

**The Successes and Challenges of Teaching Grade
Nine English Through Satellite TV in Three Selected
Government High Schools in Addis Ababa**

By: Semagne Adane

A Thesis Submitted to the School of Graduate Studies of Addis Ababa
University in Partial Fulfillment of the Requirements for the Degree of
Master of Arts in Teachers' Education and Curriculum Studies



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By:
Semagne Adane

Approved by Board Examiners

Gizaw Tassew

Chair man, Department Graduate
Committee

Dr. Dessu Wirtu

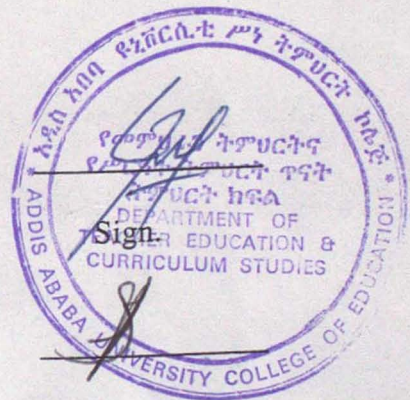
Advisor

Dr. K. EAGAVALLI

Internal Examiner

Nun Mohamed

External Examiner



Sign.

H. Eganadi

Sign.

[Signature]

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Acknowledgment

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I have very much been gratified by the positive approaches and responses that I received from my advisor, Dr. Dessu Wirtu. His critical comments were very important factors starting from the beginning up to the completion of this study.

I would also like to thank my brothers Talema Adane and Melaku Adane for their encouragement during my study.

I also express my hearties thanks to my friends Mulatu Tadele ,Yemiyamrew Jorgi, Yeshitla Asteraye and Damtew Wolde for their encouragements and editing parts of the study.

I also like to extend my thanks to my respondents for their cooperation in sharing their views for this study.

Still, I would like to thank the AAU graduate programme office for financial support for the study.

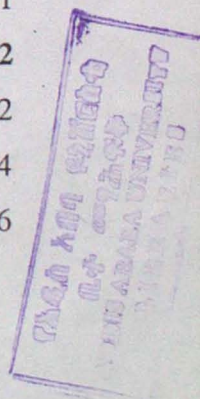
Finally, I would like to thank W/t Menna Girma who took the trouble of typing the manuscript

Table of Contents

Contents	page
Acknowledgement	i
Table of contents	ii
List of tables	v
Abbreviations	vi
Abstract	vii
Chapter One: The problem and Its Approach	
1.1. Introduction	1
1.2. Statement of the problem	3
1.3. Objective of the study	4
1.4. Significance of the study	5
1.5. Delimitation of the study	5
1.6. Limitation of the study	6
1.7. Organization of the study	6
1.8. Definition of Terms	7
Chapter Two: Review of Related Literature	8
2.1. Historical Background of the Development of Instructional Media	8
2.2. The contribution of Instructional materials for Effective teaching –learning process ..	10
2.3. Brief History of educational TV in Ethiopia	11
2.4. The Roles of Educational TV in Education	12
2.5. Importance of TV for Teaching English	14
2.6. Support materials for teaching English Through TV	15
2.6.1. Teacher's guide	16
2.6.2. Television manual	16
2.6.3. Students' textbook	16
2.7. Methods of Language Teaching	17

2.8. TV and Language Teaching Programmes/contents/ skills	20
2.9. Stages of Preparation for Teaching English by TV	22
2.9.1. The Planning Stage	22
2.9.2. The Production Stage	22
2.9.3. The Direction Stage	23
2.10. Evaluation of the Television Programmes	23
2.11. Roles of Classroom teachers and Students in the TV Programmes	25
2.11.1. The Roles of Teachers in the Planning Stage	25
2.11.2. The Roles of Teachers in the Production Stage	26
2.11.3. The Roles of Teachers in the Presentation Stage	26
2.11.4. The Roles of Teachers and Students in the Utilization Stage	26
2.11.4.1. Teachers and Students Activities before the Broadcast	27
2.11.4.1.1. Teachers Activities before the broadcast	27
2.11.4.1.2. Students Activities before the broadcast	28
2.11.4.2. Teachers and Students Roles during the Broadcast	28
2.11.4.2.1. Teachers Roles during the Broadcast	28
2.11.4.2.2. Students Roles during the Broadcast	29
2.11.4.3. Teachers and Students Roles after the Broadcast	29
2.11.4.3.1. Teachers Roles after the Broadcast	29
2.11.4.3.2. Students Roles after the Broadcast	30
2.11.5. Teachers Roles in the Evaluation Stage	30
Chapter Three: Research Design and Methodology	31
3.1. Research Method	31
3.2. Source of Data	31
3.3. Sampling Population and Sampling Technique	31
3.3.1. Sampling Population	31
3.3.2. Sampling Technique	32
3.4. Instrument of Data Collection	32
3.4.1. Questionnaire	32
3.4.2. Interview	33
3.4.3. Observation	34

3.5. Methods of Data Analysis	34
Chapter Four: Presentation and Analysis of Data	35
4.1. Characteristics of Respondents	36
4.2. Training of Teachers	37
4.3. Attitude of Students towards Satellite TV	38
4.4. Methods of English Language Teaching by Satellite TV	39
4.5. Language Skills and TV	41
4.6. Language Teaching Stages by Satellite TV	42
4.7. Roles of English Classroom Teachers in the Satellite TV	43
4.8. Possible Factors which Affect Teaching English through Satellite TV	46
4.9. Results of Observation Checklist	50
4.10. Discussion of Results	52
4.10.1. Training of Classroom teachers on Utilization of Satellite TV	52
4.10.2. Attitudes of Students towards Satellite TV	54
4.10.3. Methods Followed by Satellite TV	55
4.10.4. Language Skills and TV	59
4.10.5. Stages of TV to Teach Language Skills	61
4.10.6. Roles of English Classroom Teachers and Students	63
4.10.7. Factors Affecting Teaching-Learning Process of Grade 9 English through Satellite TV	66
4.10.7.1. English Language Problems	66
4.10.7.2. Fast Presentation of Satellite TV (Shortage of time)	67
4.10.7.3. Lack of Curricular Materials	69
4.10.7.4. Large Number of Students	71
Chapter Five: Summary, Conclusion and Recommendation	72
5.1. Summary	72
5.2. Conclusion	74
5.3. Recommendation	76
Bibliography	79
Appendices	84



List of Tables	page
1. Characteristics of respondents_____	36
2. Training of Teachers _____	37
3. Attitudes of Students towards Satellite TV_____	38
4. Methods of English Language Teaching by Satellite TV_____	39
5. Language Skills and TV_____	41
6. Language Teaching Stages by Satellite TV_____	42
7.Roles of English Classroom Teachers in Satellite TV Programmes_____	43
8. Possible Factors Affecting Teaching English through Satellite TV_____	46
9. Results of Observation Checklist_____	50

Abbreviations

EMA---Educational Media Agency.

EMPDA-- Educational Media Production Distribution Agency.

ETV----- Educational Television.

ICDR---Institute of Curriculum Development and Research.

MOE---Ministry of Education.

TGE----Transitional Government of Ethiopia.

TV---- Television.

SITE---Satellite Instructional Television Experiment.

USAID----United States of America for International Development

Abstract

The main purpose of this study was to examine the successes and challenges of teaching grade nine English through satellite TV in three government schools in Addis Ababa namely, Wondirad, Kokebe Tsibah and Menelik II Secondary Schools.

To achieve the above purpose, descriptive survey method was employed. For this purpose, 285 grade nine students, 28 grade nine English teachers and 6 directors were selected from the three high schools. The three high schools were selected purposefully and the students were selected randomly. All available grade nine English teachers and directors were included in the study.

The instruments used to collect data were questionnaire, observation and interview. The obtained data were analyzed by using percentages and mean values. The qualitative data obtained from open-ended questions and interviews were reported as given by respondents.

The study revealed that the satellite TV tried to integrate the four language skills and syllabus (textbook). Moreover, the satellite TV used visual aids familiar to grade nine students. To the contrary, students and classroom teachers didn't participate in the teaching-learning process. Moreover, students of grade nine had negative attitudes towards grade nine English satellite TV.

The study further revealed that grade nine English teachers didn't get any in-service utilization training. Hence, they carried out their roles minimally. The findings also showed that lack of English language from students, lack of enough time given by satellite TV due to large volume of grade nine English textbook, large number of students, lack of discipline from students and lack of curricular materials made the implementation of grade nine English very low.

Finally, on the basis of the findings, it was recommended that teachers should get in-service training on utilization of satellite TV by using seminars, workshops etc. Students should practise communicative language starting from elementary schools. The satellite TV teacher should consider the English language problems of grade nine students. Concerned bodies like EMA, MOE and ICDR should be involved in minimizing as well as in solving the problem areas to bring about effective teaching-learning process.

Chapter one

1. The Problem and Its Approach

1.1. Introduction

Education is not limited to the classroom teaching. It has been broad-based and multi-dimensional. Education is learning and there is no end to learning and no frontiers of learning. Therefore, schooling has ceased to monopolize the source of learning (Mohanty, 1984:2)

This shows that multiplicity of media and facilities should be encouraged together with schooling. This means that providing students with all kinds of facilities and techniques is essential for effective as well as efficient learning.

Developing countries are characterized by scattered population, limited government funds, insufficient qualified teachers, insufficient materials and insufficient training and others. For such countries, the use of media is of great value. It is true that media are used to accelerate the pace of national development in general and for bringing about qualitative as well as quantitative improvement of education in particular (Sherington, 1973).

In the past, the communication process was dependent on spoken word through the medium of classroom teacher. However, nowadays, the use of different communication facilities has been given more emphasis. As a result, many kinds of media have been incorporated in the educational system. One of the most recent media used in education is TV. TV is a multi-media equipment by which different kinds of means, media and materials can be utilized for producing and utilizing its programme.

Educational television programme broadcasting has long history in Ethiopia. The shortage of teachers in 1960s' forced the government to use television. Since that time, television broadcasting has been used in education in collaboration with the classroom teacher (Tefera, 2006:1).

According to Sherington (1973), the importance of television in education has grown particularly in the discipline of language teaching and learning. Both language and television are media of communication.



There is no conflict between television content and language content. If the two media are combined properly, a powerful force for educational ends will be formed.

This shows that television has great potential for teaching language. One of the greatest characteristics of television in teaching language is that it has a power to present language in context. Contextual presentation of language is the most important method of teaching language.

The use of TV has been given more emphasis in Ethiopia. As a result, it has now widely used in the Ethiopian educational system. For this reason, the Ethiopian government introduced satellite television for teaching six subjects (English, Maths, Physics, Chemistry, Biology Civic and Ethical Education) in high schools. The medium of instruction used by the satellite television to teach all these subjects is English. This shows that English plays a great role in the educational system of Ethiopia. The secondary school English language had been prepared by recognizing two major needs of secondary students: English for academic purpose and English for general use (Frehiwot ,2005). The curriculum addresses not only the English language content or knowledge but identified goals and purposes for developing the English language skills by designing relevant activities which focus on both form and use of the English language(LittleWood,1981). According to Petros (2004:9), English is selected to be transmitted by satellite television because of two reasons. The 1st reason is that it is used as a subject of study for all high school students so that they should develop it more by using satellite technology. Secondly, it is used as a medium of instruction. It uses to understand other subject areas except Amharic.

In addition to being used by satellite TV in high schools, English is used as a subject of study starting from grade one and as a medium of instruction starting from grade seven. However, despite the long time students pass in learning it, most of them do not have adequate knowledge of English. Some researchers associate the failures of it to several issues. Meselech Habte(1991), Mesele Bedane (1992)and Berhanu Haile(1999) concluded that the traditional language teaching methodology followed by classroom teacher was one of the most important sources of problems of English language. Meselech (1991) and Mesele (1992) added that the traditional arrangement of textbooks was also the other problem contributing to the low efficiency of students' low English

skills. By considering the above problems, the New Education and Training Policy of Ethiopia (1994), proposed the renewal of the old curriculum. The new curriculum of grade 9 English has been designed in a communicative approach, which advocates on student center method of teaching (Berhanu, 1999, Bogale Gebre and Galgalo Liben, 1996).

According to Littlewood (1981), the communicative language considered language not only in terms of structure (grammar) but also in terms of the communication functions that it performs.

In addition to designing the curriculum materials with communicative approach, the satellite television instruction has been introduced in the Ethiopian high schools in the hope that it will increase the quality of education. Nevertheless, one should not expect everything to be produced fully in the intended manner.

Hord (1995:87) reported that policy implementation never proceeds as planned no matter how well the planning is. Posner (1992) and Fullan (1991) stated that physical, cultural, temporal, economic, political and personal factors are the major causes for the existence of discrepancy between the intended and implemented curriculum.

Nunan (1986) studied many communicative classrooms and mentioned that there was very little happening in these classrooms, which could be called communicative language use. He further noted that there is a disparity between the rhetoric of the planned curriculum and reality of the classroom.

1.2. Statement of the problem

The scientific approach to the study of English language with communicative orientation of teaching replaced the old curriculum, which gave emphasis on grammar. However, designing the communicative approach did not bring the desired objectives because of various reasons. Lack of methodology of teaching, shortage of teachers, lack of training, lack of textbooks and other educational facilities were identified as factors that hindered the implementation of communicative approach in the Ethiopian schools (Dawit, 1999), (Berhanu, 1999).

At present, the satellite TV is supposed to solve many of the problems inherent in the Ethiopian high schools particularly the traditional method of classroom teachers, lack of teachers and curricular materials. Hence, the central aim of this study is to investigate the successes and challenges of teaching grade nine English through satellite TV in Addis Ababa government schools on the basis of the following basic research questions.

1. Do English teachers have the necessary training to use the satellite television effectively?
2. What kind of attitude do grade 9 students have on satellite TV?
3. What methodology of teaching is used by grade nine English satellite TV?
4. Does the satellite TV use different approaches in integrating the language skills, grade nine English syllabus and textbooks?
5. Were the stages used by satellite TV based on students backgrounds, needs and interests?
6. Do students and teachers perform their roles effectively in the satellite English program?
7. What are the major factors that influence the effective implementation of grade 9 English through satellite TV?
8. What are the solutions used to minimize as well as to overcome the problems in teaching grade 9 English through satellite TV?

1.3. Objectives of the study

The purpose of this study was to see the successes and challenges of teaching grade 9 English through satellite television in Addis Ababa. It tries to:

- examine the extent to which English classroom teachers are competent in implementing grade nine English syllabus through satellite TV.
- assess the attitude of grade nine students towards satellite TV.
- examine the methodology used by satellite TV to teach grade nine English
- see the approaches followed by satellite TV in integrating the textbook and language skills.

- analyze the stages of language teaching used by satellite TV.
- assess the roles of grade nine English classroom teachers and students in the satellite TV broadcast.
- find out factors that influence the teaching-learning process of grade nine English through satellite TV.
- recommend appropriate solutions for teaching grade nine English through satellite TV.

1.4. Significance of the study

The study is hoped to make the following contributions.

- It will generate information on successes and challenges of teaching grade 9 English through satellite television.
- It will help English teachers to consider factors that affect the teaching –learning process of English through satellite TV.
- It will help media experts, curricular specialists and other concerned bodies to rethink how to improve the teaching-learning process of English through satellite TV.
- It will be used as a source of information for educational bureaus and other experts.
- It will motivate those who are interested in Carrying out further research on this issue.

1.5. Delimitation of the study

The scope of the study is delimited to assess the successes and challenges of teaching grade 9 English through satellite TV in three government high schools in Addis Ababa. Hence, the conclusions will reflect the situations in Addis Ababa on grade 9 English. The researcher selected English because his major undergraduate study was English.

Therefore, he believes that his justification, interpretation and knowledge of the subject matter may help him in doing the research.

In addition to this, the researcher selected grade 9 because he thinks that grade 9 students are new for high school in learning English through satellite television through foreigners.

