CHALLENGES AND OPPORTUNITIES IN USING PLASMA TELEVISION IN EFL CLASS.

The case of Beha Biftu and Robe Secondary Schools.

MAThesis

By

Gelgelu Kawo

10th June, 2015

Adama, Ethiopia

A Research on

CHALLENGES AND OPPORTUNITIES IN USING PLASMA TELEVISION IN EFL CLASS.

The case of Beha Biftu and Robe Secondary Schools.

A Research for the fulfillments of MA in TEFL

MAThesis

By

Gelgelu Kawo

Submitted to:

Name the Institution:	**Adama Science and Technology University School of Humanity and Law**
School:	**School of Humanities and Law**
Department:	**English**
Program:	**MA in TEFL**
Advisor:	**Meseret Teshome (PhD)**

10th June, 2015

Adama, Ethiopia

Adama Science And Technology
School of Humanities And Law
Department of English Post Graduate Program

CHALLENGES AND OPPORTUNITIES IN USING PLASMA TELEVISION IN EFL CLASS.

The case of Beha Biftu and Robe Secondary Schools.

MAThesis
By
Gelgelu Kawo

10th June, 2015
Adama, Ethiopia

STATEMENT OF THE AUTHOR

First of all, the researcher declares that this thesis is his work and that all sources of materials used in this thesis have been heartily acknowledged. This thesis has been submitted in partial fulfillment of the requirements for MA Degree in Teaching English as Foreign Language (TEFL) to School of Humanities and Law, English Department at Adama Science and Technology University.

Name: Gelgelu Kawo

Place: Adama Science and Technology University

Date of submission: 18th June, 2015

Signature_____

Table of Contents

List of Abbreviations and Acronyms

EFL- English as a foreign language

EMA- The Educational Media Agency

TV- Television (plasma television)

ICT- Information Communication Technology

CT- Classroom Teacher

PT- Plasma TV lesson presenter

MoE- Ministry of Education

NR- Number of Respondents

T1- Teacher one (The first interviewed Teacher)

T2- Teacher two

T3- Teacher three

T4- Teacher four

T5- Teacher five

T6- Teacher six

T7- Teacher seven

UNESCO- United Nations Educational, Scientific and Cultural Organization

ESDP IV- Education Sector Development Program IV

VSAT - Very Small Aperture Terminal

BIOGRAPHY OF THE AUTHOR

The author was born in Oromia, West Arsi, in Gedeb Hasasa. After his Elementary and Secondary School in his home town, he joined Bahir-Dar University and graduated with BA in English language teaching, in 2006. Then he joined school of graduate studies at Adama Science and Technology University in 2012 in Teaching English as Foreign Language (TEFL). For the past nine years, he has been teaching English language using plasma TV in Agarfa Preparatory school. In addition to this, the researcher has diploma in computer and at the present time he is first year Computer Science student at Mada Walabu University.

ACKNOWLEDGMENT

Above all, I thank ALLH almighty for His blessing, health inspiration and ease blessed to me during the writing of this final research. I realize that many assistance and guidance from some people have contributed to the writing of this final research. First, I would like to express my greatest gratitude and appreciation to my advisor, Meseret Teshome (PhD) who is the associate dean for academic affairs of ASTU, for his invaluable guidance, advice, suggestion and information in completing this final research.

I am really thankful to Alemu Dissasa (PhD) and Jeylan Aman (PhD) who gave me comment on the research topic before submitting of this research topic to English department. I appreciate and thank my colleagues Abejew Tasew (MA), Dires Yeshitila (MA), Takele Tarefe (MA) and Wandimgezahu Aragew (MA) who gave me peace of advices while I was doing this thesis. My gratitude goes to the two schools' communities who willingly participated in the study.

I know that my dream might not become true without the financial and moral support of my mother, sisters and brothers. You tired in helping me and made me achieve my goal.

Gelgelu Kawo.

Abstract

The purpose of this study is to investigate challenges and opportunities in using plasma TV in EFL classroom. The study explores in detail about the opportunities that could both students and English language teachers get when they use the educational technology. It also examines challenges that both students and language teachers face in using the technology in English language classroom. The study became significant as nowadays most schools stopped using plasma television. It was to identify the problems that affect the utilization of the technology and it was to identify opportunities that gain as results of assimilation of the technology for teaching learning process. The study employed a Mixed Research approach so as to collect both qualitative and quantitative data were collected. From two Government schools that contained totally 1433 grade nine students, following Simple Random Sampling (SRS), 215 grade nine students were selected. Whereas following Purposive Sampling 7 English language teachers from two secondary schools participated in the research. To gather relevant data, grade 9 students' text book, teacher's guide and the plasma TV lessons and other relevant documents were analyzed. Both plasma based lessons and none plasma TV based classrooms were observed. Close ended questionnaires were distributed to 215 students and 7 grade 9 English languages teachers were using Semi-structured interview. The data gathered through document analysis and semi-structured interviews were analyzed and categorized into themes or presented in descriptive way. While the data collected using Questionnaires and Observations analyzed using tables and Percentages. From analyses these tools conclusions were made. The finding of these tools revealed that the proper utilization of plasma TV instruction has a great potential in boosting the quality of education and providing equity learning. In contrast to these, challenges in using the device were also identified. The results of the study show that most of the challenges are technical problems which hinder not to use the device effectively. And moreover this study came up with alternative ways of using plasma TV in EFL classrooms which might reduce the drawbacks/challenges that mitigate effective utilization of the educational technology.

CHAPTER ONE

1. INTRODUCTION

This chapter discusses the background of the study, statements of the problem, objectives of the study, research questions, significance of the study, scope of the study, delimitation of the study Limitation and operational definitions terms used in the study.

1.1 Background of the study

As we are living in the age of advanced science and technology, life to death situations of peoples now days is based on using numerous products of science and technology. For instance Hospitals use various kinds of machines to help patients, to facilitate our social life and to entertainment ourselves we use numerous products of science and technology. One of these products is the development of Information communication Technology. The development in Information Communication Technology becomes very crucial to every one of us. Specially, as a result of globalization, communication technology increases its relevance throughout the entire world. Usha (ND,p.12) emphasis the relationship between globalization and the means of global communication as globalization constitutes the current social, economic, technological and political space within which television and all other media have to exist, survive, and function.

Internationally known mass Medias and various websites, particularly, social websites are fostering the means of global communications. In line with this, the need for English language learning is increasing due to the fact that English language is the dominant means for global communications. Due to globalization, we share social, political and economical factors of foreign countries. While some of these factors are harmful the others are very useful that help us to develop our worldwide information about various important issues for our daily life.

As we use various devices of information communication technology in our daily life, using these various kinds of ICT materials in classroom is assimilation of technology to educational sector in order to foster the process of teaching-learning. In such way education could be associated with the process of globalization. “Globalization has become an influence in nation states’ reforms as education sectors adjusts to the new global environments that are characterized by flexibility, diversity, increased competition, and unpredictable change” (Sahlberg,2004.P.67).

One way of providing flexible, competent and problem solving citizen is through the adaptation of ICT in the process of teaching learning. Fisseha (2011, P.1) also claim that;

> *ICTs are making dynamic changes in society. They are influencing all aspects of life. The influences are felt more and more at schools. Because ICTs provide both students and teachers with more opportunities in adapting learning and teaching to individual needs, society is, forcing schools aptly respond to this technical innovation.*

There are numerous types of educational technology or ICT that can be used at schools. These include media that deliver, audio, video, image, animation, satellite TV, computer based learning, and web based learning. These educational technologies can be used to enable students to get the best from their learning.

To support the traditional ways of teaching-learning process where the classroom teachers use only chalk and blackboard, the Ethiopian government equipped almost all secondary and preparatory schools with plasma televisions. It is believed that using plasma TV for teaching-learning process has a great role in providing the quality education throughout the country. Contrast to this, there has been controversies on the use of plasma TVs for teaching-learning process. Some researchers such as Dohlostrom and Brook (ND. P. 7) relate the issue of using plasma TV for education purpose for political arguments as the following.

> *Outrage comes forward when you understand that it [plasma TV] is deliberately planned and installed through neo-liberal common sense under the official banners of development and improvement through efficiency and transparency for the good of the citizens, but operates to create external control and ultimate profits for some. Because plasma screens and pre-recorded Medias lessons are expensive and need the involvement of World Bank loans, while still local government revenues are paid for teachers who are reduced to plasma television operators and who are today nicknamed as DJ (Disc-jockeys) by students.*

However the purchase of plasma TV is very expensive, it is believed that we get a lot from using plasma TV in English language teaching-learning process. Integrating educational medias in a language classroom is providing new prospective of teaching. In line with this, UNESCO emphasizes that "one of the Millennium Development Goals is achievements of universal primary education by 2015. We must ensure that ICT [Computer, Radio and plasma Television] technologies are used to help unlock the door to education'' (2005, P. 3).

In addition to achieve the MDGs of educational goals, it is believed that, using educational technologies help to maintain quality education by providing new approach to education. The classroom teachers use plasma TV to make their teaching be better than the traditional ways of presenting their lessons.

In using plasma TV in a classroom, there is an intervention time for the classroom teacher before, while and post plasma TV lessons. The classroom teacher facilitates and organizes students, for example to work on group or individual works and make sure students are working on activities that are given by plasma TV presenter. Nonetheless some researchers argue that the class room teacher is a passive observant while the presentation of plasma TV presenter control the class room situation through presenting speed and unstopped lessons. Students also are considered as limited by a ticking clock that indicates time allocated to carry out a given task. As Brook (2006, p.5-6) using plasma TV is challenge for students primarily.

> *Teachers have nothing to do the lectures of the plasma teacher and students try to follow the speed lesson tempo at the beginning of each lesson but many eventually loose interests and turn into passive spectators of the plasma teacher as the TV lectures progress. Occasionally, students are to carry out tasks that are formed by a ticking clock at the screen indicating the 20 or 40 seconds allocated per task are elapsing.*

The above literature assumes that the classroom teacher has nothing to do while plasma TV lessons. However, in his daily teaching, the researcher observed that in using plasma TV, classroom teacher is a facilitator, guider, and organizer of the overall teaching-learning process. And students also appear to be actively engaged in their learning.

As earlier mentioned, using plasma TV in English language teaching-learning process is to provide students with the best form of language learning. It is believed that using audio-visual materials in language could enhance the students' language acquisition. In contrast to this, some researchers argue that, the adaptation of plasma TV for educational purpose is to fire teachers from their occupation. The following argument reinforce their claim; "this [The class room teacher] makes very little difference for the students since the surrogate plasma teacher replaces teachers and since teachers are systematically pushed out of their profession where they are paid meager salaries for doing nothing".(Brook 2006, P. 6). But since plasma TV has been used in

almost all secondary schools, the researcher hasn't seen a teacher who fired from his/her occupation as a result of the integration of the educational technology.

All the above researchers mentioned so far criticize the use of plasma TVs for educational purpose. They claim that, the disadvantages overweight the advantages that one get in using plasma television.

In contrast to the above scholars, an author like Fisseha (2011, p.3) presents reason why ICT should be integrated to educational sectors. According to him ICTs provide greater opportunity for students and teachers to adjust learning and teaching to individual needs.

Supporting the claim of Fisseha (2011), Ethiopian government has already equipped almost all secondary and preparatory schools with plasma TVs and the government is still trying to distribute the technology for remaining and newly constructed schools. This is because the government believes that the quality education maintained and educational goal will be achieved in using plasma television. However, the researcher in his teaching observed that some schools stopped using plasma television and some schools were not using the device as it was supposed to be used. Thus, the researcher was initiated to conduct this study. So the purpose of this study was to investigate the challenges faced by both students and teachers and identify the opportunities that both teachers and students could get in using plasma TV in EFL class. Behind the utilization of various educational technologies, there are several advantages and disadvantages. In line with this, the result of this study was also believed to present solution to the two opponent groups (on the utilization of plasma TV) by showing the advantages and disadvantages of using plasma TV.

1.2 Statement of the Problem

In Ethiopia, since 2005 Plasma TV has been used in most of secondary schools. Since then it has been used with its advantages and disadvantages for some years. By considering this, MoE made changes on the plasma TV based mode of education. At the present time, there are changes in time of the coverage and amounts of plasma lessons. Previously around 40 minutes were given to the presentation of plasma TV lessons. But at the present time only 20 minutes are given to the plasma TV based lessons. In addition to this, every contents or lessons were offered through the use of the device, but now a day there are only five lessons from each unit of English language

that supported through the use of plasma TV. In line with these changes, schools are given CDs that contain lessons of plasma TV. Subjects like Geography, Technical Drawing, Economics and General Business are also included in plasma TV lesson which were not supported through the use of the technology.

In addition to the above mentioned changes, from the report of the school's supervisor and from the chat that the researcher made with the schools teachers, teachers were not using the educational technology as it was supposed to be used. Even some schools were not using the device. Agarfa Secondary and Preparatory schools can be taken as examples of schools that stopped using plasma televisions. So it was the researcher prediction that, there could have been challenges that prevented teachers from using the audio-visual material in their teaching. In addition to this, it looked as if both the English language teachers and students did not know the role of plasma TV EFL class. It was due to that, this the study in the title 'Challenges and Opportunities in using Plasma Television in EFL Class' was needed to be conducted. The study was conducted in Beha Biftu School and Robe Secondary Schools.

Both internationally and in Ethiopia, some research works which are related plasma television were conducted. Most of the researchers argue that using plasma TV has impact on teaching-learning process. In line with this, the research conducted by Kassahun and Zelalem (2006), Tessema (2012), Dohlostrom and Brook (ND) and Brook (2006) complaint the use of educational plasma TV in its ineffectiveness in terms of interactivity, harmony with the traditional class room teacher, need of the society, role of the class room teacher, time allocation between class room and plasma TV teacher pace and length of broadcast.

In addition to the above mentioned studies, the research that was conducted by the same research himself (Gelgelu 2006, P.11-12) attempted to present how to overcome some of the limitations mentioned by those the above mentioned researchers. Even though such types of limitations are obvious, the researcher believed that the advantages that we get over weight the disadvantages in using plasma television. From the present researcher and his colleague's experiences, some of the plasma TV problems such as disconnection to satellite could be solved through the use of a single computer or DVD player and with CD that contains all plasma TV lessons. Thus the researcher believes that the use of satellite shouldn't be the only choice to relay on in the

utilization of plasma mode of instructions. How this work or connecting computer to many plasma TV (instead of connecting to satellite) shown in Appendix B of this work.

The interactivity of the classroom teacher and students with the technology, the suitability of the educational technology with the formal ways of teaching–learning process, and the attitude and need of the society toward the use of the technology, were already studied by various researchers so far. But this study attempted to investigate challenges and opportunities in using plasma TV in EFL class. This is due to the fact that it was a recent phenomenon that some schools stopped using plasma TV and no research was conducted to investigate the situation, so this research was needed.

In addition to the above gap between this study and the researches that were conducted on the topic area, there was also another reason that initiated the researcher to conduct the study. Although the Ethiopian government has been providing all the secondary and preparatory schools with plasma televisions by spending a huge amount of budget, some of the schools are not using the devices as it was supposed to be used. In contrast to this, MoE has plan to distribute more plasma TVs to newly constructed schools and working toward increasing the utilization of the plasma/ICT in all secondary and preparatory schools. To strength this claim, as it is stated in MoE ESDP IV (2010 p. 21) Ethiopian government is working on ITCs/ plasma TV by targeting the following the points to be achieved.

% of secondary school teachers who are computer literate will increase by 100%.
% of secondary school teachers who utilize the satellite TV programs will increase to 100%.
% of secondary schools with internet connection will increase to 100%.
% of secondary students who can utilize satellite TV programs will increase to 100%.
% of secondary schools with complete broadcasting facilities will increase to 100%.

Nonetheless MoE is committed to increase the utilization various kinds of educational technologies in all secondary schools, the technologies are not utilized as they are used to be and even some schools stopped using the devices. This mismatch between the government policy and some schools practice in utilization of plasma televisions could be resulted in two things. Firstly, it is a big failure for Ethiopian government if schools stop using plasma TVs for teaching-learning process. Secondly, as Ethiopian ministry of education, quality education will not be achieved unless technology is integrated to education. Because of the above mentioned reasons and problems that affected the utilization of plasma TV in some schools, this research attempted to investigate the challenges and opportunities in using plasma TV in EFL class room.

1.3 Objectives of the study

1.3.1 General objective

The general objective of the study was to investigate the challenges and opportunities in using plasma television in EFL class with particular reference to Beha Biftu and Robe Secondary Schools in Bale Zone Oromia Regional State.

1.3.2 Specific objectives

The specific objectives of the study include:

1. Investigate the extent to which plasma TV is used in EFL classes.
2. Investigate the opportunities in using plasma TV in EFL classes.
3. Identify challenges that students and English language teachers face in using plasma TV in EFL classes.

1.3.3 Research Questions

In order to meet the research objectives, the following research questions were set.

1. To what extent plasma TV is used in EFL class?
2. What are the opportunities of using plasma TV in EFL class?
3. What are the challenges that students and English language teachers face in using plasma TV in EFL class?

1.4. Scope of the Study

The overall aim of this study is investigating the challenges and opportunities using plasma TV in the EFL class room. So the scope of the study was limited in both the number of the participants that the study involved and its area of the investigation. Since it was impossible and very difficult to study every aspect of the topic area, the entire focus of this study revolved around investigating the challenges that hindered some schools the utilization of plasma TV and it also attempted to identify the opportunities that could be gained in using plasma TV in EFL class.

1.5 Delimitation of the study

The place and population of the study was specified to Oromia Regional State, Bale Zone,Robe and Ali towns, Grade 9th English language teachers of Robe and Beha Biftu Secondary Schools and grade 9th students of the academic year of 20014/15 from the two high schools were the participants of the study. Even though the study was restricted in the place mentioned above, the hope was that, other schools that have the same problem can adopt the result of this study.

1.6 Significance of the study

In line with fulfillment of the requirements of MA in TEFL program, the results of this study are believed to be applicable to English language classroom by giving the following valuable insights.

First of all, students and English language teachers from the sample schools might be the first beneficiary by obtaining information about the challenges and opportunities in using plasma TV in EFL classes. Secondly, the result of this study is useful in identifying the challenges and opportunities in using plasma TV in EFL class. Thirdly, it may provide feedback for the syllabus designers, course book writer and plasma TV lesson producer to make further improvement in plasma TV lessons to make it more suitable for teaching-learning process. The findings of this research may be useful in contributing its share to meet our educational policy by identifying challenges that hinder the effective utilization of plasma television. The study also attempted to seek solution for the challenges in using plasma television in EFL class. Furthermore, this research may initiate other researchers to do on similar or other related issues that may not addressed by this research.

1.7 Limitations of the Study

The researcher believes that, the data that were collected from the respondents are believed that genuine that helps the researcher to make conclusion based on the information gathered from the participants. But the researcher predicts that, some participants might have given wrong responses. They might have given the wrong answers due to the fact that if she/he gave the right answer or mention the prevailing problems, there would be a problem on their life. But students were informed about objective of the research and they were informed that the information they gave kept unnamed, confidentially and they were insured that the information gathered from them will not in any way put them in danger.

It is also believed that, the study will be more reliable if it increases the size of the population and the number of the participants, since the large the sample size is the better the reliability of the study. But due to the time and financial constraints, the study is confined to Robe and Beha Biftu secondary schools, grade nine English language teachers and grade nine students of the 2014/2015 from the two mentioned schools.

1.8 Operational definitions of terms used in the study

- **Challenges**- refer to the theoretical and practical constraints/ hindrances or problems/limitations that go against the utilization of plasma TV in EFL class.
- **Opportunities**- special advantages that gained as results of using plasma TV in EFL class.
- **Investigate** – the process of identifying the challenges and opportunities in using plasma TV in EFL class.
- **Plasma television**.- Device that used in the classroom that release both vision and sound/TV
- **Transmissions**- plasma TV based lessons
- **Educational Technology-** refers to plasma TV
- **Audio Visual-** refers to plasma TV
- **Mode of teaching-** forms/ways of teaching
- **Face to face teaching-** lessons that given by a classroom teacher

CHAPTER TWO

2. REVIE OF RELATED LITERATURE

2. 1 The Contemporary Ethiopian Education system

Ethiopia consist about 80 different ethnic groups. The various nations, nationalities and people of Ethiopia have their own distinctive languages, values, belief and traditions. The dominant Cushitic language family speakers; Afaan Oromo and the Semitic language family speaking peoples are the majority of the citizens. English is the most widely spoken foreign language and is taught in all secondary schools. Arabic language is also the other foreign language that spoken in the country.

