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SOSYAL BİLİMLER ENSTİTÜSÜ

ENHANCING READING COMPREHENSION BY USING VIDEO IN EFL.

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ABSTRACT

The study consists of of five chapters, aims at comparing two reading teaching techniques in, EFL classes, i.e.The Traditional Reading Teaching Technique, and Reading Teaching by using video. The aim is also to denote the effect of video on comprehension. The study was administered to two groups whose levels are the same.

In the first chapter, the definition of reading, the problems in reading classes, and the use of video are briefly emphasized. The brief outline of various language teaching to reading is summarized. At the end of this chapter, the purpose of this study and limitations are explained.

In the second chapter, the role of reading in EFL class, what the comprehension is, are mentioned. And also the importance of cultural background, and activated knowledge in reading comprehension are emphasized. Finally, the researches on comprehension by supplied visual cues are reviewed.

The third chapter deals with the research design, selection of subjects. The two techniques used in this study are explained in this chapter.

The fourth chapter presents statistical analysis which derived from the data obtained from the tests.

In the fifth chapter, statistical interpretations are discussed, and the conclusion is drawn and suggestions for futher research are mentioned.

LIST OF ABBRIVATIONS

ESL	English as a Second Language
EFL	English as a Foreign Language
ESP	English for Specific Purposes
TVRP	The Television Reading Program
N	Number of Students
X	Mean score
S.D	Standart Deviation
t	The t value
p	Probablity

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CHAPTER I

INTRODUCTION

1. BACKGROUND TO THE PROBLEM

ESL students are not just concerned with speaking; they want to be read and write as well as speak the language. Reading must be considered an essential component of every language program. Reading is a skill that everyone needs whether S/he is a student in elementary, secondary school or university. According to Amy J. Sanka (1986: 120), there are a lot of reasons for giving reading a more central place in a language program. A student may read for pleasure, to get information, or for specific needs.

Today, especially in language programs designed to meet specific needs, many teachers realize that the skill students need most is reading.

Fraida Dubin stated that;

"By all measures, reading would seem to be the most attainable language skill for students in countries where English is not widely spoken. While it is almost impossible to achieve fluency in speaking without the opportunity to practice frequently with native speakers, reading requires only a text and a readers, and possibly a dictionary". (1986: 125)

Reading is basically regarded as information processing. Reading is simply comprehending written language. Through reading people reconstruct the message encoded by the writer. Many attempts have been made to define or describe the nature of reading. It is generally agreed that there are two levels as John Greenwood assumed

there is first a basic visual task, that of deciphering the marks on the page, the brain receiving signals from the eye; Secondly, there is a cognitive task, that of interpreting the visual information (1985: 81-82).

For a reading task, the reader needs the skill of interpretation, that is, the ability to solve the problem of unlocking meanings by adding together a number of associations. Kolers says that more information is contributed by the reader than by the print on the page (1969. 100). According to Rivers, the reader must learn to extract from the graphic script three levels of meaning: (1978: 202).

1. Lexical meaning: the semantic implications of the words and expressions.
2. Structural meaning: which is expressed at times by semantically empty function words and also by interrelationships among words.
3. Social-cultural meaning: the evaluative dimensions which English-speaking people give to words in their culture.

Social cultural meaning is the most difficult part to interpret for a foreigner. This is meaning which springs from shared experiences, values and attitudes. Rivers argues that when this type of meaning is not taken in to account or when students interpret an English text according to their own cultural experiences, distortions and misapprehension result. Living among English-speaking people for a long period will give a student insight into this aspect of meaning but the average student will need at first to depend on footnotes and the teacher's explanations. By having cultural meaning, the student will come to a deeper understanding of the full meaning of many texts.

Ronald Mackay (1979: 80) stated that a typical taxonomy of comprehension skills would include, the ability to

extract the literal meaning from the text, to identify the main ideas of facts supporting details and the relationships between ideas or facts, and to identify larger units of text which convey "thought units" or "units of information" essential to the development of the information.

Thorndike (1971) summarized the comprehension process in the way:

"... understanding a paragraph is like solving a problem in mathematics. It consists in selecting the right elements of situation, putting them together in the right relations, and also with the right amount of weight or influence or force for each. The mind is assailed as it were, by every word in the paragraph. It must select, repress, soften, emphasize, correlate and organize, all under the influence of the right mental set of purpose or demand" (Thomas P.Gorman. 1989: 159).

Good comprehension, therefore, depends upon the correct interpretation of the linguistic signals, words and cultural meaning of a text and the background of reader.

1.1 APPROACHES TO TEACHING READING

There are various language methods to teach reading. These approaches will be mentioned briefly.

- a. Grammar-Translation Approach: The main purpose of this method is to help students read foreign language literature. Grammar rules and vocabulary are taught through reading. Little attention is paid to the context of texts.
- b. The Direct Approach: Reading is regarded as a source of context for oral drills. Reading comprehension questions are handled orally, and proceed much like

- a pattern-practice drill. A teacher-centered classroom situation is absorbed in this method.
- c. Reading Approach: In this approach the acquisition of vocabulary is considered important. Pronunciation is not as important as vocabulary. Eskey summarized this approach: "Part of our responsibility as teachers of reading must be, first, to identify the problem structures, and second, to find some effective means of teaching our students to read them with understanding (Silberstein, 1987: 29).
- d. Audio-Lingual Approach: In this approach, it is assumed that reading instruction can proceed only after students have developed a working knowledge of the spoken language. Reading text reinforces the spoken language and provides cultural information that contextualizes speech. Pronunciation is important here (Silberstein, 1987: 28).
- e. Cognitive Approach: In this approach, reading is viewed as a complex information-processing skill. The reader is seen as an active, planning, decision-making individual. The importance of comprehension is emphasized. There is contextualization of all teaching points through the use of visual aids, stories or other appropriate means (Silberstein, 1987: 30-31).
- f. Interactive Approach: This approach emphasizes that meaning is not fully present in a text waiting to be decoded. Rather, meaning is created through the interaction of text and reader. Background knowledge of the reader facilitates comprehension. This brings "schema theory", and the lack of schema availability prevents comprehension. An interaction between thought and language determines students' efficiency in reading (Silberstein, 1987: 31).

Reading is a multifaceted, complex skill made up of a number of psychological, physical and social elements. Few students, even after years of study, are able to read English easily. The vocabulary and syntax of newsmagazines, novels and nonfiction books seem quite beyond the reach of most students. These materials, which also bring real life into a classroom, are what teachers want their students to read. Students must go beyond the language textbook if they are to achieve a level where they can read for the purpose of learning.

Students at the Engineering Faculty of Anadolu University are not very good at reading comprehension and reading is the most useful skill for them, since they are expected to read the scientific books about their branches.

Charles Alderson suggested that,

"... no language text is ever complete in itself. In order to be comprehended in a satisfactory manner, the text must be related to the reader's background knowledge ..."
(1984: 45).

If the text is not related to the reader's background knowledge, students need some extra information. The use of video can supply this kind of information. The English language teaching videotape is a recent addition to the resources of audiovisual centers around the world. Not only it is as easy and flexible to use as a cassette, but it has the added advantage of sound, picture, and motion combined. The use of video affords the opportunity to show the relationship between language and paralinguistics. According to Miller and Brennan (1986: 286), an English language teaching videotape can be used as an additional context to reinforce a language point.

As skerrit (1984: 268) stated, if students learn

linguistic skills without the cultural background knowledge, they will misconstrue and misuse that foreign language. If, on the other hand, students study some aspects of a foreign culture by its literature, translated into, and expressed in their mother tongue without having the knowledge and skill of the target language, they will miss a great deal of authenticity of the original. Thus, every foreign language course should be a part of an integrated, coherent, interdisciplinary program in which students of foreign languages have to perceive and communicate, that is, speak, hear, write and read, the multifaceted knowledge in a foreign language. Video can be the most valuable aid in this whole learning process.

According to Richard Schwartz (1986: 16), there are numerous benefits of using video in a language class, for example, immediacy, visual sense in learning authenticity interpreting the meaning of a text.

Jack Lonergan stated that printed materials have the great advantage of performance and the learner can keep the text for prolonged study. The language content of the text can be subjected to detailed study; syntax and morphology can be studied at leisure. But printed materials give students little information about how the language is spoken and also contextual cues are limited (1984: 41). The use of video can provide these. Sometimes the printed texts are too dogmatic and didactic and do not seem to offer the student the reader, an opportunity to comprehend the meaning of a text as a whole. Neither any source of extra or paralinguistic clues nor illustrations to interpret the meaning are provided to supplement the text. But these visual cues are very important for the comprehension.

1.2 PROBLEM

The problem this study is set up as below: "Will making use of video in reading classes enhance students' reading comprehension skills?"