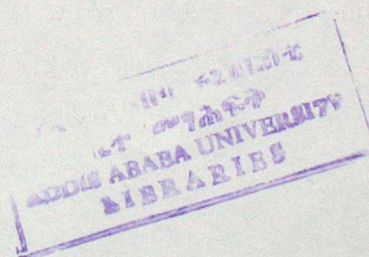
1.6. Limitation of the study

The study is limited in some respects. It is true that reliability and validity of a study results increases when it is made in many schools by using many samples. However, it was confined only in three high schools. More over, the size of the sample was not large enough due to financial and time constraints.

1.7. Organization of the study

In this study, the contents are organized to five chapters. The first chapter deals with the problem and its approach along with introduction, statement of the problem, limitation of the study, delimitation of the study, significance of the study and definition of terms used in the research paper.

The second chapter presents review of related literature and research findings that are related to the problem. Chapter three presents research design and methodology of the study. Chapter four tries to see the presentation, analysis and interpretation of the findings. Finally, chapter five gives summary, conclusion and recommendation based on the findings of the study.



1.8. Definitions of Terms

- ▶ Communication: - The process by which information is exchanged between a sender and a receiver. It is an exchange of ideas, information, and feelings among two or more persons.
- ▶ Communicative approach: - A language teaching approach, which incorporates all views of language teaching. It doesn't incline to only one direction.
- ▶ Eclectic:-The process of selection what is best and true from various and diverse methods according to their presumed validity.
- ▶ Instruction: -- The arrangement of information and environment to facilitate learning. By environment, we mean not only where instruction takes place but also the methods, media and equipment needed to convey information and guide the learner's study.
- ▶ Instructional media: - The diversity of media used for instruction.
- ▶ Media: The channel of communication. Derived from the Latin word which means "in between". The term refers to anything that carries information between the sources and receivers.

Chapter two

Review of Related Literature

2.1. Historical Background of the Development of Instructional media

The most massive application of audio-visual techniques prior to 1950 was undertaken by the armed forces. During World War II, the packages of instructional materials produced by certain units were highly sophisticated and insisted on aids concept. It was with the advent of World War II that communication revolution in which we are now involved actually began (Heinch, 1968).

The teaching aids, which were tied to teacher center concepts, have been known to have different names such as Instructional material (Kinder, 1959), Instructional technology (Brown, 1985), Instructional media (Heinrich, etal, 1989) and Audio-visual materials (Dale, 1969). In the New Education and Training policy of Ethiopia, instructional materials are classified under Educational support, Educational materials, Educational technology and Educational facilities (Amare, 1999:53).

He further stated that instructional materials relate all forms of materials with which students and teachers interact for the purpose of teaching-learning process. These materials can be concrete models, specimens, simulators, objects-those that allow physical involvement of learners with a minimum effect of physical involvement or sensory involvement .

Therefore, all the materials such as slides, photographs, diagrams, charts, real objects, handouts, textbooks, teacher's guide, syllabus, reference books are considered to be instructional materials.

Mcluhan (1964 in Amare, 1998) stated that those media that encourage maximum involvement of the senses are most effective in teaching-learning process. Hence, he calls them cool media as contrasted to hot media. Cool means more participatory and hot means less. A lecture is hot media and discussion is cool. In cool media, students have

more chance in providing information and more involvement in the process making learning more effective.

A comprehensive summary on categories of media are given by Amare(1995:6) as follows:

- ❖ Persons – teachers, discussion groups, guest speakers etc.
- ❖ Print – textbooks, reference books, reading materials etc.
- ❖ Audio – radio, recordings etc.
- ❖ Audio –visual – television, video, motion picture etc.
- ❖ Visuals – pictures, diagrams, charts etc.
- ❖ Enactive media- models, simulation, real objects, fieldtrips, laboratories, demonstrations etc. He further divided media in to two major groups.

Man made media----- students textbooks, teachers' guides, laboratory equipments, models, different pictorial descriptions, radio, TV, film, Video, computer hardware and software. Natural objects of educational media----- teachers, discussion groups, guest speakers, plants, animals, natural landscapes, rocks etc.

According to Garrison (1968), media must:

- Establish the learning climate
- Maintain the learning atmospheres.
- Guide the learners through various experiences to attain the desired goals.

2.2. The Contribution of Instructional Materials to Effective Teaching-Learning process

Instructional materials play great roles in the teaching-learning process. Kinder (1959) stated that the proper use of instructional materials could make learning more effective. They make learning more dynamic and realistic. They provide students with good substitute for first hand experience. He further pointed out that instructional materials contribute to factual learning, understanding of learning, performance of learning, motivation and interest and increase voluntary reading.

Dale (1969, in Amare 1999:54) argued that instructional materials create the access to the world of reality, enhancing understanding and enriching experiences.

They also assist in making relationships between the real world and the symbolic world what is pedagogically known as understanding. Words (written or spoken) lack the necessary dimensions to represent reality but with the instructional material.

Kinder (1959) on theory of learning stated that students should be given a wide range of direct and contrived experience, which will provide a basis for meaningful learning. The student should have sufficient percepts to enable him to develop significant concepts. Knowledge of the development and interrelationship of percepts and concepts is essential for effective teaching. Instructional materials are the most effective methods for developing the correct percepts and concepts. Moreover, they are effective methods of combating the evils of verbalism.

Amare (1999:54) stated that instructional materials could provide the learner with many experiences such as doing, drawing, reading, observing, sketching, computing, speaking and discussing. They can also encourage students to use more senses and allow students to try out their ideas.

Honcock (1976:16) stated the use of media as "improving quality, variety, and opportunity in education, enrich work in the classroom, extend new curriculum, enlarge learning experiences, provide in experienced and under motivated teachers with a new skills."

Moreover, integrating educational media into the educational system is an important criterion for its effectiveness.

Heinch, etal, (1989:24) showed that much of the effectiveness of educational media for educational purpose depends on how they are integrated into the larger macro system. Schramm (1977:113) reports that students learn best if the educational media are organized in line with their needs and back grounds. Brown, etal, (1977:3) added that inclusion of media in the process of education required a careful thought .It should be appropriate to the students back ground, needs and the existing environmental situations in which media will be implemented. This indicates that learners should be the focal point in integrating educational media. It should not be incorporated into the system randomly. Rather, it must be in a way that it should bring maximum learning among students.

2.3. Brief History of Educational Television in Ethiopia

With rapid expansion of modern education in Ethiopia especially after the second world war, the necessity of supplementing teaching with instructional materials has been recognized .

The Ethiopian schools at that time were dependent on texts prepared by foreigners. These texts were not adapted to Ethiopian conditions. This condition forced the ministry of education to find alternative. This alternative was realized when the American program known as point four was launched in cooperation with ministry of education towards preparing material.

They agreed to establish Audio-visual center to assist in the supply of textbooks and other teaching aids to the Ethiopian schools. The ministry of education , after agreement with American with point four, succeeded in producing set press, stencil, duplicator, binding and composing equipment. It also started to produce local textbooks, manuals, wall posters, charts, pamphlets, film and sound production.

The expansion of educational system forced MOE to produce more textbooks and other materials. As a result, the center discontinued and the government established BerhanenaSelam printing press, which was assisted by USAID.

The increasing demand of Audio-visual aid in the educational system of Ethiopia forced the ministry of education to adopt the use of television. As a result, the first instructional TV lesson began in October, 1972 (Demissew, 1991).

During this time, 8 subjects for high schools, 5 subjects for junior secondary schools and five subjects for primary schools were transmitted.

A year after, English language teaching programme started for grade 1,2,3,9 and 10 in thirty -five schools in and around Addis Ababa. This limited coverage was again extended by 1976 to eight private and fifty-five government schools in Addis Ababa. From 1977 – 1980, the instructional TV was limited only to elementary schools. In 1981, there was no transmission due to absence of transmitter (Sebsibe, 1999).

In 1986, EMA brought new color television production facilities and started preparing and transmitting TV programmes in English, Maths, Science and productive technology for grade 7 and 8 until 1998.

At present, the New Education and Training policy of Ethiopia has given due attention to the utilization of instructional technology particularly TV.

Thus, EMA has launched plasma TV programs (satellite TV instruction) since 2004 for both general secondary and college preparatory schools (Grade 9-12). The educational transmission comes from South Africa for six subjects, English, Maths, Biology, Physics, Chemistry and Civic and Ethical education. (Ethiopia today, 2004, Cited in Ali, 2005).

2.4. The Roles of Educational Television in Education

Various types of audio-visual aids have been used in the classroom to supplement instruction. One of the most recently used audio-visual aids in education is television. Television has now become part of the educational process in the world. It is the most common form of communication. Television is used for education in several ways. Some of the uses of Television are, for enrichment of the curriculum, for direct teaching, for public relation, for in-service teacher education and for administrative purposes (Donald, 1961).

The special advantage of educational television lies in the fact that it can use all other audio-visual aids. As a communication medium, television is unique in its ability to bring many other aids in the classroom.

Kinder (1959) mentioned that television is one of the most useful mass media, which uses both sound and vision. It is a medium that uses two human senses- seeing and hearing. The application of these two senses makes television useful for educational purposes. Moreover, he adds, the use of television as a quality of its immediacy, which indicates television's power to bring the viewer, the experience of an event to the very moment of its happenings.

Classiere (1960) stated that television has the ability to show things, which are very large, very small, dangerous, and expensive which the classroom teacher cannot bring to the classroom.

One most important use of television is that it provides programmes for the entire country. It has the power to present the same program for thousands of students at the same time. Moreover, it is especially useful for remote areas, which are suffered by lack of teachers and curricular materials (Henrich, etal, 1989).

Some known scholars that advocate the use of television include that following: Schramm (1977). Dale (1969).

Dale (1969), for example, mentions the following uses of television.

- 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.

Schramm (1977) stated that abler students, other things being equal, tend to learn more from any medium (television in this case).

Turner (1975) mentions two main purposes of television: to improve the quality and quantity of learning by providing enrichment materials from many sources, to make learning more individual than normal classroom.

Aggrawal (1986: 192) gives a good summary on the use of TV as follows:

- ♣ It permits the use of best available teachers to teach large number of students.
- ♣ It provides technical advantages not readily available in normal classroom.
- ♣ It provides opportunities for the teachers to observe instructional methods and ideas of the experts and to increase his knowledge of teaching methods.
- ♣ It permits relationships between two time lapses, between the two stages of process.
- ♣ It directs the attention of the student to the exact detail of objects.
- ♣ It makes quick and lasting visuals, which can often reduce the time, necessary to teach an idea or technique.
- ♣ It brings large, scarce, new or refined equipment in the classroom.
- ♣ It incorporates useful film sequence, graphs, charts, slides and make available to teaching aid with in a TV presentation to meet the needs of a particular course.
- ♣ It saves time, effort and cost of setting up classroom equipment.
- ♣ It permits up to date information, modification and techniques to classroom
- ♣ It allows the teacher to observe individual students or to assist them during TV presentation or to determine what needs further application after presentation.

2.5. Importance of Television for Teaching English

Television and language in most cases are similar. Both are similar in that they are medium of communication. There is no conflict between television content and language content (Sherington, 1973). According to him, television is used for teaching English in the following ways:

- ♦ It presents large number of examples in a very 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 great precision.
- ♦ It motivates students to speak in a way like native speakers.

- ♦ It presents real situations, which use examples to structural items from a graded syllabus.
- ♦ It can present a large number of examples to assist learning.
- ♦ The greatest value of TV is that it presents language in context.
- ♦ It allows a balance between concentrated activities and mechanical activities.

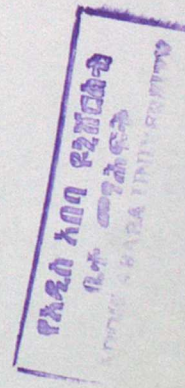
Reid (1965) mentioned the use of television in teaching English as:

- 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 could teach meanings of words more effectively than dictionary.
- 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.

However, all the above uses of TV for teaching English depend upon two factors. First, the availability of various teaching means which includes trained teachers, adequate supply of facilities and textbooks, adequate provision of classroom aids; Second, the chosen synthesized language course will depend on the type and situation of the learner, his motivation and his learning environment(Sherington, 1973).

2.6. Support materials for Teaching English through TV

The successes or failures of satellite English instruction is largely influenced by support materials. Satellite television instruction cannot be effective unless support materials like satellite TV manuals, teacher's guide and students' textbooks are provided.



Mohanty (1984) reported that teaching-learning process would become good when a number of relevant materials are used.

The satellite TV broadcasting should be accompanied by printing materials of three kinds. These are textbooks for students, guides for teachers and TV manuals. This shows that teacher's guides and students' textbooks and TV manuals are important factors for the effective utilization of television programme.

2.6.1. Teacher's guide

Teacher's guide addresses specifically to teachers describing the system and gives suggestions on how to use (Yalden, 1987). It has also used for teachers in providing alternative method of teaching mechanisms of evaluating the performance of students, indicating necessary supporting instructional materials to enhance teaching.

Lockheed (1991:50) also mentioned that teacher's guide gives information on what to teach and how to teach.

2.6.2. Television manual

Television manual is also one of the most important support materials. They give objectives of the lesson, the special vocabulary used, key questions that teachers will ask with suggested answer, outline of the contents, follow up activities that teachers should do before, during and after the broad-cast. Therefore, with out this material, the effectiveness of television programme will be poor.

2.6.3. Students textbooks

Students' textbooks are also the most important materials for attaining intended objectives. They are used as a means, not ends, by themselves. Textbooks are critical ingredients in learning the intended curriculum. They are media through which teachers and pupils communicate with each other in an effort to forward the teaching- learning

processes. Lockheed (1991:48) considers textbooks as the single most important instructional material to deliver the curriculum. He noted that nothing has ever replaced the printed words as the key element in the educational process like textbooks.

2.7. Methods of language Teaching

The current language teaching methodologies are influenced by various views about the nature of language teaching theories (Yalden, 1987).

New linguistic descriptions in spoken languages were used in the rise of direct method, which forbade the teacher to make any use of the learner's mother tongue. The difficulty of it led to the development of situational teaching techniques with the aim of making teaching-learning more meaningful and realistic (Sherington, 1973).

Audio-lingualism, which was founded on the basis of the combined theories of structural linguistics and behavioral psychology, became widely recognized method of language teaching (Rivers, 1983, Richards and Rodgers, 1986). This method was known to be the teacher-dominated methodology which students became passive receivers.

Bloom Fieldian audio-lingual method included in the notion that speech is primary, writing is secondary. The study of spoken language was to be rigorous and scientific (Sherington, 1973:27).

The students who were taught in this method were found to be unable to transfer their classroom skills to real communication to the outside world. The degree of proficiency that a learner achieves which view as a mastery of structure is not adequate for these learners who want to learn a second language to make use rather than to know about it (Yalden, 1987).

Most audio-lingual, audio-visual and television language courses emphasis the primacy of spoken language ignoring completely the reading and writing skills. In the second or foreign language, the relative emphasis according to various skills in our selection of material will vary according to the degree to which students are likely to use them. There may be a good case for mixing the four basic language skills from the beginning.

The methodologies of teaching change from time to time depending on the teachers belief and philosophies about learning. They change because they need their teaching to be effective. The question of effectiveness in turn can be judged in terms of objectives. The elements that characterize methodologies of teaching have set out to accomplish activities according to the objectives (Richards, 1990).

Cunnigworth (1995) after examining the methodologies used in current course material summarizes some of the principles related to methodology as follows:

- There should be a controlled presentation of language.
- There should be a balance of accuracy and fluency.
- Skills need to be learned both separately and integratively.
- Communicative practices should resemble real-life language.
- Learners should be actively and fully involved in lessons.

These principles seem to be the reflection of the communicative language teaching methodology. They adhere to the teaching-learning activities, procedures and the interactions that go on between teachers and learners.

There are three interrelated principles that guide the communicative language teaching approach. These are the meaningful principles, the task principles and the communicative principles (Richards and Rodgers, 1986). As a result, the teaching-learning activities are to follow these principles. The tasks/activities through which the learners practise the target language need to be meaningful and communicative.

The communicative language teaching approach pre-supposes the classroom methodology that provides opportunity for learners to develop their communication (Rivers, 1983, Little Wood, 1981).

