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ABSTRACT

Since a robust curriculum is needed to combat illiteracy in Nigeria, a study investigated whether the 4P's model of reading instruction enhanced the performance of reading comprehension teachers, promoted classroom interactions, and enhanced the language competence of students more than the classical method. Subjects were final year students and their English language teachers in 16 intact classrooms from three secondary schools in Oyo State of Nigeria. Both experimental and control teachers were given a 72-hour workshop in which they were exposed to the 4P's model (which postulates that teaching and learning of reading comprehension in Third World Anglophone states must be anchored on effective planning, adequate preparation, sound presentation, and regular practice). The eight experimental teachers then taught the 4P's model for a semester, while the eight control teachers continued with the "classical" method (consisting of having students read a text silently, noting difficult words, having the teacher define those words and ask questions to assess the amount of information recovered from the passage). Reading comprehension tests were administered to the students before and after instructional intervention. Results indicated that: (1) experimental teachers performed better than control teachers; (2) experimental teachers used a mixed bag of classroom techniques; (3) experimental classrooms engaged in more classroom interactions than control classrooms; and (4) both groups of students improved on their pretest performance, but the degree of improvement was more noticeable among experimental students than control students. Findings suggest that the 4P's model is more effective than the classical method of reading comprehension instruction. (Contains 28 references and nine tables of data.) (RS)

Enhancing the Teaching and Learning of Reading Comprehension in Third World Anglophone States: The case for the 4P's Reading Comprehension Teaching Model

A Paper Presented at the 38th Annual Convention of the International Reading Association, San Antonio

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Enhancing the Teaching and Learning of Reading Comprehension in Third World Anglophone States: The case for the 4P's Reading Comprehension Teaching Model[1]

Introduction: In this paper we shall attempt two things. First, by providing some background information on the empirical study which is briefly reported here, we shall try to show the genesis of the 4P's Reading Comprehension (RC) teaching model which informed this study. Secondly, we shall try to empirically show that the 4P's RC teaching model, holds more promise in facilitating RC teaching and learning than the classical or traditional method which currently underpins RC teaching and learning in Third World Anglophone States especially those in Africa.

Some Background Information on the Teaching of RC in Third World Anglophone states.

Our examination of some of the enormous literature on Reading and Literacy Education in such countries as Britain, Canada, the United States and Australia (cf the British Council ELT document series and such IRA classics as (a) Teaching Main Idea Comprehension, (b) Understanding Reading Comprehension and (c) Teaching Cohesion Comprehension), has convinced us that in spite of the high literacy rate in such countries, great strides have been made and are still being made there on the teaching of RC. We are however appalled that in spite of the low literacy rate in most Third World Anglophone States, most current studies on Reading and Literacy Education still centre on the identification of the problems that hamstring their effective teaching and learning. The finetuning of such studies to (1) understand the problems more fully (2) develop appropriate methodologies that will minimise them and (3) enhance the RC performance of students, is yet to receive proper attention. This inability to evolve effective methodologies that will effectively address the teaching of Reading and Literacy Education in most Third World Anglophone states has unfortunately led to the resurgence of a high rate of illiteracy at all levels of the school system.

According to Omojuwa (1985)

> *The focus of public attention is now secondary schools and concern has now increasingly been expressed about the growing incidence of near total illiteracy amongst post-primary pupils. In some cases, the issue is not much inefficient reading as it is one of total inability to read in English and - quite often - in any Nigerian Language (underlining mine) (Omojuwa, 1985 p100).*

Umolu (1988) paints a very bleak picture of the Literacy situation in

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[1] I am grateful to the International Reading Association, Newark, Delaware for funding the study, "An Empirical Validation of the 4P's Reading Comprehenshion Teaching Model," upon which this paper is based.

such Third World Anglophone states where it has been observed that the RC performance of even students in tertiary institutions leaves much to be desired (Onukaogu, 1989). Tinuoye (1991) sees this "*problem of low reading ability as a national crisis because of the pervasive nature of poor academic performance in higher institutions of learning nationwide*" (Tinuoye, 1991 p73). That perhaps is why she reports, "*Dan Agbese actually lamented the country's educational investment in failure rather than success*" *(Tinuoye, 1991 p73)*.

Some Constraints in the Teaching of RC in Third World Anglophone states.

Because of the high literacy rate in Britain, Canada, the United States and Australia, the RC learner is bombarded everywhere with the written text. On the other hand in the Third World Anglophone States especially in Africa, contact with the written text is very minimal. It is usually in the formal setting of the school that this type of contact is possible. Thus the RC learner's hope for the acquisition of sustained functional Literacy is hindered by the scarcity of the written/printed text. That is why Astil pleads that "*there is therefore a great need for both instructional materials and teachers trained to teach them*" (underlining mine) (Astil, 1985, p60).

In most cases where materials are available, they are usually unsuitable for the students. Apart from the fact that there is usually a mismatch between the texts and the learners, the contents are usually at variance with what the learners expect. That is why as Omojuwa has observed:

> *it is not the case that the secondary student does not want to read at all. He refuses to read as a protest against teachers' imposition of unwanted reading materials on him (Omojuwa, 1985 p102).*

We therefore believe that the provision and the utilisation of appropriate texts must of necessity be a basic requirement for the teacher in any teaching model that he adopts if that model is to achieve the desired effect.

Apart from the scarcity of materials, it is instructive to note that although most Third World Anglophone states recognise the value and significance of reading in their schools, they do not have the political will to promote a robust RC curriculum that will enhance literacy (Lawal, 1991). For instance, they do not make provisions for teaching aids (Onukaogu, 1991). Indeed, little or no time is allocated to the teaching of Reading (Balogun, 1981; Ojo, 1989; Okonkwɔ, 1989). In tertiary institutions, the situation is worse in communication skills courses, where reading ought to be a major component. For instance, Okonkwo observes that

> *because of the number of areas covered in the general English course ranging from spoken English, listening and note taking skills, study skills, grammar, etc and the large number of students involved, reading can only be treated in a cursory*

manner. Individual or even group practice is logistically impossible and the students who take the course gain nothing from it (underlining mine) (Okonkwo, 1989, p365).

