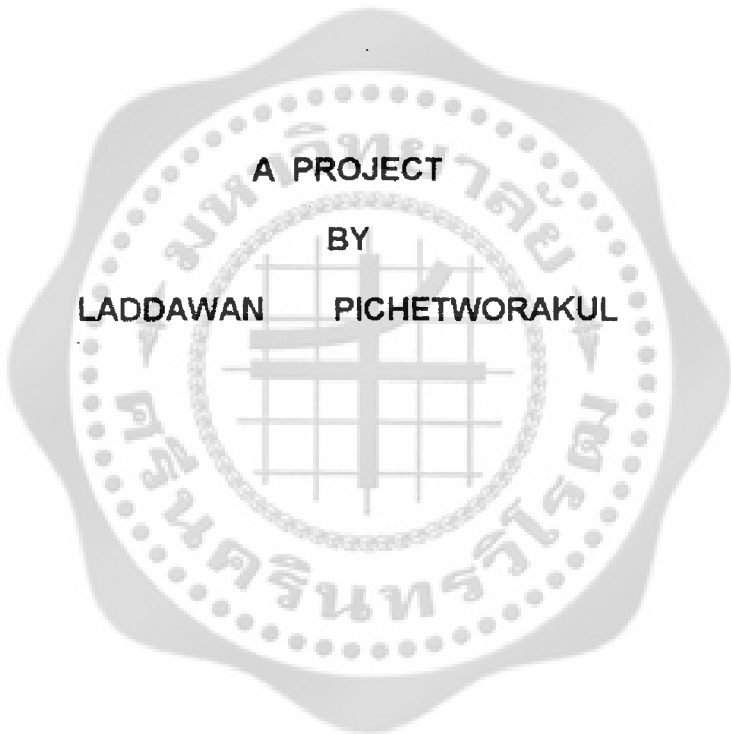


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**THE USE OF A LEARNING KIT TO IMPROVE GUESSING STRATEGIES :
INCREASING LEARNERS' READING COMPREHENSION PROFICIENCY**



**A PROJECT
BY
LADDAWAN PICHETWORAKUL**

10 ม.ร. 2556

Presented in partial fulfillment of the requirements for the Master of
Arts in Teaching English as a Foreign Language
at Srinakharinwirot University

March 1997

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The purpose of this study was to determine whether strategies using guessing meanings from context clues help increase reading comprehension for learners in Matayom 2. Thirteen modules were designed to enable students to deduce the meaning from various kinds of context clues.

The subjects were fifty-five students in Matayom 2 at Chonkanyanukoon School. They were given a Pretest and Questionnaire before training to discover their weak points. The results of the Pre-test and the Questionnaire were used as a basis to design the modules which were finally used for 17 periods (50 minutes per one period).

At the end of the experiment the Post-test and Questionnaire were administered to get the results for comparing with Pre-test and the Questionnaire before teaching. The results of the second questionnaire, after comparing with the first, were improved in terms of the efficacy of using guessing strategies. The total scores of the Pre-test and the Post-test were compared by the use of a t-test at the level of .01, where the guessing ability and the comprehension proficiency were high. Furthermore, the correlation of guessing and comprehension at the level of .01 clearly showed that students' reading comprehension increased under the support of guessing strategies which confirm our original hypothesis.

Project
entitled

**THE USE OF A LEARNING KIT TO IMPROVE GUESSING STRATEGIES:
INCREASING LEARNERS' READING COMPREHENSION PROFICIENCY**

was submitted to the Faculty of Graduate Studies, Srinakharinwirot University for the
degree of Master of Arts (Teaching English as a Foreign Language).

on
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CHAPTER 1

INTRODUCTION

Background and Problem

As we know, reading is one of the important skills in teaching English as a foreign language. Cooper, Warncke and Shipman give a definition for reading :

Reading is a process of constructing meaning ; clues from the text trigger meanings from the reader's prior experiences. In this way the reader interacts with the text to form meaning. Background experiences and oral language are the foundations on which all reading is built.

(Cooper et al., 1988 : 13)

Background experience influences students' ability in reading. It helps develop a framework of ideas in the mind. For example, if the students who have an appropriate culture background read a paragraph about Christmas's Day, their immediate thoughts will relate to Christmas trees, presents, winter, holiday, party and so forth. All the thoughts about Christmas's Day is the schema (or concept or background knowledge or prior experience). Cooper, Warncke and Shipman point out that schema or schemata are the structures representing the information stored in memory. They are stored in one's memory and ready to be used while he is reading to help construct meaning or draw concept (Cooper et al. 1988).

Young Thai readers (students) of a foreign language may lack appropriate interpretive procedures for decoding written texts. This is sometimes evidently by their reading a word aloud or concentrating on morphological characteristics rather than enjoying in a search for meaning. The dictionary, also, is of limited use when decoding skills do not include the capacity to integrate lexical semantics into a textual frame.

Thus, we can see that the problem is related to cognition and search procedures. Furthermore, this problem will not be solved until we understand the processes of comprehension.

Reading for Comprehension

Reading for comprehension depends on interpreting new information from clues in the text and what the students already know about a topic and effective prediction, including language development. Cooper, Warncke, and Shipman define comprehension as :

Comprehension is a process of constructing meaning from clues in the text and information in the reader's background of experience ; this process of building meaning involves interaction between the reader and the text. The meaning formed by the reader does not come from the printed page.

(Cooper et al., 1988 : 27)

Duffy and Roehler (1989 : 37) have suggested that the steps for prediction may be, ".... begin to read with background knowledge and make initial predictions and end with purposeful reconstruction of the author's printed message."

Reading demands that the students decode and reconstruct the meaning by interacting with texts. So the ability to decode the words in the text is related to a student's vocabulary ability which is one of the important problems in content area reading. The students encounter trouble in reading because of lacking an ability to recognize most of the words appropriately. Gillette and Temple (1990 : 322) have suggested two main aspects of vocabulary, " a) background concepts to which vocabulary words can be related and b) strategies to derive approximate word meanings from surrounding context.

For example, read the following sentence :

George was one of my most *diligent* students ; he was willing to spend hours working on mastering a new subject.

It is possible for the students to guess from the surrounding context by activating a specific part of their schema for *diligent*. If a student is *diligent*, then he or she does not mind spending hours working on a new subject. This is an example of *diligent* behavior. Therefore, the appropriate meaning for *diligent* in this text must be "hard working".

Another example is :

An *Adonis* is an extremely handsome young man.

The word *Adonis* in the sentence, we can obviously guess the meaning from the clue 'is', an extremely handsome young man. *Adonis* is defined in the text.

Vocabulary Schemata and Reading Comprehension

As we mentioned about the schemata, Gillette and Temple (1990:323) have this to say : "Concepts are stored mental patterns that are derived from experience." It is possible that the students cannot read on a higher level than their vocabulary skills and without the schema to help construct meaning out of the passage. Therefore, the decoding and comprehension process must be used together. Cooper, Warncke and Shipman (1988: 6) mentioned, "When decoding became a problem, comprehension slowed down or stopped." Reading skill relates to this belief. McCarthy has this to say :

It is the experience of most language teachers that the single, biggest component of any language course is vocabulary. No matter how well the student learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide rang of meaning, communication in an L2 just cannot happen in any meaningful way.

(McCarthy, 1990:VIII)

Context Clues

In general, the students will read assignments, chapters, or pages. Traditional teachers aim at students' quantity (force the students to read a lot of texts) but not train them how to read effectively. The students lack appropriate strategies in reading because they have never learned how to read. They work very hard but gain very little. According to most of the words that have more than one meaning, the students do not know how to find the right meaning from several meanings for each word. One of the common strategies that help remedy students' reading skill which serve the character of both decoding and comprehension is guessing meaning from context clues. Herber and Herber point out :

Use of context is one commonly applied means of acquiring word meaning. Because meanings of words are derived from their relationships with other words, use of context is a natural and easily used tool for determining word meanings. Students can be taught how to use different context clues for determining the meanings of specific words. In doing so, teachers use the resources students are about to read, resources to which the criteria for word selection have been applied.

(Herber and Herber, 1993:176)

Therefore, the students must learn to know that different types of reading texts require different purposes and different strategies. For example, reading cartoons for fun is not the same as reading articles. In another words, reading is strategic. Cooper, Warncke and Shipman (1988: 7) explain that, "A strategy is a plan for doing something ; different task requires different strategies. Reading is process that requires strategy ; therefore, reading is strategic."

Supporting Clues

Using contextual analysis in guessing meaning is not the only procedure used as a reading skill. Rather, it is the approach we most frequently use to help determine the meaning of unknown words or different meanings for already known words. Other approaches which can be used concurrently include structural analysis and using a dictionary. Both of them can be used to support guessing strategies.

Structural analysis is a skill by which students find out the meaning of an unknown word by examining the morphological structure and their meanings. Read the sentence as an example :

When Neil Armstrong was a child, it would have been *unimaginable* to him that he would walk on the moon.

For the word 'unimaginable', the students can use structural analysis technique to find out the known word 'image' and two familiar word parts, 'un' and 'able' (prefix and suffix). In addition to the use of contextual analysis, the students may get the appropriate meaning for this task. Therefore, the structural analysis is used to help the students look for known meaningful word parts in word which are

unknown as a whole unit. Another example, some of the compound words : daytime, sunlight and football, may at first unfamiliar to the students. However, each of them combines with two 'root' words. Most of the root words are familiar for the students although the compound words are unfamiliar. Therefore, by analyzing the structure of word parts, the students will get some appropriate meanings for the new words as 'sun' + 'light' means the light from the sun.

Using dictionary is one of the skills which can help check a meaning if a guess is correct. Nation (1990:136) has this to say, "This information will probably include the part of speech of the word, its immediate context, some vague idea about its meaning, and knowledge of the wider context such as the theme of the passage." Take the word 'run' as an example :

Walk, don't run. (move faster than walk)

The play had a run of two years. (continuous course of performances)

I have a run in my stocking. (a tear)

She is going to run in a ten-mile race. (take part in a race)

As we know, the most commonly used meaning for 'run' is the human movement with legs which is faster than walking. Using a dictionary, we can absorb many other meanings. From the example given, two techniques must be used together. The first one is using context for guessing and then check (or verify) by using dictionary. However, the dictionary does not only contain the definitions of words but also provide spelling , pronunciation , syllable division , word derivation , part of speech, usage, etc. So the use of dictionary should depend on what it is to be used for.

Teaching Reading Problems

Assessing reading problems, one of the main ones in teaching reading skill is the teacher's lack of skill in teaching it. Most of them use only one traditional technique which is translating the reading texts. The students are forced to look up in the dictionary to find the meaning of the unfamiliar words. This causes boredom. Although the students know the meanings of every word, they cannot understand (or comprehend) what they have read. They cannot reconstruct the talking words. Moreover, getting stuck from difficult words to look up the dictionaries make them stop or slow down their thought about the texts. Duffy and Roehler have this to

say :

When reader stops reading to look up the meaning of a word in a dictionary , so much time is consumed that the train of thought is interrupted, and sometimes the reader loses the text's message.

(Duffy and Roehler, 1989:120)

Another problem is students' different experience backgrounds and culture. For example, Asian people greet and celebrate differently from native speakers. Cooper, Warncke and Shipman (1988:10) have this to say : "These differences will likely produce language differences that may effect progress in learning to read standard English." Therefore, it is clear that they do not process the appropriate schemata for uncovering a meaning.

In addition, most of the texts or reading tasks are not suitable for the students' need, interest and age.

The last important one, sixty students in one class is one of the factors that affects the efficiency of classroom management and the teaching learning process as well. The students have less opportunity to practise their own language.

Local Teaching Reading Problems

Specifying our local problems, most of our teachers still use traditional technique which is translating the reading texts in teaching reading skill. One of our own teachers pays attention to her students very well. She devotes most of her time to her students. She starts her reading lesson by writing some difficult vocabularies from the text with translation meanings on the blackboard for her students to copy in their vocabulary books. Then the students repeat the words all together. After that the students read and translate the text all together or individually. Afterwards, they answer the questions from the text. Then they check and correct their answers which are written on the blackboard by the teacher. We can see that the teacher helps her students a lot . They just only copy some vocabularies, read and translate the text, answer questions from the text and correct the answers. This is the boring recycling

reading technique that the students always complain about. They do not acquire any other reading skills they need.

In other cases, we always hear our students complain about their reading:

“ I feel bored with reading.”

“ I’ve never got good marks in reading although I try hard.”

“ I don’t know how to read well.”

“ I look up the dictionary and find the meanings for all the unknown words but I still don’t understand the story.”

“ I hate reading because it is very difficult for me.”

“ Reading is just only translation.”

“ I spend a long time to read the text but I can’t understand it.”

In conclusion, we may ask the question, “Why do these students talk like this?” They may never learn how to read. Their teachers do not pay enough attention to train their students or they lack skills in teaching reading. These create bad habits and bad attitudes in students’ reading. Our students must be trained how to read efficiently before or as they begin reading a text. So the key persons who can help the students must be the teachers.

Research Question

“Do strategies using guessing meanings from context clues help increasing reading comprehension proficiency in Matayom 2 at Chonkanyanukoon School?”

Being an effective comprehender is not easy for our students because comprehension is a very complex and involved process. The students must be taught the strategies needed directly. They must be taught to know their purpose for reading. Therefore, the students must be trained on an earlier level by starting with very simple strategies (Lee, 1987:259)

Hoping to remedy our students’ reading problems from the start of reading level in Matayom 2 at Chonkanyanukoon School, our hypothesis is : “ Strategies using guessing meanings from context clues will help increasing the students’ reading comprehension proficiency”.

According to several research studies, the use of context clues has shown that there is a correlation between achievement in using context clues and dictionaries. No research concerns a definite plan in strategies using guessing meanings from context clues to increase reading proficiency in Matayom 2. This attacks our interest to investigate the outcome of our hypothesis.

Purpose of the Study

The study has five purposes : to find out whether,

1. Strategies using guessing meanings from context clues help increasing reading comprehension proficiency.
2. The skill in guessing meaning from context clues helps suggest sensible meanings.
3. The students gain meanings by using the strategies.
4. The students gain information from the given clues.
5. The strategies provide for the joys and delights of reading.

Scope of the Study

Fifty-five students (one class) in Matayom 2 at Chonkanyanukoon School will be studied by :

- giving a pretest;
- checking questionnaires;
- interviewing nine representative students who are chosen randomly from high, mid and low score group of Pre-test;
- having in-put session with variety of strategies using guessing meanings from context clues that serve the need of the students to the texts given;
- giving a Post-test.

Length of the Study

Treatment consists of 17 periods with fifty minutes in each. The remedial students take the reading course for two periods a week. The extra two weeks were added for pre-test and post-test and the questionnaires session.

Content of Materials Used during the Study

The students learn through the reading tasks from selected such as newspapers, magazines, advertisements, etc. The vocabularies, structures and variety of text types are based on secondary school curriculum and the syllabus by the Ministry of Education to serve the content.

Definition of Terms

Strategies : skilful plans used while the students are reading the reading materials.

Context clues : the recognition of words through the meaning of the surrounding information.

Four types of the context clues are mentioned. They are semantic clues, syntactic clues, pictorial and graphic clues and typographical clues.

Schema : the students' background knowledge or prior knowledge

Students : the students who are studying in Matayom 2 at Chonkanyanukoon School.

