

**ADDIS ABABA UNIVERSITY  
INSTITUTE OF LANGUAGE STUDIES  
DEPARTMENT OF FOREIGN LANGUAGE  
AND LITERATURE**



*TEACHERS' AND STUDENTS' ATTITUDES AND  
MOTIVATION TOWARDS TEACHING AND LEARNING  
ENGLISH LANGUAGE THROUGH PLASMA TV: WITH  
REGARD TO TWO SENIOR SECONDARY SCHOOLS  
IN WEST SHOA ZONE*

BY  
**TIZAZU URGA**

*JUNE, 2009*

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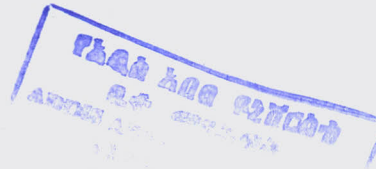
BY

TIZAZU URGA DEBEL

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TOWARDS TEACHING AND LEARNING ENGLISH LANGUAGE  
THROUGH PLASMA TELEVISION

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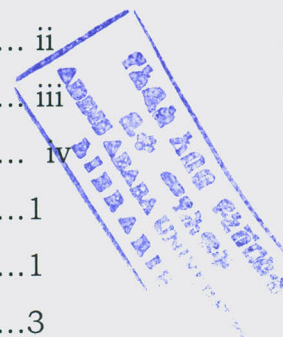
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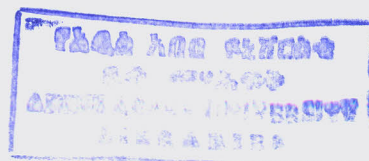
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## **Abstract**

This study was conducted for the purpose of finding out the attitude and motivation of grade 9 English teachers and students towards teaching and learning EFL through plasma TV. It was conducted in Holeta and Menegsha senior Secondary schools in west showa Zone.

For this purpose, one hundred fifty (150) grade nine (9) students and eleven (11) English teachers from both mentioned schools were participated in the study. In order to collect the necessary data, questionnaire, Interview and classroom observation were successively used. The data collected through questionnaire and classroom observation were tabulated and analyzed in terms of frequency, percentage and mean value quantitatively. Likewise, data obtained from interview were organized and described qualitatively.

On the basis of the analysis made, it was concluded that both teachers and students were found to have positive attitude and motivations towards teaching and learning through PTV. However, the pace of PTV teacher, the time allotment for each activity and for different lessons, the time allotted for classroom teacher to do the necessary facilitation, the interruption of program due to electricity, and technical problems of the PTV itself are the major factors which were found to affect their positive feelings.

Based on the findings of the conducted study, some important recommendation have been forwarded to address certain issues that were indicated specially to affect certain positive feelings.

## **Acronyms**

**TV = Television**

**ITV = Instructional Television**

**PTV = Plasma Television**

**EMA = Education Media Agency**

**MOE = Ministry of Education**

**EFL = English as a Foreign Language**

**E.C = Ethiopian Calendar**

## **CHAPTER ONE**

### **1. Introduction**

#### **1.1 Background**

As the most widely-used international language, English has a variety of important function. According to Tayler (1997) first of all English has an important role in education. It is taught in the schools of virtually every country in the world and, for a variety of reasons, many countries have adopted English as the medium of instruction in their schools and universities even when English is a foreign language.

Ethiopia is also among such countries that has adopted English as a medium of instruction from secondary school on wards up to university. Due to this, English is an important school subject in which students' future is largely dependent on success in English.

However, despite the fact that English is offered starting from the first year of schooling, and become the language of instruction, our students' English language ability has not found to be well developed to the standard it is required. This has happened due to different socio Economic problems of the country such as shortage of qualified teachers, instructional materials, luck of learners' motivation and exposure to the target language etc. Concerning this, Tesfaye and Tayler in Hailom, (1993) noted that the problem of having qualified teacher of English in school is a serious problem.

*The need for qualified Ethiopian teachers, which is general in the educational system of the country, is particularly acute for English teaching, and there is a critical need for specialized training in English language competence and in the interests of English curriculum.*

So in order to improve the teaching learning situation of English language, different measures have been taken by the government. English language improvement program particularly for English language teachers at different times, and designing English language instruction through satellite television by the native teachers are among the major steps taken to alleviate the existing problems.

The application of satellite television for instructional program to secondary and preparatory schools in Ethiopia is thought to minimize some of the problems related to the teaching learning conditions if it is properly utilized.

Sherington, (1973) indicates, unlike developed countries, developing countries are well known by scattered population, limited government funds and facilities. In such countries where there is inadequate qualified teachers, inadequate materials and training, the use of media is of great value in accelerating the pace of national development in general and the quantitative as well as qualitative improvement of education in particular.

Honcock (1976:16) also explains the uses of media as “improving quality, variety, and opportunity in education, enrich work in the classroom, extend new curriculum, enlarge learning experiences,

provide inexperienced and under motivated teachers with new skills”.

However, the users’ attitude towards teaching and learning through such instructional media can determine the success of the anticipated goal (Gardner and Lambert, 1972). To ascertain this, the researcher intended to assess what attitude and motivation do grade nine teachers and students have towards teaching and learning through instructional satellite television.

## **1.2. Statement of the Problem.**

In the program of Language learning, making use of satellite television for instruction is thought to be effective as compared to the traditional ways of instruction. Concerning this Dervin and Voigt (1982) state that, there can no longer be any real doubt that children and adults learn a great amount from instructional television. The effectiveness has now been demonstrated in many parts of the world . . . at every level from pre-school throughout adult education, and with a great variety of subject matters and methods.

The Ethiopian government has introduced this innovative instructional media to the governmental secondary schools with the intention to rescue the highly deteriorating quality of education in the country. According to the (2004) Ethiopian government report as cited in Girma (2007) the main objective of introducing this instructional satellite television to the secondary schools is to improve the quality, transmission and equity of education. The report further reveals that the program has been designed on the basis of some specific objectives which has the intention to promote clear presentation by merging sound with images, deliver uniform education to many students found in different parts of the country,

give students and teachers the fast access to the most up-to-date information, present abstract concepts in a more simple ways, offer teachers and students the opportunity to see and listen to a model and competent teachers, and promotes a cost- effective strategy by demonstrating such as laboratory equipment found in one place to all class.

So as to see the success of this technology in education particularly for English Language instruction, the researcher hoped that there could be as many studies as possible. Of these, Girma (2007) dealt with the teaching and learning English reading skill through PTV (the issue of attitude of preparatory year one students). Though his study is confined to the issue of the attitude of reading skills through PTV and its implementation his findings has indicated that in most cases both teachers and students have positive attitude towards learning reading through PTV.

Similarly Medhanie (1986) and Mohammed (2007) who dealt with the same topic (the attitude of 11<sup>th</sup> grade students toward the learning of English as a foreign Language) came up with similar result that students without any doubt have positive attitude towards learning English as a foreign language. However these studies were limited to the attitude of reading through PTV and the attitude of learning English as a foreign language respectively. The present study is designed to assess what attitude and motivation do grade nine English teachers and students have towards teaching and learning English language through instructional satellite television.

Grade nine is focused with the intention that these students had been learning through traditional ways of instruction at their junior

secondary schools, and as a result they might have certain sorts of feelings and attitude to the new type of instruction by native language teacher. So as to see what attitude and motivation do these students and teachers might have, the researcher attempted to answer the following research questions in the course of study.

1. What attitudes and motivation do grade 9 students have to wards learning English Language through PTV?
2. What attitude and motivation do grade 9 English teachers have towards teaching English Language through PTV?
3. What are the factors that affect students and teachers attitude and motivation towards learning and teaching English through PTV?

### **1.3. General Objective of the Study**

- To investigate grade nine teachers' and students' attitude and motivation towards teaching and learning EFL through plasma television.

### **1.4. Specific Objectives of the Study**

- To study grade nine students' attitude and motivation towards learning English Language through plasma television.
- To study grade nine teachers' attitude and motivation towards teaching EFL through plasma Television.
- To study what possible factors might affect their attitude and motivation towards televised instruction

### **1.5. Significance of the Study**

As far as teachers' and students' attitude and motivation towards teaching and learning can either positively or negatively affect the success of learning, the result of this study may have the following contributions.

1. It might help curriculum designers and evaluators of the target language, and Educational Media Agency (EMA) to be aware of the role of attitudes and motivation in language learning and teaching through PTV.
2. English Language teachers and any concerned bodies can get benefits from the findings of the study.
3. It may serve as a spring-board for any organization, practitioner researcher, etc. that wants to conduct a similar study in this area.

### **1.6. The Scope of the Study**

The study includes two senior secondary schools. It focuses only on grade 9 English teachers, and students' attitude and motivation towards teaching and learning English language through plasma television. This finding may be generalized to other schools of the same level.

### **1.7 Limitations of the Study**

This study is limited to investigate grade nine English teachers' and students' attitude and motivation towards teaching and learning English language through PTV in two government secondary schools found in west Showa Zone only.

Though there are about twenty four governmental secondary schools in this zone, due to time and financial constraints, the study is confined to include only two secondary schools which are even far apart from each other

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

#### **2.1. Brief Historical Development of ITV in Ethiopia**

Because of so many different factors such as, economical, socio-political, geographical, educational, technological back grounds and the like, the Ethiopian education has come through various problems. In order to settle such problems, several efforts have been made by different Ethiopian governments at different times. For instance, to improve and upraise the teachers' teaching and the students' learning, an audio visual center was established in Addis Ababa in 1954 on the basis of an agreement made between the then ministry of Education and Fine Arts (MEFA), now called ministry of Education (MOE), and one of the American government's charity organization in 1953 (EMA, 1989 in Tesfaye,1990)

As it has been attempted to be mentioned above, the center was aimed primarily at equipping schools with different educational materials such as: textbooks, charts, graphic materials, films and some other similar materials. To serve these purposes, some Ethiopian teachers were sent to USA to learn production and utilization techniques (Head, 1974) in Tesfaye (1990).

In doing so, the first Ethiopian school television went on the air in October 1957 E.C. before the introduction of radio in to educational activities in Ethiopia.

At the beginning, two programs were telecasted daily to 15 secondary schools in Addis Ababa. Later on, though there was no as such successful instruction through TV to the extent it was required for, the program was expanded to some primary, Junior and secondary schools in certain part of the country up to 1989 E.C.

However, after a long time interruption, realizing the fact that using audio-visual materials especially television in countries like Ethiopia as a decisive issues, the Ethiopia government has re-established the newly satellite plasma Television into the secondary and preparatory schools in 2005 with completely new systems from the previous one (Sabsibe: 2000)

## **2.2. Attitude and Motivation**

As a number of researches conducted on the role of attitudes and motivation in second language learning shows, positive attitudes and motivation are related to success in second or foreign language learning. For instance Gardner (1989), Gardner and Lambert (1972) as quoted in ITO and Sumrall (1993) discussed that attitude and motivation influence success in language classes.

Motivation in second language learning can easily be affected by two important factors. These factors are the learners' needs and purpose for learning the language and their attitudes towards the second language community. For instance, if learners want to use English Socially or for professional purposes, Learners will perceive the communicative value of the language and will be more motivated to learn it. Similarly, learners who have interest to the speakers of the language, they will desire more contact with the people, and if they learn the language just by external pressure rather than their internal pressure, internal motivation will be limited and students may develop negative attitude towards the target language (Atkins, Hailom and Nuru, 1995)

Of course, teachers need to be aware that every one has both positive and negative attitudes. The negative attitudes can be changed, often by exposure to reality for example, by encounters with actual persons from other culture. Negative attitude usually emerge either from false stereotyping or from undue ethnocentrism (Brown, 1994).

### **2.2.1. Attitude**

Attitude has been defined by so many different scholars in the field of language and psychological studies. To see some definitions, McGeoch and Irion (1952:12) defined attitude as “a predisposition towards a particular cognitive, emotion and behaviors, group situation or action.” Edward (1957:6) again defined attitude from psychological point of view as “a hypothetical construct that represents an individual like or dislike, negative or positive, desirable or undesirable. For Hovland (1978:126) “Attitude is a predisposition to respond in a particular way toward a specified class of objects.”

Though it has been defined differently by the scholars mentioned here above, the concept of attitude in all definitions appears to be more or less similar. Hence, attitudes are our reflection for or against something based on our previous knowledge, ideas and feeling about those particular things.

Attitudes are powerful influences on human behavior and learning for they help people to make sense of their world and give signal as to what behavior will be most helpful in dealing with that world.

Attitudes are learned that acquired through process such as experience, direct instruction identification, and role behavior. So they can be modified and changed through time. They can be positive, negative or neutral in varying degrees (Wolman: 1977)

#### **2.2.1.1. Attitude in Second/Foreign Language Learning**

Attitude and motivation do have a significant role to play in second or foreign language learning. A learner who has positive attitude is thought to be well motivated towards the learning material and the instructional media.

Researches show that learners' positive attitudes and motivations will have attitude reinforcement if success of language learning is experienced. Similarly, lack of success in second or foreign language learning might strengthen the learners' negative attitude.

So in order to develop positive attitude, learners need to get constant encouragement, and one of the forms of encouragement comes from a sense of achievement and success (McGroaty, 1996).

With regarding to developing attitudes Hancy and Ullmer (1970:29) said the following:

*Yong people acquire attitudes and values from a variety of sources:- their parents, their school, their classmates their religious affiliation, their neighborhood environments, and the mass media. To change or alter attitudes is not easy. Most people tend to respond to communication that reinforces their present views. They also tend to attach great credence to opinion leaders whether such faith is warranted or not.*

*From the teacher's point of view, the establishment of a specific objective in terms of an attitude change and then devising a strategy that is reasonably sure of bringing about that change is probably least certain of all the types of learning he will attempt.*

It is possible to infer from this extract that attitudes can be learned especially by young peoples from different sources of their environment. However, changing such attitudes seems to be un easy, but it is an area that should not be neglected just because it is difficult or uncertain to bring about a change and develop motivation.

In general, having positive attitude towards what is targeted benefits the learners in all perspectives rather than negative views. Brown (1994) displays similar views saying that second language or foreign language learners benefit much from positive attitudes while negative attitudes may lead to decreased motivation. For instance, students who feel at ease and like their teacher in the classroom learn more, while the others who do not feel as them learn less.

Smith (1971:82) ensured this idea similarly as: “after all, it is a students’ good or poor attitude that make life easy or difficult in the foreign language class room.” This indicates that to what extent learners’ attitudes determine the success of foreign or second language learning classroom.