1.3 THE PURPOSE OF THE STUDY

The general aim of this study is to find if there is a significant difference between two groups who were taught through the traditional reading teaching technique, and teaching reading by using video as a supporting aid.

In this study, the following questions will be answered:

1. Is there a significant difference between the mean scores of the two groups of students obtained from three reading-comprehension tests given before any type of teaching done in the classroom (i.e.difference in pre-test scores)?
2. Is there a significant difference between the mean scores of the control group in pre-tests (i.e.three reading-comprehension tests given prior to reading activities in the classroom) and post-tests (i.e.three reading comprehension tests given following traditional reading activities in the classroom)?
3. Is there a significant difference between the mean scores of the experimental group in pre-tests (i.e.three reading comprehension tests given prior to reading activities in the classroom) and post-tests (i.e.three reading comprehension tests given following reading activities by using video as a supporting aid)?
4. Is there a significant difference in the mean scores

of the control group and the experimental group in post-tests?

1.4 LIMITATIONS

In this study:

1. Only three reading passages were used.
2. The level of the students was limited to the intermediate level and the students were second year students at the Engineering Faculty of Anadolu University.
3. This research was limited with the given time, i.e. 90 minutes for each material.

1.5 ASSUMPTIONS

To show that there is not a significant difference between general English levels of the control and experimental groups, it is an agreeable way to compare students' scores in the first mid-term examination by using the independent samples of the t-test.

The researcher behaved objectively on activities in both groups.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the definition of reading and the role of reading in a language class will be mentioned. The importance of word-recognition, activated knowledge, and cultural knowledge of the target language community in reading comprehension will be explained. Also other research findings will be stated.

2.1 WHAT IS READING?

Until the mid 1960 s, teachers trained in the audiolingual approach were taught that language was speech; reading was simply speech written down. Reading instruction, then, could proceed only after students had developed a working knowledge of the spoken language. The natural order of language instruction was taken to be listening, speaking, reading and then writing. Many language programs ignored the teaching of reading (Sandra Silberte in. 1987: 28). Muriel Sauille-Troike noted (1973) the importance of reading in this way:

"It has been more than a decade since the linguistic and psychological theories on which the audio-lingual method was based were first called into question, and the method itself is now undergoing intensive reassessment. It is my belief that out of this reassessment, which is long overdue, the role of reading will assume a more significant place than it has had in the recent past".

Today many teachers are seeking to increase the effort

applied to learning and teaching a command of the written language, and especially to the learning and teaching of reading. Reading was emphasized by the grammar-translation and the direct method. The emphasis was shifted to spoken English by the audiolingual method. It didn't lose its importance completely, because people could contact the foreign culture, technology etc. through reading. As the classroom for an EFL student is the only places that he uses the language and as the study is done mostly with the textbooks. As Fraida Dubin (1986) Ronald Mackay (1979) stated, the teachers should give the necessary importance to "Reading". First of all, we must find a definition for reading: What do we understand by this term? What is reading exactly?

Goodman (1971: 260) has described reading as a:

"Psycholinguistic process by which the reader, a language user, reconstitutes as best as he can a message which has been encoded by a writer as graphic display".

As for Lansdown (1974) "Reading is an activity prized beyond all others, except speaking" It is known that reading consist of making out the meaning of written language. Having this statement as a starting point it is possible to form some definitions. As Eddie Williams says; "Reading is a process whereby one looks at and understands what has been written" (Williams, 1984: 2-3).

For walter Barbe, "Reading is essentially a process of communication from the printed page to the student. It is a thought getting process" (Walter B.Barbe, 1965: 6). Doris Gunderson indicates "Reading has been interpreted as the process of translating from which the native speaker can already derive meaning" (1970: 38). Though the definitions are quite varied, all seem to grasp the fundamental idea

that to read is to comprehend what is read. It can be concluded that reading is not a simple mechanical skill; it is essentially a thoughtful process. It can embrace all types of thinking, judging, imagining, reasoning.

Reading seems to be the most attainable language skill for students in countries where English is not widely spoken. While it is almost impossible to achieve fluency in speaking without the opportunity to practice frequently with native speakers, reading requires only a text and a reader and possibly a dictionary. To get the meaning of a text, the reader and the writer should have certain things in common. They should write and understand the same language, the vocabulary that the writer uses should be understandable, and the reader's previous knowledge that he brings to the text is also important. For satisfactory communication, these problems have to be solved.

The most typical use of reading in a foreign language class is to teach the language itself. Reading helps use the language. We read for information and for pleasure. As a foreign learner reading is used to help us learn the language, but a native speaker uses knowledge of the language to help him read (E.Williams. 1984: 4). Reading is the skill in which the students will have the greatest ability at the end of their language study. The ability to read will stay with them longer than the other skills, and this skill will be the most convenient to use. It is clearly of great importance that students should be trained to read for information and that such reading should be geared to work that is expected of them now or later in scientific and technical subjects (Allen and Campbell, 1971: 173).

Reading can be broken down into "enabling skills" so teachers can be more successful in teaching students how to read with understanding and efficiently. These "enabling skills" are:

1. Recognizing words and phrases in English.
2. Using one's own knowledge of the outside world to make predictions about and interpret a text.
3. Retrieving information stated in the passage.
4. Distinguishing main ideas from subsidiary information
5. Deducing the meaning and use of unknown words that contribute nothing to interpretation.
6. Understanding the meaning and implications of grammatical structures, e.g: cause, result, purpose, reference in time.
7. Recognizing discourse markers.
8. Recognizing the function of sentences.
9. Understanding relations within the sentence and the text.
10. Extracting specific information for summary or notetaking.
11. Skimming to obtain the gist and recognize the organization of ideas within the text.
12. Understanding implied information and attitudes.
13. Knowing how to use an index, a table of contents, understanding layout, use of headings, etc. (Jane Willis, 1981: 142).
14. Draw conclusions and make inferences.

Visual aids can be used in the teaching of reading to obtain better comprehension. In real life when we pick something up to read, we usually know roughly what is written and what it is going to be about. We rarely read anything in a "vacuum". Reading passages in language textbooks are taken out of their normal contexts so we have fewer clues as to what they might be about and the task of reading with understanding is, therefore, more difficult. Pictures and titles help us to predict the subject matter, but students need both guidance and motivation in order to

read with purpose and satisfaction. The way a teacher introduces a reading passage can be vital.

In short it can be concluded that reading aims a valid goal in the second language classroom. The goal of reading is to be able to read comfortably in the foreign language.

2.2 THE ROLE OF READING IN A LANGUAGE CLASS

As it was mentioned earlier in this study, reading is the most important skill of all for most students of English. But what is the role of reading? What is the use of dealing with the reading passages in the classroom?

Reading in the real sense is really getting meaning from symbols and reading comprehension is one of the skills acquired. "Reading comprehension" is usually done silently and it is called silent reading. The teacher's responsibility is to select the material which is relevant to student interest and at the same time within the student's knowledge of language. The subject of reading materials should be of high interest and relate well to the background of the reader, since strong semantic input can help compensate when syntactic control is weak. The interest and background knowledge will enable the student to comprehend at a reasonable rate and keep him involved in the material in spite of its syntactic difficulty (James Coady, 1979: 12). In reading for comprehension, the objective is getting the general idea of the text, reading and then segmenting it into smaller units of specific information. Students with this kind of comprehension should have reached a certain linguistic level of comprehension. The transition from the stage of reading aloud to reading for comprehension is not a sudden one.

Teachers want learners to read for the following reasons:

- i. Learners can have further practice of language that they have already met through listening and speaking.
- ii. Learners can learn how to make sense of texts, in order to extract the information they need for them.
- iii. Learners can practice language in order to re-use it in writing.
- iv. Learners can find enjoyment through reading.
- v. Teachers can relax from time to time in the classroom (Williams, 1984: 13).

The function of EFL reading is to learn to read the foreign language. If the students do not have the need to use the foreign language outside the classroom, then the students' motivation will be low (Nuthall, 1983: 3). For this reason, students should be given the materials that reflect the authentic purposes for which people do read. This may help them realize that reading involves getting of meaning out of a text for some purpose.

According to Eskey, the point of reading class must be reading-not reinforcement of oral skills, not grammatical or discourse analysis, and not the acquisition of new vocabulary. Improvement in any of these areas can make reading easier, but none of them is reading and none contributes directly to the one legitimate goal of a reading class. If the students stop reading when the reading class ends, the course has not achieved what such a course should achieve, no matter how well the students may have scored on a test of the grammar or vocabulary or even of the content of the reading in that class. It is a skill, not a content, that a reading class should teach (David, E. Eskey, 1986: 130).

The good reading class most, therefore, include extensive as well as intensive reading. The aim of reading lesson is to develop students ability to extract the message

the text contains. So it is not the same as in a language development lesson. In a reading lesson the teacher tries to get the student to make use of the knowledge he already has, in order to acquire new messages. The texts that are used must have authentic purposes: to inform, to entertain and so on. In the reading lesson it is the student, not the teacher, who does most of the studying. The students have to develop the ability to read on their own. Not to promote reading problems, teachers should minimize the help (Nelson, Gayle, L., 1984: 2-3).