Guessing meanings from context clues : the students construct the meanings of word or words from the surrounding information from the tasks given.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

The purpose of this chapter is to review literature relating to strategies using guessing meanings from context clues that in turn effects proficient reading comprehension. Furthermore, strategies for teaching the guessing skills are introduced here. The chapter begins by looking at :

- reading process
- vocabulary and comprehension
- schemata and context in reading comprehension
- context clues
- types of context clues
- and guessing strategies

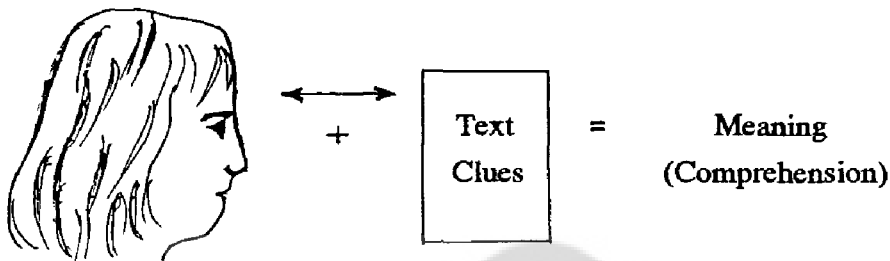
Reading Process

Reading is a complex process. It is the process of constructing meaning that is composed of two basic components : decoding and comprehension. Cooper, Warncke and Shipman have this to say :

Reading is a process of construction or developing meaning for printed text. To do this, the reader bring prior knowledge or experience to the text. The clues in the text trigger the reader's experiences relative to the topic. The reader uses clues from the text in combination with prior knowledge to form meaning ; the use of these two elements together is the interaction between the reader and the text; Figure 1-1 illustrates this concept.

FIGURE 1-1

Interaction Between Reader's Prior Knowledge and Clues from Text



(Cooper et al., 1988: 3)

It is clear that the reading process involves both decoding and comprehension. Reading will occur when comprehension takes place. Therefore, reading is comprehension. To decode the words alone is not reading. Reading will occur when meaning is constructed. As Cooper et al. point out :

The process of reading involves two components, decoding and comprehension, that operate within the effective reader simultaneously. Decoding is knowing the pronunciation of words, and comprehension is construction meaning. No reading takes place unless comprehension occurs. The reader must learn to decode words automatically in order to be able to focus attention on comprehension.

(Cooper et al., 1988:13)

Vocabulary and Comprehension

General conclusion to be drawn from research is that the vocabulary knowledge relate to the ability in reading comprehension. As McKeown point out :

Major trends in vocabulary research have included investigations of relationship between vocabulary knowledge and reading comprehension, the role of context in acquiring word meaning, and the effectiveness of vocabulary instruction. The accumulation

of research has shown that fundamental assumptions underlying each of these trends is highly conditional. That is, the notions that vocabulary knowledge and reading comprehension are related, that context promotes vocabulary learning.....

(Makeown, 1985:481-482)

Cooper et al. also state that :

An effective comprehender knows the meanings of many words in different contexts and also knows how to determine word meanings as text is being read. Therefore, one of the important factors of a good reader's ability to comprehend is having an extensive meaning vocabulary.

(Cooper et al., 1988:32)

To summarize, vocabulary ability or guessing words in context is firmly related to reading comprehension under the support of learner's prior experience which is essential for comprehension of the text. As Thelen points out :

.....Vocabulary instruction is strongly related to reading comprehension and can be meaningful if the assigned reading material is capable of being related, if the learner has the appropriate schemata (file folder) to be able to relate the new words or concepts to those already known, and if the reader attempts to make sense out of the vocabulary. Perhaps students will become independent word learner if what they are learning is meaningful.

(Thelen, 1986:608-609)

Schemata and Context in Reading Comprehension

Schemata or prior knowledge is an important factor in the reading process. When a reader reads, s/he brings prior knowledge or experience to the text or it helps

develop a framework of ideas in the mind. In this, it is supported by the research of Cooper et al.:

During the reading process, the reader is continuously using the clues and information provided by the text to draw from schemata to construct meaning for what is read.

(Cooper et al. 1988:3)

Cook states that :

Reading is also a cognitive process that is restricted in the L2 Reading, like speaking, occurs in a context rather than in isolation. The meaning of a text is not found just in the sentences themselves, but is derived from the previous knowledge stored in the reader's mind and the processes through which the reader tackles it.

(Cook, 1991:54)

Ekwall and Shanker also point out :

An additional concept known as schema theory is also being explored. Studies have shown that individuals' presuppositions, or "schemata," about a passage can have a strong influence on comprehension.

(Ekwall and Shanker, 1988:199)

As teachers in the field of reading, we know that the more the learner knows about the text or has previous knowledge about the text, the more s/he is likely to comprehend as s/he reads about.

Context Clues

The use of context clues is one of the simple basic technique that mature readers often use to determine the meanings of new words. It is very powerful and useful. Spach and Berg illustrated this point clearly when they wrote :

The average adult reader has no favorite technique for determining the meanings of unknown words - the guess. This technique is formally known as finding meanings from context. It may be sheer guesswork in which the reader tries to sense the meaning implied by the rest of the sentence or paragraph. Or, the meaning may actually be given in a phrase or clause following the word so that no real analysis is necessary.

(Spach and Berg, 1955: 109)

Nation and Coady say that :

Context can be viewed as morphological, syntactic, and discourse information in a given text which can be classified and described terms of general features. This is the context within the text. But the reader also has background knowledge of the subject matter of a given text, i.e. the general context. Good reader takes advantage of such background knowledge in processing the text, and in creating an expectation about the kind of vocabulary that will occur.

(Nation and Coady, 1988:102)

Moore et al. also state that :

All human experience is dependent upon context, a necessary and natural part of reading and comprehending. Many reading educators stress the importance of using context in verifying and interpreting the meanings of words which, in turn, leads to more effective processing of print. The use of context also allows readers to make informed guess about the meaning of words in print and to monitor

those guesses by checking them for accuracy as reading continues. In essence, context enables readers to predict a word's meaning by making connections between their prior knowledge and the text.

(Moore et al., 1983:38)

Good readers or students can make use of context to figure out the meaning of an unknown word. The students who are not efficient readers do not effectively use context, especially when they face new information from the texts. They have to be trained how to use context to comprehend the text.

Types of Context Clues

From textbooks, there are many types of context clues which help readers understand content materials. Authors use semantic context clues to give examples and explanation. They use picture clues. They use typographical clues for example quotation mark, parentheses, footnotes, and etc. Furthermore, the readers can get help in determining word meanings from syntactic clues (where the word is placed in the sentence). As Johnson and Pearson say :

Nonetheless, it is imperative that teachers be aware of the type clues which exist so that appropriately related instructional activities can be planned. We find that contextual clues come in four basic (and often overlapping) types : typographical, pictorial and graphic, syntactic and semantic.

(Johnson and Pearson, 1978:114)

Duffy and Roehler group the types of clues as follow :

Each of the following explanations describes how the unknown word in a sentence is defined or identified.

Direct definition clue : Directly defined in the passage.

Ex: The first goal of a serious photographer is a perfect exposure, or the amount of light actually hitting the film.

Experience clue : Using one's own experience to make a prediction (or inference).

Ex: The perfect exposure will show the most *intricate* detail in the picture, down to the thread used to sew on a button.

Synonym clue : Reference to a synonym in the text.

Ex: Maria is a *fortunate* person. I wish I could be as lucky.

Sentence structure clue : Reference to its function in the sentences (as a noun, a verb, an adjective, and adverb, and so forth).

Ex: Our baseball game was canceled because of *inclement* weather.

Summary clue : Reference to the gist of the text.

Ex: Jenny has had several unhappy things happen to her lately. But she has a *resilient* nature. After a week she seemed to be her old self again, sunny and cheerful.

Mood clue : Reference to the mood of the passage.

Ex: I stood in the hateful slime of the Great Swamp. Before this, I had always felt that there was something beautiful about every place on earth. Now I knew there wasn't. Its *malevolence* seeped around me like a deadly fog. I felt that its stench of evil and decay brought me a message of ill will.

(Duffy and Roehler, 1989:110)

Therefore, the students need effective strategies for using context to identify meanings of unknown words as they read. To do so, they must be aware of structural devices authors use to signal meanings.

Guessing Strategies

Researchers introduce variety strategies to help learners to be strategic readers. Guessing words in context is one of the most effective and commonly strategies which the reader can use to determine word meaning (Cooper et al.,1988:33 ; Herber and Herber, 1993: 176). In other words, guessing words in context is the most common vocabulary acquisition skill suggested by reading texts and reading teachers (Anderson, 1994:181). Clarke and Nation (citing Nation, 1990:162-163) suggest five specific steps which should be included during explicit instruction of guessing strategies :

- Step 1. Look at the unknown word and decide its part of speech. Is it a noun, a verb, an adjective, or an adverb?
- Step 2. Look at the clause or sentence containing the unknown word
If the unknown word is a noun, what adjective describe it? What verb is it near? That is, what does this noun do, and what is done to it ? If the unknown word is a verb, what nouns does it go with? Is it modified by an adverb? If it is an adjective, what noun does it go with? If it is an adverb, what verb is it modifying?
- Step 3. Look at the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs. Sometimes this relationship will be signaled by a conjunction like but, because, if, when, or by an adverb like however, as a result. Often there will be no signal. The possible types of relationship include cause and effect, contrast, inclusion, time, exemplification, and summary..... Punctuation may also serve as a clue. Semicolons often signal a list of inclusion relationships; dashes may signal restatement. Reference words like this, that, and such also provide useful information.
- Step 4. Use the knowledge you have gained from Steps 1-3 to guess the meaning of the word.

Step 5. Check that your guess is correct.

- a. See that the part of speech of your guess is the same as the part of speech of the unknown word. If it is not the same, then something is wrong with your guess.
- b. Replace the unknown word with your guess. If the sentence makes sense, your guess is probably correct.
- c. Break the unknown word into its prefix, root, suffix, if possible. If the meanings of the prefix and root correspond to your guess, good. If not, look at your guess again, but do not change anything if you feel reasonably certain about your guess using the context.

.....

[d] Using the dictionary could be [an additional] way of checking.

It is clear that contextual analysis or guessing strategies should be taught directly by modeling. As Rubin puts the issue into focus when she says that :

Modeling (Thinking Out Loud) Strategy

Many good teachers have probably used this approach, but many not have been aware of it. Often when a teacher has students who have difficulty understanding something that is being explained, the teacher may “model” the skill for the children. That is the teacher “think aloud” or verbalizes his or her thoughts to give the students insight into the process. The teacher literally states out loud exactly the steps that he or she goes through to solve the problem or gain an understanding of a concept. Many basal reader series are including modeling as part of their instructional plan.

(Rubin, 1991:331)

Ekwall and Shanker also give the following general techniques to assist students in using context clues to decode unknown words :

1. Have students preread material silently before reading orally.
Discuss troublesome vocabulary.
2. Set purposes for reading. Stress accuracy in reading, not speed.
3. Use short, easy selections. Have students stop frequently to explain what they have read in their own words.
4. Use high-interest material student-authored language-experience stories.
5. Encourage students to read past unknown words to the end of the sentence and then to come back. Research indicates that words that come after are often more helpful than those that come before unknown words.
6. Have students scan for important words. Have them guess the content and then read to see if the guess was accurate.
7. Encourage practice in the act of reading. There is no better than technique for students to learn to read for meaning. Provide time, appropriate materials, the proper setting, and encouragement for sustained silent reading.

(Ekwall and Shanker, 1988:184)

The strategies provided are only the framework for teachers to integrate the principles from reading theory with classroom practice. This can lead to more effective reading instruction.

In conclusion, we can say that reading is strategic. Learners need to be trained in using one or more types of the above strategies as they read. The most powerful basic forms are the strategies using guessing meanings from context clues which can help the learners make use of contextual analysis cues in their reading materials. Based on the nature of EFL texts of acquiring word meaning from context, a variety of techniques for training could be integrated and well suited to improve the learners' guessing skills. Furthermore, we must note that reading involves learners' knowledge of the world and knowledge of a language which may be culturally based and culturally biased.

CHAPTER 3

MATERIALS AND METHODS

This chapter is concerned to present the information as follow:

1. Subject
2. Procedures of the studies
3. Materials and instruments

Subject

The subject of this study is Matayom 2 students whose level of English are similar to that required for the Maths and Science Program study. The class under study consists of 55 girl students in the first semester of the 1996 academic year of Chonkanyanukoon School in Chonburi.

Procedures of the study

In developing the Learning Kit Modules for strategies using guessing meanings from context clues to help increasing reading comprehension proficiency, the steps are as follow:

1. Examine the secondary education curriculum English syllabus for reading skill by Department of General Education in 1992 and in 1996.
2. Study teaching methodology of ESL and EFL reading from a number of books and journals.
3. Consider the research findings studied in Thailand and other countries.
4. Design the project materials comprising;
 - 4.1 A questionnaire inquiring the students performance in guessing strategies.
 - 4.2 Pre-test determining the level of comprehension and guessing ability.
 - 4.3 Learning Kit Module consisting of thirteen modules.
 - 4.4 Post-test which are parallel to the Pre-test assessing the effectiveness of the Learning Kit Modules.
5. Consider the introspective technique for interviewing nine representative students after finishing doing Pre-test (three from high , mid and low score groups from the Pre-test scores) to fit the scope of the study.
6. Consult three specialist making adjustments.

7. Design and write out teachers manual and teacher's guide through Learning Kit Modules.

8. Try out Pre-test , attitude questionnaire , interviewing and training the students.

9. Conduct Post-test and questionnaire to evaluate any changes.

10. Collect data from the project materials and interview information.

11. Analyze the data.

12. Report and discuss the findings.

Materials and Instruments

The four project materials and instruments consists of :

1. Attitude questionnaire

The questionnaire (see Appendix 3 pages 227) is aimed at the student's performance on reading skill under the support of guessing strategies. The type of the questionnaire is closed end which include seven questions with four sub-answers for each item in the form of rating scales (Always, Sometimes, Seldom and Never).

This questionnaire is used two times which are before and after using the Learning Kit Modules. The results will be compared to study the change of students performance. Moreover, the result of the Pre- questionnaire will be compared to the result of the students' Pre-test as the guideline for preparing the Learning Kit Module to train the students .

Each item of the questionnaire is marked up with ' + ' (positive or helpfulness reading skill) and ' - ' (negative or unhelpfulness reading skill). For the positive item, we agree that the students will answer " Always and Sometimes " and for the negative one, the students will answer " Seldom and Never."

2. Achievement test

The achievement test (see Appendix 2 pages 203) consists of Pre-test (test the students before training) and Post-test (test the students after being taught through thirteen Learning Kit Modules). The content of the tests are parallel to maintain face validity and content validity. Each test is scored on guessing (total 40) and comprehension (total 40). We agree to score each skill as follow :

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	Guessing	Comprehension
Part I	A. No. 1 - 3 C. No. 7 - 10 D. No. 11 - 14 E. No. 2: 1 - 5	B. No. 4 - 6
Part II	A. No. <u>1 - 12</u> C. : a. No. <u>1 - 12</u>	A. No. <u>1 - 12</u> B. No. 1 - 4 C. : a. No. <u>1 - 12</u> b. No. 1 - 4 c. No. 1 - 5
Total	40	40

For Part II A and C: a (the underlined part from the table above) , we score for both guessing and comprehension because cloze type has been developed to improve students' use of context clues and thereby improve the students' reading comprehension.

The result of Pre-test will be linked to the questionnaire result as the guideline for designing Learning Kit Modules. After the Learning Kit Modules are taught, the students are given the Post-test, as part of the longitudinal study. The score of the Post-test will be compared and analyzed with the Pre-test taken at the beginning of the project to determine the effectiveness, improvement and correlation between guessing and comprehension.

3. Learning Kit Modules

The Learning Kit Modules consists of Teacher's Manual, Learning Kit Modules and Teacher's Guide.