The contemporary Ethiopian educational system is the result of many changes in educational policies. These changes in educational policies are mainly the results of political arguments, development in the country, development in science and technologies, and response to questions of the citizens' about access of education and the need for quality education. For example currently the policy of using plasma TVs in all most all Ethiopian secondary and Preparatory schools are for the provision of quality education as the quality of education become under question. In order to identify changes (various shifts in educational system) that took place and why plasma TVs are currently used in schools, it became very important to make discussion on the major shifts in educational system from early foundation of education in Ethiopia to the present educational system in the country.

The historical background of Ethiopian educational system goes back to the 19th century. " At the early 19th century, literacy practices remained the purview of a minority of educated, religious[Church and Mosque or 'Medresa'] education, leaders prior to the establishment of the first school, Menelik II Primary School, in Addis Ababa in 1908" (Smith, 2008) as in Heugh (2010,p.8). As Smith stated that secular education was opposed by the Ethiopian Orthodox Church on the grounds of possible disruption to religious and social norms and thus state provided educational expansion was only possible after political changes in the mid-1950s. Political changes in the middle of the 20th Century were accompanied by the elevation of Amharic as the language of legislation, administration and education during the reign of Emperor Haile Selassie (1955-1974). Speakers of other languages, particularly Afaan Oromo

who outnumbered first language speakers of Amharic, felt particularly aggrieved and marginalized.

In 1974 Dergue, came into claiming to support ethnic and linguistic diversity, but this did not free Amharic medium education for the minority of students who accessed formal education until the early 1990s. In fact, during this period, the expansion of education which occurred during the period of Haile Selassie's rule, atrophied (Smith, 2008) as quoted by Heugh (2010,p.8) . Further Smith emphasize that, it was under the Dergue that non-formal education received attention. Several mass literacy campaigns beginning in the mid-1970s involved the development of orthographies in Amharic script for Amharic, Tigrinya, Afaan Oromo, Somali and Afar, and this was expanded to include fifteen languages by the early 1980s. These mass literacy campaigns had little residual longevity or success, the processes paved the way for later developments in formal education.

It was at Dergue regime that private schools were permitted to deliver education for the citizens. In line with this Markakis (2002) as in Heugh (2010,p.9) stated the recognition given by Derg's in 1976 Proclamation No: 103 had public ownership of schools consistent with the socialist system. This still left a few private schools for children of politicians and wealthy families resulting in a higher quality of education for these children than for all others. Primary schooling expanded throughout the country. There were still regional disparities with more resources going to the south than to the north. Educational quality decreased with expansion largely due to resource scarcity.

By 1991, when the Derg was overthrown by the Ethiopian People's Revolutionary Democratic Front (EPRDF), infra-structure had been destroyed, there was little access to education and extreme poverty was widespread. Since this time, the EPRDF has gradually improved the educational sector leading up to the current system.

As it is clearly stated on (TGE, 1994, p. 14-15), the structure of the Ethiopian education system has been changed. Previously the primary education took six years. But the present elementary education is eight years duration, offering basic and general primary education to prepare students for further general education and training. At the present, Secondary education is four years duration, consisting of two years of general secondary education which enable students

identify their interests for further education, for specific training and for the world of work. General education is completed at the first cycle (grade 10). The second cycle of secondary education and training enable students to choose subjects or areas of training which prepare them adequately for higher education and for the world of work. So the current educational structure of Ethiopia indicates the change from 6 + 2 + 4, to 4 + 4 + 2 + 2. In line with this shift, increasing the access, quality education and the adoption of educational technology is given a great attention. As one way of providing the access and quality education is through the use Plasma TVs in Secondary and Preparatory schools, the current Ethiopian educational system is characterized by using various kinds of audio-visual materials at various educational levels.

2.2 Definition of ICT and Plasma Television

2.2.1 ICT

The definition of Information and Communication Technologies (ICTs) can associated with the most advanced computer-based technologies. Moreover ICT can be defined as a technology that provides access to information through the transmission of signals over long distances. It focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, radio television and other communication media.

United Nations Development Program (UNDP) (2004 P. 175). Define ICTs as basically information-handling tools- a varied set of goods, applications and services that are used to produce, store, process, distribute and exchange information. According this definition, ICTs can be classified as the 'old' ICTs of radio, television and telephone, and the 'new' ICTs of computers, satellite and wireless technology and the Internet.

The use of computer and Internet based technologies are not the only types of ICTs. The use of audio visual aids such as the transparency and slides, tape and cassette recorders and radio, video cassettes and television and film are the forms of ICTs. These older and more familiar technologies are referred to under the collective heading of "analogue media" while the newer computer and Internet based technologies are called the "digital media". (Ibid, P. 175)

2.2.2 Plasma Television

Oxford Advanced Learner's Dictionary (2000 P. 1336) defines television as "A piece electrical equipment with a glass screen which shows broadcast programs with moving pictures and sounds". As a component of ICTs, plasma TV is categorized under analogue media that now a day used in almost all of secondary schools in Ethiopia. The use of plasma TV refers to the mode of education that delivered through the use of satellite connection and the program is also called 'Educational Satellite Television Program'. The program is controlled by 'Center for the Ethiopia Educational Information and communication Technology Presents'. This mode of education was necessitated in Ethiopia in order to improve quality of education. As a result of this, almost all subjects, in secondary schools, including English language are supported through the use of the educational technology. More specifically the following discussion presents the rationale behind the use of various kinds of educational technologies in language classrooms.

2.3 ICTs and Theory of language learning

The ways teachers present their topic to their students vary from teacher to teachers. These vary might results from the kinds of methods they follow which underpin different types of theory of language learning. The following discussion will present some of learning theories that can be applied in language classroom and in addition these theories encourage the uses of audio-visual aids in the process of language teaching. Also, it is to think about individual differences among learners and to work towards including activities that have variety and interest for all the learners in educational programs.

Burns (1995,p.99) defines learning as a relatively permanent change in behavior with behavior including both observable activity and internal processes such as thinking, attitudes and emotions. Burns includes motivation in this definition of learning. As motivations have major places in language learning, using various kinds of visual aids motivate and enhances students' language learning. The following discussions provide various types of theories that support the use audio-visual materials in English language classroom.

2.3.1 Sensory stimulation theory

In using plasma TV in EFL classroom teachers help students to look at various kind films, images and audios that support their learning. In relation to this, Sensory stimulation theory has as its basic premise that effective learning occurs when the senses are stimulated (Laird, 1985)as in Lee (2002,p.1). As a Laird the vast majority of knowledge held by adults 75% is learned

through seeing. Hearing is the next most effective about 13% and the other senses touch, smell and taste account for 12% of what we know.

By stimulating the senses, especially the visual sense, learning can be enhanced. However, this theory says that "if multi-senses are stimulated, greater learning takes place". Stimulation through the senses is achieved through a greater variety of colors, volume levels, strong statements, facts presented visually, use of a variety of techniques and media. Moreover, using audio-visual materials that contain sample dialogue and film that based on various real-life based situations enhance the students' English language learning.

Supporting the claim of Laird 1985, various studies in these areas reviled that using visual aids help students learning. Calder (1966), cited in Girma (1983), as in Tessema and Manjula (2012,P. 3) states that psychologist have found the following facts that summarized as the followings.

1. In our life most of what we learn or we know is what we get from seeing. Seeing is the major sense of learning.

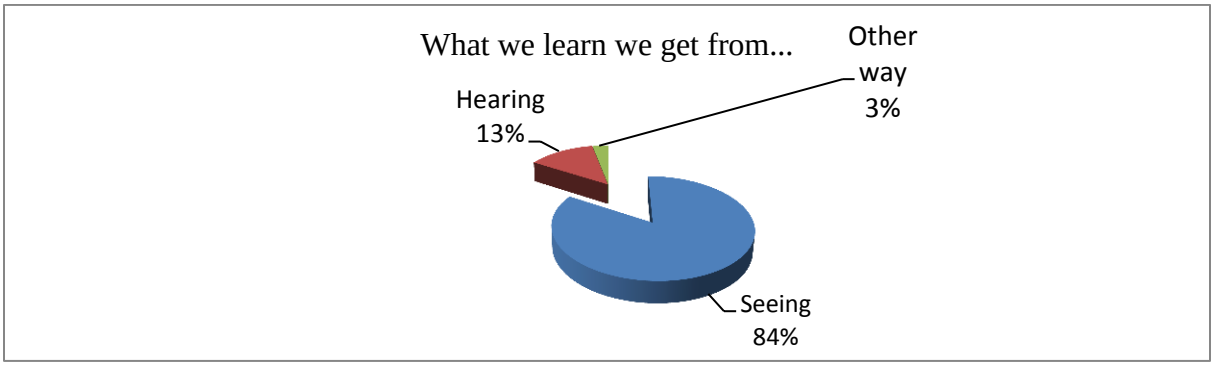

Chart A: Made by the researcher based on the work of Calder (1966), as quoted by Tessema and Manjula (2012)

As indicated above, both the findings of those psychologists and as Laird 1985, most of our leaning is gained from seeing. (However there is a slight difference in amounts learning that one got through seeing)

2. In our normal day-to-day living we learn most of things by hearing and seeing at the same time while hearing, smelling, and touching covers the small amounts of our learning comes

from.

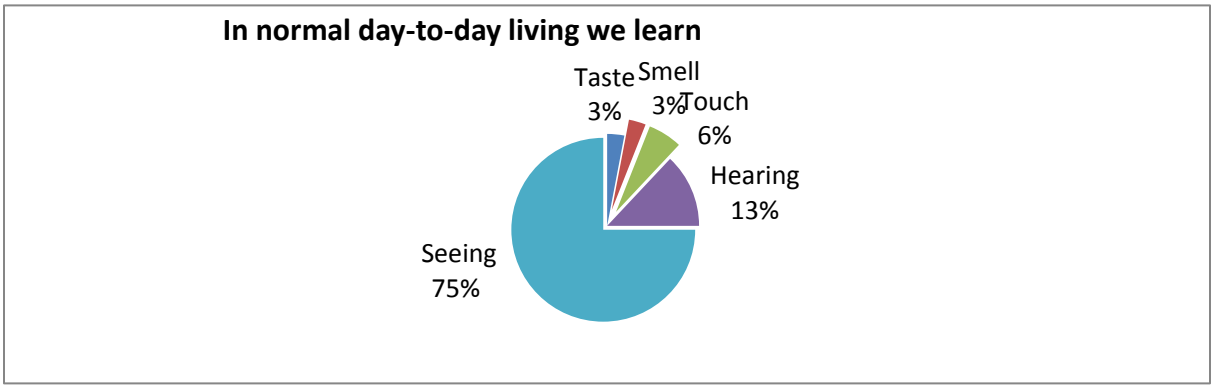

Chart B: Made by the researcher based on the work of Calder (1966), as quoted by Tessema and Manjula (2012)

3. After three days of learning we remember 65% of what we learnt. This it to emphasize that using plasma TV in classroom helps students to retain what they learnt.

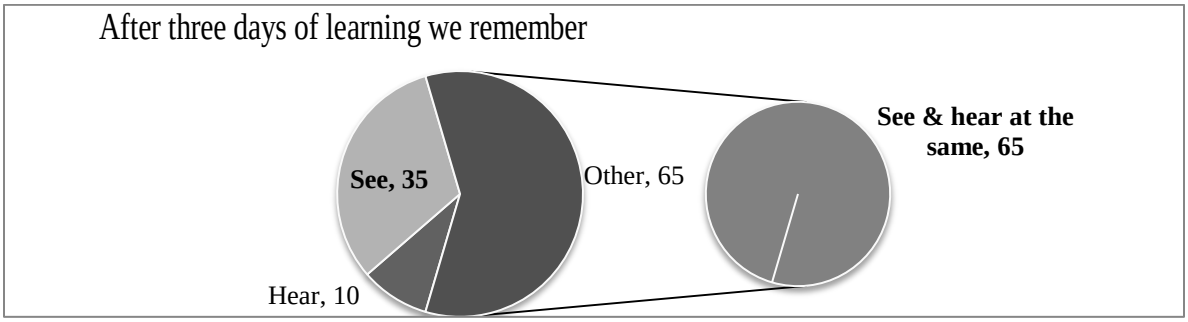

Chart C: Made by the researcher based on the work of Calder (1966), as stated by Tessema and Manjula (2012).

2.3.2 Reinforcement theory

This theory was developed by the behaviorist school of psychology, notably by B.F. Skinner (Burns 1995) as in Lee (2002,p.2). Skinner believed that behavior is a function of its consequences. The learner will repeat the desired behavior if positive reinforcement (a pleasant consequence) follows the behavior. Positive reinforcement, or 'rewards' can include verbal reinforcement such as 'That's great' or 'You're certainly on the right track' through to more tangible rewards such as a certificate at the end of the course or promotion to a higher level in an organization.

Negative reinforcement also strengthens a behavior and refers to a situation when a negative condition is stopped or avoided as a consequence of the behavior. Punishment, on the other

hand, weakens a behavior because a negative condition is introduced or experienced as a consequence of the behavior and teaches the individual not to repeat the behavior which was negatively reinforced. In line with this, when plasma TV is used in English classroom, the desired behavior could easily elicited and students could be motivated and the learning objectives could be easily attained. For instance if students get opportunities to look at what they are learning such as model dialogue from plasma TV lessons, they will be motivated to do the same thing that they looked at or listened to in the given model dialogue.

2.3.3 Facilitation theory

Carl Rogers and others have developed the theory of facilitative learning. The basic premise of this theory is that learning will occur by the educator acting as a facilitator, that is by establishing an atmosphere in which learners feel comfortable to consider new ideas and are not threatened by external factors (Ibid, 2002,p.5). Basically in using Plasma TV in EFL classroom a classroom teacher facilitates the students' learning. The classroom teacher uses plasma TV in order to support students' language learning, makes check that students are doing accordingly the tasks that are given by plasma TV lesson presenter and responds to students questions. Generally in plasma TV based instruction, the classroom teacher is a facilitator that create conducive environment for students learning.

2.3.4 Action learning

Action learning is the approach that links the world of learning with the world of action through a reflective process within small cooperative learning groups known as 'action learning sets' McGill & Beaty (1995), as it is cited by Lee (2002,p.4). The sets meet regularly to work on individual members' real-life issues with the aim of learning with and from each other. In line with this the real-life situations can easily presented by using plasma TV in language classroom. Students can imitate from the given situations and make role play and use the expressions or use the language items in their communication in this way students change what learnt to action.

2.4 A Brief History of Language Technology and Approaches in Language Learning

There are numbers of methods of language teaching that teachers can use. And also there are various types of teaching aids that language teachers can use which support different types methods of language teaching. Language teachers who followed the grammar-translation method, in which the teacher explained grammatical rules and students performed translations,

relied on a perfect vehicle for the one-way transmission of information to students' native languages. Primarily the teachings were based on writing words on the black board and translating the words into students' first languages. The blackboard was later supplemented by the overhead projector, another excellent medium for the teacher-dominated classroom, as well as by early computer software programs which provided what were known as drill-and-practice grammatical exercises.

In contrast, the audio-tape was the perfect medium for the audio-lingual method which emphasized learning through oral repetition. University language classes in the 1970s and '80s usually included obligatory sessions at the audio lab where students would perform the dreaded repetition drills. By the late 1970s, the audio-lingual method fell into disrepute, at least in part due to poor results achieved from expensive language laboratories. Whether in the lab or in the classroom, repetitive drills which focused only on language form and ignored communicative meaning achieved poor results (Warschauer & Meskill, 2000, p. 2)

The 1980s and 1990s have seen a shift toward communicative language teaching, which emphasizes student engagement in authentic, meaningful interaction. Within this general communicative trend, we can note two distinct perspectives, both of which have their implications in terms of how to best integrate technology into the classroom. These can roughly be divided into cognitive approaches and socio-cognitive approaches.

2.4.1 Cognitive Approaches

Cognitive approaches to communicative language teaching are based on the view that learning a language is an individual psycholinguistic act. From this perspective, language learners construct a mental model of a language system, based not on habit formation but rather on innate cognitive knowledge in interaction with comprehensible, meaningful language (Chomsky, 1986,p.2). Errors are seen in a new light, not as bad habits to be avoided but as natural by-products of a creative learning process that involves rule simplification, generalization, transfer, and other cognitive strategies.

Technologies which support a cognitive approach to language learning are those which allow learners maximum opportunity to be exposed to language in meaningful context and to construct

their own individual knowledge. Examples of these types of technologies include text-reconstruction software, concordancing software, and multimedia simulation software.

2.4.1.1 Text-reconstruction software

Text-reconstruction software allows teachers to provide students various texts in which letters or words are either missing or scrambled. Students work alone or in groups to complete or re-arrange the texts, thus supporting a process of mental construction of the linguistic system. While such activity could in theory be carried out with paper and pencil, the computer facilitates the process for both teachers and students. Teachers can quickly and easily create re-arranged texts or cloze exercises from any original word-processed passage. Students can use hints provided by the computer to assist their learning process.

` 2.4.1.2 Concordances software

Text-reconstruction software allows teachers or students to search through small or large texts to look for instances of the actual use of particular words. Concordances are thus supplements to dictionaries in that they help illustrate the usage of a word, rather than just its definition. Concordances are also useful for investigating collocational meanings (e.g., "large box" vs. "big box," or "think about" vs. "think over") or grammatical features (e.g., "was going" vs. "used to go").

` 2.4.1.3 Multimedia simulation software

Multimedia simulation software allows learners to enter into computerized micro worlds with exposure to language and culture in a meaningful audio-visual context. The best of these programs allow learners a good deal of control and interactivity so they can better manipulate their linguistic input.

2.4.2 Socio-cognitive Approaches

Socio-cognitive approaches, in contrast to cognitive approaches, emphasize the social aspect of language acquisition; learning a language is viewed as a process of apprenticeship or socialization into particular discourse communities (Schieffelin & Ochs, 1986; Gee, 1996) as it is quoted by Warschauer & Meskill (2000, p.3). From this perspective, students need to be given maximum opportunity for authentic social interaction, not only to provide comprehensible input but also to give students practice in the kinds of communication they will later engage in outside

the classroom. This can be achieved through student collaboration on authentic tasks and projects while simultaneously learning both content and language.

The Internet is a powerful tool for assisting a socio-cognitive approach to language teaching, and it is in fact this fit of the Internet with a socio-cognitive approach which largely accounts for the new-found enthusiasm for using computers in the language classroom. The Internet is a vast interactive medium which can be used in a numerous of ways.

2.5 Types of educational technologies/Medias

There are numbers of educational technologies that can be used to facilitate the process of teaching-learning English language. The term media used to describe newspapers, mass media, print media, visual media and social media. While media can take on many different forms, the purpose of all media is universally the same that is media is a channel of communication. Using these channels of communication in language classrooms teachers can better help their students' language learning than using only black board and chalk. A brief discussion will be give on the following types of educational technologies such as, Accessing Resources and Publishing on the World Wide Web Social Medias and language learning, Using Computer in EFL Classroom, , Radio in education and Using Plasma TV in language classroom.

2.5.1 Accessing Resources and Publishing on the World Wide Web

There are numbers of interesting and helpful resources we could get in use worldwide website in language classrooms. In line with this Warschauer and Meskill (2000,p.4) states the benefits of using World Wide Website in English language learning as, "the World Wide Web offers a vast array of resources from throughout the world. While the majority of Web pages are in English, increasing numbers exist in other commonly-taught (and some uncommonly-taught) languages, including Spanish, French, German, Japanese, and Chinese." Accessing and using various types of WWW pages, according to Warschauer and Meskill (2000,p.4), in language education it supports a socio-cognitive approach by helping immerse students in discourses that extend well beyond the classroom, their immediate communities, and their language textbook. Moreover they stated that, the use of WWW pages in EFL class is particularly critical for foreign language students who otherwise experience the target culture only through their instructor and select curricula. Students can use Web pages as authentic materials for conducting research on culture and current events. Students can also publish their own work on the World Wide Web, thus

enabling writing for a real audience. In some cases, teachers have created in-class online newsletters or magazines that their classes have produced. In other cases, teachers can help their students contribute to international Web magazines which include articles from many students around the world. And in other situations, students work together in collaborative teams internationally and then publish the results of their projects on the Web.