Language and reading lessons are different in the type of text and the procedures that are used. In a reading lesson we need to use texts that have been written not to teach language, but for any outhentic purposes of reading as it was mentioned above. Procedures used in reading class will also require different kinds of texts to make different demands on the reader. Different readers, on the other hand, may respond in different ways to the same text. They base their responses on a correct literal understanding of the writer's message.

A reading program should give attention to the skill of reading alone and for its own sake (practices such as having individuals read aloud or choral reading skill, since effective reading occurs without references to the sounds of language) (Fraida, Dubin; 1986: 126).

In short, every language class should have reading lessons.

2.3 READING COMPREHENSION

English as a second language (ESL) reading is understood in terms of

"matching the flexibilty of educated native speaker as he performs all reading-related

task presented in his environment. These include reading and understanding news papers and popular magazines, personal letters, business correspondence, official documents, such as: driving licence application forms, stories, academic textbooks, and scientific and technical reports" (Ronald Mackay, 1979: 6).

This means that the objective of an ESL reading course is to produce efficient ESL readers who, like educated native speakers, have a flexibility in performing all reading-related tasks in their environment.

In general, good comprehension means recognizing and understanding general ideas and specific facts and seeing how these ideas and facts are organized and developed (Amy L.Sonka. 1986: 120). The comprehension of written language involves a large number of factors; lexical, grammatical, and cultural meanings, connection between sentences, paragraph structure, the organization of larger selections, and many other elements. Connected discourse calls for reading skills in addition to those required for the reading of individual sentences. Just as a student who reads word-for-word may end up failing to comprehend the meaning of the sentence in which the words occur, a student may read sentence-by-sentence and fail to grasp the meaning of a paragraph because he does not sense the relationships between sentences (Vivian Horn. 1975: 216).

Reading requires four major skills in order to obtain good comprehension;

1. Eye movement: It is the ability to move the eyes in a conventional way.
2. Visual discrimination: It is the ability to distinguish one letter from another.
3. Association: It is the mental bond formed between visual marks-letters and written words and the speech sounds which they represent, and the meanings

which sequences of speech sounds represent.

4. Interpretation: It is the ability to solve the problem of unlocking meanings by adding together a number of associations (Charles W. Kreidler, 1975: 177-178).

The reader attempts to understand the meanings conveyed by the text by using these four skills.

Most accounts of the reading comprehension process focus on three elements: the text being read, the background knowledge possessed by the reader, and contextual aspects relevant to interpreting the text. Another element that is important in a discussion of reading comprehension is the reader's intent. The level of detail learned from text will vary depending on what the reader wants to learn from text. People acquire gist and plot from fiction because that is primarily what they want. The researcher acquires detail from research reports because that is what he or she is reading for. But in addition to level of detail, reading intent can also affect the nature of the information that is acquired from text.

2.3.1. Word Recognition

Smith (1971) has argued that letter-by-letter or word-by-word reading will prove extremely detrimental because the meaning of one word will be forgotten before the next word is built and thus no meaningful relationships will be established between the words. No comprehension will be possible.

Reading, like listening, is a receptive skill. They involve the use of incomplete data input in predicting and anticipating what probably follows-what the receiver has not yet heard or seen. Input is graphic for the reader, but for the good reader there seems to be no intermediate

phonological level of processing. Reading involves the use of syntactic information in determining meaning, and readers should process words in groups rather than as single lexical items.

Readers have been focusing first on the structure or grammar of written language, the order of words and their interrelationship, but of course they carry meaning which must be decoded during the reading process. The semantic content of individual words and expressions remains an essential building block in structures, and there is a higher correlation between reading achievement and the recognition of individual lexical items than between reading achievement and knowledge of grammar, speaking fluency, or any other linguistic skill (Murrell Savilla Troike. 1979: 28-29).

According to Laufer and Benson, it is not necessary to understand every word of a passage in order to discover its meaning. In the first place, not every word is essential, secondly some unknown words can be guessed if the reader uses contextual clues. The better readers, it is said, are those who use such clues more efficiently, they are better guessers (Laufer, M. Bensaussan. 1986: 139). Morphemic and contextual clues help readers for word-recognition skill.

Morphemic clues: are those within the form of words which signal part of meaning. These include plural and possessive suffixes, verb inflections, comparative forms and derivational affixes. Students first need to identify each as they develop word recognition skills, understand the function of each in context, and then practice for quick recognition of such structural clues.

Contextual clues: allow good readers to deduce the meaning of unfamiliar words. In the direction of deducing the meaning of words from context, students should be taught

to recognize and interpret such explicit clues as actual definition, explanation, comparison, or contrast in the text.

Phrase-reading skill is the ability to process meaningful groups of words at a glance instead of word-by-word deciphering. Students must be able to recognize meaningful grammatical units, and be selective in their perception of which elements are the most important to meaning. Recognizing meaningful groups of words is a big step in the direction of recognizing redundancies in the language and using them to predict what follows.

Reading comprehension is considered as the ability of the student to understand both content words (nouns, verbs, adjectives, and adverbs) and function words (prepositions, pronouns, conjunctions, and auxiliary verbs).

Content words contain the message or idea, whereas function words connect the ideas cohesively in a larger context (Donald Sim, Marsha Bensousson, 1979: 36). A facility in interpreting the interaction of the two kinds of words is necessary for effective comprehension of the context in which they operate.

2.3.2. Interpreting

It has been established that there is a severe limit to the amount of information that we are able to receive, process, and remember. The reader, therefore, does not use all the information on the page but rather must select the most productive language cues in determining the message of the writer. From this it follows that reading is necessarily a rapid process which could not proceed word by word.

Research has shown that reading is only incidentally visual (Kalers. 1969). More information is contributed by the reader than by the print on the page. That is, readers

understand what they read because they are able to take the stimulus beyond its graphic representation and assign its membership to an appropriate group of concepts already stored in their memories.

Goodman summarizes the psycholinguistic perspective of reading:

"Reading is a selective process. It involves partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation. As this partial information is processed, tentative decisions are made to be confirmed, rejected or refined as reading process" (Goodman. 1970: 260).

This definition, firstly, assumes that reading is an active process. The readers forms a preliminary expectation about the material, then selects the fewest, most productive cues necessary to confirm or reject that expectation. This is a sampling process in which the reader takes advantage of his knowledge of syntax, discourse, and the "real world". Skill in reading, therefore, depends on precise coordination of a number of special skills.

Clark and Silberstein suggested that secondly, reading must be viewed as a twofold phenomenon involving process-comprehending-and product-comprehension.

Thirdly, reading involves an interaction between thought and language (M.A.Clarke and S.Silberstein. 1979: 49). Fries (1981) determined that the teaching of reading is, in fact, the teaching of thinking. The reader brings to the task a formidable amount of information and ideas, attitudes and beliefs. This knowledge, coupled with the ability to make linguistic predictions, determines the expectations the reader will develop as he read. Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world. Students must have "conceptual

readiness" for each task: reading activities must either hook into students' knowledge of the world, or the teacher must fill in the gaps before the task is begun.

According to Clark and Silberstein fourthly, psycholinguistic theory emphasizes the importance of using semantically complete reading. Researches show that reading errors change significantly as the reader progresses into a passage, supporting the position that the reader builds on a previous store of knowledge by adding information from the reading.

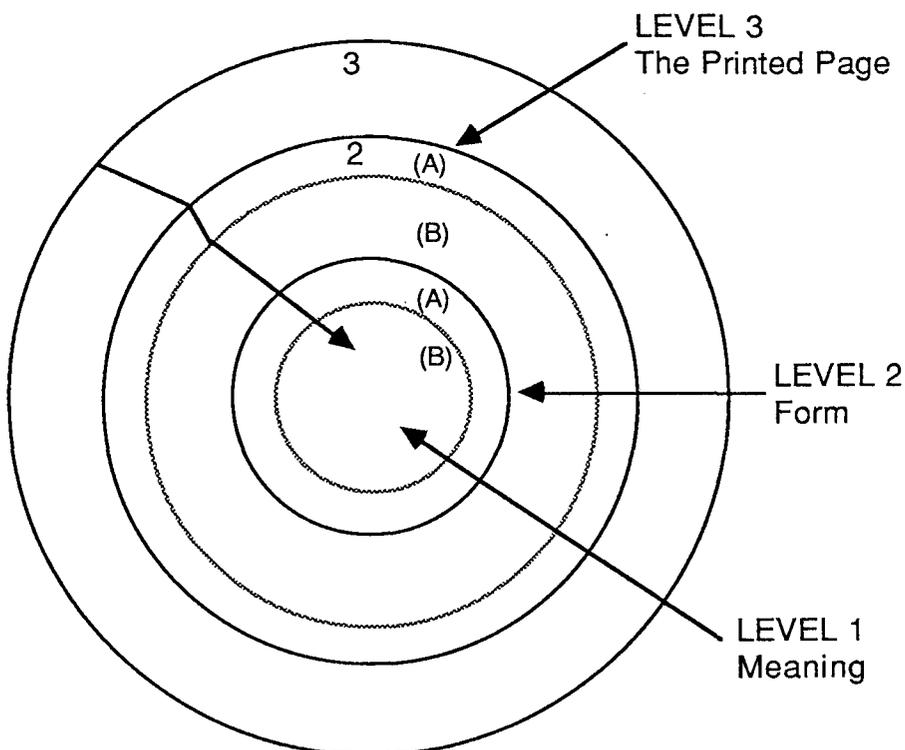
It is assumed that no two human beings learn languages at the same rate or in quite the same way. So interpreting of the reading passage changes among the individuals. And also information and experiences of the readers are different. These two facts offer a strong case for individualizing instruction. This gives all students ample practice.