3.1 Teacher's Manual

The Teacher's Manual provides a guide for teacher to consider rationale, type of context clues, activity using in this Learning Kits, evaluation, material and organization of Learning Kit. In other words, it helps provide direction for using the Learning Kits.

3.2 Teacher's Guide

The aim of the Teacher's Guide is to provide procedure to conduct the teaching for each module step by step. Therefore, the teacher can follow each step as a guideline.

3.3 Learning Kit Modules

In terms of reading process, there are a lot of strategies which are useful for good readers. However, within the limit of time, only guessing strategies are chosen to remedy the students weaknesses in reading skills. These kits consists of thirteen modules which are as follow :

- Module 1 Synonyms
- Module 2 Antonyms
- Module 3 Examples
- Module 4 Explanation
- Module 5 Syntax
- Module 6 Appositives
- Module 7 Comparison
- Module 8 Supporting Clues (Affixes)
- Module 9 Semantic Clues
- Module 10 Semantic and Graphic Clues
- Module 11 Typographical Clues
- Module 12 Semantic and Syntactic Clues
- Module 13 Semantic and Typographical Clues

The content of Learning Kit Modules are chosen from four books which are:

1. *Power Vocabulary* by Dorothy Rubin (Modules 1 - 4)
2. *Vocabulary and Comprehension Skill* by Henries L. Allen and Walter B. Barbe (Module 5)
3. *The Ability to Risk Reading Skill for Beginning Student of ESL* by Leslie J. None (Modules 6 - 8)
4. *Start Reading a Basic Reader in English* by Franklin I. Bachelor (Modules 9 - 13)

We choose the content from these four books because their content clearly represented the criteria and methods advocated in this study which is strategies using guessing meanings from context clues help increase reading comprehension proficiency.

The context clues concentrated in this project are :

1. Semantic Clues
2. Syntactic Clues
3. Pictorial Clues and Graphic Clues
4. Typographical Clues

These materials are selected because these are the basic context clues which will improve learners' reading comprehension. Moreover, the exercises are provided the context which start from simple and familiar topics to complex ones for the beginner to be trained from the start of reading course for Matayom 2 and the students' scores from exercises in this section will be collected to support our analysis to determine the effectiveness and worthiness of the Learning Kit Modules.

4. Interview

The purpose of the interview is to collect data on students' cognitive processes which can guide us in selecting tasks. Nine students were chosen randomly according to their Pre-test scores. Three of them were from low, mid and high score groups. They were interviewed after finishing doing the Pre-test. The information from the interview was compared to the Pre-test score to help design the thirteen Learning Kit Modules.

The oral questions were directed to reflect on kinds of decisions the students made and the kinds of strategies they used while carrying out the Pre-test, for example:

- What led you to suggest this meaning of the word?
- Why did you choose it?
- We ask you to think aloud, explaining each step as thoroughly as you can.
- Tell me everything that passes through your head during your work searching for the solution to the problem.
- How did you choose your answers?

Statistical-Formulae Used in the Study

All the data were calculated by using the following statistical formulae:

1. The test of significant difference between means for dependent sample (t-test) .

$$t = \frac{\sum D}{\sqrt{\frac{N\sum D^2 - (\sum D)^2}{N - 1}}}$$

(Saiyod and Saiyod,1990:104)

Note : D = the different scores between pre-guessing and post-guessing/ pre-comprehension and post-comprehension
N = number of the students

2. Pearson-Moment Product Correlation Coefficient

$$r = \frac{N\sum XY - \sum X \cdot \sum Y}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

(Saiyod and Saiyod,1990:85)

Note : X = the different scores between pre-guessing and post-guessing
Y = the different score between pre-comprehension and post-comprehension
N = number of the students

CHAPTER 4

RESULTS OF STUDY

The research question

Do strategies using guessing meanings from context clues help increasing reading comprehension proficiency in Matayom 2 at Chonkanyanukoon School ?

The research hypothesis

The study was intended to investigate the probability of the following hypothesis : Strategies using guessing meanings from context clues help increasing reading comprehension proficiency in Matayom 2 at Chonkanyanukoon School.

Analysis of data

All the results of the study of strategies using guessing meanings from context clues to help increase reading comprehension proficiency in Matayom 2 at Chonkanyanukoon School were divided into three categories which are :

Part I Achievement test results

Part II Attitude Questionnaire results

Part III Learning Kit Exercise results

Figure 1 : Comparing Guessing and Comprehension Scores from Pre-test

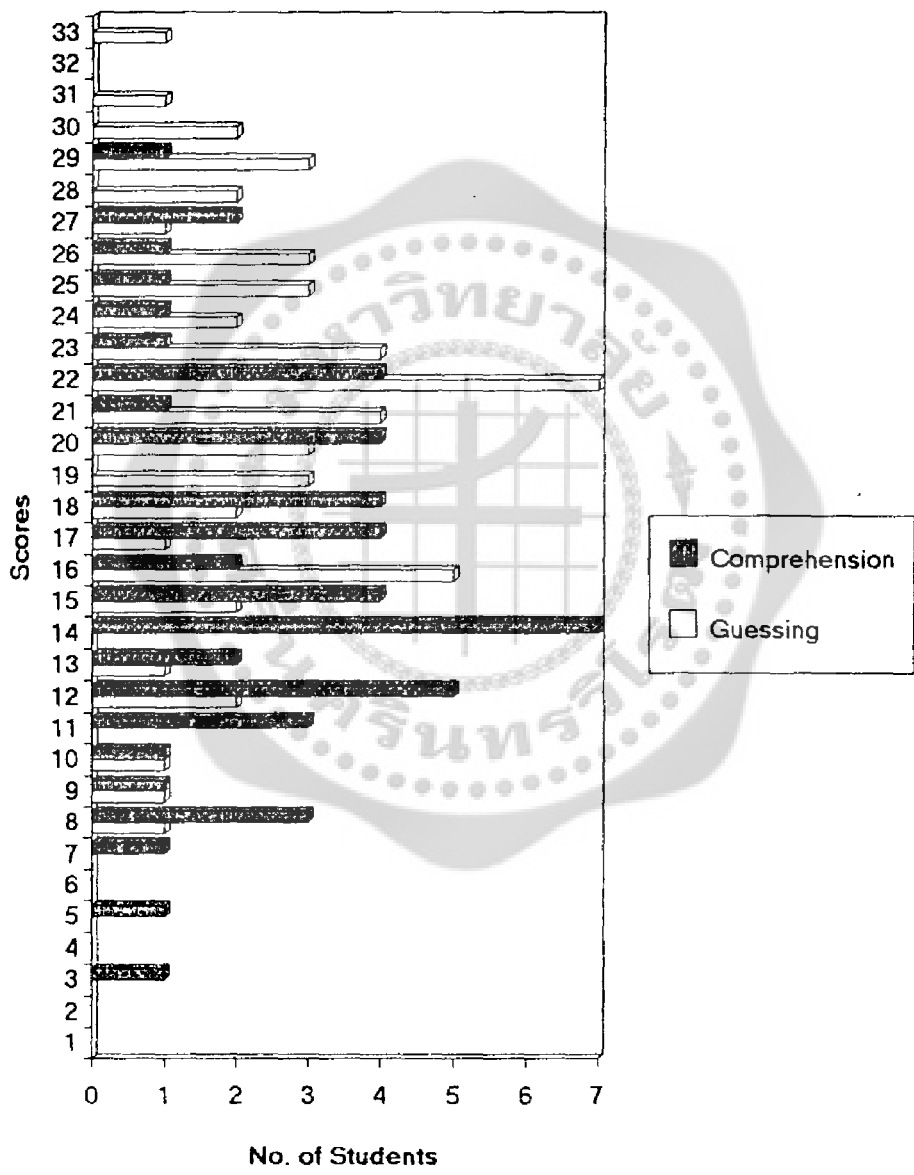


Table 1
The Actual Scores of 55 Students on Guessing and Comprehension
from Pre-test in Percent

S. No.	Guessing Scores (Total 40)		Comprehension Scores (Total 40)	
	Raw	Percent	Raw	Percent
1	23	57.50	22	55.00
2	16	40.00	12	30.00
3	20	50.00	18	45.00
4	22	55.00	15	37.50
5	23	57.50	14	35.00
6	15	37.50	10	25.00
7	25	62.50	17	42.50
8	21	52.50	15	37.50
9	28	70.00	24	60.00
10	17	42.50	12	30.00
11	27	67.50	20	50.00
12	20	50.00	14	35.00
13	22	55.00	18	45.00
14	29	72.50	27	67.50
15	9	22.50	8	20.00
16	18	45.00	16	40.00
17	13	32.50	8	20.00
18	16	40.00	14	35.00
19	24	60.00	20	50.00
20	24	60.00	17	42.50
21	25	62.50	20	50.00
22	22	55.00	15	37.50
23	19	47.50	12	30.00
24	26	65.00	25	62.50
25	22	55.00	11	27.50
26	20	50.00	14	35.00
27	21	52.50	14	35.00
28	29	72.50	21	52.50
29	22	55.00	11	27.50
30	16	40.00	14	35.00
31	31	77.50	22	55.00
32	29	72.50	20	50.00
33	30	75.00	27	67.50
34	19	47.50	15	37.50
35	12	30.00	7	17.50
36	22	55.00	22	55.00
37	33	82.50	29	72.50
38	26	65.00	23	57.50
39	19	47.50	18	45.00
40	18	45.00	9	22.50
41	16	40.00	13	32.50
42	30	75.00	26	65.00
43	10	25.00	8	20.00
44	26	65.00	17	42.50
45	8	20.00	3	7.50
46	15	37.50	5	12.50
47	21	52.50	12	30.00
48	21	52.50	14	35.00
49	22	55.00	13	32.50
50	28	70.00	18	45.00
51	12	30.00	11	27.50
52	23	57.50	16	40.00
53	25	62.50	17	42.50
54	23	57.50	22	55.00
55	16	40.00	12	30.00

Figure 2 : Comparing Guessing and Comprehension Scores from Post-test

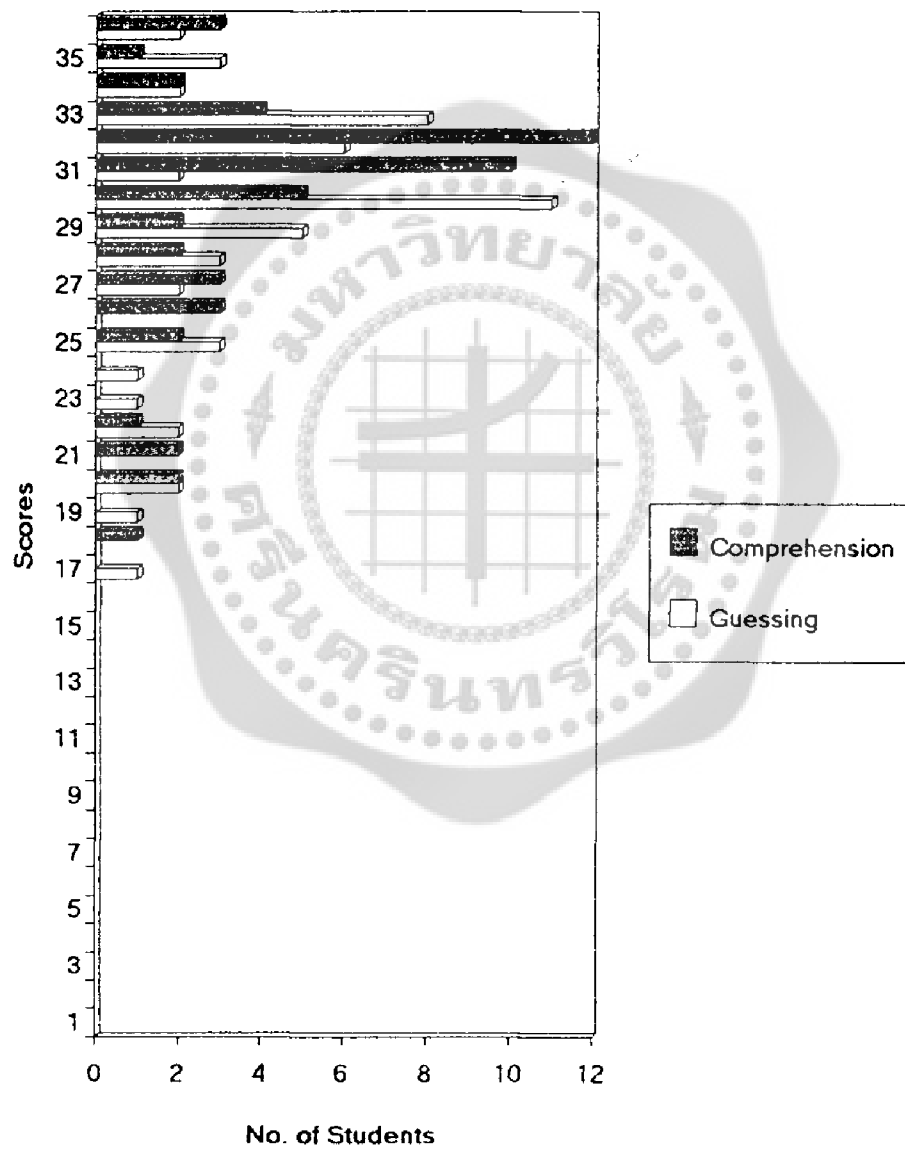


Table 2
The Actual Scores of 55 Students on Guessing and Comprehension
from Post-test in Percent

S. No.	Guessing Scores (Total 40)		Comprehension Scores (Total 40)	
	Raw	Percent	Raw	Percent
1	27	67.50	30	75.00
2	24	60.00	26	65.00
3	33	82.50	32	80.00
4	30	75.00	29	72.50
5	30	75.00	32	80.00
6	30	75.00	31	77.50
7	28	70.00	27	67.50
8	30	75.00	32	80.00
9	35	87.50	36	90.00
10	30	75.00	28	70.00
11	30	75.00	30	75.00
12	30	75.00	30	75.00
13	33	82.50	32	80.00
14	33	82.50	33	82.50
15	19	47.50	21	52.50
16	29	72.50	31	77.50
17	17	42.50	20	50.00
18	20	50.00	20	50.00
19	30	75.00	31	77.50
20	32	80.00	32	80.00
21	30	75.00	32	80.00
22	33	82.50	34	85.00
23	25	62.50	30	75.00
24	29	72.50	30	75.00
25	25	62.50	25	62.50
26	28	70.00	27	67.50
27	25	62.50	27	67.50
28	33	82.50	36	90.00
29	22	55.00	21	52.50
30	20	50.00	22	55.00
31	36	90.00	34	85.00
32	34	85.00	32	80.00
33	35	87.50	36	90.00
34	30	75.00	31	77.50
35	22	55.00	18	45.00
36	32	80.00	33	82.50
37	36	90.00	35	87.50
38	31	77.50	31	77.50
39	35	87.50	31	77.50
40	23	57.50	26	65.00
41	29	72.50	31	77.50
42	33	82.50	33	82.50
43	34	85.00	32	80.00
44	29	72.50	31	77.50
45	30	75.00	25	62.50
46	28	70.00	28	70.00
47	32	80.00	29	72.50
48	32	80.00	33	82.50
49	29	72.50	31	77.50
50	31	77.50	32	80.00
51	27	67.50	26	65.00
52	32	80.00	31	77.50
53	33	82.50	32	80.00
54	33	82.50	32	80.00
55	32	80.00	32	80.00

Part I Achievement test results

The comparison of Pre – test scores on guessing and comprehension

Figure 1 and Table 1 show the raw and percentage scores of guessing and comprehension from the 55 students' Pre-test. Before training, the students' comprehension scores started from 3-29 (7.50%-72.50%) and the guessing scores started from 8-33 (20.00%-82.50%) which were higher than the scores for comprehension from the lowest to the highest scores.