#### **2.2.1.2. Attitudes Towards ITV**

As it is quite known, attitude towards the instructional innovation such as ITV, Radio and others, be it positive or negative, has a great value in limiting the success or failure of the students learning. Researches reveal that the attitudes of people such as teachers, students’ parents, school administrators and other concerned bodies toward instructional television are crucial to its success (Murphy and Gross, 1966).

According to these authors attitudes of such people are also valuable to the question of quality. It appears that the judgment which teachers, students, and school administrators make of ITV’S quality is colored by elements other than the product itself.

Another similar research further explain this issue that, among some variables that can either positively or negatively affect individuals learning success, attitudes can possibly enhance or impede ones learning and that it can lead to success or failure in performance.

Spolsky (1989) says that since attitude has direct interaction with learners performance, their attitudes towards learning something from the source is of great value. As a result it is likely that positive attitude towards instructional television results in success where as negative attitude results in failure. Therefore it seems possible even to deduce ones future learning performance from the attitude that they have towards a certain field of study.

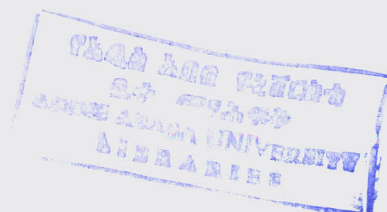
Capel, et al (1995) confirm this view that “the learners’ success in learning can be predicted from the attitude that they have towards a particular language learning.” Of course, though people mostly develop positive or negative attitude towards certain things due to different reasons, sometimes people found simply like or dislike things they might or might not deal with.

Regarding this, Evans (1967:35) says “many of the negative attitudes which educators display toward ITV are not always based on rational evaluations with a maximum of knowledge but, rather, are emotional responses to a contrived image vaguely perceived as threat.”

As mentioned earlier, since both positive and negative attitude towards instructional TV results in either success or failure respectively, an emotional negative impression towards instructional device might affect learners learning success in the teaching learning activities.

#### **2.2.1.2.1. Teachers Attitude Towards ITV**

In the process of teaching-learning through instructional television, teachers’ positive attitude towards the given technology is the very decisive one. Bosch and Visscher (1999) in Abebe (2004) stated that the teachers’ positive attitude towards the technology being implementing positively affects the successful implementation and use of the technology. Likewise, Woodrow (1992) in (Ibid) also revealed that teachers positive attitude towards the given technology is widely recognized as a necessary condition for the effective use of the technology in the classroom. However, the effective use and implementation of this device can greatly be affected by the magnitude of confidence he/she has in the particular situation. Woodrow (1992) further shows that teachers’ attitudes towards the instructional technology might either directly or indirectly influence students’ attitudes toward the instructional device. (Abebe, 2004)



A similar study by Christensen and Knezek (2000) in Ibid (2004) shows that, the task of getting teacher's positive attitude in the integration of technology in the classroom should begin with an assessment of teachers' need.

In addition, Donald (1961:220) stressed that "the success of the use of instructional television in the classroom is determined to a considerable extent by the attitude of the classroom teacher.

Moreover the author genuinely believes that teacher's attitude towards the instructional media can have the power to affect every success in the classroom. Hence, he strongly stressed that "it is very important that the classroom teacher shows an active interest in the telecast. This can do much to influence the attitudes of the students and affect the learning situation" (Donald, 1961:54)

So, from these it is possible to say that, the classroom teacher has a considerable role in the TV classroom, and his /her positive attitude toward the ITV is undoubtedly expected from him/her.

#### **2.2.1.2.2. Students Attitude Towards ITV**

Students are the central focal group to deal with the television instruction either in the school or out of the school setting. However, in order to get maximum learning from such technology, the attitude that they have towards learning through this device is the decisive factor. Based on different external factors, an individual student might have either positive or negative attitude towards the instructional technology mentioned. McKeachie (1962) in Evans (1967:69) clearly indicated that "one of the most interesting outcomes of the studies of students attitudes toward television instruction is that students tend to reflect the feeling of

those of the proctors in the viewing rooms.” The author further continued that, undoubtedly, this is not the only factor to influence students’ attitudes. Other factors also seem to be responsible for students’ attitudes.

Regarding this issue, a study conducted by Evans, Wieland, and Moore (1961) concludes that “Negative attitudes toward television instruction may be less the result of experience in taking telecourse than of such factors as poor course performance. In other words, television as a medium of instruction may become an available whipping post because of its novelty for latent hostile attitude arising from other factors in the college course situation” (Evans 1967:69).

This can summarize that the students’ attitude towards the ITV can easily be influenced by some external factors such as teacher’s attitude towards the same device. As a result they might lose interest to follow the instruction as properly as required.

In general the students’ positive attitude toward learning through instructional television is the necessary condition for successful learning.

### **2.3. Motivation**

Like that of attitude, motivation has also been defined differently by different writers. For instance, it is defined in the terms put forward by Crookes and Schmidt (1991) “interest in and enthusiasm for the materials used in the class” (Peacock 1997:12). Likewise Brown (1994:152) explains motivation as, a commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action. Or in more technical terms, motivation refers to “the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect.”

From the definitions provided, we can infer that, the concept that the authors attempted to display about motivation in second language learning would mean that, it is the internal desire that the learners might have to arrive at a particular success based on their needs and purposes.

In second or foreign language learning, motivation may be thought as the incentive, the need or the desire that the learner feels to acquire or learn it. Some research literature indicates that language acquisition or learning can be affected by three kinds of motivations. These are integrative motivation, instrumental motivation, and social group identification (Dulay, Burt and Krashen, 1982)

So as to get a better understanding of the given idea, a brief insight will be presented on each of the factors that are assumed to be affecting language learning.

### **2.3.1. Motivational Factors that Affect Second Language Acquisition**

An attempt was made by Gardner and Lambert (1959) in Dulay, Burt and Krashen (1982) to distinct between integrative and instrumental motivation in second or foreign language learning.

#### **2.3.1.1. Integrative Motivation**

Integrative motivation may be defined as “the desire to achieve proficiency in a new language in order to participate in the life of the community that speaks the language” (Dulay, Burt and Krashen, 1982:47).

Concerning this motivation, Gardner and Lambart (1972) in (Ibid) confirm that, integrative motivation “reflects a sincere and personal interest in the people and culture represented by the other group”. The authors further reveal that integrative motivation is especially important for the development of communication skill and it provides the students with the necessary motivation to persist in second or foreign language

studies. As different researches attempt to show, it also seems to affect actual behavior in the language learning classroom, and learners with integrative motivation attempt to answer questions in the class, and receive more positive reinforcement from their teacher. Such students seem to be very interested in the language learning classes.

Moreover, as Allwright and Bailey (1991) try to explain more about integrative motivation in relation to learners as: learners with an integrative motivation, who wish to learn in order to related better to, and integrate with, the speakers of the target language tends to be much more active in class and responding more correct responses.

As many Lambert's studies and one study by Spolsky (1969) found that integrative motivation generally accompanied higher scores on proficiency tests in a foreign language. These studies concluded that integrative motivation may be an important requirement for successful language learning. And some teachers and researchers have even gone so far as claim that integrative motivation is absolutely essential for successful second/foreign language learning (Brown; 1994).

#### **2.3.1.2. Instrumental Motivation**

Instrumental motivation, on the other hand, may be defined as the desire to achieve proficiency in a new language for utilitarian reasons, such as getting a job. It "reflects the practical value and advantages of learning a new language" (Gardner and Lambert, 1972) in (Dulay, Burt and Krashen (1982:47)

The given definition implies that instrumental motivation refers to the kind of motivation that is possessed by learners who just wanted academic success or perhaps to get a job for which there is a language requirement.

Gardner et al (1976) in Allwright and Bailey (1991) has shown that learners with different types of motivation may show different patterns of interaction in the second or foreign language classroom. As some studies by (Ibid) indicates, strongly motivated students tended to spend more time working outside class doing such as homework and others, and to participate more actively in class as well.

In general, it seems clear that both integrative and instrumental motivation can positively influence the rate and quality of second language learning that means each is more effective under certain conditions (Dulay, Burt and Krashen, 1982).

### **2.3.1.3. Social Group Identification**

Social Group identification is the third motive that may be defined as “the desire to acquire proficiency in a language or language variety spoken by a social group with which the learner identifies” (Ibid: 50). Of course, lack of identification with a given group result in a learner not wanting to learn the language or language variety spoken by the group (Ibid).

### **2.3.2. Types of Motivation**

According to Brown (1994), Ehrman (1996) there are two forms of motivation. They are intrinsic and extrinsic motivation. They both are vital and play a role in the success of second language learning.

#### **2.3.2.1. Intrinsic Motivation**

For Edward (1975) as discussed in Brown (1994), intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. In this regard, as it was viewed by the author, people seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. In addition, intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self determination.

### **2.3.2.2. Extrinsic Motivation**

On the other hand, extrinsically motivated behaviors are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback (Brown 1994).

In general, motivation is typically examined in terms of both intrinsic and extrinsic orientation of learning. This implies that, students who learn for their own self perceived needs and goals are intrinsically oriented and those who pursue a goal only to receive an external reward from some one else are extrinsically motivated. In any way round, the foreign language learner who is either intrinsically or extrinsically meeting needs in learning the language will be positively motivated to learn.

## **2.4. ITV, Its Importance and Limitation**

### **2.4.1. The Concept of ITV**

Instructional Television is one of the electronic media that takes an active part in the teaching – learning activities. According to Bosner (1977:60) ITV is “the application of the methods and technology of television applied to purposeful instruction; the result of these process are carefully designed, validated and empirically tested materials.” In addition, the author further explains that, the essential purpose of instructional TV is the dissemination of teaching to large audiences. This task requires the combined skills of a large team of educationalist and television practitioners over a period of years at a possible cost of several million dollars for one series. When instructional TV is properly used, it can be very effective and exciting, but it is not a savior or a cure-all (Bosner, 1977).

In the same way many scholars have forwarded their views about the concept of instructional TV, Schramm, Lyle, and Pool (1963:1) Stated ITV as the following

*Educational television is something of a paradox. Part of the greatest sales medium ever developed, it sells nothing. Part of a medium with unequaled ability to attract people to it, it programs for minority audiences. Part of highly expensive medium which needs the support of more than a billion dollars of advertising money annually, it gets no advertising support and exists on Spartan budgets and a rickety financial structure of gifts and school money. Part of a great entertainment medium, it invites its audience to come not for entertainment, but rather for work. It invites them, not to relax, but rather to stretch their minds in order to capture new ideas and information.*

As it has been shown in the given extract, part of the paradox is to mean that the nature of the television itself has two major functions: as a great entertainment device and as a great educational medium.

ITV is a part of medium that programmed for imparting new knowledge to develop learners minds. It serves the minority audiences who are in the line of education rather than audiences who need TV for entertainments.

Instructional television is not programmed to make business matters rather it is compelled to live on Spartan budget and rickety financial structure of gifts and school money. However, with these miserable financial constraints it invites its audience not for entertainment or relaxation but rather for work and stretches their minds.

In general, it is the medium which is devoted wholly to educational purposes, which is not permitted to deal with advertising, and which is licensed to non profit educational or civic organizations in order to serve the educational needs to its communities.

#### **2.4.2. The Importance of ITV**

Many studies about ITV have shown that the importance of television in the educational program has grown rapidly from time to time all over the world. Donald (1961:1) explains the use of television as "Television is

becoming an established part of our life. Boys and girls as well as adults are securing part of their education by television at any place.” Of course, at the beginning many people thought of it merely as a source of entertainment, but later on the attitude of teachers, students and parents towards television has been changed. Hence, much more attention has been give to it now days (Ibid).

Too many researches reveal that instructional TV has many advantages in teaching second or foreign language for different reasons. According to Tomaline (1986) instructional television has many uses in presenting/teaching second or foreign language.

Firstly, TV offers visual and audio clues to meaning and the learners do not only hear what is said or spoken but can see the context in which it is used.

Secondly, since TV has the ability to bring the outside world in to the classroom, the classroom teacher and the students can have something to talk about even beyond the limit of the class room.

Thirdly, since language and culture are interrelated, television can easily introduce the culture of the target language in the classroom.

Hall (1986) also attempts to show the use of ITV in teaching the major language skills and sub skills. He says that, ITV can be used for teaching the four major language skills (listening, speaking, reading, and writing skills). For instance, learners can easily learn how to listen and grasp meanings from spoken language. TV provides the learners some sources of writing to develop their writing skills.

In addition, ITV has a tremendous valuable potential in education particularly in language teaching. As different studies display by different scholars like Donald (1961, 1977), Brinton (1991), Margaret (1985), ITV

can motivate, excite and involve large numbers of people of all ages. It has the potential to transport the attendants to any location in the past, present and future in the realms of fact or fiction, reality or fantasy. It shares the most ideal viewing positions with every viewer. It can make visible to all at the same time what would normally be visible to one such as the image from a microscope or a telescope. It can alternate close-up and distant views, using the zoom lens to make smooth instruction.

Abstract concepts can be concretely visualized by animation. Television messages as can be broadcasted or transmitted along a wire, they are so available and so in expensive (where the number of consumer is large) that television, whether for instruction or entertainment can be used for single viewer or small groups.

Classiere (1960) also adds that the importance of ITV in language teaching learning activities is very vital. The author stresses that instructional television has the potential to show things which are very large or big to be used in the classroom, very small, quite dangerous, and relatively expensive to the local class room instructor to bring into the class.

TV has the advantage to easily provide programs for the entire society and it also has potentials to present the same program to thousands of students at a time.

In doing so, it can solve a tremendous problems that related to educational materials, laboratories, learning contexts, lack of teachers especially in remote areas and other similar things (Heinich, et al, 1989).

For Salomon, (1977) as discussed in Ackerman and Lipsitz (1977:55) "TV can overtly simulate a process which otherwise would have to be executed covertly in thought." It is briefly to mean that, television can

have the potential to show a transformation visually which is analogous, or even similar to what ought to take place in our minds. So it implies that TV has a great advantage for its capability of overtly and explicitly showing a process to learners.

In summing up, television in teaching particularly in language teaching can play a valuable role than what have so far been said throughout the text. This is because, as it has been indicated by different studies, instructional television has so many distinct advantages over the other methods.

To summarize it (a) it can introduce attractive native speakers with good, clear accents, and absolutely up to date phraseology; (b) it can use the best advisers and consultants and extend their teaching to a maximum learners; (c) it can give the authentic flavor of the context, ideally by showing film of context in real situation; (d) it can draw on the resources of the medium generally to present the language in an interesting and exciting way, and there by providing a strong motivation for understanding the desired lesson; (e) it can provide a strong stimulus for further study (Hancock, 1976).

#### **2.4.3. The Limitation of ITV in Language Classroom**

Although instructional television has so many advantages as compared to conventional approach of language teaching, it has also some limitations.

