is now fully accepted that an appropriate amount of class time should be devoted to grammar, this does not mean a simple return to a traditional treatment of grammar rules. The view that grammar is too complex to be taught in that over-simplifying way has had an influence, and the focus has now moved away from the teacher covering grammar to the learners discovering grammar. (Thompson 1996:11)

In order to involve learners in discovering grammar rules, task-based teaching is appropriate. According to Fotos (1994), using a task type grammar instruction provides EFL learners with grammar problems to be solved interactively. Fotos calls these tasks grammar consciousness-raising tasks. Although the students focus on the form of the grammar structure, they are also engaged in meaning-focused use of the target language as they solve the grammar problem. Hence, they develop grammatical knowledge while they are communicating.

Concerning the tasks that should be used in teaching grammar, Atkins et al. (1995:85) advise EFL teachers the following points:

- a. Presentations of particular language items in context, in which students' attention is drawn to the meanings and forms of the items, followed by opportunities for students to practice the language items in context in order to help them discover how the grammar works;
- b. Grammar-for-communication tasks, which
 - Should involve students in working out the solutions other than the teacher explaining them;
 - Should be awareness-raising. They should assist learners in developing awareness of grammatical choice, i.e. how grammar works to convey meaningful communication;
 - Should provide students with the capacity to make appropriate choices in given contexts...
- c. Tasks involving students in real language use, formulating their own meanings in contexts over which they have considerable control, and in so doing, drawing on grammar as an ongoing resource.

Thus, good grammar teaching probably requires both grammatical explanation of form and meaning by the teacher and task focusing on getting students to work out by themselves how grammar is used for communication.

2.1.7. Students' Roles in CLT

According to Nunan and Lamb (1996), in a communicative approach to language learning, students are negotiators and interactors. Unlike the traditional approach, in CLT, every student should contribute as much as he/she gains in the interaction. However, it is impossible to say that,

learners will always play the same roles whenever they enter into the classroom.

In describing the roles of learners in a task-based language teaching, Richards and Rodgers (2001:235) list three general roles which overlap with the roles assumed for learners in CLT. These are:

i. Students are group participants.

Many communicative tasks are done in pairs and small groups. Hence, students are participants in such tasks.

ii. Students are monitors

Learners need to attend not only to the message in the task work but also to the form in which such messages come packed. Thus, students are considered as managers of the communicative task.

iii. Students are Risk-takers and Innovators

Many communicative tasks make learners to create and interpret messages and this is the main objective of such tasks. The skills of guessing meaning from linguistic and contextual clues, asking for clarification and consulting with other learners need to be developed.

Littlewood (1981:18) also states that, “the teacher creates a situation and sets an activity in motion, but it is the learners themselves who are responsible for conducting the interaction to its conclusion”. Therefore, learners are the main interactors in the language learning process.

2.1.8. Teachers’ Role in CLT

CLT, by its nature, requires much of the work to be done by the learners themselves. However, this does not mean that the teacher does not have any significant role to play in the language teaching and learning process. There are various roles to be played by the teachers in order to

facilitate the language learning process. According to Hedge (2000:63), a communicative classroom involves the teacher in “setting up activities, organizing material resources, guiding students in group works, engaging contributions, monitoring activities, and diagnosing the further needs of students”.

Richards and Rodgers (2001) also describe the roles of the teacher as: needs analyst, counselor and group process manager.

Similarly, Harmer (1991) as cited in Nunan and Lamb (1996) describes the roles of the teacher as: controller, assessor, promoter, participant, resource, tutor, and investigator. Of all these roles, Nunan and Lamb suggest that it is the teacher as organizer that is the most important and difficult from the perspective of classroom management.

In order to perform all these roles effectively, teachers should be competent enough in all aspects of language teaching. In line with this, Hedge (2000:67) states that, “Teachers need to build competence and confidence in fulfilling these various roles and in-service training is necessary within institutions to ensure that, in any moves towards implementing communicative approaches in the classroom, teachers are properly supported.”

2.1.9. The Role of Instructional Materials in CLT

Various instructional materials can be used in a communicative classroom. However, most often, supporters of the communicative approach advocate the use of authentic materials (Larson Freeman 1986, Nunan 1988, and Richards and Rodgers 2001).

According to Richards (2001:252) authentic materials refer to “the use in teaching of texts, photographs, video selections, and other teaching resources that were not specially prepared for pedagogical purposes”.

After giving the above definition about authentic materials, Richards lists their uses as follows:

- They have a positive effect on learner motivation...
- They provide authentic cultural information about the target culture.
- They provide exposure to real language rather than the artificial texts found in created materials...
- They relate more closely to learners' needs and hence provide a link between the classroom and students' needs in the real world.
- They support a more creative approach to teaching.

In supporting this, Nunan (1988) states that,

As the focus will be on assisting learners to do in class what they will need to be able to do outside, the materials should reflect the outside world. In other words, they should have a degree of authenticity. This authenticity should relate to the text sources as well as to student activities and tasks. (Nunan 1988:99)

Concerning the kinds of current CLT instructional materials, Richards and Rodgers (2001:169-70) list three categories: text-based, task-based, and realia.

1. Text-based Materials

There are numerous textbooks designed to direct and support communicative language teaching. Their tables of contents sometimes suggest a kind of grading and sequencing of language practice not unlike these found in structurally organized texts.

2. Task-based Materials

A variety of games, role plays, simulations and task-based communication activities have been prepared to support CLT classes. These typically are in the form of one-of-a-kind items: exercise

handbooks, cue cards, activity cards, pair-communication practice materials and student-interaction practice booklets.

3. Realia

Many proponents of communicative language teaching have advocated the use of “authentic,” “from-life” materials in the classroom. These might include language based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built, such as maps, pictures, symbols, graphs, and charts, different kinds of objects can be used to support communicative exercises, such as a plastic model to assemble from directions.

Even though there are various instructional materials, it is important to consider the learners’ interest, background knowledge, proficiency level and socio-cultural context in selecting and using the materials (Nunan 1988, Endalkachew 2006).

2.2. Plasma TV in Language Teaching

2.2.1. Advantages of TV in Language Teaching

Television has a variety of uses for language teaching. According to Henrich, et al (1989), through TV, it is possible to deliver the same lesson for thousands of students at the same time. Hence, it is especially helpful for remote areas that have shortages of both teachers and instructional materials.

Dale (1969) as cited in Ali (2005:24) describes that instructional television is useful in:

- Concretizing human experience
- Providing up-to-date information
- Distributing information to large masses of audience
- Equalizing educational opportunity

- Bringing the world of reality to the classroom
- Distributing all instructional media to every class.
- Creating sustained attention.

Similarly, Sherington (1973) as cited in Semagne (2006:14) lists the uses of TV in teaching English as follows:

- It presents large number of examples in a vary short time.
- It can make speech practice meaningful by providing pictures in the usual mode.
- It is used in the presentation of phonological materials.
- It can show the movements of articulator organs with greater precisions.
- It motivates students to speak in away like native speakers.
- It presents real situations, which use examples to structural items from a graded syllabus.
- It allows a balance between concentrated activities and mechanical activities.

Another proponent of instructional TV, Reid (1965) as cited in Semagne (2006:15) also lists the use of TV in teaching English as:

- It could make literature come alive by dramatizing a play
- For spoken English, it could be a great deal as it shows language at work, being used in real situation, spoken by real people, whose choice of words, grammatical patterns, intonation and stress would be natural
- It can produce a model of pronunciation and demonstrate how sounds are produced.
- It could teach grammatical points in different ways as it has the power of classification beyond teacher's scope.
- It is used for teaching reading, writing, listening and speaking contextually.

- Students may learn how to listen and grasp meaning from spoken English. It can also help students develop their English skills by visualizing different things.

All the above lists can give us a clear understanding about how television is helpful in teaching the English language. However, according to Sherington (1973), the effectiveness of TV instruction depends on factors like: availability of trained classroom teachers, textbooks, adequate classroom aids and suitable learning environment.

2.2.2. Limitations of TV Instruction in Language Class

Although TV instruction has a number of advantages, it also has limitations. Some of its limitations are: since the transmission is unidirectional, there is no way of ensuring students' learning achievement while teaching; it underrates the importance of classroom teachers; and it dehumanizes teaching learning process (Ali 2005, Semagne 2006, Tewodros 2006).

Similarly, Amare (1998) in Ali (2005), stated that TV instruction discourages mental engagement by making short thinking spans and ultimately inducing this habit of using automatic processing while trying to engage in thinking.

2.2.3. Classroom Teachers' Activities /Roles

A plasma TV instruction can be divided into three periods: before, during and after the program. In each period classroom teachers in general and English language teachers in particular play various significant roles.

2.2.3.1. Before the Broadcast

According to Aggrawal (1986) as cited in Semagne (2006), before the broadcast, classroom teachers should inspire students and arouse their curiosities about the topic. Similarly Donald (1961:48) lists the roles of classroom teachers before the broadcast as:

- Determining materials such as balancing the number of students to the number of sets
- Checking lighting
- Outlining the concepts and special vocabularies
- Explaining the use of texts and telling students to listen attentively.
- Stimulating students to work together.

In addition to the above lists, Tolman (1986) as cited in Semagne (2006:27) also mentions three things to be done by the class room (CR) teachers. These are:

- Preparing students for language items they are supposed to learn
- Generating tasks which students can do as they are supposed to learn as the result of watching the program
- Preparing students for the program.

Moreover, Tefera (2006:11) describes four activities of CR teachers in this period of the broadcast. According to him, before the broadcast, teachers should:

- have the knowledge of the program to be transmitted with the good preparation on the topic of the lesson.
- inform the students to bring with them necessary learning materials
- introduce the days lesson
- read the television guide before the programs are aired.