The comparison of Post-test scores on guessing and comprehension

Figure 2 and Table 2 display the raw and percentage scores of guessing and comprehension from the students' Post-test. After training, the comprehension scores started from 18 to 36 (45.00%-90.00%) and the scores of guessing started from 17 to 36 (42.50%-90.00%). The scores for both skills show very similar results.

Figure 3 : Comparing the Scores of Guessing between Pre-test and Post-test

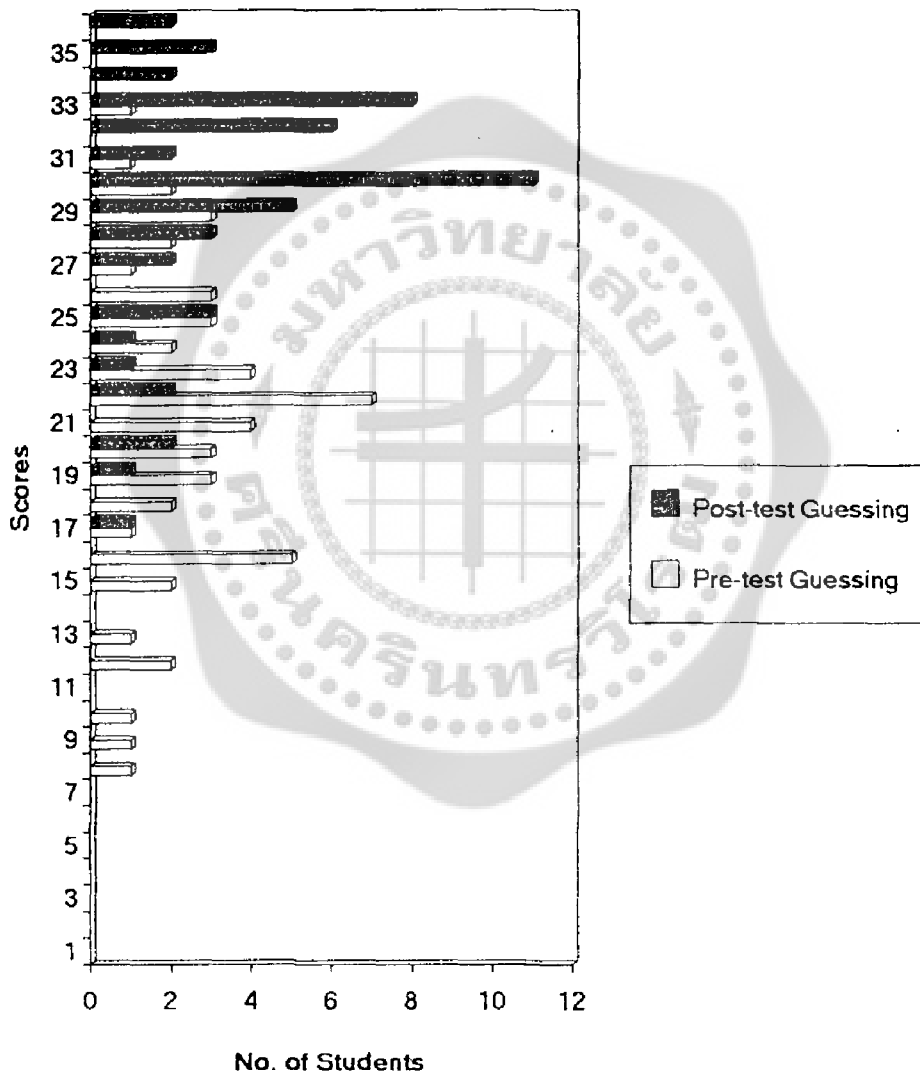


Table 3
The Actual Scores of 55 Students on Guessing from Pre-test and Post-test in Percent

S. No.	Guessing Scores			
	Pre-test (Total 40)		Post-test (Total 40)	
	Raw	Percent	Raw	Percent
1	23	57.50	27	67.50
2	16	40.00	24	60.00
3	20	50.00	33	82.50
4	22	55.00	30	75.00
5	23	57.50	30	75.00
6	15	37.50	30	75.00
7	25	62.50	28	70.00
8	21	52.50	30	75.00
9	28	70.00	35	87.50
10	17	42.50	30	75.00
11	27	67.50	30	75.00
12	20	50.00	30	75.00
13	22	55.00	33	82.50
14	29	72.50	33	82.50
15	9	22.50	19	47.50
16	18	45.00	29	72.50
17	13	32.50	17	42.50
18	16	40.00	20	50.00
19	24	60.00	30	75.00
20	24	60.00	32	80.00
21	25	62.50	30	75.00
22	22	55.00	33	82.50
23	19	47.50	25	62.50
24	26	65.00	29	72.50
25	22	55.00	25	62.50
26	20	50.00	28	70.00
27	21	52.50	25	62.50
28	29	72.50	33	82.50
29	22	55.00	22	55.00
30	16	40.00	20	50.00
31	31	77.50	36	90.00
32	29	72.50	34	85.00
33	30	75.00	35	87.50
34	19	47.50	30	75.00
35	12	30.00	22	55.00
36	22	55.00	32	80.00
37	33	82.50	36	90.00
38	26	65.00	31	77.50
39	19	47.50	35	87.50
40	18	45.00	23	57.50
41	16	40.00	29	72.50
42	30	75.00	33	82.50
43	10	25.00	34	85.00
44	26	65.00	29	72.50
45	8	20.00	30	75.00
46	15	37.50	28	70.00
47	21	52.50	32	80.00
48	21	52.50	32	80.00
49	22	55.00	29	72.50
50	28	70.00	31	77.50
51	12	30.00	27	67.50
52	23	57.50	32	80.00
53	25	62.50	33	82.50
54	23	57.50	33	82.50
55	16	40.00	32	80.00

Figure 4 : Comparing the Scores of Comprehension between Pre-test and Post-test

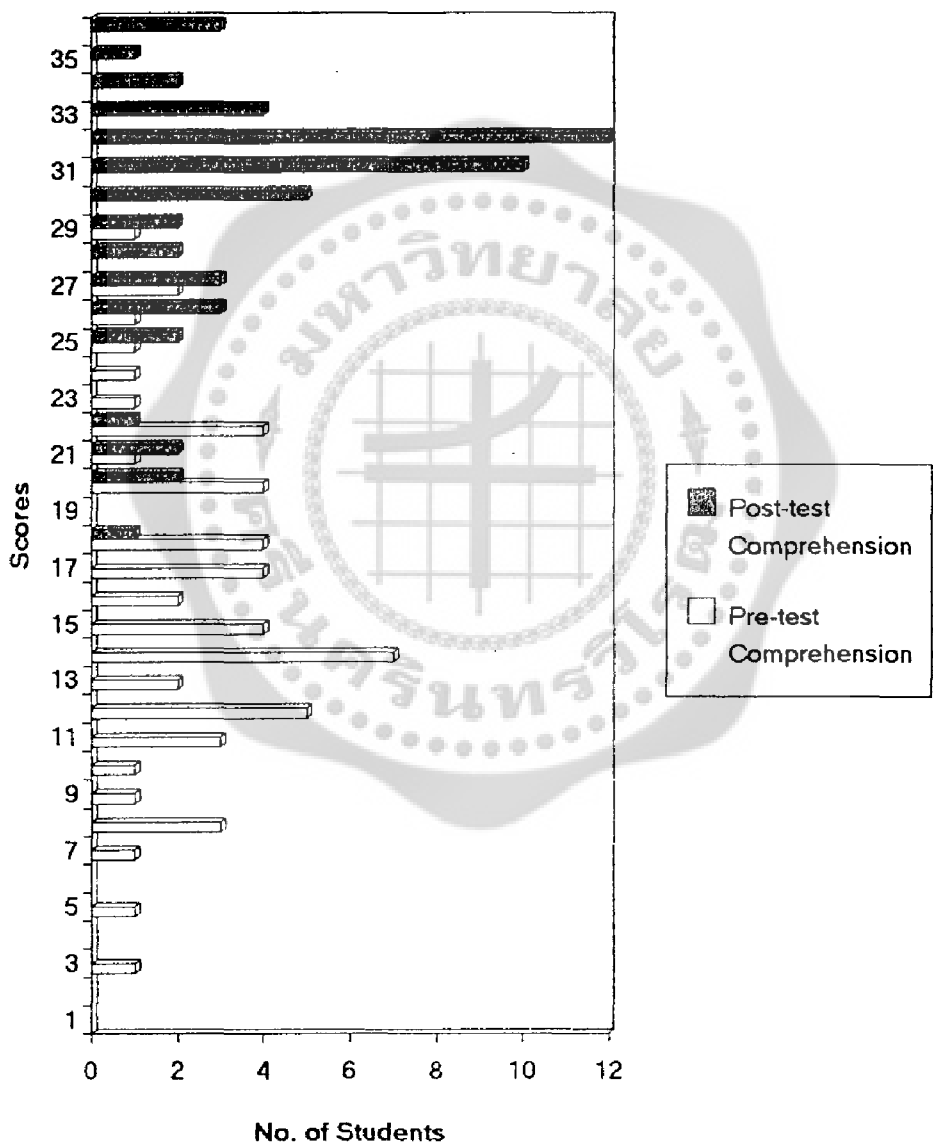


Table 4
The Actual Scores of 55 Students on Comprehension from Pre-test and Post-test in Percent

S. No.	Comprehension Scores			
	Pre-test (Total 40)		Post-test (Total 40)	
	Raw	Percent	Raw	Percent
1	22	55.00	30	75.00
2	12	30.00	26	65.00
3	18	45.00	32	80.00
4	15	37.50	29	72.50
5	14	35.00	32	80.00
6	10	25.00	31	77.50
7	17	42.50	27	67.50
8	15	37.50	32	80.00
9	24	60.00	36	90.00
10	12	30.00	28	70.00
11	20	50.00	30	75.00
12	14	35.00	30	75.00
13	18	45.00	32	80.00
14	27	67.50	33	82.50
15	8	20.00	21	52.50
16	16	40.00	31	77.50
17	8	20.00	20	50.00
18	14	35.00	20	50.00
19	20	50.00	31	77.50
20	17	42.50	32	80.00
21	20	50.00	32	80.00
22	15	37.50	34	85.00
23	12	30.00	30	75.00
24	25	62.50	30	75.00
25	11	27.50	25	62.50
26	14	35.00	27	67.50
27	14	35.00	27	67.50
28	21	52.50	36	90.00
29	11	27.50	21	52.50
30	14	35.00	22	55.00
31	22	55.00	34	85.00
32	20	50.00	32	80.00
33	27	67.50	36	90.00
34	15	37.50	31	77.50
35	7	17.50	18	45.00
36	22	55.00	33	82.50
37	29	72.50	35	87.50
38	23	57.50	31	77.50
39	18	45.00	31	77.50
40	9	22.50	26	65.00
41	13	32.50	31	77.50
42	26	65.00	33	82.50
43	8	20.00	32	80.00
44	17	42.50	31	77.50
45	3	7.50	25	62.50
46	5	12.50	28	70.00
47	12	30.00	29	72.50
48	14	35.00	33	82.50
49	13	32.50	31	77.50
50	18	45.00	32	80.00
51	11	27.50	26	65.00
52	16	40.00	31	77.50
53	17	42.50	32	80.00
54	22	55.00	32	80.00
55	12	30.00	32	80.00

The comparison of Pre-test and Post-test scores on guessing

Figure 3 and Table 3 compare the result of actual guessing scores between Pre-test and Post-test in both raw and percentage scores in bar-chart and table from the scores of guessing from Pre-test started from 8 to 33 (20.00%-82.50%) and the Post-test scores started from 17 to 36 (42.50%-90.00%). These represent an increasing of guessing ability after training.

The comparison of Pre-test and Post-test scores on comprehension

Figure 4 and Table 4 compare the result of actual Pre-test and Post-test comprehension scores in both raw and percent in bar-chart and table. The scores of comprehension from Pre-test started from 3 to 29 (7.50%-72.50%) and the Post-test scores started from 18 to 36 (45.00%-90.00%). These present a very high increasing of comprehension proficiency after training.

Figure 5 : Comparing the Scores of Guessing and Comprehension between Pre-test and Post-test

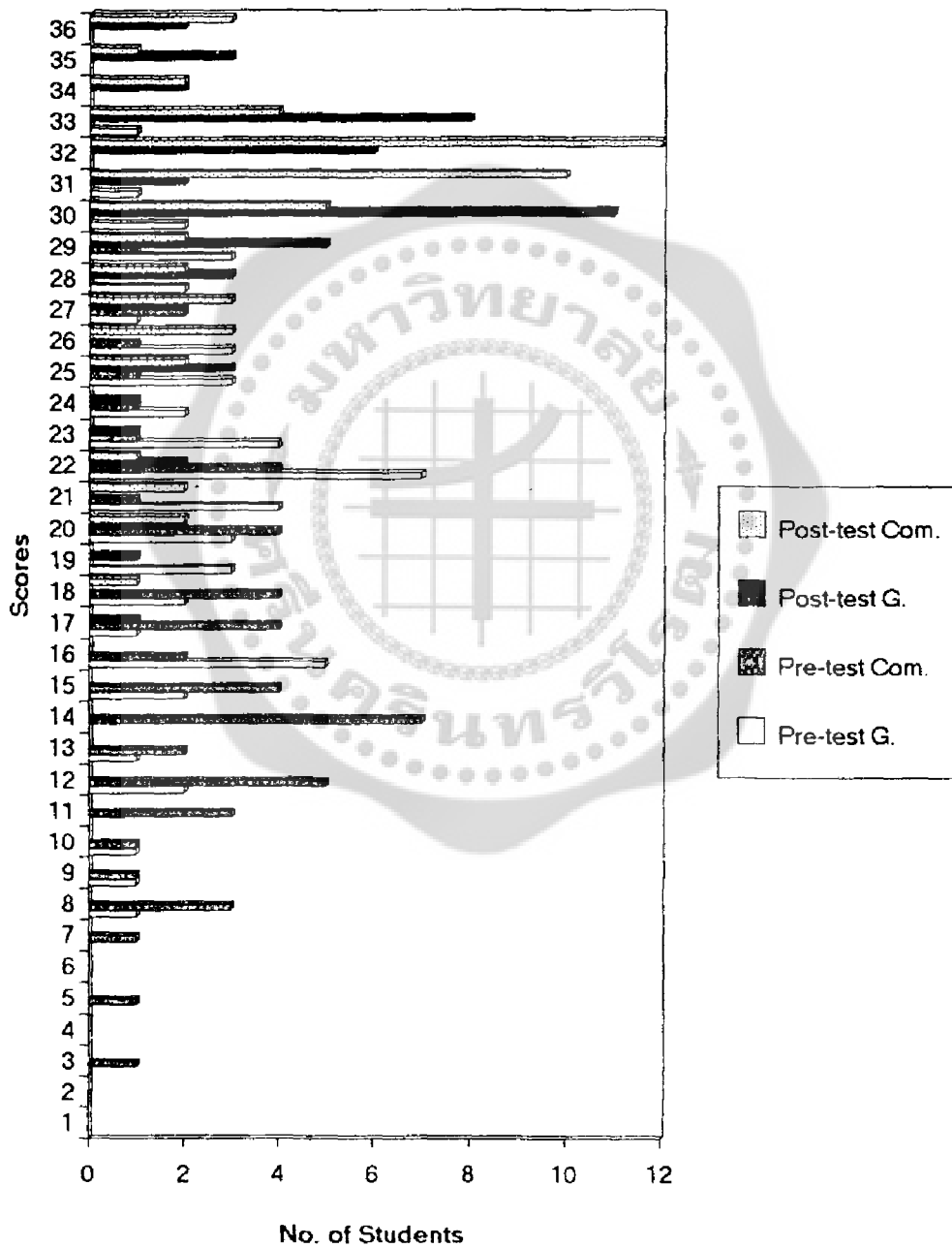


Table 5

The Actual Scores of 55 Students on Guessing and Comprehension from Pre-test and Post-test in Percent