If departments in tertiary institutions that prepare teachers of Language Arts do not have Reading in their curriculum (Okonkwo, 1989), it is not surprising that in secondary and primary schools, sound provisions are not made for reading in their curriculums. That is perhaps why

> *Even now, reading is yet to be taught as of right in almost all Nigerian schools. What goes for reading is whatever the English teacher wants to do during one of the slots captioned "Reading" on the general school time table (Balogun, 1981, p91).*

Besides, functional reading and the empowerment of the mind through Literacy Education are not given any serious attention. According to Unoh,

> *The task of teaching students how to read is pursued half-heartedly or even left to the whims and caprices of the individual teachers, parents or guardians who may not fully appreciate the great intellectual significance of this seemingly simple task (Unoh, 1985, p2).*

The above situation is worsened by the attitude most teachers have towards reading. While some feel that reading is an affair that should be restricted to the elementary school level, some feel that *"once they get their children to pronounce the words in the class texts and recite them fluently, the students know how to read" (Oyetunde and Umolu, 1991, p439).*

The wrong beliefs which most RC teachers in Third World Anglophone States have in respect of reading and their half-hearted attitude towards it are caused by at least two factors. First, there is some evidence that they are not trained to teach RC (Abiodun, 1975; Balogun, 1981). Secondly, because of lack of training, they do not know the appropriate methodology for the effective teaching of RC (Astil, 1985; Osisanwo, 1985; Ekpunobi, 1991). There is now enough evidence to show that the RC teachers are either *"ignorant of these vital aspects of English language or are too lazy to make the preparation that will result in a meaningful and profitable lesson"* (Abiodun, 1975, p81).

In order to redress the ugly situation in which the teaching of RC suffers gross neglect, Unoh (1985), emphasizes the need for a *"continuing search for a method that will make the task of learning to read less hazardous and much rewarding" (Unoh, 1985, p61).*

We completely share Unoh's concern for appropriate methods in the effective teaching of RC in Third World Anglophone states. We also share his concern that

> *... the reading teacher runs the risk of getting confused and his students becoming innocent victims of such confusion, unless a*

rationale choice, based on the peculiar needs of his students, is made (Unoh, 1985, p6).

Our survey of available literature shows that the classical or traditional method of teaching informs RC lessons in most Third World Anglophone States especially Africa (Macha, 1982; but cf Rose, 1991). According to Macha (1982) the classical method consists of:

(a) Presenting a text (usually a passage of varying length) to the learners. Asking them to read through it noting any difficult words (the reading is usually done silently).
(b) Having read the passage, the teacher explains difficult words, often giving dictionary meanings.
(c) The students are then given questions to assess the amount of information recovered from the passage. The questions are often of multiple choice.
(d) Some questions are also aimed at testing mastery of structural patterns where a structure used by the writer is to be changed into another one by the students (Macha, 1982, p52).

We have some very strong reservations against the above mentioned classical method. We suspect that there are some in-built limitations which may not enhance its effectiveness. In the first place, this method seems to lend itself more to testing RC than teaching it. Secondly, the method seems to lend itself more easily to an ad hoc approach since, it does not demand any serious planning or preparation from the teacher. Besides, it appears to cripple the initiative of the teacher since the teacher's major concern is the method of classroom presentation. Thirdly, the method seems to treat the teaching of RC atomistically i.e. independent of the other language skills. It is very doubtful whether this method can enhance optimum and maximum class interaction amongst the students and between the students and the teacher. The classical method does not seem to make the students active participants in the lesson. It would appear that the method promotes more recitation than discussion in the class. Finally, it seems that the RC lesson envisioned in the classical method begins and ends in the classroom. It appears that both the in-class and out-class practices that should logically follow the class presentation are not catered for by this method. It is strange that in spite of the very obvious limitations the classical method seems to present, its hold on the RC teachers in most Third World Anglophone States is very enormous. We are compelled to think that the fact that the classical method can be easily used ad hoc without any serious input by way of planning and preparation, makes the method the first choice of the teachers. Since we are not convinced that the method has significant potentials in facilitating RC teaching and learning, we feel that once a better alternative is put in place, the sway of the classical method on RC teachers in the Third World Anglophone States would be less.

The 4P's RC Teaching Model

In order to counter the heavy reliance on the classical method, Onukaogu suggested the 4P's RC teaching model as a possible

alternative. This model is not a method or a technique for teaching RC. It is rather an approach which capitalises on certain beliefs which must minimally inforn any RC teaching if the teaching is to be effective. These beliefs are premised on *Planning, Preparation, Presentation* and *Practice* as the pivots of effective RC teaching and learning. This model attempts to synthesize the resources in the technique of teaching RC that have proved effective in enhancing desired goals and objectives (Onukaogu, in Press). The 4P's model is a kind of guide or checklist that should enable the RC teacher to monitor step by step the totality of his RC lesson i.e. from conceptualisation to execution. Two assumptions inform the 4P's. The first is that the teacher utilising the 4P's must be committed to the fullest realisation of the RC potentials of his students whatever the constraints he encounters. RC teaching must be seen as a serious business in which the teacher must be (1) ready to prepare, adopt/adapt effective materials; (2) have a repertoire of methods/techniques to draw from during class presentations; (3) be flexible enough in his lesson in order to monitor and maintain his students morale/motivation and (4) accept full responsibility if the lesson is not effective. In the second assumption, the 4P's takes a holistic view of the RC curriculum in which the RC teaching is seen as (1) "the totality of the language learning and teaching process" (Strevens, 1977, p21) and (2) the totality of the curriculum work involved in the entire process of executing an education programme centred upon the English language (Afolayan, 1988). Besides, the 4P's also takes a narrow or situational view of RC teaching where it is

> *concerned with the presentation to the learner of the materials he is learning, with the different teaching techniques.... It is the element that takes account of the full range of classroom (and non-classroom) presentation (Strevens, 1977, p24).*

More specifically the 4P's has as its pivot *Planning, Preparation, Presentation* and *Practice* (Onukaogu, 1989, 1992). In the light of the 4P's, Planning is the advance consideration of the step the teacher has to take in the RC lesson. It also includes the advance consideration of what the learner brings to the RC lesson and what he is expected to acquire. Indeed it is the mental exercise in which the teacher explores the optimum ways and techniques of enabling the learner to acquire the desired skills

In the 4P's model, planning is thus seen as the meticulous advance consideration of all the variables - needs of the learner, the specific goals of the lesson, the text to actualise the goals, the method of in-class presentation, the testing device, the modalities for evaluation - that could make or mar the lesson. Planning also entails taking appropriate decisions regarding what to teach, who to teach, how to teach, the reasons for teaching and when to teach based on the advance consideration of the RC teaching and learning phenomenon.