2.5.2 Social Medias and language learning

There are numbers of social Medias that people use in their day-to-day life activities. For instance Facebook has over 500 million users, while Twitter has over 200 million. The numbers of Google and yahoo users are also numerous. There's no doubt that students are actively engaged in online communities. For instance, while using facebook students can read various posts and notifications which are written using English language. Students can also make their posts using English language in doing this they could improve their language skills. Jeff (2011) that available and retrieved from http://www.edudemic.com/social-media-education/ states the following the main advantages of using social medias.

> *Social networking has increased the rate and quality of collaboration for students. They are better able to communicate meeting times or share information quickly, which can increase productivity and help them learn how to work well in groups. Social networking teaches students skills they'll need to survive in the business world. Being able to create and maintain connections to many people in many industries is an integral part of developing a career or building a business.*

By spending so much time working with new technologies, students develop more familiarity with computers and other electronic devices. With the increased focus on technology in education and business, this will help students build skills that will aid them throughout their lives in line with this improve their language skills.

2.5.3 Using Computer in EFL Classroom

There are several different approaches for using the Internet to facilitate interaction within and across discourse communities. One way is to use online activities to foster increased opportunities for interaction within a single class. This takes place both through computer-assisted classroom discussion and through outside-of-class discussion.

The class meets in a networked computer lab, and students communicate through writing rather than through talking. Students type in their messages and hit a key to instantly send the message to the rest of the class. All the messages are listed chronologically on the top half of the screen and can be easily scrolled through and re-read. The entire session can later be saved and passed on to students, either in electronic form or hard copy.

Outside of class discussion is usually carried out using asynchronous tools, such as e-mail or conferencing systems. Special lists can be set up so that students' messages get automatically forwarded to either a small group or the whole class. Computers have been used for language teaching for more than three decades. According to Warschauer & Healey (1998) as cited by Nazlı (2005,p.198)**,** the history of CALL can be divided into three stages: behaviouristic CALL, communicative CALL and integrative CALL. Each stage corresponds to a certain pedagogical approach.

2.5.3.1 Behaviouristic CALL

It was formed in the late 1960s and used widely in the 1970s under the influence of Audio-lingual teaching method. In this stage of CALL, repetitive language drills, referred to as drill-and practice were used. The computer was seen as a mechanical tutor who never allowed students to work at an individual pace, which hindered motivation. Further, it included extensive drills, grammatical explanations and translation at various intervals (Warschauer & Healey 1998) as in Nazli (2005,p.199)

2.5.3.2 Communicative CALL

It was the period of the 1980s. This period was the time that behaviouristic approach to language teaching was being rejected at both theoretical and pedagogical level, and also personal computers were creating greater possibilities for individual work at school. Communicative CALL corresponded to cognitive theories which stressed that learning was a process of discovery, expression and development. Under the influence of Communicative Language Teaching defendants of communicative CALL argued that computer based activities should focus more on using forms. Software developed in this period included text reconstruction program and simulations. In communicative CALL, the focus was not so much on what students did with the computer, but rather what they did with each other while working at the computer.

2.5.3.3 Interactive CALL

By the 1990s communicative CALL began to be criticized. New second language acquisition theories and socio-cognitive views influenced many teachers and lead them to use more social and learner-centered methods. This time, emphasis was put on language use in authentic social contexts. Task-based, project-based and content-based approaches all sought to integrate learners in authentic environments, and also to integrate the various skills of language learning and use. In integrative approaches, students are enabled to use a variety of technological tools as an ongoing process of language learning and use rather than visiting the computer lab once a week basis for isolated exercises.

2.5.4. Radio in education

Among various types of educational technologies that can be used in language classroom and the cheapest one is radio, comparing to computer and television. Radio has been used in educational sector to facilitate the teaching-learning process. EMA has been taking an innovative step to help meet the increasing demands for transmitting time as well as to provide high-quality audio sound in the schools. Demissew and Thomas (2000) as retrieved from www.TechKnowLogia.org, state the relationship between world space and the development of using radio for educational purpose in Ethiopian context as the following.

> *It has teamed up with World Space, which has recently launched the AfriSat satellite that broadcasts digital programs from space. AfriSat covers the African continent using three transmitting beams, each of which has the capability of carrying 60 audio channels simultaneously. Although principally a commercial venture, World Space Corporation through its Foundation has dedicated part of its broadcasting capacity for the nonprofit sector in areas such as education, health, the environment, and women's issues. As one initiative to help test the capacity of this technology to support education, World Space is providing one broadcasting channel exclusively for use in Ethiopia. In addition, it has donated 50 digital receivers for a pilot program. EMA has already identified approximately 400 programs to be broadcast from AfriSat. These programs include harmful traditional practices, folk media, science subjects, gender issues, primary school teacher training programs, and English.*

Using radio in teach-learning enables the programs can reach the most remote areas. However radio lacks in presenting visual aids in language classroom, it is one of the cheapest educational technologies that can be easily used in language classroom. Lessons like listening, pronunciation, and model dialogue could effectively present in EFL classroom through radio.

2.5.5 Using Plasma TV in language classroom

Various scholars in fields of education give their advice for teachers to use teaching aids that support the students learning. While some of these teaching aids are pictures or images the others are audio-visual recourse that can be used in EFL classrooms. From all these types of teaching aids plasma TVs can effectively used in language classroom.

Ethiopia has a rich experience in using radio and television to support primary, secondary and non-formal education. The Educational Media Agency (EMA) as it is quoted by Demissew and Thomas (2000) as available on www.TechKnowLogia.org, the Ministry of Ethiopia Education is origin to the Audio-Visual Center established 1952/53. The Center developed, produced and distributed audio-visual teaching aids, and even had a mobile team that traveled to villages and schools to show films and slides. In 1965, a year after the introduction of television in the country, television became the first technology for broadcasting educational programs using the facilities of the Ministry of Information. In 1969, EMA started broadcasting from its own studio, an indication of its technical and production attainment. At that time, as a result of increased enrollment in schools, the multiple shift system was introduced, and EMA had to repeat the broadcast of lessons for each shift. Later in 1971, educational radio broadcasting was initiated after a humble experiment using audiocassette programs in a prison in Addis Ababa.

In 1967, the Audio-Visual Center was reorganized as the Educational Mass Media Center with its own TV studio that produced programs in eight subjects for senior secondary schools and in five subjects for junior secondary schools. TV programs were developed for primary schools as well. But the secondary school programs were interrupted in 1976 and the primary school programs stopped in 1980. TV programs returned for junior secondary schools in 1988. Moreover the revised Ethiopian educational policies of 1994 emphasize to increase an access quality education for the citizens. For this end numbers of primary, secondary, preparatory, colleges and universities have been built and large numbers students get an access to educations. Following these changes the attention of the government shifted to working on improving the quality of education. One ways of doing this is through the adaptation of plasma TV in education. In line with this Federal Ministry of Education (2010,p.10) states the following.

> *The general education sub-sector includes Early Childhood Care and Education (ECCE), primary education (grades 1-8), secondary education (grades 9-12) and Functional Adult Literacy. The priorities for general education under ESDP IV relate to two major objectives: to improve the quality of general education and to increase access and equity. A distinction is therefore made between programs aiming at improved quality and internal efficiency and programs aiming at achieving access and equity. The quality improvement program integrates core priorities such as "teacher and leader development" and "Information and Communication Technologies".*

To achieve the set goals, the government has been distributing plasma TVs to almost all secondary and preparatory schools. Schools also have been using the educational technology in order to offer quality education to their students. Along with other subjects, English language teachers have been using the device to help their students to achieve the best from language learning. Nonetheless there are plasma TVs in every schools recently some schools already stopped using plasma TVs.

2.6 Need of integrating ICTs in Education

Using various kinds of educational technologies is not the resent phenomenon. Studies show that the greatest impact to education in the history of instructional technology came from the 2nd World War where efforts were made to teach various skills to the military. Soldiers had to be recruited and trained to be ready for action within the shortest possible time. Next the invention of the computer and programmed instruction were applied to education with encouraging results. (*Kassahun & Zelalem 2006,p.86)*

The 21st century's generations is said be to living in a single village as a result of globalization. As a member of this single village, continents or countries are sharing cultures, life experiences, economical and political aspects of the others. So the role of Information Communication Technology plays a vital role in globalized world. Shamsul and Haslindawati (2004,p.111) emphasize the place of ICTs in globalization as "ICT anchored global communications technologies have well served modern science and its main centers of production, like universities and research institutes. Global market, global production, global finance and global organizations have also reproduced secular and instrumental thinking." This clearly shows that how information technology is base for the formation of globalized world. Bicak, (2005) cited Thomas (2011,p.1128) and support what has been said.

> *A major driver of globalization is technological progress. The rise and commercialization of the Internet and the maturing of information and communication technologies (ICT) are making organizations' business environments increasingly more international, and as a consequence also their communication and business processes*

In addition to the above claims, nowadays the uses of Information Communication Technologies in our daily life become very crucial. Information Communication Technologies have long been used by various organizations to facilitate their daily routines. For instance, ICTs are used in hospitals for routine record keeping, as sensors to detect changes in blood pressure, heart rate, temperature, scan the body and provide 3D figure, in patients' treatment. Commercial or business organizations use various kinds of ICTs applications. Computers are needed to perform business operations that require handling large amounts of data. Several computer applications are available to assist business in working with large volumes of data. For example database management and statistical analysis can be taken as computer applications that are used by various business institutions. In line with this, Tinio (2002), that retrieved from http: www.eprmers.org on (December 27, 2014) clearly states the multi-functions and the benefits of ICTs the following.

> *ICTs greatly facilitate the acquisition and absorption of knowledge, offering developing countries unprecedented opportunities to enhance educational systems, improve policy formulation and execution, and widen the range of opportunities for business and the poor. One of the greatest hardships endured by the poor, and by many others, who live in the poorest countries, in their sense of isolation, and ICTs can open access to knowledge in ways unimaginable not long ago.*

Due the fact that there are numerous exciting applications of information communication technologies, schools are necessitated to use technology-based modes of teaching- learning in order to improve educational outcomes. Among the others, the followings are some of the need of integrating ICTs in education particularly in EFL classroom.

2.6.1 ICTs Enhance quality of education

Although ICT is used in many sectors, in educational sector the use of ICT is taken as one of the most important areas where the technology is frequently used. "Unsurprisingly, for this purpose, ICT has gained more and more attention, and the use of ICT including radio and television for education has a long history" (Grace and Kenny 2003, p. 627 – 636).

Various studies also show that, Ethiopian education seems to be poor in quality. However the country pays due attention to provide an access and quality education for its citizens, there is still a problem of quality education in the country. For instance, although English language is taught starting from KG-12 grades, most of the students' performance in English language skills is poor. There could be numbers of reasons for law educational performances in general particularly in English language proficiency. Luck of integrating audio-visual aids in educational system is among these reasons. The following finding supports this claim.

> *There are several linguistic and non-linguistic reasons of dismal state of English in Ethiopia …. For instance, lack of authentic materials, lack of interactive lessons, imbalance between levels of learners and the prescribed lessons, sloppy curriculum, wayward language policy, peer fear, test anxiety, communicative and pedagogic incompetence of the teachers, abnormal class and classroom size, lack of English exposure outside classroom, inappropriate uses of ELT methods and activities, lack of audio-visual aids, overdose of GT Method, mother tongues as the medium of instruction, time constraint, lack of motivation, faulty education planning, lack of professional ELT practitioners and courses, negative attitude towards English, etc. are some of the major causes which can be held responsible for the degrading state of English in general and poor performance of the Ethiopian… learners in particular (Sanjay 2014 P.17).*

From the above finding, lack of authentic materials, lack of interactive lessons and lack of audio-visual aids, are some of the major problematic areas that affect the learners' language learning. In order to help students to achieve the set goals, using plasma TV in language classroom is very important.

2.6.2 ICTs provide Uniform teaching-learning throughout the country

Ethiopia and many African countries use plasma TVs to support their teaching learning process. Countries like Kenya, Madagascar, Mozambique, Senegal, Somalia, Tanzania, Uganda, Zambia, and Zimbabwe are using plasma television. (Diallo, Thierry, Aguti, Villet, & Wangeci Thuo, 2008).

One of the main purposes of integrating plasma TVs in Ethiopian secondary and preparatory schools is to maintain educational quality throughout the country by presenting uniform educations. In using plasma TVs citizens could get the opportunities of receiving uniform ways of learning. Brook (2006,p.86) also emphasizes that students in Grades 9 and 10 and those of the preparatory streams are offered lessons entirely through a new approach that is carried out through the use of plasma televisions. The students receive uniform lessons at the same time throughout the country via satellite transmissions.

In providing Uniform teaching-learning throughout the country, the role of using plasma TV in language classroom is very great. Getnet (2008,p.157) claims that "the use of plasma TV is

especially helpful for remote schools where they may have problems of obtaining well qualified teachers, lab equipment and the like as it is a case of many secondary schools in Ethiopia. In addition, when students have no opportunity to visit some places which are important for their lessons, TV can be a complement''.

2.6.3 ICT in EFL classroom is new perspective of teaching-learning

By enhancing teacher training, ICTs have also been used to improve access to and the quality of teacher training. For example, (Tinio, 2002) states the experience of institutions like the Cyber Teacher Training Center (CTTC) in South Korea are taking advantage of the Internet to provide better teacher professional development opportunities to in-service teachers. At India Gandhi National Open University, satellite-based one-way video- and two-way audio-conferencing was held in 1996, supplemented by print-materials and recorded video, to train 910 primary school teachers and facilitators from 20 district training institutes in Karnataka State. The teachers interacted with remote lecturers by telephone and fax. In addition to these countries, in most of Ethiopian universities there are E-learning programme. Using educational technologies such as plasma TVs, computers, and radios are alternative and new perspective of enhancing students' language learning. In line with this Warschauer and Meskill (2000,p.5) state that;

> *In using new technologies in the language classroom can only be interpreted in light of the changing goals of language education and the changing conditions in postindustrial society. Language educators now seek not only to teach students the rules of grammar, but rather to help them gain apprenticeship into new discourse communities. This is accomplished through creating opportunities for authentic and meaningful interaction both within and outside the classroom, and providing students the tools for their own social, cultural, and linguistic exploration. The computer is a powerful tool for this process as it allows students access to online environments of international communication. By using new technologies in the language classroom, we can better prepare students for the kinds of international cross-cultural interactions which are increasingly required for success in academic, vocational, or personal life.*

From the above quotation one can conclude that using educational technology in language teaching is not only the process of delivering language items to language learners. Using audio-visual material in language classroom is new perspective of language teaching where students get alternative chances that could enables them to learn language in authentic ways. This is due to the fact that plasma TV is capable of bringing the real-life situation, where language is used in authentic, to language classroom.

2.6.4 ICT Integrate Language Skills

In EFL classrooms teachers must enable their students to use English language in their classrooms for academic purpose, in any situation out of classrooms as students could use the language in their communications and also teachers must work toward developing students' English language proficiency as much as possible. These are only possible if language presentation is through integrating language skills. Integrative language teaching (Sanjay 2014 P. 19) believes that what has been learnt and practiced through one skill is reinforced and developed through other skills. However, the study made by Sanjay (2014) revealed that Ethiopian EFL teachers teach language items chunk by chunk.

> *Observing the Ethiopian… classrooms, it was found that the teachers focus mainly on Reading and Writing involving learners mainly into correcting erroneous sentences, decoding comprehension passages, and writing essays which make learning undesirably challenging and less engaging. Thus, segregated emphasis on the four skills makes English repulsive to the minds of the learners because the learners do not view English as a single entity rather four different subjects to be learnt separately.* (Ibid, P. 19)

In order to enable our students to achieve the intended outcomes, EFL teachers' presentation must integrate all language skills so that students develop all language skills. Through using various kinds of educational technologies, especially plasma TVs, EFL teachers' can integrate all the language skills in their teaching. As it has been mentioned so far, plasma TV lessons are characterized by presenting various real-life situations in language classrooms. As in real-life situations people use language in authentic ways, students get opportunities to look how language works in natural settings. It is natural that as we speak to someone in return we listen to the person that we spoke to in our conversations. In the same ways students listen to the plasma TV presenter, read notes from plasma TV screen, and provide answer orally or sometimes make imitation and act out or make role plays. In such ways by using ICT or plasma TV in EFL classroom all the language skills could be integrated and language is taught meaningfully. All these enable our students to exercise all the language skills at a time and ultimate results will be achieved.

2.7 Challenges in using ICT in education

Due to the fact that there are benefits that we could get in using plasma TVs in EFL classrooms, the educational technology are being used in many secondary and preparatory schools. Getting

all the possible advantages are not possible without utilizing the full power of high performance the educational technology to enhance the teaching-learning process of our schools. Although plasma TV-based instruction offer special opportunities for language teaching-learning, there yet challenges that affect the effective utilization of the devices.

Some researchers who conducted researches on the topic areas suggested some of problems that plasma TVs have. For example Brook (2006) stated the limitation of plasma TVs at his first observation day on 29 December 2004. In order to get some highlights about what was going to happen in the day's lesson. He (Brook, 2006, P 71) asked one the school teachers who have been using plasma TVs as the following ways;

> *[Brook]…"What time does the television lesson start?" …"At 8:05" he [classroom teacher] answered."Do you know what it is going to be about?"…. "No. Because for the last two days we did not have satellite connection and I am not sure if the lesson starts from where it stopped or if it would just go ahead with the day's new lesson skipping the two lessons we missed."*

From the above dialogue it is possible to generalize that sometimes connection to satellite could be lost and plasma TVs are not always used as the devices are supposed to be used. If there are such kinds of problems or disconnections occurred, the plasma TV lesson presenter skips to the following lessons. Furthermore Brook (2006) on his second day of observation on January 05, 2004 he was able to identify some of plasma lessons limitations as the plasma TV lesson presenter asked some questions and answered by the plasma lessen presenter he self quickly. While students were following the plasma lessons, the lesson came to an end with power interruption. Then the classroom teacher was forced to summarize the lesson without preparation.

Form Brook (2006, P.74) observations made on 29 December and 05 January 2004, in plasma TVs lessons presentation, there are several limitations and drawbacks of using the technology for teaching-learning process as he stated under the conclusion part of his study as the following;

> *Providing lessons on plasma TVs given by foreigners from an advanced country may add to Ethiopia's involvement and commitment to globalization..., there are quite a lot of materials that are not contextualized to the Ethiopian educational setting, as in the cases of girls in cinemas and the unfaithful wife. Unthinking importation too often concentrates on identifying 'surface' similarities, but does so without reference to the cultures in which the*

policies or practices were conceived...such importation of foreign education materials, referred to as "cross-cultural cloning", ends up in expanding the Anglo-American education system deep into an Ethiopian society, vehemently eroding national and regional ethical values, leaving no chance for young Ethiopians to uphold and build on their own cultural values.

In addition to the above study that indicates the limitations and drawbacks of plasma TVs, as in Wolyie (2006,p.2), in our country the full adaptation of the technology has been difficult due to:

- Lack of academic institutions that act as sources of well grounded study in information technology
- Non-existent computer literacy in primary and secondary education
- A weak education infrastructure
- Shortage of skilled human resources and computing infrastructure colleges and universities
- Shortage of programmers in custom and new systems development
- Poor quality of internet services
- A restrictive information seeking culture
- Diverse local languages, scripts and dialects in Ethiopia – user friendly interface in the local languages for on-line connectivity is needed in promoting information sharing and developing a successful national network in Ethiopia

2.8 Opportunities in using ICT in education

As compared to face to face mode of teaching there are lots of opportunities in using plasma TV in EFL class. Using plasma TV provide great opportunity to most of Ethiopian remote areas schools which are characterized by lack of reference materials, laboratories, and lack of teachers. Using the educational technology can solve such problems of remote schools by presenting various kinds audio visual teaching aids through modal teaching. Students at various grade levels get uniform education throughout the country. Moreover using plasma TV enables EFL teachers to teach language through integrating all language skills. In line with this claim, the study conducted by Getnet (2008. P. 157-158) shows the opportunities in using plasma TV in language classrooms.

> *Pedagogically, it is quite right and sometimes necessary to use teaching aids like "plasma" in the classroom so that abstract contents can be more clarified through it. Very expensive experiments which cannot be conducted in each classroom can also be demonstrated through such a mechanism. This is especially helpful for remote schools where they may have problems of obtaining well qualified teachers, lab equipment and*

the like (Evans, Stacey & Tregenza, 2003), as it is a case of many secondary schools in Ethiopia….In addition, when students have no opportunity to visit some places which are important for their lessons, TV can be a complement. Besides, since students use at least two of their senses in the "plasma" programs, seeing and listening, their attention span as well as the potential to memorize the contents will increase, compared to only attending a teacher's lecture in a traditional classroom.