2.2.3.2. During the Broadcast

Concerning the activities that should be done by the CR teachers during the broadcast, Classier (1960) as cited in Semagne (2006) stated that teachers should ask students to listen attentively, to repeat words, to do the class work and motivate students to discuss in groups. Similarly, Tefera (2006:12) lists the activities of the CR teacher during the broadcast as:

- Checking the students whether or not they are following the lesson
- Making textbooks available in the classrooms
- Assisting students when they are doing different activities and exercises requested by the television teacher
- Clarifying obscure ideas and concepts
- Motivating students to take short notes
- Watching the program silently by being exemplary
- When the program discontinues, the classroom teacher should carry on the lesson.
- Should not interfere while the program is on air or when there is no pause.

Moreover, Donald (1961) mentioned that during the broadcast CR teachers should observe, supervise, control discipline, check students whether they are involved in the activities or not, work with the discussion being a leader and encourage students to take part in the discussion.

2.2.3.3. After the Broadcast

After the broadcast, CR teachers should give activities like discussion, buzz-session, seminar technique, assignment and additional materials (Doanld 1961).

According to Tefera (2006:13), in this period of the program, the CR teacher;

- clarifies obscure ideas and concepts by television teacher
- gives answers to question raised by the students
- recaps and sums up the day's lesson
- informs the next programs' topic in short

2.2.4. Students' Activities/Roles

2.2.4.1. Before the Broadcast

According to Tefera (2006:11), in this stage of the program, students should:

- follow the instruction given by the classroom teacher
- give due attention to the explanation of the teacher
- bring with them all the necessary learning materials (textbook, pen, pencil, exercise book etc.).

2.2.4.2. During the Broadcast

According to Tefera (2006:12), the roles of students in this stage are:

- Watching the television program silently and attentively
- Giving response for questions requested by the television teacher
- Asking questions on obscure ideas and concepts
- Taking short notes
- Participating in discussion in English

2.2.4.3. After the Broadcast

Tefera (2006:13) states that in this stage of the program, students should:

- participate in the classroom by asking and answering questions
- exchange ideas, views and opinions freely

- prepare notes from the television lesson, text books and other reference materials.

2.3. Studies about CLT and the Plasma TV Instruction in Ethiopia

2.3.1. CLT in Ethiopia

By citing the works of different researchers (Hailemichael 1986, IQUEST 2002, Yonas 1996), Yonas 2003 indicated that many researches related to CLT in Ethiopia have been done since 1980s and their results have shown that there were problems in implementing CLT. Some of the problems include: teachers' lack of proficiency in English, their traditional attitudes toward language teaching, lack of authentic materials in a non-English speaking environment, the need to re-design the evaluation system, and the need to adopt textbooks to meet the needs of communicative classes. These problems are also visible in other EFL contexts outside Ethiopia (Yonas 2003).

In its early introduction in Ethiopia, among the most difficulties that CLT faced include the traditionally designed textbooks and teachers' teaching methodology (Messelech 1991, Melesse 1992). According to these researchers, like textbooks, teachers also use traditional language teaching methods.

However, later, the textbooks for students of elementary and partly secondary schools of Ethiopia have been replaced by more communicatively-oriented ones (Birhanu 1999). Therefore, the problem related to the syllabus seems to be partially resolved. But other problems, especially the teachers' traditional teaching method has continued to hinder the implementation of CLT in Ethiopia (Ibid).

Similarly, Endalkachew (2006) indicated that in addition to large class size, failures of the learners to use the language outside the classroom, and the low proficiency of the learners in the English language; the teachers' teaching methodology is the most hindrance in implementing CLT. Endalkachew found out that the majority of English teachers had limited experiences about CLT and they had used traditional type or teacher-centered English teaching methodology.

2.3.2. The Plasma TV Instruction in Ethiopia

In the above discussion, it was mentioned that teachers' traditional teaching method has been the main problem in English language teaching in Ethiopia. Language teaching was purely teacher-centered. Thus, the government of Ethiopia (Ministry of Education) introduced plasma TV instruction in 2004 in order to solve this and other related problems of teaching English and other subjects in secondary schools (Semagne 2006).

However, many researches (Ali 2005, Tewodros 2006, Semagne 2006, Gray 2005 etc) have found out that the newly implemented plasma TV instruction has not brought the desired result. These researchers noted that the pace of the plasma TV instruction is beyond the students' learning speed. Moreover, they stated that plasma TV instruction has dominated not only the students but also the classroom teachers. Hence, the former teacher-centered traditional language teaching has now been replaced by plasma TV teacher-centered instruction.

In Ali's (2005) M.A thesis research entitled "Teaching with and learning from Electronic Media: A Case Study on Satellite TV Instruction in Debre Berhan General Secondary School", problems in the implementation of plasma TV instruction have been noticed. In his research, Ali used observation, interview and documentary evidence to collect the necessary

data. After analyzing the data, he came up with the conclusion which could probably be summarized as follows:

- *Plasma TV instruction dominated classroom interactions* – students and classroom teachers remained passive in most cases.
- *Teaching as transmission* – plasma TV instruction was mostly used for information transmission. Hence, teaching was considered as transmission of information while learning was regarded as to receive it.
- *Disaggregating learning* – bits and pieces of information simply flow from the source to the audience (students). Cooperative and collaborative learning experiences were not reflected in the research site.
- *De-professionalizing Teaching*- the selection, preparation and presentation of lessons were done by the plasma TV teachers while classroom teachers permissively watched what was being transmitted as if they were students. Hence classroom teachers were not active in the aspects of professional work.

Similarly, Tewodros (2006) conducted a research on the topic “The Role of Information Communication Technology in the Teaching learning process: A case study on plasma instruction in Addis Ketema Secondary School” and found out that plasma TV instruction develops listening skill rather than speaking skill, it focuses on the richness of the content with out selecting its relevance and ways of reaching the targeted audience; and it does not consider the students background knowledge and interest.

CHAPTER THREE

Research Design and Methodology

3.1. Research Design

In order to see the application of CLT in classes learning English via plasma TV in government secondary schools of Addis Ababa, the researcher used descriptive survey research method. According to Fraenkel and Wallen (1996:11) a descriptive survey “involves asking the same set of questions (often prepared in the form of a written questionnaire or ability test) of a large number of individuals either by mail, by telephone, or in person”.

This research method was used since it enabled the researcher to collect appropriate information within a short period of time and with limited budget.

3.2. Sources of Data

Primary sources of data were students and teachers of Tikur Anbessa, and Dil Ber secondary schools. Additional data were gathered from school principals of these secondary schools.

3.3. Sampling Population and Sampling Technique

3.3.1. Sampling Population

The total population in this study included 2354 Grade 9 students, 21 Grade 9 English teachers and 5 school principals from 2 secondary schools namely: Dil Ber and Tikur Anbessa secondary schools. From this population, 205 students (8.7% of the total population) were selected as subjects of the study; and all the available English teachers and school principals were samples of the study. The following table will show us the

distribution of the number of Grade 9 students, English teachers and school principals in the two secondary schools.

Table 1- Study Population in Dil Ber and Tikur Anbessa Secondary Schools

Name of Sample Schools	Total number of Grade 9 Students	Number of Sample Students		Total number of Grade 9 English Teachers	Total number of School Principals
		No	%		
Dil Ber Secondary School	1125	100	8.9	12	2
Tikur Anbessa Secondary School	1229	105	8.5	9	3
Total	2354	205	8.7	21	5

3.3.2. Sampling Technique

Dil Ber and Tikur Anbessa secondary schools were selected out of all secondary schools of Addis Ababa. According to the information obtained from Addis Ababa city Administration Education Bureau Department of Educational Supervision and Training, in 2007/08 academic year, there are 18 government secondary schools in the city which are currently using plasma TV instruction. This number does not include secondary schools that do not use plasma TV instruction. Out of these 18 secondary schools, the two schools (Dil Ber and Tikur Anbessa), were selected purposefully for the following reasons. Firstly, Dil Ber secondary school is found near to the researcher's living place and the researcher has a better understanding about the setting of the school. Hence it saved his time, money and energy in data collection. Secondly, Tikur Anbessa was selected for the reason that some of the teachers in the school are the researcher's friends. Hence, they were co-operative in the data collection process.

Both of these sample schools are currently teaching Grade 9 and 10 via plasma TV. However, in this study the focus was only on Grade 9 level. The reason for selecting this grade level was, first the researcher has taught Grade 9 English for more than three years. Hence, his experience would help him to investigate the real classroom practice. Second, it is at this grade level that students start learning English via plasma TV. Thus, the students may face different problems due to the newness of the plasma TV instruction. Hence, it was worth identifying these problems to get solutions for them.

After selecting the two sample schools and the grade level to be studied, the next thing that the researcher did was selecting the subjects of the study (the students, the English teachers and the school principals). For selecting sample students in the two schools, simple random sampling was used. From Dil Ber secondary school that consists of 20 sections with an average class size of 56 students, 5 students were selected randomly from each section. Similarly, from Tikur Anbessa secondary school that consists of 21 sections with an average class size of 58 students, 5 students were randomly selected from each section.

For selecting sample English teachers and school principals, availability sampling was used since their number was small.

3.4. Pilot Study

Before the actual data collection process, a pilot study was conducted in Dil Ber secondary school. The purpose of the pilot study was to check the clarity of the students' and teachers' questionnaires. Accordingly, the first drafts of the questionnaires were distributed to four Grade 9 English teachers and twenty Grade 9 students. As a result, the questionnaires were accepted by both teachers and students except some word meaning difficulties. Hence, minor modifications on words were made.

3.5. Data Gathering Tools

In order to gather valuable information for this study, the researcher used questionnaire, structured interview, observation checklist and focus group discussion.

3.5.1. The Questionnaires

Two types of questionnaires were prepared to collect the necessary data; the students' and English teachers' questionnaires. Both questionnaires include items, which ask questions about nature of class activities, roles of classroom teachers, roles of students and allotment of time in doing different communicative activities (see Appendix-1 and Appendix-3)

At first the students' questionnaire was prepared in English. However, in order to make it more clear and easy to the students it was translated in to Amharic.