Preparation consists of the actual steps the teacher takes in getting the RC lesson ready. For instance, based on the plan, the text to be used must be processed and got physically ready for the lesson. Preparation also includes getting the classroom, the support equipment

and the lesson plan - a step-by-step description of the presentation of the RC lesson - ready. The 4P's model assumes that once the RC teacher sees planning and preparation as prerequisites for RC teaching, the ad hoc approach which informs the classical method will be eliminated.

Presentation, the third facet of the 4P's is the in-class presentation of the lesson. It consists of the various techniques that are utilised during the actual class presentation of the lesson. Here the RC teacher is expected to draw from his repertoire of techniques in order to actively involve students in the lesson. We have observed that the classical method of teaching RC in the Third World Anglophone states zeros in on the presentation. We are however very sceptical of its effectiveness because it does seem to us that the type of classroom presentations that obtains is not backed by sound planning and adequate preparation.

Practice, the fourth pivot of the 4P's is concerned with facilitating post-class and in-class RC activities in order to fixate in the students, the RC skills or strategies they may have acquired. The essence of a continuous practice of RC in the class is to highlight the importance of RC to the students and to make them see RC as an essential tool for survival in a world dominated by the print media.

Rationale for Study

In his exposition of the 4P's, Onukaogu (1989, 1990, 1991, 1992) has given the impression that (1) because the 4P's takes a holistic view of RC teaching, it holds the promise of exploiting the potentials in whole language learning; (2) since it considers what the learner is expected to bring, and what he actually brings to the class, the model caters for the immediate and target needs of the learner; (3) it ensures the RC skills and strategies are fully internalised through adequate in-class and out-class practices which facilitate the language competence of the students and (4) result-oriented interactions are encouraged by the 4P's in order to make the learner an active participant in the RC lesson since the teacher takes into full consideration the possible interactions features that can enhance the lesson.

In spite of the seeming promises, the 4P's appears to hold, there is no empirical evidence to show that the model actually has the potentials of actualising the purpose for which it was postulated. There is no evidence to show whether it can be easily operated by RC teachers. There is also no evidence at all to show that the model is more effective than the classical method which is highly favoured by practicing RC teachers. If the 4P's is not more effective than the classical method, then no sensible teacher would want to use it in place of the classical method.

As a first step to proving whether the 4P's has more promises than the classical method, both methods of teaching RC were compared in an experimental set up. Our assumption is that if it is proved to be more effective than the classical method, we would then be more easily able to persuade practising teachers to try it. Besides, we would be

encouraged to undertake further indepth studies to determine what makes it better as well as to enhance its utility.

More specifically, this study tried to find answers to the following questions: (1) does the 4P's model enhance the performance of the RC teachers more than the classical method?, (2) does the 4P's model promote classroom interactions more than the classical method? and (3) does the 4P's model enhance the Language competence of students more than the classical method?

Research Hypotheses

The following hypotheses were adopted in order to be able to answer the research questions:

(1) The performance of teachers in the lesson informed by the 4P's model can not be significantly better than the performance of the teachers in the lesson informed by the classical method.

(2) The interactions in the RC lesson which are informed by the 4P's model can not be significantly better than those in the lesson informed by the method.

(3) Students who are taught RC through the 4P's model can not have better English language competence than students who are taught RC through the classical method.

Significance of the Study

This study, we hope, will lead to a better understanding of the teaching and learning of RC in Third World Anglophone States. For instance, a picture of what obtains in the operation of the classical and 4P's methods of teaching RC in Third World Anglophone states from the point of view of teacher-performance and interactions in the RC lesson would be obtained. Besides, the interactions that characterise both the classical and the 4P's methods will be described. In the light of the interactions that reading specialists have identified as having the potentials of facilitating RC teaching and learning, it may be possible at the end of this study to determine whether the interactions that inform both the classical method and the 4P's can facilitate the attainment of the goals of the RC lesson. In addition, this study will enable reading specialists to know whether the 4P's model holds better promise than the classical method. Since the performance of the teachers who operate both the 4P's and the classical method is a major focus of this study, this study can provide some basis for characterising the performance of the RC teachers in Third World Anglophone States. Such a characterisation can provide the basis for evaluating the performance of such teachers.

An understanding of the interactions in the RC lesson as well as the performance of the teachers, can enable reading specialists to draw an appropriate curriculum that can enable RC teachers in Third World Anglophone states to know and pay appropriate attention to (1) the

interactions in the class, (2) the production, adoption and adaptation of materials that will facilitate interactions in the class and enhance learning and (3) the adoption of an appropriate tool for the regular assessment of the performance of teachers.

This study will enable reading specialists to decide whether the 4P's enhances the teaching and learning of RC. If this study is able to show that the 4P's holds a much better promise than the classical method, then it would have provided an empirical basis for challenging the ad hoc approach in the teaching of RC in Third World Anglophone States. Finally, the rationale for *Planning, Preparation, Presentation* and *Practice* as constituting the modus operandus for the teaching of RC in the Third World Anglophone States would have been established.

Research Methodology

Subjects: The subjects for this study were final year students and English language teachers drawn from secondary schools in Oyo State of Nigeria.

Instruments:[2] The following instruments were used:

Classroom Observation Schedule: This is a two matrix observation schedule which allows for coding on the same sheet both student and teacher interactions in a given lesson.

The Royal Society of Arts (RSA) Teacher Assessment Checklist (Mallam-Thomas, 1988). This instrument was used in assessing the personal qualities of the teacher, his preparation for and execution of each lesson.

4P's RC Teaching Model Teacher-Evaluation Questionnaire. This instrument was administered to the Experimental teachers in order to determine their rating of the 4P's model.

A Reading Comprehension Test: This instrument which was designed to assess the language competence (i.e. both linguistic and communicative) of the students was originally developed as a standardised test by the British Council for use in communication skills programmes in Nigerian tertiary institutions. It was used to determine the competence of students as they begin the Use of English - a communication skills course. In its original version, the test based on a reading comprehension passage consists of 20 test items. In the version used in this study, two other test items were included. One (item 21) was designed to test students' summary skills while the other (item 22) was directed at the metacognition of the students.