The above quotation clearly shows the advantages of using plasma TV in language classrooms. Especially most of the remote area schools are advantageous in using the educational technologies. In addition to this, the device is also capable of presenting lessons through integration of language skills. Moreover the comparative study, in some of Government Schools and Private Schools, which was carried out by Genet (2008. p.154) indicates that "eleven out of fourteen Government school participants as a positive effect of the newly introduced "plasma" model of teaching is the development of the students' English language listening skills. Three (out of four) teachers and four (out of six) students agreed that most of the students are now catching new words as a result of listening to them repeatedly from the "plasma" transmission".

In addition to the above finding, according to Wolyie (2006,p.3), the pamphlet from the Ministry of Education mentions six benefits of the plasma TV education as the followings:

- By using images, teachers can teach effectively and provide a clear presentation to enable students to understand complicated and vague concepts.
- It enables teachers and students to access the up to date information easily and effectively.
- It provides a simple and accurate educational concept for teachers.
- It delivers the same quality of education to students simultaneously regardless of geographic differences and
- Model and effective teachers (i.e. model lectures) can be seen on the screen.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

The general objective of this study is to investigate the challenges and opportunities in using plasma TV in EFL class in Beha Biftu and Robe high schools. To this end this chapter presents the discussion of the research design, participants of the study, sample size and sampling techniques, data collection instruments and procedures of data analysis will be presented as follows.

3.1 Research Design

To investigate the challenges that teachers come across in using plasma TV and to find out the opportunities that both students of grade 9 and English language teachers get in using plasma TV in teaching- learning process, mixed research approach was used. This is because "mixed methods procedures employ aspects of both qualitative and quantitative procedures" (John W. Creswell 2009, p. 17).

3.2 Participants of the study

To investigate the challenges and opportunities in using plasma TV in EFL class, in oromiya Regional State, Bale Zone, Beha Biftu and Robe high schools were selected. The schools were selected due to the fact that the schools are nearer to the working place of the researcher and the surrounding schools that found in the researcher's town do not use plasma TV as they are primary schools. Even the secondary school that found near Beha Biftu School, Agarfa Secondary and preparatory schools stopped using plasma TV.

In Beha Biftu secondary school there were 7 sections of grade 9 that contained 463 students and there were two grade nine English language teachers. The two English language teachers and the selected grade nine students were the participants of the study. In Robe high school there were 18 sections of grade 9 that contained 970 and there were five grade nine English language teachers. From the two schools, the grade nine students and English language teachers of 2014/15 academic year were the total populations of the study.

The following table shows population and those participants who participated in the study from the two schools.

Table 1: Students and Teachers participants

Name of the secondary school	Total population size of both schools		The sample Respondents of the two schools	
	Students	Teachers	Students	Teachers
School A	463	2	69	2
School B	970	5	146	5
Total	1433	7	215	7

3.3 Sample Size and Sampling Technique

Usually the time, money and effort involved do not permit researcher to study all possible members of a population (Admas college of distance EdPM 214, 2005, p. 69). In addition to these constraints, it is possible to take the sample that can represent the whole population and make generalization based on the data that collected from the samples. All the grade 9^{th} English language teachers from both schools and 15% of grade nine students of Beha Biftu and Robe Secondary schools were the participants of the study.

Grade nine English language teachers were selected following purposive sampling technique. And the 15% of grade nine students of Beha Biftu and Robe Secondary students were selected through Simple Random Sampling (SRS) technique as sample of the study. So in Beha Biftu secondary 69 students were selected (using Lottery method). In the same way, in Robe secondary 146 were selected. The researcher believed that, the 15 % of the total population which is total 215 students and seven teachers are manageable and an adequate data can be gathered from this sample.

3.4 Data Collection Tools

To investigate challenges and opportunities in using plasma TV in EFL class, the researcher used various kinds of data gathering tools. These tools were effective to gather evidence or data for the study and also appropriate and reliable instruments for research.

The focuses of these instruments were to collect data in order to investigate challenges and opportunities in using plasma TV in EFL classroom. So the selected instruments were suitable to collect important data for the study and these instruments were believed to collect sufficient and reliable data from the selected samples. These instruments were also important in triangulating that will be useful to insure the validity of the study. These tools are adapted from University of Kansas (2002) as in Getnet (2008) and Kassahun and Zelalem (2006) Jimma University.

3.4.1 Classroom Observation

Using structured observation, the working environment and the class room behavior of teaching-learning process in both mentioned schools were observed. This was to look at the process of teaching-learning in EFL class using plasma television and in none plasma television lessons.

During the observations, the researcher used an observation checklist to observe the classroom activities of teachers and students concerning the challenges and opportunities in use plasma TV in FEL class. The classroom observations were made twice for grade 9 selected classrooms in both secondary schools. The first observation was in non-plasma or face to face mode of teachings and the second observation was Plasma TV based lesson mode of teaching of each English language teachers of the selected section were observed in both schools. The observation helped the researcher to come up with reliable data that were collected from both the English language teachers and the sample grade nine students. Observations are believed to give a chance to look at practices in the classroom that other instruments might not provide. In line with this Abiy and et al (2009, p. 78) stated that, observation technique is particularly useful for discovering how individuals or groups of people or animals (and in some instances inanimate objects) behave, act or react this indicated in **Appendix E and F.**

3.4.2 Close ended Questionnaire

There were 463 students of grade 9 in 7 sections in Beha Biftu secondary school. And in Robe high school there were 18 sections of grade 9 that contained 970. The 15% of the total grade 9 students from both schools (from Beha Biftu 69 and from Robe 146 students) were taken as the sample of the study and the closed ended questionnaires were distributed to them. The questionnaire was used to investigate the challenges and opportunities that students come across in learning English language using plasma television.

The questionnaire adopted from University of Kansas (2002) as in Getnet (2008) and Kassahun Meless and Zelalem Teshome (2006) Jimma University authors whom conducted research on the topic area. The questionnaire contains various categories such as, strongly disagree, Disagree, undecided, Agree, Strongly Agree. Frequently, Sometimes, Rarely and Never and as shown in **Appendix G and H.**

3.4.3 Semi-structured Interview

Following the classroom observations and gathering data from the sample students, semi-structure interviews were used to get additional information about the topic under investigation and to make crosscheck the data that were collected through structured observation and the response of the students on the student's questionnaire. The interview questions were designed to obtain relevant information about the problems or the challenges that the English language teachers come across. The grade nine teachers from both schools were interviewed on the opportunities that both the teachers and students get in using plasma television. To obtain adequate information, the researcher carefully translated the interview questions into Afan Oromo as stated in **Appendix I and J.**

3.4.4 Document Analysis

To collect the necessary information for the present research work document analysis were also used as one of data collection tools. The document analysis helped the researcher to examine the grade nine textbook very closely on how it incorporated with plasma TV lessons. The grade nine English language text books and other relevant documents were also examined to find out how the mode of plasma TV lessons associated with students' and teachers' books. To this end the following questions were used as guiding in document analysis and the questions stated in **Appendix C.**

1. Amounts of periods per a week, month and year
2. Amounts of images, tables and graphs in the text book
3. Amounts of plasma TV lessons per a week, month and year
4. Kinds of lessons delivered by plasma TV
5. Why plasma in language class
6. What are possible opportunities for students
7. What challenges are there in using plasma TV in EFL class?

3.5 Data Collecting Procedure

First of all the directors of the two schools were asked to get permission to conduct the research there in their schools. Then the researcher met with the participants and the objective of the study was explained to all the participants of the study. Their willingness to participants in answering the interview, questioner and willing to be observed were asked.

Data for the study were collected using document analysis, structured observation, Questionnaire, and semi-structured interview. Grade nine text books and other relevant documents first analyzed. Then class room observations took place. In Beha Biftu School there are seven class rooms for grade 9 students. Four classes of the total grade 9 class rooms were observed while teaching-learning of English language taking place. From the four observed classrooms two classrooms were observed while the two teachers were making face to face teaching and the other classrooms observed while the teachers were presenting their lessons using plasma television. In Robe secondary school, five sections out of 18 sections of grade nine English language teachers were observed in face to face teaching and the other five classrooms of plasma TV based instructions were observed.

Following the class room observations, only sample students from Beha Biftu and Robe Secondary schools were required to complete the questionnaire. Lastly, seven grade 9^{th} English language teachers of the two schools were interviewed.

3.6 Data Analysis Procedure

The data that were collected using document analysis and semi-structured interviews were analyzed and categorized into themes or presented in descriptive way. The description drawn from the data analysis indicated the challenges and opportunities in using plasma TV in EFL class. The data that were collected using class room observations and questionnaires were analyzed using table and percentage according to the issue raised in the questionnaires. Finally, conclusions and recommendations were made inductively and critically based on the research objectives and the research questions.

CHAPTER FOUR

4. DATA PRESENTATION AND ANALYSIS

There were various types of data gathering tools which were used to come up with the achievement of the desired objectives of this study. So this part will present results of the document analysis, observation, questionnaires and teachers' interviews.

4.1 Document Analysis

The document analysis was used to examine the grade nine English language textbook very closely on how it incorporates with plasma TV lessons. To this end, the student's and teacher's guide and other relevant documents were examined to find out how the mode of plasma TV lessons associated with students' and teachers' books.

4.1.1. Analysis of the Grade 9 English Language Teacher's Guide, Student's Textbook and Plasma TV Lessons

In order to investigate challenges and opportunities in using plasma TV in EFL classrooms, the grade 9 English Language Teacher's Guide, Student's Textbook and Plasma TV Lessons were analyzed. While the analysis the following questions were used as guiding line.

1. Amounts of periods/lessons per a week, month and year
2. Amounts of plasma TV lessons per a week, month and year
3. Amounts of images, tables and graphs in the textbook
4. Kinds of lessons delivered by plasma TV

Based on the above guiding questions, the grade 9 English Language Teacher's Guide, Student's Textbook and Plasma TV Lessons were analyzed. As it is clearly stated on grade 9 English language teacher's guide, there are totally 34-weeks of school year. In each week there are four periods in which English language is offered and in such ways the total 12 unites of grade 9 English for Ethiopia is covered within a given academic calendar.

The student's textbook consists 246 pages. From the total pages of 246, only 81 pages containing pictures, 12 pages with graphs and maps and on 27 pages of the textbook there are tables which contain various information that are used to enhance the students' language learning. It is

believed that those colored pictures or images, which appeared on different pages of the student's text book, clarify what is to be taught or learned.

From the net 170 estimated solid days of English language lessons, only 62 lessons are supported by using plasma television. From each units around five lessons covered by the 20s minutes of the presentation of the plasma TV presenter. Even though the presentations of plasma TV lessons are few in numbers, it is attempted to cover each of the language skills.

From the close examination of plasma lessons as comparing to the teaching supporting visuals printed on the student's text book, one may decide that the use of plasma TV is more powerful than relying on using those pictures which are stated on the student's textbooks. This is due to the fact that plasma TV lessons are capable of presenting abstract concepts, pictures, and movies that better support students' language learning. Moreover from the analysis made on plasma TV lessons, it observed that there are opportunities for both students to take look at various situations or things which are inaccessible or cannot be presented to classroom by a classroom teacher. Using plasma TV in EFL classroom provide great opportunity to students and teachers, especially for most of remote area students and teachers, for example to imitate how to pronounce from the model plasma TV lesson presenter.

In addition to using TV and students' text books, as it is mentioned on the teachers' guide, teachers are required to use various kinds of pictures, drawings and audios to help their students' language learning. It believed that the use of TV, textbook and various teaching aid materials that prepared by the classroom teachers make the process of teaching-learning more fruitful.

In contrast to the above mentioned opportunities, despite the fact that English language teachers are given a list of lesson topics on teachers guide, neither the teachers' guide nor the students' textbook shows on what lesson or what day the presentation of plasma TV is available or not. This affects a classroom teacher lesson preparation as the contents of the text book is not specified as plasma TV lessons and none plasma TV lessons. This is because if lessons on the text book are specified in such ways, teachers might easily provide teaching aids that support the 'none plasma TV lessons'.

In addition to the above challenge, from the analysis of teacher's guide, student's text book and plasma TV lessons, some of plasma TV lessons contain tasks or exercises which are not stated on neither teacher's guide nor student's textbook. These additional tasks or exercises which are only presented by plasma TV lessons presenter may affect the teaching of a classroom teachers.

This because a classroom teacher is expected to help his /her students to understand lessons that delivered by plasma TV lesson presenter. In such ways sometimes a classroom teacher may be challenged to make explanation on the topic without preparation. For instance let us look how lesson '**A1.10 Speaking: Pronunciation Practice'** presented by plasma TV presenter and may challenge a classroom teacher by presenting contents out of the text book.

The entire content of the lesson that printed on page 9 of the student's text book is the following.

A1.10 Speaking: Pronunciation Practice

Remember that when you ask questions, your voice should rise at the end of the sentences.
May I brow your pen?
When you make statement, your voice falls at the end of the sentences: yes, of course you can.

Work in pairs to practice saying the following sentences:

1. Please may I leave the classroom?
2. We are going to watch TV tonight.
3. My sister felt ill this morning.
4. Could you repeat that please?
5. Shall we watch soccer on TV this evening?

Source: Grade 9 English: Student Textbook page 9

The incorporating plasma TV lesson to the above lesson is plasma TV lesson 'Episode 5'. The duration of this TV lesson is 21 minutes. After certain revision to the previous lesson and making introduction to the daily lesson topic, the TV lesson presenter started with explanation to the meaning of intonation as the following.

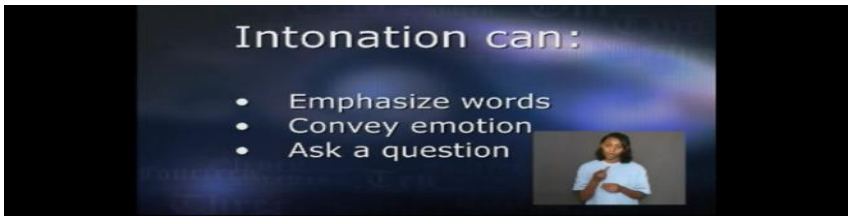

Figure 1 image taken from plasma TV lesson of grade 9 episode five (photo clip by the author)

After explanation given on the above point, the plasma TV lesson presenter required students to work on the following points of discussion for three minutes.

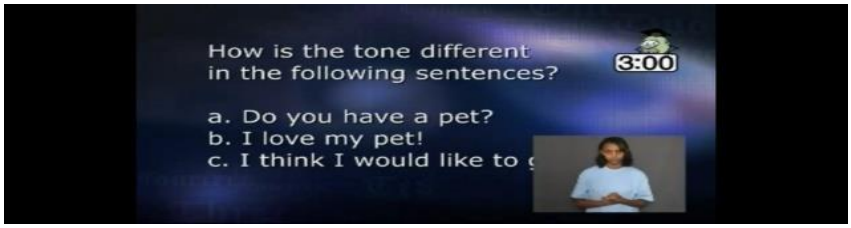

Figure 2 image taken from plasma TV lesson of grade 9 episode five (photo clip by the author)

Both the above Figure 1 and Figure 2 are contents that presented by plasma TV lesson presenter. The two figures are additional contents which are not stated on student's text book. However such contents are helpful for students' language learning, a classroom teacher may be challenged to make explanations on some of the additional contents which are not included in students' book or teacher's guide.

4.1.2 Other Related Document Analysis

In addition to the above document analysis of the grade 9 English Language Teacher's Guide, Student's Textbook and Plasma TV Lessons, in order to investigate challenges and opportunities in using plasma TV in EFL classrooms, a part of 'Education Sector Development Program IV' (ESDP IV) 2010/2011 – 2014/2015 and a part of 'Enhancing the Quality of English Language Education in Ethiopia' **(**Report on a Future Search Conference) were analyzed. The analyses of these two documents were based on finding answers to the following questions.

1. Why plasma in language class?
2. What are possible opportunities for students?
3. What challenges are there in using plasma TV in EFL classroom?

Why plasma in language class?

As it has been mentioned in various parts of this study, Ethiopian Ministries' of education, adopted the use of plasma TV in secondary schools so as to provide quality education for the citizens. To this end almost all secondary and preparatory schools are using the technology in their teaching-learning process. In addition to the adoption of ICT in education for educational improvement, MoE provided package containing several interrelated components which is stated as the following.

> *The objectives and strategies for the quality improvement of general education during the forthcoming years have been clearly spelled out by the MoE in the General Education Quality Improvement Package (GEQIP). The package is composed of a number of components and sub-components which are complementary to each other and form part of an integrated school effectiveness model…[including] the development of teachers and leaders; curriculum, textbooks and assessment; planning of school improvement and of resource use by schools; the use of Information and Communications Technology (ICT).* (ESDP IV 2010, p. 17)

From the above quotation of action plan of MoE, in line with several components of GEQIP, the use of ICT equally emphasized for general educational quality improvement. Even more

specifically on the action plan it is emphasized that "quality of education improved through the implementation of all ICT components in secondary schools. Foundation for e-learning and broader e-culture strengthened through better connectivity of educational institutions to the global information sources and digitized Satellite TV – Programs disseminated online by DVD and CD" are seat as the outcomes for educational quality improvement. (Ibid, p. 21)

What are possible opportunities for students?

Nonetheless the works of some researchers emphasize the disadvantages of using Plasma TV; there are various documents that suggest the use of plasma TV for educational purposes. For instance close examination of 'Report on a Future Search Conference' which took place in Ambo University on the title 'Enhancing the Quality of English Language Education in Ethiopia', identified some of the major problems in teaching English language in Ethiopia. The participants of the conference were English language teachers of Teachers' Training Colleges and Universities. On the conference it was reported some problems of teaching English language in Ethiopia.

> *Teaching English to non-English speaking students is a significant challenge in Ethiopia, since many teachers of English are not native speakers. Many efforts are underway to address these challenges, including investments in improving English-teaching skills at teacher training colleges, and the expansion of English language departments at selected universities. An English Language Improvement Program (ELIP) was established from which more than 150,000 teachers have already benefitted, while English Language Improvement Centers were set up at most teacher training colleges and universities. As part of the new ELIP, 45,000 English teachers will be provided with tailor-made trainings to improve their English proficiency. Nevertheless, a significant gap remains. (Enhancing the Quality of English Language Education in Ethiopia 2012. P. 5)*

In addition to the establishment of ELIP, the colleges and universities teachers those whom participated on the conference strongly recommended the use of ICTs in English language teaching. On (Ibid, p. 32) it is stated that "the development of school-based technologies is considered vital to the improvement of English language education. This includes the availability of Internet for students, the establishment of virtual labs, and the use of audiovisuals." In using audiovisual materials in EFL classrooms, students get opportunity of language learning from standard and uniform education thought the country.

What challenges are there in using plasma TV in EFL classroom?

Though the use of plasma TV was necessitated for educational quality improvement, there are several challenges that affect the effective utilization of the device. As it is stated in (ESDP IV 2010, p. 19) the main challenges on the utilization of plasma TV are;

• Still low level of confidence amongst a number of teachers on the benefits of ICT.
• Serious shortage of plasma TV in emerging regions.
• Lack of accessories for maintenance of plasma TV's in all regions.
• Lack of computers and servers in secondary schools.

In addition to the above lists of challenges, the researcher was able to identify that sometimes a language teacher is challenged in using TV lessons that contains contents which are not stated on the student's text book or teacher's guide. It was also discovered that there is nothing mentioned on the student's text book or teacher's guide about on how to use the plasma TV lessons or nothing indicated about the linkage between the text book and the TV lessons.

4.2 Analysis of data gathered through observations

Next to document analysis, the researcher used structured observations in order to investigate challenges and opportunities in using plasma TV in EFL classrooms. The observations were lasted for two weeks in each school. The grade nine selected sections were observed. In both schools, face to face and plasma TV based mode teaching –learning were observed. The first observation (in face to face teaching class) was in January from 9-13/2015 in School A. The second observation (in face to face teaching class) was in school B that lasted for five days in January from 16-20/2015. From January 23-27/2015, plasma TV based teaching-learning of school A was observed. Lastly school B plasma TV based lessons were observed from February 1-5/2015.

4.2.1 Schools' environment observations

In addition to classrooms, during the observations, the two schools' environments were observed. These observations were to access all possibilities that could help students to use English language in various situations (such as notices or any information that written in English language). This was to look what exposures students have to use English language out of their classrooms. The schools observations mainly focused on, exploring the existence of English

language club in schools, observing the pedagogical centers in both schools and looking at the notices or any information written in English on the notice board or anywhere else in the schools.