A reader proceeds by decoding a series of verbal units in sequences, and ideally, in perfect detail. This he maintains is much too simple on model for what is in fact a complex performance involving many different kinds of skills. Goodman's typical reader responds to "graphic cues, guided by constraints set up through prior choices, his language knowledge, his cognitive styles, and strategies he has learned in forming "a perceptual image". The image is "partly what he sees and partly what he expected to see", and on this basis the "reader makes a guess or tentative choice" as to meaning of what the words he is reading (Gunderson, 1970: 117). But good reading must be something more systematic than guessing.

David E. Eskey (1979: 71) suggested a reader must process information at three levels simultaneously: the first is the printed page itself, the bundles of letters to be deciphered, then, at one remove, there is the level of

abstract form, which in the case of reading includes both rhetorical form, the structure of the text, and linguistic form, the structure of the sentences, phrases, words; and there is finally the inner level of meaning, both the meanings of the separate linguistic forms and the cumulative meaning of the passage as a whole. This is, of course, the language-typical situation, the simultaneous apprehension and linking of physical signal and abstract message; the reader's eyes read letters, the reader's brain reads forms, the reader's mind reads meaning. These are shown with a figure by David E. Eskey (1979: 71).

(Language proper falls between the dotted lines.)



LEVEL 3

A written product of the culture: a novel, journal, textbook, etc.

LEVEL 2

(A) Rhetorical form: the structure of the text.

(B) *Linguistic form: the structure of sentences, phrases, words*

LEVEL 1

(A) *Linguistic meaning: the meaning of sentences, phrases, words*

(B) Meaning: the meaning of the text.

Figure 1. The Reading Process.

Reading comprehension can be summarized shortly in this way; Reading is not a single skill but a process comprising a complex set of interrelated skills. These involve:

1. Recognizing English words and to build up an appropriate vocabulary.
2. Identifying sentence patterns.
3. Reading to typographic conventions.
4. Identifying "the longer passages that constitute thought units".
5. Following and evaluating the development of the information being presented (Ronald Mackay, Alan Maunford. 1979: 113).

The first three of these skills are those traditionally taught in the elementary stages of reading instruction. Moreover, the units used to teach these skills of recognition and structuring correspond more or less exactly to the units-speech sound, or letter, morpheme, word, group, phrase, clause and sentence. Teachers teach the rules by which the units of the language are put together to form the variety of sentence structures permitted in English, and this knowledge makes it possible for the reader with an adequate and appropriate vocabulary to understand the meanings of English sentences. The teaching of the last two skills in the list the-identification of longer passages which constitute "thought units" and the ability to follow

the development of a theme-are not provided for in instructional materials.

2.3.4. The Role of Activated Knowledge for Understanding Meaning

There are intricate relationships between general knowledge and the materials to be learned (John Bransford, Stein and Shelton, 1984: 32).

Stern and Albridge gave a passage to the students. Most of the students rated this passage as difficult to comprehend. The passage was given to the students without a title. The same passage was given to another group with a title and the passage became more sensible. And the students in the group learned the title after hearing the passage. The students who knew the title before hearing the passage scored higher than the others. This indicates that group where the title was not given before hand, the availability of potential information is, therefore, not sufficient for comprehension. Potential knowledge must be activated in order to facilitate people's abilities to understand and learn (Bransford and Johnson 1972, Dooling and Lachman 1971).

Some kind of passages are incomprehensible without the activation of additional information. People need no extra prompts or cues to understand a sentence like "The policeman held up his hand and the cars stopped"., but this does not mean that they need not activate relevant knowledge to understand it. In particular, the ability to understand this statement seems to involve knowledge that cars usually have drivers and that drivers apply their brakes in order to stop. But if it is assumed that there was an earthquake, which caused some parked cars to begin rolling down a hill. The given sentence, with the earthquake context, rules out

the possibility of assuming. Under normal situations, however, assumptions about "drivers who apply their brakes" seem to be made. The policeman example requires that one makes a connection between that outstretched hand and the cars stopping. People do indeed actively make assumptions in order to fill in the gap in messages and that they often think this inferred information was actually presented during the acquisition task.

There is a need to specify the kind of knowledge that must be activated in order for people to understand and learn. Some theorists said that the activation of additional knowledge will facilitate learning (Clark and Tulving. 1975: 268). Stein and colleagues argue that only certain types of elaborations facilitate understanding and learning. People must activate knowledge that clarifies the significance of to-be-learned information that makes it less arbitrary.

Activating knowledge that clarifies the significance of facts can also be important for acquiring new concepts or schemata.

Bransford, Stein and Shelton noted that:

"It is important to note, however, that the problem of learning frequently involves more than just remembering facts. In order to use information that may be accessible it is often necessary to understand the functions they serve" (1984: 38).

Effective learners attend to factual content but they also seem to seek information about the significance or relevance of facts. The ability to understand linguistic messages is not simply a function of "knowledge of a language"; that language comprehension depends on the availability of knowledge is not sufficient; it must be activated in order to facilitate people's abilities to

learn, and the use of general knowledge to generate and evaluate plausible assumptions provides a plan for identifying additional information that must be specified.

Charles Alderson stated that;

"...no language text is ever complete in itself; in order to be comprehended in a satisfactory manner, the text must be related to the reader's background knowledge; the process of relating text and background knowledge, which some writers have referred to as "making sense of texts", involves the reader in an active role. Hence reading is primarily a cognitive activity" (1984: 45).

2.3.5. Cultural Knowledge and Reading Comprehension

Since the late 1970s, a number of studies have investigated the effect of cultural background knowledge upon the comprehension, memory, and recall of texts. It has been shown that when a reader and writer share cultural assumptions and knowledge about social systems and rituals, there is a much higher level of interaction of the reader with the text than occurs when such assumptions and knowledge are not shared (Margeret Steffensen. 1987: 43).

Foreign language teachers and theorists have been aware of the fact that students from different cultures will bring different systems of background knowledge to the comprehension process.

Fries was the first American linguist to incorporate cultural background information into a description of meaning. In his analysis, there are three levels of meaning: lexical, grammatical, and social-cultural. Comprehension of the total meaning of a sentence occurs only when the linguistic meaning of the sentence is fitted into 'a social framework of organized information'. For mastery of a foreign language, he argues that "one must find some

substitute for the kind of background knowledge he has in his own language" (1945: 100).

But Margaret Steffenson and Chitra Joag-Dev (1984: 49) explained that there will be cultural interference at the effective level, in the connotative values of words and in the attitudes expressed in, and underlying the passage. Also there will be interference at the denotative level as well, and students must have a rather complete understanding of the background information if there is to be complete comprehension of a text.

River identifies differences in values and attitudes, especially at the lexical level, as one of the main sources of problems in a foreign language and one area in which significant progress can be made in understanding a foreign culture.

Goodman stated that "learning to read is easier when the cultural background is familiar and students can draw on cultural information in the decoding process.

Robinett (1979: 255) said that;

"Many things enter into comprehension: the students grasp of the subject matter of the reading, their understanding of the cultural content implicitly or explicitly expressed, and their ability to cope with the grammatical structures in the passage".

Language derives its meaning from the situations, or the contexts, in which it is used. A variety of means is suggested for providing the background information needed for mastery of a foreign language, such as; pictures, films literature, and descriptions of the teacher's own experiences in the target language.