A Reading Comprehension Syllabus: This instrument which is a specification of the instructional content used during the period of

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2 Please see the Interim and the Final reports on: An Empirical Validation of the 4P's RC Teaching model (1991 and 1992 respectively) for a detailed description and samples of the instruments reported in this study.

instructional intervention was designed to ensure that both Control and Experimental students had the same content of instruction from their teachers.

Model Lesson Plans: Two model lessons were used during the Workshop on the 4P's model to demonstrate to the Experimental teachers how features of the 4P's model can be reflected in lesson plans.

Workshop Materials

A mixed bag of instructional materials extracted from some British Council publications, some International Reading Association publications, some publications of the Department of English, Obafemi Awolowo University and the Department of Teacher Education, University of Ibadan were used as resource materials during the Workshop.

Audio Cassettes

In order to capture vividly the verbal aspects of the interactions, the lessons observed were audio-taped.

Research Procedure

Six Senior Secondary Schools in Oyo State were randomly selected from the school population and constituted into Experimental and Control schools - 3 Experimental and 3 Control. Sixteen randomly selected teachers from the same State were also randomly constituted into Control and Experimental teachers - 8 Control and 8 Experimental. Intact classes were used in all schools.

The Experimental teachers were, during a Workshop of 72 contact hours - a maximum of eight contact hours per week - exposed to the philosophy and operational modalities that inform the 4P's. The Workshop syllabus (see Appendix 5 in the Interim Report - Onukaogu, 1991) which was based on the 4P's model was used by experts in communication skills courses drawn from the University of Ibadan and the Obafemi Awolowo University, Ile-Ife as the content of instruction. In order to ensure that the participants had a firm understanding of the 4P's model, a micro-teaching session by the participants based on the model was mandatory. Besides, each participant presented a critique of the 4P's which was then discussed by all the participants and the workshop instructors.

At the end of the Workshop, both the Experimental and Control teachers were presented with the reading comprehension syllabus for use as the content of instruction in their respective schools. Both groups of teachers were in addition told of a resource centre specifically set aside to facilitate their performance. The resource centre was set up in the school library of the participating teachers. The school librarian was in charge. The librarian was requested to keep a record of the books or materials borrowed from the centre. Besides, the teachers were told to consult the research assistants assigned to the school in case they needed any assistance in respect of any approach they read or thought of but which they could not fully understand. The

research assistants were requested to keep a record of the number of times they were consulted, refer the teachers to the resource centre, counsel them on various aspects of RC that were relevant to a given situation and acquiant this investigator of whatever advice or counsel they give. The Experimental teachers were instructed to use the 4P's model while the Control teachers continued with the classical method. The period of instructional intervention for both groups was the second term of 1991/92 session. All the teachers taught for thirteen weeks. During the instructional intervention, the interactions in the classrooms were audio-taped and coded. Blind coding was done. Besides, the performance of the teachers was assessed using the RSA teacher assessment checklist.

Before the commencement of the instructional intervention, the Reading Comprehension test was administered to the students. At the end of the instructional intervention, the same test was readministered to the students. The 4P's teacher evaluation questionnaire was administered to only the Experimental teachers at the end of the instructional intervention.

A pilot study was carried out. During the pilot study, the classroom interaction observation schedule, the reading comprehension test, the RSA teacher assessment checklist, and the 4P's teacher evaluation questionnaire were trialled three times. During the trialling, necessary revisions and adjustments were made to cater for the validity and reliability of each and to obtain a satisfactory inter/intra coder reliability index. When, during the pilot study, it was found that both the validity and reliability indices of the instruments were adequate, the final versions were produced.

Data Collation

Before subjecting the data to descriptive and inferential statistics, the following steps were taken: (a) We took a frequency count of the points scored by the teachers as they were assessed using the classroom teacher assessment checklist. We found simple percentages of their performance based on the various categories of the checklist (b) We took a frequency count of the interactions in the classrooms. Based on the overall interactions, we computed the percentages of each major heading in the classroom interactions. (c) We classified the performance of the students in the RC test along the following criteria; (i) 0% reflecting those students who did not have the strategy or skill to perform the task required, (ii) 1-39% reflecting those students whose performance was considered below average, (iii) 40-59% reflecting those students whose performance was considered average and (iv) 60% and above reflecting those students whose performance was above average.

Analysis of Data

Teacher Performance

General Observation

It was observed that during the period of the instructional intervention, the Control teachers did not use the resource centre. On the other hand, the Experimental teachers were on daily basis always utilising the resource centre. An average of fifteen textbooks and twenty five mimeographed articles was borrowed by each Experimental teacher. Besides, an average of fifty two photocopies of various journal articles and portions of textbooks was made by each Experimental teacher.

It was also observed that none of the Control teachers consulted any of the research assistants for help or advice regarding planning, preparing or even presenting their lessons. On the other hand the Experimental teachers consulted the research assistants regularly each day at the close of school activities in order to review the day's lessons as well as preview the lesson's for the next day. Based on the suggestions of this investigator, the research assistants were able to encourage the Experimental teacher's to brainstorm in groups during the review/preview sessions. Thus during the first week, brainstorming sessions were routinely carried out.

As regards the classroom activities we observed that the technique adopted adopted by the Control teachers was a religious adherence to Macha's categorization of the steps in the classical method (see page 5 of this paper). On the other hand for the Experimental teachers, we observed a mixed bag of techniques or methods in the lesson. However, we identified the direct instruction technique, collaborative learning and mini workshop model that consists of a minilesson by the teacher, activity period and a sharing period. Thus while the Control classes were not noisy and with limited observable activities, the Experimental classes were noisy and beehive of activities. We shall now present a detailed analysis of the data obtained.