205 copies of the questionnaire were distributed to the sample students in both secondary schools and 196 copies of the questionnaire were returned. Among these returned questionnaire, 180 were correctly filled. Similarly, 18 copies of the questionnaire were distributed to available English teachers in both secondary schools and 16 copies of the questionnaire were filled correctly and returned.

3.5.2. Interviews

In order to strengthen the information gained from the questionnaires, structured interviews were used for this study. Interviews were made with a total of four available English teachers and two school principals from the sample schools.

Before the interview session, the researcher informed the subjects about the purpose of the interview and arranged appropriate times. The issues

discussed in the interview with English teachers were questions related to types of class activities, time allotment for doing the activities, students' participation and teacher's roles. Almost all of the questions were open-ended. (See Appendices 4 and 5).

The interview session with both English teachers and school principals lasted about 10-15 minutes for each interviewee. During the interview, the responses were noted down by the researcher.

3.5.3. Observation

In order to assess the actual classroom practice of Grade 9 English teachers and students in the Plasma TV English lesson, the researcher used observation checklist.

Two voluntary English teachers' classrooms from each sample schools were observed. Each teacher's classroom was observed for a minimum of three periods.

The observation checklist was prepared with a two point scale (yes, no) to identify the presence or absence of some selected variables (see Appendix-6).

3.5.4. Focus Group Discussion (FGD)

In addition to the above data gathering tools focus group discussion was used. The purpose of using FGD was to strengthen the students' responses gained from the questionnaire. Moreover, it was thought that when students discuss in groups a certain issue, they would generate richer ideas.

Hence, one focus group, from each sample school, was made to discuss 5 selected open-ended questions (see Appendix-7). The participants of the FGD were students and in each group, there were six participants.

Concerning the number of participants in a group, Derebssa, etal. (1999) as cited in Amare (2006) states that six people may be best for maximum interactions among participants. Hence, the researcher believed that the number of participants in each group is good enough to collect the desired information.

Before the discussion, the researcher introduced the participants to the purpose of the discussion and encouraged them to freely express their idea. During the discussion the participants' opinion were noted down by the researcher.

3.6. Data Analysis Procedure

The raw data obtained from the questionnaires, interviews, observation checklist and focus group discussion were collected, tallied, edited and coded. Then, by using percentage, rating scale and mean value, analysis was made. However, percentage was the main statistical tool for this study. In addition, data drawn from open-ended questions and interviews were transcribed into a separate file. The file was first presented as reported by the respondents and then interpreted by the researcher. Hence, both qualitative and quantitative methods of data analysis were used.

CHAPTER FOUR

Analysis and Interpretation of Data

4.1. Background Information of Respondents

Table 2. Background information of student RESPONDENTS

No.	Items		student respondents	
			No = 180	%
1.	Sex	a, male	94	52.2
		b, female	86	47.8
2.	Age	a, 13-15	76	42.2
		b, 16-18	90	50
		c. above 18	14	7.8
3.	First semester English mark (out of 100)			
		a, above 85	40	22.2
		b. 70-84	57	31.7
		c. 50-69	74	41.1
		d. below 50	9	5

As it is indicated in Table 2 above, 94 (52.2%) of sample students were male and 86 (47.8%) were female. From these respondents, 76 (42.2%) were between thirteen to fifteen, 90 (50%) were between sixteen to eighteen and 14 (7.8%) were above eighteen years of age. Therefore, they were both male and female teenagers.

Regarding their first semester English examination result (out of 100), 40 (22.2%) of the respondents scored above 85, 57 (31.7%) scored between 70 to 84, 74(41.1%) scored between 50 to 69 and 9 (5%) scored below 50.

Thus, they were at different achievement levels in their English classroom test.

Table 3. Background information of teacher Respondents

No.	Items	Teacher respondents
		No=16
1.	Sex	
	a, male	12
	b, female	4
	Total	16
2.	Qualification	
	a, College diploma	2
	b, College degree	14
	c, other	-
	Total	16
3.	Field of study as a major subject	
	a, English	16
	b, other	-
	Total	16
4.	Work experience as a teacher	
	a, 1-5 years	4
	b, 6-10 years	5
	c, 11-15 years	4
	d, 16 years and above	3
	Total	16

As indicated in Table 3 above, among a total of 16 respondents, 12 were male and 4 were female. Of them, 14 teachers had college degree and only 2 teachers had college diploma. Moreover, English was the major field of study for all of the respondents. Regarding their services, 4 teachers had one to five years, 5 teachers had six to ten years and

4teachers had eleven to fifteen years of services. There were also 3 respondents who had 16 years of service and above.

Therefore, most of the respondents in this group were males and degree holders who studied English as a major field of study. Moreover, most of the respondents were experienced teachers.

The third groups of respondents were school principals. In this group, there were 2 respondents who were both males. Concerning the years of services, both of these respondents had more than 8 years of service as a school principal and/or vice principal. Hence, it is possible to say that they were experienced school principals.

4.2. Students' and Teachers' Responses Regarding the Nature of Classroom Activities

4.2.1. Students' Responses

Six items in the questionnaire were designed to assess the students' attitude towards the nature of communicative activities delivered by the plasma TV teacher. Accordingly, their responses are analyzed as follows.

Table 4. Students' responses regarding the nature of classroom activities

No	Items	strongly agree		agree		undecided		Disagree		strongly disagree	
		No	%	No	%	No	%	No	%	No	%
1.	The topics raised for discussion by the plasma TV English teacher are related to what I know in actual life.	18	10	108	60	6	3.3	30	16.7	18	10
2.	The activities in the plasma TV English lessons motivate me to participate.	9	5	54	30	18	10	84	46.7	15	8.3
3.	I actively participate in pair or group activities in the plasma TV English lesson.	6	3.3	9	5	-	-	153	85	12	6.7
4.	I prefer to do activities by my self rather than work with other students.	63	35	69	38.3	9	5	27	15	12	6.7
5.	I spend the time for pair or group activities by doing other non-academic matters.	63	35	84	46.7	-	-	18	10	15	8.3
6.	The activities presented by the plasma TV English teacher are very difficult for me	54	30	69	38.3	15	8.3	30	16.7	12	6.7

In item1, Table 4 above, students were asked whether topics raised for discussion by the Plasma TV teacher were related to their actual life experience. Thus, 70% of the respondents agreed or strongly agreed, 26.7% disagreed or strongly disagreed and 3.3% were undecided.

Thus, the responses of students to this item show us that the activities presented by the plasma TV teacher are more related to what the students do in their every day life. Therefore, the activities are in line with the principles of communicative language teaching. Nunan (1988: 28) states that in communicative approach to language teaching “Genuine every day language is emphasized”.

Regarding item 2, which reads, “the activities in the plasma TV English lesson motivate me to participate in the lesson”, 35% of the respondents agreed or strongly agreed and 55% disagreed or strongly disagreed. However, 10% of the respondents were undecided.

Based on the relevant responses, it is possible to say that the activities presented by the plasma TV English teacher are not as such interesting for them which in turn may lead the students to be passive learners of the language.

To the statement, “I actively participate in pair or group activities in the plasma TV lesson”, 8.3% agreed or strongly agreed, 91.7% disagreed or strongly disagreed. This shows us that students are not interested in doing pair or group activities presented by the plasma TV teacher.

The next statement item 4, states, “I prefer to do activities by my self rather than working with other students”. Concerning this, 73.3% of the respondents agreed and strongly agreed and 21.7% disagreed and strongly disagreed. However, 5% of the respondents were unable to decide about their preference.

Like the previous item (item 3), the responses in item 4 also indicate that students do not like pair or group activities presented by the plasma TV English teacher; preferring to do the activities individually. This contrasts with the features of CLT. Yonas (2003:27) by citing the works of Widdowson (1996) and other scholars states that CLT is characterized by “the use of group activities”.

In item 5, which states, “I spend the time for pair or group activities by doing other non-academic matters”, 81.7% of the respondents agreed or strongly agreed and 18.3% of them disagreed or strongly disagreed. This means, students were not effectively doing pair or group activities presented by the plasma TV teacher.

Regarding item 6, which reads, “The activities presented by the plasma TV English teacher are very difficult for me”, 68.3% of the respondents agreed or strongly agreed but 23.4% disagreed and strongly disagreed. In addition, 8.3% of the respondents were unable to decide about the difficulty level of the activities. This shows us that the activities were difficult and inappropriate for Grade 9 students of Dil Ber and Tikur Anbessa secondary schools.

Similarly, teachers were also asked about the nature of classroom communicative activities presented by the plasma TV English teacher. Their responses are discussed below.

4.2.2. Teachers’ Responses

In order to get appropriate information from teachers about the nature of classroom communicative activities presented by the plasma TV teacher, 4 items in questionnaire form and 1 item in interview form were given to teacher respondents. Accordingly, the responses are analyzed as follows.

Table 5. Teachers' responses regarding the nature of classroom activities

No.	Items	Teacher Respondents	
		No.16	%
1.	Do you think the plasma TV instruction provides adequate communicative activities that enhance learners' communicative skills? A. Yes B. No	4 12	25 75
2.	Your students' motivation and interest for doing communicative activities in pairs and groups is a. Very high b. High c. Average d. Low e. Very low	- - 1 2 13	- - 6.3 12.5 81.3
3.	The activities given by the plasma TV teacher are beyond the students' ability a. strongly agree b. agree c. undecided d. disagree e. strongly disagree	6 7 - 3 -	37.5 43.8 - 18.8 -
4.	During pair or group activities, most students misuse the time for doing non-academic matters. a. strongly agree b. agree c. undecided d. disagree e. strongly disagree	8 6 - 2 -	50 37.5 - 12.5 -

Like student respondents, the teachers also had a similar view about the nature of communicative activities presented by the plasma TV English teacher. In item 1 (see Table 5 above), 25% of the respondents believed that communicative activities presented by the plasma TV teacher were adequate to enhance the students' communicative skills, where as,

majority of the respondents (75%) reported that the activities were inadequate. Similarly, in item 3, most teacher respondents (81.3%) agreed or strongly agreed that the activities presented by the plasma TV English teacher were beyond the students' ability. Only 18.8% reported that the difficulty level of the activities was appropriate.