Languages can be learned in a meaningful way by contextualization (Little Wood, 1981). The learners' knowledge of the world and their past knowledge can be used as a context. Something is understood when it has been integrated in a meaningful way to the learner's existing knowledge (Cunning worth, 1995).

The teaching-learning procedure is the presentation of activities related to language skills. The teaching of language skills is widely recognized in communicative language. The most accepted procedures in the teaching of the four language skills are

lead-in, while processing and post processing activities. The teaching-learning procedure that does not make use of these strategies are not teaching (Sherington, 1973)

One aspect of classroom methodology that attracts the attention of the current educator is group organization. Current researchers in the field of foreign language argue that dependent on whole class teaching is disadvantageous. Richards (1994) mentions reasons why the whole class teaching is disadvantageous. Consequently, various researchers justify that organizing the whole class into small groups of different sizes provides many advantageous. Krashen (1985), Richards (1994) stated that when learners share information in pairs or groups on meaningful task, each learner gets the chance to receive comprehensive input from his conversational partner promoting language learning for improvement of fluency, which claims the communicative approach.

However, in the Ethiopian context, curricular innovations in English language teaching made by the adoption of communicative language teaching in English as a foreign language have generally been difficult. To implement communicative language teaching in Ethiopia, the country will change its fundamental approach to education and the implementation of communicative language teaching should be grounded on the country's English language realities (Yonas, 2003). However, the present Ethiopian government has placed teaching and learning of English language through communicative approach starting from grade one (Berhanu, 1999).

To this effect, a new English syllabus and textbooks were designed on communicative approach in the hope that it will improve English language teaching. Richards and Rodgers (2001) stated that the goal of communicative language teaching is to develop the learners' communicative competence. Learners use the language to a great deal through communicative activities like games, role-plays and problem solving tasks. In this view, individual learner possesses unique interests, styles, needs and goals that should be reflected in the design of instructional methods (Littlewood, 1981).

There are also a number of controversial reports with communicative innovations. The majority of them show the difficulties in adopting communicative language teaching. Alptekin (2002) contends that with its standardized native speaker norms, the model is found to be utopian, unrealistic and constraining to implement it in English.

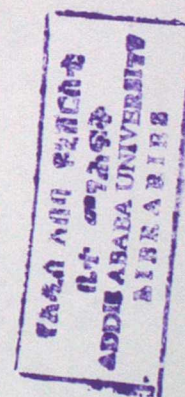
Anderson (1993) conducted a research study on communicative language in China and reported such obstacle as lack of properly trained teacher, lack of appropriate texts and materials. Chau and Chung (1987) reported that teachers used communicative approach only sparingly because it required too much preparation time.

A study conducted in Vietnam and identified class size and grammar based examination hindered communicative language teaching (Ellis, 1994).

The above studies highlight many of the principal problems in curricular innovations promoted by communicative language teaching. Research reports in Ethiopia on communicative language teaching are similar in many ways to the above problems. Yonas (2003) reported on difficulties in using communicative language teaching by teachers, students and by lack of educational system. Among the difficulties in implementing communicative language on teachers, deficiency in spoken English, lack of training, mis-conception about communicative language teaching, and lack of development materials are the most common ones. He also added that students' low proficiency in the language, lack of motivation for developing communicative competence, resistance to classroom participation, large classes, grammar based examination, promotion policy in the 1st cycle, lack of support system are some of the difficulties in implementing communicative language teaching .

2.8. Television and Language Teaching programmes/contents/skills

It was suggested that eclectic approach is the best way to present language by television. Here, the planner will give specific language-teaching aims to program producer. The producer will be free to add further language activities to the programme as supplementary material for intensive teaching. Such content contains the flexibility, which the classroom teacher possesses. It allows for balance between concentrated activities and mechanical activities, between the viewer's passive attention and his active participation. The type of flexibility format will vary from situation to situation and from programme to programme. When designing the content of television, important aspects like age, experience, interest, educational level etc should be taken into account (Sherington, 1973).



Kinder (1959) stated that the content of television programme must be within the background, experience, interest and maturity level of pupils.

Schramm (1972) adds that if the goal is learning, then the content elements of instructional TV programmes must be selected and used so as to contribute to the specifically desired learning.

The programme should also involve goal definition, which is the initial stage where specific objective of each instructional television session is clearly set depending on the desired behaviour or activities that will be achieved (Kinder, 1959)

Thus, without appropriate content in the programme, English language teaching - learning by television may not be achieved. To this end, the syllabus for English language has been used by television as , an essential component of teaching English, as a means of reinforcement, as a means of providing extension and enrichment within the syllabus.

This shows that TV lesson contents and the syllabus should be interconnected. The syllabus is assumed to have been prepared taking learners needs and interests into account. Similarly, the planning and designing of television programme should consider learner's needs , interests and background.

2.9. Stages of preparation for Teaching Language program Followed by TV

According to Hancock (1976:200), there are three stages of preparation of programme for teaching language. These are the planning stage, the production stage and the direction stage.

2.9.1. The planning stage

At this stage, the director should know the aims of the series. He needs to know what is to be taught: Which of the skills, understanding, speaking, reading or writing is the primary aim. He must know whether the presentation is slow and clear and whether it must be a natural speaking speed. To whom he will teach? How old will they be? What is their background, state and maturity? Is the situation /context familiar to the audience? What is the level of satisfaction? : What methodology is to be followed? Are students to be given time for thought before responses? Must all the new materials be seen in a written form on the screen? Must speech be precise and clear? These are the most important points to be considered at the planning stage .

2.9.2. The production stage

The language programme is perhaps the only kind of ETV programme, which must necessary start with the words fixed and not to progress from the storyboard.

A few alterations can be made to tie the words and sentences with the visuals. Every word and sentence is placed in its position for a definite pedagogical reason and must not be put at random . It must be borne in mind that all visual information necessary for the understanding of a particular sentence or situation should be included in a purposeful way .In order to keep the programmes interesting and lively, varying the visuals is also important. A situation or context or teaching point can be illustrated live or through still captions, drawings, cartoons, photographs, films, film animations.

2.9.3. The Direction stage

This is also the most important stage that needs special attention . During this stage .the following points should be taken in to consideration.

1. The rate of speech. This depends on the methodology being followed and based on the level of the audience. If students are slow learners or no other exposure to the language, then the speech speed should be slowed down.
2. The position and timing of pauses. When the pauses are for students' response, the cast should be trained to say silently to themselves what the students should be saying. If students are only allowed time to say a sentence once at the same speed at which the model sentence was delivered, then the actor should say it to him self at that speed.
3. Presenters should be trained in the art of encouraging the students to respond, by helping him through facial expressions, gestures, nodding or shaking the head, pointing, beating time, mouthing replies or any other visual encouragements that are appropriate.

2.10. Evaluating the Television programs

Evaluation is necessary if a program series is to be improved. As the use of satellite plasma television is relatively new, there is a need for continuous evaluation on its effectiveness and its failures.

Program producers can design the programs, which they believe will be effective for defining objectives. However, unless there is some kind of feedback to let them know the effectiveness and failures of the programmes, there will be no way of improving the programme.

According to Donald (1961), suggestions for improvements of the programs may be gained from teachers and students in different ways. Questionnaires, interviews and group discussions are methods of gaining information, which may be used in planning

further programs. Moreover, individual comments, letters from viewers, evaluation of administrators and other educators and recommendations from specialists in the field are also used as information for improvement. The use of television in the instructional process must be evaluated in terms of the learners because learners are the focal points.

Classroom teachers and students should be members of the evaluation team. This can be done both at the beginning of a new proposal and at the end to collect summative data.

Behera (1995:38) stated that the program evaluation can increase the knowledge of how to integrate media most effectively into an overall teaching context. He further explained that the findings of the program evaluation could contribute to the effectiveness of planning and management of elements for successful utilization.

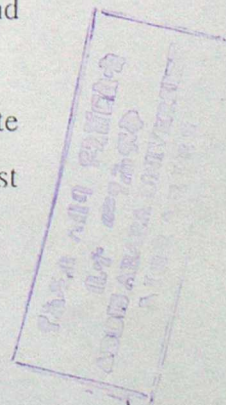
Therefore, television program evaluation should be a continuous process aiming at the improvement of television program contents and towards achieving the language teaching-learning objectives.

Research studies and evaluation of programmes are essential for assessing their successes or failures of the programs. The findings would provide feedback for improving these programmes (Mohanty, 1984:41)

Moreover, Hancock (1976:19) reported that evaluation and research are indispensable parts of the planning process. In this new environment where the satellite TV is part of educational innovation, the need for evaluation and research is more marked than ever before.

The research studies made by Rao (1974) under satellite television before implementation showed that unless enough priority and planned attention is given to provide target audience, the whole satellite experiment would be irrelevant. Finally, he concluded that audience research and evaluation of the programmes are integral parts of any broadcasting system. Moreover, Mohanty (1976) evaluated TV programme and found the following major findings.

- ❖ There were deviations of educational television programmes from the date schedules. As a result, there was difficulty in organizing pre and post telecast discussion in the classroom.



- ❖ Programmes made on familiar topics and from the immediate environment seemed to be more interesting and appealing to children.
- ❖ Programmes giving too many details were found to be undesirable and ineffective.
- ❖ Language difficulty, inadequate pause and quick speed were felt as barriers in understanding the programmes.

2.11. Roles of classroom Teachers and students in the TV programme

The classroom teacher has to play many important roles during satellite television broadcasting because the actual utilization of the program is largely determined by the classroom teacher. The success of the program is unthinkable without classroom teachers' activities.

School television programmes have many stages and it is necessary that the classroom teacher should be associated with in each stage. The stages are the planning stage (preparation stage), the presentation stage, the production stage, the utilization and evaluation stage.

2.11.1. The Teacher in the planning stage

Wood (1977) stated that the classroom teacher must review goals, purposes and objectives clearly in his mind. He added that no television programmes can be planned without classroom teacher.

Aggrawal (1986:195) stated that a good television plan takes into account the suitability of the material, the sequence of contents, a thorough knowledge of students of different age and ability groups.

2.11.2. The Teacher in the production stage

Production is a technical thing about the mechanics of production. According to Aggrawal (1986), the production must be known to the classroom teacher if he is to appreciate the strong and weak lesson i.e. to locate its improvements and suggest its weak and strong points.

This shows that the classroom teacher should play a role not only in the teaching-learning process but also the mechanics of production. This stage requires the training of teachers.

2.11.3. The Teachers in the presentation stage

The presentation stage needs only some selected teachers. The scope of selection, however, involves all teachers. According to Aggrawal (1986), a good selection can be possible only from a television-trained group. In the Ethiopian context, the presenter for English programme is a foreigner, which doesn't involve Ethiopian English teachers.

2.11.4. The Teachers and students Activities in the utilization stage

It is the most important stage that the classroom teacher should give more emphasis at the classroom level. It is the actual use of television for instructional purposes. It is the area where the classroom teacher is the master of the situation.

According to Tefera (2006), this stage comprises the interaction among television teacher, classroom teacher, and students with in 42 minutes. He divided this stage into three periods namely, before, during and after broadcast. The roles of the teachers and students are very important in all these stages.

2.11.4 .1. Teachers and Students Activities before the broad cast

2.11.4.1.1 The Teacher in the pre-telecast (before broadcast)

Wood (1977) stated that teachers should create classroom atmosphere including physical viewing. He should introduce new areas before the broadcast. He should also state objectives at this stage. Aggrawal (1986) stated that the classroom teacher should inspire students and arouse their curiosities before the broadcast.

Donald (1961:48) also mentioned 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.
- Out lining the key concepts and special vocabularies
- Explaining the use of texts and telling students to listen attentively
- Stimulating students to work together.

Moreover Kinder (1959) stated the roles of teachers before broadcast as:

- Having students report on experiences relevant to the topic
- Connecting related pictures or materials.
- Planning procedures for satisfactory physical reception.
- Directing students about note taking.

Tolman (1986) mentioned in the same way on the roles of classroom teacher before the broadcast. He should tell students the titles of the program and ask them to predict what the program might be. He further stated that the teacher should aim at doing three things in the class before the broadcast.

- 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 programme.

Tefera (2006:11) also gave teachers activities before the broadcast in the following manner. He stated that teachers:

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

2.11.4.1.2. Students Activities before the Broadcast

According to Tefera[2006],students at this stage,

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

2.11.4.2. The Teachers and students Activities during the Broadcast

2.11.4.2.1. The Teachers activities

Donald (1961:54) argued that teachers should observe, supervise, control discipline, check students whether they are involved in the activities or not, work with the discussion being a leader, encourage students to take part in the discussion.

Classier (1960) stated that teachers should ask students to listen attentively, to repeat words, to do the class work and motivate students to discuss in-group.

Tefera (2006:12) also gave some points on teacher's activities during the broadcast. These are:

- ♣ 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.

2.11.4.2.2. Students' Activities During the programme

Tefera (2006) stated the students' roles as:

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

2.11.4.3. The Teachers and Students Activities after the Broadcast

2.11.4.3.1. Teachers Activities

It is the most crucial activity in which the teacher should direct most of his creative energies on reinforcement (Donald, 1961:57). He stated that teachers should raise provocative questions, clear up understanding. According to him, some of the types of activities during this stage are, discussion, buzz-session, seminar technique, assignment and additional materials should be given to students.

Teachers should plan follow-up activities to integrate the contents presented with what students have already studied.

Tefera (2006:13) summarized by elaborating the activities of teachers at this stage.

The teacher has 10 minutes at this stage. This is the time of stabilization. Therefore, the teacher:

- Clarifies obscure ideas and concepts raised 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.

2.11.4.3.2. Students Activities after the Broadcast

According to Tefera (2006), the students at this stage should:

- Participate in the class room by asking and answering questions.
- Exchange ideas, views and opinions freely
- Prepare notes from the television lesson, textbooks and other reference materials.

2.11.5. The Roles of Teachers in the Evaluation stage

This is the last stage to be performed by the classroom teacher. Donald (1961:61) stated that evaluation is not only necessary for measurement of achievement but it is also a means by which teachers may determine if there is a need for additional teaching.

Aggrawal (1986) argued that if evaluation is tackled properly, it contributes considerably to the quality and usefulness of television lesson.

Witch, et al, (1979) stated that classroom teachers are obliged to report their students' reaction to programs to the proper supervisory authorities. He added that classroom teachers should seek to participate actively not only in the planning but also in the evaluation of the program. Concerned bodies like EMA,MOE and ICDR should initiate teachers in evaluating the TV programme.

Chapter Three

3. Research Design and Methodology

3.1. Research method

In order to have a clear concept on successes and challenges of teaching grade 9 English through satellite television, descriptive survey method was employed because it appears to be suitable for refining the research tools such as questionnaire, observation and interview.

3.2. Sources of data

Primary sources of data were gathered from teachers and students through questionnaires. Additional data were obtained by using interview with directors and classroom observation.

3.3. Sampling population and sampling technique

3.3.1. Sampling population

In this study, the sample population includes students of grade 9, grade 9 English teachers and school directors from the three high schools namely, Wonderad, KokebeTsibah and Menelik II. The researcher selected these high schools because they are some of the government high schools in Addis Ababa with relatively long history and good tradition. In addition, the researcher is familiar to these schools. There are a total of thirty- two grade 9 English teachers in the three high schools. The questionnaire was distributed to thirty (30) available grade 9 English teachers. Out of these, twenty- eight questionnaires were returned.

Regarding students, a total of 300 (100 from each high school) students were selected randomly. Both sexes were also given equal chance. As a result, 50 males and 50 females were chosen from each of the three high schools. Therefore, a total of 150 male and 150 female students were selected for the study.

From the 300 questionnaires distributed to students, 285 questionnaires were correctly filled and returned. From these, 145 questionnaires were from female students and the rest 140 questionnaires were from male students.

Regarding the school directors, there were a total of nine school directors in the three high schools. Six of the available directors were used for the interview .

3.3.2. Sampling Technique

The three high schools were purposefully selected because the researcher has been teaching in two of the high schools and he also knows the other school to a certain extent . Teachers and directors were selected by available sampling techniques whereas students were selected by simple random techniques.