The conceptual framework for the study was the schema theory of reading. Schemata are abstract cognitive

structures which incorporate generalized knowledge about objects or events (Anderson. 1977: 370). These abstract structures contain 'slots' which are filled with specific information bits as a text or message is processed. Three functions of schemata have been identified; first, schemata provide the basis for "filling the gaps in a text". Schemata permit a coherent interpretation through inferential elaboration. Second, schemata constrains a reader's interpretation of an ambiguous message. Third, it is by establishing a correspondence between things known, as represented by schemata, and the givens in a message that readers monitor their comprehension and know whether they have understood the text. If readers possess the schemata assumed by the writer, they understand what is stated and effortlessly make the inferences intended. If they do not, they distort meaning as they attempt to accommodate even explicitly stated propositions to their own preexisting knowledge structures.

2.4 TYPES OF READING

A reading program loses effectiveness if it does not include both intensive and extensive reading. Intensive reading refers to the kind of work done in the reading class. In addition to intensive reading, the student should be encouraged to read extensively outside of class. He does this kind of reading, not to remember details for the exam, but for general information and ideas as well as pleasure. This kind of reading is extensive reading. The two types of reading involve different objectives and different skills.

i. Intensive reading

Intensive reading involves a close examination of the

text to get the full meaning. Intensive reading can be silent or aloud, but it involves approaching the text under the close guidance of the teacher and student pay great attention to the text (John Munby, 1979: 142-143). Teachers are concerned with training their pupils to respond to the plain sense of words and sentences, and to see their implications to follow relationship of thought between sentences and paragraphs and to integrate information in the text. It is a kind of careful work a student may do when studying for an exam. Intensive reading deals with the study of those features of language, syntactical and lexical, which the reader draws on in order to decode the message (Poulston and Bruder, 1976: 163). It involves focusing on the new words and expressions, so that comprehension of the content will be possible. Intensive reading is a slow and careful reading in which all the information of the material read is noted carefully. It is of the utmost importance that at the beginning, all the difficulties in pronunciation should be removed for better comprehension. Usually scientific works and difficult literary pieces require intensive reading. The words and expressions should be written on the blackboard, pronounced, explained and used in the sentence by the teacher.

The main objective of the intensive reading is developing the ability to decode messages by drawing on syntactic and lexical clues, and the emphasis as in all reading, is on skills for recognition rather than for production of language feature (Paulston and Bruder, 1976: 163). Intensive reading helps the students extend their range of expression, increase their stock of vocabulary or idioms.

ii. Extensive reading

In extensive reading teachers want to develop the habit of reading, of reading for pleasure which involves the ability to read quickly, since we are more likely to enjoy books when we do not have to struggle through them. Extensive reading skills, then, are not concerned with a detailed examination of the text but involve, for example, reading for some specifically required information or to get the gist or general picture of the passage, chapter, or book (John Monby, 1979: 142).

The objective of extensive reading is to learn reading by reading (Poulston and Bruder, 1976: 199). Extensive reading generally requires silent reading which is more comprehensive and it needs training for control of eye movements, and the grasp of the meaning of the text read. It enables students to expand their technical achievement in many ways. By the help of extensive reading, students can increase the vocabulary stock and the ease and fluency of reading. The teacher should help the students learn how to read extensively so that they will enjoy reading. In order to encourage the students, the material assigned should not contain very many new vocabulary items and new structure points. Since the purpose is to provide a wide range of use and meaning contexts for known vocabulary and patterns. The student thus develops his skills in deducings of new words and in extending the lexical range of known items (William E.Norris, 1975: 208).

The use of extensive reading as a technique is a means of meeting individual differences. A student may select books that are of interest to him, and he may fit the quantity and difficulty of the books to his particular ability and level of achievement (Peter F.Oliva, 1969: 149). For extensive reading:

- i. Reading should be motivated by the teacher.
- ii. Difficult passages should be explained.
- iii. After the quick reading of the passage, a number of questions should be asked on the general content.
- iv. Silent reading must be builded up
- v. Students are asked to prepare summaries
- vi. And at the end it should be discussed in the classroom.

2.5 RESEARCH ON READING ACHIEVEMENT SUPPLIED BY VISUAL CUES

Bransford and Johnson in 1972 researched how comprehension depends on the activation of relevant knowledge. The procedure for illustrating how comprehension depends on the activation of relevant knowledge is to manipulate the availability of knowledge and assess the effects on comprehension and memory.

Bransford and Johnson read a passage to a group of students, called the No Knowledge Context Group. After hearing the passage, the group was asked to rate it for comprehensibility and then to attempt to recall it. People in this group rated the passage as very incomprehensible, and their recall scores were quite low.

In the second, group students who first saw the appropriate picture and then heard the passage rated the passage as very comprehensible. Furthermore, their recall scores were over twice as high as the first group's. This group was called the Appropriate Context Before Group.

Bransford and Johnson presented another group with the picture after hearing the passage. This group was called The Context After Group. Seeing picture after hearing the passage did not significantly increase their comprehension or memory scores. This group's comprehension or memory scores were relative to the No Knowledge Context Group.

Bransford and Johnson claimed that the some passage becomes quite comprehensible if one is supplied with an appropriate knowledge framework or context. They suggested that pictorial information provides a basis for interpreting the words and phrases that the passage contains. When one reads the passage in the context of the appropriate picture, it becomes clear.

Another study on reading achievement supplied by visual cues was made by Szabo and Landy in 1978. They used television-based Reading instruction in their research. The major question in their study was:

"Does TV bring high potential for the achievement of reading skill?"

The Television Reading Program (TVRP) was used in the study. It was a supplementary program using scripts from to-be aired, prime-time television shows, companion vocabulary and comprehension exercises in student booklets and teacher's guide.

Intermediate and junior high classes from Minneapolis and Chicago whose teachers volunteered to use the Television Reading Program. Forty classes each of grades four, six and nine were randomly assigned to TVRP or non-TVRP-for comparison.

All teachers were requested to use their scheduled reading instruction curricula during the 1978-1979 school year. Treatment teachers were requested to use, in addition, the nine TVRP script materials as supplementary reading in instruction.

The materials were distributed monthly to classrooms about three weeks before the program was aired. The aim was to enable classes to have advance knowledge of the popular shows, such as "Mark and Mindy" and "Eight is Enough".

In the Non-TVRP Group the script of the television

programs were used and also the same vocabulary and comprehension exercises with TVRP Group were used.

Later students' reading achievement was tested. The results of the tests showed that total score comparisons favor the TVRP group, that is, the total score were significantly higher than the Non-TV RP group. Szabo and Landy suggested that; their findings indicated that the TVRP instructional benefit should be greatest in the ability to recognize vocabulary terms, define them from context clues, identify synonyms, and recall facts and details presented in a reading selection (Educational Journal, 1981: 239)

CHAPTER III

THE METHOD

3.1 RESEARCH DESIGN

In order to find out if there is a significant difference between the two groups who were taught through teaching reading by using video as a supporting aid-in Group A, and the traditional reading teaching technique-in Group B, a cross-sectional, comparative study was employed.

The reading materials, first, were given to the students with the general reading comprehension questions and students were asked to answer these questions before the materials were taught in both groups. These tests were called 'pre-tests' and the same procedure was applied for each of the three reading materials. The pre-tests in the two groups was administered to the students in order to determine their levels and how much they comprehended without any help.

Later the reading materials were taught through the teaching of reading by using video technique in Group A (the experimental group), and the traditional teaching reading technique in Group B (the control group), for all of the three reading materials. The classroom activities and exercises used (to be explained later) varied according to the techniques employed in the classes. In other words, the two different techniques were employed with the two different groups, while the materials and questions in the tests were the same in both groups.

After studying the materials in both groups, the test-which was designed to measure students' reading comprehension after the completion of the material study-was

administered to the students and this test was called the 'post-test'. The post-tests that were given to both groups of students applied to each of the reading materials and had the same questions as the pre-tests. So, Test-1 followed material-1 which was studied in accordance with the traditional reading teaching in Group B, and the same material was studied in accordance with teaching instruction by, using video in Group A. The same procedure was applied for Test-2 and Test-3. It might be helpful to clarify the classroom design of two groups for the two techniques with a table to show the distribution of the texts and tests.

Table 3.1

The procedure for the research design of the two groups, including materials, techniques, strategies employed and time given:

	Before applying Time	The technique employed in Group A	The technique employed in Group B	The Strategy	technique allocated teaching
1	Pre-test	Taught by using video	Taught in a traditional way	Text/ Test1 (Post-test)	90 minutes
2	Pre-test	Taught by using video	Taught in a traditional way	Text/ Test2 (Post-test)	90 minutes
3	Pre-test	Taught by using video	Taught in a traditional way	Text/ Test3 (Post-test)	90 minutes

The three reading materials used in this study were chosen from the books "Videoscope", and "Sights and Sounds". The materials "MacDonalds' Hamburger University" and "New

Country Doctors" were chosen from the book "Sights and Sounds". The former film segment was about 'food' and the later one was about 'health', conveying information about aspects of everyday American cultural life. The third material was "Earth-Sheltered Housing" from the book "Videoscope", focusing on science and technology topic of interests to the Architecture and the Civil Engineering students. The reason to choose "MacDonalds' Hamburger University" is having fast-food among young people is very popular in Turkey and the material "New Country Doctors' " topic is not common in Turkey, so it is assumed that these kinds of topics can draw the students' attention. And also the level of the materials was higher than the students' level. When the students were asked to answer the questions according to the written text without any help, they found it difficult.