S. No.	Guessing Scores				Comprehension Scores			
	Pre-test (Total 40)		Post-test (Total 40)		Pre-test (Total 40)		Post-test (Total 40)	
	Raw	Percent	Raw	Percent	Raw	Percent	Raw	Percent
1	23	57.50	27	67.50	22	55.00	30	75.00
2	16	40.00	24	60.00	12	30.00	26	65.00
3	20	50.00	33	82.50	18	45.00	32	80.00
4	22	55.00	30	75.00	15	37.50	29	72.50
5	23	57.50	30	75.00	14	35.00	32	80.00
6	15	37.50	30	75.00	10	25.00	31	77.50
7	25	62.50	28	70.00	17	42.50	27	67.50
8	21	52.50	30	75.00	15	37.50	32	80.00
9	28	70.00	35	87.50	24	60.00	36	90.00
10	17	42.50	30	75.00	12	30.00	28	70.00
11	27	67.50	30	75.00	20	50.00	30	75.00
12	20	50.00	30	75.00	14	35.00	30	75.00
13	22	55.00	33	82.50	18	45.00	32	80.00
14	29	72.50	33	82.50	27	67.50	33	82.50
15	9	22.50	19	47.50	8	20.00	21	52.50
16	18	45.00	29	72.50	16	40.00	31	77.50
17	13	32.50	17	42.50	8	20.00	20	50.00
18	16	40.00	20	50.00	14	35.00	20	50.00
19	24	60.00	30	75.00	20	50.00	31	77.50
20	24	60.00	32	80.00	17	42.50	32	80.00
21	25	62.50	30	75.00	20	50.00	32	80.00
22	22	55.00	33	82.50	15	37.50	34	85.00
23	19	47.50	25	62.50	12	30.00	30	75.00
24	26	65.00	29	72.50	25	62.50	30	75.00
25	22	55.00	25	62.50	11	27.50	25	62.50
26	20	50.00	28	70.00	14	35.00	27	67.50
27	21	52.50	25	62.50	14	35.00	27	67.50
28	29	72.50	33	82.50	21	52.50	36	90.00
29	22	55.00	22	55.00	11	27.50	21	52.50
30	16	40.00	20	50.00	14	35.00	22	55.00
31	31	77.50	36	90.00	22	55.00	34	85.00
32	29	72.50	34	85.00	20	50.00	32	80.00
33	30	75.00	35	87.50	27	67.50	36	90.00
34	19	47.50	30	75.00	15	37.50	31	77.50
35	12	30.00	22	55.00	7	17.50	18	45.00
36	22	55.00	32	80.00	22	55.00	33	82.50
37	33	82.50	36	90.00	29	72.50	35	87.50
38	26	65.00	31	77.50	23	57.50	31	77.50
39	19	47.50	35	87.50	18	45.00	31	77.50
40	18	45.00	23	57.50	9	22.50	26	65.00
41	16	40.00	29	72.50	13	32.50	31	77.50
42	30	75.00	33	82.50	26	65.00	33	82.50
43	10	25.00	34	85.00	8	20.00	32	80.00
44	26	65.00	29	72.50	17	42.50	31	77.50
45	8	20.00	30	75.00	3	7.50	25	62.50
46	15	37.50	28	70.00	5	12.50	28	70.00
47	21	52.50	32	80.00	12	30.00	29	72.50
48	21	52.50	32	80.00	14	35.00	33	82.50
49	22	55.00	29	72.50	13	32.50	31	77.50
50	28	70.00	31	77.50	18	45.00	32	80.00
51	12	30.00	27	67.50	11	27.50	26	65.00
52	23	57.50	32	80.00	16	40.00	31	77.50
53	25	62.50	33	82.50	17	42.50	32	80.00
54	23	57.50	33	82.50	22	55.00	32	80.00
55	16	40.00	32	80.00	12	30.00	32	80.00

S. = Student

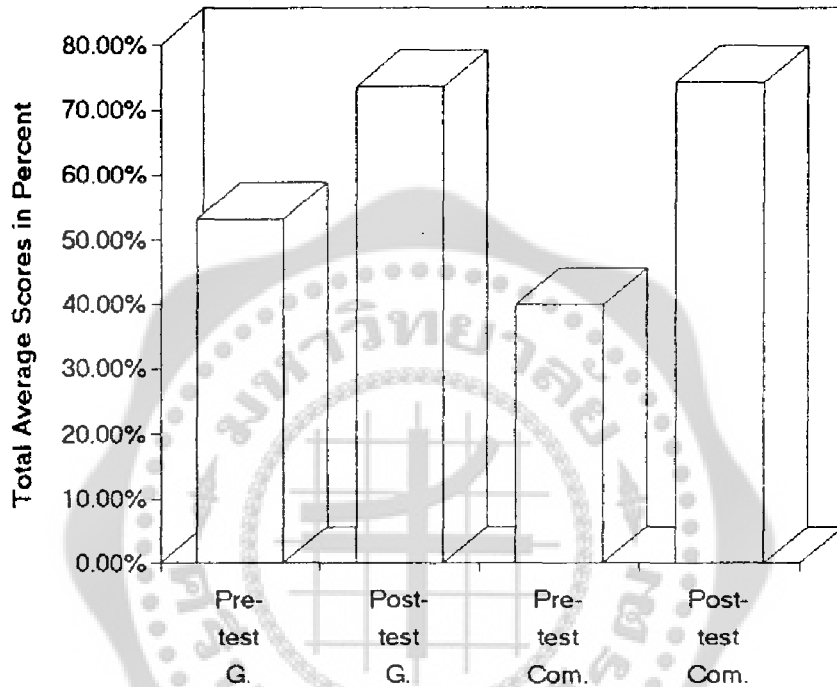
The comparison of Pre-test and Post-test scores on guessing and comprehension

Figure 5 and Table 5 compare the scores of guessing and comprehension from Pre-test and Post-test in raw and percent in the bar-chart and table. The chart clearly illustrates the huge increase in scores of guessing and comprehension after training. The comparison scores were :

	Guessing	Comprehension
<i>Pre-test</i>	8-33 (20.00%-82.50%)	3-29 (7.50%-72.50%)
<i>Post-test</i>	17-36 (42.50%-90.00%)	18-36 (45.00%-90.00%)



Figure 6 : Comparing the Total Average Scores between Guessing and Comprehension from Pre-test and Post-test



Pre-G. (Pre-test Guessing)	53.13%
Post-G. (Post-test Guessing)	73.54%
Pre-Com. (Pre-test Comprehension)	39.86%
Post-Com. (Post-test Comprehension)	74.18%

The whole class results of guessing and comprehension from Pre-test and Post-test

From Figure 6, the bar-chart demonstrates the increasing of guessing ability and reading comprehension proficiency after the lessons. Before training, the total average score for guessing was 53.13% and the comprehension was 39.86%. After training with the Learning Kit Modules, the scores for both guessing (73.54%) and reading comprehension (74.18%) had increased to 70%.

Table 6
The Different Scores between Pretest-Guessing and Posttest-Guessing

S. No.	Guessing Scores			
	Pretest (Total 40)	Posttest (Total 40)	X	X ²
1	23	27	4	16
2	16	24	8	64
3	20	33	13	169
4	22	30	8	64
5	23	30	7	49
6	15	30	15	225
7	25	28	3	9
8	21	30	9	81
9	28	35	7	49
10	17	30	13	169
11	27	30	3	9
12	20	30	10	100
13	22	33	11	121
14	29	33	4	16
15	9	19	10	100
16	18	29	11	121
17	13	17	4	16
18	16	20	4	16
19	24	30	6	36
20	24	32	8	64
21	25	30	5	25
22	22	33	11	121
23	19	25	6	36
24	26	29	3	9
25	22	25	3	9
26	20	28	8	64
27	21	25	4	16
28	29	33	4	16
29	22	22	0	0
30	16	20	4	16
31	31	36	5	25
32	29	34	5	25
33	30	35	5	25
34	19	30	11	121
35	12	22	10	100
36	22	32	10	100
37	33	36	3	9
38	26	31	5	25
39	19	35	16	256
40	18	23	5	25
41	16	29	13	169
42	30	33	3	9
43	10	34	24	576
44	26	29	3	9
45	8	30	22	484
46	15	28	13	169
47	21	32	11	121
48	21	32	11	121
49	22	29	7	49
50	28	31	3	9
51	12	27	15	225
52	23	32	9	81
53	25	33	8	64
54	23	33	10	100
55	16	32	16	256
Total	1169	1618	449	4959

Note : Level of Significance = .01

D = the different scores between pre-guessing and post-guessing
 N = number of students

Table 7
The Different Scores between Pretest-Comprehension and Posttest-Comprehension

S. No.	Comprehension Scores			
	Pretest (Total 40)	Posttest (Total 40)	Y	Y ²
1	22	30	8	64
2	12	26	14	196
3	18	32	14	196
4	15	29	14	196
5	14	32	18	324
6	10	31	21	441
7	17	27	10	100
8	15	32	17	289
9	24	36	12	144
10	12	28	16	256
11	20	30	10	100
12	14	30	16	256
13	18	32	14	196
14	27	33	6	36
15	8	21	13	169
16	16	31	15	225
17	8	20	12	144
18	14	20	6	36
19	20	31	11	121
20	17	32	15	225
21	20	32	12	144
22	15	34	19	361
23	12	30	18	324
24	25	30	5	25
25	11	25	14	196
26	14	27	13	169
27	14	27	13	169
28	21	36	15	225
29	11	21	10	100
30	14	22	8	64
31	22	34	12	144
32	20	32	12	144
33	27	36	9	81
34	15	31	16	256
35	7	18	11	121
36	22	33	11	121
37	29	35	6	36
38	23	31	8	64
39	18	31	13	169
40	9	26	17	289
41	13	31	18	324
42	26	33	7	49
43	8	32	24	576
44	17	31	14	196
45	3	25	22	484
46	5	28	23	529
47	12	29	17	289
48	14	33	19	361
49	13	31	18	324
50	18	32	14	196
51	11	26	15	225
52	16	31	15	225
53	17	32	15	225
54	22	32	10	100
55	12	32	20	400
Total	877	1632	755	11419

Note : Level of Significance = .01

D = the different scores between pre-com. and post-com.
 N = number of students

Table 8

The Correlation of Pre-test and Post-test Different Scores on Guessing and Comprehension

No.	Pre-G (1)	Post-G (2)	Pre-C (3)	Post-C	X (2-	Y (4-	XY	X ²	Y ²
1	23	27	22	30	4	8	32	16	64
2	16	24	12	26	8	14	112	64	196
3	20	33	18	32	13	14	182	169	196
4	22	30	15	29	8	14	112	64	196
5	23	30	14	32	7	18	126	49	324
6	15	30	10	31	15	21	315	225	441
7	25	28	17	27	3	10	30	9	100
8	21	30	15	32	9	17	153	81	289
9	28	35	24	36	7	12	84	49	144
10	17	30	12	28	13	16	208	169	256
11	27	30	20	30	3	10	30	9	100
12	20	30	14	30	10	16	160	100	256
13	22	33	18	32	11	14	154	121	196
14	29	33	27	33	4	6	24	16	36
15	9	19	8	21	10	13	130	100	169
16	18	29	16	31	11	15	165	121	225
17	13	17	8	20	4	12	48	16	144
18	16	20	14	20	4	6	24	16	36
19	24	30	20	31	6	11	66	36	121
20	24	32	17	32	8	15	120	64	225
21	25	30	20	32	5	12	60	25	144
22	22	33	15	34	11	19	209	121	361
23	19	25	12	30	6	18	108	36	324
24	26	29	25	30	3	5	15	9	25
25	22	25	11	25	3	14	42	9	196
26	20	28	14	27	8	13	104	64	169
27	21	25	14	27	4	13	52	16	169
28	29	33	21	36	4	15	60	16	225
29	22	22	11	21	0	10	0	0	100
30	16	20	14	22	4	8	32	16	64
31	31	36	22	34	5	12	60	25	144
32	29	34	20	32	5	12	60	25	144
33	30	35	27	36	5	9	45	25	81
34	19	30	15	31	11	16	176	121	256
35	12	22	7	18	10	11	110	100	121
36	22	32	22	33	10	11	110	100	121
37	33	36	29	35	3	6	18	9	36
38	26	31	23	31	5	8	40	25	64
39	19	35	18	31	16	13	208	256	169
40	18	23	9	26	5	17	85	25	289
41	16	29	13	31	13	18	234	169	324
42	30	33	26	33	3	7	21	9	49
43	10	34	8	32	24	24	576	576	576
44	26	29	17	31	3	14	42	9	196
45	8	30	3	25	22	22	484	484	484
46	15	28	5	28	13	23	299	169	529
47	21	32	12	29	11	17	187	121	289
48	21	32	14	33	11	19	209	121	361
49	22	29	13	31	7	18	126	49	324
50	28	31	18	32	3	14	42	9	196
51	12	27	11	26	15	15	225	225	225
52	23	32	16	31	9	15	135	81	225
53	25	33	17	32	8	15	120	64	225
54	23	33	22	32	10	10	100	100	100
55	16	32	12	32	16	20	320	256	400
Total	1169	1618	877	1632	449	755	6989	4939	11419

Note : Level of Significance = .01

X = the different scores between pre-guessing and post-guessing
 Y = the different scores between pre-com. and post-com.
 N = number of students

The reliability rate for guessing and comprehension from Pre-test and Post-test

Table 6 shows the improvement of the students' guessing ability. The t value, which df (degree of freedom) was 54 ($N-1 = 55-1$) and the level of significance was at .01, was 2.682. The calculated result from statistical-formulae was 12.37. This displayed that the calculated result (12.37) was higher than the value of t corresponding (2.682). We can conclude that the students' guessing ability has increased after training at the reliable rate of 99%.

Table 7 shows the improvement of the students' comprehension. The t value, which df (degree of freedom) was 54 ($N-1 = 55-1$) and the level of significance was at .01, was 2.682. The calculated result from statistical-formulae was 23.0323. This showed that the calculated result (23.0323) was higher than the value of t corresponding (2.682).

The correlation between guessing and comprehension

In Table 8 (the data of guessing and comprehension from Pre-test and Post-test), the value of correlation helped show the correlation between guessing and comprehension. The value of correlation which df (degree of freedom) was 53 ($N-2 = 55-2$) and the level of significance was at .01, was .34. The calculated result from the statistical formulae was 0.70. This demonstrated that the calculated result (0.70) was higher than the value of correlation (.34).

