

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

**A COMPARATIVE STUDY OF THE METHODS OF TEACHING
READING EMPLOYED BY THE TELEVISED TEACHER AND THE
CLASSROOM TEACHER WITH ESPECIAL REFERENCE TO GRADE
NINE
STUDENTS OF JIMMA TOWN SENIOR
SECONDARY SCHOOLS**

NEGASH GETACHEW

FEBRUARY 2008

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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
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OF ARTS (MA) IN TEACHING ENGLISH AS
A FOREIGN LANGUAGE (TEFL)**

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ABSTRACT

The main objective of this study is to compare the methods of teaching reading employed by the televised teacher and classroom teachers.

The study was conducted at Jiren and Setto Senior Secondary Schools of Jimma Town. The former is Plasma and the latter is non-Plasma school. The subjects of the study were grade nine students and English language teachers of the aforementioned schools. 410 students (210 from Plasma and 200 from non-Plasma school), and 6 teachers (three from each school) were randomly selected as source of data. To collect the necessary information from the subjects, three data collection instruments (classroom observation, questionnaire and interview) were used.

The findings showed that the method of the teaching reading employed by the televised teacher was found to be relatively different from the classroom teacher. The televised teacher employed the teaching methods that assured students' active involvement in the reading activities, and that provided enough opportunity for students to interact with each other in pairs and groups. On the other hand, the classroom teacher used method of teaching reading, where students' involvement in learning through interaction among themselves, was more or less negligible. Only oral question-and-answer work, where the role of majority students was not that of active participants, was the predominant classroom practice of the teachers, i.e. students were given no more chances to communicate or interact among themselves. Compared to the televised teacher, the classroom teacher did not employ the classroom procedures which help students comprehend the text better and practice the important sub skills (such as skimming and scanning) of reading. Besides this, unlike the televised teacher, the classroom teachers predominantly practiced reading aloud instead of silent reading. Most of the class time of reading lessons was employed for reading aloud by students.

Based on the findings it was concluded that relative to the classroom teachers, the televised teacher seems to employ the techniques and procedures that experts and researchers of reading propose. However, there are areas that are found difficult for the televised teacher but easy for the classroom teacher and the vice versa. It was, therefore, recommended that reading should be better taught by the televised teacher with active involvement of the classroom teacher.

CHAPTER ONE

1. INTRODUCTION

1.1. Statement of the Problem

Khand (2004) states that reading is one of the most important four basic skills. Reading proficiency plays a great role in understanding any written statement accurately and efficiently. Reading serves as an important tool in every field of professional service. In many situations it is considered to be the indispensable channel of communication in an ever-widening world.

According to Nuttall (1982), Reading is mainly an effective means of developing students' general language command.

Devine (1981:402) indicates the importance of reading saying: “Even today, with the wide availability of audiovisual devices and materials, reading remains the major avenue of learning, i.e. the standard means of introducing new information, developing concepts, providing review and stimulating thoughts.”

Besides, reading has a paramount importance where English is used as a medium of instruction like Ethiopia. This is because the ultimate academic success or failure of students is largely based on their ability to read and comprehend the textbooks and notes they take in the different subject areas they study. As Gbenedo (1986:47) asserts:

In all countries where English is taught as a second or a foreign language, the teaching of reading in English is of particular importance, because whether or not the pupils will be required to speak or write it, there is no doubt that they will want to read it for a variety of purposes, which includes the passing of examinations since text books are written in English (cited in Taye Regassa 2004:1).

Furthermore, the ability of reading has many practical purposes in the real world after school. For instance, reading has economic consequences. People who are better than average readers are also higher than average earners, or more likely to have high paying jobs.

If reading is this much important, it is advisable to employ the teaching methods that coordinate with the needs and purposes of students and that assure the development of their reading proficiency. This is because students' language proficiency is mainly affected by the teaching methods employed in the classroom (Cunningthsworth 1984). If teachers employ teaching methods that assure students' active involvement in learning through free communication their reading proficiency can be developed more effectively. However, if the teaching methods used in the classroom are not interesting, non-participatory or teacher-centered, the development of students' reading ability can negatively be affected (Khand, 2004). Generally, the kinds of language teaching methods employed by teachers can have a positive or negative effect on the development of students' language proficiency in general and reading ability in particular.

In the past, as experience shows, the language teaching method used in Ethiopian high schools was traditional. The teaching method was not student-centered, thus students' involvement in learning through question and discussion was negligible. The lecture method was the only dominating method where the role of students was not that of active participants. In this traditional method the teaching of reading lesson was characterized by reading aloud and extensive vocabulary teaching. In connection to this Getachew Asrat (1996), in his study found out that reading aloud with the aim of helping students learn how to sound out words correctly was the outstanding feature of the lessons. According to his observation, of 30 reading classes observed, in 27 classes students were made to read part of the text aloud; where as in 21 of the lessons teachers read the text aloud.

Besides, out of 30 teachers observed 17 teachers discussed words and expressions other than those selected for vocabulary study.

However, scholars, for instance, Greenwood (1981), and Konare (1994) criticized this kind of reading instruction for it does not help students develop their reading proficiency.

Identifying the quality and relevance of the existing curriculum and the teaching methods employed by teachers as factors contributing to the problems of education of Ethiopia, the Ministry of Education has recently introduced instructional television for high school and preparatory school. The education technology designers believed that unlike the conventional classroom instruction, teaching foreign language via plasma television would enhance students' active involvement in learning, and hence help them develop their general language competence (MOE, 1994).

Basically instructional television, according to Mohanty (1984), plays a pivotal role in enhancing a foreign language learning, because it can bring a real life situation in to classroom and presents language in its more communicative way. However, the new technology of education may not be free from limitations in Ethiopian context. For instance, local research findings by Tatek (1994) and Leul (2006) indicate that the plasma television is not compatible with students' learning ability in a foreign language medium context. This is because its pace of transmission, time allotment for classroom teacher and its wait time for classroom activities were found to be inconvenient for students.

Generally, as experience shows, there is a controversy among students, teachers and society at large about the language teaching methods employed by the televised teacher and the conventional classroom teacher. Some people say that the plasma television instruction is very interesting and assures students' active involvement in the learning activities. And others, on

the other hand, argue that unlike the plasma television instruction, the classroom instruction is motivating and participatory.

To the best knowledge of the researcher, there is no local research finding related to this issue. This study, therefore, arose from the researcher's inspiration to resolve this controversial view about the teaching of language by the televised teacher and the classroom teachers, with reading skills in focus.

1.2. Objectives of the Study

The general objective of this study is to compare the methods of teaching reading employed by televised teacher and classroom teacher. More specifically, it attempts to:

- ❖ Identify whether or not there is a difference between the televised teacher and the classroom teachers in the techniques and procedures they employ for teaching reading skills.
- ❖ Find out the weaknesses and strengths (if any) of the televised teacher and the classroom teacher in teaching reading skills.
- ❖ Examine whether or not the televised teacher and the classroom teachers encourage students to read extensively other materials at their disposal outside the classroom.

1.3. Significance of the Study

This study can have the following important contributions:

- ❖ Serves as basis for classroom teacher to evaluate his/her methods of teaching reading;
- ❖ Serves as informative feedback for teacher training institutions to give considerable attention to methodology courses in their curriculum;
- ❖ Serves as a source for education technology designers to modify the teaching of reading through plasma television if there is any problem area related to it;

- ❖ Lays the ground for these who have interest in conducting further research in the area.

1.4. Scope of the Study

The main purpose of this study is to compare the methods of teaching reading employed by the televised teacher and the classroom teacher. The study was conducted in Jimma Town Senior Secondary Schools. The town was selected for the fact that the researcher got an easy access to both the plasma and non-plasma schools. But he had no contact with the staff member of the schools before the data was collected. The study was limited to only two Senior Secondary Schools of the Town.

The subject of the study was restricted to English language teachers and students of grade nine. The researcher selected grade nine deliberately believing that it is better to identify the differences (if any) between the televised teacher and the classroom teacher in teaching reading skills, and take affirmative measure if there is problem area right from the beginning.

1.5. Limitations of the Study

Basically, to the researcher's best knowledge, this study is a preliminary attempt. No local studies have been conducted in the area. Therefore, there was shortage of resource materials. Besides this, the study was limited to only two senior secondary schools of Jimma Town. This was because of time and financial constraints, i.e, there was no sufficient time and money to incorporate more schools. But the study would have been more comprehensive and generalizable if more schools had been included from other areas in Jimma zone. Thus, the findings which are the basis for generalization, are not supposed to be free from limitations.

1.6. Definition of Terms

Method: refers to a specific instructional design or system based on a particular theory of language and of language learning. It is a practical realization of an approach. It contains detailed specification of contents, roles of teachers, students and materials, and various teaching procedures and techniques (Richards and Rodgers, 2001 and Harmer, 2001).

Technique: is implementational, which actually takes place in a classroom. It is a particular trick, stratagem or contrivance used to accomplish immediate objective (Richards and Rodgers, 2001).

Procedure: is the last level of conceptualization and organization within a method. This encompasses the actual moment-to-moment techniques, practices and behaviors that operate in teaching a language according to a particular method (Richards and Rodgers, 2001).

Televised teacher (plasma teacher): refers to the teacher who presents English language lessons through plasma television from the main station. As the plasma teacher is female the pronoun 'she' was used instead throughout the discussion.

Non-plasma school teacher (Classroom teacher): refers to the English language teachers of the school where plasma television has not been introduced.

Assistant teacher: refers to the teacher whose role is almost assisting the televised teacher.

1.7. Organization of the Study

This study is organized into five chapters. The first chapter contains the introductory frame work of the study. The second chapter deals with the review of related literature. The third chapter comprises the methodology of the study. The fourth chapter covers the presentations, analysis and interpretation of the findings of the study. Lastly the fifth chapter presents the conclusions and recommendations of the study.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 General Overview of Reading

2.1.1 Definition of Reading

There is no point in looking for a single definition of reading. Smith (1988) states that reading is not different from all the other common words in our language. It has a multiplicity of meanings. And since the meaning of the word on any particular occasion will depend largely on the context in which it occurs, we should not expect that a single definition for reading will be found. The definitions presented by different experts of reading usually ranges from equating reading with recognition and decoding of words to perceiving reading as a creative and thinking process.

For Wallace (1992), reading is a process of extracting meaning from written text. According to Nuttall (1982), reading is a process in which one looks at and understands a written material. Asher (1994) also views reading as the ability to comprehend the thoughts and feelings of others through the medium of written text. Gillette and Temple (1986) and Perfett (1985) cited in Dechant (1991) further describe reading as the reconstruction of the message encoded graphically by the writer; as constructing meaning from print; as making sense of written language; and as a process of information search, or information processing. It is described as an interactive process involving both the reader's previous fund of knowledge and the words in the text; it is a process of putting the reader in contact and in communication with ideas of the writer which are cued by the written or printed symbols; it is a process of building a representation or a mental mode of text.

From these definitions, we can deduce that reading is an activity in which the reader seeks to identify, comprehend, interpret and evaluate the ideas and point of view expressed by the author.

2.1.2 The Reading Purposes

McDonough and Shaw (1993) claim that much of the current thinking on reading tends to focus primarily on the purposes of the activity. Readers may have their own personal reasons for reading. In real life situation people may read certain written materials because they have a purpose in doing so. The purpose may be how to operate that coffee machine, or to find out what has happened recently in an election, or to discover the latest trends in language teaching (Harmer, 1991).

In classroom situation, too, students should read with a purpose. Without having clear idea of what they are reading for or why they tackle an activity, students would face a problem of grasping meaning from the reading material. The purpose of the reading may be defined in accordance with whether the students are meant to skim, scan, predict (anticipate), infer (make underlying judgment), evaluate the validity and reliability of the material etc.

Nuttall (1987) also says that the way we tackle the task is strongly influenced by our purpose in reading. For instance, the quick scanning of a page in the telephone directory to find a single name is very different from the careful attention readers paid to each word in a legal document. The difference in the speeds they use is also no doubt very noticeable. This implies that teachers must not urge students to read a text without first giving them a clear picture of what they are going to do. Giving students with a clear purpose of reading provides them not only a direction, but also motivates them to read as well.

2.1.3 Views about Reading

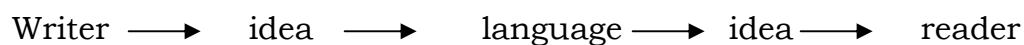
2.1.3.1. Traditional View

McDonough and Shaw (1993) asserts that traditionally the reader was seen as the 'recipient' of information or as an 'empty vessel' who brought nothing

to the text. It is thought that reading is a condition where in the reader takes in all of the decoded messages as it is without reacting to it cognitively (Ibid).

Nuttall (1982) also adds that the reading text is considered as full of meaning like a vessel full of water, and it can be poured straight into the reader's mind which soaks it up like a sponge. This simply means the reader's role is a passive one; all the works have been done by the writer, and the reader has only to open his/her mind and let the meaning pour in.

McDonough and Show (1993) equates this view of reading with a one way traffic system in which every thing flows in one direction only, as exemplified by the figure below.



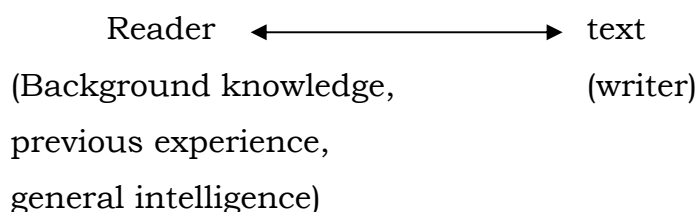
2.1.3.2 Modern View

According to modern view, reading is regarded as an active mental process. Day and Bamford (1998); Nuttall (1982); and Grellet (1982) note that reading is an active process that involves a great interaction between the previous knowledge (background knowledge) of the reader and the thought in the text. As Grellet (1981:8) clearly states reading involve “guessing, predicting, checking and asking one self questions”. This means that the reader is not a passive receptacle into whose mind a written information is simply poured; rather he /she is the one who analytically reacts to each and every information based on what he/she knows about it before.

Reading as an active process can also be seen from the point of view of its communicative functions. In relation to this Milan (1991) states that during reading reader enters into a peculiar kind of relationship with the writer, a two-way process of communication. Despite the fact that the writer is physically absent, the letters, words, sentences, and paragraphs on the page are, however, there to be analyzed, interpreted, questioned, perhaps even challenged. In this way the active reader involves in a kind of silent dialogue with the writer.

Therefore, reading, according to this modern view is not only an active but also an interactive one (Nuttall, 1982; McDonough and Shaw, 1993). It is regarded as a 'transaction' in which meaning emerges from a continuing give-and-take relationship between the reader and the print on the page, each shaping and shaped by the other. As students read, they search for and construct meaning based on what they bring to the text and what the text brings to them.

The modern view of reading is represented by the figure shown below:



(McDonough and Shaw, 1993).

McDonough and Shaw (1993), Nuttall (1982) and Milan (1991) point out that it is very important to develop fluent and proficient readers who are knowledgeable about the active and interactive process of reading. They further explain that students need to develop thoughtful interpretation of what they read; and that they have to approach the tasks as active makers of meaning. Teachers, therefore, can make a major difference in students' success or failure to read texts effectively by modeling, coaching, facilitating and promoting reading in their classrooms. They can encourage students to become active participants in the classroom by tailoring their instructional strategies and methods to the needs of their classes and the individuals in those classes.

Rand Reading Study Group (2002) identified the following reading instructional strategies that should be used by teachers to help their students to become active readers. These are:

- Encouraging students to activate what they already know about situations, events, and ideas in the text.

- Helping them set purpose for reading.
- Explaining the techniques and vocabulary employed by the writer
- Modeling effective reading behaviors.
- Guiding the reading process with questions and activities that help students build their own understanding of what they are reading.
- Using group and interactive strategies to encourage reading as a social process.
- Providing students free reading time.
- Encouraging students to move beyond their initial understanding and develop more meaningful interpretations and connections of reading activities to life situations.
- Clarifying and extending students' thinking about language and literature through related writing, speaking, viewing, listening and further reading activities.
- Providing students with relevant, interesting and age-appropriate materials.
- Providing many opportunities, for students to read and practice reading enhancement strategies and tools.
- Maintaining classroom environment that fosters cognitive collaboration, contextualization, and group problem solving.
- Encouraging students to read daily for fun.
- Helping students to have greater access to books at home, school and in the community.
- Accounting for individual differences in the students reading style and proficiency.
- Challenging students to investigate a problem or questions stimulated by their own curiosity.

2.1.4 Models of the Reading Process

Model (i.e some kind of design that describes a process) emanates from the differences between theorists on the principles which govern how the components of reading skills operate.

There are three main models of the reading process. These are bottom-up model, top-down model and interactive model.