Scholars such as Murphy and Gross (1966), Sampath (1984), Tomaline (1986) and Sharma (1994) attempted to forward some of the limitations of ITV as: ITV has the limitation of absence of contact between students and TV teachers, and failure to meet the needs of the non-average students. Due to the absence of contact between TV instructor and students, there is no chance to ask questions and to get feedback during

the lesson. ITV provides no opportunity for discussion and expression of students' opinion until the show is over. In addition, since it is a viewing and listening device no further action is possible while the program is going on. The TV instructor instructs at his/her own rate and there is no as such possibility to adopt instruction to individual differences among the viewers in different backgrounds.

More over, since ITV is an ephemeral that can only be seen or viewed once or twice, and relatively low language density it is quite inconvenient for intensive study (Tomaline, 1986)

Waniewicz (1972:40) explained has also about the demerits of ITV as: Since television instruction is one way system of communication, it might not fully address the desires of each learners. The researcher further explained as: Because it is aimed usually at large audience, the pace of instruction, the gradations of difficult materials, the amount of materials delivered in one program unit must take into consideration the abilities of an average student.

The given extract tries to address that, as far as ITV is one way instructional media to interact with the TV teachers, it would be a great problem to consider learners individual differences. This means, all learners can not learn the same materials with the same speed in a given period of time to attain the desired objective.

## **2.5 The Purpose of Using ITV in Education**

Based on its uses, instructional TV is adopted for different educational purposes. As indicated by some research findings, many developing countries where there is slow educational progress, technological media like instructional television and radio are mainly adopted for the genuine desire to develop their educational system. This desire can arise from geographical, economical, educational, socio-political and technological



backgrounds and the purpose for which media are used vary (Hawkridge and Robinson, 1982; Anzalone, 1991) in (Teshome, 1998).

Teshome (1998) quoting different researches shows that, the main purpose for which educational media like television and radio have been used especially in developing countries is to improve educational access and equity, to promote educational quality /effectiveness, and for political socialization.

### **2.5.1 Improving Educational Access and Equity**

The expansion and extension of various educational facilities so as to access education for all citizens is the major concern of the developing countries. Michel (1987) as discussed in Teshome (1998) argues that the main reason for accessing education for citizen relates to the belief that education is associated with the nations' high level of social welfare and economic development. As a result, media technologies have widely been adopted in many developing countries in the world.

Many countries, especially developing countries are now days giving more attention to the adoption and wide utilization of different educational technologies such as TV, radio, computers and others into their educational system to ensure educational access and equity (Hawkridge and Robinson, 1982) .

Similarly, studies by Tinio (2002) from on line source confirm the same thing that innovation technologies have the capability to transcend time and space which termed as “any time and any where”.

Innovative technologies enable learning characterized by time lag between the delivery of instruction and its reception by learner. More over, technology based educational delivery (educational programming

broad cast over radio or television) also dispenses with the need for all learning an instructors to be in one physical location.

### **2.5.2 Promoting Educational Quality/Effectiveness**

It is assumed that one of the most important rationale for the use of media (TV, radio and others) in formal education has been believed for their potential to improve the effectiveness of teaching and learning (Teshome, 1998).

In many countries the services of media (like TV) for learning includes the improvement of students academic gain, patterns of promotion, wastage (dropout and repetition), attitudes towards schools as well as the competence of teacher (Block, 1997; Hawkrige and Robinson, 1982; Jamison and McAnany, 1978; Suppes et al., 1978 in (Ibid 1998).

In general, as different review of existing literatures indicate, TV and other media of education have the power to serve large number of learners at a time and can improve educational qualities by presenting the necessary facilities in to the class room and solving shortage and ineffectiveness of classroom teachers at different corners.

Murphy and Gross's (1966:37) assessment made in USA on the effectiveness of ITV in different schools has come up with the following results.

*...Television could be used to teach very large classes, with corresponding savings in teacher time and classroom space, and there was at least tentative confirmation of the hypothesis that TV could improve the quality of education with no increase in cost.*

It is possible to deduce from this assessment made that, television as an instructional medium can provide learning efficiently and improve the quality of education if properly implemented and utilized.

### **2.5.3. Promoting Political Socialization**

The existing experience from educational setting exhibits that state ideologies and values can be considered as one of the reason for initiating educational broadcasting in many of the developing countries. One way of doing such things is through disseminating the declared values of state as well as its priorities and choices using civic programs and others (Teshome 1998).

Regarding this McAnany (1978) in (ibid) noted that political socialization programs are quite sensitive issue especially in developing countries that it undergoes through some school subjects like history, social studies, and language that are often brought under serious ideological questions. In line with this Hawkrige and Robinson (1982:32) say that:

*National ideologies have a powerful influence on broadcasting, particularly educational broad casting. Broadcasting is easily used as an instrument for raising civic and political awareness or for socialization. Decisions to install radio or television net work rest invariably up on political foundations; even a decision not to install these networks may stem form ideology, as in the case of the United Republic of Tanzania's attitude to wards television in the seventies.*

In short, it is possible to conclude that governments particularly in the developing nations adopt educational broadcasting technologies partly for the purpose of promoting political socialization.

### **2.6 The Role of Instructional Television in Education**

Instructional television is a medium which plays a significant role in presenting the subject matter to students for it combines sound and visual in a lesson so that complex and abstract concepts can easily be understood. According to Donald (1977) Television has many instructional roles, the principal ones being total instruction; as a major resources; a supplemental resources for enrichment and evaluation, and as a teaching aid.

### **2.6.1. Total Television Instruction**

Total Television Instruction is a situation where careful preparation and developmental testing substitute for student-teacher interaction, has already proven to be a viable alternative to traditional classroom instruction. Research also shows that television instruction is equally effective when conducted in alternate learning environments, in settings other than classrooms in study areas, self-instructional laboratories, even at home and in dormitories (Donald, 1977).

In the total television instruction, the TV teacher carries the teaching responsibility. Programs may be received in small or large classes in which the classroom teacher is no more than supervisor (Gattengo, 1969).

### **2.6.2 ITV as Major and as Supplemental Resources**

In these categories the ITV, as a major resource of teaching, the classroom teacher supplements the presentation of the TV teacher in the preparation and follow up the lesson. Likewise, in ITV as supplemental resources, the learners get their lesson presentation primarily from the classroom teacher, while television programs are received at less frequent intervals and present materials, which add in put to the classroom lesson (Gattengo, 1969).

Similarly, instructional television as a major resource and as supplemental resource has been proved by most of educators and ITV producers that television is most effective when combined with other learning experiences. This has been supported by a large number of studies using television in conjunction with traditional classroom instruction or with other media. The combined method or “package” is most effective when the separate elements are designed to work together. For instance, where the medium or the television is the major resources, a human instructor might be used for motivation, introduction and

follow-up as earlier mentioned. When the medium or television is a supplemental resource, it might provide an over view, illustrations or summary to strengthen the classroom teacher presentation/lesson. In general, learning is significantly better than traditional instruction when television serves as an integral component with other methods, techniques and media to comprise a total learning system (Donald, 1977).

### **2.6.3. ITV for Enrichment and Evaluation**

Television as instructional enrichment implies content and experiences beyond those required in the curriculum. For this reason, these experiences are not specific and not clearly defined in most instances. The research in incidental learning and secondary content are seen most appropriate to this area. The lack of specificity suggests that the over-all learning would be less than for an equivalent experience focused on predetermined goals (Donald, 1977, Hancock, 1976 and Margaret, 1985). Television is used for self-evaluation in micro-teaching and in many diagnostic situations. Similarly, television may be used to present common experiences, either live or recorded, for group discussion and evaluation.

There are enough researches to confirm the effectiveness of such use, with significant gains over conventional methods in many instances (Ackerman and Lawrence 1977).

### **2.6.4. ITV As a Teaching Aid During Instruction**

In this regard, the class room teacher takes a position in a complete control and use of television for different instructional purposes. He/she might use for demonstration, observation and manifestation as tool which the classroom teacher himself/herself manipulate with his/her own hands (Gattengo 1969)

To sum up, television as an instructional medium can have a potential to play as many different roles as possible in the language teaching learning process.

## **2.7 The Kind of Context for Maximum Learning from ITV**

In obtaining the designed maximum learning from instructional television, the teaching-learning context has a substantial place in the language learning situations.

Murphy and Gross (1966) have clearly shown the study conducted by Denver-Stanford project, completed in (1964) on the possible context for effective learning form instructional television. In learning language through instructional television, a second viewing is valuable when there is no additional instruction; however, when there is additional instruction besides the instruction of television, the second viewing is less effective. Classroom practice that consists of structure, dialogue, narrative drills and some others proved most effective. In addition, supplemental activities which provide more variety produce more learning.

A well-trained and motivated class room teacher is the most effective single learning aid. The interest and the experience that the classroom teacher has influence the kind of learning taking place in the face-to-face and programmed classroom. That is where teacher interest is high students' performance is directly related to teacher preparation and experience and where teacher interest is low, students' performance inversely related to teacher preparation and experience. In general, a context which is a combination of programmed instruction and face-to face instruction is preferably more effective in learning language program (Murphy and Gross 1966).

## **2.8. The Effectiveness of ITV and Its Utilization**

### **2.8.1. The Effectiveness of ITV in the Language Classroom**

Regarding the effectiveness or quality of television as an instructional medium has been investigated by so many different researchers in the field of study. Schramm (1962) as quoted in Murphy and Gross (1966) clearly indicated that, ITV is at least as effective as ordinary classroom instruction when the results are measured by the usual final examination or by standardized tests. The researcher tried to confirm that by employing the usual tests that schools use to measure the progress of their students, he could say with considerable confidence that in about 65 percent a very large number of comparisons made between televised instructions and classroom or face-to-face teacher teaching, there is no significant differences. However, in about 21 percent students learn significantly more through instructional Television, and in about 14 percent, the learners learn significantly less through instructional television.

From the Schramm's investigation on the instructional television's quality as an instructional medium, it is possible to say that learning through television is more or less effective and even more guarantee than the conventional modes of language teaching .

Schramm in (Ibid: 1966:49) revealed the effectiveness of ITV for language teaching-learning saying that:-

*There can no longer be any doubt that students learn efficiently from instructional television. The fact has been demonstrated now in hundreds of schools, by thousands of students, in every part of the United States and in several other countries.*

The study attempted to conclude that, there should no any doubt of the effectiveness of television as medium of instruction in every parts of the world if properly utilized.

The effectiveness and failure of the instructional television has been investigated by so many scholars in different parts of the world. Consequently, most of the results obtained have shown that, instructional television is more effective than traditional face-to-face teacher teaching if it is properly utilized. For instance, in Niger, a lower rate of enrollment was solved when TV broadcasting was systematically used. After initial failure due to the passive resistance of the educational establishment, the enrollment expanded greatly (Schramm (1977) as cited in Getachew (2003).

Similarly, in Somoa television was used in teaching English Language skills for the Somoans. The result also showed that there was a tremendous improvement made by the use of television (Ibid).

## **CHAPTER THREE**

### **3. Methodology**

In this chapter, the sample of the study and how they were taken from the total population, the description of the methods, the procedures have been followed, the instruments used to collect the data required and others were presented.

#### **3.1 Subjects**

For the purpose of this study, Holeta and Menegesha senior secondary schools, which are in western Shoa zone have been selected as a center and source of data. More specifically, to obtain the necessary data for the proposed study, all willing and available grade 9 and 10 English language teachers of both schools were included in the study except one (1) teacher from Holeta secondary school who was not at the school during the data gathering time. Therefore, 9 out of 10 and all 2 grade 9 and 10 English language teachers of Holeta and Menegash secondary schools respectively were included as a source of required data.

Similarly, there were 15 sections of grade 9 students out of which 4 sections were in Mengesha secondary school and the rest 11 section were in Holeta secondary school. 150 students ten (10) from each section were taken for the study.

#### **3.2 Sampling Techniques**

For the purpose of this study, systematic and purposive sampling techniques were used. This means, the two secondary schools were selected purposefully for their convenience, where as the sample students were systematically selected.

As mentioned under 3.1, there were 15 sections and 1004 students who have been learning through PTV as a total population in both secondary schools. Of these, eleven (11) sections or 762 students were in Holeta

secondary school and the rest four (4) sections or 242 students were in Menegesha secondary school.

So as to access equal chance for all kinds of students, males or females, low, medium or fast learners, the researcher first ensured the minimum number of students in each section from their attendance list.

This was to enable him pick out 150 students 10 from each section randomly based on their role numbers. Thus, he found that there were at minimum 60 and above students in each section of both schools. Then the researcher decided to pick out every multiple of six (6) which is greater than five and less than sixty five ( $5 < x < 60$ ) from all sections of both schools to get 150 sample students. In doing so the mentioned numbers of sample students were selected systematically for the study as mentioned earlier whereas all the available and willing grade 9 and 10 English teachers of both secondary schools were included in the study.

### **3.3 Instruments of Data Collection**

In order to triangulate the data gathered from the selected samples, Questionnaire, Interview and classroom observation were successively utilized.

#### **3.3.1 Questionnaire**

In order to obtain the necessary data for the designed study, questionnaire was used as a major data collecting technique for its less cost and wide coverage. More specifically, likert scale questionnaires were preferred to gather adequate information for both attitude and motivation.

Items in the questionnaires were designed in the way that they can elicit information from both subjects for attitude and motivation. They were administered to teachers and students of both secondary schools.

To avoid barriers of understanding, the questionnaire designed for the students were translated into their mother tongue (Afan Oromo) where as teachers' questionnaires were left with out translation for the reason that they can understand and explain their views and feelings in English Language.

For the purpose of this study, 150 questionnaires were distributed to the sample students of both schools; and of these, three (3) questionnaires were lost where as seven (7) were not fully completed. The remaining 140 questionnaires were fully completed in and returned.

Likewise eleven (11) questionnaires were also distributed to teachers of both sample schools and all of them were properly filled in and returned.

### **3.3.2 Interview**

So as to get the actual information with the detailed justification from both subjects (teachers and students), interview was found to be very vital for the study. For this purpose, eight (8) questions for the sample students and ten (10) for the teachers were prepared in advance to ovoid confusion during the actual interview.

Five teachers three from Holeta and two from Menegesha secondary schools were selected and interviewed. Likewise, ten (10) students six and four from Holeta and Menegesha senior secondary schools respectively were randomly selected and interviewed soon after the questionnaires were collected from both subjects.

Thus the response obtained from each question was found to be very supportive and convincing to arrive at a given conclusion.

### **3.3.3. Observation**

In order to substantiate the data gathered through questionnaire and interview with certain additional information, classroom observation was found to be very vital.