Table 9

Number of the Students on Questionnaire Before and After Training Guessing Strategies in Percent

No	Always				Sometimes				Seldom				Never			
	Before Training		After Training		Before Training		After Training		Before Training		After Training		Before Training		After Training	
	Ra	%	Ra	%	Ra	%	Ra	%	Ra	%	Ra	%	Ra	%	Ra	%
1a	13	23.66	1	1.82	30	54.60	22	40.04	12	21.84	31	56.42	0	0.00	1	1.82
1b	14	26.48	0	0.00	30	54.60	18	32.76	9	16.38	28	50.96	2	3.64	9	16.38
1c	41	74.62	46	83.72	9	16.38	9	16.38	4	7.28	0	0.00	1	1.82	0	0.00
1d	35	63.70	36	69.16	17	30.94	17	30.94	2	3.64	0	0.00	0	0.00	0	0.00
2a	41	74.62	31	56.42	14	26.48	20	36.40	0	0.00	4	7.28	0	0.00	0	0.00
2b	16	29.12	2	3.64	26	47.32	30	54.60	8	14.66	18	32.76	5	9.10	5	9.10
2c	37	67.34	46	83.72	17	30.94	9	16.38	1	1.82	0	0.00	0	0.00	0	0.00
2d	2	3.64	0	0.00	22	40.04	25	45.80	20	36.40	16	29.12	11	20.02	14	26.48
3a	13	23.66	0	0.00	31	56.42	16	29.12	8	14.66	13	23.66	3	5.46	26	47.32
3b	6	10.92	28	50.96	26	47.32	27	49.14	17	30.94	0	0.00	6	10.92	0	0.00
3c	10	18.20	0	0.00	14	26.48	7	12.74	20	36.40	26	47.32	11	20.02	22	40.04
3d	39	70.98	48	87.36	15	27.30	7	12.74	1	1.82	0	0.00	0	0.00	0	0.00
4a	19	34.68	31	56.42	32	58.24	24	43.68	4	7.28	0	0.00	0	0.00	0	0.00
4b	14	26.48	44	80.08	38	69.16	11	20.02	3	5.46	0	0.00	0	0.00	0	0.00
4c	8	14.66	7	12.74	36	66.52	22	40.04	6	10.92	17	30.94	5	9.10	9	16.38
4d	19	34.68	44	80.08	23	41.86	11	20.02	9	16.38	0	0.00	4	7.28	0	0.00
5a	20	36.40	0	0.00	21	38.22	21	38.22	10	18.20	13	23.66	4	7.28	21	38.22
5b	26	47.32	5	9.10	24	43.68	20	36.40	5	9.10	14	26.48	0	0.00	16	29.12
5c	42	76.44	38	69.16	12	21.84	15	27.30	1	1.82	2	3.64	0	0.00	0	0.00
5d	29	52.78	43	78.26	23	41.86	12	21.84	1	1.82	0	0.00	2	3.64	0	0.00
6a	35	63.70	44	80.08	19	34.68	11	20.02	0	0.00	0	0.00	1	1.82	0	0.00
6b	6	10.92	0	0.00	23	41.86	7	12.74	21	38.22	17	30.94	5	9.10	31	56.42
6c	28	50.96	6	10.92	18	32.76	35	63.70	6	10.92	14	26.48	3	5.46	0	0.00
6d	5	9.10	2	3.64	20	36.40	25	45.80	17	30.94	16	29.12	13	23.66	12	21.84
7a	6	10.92	2	3.64	31	56.42	27	49.14	12	21.84	14	26.48	6	10.92	12	21.84
7b	10	18.20	37	67.34	36	66.52	18	32.76	9	16.38	0	0.00	0	0.00	0	0.00
7c	32	58.24	44	80.08	17	30.94	11	20.02	5	9.10	0	0.00	1	1.82	0	0.00
7d	12	21.84	0	0.00	24	43.68	8	14.66	19	34.68	20	36.40	0	0.00	27	49.14

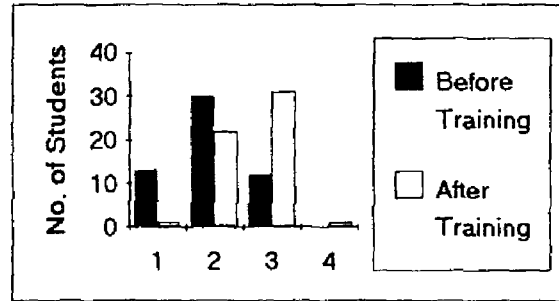
The Questionnaire Results

1. What do you do if you don't know a word meaning?

1a. Sound it out.

Q.N. 1a	Quantity	
	Before Training	After Training
Always (1)	13	1
Sometimes (2)	30	22
Seldom (3)	12	31
Never (4)	0	1

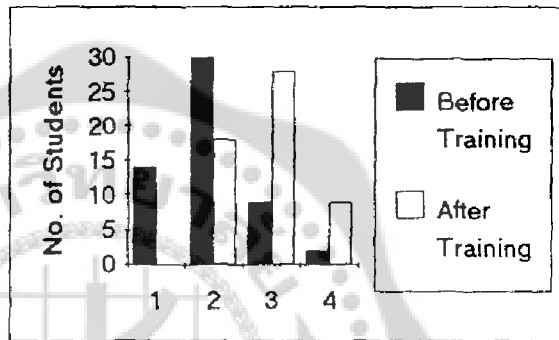
Figure 7



1b. Spell it out.

Q.N. 1b	Quantity	
	Before Training	After Training
Always (1)	14	0
Sometimes (2)	30	18
Seldom (3)	9	28
Never (4)	2	9

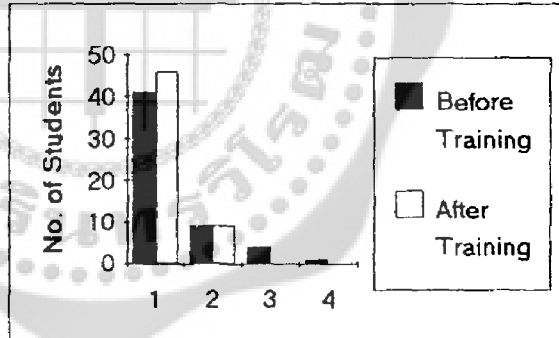
Figure 8



1c. Guess the meaning from other words around it.

Figure 9

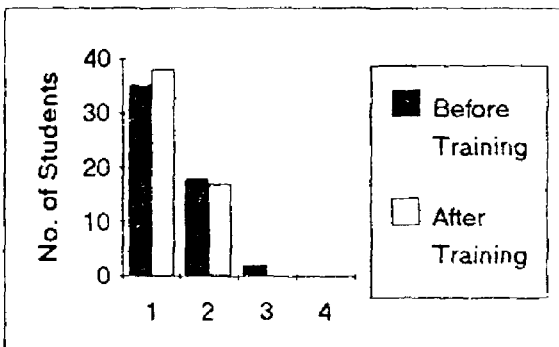
Q.N. 1c	Quantity	
	Before Training	After Training
Always (1)	41	46
Sometimes (2)	9	9
Seldom (3)	4	0
Never (4)	1	0



1d. Pass the word and wait for any explanation, definition and so on.

Figure 10

Q.N. 1d	Quantity	
	Before Training	After Training
Always (1)	35	38
Sometimes (2)	18	17
Seldom (3)	2	0
Never (4)	0	0

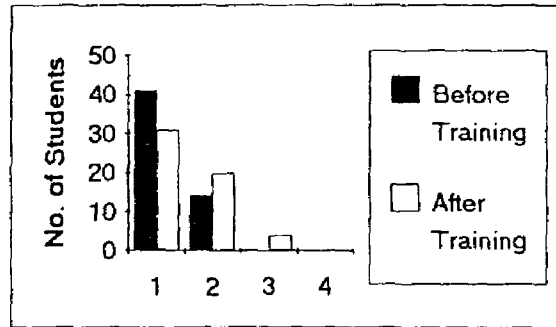


2. What do you do if you don't know what a sentence means?

2a. Read it again.

Figure 11

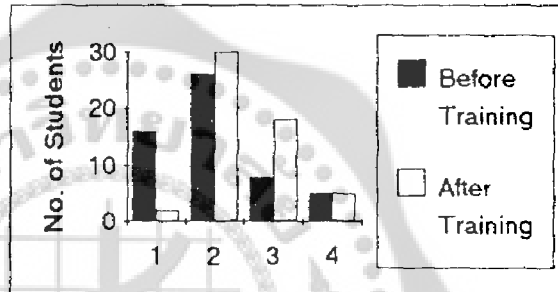
Q.N. 2a.	Quantity	
	Before Training	After Training
Always (1)	41	31
Sometimes (2)	14	20
Seldom (3)	0	4
Never (4)	0	0



2b. Use a dictionary to get all the meanings of the words in the sentence.

Figure 12

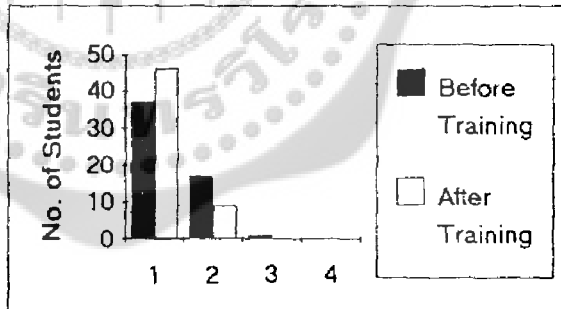
Q.N. 2b.	Quantity	
	Before Training	After Training
Always (1)	16	2
Sometimes (2)	26	30
Seldom (3)	8	18
Never (4)	5	5



2c. Use sentences around it to help get the meaning.

Figure 13

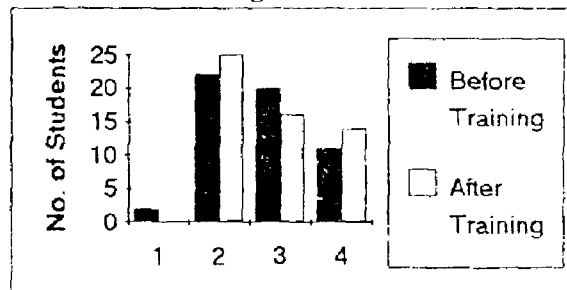
Q.N. 2c.	Quantity	
	Before Training	After Training
Always (1)	37	46
Sometimes (2)	17	9
Seldom (3)	1	0
Never (4)	0	0



2d. Completely not pay attention to the sentence.

Figure 14

Q.N. 2d.	Quantity	
	Before Training	After Training
Always (1)	2	0
Sometimes (2)	22	25
Seldom (3)	20	16
Never (4)	11	14

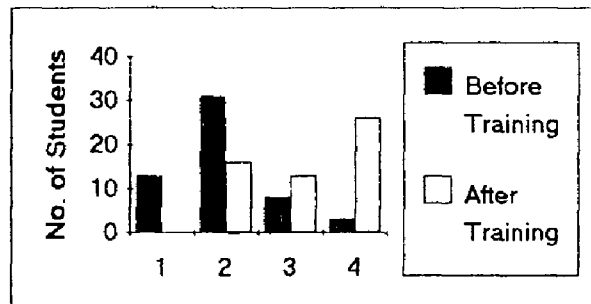


3. Before beginning reading, it is a good idea to :

3a. Look up all the unknown words in the dictionary.

Figure 15

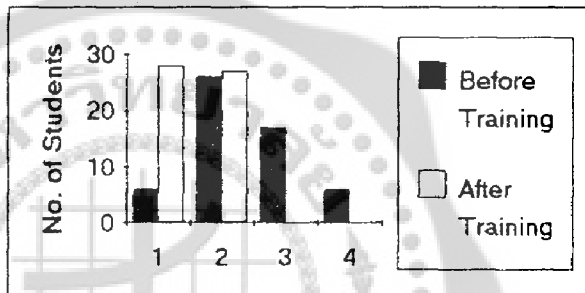
Q.N. 3a.	Quantity	
	Before Training	After Training
Always (1)	13	0
Sometimes (2)	31	16
Seldom (3)	8	13
Never (4)	3	26



3b. Make some guesses about what you think will happen in the story.

Figure 16

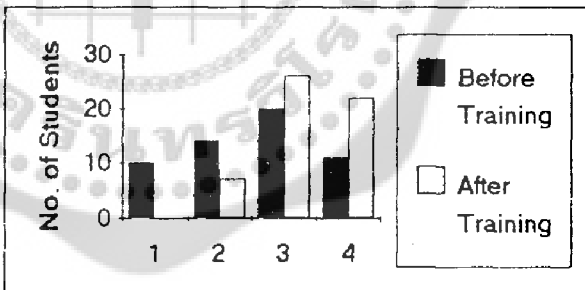
Q.N. 3b.	Quantity	
	Before Training	After Training
Always (1)	6	28
Sometimes (2)	26	27
Seldom (3)	17	0
Never (4)	6	0



3c. Count how many pages are in the story.

Figure 17

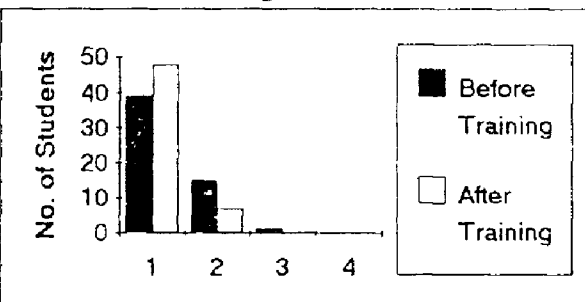
Q.N. 3c.	Quantity	
	Before Training	After Training
Always (1)	10	0
Sometimes (2)	14	7
Seldom (3)	20	26
Never (4)	11	22



3d. Look at the pictures to see what the story is about.

Figure 18

Q.N. 3d.	Quantity	
	Before Training	After Training
Always (1)	39	48
Sometimes (2)	15	7
Seldom (3)	1	0
Never (4)	0	0

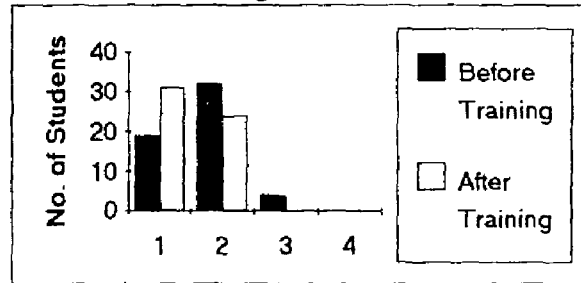


4. While you read which of these are important?

4a. Know when you understand and when you don't understand key idea.

Figure 19

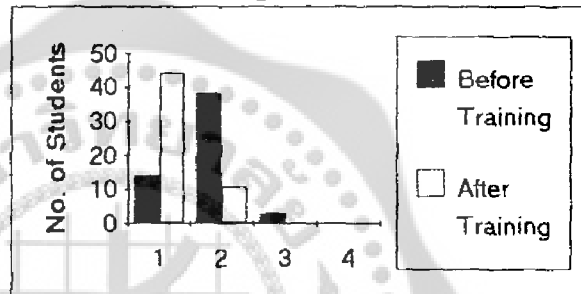
Q.N. 4a.	Quantity	
	Before Training	After Training
Always (1)	19	31
Sometimes (2)	32	24
Seldom (3)	4	0
Never (4)	0	0



4b. Know what it is that you know in relation to what is being read.

Figure 20

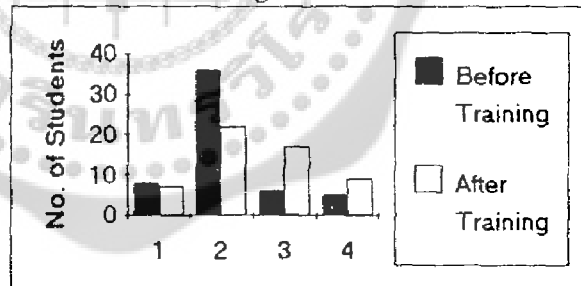
Q.N. 4b.	Quantity	
	Before Training	After Training
Always (1)	14	44
Sometimes (2)	38	11
Seldom (3)	3	0
Never (4)	0	0



4c. Know that the difficult part can be ignored.

Figure 21

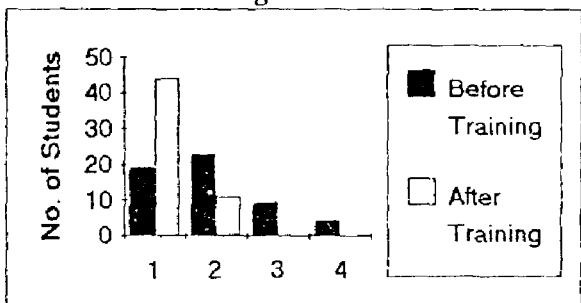
Q.N. 4c.	Quantity	
	Before Training	After Training
Always (1)	8	7
Sometimes (2)	36	22
Seldom (3)	6	17
Never (4)	5	9



4d. Know that different reading strategies can be used to help understand the idea.