3.4. Instruments of data collection

The information required for this research study has been collected by using three types of instruments: Questionnaire, observation checklist and structured interviews .

3.4.1. Questionnaire

Questionnaire was the main instrument of data collection. There are two types of questionnaires, the teachers' questionnaire and students' questionnaire. The researcher used close-ended and open-ended structure questionnaire. The open-ended questionnaires were used to enable respondents to express their feelings with out restriction. The teachers' questionnaire was prepared to respond on personal data, their training on

satellite TV, on methods of language teaching, on language skills and TV, language teaching stages by TV, on their roles, on factors that affect teaching English through satellite television and finally two open-ended questions were given.

Students' questionnaire, which was originally written in English, was translated to Amharic. This questionnaire was pre-tested by two Amharic teachers for clarity of the language. Based on the criticism, some minor modifications were made.

The questionnaire for students has five parts. The first part of the questionnaire asks personal data and attitude of students towards satellite TV. The second part deals with methods of teaching by satellite TV. The third part deals with language skills and television. The fourth section asked the activities of grade 9 English classroom teacher and the last part asks on the factors that affect teaching English through satellite television and two open-ended questions were also given at the end.

A pilot study for the questionnaire was carried out in Kokebe Tsibah high school. The draft questionnaire was given to ten grade 9 English teachers and thirty grade 9 students. The questionnaires were accepted by both teachers and students except some minor modifications.

3.4.2. Interview

Interview is also a good instrument for collecting data. For this reason, interview guides were used for school directors to get additional information. These interview guides were first written in English. However, they were translated to Amharic to be forwarded to school directors. All the interview guide questions were open ended in order not to restrict the feelings of directors. Before collecting data, the researcher informed the purpose of the interview and arranged appropriate time. Therefore, the researcher didn't face any problem.

3.4.3. Observation

The observation checklist was also used in this study to assess the actual activities done by grade 9 English teachers, students and satellite English teacher.

For this reason, a checklist was prepared to gather data on successes and challenges of teaching English through satellite television.

A minimum of two periods were taken to observe a single teacher for collecting information on each sample school on the activities of classroom teachers, students and satellite television teacher. The observation checklist for each activity was based on literature review and suggestions to be employed by teachers and students given in the satellite manuals.

The first draft of the observation checklist was given to four English teachers. On the basis of their comments, certain modifications were made and the instrument was made for final use. Finally, the observation was made together with two other English teachers after they had been given some training.

3.5. Methods of Data Analysis

This study is designed to see the successes and challenges of teaching grade 9 English through satellite television. Data from teachers and students questionnaire and observation were first collected, tallied and analyzed. Then, descriptive analysis was made for each report counts and percentages. In addition, mean values were used in some points. However, percentages were the main statistical tool for this study.

The qualitative data drawn from open-ended questions and interview were first transcribed in to a separate file. These were then studied, presented as reported by the respondents and understood by the researcher. Therefore, both qualitative and quantitative aspects of data analysis were used in this study.

Chapter Four

Presentation and Analysis of Data

This part of the study deals with presenting, analyzing and interpretation of data gathered from teachers, students and school directors from the sample schools through questionnaire, observation and interview.

A total of 330 questionnaires were distributed to students and teachers. 300 questionnaires were for students and 30 of them were for teachers.

Out of 300 questionnaires distributed to students, 285 of them were correctly filled and returned. In the same way, out of 30 questionnaires distributed to teachers, 28 were correctly filled and returned. Finally, a total of six available school directors were interviewed.

The data collected through questionnaire and observations are presented with the help of tables, which are followed by interpretation, and discussion of results to respond to the basic questions set in the study.

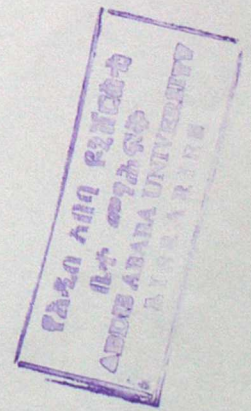


Table 4.1. Characteristics of the respondents

No	Characteristics	Respondents					
		Directors		Teachers		students	
		No	%	No	%	No	%
1	Sex						
	Male	6	100	18	64.3	140	49.1
	Female	-	-	10	35.7	145	50.9
2	Qualification						
	Diploma	-	-	-	-		
	BA/BsC	6	100	28	100		
	MA/MsC.	-	-	-	-		
3	Age						
	Below 16	-	-	-	-	80	28
	16-20	-	-	-	-	190	66.7
	21-25	-	-	-	-	15	5.3
	26-30	-	-	3	10.7	-	-
	31-35	-	-	7	25	-	-
	36-40	2	33.3	4	14.3	-	-
	Above 41	4	66.7	14	50	-	-
4	work experience						
	0-5			3	10.7		
	6-10			6	21.4		
	11-15			4	14.3		
	16-20	2	33.3	2	7.2		
	Above 21	4	66.7	13	46.4		

The following significant characteristics have been found from the above table.

According to the personal characteristics of teachers and directors, only 10 (35.7 percent) of the respondent teachers were females and 18 (64.3 percent) of teacher respondents were males. To the contrary, all the school directors were males.

This shows that there is low female participation especially in the administrative aspects in the region under study. Regarding the qualification, all the respondents (teachers and school directors) were degree holders. This indicates that grade 9 English teachers and school directors fulfilled the minimum required qualification.

As to the respondents' age, most 14 (50%) of the teacher respondents were above 41 years and 7 (25%) of them were between 31-35 years and the rest 4(14.3%) and 3 (10.7%) of teachers were between 36-40 and 26-30 years respectively.

Concerning the age of school directors, 4 (66.7%) of them were above 41 years and the rest 2(33.3%) of the school directors were between 36-40 years. when we see the age of both teachers and school directors, the majority of them were above 41 years.

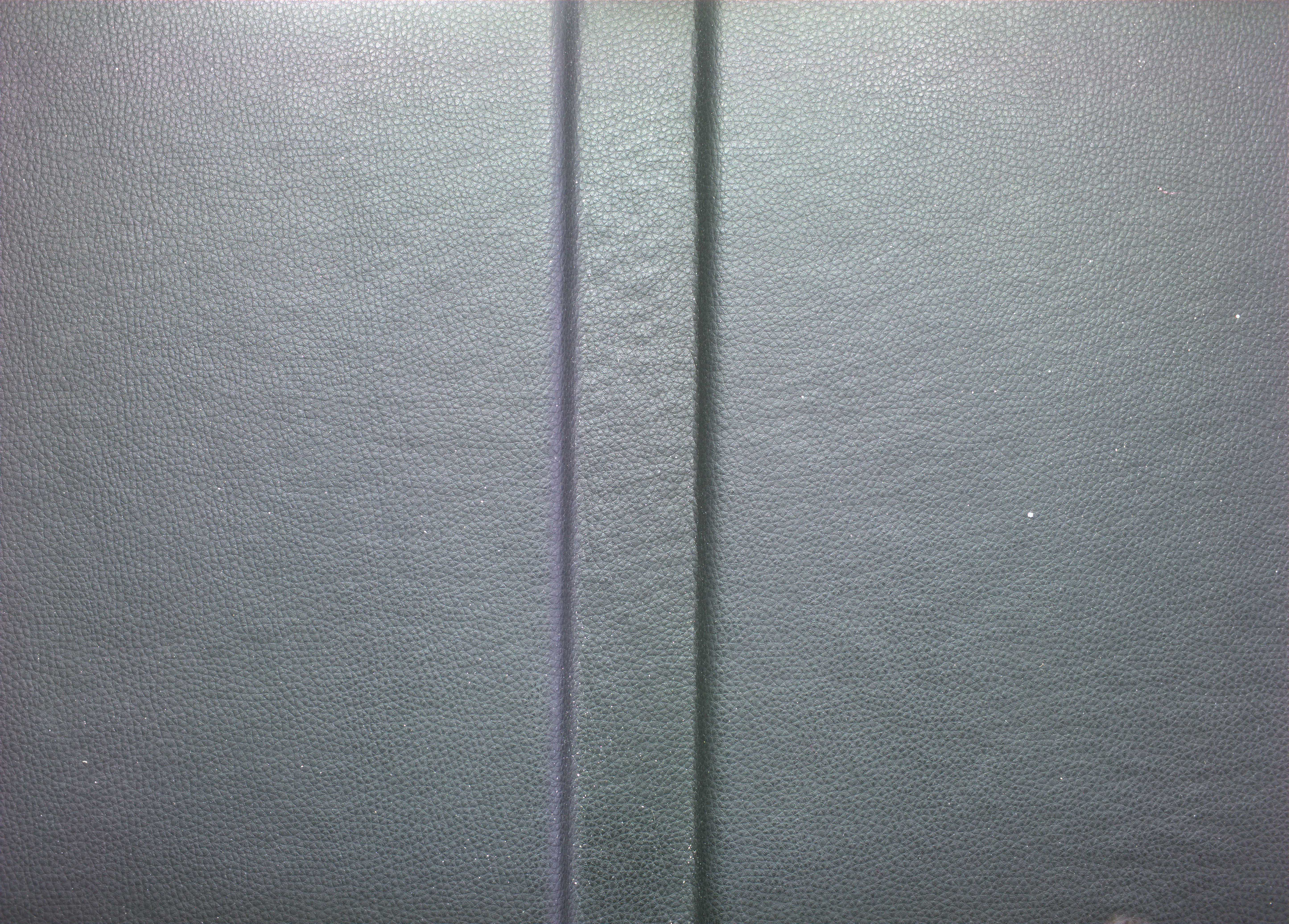
Regarding the experiences of respondents, 13(46.4%) of the teachers were above 21 years, 6 (21.4%) were between 6-10 years, 4 (14.3%) of teachers were between 11-15 years and the rest 3 (10.7%) and 2 (7.2%) were between 0-5 and 16-20 years respectively. when we see the school directors, 4 (66.7%) of them had experience of more than 21 years and the rest 2 (33.3%) had between 16-20 years of experience. From this, we can say that most teachers and school directors had more than 21 years of experience.

As far as students are concerned, 145 (50.9%) of student respondents were females and the rest 140 (49.1%) of them were males. As to their age, most 190 (66.7%) of the student respondents were between 16-20 years and 80 (28%) were below 16 years and the rest 15 (5.3%) were between 21-25 years. This shows that most grade nine students were between 16-20 years.

Table 4.2. Training of teachers

Have you got training on the use of satellite TV?	Responses			
	Yes		No	
	No.	%	No.	%
	-	-	28	100

The above question tries to see whether teachers got training on the use of satellite TV or not. As indicated in the table, all the teachers 28 (100%) responded that they did not get training on the use of satellite TV. This may be one of the reasons why teachers didn't perform their activities effectively. If they had got training, they might have known what



to do before, during and after the broadcast. However, the questionnaire and observation results show that teachers did not perform activities effectively.

Table 4.3. Attitudes of students towards satellite TV

No	Items	Students Response	
		No	%
1	Do you like to be taught by satellite TV?		
	Yes	84	29.5
	No	201	70.5
2	Do you improve your English language skills due to satellite TV?		
	Yes	60	21.1
	No	225	78.9
3	Do you prefer satellite TV English to classroom teacher?		
	Yes	99	34.7
	No	186	65.3

The above table contains questions, which ask opinion of students about satellite English TV programme. As seen from item 1, most student respondents, 201 (70.5%) did not like learning by satellite TV while the rest 84 (29.5%) of students liked learning English by satellite TV.

What directly followed was the question, which asked students whether they improved their English language skills, or not. The response was disappointing i.e most students, 225 (78.9%) respondent students reported that they did not improve their English language skills while the rest small number 60 (21.1%) responded that they improved their English language.

The other related question was the preference of students between satellite TV and classroom teacher.

As it can be seen in item 3, most of the student respondents 186 (65.3%) preferred classroom teachers to satellite TV teacher while small number of students 99 (34.7%)

prefers satellite TV to classroom teacher. This implies that most students do not like learning by satellite TV. This shows that they have negative attitude towards satellite TV.

Table 4.4. Methods of English language teaching by satellite TV

No	Items	Teachers		Students	
		No	%	No	%
1	Which language skill (s) is (are) more emphasized by satellite TV?				
	A. Listening	3	10.7	66	23.2
	B. Speaking	5	17.9	54	19
	C. reading			4	1.4
	D. writing			5	1.8
	E. All are equally emphasized	20	71.4	156	54.6
2	Does the satellite TV English instructor take in to account students' existing knowledge and their past experience?				
	A. Yes	6	21.4	81	28.5
	B. No	22	78.6	204	71.5
3	Does the satellite TV teacher arrange students to discuss in groups or pairs?				
	A. Yes	20	71.4	210	73.7
	B. No	8	28.6	75	26.3
4	If your answer is 'A' for the above question, do students actively participate in English?				
	A. Yes	-	-	26	12.3
	B. No	20	100	184	87.7

Table 4.4 asks the methodology followed by satellite TV in teaching grade nine English. As indicated in item 1, most of the respondents 20 (71.4%) of teachers and 156 (54.6%) of students agreed that the satellite TV gave equal emphasis for the skills of language (listening, speaking, reading and writing). Very few teachers 3 (10.7%) and some students 66 (23.2%) reported on listening and 5(17.9%) of teachers and 54 (19%) of

students agreed that speaking was emphasized by satellite TV and finally only 5 (1.8%) of students and no teachers reported on writing.

This indicates that all the four language skills (listening, speaking, reading and writing) were given equal emphasis by satellite TV. This may be because the satellite TV follows the textbook of grade nine English, which was communicative oriented which in turn emphasizes all skills equally.

Regarding item 2, the satellite TV didn't take into consideration the students existing knowledge and their past experience as agreed by most of the teachers 22(78.6%) and 204 (71.5%) of students where as only 6 (21.4%) of teachers and 81 (28.5%) of students agreed that the satellite TV took into consideration students existing knowledge and their past experience.

Concerning item 3 of the same table, the satellite TV tried to arrange students into groups or pairs as reported by most teachers 20 (71.4%) and most students 210 (73.7%). However, the observation results showed that even if the satellite TV teachers tried to do so, the students due to their low background of English could not apply group work effectively. They did not participate in English as reported by all teachers (100%) and most students 184 (87.7%). This was also observed by the researcher during the satellite TV broadcast. Students were seen discussing in Amharic. This may be due to the fact that students are new for group discussion in addition to their serious problem of English language.

Table 4.5. Language skills and TV

No	Items	Respondents			
		Teachers		Students	
		No	%	No	%
1	Does the satellite TV use different approaches in balancing language skills?				
	A. Yes	23	82.1	180	63.2
	B. No	5	17.9	105	36.8
2	Does the satellite TV draw attention of students by going over points covered?				
	A. Yes	12	42.9	108	37.9
	B. No	16	57.1	177	62.1
3	Do you think that satellite TV, English syllabus and textbooks are integrated?				
	A. Yes	19	67.9	228	80
	B. No	9	32.1	57	20

Item 1 of Table 4.5 indicates that the satellite TV shows different approaches in balancing language skills as reported by 23 (82.1%) of teachers and 180 (63.2%) of students whereas some teachers 5 (17.9%) and 105 (36.8%) of students did not agree on this issue.

Regarding item 2, most respondents 16 (57.1%) of teachers and 177 (62.1%) of students reported that satellite TV didn't draw attention of students by repeating (revising) the points whereas, some teachers 12 (42.9%) and 108 (37.9%) of students didn't agree on the point.

Concerning item 3, most teachers 19 (67.9%) and most students 228 (80%) reported that satellite TV, English syllabus and textbook are integrated. Whereas, small number of respondents 9 (32.1%) of teachers and 57 (20%) of students reported the opposite.

Table 4.6. Language teaching stages by satellite TV

No	Items	Respondents			
		Teachers		Students	
		No	%	No	%
1	Does the satellite TV motivate students by presenting familiar visual aids?				
	A. Yes	18	64.3	168	58.9
	B. No	10	35.7	117	41.1
2	Does the satellite TV transmit too much information with a short time				
	A. Yes	23	82.1	195	68.4
	B. No	5	17.9	90	31.6

As item 1 shows, most teachers 18 (64.3%) and most students 168 (58.9%) reported that satellite TV motivates students by presenting familiar visual aids where as 10 (35.7%) of teachers and 117 (41.1%) of students reported that satellite TV doesn't motivate students by presenting visual aids.