Table 1 A Summary of the Performance of the Teachers

	Maximum Score	Control Teacher N = 6		Experimental Teacher N = 6	
		Score	%	Score	%
1. Personal Qualities					
Personality and appearance	5	18	60.0	20	66.6
Ability to establish rapport	3	6	33.30	15	86.6
Voice - audibility; ability to project	2	6	50.0	9	75.0
2. Preparation					
Lesson Plan	10	0	0.0	45	75.0
Clarity, Limitation, Suitability of Materials	5	10	33.30	20	66.6
Suitability of Materials	5	13	43.30	25	83.3
3. Execution of Lesson					
Management of class discipline	10	25	41.30	40	66.6
Progress through lesson	4	7	29.10	20	83.3
Presentation of materials	4	7	29.10	20	83.3
Effective use of questioning	4	6	25.0	18	75.0
Ability to foster general language use	4	8	33.0	20	83.3
Awareness and correction of errors	4	6	25.0	15	62.5
Control Practice; Choral individual	4	6	25.0	14	56.6
Use of blackboard or equivalent	4	6	25.0	16	66.6
Use of aids	4	0	0.0	15	62.5
Maintenance of interest	4	6	25.0	15	75.0
Involvement and encouragement of learners	4	6	25.0	18	75.0
Checking of learning	4	6	25.0	18	75.0
Achievement of aims	4	6	25.0	18	75.0
Ability to adapt and extemporize	4	6	25.0	18	75.0
Understanding and handling of structure	4	20	83.0	20	83.3
Handling of test, dialogue etc	4	8	33.30	15	62.5
	100	182	30.30	434	70.2

As presented in Table 1, it is clear that the overall performance of the Experimental teachers is better than that of the Control teachers. For instance, the data show that as regards the personal qualities of the teachers, the Experimental teachers scored 71.00% while the Control teachers scored 50.00%. As regards Preparation for the lesson, the Experimental teachers scored 75.00% while the Control teachers scored 22.80%. Similarly in the execution of the lesson, the Experimental teachers scored more than the Control teachers - 71.40% and 30.70%. In all the twenty-two items that were assessed, it is only in one item - understanding and handling structures - that the Experimental and Control teachers had comparable scores. We are therefore left with the inescapable conclusion that as regards having the right personality, preparing for and executing the RC lesson, the Experimental teachers performed better than the Control teachers.

Classroom Interactions

Table 2: A Summary of Interactions

SUBJECTS										
MOVES	EXPERIMENTAL				CONTROL				GRAND TOTAL	
	TEACHERS		STUDENTS		TEACHERS		STUDENTS			
	N	%Age	N	%Age	N	%Age	N	%Age	N	%Age
STRUCTURE	239	4.35	11	0.20	176	3.20	0	0.00	426	7.75
SOLICIT	1083	19.71	16	0.29	413	7.51	0	0.00	1512	27.51
RESPOND	408	7.42	1656	30.10	302	6.59	456	8.30	2882	52.44
REACT	133	2.42	477	8.68	45	0.82	21	0.38	676	12.30
TOTAL									5498	100

The data in Table 2 show that the Experimental classes made more moves than the Control classes. If we for instance, combine the moves made by the teachers and students, we find that the Experimental classes made 4.55% and 20.00% respectively regarding the structure and solicit moves. For the Control classes, it is 3.20% and 7.51% respectively. Besides, regarding the respond and react moves, the data show that the experimental classes made 37.55% and 11.10% respectively. For the Control classes it is 14.87% and 1.2% respectively. The fact that the Experimental classes made more moves than the Control classes is thus indisputable.

We shall now try to examine the content of the moves, the media used in making them and the class dynamics as it relates to the moves.

The data show that most moves were in the vocabulary content - 39.20% - while the creative and critical contents had the least moves. The data show that in all the contents, it is the Experimental classes that made more moves than the Control classes. In addition the data further show that while the Experimental teachers made more moves than the Experimental students in just two contents - Discourse and Literal Comprehension - the Control teachers made more moves than the Control students in four contents - Vocabulary, Sentence, Discourse and Literal Comprehension. Both the Control teachers and students made no moves in the creative content. In the critical content, they made the same number of moves. It is only in the affixes and interpretive contents that the Control students made more moves than the Control teachers.

Table 3: A Summary of the Content of the Moves

Affixes				Vocabulary				Sentence				Discourse			
Expt		Control		Expt		Control		Expt		Control		Expt		Control	
T	P	T	P	T	P	T	P	T	P	T	P	T	P	T	P
5.90	9.40	0.00	0.40	12.00	19.00	5.20	3.00	6.40	7.40	4.50	2.90	4.30	0.70	8.50	0.00
15.03		0.40		31.00		8.20		13.80		7.40		5.00		8.50	
15.70				39.20				21.20				13.50			
Literal				Interpretive				Creative				Critical			
Expt		Control		Expt		Control		Expt		Control		Expt		Control	
T	P	T	P	T	P	T	P	T	P	T	P	T	P	T	P

1.80	1.60	0.40	0.10	1.20	2.70	0.20	2.30	0.00	0.30	0.00	0.00	0.00	0.10	0.10	0.10
3.40		0.50		3.90		2.50		0.30		0.00		0.10		0.20	
3.90				6.40				0.30				0.30			

Table 4: A Summary of the Media Used

Spoken				Printed				Gesture				Silence				Tacit			
Experiment		Control		Experi-ment		Control		Experi-ment		Contl		Experi-ment		Control		Experi-ment		Control	
T	P	T	P	T	P	T	P	T	P	T	P	T	P	T	P	T	P	T	P
30.80	24.80	16.00	3.20	3.50	10.80	1.90	1.30	0.20	0.10	0.00	0.00	0.20	0.20	0.00	1.40	0.00	3.30	0.00	2.20
55.60		19.20		14.30		3.20		0.30		0.00		0.40		1.40		3.30		2.20	
74.80				17.50				0.30				1.80				5.60			

Table 4 presents the media used in the interactions. The table shows that the most used medium is the spoken medium. The least used is gesture. The table also shows that the Experimental classes use the media more than the Control classes. The Experimental teachers utilise the spoken and gesture media more than their students. On the other hand, their students utilise the printed text and tacit media more than they. For the Control classes, the teachers utilise the spoken and printed media more than their students while the students utilise the silence and tacit media more than their teachers. Both the Control teachers and students did not make any move involving the gesture medium.