This technique was used to observe and obtain the actual practical feelings and practice of both teachers and students at the actual setting during the language learning classes. For this purpose, classroom observation checklist which consists of ten (10) items with the alternative given in the rating scale column (excellent, satisfactory and unsatisfactory) was used.

The focus of the items was to gather the necessary information about the plasma television and the practice of classroom teachers and students during the plasma English lesson. This information would supposed to proof the reliability of the data gathered through other techniques. Through this technique, the researcher could see what feelings, motivation and readiness do teachers and students have to teach and learn eagerly through the plasma television.

For this purpose, three English teachers out of nine (9) available grade nine (9) and ten (10) teachers and one (1) from the two English teachers at Holeta and Menegsha secondary schools respectively were randomly selected.

It was planned to observe each teachers three (3) times to obtain the necessary information at different lessons. However, one teacher of Holeta secondary school was observed only two days for he was sent to attend the training held at Cluster Resource Center (CRC) for a week that the third (3<sup>rd</sup>) observation was missed and became out of analysis. The rest three teachers were properly observed according to the proposed plan and the required information was adequately obtained.

### **3.4 Developments of Instruments**

The instruments for data collection were developed based on the objectives of the issue under study and the developed relate literature. The roughly developed items of each type of instrument were first commented by two prospective graduates of TEFL, who were conducting similar research on relatively different topics. Eventually, certain constructive suggestion was given by the researcher's advisor that some important improvements were made by the researcher before administration.

### **3.5 Data Collection Procedure**

In collecting the required data, first classroom observation was done to minimize the awareness that might have changed the normal classroom atmosphere. Next to this, after a brief orientation on the purpose of this study, questionnaires were distributed to the selected samples of the population of the study.

Finally, soon after the collection of the questionnaire the selected teachers and students were interviewed on the basis of written guidelines.

### **3.6 Method of Data Analysis**

For the purpose of the designed study, the necessary data were gathered through questionnaire, interview and classroom observation. The data gathered through each technique was analyzed separately and commonly whenever necessary.

Thus the data obtained from questionnaires were analyzed quantitatively through tabulation in terms of frequency, percentage and mean score to get the data convenient for interpretation. Then the interpretation was done on the basis of the analyzed frequency, percentage and mean score.

Similarly, the data gathered through classroom observation were also analyzed and interpreted in the same ways as questionnaire quantitatively with out the inclusion of mean score.

Finally, the qualitative data drawn from interview were first organized and analyzed qualitatively in order to support the data gathered through questionnaire and classroom observation.

## **CHAPTER FOUR**

### **4. Results and Discussion of the Study**

In this chapter the data collected through different instruments such as questionnaires, interviews and classroom observation have been presented, analyzed and interpreted by tabulation and textual discussion. The responses to the questionnaires and classroom observation were analyzed on the basis of frequencies and percentages of each item quantitatively and responses obtained from interviews were analyzed qualitatively to support each other in drawing conclusion from them.

The results were presented and discussed in different sections in connection with the attitude and motivation towards the teaching and learning EFL through plasma television. Various kinds of questions were administered through different data gathering techniques to obtain the necessary information to answer the research questions raised in the study.

In relation with the information obtained from the interviews, the data gathered through questionnaire and classroom observation were tabulated and discussed below one after the other.

#### **4.1. Questionnaire Analysis**

In comparison with other instruments used in this study, questionnaire consists of relatively large number of items to elicit certain facts from the sample respondents. The items were categorized into three major parts to see the attitude and motivation of the given subjects from different perspectives. Due to this, priority was given to tabulate, compute and analyze the items of the questionnaire in terms of their frequencies, percentages and mean scores as presented next to this.

#### 4.1.1. Attitude Towards Teaching and Learning English Through PTV.

**Table:-1. Teachers and Students Attitude Towards the Role of PTV Instruction.**

Items	Resp.	SD		DA		U		A		SA		Total		Mean	
		freq	%	Freq	%	freq	%	freq	%	freq	%	freq	%	Σ	X
1.3+	S	16	11.4	-	-	7	5	44	31.4	73	52.1	140	100	578	4.13
	T	-	-	1	9.1	-	-	4	36.4	6	54.5	11	100	48	4.36
1.5-	S	112	80	13	9.3	7	5	8	5.7	-	-	140	100	649	4.64
	T	8	72.7	2	18.2	-	-	1	9.1	-	-	11	100	50	4.54
1.6+	S	-	-	4	2.9	-	-	21	15	115	82.1	140	100	667	4.76
	T	-	-	1	9.1	-	-	1	9.1	9	81.8	11	100	51	4.64
1.7+	S	11	7.9	11	7.9	11	7.9	37	26.4	70	50	140	100	564	4.03
	T	-	-	2	18.2	1	9.1	6	54.5	2	18.2	11	150	41	3.73
<b>Grand Mean</b>														S	4.39
														T	4.32

Note: For Positive Statements: SA=5; A=4; U=3; DA=2 and SD=1

For Negative Statements SA=1; A=2; U=3; DA =4 and SD=5

The mean range indicates - <2.50=Low; 2:50-3.50= Average & > 3.50 = high

\* 3 is an average value on scale(Kumar,1999)

(+) indicates positive statement where as (-) indicates negative statement

-T=teachers; S=students; Resp. =Respondents

As we can see from table 1, except few (11.4% of students and 9.1% of teachers) who disagree, about 84% and 91% of students and teachers respectively responded that they strongly agree/agree to the item 1.3 that focuses on the effectiveness of PTV instruction. This implies that plasma TV is undoubtedly effective to teach and learn English Language through it. Inline with this, the responses obtained from interview of both sample subjects supports the same idea stated above. With regard to the next item (1.5) which means learning through PTV is not comfortable and successful, 89% and 91% of students and teachers respectively said that they strongly disagree/disagree where as 5.7% of students and 9% of teachers agreed to the idea presented. In short this implies that learning or teaching language through PTV is comfortable and successful for almost all sample subjects.

The next item (1.6) was set to elicit views from the respondents whether they like to learn/teach through such mode of instruction. As it can be seen from the table, almost all students (97.1%) and teachers (91%)



confirmed that they like to learn/teach through PTV for the fact that it presents uniform language lesson throughout the country.

Of course, the response collected from interviews of both subjects confirmed the view stated here above for so many reasons.

Finally, the response provided to item 1.7 which was set to seek answer to the question “whether the respondents like the non televised lessons to be televised or not. Similarly, 76.4% of the students and about 73% of the teachers strongly agreed and agreed that even they like the non televised lesson to be televised for better instruction. However, 7.9% of students and 9.1% of teachers were uncertain to say something about and 15.8% and 18.2% of them respectively disagreed to the idea.

In general, the obtained percentages for each item and the grand mean scores of the total items in the above table which is 4.39 and 4.32 for students and teachers respectively reveal that they both have positive attitude towards the role of PTV in English language instruction.

**Tabl:-2. Teachers Attitude Towards the Role of PTV English Language Instruction.**

Item	Statement	Teachers' Response													
		SD		DA		U		A		SA		Total		Mean	
		freq	%	freq	%	freq	%	freq	%	freq	%	freq	%	Σ	X
1.8-	PTV has no as such significant role in teaching English Language	4	36.4	5	45.5	2	18.2	-	-	-	-	11	100	46	4.18

Table-2- displays an item (1.8) which was designed to check what was discussed in table 1 about the role of PTV. It says ‘PTV has no significant role in teaching English language’. As it can be seen from the table, about 82% of the teachers disagreed and strongly disagreed to the idea whereas only 18.2% was uncertain to make judgment. From this and the previous discussion it is possible to say that PTV has meaningful roles in

English language classroom and the teachers and the students favor to teach and learn language through it.

**Table -3- Teachers and Students' Attitude Towards the PTV Mode of Instruction**

Items	Resp.	SD		DA		U		A		SA		Total		Mean	
		freq	%	freq	%	freq	%	freq	%	freq	%	freq	%	Σ	×
2.1-	S	15	10.7	6	4.3	9	6.4	69	49.3	41	29.3	140	100	305	2.19
	T	2	18.2	1	9.1	-	-	6	54.5	2	18.2	11	100	28	2.55
2.4+	S	3	2.1	9	6.4	5	3.6	28	20	95	67.9	140	100	623	4.45
	T	-	-	1	9.1	-	-	7	63.6	3	27.3	11	100	45	4.09
2.5+	S	26	18.6	13	9.3	13	9.3	64	45.7	24	17.1	140	100	467	3.34
	T	-	-	2	18.2	-	-	9	81.8	-	-	11	100	40	3.64
<b>Grand Mean</b>														S	3.33
														T	3.43

Note:- For Positive Statements: SA=5; A=4; U=3; DA=2 and SD=1

-For Negative Statements SA=1; A=2; U=3; DA =4 and SD=5

-The mean range indicates - <2.50=Low; 2:50-3.50= Average & > 3.50 = high

\* 3 is an average value on scale

(+) indicates positive statement where as (-) indicates negative statement

-T=teachers; S=students; Resp. =Respondents

Table 3 shows the students' and teachers' reaction towards the PTV mode of instruction. Different items were set to obtain the required information from different aspects. Item 2.1 is among the different items grouped in this category which specifically focuses on whether the teachers and the students dislike the one way PTV teacher dominated mode of instruction.

With regard to this item, though there were complain during the interview about the absence of contact between the PTV teacher and the students and inadequate time allocated for classroom teacher to do many different roles, about 79% of students and 73% of teachers disagreed or strongly disagreed that they seemed to favor the plasma TV teacher dominated English language classroom. The remained number or percentage of the students and teacher seemed to agreed or strongly agreed to dislike the approach were as about 6% of students were not certain to favor or disfavor concerning such kinds of mode of instruction.

In summing up, the presented data seem to imply that, the majority of the students and teachers were not unhappy with the PTV teacher dominated mode of instruction where as few of them, have the tendency to disfavor such kind of approach in language learning.

Item 2.4 was concerned with the issue that PTV is advantageous for it uses the best teacher with ample experiences. With regard to this stated idea, about 88% of the students and 91% of the teachers responded that they agreed or strongly agreed that the best teacher with better experience has been used for PTV presenter specially for English language program. However, few (8.5%) of the students and 9.1% of the teachers were still seemed to disagree to the idea stated. From the given data, it is possible to suggest that both teachers and students agreed/strongly agreed to the idea stated about the teacher of PTV. Similarly, about 63% of the students and 82% of the teachers seemed to agree/strongly agree to the idea of item 2.5 which says 'English language learning via PTV is better than classroom face-to-face instruction.' But some students (27.9%) of the students and 9.1% of the teachers seemed to have the tendency to disfavor learning through PTV where as about 9.3% of the students were not still certain to decide between.

In general, from the data computed so far in table 3, it seems reasonable to say that both the teachers and the students have positive attitude towards the PTV mode of instruction. This could be said that the percentage of each item and the grand mean value that appeared to be greater than three for both students' and teachers' responses indicated that they are considered to have positive attitude towards this mode of instruction.

**Table -4- Teachers' Attitude Towards the PTV Mode of Instruction**

Item	Statement	Teachers' Responses													
		SD		DA		U		A		SA		Total		Mean	
		freq	%	freq	%	freq	%	freq	%	freq	%	freq	%	$\Sigma$	$\bar{X}$
2.9-	I prefer to teach English Language with out the integration of plasma television (PTV)	2	18.2	9	81.8	-	-	-	-	-	-	11	100	46	4.18

Item 2.9 is designed specifically for teachers to confirm the views discussed so far under the PTV mode of instruction in table 3. It was intended to know teachers' interest on whether they prefer to teach English language without the use of plasma television. As it has been indicated in the above table (table 4), all the English teachers (100%) appeared to disagree and strongly disagree to teach English without plasma TV. Of course, English language through PTV by native teacher was much appreciated by the teachers during the interview. However, it is quite sound to remember that, they mentioned out that there are many problems that need to get solution in the process of teaching-learning through PTV as a whole. For instance, pace of PTV teacher; inadequate time allotted for each activity; utilizing foreign students (from South Africa, Uganda etc) as model learners for various activity; occasionally failure of light during presentation of lesson; lack of technician for certain minor maintenance etc are some of the major problems that affect the success of PTV instruction.

In general, this implies that if the above mentioned problems get solved, teaching English language through PTV is undoubtedly very essential that almost both teachers and students seem to favor more to teach and learn through it. Moreover, in addition to the oral interview stated, the view of both sample subjects could further be ascertained by the computed percentage and mean score indicated in table 4.

**Table-5- Teachers and Students Attitude Towards the PTV Teachers Approach.**

Items	Resp.	SD		DA		U		A		SA		Total		Mean	
		freq	%	freq	%	freq	%	freq	%	Freq	%	freq	%	Σ	χ
3.3-	S	4	2.9	22	15.7	-	-	76	54.3	38	27.3	140	100	298	2.13
	T	-	-	3	27.3	-	-	7	63.6	1	9.1	11	100	27	2.45
3.4+	S	28	20	48	34.3	-	-	52	37.1	12	8.6	140	100	392	2.8
	T	7	63.6	4	36.4	-	-	-	-	-	-	11	110	15	1.36
3.5-	S	86	61.4	37	26.4	3	2.1	6	4.3	8	5.7	140	100	607	4.34
	T	2	18.2	7	63.6	2	18.2	-	-	-	-	11	100	44	4.00
3.6-	S	80	57.1	22	15.7	6	4.3	22	15.7	10	7.1	140	100	560	4.00
	T	5	45.5	5	45.5	-	-	1	9.1	-	-	11	100	47	4.27
<b>Grand Mean</b>														S	3.32
<b>Grand Mean</b>														T	3.02

Note: For Positive Statements: SA=5; A=4; U=3; DA=2 and SD=1

For Negative Statements SA=1; A=2; U=3; DA =4 and SD=5

The mean range indicates - <2.50=Low; 2:50-3.50= Average & > 3.50 = high

\* 3 is an average value on scale

(+) indicates positive statement where as (-) indicates negative statement

-T=teachers; S=students; Resp. =Respondents

As stated here above, this table indicates that the students' and teachers' attitude towards the approaches of PTV teacher in English Language instruction. Different items were set to assess the respondents' view from different perspective as we can see in the given table. Item 3.3 has stated that teachers and students dislike the speed of the PTV teacher during language presentation. As it can be seen from the table, about 82% and 73% of students and teachers respectively agreed and strongly agreed to the speed of the PTV teacher where as about 19% of students and 27% of teachers seemed to disagree. This indicates that the pace of PTV teacher has not been accepted positively both by teachers and students.

In line with this, item 3.4 was also set to confirm the issue of time reflected in item 3.3 as speed and others. With regard to this, almost all teachers and most students disagreed to the idea that there is no as such serious problem with time allotment for each activities as indicated in the given table.