2.1.4.1. Bottom-up Model

Gough (1977) in Davies (1995) proposed the bottom-up model arguing that reading is a process in which information is extracted from a text through a decoding of symbols (letters), words, phrases, clauses and sentences. That means, reading is viewed as a decoding process involving reconstruction of the author's intended meaning through recognition of the printed letters, and building up meaning for a text from the smallest textual units at the bottom (letters, and words) to larger units at the 'top' (phrases, clauses, sentences, etc) (Carrell, 1988).

Asher (1994) notes that the bottom-up model of reading process reflects a behaviorist view in that learners build reading skills in a sequential manners, starting with phonetic elements and ultimately developing the ability to determine sentence and passage meaning. McDonough and Shaw (1993) add that readers attempt to decode each individual letter encountered by matching it to the minimal units of meaning in the sound system (the phoneme) to arrive at meaning of the text.

The implication of the bottom-up model for reading instruction, according to Rivers (1968), is that classroom practice should focus on drilling linguistic elements starting from the smallest textual units and building up to higher textual elements with sound relationships to help learners develop pronunciation. Nuttall (1982) argues that the bottom-up model attributes failure to comprehend a text to language specific deficit, for example, lack of vocabulary words. Therefore, to overcome this problem, students should be made to study the meaning of words selected from the text.

2.1.4.2. Top-down Model

The top-down model was first proposed by Goodman (1967). According to Goodman, reading is an activity in which a reader tries to arrive at a certain

understanding of a text by using his/her background knowledge and prediction (cited in Davies, 1995). Goodman in Carrell (1988) asserts that the top-down model is a psycholinguistic guessing game in which the reader constructs a message encoded by a writer as a graphic display. According to the psycholinguistic model, a text either written or spoken does not by itself carry meaning, rather the text only provides directions for readers as to how they should retrieve or construct meaning based on their previously acquired knowledge or experience.

As to this model, the role of the readers is considered to be quite active. Reading is an active process whereby students construct meaning based on their previous knowledge and experience. They predict meaning as they read, they take in large chunks of text at a time, they do not attend to separate letters; rather they match what they already know with the meaning they derive from the text (Bycina and Dubin, 1991).

The pedagogical implication of the top-down model of reading process is that teachers need to focus on the teaching of the effective reading strategies which help learners make use of their background experience to predict and interpret information of the text.

2.1.4.3 The Interactive Model

Rumelhart (1977) came up with an alternative model of reading which he called an interactive model. This model is an arbiter of the afore-mentioned two models. It contains elements of both bottom-up and top-down models operating interactively {cited in Davies 1995}. In relation to this, Bycina and Dubin, (1991:197) says:

Interactive theory acknowledges the role of previous knowledge and prediction skill but, at the same time, reaffirms the importance of rapid and accurate processing of the actual words of the text... Essentially, then, the two processes, bottom-up and top-down, are complementary; one is not able to function properly without the other.

According to Bycina and Dubin, (1991) and Rivas (1999), the implication of the interactive model for the teaching of reading is that classroom practice should include both bottom-up and top-down strategies. Teacher should focus on teaching reading strategies that help learners to make use of their previous knowledge in the process of tackling any reading task; at the same time on developing linguistic knowledge (e.g. vocabulary, syntax) to enable learners to overcome any textual constraints while they engage in reading process.

2.1.5 Reading Sub-skills

Reading is a systematic process engaging different skills that can be used differently in accordance with the kind of information and amount of information needed. The most important ones that scholars (for example, Eisenberg, 2002 and Scrivener, 1994) identified as reading sub skills will be discussed below.

2.1.5.1 Skimming

Skimming means glancing rapidly through the text to determine the gist of the reading text. It is mainly concerned with identifying key topics, main ideas or the overall theme of the text (Nuttall, 1992; Eisenberg, 2002; Scrivener, 1994; Davis, 1995 and Grellet, 1981). If we are interested in having the general picture of the text, we simply run through the text quickly by discarding what is not essential or relevant to that general picture (Harmer, 1991; Grellet, 1981; Williams 1984). Skimming gives the reader the advantage of being able to predict the purpose of the passage, the main topic or message and some of the developing or supporting ideas.

According to Grellet (1981) and Nuttall (1982), skimming should not be done competitively, as more is involved than mere eye movements. Students can be asked to locate facts which are expressed in sentences rather than in a single words; or they can be asked to say briefly what the text generally about, or given specific questions that can be answered by glancing quickly

through the text. Some examples of such skimming questions are the following:

- What methods of plant propagation are dealt within this article?
- Which of these topics are dealt with in the text? (list of topics are given)
- Which of these pictures (diagram), etc illustrate the text? (several pictures diagrams are supplied)
- What is the text generally about?
- Which of these texts deals with methods of plant propagation? (several texts supplied: one or more deals with the given text)

2.1.5.2 Scanning

Scanning means glancing rapidly through a text either to look for a specific piece of information (e.g. name, date) or to create an initial impression of whether the text is suitable for a given purpose (e.g whether a book on gardening deals with the cultivation of a particular vegetable) (Nuttall, 1982).

When scanning, readers only try to identify specific information and often they do not even follow the linearity of the passage to do so. They simply let their eyes wander over the text until they find what they are looking for (Grellet, 1981; Harmer, 1991 and Williams, 1984).

The important way of teaching scanning is setting exercises that demand students to search for specific piece of information. Nuttall (1982) notes that scanning exercises are easy to devise. The easiest are those requiring the students to scan for single word or specific fact, for example:

- Look at page 100 and find out when Shakespeare died.
- How many times does the word 'this' occur on this page?
- (Using a page from a telephone directory) what is the telephone number of Mr. X?
- (Using a page from an index) on what page is the topic of evaluation mentioned?

Scanning is not a thorough activity mainly because the reader uses it to find specific isolated and scattered information. On the other hand, skimming is relatively a thorough activity that requires readers to have the general picture of the reading text, or its part.

2.1.5.3. Word attack skills

One of the problems of second language readers is that they are usually hindered from adequately understanding the meaning of a reading material due to unfamiliar or difficult vocabulary items. Experts of reading believe that students need strategies that are important in helping them tackle the meaning of the difficult words they encounter in the text. Any of the strategies or techniques used by students to cope with the meaning of the unfamiliar words they face in a reading material can be referred to as word attack skills (Nuttall, 1982 and Harman et al, 1988).

Nuttall (1982) says that readers do not expect to know every word in the text. Some can be safely skipped without losing the message. But there may be others that block comprehension that cannot be skipped. She, then suggests the following ways of tackling unfamiliar words:

- i. Lexical items attack skills.** A lexical item is a word or group of words with a meaning that needs to be learned as a whole. A reader must be shown that many new words can be ignored and this can be the first and basic word attack skill.
- ii. Phonics.** Phonics is the study of the relationship between sounds and spelling with particular emphasis on the regularities that may help the reader to identify in print words that he/she knows in their spoken form but has never before seen written. The purpose of phonics is to enable a reader to identify in its written form a word he/she already knows in its spoken form. Once he/she knows how it is pronounced, he/she will associate with the spoken word and therefore, understand it.

- iii. Structural clues.** A reader can use structural clues to establish, not exactly the meaning but at least the type of word (grammatical category) represented by the new item.
- iv. Morphological information.** This is related to the meanings of affixes (prefixes, infixes and suffixes) and the way to tackle new items. For example, UNhappy, teachER, DISagree, examinAION, etc.
- v. Guessing from context.** After using phonics, word structure, and sentence structure, if one fails to come up with the correct meaning, he/she should try to use the context in which the word occurred to get a rough idea of its meaning. The ability to infer the meaning of unknown words quickly and confidentially is an essential reading and study skill (Harman et al, 1988; Grellet, 1981). Doff (1987) similarly maintains the idea that guessing from context is a relevant skill which is required by meaningful reading process. If students have adequate strategies of inferring words from context, they can easily improve their reading comprehension ability.

2.1.6 Types of Reading

Alyousef (2005) categorized reading into two major types. These are extensive and intensive reading.

2.1.6.1 Extensive Reading

As different researchers (e.g. Bamford 1984; Barnett, 1989; Brumfit, 1984; Dawes, 1979; Rivers, 1981) cited in Susser and Robb (1990) define, extensive reading refers to the reading of large quantities of material or long texts for global or general understanding with the intention of obtaining pleasure from the text. Waring (2000) in Bruton (2004) also points out that extensive reading involves the reader reading “huge amounts of very simple text”. Large amounts of language input that is comprehensible, thus satisfies a very important condition of language acquisition, and that is massive exposure to comprehensible language (Bruton 2004).

Hafiz and Tador (1989) cited in Alyousef (2005) states that the pedagogical value attributed to extensive reading is based on the belief that exposing students to large quantities of meaningful and interesting second language material will gradually produce a beneficial effect on students' second language proficiency. Nuttall (1982:168) says "the best way to improve your knowledge of a foreign language is to go and live among speakers. The next best way is to read extensively in it". This indicates that students should be encouraged to read more inside and outside the classroom so as to develop their second language competence (proficiency).

Extensive reading is usually carried out outside classroom with a limited or no control of the language teacher. Students are involved in reading of various kinds of materials ranging from academic reference books to novels, news papers, magazines, and the like. Students are allowed to choose the books they read depending on their interests. If they find a book too difficult or they don't enjoy it, they can change it for another one. In this type of reading there is not always a follow-up discussion or work in class (Stanley, 2005; Bruton, 2004, and Susser and Robb; 1990).

Bell (1998) identified the following potential advantages of extensive reading in language learning:

- It can provide comprehensible input
- It can enhance learners general language competence
- It increases students' exposure to the language
- It can increase knowledge of vocabulary
- It can motivate learners to read
- It can consolidate previously learned language
- It helps to build confidence with extended texts
- It facilitates the development of prediction skills.

Though extensive reading is very important for general language competence, most students will not do a lot of extensive reading by themselves unless

they are encouraged to do so by their teachers. Obviously, then, the role of the teachers is very crucial. According to Harmer (2001) teacher should promote reading and by their own espousal of reading as a valid occupation, persuade students of its benefits. Perhaps, for instance, they can occasionally read aloud from books they like and show, by their manner of reading, how exciting books can be.

According to Stanley (2005), reading for pleasure requires a large selection of books be available for students to choose from at their level. Here, teachers can make a good use of graded readers (books which have been written specifically for EFL/ ESL students or which have been adapted from authentic texts). Having a classroom library and regularly encouraging students to borrow books to take home are something which can help. If books are shelved in the classroom, students can also be given class time to browse and select books.

2.1.6.2 Intensive Reading

Intensive reading, according to Bruton (2004), involves reading for the purpose of language study, to learn some element of the language or a particular language skill. With such reading the learner is intensively involved in looking inside the text. Scrivener (1994) states that intensive reading is typically used with short section or sentence when we need to understand or study information or language use in detail. This is how we read a paragraph on philosophy, a dense letter from the bank manager or a grammar explanation at the back of a course book.

The aim of intensive reading is to arrive at a profound and detailed understanding of the text; not only of what it means but also of how the meaning is produced. In intensive reading activities, learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discoursal system of the second language, or to provide the basis for targeted reading strategy practice (Alyousef, 2005).

Intensive reading takes place under the closer guidance of the teacher, or under the guidance of a task that forces a student to pay greater attention to the text (Nuttall, 1982). In this reading activity, the teacher dictates the objectives, procedures and amount of time of the reading lesson. The reading text may either be taken from students' text book or carefully prepared by the teacher before hand.

Some of the reading activities that demand students to read intensively

- Analyzing coherence
- Reading for inference
- Reading for reference
- Analyzing text cohesion
- Working out the meaning of difficult words from context
- Working out the organization of a text, etc.

In order to get students to read enthusiastically in class, teachers need to work to create interest in the topic and tasks. Nevertheless, as Harmer (2001) notes, there are further roles that teachers should play when asking students to read intensively.

- **Organizer:** teachers should tell students clearly what their reading purpose is, and give them clear instruction about how to achieve it, and how long they have to do this. For example, once they have said 'you have four minutes for this' they should not change that time unless observation suggests it is necessary.
- **Observer:** while students are reading teachers can observe their progress since this will give them valuable information about how well they are doing individually and collectively, and will tell them whether to give students some extra time or, instead, move to organizing feedback more quickly than they had expected.
- **Feedback organizer:** when students have completed the task, teachers can lead a feedback session to check that they have completed the task successfully. They may start by having students compare their

answers in pairs and then ask for answers from the class in general or from pairs in particular. When teachers ask students to give answers they should always ask them to say where in the text they found the information for their answers. This provokes a detailed study of the text which will help them the next time they come to a similar reading passage. It also tells teachers exactly what comprehension problems they have if and when they get answers wrong.

- **Prompter:** when students have read a text teachers can prompt them to notice language features in that text. Teachers may also, as controllers, direct them to certain features of text construction, clarifying ambiguities and making them aware of issues of text structure which they had not come across previously.

2.1.7. The Three Phase Approach to Teaching Reading in the Classroom.

Currently, there are three phases in the teaching of reading in the classroom. These are pre-reading, while-reading and post-reading phases (Williams, 1984; Nuttall, 1982 and Bycina and Dubin 1991).

2.1.7.1. Pre-Reading phase (Setting the Stage for Understanding and Response)

Pre-reading stage aims at introducing the reading text and developing a frame work for reading. It also intends to build and activate students' relevant prior knowledge about the topics, concepts, issues, and vocabulary contained in the text to be read (Williams, 1984; Nuttall, 1982 and Wallace, 1992).

Nuttall (1982) notes that before the students begin to read the text the teachers are expected to do many things to make their task more explicit and their way of tackling it more effective. They need to consider the following points in order to initiate their students for the reading of any text.

- i. Introducing the text.** The teacher should introduce the topic of the text and ask some questions to explore the students' background knowledge of the topic. This prepares them for what they are going to read, creating expectation and stimulating (arousing) their interest in the reading text (Konare, 1994).

Teachers can create interest by providing students predictive tasks and interesting activities, and activate their prior knowledge before reading so that they bring something of their own to the text. If teachers get students engaged in the task there is a much better chance that they will read with commitment and concentration (Harmer 2001). Teachers can get students engaged by talking about the topic, by showing a picture for prediction, by asking them to guess what they are going to see on the basis of a few words or phrases from the text, or by having them look at the headlines or captions before they read the text (Ibid).

- ii. Providing a reason for reading.** It is important to encourage student to read with their purpose in mind. Nuttall (1982:153) says:

We need to have the framework of a reason for reading so that we can decide how detailed our understanding must be. So it is often helpful to give students an imaginary purpose for reading, to enable them to judge what they can skim over, what they must attend to in detail, according to their relevance to their purpose

- iii. Dealing with new language.** The teachers need to select a few words or expressions from the text to pre-teach or review very quickly. They should choose only key words that are very essential for understanding the text (e.g. Bycina and Dubin, 1991; Konare, 1994 and Williams, 1984). In other words, where students are likely to be held back unnecessary because of three or four words, it makes sense to teach them first. Where they should be able to comprehend the text in spite of some unknown words, teacher can leave

vocabulary work till latter (Harmer, 2001). However an appropriate compromise is to use some (possibly unknown) words from a reading text as part of their procedure to create interest and activate the students' schemata, as the words may suggest topic, genre or construction-or all three. The students can first research the meanings of words and phrases and then predict what a text with such words is likely to be about (Ibid).

iv. Breaking up the reading text. According to Nuttall (1982), breaking up the text has many advantages. It is easier to work in a thorough and organized way on a short section than on a complete long text. Besides, it is easier to hold the students' interest if teachers handle a short section at a time. Teachers can deal with one section fully and then move to a fresh one. Furthermore, handling a text in sections can lead to more effective learning. Teachers can ensure more thorough understanding because when the first section has been dealt with, it helps the students interpret the second and so on, which in turn helps students develop the important skills of anticipation and prediction.

2.1.7.2. While-Reading Phase (Engaging in Text)

According to Wallace (1992), the principal aim of while-reading phase is to encourage learners to be flexible, active and reflective readers. This phase, too, requires the teacher's guidance to ensure that students assume an active, questioning approach to the material. Such guidance can be supplied by a number of while-reading tasks (Bycina and Dubin, 1991). For example, learners can be asked to mark characters in story, cohesive devices in the text, adjectives which tell about the feeling of characters in the story, etc (Davies, 1995).

According to Vaez (2006); Nattall, (1982); Williams (1994); Rivas (1999); Crilly (2002) and Saricoban (2002) the most important activities of while-reading phase are the following:

- Extracting the main ideas and supporting details

- Identifying the specific information
- Inferring information contained in the text
- Transferring information of the text into tables, graphs, etc
- Filling in the blank space with the required information
- Guessing new words from context
- Paraphrasing and interpreting texts, etc.

2.1.7.3. The Post-Reading Phase (Making Connections and Extending Understanding)

The post-reading stage is, generally, intended to involve the students into text evaluation, reconstruction of the writer's opinion, summarizing the text and relating the message with their own knowledge, experience and feelings (Bycina and Dubin, 1991; Williams, 1994).