Table 5 summarises the involvement of the participants in the various class interactions. It shows that the teachers did not favour group or collaborative work. As the data show only 4.30% of the moves involves various groups in the class. The data also show that the favoured interactions are those which involve the entire class. That is why 49.80% of the moves involves the entire class. The data also show that there is considerable focus on the individual. For instance, as much as 45.90% of the moves were targeted towards the individual in

Table 5 A Summary of the Class Dynamics

Whole				Group				Individuals			
Experiment		Control		Experiment		Control		Experiment		Control	
T	P	T	P	T	P	T	P	T	P	T	P
16.70	13.50	13.60	5.80	2.10	2.20	0.00	0.00	15.90	22.60	4.10	3.30
30.40		19.40		4.30		0.00		38.50		7.40	
49.80				4.30				45.90			

the class. The data confirm some of already observed trends in the interactions. First, it is the Experimental classes that made more of the moves that involved the class members. Secondly, the Control students are marginalised in the interactions since it is their teachers who dominate the interactions. On the other hand, the

Experimental students made more moves than the Experimental teachers.

Students Performance on the RC Test

Table 6: A summary of the overall performance of the students in the pretest and post-test.

	Below average 0 - 39				Average 40 - 59				Above average 60 - 100			
	Expt.		Control		Expt.		Control		Expt.		Control	
	N	%	N	%	N	%	N	%	N	%	N	%
Pre-test	117	54.70	138	79.80	85	39.70	31	17.90	11	5.10	3	1.70
Post-test	21	11.10	114	73.10	67	35.30	35	22.40	102	53.70	6	3.80
Gains	+ 46.30%		+ 6.70%		+ 4.40%		+ 4.50%		+ 48.60%		+ 2.10	

Table 6 gives a global view of the performance of the students in the RC tests. It shows that at the pretest 79.80% performance of the Control students was in the below average range while for the Experimental group it is 54.70%. Furthermore only 1.70% of the Control students performed at the above-average range. For the Experimental students it is only 5.10%. Although the data show that the Experimental students perform better than the Control students there is no doubt that the test posed serious comprehension problems to both.

At the post-test, data show some considerable difference in the performance of both groups. For instance, while 73.10% of the Control students are within the below-average range, only 11.10% of the Experimental students are within this range. In addition while 53.70%

of the Experimental students perform above average, for the Control students it is only 3.80%. Although the data show that both groups of students have improved on their pretest performance, the degree of improvement is more noticeable among the Experimental students than the Control students.

Table 7 A Summary of the Performance of the Students in the Pretest

Question	No skills 0%				Below Average 1-39%				Average 40-59%				Above Average 60-100%			
	Expt.		Control		Expt.		Control		Expt.		Control		Expt.		Control	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	11	5.10	22	12.70							1	0.60	203	94.90	150	86.70
2	19	8.90	29	16.80							1	0.60	195	91.10	143	82.70
3	26	12.10	32	18.50							1	0.60	188	87.90	140	80.90
4	154	72.00	157	90.80									60	28.00	16	9.20
5	198	92.50	151	87.30									16	7.50	22	12.70
6	65	30.40	73	42.20									149	69.60	100	58.00

7	92	43.00	101	58.20							1	0.60	122	57.00	71	41.10
8	102	47.70	86	49.70									112	52.3	87	50.30
9	82	38.30	86	49.7									132	61.70	87	50.30
10	90	42.10	100	57.80									124	57.90	73	42.30
11	204	95.30	169	97.70									10	4.70	4	2.30
12	63	29.60	96	55.50									150	70.40	87	44.50
13	191	89.30	164	94.80					2	0.90			21	9.80	9	5.20
14	210	98.10	169	97.70									4	1.90	4	2.30
15	142	66.40	127	73.40									72	33.60	46	26.60
16	163	76.20	142	82.10					1	0.50	7	4.00	50	23.30	24	13.90
17	147	68.70	150	86.70							1	0.60	67	31.30	22	12.70
18	176	82.20	160	92.50									38	17.80	13	7.50
19	201	93.90	168	97.10					3	1.40	2	1.20	10	4.70	3	1.80
20	156	72.90	154	89.00	2	0.90							56	26.20	19	11.00
21	185	86.40	113	65.30	17	80.00	38	21.90	7	3.30	19	11.00	5	2.30	3	1.70

We shall now try to examine more closely the performance of the students in the RC test. Tables 7 & 8 give the pretest and post-test performance respectively. Table 7 shows that of the 21 items, the two groups had considerable problems in performing the tasks required in 12 items. For items 4, 5, 11, 13, 14, 15, 16, 17, 18, 19, 20 and 21, more than 50% of the students in each of the groups does not have the required skill as they all are within the 0% range. Of the 12 items above, item 21 is on summary writing; nine of them - items 4, 11, 14, 15, 16, 17, 18, 19 and 20 are on the linguistic processing. The remaining two - 5 and 13 - are on utilising information from the text. The data show that the Control students performed better than the Experimental students in respect of items 5, 14 and 21. The Experimental students on the other hand performed better than the Control group in the remaining 18 items.

Table 8 A Summary of the Post-test RC Performance of the Students.

Question	No skills 0%				Below Average 1-39%				Average 40-59%				Above Average 60-100%			
	Expt		Control		Expt		Control		Expt		Control		Expt		Control	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	2	1.10	19	12.20									188	98.90	137	87.80
2	4	2.10	21	13.50									186	97.60	135	86.50
3	11	5.80	27	17.30									179	94.20	129	82.70
4	52	27.40	133	85.50									136	72.60	23	14.70
5	63	33.20	142	91.00									127	66.80	14	9.00
6	31	16.30	53	34.00									159	83.70	103	66.00
7	63	33.20	96	61.50							1	0.60	127	66.90	59	37.80
8	75	39.50	69	44.20									115	60.50	87	55.80
9	46	24.20	71	45.50									144	75.80	85	54.50
10	40	21.10	88	56.40	1	0.50							149	78.90	68	43.60
11	98	51.60	153	98.10	1	0.50							91	47.90	3	1.90
12	72	37.90	91	58.30	1	0.50							117	61.60	65	41.70
13	77	40.50	147	94.20	1	0.50							112	58.90	9	5.80
14	96	50.50	149	95.50	1	0.50							93	49.00	7	4.50
15	87	45.80	116	74.40	1	0.50							102	53.70	40	25.60
16	101	53.20	120	76.90					2	1.10	9	5.80	87	45.80	27	17.30
17	70	36.80	132	84.60							1	0.60	120	63.20	23	14.70
18	93	48.90	143	91.70	2	1.10	1	0.60	1	0.5	1	0.60	94	49.40	11	7.10
19	115	60.50	152	97.40					5	2.60	1	0.60	70	36.80	3	1.90
20	92	48.40	131	84.00					4	2.10	1	0.60	94	49.40	24	15.40
21	25	13.20	87	55.80	36	18.90	44	28.20	77	40.50	20	12.80	52	27.40	5	3.20