In order to teach a foreign language effectively, learners should be given a variety of appropriate classroom activities. In supporting this, Candlin (1981:80) states, "The purpose of classroom foreign language teaching, is to enable the learner via a variety of exercises to react to different types of texts, and then gradually to enable him to express his own ideas and opinions in the foreign language".

However, the responses of the two items (item 1 and 3) indicated that the activities presented by the plasma TV English teacher were inadequate and inappropriate for grade 9 students.

In item 2 and 4, most teacher respondents reported that students did not properly do pair or group activities presented by the plasma TV. In item 2, 93.8% the respondents replied that, students' motivation and interest for doing communicative activities in pairs or groups was low or very low. It was only 6.3% of the respondents who said the students' motivation to do the activities in pairs or groups was average.

Like wise, in item 4, 87.5% of the respondents agreed or strongly agreed that during pair or group activities, students misuse the time for doing non-academic matters. It was only 12.5% who indicated students do group activities properly.

In communicative language teaching, pair and group works are strongly favored. In line with this, Richards and Rodgers (2001:157) state, "Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings".

However, as mentioned above, most student and teacher respondents reported that the pair or group activities presented by the plasma TV teacher were not practiced properly in their classroom.

Teacher respondents who agreed on item 4 above were also asked to briefly indicate reasons why students did not do pair or group activities. Accordingly, most of them explained that it was the students' poor background knowledge of the English language resulted from poor language teaching methodology in lower graders which hindered them from doing pair or group activities effectively.

Similarly, in an interview with four teacher respondents, different reasons were mentioned that could lead the students not to participate effectively in pair or group activities. One teacher respondent (T₁) explained that:

“Most of the students can’t express their ideas in English. They do not even understand what the plasma TV teacher orders them to do. They have very poor background knowledge of English. They need to start learning it at beginner level again. Moreover, they start misbehaving during such activities since it opens a room for them to chat. Therefore, even active learners who wanted to do the activities become disturbed and later, they themselves join the noise.”

Another teacher respondent (T₂) described that:

“Students lack the readiness to do pair or group activities due to their poor experience on such activities in lower grades. Hence, whenever they are asked to form pairs or groups and discuss about a certain topic, they began to make fun of doing other things. They don’t think pair or group activities are parts of the main language learning process”.

The remaining interviewees also share the views of T₁ and T₂. They all explained that most of the students did not properly do pair or group

activities mainly because they were unable to express their idea in English during such activities.

In the classroom observation, I also observed that students were not doing communicative activities properly. Although the plasma TV teacher gives them such activities like role-plays and mainly group discussions, students usually chat about other non-academic matters in Amharic. They laugh and make fun of their peers. In order to manage this, the classroom teacher tries to say something. However, he/she is immediately interrupted by the plasma TV teacher's speech, "Ok! Time is up; now ...". Then, without doing the first activity, the students turn their face to the screen and 'listen' to the next lesson.

4.3. Students' and Teachers' Responses Regarding the Roles of Students in Communicative Activities

4.3.1. Students' Responses

In order to assess how effectively the students play their roles in communicative activities presented by the plasma TV, student respondents were also asked to respond on four items in the questionnaire. Hence, their responses will be discussed as follows.

Table 6. Students' Responses Regarding the Roles of Students in Communicative Activities

No	Items	always		frequently		sometimes		rarely		never	
		No	%	No	%	No	%	No	%	No	%
1.	I initiate my group members to participate in communicative activities	2	1.1	9	5	20	11.1	112	62.2	37	20.6
2.	Whenever problem solving group activities are given, I actively participate to provide solutions.	12	6.7	21	11.7	24	13.3	96	53.3	27	15
3.	I ask my friends or the classroom teacher whenever I need some information on the activity	14	8.3	24	13.3	42	23.3	61	33.9	39	21.7
4.	Whenever communicative activities are given, I simply pretend as if I were doing the activities in order to appear 'active' and 'attentive' to the classroom teacher.	42	23.3	63	35	39	21.7	24	13.3	12	6.7

As Richards and Rodgers (2001) say in communicative activities students are group participants, monitors, risk takers and innovators. However, as indicated in the above Table 6, student respondents admitted that they did not play such roles effectively.

In item 1, only 6.1% of the respondents reported that they always or frequently initiate their group members to participate in communicative activities presented by the plasma TV; where as, 11.1% of them replied that they sometimes initiate their group members to participate. However, most of the respondents (82.8%) replied that they rarely or never do so.

Although students are expected to monitor their group activities, the responses to item 1 revealed that they failed to do so.

In item 2, the majority of the respondents (68.3%) reported that they rarely or never participate in problem solving group activities. Similarly, in item 3, 55.6% of the respondents indicated that they rarely or never ask their friends or their classroom teachers whenever they need some information on the activity. Therefore, it is possible to say that the students are not risk takers and active participants. Instead, they are passive in problem solving group activities.

The responses on item 4 also strengthen the findings of the preceding items. 58.3% of the respondents claimed that they did not do communicative activities properly. They rather pretend as if they were doing the activities in order to appear 'active' and 'attentive' to the classroom teacher.

In addition, student participants in the focus group discussion responded negatively to a question, "Do you properly do pair or group works which the plasma TV teacher gives you?" All of the participants confirmed at once that they did not do such activities at all.

The reason that they mentioned is translated from Amharic into English as follows.

“We do not do pair or group activities because we do not understand what she [the plasma TV teacher] says. In case we understand her question and start doing it, we will be interrupted in the middle of our discussion by her next lesson. Therefore, we prefer not to begin it. Moreover, the classroom teacher does not coordinate and encourage us to do the tasks.”

Although their reason for not doing such activities seems plausible, students are not doing their shares properly. From their responses, one can understand that they are not risk takers and monitors for the tasks. They expect too much from the classroom and the plasma TV teachers.

4.3.2. Teachers’ Response

In order to strengthen the above information collected from students, teacher respondents were also asked to provide their views on three close-ended items in the questionnaire. Thus, their responses will be analyzed as follows.

Table 7. Teachers’ responses regarding the roles of students in communicative activities

No.	Items	Teacher Respondents	
		No	%
1.	To what extent do students try to provide solutions for problem solving activities? a. To a great extent b. To some extent c. quite small extent d. Never	- 4 11 1	- 25 68.8 6.3
2.	Do students arrange themselves, in groups and try to manage the task-sharing process for group discussions? a. yes b. No	- 16	- 100

3.	In pair or group activities, most of the students are unresponsive.		
	a. strongly agree	12	75
	b. agree	4	25
	c. undecided	-	-
	d. disagree	-	-
	e. strongly disagree	-	-

As indicated in the above Table 7, item 1, the majority of the respondents (75% of them) reported that students barely try to provide solutions for problem solving activities. Where as 25% of them indicated that to some extent, students try to provide solutions for problem solving activities. However, there was no respondent who reported that the extent to which students try to find solutions for such activities is great. Therefore, the responses of teacher respondents on this item show us that students are not playing the role of a participant in communicative activities. They are passive participants in such activities.

In item 2, all of the respondents (100%) replied that students do not arrange themselves in groups and try to manage the task-sharing process for group discussion. According to Littlewood (1981), after the teacher sets an activity, it is the students themselves who are responsible for conducting the interaction to its conclusion. Similarly, Richards and Rodgers (2001) also explain that students are considered as managers of the communicative task. However, the data from this item show the opposite.

Regarding item 3, which states, “In pair or group activities most of the students are unresponsive”, 75% of the respondents strongly agreed and 25% agreed that students are silent. There was no respondent who disagreed.

Generally, Table 7 depicts that, in pair works, group works or other communicative activities, students were not active participants and they were not managers of these tasks.

In addition, during my classroom observation, I have observed the same situation as the teacher respondents explained above. Students were passive in the plasma TV English lessons in general. They did not ask questions or give answers whenever asked. It was only the classroom teacher and two front seated students who try to say something whenever the plasma TV teacher asks a question

4.4. Students' and Teachers' Responses Regarding the Roles of Classroom Teachers in Communicative Activities

4.4.1. Students' responses

In order to examine whether classroom English teachers play their roles effectively or not, student respondents were asked to provide their views on six items in a questionnaire form and one item in a focus group discussion form. Their responses are discussed as follows.

Table 8. Students' responses regarding the roles of classroom teachers in communicative activities

No	The classroom English teacher:	always		frequently		sometimes		rarely		never	
		No	%	No	%	No	%	No	%	No	%
1.	tells the class the objective of the lesson before the broadcast	-	-	15	8.3	21	11.7	30	16.7	144	63.3
2.	writes key words on the board before the broadcast	6	3.3	16	8.9	18	10	58	32.2	82	45.6
3.	informs the class about the type of activity and how to do it before the broadcast.	-	-	11	6.1	39	21.7	51	28.3	79	43.9
4.	encourages the class to take part in group discussions	15	8.3	16	8.9	29	16.1	96	53.3	24	13.3
5.	participates as a group member	-	-	6	3.3	30	16.7	42	23.3	102	56.7
6.	gives feedback on our work.	21	11.7	30	16.7	48	26.7	42	23.3	39	21.7

In order to get the most out of the plasma TV English instruction, classroom teachers should play their roles properly. Aggrawal (1986) as cited in Semagne (2006) discusses, before the TV broadcast, classroom teachers should inspire students and arouse their curiosity about the topic. Donald (1961) also states that during the broadcast classroom teachers should observe, supervise, control discipline, check students

whether they are involved in the activities or not, participate in the discussion as a leader and encourage the students to take part in the discussion.