Vaez (2006) states that students need to reflect on what they have read in order to extend their thinking. By talking and writing in response to reading, students become more engaged in reading and develop a deeper understanding and appreciation of various texts.

Generally speaking, according to Grellet (1981); Williams (1984); Rivas (1999); Howath (2006); Crilly (2002); Saricoban (2002) and Vaez (2006), post-reading can take the form of various activities as presented below:

- Expressing personal opinion
- Relating the text with the background knowledge or experience
- Summarizing the text
- Evaluating the idea of the text
- Writing as a follow-up to reading. Encouraging students to do any writing activity related to the reading passage
- Speaking as follow-up to reading. Getting students to do speaking activities such as group discussions, debates or arguments, expression of opinions and oral summary.

- Appreciating, reacting to, stating feelings of interest or any other emotional responses to the author's ideas or feelings.

To sum up, the three phase classroom procedures to teaching reading is based on the following five methodological stages:

Stage 1. The teacher introduces the topic and explores the students' previous knowledge of it.

Stage 2. The teacher sets the tasks that the students will have to perform during or after reading (the nature of tasks determines which specific sub skills of reading are practiced). This ensures that the learners have a reason for reading.

Stage 3. The students read silently and perform the task, e.g. they answer the questions set.

Stage 4. The teacher gives feedback on the learners' performance of the task (stage 2 to 4 can be repeated).

Stage 5. The teacher gives follow-up tasks related to the text.

(Khand, 2004)

The three phase approach to reading presupposes a learner-centered classroom situation. In such a learning situation the learners take most of the responsibility for their learning, and the teacher plays a supportive role.

2.2. Instructional Television

2.2.1. Definition of Instructional Television

According to Mohanty (1984), as a convenient means of differentiating between community educational programmes and the use of television for direct formal instruction, the term Instructional Television (ITV as different from ETV) is often used. This television programme term necessitated by the exceptional variety of use of Television in schools and college, is meant to describe the use of television for formal courses regardless of age or grade level and for school instruction in parts of courses for direct teaching or for facilitating lecture-demonstrations (Ibid). The International Encyclopedia of Education (1994) also defines Instructional Television (ITV) as a programme

designed for a specific instructional task. It is a term used to describe formal school, college or university instruction.

Instructional Television is, therefore, an aspect of technology which can be used in schools to teach different subjects including language. It is a medium which provides better ways of presenting the subject matter to students by combining sound and visuals in a lesson so that complex and abstract concepts can be clarified (O'Neil and Perez, 2003).

2.2.2. Satellite-Based Teaching

According to Hendry (2001), satellite-based teaching is a direct descendent of educational satellite television that is transmitted from studio or from enhanced lecture room to teach students in place of a teacher. Satellite-based teaching has two systems. These are two-way (interactive system) and one-way (presentation only system).

i. Two-way (Interactive System)

The current technological advancements such as videoconferencing, e-mail, and chat room messaging have been introduced to facilitate the two-way communication and enhance the level of interaction between the long distance teacher and students (Wheeler and Winders, 2001).

The two-way broadcast systems give synchronous instruction to distant populations. The system employs videoconferencing technology to make possible face to face communication between the teacher found at one place and students attending classes from some where else.

ii. One-way (Presentation only System)

This kind of televised instruction would present a useful instructional opportunity beyond what is possible with traditional materials at hand.

According to Petrie (2001), in presentation only system local classroom teachers are not involved in teaching apart from ensuring students'

attendance and discussing content afterwards. This system has limited application because no matter how engaging the content, such programmes usually fail to catch student's interest. Thus, most developed countries and schools employ this system in moderation, restricting its use to unique events or highly specific subject areas such as natural science.

2.2.3. Satellite-Based Teaching in Ethiopia

In Ethiopia new initiatives are being conducted with the view to improve the quality of secondary education by using information and communication technology. Ethiopia uses the technology to instill a culture of high quality learning, enhance the teaching-learning process and make the lesson interesting (Amina, 2004).

Information and communication technology presents various new options for teaching-learning process apart from expanding the range of instructional techniques. One of the different new options offered by information and communication technology is a one-way (presentation only broadcasting system) which is presently being used in Ethiopian high schools. This new system is called satellite-based teaching.

Ministry of Education (MOE) believes that the new technology (satellite-based teaching) helps to produce competent students. It aims at offering equal opportunity for all Ethiopian students to learn by the same teacher with the same methodology through this technology.

As the 'Ethiopian government report on the development of education' to UNESCO (2004) shows, satellite-based teaching was introduced into Ethiopia in September, 2004 to consolidate the expansion of quality education. According to the report, the government has a further long-term plan of using the entire potential of information and communication technology.

2.2.4. Importance of Instructional Television in Language Teaching

As technology continues to increase the learning activity that takes place in today's classroom, there is a high recognition of its potential advantage in establishing and assisting a foreign language environment.

According to Brinton (2001), instructional television is very essential for second/foreign language teaching-learning process. In relation to this Mohanty (1984:84) says:

As a communication medium, television is unique in its ability to bring many other aids into classroom. Every audio and visual help we have ever known can be carried by television-motion pictures, films, strips, slides, recordings, drawings, maps and countless other instructional devices.

This implies that TV can bring a real life situation into classroom and presents language in its more communicative way. Learners do not only hear the language as the case of radio but also sees the context in which it is used.

The other advantage of instructional television is the quality of immediacy. Current events can be brought into the classroom as they happen. Any events of national and international importance can be flashed immediately in the classroom through television. Students and teachers can see the great personalities in science, literature, art, politics, etc, and gain direct personal experience (Mohanty 1984).

Television is also not limited to current events. It can recreate the past with new life and spirit and gives breath to the dead personalities. Besides, the most inaccessible places of the world can be viewed through either live or filmed programme. The wonders of the world, natural or man-made, can be brought into classroom (Mohanty, 1984).

Instructional television is capable of creating interest and motivation in learners, particularly in relation to engagement, writing, research and

presentation (Passey et al 2004). There is also a research evidence that ITV positively influences attitudes towards school work and school behavior (Passey et al, 2004). Doff (1990) on his part argues that ITV has the power of dominating the attention of the learners. Showing colorful visual pictures, it focuses the attention of the learner on meaning and help to make the language used in the classroom more natural.

ITV is further believed to be very useful to teach all the language skills, such as reading, listening, speaking and writing skills. For example, students may learn how to listen and grasp meaning from spoken English. It can help students develop their writing skills by serving as a source of ideas for compositions, letters, and exercises in technical writing (Hall, 1986).

In brief, as researchers (e.g. Schramm, 1977; Mcluhan, 1964 and Dale, 1969) clearly put, ITV has the following fundamental advantages:

- ❖ Concretizing human experience
- ❖ Providing up to date information
- ❖ Distributing information to large masses of audience to models of excellence
- ❖ Equalizing educational opportunities
- ❖ Distributing all instructional media and school laboratories to every classroom
- ❖ Creation of sustained attention.

2.2.5. Limitations of Instructional Television

In spite of its advantage discussed above ITV have a number of drawbacks. One of the most important drawbacks is its being a one-way communication. The ITV teacher does not have any chance to ask the learners whether they understand what she is telling them in the course of a particular lesson. This means that the ITV teacher can't get the chance to see whether the learners are following her, or they get confused with her presentation. So, ITV does

not allow any feedback or interaction between the televised teacher and the students. In relation to this Corder (1966:83) notes:

As we have seen, language involves at least two participants, speaker and listener... But TV is a one-way type of communication; the teacher can talk to the pupil, but the pupil cannot talk to the teacher. Certainly conversation can be shown on TV, but then the teacher is not in the position of a participant but of an eavesdropper.

This nature of TV makes learners passive viewers. Goel and Goel (2001:92) argues "... one way broad cast television is one of the least effective media of learning even though it is useful for raising awareness and spreading information..."

Another potential limitation of ITV, according to Corder (1966) is its pace. Since the pace of ITV is constant it does not give learners a chance to review a programme once it is over. Moreover, ITV fails to address individual difference. In connection to this Lau (2000) states that all students do not learn in the same manner. Some students learn better through aural cues and others through visual cues. Some need to learn the part, then proceed to the whole; others learn sequentially. Similarly, some students are slow learners; some are average learners and others are fast learners.

The problem of schedule is also there. The schedule of the broad casts sometimes may not fit the time table of the local schools and specific classes (Dale 1969).

In a nutshell, some of the major drawbacks of ITV, according to Oneil and Perez (2003) are:

- Lack of control over the speed at which the TV teacher speaks
- Not be able to get things repeated
- Lack of participation on the part of the learner
- Absence of direct interaction between the televised teacher and the students
- Not be able to consider individual difference.

2.2.6. Roles of Classroom and TV Teachers in Language Class

In teaching through TV, the classroom teacher and TV teacher play an important role. For effective utilization of the programme, they should work co-operatively. Donaghue (2003) notes that in the absence of the direct involvement of the classroom teacher the TV lesson will become lifeless. The direct involvement of the teacher through each and every lesson is very important because the success of the programme is based on his/her conscious participation, and skillful handling.

The TV teacher has no direct personal contact with the students to make necessary adjustments in classroom. However she can reach a large number of classes that the transmission covers. The TV teacher prepares the lesson in the highest professional standards and transmits to different areas where the programme is found. She informs the classroom teacher and students what they should do before, during and after the lesson being transmitted.

The classroom teacher is the person who had a direct contact with students. He/she is a communication bridge between a televised teacher and the students. Without the assistance of the classroom teacher it is difficult to expect for the successful completion of the intended objectives of the lesson.

The first job of the classroom teacher is creating conducive environment for learning. He/she should have sound preparation on TV lesson so that he/she would make students active viewers and facilitate successful learning. Student's skill of comprehension and creativity can be enhanced by what the teacher does before the lesson. The teacher should, therefore, develop a plan for each lesson and encourage active view.

According to Getachew (2003) previewing activities help students know how the programme material relates to previous lessons or subsequent activities. Reviewing vocabulary or important concepts of the lesson, and telling students the main topic of the lesson and asking them what they think are

examples of previewing activities. The principal objective of doing previewing activity is to provoke students' interest in the lesson and to give background knowledge.

The other important role of classroom teacher is helping students engage actively in tasks to be accomplished while the lesson is in progress. In relation to this, Willis (1995) posits that during the lesson the classroom teacher should also create a conducive environment so as to help students participate in activity. This can be done by organizing the class in pairs/group in accordance with the guidance given by the TV teacher. The classroom teacher assists the students while they are performing the activities. He/she clarifies vague ideas and concepts, and monitors the class.

Finally, the classroom teacher summarizes the lesson at the end of the programme. He/she gives students time to review, reinforce and explain the concepts they have attended to (Getachew Alemu, 2003). To this end, the teacher has to organize and set post-viewing activities.

2.2.7. Research Evidences about Television Instructional and Classroom Instruction

Schramm (1977) contends that most experimental studies compare television instruction with classroom (conventional) instruction. For him the more carefully such comparisons are designed and controlled, the more likely they are to show no significant difference in learning from the two sources.

Chu and Schramm (1967) in Schramm (1977) tabulated 421 television versus classroom comparisons and found out that 308 of the studies showed no significant difference, 63 of the studies came out in favor of television, 50 of them came out in favor of classroom teaching.

Similarly, Dubin and Hedley (1969) in Schramm (1977) examined 381 such studies and found out that 191 showing no difference, 102 in favor of

television, and 89 in favor of classroom instruction. Not all these differences were statistically significant. Schramm (1977) concludes as follows:

We conclude from the evidence that, overall, there is no basis in the research for saying that students learn more or less from television than from classroom teaching. This does not mean that under some conditions of teaching some students do not learn more of certain subject matter or skills from one medium or channel of teaching than from the other. But the result of the broad comparisons says that there are, in general, no significant differences (Schramm, 1977:28).

Except for this foreign research work, there are no local studies conducted on classroom instruction and television instruction of all language skills in general and reading skills in particular. This study is, therefore, a preliminary attempt in the area.

To sum up, the salient point of the theoretical conceptions about the teaching of reading has been briefly reviewed. An attempt has also been made to briefly review about instructional television and its role in language teaching. As the focus of the study was on reading, other language skills have not been reviewed.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1. Subjects of the Study

This study focuses on assessing the methods of teaching reading employed by plasma teacher and classroom teacher. It was conducted in Jiren and Setto Senior Secondary schools of Jimma Town. The former is plasma and the latter is non-plasma school. All the respondents were selected from grade nine students and English language teachers.

The number of grade nine students who were enrolled at the beginning of the school year 1999 E.C in Jiren (plasma) and Setto (non- plasma) Senior Secondary Schools were 2300 and 2124 respectively. Of this, 200 from Jiren and 120 from Setto were dropouts. The remaining population of Jiren and Setto Senior Secondary Schools were 2100 and 2004 respectively. The total population of the study was, therefore, 4104, of which 410 students (210 from Jiren and 200 from Setto) were randomly selected to fill out the questionnaire.

On the other hand, the number of grade nine English language teachers who were teaching in Jiren and Setto Senior Secondary Schools were 6 and 5 respectively. The sum of the teachers in both schools was, thus 11, and out of this 6 teachers (3 from each school) were drawn at random for the study.

3.2. Sampling Procedure

In this study sampling is employed since collecting data from each member of the population was tiresome and time consuming. Hence, after reading relevant literature the researcher reached a decision to employ random sampling technique in order to draw sample for the study. The reason behind choosing this sampling technique is due to the fact that it is a fair way to

select sample without any bias and that it is reasonable to generalize the results from the sample back to the population.

The first thing the researcher did to draw the representative sample for the study was identifying the number of grade nine students and English language teachers of Jiren and Setto Senior Secondary Schools had during the study year. Generally, the procedure of sampling was carried out in the following way:

First the researcher took the list of grade nine English language teachers from English department heads. Next, 6 teachers (3 from each school) were randomly drawn by lot for classroom observation and interview. To fill out the questionnaire the sections of those observed teachers taught were deliberately selected for sample of students believing that it would be more reliable to cross check their responses against the observed behaviors of their teachers. Then a complete list of students in each section was taken from their respective teachers. Finally, a proportionate number of students from each section were drawn using systematic random sampling.

3.3. Data Collection Instruments

3.3.1. Classroom Observation

In this study classroom observation was employed as a major tool to assess what actually happens in the reading classroom. The reason behind choosing classroom observation as a major instrument is that it does not rely on what people say or do. Gathering information through observation gives a direct experience and that it makes possible to study certain teaching process and teachers' behaviors as they actually occur.

Before the observation began, the researcher contacted the director of the schools and English department heads to ask permission. Then he received the list of teachers from English department heads to select sample of teachers for the observation. Accordingly, out of six plasma school teachers

(Jiren school), three teachers were randomly selected and observed. Each teacher was observed three times during reading lessons although the main focus of the researcher was on the activities of the televised teacher as she regularly presented the lesson. Besides this, out of five non-plasma school teachers (Setto school), three teachers was selected at random and observed. Each of them was also observed three times.

The observation was conducted on 6 reading lessons (3 in each school) for a month (four weeks). The lessons observed in both schools were the same as the televised teacher and the non-plasma school teachers were found teaching the same unit. During observation, observant used a checklist comprising pre-while-and post-reading activities (see Appendix A and B). It was adapted from Nunan's (1989) observation checklist scheme. The focus of the checklist was on actual classroom practices of teachers (i.e the classroom procedures and techniques that teachers employ in teaching reading skills).

It contained 16 times, which were designed based on review of related literature (see chapter two). The items were originally presented in a 'Yes /No' category. However, after the observation sessions were completed, they were summarized and converted into 'Observed/ Not observed' category.

The observation was carried out before the questionnaire was distributed to students and the interview was held with teachers so that the possible data contamination might be minimized although not avoided altogether. For instance, if teachers interviewed before classroom observation they can know the objective of the research, and hence they might show artificial behaviors during observation. That means, teachers might do what they do not actually do under normal circumstance if they understand what the focus of the research is.

3.3.2. Questionnaire

The second data collection instrument used in this study was students' questionnaire. It was prepared to validate the information gained through classroom observation and interview, and to get the information that could not be obtained through direct observation. Most of the items in the questionnaire related to the items of observation checklist and interview.

The items in the questionnaire were first prepared in English based on review of related literature. Then they were translated into Amharic so that students couldn't misinform the researcher because of language barrier.

The questionnaire consisted of nine close-ended and one open-ended questions. The researcher used the close ended questions in order to reduce students' confusion while filling out the questionnaire.

Before distributing the questionnaire, the sampled students were advised to carefully read the questions first and ask for further explanation on points they might not be clear with. Accordingly, some students asked questions for clarification on certain items as they filled out the questionnaire. Lastly all the questionnaires distributed to students were entirely returned and analyzed.