Figure 3, Beha Biftu Secondary School (Photo by the author)

Figure 4, Robe Secondary School (Photo by the author)

From the schools' environments observations, the writer was able to know that there is no English language clubs in both schools. While the observations, it was possible to look that there is pedagogical center in only school A. This pedagogical center contains various kinds of teaching aids that could be used by teachers to support their teachings. Particularly for English language teachers there are some teaching aids such as lists of phrasal verbs with their meanings. Even though school A has pedagogical centers (places where teachers create and store teaching aids), while classroom observations the researcher didn't see any teacher using teaching aids. But in school B there is no pedagogical center. As results, teachers were not using teaching aids in their teachings.

Figure 5 Pedagogical Center of school A (photo by the author)

In these two schools it was observed that, almost all the schools' communities mainly use Afan Oromo in their communications. The Notices and various posts containing different kinds of information are written in Afan Oromo. But only at the gates of the schools and rarely at some

parts of the schools' campuses (on the classrooms walls and in various places in the schools) there are some information written in English language. Except this the use of English language is only specified to classroom where teachers use English language as a Media of instruction. From the schools environments observations the researcher was able to conclude that, students of the observed schools don't have exposures that help them to develop their language skills out of their classrooms.

4. 2. 2 Analysis of classroom observations

4. 2.2.1 Analysis of none plasma TV lesson Classroom observations in both schools.

Classrooms observation was used to collect information about what was going on during the actual face to face teaching learning process. This was used to compare and contrast the presentations of classroom teachers with plasma TV based mode of teaching in order to investigate the challenges and opportunities in using plasma TV in EFL classrooms. To this end during the observations the classroom routines, the participation of students, the relationship between students and teachers, the process of face to face mode of instructions in EFL classrooms were examined.

In both school A and school B, the face to face teaching of each grade nine English language teachers were observed. The observed reality of the classrooms situations are summarized as the followings.

Table 2: Students sitting situations

Focal observation areas	Response			
1. Seating routines	Yes	%	No	%
Do students ever sit as a group?	7	100	-	-
Do students ever sit on individual spaces in chairs?	-	-	7	100
Do they use a different seating arrangement to attend the instruction?	-	-	7	100
2. Go with the flow				
Are the students positioned so that they can see and participate in what is going on?	7	100	-	-
Are the students positioned so that classmates and teacher may easily interact with them?	7	100	-	-
3. Classroom situations				
Are the students actively involved in class activities?	2	29	5	71
Is assistance provided for the students by classroom teachers?	2	29	5	71
Total	25	51	24	49

As it is indicated above in table 2, in school A and school B there two and five English language teachers respectively. The face to face modes of each teacher were observed. In all classrooms the students are fixed that three students sit on one chair. In all the observed classrooms students sited and positioned in a ways that they can see and participate in what was going in their classrooms. In the face to face of a classroom teachers teaching, it was observed that students were not making active participations in their language learning. The language teachers as well were not assisting on a way that students get benefits from their classroom teachers.

Table 3: Classrooms instructions in non-plasma lessons

Focal observation areas	Response			
4. Talking straight	Yes	%	No	%
Was the teacher's introduction at the beginning of the instruction and focused on explaining the succeeding lesson?	3	43	4	57
Did the teacher have good relationship with students?	2	29	5	71
Did teachers provide the same type of feedback (e.g. praise, discipline) for each student?	2	29	5	71
Was the teacher's summary at the end of the instruction?	3	43	4	57
5. Classroom interaction (without the plasma instruction)				
was there any time when children are allowed to work cooperatively	2	29	5	71
Did the teacher find time for frequent personal comments to individual children during the non plasma instruction?	2	29	5	71
Did the teacher arrange activities to allow for choice making?	-	-	7	100
Were most students happy in their facial expressions and gestures whilst attending the instruction?	2	29	5	71
Did the teacher give/write notes, examples and instruction on the blackboard?	7	100	-	-
Did teacher use various visual aids in his/her teaching?	-	-	7	100
Frequency (f)	23		47	
Mean ($\bar{x}$)	2.3		4.7	

The responses of expected classroom situation was 'yes' to all questions, as 'yes' shows the desired classroom situations. But the mean of 'Yes' shows that $\bar{x} = \frac{3+2+2+3+2+2+2+7}{10} = 2.3$

As it is shown, the $\bar{x}$ of 'Yes' is 2.3, this shows the desired classroom situations weren't reflected during the observation in face to face teaching. In the face to face of teaching of the classroom teachers, it was observed that 43% of the total observed teachers make introduction at the beginning of the instructions. However the other teachers didn't make proper introductions to the daily lessons; most of them observed that they explained the lessons. Some teachers were also observed that though they started their lessons by introducing they didn't make summary at

the end of the instructions. Even some teachers couldn't finish their presentations on the given time.

As it is stated in the above table 3 from the total observations there were only in 29% of the total classrooms that teachers were observed that they provide feedbacks for their students. But the vast majority teachers which count about 71% of the total populations, teachers didn't provide feedbacks for their students. They simply try to do everything by themselves and if students also make participations, teachers didn't provide any kinds of verbal praises or they didn't encourage their students. The same percents of teachers from both the observed schools didn't have good relation with their students. It looked as if their major duties were only make presentations of their lessons. But only two teachers from the seven teachers had who good relationships with their students.

From the seven observed classrooms only two teachers tried to organize students to work in groups. But 71% of the observed teachers kept doing things by themselves and students were taking notes written on the blackboard. Two teachers were trying to help their students while students were working in groups.

All the observed teachers were only using the students' textbook while explaining the lessons. As it is stated in the above table, none of the observed teachers provide various types of activates that students choose from and work on.

As most of things done by the classrooms teachers students became passive observant. But in only two classrooms teachers allowed students to work cooperatively so that students became relax and looked happy in their facial expressions while language learning.

In all the observed classrooms students were given some notes and examples on the blackboard. However all teachers gave notes and wrote examples on the blackboard, some time teachers wrote some ungrammatical, unreadable sentences and the blackboard by itself is even doesn't properly show things written on it clearly as it was observed in one of the observed classrooms. Except writing notes and examples, none of the observed teachers used teaching aids in their face to face teaching learning processes.

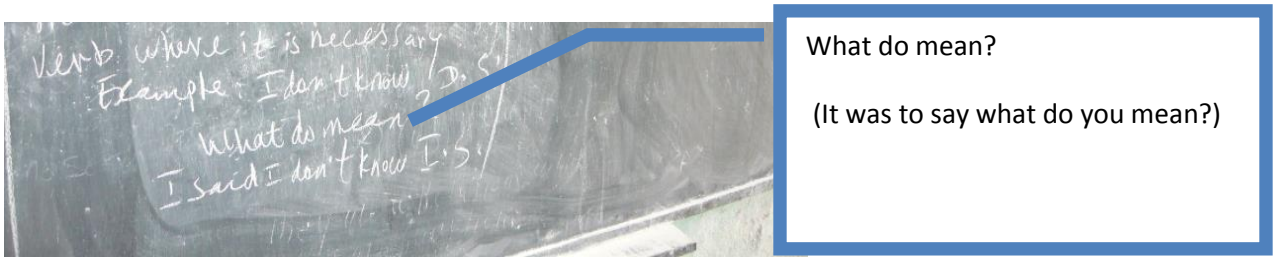

Figure 6 Examples given by classroom teacher (Photo by the author)

Generally from the whole face to face teaching-learning classroom observations, the researcher observed that most of the classroom teachers followed teachers' centered teaching approach. Teachers give explanations and notes to students as a result the majority of the students were passive participant. Despite the fact that some teachers started the lessons by giving introduction to the daily topic, they couldn't make summary to what they had been presenting. Even it was challenge to some of the teachers to manage their time to complete the topic within the 42 minutes. Although teachers were expected to help their students to actively engage in language learning by allowing students to work in groups and provide various activities for language learning, most of teachers didn't provide assistance for students learning. Moreover the teachers didn't use any kinds of teaching aids to help their students' language learning.

4.2.2.2 Analysis of Plasma TV lessons Classrooms observations

After the observations to the face to face teachings of each English language teachers of the two schools, once for all English language teachers their classrooms were observed while they were using plasma TV in their teachings. From the observations in plasma TV based lessons, the researcher was able to investigate challenges that both EFL teachers students faced in using plasma television. In addition to this, the opportunities in using plasma TV in EFL class were examined. Mainly the observations focused on the sitting arrangements, the participation of students, the relationship between students and teachers in using plasma TV based mode of teaching and the general processes of instructions in using the educational technology in two schools were observed. The results of the observations stated in the following table.

Classroom situations in plasma TV based lessons

Table 4, classroom situations in plasma TV based lessons

Focal observation areas	Response			
	Yes	%	No	%
1. Classroom situations				
Are the students actively involved in class activities (e.g. asks or responds to questions, plays a role in group activities) during the transmission?	5	71	2	29
Do students interrupt the plasma transmission and ask the teacher when they do not understand the instruction?	-	-	7	100
Is assistance provided for the students by classroom teachers?	5	71	2	29
Does the teacher (*CT) interrupt the plasma transmission when she/he feels to explain unclear lessons?	-	-	7	100
2. Talking straight				
Do teachers provide the same type of feedback (e.g. praise, discipline) for each student?	5	71	2	29
Does the teacher have good relationship with students?	5	71	2	29
Was the teacher (*PT) makes introductions at the beginning of the plasma instruction focused on explaining the succeeding lesson?	7	100	-	-
Was the teacher (*PT) makes summary at the end of the plasma instruction good enough to clarify the lessons?	7	100	-	-
Frequency (f)	34		22	
Mean ($\bar{x}$)	4.2		2.8	

Note: PT is referring to plasma TV lessons presenter and CT is classroom teacher.

As it is clearly stated in the above table 4, from the total observations in plasma TV based instructions 71% of students shown active participations in language classrooms. During the transmissions as plasma TV presenters required students to work in small groups students were trying to work in groups. In their group works there were responding to what had been asked by plasma TV presenters and sometimes students worked on role plays. Nonetheless the plasma TV instructions were suitable for group discussions it was very difficult to form the group due to the fact that students sit as groups on tables which are not easily moveable.

As it is indicated in the table 4 above, neither the teachers nor the students interrupted the plasma transmissions to ask for clarifications and giving explanations. Students ask questions, respond to what was being asked and the classrooms teachers explained things and were trying to assist their students when plasma TV lesson presenter allocated 2-3 minutes while the programmer is running. As a result from the seven observed plasma instructions five teaches were trying to make assistances to their students.

As stated in the above table under the third main observation areas, 71% of teachers provided verbal feedbacks to their students but as is already indicted in table 3, there are only 29% of the language teachers those whom provided feedbacks and make verbal prices to their students. In plasma based instructions, the plasma presenter frequently asks the classroom teacher to assist students and give them feedbacks. As result most of the teachers were helping their students by giving them feedbacks. And also 71% of the teachers had good relationship with their students.

During the plasma TV based instructions; the program presenter gave introduction at the beginning of the lesson, explanations, provided various activities and at the end of the lesson gave summary. But in the face to face mode of teachings there were only few teachers did introduce, explain and summarize their lessons**.**

All points in table 4 are the desired situations while using plasma television. So the expected response for each question was 'Yes'. But from the observation results, the frequency of 'Yes' is 34 while 'No' is 22. In the same ways, while then mean ($\bar{x}$) of 'Yes' is 4.2, and the $\bar{x}$ of 'No' is 2.8. These show there several limitations in using plasma television. The limitations can be categorized as; limitations that related to the presentations of plasma TV lessons and the problems that related to classroom teachers in proper utilizations of the device and providing supports to their students while the transmissions are running.

Classroom interaction with the plasma instruction

Table 5: Classroom interaction with the plasma instruction

Focal observation areas	Number of response			
	Yes	%	No	%
3. Classroom interaction with the plasma instruction				
Is there any time when children are allowed to work cooperatively	**7**	**100**	**-**	**-**
Are social interactions encouraged	**7**	**100**	**-**	**-**
Does the teacher find time for frequent personal comments to individual children during the plasma instruction?	**5**	**71**	**2**	**29**
Does the plasma transmission provide appropriate time to students to get help from classroom teachers?	**7**	**100**	**-**	**-**
Does the teacher (CT) arrange activities to allow for choice making?	**-**	**-**	**7**	**100**
Were most students happy in their facial expressions and gestures whilst attending the plasma instruction?	**5**	**71**	**2**	**29**
Was there any disruption during the live plasma transmission?	**2**	**29**	**5**	**71**
Was abstract concepts presented more effectively than face to face mode of teaching?	**7**	**100**	**-**	**-**
F	**40**		**16**	
$\bar{x}$	**5**		**2**	

The classroom interactions with the plasma instructions were observed and the results stated in the above table 5. In all the observed plasma TV based instructions students allowed by the plasma TV presenter to work cooperatively. As the presentation of plasma instruction is characterized by students' centered approach, students were encouraged to make interactions. But during the observation the researcher identified that only 29% of the teachers were not using the educational technology effectively like other teachers were using the technology. In all the observed classrooms, the plasma TV presenter provided appropriate time to help students to get assistance from their teachers. As indicated in the above table 71% teachers tried to help their students while they were discussing in small groups, the other teachers became reluctant to ward encouraging and helping students during the plasma instructions.

In addition activities which stated on the students' and teachers' books, it was observed that sometimes the presentations of plasma TV includes tasks which is not included textbooks. But the classroom teachers didn't arrange activities to allow students for choice making. The classroom teachers only rely on the activities painted on the text book.

From the total classrooms observations, 71% of the students were happy in their facial expressions while they were attending the plasma instructions. In contrast to these, 29% of the total observed plasma TV based instructions, students were not look unhappy in their facial expressions and they were disturbing their classrooms. This is the result of less classrooms managements of the classroom teachers and less effective utilizations of the educational technological device.

As it is clearly stated in the above table 5, the $\bar{x}$ of 'Yes' is 5 and this shows relatively there is good atmosphere in using plasma TV than face to face mode of teaching. Moreover plasma TV has potential of presenting of abstract concepts more effectively than the face to face mode of teaching. By using graphics, pictures and various animations, the plasma TV presenter make things clear to students. For example, to teach about intonation, the plasma TV presenter used video to show the fall and rising intonations.

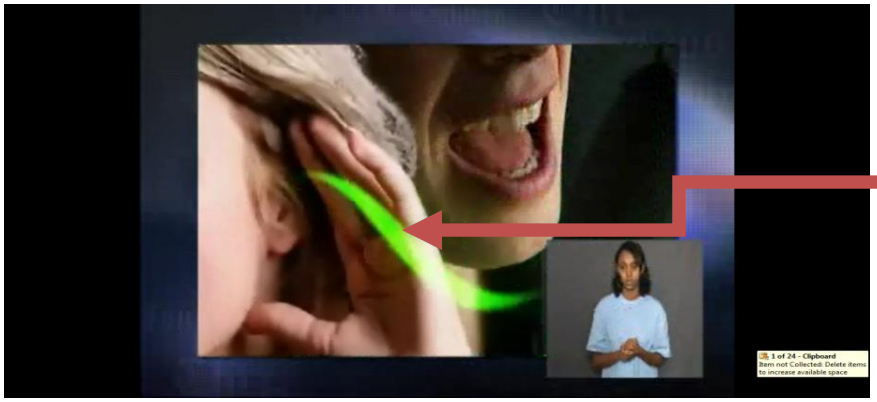

Figure 6, photo taken from Episode 5, from the lesson that used to teach pronunciation (photo clip by the author)

Quality of instructions, questions, answers, and notes of plasma TV lessons

Table 6 the responses about Quality of instructions, questions, answers, and notes of plasma TV lessons

Focal observation areas 4. **Instructions, questions, answers, and notes of plasma lesson**	**Yes**	**%**	**No**	**%**
Disappeared within very short seconds/minutes	-	-	7	100
Are just like on the black board	-	-	**7**	**100**
Animated and attractive	**7**	**100**	-	-
Are clear and easy to follow and to understand	**7**	**100**	-	-
Are small and are not readable from every corner	-	-	**7**	**100**
Are appropriate to be seen from any corner of the class	**7**	**100**	-	-

Table 6 indicates the responses to the observations in seven classrooms on exploring the quality of instructions, questions, answers, and notes of plasma TV lessons. While the transmissions, the plasma instructions were running for about 20 minutes. Thought the mentioned times looks very short, the plasma TV presenter presented lessons that could be completed in line with the allocated times. The speed of the presents was also moderate that the majority students can get benefits from the presentations.

The notes given by the TV presenter are attractive as they are animated in such ways most things appeared on the screen were different from the notes and examples written on the blackboard by the classroom teachers. The notes and the instructions were clear that students might have understood what had been taught. The notes and things appeared on the screen are appropriate to be seen from any corner of the class.

Challenges in using plasma TV in classrooms

Table 7 the responses to identify challenges in using plasma TV

Focal observation areas 5. Challenges in using plasma TV in classrooms	Yes	No	
There is insufficient time allocation to complete activities	*	*	Medium
Lessons are speedy presentations	*	*	Medium
It is too fast to take notes.	*	*	Medium
The answers are given by plasma lesson presenter while/before students complete a given task	-	7	
Does the teacher use the plasma TV lessons schedules	2	5	
Lessons are frequently interrupted as electricity went off	1	6	
There is disconnection of the program from satellite	-	7	

Note: The (*) is used to show the medium time allocations to complete tasks and the average time lesson presentations of the plasma TV presenter.

During the classrooms observations, one of the major observation areas is, to investigate the challenges that both teachers and students faced in using plasma television. Likely from the seven observed plasma TV based lessons the researcher was able to identify that, to complete a given activities about enough times were allocated. Most of the given activities had done by students before the answers were given by the TV presenter. The speed of lessons presentations were also moderate that average students could follow and understood from the media. But for lower achiever students it is challenge to follow the presentations and to take notes.

In the seven observed plasma TV based instruction classrooms, there were only 2 classroom teacher that were able to make introductions to the daily lessons before the transmissions of the media. Some teachers interred to classrooms after the transmissions had already started. And a few teachers even didn't know what was going to be the daily lesson is about as the plasma TV is used are for some selected topics only. As a result of this, teachers had to make check the availability of transmissions. During the observations, from all the observed 7 transmissions, there was only in one classroom lesson was interrupted as electricity went off and there were no problem of disconnections of the satellite while the program was running. However such problems were observed during the classroom observations, while the director and some teachers in school B working in VSAT (Very Small Aperture Terminal) room to solve problems of disconnection of satellite. As it has been mentioned so far, this kind problem could be easily

solved through the use a single computer that connected to many plasma televisions as indicated in Appendix B.

Other things observed during plasma TV transmission

In addition to the above discussed realities that observed during the transmissions, two classrooms teachers were not using the technology effectively. They switch on the plasma TV, stood at the corner of the classroom and took look at what was going on. They didn't assist and encourage students to work on the activities that given by plasma TV presenter. As a result some students were chatting to each other.

While plasma TV based lessons classroom observations, the researcher observed that, during the transmissions there are two teachers (lesson presenters) that present a given lesson. One teacher verbally presenter the daily topic but the other teacher who appeared on the right bottom of the plasma TV screen makes none verbal presentation to a given lesson. The following figure shows how the two teachers appeared on the screen during transmissions. The researcher believe that this (in addition to verbal presentation) none-verbal presentations could help students with hearing impairments and those students whom want learn none-verbal (sign language) communications.

..

Figure 7, Verbal and Sing language presentation (photo clip by the author)

4.2.2,3. Analysis of Students' Responses

As it is mentioned so far, in additions to using document analysis, structured observations, semi-structured interviews, questionnaires were used to collect information from students.

The entire populations of the study include seven English language teachers and 1439 students of the two selected secondary schools. From the 1439 students for 215 students, which is the 15% of the populations, closed ended questions were distributed. The questionnaire divided into four major parts. The first part of the questionnaire used to investigate about the extent to which plasma TV were used in EFL classrooms. The second part of the questionnaire deal with challenges in using the educational technology. The third part of the questionnaire was to explore the quality of instructions, questions, answers and notes of plasma TV lessons. Lastly the opportunities in using plasma TV in EFL classrooms were investigated.

Extent to which plasma TV was used in EFL classrooms

Table 8: The responses of the students' on the extent of utilizations of plasma Television.