However, the data from the above Table 8 show us that classroom teachers were not practicing these activities effectively. In item 1, 80% of the respondents reported that their classroom teacher rarely or never tells them the objective of the lesson before the broadcast; and in item 2, 77.8% of them indicated that their classroom teacher rarely or never writes key words on the board before the broadcast. There were few students (about 10%) who said the classroom teacher does this sometimes. Similarly, in item 3, 72.2% of the respondents replied that their classroom teacher rarely or never informs them about the type of activity and how to do it before the broadcast. On the contrary, it was only 21.7% of them who said their classroom teacher does this sometimes, and 6.1% of them said frequently. Therefore, the data from these 3 items revealed that, before the broadcast, classroom teachers did not play their roles properly

In item 4, 66.6% of the respondents reported that their classroom teacher rarely or never encourages them to take part in group discussions; where as, 16.1% of them said sometimes the classroom teacher does this. However, it was only 17.9% of them who said the classroom teacher frequently or always encourages them during group discussions.

The data from item 5 also show the same result. 80% of the respondents replied that the classroom teacher rarely or never participates as a group member during group discussions; where as, 16.7% of them said the teacher sometimes participates. It was only 3.3% of them who said the classroom teacher frequently participates as a group member.

Based on the data from items 4 and 5, it is possible to say that during the plasma TV English lesson classroom teachers were not playing their roles properly. They were reported as passive participants of the lesson as that of their students.

Regarding item 6, 28.4% of the respondents indicated that their classroom teacher frequently or always gives them feedback on their work; and 26.7% of them said that their classroom teacher sometimes gives them feedback. However, 45% of them said that the teacher rarely or never gives them feedback. Hence, it is fair to say that classroom teachers were trying to give feedback on the students' work.

In addition to the above six items, students in the focus group discussion were also asked about how their classroom teachers help them while they are learning English via plasma TV. As a result, they described that they were dissatisfied by the passive role of their classroom teachers. In group 1 (G₁), student participants explained that

“We are not getting what we are supposed to get from the classroom teacher. He never prepares himself to teach. He gave all the responsibility to the plasma TV teacher. His job is only to switch the plasma TV on and off. Sometimes, when there is no electricity, he comes to the class and chats with few front seated students and he leaves the class without saying a word to the rest of us”

In another group (G₂), student participants also described the same dissatisfaction by the passive roles of the classroom teacher as G₁. However, in G₂ the participants also explained that whenever there is a vocabulary lesson, the classroom teacher mostly helps them by telling the meaning of the word in Amharic. But giving the translation of words can not be the only and appropriate role of the teacher.

4.4.2 Teachers' responses

In line with the above items presented for student respondents, the teachers were also asked about their roles in communicative activities presented by the plasma TV. Accordingly, their responses are analyzed as follows.

Table 9. Teachers' responses regarding the roles of classroom teachers in communicative activities

No	How often do you:	always		frequently		sometimes		rarely		never	
		No	%	No	%	No	%	No	%	No	%
1.	Tell the students about the objective of the activity?	2	12.5	3	18.8	11	68.8	-	-	-	-
2.	Give introduction about the activity before the broadcast?	3	18.8	4	25	9	56.3	-	-	-	-
3.	Encourage students to take part in discussion?	7	43.8	5	31.3	4	25	-	-	-	-
4.	check what the students are doing in each class activity	10	62.5	4	25	8	12.5	-	-	-	-
5.	Participate in activities for discussion as a group member	3	18.8	4	25	8	50	1	6.3	-	-
6.	give feed back on students' work in communicative activities	13	18.3	3	18.8	-	-	-	-	-	-

As shown in the above Table 9, item 1, 68.8% of the respondents said that they sometimes tell their students about the objective of the activity and the rest 31.2% said that they frequently or always tell the students about the objective of the activity. In item 2, 56.3% of the respondents replied that they sometimes give introduction about the activity before

the broadcast. Where as, the rest 43.8% reported that they frequently or always give introduction before the broad cast.

In item 3, most of the teacher respondents (75.1%) indicated during the broadcast, they always or frequently encourage students to take part in group discussion; and the rest 25% of them said they sometimes encourage students. Similarly, in item 4, 87.5% of the respondents showed that they frequently or always check what their students are doing in each class activity. The rest 12.5% of the respondents said that they sometimes do so during the plasma TV lesson. Regarding item 5, 43.8% of the respondents reported that they frequently or always participate in activities as a group member. Where as, half of the respondents (50%) said that it is sometimes that they participate in activities as a group member. Moreover, 6.3 % of them said that they rarely participate.

Thus, based on the above three items (items 3,4 and 5) it is possible to say that classroom teachers play their roles properly during the plasma TV lesson.

In item 6, most of the respondents (81.3%) reported that they always give feedback on students' work in communicative activities. Likewise, the remaining 18.8% of the respondents also said that they frequently give feedback.

Although teacher respondents reported that they properly play their roles in the plasma TV English lesson, student respondents claimed that they are dissatisfied by the passive role of classroom teachers.

However, in my classroom observation, I got the students' view more convincing. Classroom teachers commonly ask questions like "what was yesterday's topic?" at the beginning of the lesson. Only one or two students try to respond to this question then with out giving adequate

revision and introduction about the daily lesson, the broadcast starts. During the broadcast, teachers simply stand at the side of the wall, with arms-folded, during the televised lessons. If they move round the class, they do not even say a word to the students. They simply take a walk in the class.

Therefore, it is difficult to say that classroom teachers are playing their roles properly.

4.5. Students’ and Teachers’ responses regarding time allotment for communicative activities

4.5.1. Students’ Response

In order to see the appropriateness of time allotment for doing communicative activities, student respondents were asked two basic questions in the questionnaire (see Appendix-1). Thus, their responses will be discussed as follows.

Table 10. Students’ response on time allotment for communicative activities

No	Item	yes		No	
		No	%	No	%
1.	During the plasma TV English lesson, do you usually finish communicative activities with in the allotted time?	5	2.8	175	97.2

One of the most commonly identified limitations of the plasma TV instruction in Ethiopian secondary schools, as mentioned by different researchers (Ali 2005, Semagne 2006, Gray 2005), was its inappropriate pace of instruction. Like wise, the data in Table 10, item 1, also shows a similar result. Few students (2.8%) replied that they finish communicative activities with in the allowed time. On the contrary,

nearly all (97.2%) of the respondents reported that they did not finish the activities on time.

Concerning the reasons they did not finish the activities in the allotted time, the students were asked to rate some possible reasons. Hence, their responses will be analyzed below.

Table 11. Students' responses regarding reasons why they did not finish communicative activities in the allotted time

No	We do not finish the activities because:	1 st main reason		2 nd main reason		3 rd main reason		4 th main reason		5 th main reason	
		No	%	No	%	No	%	No	%	No	%
1.	The activities by nature need much time	13	7.4	18	10.3	16	9.1	103	58.9	25	14.3
2.	we usually spend much time in forming group	26	14.9	24	13.7	96	54.9	15	8.6	14	8
3.	The classroom teacher unnecessarily interrupts us in order to clarify the activities	16	9.1	18	10.3	25	14.3	13	7.4	98	56
4.	The group members usually chat about some other issues	102	58.3	18	10.3	19	10.9	18	10.3	18	10.3
5.	The activities are usually uncler or for us.	13	7.4	97	55.4	19	10.9	26	14.9	20	11.4

As we can see from the above Table 11, student respondents were asked to rank 5 main possible reasons why they did not finish communicative

activities in the allotted time. Accordingly, 58.3% of them ranked item 4, which reads, “The group members usually chat about some other issues”, as their first main reason. Regarding this, Ali (2005) indicated that the plasma TV is suitable to talk nonsense to one another since the classroom teachers fail to control the students due to the chaos created by the plasma TV itself.

The second main reason that most of the respondents (55.4%) rated was item 5, which says, “The activities are usually unclear for us”. As discussed before, students have poor background knowledge of the English Language. Especially, they have difficulty in understanding native’s speech. Hence, it is not surprising if they choose item 5 as their second main reason.

Spending much time in forming groups (item2) was ranked by most of the respondents (54.9%) as the third main reason for not completing communicative activities in the allotted time. Therefore, forming groups also takes some time from the time allotted for the activities. This implies that students did not have a fixed group for such activities. In addition to the above 3 main reasons, 58.9% of the respondents ranked item 1 (the activities by nature need much time) as their fourth main reason for not completing the activities in the allotted time. The last reason, as ranked by 56% of the respondents, was item 3, which states, “The classroom teacher unnecessarily interrupts us in order to clarify the activities”.

Based on the above discussion, the fourth and the fifth main reasons (items 1 and 3) are less likely to contribute to the time shortage that students face while doing communicative activities. However, situations like: talking about non-academic matters while doing the activities; not understanding the given activities very well; and spending much time in forming group are more likely to cause this problem.

4.5.2 Teachers' responses

Regarding the time allotment for doing communicative activities, teacher respondents were also asked two basic questions in a close-ended questionnaire form. Their responses are discussed below.

Table 12. Teachers' response regarding time allotment for communicative activities

No	Item	Yes		No	
		No	%	No	%
1.	During the plasma TV English lesson, do the students usually finish their pair or group activities with in the allotted time?	-	-	16	100

As indicated in the above Table 12, all of the teachers (100%) reported that their students do not finish pair or group activities with in the allotted time. This shows us that shortage of time during pair or group activities is a common problem that all teacher respondents agreed up on.

As discussed earlier, students had various major reasons for not completing these activities on time. Similarly, teacher respondents were also asked to rank some of the major possible reasons. Accordingly, their responses are shown below.