3.3.3. Interview

The third data gathering instrument used in this study was an interview. It was also employed to consolidate the information gained through classroom observation and the questionnaire and to get additional information.

In this study the researcher used unstructured interview in order to get more information. The unstructured interview allowed the researcher to ask supplementary questions when needed. Seven core interview questions were prepared for the study based on the review of related literature. Five of them were common for both plasma and non-plasma school teachers, but the

remaining two questions were limited to the plasma school teachers. The main content of each question was almost similar to the content of the classroom observation and questionnaire. Most of the questions focus on teachers' actual classroom practices during reading lesson. Only few items were incorporated to get information about extensive reading, teachers' view of plasma television instruction and the weaknesses and strengths of plasma television in teaching reading skills.

The interview was held with teachers whose classroom practices were observed. That means, a total of six observed teachers (three from each school) were included in the interview. It would have been better had the researcher got the televised teacher in person and interviewed. But, there was no possibility to do that and hence the interview was made with the classroom teachers, who have been made to assist the televised teacher.

3.4. Data Collection Procedures

In order to collect the necessary information, the following procedures were used. First of all, a pilot study was carried out on 40 grade ten students of Jiren and Setto Senior Secondary Schools in Jimma Town. The major objective of conducting the pilot study was to check the content validity and clarity of items, and to tackle any problems related to distributing, collecting and administering instruments. Accordingly, some modifications were made to the questionnaire after the pilot study.

Second, classroom observation was conducted on 6 lessons (3 in each school) for a month (four weeks) using observation checklist. Six randomly selected teachers of plasma and non-plasma schools were observed, each three times. During classroom observation the actual classroom activities of teachers were recorded in the checklist.

Third, after the classroom observation was completed, teachers were asked to help the researcher to distribute the questionnaire for students. Hence, the

questionnaire was distributed to students with the help of teachers. All the questionnaires distributed were entirely returned, tallied and summarized for data interpretation.

Fourth, interview with teachers was held to triangulate the data gathered through classroom observation and questionnaire. The interview data were analyzed qualitatively.

Finally, conclusions and recommendations were made based on the findings.

3.5. Method of Data Analysis

The data was analyzed in the following way: First the televised teacher and the classroom teachers' actual classroom activities were recorded as they occurred using the observation checklist of 'Yes/No' category. After the classroom observation was completed, the 'Yes/No category' was converted into 'Observed/Not observed category'. Then teachers' observed behaviors were tallied, tabulated and summarized for data interpretation. Next, the responses gained from students through questionnaire was tabulated, and analyzed. Finally, the data gathered through teacher interview were summarized and analyzed qualitatively to consolidate the information gained through classroom observation and questionnaire.

CHAPTER FOUR

4. RESULTS AND DISCUSSIONS

The study is aimed at comparing the methods employed by the televised teacher and the non-plasma school teachers for the teaching of reading skills. The study was conducted at Jiren and Setto Senior secondary schools of Jimma Town. The former is plasma and the latter is non-plasma school, which were selected for comparison.

For the study, three data gathering instruments were used. These were classroom observation, questionnaire and interview. This chapter begins with presenting the data collected through classroom observation. Then, the data gathered through questionnaire and interview are analyzed one after another.

4.1. Presentation of Results Obtained through Observation, Questionnaire and Interview

4.1.1. Presentation of Observation Results

The observation was conducted on 6 reading lessons (3 in each school). Fortunately, the televised teacher and the non-plasma school teachers were found teaching the same unit when the researcher went out for data collection. Thus, the lessons observed in both schools (plasma and non-plasma schools) were similar.

The titles of the observed reading lessons are 'insects are amazing', 'insects can be dangerous, and weeks and days'. The activities of these reading lessons are almost similar. For instance, there are pre-reading activities (questions related to the topic of the text that are used to arouse students' interest and activate their prior knowledge of the text), and while-reading activities (skimming, scanning and vocabulary exercises which are used to draw students' attention to the text and assure more mental involvement). The reading tasks are, however, not the kinds that allow students to interact actively among themselves.

The researcher used an observation checklist comprising pre-while-and post-reading questions. The questions were designed based on review of related literature. The items in the observation checklist were originally prepared in 'Yes/No' category. After the observation sessions were completed they were tallied and converted into 'Observed and Not Observed' category. The classroom observation data were analyzed following the three phases of reading (pre-while and post-reading phases).

4.1.1.1 Observed Actual Classroom Activities of Televised Teacher and Non-Plasma School Teachers during Pre-Reading Phase

The pre-reading phase is the stage where teachers are expected to motivate and activate students' relevant prior knowledge about the topics, concepts, issues and vocabulary contained in the reading text.

Table 1: The results of observed actual classroom activities during pre-reading phase.

Item No	Pre-reading activities observed	Plasma and non-plasma school teachers observed											
		Plasma school			Non-plasma school								
		PTVT			CRT1			CRT2			CRT3		
		L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3
1	Introduce the day's reading lesson through short discussion.	+	+	+	-	-	-	-	-	-	-	+	+
2	Use titles, pictures related to the topic or a set of selected key words to get students predict what the text is about	-	-	-	-	-	-	-	-	-	-	-	-
3	Give purposes for reading	+	+	+	-	-	-	-	-	-	+	+	+
4	Pre teach selected key words from the passage	-	-	-	-	+	-	-	-	-	-	-	-
5	Break up the text into components for easy reading	+	+	+	-	-	-	-	-	-	+	+	+

Key: + = Observed
- = Not observed
PTVT=Plasma television teacher
CRT1=Classroom teacher one
CRT2=Classroom teacher two
CRT3=Classroom teacher three

L1=Lesson one
L2=Lesson two
L3=Lesson three

As can be seen in the table above, pertaining to introducing the day's reading lesson, the televised teacher introduced the lesson through short discussion. Students were made to discuss with their assistant teachers on the pre-reading tasks in order to arouse their interest in the text and explore their previous knowledge of the topic. On the other hand, one out of three non-plasma school teachers got students to discuss on the brain storming activity in the two of the lessons observed. But, introducing the day's reading lesson in the other two teachers' classes was confined to telling students the title of the passage, i.e they went directly to the reading of the text skipping the pre-reading exercises of the text book. Besides, they did not ask students questions that can arouse their curiosity in the text and that can activate their prior relevant knowledge of the topic.

As regards prediction, the televised teacher did not make an attempt to encourage students to predict what the text is about based on its title or a set of key words selected from the text. Similarly, all the non-plasma school teachers observed did not have their students jot down a brief prediction of what they thought the text would be about based on its title or a set of selected key words. However, the classroom observation result did not approve whether or not they encouraged students to predict the content of the text based on pictures related to the topic since the topic of the lessons observed did not contain pictures.

Concerning giving purposes for reading, the televised teacher provided students with purposes for what they were going to read in all the reading

lessons observed. Prior to reading, she was observed presenting some focus questions (exercises) which could give students a preliminary purpose in their reading of the text. On the other hand, except for the one teacher who was seen trying to give purposes for reading, the rest two non-plasma school teachers did not do so in all their classes observed. Students were made to engage themselves in the text without being clear with what the purpose for reading was: to get the main idea, obtain specific information, understand all of the messages or enjoy reading the text. To put it another way, the focus questions (exercises) that give students purposes for reading are not found in the students textbook, rather they are in the teacher's guide. The textbook simply says "Your teacher will tell you what to do". However, the teacher did not tell students in advance what they should do while reading or after reading.

As to pre-teaching key words selected from the text, the televised teacher was not observed pre-teaching any isolated lexical items as a means to clear away obstacles to understand the reading passage. As regards the non-plasma school teachers, only one teacher was observed attempting to pre-teach some selected key words as a means to facilitate students' comprehension of the text to be read. It was, of course, done in only one of the three reading lessons observed. However, the remaining two teachers observed did not pre teach any unfamiliar vocabulary items selected from the reading passage.

When one comes to breaking up text into components (based on paragraphs, lines or one central idea), the televised teacher was observed having students read the text section by section for easy understanding. That means, she made students read the text paragraph by paragraph, instead of getting them to read a complete long text at a time. She dealt with parts of the text (short section) fully at a time and then moved to the next. On the other hand, except for the one teacher who was observed breaking up text into paragraphs for easy reading, the rest two non-plasma school teachers observed did not do so. They simply made students read the whole text at a time.

4.1.1.2. Observed Actual Classroom Activities of Televised Teacher and Non-Plasma School Teachers during while Reading phase

As discussed in chapter two (see review of related literature) this stage is an actual reading process wherein the students come to terms directly with the reading text. It draws on the text rather than the students' ideas prior to reading. It aims at helping students understand the writer's purpose and the text structure, and clarifying text content.

Table 2: The results of observed actual classroom activities during while-reading phase

Item No	While-reading activities observed	Plasma and non-plasma school teachers observed											
		Plasma school			Non-plasma school								
		PTVT			CRT ₁			CRT ₂			CRT ₃		
		L ₁	L ₂	L ₃	L ₁	L ₂	L ₃	L ₁	L ₂	L ₃	L ₁	L ₂	L ₃
1	Get students to read the text silently and quickly for gist (skimming)	+	+	+	-	-	-	-	-	-	+	-	+
2	Get students to read the text silently and quickly for specific information (scanning)	+	+	-	-	-	-	-	-	-	+	+	-
3	Encourage students to guess at word meaning from context	+	+	+	-	-	-	-	-	-	-	-	-
4	Provide students ample time for reading and discussion	-	-	-	+	+	+	+	+	+	+	+	+
5	Encourage students to find the answer themselves rather than telling them what it is		-		-	-	-	-	-	-	-	-	-

Key: += Observed

- = Not observed

PTVT=Plasma television teacher

CRT₁=Classroom teacher one

CRT₂=Classroom teacher two

CRT₃=Classroom teacher three

L₂=Lesson one

L₂=Lesson two

L₃=Lesson three

As can be seen in table above, concerning skimming, the televised teacher was observed getting students to read the text silently and quickly for gist. That means, she made students read the text silently and quickly based on the skimming exercises offered before hand. As regards the non-plasma school teachers, only one teacher was observed getting students to read for gist. The rest two teachers observed did not get students to read silently and quickly for general picture of the text although they were using the same material with the televised teacher. They were rather seen getting voluntary individual students to read specific paragraphs aloud at a time until the whole text covered, instead of encouraging all students to read silently. After the completion of reading the whole text aloud, students were made to work all the comprehension exercises that follow.

The result of observation which focuses on scanning indicates that the televised teacher encouraged students to read the text silently and quickly in order to locate specific piece of information. As to the non-plasma school teachers, except for the one teacher who attempted to get students to read the text silently and quickly for specific information in the two of the reading lessons observed, the other two teachers did not do so at all. Their classes were dominated by reading aloud instead of silent reading. Truly speaking, none of the activities practiced by those teachers are what students need if they are alone and faced with a text to comprehend, i.e. there is little here to help students become efficient readers.

Pertaining to guessing word meanings, the televised teacher was seen encouraging students to deduce the meanings of unfamiliar lexical items from their contexts, instead of telling them herself. In order for students to be able to make best use of the contextual guesswork, she attempted to make them know well the context containing the word and the clues available in the context. For instance, she helped students use morphological information, contextual clue such as synonym and definition (i.e getting students to look at the contexts in which the words are placed) in order to

work out the meanings of the new words. By contrast, all the non-plasma school teachers observed did not encourage students to guess word meanings using contextual clues in the text. That means, they did not help the students to explore the text thoroughly so as to work out the meanings of the new vocabulary items contextually. They were rather observed working out the meanings of the words themselves.

Regarding teachers' time allotment, the televised teacher did not offer sufficient time for reading and discussion in all the reading lessons observed. Most of the time students were interrupted by the televised teacher while they were reading and trying to answer the comprehension questions, or even copying the questions into their exercise books. For example, the televised teacher (while teaching unit 6 entitled "Insects can be dangerous") asked students to copy table outlines into their exercise books and complete it using the information contained in the text. She gave them only three minutes to copy and complete the table outline. While some were trying to answer and the others copying down the table outline, she said "The time is up". As a result of this, the table outline was completed by herself. Generally, most of the students were observed facing shortage of time to finish reading, let alone to formulate their answers to the comprehension questions before the active and quick few students were raising their hands and forcing the assistant teacher to call up on them to answer. On the contrary, no time constraint was observed in non-plasma school. Almost all the teachers observed offered students adequate time for reading and performing the comprehension exercises that follow. One out of three teachers observed, for example, offered up to 8 minutes to work out a single exercise. The allocation of time, of course, varied according to the nature of the tasks to be done.

The result of the classroom observation revealed that the televised teacher did not encourage students to find answers to the comprehension tasks themselves by exploring the text thoroughly, instead of telling them herself. That means, she was not observed encouraging students to refer to and

explore the text in order to find the possible answers to the questions themselves or in order to justify their answers to questions. Answers to the comprehension questions were usually presented on the TV screen very quickly before students tried out their own. Sometimes, students were also very reluctant when they were asked to do certain comprehension exercises. They were seen simply setting idle. It seems that they did not want to write or say any answer which they were not sure of it since the correct one would be given them soon by the televised teacher. Similarly, all (3) of the non-plasma school teachers did not encourage students to discover the answer themselves, instead of telling them what it is. They asked the comprehension questions written in the textbook so that students gave immediate oral answers. The voluntary few tried to answer orally. But, usually none of the students raised their hands to answer. As a result, all the questions raised were immediately answered by the teachers themselves with detailed explanation of the content of the text and vocabulary items contained in it.

4.1.1.3. Observed Actual Classroom Activities of Televised Teacher and Non-Plasma School Teachers during Post-Reading Phase

The post-reading phase helps students to consolidate what they have read, and at the same time to relate the text to their experience, knowledge and opinions, i.e. to integrate the new information from the text with what students already know.

Table 3: The results of observed actual classroom activities during post-reading phase

Item	Post-reading activities observed	Plasma and non-plasma school teachers observed											
		Plasma school			Non-plasma school								
		PTVT			CRT ₁			CRT ₂			CRT ₃		
		L ₁	L ₂	L ₃	L ₁	L ₂	L ₃	L ₁	L ₂	L ₃	L ₁	L ₂	L ₃
1	Get students to discuss answers to the comprehension questions in pairs/ small groups	+	+	+	-	-	-	-	-	-	-	-	-
2	Encourage students to read out their answers to the comprehension questions	-	-	-	-	-	-	-	-	-	-	-	-
3	Summarize the day's reading lesson	+	+	+	+	+	+	-	-	-	+	+	+
4	Encourage students to relate the information in the text to their real life experience	-	-	-	-	-	-	-	-	-	-	-	-
5	Encourage students to explore the ideas and issues in the text through writing activity	-	+	-	-	-	-	-	-	-	+	-	-
6	Encourage students to explore the ideas and issues in the text through speaking activity	-	-	-	-	-	-	-	-	-	-	-	-

Key += Observed

- = Not observed

PTVT=Plasma television teacher

CRT₁=Classroom teacher one

CRT₂=Classroom teacher two

CRT₃=Classroom teacher three

L₁=Lesson one

L₂=Lesson two

L₃=Lesson three

As indicated in the table above concerning group/pair work, the televised teacher usually got students to discuss answers to the comprehension questions in pairs/small groups (usually from three to four) based on the reading they had done. Students were observed working out the tasks in groups /pairs, sometimes after they had first tried them individually. As regards the non-plasma school, all (3) of the teachers observed did not get students to discuss answers to the comprehension tasks in pairs/groups. They were rather observed practicing oral question-and-answer work. The teacher asked the comprehension questions written in the textbook and those active and bright students raised their hands to give immediate oral answers. It was only those students who raised their hands that the teacher focused on for class participation. The silent vast majority were entirely ignored to answer questions forwarded to the class.

Again, as can be seen from the above table, concerning reading out answers, the televised teacher did not almost encourage students to read out their answers to the comprehension questions. In the same way all (3) of the non-plasma school teachers were not observed encouraging students to read out their answer to the comprehension questions. As most of their classes were dominated by oral question-and-answer work, students did not get the chance to write and read out their answers. It is, however, understood that only when students are made to read out their answers to the comprehension questions that the teacher can know how many of his/her students are working properly.

With respect to summarizing the day's reading lesson, the televised teacher was seen giving a brief summary of the main points of the day's reading lesson at the end of the class. Besides, the assistant teachers were observed summarizing what had been taught by the televised teacher within the ten minutes budgeted for them. As regards the non-plasma school teachers, two out of the three observed teachers gave a brief recap of the day's reading

lesson. However, the other one teacher did not summarize the main points of the day's reading lesson in order to stabilize what students had learnt.

As regards relating the text to students' real life, the televised teacher did not encourage students to relate the information in the text to their real world experience or knowledge in all the three reading lessons observed. That means, she was not observed asking questions (for example, "what different amazing insects have you so far experienced in your life?") which enable students to relate the content of the text to their life experience. Similarly, no attempt was made by all non-plasma school teachers observed to encourage students to relate the information in the text to their real life experience or knowledge.