When the post-test data are examined as shown in Table 8, it is obvious that the Experimental group improved on its pretest performance more than the Control group. For instance, it is only in 4 test items that 50% of the Experimental students are unable to perform the required task. For the Control group it is in 15 items. Besides, in 14 test items, more than 50% of the Experimental students are in the above average range whereas for the Control group it is only in 4 items that they perform in the above average range. As regards summary writing the data buttress the better and enhanced performance of the Experimental students over both their pretest performance and that of the Control group. For instance, in the pretest, while 86.40% of the Experimental students score 0% i.e. are unable to write a summary of the given paragraph, for the Control students it is 65.30% who can not write the summary. However, in the post-test, while only 13.20% of the Experimental students are unable to write the summary; for the Control group it is 55.80% who still can not write the summary. Thus apart from the fact that the Experimental group performs better than the Control group in this task, the Experimental students also improved on its pretest performance by as much as 75.20% whereas the Control students improved by 9.50%. The data show that while the Experimental students have improved on their linguistic processing since more of them perform at the above-average - see items 1, 2, 3, 4, 11, 15, 16, 17, 18, 19 and 20 - the same is not applicable for the Control students. Similarly, in the items that utilise information from the passage - 5, 6, 7, 8, 9, 10 and 13 -more Experimental students in the

Post-test have improved on their Pretest performance. Although there is some improvement in the performance of the Control students on the Post-test, there is no doubt that the rate of improvement is not the same as that of the Experimental students. For instance, in items 5 and 13, 19.00% and 5.80% of the Control students performed above average in the Post-test. Given their Pretest performance in which 12.70% and 2.30% respectively are in the above-average range, the rate of improvement is 3.70% and 3.50% respectively. On the other hand, for the same test items, 66.80% and 58.80% of the Experimental students are in the above-average range in the Post-test. Given the Pretest performance in which 7.50% and 9.80% of the Experimental students perform above average, it is clear that the Experimental students improved their performance by 59.30% and 49.10%. The above analyses therefore leave no one in doubt of the better performance of the Experimental students over the Control in the Post-test.

As regards the response of the students to question 22, the data show that in the Pretest all the students - both Experimental and Control - indicate that they had no problems in comprehending the text. At the Post-test the Control students still indicate that they had no problems in comprehending the text. However the reverse is the case with the Experimental students where: (i) all of them - 100% contend that the experience as reported in the text does not quite tally with the experience of strikes that they are familiar with, (ii) 80.0% of them indicate that they had problems in understanding the meaning of some new words in their context, (iii) all of them complain that they could not easily understand the main idea of the entire text as well as that of the paragraph they were asked to summarize, (iv) 60.0% of them complain that the intention and attitude of the author are obscure and not clear and (v) 50.0% complain that the length of the passage made retention and recall of ideas rather difficult.

Testing the Hypotheses.

Table 9 Summary of the T-test data

$\alpha = 0.05$ (2 tail)

	Mean		Standard Deviation			Tabulated T-value	Calculated T-value	Remarks	ω^2
	Expt	Control	Expt	Control	DF				
Teacher Interactions	41.400	22.000	76.895	37.341	88	1.98	1.52	Not Significant	-
Students Interactions	48.000	10.600	69.151	29.356	88	1.98	3.34	Significant	0.10
Entire Class Interactions	44.700	16.300	72.789	33.886	178	1.96	3.36	Significant	0.05
Teacher Assessment	19.227	8.273	8.066	5.914	42	2.02	-5.37	Significant	0.39
RC Pretest	1.495	1.280	0.603	0.461	358	1.96	-5.16	Significant	0.07
RC Post-test	2.427	1.295	0.684	0.547	344	1.96	-16.72	Significant	0.45

The data show that at 0.05 level of significance, the performance of the Experimental teachers is significantly much better than that of the Control teachers. The Post hoc analyses ω^2 show that the quality or degree of the significance is 39.00%. We therefore can not accept the hypothesis:

> *The performance of teachers in the lesson informed by the 4P's model can not be significantly better than the performance of the teachers in the lesson informed by the classical method.*

The table also shows that although the moves made by the Experimental teachers are not significant compared to those made by the Control teachers, the interactions of (1) the Experimental students are more significant than those of the Control students (2) the interactions in the Experimental classes i.e. student and teacher interactions combined are more significant than those in the Control classes. The Post hoc analyses show that the quality or the degree of the significance is 10.00% and 5.00% respectively. Since our emphasis is on the interactions in the entire class we therefore can not accept the hypothesis:

> *The interactions in the RC lessons which are informed by the 4P's model can not be significantly better than those in the lessons informed by the classical method.*

When we however, consider the entry means i.e. the Pretest means of both groups, we find that while the Control students improved theirs by 0.015 the Experimental students improved theirs by 0.932. Besides, at the Pretest, the Post hoc analyses show that the quality or degree of the difference of the superior performance of the Experimental students over the Control is 0.70% whereas at the Post-test it is

45.00%. This shows that as much as 44.30% improvement over the Pretest performance has been made by the Experimental students. We therefore are compelled to conclude that the 4P's did bring about a significant improvement in the performance of the Experimental students over the Control students. We can therefore say that while the classical method did bring about some improvement of the Control students, the improvement is not qualitatively comparable to the improvement which the 4P's brought about in the RC performance of the Experimental students. Given the much better performance of the Experimental over the Control students, we also can not accept the hypothesis:

> *students who are taught RC through the 4P's model can not have better RC English Language competence than students who are taught RC through the classical method.*

4P's Teacher Evaluation Questionnaire

The data show that items 2 to 10 are very highly rated by all the Experimental teachers. We therefore feel that they hold the 4P's in high esteem. Our conviction that the Experimental teachers regard the model as a facilitator for RC learning is further shown by the fact that items 1, and 11 to 15 which seem not to be in favour with the 4P's are given the least rating. 90% of the teachers rate items 11 and 12 very highly indicating that the moves generated by the 4P's in the RC lesson are positive trends and that they would like to have regular workshops on the 4P's model. 10% however are disenchanted with such moves and do not favour the idea of a regular workshop on the model.