The given time was divided into three parts as below:

20 minutes for the pre-tests

50 minutes for teaching the given materials

20 minutes for the post-tests.

Students at the Engineering Faculty of Anadolu University have six class hours a week. The application of the two techniques to both groups took a week, that is, the application of each material and test were done in two class hours (90 min.total).

3.2 SELECTION OF SUBJECTS

There were 70 students in this research, 35 students in each group. They were attending their second year at the Engineering Faculty of Anadolu University. Students in Group A are from the Architecture department, while the students in Group B are from Civil Engineering. The aim of selecting these groups is that although they study in different

departments, they have some common courses and also, both of the groups' first mid-term mean scores are approximately the same. The t-test Independent Samples Formula was used to determine the differences between the two groups. The result of the t-test will be shown in Table 3.2.

Table 3.2

The Result of the t-test of the two groups' of students in the first mid-term examination:

	N	X	S.D.	t
Group A	35	57.6	15.6	-0.1
Group B	35	58	16	

$p > 0.05$

It is therefore concluded that the value of t from the table is 1.96 at the 0.05 level of significance, with 68 degree of freedom. As the observed t, -0.1 is numerically smaller than 1.96. There was not a significant difference between the groups' scores and this is assumed to indicate that students in both groups have the same level of English.

Students at the Engineering Faculty have a two-year General English Cours, and in the third and fourth years they have technical English courses. In the first two years, they study six hours of English per week.

3.3 CLASSROOM TECHNIQUES USED FOR BOTH GROUPS

3.3.1 Traditional Technique

In group B, while introducing the new passage, the structural method was used. First the texts were read aloud by the teacher. The teacher started reading the texts

without asking questions about the title or topic. The texts were read slowly and carefully.

The unknown vocabulary, phrases, and new grammatical points were explained by the teacher. After the teacher had explained unknown words, phrases and new grammatical points, the volunteer students began to read the text. Pronunciation errors were corrected by the teacher while the students were reading the text. After reading the text, vocabulary was reviewed. The unknown words were explained by giving synonyms or antonyms or miming. After that, a question and answer session about the text was followed. Questions based on understanding of the text were answered orally, and students were asked to answer them in complete sentences. Grammatical mistakes were corrected. Getting a correct answer from the students was considered important. Finally, students were asked to summarize their task. It aimed at focusing on the text.

In the question and answer session, students were asked general questions using question words based on the reading text. Complete answers were desirable to decide on the grammar knowledge of the students. Students were also asked to answer yes/no questions.

After summarizing with group B, the comprehension test on the text was given to the students.

3.3.2 The Video Technique

In group A, video was used to teach material. In the pre-viewing stage, there were no picture, no sound and students were asked to answer some questions about the topics. For example; for "Earth-Sheltered Housing" these kinds of questions were asked: "Why are we all living in houses?", "Have you ever thought of living in a cave?", "What is the traditional type of house in your town?" and so

on, for students to consider while viewing the video. The aim of these questions was to introduce the topic and to reinforce skills of comprehension, and to draw the students' attention to the topic.

After the pre-viewing question session, the summary of the material was presented by the teacher. Then, students were watched film without sound and they were asked to answer the questions such as: "Does this film; a) describe something, b) tell a story, c) advertise something?", and "Does it contain primarily; a) a dialogue, b) tell a story, c) an argumentation?".

Then the teacher presented the new vocabulary prior to viewing the film to facilitate the students' comprehension. Students watched the film with sound. After watching the material, general comprehension questions were asked to the students. Questions based on understanding the material were answered orally.

3.4 TEST DESIGN

According to Anderson (1972), there are four types of comprehension questions which he called verbatim, transformed verbatim, paraphrase, and transformed paraphrase. A verbatim question is one which could be answered satisfactorily by an exact quotation from the text. A transformed verbatim question is one which required a linguistic transformation in order to produce a satisfactory answer. A paraphrase question is one which does require that certain words in the original text be replaced by others with substantially the same meaning. And transformed paraphrase question requires an answer which incorporates both paraphrase and a linguistic transformation. Anderson said that verbatim and transformed questions can not really test readers' comprehension at all. Because the words used

in verbatim responses may have been phonologically encoded, but there is no guarantee that they have been semantically encoded. His contention was that an effective reader must store meanings rather than strings of speech sounds. According to him, the task of the comprehension test is to devise questions which can be answered if a person has semantically encoded the meanings of the text.

According to Carol Harrison and Terry Dolan (1979: 23), the task in developing reading comprehension is to encourage a vital response rather than a mechanical or unchallenged one.

As Ronald Mackay suggested (1979: 3) the good reader is supposed to hunt for clues to the message which are presented but not necessarily processed, in a linear manner.

In this study, in order to measure the comprehension of students in both groups, tests were derived from the materials which had been studied in the class. The comprehension tests were the same in both groups. There were ten general questions in the tests. Answers of questions could not readily be resolved by reference to single phrases or sentences.

The aim of the tests is to measure overall meaning or comprehension of the text, not to check vocabulary or grammatical points. Thus, general comprehension questions were employed. A true-false test was not chosen because it has two main disadvantages; firstly it can encourage guessing, since testees have a 50 % chance of giving a correct answer for each item. Secondly, as the base score is 50 % the test may fail to discriminate widely enough among the testees unless there are a lot of items. And also in multiple choice test, testees have a 25 % chance of giving a correct answer. As J.B.Heaton (1978: 110) suggested the multiple choice test can be described as a test of vocabulary and as a test of comprehension of grammatical

structure. The testees are usually required to identify the correct paraphrase of a statement from a choice of four or five. Completion items measure recall more than recognition and usually completion items require the testee to supply a word or a short phrase.

The students' scores in Test-1, Test-2, and Test-3 are shown by getting the mean scores of all tests. The scores for both groups in the pre-test are shown in Appendix D, and post-test scores are in Appendix E.

In order to achieve the goal of this study, statistical techniques were applied. To determine the meaningful difference between the scores of the two groups, the t-test was applied. The results of the two groups' scores were compared at the 0.05 confidence level.

To show the differences between the groups, the t-test Independent Samples Formula was applied

$$t = \frac{(\bar{X}_A - \bar{X}_B)}{\sqrt{\left[\frac{\left\{ \sum X_A^2 - (\sum X_A)^2 / N_A \right\} + \left\{ \sum X_B^2 - (\sum X_B)^2 / N_B \right\}}{(N_A - 1) + (N_B - 1)} \right] \cdot X \left(\frac{1}{N_A} + \frac{1}{N_B} \right)}}$$

To show the differences of the students' score within the group, the t-test Dependent Sample was formulated.

$$t = \frac{\bar{d}}{\frac{\sqrt{\sum d^2 - (\sum d)^2 / n}}{n(n-1)}}$$

CHAPTER IV

ANALYSIS OF RESULTS

The general purpose of the study is to find out whether there will be a significant difference between two groups' achievement scores on the texts which were taught through two different reading teaching techniques.

To achieve this goal, three separate texts were studied by both groups. Before the texts were studied in the classes, pre-tests for each text were given to the both groups' students. After studying the text with the teacher a post-test which had the same questions as the pre-test was administered to the students. The aim of this type of test was to indicate which reading teaching technique was the most effective for the same material.

The following t-tests formulated and tested by making certain assumptions. To indicate the difference between the groups, the Independent t-test, and the Correlated t-test were used to show the difference between pre-test and post-test in the same group.

Ho = There will be no significant difference between the pre-test scores obtained from the two groups of students who were taught through the traditional reading teaching technique and reading teaching by using video technique.

The analysis of the two groups' data in the pre-tests is shown in Table 4.1

Table 4.1

The t-test result which shows the differences for both group scores from the test given before applying any methods in the class to teach the reading materials.

	N	X	S.D	t
Group A (pre-tests)	35	28	7.97	
				-0.51
Group B (pre-tests)	35	29	7.25	

$P > 0.05$

It is, therefore, concluded that; the value of t from the table is 1.96 at the 0.05 level of significance with 68 degree of freedom. As the observed t, -0.51, is numerically smaller than 1.96; there was not a significant difference between the groups' scores. Thus, the first assumption was accepted.

H_0 = There will be no significant difference between the scores obtained from the tests given without any teaching technique and the tests given after the reading teaching technique by using video were applied.