Item 2 asks if the information given by satellite TV was balanced with the time or not. Accordingly, most teachers 23 (82.1%) and most students 195 (68.4) reported that the information given by satellite TV didn't match with the given time. Too much information was given with in a very short time. Both teachers and students listed some reasons for this. Some of the reasons reported by both teachers and students were:

- The satellite TV teacher teaches every thing given in the textbook.
- The textbook is full of information, which is impossible to cover the whole portion unless presenting quickly or omitting some point

Table 4.7. Roles of English classroom teachers in the satellite TV programmes

No	Roles	Responses									
		R	Always (3)		Sometimes (2)		Rarely (1)		Never (0)		Grand Mean
			No	%	No	%	No	%	No	%	
1	Revise the previous lesson	T	8	28.6	16	57.1	4	14.3	-	-	2.14
		S	15	5.3	180	63.2	18	6.3	72	25.2	1.48
2	Introduce the lesson	T	10	35.8	18	64.2	-	-	-	-	2.36
		S	42	14.7	114	40	57	20	72	25.3	1.44
3	Tell students the objectives of the lesson	T	-	-	3	10.7	6	21.4	16	67.9	0.32
		S	30	10.5	60	21	66	23.2	129	45.3	0.96
4	Ask students specific questions, which will be answered during the discussion.	T	2	7	5	17.9	8	28.6	13	46.5	0.86
		S	18	6.3	51	17.9	84	29.5	132	46.3	0.84
5	Encourage students to take part in the discussion	T	8	28.6	16	57.1	4	14.3	-	-	2.14
		S	66	23.2	96	33.7	78	27.4	45	15.8	1.64
6	Summarize the main points	T	22	78.6	5	17.9	1	3.6	-	-	2.75
		S	108	37.9	42	14.8	60	21	75	26.3	1.64
7	Give class work and home work	T	-	-	13	46.4	9	32.1	6	21.4	1.25
		S	21	7.4	27	9.5	138	48.4	99	34.7	0.89
8	Write key words on the black board	T	19	67.9	8	28.6	1	3.5	-	-	2.64
		S	90	31.6	75	26.3	72	25.3	48	16.8	1.73
	Average grand mean	T									1.8
		S									1.32

Key: R = Response

S = students T = Teachers

From the above table, it can be said that most of the activities were in between rarely and sometimes. To mention some activities, which were done sometimes, were the following. Item 1 shows that most teachers 16 (57.1%) and most students 180 (63.2 percent) agreed that teachers sometimes revise the previous lesson. This was also shown by the average of the grand mean of both teachers and students. When the grand mean of teachers (2.14) and students (1.48) were calculated, their average approximated to sometimes (2). This indicates that teachers revise the previous lesson some times.

The observation result also showed that 66.7% of the observed teachers didn't always revise the previous lesson. However, teachers are assumed to perform all the activities always. Therefore, if the activities done were not approaching to always (3), the teacher didn't perform his activities successfully.

Item 2 indicated that most teachers 18 (64.2%) and most students 114 (40%) reported that teachers introduce the lesson sometimes. The grand mean of teachers (2.36) and that of students (1.44) showed some difference. The grand mean of teachers showed a little greater than sometimes (2) and the grand mean of students showed smaller than sometimes (2). However, it was assumed that the average of the two grand means approached to sometimes. Therefore, most teachers introduce the lesson sometimes, which was still unsatisfactory.

Regarding item 3, most teachers 16 (67.9%) and most students 129 (45.3%) agreed that teachers didn't inform the objectives of the lesson. During the classroom observation, it was also seen that 91.7 percent of the observed teachers didn't inform students the objective of the lessons. The grand mean of teachers (0.32) and those of students (0.96) also showed the truth of this. The average of the two grand means showed between never and rarely. This indicates that teachers didn't inform the objective of the lesson.

Item 4 shows that most teachers 13 (46.5%) and most students 132 (46.3 percent) agreed that teachers never asked specific questions which will be answered during the programme. The grand mean of teachers (0.86) and grand mean of students (0.84) also showed that teachers' roles as asking specific questions before the programme were below sometimes. This indicates that teacher didn't ask specific questions before the broadcast.

Item 5 asks teachers and students if teachers played a role in encouraging students to participate in the discussion. For this question, most teachers 16 (57.1%) and most students 96 (33.7%) reported that teachers sometimes encourage students to take part in the discussion. The grand mean of teachers (2.14) is a little greater than sometimes but a grand mean of students (1.64) is a little smaller than sometimes. When we see the two grand means average, we got result which approached to sometimes. Therefore, teachers encourage students to take part in the discussion sometimes which was still un satisfactory.

When we see item 6, most teachers 22 (78.6%) reported that they always summarize the main points. In the same way, 108 (37.9%) of students reported that teachers always summarize the main points. The grand mean of teachers (2.75) showed in between always (3) and sometimes (2). The grand mean of students (1.64) is less than sometimes (2). The average of the two grand means is greater than sometimes (2).

Therefore, it can be said that teachers summarizes the lessons in between always and sometimes. The observation result (58.4%) also showed some encouraging result than other activities.

Item 7 indicated that most teachers 13 (46.4%) agreed that they sometimes give class work and homework whereas most students 138 (48.4%) reported that teachers rarely give class work and homework. The grand mean of teachers (1.25) and grand mean of students (0.89) were calculated to get average. The average of the two grand means showed that teachers rarely gave class work and homework.

The last item, item 8, asks whether classroom teachers wrote key words on the black board or not. Accordingly, most teachers 19 (67.9%) and most students 90 (31.6%) agreed that teachers always wrote key words on the black board. The grand mean of teachers (2.64) indicates a little less than always (3) and the grand mean of students (1.73) indicates a little less than sometimes (2). The observation result also showed that most observed teachers (62.5%) wrote key words on the black board. The average of the two grand means showed between sometimes and always. However, it is better implemented comparing to other activities.

All the above activities are very important aspects that classroom teachers should do always. However, the result is the opposite. There was no activity that was always

done by teachers. The observation results and the questionnaire from both students and teachers showed that teachers didn't perform those activities as expected.

When we see the mean variations from teachers' and students' responses, the average grand mean for teachers (1.8) is greater than the average grand mean of students (1.32). The average grand mean of teachers (1.8) is a little less than sometimes and the average grand mean of students is 1.32, which is a little greater than rarely. In general, the average grand mean showed that the activities done by teachers were very low. The result from the teachers grand mean may tell us that teachers may report a little greater to secure them selves

Table 4.8. Possible Factors which Affect Teaching English through satelliteTv.

No	Factors		Responses					
			To a great extent		To some extent		Never	
			R	No	%	No	%	No
1	Large number of students	T	21	75	7	25	-	-
		S	180	63.2	60	21	45	15.8
2	Too fast presentation of TV lessons.	T	22	78.6	6	21.4	-	-
		S	165	57.9	66	23.2	54	18.9
3	Lack of curricular materials like textbooks, teachers guides, and syllabus.	T	14	50	10	35.8	4	14.2
		S	123	43.2	90	31.6	72	25.3
4	Lack of support from administrators.	T	3	10.7	16	57.2	9	32.1
		S	84	29.5	130	45.6	71	24.9
5	Poor discipline of students	T	20	71.4	8	28.6	-	-
		S	132	46.3	120	42	33	11.7
6	Poor English language abilities of students.	T	21	75	7	25	-	-
		S	198	69.4	42	14.8	45	15.8
7	Scarcity of tables and chairs	T	6	21.4	22	78.6	-	-
		S	90	31.6	175	61.4	20	7
8	Lack of classroom teachers activities.	T	10	35.7	18	64.3	-	-
		S	102	35.8	138	48.4	45	15.8

Key R = respondents, T = Teachers, S = students

Table 4.8 consists of a summary of responses of teachers and students concerning possible factors which affect teaching-learning process of English through satellite TV.

Accordingly, item 1 indicates that 21 (75%) of teachers and 180 (63.2%) of student respondents showed that large number of students in the classroom affected teaching-learning process to a great extent and 7(25%) of teachers and 60 (21%) of students agreed that large number of students affect teaching-learning process of English by satellite TV to some extent. The rest 45 (15.8%) of students agreed that large number of students never affected the teaching -learning process.

Regarding item 2, most of the teachers 22(78.6%) and 165(57.9%) of students agreed that too fast presentation of TV lessons affected teaching-learning process of grade 9 English by satellite TV to a great extent where as few 6 (21.4%) of teachers and 66(23.2%) of students agreed that too fast presentation of satellite TV affected teaching-learning process to some extent. Very few 54 (18.9%) of students agreed that too fast presentation of satellite TV never affected teaching-learning process.

Concerning item 3, lack of curricular materials like textbooks, teachers guide and syllabus affected teaching English through satellite TV to a great extent as reported by 14(50%) of teachers and 123 (43.2%) of students, where as 10 (35.8%) of teachers and 90(31.6%) of students reported that lack of curricular materials affected teaching English to some extent and, the rest 4(14.2%) of teachers and 72 (25.3%) of students agreed that lack of curricular materials never affected teaching-learning process of grade nine English through satellite TV.

Item 4 showed that most respondents 16 (57%) of teachers and most 130 (45.6%) of students agreed that lack of support from administrator affected teaching learning process to some extent.

Regarding item 5, 20 (71.4%) of the teachers and 132 (46.3%) of students agreed that poor discipline of students affected teaching-learning process of grade 9 English to a great extent. Some 8 (28.6%) of teachers and 120 (42%) of students agreed that poor discipline of students affected teaching-learning process of grade nine English to some extent. The rest 33 (11.7%) of students reported that poor discipline of students never affected teaching-learning process of grade nine English.

As item 6 indicates, most 21 (75%) and 198 (69.4%) of students agreed that poor English language abilities of students affected teaching-learning process of grade 9 English to a great extent. Only some 42 (14.8%) of students reported that lack of English language abilities of students affected teaching-learning process of grade nine English to some extent.

Concerning item 7, most respondents 22 (78.6%) of teachers and 175 (61.4%) of students reported that scarcity of tables and chairs affected teaching-learning process of grade nine English to some extent. Only some 6 (21.4%) of teachers and 90 (31.6%) of students agreed that lack of chairs and tables affected teaching-learning process to a great extent.

The last item asks classroom teachers activities in the teaching-learning process. Accordingly, most students 138 (48.4%) agreed that lack of classroom teachers activities during satellite TV broadcast affected teaching-learning process to a great extent but teachers didn't agree on this. Rather, most teachers 18 (64.3%) agreed that lack of teachers activities affected teaching-learning process to some extent. However, the researcher believes that lack of classroom teachers' activities affected teaching-learning process to a great extent. This is because even if there are problems in teaching through satellite, teachers should find strategies that help students in learning through satellite TV.

Lastly, two open-ended questionnaires for both students and teachers were asked. The same questions were also given for the directors during interview. The 1st question was to list the problems faced during satellite broadcasting. Some of the major problems that most participants listed are the following:

- Very little time was given by satellite TV.
- Shortage of students' English language.
- Disturbance of students during broadcast due to large number of students.
- Lack of textbooks.
- The inability of classroom teachers to take continuous assessment.
- The loss of many periods due to some external problems.
- Lack of teachers' motivation to teach and lack of students' motivation to learn.

- Disappearance of subject teachers by replacing other subject teacher to turn on and turn of the satellite TV.
- Large amount of time was given to satellite TV.
- Some plasma screen are out of use due to the inconvenience place and no replies from concerned bodies like EMA.
- Lack of training from teachers.
- Lack of assessment of the satellite TV programme from concerned bodies like EMA.
- Lack of stable place for satellite screen.

The second question was to list solutions for the above problems . The three groups of participants recommended the following lists as solutions . .

- Students should practise English in a communicative approach starting from lower grades.
- Time should be added by satellite TV or the volume of the textbook should be minimized.
- Those students who disturb in class should be controlled by classroom teachers.
- Enough textbooks should be distributed to be used to one to one ratio.
- Classroom teachers should use more time if possible than satellite TV or at least equal time should be given.
- Students' motivation should be increased by solving their problems like shortage of textbooks, shortage of time given by satellite TV, minimizing the number of students.
- The government should build more classrooms to minimize the number of students.
- The shortage of time given by satellite TV can be solved if students copy the exercises given in the textbook in their home.
- Classroom teachers should give make-ups and tutorial classes.
- The satellite TV should be put in a stable place because when it slides from place to place, some spare parts were lost and turned out of use.

Table 4.9. Results of observation checklist

No	Instructional considerations	Yes		No		Total
		No	%	No	%	
1	Teachers review part of the lesson	8	33.3	16	66.7	24
2	Teachers introduce the topic of the lesson	10	41.6	14	58.4	24
3	Teachers inform the objectives of the lesson	2	8.3	22	91.7	24
4	Teachers write key words on the black board	15	62.5	9	37.5	24
5	Students copy some points either from the black board or from the screen	18	75	6	25	24
6	Teachers motivate students to listen attentively	11	45.8	13	54.2	24
7	Teachers help slow learners	9	37.5	15	62.5	24
8	Teachers motivate students to participate	10	41.6	14	58.4	24
9	Students complete the exercises/tasks with the given time	8	33.3	16	66.7	24
10	Students maintain discipline in the classroom	10	41.6	14	58.4	24
11	The satellite TV gives enough time for the tasks	8	33.3	16	66.7	24
12	Students answer and ask questions	9	37.5	15	62.5	24
13	Teachers give feed back for students	6	25	18	75	24
14	There is enough space for discussion	-	-	24	100	24
15	Teachers summarize the lesson	14	58.4	10	41.2	24
16	The satellite TV teacher presents the lesson given in the textbook	20	83.3	4	16.7	24
17	Students speak English in their group	4	16.7	20	83.3	24

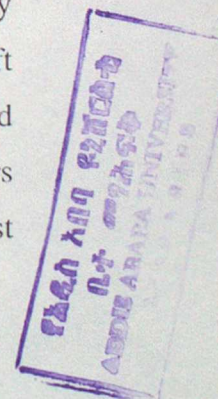
The instructional considerations given in the above table were extracted either from the review of related literature or from the satellite TV manual. These instructional considerations were assumed to be performed by classroom teachers, students and satellite TV teacher before, during and after the broadcast.

However, it is a great surprise to see that almost all the instructional considerations which were very important were absent. The result of the observation showed that there are only four instructional considerations, which were done to some extent. These are students endeavour to copy the points (75 %) given either by the classroom teachers or by satellite TV from the blackboard or from the screen even if very short time was given. The other positive aspect given by satellite TV was integrating the lesson (83.3%) to the students' textbook. As a result, students are ordered to see their textbook every time. Everything presented on the screen was given in the students' textbook. This was seen as a good way of teaching students, which helps them to refer any time.

To the contrary, teachers' activities, which were very important, were not carried out. The observation results of teachers activities like revising part of the lesson (33.3%), introducing the topic of the lesson (41.6%), informing the objectives of the lesson (8.3%), motivating students to listen attentively (45.8%), helping slow learners (37.5%), motivating students to participate (41.6%), giving feed back for students (25%), were less performed activities.

In the same way, students' activities like completing the given exercises/tasks with the given time (33.3%), maintaining discipline in the classroom (41.6 %), answering and asking question (37.5 %) and speaking English in their group (16.7 %) were less carried out activities observed in the classroom. What was observed was also the speed of satellite TV. The result of the observation indicates that satellite TV didn't give enough time for students to perform activities in 66.7 percent of the observed classrooms.

Finally, the third and fourth activities related to teachers, which tend to be positive were teachers endeavour to summarize the main points (58.4%) and writing key words in 62.5 percent of the observed classrooms. Even if very shortage of time was left for teachers, most of them were observed trying to summarize what students were learned by satellite TV. In fact, most of the activities were absent due to lack of time. Teachers endeavor to write key words was also encouraging comparing to other activities. Most teachers tried to write some key vocabularies and sentences during the broadcast.