Extent to what plasma TV is used	Students Responses					
	Always		Some Times		Never	
	NR	%	NR	%	NR	%
How often do you learn English language using plasma TV	18	8.4	119	55.3	78	36.2
How often does your teacher use teaching in their teaching	-	-	44	20.5	171	79.5
How often real life situations and teaching aids are there in plasma TV lessons	162	75	53	25	-	-
Students' preference of learning	PlasmaTV lessons		Face to face			
	NR	%	NR	%		
The mode of instructions that you like	164	76	51	24		
The most helpful mode of language learning you think	121	56	94			
The mode you are interested and make active participation	156	73	59	27		

Note; NR refers to Number of Respondents.

As it is stated in table 8, only 18 which is 8.4% of the students and 78 which is 36.2 of the students said that 'always' and 'never' they learn English language using plasma TV respectively. But the vast majority of the students (119 students) mentioned that 'a few days' they learn English language using the educational technology.

Regarding the use of teaching aids, 44 students mentioned that their teachers use various education supporting materials in language classrooms. But 171 students out of 215 said that their language teachers never use any kinds of teaching aids. To support the students claim, during the classrooms observations in face to face of teaching none of the language teachers used teaching aids. In contrast to the classrooms teachers in the utilizations of visual aids, 162

students said that always in plasma TV lessons there are real life based situations and various teaching aids that helps students in language learning.

The students' preferences of language learning also identified using questionnaires. As a result, 164 students out of 215 said that they like learning using plasma television. If these amounts of students like learning using the device, and if teachers can effectively use the technology, then students follow their language learning enjoyably. Of the total samples 121 students think that technology based education is most helpful than face to face ways of learning. 156 respondents mentioned that as they interested and make active participations in plasma TV based learning. In the same ways the researcher also was able to know that during the utilizations of plasma TV students looked happy and made better participations than none plasma TV lessons.

Challenges in using plasma TV in EFL classes

The following questions were used to examine challenges that students may face while they learn English language using plasma television. From the sample respondents of the two schools the following data were gathered.

Table 9 the responses of students on the challenges of using plasma television.

It is challenging to use plasma TV in EFL class		Rating Scale							
		Frequently		Some time		Rarely		Never	
		NR	%	NR	%	NR	%	NR	%
As there is insufficient time allocation to complete activities		34	16	55	26	76	35	50	23
As plasma TV lessons are frequently interrupted as electricity goes off		15	7	47	22	125	58	28	13
As there is disconnection of the program from satellite		22	10	35	16	102	47	56	26
As plasma TV lessons are speedy presentations		21	10	59	27	86	40	49	23
As it is too fast to take notes.		27	13	74	34	91	42	23	11
As the answers are given by plasma lesson presenter while/before students complete a given task		38	18	57	27	94	44	26	12
	Frequency (f)	157		327		574		232	
	Mean ($\bar{x}$)	26.1		54.5		95.6		38.6	

Note: NR refers to numbers of respondents

All questions in the above table are used to investigate challenges that students may face while English learning using plasma television. As results, from the responses of the students, it is rarely that the mentioned problems exist in using the educational technology in language classrooms. This is proven by the mean (Rarely $\bar{x} = 95.6$ and Never $\bar{x} = 38.6$) responses of the students to all questions in table 9 above.

As it is indicated in the above table 9, 16% of the students said that due to frequently insufficient time allocated to complete the given activities, it is challenging to use the device in the classrooms. And also 26% of the students added that some time, enough time is not give to finish the exercises. In contrast to these students, 35% students mentioned that it is really that insufficient time allocated to complete activities. More over 23% students said that, in using plasma TV in the classroom the TV presenter never allocate insufficient time for students to finish the given activities. From students responses it is possible to conclude that majority of the students feel enough time is allocated to finish their works.

From the total respondents there are only 7% of the students that said plasma TV lessons are frequently interrupted as electricity went off. And there are also 22% students those who mentioned that it is sometimes that transmissions are interrupted as electricity went off. But more than a half of the students believe that it rarely that TV lessons are interrupted due to power. In addition to these respondents 28 students said that the program is never interrupted by lack or because the power off. In the same ways the researcher in his observations looked that in one of the observed classrooms, the lesson was interrupted due to electricity. In addition to the interruption of the program when electricity went off, 22% of the respondents mentioned that due to disconnection to satellite the transmissions interrupted. In contrast to these respondents 47% and 26% students mentioned that there are interruptions of the program rarely and never respectively.

Most of students said that it is rarely that the transmissions are speed and too fast to take notes. But less than a quarter of the respondents mentioned the presentations of plasma lessons are speedy that they couldn't follow. In addition to this 44% of the students said that rarely the

answers are given by TV lesson presenter while students are doing the given tasks. 27%of the respondent students also mentioned that it is sometimes that the answers are given before they finished the exercises. There are 42% and 12% students respectively indicated that the answers are rarely and never given while students are working. From the students' responses and from the classrooms observations during the transmissions it is believed that the presentations of the lessons in plasma TV mode of teaching are a medium that the majority of students can get benefits from the technology.

Quality of instructions, questions, answers, and notes

The following questions were used to examine the quality of instructions, questions, answers, and notes appeared on plasma TV screen. The participant students were able to respond to the given questions and the following table shows the responses of all those participant students from the two secondary schools.

Table 10: Responses of the students on the quality of instructions, questions, answers, and notes of plasma TV based lessons.

Quality of instructions, questions, answers, and notes	Rating scale									
	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	NR	%	NR	%	NR	%	NR	%	NR	%
Disappeared within very short seconds/minutes	51	24	76	35	7	3	57	27	24	11
Just like on the black board	88	41	83	39	5	2	35	16	4	2
Words and statements animated and attractive	21	10	34	16	6	2	107	50	47	22
Small and are not readable from every corner	51	24	95	44	14	6	34	16	21	10
Clear and easy to follow and to understand	37	17	61	28	2	1	64	30	51	24

Note: NR refers to numbers of respondents

The questionnaires in table 10 were used to assess the quality of instructions, questions, answers, and notes of plasma TV mode of teaching. As results about 25% of the respondents strongly disagree that contents that appeared on the screen disappeared within very short seconds. About

1/3 of the total respondents disagree that the notes and activities disappeared within short time. But 27% of the respondents agree that the contents of plasma TV lessons disappeared shortly. And also 11% of the students strongly agree that everything disappeared within very short seconds. As it is stated in the table 7% of the students couldn't decided their agreement or disagreements. Regarding the speed of presentations of the plasma TV lessons most of the students inclined to give positive responses.

Concerning the quality of the notes as compared to the notes given by classrooms teachers, 171 students which are 80% of the respondents mentioned that the notes that appeared on the screen different from the notes given by their classrooms teachers. There are only 2% of the students couldn't decide either the note given by plasma TV is the same or not. But 39 students feel that the notes that appeared on the screen is just like on the blackboard. In the same ways 18% of the respondent students mentioned that words and statements are not animated and become attractive while 2% of the students' undecided about this idea. About 72% of the respondents mentioned that (lessons in plasma TV) words and statements are animated and attractive. In the same way during the classrooms observations the researcher was able to identify that the plasma TV lessons are better attractive in lay outs. The following pictures show how attractive plasma TV lessons are than notes written on the blackboard by a classroom teacher.

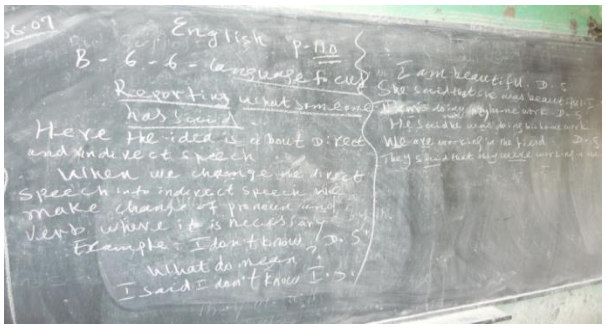

Figure 7, Note given by a classroom teacher during the class observations (photo by the author)

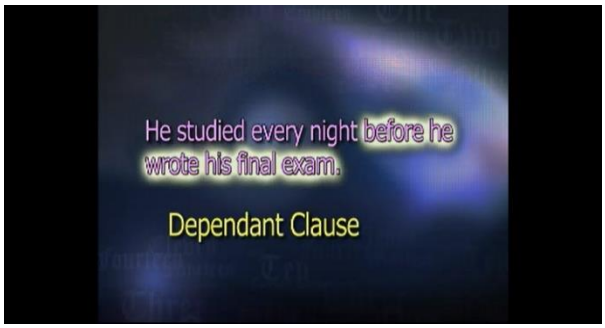

Figure 8, Unit 6, Episode 58C (photo clip by author)

Regarding the visibility and readability, of the notes of the transmissions, 146 students which are 86% of the respondents mentioned that the notes are big enough in size/font to be read from every corner of the classrooms. But about 25% of the respondents believe that the plasma TV lessons, notes and everything appeared on the screen, are small and not readable from every

corner. Concerning the clarity and easiness of the plasma TV lessons, while 53% claimed that the lessons are not ease and clear to understand, 46% of the respondents emphasize that TV lessons are clear and ease to follow and to understand. But1 % of the respondents was not able to decide whether the TV lessons are clear and ease to understand. As it is indicated in table 10 above the last question divided the respondents in to two groups. The first group which is 45% of the respondents said, it is difficult to follow and to understand the presentations of the transmissions. But the other group which is 54% of the students agreed that plasma TV based lessons are clear and ease to understand and to understand. Generally from the responses of the respondents, students have positive attitude about the use and quality of the TV based instructions.

Opportunities for students in using Plasma TV based lessons

The following table contains lists of questions that used to investigate opportunities that students may get while they are learning English language using plasma television. From the two schools, 215 students were given questionnaires and their responses were collected and summarized as the followings.

Table 11: The responses of the students about the opportunities in using plasma television

Opportunities in using plasma TV in EFL class	Rating Scale									
	Strongly Disagree		Disagree		Undecided		Agree		Strongly agree	
	NR	%	NR	%	NR	%	NR	%	NR	%
It provides uniform and quality education throughout the country	43	20	27	12	10	5	71	33	64	30
Plasma -TV -based lessons are interesting	23	11	16	7	8	4	85	39	83	39
It motivates the students learning	37	17	26	12	3	1	98	46	51	24
It makes students alert and active	40	19	38	18	7	3	76	35	54	25
Sufficient teaching aids are presented	23	11	42	20	4	1	71	33	75	35
The films that are used by plasma TV lesson presenter clarify what I learn	17	8	23	11	-	-	95	44	80	37
The lessons are well organized	28	13	35	16	2	1	76	35	74	34
It finishes contents (topics) within the allotted time	7	3	31	14	-	-	109	51	68	32
It gives appropriate class exercise that students can do	58	27	54	25	3	1	57	27	43	20
Frequency (f)	276		292		37		738		592	
Mean ($\bar{x}$)	31		32		4		82		66	

Note: NR refers to numbers of respondents

Both the frequency and mean show increment as the rating scales go form strongly disagree to strongly agree. As a result the $\bar{x}$ of strongly disagree is 31 and the $\bar{x}$ of strongly agree is 66. As it is stated in table 11 above, 63% of the respondents believed that using plasma TV provide them with a chance to get uniform and quality education. In contrast to the responses of the majority respondents, only 32% of the total respondents disagreed to the raised question. In the same ways only 18% of the respondent students feel that the plasma TV based learning is not interesting. But 78% of students agreed that the plasma TV based instructions are interesting. Only 4% of the total students were unable to decide their answers. 70% of the students agreed that TV based learning motivate them. But 29% of the respondents didn't agree that plasma TV lesson don't motivate and help them to learn the targeted language.

From the total participants 60% of them agreed that, plasma TV based education made them to be alert and active learners. But in opposite to the responses of these students, 37% of the respondents mentioned that using plasma TV in language classrooms, did not make them to be alert and actively make participations in the classrooms. In addition to this, 32% the respondents claimed that sufficient teaching aids are not presented in plasma based learning. But the vast majority of the students or 68% of the respondents agreed that sufficient teaching aids are presented in plasma TV based learning.

Regarding the use of those films that presented by plasma TV lesson presenter, 19% of the respondents don't believe that the use of films in language learning is nothing to do. But 81% of the students agreed that, what they learn better clarified through the films that used by plasma TV lesson presenter. In the same while 69% of the respondents agreed that the plasma TV lessons are well organized 29% of the students disagreed to this point.

It is only 17% of the respondent students who disagreed that in using plasma TV, contents couldn't be finished within the given time while 83% of the respondents believe that when plasma TV is used for educational purposes, contents could be finished within the allocated time. On the last question, equal percents (83%) of students gave an opposite responses. While 27% of the respondents strongly disagreed that appropriate exercise is not given while transmission, the

other 27% of the respondents claim that, in using TV based lessons, they are given exercises that they can do.

Generally from the above points, it possible to conclude that, there are a lot of opportunities in using plasma TV in EFL classrooms. This is due to the fact that, the $\bar{x}$ of strongly agree is twice greater than the $\bar{x}$ of strongly disagree which is 66 and 31 respectively.

4.2.2.4 Analysis of teachers' interview

In additions to the above data gathering tools, semi-structured interview was used to gather information about the challenges and opportunities in using plasma TV in EFL classrooms. To this end, 2 grade nine English language from school A and 5 grade nine English language teachers from school B, totally 7 seven teachers were interviewed on the topic areas.

Teachers were asked to choose the language to be used during the interview. As a results T2 and T5 preferred Afan Oromo while T1, T3, T4, T6 and T7 were interested to use English language while the interview. Using the language of their interest, the objective of the study was explained to them and they were required to give their genuine responses by promising them as their responses kept confidential and unnamed.

Teachers' response about the extent of utilization of plasma TV in EFL classrooms

1. . How often do you use plasma TV in your teaching?

All the seven English language teachers from the two schools were asked to state how often they teach English language using plasma television. As results almost all teachers have the same responses. They mentioned that they use plasma TV whenever there is transmission. But as T6 emphasized that sometimes though transmissions are available, because of technical problems they don't use the devise.

Regarding the extent of utilization of plasma TV, in addition to the teachers' responses to the interview question, from the analysis of plasma TV lessons, the researcher was able to identify that plasma TV is used to support four to five selected topics from each 12 units.

2. How do you know either the TV lessons are available or not?

All they do is switch on the TV and search channels then if there is transmission, they use the plasma TV lessons otherwise they continue presenting their lessons in face to face mode of

teaching. Concerning to the responses of these teachers, during the classrooms observations the researcher was able to justify that most of the teachers switch on the TV and wait for a moment and use the TV or switch it off if there is no transmission. The following photo that taken during the classrooms observations strength this claim.

Figure 9A (Photo by the author)

Figure 9B (Photo by the author)

The above picture 9A shows that classroom teacher was checking the availability of the transmission. Unfortunately there was no transmission that as it is indicated on figure 9B, the teacher decided to present the daily lesson by face to face way of teaching.

3. Do you like using plasma TV in English language teaching? Why?

The seven selected teachers' interests toward the utilization of plasma TV were asked. Except T6 all other teachers mentioned that, they like teaching English language using plasma television. But T6 mentioned that due to the fact that there are problems in using plasma TV, he doesn't like to use the technology.

> *There are always problems such as power interruption and disconnection from satellite during the use of plasma television. If the transmission of a given lesson topic is missed, there is no other possibility of replacing the missed lesson rather the presentation go ahead to the next topic. So I prefer to present lesson by myself rather than using television. T6*

Apart from the responses of T6, all teachers like to use plasma TV as the educational technology enables their students say words in correct pronunciations and improve students' listening skills. Moreover T3 emphasized that in using plasma TV students get to look at authentic materials that enhance their students' learning.

4. Which mode of instruction do you think is better and why?

Two teachers (T2 and T5) said that both the teaching of the classroom teachers and TV based lessons are equally important based on the kinds of the daily lessons; one might use plasma TV or prefer to present lesson without the use of the educational technology. According to these teachers for example, abstract concepts can better presented by using plasma television. But four teachers (T1, T3, T4 and T7) claim that plasma based lessons better help students get chance to attend standardized education. According to them, especially when there is skill gap of a given classroom teacher, the use of plasma TV language classroom is very decisive. From the seven teachers, T6 only emphasize that it is better to him to present lessons in face to face ways of teaching. He thinks that as the presentations of TV lessons are very short students might not understand the lessons. But in his face to face modes of teaching he could help his students in a better ways.

From the interview, the researcher concluded that almost all teachers believe that, they could better help their students when they use the technology and they wish the time of transmission increased.

5. Is it possible to you to create teaching aids or situations like sample dialogues in plasma TV based lessons that students imitate /learn from?

As T4 said that the teaching aids and dialogue presented by plasma TV are based on authentic situations that encourage students to use the target language various contexts. Moreover he added that, to create quality teaching aids like on the plasma TV, one need to be expert in producing educational supporting materials. T7 also mentioned that it is very difficult to create and to use teaching aids in classroom easily. According to this teacher, first the teaching aids on the screen are collected from various places which may not accessible to a classroom teacher. Secondly, some of the teaching aids which used by plasma TV presenter couldn't be taken to classroom by a classroom teacher. T3 also mentioned that he doesn't have enough time to prepare such situations and teaching aids and all the other teachers mentioned generally it very difficult to create dialogue and teaching aids which is the same or equal with TV lesson presenter.

In addition to what all teachers mentioned, during the consecutive 14 classrooms observations the research didn't see any teacher using teaching aids. So this indicates teachers aren't interested, know the use of teaching aids or they have negative attitude toward the use of visual

in language classrooms. Regarding this various educational literature reveals that there is a strong tie between the attitudes of teachers towards visual aids and their utilization. As Takele (2014, p.16) quoted the works of Erkyhun et al cited from Tilahun (1999) indicated that teachers with positive attitudes towards teaching were found to show better mean scores in producing, borrowing and utilizing teaching materials than those with low attitudes. Thus, teachers' attitude towards visual aids materials plays a great role in utilizing the materials. To this end, great efforts should be done in developing a favorable attitude towards visual aid materials for it determines the effective use of them and consequently the whole instruction process.

6. How do you judge the quality of plasma TV lessons in line with the clarity, attractiveness, quality of the teaching aids, instructions, questions and answers that given by plasma TV lesson presenter and notes appeared on the screen?

Almost all teachers mentioned that the plasma TV lessons are clear, attractive and quality of teaching aids are included in the transmissions. They also added that as plasma TV based lessons are characterized by very helpful mode of instruction (instructions, questions, answers and notes given by TV lesson presenter) that the majority students could get benefits from the technology. But only T6 emphasized that for some students who are from country side and for those students who don't have the experience of listening to various Medias, the instructions given plasma TV lesson presenter might not clear.

From the responses of the teachers to the above interview question, the researcher concluded that there are lots of opportunities for students and teachers in using plasma television in language classroom.

7. Do you think that using plasma TV mode of teaching enhance quality education? How?

'Yes' was their answer to the above question. They believe that using plasma TV enhance the quality of education particularly the use of the device in language class is vital. The teaching aids that appear on the screen and the accent of the TV lesson presenter may better help students' language learning.

8. Do you assistance your students during the plasma TV lesson are running? What types of assistance you always make?

Concerning the above question T2, said that ‘it is impossible to me to assist my students during the program is running’. He reason out that as there are a lot of students in classroom, it is very difficult to help all these students. In addition to this, T4 also added that the time allocated for intervention during the transmission is very short so that it is challenging to assist students. But all other teachers said that they assist their students while the transmission is running. Grouping students, explaining the given activities, encouraging, listening to students responses and making other need supports are amongst the assistances that teacher do to help their students while the transmissions.

9. . Do students interrupt the plasma transmission and ask you when they do not understand the instruction?

All the interviewed teachers gave the same answer to the above number nine interview question. According to their responses all what students do while the transmission is listening to the TV lesson presenter. During the classroom observations the researcher also observed that not only students the classroom teachers were also listening to the plasma TV transmissions until the interventional time is given to the class.

10. In your school, what obstacles or challenges you and your students face in using plasma TV in language classroom?

Mainly from the seven interviewed teachers, five teachers of school B, mentioned that though all classrooms there are plasma TVs, their school didn’t have enough number of the TV remote controls. According to those teachers sometime when there are technical problems there was no technician in their school who fix the problem. Teachers from school A and B also mentioned that the major problem they face at their school is, some plasma TVs do not giving services due to technical problems.