Figure 22

Q.N. 4d.	Quantity	
	Before Training	After Training
Always (1)	19	44
Sometimes (2)	23	11
Seldom (3)	9	0
Never (4)	4	0

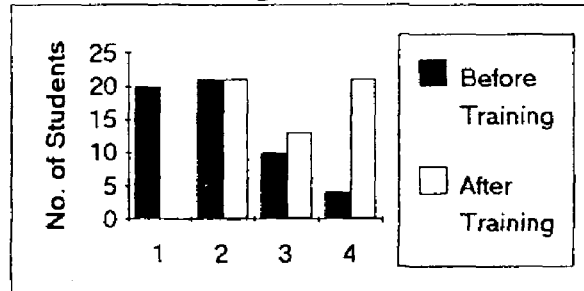


5. When you get stuck on the difficult part, what do you do?

5a. Check to see how many of the words you have understood.

Q.N. 5a.	Quantity	
	Before Training	After Training
Always (1)	20	0
Sometimes (2)	21	21
Seldom (3)	10	13
Never (4)	4	21

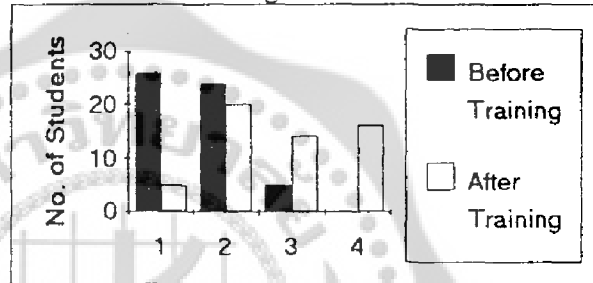
Figure 23



5b. Reread the part you understand again.

Q.N. 5b.	Quantity	
	Before Training	After Training
Always (1)	26	5
Sometimes (2)	24	20
Seldom (3)	5	14
Never (4)	0	16

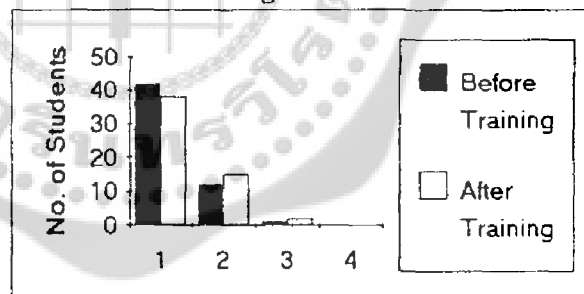
Figure 24



5c. Reread the part you don't understand.

Q.N. 5c.	Quantity	
	Before Training	After Training
Always (1)	42	38
Sometimes (2)	12	15
Seldom (3)	1	2
Never (4)	0	0

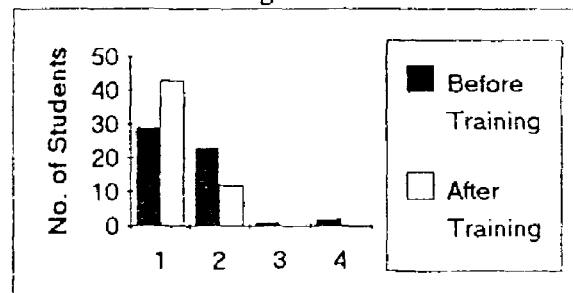
Figure 25



5d. Check to see if you can find a meaning from the general context.

Q.N. 5d.	Quantity	
	Before Training	After Training
Always (1)	29	43
Sometimes (2)	23	12
Seldom (3)	1	0
Never (4)	2	0

Figure 26

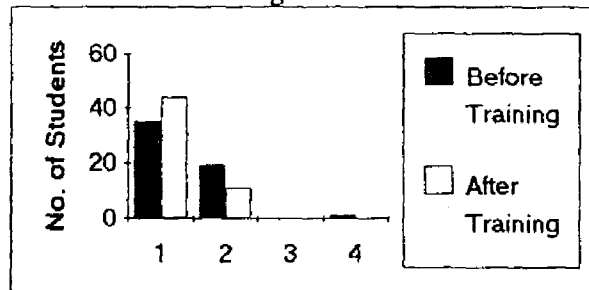


6. You can find a word meaning by :

6a. Relating to what you know about the word with the information you understand from the passage.

Q.N. 6a.	Quantity	
	Before Training	After Training
Always (1)	35	44
Sometimes (2)	19	11
Seldom (3)	0	0
Never (4)	1	0

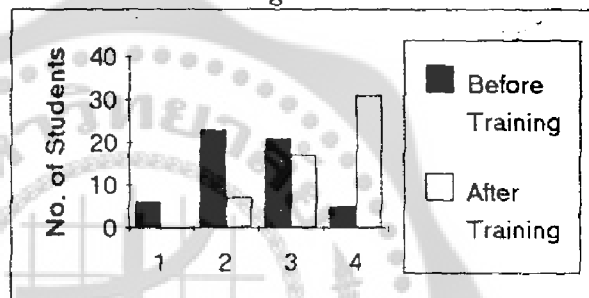
Figure 27



6b. Deciding to get the meaning from a different text.

Q.N. 6b.	Quantity	
	Before Training	After Training
Always (1)	6	0
Sometimes (2)	23	7
Seldom (3)	21	17
Never (4)	5	31

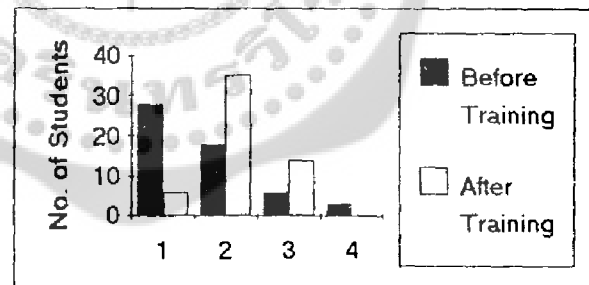
Figure 28



6c. Using an outside resource, such as a dictionary or an expert.

Q.N. 6c.	Quantity	
	Before Training	After Training
Always (1)	28	6
Sometimes (2)	18	35
Seldom (3)	6	14
Never (4)	3	0

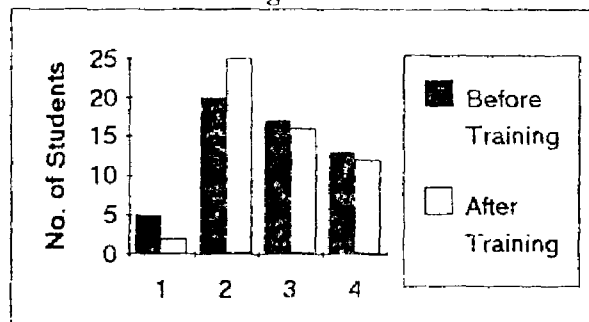
Figure 29



6d. Ignore the word.

Q.N. 6d.	Quantity	
	Before Training	After Training
Always (1)	5	2
Sometimes (2)	20	25
Seldom (3)	17	16
Never (4)	13	12

Figure 30

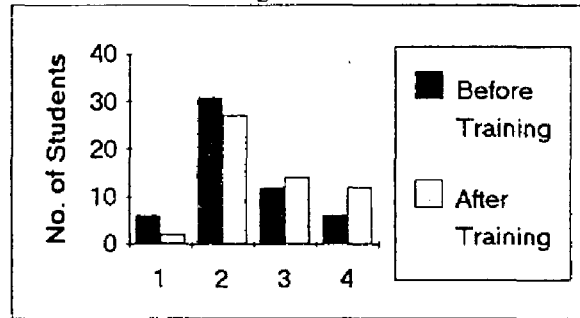


7. You know that some words :

7a. Have no meaning.

Q.N. 7a.	Quantity	
	Before Training	After Training
Always (1)	6	2
Sometimes (2)	31	27
Seldom (3)	12	14
Never (4)	6	12

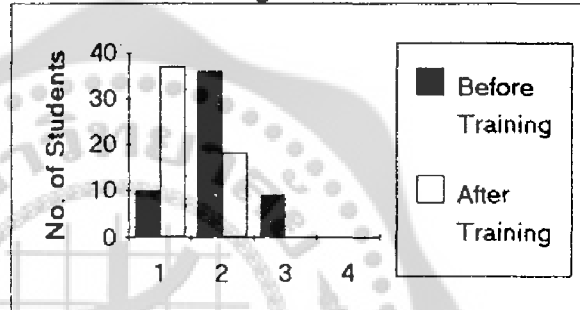
Figure 31



7b. Have different meanings in different sentences.

Q.N. 7b.	Quantity	
	Before Training	After Training
Always (1)	10	37
Sometimes (2)	36	18
Seldom (3)	9	0
Never (4)	0	0

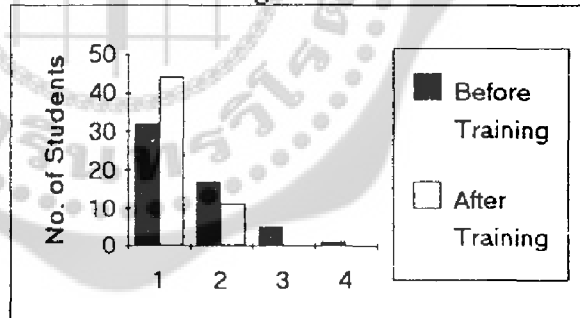
Figure 32



7c. Have more than one meaning.

Q.N. 7c.	Quantity	
	Before Training	After Training
Always (1)	32	44
Sometimes (2)	17	11
Seldom (3)	5	0
Never (4)	1	0

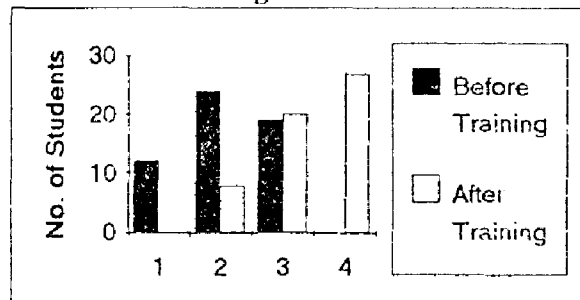
Figure 33



7d. Can be found only from a dictionary.

Q.N. 7d.	Quantity	
	Before Training	After Training
Always (1)	12	0
Sometimes (2)	24	8
Seldom (3)	19	20
Never (4)	0	27

Figure 34



Part II Attitude Questionnaire results

The questionnaire (as shown in Appendix 3 on pages 227 - 235) consists of seven questions with four sub-guessing techniques for each item. All of them were aimed to determine the students' ideas, understanding, habits and reading skill on using strategies guessing meanings from context clues to help increasing reading comprehension proficiency.

The questionnaire results are shown in the bar-charts. There are twenty-eight bar-charts as shown in Figure 7-34 (on pages 227 - 235) with the actual percentage scores in Table 9 (on page 45). All the bar-charts compared the results from each questionnaire item from before training and after training. The charts revealed the positive changes of the students' attitudes towards using strategies guessing meanings from context clues for helping increase reading comprehension proficiency such as 'Guess the meaning from other words around it.', 'Pass the word and wait for any explanation, definition, and so on.', 'Make some guesses about what you think happened in the story.', 'Know what it is that you know in relation to what is being read.', 'Know what different reading strategies can be used to help understand the idea.', 'Check to see if you can find a meaning from the general context.', and so on.

Table 10
The Actual Scores of Each Module from the Learning Kit Exercises

Student No.	Modules												
	1	2	3	4	5	6	7	8	9	10	11	12	13
1	11	15	15	14	30	32	149	46	26	18	19	40	46
2	12	10	15	14	30	32	147	51	31	19	22	40	49
3	14	15	15	15	29	33	145	51	31	18	22	40	52
4	14	14	15	15	29	33	151	50	31	19	23	42	50
5	13	15	15	15	30	34	151	51	31	19	18	44	54
6	13	15	15	15	28	33	150	50	31	19	23	43	50
7	14	14	15	15	25	32	150	51	31	19	24	43	51
8	13	15	15	13	30	31	145	50	30	19	24	43	54
9	13	15	15	15	27	34	151	50	31	19	24	40	52
10	14	13	14	12	29	29	150	30	24	18	22	40	44
11	10	13	13	14	30	33	151	50	29	19	23	42	47
12	14	15	15	15	30	31	151	50	31	19	22	44	54
13	14	15	15	15	30	33	151	46	31	17	22	39	52
14	14	15	15	15	30	33	151	49	31	18	24	44	54
15	14	15	15	15	30	33	151	50	31	19	23	41	54
16	13	14	15	15	30	34	151	51	31	18	24	44	51
17	11	15	14	15	30	32	147	50	31	18	24	44	54
18	14	13	15	15	29	30	151	51	27	19	23	43	50
19	11	11	15	15	27	31	150	50	31	18	23	44	49
20	14	14	15	15	29	33	149	49	29	18	20	38	51
21	15	15	15	15	30	33	151	50	31	19	24	42	53
22	14	15	15	15	29	34	145	50	31	18	24	43	48
23	14	14	15	15	30	32	148	47	31	18	21	25	39
24	13	15	15	15	30	33	151	51	31	18	24	43	53
25	14	14	15	15	30	32	150	51	30	19	24	43	53
26	14	15	15	15	30	33	151	49	31	19	24	42	52
27	13	14	14	10	30	23	145	48	28	17	21	28	41
28	14	14	15	15	26	32	150	51	31	19	24	44	54
29	13	15	15	14	30	30	149	45	31	17	23	42	44
30	12	14	15	15	30	32	147	51	31	19	24	44	54
31	15	15	9	12	30	33	133	47	27	19	24	44	45
32	14	15	15	15	30	32	146	48	30	18	23	41	50
33	13	14	15	14	29	32	139	51	26	18	19	40	41
34	14	14	15	14	29	32	151	51	31	19	21	43	54
35	15	15	12	13	29	34	126	50	31	19	22	44	52
36	14	9	15	15	29	33	151	48	27	19	16	42	41
37	15	15	15	13	29	33	150	50	29	19	24	44	52
38	14	15	13	10	29	27	144	44	27	17	18	44	48
39	14	14	15	15	29	33	150	49	31	18	24	43	54
40	13	14	15	13	27	27	149	48	26	16	21	37	42
41	14	14	15	13	28	29	151	47	31	18	24	41	50
42	14	15	15	13	30	33	148	50	30	19	21	41	48
43	14	15	15	13	30	33	148	50	30	19	23	42	48
44	13	15	15	15	30	23	151	51	31	19	24	44	54
45	14	14	14	13	29	33	148	49	31	18	20	39	46
46	13	14	15	15	29	30	151	42	30	18	24	43	53
47	14	14	15	15	30	30	149	51	31	18	24	44	51
48	13	15	15	14	30	33	151	51	28	16	21	43	46
49	13	15	15	15	30	34	151	51	31	18	24	44	54
50	14	15	15	15	30	34	151	48	31	18	24	44	54
51	10	12	13	14	30	33	151	50	29	19	20	41	50
52	14	14	15	15	30	34	148	51	31	19	24	44	54
53	14	15	15	15	30	25	151	47	31	19	24	44	54
54	14	14	15	15	29	32	147	50	31	18	24	40	51
55	14	14	15	15	29	32	151	50	31	18	23	43	54