4.10. Discussion of Results

In this section of the data, an attempt was made to discuss the findings of the study under seven sub topics. These seven subtopics were assumed to answer the basic questions given under statements of the problem given in chapter one. These seven subtopics are:

- Training of classroom teachers on utilization of satellite TV.
- Attitude of students towards satellite TV.
- Methods followed by satellite TV.
- Language skills and television.
- Stages of television to teach language skills.
- Roles of English classroom teachers.
- Factors affecting teaching-learning process of grade nine English through satellite TV.

4.10.1. Training of classroom Teachers

Training of classroom teachers on the utilization of satellite TV is one of the crucial points to achieve the desires objectives. Training will make the classroom teacher aware the three stages of the broadcast. It can inform the classroom teachers what and how to do before, during and after the broadcast.

According to Fullan and Pomfret (1977), teachers who receive maximum training on the use of the material scored ten percent higher in degree of implementation than teachers who were given minimum training. This means that teachers have to be trained to integrate educational media (satellite TV in this case) into the learners' total environment rather than continuing in the traditional view. This shows that training of teachers on utilization of satellite TV is essential. Through training (in service or pre-service) the attitude of teachers can be changed.

Hancock (1976) reported that training could be given at various levels. It may be in the form of orientation or full time training. In the former kind, people are introduced to the subjects why educational media are used, how they are used, what specific contribution they have.

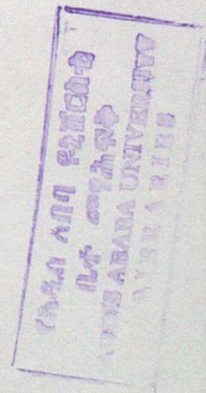
More over, it enables teachers for properly operating the sets in the pre, while and post telecast discussion. According to Demissew (1991), teachers should be trained using seminars, workshops and conferences to integrate the syllabus. They should be trained to use the new technique of teaching (the satellite TV in this case) programs effectively.

For this reason, teachers were asked to see whether they were trained for this sensitive issue . The response of them was discouraging. All the respondents of teachers reported that they were not trained. This question was again forwarded to school directors. They also reported in the same way as teachers.

“Only few teachers, two or three teachers, particularly from science fields like maths, physic and chemistry were trained. These teachers were assumed to do all the activities concerning satellite TV. They were assumed to train other teachers who were not trained on how to turn on and turn off the satellite TV. These trained teachers from science fields were also representatives for all technical aspects in the school”.

As a result of this, the researcher observed one English teacher in KokebeTisbah who faced problem on the TV screen. The teacher missed the class to find one of the two trained teachers in that school. However, he didn't get the trained teachers and returned back. During this time, the teacher was confused where to start because he didn't know the topic and the page number of the textbook. Finally, he asked the students where the plasma TV stopped. Almost all of the students didn't know. At the end one student at the front chair told him and he tried to teach unprepared in confused way.

From this, it can be said that teachers faced serious problems due to their lack of training. If this teacher was trained, he wouldn't miss the class. If training was also given to teachers, they should not be confused on what and how to do even the satellite TV programme was interrupted .



4.10.2. Attitudes of students towards satellite Television

Attitudes are central to education. If students have positive attitude towards the satellite television, learning will be enhanced. Attitude is used both as an end and as a means. Shultz (1986) defined attitudes as individual's interest, emotions and behavior towards a person, object or event. They are learned predispositions to respond inconsistently a favourable or unfavorable manner to a particular thing or situation (Feldman, 1994).

From the satellite point of view, students can be influenced positively or negatively. If students appreciate and like the activities of satellite TV, they are more likely to develop positive attitude and will be effective. If the opposite happens, they will develop negative attitudes towards satellite TV.

The findings from students' response revealed that most of the students 201 (70.5 percent) agreed that they didn't like being taught by satellite TV. This means that students have negative attitudes towards satellite TV.

As a result, learning will not be effective. This was also seen during observation. During observation, students were passive. This is one way of indicating negative attitude of students. The other indications were, students were seen disturbing in the classroom.

As a result, most students 225 (78.9 percent) agreed that they didn't improve their English language skills due to satellite TV. May (1990) stated that positive attitude can lead to positive achievement where as negative attitude can lead to negative achievement. From this, we can understand that any innovation for learning will be successful when the learners perceive the value that is being added by the use of the innovation. Unless students see any value and have a keen interest in the learning material, very little academic knowledge will take place.

This shows that students' strong interest, high level of activity and participation are needed from students to bring positive achievement.

In the satellite TV English broadcasting, students shouldn't sit passively while the satellite TV asks them to participate either by answering questions and discussing in groups. However, the observation result also showed that students didn't participate by

asking or answering question in 63.5 percent of the classrooms. They were also observed speaking Amharic in 83.3 percent of the observed classrooms. All these indicate the absence of students' interest in learning English through satellite TV.

As a result of their negative attitude towards satellite TV, most of them (65.3 percent) preferred learning by classroom teachers to learning through satellite TV.

4.10.3 Methods of Language Teaching

The findings of studies for example, Meselech (1991), Mesele (1992) showed that English syllabi for all Ethiopian schools were traditionally arranged. They focused on teachers, which mainly emphasized structure (grammar and vocabulary).

However, the Education and Training Policy of 1994 brought new approaches of teaching English that focus on learners. This new approach of teaching is known as communicative approach.

The Ethiopian curricular has been designed in such away that it will focus on learners. It was assumed that every activity what the teacher does should involve students. For this reason, communicative approach has been chosen. This means that the innovative English language methodologies in the Ethiopian context were made by the adoption of communicative language teaching. As a result, the present Ethiopian government has placed teaching and learning of English language on the communicative way to ensure that Ethiopia will play active and important role in the world political and economic activities (Yonas, 2003).

The communicative language teaching approach pre-supposes the classroom methodology that provides opportunity for learners to develop their communication (Rivers, 1983, Little Wood, 1981).

All the activities in the communicative language teaching should direct students to participate actively. This indicates that participation of students in English of their interest directs to communicative approach. Berhanu (1999) reported that the syllabus for grade nine English was to be found more communicative than the former one.

However, designing the syllabus in communicative approach will not bring a desired objective especially in the Ethiopian context.

Yonas (2003) reported that curriculum innovations in English language teaching made by the adoption of communicative language teaching in English, as a foreign language context has generally been difficult.

He suggested that to improve communicative language teaching in Ethiopia, the country will change its fundamental approach to education and the implementation of communicative language teaching should be implemented on the country's English language realities. A number of controversial reports on communicative innovations also showed that there were difficulties in adopting communicative language teaching. With its standardized native speakers' norms, the model is found to be utopian, unrealistic and contrasting to implement it in English (Alptekin, 2002)

Andersons (1993) reported such obstacles as lack of appropriate texts and material to implement communicative language.

Ellis (1994) also reported class size, grammar based examinations and lack of exposure to language were constraints on using communicative language teaching.

In the same way, Berhanu (1999) reported that low background of students, vastness of the material to cover, large class size, students low proficiency of English were the most serious problems to implement grade 9 English syllabus.

In the same vein, Yonas (2003) reported that deficiency of spoken language on classroom teachers, lack of training, misconception about communicative language teaching, low proficiency in the language of students, lack of motivation for developing communicative competence, resistance of classroom participation, large classes, grammar based examinations were the difficulties to use communicative language in Ethiopia. The present researcher also found the same result during satellite TV English broadcast while the satellite TV tries to apply communicative language teaching method.

According to Sherington, (1973), there is no conflict between TV and language as they both are media of communication. He argues that there is no single method for teaching language through TV. Rather, it should come to terms with eclecticism. One of the characteristics of eclecticism nature of TV is to tie the skills (listening, speaking, reading and writing). However, most audio-lingual and TV language courses emphasize spoken language ignoring other skills. For this reason, one question was raised for both teachers and students. As a result, 71.4% of the teachers and 54.6% of students reported

that the satellite TV gives equal emphasis for all skills (listening, speaking, reading and writing).

It is one good quality of the satellite TV. It is the result of the communicative teaching approach in which all skills are given equal emphasis in the syllabus. For example, the four language skills can be taught together in a textbook. A written word in a textbook is assumed about the learners need to listen, speak and read the material. It is what a communicative language teaching demands. In general, the four language skills should be put together in a communicative language teaching.

Another point that should be considered in a communicative language methodology is to consider students existing knowledge and their past experience. One question was also asked. However, the result indicated that most teachers (78.6%) and most students (71.5%) reported that the satellite teacher does not take into consideration students existing knowledge and their past experience. However, in communicative language, all the activities should take students knowledge and past experience into consideration.

Cunningworth (1995) stated that something is understood when the teacher considered learners' existing knowledge and past experience. However, the satellite TV doesn't do so as reported by both teachers students.

Another aspect of communicative language methodology was group organization. According to Richards and Rodgers (1994), group organizations provide opportunity for learners to develop communication. They added that dependent on whole class teaching is disadvantageous. Therefore, organizing students into small groups of different sizes provides many advantages.

As a result, students and teachers were asked whether the satellite TV arranges students into groups. The result from both teaches and students was interesting. 20 (71.4%) of the teachers and 210 (73.7%)of the students reported that the satellite TV teacher order students to discuss in-group. Another interesting question, which was the center of all the questions raised was asked to know whether students discuss the programme in the target language (English) in their group.

To a great surprise, 20 (100%) of the teachers and 184 (87.7%) of the students reported that students didn't participate in the discussion in English. This was really an indication for the failure of communicative language teaching.

This was also seen during the classroom observation. Students became bright faced when they were told to discuss in-group. This was because they might get freedom to discuss other issues, which they were interested in. For example, during my observation, almost all students discuss in Amharic on other issues. When the classroom teacher approached them, they became silent because they couldn't speak English and they were not allowed to speak Amharic in front of the classroom teacher. This was due to their low background of English language.

This result was in agreement with Firehiwot (2005). She stated that grade 9 students didn't have any English language abilities. This forced them to speak Amharic. She further studied the cause of low proficiency of students English. According to her, students in the elementary school passed with out basic English language skills. She added that the majority of teachers taught students in Amharic in elementary school. This is one of the causes that makes students speak only Amharic at this level.

During the satellite TV English broadcast, almost all students didn't participate in the teaching-learning process. The satellite TV always orders students to group for discussion even if there were no responses from students. Students let alone discussing in English in their group, they do not understand the instruction given by the satellite TV.

The satellite TV follows one way communication. It is directly from the satellite TV with out students' participation. In communicative language teaching, however, more of the activities should be done by the students but the opposite happens during English satellite TV instruction. Therefore, it can be said that even if the syllabus was designed in a communicative language and the satellite TV tried to teach students by theory, it cannot be implemented practically by satellite TV.

Current studies like Ali (2005) stated on the methods of satellite TV and concluded that satellite TV followed one-way communication. Assefa (2005) also reported that plasma TV followed lecture method because students passively attended the TV lesson.

Ali (2005) added that TV was one-way communication. Hence, the needs and interests of students were neglected. He further stated that teacher centered method was more democratic than satellite TV and concluded that satellite TV lesson was suitable for domination or oppression.

4.10.4. Language skills and TV

One good quality of television is to put all the skills together. The satellite TV has the ability to teach English by balancing the four language skills comparing classroom teachers. This is one way of drawing attention of students. Teachers and students were asked if the satellite TV uses different approaches by balancing language skills. Accordingly, most teachers (82.1%) and most students (63.2%) agreed that the satellite TV uses different approaches in balancing language skills.

Balancing the language skills from the beginning is the most important method of teaching English. Teaching only one skill for along time is not advisable. If one skill is taught for a long time with out varying the other skills, it will lead to boring and consequently, both teachers and students will be exhausted. A satellite TV may be interested in the presentation of materials from other subject areas in the language programmes like scientific materials, commentary on experiments, geographical descriptions and, so forth. These materials may be seen visually to students so that students can speak, listen, read and write on those materials. In this way, the satellite TV uses a good approach for balancing the four language skills.

The second question for teachers and students was whether the satellite TV draws attention of students by revising the points covered before. When we see the result, most teachers (57.1%) and most students (62.1%) agreed that the satellite TV didn't draw attention of students by revising the points covered. Repetition is a good way of teaching language skills than other subject areas. Unless teachers force students to practise the skills by taking more time, it will not be possible to bring successes in language learning. The satellite TV has a major problem in giving enough time for practice activities. Practice of language skills should be according to the feelings of students. If repetition is

on irrelevant materials, it will be boring. It must be key sequences, which are important for students. Furthermore, there should be variety of skills, which retain the viewer's interest and attention.

The eclectic approach is the best way for balancing the language skills by television. In this approach, the producer will be free to add further language activities to his teaching as supplementary material for intensive teaching.

The program should give practice in something, be interesting to retain viewer's attention. It should be flexible to balance concentrated activities and mechanical activities. Students' text is the base for which satellite TV uses for teaching all activities. For this reason, a question was forwarded to teachers and students if satellite TV, English syllabus and textbook were integrated. Accordingly, 67.9 percent of teachers and 80 percent of students reported that the satellite TV integrated the syllabus and students textbook. This is a good quality of satellite TV to use the syllabus and textbooks as a base for teaching point.

Ali (2005) reported that the content of plasma TV and textbooks are much similar. Whatever was given in the textbook was transmitted on the plasma TV. Ali opposes this. However, the present researcher thinks that integrating TV programs with textbook is advantageous for students because students can refer any time. Moreover, every thing given in the textbook was tried to be visualized by satellite TV. This is one way of attracting students' attention. However, the problem of satellite TV is that it presents everything given in the textbook. As a result, very little time was given to students to do exercises given in the bulky textbook and to practise the skills. Students couldn't catch up with the pace of the satellite TV. The satellite TV runs quickly to cover the textbook within the academic years. This created a serious problem for students.

According to Mohanty (1976), programmes giving too many details were found to be uninteresting and ineffective. Moreover, language difficulties, inadequate pause and quick speed were barriers in understanding the programmes.

The result of this study also showed that the above problems are serious obstacles for students in understanding the language skills through satellite TV.

4.10.5. Stages Used by TV for Teaching Language Skills

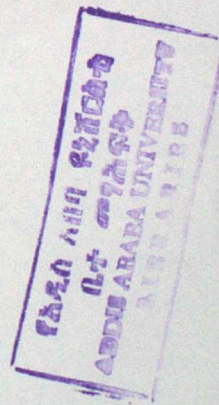
Language teaching through television follows a series stages. Hancock (1976) divides language teaching in to three stages. These stages according to him are the planning, the production and the direction stages. In the planning stage, the director of language should know which of the skills are the primary aim, to whom he will teach, what back ground do students have, what situation/context are familiar to the audience and what methodology to be followed should be known before hand.

In the production stage, the television programme should start with the words. These words should be tied to the various visuals. Every word and sentences should be used for a definite pedagogical reason accompanied by visual aids. Visuals are necessary to keep the programme interesting. A teaching point can be visualized live or through drawings, cartoons, photographs, film and film animation (Sherington, 1973).

The third stage is the direction stage. At this stage, certain considerations should be seen. Some of these are the rate of speech. Speed of the presenter should depend on the methodology followed and the level of the students. If the students have no exposure to the language or if they are slow learners, the rate of speed should be slowed down. It should be known that the rate of speed increased if the television tries to cover more information with the given time. Therefore, too much information must not be given for slow language learners.

There were two questions raised for both teachers and students under this topic. The 1st was to check if the satellite TV motivates students by presenting familiar visual aids. Most teachers (64.3%) and most students (58.9%) agreed that the satellite TV motivates students by presenting familiars visual aids. This quality of satellite TV is very important for teaching English.

Visual aids are used for understanding a particular sentence or situation. A situation/context can be illustrated easily by using visual aids (Hancock, 1976). Visual aids have great potential for attracting students. They will be more attractive especially if they are familiar to students.



It is true that visual aids add humor and interest to the programme. Students may be attracted to listen, speak, read and write based on the visual aids. Visuals are used not only for attracting students but also for illustrating difficult points. When pronunciation is involved, visuals are more important by showing the diagram of the mouth and speech organs. This is very effective for second language learners.