Implications of Findings

Impact of the 4P's

Since the distinction between the Experimental teachers and the Control teachers is that while the Experimental teachers were exposed to the 4P's, the Contrrol teachers were not, we will like to attribute the observed difference between the two to the presence or absence of the 4P's. We therefore conclude that it was the exposure to the 4P's during the preexperimental workshop that made the Experimental teachers to see the need to expoloit the resource centre and consult the research assistants in order to plan, prepare, present and practice their lessons. The Control teachers who did not exploit and consult as did their Experimental counterparts. Thus while the Experimental teachers regularly brainstormed to review and preview their lessons, the Control teachers did not. We also conclude that it was the exposure to the 4P's that also led the Experimental teachers to see the need to integrate as many techniques as possible in order to effectively present their lesson. The practice component of the 4P's informed the need to provide the activities that underlined the lessons in the Experimental classes. The Control teachers who were not exposed to the 4P's religiously stuck to the classical method and did not see the need for back up activiites to reinforce their lessons.

The Role of the Classical Method in RC Teaching and Learning

Our data have shown that the classical method has some merits. For instance, it enabled the RC teacher to maintain some measure of classroom performance which also enabled him to initiate and manage some classroom interactions. Besides, our data show that students taught by the method are also able to improve on their RC performance. It is our thinking that the above positive features of the classical method have endeared it to RC teachers in Third World Anglophone states. However, our data also show that the 4P's enhances the classroom performance of the RC teacher more than the classical method. They also show that the 4P's enables the RC teacher to initiate and manage result-oriented interactions more than the classical method. Besides, our data show that when students are taught RC through the 4P's their language competence is facilitated more than when they are taught through the classical method. The Post hoc analyses show that the degree or quality of the much better performance is quite considerable. We therefore feel that there is the need to make RC teachers in Third World Anglophone States aware of the fact that there is a better alternative for enhancing RC teaching and learning and that there is enough evidence in support of the 4P's as a better alternative to the classical method.

The Role of the 4P's Method in RC Teaching and Learning

Our examination of both the classical method and the 4P's model has led us to conclude that the effective RC teaching method or model is the one that optimally and maximally enhances the RC teacher's personal qualities and enables him to effectively prepare and execute the lesson. From the responses of the Experimental teachers, we would like to posit that the 4P's enhanced teachers' perception of their role as facilitator of learning. In addition, the model created in the teachers concern for ascertaining and catering for the needs of their students. We observed that while the 4P's teachers did not adopt an ad hoc approach, the Classical method teachers did. For instance, there was no lesson plan in use in any of the Control classes. No time was specifically set aside on the timetable for RC. The English language class textbook was the only textbook used for RC. We also observed a religious adherence to Macha's (1983) categorisation of the Classical method. This was not the case in the Experimental classes where (1) ample provisions were made for the RC lessons, (2) direct teaching of RC took place, (3) teacher directed activities were prevalent and (4) each teacher had detailed lesson notes that guided his actions during in-class presentations. We would also like to add that effective classroom performance as evidenced in the Experimental classes is (i) one which enables the teacher to produce classroom interactions that are quantitative (extensive) and qualitative (assorted), (ii) one which enables the students to take active and dominant part in the interactions, (iii) one in which result-oriented interactions are those that make use of as many contents and media as possible and (iv) one in which maximum classroom dynamics is exploited in order to enhance group, class and individual interactions in the classroom.

We also would like to posit that the 4P's teachers created the

atmosphere for effective language learning more than the classical method teachers. Our conclusion is buttressed by the responses of the students to question 22 which asked them to specify the problems they had in comprehending the text. At the Pretest both Experimental and Control students contended that they had no problems. Given their poor performance in the RC test, our inference is that (1) the students do not know what comprehension entails or is and (2) that they do not have the language to express their problems. Given the continued poor performance of the Control students at the Post-test and their contention that they had no problems, we do not see any reason to change our inference about them. However, for the Experimental students we make the following inferences: (a) the 4P's model has made the students aware of the need for schema in RC. Hence they tried to relate the experiences in the text to their real life experience. They complained that the experience reported in the text, does not agree with what they are familiar with, (b) the 4P's enhances the metacognition of the students. The students now show some awareness of what RC is and though they were unable to master some strategies, the awareness of the strategies is a step in the right direction and (c) the 4P's enhances the confidence of the students to use the language. At the Pretest one can infer that their contention that they encountered no problems could be a device to tune off the teacher in order to camouflage their language incompetence. At the Post-test, given the measure of competence they have acquired, they are able to state some of the difficulties they encountered.

From the data discussed, we are now convinced that there is an urgent need to make Third World Anglophone States RC teachers aware of the above roles of the 4P's model in facilitating the teaching and learning of RC in order to convince them to adopt the model.

Conclusion

In this paper, we have tried to show that if the teaching and learning of RC in Third World Anglophone States is to be effective, then it must be a serious and carefully articulated business anchored on effective *Planning*, adequate *Preparation*, sound *Presentation* and regular *Practice*. From the evidence before us, we have also tried to show that the 4P's RC teaching model is more effective than the Classical method in enhancing the teaching and learning of RC. Since the 4P's model makes mandatory: (1) the careful examination and articulation of all the variables that make for effective RC teaching and learning through its first pivot *Planning*, (2) adequate preparation of all the material and classroom in readiness for the lesson through its second pivot *Preparation*, (3) in-class teaching of RC that is backed by proven techniques or methods, through its third pivot *Presentation* and (4) regular in-class and out-class activities on RC through its fourth pivot *Practice*, we would like to recommend that RC teachers in Third World Anglophone States be made aware of the potentials of the model as a facilitator of RC teaching and learning. Once such teachers follow conscientiously the four pivots of the 4P's, they will be encouraged by the satisfaction they would derive in teaching as well as in the enhanced RC performance of their students. They will therefore more likely jettison the ad hoc approach that

informs the Classical method than if they were not aware of the model.

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