Concerning item 3.5 which says “the PTV teacher’s language is unclear and beyond the learners understanding”, about 88% and 82% of students and teachers respectively disagreed and strongly disagreed to the idea stated, where as about 10% of students seem to agree and the rest very few students and teachers found to be uncertain about it.

During the interview, some of the sample students were complaining and there were a certain sense of dissatisfaction about the absence of interaction with the PTV teacher. However, about 72% of students and 91% of teachers were found disagreed and strongly disagreed about the item 3.6 which was stated as: due to lack of interaction with teacher on PTV, students hate to learn English language eagerly. In short this implies that, even though there is problem with the PTV teacher about interaction, still both teachers and students favor to learn through plasma television program.

In general, as one can see from the table, the idea of item 3.3 and 3.4 which stood out 2.13, 2.45 and 2.8, 1.36 for students and teachers respectively imply that, both students and teachers seem to have negative altitude towards the issue of TV teacher’s speed and time allotment for each activity during English language classroom. However, with regard to the last item 3.5 and 3.6 their mean scores for students and teachers were found to be above three points. These imply that both the teachers and the students seemed to have positive attitude towards the clarity of the PTV teacher’s language and absence of interaction during language learning through plasma TV.

In general, the grand mean or the total mean scores (3.32 and 3.02) for both students and teachers respectively were computed to be above an average. This is considered to imply that both the respondents have the tendency to favor the approaches of teachers on PTV during the classroom instruction.

**Table -6- Teachers' Attitude Towards PTV teacher's Approaches**

Item	Statement	Teachers Responses													
		SD		DA		U		A		SA		Total		Mean	
		Freq	%	freq	%	freq	%	freq	%	freq	%	Freq	%	M	X
3.10	The PTV teacher doesn't consider the pace and background of individual differences in Learning English Language.	-	-	1	9.1	1	9.1	7	63.6	2	18.2	11	100	23	2.09

As shown in the table 6 item 3.10 is another aspect of plasma TV teacher's approach which was addressed to the teachers only. It was designed to investigate whether the PTV teacher does not consider the learners pace and the background of individual differences in learning English language through plasma television.

Concerning this, about 91% of the teachers agreed that the PTV teacher does not consider the pace and the background of the individual differences in language learning whereas 1 or 9.1% of them was uncertain to agree or disagree about the issue raised. As a result, teachers seemed to have negative feelings. Of course, this kind of approach can undoubtedly seem to affect the success of English language learning in the plasma TV classroom.



#### 4.1.2 Motivation Towards Teaching and Learning English Through PTV.

**Table -7- Teachers' and students' Motivation Towards the Role of PTV Instruction**

Item	Resp	SD		DA		U		A		SA		Total		Mean	
		freq	%	freq	%	freq	%	freq	%	freq	%	freq	%	Σ	X
1.1 <sup>+</sup>	S	8	5.7	21	15	8	5.7	64	45.7	39	279	140	100	525	3.75
	T	-	-	-	-	1	9.1	2	18.2	8	72.7	11	100	51	4.64
1.2 <sup>+</sup>	S	4	2.9	12	8.6	9	6.4	52	37.1	63	45	140	100	578	4.13
	T	-	-	1	9.1	-	-	1	9.1	9	81.8	11	100	51	4.64
1.4 <sup>+</sup>	S	9	6.4	13	9.3	3	2.1	48	34.3	67	47.9	140	100	571	4.08
	T	-	-	-	-	-	-	7	63.6	4	36.4	11	100	48	4.36
<b>Grand Mean</b>														S	3.99
														T	4.55

Note: For Positive Statements: SA=5; A=4; U=3; DA=2 and SD=1  
 For Negative Statements SA=1; A=2; U=3; DA =4 and SD=5  
 The mean range indicates - <2.50=Low; 2:50-3.50= Average & > 3.50 = high  
 \* 3 is an average value on scale  
 (+) indicates positive statement where as (-) indicates negative statement

As it has been mentioned under 4.1.1.2, this section has attempted to deal with the motivation of students and teachers towards the PTV instruction. So as to obtain adequate information on students' and teachers' motivation to learn and teach English Language through plasma TV, various items have been arranged into different categories as shown below.

So, table-7- shows the discussion that focus on the role of PTV in English language instruction. Item 1.1 is among the various items arranged in this table to seek certain agreements from the respondents on 'teaching through PTV is interesting for it presents standardized and quality of English Language'. About 74% of the students and 91% of teachers agreed that it presents standardized and quality language as compared to conventional or face-to-face classroom instruction. But there were few students (20%) and 9% of teachers who were found to be disagreed and uncertain about the role mentioned. In line with this, the next item 1.2 and 1.4 (refer appendix C Part 1) were designed to see if the teachers and the students are motivated towards the different roles that the PTV plays in language teaching activities. Concerning these, all teachers

(100%) and about 82% of students agreed and strongly agreed that teaching and learning English through plasma television is very motivating for its potentials to bring realities into the classroom and presents abstract concepts in very simplified ways. This issue was widely realized by the interviewees during the oral interview. Moreover, the researcher also practically observed such realities when he was conducting observation program in the plasma TV classroom.

In general, the frequency, the percentage and mean scores shown in the table undoubtedly imply that both the students and the teachers seemed to have motivation towards the role of PTV in language teaching activities. In addition, the grand mean (3.99 and 4.55) for students and teachers respectively are found to be greater than an average point. This indicates that the respondents do have positive feeling towards the role of PTV in English language teaching activities.

**Table -8- Students Motivation Towards the Role of PTV Instruction**

Item	Statement	Students' Responses													
		SD		DA		U		A		SA		Total		Mean	
		freq	%	freq	%	freq	%	freq	%	freq	%	freq	%	M	X
1.8+	The PTV integrates different visual pictures that encourage me to learn English Language well.	-	-	-	-	-	-	28	20	112	80	140	100	672	4.8

Table -8- shows the specific discussion on particular item designed for students only. It was to ensure whether the different visual pictures which are integrated in the PTV instruction encourages the learners to learn English language well. Here, all or 100% of the students ensured that the different visual pictures that PTV integrates in English

Classroom is very encouraging that they have initiation to learn English through PTV.

In general this and the discussion in table 7 has the implication that they do have interest towards certain roles of plasma TV that lead them to have motivation towards learning English through it.

**Table -9- Teachers' and Students' Motivation Towards the Mode of PTV Instruction**

Item	Resp	SD		DA		U		A		SA		Total		Mean	
		freq	%	freq	%	freq	%	freq	%	freq	%	freq	%	Σ	X
2.2-	S	106	75.7	21	15	6	4.3	-	-	7	5	140	100	639	4.56
	T	1	9.1	7	63.6	-	-	3	27.3	-	-	11	100	39	3.54
2.3-	S	97	69.3	24	17.1	3	2.1	4	2.9	12	8.6	140	100	610	4.36
	T	6	54.5	2	18.2	-	-	1	9.1	2	18.2	11	100	42	3.82
2.6+	S	10	7.1	4	2.9	12	8.6	68	48.6	46	32.9	140	100	556	3.97
	T	-	-	1	9.1	1	9.1	6	54.5	3	27.3	11	100	44	4.00
2.7-	S	73	52.1	29	20.7	15	10.7	12	8.6	11	7.9	140	100	561	4.01
	T	2	18.2	9	81.8	-	-	-	-	-	-	11	100	46	4.18
<b>Grand Mean</b>														S	4.23
														T	3.66

Note: For Positive Statements: SA=5; A=4; U=3; DA=2 and SD=1  
 For Negative Statements SA=1; A=2; U=3; DA =4 and SD=5  
 The mean range indicates - <2.50=Low; 2.50-3.50= Average & > 3.50 = high  
 \* 3 is an average value on scale  
 (+) indicates positive statement where as (-) indicates negative statement

In the above table (table 9) there are four relatively different items which were designed to collect information from different perspective regarding the teachers and students motivation towards the PTV mode of instruction. Item 2.2 was set to see what feelings do the respondents have on the idea which says "Language teaching through PTV is monotonous and creates learners disciplinary problems. About 91% and 73% of students and teachers respectively disagreed and strongly disagreed to the idea stated where as relatively very few students and teachers accepted the idea of PTV as being monotonous and creating learners disciplinary problems.

Additionally, as we can see the responses of students and teachers to item 2.3 which was not comfortable to learn or teach through PTV, almost 86.4% and 73.1% of students and teachers disagreed that they do not feel discomfort when they learn and teach English through PTV.

However, only 11.5% and 27.3% of students and teachers responded that they felt discomfort when they learn and teach English language through PTV. Regarding the motivation to learn and teach English through PTV by the native language speaker (item 2.6), about 82% of students and teachers seemed to have good motivation towards learning and teaching English through PTV by native speaker. But 10% and 9.1% of students and teachers respectively responded that they do not have motivation to learn English through PTV by native speaker whereas about 9% of both students and teachers were uncertain to say something about it.

Similarly, as we can observe the responses of students and teachers to the item 2.7 which was about the dissatisfaction of teachers with the PTV to make the necessary facilitation in the classroom, all teachers and about 73% of students disagreed to the item whereas about 17% and 11% of students agree and uncertain about the issue stated respectively.

This means all teachers and the majority of the students seem to agree that teachers are happy to teach through PTV and make the necessary facilitation whenever they are required to do so.

In general, as we can refer the percentages of each item and the grand mean scores for both students and teachers, it is possible to say that both the subjects have better motivation towards the PTV mode of instruction.

**Table-10- Teaches' Motivation Towards the PTV Mode of Instruction**

Item	Statement	Teachers' Responses													
		SD		DA		U		A		SA		Total		Mean	
		freq	%	freq	%	Freq	%	freq	%	freq	%	freq	%	Σ	X
2.8-	I have no motivation to help students in PVT English Language teaching classroom	1	9.1	10	90.9	-	-	-	-	-	-	11	100	45	4.09

An item 2.8 which was presented in table 10 has been designed specifically for teachers to further ensure what have been discussed in table 9 about the motivation towards the PTV mode of instruction. Concerning the stated item in this table, all teachers or 100% of them responded that they have well-motivated to help students in learning English language through PTV.

In summing up, table 9 and 10 have displayed the issues of the students and the teachers motivation towards the PTV mode o instruction that the responses revealed almost most of the students and the teachers have better motivation to wards the PTV mode language instruction.

**Table -11- Teacher's and Students' Motivation Towards the English Teacher on PTV.**

Items	Re	SD		DA		U		A		SA		Total		Mean	
		freq	%	freq	%	fre	%	fre	%	fre	%	freq	%	Σ	X
3.1-	S	-	-	10	7.1	5	3.6	66	47.1	59	42.1	140	100	594	4.24
	T	-	-	-	-	-	-	3	27.3	8	72.7	11	100	52	4.73
3.7+	S	8	5.7	10	7.1	3	2.1	41	29.3	78	55.7	140	100	591	4.22
	T	-	-	1	9.1	-	-	3	27.3	7	63.6	11	100	49	4.45
3.8-	S	-	-	-	-	5	3.6	43	30.7	92	65.7	140	100	193	1.38
	T	-	-	2	18.2	-	-	3	27.3	6	54.5	11	100	20	1.82
<b>Grand Mean</b>													S	3.28	
													T	3.67	

Note: For Positive Statements: SA=5; A=4; U=3; DA=2 and SD=1

For Negative Statements SA=1; A=2; U=3; DA =4 and SD=5

The mean range indicates - <2.50=Low; 2:50-3.50= Average & > 3.50 = high

\* 3 is an average value on scale

(+) indicates positive statement where as (-) indicates negative statement

As can be seen in the above table (table 11), the response of students and teachers have been analyzed as previous in terms of frequency, percentages and mean values. The items arranged in this category were to confirm the agreements of students and teachers on the motivation to wards the PTV teachers in learning English language. Item 3.1 was about

the effect of PTV teacher's pronunciation on students' and teachers' learning and teaching motivation indicates 89.2% of students and all teachers agreed and strongly agreed that the PTV teachers' pronunciation motivates them to learn and teach English language through plasma TV respectively. However, there were few students who disagreed and uncertain about the TV teacher's pronunciation to create some sort of motivation.

Similarly, the next item (3.7) focuses on the method that the PTV teacher employed to deliver English language. About 85% and 91% of the students and the teachers respectively agreed and strongly agreed that they are motivated by the method that employed by PTV teacher.

Finally, item 3.8 intended to emphasize on "the time allotment for different activities de-motivates both the students and the teachers to do the necessary facilitation" 96.4% and 81.8% of students and teachers respectively seemed to agree and strongly agree that there is problem with time allotment for different activities which discourages students to learn the lesson eagerly and teachers to make the necessary facilitation at different stages of learning through PTV. This issue was seriously raised as critical problem both by students and teachers during the oral interview.

In general, as the percentages and mean scores indicated, almost both teachers and students are well motivated to teach and learn through plasma television. However, with regard to item 3.8 as the percentage and mean scores displayed in the table, the respondents seemed to be de-motivated by the insufficient time allotment in learning through such mode of instruction.

Finally, since the calculated grand mean scores are beyond the average score for both students and teaches, it is possible to conclude that both respondents do have a certain motivation towards the PTV teacher.

**Table -12- Students' Motivation Towards PTV teacher's Approaches to ELT**

Item	Statement	Teachers' Responses												Mean	
		SD		DA		U		A		SA		Total		Σ	X
		freq	%	freq	%	freq	%	freq	%	freq	%	freq	%		
3.2+	I have no initiation to learn English through PTV because the PTV teacher uses only the target Language for instruction	91	65	26	18.6	5	3.6	11	7.9	7	5	11	100	603	4.31

Item 3.2 was presented only to students to further ensure what have so far been discussed in table 11. In other words, it was presented to the students to check whether really they have motivation to wards the PTV during English language learning.

As it has been shown in table 12 here above, about 84% of the students seemed to disagree and strongly disagree to the stated idea, where as about 13% agreed and 3.6% of them found to be uncertain about it.

To sum up, as the given percentage and mean score of the response in table 12 revealed, using only the target language for instruction by the PTV teacher does not hinder students' initiation to learn English language though PTV. This implies that the students seem to have a good motivation to wards learning though PTV in general and the medium of instruction in particular.

**Table-13- Teachers' Motivation Towards the Approaches of PTV Teacher in ELT Classroom**

Item	Statement	Teachers' Responses													
		SD		DA		U		A		SA		Total		Mean	
		freq	%	freq	%	freq	%	freq	%	freq	%	freq	%	Σ	X
3.2-	If I teach English with out PTV, I hope, we (I and my students) can better be motivated	4	36.4	4	36.4	3	27.23	-	-	-	-	11	100	45	4.09

As indicated in table 13, item 3.2 was targeted specifically to the teachers to compare teaching with or with out PTV. In this regard about 73% of the teachers were found to be disagreed and strongly disagreed to the idea of item 3.2 where as 27% were appeared to be uncertain to teach better than PTV. This implies that teachers agreed that students and teachers are better motivated when they teach and learn English language through PTV.