Attempt was also made to observe the textbook activities. Accordingly, it was found that activities which enable students to relate the information in the text to their real world experience are not incorporated in the textbook. Teachers were also not observed making attempt to substitute the textbook exercises with their own tasks.

Concerning integrating reading with writing, the televised teacher made an attempt to encourage students to explore the ideas and issues in the reading text through writing activity in only one of the three reading lessons observed. She was seen having students write a paragraph using the information contained in the text. But in the rest two lessons observed she did not integrate reading with writing skills. In the same way, out of the three non-plasma school teachers observed it was only one teacher who provided students take-home writing task. This itself was, of course, done in only one of the three reading lessons observed. However, the other two teachers were not observed getting students to do any writing activities related to the reading text.

The observation result which focuses on exploring the ideas and issues in the reading text through speaking indicated that the televised teacher did not

encourage students to perform speaking activities such as debating, oral summary, expressing personal opinion, etc, related to the reading text during post-reading phase. Of course, she was observed getting students to discuss on the comprehension questions among themselves. Similarly, all non-plasma school teachers were also not observed encouraging students to do any speaking activities, wherein they interacted with one another actively and expressed themselves.

The researcher also made an attempt to observe the reading tasks of grade nine English textbook. Accordingly, it was found that the post-reading activities of the kinds supposed to be very essential for integrating language skills, such as debating, summary writing, expressing personal opinion or listening to a related text are almost missing in the textbook. Nevertheless, both the televised teacher and the non-plasma school teachers were observed rigidly following the textbook missing the afore-mentioned activities. There was no attempt made to set their own tasks that enable them to integrate reading with other language skills.

4.1.2. Presentation of Questionnaire Results

This section is concerned with analysis of questionnaire data. The students' questionnaire was designed to validate the information gained through classroom observation and interview as they have the experiences and knowledge about their teachers' actual classroom practices. Besides this, it was used to obtain the information that could not be gained through classroom observation. Students' responses to each questionnaire item were analyzed and interpreted comparatively.

In the heading question, the term 'teacher' was used to refer to the 'televised teacher' for plasma school and 'classroom teacher' for non-plasma school.

Table 4: Students' responses to the way their teachers introduced the day's reading lesson

Item	Variables	Number of Respondents		Percent	
		Plasma school	Non-plasma school	Plasma school	Non-plasma school
How does your teacher introduce the day's reading lesson?	By telling you the topic of the lesson orally	70	106	33.33	53
	Through short discussion	118	58	56.19	29
	Others	22	36	10.48	18
Total	-	210	200	100	100

As can be seen from the table above, students were asked how their teachers introduced the day's reading lesson. As a reaction, 33.33% of the plasma school respondents said 'by telling them the topic of the text orally'; the majority (56.19%) replied 'through short discussion' and 10.48% pointed out that their teacher introduced the day's reading lesson 'by giving a general overview on the topic of the text'. On the other hand, the majority (53%) of non-plasma school respondents answered 'by telling them the topic of the text orally'; 29% said 'through short discussion; and the remaining 18% indicated that the teacher introduced the reading lesson usually 'by writing the topic of the text on the blackboard and giving a brief explanation on it'.

Table 4 above showed relatively significant differences in the responses of plasma and non-plasma school respondents. The majority respondents of the plasma school said 'through short discussion', on the other hand, the non-plasma school answered 'by telling the topic of the text orally'. This generally implies that the televised teacher seems to usually introduce the day's reading lesson through short discussion, whereas the non-plasma school teachers appear to introduce usually by telling students the topic of the text orally. The classroom observation result also concurs with this finding.

Table 5: Students' responses to whether or not their teacher encouraged them to predict what the text is about based on its title or pictures related to the topic.

Item	Variables	Number of Respondents		Percent	
		Plasma school	Non-plasma school	Plasma school	Non-plasma school
Does your teacher encourage you to predict what the text is about based on its title or pictures related to the topic?	Yes	64	67	30.5	33.5
	No	146	133	69.5	66.5
Total	-	210	200	100	100

As indicated in the table above, students were asked whether their teachers encouraged them to predict the content of the text based on its title or pictures related to it. Accordingly, 30.5% of the plasma and 33.5% of the non-plasma school respondents answered 'Yes', whereas the majority of both schools respondents (69.5% of the plasma and 66.5% of the non-plasma school replied 'No' as a reaction to the item.

As can be observed from the table, there are no major differences in the responses of the plasma and non-plasma school students. One can say from majority point of view that both the televised teacher and the non-plasma school teachers seem to give no proper emphasis to encouraging students to predict what the text is about based on its title or pictures related to it. The classroom observation and interview results also approve this. During observation, both the televised teacher and the non-plasma school teachers were not observed getting students to predict the content of the text.

Table 6: Students' responses to whether or not their teacher pre taught a set of key words selected from the passage.

Item	Variables	Number of Respondents		Percent	
		Plasma school	Non-plasma school	Plasma school	Non-plasma school
Does your teacher pre-teach a set of key words selected from the passage?	Yes	58	86	27.6	43
	No	152	114	72.4	57
Total	-	210	200	100	100

According to the information shown in the table above, students were asked whether the teacher pre-taught a set of key words selected from the passage. Accordingly, the minority (27.6%) of the plasma and a significant proportion (43%) of the non-plasma school respondents said 'Yes'. Nevertheless, the majority of respondents in both schools (72.4% of the plasma and 57% of the non-plasma school) said 'No' in response to the item.

From the table above one cannot see significant discrepancies in the percentages of the responses given by the plasma and non-plasma school respondents. Both the televised teacher and the non-plasma school teachers appear to give little emphasis to pre-teaching a set of selected lexical items as a means to facilitate students' comprehension of the text to be read. The same results were also obtained from classroom observation and interview. This might be due to teachers' belief that pre-teaching new words is wasting class time or due to their belief that the absence of pre-teaching lexical items does not affect students' comprehension of the text.

Table 7: Students' responses to whether or not their teacher encouraged them to guess word meanings from context

Item	Variables	Number of Respondents		Percent	
		Plasma school	Non-plasma school	Plasma school	Non-plasma school
Does your teacher encourage you to guess at word meanings from context?	Yes	149	109	70.95	54.5
	No	61	91	29.05	45.5
Total	-	210	200	100	100

As illustrated in the table above, students were asked whether their teacher encouraged them to guess word meanings from contexts. In reaction to the item, the majority (70.95% of the plasma and 54.5% of the non-plasma school respondents) said 'Yes'; whereas 29.05 of the plasma and 45.5% of the non-plasma school respondents said 'No'.

It can generally be said from the table above that both the televised teacher and the non- plasma school teachers seem to encourage students to guess word meanings from context. The result of non-plasma school is, however, not in harmony with the classroom observation finding. During observation, all (3) of the non-plasma school teachers were not seen encouraging students to guess word meanings from context. They were rather observed working out the new lexical items themselves. The disparity in the results of the classroom observation and students' questionnaire might occur because of students' misunderstanding of the term 'guessing'. For them, 'guessing' may be simply trying out the meaning of new words without using textual clues. During observation they were observed trying to guess the meaning of new words using their prior vocabulary knowledge, instead of the context in which the words are used.

Table 8: Students’ responses to the types of classroom organizations that teachers usually employed for reading activities

Item	Variables	Number of Respondents		Percent	
		Plasma school	Non-plasma school	Plasma school	Non-plasma school
What types of classroom organizations does your teacher usually employ for reading activities?	Group discussion	88	49	41.90	24.5
	Pair work	58	26	27.62	13
	Individual activity	46	54	21.91	27
	Whole class discussion	18	71	8.57	35.5
Total	-	210	200	100	100

According to the information shown in the table above, students were asked about the types of classroom organizations their teacher usually employed for reading activities. Accordingly, the majority (41.9%) of the plasma and a significant proportion (24.5%) of the non-plasma school respondents answered ‘group discussion’; whereas 27.62% of the plasma and the minority (13%) of the non-plasma school students said ‘pair work’. On the other hand, while 21.91% of the plasma and 27% of the non-plasma school respondents replied ‘individual activity’, the vast minority (8.75%) of the plasma and the majority (35.5%) of the non-plasma school said ‘whole class discussion’.

Table 8 above showed relatively significant differences in the responses of the plasma and non-plasma school students. It is possible to say from the majority point of view that the usual classroom organization of the televised teacher seems to be group discussion, where the role of students is that of active participants; whereas the non-plasma school teachers seem to focus on whole class discussion (teacher-students interaction), where interaction of students among themselves is almost negligible. The classroom observation and interviews results also approve this.

Table 9: Students' responses to the time allotment for reading and discussion

Item	Variables	Number of Respondents		Percent	
		Plasma school	Non-plasma school	Plasma school	Non-plasma school
Does your teacher give you ample time for reading and discussion?	Yes	58	131	27.6	65.5
	No	152	69	72.4	34.5
Total	-	210	200	100	100

As indicated in the table above, the minority (27.6%) and the vast majority (72.4%) of the plasma school respondents said 'Yes' and 'No' respectively. On the contrary, the majority (65.5%) and the minority (34.5%) of the non-plasma school respondents replied 'Yes' and 'No' respectively as a reaction to the item.

From the table above one can see differences in the responses of the plasma and the non-plasma school students. The majority respondents' answers to the item indicate that the televised teacher appears to give short time to students to read the text and workout the comprehension tasks. In contrast, the non-plasma school teachers seem to provide students with enough time to read and discuss classroom activities. From this it is possible to say that compared to the televised teacher, the non-plasma school teachers appear to give sufficient time to reading and discussion. The observation result also approves this questionnaire result.

Table 10: Students’ responses to whether or not their teacher encouraged them to find answers themselves instead of telling them

Item	Variables	Number of Respondents		Percent	
		Plasma school	Non-plasma school	Plasma school	Non-plasma school
Does your teacher encourage you to find the answer yourself instead of telling you what it is?	Yes	147	137	70	68.5
	No	63	63	30	31.5
Total	-	210	200	100	100

As indicated in the table above, students were asked whether or not their teacher encouraged them to find answer themselves. In response to this, the majority (70%) and the minority (30%) of the plasma school respondents said ‘Yes’ and ‘No’ respectively. Similarly, the majority (68.5%) and the minority (31.5%) of the non-plasma school subjects answered ‘Yes’ and ‘No’ respectively.

As can be seen from the table above, both the televised teacher and the non-plasma school teachers seem to encourage students to find the answer themselves instead of telling them what it is. However, the classroom observation result contradicts with this finding. During observation, it was observed that answers to the questions were presented on the TV screen usually very quickly before students finished working out the questions and tried out their own. Similarly, the non-plasma school teachers were observed answering the questions raised themselves when those voluntary individual students failed to answer, instead of getting them to refer to and explore the text. The inconsistency might happen owing to students' misunderstanding of the phrase 'finding answer', or might be due to the fact that students don't want to blame their teachers.

Table 11: Students’ responses to whether or not their teachers integrated reading with other language skills (writing, speaking and listening)

Item	Variables	Number of Respondents		Percent	
		Plasma school	Non-plasma school	Plasma school	Non-plasma school
Does your teacher integrate reading text with other language skills	Yes	80	68	39.1	34
	No	130	132	61.9	66
Total	-	210	200	100	100

As can be seen in the table above, students were asked whether or not their teacher integrated reading with other language skills. As a reaction, 39.1% of the plasma and 34% of the non-plasma school respondents replied ‘Yes’; whereas the majority (61.9% of the plasma and 66% of the non-plasma school respondents) said ‘No’.

As this questionnaire result showed, integrating reading with other language skills seems to be given little emphasis in both plasma and non-plasma schools. Teachers do not seem to encourage students to explore the ideas and issues in the text through any writing, speaking or listening activities. This might be due to lack of awareness about the importance of integrating language skills in the development of students' general language competence, or might be because of negligence.

Table 12: Students’ responses to whether or not their teacher encouraged them to read daily outside the classroom (extensive reading).

Item	Variables	Number of Respondents		Percent	
		Plasma school	Non-plasma school	Plasma school	Non-plasma school
Does your teacher encourage you to read daily outside the classroom?	Yes	62	81	29.52	40.5
	No	148	119	70.48	59.5
Total	-	210	200	100	100

As illustrated in the table above, students were asked whether or not their teacher encouraged them to read daily outside the classroom. Accordingly, 29.52% of the plasma and 40.5% of the non-plasma school subjects answered ‘Yes’; whereas the majority of both schools respondents (70.48% of the plasma and 59.5% of the non- plasma school) said ‘No’ in reaction to the item.

As can be seen from the table above, the majority of both plasma and non-plasma school students revealed the fact that their teachers do not encourage them to read daily outside the classroom for pleasure. It is, however, possible to say from this table that the non-plasma school teachers seem to be relatively good at encouraging students to read outside the classroom. Generally speaking, in both schools extensive reading seems to be given little emphasis. The reasons might be because of the low value teachers attached to extensive reading in enhancing students' general language competence; or due to teachers' negligence.

Students were finally asked to list what they thought of the strong and weak sides of their teachers in the teaching of reading skills (see appendix C and E). Accordingly both the plasma and the non-plasma school respondents mentioned the strengths and weaknesses of their respective teachers though not specific to reading skills.

The following are selections of representative students' responses to this item.

As regards the strong sides of televised teacher, the respondents listed the following points:

- ❖ Presents lesson very clearly supported by different illustrations, pictures and images.
- ❖ Gives equal focus to all language skills.
- ❖ Encourages us to work in group.
- ❖ Uses clear techniques of teaching reading (skimming and scanning).
- ❖ Gives a brief answers to the comprehension questions.

As to the weak sides of the televised teacher, respondents put the points summarized below:

- ❖ Not give adequate time to skim, scan or to read thoroughly and to discuss answers to the comprehension questions
- ❖ Not consider students' background. She is very fast. One student said “ፍጥነቷ አይጣል ነው ስለምትፈጥን አይገባኝም ለተማሪ ቀላል መስሎ ይታያታል መሰለ”
- ❖ Her foreign accent is very strange for us, so it is sometimes difficult to hear what she is saying “በላንቃዋ ስለምትናገር ሳናውቀው የምናልፈው ቀላል አይደለም”
- ❖ The televised teacher does not have a direct contact with us, thus we couldn't ask questions for clarification; consult her for our problems if we want.
- ❖ Electric power failure or channel problem may sometimes interrupt the day's reading lesson. Once it passed, we couldn't find that lesson again because the televised teacher doesn't compensate for the lost period some other day.

Similarly the non-plasma school respondents also mentioned the strength and weaknesses of their teachers in reaction to the item. As regards the

strong sides of the non-plasma school teachers, the respondents put the following points.

- ❖ Considers our learning pace.
- ❖ Helps us expand our vocabulary power.
- ❖ Gives us homework and corrects our exercise book the next day.
- ❖ Encourages us to ask questions.
- ❖ Makes the lesson clear by explaining it repeatedly even in our mother tongue if we fail to understand.

As to the weak sides of the non-plasma school teacher, the respondents listed the following major points:

- ❖ Arousing students' interest towards reading at a time is very less.
- ❖ Gives no much attention to reading skills. Some reading passages are skipped. The teacher mostly emphasizes grammar lesson compared to other language skills.
- ❖ Gives little room to group discussion.
- ❖ Initiation of students towards classroom participation is not satisfactory. The teacher usually focuses on a quick and bright few students for participation.

4.1.3. Presentation of Interview Results

The third instrument used in this study was the interview which was meant to consolidate the information gained through classroom observation and questionnaire. Most of the interview items were similar to the items of the classroom observation and the questionnaire.

To gain the information needed, seven core interview items were designed for the study based on the review of related literature. Five of them were common for both plasma and non-plasma school teachers, but the remaining two more items were restricted to the plasma school teachers (see Appendix G and H).

From eleven grade nine English language teachers, six (3 from each school) were randomly selected and interviewed. In the plasma school the interview would have been held with the televised teacher as she regularly presents the lesson. But there were no chances to find the televised teacher in person, and as a result of this the assistant teachers were interviewed instead. Therefore, the interview results of the plasma school should be better taken as tentative results since the situation might have been changed if the televised teacher had directly been interviewed. That means, the responses gained from the televised teacher might not be exactly the same as the responses of the assistant teachers.

The following are selections of representative teachers' responses to each interview item.

The first item in the interview was intended to know how teachers facilitated students' comprehension of the text to be read. In reaction to this item, all (3) of the plasma school interviewees said that the televised teacher encouraged students to work out the pre reading exercises written in the textbook in order to arouse their interest in the text and to activate their previous knowledge or experience of the topic. Two of them added that the televised teacher clearly specified what students were going to do while reading or after reading. This is to mean, she got students to read the text for purpose. They further reported that she divided the text into components so that students read bit by-bit for easy comprehension.