Sherington (1973) mentioned that visuals are used as stimuli, which make the learners produce automatically the structure being dealt with in the programme. They are also used to present language in context. However, visuals by themselves are not adequate to bring success in language teaching. Other things like language problems, too much information given in the syllabus and adequacy of time may be taken into consideration. In this way, the second question was forwarded to teachers and students. It was on the amount of information given by satellite TV. The result is dissatisfactory. That is, 23 (82.1 percent) of teachers and 195 (68.4 percent) of students reported that the satellite TV transmits too much information within a short time. This may be due to the large volume of textbook. The results of other studies Ali (2005) and Berhanu (1999) showed that large volume of text books became the most serious problem for teaching grade nine students. Berhanu (1999) evaluates the present grade nine syllabus and concluded that the vastness of the material makes teachers and students trouble some.

In the same way, Ali (2005) concluded that the pre packed information given in the syllabus makes the satellite TV runs very quickly to cover the portion. The result of the observation in this study also showed that in 66.7% of the observed classrooms, students didn't complete the exercises with the time given by satellite TV.

4.10.6. Roles of English classroom Teachers and students

The successes or failures of satellite TV programme depend greatly on the activities of the classroom teachers. Sherington (1973) stated that the classroom teacher should play a great role in the instructional television.

Aggrawal (1986) reported that school television programmes have five main stages and it is necessary that the teachers should be associated with each stage. These stages are the planning, the presentation, the production, the utilization and the evaluation stage.

From these five stages, special emphasis should be given on the utilization and evaluation stages. The roles of English classroom teachers should directly involve particularly in the utilization stage. This is because it is through utilization stage that the teachers, students and satellite TV are directly in contact in the teaching learning processes. In general, the utilization stage is the most important stage in which teaching-learning process has been occurred. This stage according to Tefera (2006) is divided into three periods namely, before, during and after broadcast. The roles of classroom teachers and students are very important at all stages.

The teacher before the broadcast should introduce the days lesson, revise the previous lesson, state objectives, prepare students and arouse interest, ask students specific questions which will be answered during the programme.

In the same way, students should follow the instruction given by the classroom teachers by maintaining discipline, by bringing necessary learning materials.

During the programme, the classroom teacher should encourage students to take part in the discussion, write key words given by the satellite TV, motivate students to take some short notes, continue the programme when the satellite TV is interrupted.

Similarly, during the programme, students should listen the satellite TV programme silently, do the exercises given by satellite TV, speak English in their group, and maintain discipline.

After the broadcast, teachers should summarize the main points, give class work and homework, clarifies obscure ideas.

Students at this time should ask and answer questions. Seeing the importance of teachers and students activities in the satellite TV broadcast, the researcher designed questionnaire and observation checklist to see the activities of students and teachers.

When we see the results of the observation and questionnaire, they were discouraging. Almost all the teachers and students didn't perform their roles expected from them. For example, the teachers activities before the broadcast like revising the previous lesson, introducing the lesson, telling objectives of the lesson, asking specific question which will be answered during the programme are grouped between rarely and sometimes as responded by teachers and students. The same is true for while and after broadcasting.

The results of observation also indicated that almost all teachers and students activities in all stages were absent. For example, in 66.7%, 58.4%, and 91.7% of classroom observations, teachers activities like revising the previous lesson, introducing the topic and informing the objectives respectively were not carried out by the classroom teachers. Like wise, the observation results of the students activities except students trying to copy some notes from the screen and black board (75%) were negligible. For example, students didn't maintain discipline in 58.4% of the observed classroom. In the same way, activities like answering and asking questions, speaking English in their group were not performed in 62.5% and 83.3% of the observed classrooms respectively.

The observation of classroom also showed that the satellite TV doesn't give enough time for the activities. This may be one of the causes for the absence of teachers and students activities.

Besides the questionnaire, an interview was done to directors on one other important role of classroom teachers and students. The question was if teachers were asked to evaluate the satellite program. In formal discussion was also held to grade nine English teachers.

All the directors from the three high schools said that neither the media agencies from EMA nor we asked teachers and students to evaluate the satellite program. They added, let alone asking teachers for evaluation of the programme, EMA didn't respond our request on the technical faults of the satellite TV. They said that they sent letters to EMA many times. However, they didn't get a response. This shows that there is no

participation of media agents. This may be one of the reasons for low activities of teachers

Behera (1995) reported that the program evaluation can increase knowledge of how to integrate media most effectively into an over all teaching context. Therefore, television program evaluation should be a continuous process aiming at the improvement of television program contents and towards achieving the language teaching-learning objectives.

The research studies made by Rao (1974) under satellite TV before implementation showed that unless enough priority and planned attention is given to provide target audience, the whole satellite experiment would be irrelevant. Finally, he concludes that audience research and evaluation of the programmes are integral parts of any broadcasting system.

From this, we can say that teachers and students should play a great role in evaluating the satellite programme. It is through evaluation that the strengths and weakness of the satellite TV will be known. As a result, media specialists or other concerned bodies may use the evaluation result to revise, modify, maintain or discontinue the programme.

Unless there is some kind of feedback to know how the programme is working in reality, there will be no way to improve the effectiveness of the programme.

Evaluation of the satellite programme is very important to investigate the needs and interest of learners, to know what areas of knowledge and learning experience to offer. Therefore, assessing students academic performance and identifying the interlocking factors that affect teaching learning is a prerequisite for improving any instructional programme.

4.10.7. Factors Affecting Teaching-Learning process of grade 9 English through satellite TV.

4.10.7.1. English Language problems

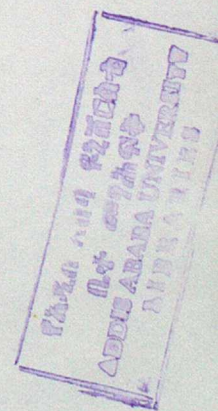
Educational objectives cannot be attained without understanding of instructional language. Students should be proficient in their language of instruction to communicate effectively. English has been used as a subject of study for all students since grade one. It has also been used both as a subject of study and medium of instruction in high schools.

Marew (1989) indicated that English language is a key factor to hinder or facilitate learning outcomes. It is through English language that students of high schools acquire the desired intellectual abilities, which make the constructive activities possible. There must be effective communication between students and teachers to enhance the teaching-learning activities.

Almost all the findings have shown that students are very poor in their English language. This was one of the causes for academic failures for students.

Tekeste (1990) noted that the greater number of secondary school students have poor language abilities (English). English as a medium of instruction has created a serious problem in the teaching-learning process. In a same way, Wanna and Tsion (1994) revealed that language problem is the major impediment to students' educational progress. Amare (1989) also indicated that the major limiting factor to the quality of education in Ethiopia has been considered to be the language of instruction. This is one way of closing the gap between the teacher and the students to create effective communication in the classroom.

The problem of English language has been serious for grade nine students while learning by satellite television. This serious problem was created because students in the past were taught by classroom teachers where most of them used Amharic. Even the majority of secondary school teachers themselves have serious English language problems. For this reason, they used Amharic in the teaching-learning process (Tekeste, 1990). This tradition created serious problems for grade nine students when they have been learned by satellite TV where translations were completely absent.



The problem of language of instruction (English) for students of grade nine become worse due to the fact that these students were taught by classroom teachers who were completely different from satellite television teachers. The satellite television teacher doesn't take into account the students' language problems.

As a result, the study results of Firehiwot (2005) showed that students' language problems became a serious obstacle for teaching learning through satellite television. Firehiwot (2005) further studied the cause of grade nine students English problem. According to her, most of the causes are related to lower grades. To mention some, students in the elementary school passed to next grade with out basic language skills. Moreover, teachers taught their students in Amharic constantly and gave lecture notes. When students of grade nine were asked to discuss in English in their group, they started to talk in Amharic by turning the discussion to other issues like football, film. This means that group discussions created good condition for most students to discuss other issues of their interest in Amharic.

The results of this study also showed that most teachers 21 (75 percent) and most students 198 (69.4 percent) revealed that poor language abilities of students affected teaching-learning process of grade nine English through satellite TV to a great extent . This was also seen during classroom observation. In 83.3 percent of the observed classrooms, students didn't speak English. They were seen speaking other issues in Amha

4.10.7.2. Fast presentation of satellite TV (shortage of time)

The most serious problem in the satellite TV program was also shortage of time given to students. It has been said many times by many researchers that students of high schools in Ethiopia have very low proficiency of English language due to the fact that they do not have exposure to English language and they had low background of English.

Moreover, they were taught in a more traditional method of teaching in elementary school mostly in Amharic. The satellite TV is new for students and teachers now. This satellite TV teaches grade nine students without considering the above students problems.

Sherington (1973) reported that the major problem for TV is the availability of airtime, which can rarely provide the intensity of practice, which is required for most language skills.

Unless the speed of satellite TV teacher is slowed down, there won't be teaching-learning process. There must be enough pauses for students to respond to the questions. Mohanty (1976) got a finding that language difficulty, inadequate pause and quick speed were felt as barriers in understanding some programs. The most probable reason for fast presentation of satellite is the presence of too many details in the textbooks. The satellite TV runs very fast to cover the textbook within the academic year. For this reason, very little time was given for students. Ali (2005) reported that textbooks with large volume filled with facts are transmitted through plasma TV without students activities. Its focus was on transmission without considering the learners' need and interests. Such unmanageable pace of plasma TV forced students to watch the TV lesson without doing any activity.

The present study also showed that 22 (78.6 percent) of teachers and 165 (57.9 percent) of students reported that the fast presentation of TV lesson was affecting teaching-learning process of grade nine English to a great extent.

The observation of classroom result also showed that in most of the observed classrooms 16 (66.7%), students didn't complete the exercise given by satellite TV.

The textbook of grade nine was the direct copy of satellite TV instruction. This book was designed in a communicative way. Communicative language needs too much time because it needs much student's participation in practising the language skills. However, students were not given enough time for practice. They didn't participate the teaching-learning process. The shortage of time was one of the problems for lack of participation.

The other problem of students that hindered them from participation was lack of English language. When the satellite TV English teacher ordered them to do the activities, almost all of the students simply sat down.

This is because they didn't understand what and how to do the activities. For this reason, the classroom teachers tried to tell them again and again to start the activities. However, students didn't understand the language even spoken by the classroom teacher.

Lastly, the classroom teacher told them in Amharic. This was what students were accustomed to. They became active listeners when they were told in Amharic.

It was responded by both teachers and students that the satellite TV balanced the four language skills. This is because the syllabus was arranged in such a way. In the past, students were taught the grammar (structure) by classroom teachers by omitting listening and speaking. For this reason, there was no time shortage while they were learned by classroom teacher. However, when we see the English satellite TV, it tried to follow communicative language by theory. However, it didn't apply practically due to lack of students' background and shortage of time. To apply communicative language teaching practically, students must participate in the activities. Unless students participate in the teaching-learning process in English, it is impossible to say that learning has occurred. The four language skills should be practised by students rather than by satellite TV.

4.10.7.3. Lack of curricular Material

Curricular materials are necessary for teaching-learning process. Lack of curricular materials like textbooks, teachers' guides and satellite TV manual could affect teaching-learning process.

Dubin and Olshtain (1988) stated that policy making can be realistic and effective only if it takes in to account the limitation of available resource.

Mohanty (1984) added that the success of teaching is influenced by the availability of instructional materials and facilities. Unless sufficient suitable materials and facilities are provided to schools, TV programs cannot be effective.

Ethiopian high schools are characterized by lack of curricular materials. For example, Dawit (1999) reported that inadequate materials are major blocks in the implementation of curriculum in the Ethiopian high schools.

This study also showed that half of the teachers 14 (50%) and 123 (43.2%) of students agreed that lack of curricular materials affecting teaching-learning process of grade nine English to a great extent. It was also observed that three students sitting in one desk shared single textbook. In some desks, no textbook was present. In the satellite English broadcasting, every activity was dependant up on textbooks. If students do not

have textbooks of their own, it is difficult to attain the teaching-learning process particularly in the satellite TV instruction because the satellite TV tried to teach every activity given in the textbook in a very short time.

School directors were interviewed on allocation of textbooks

The director from Wondrad responded as: "textbooks were not distributed one to one. They are distributed in the ratio 1:2.

This created a great problem for teaching-learning process" (21/02/06).

To the opposite the directors from Menelik II replied, "There was no problem concerning textbook distribution. Every student had got his own textbook." (16/02/06). This was really encouraging to see students with textbook individually.

A very serious problem was seen in KokebeTsibah due to large number of students. The directors from Kokebe Tsibah replied, "students were given a chance to choose only five kinds of textbooks according to their choice. It is up to the student to choose English textbook. Moreover, they said that the distribution of textbooks was delayed. This was because new edited textbooks were expected" (30/02/06). As a result, the distribution of grade nine English textbooks was also delayed. This was also another problem for teaching-learning process.

The researcher also observed that most of the students were with out textbooks in this school. Teachers tried to write the exercises given by satellite TV on the black board however, the time was not enough to do so.

Another problem observed in all schools was that the satellite TV screen covered half of the black board. As a result, there was not enough space for teachers to write points on the black board.

4.10.7.4. Large Number of students

Communicative language teaching prefers small class size for effective teaching. However, the opposite happens in Ethiopian high schools. Chon and Rossmiller (1987) reported that there is no optimum class size since the optimum number varies with subject matter, structural mode employed and the individual students.

Douglas (1954) said that sufficient space between one student and another should be convenient for students to learn. Effective teaching-learning process takes place in relatively small class size better than large one. Similar arguments about the advantage of small class size were given by Smith (1966). He suggested that class size plays an important role especially in English language. However, in the Ethiopian high schools, where the average class size is 80, teaching-learning process will be affected seriously. Therefore, teaching-learning process couldn't allow effective communication between students and teachers.

Tekeste (1990) identified that the imbalance between resources for education and the number of students in school is the central problem affecting the quality of education. It is one of the most serious factors for the crisis of education in Ethiopia.

Moreover, Amare (1998) reported that over-crowdedness of classrooms was one of the problems of educational systems in this country. As a result, the problems like follow-up, students' participation, teacher-students communication and feedback systems were some of the major consequences.

In this study, the responses of students and teachers showed that large number of students affected teaching-learning process of English through satellite TV. 21 (75 percent) of teachers and 180 (63.2 percent) of students agreed that large number of students created serious problem for teaching-learning process of English through satellite TV. The observation result also showed that there was not enough space for group discussion in 100 percent of the observed classes due to large number of students.

CHAPTER FIVE

Summary, conclusion and Recommendation

5.1. Summary

The purpose of this study was to investigate the successes and challenges of teaching grade nine English through satellite television in Addis Ababa. The specific objectives of the study were:

- To examine the extent to which English classroom teachers are competent in implementing grade nine English satellite TV.
- To assess the attitude of grade nine students towards satellite TV.
- To examine the methodology of teaching used by satellite TV in teaching grade nine English.
- To see whether the satellite TV uses different approaches in integrating the skills and textbook.
- To analyze the stages of language teaching used by satellite TV.
- To assess the roles of grade nine English classroom teachers and students in the satellite TV broadcasting.
- To find out the most common factors that influence the teaching-learning process of grade nine English through satellite TV.
- To forward possible solutions for the problems

To achieve these objectives, the following basic research questions were formulated.

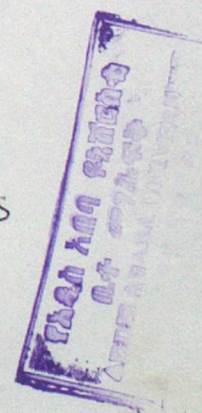
1. Do grade nine English classroom teachers get training on the use of satellite TV?
2. What attitude do grade nine students have on English satellite TV?
3. What methodology is used by satellite TV in teaching grade nine English?
4. Does the satellite TV use different approaches to balance the language skills and to integrate the textbook?
5. Are the stages used by satellite TV designed based on students' needs and interests?
6. Do teachers and students perform their roles effectively in the teaching-learning process of grade nine English through satellite TV?