The indicated percentage and mean score imply that the students are more motivated toward the PTV instruction than conventional mode of instruction.

**Table -14- Teachers' Motivation Towards the Approach PTV Teacher in ELT Classroom**

Item	Statement	Teachers' Responses													
		SD		DA		U		A		SA		Total		Mean	
		freq	%	freq	%	freq	%	fre	%	fre	%	freq	%	Σ	X
3.9-	I am much demotivated with the time allotted to recap the daily language lesson.	-	-	1	9.1	1	9.1	7	63.6	2	18.2	11	100	23	2.09

As shown in the table 14, item 3.9 is another aspect of plasma TV teacher's approach which was set for the teachers to ensure whether they de-motivated with the time allocated to recap the daily language lesson. With this regard about 91% of teachers agreed and strongly agreed that they are not happy with the time given to recap the daily lesson where as 9.1% said they disagree about this issue.

In general, as it has been observed from table 11-14 about 6 different items were presented to students and teachers commonly and separately to investigate their motivation towards the PTV teacher's approaches in English language teaching- Learning activities. However, except items 3.8 and 3.9 whose percentages and grand mean values appeared to imply low motivation, most of the results obtained from the computed data confirmed that both students and teachers are found to be well motivated towards the PTV instruction in general and the TV teacher in particular.

#### **4.2 Classroom Observation Analysis**

As can be seen, the main purpose of classroom observation was to make sure what actually take place in the practical classroom situation. For this purpose, ten (10) observation check list items have been categorized into two parts. The first part consists 5 items that focus on the physical quality of the classroom situation along with the PTV itself and the teacher on PTV, where as the second part also consist 5 items that focus on the learners' and classroom teachers' feelings and motivation to learn and teach through plasma TV. As it was mentioned earlier, under 3.5 and 3.3.3, the three (3) randomly selected classrooms were observed three (3) times each by three observers including the researcher. The two-co-observers were oriented first by the researcher to carryout the designed observation program. The three (3) rating scale (Excellent, Satisfactory and Unsatisfactory) were used to rate the given items. Since the selected classrooms were observed by three people inter changeably, each of the item was analyzed out of nine (9) in terms of frequency and percentage to make the necessary interpretation indicated in the table below.

## Part-1- Regarding Classroom and PTV

Table -15- Observation Checklist Regarding Classroom and PTV

No	Ob. Items	Rating Scales							
		Excellent		Satisfactory		Unsatisfactory		Total	
		Fre	%	Fre	%	Fre	%	Fre	%
1	The class room atmosphere (attractiveness size, etc.)	2	22.2	7	77.8	-	-	9	100
2	The visibility of PTV at all corners of students	7	77.8	2	22.2	-	-	9	100
3	The sound quality of Plasma TV during instruction	9	100	-	-	-	-	9	100
4	The language clarity of PTV teacher with regard to students level of understanding	2	22.2	5	55.6	2	22.2	9	100
5	An effort made by the PTV teachers to attract students' attention	1	11.1	5	55.6	3	33.3	9	100

As displayed, the first item in the above table has clearly indicated about 78% of the responses reveal that the classroom atmosphere such as class size, attractiveness, sitting condition etc. which directly or indirectly influence the learners feeling and motivation to wards learning through PTV was found to be acceptable (satisfactory) as learning situation.

With regarded to items 2 and 3 which focus on the issues of visibility and sound quality of PTV to all students at every corners respectively, the computed data has explicitly indicated that almost the visibility and sound quality of PTV that can affect the teaching learning activities are found to be excellent. This can positively contribute to the learners feelings and motivation to learn through plasma TV.

Concerning item '4' that deals with the clarity of PTV teacher's language, 5 or 55.6% of the responses have shown that the clarity of the PTV teacher's English language is acceptable (satisfactory) to be understood by the learners of this level where as 22.2% responses have shown that the clarity of language mentioned above is excellent that the learners can easily understand and learn the language with out any difficulty.

In general, the displayed results indicate that the medium of instruction of PTV is well that has positive contribution to the students' attitude and motivation to wards learning through PTV.

Moreover, this result is further supported by the response obtained from items such as 3.1, 3.2, 3.5 etc. in students questionnaire.

Similarly, the responses provided to item 5 in table 15 show that 55.6% of the respondents believed that the PTV teacher attempts to trap the learners attention to a certain extent and 11.1% of them also believed that this teacher makes an excellent effort to attract their attention to learn eagerly through PTV. This is of course among the strong quality/aspect of the PTV approach which was widely supported during the interview and questionnaire.

## Part 2 Regarding Students and Classroom Teachers

**Table -16- Observation Checklist Regarding Students and Classroom Teachers**

No	Ob. Items	Rating Scales							
		Excellent		Satisfactory		Unsatisfactory		Total	
		Fre	%	Fre	%	Fre	%	Fre	%
6	Students, readiness and motivation to learn the English language from the PTV teacher	-	-	7	77.8	2	22.2	9	100
7	The learners interest and eagerness to follow the PTV teacher	-	-	7	77.8	2	22.2	9	100
8	Students motivation to participate in every activities provided by the PTV teacher	-	-	7	77.8	2	22.2	9	100
9	Students discipline and attention during language learning which indirectly imply their motivation and attitudes in learning through PTV	-	-	6	66.7	3	33.3	9	100
10	The class room teacher's motivation to facilitate the English language learning via PTV.	8	88.9	1	11.1	-	-	9	100

As responses given to item 6 displayed in table 16 above , about 78% of observation evidence confirmed that almost the readiness and motivation of students to learn English language through PTV is acceptable (satisfactory) where as few about 22% believed it to be unsatisfactory. So, from this analysis it is possible to say that most of the students are ready and motivated to learn English through PTV program.

In similar ways about 78% of observation evidence of items 7 and 8 indicate that the majority of the students have interest and motivation to

follow and eagerly participate in every activities of English language learning through PTV. However few responses about 22% show that learners interest and motivation to follow and participate in every activities of Plasma instruction is unsatisfactory.

Ultimately, the obtained result implies that most of the students have positive attitude and motivation to wards the given mode of instruction. Of course, this view was highly supported in students questionnaire specifically in items 1.1, 1.2, 1.6, 1.8, 2.1 etc.

As displayed in table 16 above, item 9 that focus on learners' discipline and attention that can affect attitude and motivation, about 67% observation result shows that the learners discipline and attention were good enough to learn English language without any problem. This has also be confirmed further by the responses given to item 2.2 in students questionnaire where about 91% of students disagreed about the learners disciplinarily problems during the PTV instruction.

Eventually, the observation result which indicates about 89% to item 10 implies that the class room teachers have excellent motivation to facilitate English language learning through PTV. This result can further be confirmed again by the responses provided to item 2.7 of teachers' questionnaire that best indicates teachers' motivation to learn English through PTV.

To sum up, it is thus possible to conclude from what have so far been discussed briefly as follow. The visibility, sound quality of PTV and teachers' motivation to facilitate learning were found to be excellent where as the classroom atmosphere, PTV teacher's language clarity and her effort to trap learners' attention were acceptable (satisfactory) for language learning to be successful. Furthermore, students' readiness, interest, motivation, discipline and attention to learn via PTV are also

acceptable that indicate the learners' tendency to have positive attitude and motivation to learn English through PTV.

### **4.3. Interview Analysis**

To obtain the detailed information, ten (10) and eight (8) questions were prepared and presented to five (5) and ten (10) teachers and students of sample schools respectively. The data gathered through this technique were described qualitatively so that it supports the data gathered through other techniques.

An attempt was made to analyze the responses of both teachers and students accordingly based on their relation to each other as indicated here under.

Questions 1 and 4. What is your over all attitude towards televised mode of English language learning/teaching? Why?

Almost all the interviewees (teachers and students) replied that they have positive attitude towards the televised mode of English language learning/teaching for various reasons. Some of the common reasons are: abstract concepts can easily be learnt through PTV mode of instruction; almost uniform English lesson is taught to all students of this level through out the country; and it contributes to the quality of language learning by native teachers. More over, the time allotted for the lesson is effectively utilized and there is no interruption of lesson for the absence of teacher etc.

Questions 2 and 6. DO you have a sense of motivation in learning/teaching English language through PTV? Why? The response to this question is all in all, yes, the reason provided by most of them were: because it presents language in context and language laboratory to the classroom, it presents different language learning or teaching strategies to impart the language. The method that the PTV teacher use for different language lesson motivates them to learn and teach through PTV.

Questions 3 and 5. Do you like the way PTV teacher presents English language? Why? The answer to this question was, 'yes' the reason given by most of them were PTV instruction attracts them to learn and teach through it interestingly. The learners 'Said that the PTV teacher uses different approaches to different lesson that motivates them to learn actively. As most teachers said, the various methods that the PTV teacher uses has helped them in teaching such lesson and they have learned a lot from this teacher.

Questions 7 and 10. Do you think that PTV is not effective in teaching English? Why? Most of the teachers and the students replied that, PTV is effective for teaching learning activates. This is because of the fact mentioned above under question number 1, and 4, 2 and 6 and 3 and 5. Besides these, they said that even learners and teachers learn much from this mode of instruction.

Question (4) what benefit can you get in learning English through PTV? This question was presented to students that they replied to the question in slightly different ways. However, some of the common points that they mentioned were: they could learn native pronunciation, language in context, standardized English language uniformly all over the country, and they are able to learn audio and visually supported language presentation with different approaches to different language activities with the help of model students from different countries and the like.

Question 5. What makes English Language learning interesting/ not interesting in PTV classroom? This question was also designed for students alone and it was replied that what have so far been said make language learning very interesting where as issues like inadequate time allotment for each activity, the pace of the PTV presenter, the interruption of program due to failure of electricity, and technical

problems and lack of interaction with the PTV presenter make the PTV instruction less interesting.

Question 6. Do you think your classroom teacher has initiation to help you in facilitating each activity in language classroom? How? This question was replied by the students as: 'Yes' How? They said, teachers usually attempt to introduce the lesson, facilitate the activities and summarize the lesson. They further said, however, even though they have initiation to do the necessary facilitations they have been observed much more restricted by the time given to do such things.

Question-8- What comment do you have regarding the over all teaching/learning English through PTV?

Most of the students commented that, plasma mode instruction especially for English lesson is very essential if some of the problems that mentioned under item No 5 get solved properly.

So far some common and students specific questions have been treated one after the other. Next to this, questions that were merely reacted by the English teachers have been discussed consecutively.

Question -1- How do you see teaching English language through PTV? Teacher's reaction to this question was; teaching English language through PTV is very interesting.

Question -2- Do you like to teach English through such mode of instruction? Why? Their responses to this question was 'Yes' because PTV makes English language learning very simple and learners understand the lesson easily. More over classroom teachers even learn much from the PTV instructor throughout the course. Finally, it is worthwhile to mention that even when the teacher is absent from the

class for certain cases, the learners can get the chance to cover the lesson that uniformly distributed through out the country.

Question 3. Do you think teaching English language through PTV contributes to the quality of lesson? How?

The answer to this question was 'yes' how? According to most of them, PTV can contribute to the quality of language learning through presenting the standardized English language with the help of audio and visual presentation to all learners of the same level found in different corners of the country.

Question 7. How do you see the advantages of PTV in language teaching against its limitation? Concerning this question, though they have varied views, they all agreed that English language teaching through PTV is more advantageous in relation to its limitation.

Question 8. Do you think that your students have positive attitude towards learning through PTV? Why? As they replied, the answer was yes, most of the students have positive attitude towards learning through PTV. This is because they learn the intended language lesson in a very relaxed and simplified ways on the plasma TV screen with the help of audio and visual approaches. In addition, the students are able to learn uniform lesson by relatively best native teacher equally with all students through out the country.

Question -9- is the last question which was set to ask teachers, the major problems that encountered them while teaching English language through PTV. Some of the problems that the teachers listed out are: pace of the PTV presenter, inadequate time allotted for each activity, lack of time for question and answer, lack of considering the learners pace of learning or individual differences in learning language, failure of electricity, lack of training regarding the technical management of

plasma it self, shortage of remote control and unbalanced time given for different lesson are among the problems that they mentioned during the interview.

To sum up, the responses obtained both from teachers and students seemed to imply that, though there are too many problems that appeared to hinder the success of English language learning through PTV, still the students and the teachers have positive attitude towards teaching and learning English through PTV, and they are very much motivated to such technology specially, if the mentioned problems get solved.

#### **4.4 Common Summary of the Questionnaire, Interview and Classroom Observation**

The separately analyzed and interpreted data from questionnaire, interview and classroom observation has been summarized as shown below.

As far as the PTV mode of instruction is concerned the qualitatively and quantitatively analyzed and interpreted data from questionnaire, interview and classroom observation have indicated that both teachers and students have positive attitude and motivation towards teaching and learning English language through PTV mode of instruction. The reasons that were provided for such feelings where: PTV presents uniform language lessons to all students of these levels, it can make abstract concepts easy to understand, and it contributes much to the quality of English language learning etc.

Like wise, as they have been analyzed and interpreted in almost all techniques, both students and teachers have good feelings and motivation towards the rolls, modes of PTV and teacher on PTV in learning and teaching through this medium of instruction.

Moreover, the analysis of classroom observation has further indicated that the visibility, sound quality of PTV and teacher motivation to facilitate was found to be excellent whereas readiness, interest, motivation, discipline and attention to learn through PTV are also

acceptable. This implies that they have positive attitude and motivations towards learning through such mode of instruction.

Finally, in nutshell, the analyzed and interpreted data overtly indicated that though there are some factors which were found to affect the students and teachers' attitude and motivation, the PTV language instruction could undoubtedly hold the attention and motivation of both subjects as revealed in each analysis.

## **CHAPTER FIVE**

### **5. Summary, Conclusion and Recommendations**

In this section some important points of the findings, the conclusion that was made on the basis of the summarized findings and the possible recommendations that were drawn in light of the findings and conclusion were briefly presented.

#### **5.1 Summary**

As it has already been indicted in chapter one of this study, the main objective of this study was to find out the teachers and the students attitudes and motivation towards teaching and learning English through plasma TV program. In order to find out what attitudes and motivation do the students and teachers have towards learning and teaching through such technological instruction, the researcher has attempted to answer some of the questions raised as the research questions in chapter one. For this purpose, three different types of data gathering instruments such as questionnaire, interview and classroom observation were employed to collect ample and reliable data from different perspectives. From the data gathered through such various types of techniques, it is possible to realize the kind of reaction that the sample subjects might have towards the major aspects of plasma instruction such as, the role of plasma TV that include so many things, the plasma TV mode instruction and the teacher on plasma TV and others.