Table 13. Teachers' responses regarding reasons why students do not finish communicative activities in the allotted time

No	The students do not finish the activities because:	1 st main reason		2 nd main reason		3 rd main reason		4 th main reason	
		No	%	No	%	No	%	No	%
1.	The activities by nature need much time	-	-	-	-	4	25	12	75
2.	The students spend much time on forming groups	2	12.5	6	32.5	7	43.8	1	6.3
3	The students spend much time on talking about other issues	12	75	3	18.8	1	6.3	-	-
4.	Since the activities are usually unclear for them, I use some of the time in explaining the instruction	2	12.5	7	43.8	4	25	3	18.8

From the four items, as shown in Table 13, 75% of teacher respondents ranked item 3 (students spend much time on talking about other issues) as the first main reason why students do not finish communicative activities in time. Previously, it was discussed that student respondents also ranked this item as the first main reason. This shows that talking about other non-academic matters during pair works, group works or other communicative activities is the most serious problem in classes learning English via plasma TV.

In the same table above, it is indicated that the second main reason as ranked by 43.8% of the respondents was item 4, which states, "Since the

activities are usually unclear for them, I use some of the time in explaining the instruction”. The third main reason, as ranked by 43.8% of the respondents, was spending much time on forming group (item 2).

Therefore, classroom teachers’ explanation about the activities and time spent for forming groups were the second and the third most possible reasons respectively for not finishing communicative activities in the allotted time.

In addition, in an interview with four English teachers from both Tikur Anbessa and Dil Ber secondary schools, all of the interviewees confirmed that students do not finish communicative activities in time. In explaining reasons why students do not complete the activities, one interviewee (T₁) said:

“First of all most of the students do not understand what she [the plasma TV teacher] says. Hence, I have to explain or translate it into Amharic for them. Second, they think that the time for pair or group works is just a playtime for them. They start chatting in Amharic and making fun of their peers. Whenever, I go round the class and order them to do the activity and to speak in English, they say ‘Ok’ ‘ I’ but never try it. While I am arguing with them, the allotted time on the screen counts down and she says ‘Ok, time is up!”

The other interviewee (T₂) explained angrily that the reason for not finishing the activities in the allotted time is the students’ poor discipline. He said:

“Nowadays, students have poor discipline. They usually disturb during the plasma TV English lesson. They do not do as the teacher orders them. They see the teachers as singers ስብሰባ. They make fun of us. I think the plasma TV is helping them to do this. We have no time to check their class activities, home works or assignments. I do not know why we are here”

The remaining two interviewees also share the view of the above two teachers. They also explained that during communicative activities, students spend much of the time on talking in Amharic about other issues.

Therefore, talking about non-academic matters during pair or group activities is the most visible reason why students do not finish such activities within the allotted time.

4.6. Analyses of findings regarding the nature of the classroom physical environment

The nature of classroom physical environment is one of the most decisive non-human factors, which may facilitate or hinder the implementation of communicative language teaching. According to Sahu (2004), the physical condition of a classroom includes size of the classroom, sitting arrangement, suitability of furniture, availability of enough ventilation etc.

Size of the classroom is related to both the amount of space of the class and the number of students in it. The classroom should have enough space for students to do communicative activities like role plays, simulations and group discussions properly.

However, as I observed during my classroom observation, the space of each classroom in both Tikur Anbessa and Dil Ber secondary schools was not large enough for language learning. Front seated students were about one meter away from the blackboard and the distance between each row of seats was large enough only for a person to pass. Therefore, in case the teacher wants to practice some communicative activities, like role plays in his classroom, it is difficult to see how he will handle himself.

Regarding class size, Richards (2001) suggests that in most language classes, the class size should not exceed fifteen. However, as the principals of both secondary schools mentioned during the interview, in their schools, the average number of students in a class was 58. The number is definitely large and it is outside the control of the language provider. In line with this, Lue (2000) as cited in Fiseha (2001:97-98) describes, teachers who have students in overcrowded classrooms often say: it is certainly not suitable to provide practical activities and group works.

Concerning the arrangement of seats, Wassihune (2006) explains that in a classroom characterized by active learning strategies, including frequent use of group works, movement of learners between areas and independent works etc, chairs and tables should be easily movable.

However, during my classroom observation, all of the classes that I have observed in both secondary schools had the traditional formal sitting arrangement in which students sat in rows of fixed benches. This sitting arrangement encourages only one-way communication. Students are expected to focus only on the teacher or the plasma TV screen.

4.7. Students', Teachers' and School principals' Responses

Regarding other major factors that influence the Application of CLT

4.7.1. Students' Responses

Students were asked to indicate some of the major factors that hinder the implementation of communicative language teaching/learning. Hence, their responses will be discussed below.

Table 14. Students' responses regarding other major factors that hinder the implementation of CLT

No	Item	Students	
		No= 180	%
1.	How often do you speak in English during the plasma TV English lessons?		
	a, always	4	2.2
	b, frequently	9	5
	c, sometimes	32	17.8
	d, rarely	93	51.7
	e, never	42	23.3
2.	Do you usually understand what the plasma TV teacher says?		
	a, yes	51	28.3
	b, no	129	71.7

Items 1 and 2, in the above Table 14, were presented for the students as leading questions to the next three open ended questions (see Appendix 1). As a result, in item 1, 7.2% of the respondents replied that they frequently or always speak in English during the plasma TV English lessons; and 17.8 of them said they sometimes speak in English. However, most of the respondents (75% of them) indicated that they rarely or never speak in English during the lessons. In item 2, 25% of the respondents said they usually understand the plasma TV teacher's speech; where as, 75% of them reported that they do not understand her speech.

The respondents who answered "no" to item 2, in table 12 above, were asked to briefly indicate the reasons why they said so. Most of them explained that they usually do not understand the plasma TV teacher's

speech because she speaks too fast and her accent is difficult for them. Moreover, one respondent (S₁) described

“I do not understand her speech because I have never been taught by a native English teacher ‘uō[“ī }U_ eKTL“<p’ ”.

I also share the view of this respondent. Most of them have been taught by non-native teachers. It is at grade 9 that most of the students face the native plasma TV teacher’s accent for the first time. Hence, they need some time for ear-training to this accent.

In addition, respondents were asked to write some other major problems they face during the plasma TV English lessons. Accordingly, their responses are categorized into three main groups as follows.

- **Shortage of curricular materials:** - they described that during the first semester, they shared a book with two or more students but in the second semester, Book-2 was totally unavailable in both schools.
- **Technical failures:** - The respondents reported that there was repeated interruption of the transmission. One respondent expressed it humorously as “ ‘no video signal’ is part of our daily lesson”.
- **Mismatch between plasma TV lessons and examinations:** - They described that much of the plasma TV class time is spent on speaking, listening, dictation and reading comprehension. However, exams are more of grammar. Therefore, they said that they did not need to focus more on the plasma TV lessons.

4.7.2. Teachers’ and School Principals’ Responses

In order to assess other major factors that hinder the implementation of communicative language teaching, teacher respondents were asked 2 close-ended and 2 open-ended questions in the questionnaire (see Appendix 3). Hence, their responses are analyzed as follows.

Table 15. Teachers' responses on the presence or absence of problems in teaching English via the Plasma TV

No	Item	yes		No	
		No	%	No	%
1	Do you think there are major problems that are affecting the teaching of English in a communicative approach via the plasma TV?	15	93.8	1	6.3

Regarding the above leading question in Table 15, 93.8% of the respondents believe that there are major problems that are affecting the implementation of CLT approach via the plasma TV; where as, the remaining 6.3% of them do not believe so.

In line with this, teachers who believed in the presence of major problems in the plasma TV English lessons were asked to rank four possible problems in terms of their seriousness. Their responses are discussed below.

Table 16. Teachers' responses regarding the seriousness of some problems in teaching English via the plasma TV

No	Items	1 st serious problem		2 nd serious problem		3 rd serious problem		4 th serious problem	
		No	%	No	%	No	%	No	%
1.	Large class size	4	25	11	68.8	-	-	1	6.3
2.	Lack of proper classroom materials (chairs, tables etc.)	-	-	1	6.3	2	12.5	13	81.3
3	Lack of proper Curricular materials (text books, teacher's guide etc.)	-	-	1	6.3	13	81.3	2	12.5
4.	Too fast presentation of the plasma TV lessons and the TV teacher's pronunciation	12	75	3	18.8	1	6.3	-	-

As indicated in the above Table 13, 75% of the respondents ranked item 4, that says, “Too fast presentation of the plasma TV lessons and the TV teacher’s pronunciation”, as the first most serious problem. It has been discussed earlier that most students have the difficulty to follow the plasma TV lessons properly due to its pace. The accent of the native plasma TV teacher also increases the difficulty level.

The second most serious problem, according to 68.3% of the respondents, was large class size (item 1). Large class size is one of the most common problems of all schools in Ethiopia. This seems to be the case observed by teacher respondents of Dil Ber and Tikur Anbessa secondary schools.

The third most serious problem, as ranked by 81.3% of the respondents, was lack of proper curricular materials, like textbooks (item 3). Lastly, lack of proper classroom materials like chairs and tables (item 2) was ranked by 81.3% of the respondents as the fourth most serious problem.

In addition to the listed problems in the above table 13, teacher respondents were also asked to write some other problems that hinder the teaching of English in a communicative approach via the plasma TV. Thus, their responses are summarized as follows.

- Lack of training in teaching English communicatively
- Lack of proper instructional materials
- Rigidity of time
- Students’ previous language learning experience
- Students’ low English proficiency.
- Students’ lack of motivation for learning

Regarding lack of training in teaching English communicatively, school principals of both schools also confirmed that in their schools there was

no such a training or workshop except experience sharing among staff teachers.

However, Hedge (2000) suggests that in order to implement communicative approaches effectively in the classroom, teachers should be properly supported by various workshops and in-service trainings.