Seeking for more information, apart from what they said, the assistant teachers were also asked whether or not the televised teacher pre-taught some unknown words, and encouraged students to predict what the text is about based on its title, pictures or a set of selected key words in order to facilitate comprehension of the text to be read. As a reaction, they said that

the televised teacher has never pre-taught any new lexical items. Besides, she has never got students to predict the content of the text.

As regards the non-televised school, all (3) of the teachers interviewed said that they usually made students work out the pre-reading exercises as a means to facilitate students' comprehension of the text going to be read i.e., students were made to do the pre-reading exercise in order to draw out their relevant prior knowledge or experience of the text. One of them further reported that prior to the reading process, students were usually provided with some background information about the topic, if necessary, about the author of the text, the geographical settings and historical contexts in which the text is written. For amusing history, the theme of a similar other amusing story would be presented for students in order to stimulate their interest in the story to be read.

Similar to the plasma school assistant teachers, the non-plasma school teachers were also asked, apart from what they said, whether or not they pre-taught unfamiliar words, and encouraged students to predict what the text is about based on its title, pictures or a set of selected key words as a means to facilitate students' comprehension of the text to be read. Accordingly, only one of the interviewees responded that he some times pre-taught some unknown lexical items contained in the topic of the text. However, all (3) of the respondents said that they did not encourage students to predict what the text is about based on its title, pictures related to the topic or a set of selected key words.

In the second item of the interview, the researcher asked how the televised teacher and the non-plasma school teachers helped their students to understand the text better while reading. As a reaction, all (3) of the plasma school interviewees responded that the televised teacher made students use the clear techniques of reading (skimming and scanning) which could help them to understand the text easily. Besides, she provided students with activities (questions) that drew (directed) their attention to the text and

assured more mental involvement. Two of them added that the televised teacher offered a brief instructions and easy examples so that students could cope with the activities while reading.

On the other hand, one of the three non-plasma school teachers interviewed asserted that in an attempt to help students understand the text better, students were first made to read the text silently and quickly for gist and specific piece of information. Then in the second silent reading they were made to read slowly and carefully for thorough understanding. As they read they worked out the comprehension questions. Two of them, however, reported that they helped students to comprehend the text better through giving them a chance to read the text aloud turn by turn. One of them added that he highlighted the content of the text and taught some difficult lexical items contained in it in order to make comprehension for students easier.

Asked why they get students to read aloud, they responded that they had awareness about silent reading but the problem was shortage of textbooks in the class. Students did not usually bring their text books to the class. One of them explained that there might be only two or three textbooks in the class, and hence it was difficult to practice silent reading based on these textbooks. The only chance was, the respondent said, to get voluntary individual students to read the text aloud to the class. Once again, the teacher was asked why he taught vocabulary items and highlighted the content of the text since the primary aim of reading lesson is to teach students how to tackle different texts or to teach them how to develop reading skills. As a reaction, the respondent said that students had a limited linguistic background. Thus, they were not able to read and understand the text easily in the absence of excessive teacher's support in different ways.

The third item in the interview was intended to get information about how the televised teacher and the non-plasma school teachers help students to extend their understanding of the text after the actual reading process takes

place. In response to this item, all (3) of the plasma school teachers interviewed responded that the televised teacher tried to offer students a brief recap of the day's reading lesson. Besides, she advised the assistant teachers to assist students with the remaining tasks of the post-reading phase within the ten minutes budgeted for them. Accordingly, they said, they encouraged students to work out the post-text activities in pairs/groups, ask questions and make comments. Furthermore, two of them said that the televised teacher offered students some take-home writing tasks for the next class.

As regards the non- plasma school, all of the three teachers interviewed reported that in an attempt to extend students' understanding of the text, they provided a brief summary of the day's reading lesson. Moreover, they made students to perform the post-reading tasks of the textbook. They said that students were usually given take-home tasks so that they worked them out at home for the next class. One of them added that students were provided with various activities to be done. For fictitious texts students were made to discuss the similarities and differences between the brainstorming short story (presented in summary form at the beginning of the class to arouse students' interest, now taken for comparison) and the main story in the textbook in terms of their character, settings, conflict and theme. For non-fictional texts, students were made to discuss the main ideas or important details of the text and its relationship to their local context.

Item four in the interview was intended to get information about the types of classroom organizations teachers usually employed for reading tasks. As a reaction, two out of the three plasma school assistant teachers interviewed reported that the televised teacher usually used small group discussion, pair work, and individual activity respectively. One of them, on the other hand, said that the televised teacher usually employed independent activity, group discussion and pair work respectively.

As regards the non- plasma school, two out of the three teachers interviewed said that most of the time they used whole class discussion (teacher-student interaction). This is because, as they reasoned out when asked why they did so, there were no sufficient textbooks in the classroom to have students work in group, pair or individually. Besides this, students had no experience of working in groups/pairs as they have just come from junior school. Furthermore, the inhibiting sitting arrangement of the class and large class size were other factors for not using group/pair work. One of them, on the other hand, pointed out that she usually employed individual activity, group discussion, whole class discussion and pair work respectively.

In the fifth item of the interview, the researcher asked whether the televised teacher and the non-plasma school teachers encouraged students to read other materials outside the classroom (extensive reading). Accordingly, all (3) of the plasma school assistant teachers interviewed answered 'No'. They said that the televised teacher was never heard advising students to read any written materials of their interest during their spare time. One of them, however, said that he personally encouraged students to read other materials at their disposal in the school compound as well as outside the school.

On the other hand, one out of the three non- plasma school teachers interviewed said 'Yes' to the same item. The respondent said that there is an extensive reading section incorporated in English textbook in order to enhance students' reading interest and learn to read by reading themselves. She usually encouraged students to read this supplementary material and others which they had access to. The remaining two teachers interviewed replied 'No'. One of them stated that students did not have an interest to read other materials at their disposal. Encouraging or helping them in the absence of their interest, the teacher said, brought no change.

In item six of the interview, only the plasma school assistant teachers were asked about their major roles in the language class in general and reading

class in particular. Accordingly, all (3) of the interviewees forwarded the following points:

- ❖ Provoking students' curiosity for reading
- ❖ Supervising students' activity by moving around their seat;
- ❖ Assigning groups and pairs;
- ❖ Checking students' answers to the activity given and
- ❖ Summarizing the day's lesson.

When asked whether they were satisfied with their roles and time given to them to carry out their responsibility, all (3) of them said 'No'. This is because, as they explained, the time budgeted for them was not sufficient to assist their students properly. They were given only 10 minutes. The remaining 30 minutes were taken up by the televised teacher. They further noted that they were dissatisfied with having been made to assist the televised teacher. The plasma television instruction deterred them from using their professional knowledge and skill they acquired. One of them firmly said that as the televised teacher presented the lesson regularly he did not prepare himself for the daily lesson. As a result of this when the TV failed to function due to electric or channel problem, he left class without teaching. Thus, students couldn't have the opportunity to find that lesson again once passed.

On the basis of the interview result described above it is possible to say that the plasma school assistant teachers seem to be dissatisfied with their roles and time given to them. It also seems that they are developing a sense of dependency upon plasma teacher. This may in turn show that they do not carry out their responsibility properly in overall programme of the TV lesson.

In the seventh item of the interview only the plasma school assistant teachers were once again asked about their view of plasma television instruction in general and its strengths and weaknesses in the teaching of language skills (reading) in particular. In reaction to this item, all (3) of them

replied that they viewed plasma television instruction positively. They commented that the lesson delivered through plasma television is interesting, participatory and understandable as it is supported by different visual aids that the actual classroom teacher cannot bring into the classroom.

All (3) of the teachers interviewed said 'Yes' when asked whether or not the plasma television instruction has strong and weak sides. Regarding its strong sides, the interviewees put forward the points summarized below:

- ❖ Uses simple and clear words (expressions) when teaching reading skills.
- ❖ Begins from simple and leads to complex.
- ❖ Applies clear teaching techniques (skimming and scanning).
- ❖ Vocabulary and comprehension questions are easily workable.
- ❖ Uses pictorial descriptions and diagrams to give examples for certain exercises.

As regards the weaknesses of the plasma television instruction, the interviewees mentioned the following:

- ❖ Provides very short time for students to skim, scan or to read intensively and to work the comprehension questions.
- ❖ Before students finish working out the comprehension tasks themselves the televised teacher gives model answers soon.
- ❖ The pronunciation of televised teacher sometimes blocks students' comprehension.
- ❖ The televised teacher doesn't consider students' background.
- ❖ Electric power failure and channel problem sometimes caused interruption of the lesson.

4.2. Discussions

The results obtained through classroom observation, students' questionnaire and teacher' interview are discussed together thematically in order to show

their discrepancies and similarities. Attempts are also made to relate the results of the study to the review of related literature.

4.2.1. Pre-Reading Activities

The results of the observation, questionnaire and interview revealed that the televised teacher introduced the day's reading lessons through short discussion to explore students' background knowledge and initiate them towards the reading passage. On the other hand, the observation and questionnaire results denoted that the non-plasma school teachers did not almost initiate students towards reading prior to the reading process through short discussion. The result of the interview, however, contradicts with this. It indicated that students were made to work out the pre-reading exercises in order to draw out their prior knowledge or experience of the topic. This might be, of course, their perceived believe of what should be done but in reality two out of the three teachers did not do so in all of their reading lesson classes observed. The majority students' responses also approve this.

In general, the finding of the plasma school is consistent with what Harmer (2001) and Konare (1994) say. According to them, introducing the topic of the text through questioning and discussion is of vital importance in exploring students' prior knowledge and enabling them to bring something of their own to the reading of the text.

The analysis of the observation, questionnaire and interview data on prediction depicted that both the televised teacher and the non-plasma school teachers did not encourage students to predict what the text would be about based on its title, pictures or a set of selected key words from the passage. In fact, the lessons observed do not contain pictures. But this was checked through interview and questionnaire whether or not it is always the case if the lesson contains picture. The result generally showed that students were not encouraged to predict the content of the text. This may be due to the absence of theoretical background knowledge about the importance of

prediction in reading, or may be the low value teachers attached to prediction in reading process.

Basically, prediction is very essential for reading skills since the process of understanding the text is the process of seeing how the text matches up to those predictions, i.e. while reading students ask themselves whether or not what they are reading agree with their predictions made at the outset, which facilitates comprehension (Harmer, 2001). Of course, prediction can be safely skipped particularly if the text to be read is easy. But this does not mean that it can always be ignored. Most of the time it is advisable to get students to predict what the text is about since it has a paramount importance in understanding the reading text.

Pertaining to providing purposes for reading, the result of classroom observation and interview pointed out that the televised teacher clearly specified what students were going to do while reading or after reading. This means that she provided the reason for reading so that students read the text with their purpose in mind, and varied their speed of reading according to the purpose identified. On the other hand, the analysis of the classroom observation data of non-plasma school indicated that specifying purposes for reading was not given due attention. During classroom observation only one teacher was observed providing purposes for reading. The rest two teachers did not do so. They simply made students read the text without telling them what to do while reading or after reading, or without getting them to preview certain focus questions (exercises) that could give students a preliminary purpose in their reading of the text. This finding of non-plasma school is consistent with what Getachew Asrat (1996) observed during his study concerning the teaching of reading in government high schools. His finding indicated that reading purposes were not provided in order to get students to vary their reading speeds, and thus students read only slowly in order to understand every thing in the text.

Generally, the finding of the plasma school is consistent with what experts of reading say. Specifying purposes for reading as scholars (for example, Nuttall 1982 and Harmer, 1991) state, is very important because it helps students select appropriate reading strategies, and makes them selective i.e. directs them to attend to the parts of the text that are relevant to the identified purpose. The purpose for reading also determines the appropriate type and level of comprehension.

The analysis of the observation, questionnaire and interview data on pre-teaching selected key lexical items revealed that both the televised teacher and the non-plasma school teachers did not almost pre teach any unfamiliar vocabulary items as a means to clear away obstacles to understand the text. It seems that they do not give emphasis to pre-teaching new lexical items as a means to facilitate students' comprehension of the text to be read.

Pre-teaching unknown words selected from the passage, according to scholars (example, Harmer 2001), is very essential for understanding the text. However, it is not something that can rigidly be practiced all the time. Harmer argues that if students are likely to be held back unnecessary because of some unfamiliar lexical items, it is important to teach them first. Nevertheless, if students are able to comprehend the text in spite of some unknown words, teachers can leave pre-teaching them for later contextual guesswork.

As regards breaking up text into components, the classroom observation and interview results showed that the televised teacher got students to read the text bit-by-bit for easy comprehension. That means she made students read the text paragraph by paragraph, instead of getting them to read a complete long text at a time. She first dealt with parts of the text fully at a time and then moved to the next. On the other hand, the non-plasma school teachers did not almost break up the text into components for easy reading. As the classroom observation result showed out of the three teachers observed, only one teacher made students read the text paragraph by paragraph. The rest

two teachers simply got students to read the whole text at a time. This may be because of lack of theoretical background knowledge about the usefulness of dealing with short section of a text at a time more than a complete long text.

The finding of the plasma school concurs with what literature says. Handling parts of a text at a time, according to Nuttall (1982), enables teachers to hold students' interest, and leads to effective learning since it is easier to work in a thorough and organized way on a short section than on a complete long text. It also helps student develop the important skill of anticipation and prediction. However, there may be a time when the whole text can be dealt with at a time effectively. This is so if the text is short and manageable.

To sum up, from the discussion made so far one can see a difference between the televised teacher and the non-plasma school teachers in the application of the scholarly recommended pre-reading activities. It is possible to say that unlike the non-plasma school teachers, the televised teacher seems to usually introduce the day's reading lessons through short discussion, provide purposes for reading, and divide text into components for easy reading. However, both the televised teacher and the non-plasma school teachers seem to give no emphasis to encouraging students to predict the content of the text, and pre-teaching of isolated lexical items.

4.2.2. While-Reading Activities

The analysis of the classroom observation and interview data on skimming and scanning showed that the televised teacher got students to read the text silently and quickly for gist and specific piece of information. Students were made to read the text silently and quickly based on the skimming and scanning exercises provided before hand. On the other hand, out of the three non-plasma school teachers observed, only one teacher made students read the text silently and quickly for gist and specific piece of information. The

rest two teachers got voluntary individual students to read specific paragraphs a loud to the class, instead of encouraging all students to read silently. As shown in the interview section, they practiced reading aloud not because of lack of awareness about silent reading but because of shortage of textbook in the class to get all students to read silently and independently. According to their responses, majority students did not usually bring their textbooks to the class. So only few textbooks were available in the classroom.

Truly, the reason they mentioned might not be convincing because if they firmly tell students to bring their textbook to class regularly, they cannot come school without textbook. So, it seems that it was due to teachers' negligent behavior that silent reading in general and reading techniques (skimming and scanning) in particular were not practiced in the class.

Normally, the reading approach must be authentic. Students should read the text in a way that matches up the reading purpose and the way people read in real life situation. Silent reading is the normal way most educated people read in real life, and hence students should not certainly listen to a reading aloud whether by teacher or other students. They do not learn to read by reading aloud. In relation to this, Konare (1994) argues that for students whose language skills are limited, reading aloud becomes word calling—simply pronouncing a series of words without regard for the meaning they carry individually and together. Word calling is not productive for a student who is doing it, and it is boring for other students to listen to. According to Atkins, Hailom and Nuru (1996), reading aloud turns a reading lesson into a listening and pronunciation lesson. Besides, it encourages slow reading. It is possible to say that reading aloud is likely to interfere with comprehension, and thus it should not be used when reading is meant for comprehension of its content.

As regards guessing word meanings, the results of the classroom observation and questionnaire illustrated that the televised teacher encouraged students

to infer the meanings of unfamiliar vocabulary items using contextual clues in the text. The majority respondents' answers for item of the questionnaire that focused on guessing showed that the non-plasma school teachers also got students to guess word meanings from context. However, the observation result is not in harmony with this. The non-plasma school teachers were not observed encouraging students to deduce the meaning of new lexical items using contextual clues in the text. They rather worked out the meanings of the words themselves. The mismatch might occur because of students' understanding that 'guessing' means simply trying out the meaning of unknown words without even referring to the text for contextual clues. During observation, some students were seen trying out the meaning of new words without using contextual clues in the text, instead using their prior vocabulary knowledge.

In general, the finding of the plasma school seems to match with what Nuttall (1982) and Grellet (1981) say. In connection to the contextual guess work they state that guessing the meaning of unfamiliar lexical items during reading process is one of the best ways of independently discovering meanings and increasing comprehension of the material being read.

The results of the observation and questionnaire regarding teachers' time allotment showed that the time offered by televised teacher for reading the text and discussing answers to the comprehension tasks was insufficient. The shortage of time might occur due to the much talk time the televised teacher took. The other reason might be the number of tasks completed within 40 minutes' period. In order to work out all of the tasks, she seems to give short time to each task. On the contrary, there was no time constraint for reading and performing the comprehension tasks in the non-plasma school. As the observation result revealed, teachers devoted much time to a single exercise. They did not run to cover all the comprehension tasks within the 40 minutes' class time.