The data gathered through questionnaire and classroom observation were first tabulated and analyzed quantitatively in terms of frequency, percentages and mean value. However, the data gathered through interview were organized and described qualitatively so as to support the data gathered through questionnaire and observation.

However, since the items in each instrument used for data collection were grouped into different categories to assess adequate and reliable data from all aspects of PTV instruction, the desired analysis and

interpretation were also made quantitatively and qualitatively on the basis of the responses given to each category. As a result, the possible findings of the study have been summarized based on the analysis and interpretation made to each group of items in each category as follows:

The interpretation made on the basis of analyzed responses has indicated that both the teachers and the students are found to have good feelings and initiation towards teaching and learning through PTV instruction. This could undoubtedly be said from the view obtained during oral interview and the high percentage and mean value analyzed from each item in table one and two. The potential of the PTV to integrate verbal explanation with visual demonstration, to facilitate English language learning in-context, to present real-like teaching aids that a class room teacher can not bring into the class room etc. are among the roles that could hold teachers' and students attitude and motivation.

As far as the PTV mode of instruction is concerned, the analyzed and interpreted result revealed that both the teachers and students have positive reaction/feeling to wards the PTV mode of instruction. The convincing reasons that obtained from the analyzed responses of questionnaire and interview indicated that though it is PTV teacher dominated language instruction in most cases, the potential benefit of such mode of instruction encourages them to have positive feelings and motivation to wards it. The forwarded benefits especially during the interview were: it makes English language learning very simple and understandable i.e. abstract concepts can easily be presented and learnt. Moreover, since uniform Language lesson is broadcasting from the center for all schools, the intended language quality and time allotted to cover the lesson can effectively and efficiently maintained respectively.

Similarly, as compared to the conventional mode of instruction, the sample of respondents confirmed that they have positive feelings to the

plasma TV mode of instruction for it has relatively better potential to access learners for better learning

With regard to the teacher on PTV, both teachers and students were found to have negative feelings towards the fast presentation, time allotment for each activity and unable to consider learners individual difference in learning English Language. These were widely explained both by the students and the teachers during the interview that there is a serious problem concerning the PTV teacher's speed and time allotment in English classroom. However, though there is a gap between students and PTV teachers to interact during language learning, the responses indicated that they didn't react negatively towards such approach. Moreover, the respondents also found to be positive and motivated towards the PTV teacher's language.

In general, the percentage and the grand mean value indicated that though the result seemed an average, they inclined to favor the teacher on plasma TV to some extent.

With regard to motivation, since attitude and motivation are interdependent in language learning, they are assumed to have positively interrelated outcomes. As it has been discussed in Brown (1994) by Gardner and Lambert (1972) after studying the interrelationship of a number of different types of attitudes, they defined motivation as "a construct made up of certain attitudes." Moreover, Brown (1994) further revealed the relationships between attitudes and motivation as second language learners' benefits from positive attitudes and that negative attitude may lead to decreased motivation because of decreased input and interaction, to unsuccessful attainments of proficiency/achievement.

Thus, like that of attitudes, the over all findings related to motivation indicated that both the students and the teachers were found to have

good motivation towards the role of plasma TV, the PTV mode of instruction, and the teacher on plasma TV. However, as most of the interpreted results indicated, there are some aspects of plasma TV that negatively affect teachers and students attitudes and motivation in teaching and learning English language thorough PTV. Of these as mentioned earlier, the amount of time allotted for both classroom teachers and students to accomplish different activities during the program, the speed of the PTV teacher in presenting the lesson and lack of considering learner's background and individual differences in learning language are some of the major aspects that affect motivation and need to get attention.

## **5.2. Conclusion**

The data gathered through three different data gathering instrument were tabulated, analyzed and interpreted to come up with the summarized findings presented above. On the basis of these findings the following conclusions have been drawn.

As it has been indicated in the presented summary, both the teachers and the students are found to have positive feelings and initiation towards the different aspects of PTV. It is to mean that both the subjects were found to have positive attitude and motivation towards the role of plasma TV, the mode of PTV instructions, and towards the teacher on PTV. However, factors such as the speed of plasma TV teacher during language presentation, the time allotted for different activities and lessons, the time given for classroom teacher to facilitate learning and unable to consider learners individual differences in learning are some of the major problems that were disclosed to affect the positive feelings and motivation of the subjects towards learning English language through plasma TV.

### **5.3. Recommendations**

On the basis of the findings and conclusions drawn from the analyzed and interpreted data, the following recommendations have been forwarded.

- The speed/pace of plasma TV teacher was found to be a serious problem in learning English through PTV. Therefore, it is quite reasonable if the speed is reduced to the learners' capability to learn effectively from PTV.
- Similarly, there was a similar problem regarding the time allotment for different activities, for classroom teacher and for various lessons. Any concerned body (MOE) or (EMA) should revise the time budget for PTV accordingly
- For PTV English language instruction, foreign students, especially from South Africa have been used as model learners in Ethiopian high schools. The result indicated that using foreigners as model learners negatively affects the student's attitude and motivation towards learning English language through PTV. So the ministry of Education should use Ethiopia students as model learners on the screen. This might help the program designer to estimate the pace of classroom learners to learn a given tasks
- As indicated especially during observation and interview, both teachers and students revealed that failure of electricity, lack of remote control at time and lack of training to solve certain simple technical problems pertained to the TV itself are among the serious problems that become obstacle to PTV instruction. Therefore, due attention should be given by any concerned body to settle such problems.
- Finally, it was suggested both by teachers and students that learning through PTV would be successful if the learners at least be able to ask questions the teacher on PTV directly and if there is possibility to download each lesson for revision whenever needed.

- Lastly, in nutshell, the findings at this study have indicated that both the teachers and the students have positive attitude and good motivation to wards teaching and learning EFL through plasma TV. However, unless the aspects which were sorted out as factors affecting positive attitude get revised, merely having positive feeling and motivation may not bring success in language learning through PTV.

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**Appendix A**  
**Questionnaire for Teachers**

**Dear Teacher**

This questionnaire is designed to assess your attitude and motivation towards Teaching English language through satellite plasma Television.

The findings of this study may have some contribution to the better improvement of English Language teaching through the PTV mode of instruction.

So your genuine collaboration in filling in and providing the true feeling, beliefs and behavior about the plasma television mode of instruction will be valuable for the proper success of the study

**Instruction 1**

Before you respond to the statements given below, please complete the following pre information.

1. Name of the school\_\_\_\_\_
2. Total experience in t eaching English language with plasma TV  
A) 1 year      B) 2 years      C) 3 Years      D) 4 years      E) 5 years
3. Educational qualification  
A) 12+1      B) 12+ 2      C) 12+3      D) BA/B.Ssc      E) MA/MSc

Note. No need of writing your Name

**Instruction 2**

Below, there are about 27 items which are sub divided into four parts. The items are about your general reactions in learning through PTV. Respond to them by putting a tick mark ( ✓) against your choice in one of the given columns under 'Strongly disagree', 'Disagree', 'Undecided,' 'Agree', and 'Strongly agree'.

## SECTION ONE

### Part: 1

#### 1. Teachers' Attitude and Motivation Towards the Role of PTV In English language Teaching

No	Questionnaire Items	Strongly Disagree	Disagree	undecided	Agree	Strongly agree
1.1	Teaching through PTV is interesting because it can present standardized and quality of English language.					
1.2	I'm very much motivated to teach English Language through PTV for its potential to bring the realities in to the classroom.					
1.3	I found PTV as very effective mode of instruction in presenting English language in rich context					
1.4	The potential of PTV to present abstract concepts in simplified ways initiates me to teach through it					
1.5	In general, teaching English language through PTV is not comfortable and successful					
1.6	I like to teach through PTV because it presents uniform language lesson throughout the country					
1.7	I like even non televised lesson to be televised for its potential to make life like teaching					
1.8	PTV has no as such significant role in teaching English language					

**Part: 2****2. Teachers Attitude and Motivation Towards the PTV Mode of****Instructions**

<b>No</b>	<b>Questionnaire Items</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>undecided</b>	<b>Agree</b>	<b>Strongly agree</b>
2.1	I dislike the PTV English language lesson for it is one way plasma teacher dominated.					
2.2	Language teaching through PTV is monotonous and creates learners discipliner problems.					
2.3	I usually feel discomfort when I teach English language through PTV.					
2.4	PTV is advantageous for it uses the best teacher with ample experience					
2.5	English Language teaching via PTV is better than classroom face-to- face teaching.					
2.6	I am very motivated to teach English language through PTV by native speaker.					
2.7	Due to the dissatisfaction with PTV mode of instruction, I have no interest to make the necessary facilitation.					
2.8	I have no motivation to help students in PTV Language teaching classroom					
2.9	I prefer to teach English language with out the integration of plasma television					

**Part : 3**

**3. Teachers' Attitude and Motivation Towards the PTV Teacher's Approaches in ELT**

No	Questionnaire Items	Strongly Disagree	Disagree	undecided	Agree	Strongly agree
3.1	The pronunciation of PTV teacher motivates me to teach English through PTV					
3.2	If I teach English with out PTV, I hope, we (I and my students ) can better be motivated					
3.3	I hate the speed of PTV teacher in presenting English					
3.4	Frankly speaking, there is no as such serious problem regarding time allotment in learning English Via PTV.					
3.5	The PTV teacher's language is not clear and beyond the understanding of students					
3.6	Due to lack of interaction with the teacher on PTV, the students hate to learn the language eagerly					
3.7	I'm very much motivated by the method employed by the PTV teacher to teach English language.					
3.8	The time allotted for various activities such as pair and group activities discourages me to facilitate properly.					
3.9	I am much de-motivated with the time allotted to recap the daily language lesson					
3.10	The PTV teacher doesn't consider the pace and the back ground of individual differences in learning English language.					

## **Appendix B**

### **Interview Items for Teachers**

1. How do you see teaching English Language through PTV?
2. Do you like teaching through such mode of instruction? Why?
3. Do you think teaching English Language through PTV contributes to the quality of lesson? How?
4. What is your over all attitude to words televised mod of English Language teaching? Why?
5. What is your attitude towards the PTV teachers' approach to different language activities? Why?
6. Do you have certain sense of motivation to teach English Language with the integration of PTV? Why?
7. How do you see the advantages of PTV in Language teaching against its limitation?
8. Do you think that your students have positive attitude towards learning through PTV? Why?
9. What are the major problems you encountered while you use PTV in language teaching?
10. Do you think that PTV is/is not effective in teaching English? Why?/Why not?

## **Appendix C<sub>1</sub>**

### **Questionnaire for Students**

#### **Dear Student**

This questionnaire is designed to assess your attitude and motivation towards Learning English language through satellite plasma Television.

The findings of this study may have some contribution to the better improvement of English Language learning through the PTV mode of instruction.

So your genuine collaboration in filling in and providing the true feeling, beliefs and behavior about the plasma television mode of instruction will be valuable for the proper success of the study

#### **Instruction 1**

Before you respond to the statements given below, please complete the following pre information.

1. Name of the school \_\_\_\_\_
2. Grade and Section \_\_\_\_\_
3. Sex \_\_\_\_\_

Note. No need of writing your Name

#### **Instruction 2**

Below, there are about 23 items which are sub divided into three parts. The items are about your general reactions in learning through PTV. Respond to them by putting a tick mark ( ✓ ) against your choice in one of the given columns under 'Strongly disagree', 'Disagree', 'Undecided,' 'Agree', and 'Strongly agree'.

## SECTION ONE

### Part: 1

#### 1. Students Attitude and Motivation Towards the Role of PTV In English Language Instruction

No	Questionnaire Items	Strongly Disagree	Disagree	undecided	Agree	Strongly agree
1.1	Learning Via PTV is interesting because it presents standardized and quality English Language					
1.2	I am very much motivated to learn English language through PTV for its potential to bring the realities in to the classroom.					
1.3	I found PTV as very effective mode of instruction in presenting English language in rich context					
1.4	The potential of PTV to present abstract concepts in simplified ways initiates me to learn through it.					
1.5	In general, learning English language through PTV is not comfortable and successful					
1.6	I like learning through PTV because it presents uniform language lesson throughout the country					
1.7	I like if non televised lesson to be televised for its potential to make life-like learning					
1.8	The PTV integrates different visual pictures that encourage me to learn English Language well.					

**Part: 2**

**2. Students' Attitude and Motivation Towards the PTV Mode of Instruction**

<b>No</b>	<b>Questionnaire Items</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>undecided</b>	<b>Agree</b>	<b>Strongly agree</b>
2.1	I dislike PTV English Language lesson for it is one way plasma teacher dominated					
2.2	Language Learning through PTV is monotonous and creates learners' disciplinary problems					
2.3	I usually feel discomfort when I learn English Language through PTV.					
2.4	PTV is advantageous for it uses the best teacher with ample experiences.					
2.5	English Language Learning Via PTV is better than class room face-to face learning.					
2.6	I'm very motivated to learn English language through PTV by native speaker.					
2.7	Due to the dissatisfaction with PTV mode of instruction, the classroom teacher has no motivation to help us in language learning.					

**Part: 3**

**3. Students' Attitude and Motivation to PTV Teacher's Approaches  
to ELT**

No	Questionnaire Items	Strongly Disagree	Disagree	undecided	Agree	Strongly agree
3.1	The English pronunciation of PTV teacher initiates me to learn English Via television					
3.2	I have no initiation to learn English through PTV because the PTV teacher uses only the target language for instruction					
3.3	I dislike the fast presentation of PTV teacher					
3.4	Frankly speaking, there is no as such serious problem regarding time allotment in learning English Via PTV.					
3.5	PTV teacher's Language is unclear and beyond my understanding					
3.6	I hate Learning language through PTV for it lacks interaction with teacher on TV.					
3.7	The Method of Language teaching employed by PTV teacher motivates me to learn English Language happily.					
3.8	The time allotted by the PTV teacher for different individual, pair and group activities discourages me to learn English Via TV.					

## Appendix C<sub>2</sub>

### Questionnaire for students

#### Universiitii Finfinnee Institutii Qo'anna Afanitti

#### Damee Afaani fi Ogbarruu Alaa.

#### Gaafannoowwan Barattoota Kuta 9<sup>ffaa</sup> tiin Guutamu

#### Jaalatamaa barataa

Gaafannoon kun kan qaphaa'e ilaalcha fi kaka'umsa barataan kuta 9<sup>ffaa</sup> Afaan Ingliffaa PTV dhaan barachuuf qabu qorachuuf.