CHAPTER FIVE

Summary, Conclusion and Recommendations

5.1. Summary

The purpose of this study was to investigate the application of CLT in classrooms learning English via plasma TV in two government secondary schools in Addis Ababa. The specific objectives of the study were:

1. Assessing the nature of activities and tasks presented by the plasma TV.
2. Examining Students' and classroom teachers' efforts in playing their roles during communicative activities presented by the plasma TV.
3. Finding out the appropriateness of time allotment for doing communicative activities presented by the plasma TV.
4. Examining the appropriateness of the classroom physical environment for doing activities and tasks presented by the plasma TV.
5. Finding out other major factors that influence the application of CLT approach in Dil Ber and Tikur Anbessa secondary schools.
6. Providing possible solutions for the problems.

Therefore, to achieve these objectives, the following basic research questions were raised.

1. Do the activities and tasks presented by the plasma TV enable students to communicate with each other effectively?
2. Do students and classroom teachers play their roles properly in communicative activities presented by the plasma TV?
3. Do students have enough time in doing communicative tasks during the plasma TV instruction?

4. Does the nature of the classroom physical environment allow students to do activities and tasks communicatively during the plasma TV lessons?

In order to get answers to the above basic questions all the necessary data and information were collected from 180 Grade 9 students, 16 Grade 9 English teachers and 2 school principals through questionnaire, interview, classroom observation and focus group discussion.

Then, the collected data were analyzed mainly through percentage. Based on the analysis and interpretation, the major findings of the study are summarized as follows.

1. Most student respondents (68.3%) and teacher respondents (81.3%) reported that the activities presented by the plasma TV are beyond the students' ability. Moreover, both of the respondents indicated that students do not have interest in doing pair or group works presented by the plasma TV. Hence, they misuse the time for the activities by doing other non academic matters.
2. 68.3% of student respondents and 75% of teacher respondents indicated that students never participate in problem-solving activities. In addition, all of the teacher respondents confirmed that students do not arrange themselves and try to manage the task sharing process for group discussion.
3. Regarding the roles of classroom teachers in communicative activities presented by the plasma TV, the responses of student respondents and teacher respondents contradict each other.

Majority of student respondents reported that their teachers never tell them the objective of the lesson and rarely or never writes key words on the board before the broadcast. Moreover, 66.6% of them said teachers never encourage them during the activities and 80% of them

indicated that teachers never participate as a group member during group discussions.

On the contrary, the majority of teacher respondents reported that they sometimes tell students the objectives of the activities and give introductions about the activities before the broadcast. In addition, 75% of them said that they frequently encourage students to take part in group discussion and 93.8% of them reported that they sometimes or frequently participate as a group member during group activities.

However, the results from the classroom observation strengthen the students' responses. Classroom teachers were observed inactive in playing their roles properly.

4. Almost all respondents (97.2% of students and 100% of teachers) replied that students do not finish communicative activities in the allotted time. In explaining their reasons why students do not finish these activities in time, the respondents indicated the following four main reasons.

1st main reason- students spend much time on talking about other non academic matters.

2nd main reason –the activities are usually unclear for students.

3rd main reason- students spend much time on forming groups.

4th main reason- The activities by nature need much time.

5. As the study revealed, the classrooms of both Dil Ber and Tikur Anbessa secondary schools did not have enough space for doing communicative activities like role-plays and group discussions. Moreover, large numbers of students (an average of 58 students in a class) sat on rows of fixed benches which encourage only one way communication.

6. Most of the respondents (75% of students and 75% of teachers) reported that students do not understand the plasma TV teacher's speech due to her accent, her pace of speech and their previous learning experience. In addition, most teacher respondents mentioned that shortage of curricular materials like textbooks; lack of training in teaching English communicatively; rigidity of class time; and mismatch between plasma TV lessons and classroom tests were other major factors that affect the application of CLT via plasma TV.

5.2 Conclusion

From the analysis and discussion, the following conclusions can be inferred.

1. As it was discussed before, activities presented by the plasma TV were beyond the students' ability and students were not interested to do pair or group activities properly. This implies that the activities and tasks did not enable them to communicate with each other.
2. Based on the findings of this study, one can infer that students were not risk-takers, active participants and managers during communicative activities presented by the plasma TV. Hence, they were not playing their roles properly.
3. As indicated in the analysis of findings, most of the student participants were dissatisfied by the passive roles of classroom teachers. On the contrary, teacher respondents claimed that they were playing their roles properly. However, one can understand that teachers most probably say this because, if they say they do not play their roles properly, it will be against their profession. Moreover, the finding from the classroom observation confirmed that teachers were not playing their roles properly in communicative activities presented by the plasma TV.

4. As the findings of this study showed, students did not finish communicative activities within the allotted time due to various reasons. One of the reasons was unproportional time allotment for the tasks. However, the main reason was students' talk about non-academic matters during such activities. Therefore, although students did not have enough time for doing communicative activities, they even did not use this short time effectively.
5. The nature of the classroom physical environment is one of the influential factors that affect the application of CLT. As indicated in the findings of this study, classrooms of both sample schools did not have enough space to practice role-plays or group discussions properly. Moreover, large numbers of students sat on rows of fixed benches which do not encourage communication among students. Therefore, the classroom physical environment of these schools does not allow students to do activities and tasks communicatively.
6. Many factors that hinder the implementation of CLT were mentioned by respondents of this study. The major ones were difficulty of understanding the native plasma TV teacher's accent; shortage of curricular materials like text books; lack of training in teaching English communicatively; and mismatch between the plasma TV lessons and classroom tests. These factors were reported as factors affecting the whole teaching learning process of Grade 9 English through the plasma TV.

5.3. Recommendations

Based on the above findings and conclusions, the following recommendations are forwarded.

1. It was reported in this study that students have low proficiency in English language. However, the activities and tasks presented by the plasma TV did not consider their proficiency level in the language. Regarding this problem, we can have two alternative solutions. The first is reducing the difficulty level of the activities and tasks so that students could do it easily. The second solution is increasing the students' proficiency in the language at first and second cycle Primary school levels.

The researcher would like to recommend the second solution-maximizing the students' proficiency in the language at elementary level. Students should start using the language communicatively at the grass root level. In doing this, the proficiency of elementary school English teachers in the language and in teaching it communicatively should be maximized. Therefore, teacher training and teacher development courses for elementary school teachers should give emphasis to the principles of communicative approaches to language teaching. Moreover, the currently engaged elementary school teachers should get in service courses, seminars and work shops on communicative language teaching

2. Students should play an active role during communicative activities presented by the plasma TV. However, the results of this study demonstrated that they were passive in such activities. The most probable reason for this is the passive roles of classroom teachers themselves. As the findings indicated, classroom teachers were not playing their roles properly. Therefore, teachers should encourage students to take part in the activity and participate as an individual

student in the group discussion so that students will also participate actively.

3. Shortage of time in doing communicative activities was one of the problems identified in the study. For this problem, the respondents mentioned various reasons. However, the main reason was spending much of the time by talking about other non-academic matters. This problem can be resolved by the efforts of the classroom teachers. Classroom teachers should check students while they are doing the activities and whenever the students show unnecessary acts, teachers should discourage them and bring them back to the activity. Moreover, plasma TV instruction experts should consider some irregularities in doing communicative activities and should allot enough waiting time for the activities presented by the plasma TV.
4. Poor classroom physical environment is a common phenomenon in many Ethiopian schools. This study also revealed this fact. Even though it is related to the economic status of the country, concerned bodies such as: schools, communities and the government should be aware of its diverse effects on quality education and give priority for it. Therefore, these bodies should give attention to reduce the class-size, and improve the classroom physical environment.
5. Regarding the shortage of textbooks, these schools should be aware of it and report it to concerned bodies and the Educational Materials Production and Distribution Agency (EMPDA) should provide enough textbooks to these schools.

6. The negative effect of grammar-based exams on the application of communicative language teaching was the other problem identified during the study. To alleviate this problem, the schools should employ other evaluation mechanisms like continuous assessments, which include all language skills.
7. Finally, the researcher would like to suggest that a nation wide study on the application of CLT in classes learning English via plasma TV is important in order to get a clearer image on the problems identified in this study.

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APPENDIX-1

**ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGAUGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND
LITERATURE
(Graduate Program)**

Questionnaire for Grade 9 students

Dear students

This questionnaire is designed to find out the application of Communicative Language Teaching in classes learning English via plasma TV at grade 9 level.

Your genuine opinion about the current English language teaching learning process in your school is extremely important for this study. Please give your responses to all the items in the questionnaire.

The researcher would like to assure you that no part of your responses in this questionnaire will be transferred to third parties with out your authorization. Your responses will only be used for the purpose of this study more over as your assurance; you do not need to write your name on this questionnaire.

Thank you for your kind co-operation

Badima Belay

Researcher

Part 1- personal Data

Instruction 1- Please fills the following blank spaces with appropriate information

1. Name of the school _____
2. Your Age_____ Sex _____
3. your first semester English mark (out of 100)_____

Part II- Questions related to the nature of activities presented by the plasma TV teacher.

Instruction 2: please put a tick “✓” mark in the alternatives provided next to each statement or item

No	Items	Strongly agree	agree	undecided	disagree	Strongly disagree
1	The topics raised for discussion by the plasma TV English teacher are related to what I know in actual life					
2	The activities in the plasma TV English lessons motivate me to participate.					
3	I actively participate in pair or group activities in the plasma TV English lesson					
4.	I prefer to do activities by myself rather than with other students					
5.	I spend the time for pair or group activities by doing other things					
6.	The activities presented by the plasma TV English teacher are very difficult for me					

Part III- Questions related to the Role of students in Communicative activities

Instruction 3. Please put a tick “✓” mark in the alternatives next to each statement

No	Item	always	frequently	sometimes	rarely	never
1	I initiate my group members to participate in communicative activities					
2.	Whenever problem-solving group activities are given, I actively participate to provide solution.					
3.	I ask my friends or the classroom teacher whenever I need some information on the activity					
4.	Whenever communicative activities are given, I simply pretend as if I were doing the activities in order to appear ‘active’ and ‘attentive’ to the classroom teacher					

Part IV- Questions related to the role of classroom English teachers

Instruction 4 please put a tick “✓” mark in the alternative next to each statement

No	The classroom English teacher:	always	frequently	sometime	rarely	never
1	tells the class about the objective of the lesson before the broadcast					
2.	writes key words on the board before the broadcast					
3.	informs the class about the type of activity and the way how to do it before the broadcast					
4.	encourages the class to take part in the discussion					
5.	participates as a group member					
6.	Gives feed back on our work					

**Part V- Questions related to time allotment for
communicative activities**

**Instruction 5. Please give your responses by putting a tick “✓” mark
in each alternative or scale.**

1. During the plasma TV English lesson, do you usually finish group activities with in the allotted time?

a. yes b. no

2. If your answer for No ‘1’ is ‘No’, Please order the following possible reasons. Rank ‘1’ for the most possible reason to ‘5’ for the least possible reason.