The findings generally indicated that unlike the non-plasma school teachers the televised teacher seems to give short time for reading and discussion. It is, however, true to say that students' reading skill develop best in interactive learning environment, where enough time is provided for them to read the text and share ideas among themselves.

As the results obtained through classroom observation denoted, both the televised teacher and the non-plasma school teachers did not encourage students to find answer to the comprehension questions themselves, instead of telling or giving them a prepared right answer. Model right answers to the comprehension questions were usually presented on the TV screen very quickly. Similarly, the non-plasma school teachers usually gave student a prepared right answer to the questions raised in the class rather than encouraging them to refer to and explore the text to find the answer themselves. However, the results of the students' questionnaire in both schools mismatch with the classroom observation finding. The inconsistency might occur because of students' understanding of the phrase 'finding answer' simply as getting opportunity to answer the questions. Does teacher should give students the right one immediately if they fail to answer correctly? No, the teacher should encourage them to refer to the text and try again. Even if they answer the questions correctly, the teacher should ask them to refer to and explore the text for evidence. This is important to know whether students really read the text and processed it or just copied down the answer from somewhere. Thus, the observation result seems to approve this.

As a whole, from the discussions made so far one can see a difference between the televised teacher and the non-plasma school teachers in the accomplishment of the while-reading activities. The televised teacher seems to get students to read silently and quickly for gist and specific piece of information, and encourage students to guess word meanings from context. On the other hand, unlike the televised teacher, the non-plasma school

teachers appear to offer enough time for reading and performing comprehension tasks. However, it was found that both the televised teacher and the non-plasma school teachers do not almost seem to encourage students to find answers to the comprehension questions themselves.

4.2.3. Post-Reading Activities

The analysis of the observation, questionnaire and interview data on group/pair work depicted that the televised teacher usually encouraged students to discuss answers to the comprehension questions in pair/small groups based on the reading they had done. On the other hand, the non-plasma school teachers did not get students to discuss answers to the comprehension questions in pair/groups. They usually accomplished tasks on whole class basis. As shown in the interview part, the teachers usually employed whole class discussion because of shortage of textbook in the class, students' lack of experience about group or pair work, large class size and the inhibiting setting arrangement of the class. Truly, these all reasons except class size might not be convincing. The problem of text book can be eased by writing the questions on the blackboard. Regarding lack of experience, it is teachers' responsibility to familiarize their students with new techniques of classroom organization. Moreover, the teachers can get students to work with their desk mate even though their seat is not movable. Therefore, teachers' use of whole class discussion predominantly might not be because of the reasons they mentioned, rather might be because of their carelessness to organize the class in groups/pairs.

Encouraging students to discuss answers to comprehension questions in groups/pairs is very important. It is understood that pair and group discussions are very crucial in language classes as they offer students the opportunity to use language actively, which may in most cases be the only chance for foreign language students. They enable students to share information and negotiate meaning among themselves.

As regards summarizing the day's reading lesson, the classroom observation and interview results showed that the televised teacher offered a brief recap of the day's reading lesson at the end of the class to stabilize what students learnt. On the other hand, as the observation result indicated, two out of the three non-plasma school teachers observed gave a brief summary of the day's reading lesson. However, the interview result revealed that all (3) of the non-plasma school teachers summarized the day's reading lesson.

Pertaining to relating the text to students' life experience, the results of classroom observation and interview showed that both the televised teacher and the non-plasma school teachers did not help students relate the information in the text to their real life experience. Post-reading activities designed to relate the text to what students knew were non-existent. As the classroom observation result revealed, teachers themselves did not make attempt to supplement the textbook exercises with their own tasks that helped students relate the text to what they already knew. This may indicate that teachers and textbook writers did not give any attention to relating information in the text to students' real world experience. It is, however, understood that encouraging students to relate the content of the text to their life experience can help them for thorough understanding of the information contained in the text.

As regards integrating reading with other language skills, the results of the classroom observation and questionnaire denoted that both the televised teacher and the non-plasma school teachers did not generally help students explore the ideas and issues in the text through any writing, speaking or listening activities. The interview result, however, showed that both the televised teacher and the non-plasma school teachers integrated reading with writing through take-home writing tasks. There is a mismatch between what the teachers actually practiced and what they said. Of course, one non-plasma school teacher was seen offering take-home writing tasks although it was done in only one of the three reading lessons observed. The result of the

observation also indicated that the post-reading activities of the kinds supposed to be very essential for integration of language skills such as debating, summary writing, expressing personal opinion, or listening to a related text are almost missing in the textbook. This indicates that integration of reading with other language skills seems to be given little attention.

It is, however, true to say that integrating reading with other language skill is very essential for deeper understanding of the text being read. This is because students' reading ability and comprehension are not measured only by their recognizing clearly stated facts and events, but also by their comprehension of the text beyond plain facts. In connection to this Vaez (2006) states that post-reading activities are very crucial for students to extend their thinking and understanding of what they have read. By talking and writing in response to reading they become more engaged in reading and developing a deeper understanding and appreciation of texts.

Generally, from the discussions made so far one cannot see a major difference between the televised teacher and the non-plasma school teachers in the implementation of the post-reading activities of the kinds supposed to be very essential. Both the televised teacher and the non-plasma school teachers seem to offer a brief summary of the day's reading lessons. On the other hand, they seem to give little attention to relating text to students' real life experience, and integrating reading with other language skills as they merely followed the textbook which missed such activities. However, unlike the non-plasma school teacher, the televised teacher appears to get students to discuss answers to the comprehension tasks in pairs/groups.

4.2.4. Extensive Reading

The result of the interview and the majority respondents' answers for the item of the questionnaire which focused on extensive reading denoted that in both plasma and non-plasma schools extensive reading was given little

attention. The televised teacher and the non-plasma school teachers did not almost encourage students to read other materials at their disposal outside the classroom. As teachers' responses to the interview showed, there is extensive reading section incorporated in the textbook in order to help students learn to read by reading themselves. However, most of the teachers do to seem to encourage students to read this supplementary material and others they had access to during their spare time. This might be because of teachers' carelessness to help students read extensively, or because of lack of awareness about the usefulness of extensive reading in language learning.

Nevertheless, as Williams (1986:4) notes, "A learner will not become a proficient reader simply by attending a reading course or working through a reading textbook. For every hour of intensive reading, a learner should be doing at least another hour of extensive reading." Extensive reading, according to Nuttall (1982), can enhance students' general language competence. Nuttall argues that the best way to improve one's knowledge of a foreign language is to read extensively next to living among speakers.

4.2.5. Strengths and Weaknesses of the Televised Teacher and the Non-plasma School Teachers in Teaching Reading Skills

The results of the classroom observation, questionnaire and interview revealed that the teaching of reading through plasma television was interesting, motivating and participatory. The televised teacher presented the lesson clearly supported by different visual aids. The vocabulary items and comprehension tasks presented by the televised teacher were easily workable. She employed simple words (expressions) and clear techniques of teaching reading such as skimming and scanning. Besides, she encouraged students to engage themselves in the text and provided them enough opportunity to discuss answers to the comprehension tasks in pairs/groups based on the reading they had done. The questionnaire result further pointed

out that the televised teacher gave equal emphasis to reading and other language skills.

In spite of the above mentioned strong sides, the televised teacher has also a number of weaknesses. The analysis of the observation, questionnaire and interview data showed that the televised teacher didn't offer sufficient time for assistant teachers so that they could help their students properly. The time provided for students to read the text and discuss answers to the comprehension tasks was also inadequate. Besides this, the pace of the lesson transmitted by the televised teacher was not convenient for low and average learners. Most of the students were observed facing problem to catch up with the pace of the plasma lesson transmission. Moreover, the televised teacher does not see, listen to and understand students and their learning difficulties. The results of the observation and interview further pointed out that feedback on students' performance of the task was mostly provided very quickly before students completed, i.e. the televised teacher presented a prepared right answer on the TV screen before students finished working out the tasks themselves.

As regards the strong sides of the non-plasma school teachers, the results of the observation and questionnaire illustrated that the conventional classroom teachers presented the reading lesson in a way that considers students' background. They managed the pace of their presentation according to their students learning ability. The result gained through questionnaire further revealed that the non-plasma school teachers encouraged students to ask questions for clarification. They also provided students with homework and corrected their exercise books the next day. Moreover, they clearly explained vague language concepts and vocabulary items through students' first language when they failed to understand the concept in the target language (English).

However, as the classroom observation and questionnaire results showed, the non-plasma school teachers did not give due attention to arousing students' interest towards reading a text. In addition to this, students were given no more chances to communicate or interact among themselves. The reading activities were predominantly performed on whole-class basis. Initiation of the majority students towards classroom participation was also not satisfactory. The discussion was mostly with bright few students, and the average and low receivers were neglected. The analysis of the questionnaire data further revealed that the non-plasma school teachers skipped some reading passages deliberately. This seems to be due to teachers' belief that teaching reading is boring or time consuming, or because of difficulty of texts. It might also be because of lack of awareness about the impact of ignoring reading passages on students' academic and real life reading.

CHAPTER FIVE

5. CONCLUSIONS AND RECOMMENDATIONS

This section presented the conclusions reached and the recommendations made based on the findings of the study.

5.1. Conclusions

The main objectives of this study, as stated in chapter one, is to compare the methods of teaching reading employed by televised teacher and non-plasma school teachers. More specifically, the study attempts to:

- ❖ Identify whether or not there is a difference between the televised teacher and the classroom teacher in the techniques and procedures they employ for teaching reading skills.
- ❖ Find out the strengths and weaknesses (if any) of the televised teacher and classroom teacher in teaching reading skills.
- ❖ Examine whether or not the televised teacher and the classroom teacher encourage students to read extensively other materials at their disposal outside the classroom.

In order to answer the afore-mentioned specific objectives three data collection instruments, namely classroom observation, student's questionnaire and teacher's interview were designed. Then data collected through these instruments were analyzed and discussed. Finally, the researcher extracted the following major conclusions from analysis and discussion made so far:

5.1.1. The televised teacher's method of teaching reading was found relatively different from the classroom teacher. The televised teacher used the teaching methods that provided enough opportunity for students to interact with each other in pairs/groups. She used the classroom procedures that gave practice in useful sub skills of the reading and comprehending process. On the other hand, the classroom teacher of

Setto Senior Secondary School employed methods of teaching reading, where students' involvement in learning through interaction among themselves was almost negligible. Students were given no more chances to communicate or interact among themselves. Only oral question-and-answer work, where the role of the majority students was not that of active participants, was the dominating classroom practice. They employed the classroom procedures that did not help students to comprehend the text and practice the important sub skills (such as skimming and scanning) of reading. Unlike the televised teacher the classroom teachers of Setto high school predominately practiced reading aloud instead of silent reading. Most of the class time was employed for reading aloud by students. Besides, they did not specify purposes for reading in order to let students know before they begin to read what they have to get out of the text or what particular sub skill of reading should they practice. As a result, students read the whole text with the same speed. Generally, relative to the classroom teachers, the televised teacher seems to employ the techniques and procedures that the experts and researchers of reading propose. However, it was found that there are areas which are difficult for the televised teacher but easy for the classroom teacher and the vice versa.

5.1.2. The findings showed that using visual aids, equal treatment of all language skills, employing the clear techniques of teaching reading (skimming and scanning) and encouraging students to work in groups/pairs were found the major strong sides of the televised teacher, whereas understanding students' background, providing homework and encouraging students to ask questions were found the major strong sides of the classroom teacher.

5.1.3. The classroom observation, questionnaire and interview results revealed that inadequate time given for reading and other activities in the main, fast speed and lack of understanding students' background

were found the major weak sides of the televised teacher; whereas skipping reading passage, practicing reading aloud and giving little room for students to interact among themselves were found the major weaknesses of the classroom teacher.

5.1.4. The questionnaire and interview results indicated that both the televised teacher and the classroom teacher of Setto Senior Secondary School seem to give little attention to extensive reading. They did not encourage students to read other materials at their disposal outside the classroom.

5.1.5. It was found through teacher interview that the assistant teachers of Jiren Senior Secondary School were dissatisfied with the roles and time given to them to support their students. They complained that the plasma television instruction deterred them from using their professional knowledge and skill they acquired during their training programme.

5.1.6. It was also found that grade nine English language textbook missed the post-reading activities of the kinds suggested to be essential by reading practitioners to extend students' initial understanding of the text and develop more meaningful interpretations and connections of reading activities to life situations. Teachers themselves did not make attempt to set their own tasks in order to substitute the textbook exercises. They were found simply practicing only the comprehension exercises written in the textbook.

5.2. Recommendations

Keeping in view the findings and conclusions of this research, the following recommendations were made:

- 5.2.1. In this study the method of teaching reading employed by the televised teacher was found relatively better than the method used by the classroom teachers of Setto Senior Secondary School (non-plasma school). However, the pace of plasma lesson is not comfortable for slow and average learners, and the time given for classroom activities is insufficient. Therefore, to minimize the problem the education technology designers should revise the plasma television lesson in order to adjust its pace to students' learning level. The class time should be extended from 40 minutes to an hour so that students can have enough time to practice the tasks successfully by themselves, instead of presenting right answers on the TV screen soon.
- 5.2.2. Reading should be better taught by the televised teacher with active involvement of the assistant teachers. The assistant teachers should have equal share of the class time with the televised teacher so that they could help students properly since they are perhaps the only persons who know students' problems well.
- 5.2.3. The government should provide Setto Senior Secondary School English language teachers with regular in-service training or workshops in order to familiarize them with appropriate techniques and procedures of teaching reading and create awareness about the ill-effect of skipping reading passages on students' academic and real life reading.
- 5.2.4. Grade nine English language textbook should be revised to incorporate the post- reading activities which are of vital importance in helping students to extend their thinking and understanding of what they have read.
- 5.2.5. Finally, this study was limited to two Senior Secondary Schools (plasma and non-plasma schools) of Jimma Town. It would have been more comprehensive and generalizable if more schools had been

included in the study. Therefore, further research which may lend support to or reject the findings of the present study is needed in the area. Moreover, this research focused on the application of the methods (techniques and procedures) that practitioners and researchers of reading suggested to employ in teaching reading skills, but it did not consider the impact of the methods upon students' academic performance. Thus, it is advisable for any interested future researcher to study the impact of the methods of teaching reading employed by the televised teacher and classroom teacher upon students' academic performance.

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APPENDICES

Appendix A: Plasma School Observation Checklist

Addis Ababa University

School of Graduate Studies

Department of Foreign Language and Literature

Topic of the lesson _____

Class observed: Grade _____ Section _____

Data _____ Time _____

This observation checklist is designed to observe the actual classroom practices of teacher during the three phase procedures: Pre-while-and post-reading stages.

Pre-reading phase

Item No	The televised teacher:	Yes	No
1	Introduces the day's reading lesson through short discussion in order to draw out the information students already have about the text		
2	Uses titles, pictures related to the topic or a set of key words to get students to predict what the text is about		
3	Gives purpose for reading		
4	Pre-teach selected key words from the passage		
5	Breaks up the text in to components for easy reading		

While-reading phase

Item No	The televised teacher:	Yes	No
1	Gets students to read the text silently and quickly for gist (skimming)		
2	Gets students to read the text silently and quickly for specific piece of information (scanning).		
3	Encourages students to guess at word meanings from context		
4	Provides students ample time for reading and discussion		
5	Encourages students to find answer themselves rather than telling them what it is		

Post-reading phase

Item No	The televised teacher:	Yes	No
1	Gets students to discuss answers to comprehension questions in pairs/small groups		
2	Encourages students to read out their answers to the comprehension questions		
3	Summarizes the day's reading lesson		
4	Encourages students to relate the information in the text to their life experience		
5	Encourages students to explore the ideas and issues in the text through writing activity		
6	Encourages students to explore the ideas and issues in the text through speaking activity		

Appendix B: Non-Plasma school observation checklist

Addis Ababa University

School of Graduate Studies

Department of Foreign Language and Literature

Topic of the lesson _____

Class observed: Grade _____ Section _____

Data _____ Time _____

This observation checklist is designed to observe the actual classroom practices of teacher during the three phase procedures: Pre-while-and post-reading stages.