The data of the analysis of the two tests, pre-test and post-test in the same group is shown in Table 4.2

Table 4.2

The t-Test result of the Group A's in pre-tests which were given before the material taught in the class, and post-tests which were given after the material taught by using video in the class:

	N	X	S.D	t
Group A (pre-tests)	35	28	7.97	
				-16.8
Group A (post-tests)	35	71.9	7.83	

$P > 0.005$

The value of t from the table is 1.96 at the 0.005 level of significance with 34 degree of freedom. As the observed t -16.8 is numerically greater than 1.96; there was a significant difference between the pre-tests and post-tests scores. Then, it is concluded that after the reading teaching method by using video was applied, the students' mean score significantly increased.

Ho = There will be no significant difference between the scores obtained from the tests given without any teaching technique and the tests given after the traditional reading teaching technique was applied in Group B.

The data from the analysis of the two tests, pre-test and post-test is shown in Table 4.3

Table 4.3

The t-test result which shows the differences of the students' score from the test given without any teaching technique (pre-tests), and the tests (post-tests) given after the traditional reading teaching technique was applied in Group B:

	N	X	S.D	t
Group B (pre-tests)	35	29	7.25	
				-16.8
Group B (post-tests)	35	54.89	7.27	

$P > 0.05$

The value of t from the table is 1.96 at the 0.05 level of significance with 34 degree of freedom. As "t" value is numerically smaller than the observed "t" -17.91; there was a significant difference between the pre-tests and post-tests scores.

H_0 = There will be no significant difference between the scores obtained from the two Groups of students who were taught through the traditional teaching reading technique in Group B, and the teaching reading by using video in Group A.

The analysis of the two groups' data in post-tests is shown in Table 4.4

Table 4.4

The t-test result which shows the differences of the students' scores from the tests given after the traditional reading teaching technique in Group B, and the reading teaching technique by using video in Group A were applied:

	N	X	S.D	t
Group A (post-tests)	35	71.9	7.83	
				9.24
Group B (post-tests)	35	54.89	7.27	

$P > 0.05$

The value of t from the table is 1.96 at the 0.05 level of significance with 68 degree of freedom. As the observed t 9.24 is numerically greater than 1.96; there was a significant difference between the groups scores. Thus, H_0 was rejected. It can be concluded that Group A, which was taught through the reading teaching technique by using video in the class is more successful than Group B which was taught through the traditional reading teaching technique. Group A's mean score is higher than Group B's.

To sum up, using video for reading comprehension is more useful than the traditional reading teaching technique.

CHAPTER V

DISCUSSION AND SUGGESTIONS

5.1. DISCUSSION

The analysis of the statistical results of the test scores in the two groups indicated a significant difference between the traditional reading teaching technique, and the reading teaching technique by using video. The mean scores of the students who were taught by using video was 71.9 significantly higher than the mean scores of the students who were taught by the traditional reading teaching techniques, 54.89. Thus the use of the video in reading classes has an effect on students' comprehension, and is better than the traditional reading teaching techniques. This is mostly due to the fact that the use of video draws students' attention and supplies Students' motivation, that is, it breaks down the monotony of class.

In reading, the skill of interpretation, that is the ability to solve the problem of unlocking meanings by adding together a number of associations, is the most important one. As it was mentioned earlier in this study, students need to recognize the unknown vocabulary, to have some general background knowledge, and to have cultural knowledge of the target language. However, to have these kinds of knowledge, especially, general and cultural background are very difficult without having interaction with the target language community. This is why students miss a great deal of authenticity of the original form of the target language. On the other hand, the use of video supplies this kind of knowledge and the use of video gives students much information about how the language is spoken in real-life

situations. The use of video also provides contextual clues of the given material for effective comprehension although these contextual clues are limited in a written text.

Without additional information, it is difficult to determine the reference of many of phrases and words. When one reads the passage in the context of the appropriate visual clues, it becomes clear what the theme centres around, and also visual clues provide concrete reference for words; e.g. the word "premeasured" in "Mac Donald's Hamburger University" material can be confusing for students, but on the video film segment students saw the premeasured potatoes so they could interpret better than the students who did not have a chance to see this visual clue.

The students hear the language as it is spoken and the visual aspect helps them to interpret the meaning; that is, video appeals to the eyes and ears at the same time. It can be said that video also provides practice in listening comprehension. To have a chance to use the ears and eyes by using video makes clear the complex verbal situations and it also makes comprehension of the given material easier and more effective.

In light of the study, the connection between the given reading material and comprehension can be shown in a diagram. Figure 5.1 will be given to emphasize the connection as follows.

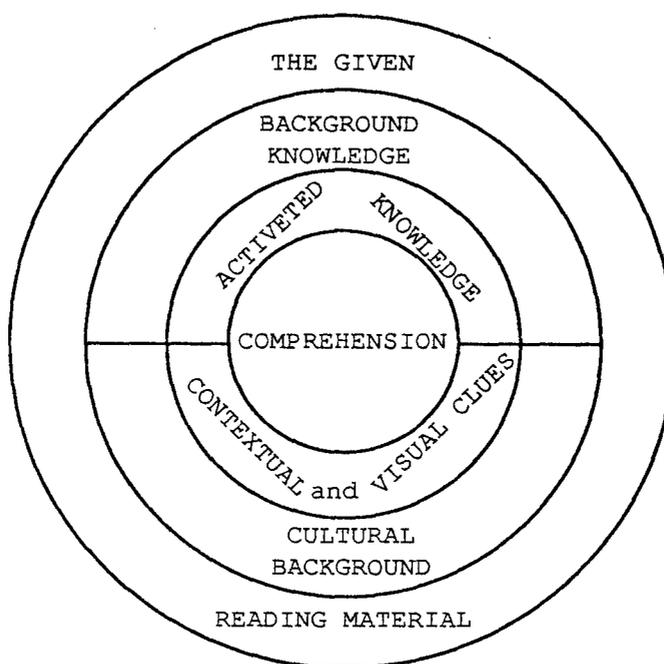


Figure 5.1

The emphasized connection between the given reading material and comprehension.

It is concluded that the use of video helps interpreting by supplying contextual and visual clues, and cultural background knowledge.

5.2. SUGGESTIONS FOR FURTHER RESEARCH

As the use of video in language teaching and especially for reading teaching is a new addition to the class, the effectiveness of video can be compared with other techniques.

- Research can be carried out on the effect of video on other skills, i.e. writing, speaking, and listening.

- The use of video in English for specific Purpose classes may offer more potential for exploitation of the subjects. Thus, the use of video can be compared with other techniques in ESP classes.

- Research can be carried out on the role of authentic

video materials for reading classes.

- The scope of this study is limited intermediate students. Research can be given to different grades, such as beginning or advanced level students

- Research can be carried out by giving different types of tests.

**APPENDIX: A (Mac Donald's Hamburger University)
passage**

All across America, dozens of restaurant chains vie for a share of the constantly expanding fast food industry, but none can even approach the success of McDonald's. In its 2,500 outlets, some 130,000 employees help make McDonald's the largest dispenser of meals in the United States. The entire operation is a computerized, standardized, premeasured, super-clean production machine (CHATTER).

Perhaps part of the company's success stems from an unusual school it runs near its corporate headquarters outside of Chicago, Illinois.

INSTRUCTOR: IF THAT EQUIPMENT ISN'T OPERATING PROPERLY YOU CAN BET YOUR BOTTOM DOLLAR IT'S GOING TO AFFECT YOUR PEOPLE'S ATTITUDE ABOUT YOU, ABOUT YOUR CUSTOMERS, AND YOUR CUSTOMER'S THE ONE THAT REALLY PAYS FOR IT. AND IT'S GOING TO EFFECT YOUR ATTITUDE, TO... AND WE'VE GOT THE INFORMATION AVAILABLE TO US...

NARRATOR: They call it Hamburger University and its curriculum covers food preparation, equipment maintenance, business management and community relations. Students are also kept in close touch with the style and tone of current advertising campaigns, campaigns that have made the McDonald jingle one of the best known tunes in America (SONG).

MCDONALD COMMERCIAL: A large order of McDonald's fries, more of a good thing to share (SONG).

NARRATOR: While classes use the latest in equipment and techniques, practical demonstrations on how to judge their wares are not neglected.

INSTRUCTOR: THAT MEANS THAT YOU SHOULD TAKE A PORTION OF THAT BUN--JUST TAKE IT AND EAT IT. I'M TASTING HERE A LITTLE BIT OF SUGAR--you know from our specs that we have sugar in our buns.

NARRATOR: With the business of preparing and serving hamburgers perfected to a science, it is not surprising that McDonald's turned to a university style approach as the best way to train the people who run its restaurants.

INSTRUCTOR: SO WHAT YOU HAVE TO MAKE SURE IS THAT THE CROWNS AND THE HEELS HAVE THE SAME SHAPE SO THEY COME TOGETHER, AND FOR THE CUSTOMER, MAKES A PERFECT SANDWICH.

NARRATOR: Graduation night at Hamburger University is a light-hearted affair. They share a farewell dinner and one by one receive the diploma showing that they now hold the degree of Bachelor of Hamburgerology.