_____ A. The activity by its nature needs much time.

_____ B. The classroom teacher unnecessary interrupts us in order to clarify the activity.

_____ C. We spend much time in forming groups.

_____ D. The group members usually talk about some other issues.

_____ E. The activity is usually unclear.

3. If you have any other reasons why you did not finish the activities, please specify them.

Part VI- Questions related to other major factors which hinder the implementation of communicative language learning/ teaching.

Instruction 6. Respond to the following questions by putting a tick “✓” mark or providing short answers

1. How often do you speak in English during the plasma TV English lessons?

A. always

C. sometimes

B. frequently

D. rarely

E. never

2. Do you usually understand what the plasma TV teacher says?

A. yes

B. No

3. If your answer for No '2' is 'no', specify your reasons.

4. Please list down other major problems, if any, you face while learning English by plasma TV.

5. What do you think should be done to alleviate the problems you mentioned above?

APPENDIX-2

Questionnaire for Grade 9 students (Amharic version)

(communicative language Teaching)

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6 -

(communicative

language teaching)

6.

“✓”

APPENDIX-3

**ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGAUGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE
(Graduate Program)**

Questionnaire for Grade 9 English Teachers

Dear Teachers

This questionnaire is designed to find out the application of Communicative Language Teaching in classes learning English via plasma TV at grade 9 level.

Your genuine opinion about the current English language teaching learning process in your school is extremely important for this study. Please give your responses to all the items in the questionnaire.

The researcher would like to assure you that no part of your responses in this questionnaire will be transferred to third parties with out your authorization. Your responses will only be used for the purpose of this study moreover as your assurance, you don't need to write your name on this questionnaire.

Thank you for your kind co-operation

Badima Belay
Researcher

Part I- Personal Data

Instruction 1. Please provide your answer by putting a tick “✓” mark or by giving short answer.

1. Name of your school _____
2. Sex Male Female
3. Qualification
 - a. college Diploma
 - b. College degree
 - c. other (Specify) _____
4. your field of study
 - a. Major _____
 - b. minor _____
5. Total years of service as a teacher
 - a. 1 – 5 years
 - b. 6 – 10 years
 - c. 11 – 15 years
 - d. 16 years and above

Part II- Questions related to the nature of classroom activities

Instruction 2. Please put a tick “✓” mark in the appropriate box that corresponds to your choice or write the information needed in brief whenever necessary

1. Do you think the plasma TV instruction provides adequate communicative activities that enhance learners’ communicative skills? A. yes B. No
2. Your students’ motivation and interest for doing communicative activities in pairs and groups is
 - a. Very high
 - b. high
 - c. Average
 - d. low
 - e. Very low
3. The activities given by the plasma TV teacher are beyond the students’ ability
 - a. strongly agree
 - b. agree
 - c. undecided
 - d. disagree
 - e. strongly disagree

4. During pair or group activities, most students misuse the time for doing non-academic matters.

- a. strongly agree c. undecided
b. agree d. disagree e. strongly disagree

5. If your answer for No '4' is 'strongly agree' or 'agree', what could be the possible reasons?

Part III- Questions related to the roles of students in communicative activities

Instruction 3. Please put a “✓” mark in the box that corresponds to your choice or write the information needed in brief where ever necessary

1. To what extent do students try to get solutions for problem solving activities?

- A. To a great extent C. quite small extent
B. To some extent D. never

2. Do students arrange themselves in groups and try to manage the task-sharing process for group discussions?

- A. Yes B. No

3. In pair or group activities most of the students are unresponsive

- A. Strongly agree C. Undecided
B. Agree D. Disagree E. strongly disagree

Part IV- Questions related to the roles of classroom Teachers in Communicative activities

Instruction 4. please put a tick “✓” mark in the alternatives next to each item

No.	How often do you:	always	frequently	sometimes	Rarely	never
1.	Tell the students about the objective of the activity?					
2.	Give introduction about the activity before the broadcast?					
3.	Encourage students to take part in discussion?					
4.	Check what the students are doing in each class activity?					
5.	Participate in activities for discussion as a group member?					
6.	give feed back on students’ work in communicative activity?					

Part V- Questions related to time allotments for communicative activities

Instruction 5 Respond to the following questions by putting a tick “✓” mark or providing short answers

1. During the plasma TV English lesson do the students usually finish their pair or group activity with in the allotted time?

A. yes B. No

2. If your answer for No '1' is 'No', please order the following reasons. Rank '1' to the most possible reason through '4' to the least possible reason.

- _____ A. Activities by nature need much time.
- _____ B. The students spend much time on forming groups.
- _____ C. The students spend much time on talking about other issues.
- _____ D. Since the activities are usually unclear for them, I use some of the time in explaining the instruction.

3. If you have any other reasons, please specify.

Part VI- Questions related to other major factors, which hinder the implementation of communicative language teaching/learning

Instruction 6- Respond to the following questions by putting a tick "✓" mark or providing short answer

1. Do you think there are major problems that are affecting the teaching of English in a communicative approach via the plasma TV? A. yes B. No
2. If your answer for question No '1' is 'yes', please order the following items in terms of seriousness of the problem ('1' to the most serious through '4' to the least serious problem).
 - _____ A. large class size
 - _____ B. lack of proper classroom materials (chairs, tables etc.)
 - _____ C. lack of proper curricular materials (textbooks, teacher's guide etc.)
 - _____ D. too fast presentation of the plasma TV lessons and the TV teacher's pronunciation

3. Please list down other major problems, if any, which hinder the teaching of English in a communicative approach via plasma TV?

4. What should be done to alleviate the above mentioned problems?

APPENDIX-4

Interview Questions for the English Teachers

Basic guiding sample interview questions

1. Do you think the classroom physical environment is suitable for learning English communicatively? Why or why not?
2. How do the students behave during transmission?
3. Is the class dominated by any one of the following:
A. Students B. The classroom teacher C. The plasma TV teacher.
And how do you see it?
4. Do the activities presented by the plasma TV teacher encourage students to learn the English language effectively? Why or why not?
5. How do you describe the time allotment for doing class activities presented by the plasma TV?
6. How do you describe your role during pair works, group activities and other communicative tasks presented by the plasma TV teacher?
7. Is there any attempt that you do during transmission in order to make the activities more interactive? If yes, mention it.
8. What are the strong and weak sides (if any) of the plasma TV instruction in teaching English in a communicative approach?
9. How do you compare and contrast the plasma TV English instruction and the former classroom teacher-centered English language teaching?
10. What are the things that should be improved in order to give a more communicative English language instruction via plasma TV?

APPENDIX-5

Interview Questions for the School Principals

Basic Guiding sample questions

1. For how long have you been working as a school principal or as a vice-principal?
2. What do you say about the adequacy of classroom materials (tables, chairs) and grade 9 English curricular materials (textbooks, teacher's guide and plasma TV manuals) in your school?
3. Do the English teachers in your school have taken any workshop or training concerning the English language teaching methodologies or the plasma TV instruction? If yes, what was the nature and aim of it?
4. How often do you supervise English teachers in their classroom? What do you say about the teaching-learning process of English via plasma TV during your supervision?
5. Is there any thing that English teachers complain about the teaching-learning process? If yes, what was it?
6. What do you think are the major factors in your school that hinder the teaching of English in a communicative approach via plasma TV?
7. What solutions did you take to alleviate these problems? And what problems are still unresolved?

APPENDIX-6

Classroom Observation Checklist

School _____ Teacher's code No _____

Date _____ lesson topic _____ time _____

No	Items	Yes		No		Total class sessions observed or one teacher
		No	%	No	%	
1.	Does the classroom teacher introduce the daily lesson?					
2.	Do the activities presented by the plasma TV teacher include communicative tasks like group discussions, role plays, games etc?					
3.	Does the classroom teacher motivate students to participate in different communicative activities					
4.	Do students genuinely participate in pair or group works?					
5.	Do students finish pair or group activities with in the allotted time?					
6.	Does the classroom teacher go round the class and try to manage the students while they are doing communicative activities?					
7.	Do students ask questions and participate in whole-class discussion?					

8.	Do the students take much of the class talking-time?					
9.	Are the sitting arrangements and the class size suitable for doing communicative activities?					

APPENDIX-7

Questions for Focus Group Discussion

1. How do you compare and contrast the plasma TV English instruction with the conventional (face-to-face) instruction?
2. Do you properly do pair works or group works, which the plasma TV teacher gives you? If not, why?
3. How does the classroom teacher help you while you are learning English via plasma TV?
4. What are the merits and demerits (if any) of the current plasma TV English instruction in your school?
5. How can you learn English best by using plasma TV instruction?

APPENDIX-8

Questions for Focus Group Discussion (Amharic version)

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2.

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3.

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4.

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5.

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DECLARATION

I, the undersigned, hereby declare that this thesis is my original work and has not been presented for any degree to any university, and that all relevant sources used in the thesis have been fully acknowledged.

Name: Badima Belay Agenagnew

Signature: _____

Date:_____

This thesis has been submitted for examination with my approval as a university advisor.

Name: Amanuel Gebru

Signature:_____

Date of approval:_____