7. What are the major factors that hinder the effective implementation of grade nine English through satellite TV?
8. What are the recommendations used to minimize as well as to solve the problems?

In order to get answers to the above basic questions, questionnaire, observation and interview were used to collect data from 28 teachers, 285 students and 6 directors. The collected data were analyzed through frequency counts, percentages and mean values.

On the basis of the analysis made on the above procedures, the major findings of the study were summarized as follows:

1. From the teachers' questionnaire and directors' interview, training was not given to English classroom teachers. All the 28 (100 percent) English teachers reported that they had not got training.
2. Regarding students attitude towards satellite TV, most of the students reported that they didn't like the satellite TV English programme. The majority of students preferred learning by classroom teacher to learning by satellite TV. As a result, most students reported that they didn't improve their English language skills by the presence of satellite TV.
3. Most teachers and students reported that the four language skills were equally emphasized by satellite TV. In the past, structure (grammar) was given emphasis. This was considered as traditional and teacher centered. This was why communicative language is used. The communicative language teaching emphasized on integration of the four language skills. The satellite TV in terms of integrating the four languages skills is a good quality. However, teachers and most students reported that the satellite TV didn't take into account students existing knowledge and past experience. Another good quality of satellite TV as responded by most teachers and students is that the satellite TV arranged students to discuss in groups. However, there was no participation from students. This is a bad consequence which indicates that the desired objective was not attained due to lack of students participation.



4. Most teachers and students agreed that the satellite TV uses different approaches in balancing the four language skills. It was also reported that it was not only the language skills, which were integrated, but also the textbook. However, another poor quality of satellite TV was that it didn't draw the attention of students by revising the points covered before.
5. The highest proportion of teachers and students reported that satellite TV uses different visual aids. Visual aids are used for motivating students. However, they are accompanied by too much information beyond the students pace of understanding. This too much formation transmitted with a short time was a major problem of satellite TV as reported by most students and teachers.
6. Both the observation and questionnaire results showed that activities of teachers and students were very low. All teachers' activities except writing key words, and summarizing the main points were ranged between rarely and sometimes. Students' activities except trying to copy the points given on the black board or screen were very low..
7. The findings of the study also revealed that there were many factors influencing the teaching learning process of grade nine English. Too fast presentation of the satellite TV, poor English language abilities of students, large number of students, lack of curricular materials and poor discipline of students were factors affecting teaching-learning process of grade nine English to a great extent.

5.2. Conclusions

On the basis of the findings, the following conclusions can be drawn.

1. Training of English classroom teacher is very essential for effective satellite TV broadcasting. However, the finding in this study depicted that classroom teachers didn't get in-service training. The teacher's responses, directors interview and observation showed that classroom teachers' roles didn't exceed more than turning on and turning off the satellite TV due to lack of training. This may also be one of the reasons that teachers in most of the time became passive. Most of the teachers seemed that their role was only to turn on and off the satellite TV.

However, teachers' activities should be beyond turning off and on the satellite TV. This should be informed by in-service-training.

2. The findings of this study showed that most students have negative attitudes towards satellite TV. The consequence of this negative attitude of students can be shown by many activities of students. For example, most of them reported that they didn't like to be taught by satellite TV. They preferred classroom teacher to satellite TV. They become silent when they were asked to answer and to discuss in English in their group.
3. Integrating the four language skills for teaching English is one characteristic of communicative language teaching. The other indication of communicative language is group organization. These two criteria were fulfilled as reported by both students and teachers. However, the response of them also showed that the satellite TV didn't take into account students' existing knowledge and past experience. Integrating the four language skills and arranging students into groups became only theories, which couldn't be applied practically. To make communicative language practical and effective, students should fully participate in the discussion. However, the opposite happened in the satellite TV. Students were passive and satellite TV was active. Therefore, we can say that satellite TV didn't apply communicative language which advocates student center method. Rather, it followed teachers' center method (lecture method).
4. Another good quality of satellite TV is its capacity to use different approaches in integrating and balancing the language skills. However, the satellite TV gave little time for students to practise these skills. In addition, it is good to revise some key points learned before. However, the satellite TV didn't revise the points covered before.
5. Visual aids are very important for attracting students. It is especially important to practise the language skills. Most students and teachers agreed that visuals used by satellite TV were based on students' needs and interests. However, the prepacked and too much information accompanied by visual aids which were

transmitted with a short time made students unsuccessful in learning English through satellite TV. .

6. There are many stages followed by satellite TV to teach language skills. All the stages required the involvement teachers. Among these stages, utilization is one of them in which the classroom teacher was directly in contact with students and satellite TV teachers. Utilization stage is divided into three stages.

In all the three stages, classroom teachers and students have some roles to do. However, the results of this study showed that almost all teachers and students were passive listeners. However, students should have participated in an activity to make teaching-learning process effective. It is not only in the utilization stage but also in the evaluation stage that teachers should be involved. However, both the questionnaire and the interview results showed that teachers weren't involved in any one of the roles expected from them.

7. Many factors hindered the effectiveness of satellite TV. The most important factors affecting the teaching-learning process of grade nine English by satellite TV as responded by both teachers and students were: Lack of English language abilities of students, shortage of time given by satellite TV, large number of students, lack of curricular materials like textbooks. These factors were reported as factors affecting teaching-learning process of grade nine English through satellite TV to a great extent.

5.3. Recommendation

On the basis of the findings and conclusions, the following recommendations are forwarded. .

1. Training opportunities particularly in service training should be given to English teachers. This is believed to have a great effect in the teaching-learning process of English through satellite TV. For this reason, the cooperation of EMA experts, ICDR, MOE experts and school directors should have a good relation in

facilitating the in-service training of English teachers. This in-service training can be done through seminars, workshops, etc. ✓

2. It was known that willingness and positive attitude is important for teaching – learning process. The findings of this study, however, indicated that students have negative attitude towards satellite TV. This negative attitude of students was due to many problems from the side of satellite TV. One of the most important factors was the unmanageable pace of the satellite TV. Others like students low background of English, disciplinary problems and lack of textbooks made students unwilling to learn by satellite TV. Therefore the above problem areas should be assessed by concerned bodies especially by EMA in order to match the satellite TV to the needs and interests of studnets.
3. It was reported by both teachers and students that the satellite TV gave equal emphasis to the four language skills. The observation result and the questionnaire showed that studnets were passive listeners. Students didn't care for speaking and listening skills. The most probable reason for this is that the classroom teacher either from elementary or high school taught studnets by emphasizing grammar. Even now, the exam emphasized only grammar. Due to this reason students didn't give emphasis for listening and speaking. Therefore, students should be encouraged to use the four language skills starting from elementary schools. The examination should also comprise the four language skills starting from elementary schools. Therefore, teachers especially elementary school teachers, should get training on communicative language teaching that integrates the four language skills.
4. The quality of satellite TV in balancing the four language skills and integrating the textbooks was good. Hence, it is vital to continue this tradition. However, shortage of time was the most serious problem. The satellite TV was running only to cover the lesson with the academic years with out keeping students' needs and interests. Hence, it is necessary to add time for practise. The other solution is to minimize the volume of the textbook to a manageable size. In addition, students should do the exercises given in the text in their home. Therefore, they can minimize the time lost to copy the exercise in the classroom during broadcast.

should do the exercises given in the text in their home. Therefore, they can minimize the time lost to copy the exercise in the classroom during broadcast.

5. Visual aids are very important for adding interest for students. They motivate students to actively listen, speak, read and write. This is another good quality of satellite TV that needs to be continued. However, the language problems of students and lack of time hindered students from practising the skills by using visuals. These should be considered seriously by concerned bodies in order to help the students and bring effective teaching.
6. Regarding language problems of the students, students should start practising the four language skills starting from elementary schools. The communicative language teaching is suggested to be facilitated by appealing to the interests and needs of the learners. Encouraging learners to use the language on topics related to their experience in schools and outside schools is very important. This should be practised starting from elementary schools. Teachers should get orientation on communicative teaching by in-service courses, seminars and workshops. As a result, these teachers should help their students practise the communicative language approach just starting from the very beginning of grade one.
7. Educational Materials Production and Distribution Agency (EMPDA) should attempt to distribute textbooks for individual students before the beginning of the academic year.
8. The number of students should be minimized by constructing additional classrooms. When the number of students in the classroom is decreased, the disciplinary problems should also be decreased together.
9. EMA and other concerned bodies should work on continuous follow-up and assessment to see the problem areas of teaching through satellite TV. Teachers, directors and media specialists should cooperate in solving the problems concerning satellite TV.
10. Finally, a nation-wide study on satellite TV is important. This can give a clear image on common problem areas of satellite TV. This would give a wider solution that could alleviate the existing problem on satellite TV.

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Appendix A

Classroom observation checklist

Name of the School _____

Date _____ Period _____

Lesson titles _____ Programme number _____

No.	Instructional considerations	Yes	No.
1	Teachers review part of the lesson		
2	Teachers introduce the topic of the lesson		
3	Teachers inform the objectives of the lesson		
4	Teachers write key words on the black board		
5	Students copy some points either from the black board or from the screen		
6	Teachers motivate students to listen attentively,		
7	Teachers help slow learners		
8	Teachers motivate students to participate		
9	Students complete the exercises /tasks with the given time		
10	Students maintain discipline in the classrooms		
11	The satellite TV gives enough time for the tasks		
12	Students answer and ask questions		
13	Teachers give feed back for students		
14	There is enough space for discussion		
15	Teachers summarize the lesson		
16	The satellite TV teacher presents the lesson given in the textbooks		
17	Students speak English in their group		

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF TEACHERS EDUCATION AND
CURRICULUM STUDIES

GENERAL INSTRUCTION FOR ALL RESPONDENTS.

The purpose of this questionnaire is to gather data on successes and challenges for teaching Grade 9 English through satellite television. Since the success of this study depends on your genuine response, you are kindly requested to be honest towards all items provided in the questionnaire and interview. Answer all the questions by putting tick "√" mark in the boxes for the items with alternatives and write necessary information for the open-ended questions.

Thank you in advance.

Appendix B

A questionnaire to be filled by teachers

Part I personal Data

Direction: please forward your personal data

1. Region _____
2. Name of the school _____
3. Sex _____ age 20-25 26-30
31-36 37-40 40 and above
4. Qualification _____ Area of study _____
5. Experience _____
6. Have you got training on the use of satellite TV? A) Yes B) no

Part II Questions related to methods of language teaching.

1. Which language skill (s) is /are more emphasized by Satellite TV? A) Listening B) speaking
C) Reading D) writing E) all are equally emphasized
2. Does the satellite TV English instructor take in to account students existing language knowledge and their past experience/
A) Yes B) No
3. Does the satellite TV teacher arrange students to discuss in-group?
A) Yes B) No
4. If your answer for question 'no'3 is 'A', do students actively participate in English? A) Yes B) No
5. If your answer is "No" for questions number 4 why?

Part III Questions related to language skills and Tv

1. Does the satellite TV use different approaches by balancing the language skills? A) Yes B) No
2. Does the satellite TV draw attention of students by going over point covered? A) Yes B) No
3. Do you think that satellite TV English syllabus and textbook are integrates? A) Yes B) No

Part IV Questions Related Language-Teaching stages by Satellite TV.

1. Does satellite TV motivate students by presenting familiar visual aids? A) Yes B) No
2. Do you think that satellite TV transmits too much information with a short time? A) Yes B) No
3. If your answer for question no 3 is A, why do you think will the reasons be? _____

Part V

Questions regarding the roles of English classroom teachers

Direction: Indicate the extent to which teachers carry out the following activities by putting a tick "√" mark against each item.

Items	Responses			
	Always	Sometimes	Rarely	Never
1. Revise the previous lesson				
2. Introduce the lesson				
3. Tell students the objectives of the lesson				
4. Ask students specific questions which will be answered during the program				
5. Encourage students to take part in the discussion				
6. Summarize the main points				
7. Give class work and home work				
8. Write key words on the blackboard				

Part VI

Questions on possible factors which affect teaching English by satellite TV.

Please put a tick "√" mark in the alternatives provided according to the level of influence

Factors	Scales		
	To a great extent	To Some extent	Never
1. Large number of students			
2. Too fast presentation of TV lessons			
3. Lack of curricular materials like textbook, teacher's guide syllabus			
4. Lack of support from administrators			
5. Poor discipline of students			
6. Poor English language abilities of students			
7. Scarcity of tables and chairs			
8. Lack of classroom teachers' activities before during, and after the broadcast.			

9. Mention the problems students faced while satellite TV teaches English language.

10. What should be done to alleviate the problems you mention above?

Appendix C

A Questionnaire to be filled by students

Section 1 Personal Data

1. Region _____
2. Name of the school _____ Age ___ Sex: - Female Male
3. Do you like learning English by satellite TV? A) Yes B) No
4. Do you improve your English language because of satellite TV ?
A) Yes B) No
5. Do you prefer learning by satellite TV than by classroom English teachers? A) Yes B) No

Section 2: Questions related to methods of language teaching

1. Which language skill (skills) is (are) more emphasized by satellite TV?
A) Listening B) speaking C) reading
D) Writing E) All are equally emphasized
2. Does the satellite TV English instructor take in to account students existing language knowledge and their past experience
A) Yes B) No
3. Does the satellite TV English instructor arrange students to discuss in-group?
A) Yes B) No
4. If your answer for question no '3' is A, do you really participate in English in your group?
A) Yes B) No
5. If your answer for question no. 4 is No, would you give reasons? _____

Section 3 questions related to language skills and TV

1. Does the satellite TV English instructors use different approaches by balancing the language skills (listening, speaking, reading and writing)? A) Yes B) No
2. If your answer is "No" for question number 1, why?

3. Does Grade 9 English Satellite TV instructor draw your attention by going over points covered before? A) Yes B) No
4. Do you think that Grade 9 English satellite TV programmes and Grade 9 English textbooks are integrated? A) Yes B) No

Section 4 Questions regarding language-teaching stages by satellite TV.

1. Does the English satellite TV instructor motivate you by presenting familiar visual aids?
A) Yes B) No.
2. Does the satellite TV transmit too much information with a short time?
A) Yes B) No
3. If your answer is "No" for question number 2, would you justify it?

Section 5 Questions regarding the roles of English classroom teachers

Direction put a tick "√" mark against each item

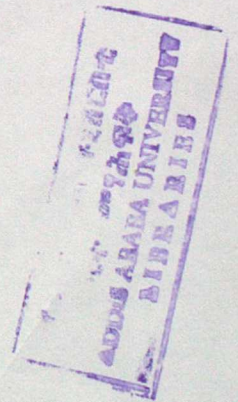
Items	Responses			
	Always	Sometimes	Rarely	Never
1. Revise the previous lesson				
2. Introduce the lesson				
3. Tell students the objectives of the lesson				
4. Ask students specific questions which will be answered during the program				
5. Encourage students to take part in the discussion				
6. Summarize the main points				
7. Give class work and home work				
8. Write key words on the blackboard				

Section 6. Questions on possible factors which affect teaching English by satellite TV. Please put a tick "√" mark in the alternatives provided according to the level of the influence.

Factors	Scales		
	To a great extent	To Some extent	never
1. Large number of students			
2. Too fast presentation of TV lessons			
3. Lack of curricular materials like textbook, teacher's guide syllabus			
4. Lack of support from administrators			
5. Poor discipline of students			
6. Poor English language abilities of students			
7. Scarcity of tables and chairs			
8. Lack of classroom teachers' activities before during, and after the broadcast.			

9. Would you list down the major problems you face while learning English by satellite TV?

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



Appendix D

Interview guide for school administrators

Part I Personal Information

1. Region _____
2. Sex _____ Age _____
3. Qualification _____
4. Year of experience _____

Part II

1. What do you say about the adequacy of tables, chairs, Grade 9 English curriculum materials (satellite TV manuals, teacher's guide, and students textbooks) in your school?
2. How do you facilitate the training of teachers on the use of satellite TV?
3. Have teachers been asked to evaluate the satellite TV by you or other concerned bodies?
4. Would you mention the most common factors that hinder the implementation of satellite TV programs in your school?
5. What solutions did you take to alleviate the problems?