ANSWER the QUESTIONS

1. What kind of food does McDonald Company prepare?
2. Why is McDonald Company so successful?
3. What is this passage/film about?
4. How do they train their employees?
5. What kind of things are the staff taught at this university?
6. What can be the title of this passage?
7. What happens at the end of this training program?
8. How big is McDonald Company?
9. Does the company use any music in their advertising campainings?
10. Is producing their product based on machine or something else?

APPENDIX: B (New Country Doctors) passage

In a remote logging region of northern Maine, people often had to travel great distances over winding, dusty roads to find a doctor. Finally, the Jackman citizens applied to the Department of Health, Education and Welfare for a doctor to be assigned under a program that provides physicians and nurses to communities in need of medical help. The logging towns of Jackman, Moose Valley and the Forks have had their search rewarded by 28-year-old Joe Viglotti, who will spend 2 1/2 years in Jackman with his wife, registered nurse Monique Viglotti. He is the first of 600 medical personnel being assigned to 120 communities throughout the United States in the new National Health Service Corps. This new Program offers young doctors an alternative to military service. His medical education included degrees from Johns Hopkins, Dartmouth Medical College and Harvard Medical School. A day in the life of the Viglottis leaves little time to themselves. Practice in the backwoods of Maine has been a revelation for Joe Viglotti. Here he lives among the people he cares for. In the Boston Hospital where he worked, he might operate on a patient, and perhaps never see him again. In Jackman, Maine, his patients are his neighbors and friends and his day-to-day responsibility. The house call is no longer a customary way for a doctor to see his patient. Monique and Joe Viglotti believe in going to their patients. In this region of Maine where one third of the population speak only French, Monique Viglotti is not only a nurse but an interpreter for her husband. When they applied to Washington to send a doctor, the people of Jackman would have settled for any qualified doctor. With Monique and Joe Viglotti they got a team who serve the community with high professional competence and dedication. Joe and Monique Viglotti make a promising

beginning for the National Health Service Corps.

ANSWER the QUESTIONS

1. What is the unusual about this couple?
2. Why are young doctors interested in the programme?
3. Is Joe's work in the Boston Hospital different from his work in Maine?
4. How does Monique help her husband when they go to their patients?
5. What can the title be?
6. How many years will Joe spend in Jackman?
7. What is this passage/film about?
8. Is Joe's work in Maine easy or difficult?
9. What difficulties does Joe face while travelling?
10. Do Joe and Monique work alone or do they get any help?

APPENDIX: C (Earth-Sheltered Housing) passage

NARRATOR: A growing number of very unusual houses are now being built in the United States. The distinguishing feature of each of these houses is... that they are partly underground... and earth covered. And instead of shingles or tile... the roofs of these houses are covered with grass. The principal purpose behind these radically designed houses... according to architect Frank Moreland... is the saving of energy.

MORELAND: Basically, with good design, what we do is to store the heat from summer to help heat the house in winter. And we store the cold from there to help cool the house in summer. That's one basic idea. The way this particular earth-covered house works, is by using a large mass of earth on top to absorb heat and cold. So the cold from winter gets down into the house in spring. Conversely, in the summer, the heat from summer gets down here in late fall.

NARRATOR: And as a result... earth-sheltered houses, depending on design and geographic location, use 30 to 90 percent less energy for heating and cooling than conventional above-ground building.

A critical problem in designing underground houses is how to provide adequate light and ventilation. This is one solution in which the house surround a sunken atrium. Each room in this house is brightly illuminated by an entire wall of windows. Well-designed earth-sheltered houses can be visually light and attractive.

Another advantage of the earth-sheltered house is protection tornado and storm damage. In addition... these homes are much quieter than their above-ground counterparts. Even when cold winter winds blow... the earth-sheltered house is quiet and comfortable inside. And except for cutting the lawn on the roof... these houses need little

exterior maintenance. Earth-sheltered housing... a comfortable, economical and energy-saving way to live!

ANSWER the QUESTIONS

1. What is a special feature of the unusual houses being built?
2. What material is usually used on the roof?
3. What is the main purpose of these unusullay designed houses?
4. How much less energy does an earth-sheltered house use?
5. What are the problems of these houses?
6. What are the advantages of an earth-sheltered house?
7. What can title of this passage of film be?
8. Is the earth-sheltered house always quiet and comfortable inside?
9. How is the earth-sheltered house lightened?
10. How much exterior maintenance do the earth-sheltered houses require?

Appendix : D Students' Mid - Term Scores

N	Group A's Mid - Term Scores	Group B's Mid - Term Scores
1	30	54
2	62	66
3	62	60
4	38	88
5	46	36
6	42	74
7	28	68
8	62	22
9	20	72
10	50	80
11	80	36
12	58	84
13	56	50
14	52	60
15	58	70
16	64	66
17	60	58
18	52	42
19	66	34
20	68	80
21	70	30
22	60	46
23	60	58
24	78	52
25	80	56
26	54	54
27	44	74
28	88	40
29	46	54
30	78	62
31	56	60
32	52	52
33	84	60
34	64	80
35	48	52
\bar{x}	57.6	58

Appendix : E Group B's Tests Scores

N	PRE - TEST				POST - TEST			
	Test 1	Test 2	Test 3	\bar{X}	Test 1	Test 2	Test 3	\bar{X}
1	35	35	50	40	50	40	60	50
2	35	40	30	35	60	50	60	57
3	40	20	60	40	55	55	70	60
4	30	10	20	20	35	40	45	40
5	35	35	20	30	60	45	75	60
6	50	30	40	40	70	50	40	60
7	40	55	25	40	45	60	75	60
8	30	25	35	30	50	55	75	60
9	30	40	20	30	50	75	55	60
10	35	20	35	30	60	65	55	60
11	30	30	30	30	50	55	45	50
12	15	25	50	30	30	50	70	50
13	10	15	35	20	50	55	45	50
14	20	30	40	30	60	50	70	60
15	35	10	45	30	70	80	60	70
16	15	25	20	20	40	50	30	40
17	35	30	25	30	60	60	60	60
18	20	15	25	20	60	65	55	60
19	30	35	25	30	40	70	70	60
20	15	15	30	20	35	50	65	50
21	25	15	20	20	65	65	50	60
22	20	30	10	20	30	50	40	40
23	40	20	30	30	70	45	55	57
24	25	35	30	30	40	50	50	47
25	50	20	50	40	70	50	60	60
26	15	20	25	20	50	45	55	50
27	20	20	20	20	45	45	60	50
28	25	55	40	40	70	65	75	70
29	35	25	30	30	70	50	30	50
30	40	30	20	30	70	60	50	60
31	30	30	30	30	45	55	50	50
32	20	35	35	30	45	70	65	60
33	15	30	15	20	55	60	35	50
34	25	25	10	20	40	50	30	40
35	30	40	50	40	55	70	55	60
\bar{X}	28.8	27.7	30.7	29	52.8	56	55.1	54.8

Appendix : F Group A's Tests Scores

N	PRE - TEST				POST - TEST			
	Test 1	Test 2	Test 3	\bar{X}	Test 1	Test 2	Test 3	\bar{X}
1	50	40	30	40	70	70	90	77
2	20	35	35	30	60	50	70	60
3	30	50	40	40	80	60	70	70
4	10	15	5	10	70	65	75	70
5	20	45	25	30	80	70	90	80
6	45	45	30	40	80	60	70	70
7	30	50	40	40	75	75	90	80
8	15	20	25	20	80	65	65	70
9	30	30	30	30	60	80	70	70
10	35	25	30	30	60	50	70	60
11	20	40	30	30	65	70	75	70
12	35	25	30	30	80	80	80	80
13	15	20	25	20	70	55	85	70
14	30	40	20	30	60	65	85	70
15	25	30	35	30	65	65	80	70
16	20	10	30	20	80	70	90	80
17	40	30	20	30	80	75	85	80
18	35	20	35	30	70	60	80	70
19	20	10	30	20	65	80	85	77
20	30	25	25	30	90	85	95	90
21	20	20	20	20	65	45	70	60
22	40	20	30	30	80	50	80	70
23	25	25	10	20	70	70	70	70
24	20	10	30	20	50	60	70	60
25	25	30	35	30	65	65	80	70
26	35	20	30	30	75	75	90	80
27	35	40	45	40	80	95	95	90
28	15	20	25	20	65	85	90	80
29	15	15	30	20	60	40	50	50
30	45	50	25	40	55	70	55	60
31	30	45	15	30	60	80	80	73
32	20	30	10	20	70	80	60	70
33	25	15	20	20	80	65	95	80
34	20	25	15	20	80	70	90	80
35	45	55	20	40	75	60	75	70
\bar{X}	28	29.2	26.5	28	70.5	67.4	78.5	71.9

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