11. What are the weaknesses of the plasma mode of instruction in EFL classrooms?

In addition to the above question number 10, which used to ask about the challenges (that related to their schools) that both students faced while using plasma, teachers were asked to mention the weakness of plasma television. As a weakness of the device, T6 stated that the setting of the plasma TV lessons rotates around big cities that most remote area students may not benefit from the presentations. T7 also added that sometimes there are disconnections to satellite. And the

other teachers mentioned that a few contents which are not stated on students textbook presented during transmissions. All the language skills or all the contents of the text are not equally presented by plasma television. The time allocated for the transmission is also very short that detail information couldn't given by TV lesson presenter.

12. What are the strengths and opportunities are there for you and your students in using plasma TV in EFL classroom?

All the responses of the teachers are summarized as the following. As the major strengths of the use of the educational technology, plasma television better teach students on pronunciations and listening skills. They also added that in using the educational technology abstract concepts best presented by using of plasma television. Particularly one of the interviewed teacher mentioned the following.

> *… As one of the most strength of plasma TV, I personally believe that plasma TV is powerful in presenting various kinds of teaching aids that help students to understand the lesson. The transmission of plasma TV is so attractive that students give attentions to what is being presented. In addition to these, students get the chance to imitate pronunciations from the plasma TV lesson presenter. (T6)*

From the interview made with grade nine English language teachers from the two schools, the researcher could understand that in using plasma TV students could better improve their listening and pronunciation skills. Abstract concepts can better be clarified through the use of various teaching aids by plasma TV lesson presenter.

13. Any other experiences, thoughts, or feelings about using plasma in EFL classroom you would like to add?

From the seven interviewed teachers, two teachers added their feelings. Thus T4 mentioned that, "the ministry of education or the concerned body should improve the duration of plasma TV transmission as 20 minutes is very short to help students to understand a given lesson". In addition to this teacher, T6 also added his feeling saying that, "as we sometime face technical problems in the utilizations of plasma TV; it is better if the concerned body makes technicians are locally available". Lastly the researcher thanked them and the interview ended.

CHAPTER FIVE

5. SUMMERY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMERY

The purpose of the study was to investigate challenges and opportunities in using plasma TV in EFL classrooms. The study was undertaken due to the fact that some schools already stopped using the educational technology. As Ethiopian Ministry of Education, the use of educational technology is to improve the quality of education. Since the adoption of the technology, there have been controversies on the utilization of the device.

Opponents in the utilization of plasma TV, claim that, the drawbacks of plasma TV mode of instructions by far greater than its advantages. Various researchers criticize the use of the educational technology in terms of the interactivity of the students and the classroom teachers with the technology, the attitudes of the teachers toward the use of the technology and the suitability of the educational technology. Proponents on the other hand, advocate that there are lots of advantages in the assimilation of the technology in the teaching-learning process. According to them, using plasma TV is helpful in increasing the quality of learning, or the degree of mastery, decreasing the time taken for learners to attain desired goals, and students get the opportunity of learning uniform education from model teachers.

In line with the controversies between the two extremes, recently there have been changes in amounts of the time of transmissions and the coverage of the transmissions. The time is reduced to 20 minutes from 40 minutes and recently some subjects get the coverage of the transmissions which were not included in the transmissions. In addition to these changes, the MoE is working to enable all secondary and preparatory schools to use plasma TV by allocating huge amounts of money. Nevertheless some schools already stopped using the technology and still the controversies are continuing. These passionate the researcher to conduct this study which may serves as a mediator between those antagonists.

The researcher used Mixed Research Approach while undertaking the study. From two Government schools, from 1433 grade nine students following SRS 215 students were selected.

From the same schools 7 grade nine English language teachers were selected purposely. Various tools of data gathering technique were used to collect relevant information under the inquiry.

From the document analysis, the researcher concluded that the use of the educational technology is only for some selected only. There are some additional contents on plasma TV based lessons which are not stated on students and teacher' books. From the face to face and plasma TV based lessons it was observed that using the device is more helpful than face to face teaching of a classroom teacher. From the data that were collected from students, students have interest of learning using the technology. Most of the interviewed teachers mentioned that they have positive attitude toward utilization of the device. But some teachers mentioned that are technical problems that they face in using plasma TV. Following the data that were gathered using various tools, the following conclusions and recommendations were made as the following.

5.2 CONCLUSION

From the data that gathered through various tools, it was possible to identify challenges and opportunities in using plasma TV in EFL classrooms. On the basis of these tools findings, conclusion to the study stated as the following:

From close analysis of the grade nine English language textbook, examination of the incorporating plasma TV lessons, from the total 170 lessons only 62 lessons are supported through the use of plasma television. From the total 215 sample respondents 119 students mentioned that they were able to learn English language only for same days. And the interviewed seven teachers also mentioned they don't use the device always. While the classrooms observations, the researcher also observed that there were only few days that the plasma TV transmissions were available. From these, the searcher concluded that the extent to which the plasma TV is utilized in EFL classroom is limited to present only few of the lessons and not all contents of the textbook are given equally emphasis.

Regarding the opportunities in using plasma TV, various literatures revealed that, using educational technologies enhance the quality of education. In addition to this, from the students'

response to the questionnaire, teachers' interview and from classroom observations, it was possible to conclude the following points;

1. Using plasma TV in EFL classroom is authentic ways of teaching Listening, pronunciation and note taking.
2. In using plasma TV, language skills are integrated and students could improve all the language skills at the same time. Students listen to the transmission, take note, imitate from the sample dialogues and make role plays.
3. By using graphics, pictures, movies and various animations, the plasma TV presenter make things clear to students. Especially abstract concepts better clarified through the use of the device.
4. When plasma TV is used in language classroom, all the same grade level students throughout the country get uniform and standardized education by learning from the model teacher. Even the classroom teachers could be benefited from the plasma TV lesson presenter if there is skill gap.
5. Both students and teachers have interest to use the device.
6. Students with hearing impairment and students who wants to learn sign language could be benefited from none verbal presentation of plasma TV lesson presenter.
7. Plasma TV lessons always start by revising the pervious topic, giving introductions to the daily lessons and end by summarizing the contents of the presentations. These things are impossible to majorities of the classroom teachers as they were observed.
8. The lessons of the transmissions are designed to make students actively engage in doing activities in learning English language. Most of the lessons presentations are covered by students' activities and the presence of both the classroom teachers and the plasma TV lessons presenter is to facilitate the students' learning.
9. Plasma TV mode teaching creates better opportunities for students in language learning as especially students use English language only in their classrooms. This is because, in addition to the classroom teacher students have chance to learn from both the plasma TV lesson presenter and from the sample dialogue and conversations included in plasma TV lessons.

In contrast with the above stated opportunities in using plasma TV, there has been some challenges in full utilizing the educational technology so as to achieve the desired out comes from the device. Most of these challenges are technical problems that could be solved if due attention is given from the concerned bodies. These challenges are;

1. Nothing has been mentioned in both the students' and teachers' books about the link between the plasma TV lessons and lessons that wouldn't cover by transmissions. So that teachers always make check the availability of the transmissions and this kills time.
2. For the same lesson topics, there are additional exercises or contents in plasma TV lessons. This put teachers in trouble in presenting or working on the exercises without preparation.
3. Technical problems, power interruptions and disconnections of the transmission
4. Lack of technicians and lack of accessories for maintenance of the technology such various cables, speakers and remote controls.
5. Some teachers are not effectively utilizing the educational technology as it is used to be and they become reluctant toward organizing students to work on the activities that were given by plasma TV presenter.
6. The coverage of the plasma TV lessons is for only 20 minutes. Within this time allocation, some lessons couldn't be covered and as results of this, students are required to complete the given activities in their home.

5.3 RECOMMENDATIONS

Based on the above findings of this study, there researcher would like to forward recommendations to the concerned bodies on the following points for effective utilization of plasma television.

1. There are always introduction given about educational satellite program. This takes about two minutes which is perhaps unimportant to students' language learning. So the concerned body had better to consider this.
2. After about 20s minutes of transmission, the classrooms teachers were explaining on the same topic that had already been explained by the TV lesson presenter. After everything was done and summery was given by TV lesson presenter, the classroom teachers gave explanations on what might had been understood by most of the students. Rather than doing this it is better to go ahead to the next topic or the transmission should last for a period by providing sufficient interventional time for classroom teachers.
3. As the advantages in utilization of plasma TV overweight the disadvantages, the use of the educational technology shouldn't be for some contents only. It is better if the transmission is always available for each contents of the textbook.
4. The course book writers and the plasma TV lessons producers should clearly state the plasma TV lessons plans on students' and teachers' books so students and teachers easily identify the plasma TV based and none-plasma TV lessons. This is helpful by indicating whether the transmission is available or not available on a given day.
5. As some teachers (as observed during the observations) were not using the technology effectively, the concerned body should work on changing the attitude of the teachers toward the utilization of the educational technology and enable teachers to work in collaboration with the plasma TV lesson presenter.
6. To solve the technical problems that schools face in the utilization of plasma TV, the concerned body should provide technicians who quickly maintain or fix problems that teachers face in using the device. Schools should be provided with generator that might be used when power cut off.
7. Teachers shouldn't only rely on the use of the direct transmissions of the plasma TV lessons. As alternative ways, computers can be connected to plasma TV in various ways to display the lessons on the plasma TV screen. This helps a classroom teacher to use the recorded lessons effectively. In addition to this, as there are IT laboratories in every schools, these laboratories can be used as a language classrooms' too. More over other researchers might build up on this work and come up with an alternative way of overcoming limitations in utilizations of plasma television.

REFERENCES

Abiy Zegeye, Alemayehu Worku , Daniel Tefera ,Melese Getu , and Yilma Sileshi (2009) Introduction to Research Methods (Preparatory module for Addis Ababa University graduate programs) Graduate Studies and Research Office. Addis Ababa University, Addis Ababa Ethiopia

Brook Lemma (2006). Plasma Television Teachers-when a different reality takes over Africa Education. Critical Educational Visions and Practices in neo-liberal times Plasma television teachers When a different reality takes over African education. Harmaya University, Ethiopia.

Burns, R. (1995). The adult learner at work, Sydney: Business and Professional Publishing.

Chomsky N. (1986). Knowledge of language: Its nature, origin, and use. New York: Praeger.

Conference on Federalism, Conflict and Peace Building, Addis Ababa University.

Creswell (2009). Research Design: Qualitative, Quantitative and Mixed methods Approaches. Third Edition. University of Nebraska-Lincoln. SAGE Publications, Inc.

Dahlostrom L. and Brook Lemma (ND). Critical Perspectives on Teacher Education in Neo-liberal Time: South Africa Review of Education, Special issue on Teacher Education in Africa. Experiences from Ethiopia and Namibia.

Demissew Bekele and Thomas D,(2000) TechKnowLogia, © Knowledge Enterprise, Inc. retried from www.TechKnowLogia.org on December 22 2014

Diallo, B, Thierry, K., Aguti, J.N., Villet, C. & Wangeci Thuo, C. (2008). The African Virtual University teacher education program: Across borders and language barriers in 10 African countries. Wiki educator Free Learning Center. Retrieved from wikieducator.org /images/7/77/PID_450.pdf.

Federal Ministry of Education (2010) Education Sector Development Program IV (ESDP IV) Addis Ababa.

FDRE MoE (2010). English for Ethiopia, Teacher Guide Grade 9. In collaboration with Shama Books Addis Ababa, Printed in Malaysia

FDRE MoE (2010). English for Ethiopia, Student Textbook Grade 9. In collaboration with Shama Books Addis Ababa, Printed in Malaysia.

Fisseha Mikre (2011). The role of Information Communication Technologies in Education. Review Article with Emphasis to computer and Internet.

Gelgelu Kawo (2006). How Can I Help My Students to Improve Their Note Taking Ability While Learning from Plasma Lesson? Bahir-dar University. Unpublished.

Getnet Demissie (2008) Using "plasma TV" broadcasts in Ethiopian secondary schools: A brief survey Australasian Journal of Educational Technology 2008, 24(2), 150-167 The University of Melbourne, Australia

Grace, J. and Kenny, C. (2003) 'A short review of information and communication technologies and basic education in LDCs – what is useful, what is sustainable?', International Journal of Educational Development, vol. 23, no. 6, pp. 627 – 636.
http://www.edudemic.com/social-media-education/

Heugh K.(2010) Productive Engagement with Linguistic Diversity in tension with Globalised Discourses in Ethiopia. Current Issues in Language Planning, 10 (4), 2010.

Jeff D. (2011) The 10 Best and Worst Ways Social Media Impacts Education. Retrieved from http://www.edudemic.com/social-media-education/

Kassahun Meless and Zelalem Teshome (2006). Assessment on the impact of plasma television implementation on the teaching learning process of mathematics class: the case on selected practicum sites (high schools) Ethiopian Journal of Education and Science, Volume 2 No. 1 Jimma University, Jimma.

Laird, D. (1985). Approaches to training and development, Reading, Mass: Addison-Wesley.

Lee D.(2002) Oxford Centre for Staff and Learning Development OCSLD Learning and Teaching Briefing Papers SeriesOxford brookes University.

Markakis, J. (2003). Ethnic Conflict in Pre-Federal Ethiopia. Paper presented at First National.

Ministry of Education (MoE). (2006). National Education Policy Document. Addis Ababa.

MoE (ND). Centre for the Ethiopian Educational Information and Technology Presents: Educational Satellite Television Program: English Grade 9.

Nazlı G. (2005) "Computer Assisted Language Learning" (CALL) Journal of Language and Linguistic Studies Vol.1, No.2.

Patton, M.Q.(2002) Qualitative Research and Evaluation Methods, 3rd edition, CA: sage publication: Thousand Oaks' CA 190-220.

Sally W. (2000). Oxford Advanced Learner's Dictionary. Sixth Edition. Oxford University Press.

Sanjay K (2014). Shall We Teach English as a Subject or as a Language? EDUCATION PRACTICE AND INNOVATION Volume 1, Number 1, Haramaya University, Haramaya.

Shamsu A.B., Rumaizah M. & Haslindawati H, (2004).The Role of ICT in a Globalised Knowledge Production.109 - 127, Akademi Pengajian Melayu, Universiti Malaya.

Smith, L.(2008). The Politics of Contemporary Language Policy in Ethiopia. Journal of Developing Societies 207–243.Retrieved from http://jds.sagepub.com/cgi/

Sohlberg p. (2004). Teaching and Globalization. Managing Global Transition, 2(1), 65-83.

Takel Terefe (2014). Research on Evaluating the Role of Visual Aids in Teaching Vocabulary in Grade 5; The Case of Ilan Primary School. Ambo University, Unpublished.

TessemaTadese and Manjula (2012). Assessing the Role of Visual Teaching Materials in Teaching English Vocabulary Language in India.

The Institute of International Education (2012) Enhancing the Quality of English Language Education in Ethiopia. Report on a Future Search Conference. Sponsored by the Embassy of the United States of America In collaboration with The Ministry of Education of the Government of the Federal Democratic Republic of Ethiopia the Institute of International Education and Ambo University.

TGE /Transitional Government of Ethiopia/ (MOE) (1994). Education and training policy. Addis Ababa: EMPDA.

Thomas B., (2011). The Role of ICT in the Globalization of Firms. Journal of Modern Accounting and Auditing, ISSN 1548-6583, Vol. 7, No. 10, 1128-1149. Victoria University of Wellington, New Zealand.

Tinio, V.L. (2002). ICT in Education: UN Development Programme. (Retrieved from http: www.eprmers.org on December 27, 2014)

UNDP (2004). Promoting ICT for Human Development. A Pioneering Regional Human Development Report in Asia in 2004: Realizing the Millennium Development Goals. Retrieved on December 10, 2014 from http://www.apdip.net/projects/rhdr/resources/.

UNESCO.(2005). In the Framework of thee UNESCO Teacher training Initiative in sub-Saharan Africa, Country report, Ethiopia.

Usha V.(ND). Role of ICTS in Education and Development.

Warschauer, M., & Meskill, C. (2000). Technology and second language learning. In J. Rosenthal (Ed.), Handbook of undergraduate second language education (pp. 303-318). Mahwah,New Jersey: Lawrence Erlbaum.

Hussein, Jeylan Wolyie (2006) 'Locating the value conflicts between the rhetoric and practices of the public and teacher education in Ethiopia within the hegemony of the global neo-liberalism and seeking the alternative in critical pedagogy', Journal for Critical Education Policy Studies, vol. 4, no. 2, Available: http://www.jceps.com/? pageID =article &article ID=80,Accessed: December 21, 2014.

Appendix A

Informed Consent Format for Beha Biftu/Robe Secondary School

Research title: Challenges and Opportunities in Using Plasma TV in EFL classrooms: The Case of Beha Bifitu and Robe Secondary Schools.

This research study will be carried out and governed by the regulations for research on human beings. These regulations require that the researcher should obtain a signed agreement with the administration of school.

1. Purpose of the Study:

The purpose of this research project is to investigating Challenges and Opportunities in Using Plasma TV in EFL classrooms. The findings of this study have very much contribution for investigating the extent to which plasma TV is used in EFL classes, investigating the opportunities in using plasma TV and identifying challenges that students and English language teachers face in using plasma TV in EFL classes.

More over the aim of this study is to write a thesis for the partial fulfillment of master program in MA in English/TEFL.

2. Time duration of participation:

The researcher has a plan to make observations to your School environments and make observations to some selected classrooms, requires some students to complete the Students' Questionnaires and interviewed all the grade nine English language teachers. These all may take four weeks at least.

3. Confidentiality:

The observed realities, the teachers' and students' responses and other related personal information's would be kept confidential. There will be no information that should identify any one in particular. The data/results will be coded to exclude showing names. No reference will be made in oral or written reports that could link participants to the research.

4. Rights:

Your school have right to declare your school communities (particularly Teachers and Students) to participate or not to participate in this study. In addition, participates have a full right to withdraw from the study at any time if they wish to do so.

5. Contact address:

If there are any questions or enquires any time about the study, please contact:

Gelgelu Kawo : Cell phone [+251]912-222-22-46

E:-mail gelgelukawo@yahoo.com or glglkw@yahoo.com

Face book Gelgelu kawo/face book.com

6. Declaration of informed Voluntary consent:

We read the participant information sheet. We clearly understood the purpose of the research, the Procedures, issues of confidentiality, the right of the teachers and students on participating and the contact address for any queries. We informed as our teachers and students have the right to withdraw from the study at any time. Therefore, we declare our voluntary consent for the members to participate in this study with our signature as indicated below.

Beha Biftu secondary school director	Investigator
Name_____	Name_____
Signature_____	Signature_____
Date _____	Date _____

Appendix B

Various ways of connecting plasma TV to computer or DVD player

The need for connecting plasma TV to computer is as to use as alternative means of presenting lessons without totally depending on the connections of satellite. These alternative ways helps to use all plasma lessons without interruptions of the transmissions. These due to there are sometimes disconnection of the program to satellite. So the following alternatives can be used to present lessons effectively.

1. **Using DVD player/Processor**

A given school can provide each of their classrooms with fixed DVD player or processor and any teacher can easily use the technology in their teachings. Or teachers can use lap tops and then use the plasma screen as projector as indicated bellow.

Plasma TV connected to processor

Plasma TV connected to Lap top

2. **One DVD player or one computer for all available numbers of plasma televisions**

According to this alternative, from a single source of program (the program that is running from DVD player or computer), it is possible to distribute the transmissions to each classrooms which available in a given school. Especially, those schools which have few classrooms can better use this alternative as it is indicated bellow.

A computer connected to many plasma TVs in numbers of classrooms

3. **Using ICT laboratory as laboratory too**

As all most all secondary schools have ICT laboratories, English language teachers can also use these laboratories to support students English language learning.

The two schools ICT laboratories that can be used as a language lab.

Appendix C

Document analysis

In order to investigate challenges and opportunities in using plasma TV in EFL classrooms, grade 9 English Language Teacher's Guide, Student's Textbook and Plasma TV Lessons were analyzed. While the analysis the following questions were used as guiding line.

- Amounts of periods/lessons per a week, month and year
- Amounts of plasma TV lessons per a week, month and year
- Amounts of images, tables and graphs in the text books
- Kinds of lessons delivered by plasma television

Other Related Document Analysis

In addition to the above document analysis of grade 9 English Language Teacher's Guide, Student's Textbook and Plasma TV Lessons, in order to investigate challenges and opportunities in using plasma TV in EFL classrooms, a part of Education Sector Development Program IV (ESDP IV) 2010/2011 – 2014/2015 and a part of Enhancing the Quality of English Language Education in Ethiopia (Report on a Future Search Conference) were analyzed. The analyses of these two documents were based on finding answers to the following questions.

- Why plasma in language class?
- What are possible opportunities for students?
- What challenges are there in using plasma TV in EFL classroom?