Argannoon qo'annaa kanaa foyya'insa baruumsa Afaan Ingliffaa PTVdhaan kennamu kanaaf bu'aa guddaa ni qabaata jedhamee yaadama.

Kanaaf, gaafleewwan dhiyaataniif deebii sirrii fi dhugaa ta'e kenuun kee fiixan ba'insa qo'annoo kanaaf bu'aa Ola'aanaa qaba.

#### Degarsa godhameef galatoomaa

#### Qajeelfama 1<sup>ffaa</sup>

Himoota armaan gaditti kennamaniif osoo deebii hin laatin, Odeeffannoowwan armaan gadii guuti.

1. Maqaa M/B \_\_\_\_\_
2. Kutaa fi Daree \_\_\_\_\_
3. Saala \_\_\_\_\_

**Hubachiisa:** Maqaa barreessuun barbaachisaa miti.

#### Qajeelfama 2<sup>ffaa</sup>

Armaan gaditti gaafleewwan 23 boqqonnaa saditti qoodamanii dhiyaatanii jiru. Gaafleewwan kun kan xiyyeeffatan waa'ee haala waliigala Afaan Ingliffaa Plazimaadhaan barachuu ilaala. Deebii kee mallattoo ( ✓ ) kanatti fayyadamuun gaafleewwaniif filannoowwan gareewwan 'Gonkumaa walii hingallu'; 'walii hingallu'; 'hin murteessine'; 'walii galla' fi 'sirritti waliigalla' jedhaman jalatti agarsiisi.

## Kutaa tokko

### Boqonnaa 1

Ilaalcha fi kaka'umsa barattoonni gama ga'ee plaazimaa televijiiniin Afaan Ingliffaa barsiisurratti tabatu ilaalchsee qaban.

Lakk.	Gaafannoowwan	Gonkumaa wallii hin gallu	Walii hin gallu	Hin murteessine	Waliigalla	Sirritti waliigalla
1.1	Sababa baruumsi PTV dhaan keennamu kan standardii fi qulqullina isaa eeggate ta'eef, Afaan Ingliffaa ittin barachuun barbaachisaa dha.					
1.2	Wanta wantoota dhugaa fi qabatamaa ta'an kutatti dhi'eesuu dandda'uuf, PTV dhaan Ingliffa barachuuf baayyeen kaka'umsa qaba					
1.3	PTV dhaan Afaan Ingliffaa barachuun baayyee bu'aa qabeesa.					
1.4	PTVn wantoota hin qabatamne haala salphaadhan dhiyeessuu danda'uun isaa akkan ittiin baradhu na kakaasera					
1.5	Walumaa galatti PTV dhaan Afaan Ingliffaa barachuun namatti kan hin tollee fi bu'aa dhabeessa.					
1.6	Akka guutuu biyyaatti PTVn baruumsa Afaan Ingliffaa walfakkaatu wanta keennuuf baay'een jaaladha.					
1.7	Baruumsi daree jiruuf jireenya ilma namaa waliin wanta wal-qabsiisuuf, baruumsi hundinuu osoo PTV dhaan kennamee nan jaaladha.					
1.8	Baruumsi PTV fakkiiwwan mul'ataniin wanta deeggaramuuf Afaan Ingliffaa ittiin barachuun nama gammachiisa.					

## Boqonnaa 2

### 1. Ilaalcha fi Kaka'umsa Barattoonni Haala Barsiisuu PTV Irratti Qaban Ilaalchisee

Lakk	Gaafannowwan	Gonkuma wallii hin gallu	Walii hin gallu	Hin murteessi	Waliigalla	Sirritti waliigalla
2.1	Wanta yeroon baruuf barsiisuu baayeen barsiisaa/stuu PTV dhaan dhuunfatamuuf, Ingliffa ittiin barachuu hin jaaladhu					
2.2	PTV dhaan Ingliffa barachuun nuffisiisaa fi barattoota kan naamusa dhabsiisuu dha					
2.3	Ani PTV dhaan Afaan Ingliffaa barachuun natti hin tolu					
2.4	PTVn wanta barsiisa cimaa fi muuxannoo qabu fayyadamuuf, ittiin barachuun faayidaa guddaa qaba					
2.5	Afaan Ingliffaa barsiisa dareetiin barachuurra PTV dhaan barachuu wayya					
2.6	Barsiisa TV kan afaan isaa/ishee Ingliiffaan hiikkateen/tteen barachuuf kaka'umsa guddaan qaba					
2.7	Barsiisaan daree wanta PTV tti hin gammanneef, gargaarsa barbaachisaa ta'e nuuf godhuuf kaka'umsa hin qabu.					

### Boqonnaa 3

#### 3. Ilaalcha fi Kaka'umsa Barattooni Barsiisaa/stu TV Irratti Qaban

Lakk	Gaafannoowwan	Gonkuma wallii hin gallu	Walii hin gallu	Hin murteessine	Waliigalla	Sirratti waliicalla
3.1	Sagaleeffamni (Pronunciation ) barsiisaa/stuu PTV akkan feedhiin Afaan Ingliffaa PTV dhaan baradhu na kakaasera					
3.2	Barsiistuun PTV wanta Ingliffa qofa fayyadamtuuf, ani kaka'umsa ittin barachuu hin qabu.					
3.3	Barsiisaa/tun PTV bayyee saffisaan wanta Ingliffa barsiisuf/ttuf hin jaaladhu					
3.4	Dhugaa dubbachuuf, PTV dhaan Ingliffa yoo barannu rakkoon kenna yeroo ilaalchisee baayyee hin jiru					
3.5	Afaan Ingliffaa barsiisaa/ttuu PTV tiin dubbatamu kan ifa hin ta'iin fi kan namaaf hin galledha					
3.6	Wal qunnamtii dubbii barsiisaa/ttuu PTV waliin dhabuu irraa kan ka'e, ani PTV dhaan barachuu hin jaaladhu					
3.7	Tooftan PTVn ittiin Ingliffa barsiisu kan barumsaaf nama kakaasudha					
3.8	Yeroon daree keessatti hojiilee dhuunfaa, lamee fi gareef kennamu, kan barachuuf fedhii nama dhabsiisudha.					

## **Appendix D<sub>1</sub>**

### **Section Two**

#### **Interview Items for Students**

1. What is your overall attitude towards televised mode of English Language Learning? Why?
2. Do you have a sense of motivation in learning English Language through plasma TV? Why?
3. Do you like the way plasma TV teacher presents English language? Why?
4. What benefit can you get in learning English through PTV?
5. In short, what makes English language learning interesting/not interesting in PTV classroom?
6. Do you think your classroom teacher has initiative to help you in facilitating each activity in language classroom? How?
7. Do you think that PTV is/is not effective in teaching English? Why?/Why not?
8. What comment do you have regarding the overall teaching/learning English through PTV?

## **Appendix D<sub>2</sub>**

### **Kutaa Lama**

#### **Gaaffilee Qomaa kan barataa**

1. Ilaalchi waliigalaa kan ati Afaan Ingliffa PTV dhaan barachuuf qabdu maali? Maalif?
2. PTV dhaan Afaan Ingliffaa barachuuf kaka'umsa qabadaa? Maalif?
3. Tooftaa barsiisaan/tuun PTV Afaan Ingliffaa ittiin barsiisu/tu ni jaalataa? Maaliif?
4. PTV dhaan Afaan Ingliffa barachuun faayidaa maalsiif qabaa?
5. Yeroo PTV dhaan barattu maaltu Afaan Ingliffaa barachuu gaarii yoo kan badaa taasiisaa?
6. Barsiisan daree iddoo itti barbaachiisaa ta'etti sin gargaaruuf kaka'umsa fi fedhii qaba? Akkamitti?
7. Afaan Ingliffa PTV dhaan barachuun bu'a ni qaba moo hin qabu? Maalif?
8. Waluma a galatti yaadni ati dhimma Afaan Ingliffaa PTV dhaan barachuu irratti qabdu maalii?

## Appendix E

### Classroom Observation check list.

Name of the school \_\_\_\_\_

Classroom Observed \_\_\_\_\_ Section \_\_\_\_\_

1. Observer \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_ Period \_\_\_\_\_

**Direction:-** Show your answer/agreement by putting tick( ✓) mark with respect to each Item. Your agreement has to suit with the alternative given in the rating scale columns (excellent, Satisfactory, unsatisfactory)

No	Observation Items	Rating scale		
		Excellent	Satisfactory	unsatisfactory
<b>I</b>	<b>Regarding plasma Television</b>			
1.	The classroom atmosphere (attractiveness, size, etc.)			
2	The visibility of plasma TV to all corners of students			
3	The sound quality of plasma TV during instruction			
4	The language clarity of PTV teachers with regard to students level of understanding			
5	An effort made by the PTV teachers to attract students' attention.			
<b>II</b>	<b>Regarding students and classroom teacher</b>			
6	Students' readiness and motivation to learn the English language from the plasma TV teacher			
7	The learners' interest and eagerness to follow the plasma TV teacher.			
8	Students' motivation to participate in every activity provided by the plasma TV teacher.			
9	Students discipline and attention during Language learning which indirectly implies their motivation and attitudes in learning through PTV.			
10	Class room teacher's motivation to facilitate The English Language learning Via PTV.			

## Appendix F

As it has already been described under 4.1.3.(Interview Analysis), 5 teachers and 10 students from both schools were interviewed. For this purpose, 8 questions for students and 10 questions for teachers were prepared on two different sheets before the interview. Some questions are similar where as the rests are specific to either of the two groups. Students were interviewed in Afan Oromo where as teachers in English Language. In order to shorten the sample, one teacher's and one student's responses were taken as indicated here under. The students' sample response as it can be seen below is the direct conversion of Afan Oromo into English Language.

### Part I: the response of Sample Teacher

Q.1. How do you see teaching English Language through PTV?

**The teachers:** Of course, teaching specially English Language through PTV by native teacher is very interesting. But to make PTV instruction very successful there are many things that need to be fulfilled.

Q.2. Do you like teaching through such mode of instruction? Why?

**The teacher:** Definitely, because PTV presents language Lesson in a very simple ways that the students can easily learn the intended language. More over, we teachers even learn different teaching methods from the PTV teachers. Beside this If I miss the class for certain reasons, the students can learn the lesson and the intended lesson can be covered with in the scheduled time.

Q.3. Do you think teaching English Language through PTV contributes to the quality of Language lesson? How?

**The teacher:** I think so. This is because the students are assumed to learn better with the audio and visually integrated approach. In addition, they learn the standardized English Language which is broadcasting from a center by native teacher through PTV. I think, due to these and other reasons, PTV can contributes to the quality of English Language.

Q.4. What is your over all attitude towards, televised Mode of English Language teaching? Why?

**The teacher:** I really like it very much. Because since it uses sound plus visuals, PTV makes Language Learning very simple, understandable and concrete. Moreover, as far as it is broadcasting from one center by the same teacher, it can ensure the quality and equity of language learning, and it can cover the intended lesson with in the given time. For these reasons, I like PTV especially for English Language instruction.

Q.5. What is your attitude towards the PTV teachers approach to different Language activities? Why?

**The teacher:** my attitude is positive. Because as I said before I like her methods and approaches to different activities. Even, I am learning a lot from the PTV teacher from year to year.

Q.6. Do you have certain sense of motivation to teach English Language through PTV? Why?

**The teacher:** yes I have, As I have already said, I'm really very motivated to teach English for the fact that the method that PTV teacher uses encourages me to teach through it

Q.7. How do you see the advantages of PTV in language teaching against its limitation?

**The teacher:** For me, as compared to its limitation plasma TV has more of advantage as I mentioned earlier.

Q.8. Do you think that your students have positive attitude towards learning through PTV? Why?

**The teacher:** I think yes. Because they can learn uniform lessons by relatively better native teachers throughout the country. So for this and other reasons, I hope they have positive attitude towards learning through PTV.

Q.9. What are the major problems you encountered while you use PTV in English Language teaching?

**The teacher:** of course there are many problems. The major one are: the speed of PTV teacher, the time budgeting system for classroom teacher, lessons and activities, lack of training to operate the PTV itself, shortage of remote control and failure of electricity can easily be mentioned.

Q.10. Do you think that PTV is/ is not effective in teaching English? Why?/ why not?

**The teacher:** It is effective. Because of the reason I mentioned so far PTV is effective in teaching English Language if the mentioned problems resolved.

## **Part-2: The Responses of Sample Students**

Q.1. What is your over all attitude towards televised mode of English Language learning? Why?

**The student:** I've positive attitude towards PTV instruction. Because it presents language learning in simple and clear ways, it uses visual pictures to make learning very simple and attractive.

Q.2. Do you have a sense of motivation in learning English Language through PTV? Why?

**The student:** Yes, because the PTV teacher uses different kinds of visual pictures to make the lesson clear, and the method she uses for different activities motivates me to attend actively. In addition, her pronunciation more motivates me to learn English eagerly.

Q.3. Do you like the way the PTV teacher presents English Language? Why?

The student: yes I like it. Because the way she approaches different lesson attracts me very much. The strategies she uses for certain language lesson is really unique that the classroom teacher cannot even think.

Q.4. What benefit can you get in learning English through PTV?

**The student:** I get many things. Of these, we learn English language with sound and visually supported approaches. We also benefit from uniformly broadcasting lesson with other students in the country. We also learn the correct pronunciation of English Language from the native language teacher.

Q.5. In short what make English Language Learning through PTV interesting/not interesting?

**The student:** As to me, the points I mentioned so far make English Language interesting. However, the speed of PTV teacher's, the time given for each activity and the failure of electricity etc. makes it uninteresting.

Q.6. Do you think your class room teacher has initiation to help you in facilitating each activity in PTV class room? How?

**The student:** I think so. Though our English teacher is not this much effective to do some facilitation, sometimes we see him trying to do the necessary facilitation. But he doesn't have enough time to do it.

Q.7. Do you think that PTV is/ is not effective in teaching English why? Why not?

**The student:** As I think, it is effective. Because if the school has generator and the time given for different activities and for classroom teacher is improved, PTV instruction can be effective.

Q.8. what comment do you have regarding the over all teaching/learning English through PTV?

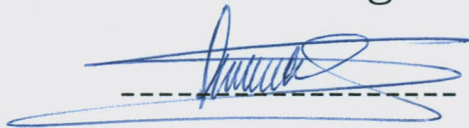
**The student:** Learning English Language through PTV is very interesting if certain issues like asking question directly the PTV teacher, downloading the lesson for revision, and the problems related to time get solved.

## DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other University

Name Tizazu Urga

Signature



Place AddisAbabaUniversity(DFLL)

Date of Submission June 5, 2009.