Pre-reading phase

Item No	The classroom teacher:	Yes	No
1	Introduces the day's reading lesson through short discussion in order to draw out the information students already have about the text		
2	Uses titles, pictures related to the topic or a set of key words to get students to predict what the text is about		
3	Gives purpose for reading		
4	Pre teach selected key words from the passage		
5	Breaks up the text in to components for easy reading		

While-reading phase

Item No	The classroom teacher:	Yes	No
1	Gets students to read the text silently and quickly for gist (skimming)		
2	Gets students to read the text silently and quickly for specific piece of information (scanning).		
3	Encourages students to guess at word meanings from context		
5	Provides students ample time for reading and discussion		
6	Encourages students to find answer themselves rather than telling them what it is		

Post-reading phase

Item No	The classroom teacher:	Yes	No
1	Gets students to discuss answers to comprehension questions in pairs/small groups		
2	Encourages students to read out their answers to the comprehension questions		
3	Summarizes the day's reading lesson		
4	Encourages students to relate the information in the text to their life experience		
5	Encourages students to explore the ideas and issues in the text through writing activity		
6	Encourages students to explore the ideas and issues in the text through speaking activity		

Appendix C: Plasma school students' questionnaire

Dear students,

This study aimed at comparing the methods of teaching reading employed by plasma teacher and classroom teacher. The success of the study is directly dependent up on the care and genuineness with which you answer each item. Since your answers will be treated with the strictest care feel free to answer all questions frankly.

Your cooperation will greatly be appreciated

Thank you in advance.

Instruction

Please, indicate your response for each question by putting this (√) mark in the box in front of your letter of choice for close-ended questions, and by writing your opinions in the blank space provided for open-ended question.

1. How does your televised teacher introduce the day's reading lesson?
 - A. By telling you the topic of the lesson orally
 - B. Through short discussion
 - C. Others (if any) _____

2. Does your televised teacher encourage you to predict what the text is about based on its title or pictures related to the topic?
 - A. Yes
 - B. No
3. Does your televised teacher pre teach a set of key words selected from the passage?
 - A. Yes
 - B. No
4. Does your televised teacher encourage you to guess at word meanings from context?
 - A. Yes
 - B. No
5. What types of classroom organizations does your televised teacher usually employ for reading activities?
 - A. Group discussion
 - B. Pair work

C. Individual activity

D. Whole class discussion

6. Does your televised teacher give you ample time for reading and discussion?

A. Yes

B. No

7. Does your televised teacher encourage you to find the answer yourself instead of telling you what it is?

A. Yes

B. No

8. Does your televised teacher integrate reading text with other language skills?

A. Yes

B. No

9. Does your televised teacher encourage you to read daily other materials at your disposal outside the classroom (extensive reading).

A. Yes

B. No

10. What do you think are the strengths and weakness of your televised teacher in teaching reading skills? Mention if any:

A. Strengths _____

B. Weaknesses _____

Appendix D: በኅላዘማ ቴሌቪዥን መምህር በሚማሩ ተማሪዎች የሚሞላ መጠይቅ

አዲስ አበባ ዩኒቨርሲቲ

የቋንቋዎች ጥናት ተቋም

የውጭ ቋንቋዎችና ስነጽሁፍ ትምህርት ክፍል

ውድ ተማሪዎች

ይህ መጠይቅ የተዘጋጀው ከእናንተ ስለ መምህራችሁ የእንግሊዝኛ ቋንቋ ንባብ ክህሎት የማስተማር ዘዴ መረጃ ለማሰባሰብ ታስቦ ነው። የእናንተ በመጠይቁ ላይ የተዘረዘሩትን ጥያቄዎች አስተውሎ በቅንነት መመለስ ለሚደረገው ጥናት ክፍተኛ አስተዋፅኦ አለው። የምትሰጡት ምላሽ በምንም መልኩ የእናንተን የክፍል ውጤት የሚጎዳ ባለመሆኑ ነፃ ሆናችሁ እያንዳንዱን ጥያቄ በአግባቡ እንድትሞሉልኝ በአክብሮት እጠይቃለሁ።

ለምታደርጉልኝ ትብብር ሁሉ በቅድሚያ ልባዊ ምስጋናዬን አቀርባለሁ።

ትእዛዝ:- እባካችሁ በዚህ መጠይቅ ላይ ለተዘረዘሩት ጥያቄዎች መልሳችሁን በአማራጮቹ ፊደላት ፊት ለፊት በተሰጠው ሳጥን ውስጥ ይህን ምልክት (✓) በመጠቀም እንዲሁም ክፍት ቦታ በተሰጠበት ደግሞ መልስ ይሆናል ብላችሁ የምታስቡትን በመፃፍ አመልክቱ።

1. አብዛኛውን ጊዜ የኅላዘማ ቴሌቪዥን መምህርህ/ሽ የእለቱን የንባብ ትምህርት የምታስተዋውቀው እንዴት ነው?

ሀ. የንባቡን ርዕስ በቃል በመንገር

ለ. ከንባቡ ጋር ግንኙነት ባላቸው ጥያቄዎች ላይ አጭር ውይይት እንድታደርጉ በማድረግ

ሐ. ሌላ ካለ ዘርዘር/ሪ -----

2. የኅላዘማ ቴሌቪዥን መምህርህ/ሽ የንባቡን ርዕስ ወይም ከንባቡ ርዕስ ጋር ግንኙነት ባላቸው ስዕሎች (pictures) ላይ ተንተርሰህ/ሽ ንባቡ ስለምን እንደሚያወራ እንድትገምት/ቺ ታበረታታለች?

ሀ. አዎ ታበረታታለች

ለ. አታበረታታም

3. የኅላዘማ ቴሌቪዥን መምህርህ/ሽ ንባቡን ከማንበብህ/ሽ በፊት አንዳንድ ቁልፍ የሆኑ ቃላትን ታስተምራለች?

ሀ. አዎ ታስተምራለች

ለ. አታስተምርም

4. የኅላዝማ ቴሌቪዥን መምህርህ/ሽ በንባቡ ውስጥ የሚገኙትን አዲስ ቃላት (new words) በንባቡ መሰረት ያላቸውን ፍቺ እንድትገምት/ቺ ታበረታታለች?

ሀ. አዎ ታበረታታለች ለ. አታበረታታም
5. በክፍል ውስጥ አብዛኛውን ጊዜ የንባብ መልመጃዎችን የምትሰራው/ሪው እንዴት ነው?

ሀ. በቡድን ለ. በጥንድ ሐ. በግል

መ. ተማሪና መምህር በጋራ በመሆን (whole class)
6. የኅላዝማ ቴሌቪዥን መምህርህ/ሽ ለንባብ ወይም ለውይይት በቂ ጊዜ ትሰጣለች?

ሀ. አዎ ትሰጣለች ለ. አትሰጥም
7. በክፍል ውስጥ ለምትሰራው/ሪው የንባብ ጥያቄዎች የኅላዝማ መምህርህ/ሽ መልሱን በቀጥታ ከመንገር ይልቅ እራስህ/ሽ ንባቡን በደንብ አንብቦህ/ሽ ለጥያቄዎቹ መልስ እንድትገኝ/ኚ ታበረታታለች?

ሀ. አዎ ታበረታታለች ለ. አታበረታታም
8. የኅላዝማ ቴሌቪዥን መምህርህ/ሽ ንባቡን ከሌሎች የቋንቋ ክህሎቶች (ንግግር፣ ጽህፈትና ማዳመጥ) ጋር አዋህዳ ታስተምራለች?

ሀ. አዎ ታስተምራለች ለ. አታስተምርም
9. የኅላዝማ ቴሌቪዥን መምህርህ/ሽ ከክፍል ውጪ ሌሎች መጽሃፍትን እንደምርጫህ/ሽ በየጊዜው እንድትነብ/ቢ ታበረታታለች?

ሀ. አዎ ታረበታታለች ለ. አታበረታታም
10. የእንግሊዘኛ ቋንቋ ንባብ ክህሎት የማስተማር ዘዴን በተመለከተ የኅላዝማ ቴሌቪዥን መምህርህ/ሽ ጠንካራና ደካማ ጎኖች ምንድናቸው ብለህ/ሽ ትገምታለህ/ትገምቺያለሽ? ካለ ዘርዘር/ሪ

ሀ. ጠንካራ ጎኖች -----

ለ. ደካማ ጎኖች -----

Appendix E: Non-Plasma school students' questionnaire

Dear students,

This study aimed at comparing the methods of teaching reading employed by classroom teacher and classroom teacher. The success of the study is directly dependent up on the care and genuineness with which you answer each item. Since your answers will be treated with the strictest care feel free to answer all questions frankly.

Your cooperation will greatly be appreciated

Thank you in advance.

Instruction

Please, indicate your response for each question by putting this (√) mark in the box in front of your letter of choice for close-ended questions, and by writing your opinions in the blank space provided for open-ended question.

1. How does your classroom teacher introduce the day's reading lesson?
 - A. By telling you the topic of the lesson orally
 - B. Through short discussion
 - C. Others (if any) _____

2. Does your classroom teacher encourage you to predict what the text is about based on its title or pictures related to the topic?
 - A. Yes
 - B. No

3. Does your classroom teacher pre teach a set of key words selected from the passage?
 - A. Yes
 - B. No

4. Does your classroom teacher encourage you to guess at word meanings from context?
 - A. Yes
 - B. No

5. What types of classroom organizations does your classroom teacher usually employ for reading activities?

A. Group discussion

B. Pair work

C. Individual activity

D. Whole class discussion

6. Does your classroom teacher give you ample time for reading and discussion?

A. Yes

B. No

7. Does your classroom teacher encourage you to find the answer yourself instead of telling you what it is?

A. Yes

B. No

8. Does your classroom teacher integrate reading text with other language skills?

A. Yes

B. No

9. Does your classroom teacher encourage you to read daily other materials at your disposal outside the classroom (extensive reading).

A. Yes

B. No

10. What do you think are the strengths and weakness of your classroom teacher in teaching reading skills? Mention if any:

A. Strengths _____

B. Weaknesses _____

Appendix F: በክፍል መምህር (ያለገላገማ ቴሌቪዥን) በሚማሩ ተማሪዎች የሚሞላ መጠይቅ

አዲስ አበባ ዩኒቨርሲቲ
የቋንቋዎች ጥናት ተቋም

የውጭ ቋንቋዎችና ስነጽሁፍ ትምህርት ክፍል

ውድ ተማሪዎች

ይህ መጠይቅ የተዘጋጀው ከእናንተ ስለ መምህራችሁ የእንግሊዝኛ ቋንቋ ንባብ ክህሎት የማስተማር ዘዴ መረጃ ለማሰባሰብ ታስቦ ነው። የእናንተ በመጠይቁ ላይ የተዘረዘሩትን ጥያቄዎች አስተውሎ በቅንነት መመለስ ለሚደረገው ጥናት ከፍተኛ አስተዋፅኦ አለው። የምትሰጡት ምላሽ በምንም መልኩ የእናንተን የክፍል ውጤት የሚጎዳ ባለመሆኑ ነፃ ሆናችሁ እያንዳንዱን ጥያቄ በአግባቡ እንድትሞሉልኝ በአክብሮት እጠይቃለሁ።

ለምታደርጉልኝ ትብብር ሁሉ በቅድሚያ ልባዊ ምስጋናዬን አቀርባለሁ።

ትእዛዝ:- እባካችሁ በዚህ መጠይቅ ላይ ለተዘረዘሩት ጥያቄዎች መልሳችሁን በአማራጮቹ ፊደላት ፊት ለፊት በተሰጠው ሳጥን ውስጥ ይህን ምልክት (✓) በመጠቀም እንዲሁም ክፍት ቦታ በተሰጠበት ደግሞ መልስ ይሆናል ብላችሁ የምታስቡትን በመፃፍ አመልክቱ።

1. አብዛኛውን ጊዜ የክፍል መምህርህ/ሽ የእለቱን የንባብ ትምህርት የሚያስተዋውቀው/ የምታስተዋውቀው እንዴት ነው?

ሀ. የንባቡን ርዕስ በቃል በመንገር

ለ. ከንባቡ ጋር ግንኙነት ባላቸው ጥያቄዎች ላይ አጭር ወይይት እንድታደርጉ በማድረግ

ሐ. ሌላ ካለ ዘርዘር/ሪ _____

2. የክፍል መምህርህ/ሽ የንባቡን ርዕስ ወይም ከንባቡ ርዕስ ጋር ግንኙነት ባላቸው ስዕሎች (pictures) ላይ ተንተርሰህ/ሽ ንባቡ ስለምን እንደሚያወራ እንድትገምት/ቺ ያበረታታል/ታበረታታለች?

ሀ. አዎ ያበረታታል/ታበረታታለች

ለ. አያበረታታም/አታበረታታም

3. የክፍል መምህርህ/ሽ ንባቡን ከማንበብህ/ሽ በፊት አንዳንድ ቁልፍ የሆኑ ቃላትን ያስተምራል/ ታስተምራለች?

ሀ. አዎ ያስተምራል/ ታስተምራለች

ለ. አያስተምርም/አታስተምርም

4. የክፍል መምህር/ሽ በንባቡ ውስጥ የሚገኙትን አዲስ ቃላት (new words) በንባቡ መሰረት ያላቸውን ፍቺ እንድትገምት/ቺ ያበረታታል/ታበረታታለች?

ሀ. አዎ ያበረታታል/ታበረታታለች

ለ. አያበረታታም/አታበረታታም

5. በክፍል ውስጥ አብዛኛውን ጊዜ የንባብ መልመጃዎችን የምትሰራው/ሪው እንዴት ነው?

ሀ. በቡድን ለ. በጥንድ ሐ. በግል

መ. ተማሪና መምህር በጋራ በመሆን (whole class)

6. የክፍል መምህር/ሽ ለንባብ ወይም ለውይይት በቂ ጊዜ ይሰጣል/ትሰጣለች?

ሀ. አዎ ይሰጣል/ትሰጣለች

ለ. አይሰጥም/አትሰጥም

7. በክፍል ውስጥ ለምትሰራው/ሪው የንባብ ጥያቄዎች የክፍል መምህር/ሽ መልሱን በቀጥታ ከመንገር ይልቅ እራስህ/ሽ ንባቡን በደንብ አንብቦህ/ሽ ለጥያቄዎቹ መልስ እንድትገኝ/ኚ ያበረታታል/ታበረታታለች?

ሀ. አዎ ያበረታታል/ታበረታታለች

ለ. አያበረታታም/አታበረታታም

8. የክፍል መምህር/ሽ ንባቡን ከሌሎች የቋንቋ ክህሎቶች (ንግግር፣ ጽህፈትና ማዳመጥ) ጋር አዋህዶ/አዋህዳ ያስተምራል/ታስተምራለች?

ሀ. አዎ ያስተምራል/ ታስተምራለች

ለ. አያስተምርም/አታስተምርም

9. የክፍል መምህር/ሽ ከክፍል ውጪ ሌሎች መጽሃፍትን እንደምርጫህ/ሽ በየጊዜው እንድትነብ/ቢ ያበረታታል/ታበረታታለች?

ሀ. አዎ ያበረታታል/ታበረታታለች

ለ. አያበረታታም/አታበረታታም

10. የእንግሊዘኛ ቋንቋ ንባብ ክህሎት የማስተማር ዘዴን በተመለከተ የክፍል መምህር/ሽ ጠንካራና ደካማ ጎኖች ምንድናቸው ብለህ/ሽ ትገምታለህ/ትገሚቺያለሽ? ካለ ዘርዘር/ሪ

ሀ. ጠንካራ ጎኖች -----

ለ. ደካማ ጎኖች -----

Appendix G: Plasma school teachers' interview

Dear teacher,

I am conducting a research on methods of teaching reading employed by plasma teacher and classroom teacher. Your cooperation will have a tremendous contribution to the successful completion of this study. Thus, you are kindly requested to provide your genuine responses.

Thank you in advance for your cooperation

1. Before the actual act of reading begins, what does the televised teacher do in order to facilitate students' comprehension of a text they are going to be involved in?
2. During the reading process how does the televised teacher help students understand the text better?
3. After the actual act of reading process takes place, how does the televised teacher help students extend their initial understanding of the text and develop more meaningful interpretations and connections of reading activities to life situations?
4. What types of classroom organizations does the televised teacher usually use in the reading class?
5. Does the televised teacher encourage students to read extensively other materials at their disposal outside the classroom? If you say 'yes' how?
6. What are your major roles in the reading class? Are you satisfied with the roles and time given you to carry out your responsibility?
7. How do you see the plasma television instruction in general? What are its strengths and weaknesses in teaching reading skills?

Appendix H: Non-Plasma school teachers' interview

Dear teacher,

I am conducting a research on methods of teaching reading employed by televised teacher and classroom teacher. Your cooperation will have a tremendous contribution to the successful completion of this study. Thus, you are kindly requested to provide your genuine responses.

Thank you in advance for your cooperation

1. Before the actual act of reading begins, what do you do in order to facilitate students' comprehension of a text they are going to be involved in?
2. During the reading process how do you help students understand the text better?
3. After the actual act of reading process takes place, how do you help students extend their initial understanding of the text and develop more meaningful interpretations and connections of reading activities to life situations?
4. What types of classroom organizations do you usually use in the reading class?
5. Do you encourage students to read extensively other materials at their disposal outside the classroom? If you say 'yes' how?