Appendix D

Participant of the study

Table 1: Students and Teachers those responded the questionnaire

Name of the secondary school	Total population size of both schools		The sample Respondents of the two schools	
	Students	Teachers	Students	Teachers
School A				
School B				
Total				

Appendix E
Classroom observations
Non-plasma TV lessons classrooms observations

Table 2: Students sitting situations

Focal observation areas	**Response**			
1. Seating routines	Yes	%	No	%
Do students ever sit as a group?				
Do students ever sit on individual spaces in chairs?				
Do they use a different seating arrangement to attend the instruction?				
2. Go with the flow				
Are the students positioned so that they can see and participate in what is going on?				
Are the students positioned so that classmates and teacher may easily interact with them?				
3. Classroom situations				
Are the students actively involved in class activities?				
Is assistance provided for the students by classroom teachers?				

Table 3: Classrooms instructions in non-plasma lessons

Focal observation areas	**Response**			
4. Talking straight	Yes	%	No	%
Was the teacher's introduction at the beginning of the instruction and focused on explaining the succeeding lesson?				
Did the teacher have good relationship with students?				
Did teachers provide the same type of feedback (e.g. praise, discipline) for each student?				
Was the teacher's summary at the end of the instruction?				
5. Classroom interaction (without the plasma instruction)				
was there any time when children are allowed to work cooperatively				
Did the teacher find time for frequent personal comments to individual children during the non plasma instruction?				
Did the teacher arrange activities to allow for choice making?				
Were most students happy in their facial expressions and gestures whilst attending the instruction?				
Did the teacher give/write notes, examples and instruction on the blackboard?				
Did teacher use various visual aids in his/her teaching?				

Appendix F
Plasma TV lessons classrooms observations
Classroom situations in plasma TV based lessons

Table 4, classroom situations in plasma TV based lessons

Focal observation areas	Response			
	Yes	%	No	%
1. Classroom situations				
Are the students actively involved in class activities (e.g. asks or responds to questions, plays a role in group activities) during the transmission?				
Do students interrupt the plasma transmission and ask the teacher when they do not understand the instruction?				
Is assistance provided for the students by classroom teachers?				
Does the teacher (*CT) interrupt the plasma transmission when she/he feels to explain unclear lessons?				
2. Talking straight				
Do teachers provide the same type of feedback (e.g. praise, discipline) for each student?				
Does the teacher have good relationship with students?				
Was the teacher (*PT) makes introductions at the beginning of the plasma instruction focused on explaining the succeeding lesson?				
Was the teacher makes summary at the end of the plasma instruction good enough to clarify the lessons?				

Table 5: Classroom interaction with the plasma instruction

Focal observation areas	Number of response			
	Yes	%	No	%
3. Classroom interaction with the plasma instruction				
Is there any time when children are allowed to work cooperatively				
Are social interactions encouraged				
Does the teacher find time for frequent personal comments to individual children during the plasma instruction?				
Does the plasma transmission provide appropriate time to students to get help from classroom teachers?				
Does the teacher arrange activities to allow for choice making?				
Were most students happy in their facial expressions and gestures whilst attending the plasma instruction?				
Was there any disruption during the live plasma transmission?				
Was abstract concepts presented more effectively than face to face mode of teaching?				

Table 6 the responses about Quality of instructions, questions, answers, and notes of plasma TV lessons

Focal observation areas 4. Instructions, questions, answers, and notes of plasma lesson	Yes	%	No	%
Disappeared within very short seconds/minutes				
Are just like on the black board				
Animated and attractive				
Are clear and ease to follow and to understand				
Are small and are not readable from every corner				
Are appropriate to be seen from any corner of the class				

Table 7 the responses to identify challenges in using plasma TV

Focal observation areas 5. Challenges in using plasma TV in classrooms	Yes	No
There is insufficient time allocation to complete activities		
Lessons are speedy presentations		
It is too fast to take notes.		
The answers are given by plasma lesson presenter while/before students complete a given task		
Does the teacher use the plasma TV lessons schedules		
Lessons are frequently interrupted as electricity went off		
There is disconnection of the program from satellite		

Appendix G

Adama Science and Technology
School of Humanities and Law
Department of English Language
Postgraduate program

Students Questionnaires

Dear students:
First of all the research would like to thank you for your willing to take part in this research. The purpose of this questionnaire is to collect information to investigate challenges and opportunities in using plasma TV in EFL classrooms in your and one other neighbor high school. Your participation in completing the questionnaire is extremely useful. Each part of the questionnaire has its own instruction. Please strictly follow up the instructions of each part before responding to the questions. Please choose the answer that best reflects your views from the given alternatives.
As conclusions will be drawn based on your responses please don't hesitate to give us your genuine responses. Note that you are not required to write your name. Your responses will be kept confidential and unnamed. Thank you for your cooperation.

Part A: Extent to which plasma TV is used in EFL classroom
The following questions are used to investigate the extent to which plasma TV is used in EFL classes. While giving your response for choose questions circle the letter that contains your right choice as
1. How often do you learn English language using plasma TV?
A. Always B. Some times C. Never
2. How often does your English language teacher uses teaching aids in none plasma lessons?
A. Always B. Some times C. Never
3. How often real life situations or sample dialogues are there in plasma TV based lessons, which you imitate/learn from?
A. Always B. Some times C. Never
4. Which one of the following ways of English language learning do you like?
A. Plasma TV lessons B. Face to face of my classroom teacher
5. Which one of the following ways of teaching do you think helpful for your English language learning?
A. Plasma TV lessons B. Face to face of my classroom teacher
6. In which one of the following ways of teaching you are interested and make active participations in English language classes?
A. Plasma TV lessons B. Face to face of my classroom teacher

Table 8: The responses of the students' on the extent of utilizations of plasma Television.

Extent to what plasma TV is used	Students Responses		
	Always	Some Times	Never
How often you learn English language using plasma TV			
How often your teacher use teaching in their teaching			
How often real life situations and teaching aids are there in plasma TV lessons			
Students' preference of learning	Plasma TV lessons		Face to face
The mode of instructions that students like			
The most helpful mode of language learning you think			
The mode students are interested and make active participation			

Part B: challenges in using plasma TV in EFL classes.

The following questions are used to examine challenges that you may face while you learn English language using plasma television. Put tick or this ✓ sign in front of each question in correspondent column that indicate your response.

Table 9 the responses of students on the challenges of using plasma television.

It is challenging to use plasma TV in EFL class	Rating Scale			
	Frequently	Some time	Rarely	Never
As there is insufficient time allocation to complete activities				
As plasma TV lessons are frequently interrupted as electricity went off				
As there is disconnection of the program from satellite				
As plasma TV lessons are speedy presentations				
As it is too fast to take notes.				
As the answers are given by plasma lesson presenter while/before students complete a given task				

Part C: Quality of instructions, questions, answers, and notes

The following questions used to examine the quality of instructions, questions, answers, and notes appeared on plasma TV screen. Tick in the column that indicates your response like this ☑

Table 10 Quality of instructions, questions, answers, and notes

Quality of instructions, questions, answers, and notes	Rating scale				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Disappeared within very short seconds/minutes					
Just like on the black board					
Words and statements animated and attractive					
Small and are not readable from every corner					
Clear and ease to follow and to understand					

Note: NR refers to numbers of respondents

Part D: Opportunities for students in using Plasma TV based lessons

The following table contains lists of questions that used to investigate opportunities that may you get while you are learning English language using plasma television. By putting tick or this ✓ sign in front of each questions in correspondent column that indicate your response.

Table 11: the responses of the students about the opportunities in using plasma television

Opportunities in using plasma TV in EFL class	Rating Scale				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
It provide uniform and quality education throughout the country					
Plasma TV based lessons are interesting					
It motivates the students learning					
It makes students alert and active					
Sufficient teaching aids are presented					
The films that used by plasma TV lesson presenter clarify what I learn					
The lessons are well organized					
It finishes contents (topics) within the allotted time					
It gives appropriate class exercise that students can do					

Thank you very much!

Appendix H
Afan Oromo students Questionnaires

Yuuniivarsiitii Saayinisii fi Teeknooloojii Adaamaatti
Mana barumsa Afaanii fii Seeraattii
Muummee Afaan Ingiliiziitti
Sagantaa Digirii lammaffaa
Bar-gaaffii Barattootaa

Fedhii guutuudhaan bar-gaaffii kana irratti hirmaachuu keetiif, qo'ataan galata siif galcha. Kaayyoon bar-gaaffii kanaa qo'annaa mata-duree 'Challenges and Opportunities in using plasma TV in EFL classrooms' ykn 'Hiree fi rakkoolee itti fayyadama Plaazimaa TV barnoota Afaan Ingiliizii irratti qabuu' irratti odeeffannoo sassaabuu ta'a. Bar-gaaffii kanaaf deebiin kee waan baay'ee barbaachisaa ta'eef, filannoo dhiyaatan keessaa kan yaada kee caalatti siif ibsuu danda'u filadhu/ibsi.Deebii ati kennite irratti hundaa'uun qo'annoo kanaaf yaadni goolabaa waan kennamuuf, deebii kee isa dhugaa ta'e kennuu akka hin daganne. Kanaan walqabatee maqaan kee ibsuun hinbarbaachisu. Akkasumas yaadni ykn deebiin keetis ichiitiin isaa kan eggameedha.

Galatoomaa!

Kutaa A: Hamma itti fayyadama plaazimaa TV barnoota Afaan Ingiliizii kessatti

Gaaffileen armaan gadii hamma itti fayyadama plaazma TV barnoota Afaan Ingiliizii qabu xiinxxalluuf kan dhiyaataniidha. Gaaffilee armaan gadii keessaa isa deebii sirriitii jettee yaaddu irramaruudhaan deebisi. Akkasumas gaaffilee ibsa gabaabaa barbaadaniifis ibsa kenni.

1. Yeroo ykn guyyaa hangamiif plaazimaa TV fayyadamuun Afaan Ingiliizii baratta?
   A. Guyyaa hundaa B. Guyyaa muraasa C. Guyyaa baay'ee muraasa
2. Guyyaa tamsaasina plaazimaa TV hin jirree, barsiisaan Afaan Ingiliizii si barsiisu hangam meeshaalee gargaarsa barnootaa itti fayyadama?
   A. Guyyaa hundaa B. Guyyaa muraasa C. Guyyaa baay'ee muraasa
3. Barnoota pilaazimaa TV kennamu kessatti kan argaman, taateewwan dhugaa jirreenyaa irratti hundaa'an ykn haasawni (dialogues) Afaan Ingiliizii irraa barachuu si dandeesisan hangam argamu?
   A. Guyyaa hundaa B. Guyyaa muraasa C. Guyyaa baay'ee muraasa
4. Barnoota Afaan Ingiliizii baruu keessatti tooftaalee armaan gadii keessa isa kam jaallatta ykn sitti tola?
   A. Barnoota Sagantaa Pilaazimaa TV B. Barnoota barsiisaa kootiin kennamu
5. Barnoota Afaan Ingiliizii haala gaariin akka barattu kan si gargaaruu danda'u isa kam jettee yaadda?
   A. Barnoota Sagantaa Pilaazimaa TV B. Barnoota barsiisaa kootiin kennamu
6. Tooftaalee armaan gadii keessa isa kamtuu caalaa si hawatee akkasumas hirmaanna oo'aan Afaan Ingiliizii akka barattu kan si gargaaru kam jettee yaadda?
   A. Sagantaa pilaazimaa TVn kennamu B. Barnoota barsiisaan kootiin kennamu

Kutaa B: Rakkoolee itti fayyadama plaazimaaa TV barnoota Afaan Ingiliizii keessatti

Gaaffileen armaan gaditti dhihaatan rakkoolee itti fayyadaam plaazimaa TVin barnoota Afaan Ingiliizii baruu keessatti qunnaman ittiin xiinxaluuf kan dhiyaataniidha. Mallattoo " ✓ " bakka deebii ta'a jette yaaddu irra ka'i.

Lakko	Rakkoolee itti fayyadama plaazimaaa TV barnoota Afaan Ingiliizii keessatti	Hangam?			
		Irra [illegible]	Yerroo	Dabree	gonkumaa
1	Shaakala kenname xumuruuf yeroo baay'ee gabaabaa ta'eetu kennama				
2	Irra deddebiin waan humni ifaa baduuf, barnootin Plaazimaa TVin kennammu irra deddeebi'e addaan ciccitaa				
3	Barnootin plaazimaa TVin kennamu baay'ee saffisaan kan dhihaatuudha				
4	Sagantaan plaazimaa TV waan saffisaan adeemuuf yaadannoo qabachuun rakkoodha				
5	Rakkoo saataalaayitiin kan ka'een sagantaan ni cita				
6	Osoo barattootin gilgaala kenname hojjataa jiran/osoo hinxumurin deebiin barsiisaa Plaazimaa TVtin kennama				

Kutaa C: Quliqqullinna Ajaajaa, Gaafii, Deebii, fi Yaadannoo Pilaazmaa TV

Gaaffiiwwan armaan gadii itti fayydama plaazimaa waa'ee Quliqqullinna Ajaajaa, Gaafii, Deebii, fi Yaadannoo Plaazimaa TVtin keennamu xiinxaluuf kan dhiyaataniidha. Gaaffiilee dhiyaatan fuulduratti gabatee deebii kee siif ibsu keessatti haala kanaan deebisi ☑

Lakko.	Quliqqullinna Ajaajaa, Gaafii, Deebii, fi Yaadannoo Pilaazmaa TV	Deebii ta'uu danda'an				
		Gonkumaa	walii hin	Hin [illegible]	Waliigal	Baa'isee irratti
1	Wantootni iskiriinii irratti barraa'an hunduu yeroo muraasaaf					
2	Hundinu akkuma gabatee gurraachaa irraati					
3	Hordofuu fi hubachuun ifaa fi salphaadha					
4	Jechootni fi himoonni waan midhaaganiif nama hawatu					
5	Xiqqaatanii waan barreffamaniif bakka gara garaa irraa arguuf nama rakkisu					

Kutaa D: Faaydaa Plaazimaa TV Afaan Ingiliizi barsiisuu keessatti

Gababteen armaan gaditti dhiyaate waa'ee faaydaa plaazimaa TVin Afaan Ingiliizii barsiisuu keessatti qabu ittiin xiinxaluuf kan dhiyaataniidha. Mallattoo " ✓ " bakka deebii ta'a jette yaaddu irra ka'i.

Tar. Lakk.	Plaazimaa TViin	Deebii ta'uu danda'an				
		Gonkumaa irri walii hin	Walii hin galu hingalu	Hinmurteess	waalliigala	Baay'isee walii gala
1	Barnoota walfakkataa fi qulqulluu ta'e guutuu biyyaa keessatti ni dhiyeessa					
2	Barnoota haala namatti toluun ni dhiheessa					
3	Barattota kara barnootaatti ni kakaasa					
4	Fedhii fi dammaqinna barattoota keessatti ni uuma					
5	Meeshaalee deeggarsa barnoota haala gaariin dhiheessa					
6	Fiilmiwwan Pilaazmaa TV keessatti argaman wanta barataa jirtu san caalatti naaf ibsu					
7	Barnoota qindaa'aa ta'e ni dhiheessa					
8	Qabiyyeen barnootaa yeroon akka xumuraman ni gargaara					
9	Shaakala barattootin hojachuu danda'an ni dhiheessa					

Galatoomaa!

Appendix I

Adama Science and Technology
School of Humanities and Law
Department of English Language
Postgraduate program

4. Teachers' Interview

Dear Teacher;

First of all the research would like to thank you for your willing to be interviewed. The purpose of this interview is to collect information to investigate challenges and opportunities in using plasma TV in EFL classrooms in your and one other neighbor high school. As conclusions will be drawn based on your responses please don't hesitate to give us your genuine responses.
Note that you are not required to write your name. Your responses will be kept confidential and unnamed. Thank you for your cooperation.

Part A. Questions related to plasma TV lessons (to what extent teachers use plasma TV)

1. How often do you use plasma TV in your teaching?
2. How do you know the either the TV lessons are available or not?
3. Do you like using plasma TV in English language teaching? Why?
4. Which mode of instruction do you think is better and why?
5. Is it possible to you to create teaching aids or situations like sample dialogues in plasma TV based lessons that students imitate /learn from?
6. How do you judge the quality of plasma TV lessons in line with the clarity, attractiveness, quality of the teaching aids, instructions, questions and answers that given by plasma TV lesson presenter and notes appeared on the screen?
7. Do you think that using plasma TV mode of teaching enhance quality education? How?
   Do you assistance your students during the plasma TV lesson are running? What types of assistance you always make?
8. Do students interrupt the plasma transmission and ask you when they do not understand the instruction?
9. In your school, what obstacles or challenges you and your students face in using plasma TV in language classroom?
10. What are the weaknesses of the plasma mode of instruction in EFL classrooms?
11. What are the strengths and opportunities are there for you and your students in using plasma TV in EFL classroom?
12. Any other experiences, thoughts, or feelings about using plasma in EFL classroom you would like to add?

Appendix J
Afan Oromo teachers' interview

Yuuniivarsiitii Saayinisii fi Teeknooloojii Adaamaatti
Mana barumsa Afaanii fii Seeraattii
Muummee Afaan Ingiliiziitti
Sagantaa Digirii lammaffaa

4. Af-gaaffii Barsiisotaa

Kabajomoo Barsiisaa/tuu

Hundaaa dursuudhan fedhii guutuudhaan af-gaaffii kana irratti hirmaachuu keessaniif qo'ataan galata guddaa isiniif galcha. Kaayyoon af-gaafii kanaa qo'annaa 'Challenges and Opportunities in using plasma TV in EFL classrooms in the case of Beha Biftu and Robe Secondary schools' ykn " Hiree fi rakkoolee plaazimaatiin TVin Afaan Ingiliizii barsiisuu qabu" irratti odeeffannoo isin irraa sassaabuu yaadameti. Deebii isin keennitan irratti hundaa'ee yaadin goolaba qo'annoo kanaa waan kennamuuf, deebii keessan isaa dhugaa ta'e keennun fiixaan bahiinsa qo'anichaatiif murteessaadha.

Gonkumaa maqaa keessan eeruun hin barbaarchisu. Akkasumas deebii isin keennitan ichiitiin isaa kan eegameedha.

Galatoomaa!

Kutaa A: Gaaffiiwwan hanga itti fayyadama Plaazimaa TVin walqabatan

1. Barnoota keessan keessatti plaazimaa TV hangam itti fayyadamtu?
2. Tamsa'inni sagantaa plaazimaa TV jiraachuu fi jiraachuu dhiisuu akkamitti beektu?
3. Afaan Ingiliizii barsiisuu keessatii Plaazimaa TV itti fayyadamuu ni jaallattu? Maaf?
4. Barnoota isin kennitan fi kan Plaazimaa TVin kennamu kamtu wayya jettanii yaaddu? Maafi?
5. Plaazimaan TVin alatti yommuu barsiistan, haasawa ykn dialogues kan akka barsiisaa pilaazimaa TViitiin dhihaatanii barattoota giddutti uumuun ni danda'amaa?
6. Qulqullinna barnoota sagantaa Plaazimaa TVin darbu irratti walqabate, waa'ee Qulqullina, hawatiinsa, Qulqullinaa meeshaalee deeggarsaa, Qajeelfama fi haalli barnootin tti kennamu, Gaaffiilee barsiisaa Plaazimaa TVtin dhiyaatu, Deebilee barsiisaa plaazimaa TVitin kennaman akkamitti,Yaadannoo isikiriinii irratti mul'atan akkamitti madaaltu?sagantaalee maaal faakkaata?
7. Plaazimaa TV fayyadamuun qulqullinna barnootaa dabaluuf ni gargaarta jettanii yaaddanii? Akkamitti?
8. Barattootin sagantaa pilaazimaan darbaa osoo jiruu wanta isaaniif hin galle hubachuuf gaffii ni gaaffatu?
9. Mana barnootaa keessanitii, Plaazimaa TV fayyadamtanii yommuu Afaan Ingiliizii barsiistan rakkoolee akkamiittu isinii fi barattootaa keessan qunnama?
10. Hanqinna (weakness) Plaazimaa TVin Afaan Ingiliizii barsiisuuf qabu maal?
11. Akka ijootti jaabeenni plaazimaa TV fayyadamuunii Afaan Ingiliizii barsiisuu maal fa'a?
12. Waa'ee itti fayyadama Plaazimaa TV ilaalchisee wanti dabaltan yoo jiraate?

Yaada nuuf keennuu keessaniif galatooma!