Table 11
The Actual Percentage Scores of Each Module from Learning Kit Exercises

S. No	Modules												
	1	2	3	4	5	6	7	8	9	10	11	12	13
1	73.33	100.0	100.0	93.33	100.0	94.11	98.67	90.19	83.87	94.73	79.16	90.90	85.18
2	80.00	66.66	100.0	93.33	100.0	94.11	97.35	100.0	100.0	100.0	91.66	90.90	90.74
3	93.33	100.0	100.0	100.0	96.66	97.05	96.02	100.0	100.0	94.73	91.66	90.90	96.29
4	93.33	93.33	100.0	100.0	96.66	97.05	100.0	98.03	100.0	100.0	95.83	95.45	92.59
5	86.66	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	75.00	100.0	100.0
6	86.66	100.0	100.0	100.0	93.33	97.05	99.33	98.03	100.0	100.0	95.83	97.72	92.59
7	93.33	93.33	100.0	100.0	83.33	94.11	99.33	100.0	100.0	100.0	100.0	97.72	94.44
8	86.66	100.0	100.0	86.66	100.0	91.17	96.02	98.03	96.77	100.0	100.0	97.72	100.0
9	86.66	100.0	100.0	100.0	90.00	100.0	100.0	98.03	100.0	100.0	100.0	90.90	96.29
10	93.33	86.66	93.33	80.00	96.66	85.29	93.33	58.82	77.41	94.73	91.66	90.90	81.48
11	66.66	86.66	86.66	93.33	100.0	97.05	100.0	98.03	93.54	100.0	95.83	95.45	87.03
12	93.33	100.0	100.0	100.0	100.0	91.17	100.0	98.03	100.0	100.0	91.66	100.0	100.0
13	93.33	100.0	100.0	100.0	100.0	97.05	100.0	90.19	100.0	89.47	91.66	88.63	96.29
14	93.33	100.0	100.0	100.0	100.0	97.05	100.0	96.07	100.0	94.73	100.0	100.0	100.0
15	93.33	100.0	100.0	100.0	100.0	97.05	100.0	98.03	100.0	100.0	95.83	93.18	100.0
16	86.66	93.33	100.0	100.0	100.0	100.0	100.0	100.0	100.0	94.73	100.0	100.0	94.44
17	73.33	100.0	93.33	100.0	100.0	94.11	97.35	98.03	100.0	94.73	100.0	100.0	100.0
18	93.33	86.66	100.0	100.0	96.66	88.23	100.0	100.0	87.09	100.0	95.83	97.72	92.59
19	73.33	73.33	100.0	100.0	90.00	91.17	99.33	98.03	100.0	94.73	95.83	100.0	90.74
20	93.33	93.33	100.0	100.0	96.66	97.05	98.67	96.07	93.54	94.73	83.33	86.36	94.44
21	100.0	100.0	100.0	100.0	100.0	97.05	100.0	98.03	100.0	100.0	100.0	95.45	98.14
22	93.33	100.0	100.0	100.0	96.66	100.0	96.02	98.03	100.0	94.73	100.0	97.72	88.88
23	93.33	93.33	100.0	100.0	100.0	94.11	98.01	92.15	100.0	94.73	87.50	56.81	72.22
24	86.66	100.0	100.0	100.0	100.0	97.05	100.0	100.0	100.0	94.73	100.0	97.72	98.14
25	93.33	93.33	100.0	100.0	100.0	94.11	99.33	100.0	96.77	100.0	100.0	97.72	98.14
26	93.33	100.0	100.0	100.0	100.0	97.05	100.0	96.07	100.0	100.0	100.0	95.45	96.29
27	86.66	93.33	93.33	66.66	100.0	67.64	96.02	94.11	90.32	89.47	87.50	63.63	75.92
28	93.33	93.33	100.0	100.0	86.66	94.11	99.33	100.0	100.0	100.0	100.0	100.0	100.0
29	86.66	100.0	100.0	93.33	100.0	88.23	98.67	88.23	100.0	89.47	95.83	95.45	81.48
30	80.00	93.33	100.0	100.0	100.0	94.11	97.35	100.0	100.0	100.0	100.0	100.0	100.0
31	100.0	100.0	60.00	80.00	100.0	97.05	88.07	92.15	87.09	100.0	100.0	100.0	83.33
32	93.33	100.0	100.0	100.0	100.0	94.11	96.68	94.11	96.77	94.73	95.83	93.18	92.59
33	86.66	93.33	100.0	93.33	96.66	94.11	92.05	100.0	83.87	94.73	79.16	90.90	75.92
34	93.33	93.33	100.0	93.33	96.66	94.11	100.0	100.0	100.0	100.0	87.50	97.72	100.0
35	100.0	100.0	80.00	86.66	96.66	100.0	83.44	98.03	100.0	100.0	91.66	100.0	96.29
36	93.33	60.00	100.0	100.0	96.66	97.05	100.0	94.11	87.09	100.0	66.66	95.45	75.92
37	100.0	100.0	100.0	86.66	96.66	97.05	99.33	98.03	93.54	100.0	100.0	100.0	96.29
38	93.33	100.0	86.66	66.66	96.66	79.41	95.36	86.27	87.09	89.47	75.00	100.0	88.88
39	93.33	93.33	100.0	100.0	96.66	97.05	99.33	96.07	100.0	94.73	100.0	97.72	100.0
40	86.66	93.33	100.0	86.66	90.00	79.41	98.67	94.11	83.87	84.21	87.50	84.09	77.77
41	93.33	93.33	100.0	86.66	93.33	85.29	100.0	92.15	100.0	94.73	100.0	93.18	92.59
42	93.33	100.0	100.0	86.66	100.0	97.05	98.01	98.03	96.77	100.0	87.50	93.18	88.88
43	93.33	100.0	100.0	86.66	100.0	97.05	98.01	98.03	96.77	100.0	95.83	95.45	88.88
44	86.66	100.0	100.0	100.0	100.0	67.64	100.0	100.0	100.0	100.0	100.0	100.0	100.0
45	93.33	93.33	93.33	86.66	96.66	97.05	98.01	96.07	100.0	94.73	83.33	88.63	85.18
46	86.66	93.33	100.0	100.0	96.66	88.23	100.0	82.35	96.77	94.73	100.0	97.72	98.14
47	93.33	93.33	100.0	100.0	100.0	88.23	98.67	100.0	100.0	94.73	100.0	100.0	94.44
48	86.66	100.0	100.0	93.33	100.0	97.05	100.0	100.0	90.32	84.21	87.50	97.72	85.18
49	86.66	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	94.73	100.0	100.0	100.0
50	93.33	100.0	100.0	100.0	100.0	100.0	100.0	94.11	100.0	94.73	100.0	100.0	100.0
51	66.66	80.00	86.66	93.33	100.0	97.05	100.0	98.03	93.54	100.0	83.33	93.18	92.59
52	93.33	93.33	100.0	100.0	100.0	100.0	98.01	100.0	100.0	100.0	100.0	100.0	100.0
53	93.33	100.0	100.0	100.0	100.0	73.52	100.0	92.15	100.0	100.0	100.0	100.0	100.0
54	93.33	93.33	100.0	100.0	96.66	94.11	97.35	98.03	100.0	94.73	100.0	90.90	94.44
55	93.33	93.33	100.0	100.0	96.66	94.11	100.0	98.03	100.0	94.73	95.83	97.72	100.0

S. = Student

Table 12
The Total Average Scores of 55 Students on Learning Kit Exercises in Percent

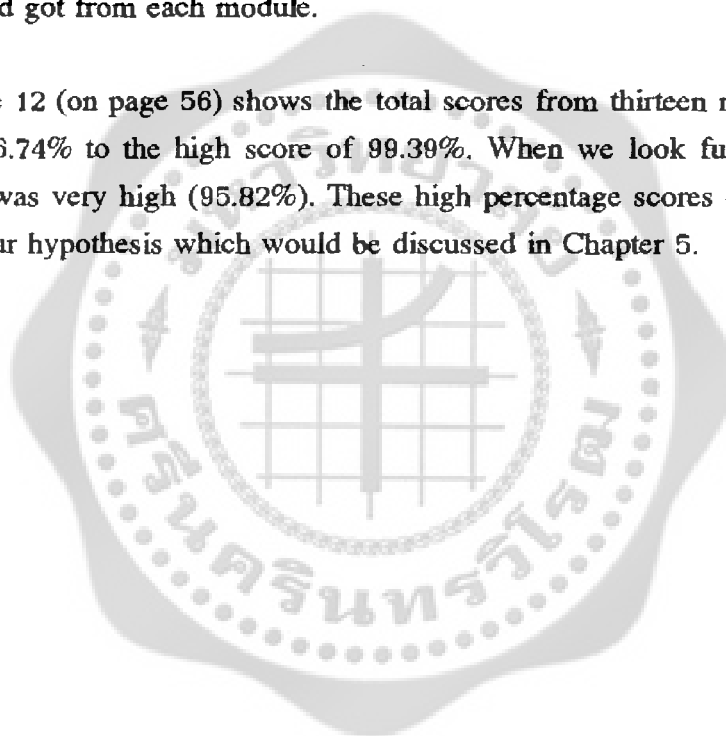
Student No.	Total Scores (498) Modules 1-13	Percent
1	461	92.57
2	472	94.77
3	480	96.38
4	486	97.59
5	490	98.39
6	485	97.38
7	484	97.18
8	482	96.78
9	486	97.59
10	439	88.15
11	474	95.18
12	491	98.59
13	460	92.36
14	493	98.99
15	491	98.59
16	491	98.59
17	485	97.38
18	480	96.38
19	475	95.38
20	474	95.18
21	493	98.99
22	481	96.58
23	449	90.16
24	492	98.79
25	490	98.39
26	490	98.39
27	432	86.74
28	489	92.19
29	468	93.97
30	488	97.99
31	453	90.96
32	477	95.78
33	451	90.56
34	488	97.99
35	462	92.77
36	459	92.16
37	488	97.99
38	450	90.36
39	489	98.19
40	448	89.95
41	475	95.38
42	477	95.78
43	480	96.38
44	485	97.38
45	468	93.97
46	477	95.78
47	486	97.59
48	476	95.58
49	495	99.39
50	493	98.99
51	472	94.77
52	493	98.99
53	484	97.18
54	480	96.83
55	489	98.19
Total	26246	
Average Percentage		95.82

Part III Learning Kit Exercise results

The results of the exercises from the thirteen Learning Kit Modules on strategies using guessing meanings from context clues for increasing reading comprehension proficiency are presented in Table 10-12 on pages 54 - 56.

Table 10 and Table 11 show the actual and percentage scores of each module from Learning Lesson Kits. The result displayed the high percentage scores the students had got from each module.

Table 12 (on page 56) shows the total scores from thirteen modules which started from 86.74% to the high score of 99.39%. When we look further, the total average score was very high (95.82%). These high percentage scores could possibly help support our hypothesis which would be discussed in Chapter 5.



CHAPTER 5

DISCUSSION AND INTERPRETATION OF RESULTS

The findings of the study which were presented in Chapter 4 support our hypothesis affirming the effectiveness of strategies for guessing meanings from context clues for increasing reading comprehension proficiency. Referring to the results, we shall discuss and analyze this hypothesis in more detail from various points of view.

Interpretation of Achievement test

We shall start analyzing and interpreting the outcome of this study on a large-scale and then concentrate in particular details of the Pre-test and Post-test, questionnaires and exercises.

Figure 6 shows the increasing percentages for guessing and comprehension (Pretest-guessing : 53.13%, Posttest-guessing : 73.54% ; Pretest-comprehension : 39.86%, Posttest-comprehension : 74.18%). These results indicate that, through the use of the Learning Kit Modules based on guessing strategies, students' comprehension proficiency has been increased. Moreover, these results for improvement were strongly suggested by the statistical reliability of the assessment (at the level of .01 which is 2.682) of the students' Pre-test and Post-test results on guessing (12.33) and comprehension (21.0879). These prove that the calculated results on guessing (12.37) and comprehension (23.323) are higher than the value of t corresponding (2.682). We can conclude that the students' guessing ability and comprehension proficiency increase after training at the reliable rate of 99%. One more main factor to support our hypothesis is the correlation result. The value of correlation (See Table 8) helps show the correlation between guessing and comprehension. The value of correlation which df (degree of freedom) was 53 ($N-2 = 55-2$) and the level of significance was at .01, was .34. The calculated result from the statistical formulae was 0.70. This demonstrates that the calculated result (0.70) was higher than the value of correlation (.34). Therefore, it means that there was a high degree of correlation between guessing and comprehension or strategies using guessing meanings from context clues help increase reading comprehension proficiency in Matayom 2 at Chonkanyanukoon School after training the students with the Learning Kit Modules. The result tended to confirm our hypothesis that

our Learning Kit Modules were effective to assist the research to show significant correlation between guessing and reading comprehension. In other words, there is the possibility that guessing strategies help increasing reading proficiency according to this student group. It is no doubt that under the help of guessing strategy reflect students' reading comprehension proficiency after training. It can be argued that, all the results directly confirm our hypothesis.

From the micro perspective, it is better to specify in greater detail. Figure 5 and Table 5 illustrate the high rate of change among all 55 students on guessing and comprehension from Post-test. The bar of content criteria presents the very high improvement of guessing (Pre-test : start from 8 to 33, Post-test : start from 17 to 36 ; see Figure 3) and comprehension (Pre-test : start from 3 to 29, Post-test : start from 18-36 : see Figure 4). To account for the high increase, one explanation is that the teacher knows the students' weaknesses of this group (from questionnaire and Pre-test results) and works specifically through Learning Kit Lessons in class to train them how to use guessing strategies. We hope to conclude that the guessing strategies the students had learned during the training sessions help increasing their comprehension proficiency.

In order to draw a clear picture for the extreme cases of high and low scores, we must look further to see if there is any improvement for individual students on their initial scores of Pre-test after we used the Learning Kit Modules to train them in class. Economising on detail, we will present only two groups of the students, being the high score group and the low score group. The lists below present factual increasing percentage scores of the seven low score students on guessing and comprehension from Pre-test and Post-test.

Table 13

The increasing ratio of seven low score students on guessing and comprehension from Pre-test and Post-test in percent

Student No.	Guessing			Comprehension		
	Pre-test	Post-test	Increasing ratio	Pre-test	Post-test	Increasing ratio
6	37.50	75.00	100.00	25.00	77.50	210.00
15	22.50	47.50	111.11	20.00	52.50	162.50
43	25.00	85.00	240.00	20.00	80.00	300.00
45	20.00	75.00	275.00	7.50	62.50	733.33
46	37.50	70.00	86.66	12.50	70.00	460.00
51	30.00	67.50	125.00	27.50	85.00	136.36
55	40.00	80.00	100.00	30.00	80.00	166.66

Table 14

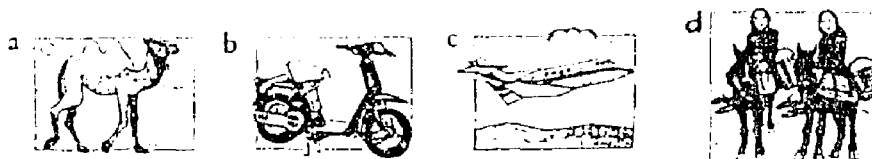
The increasing ratio of five high score students on guessing and comprehension from Pre-test and Post-test in percent

Student No.	Guessing			Comprehension		
	Pre-test	Post-test	Increasing ratio	Pre-test	Post-test	Increasing ratio
9	70.00	87.50	25.00	60.00	90.00	50.00
28	72.50	82.50	13.79	52.50	90.00	71.42
31	77.50	90.00	16.12	55.00	85.00	54.54
33	75.00	87.50	16.66	76.50	90.00	33.33
37	82.50	90.00	9.09	72.50	87.50	20.68

The result above (Table 13) shows the increasing percentage scores after training. The remarkable low score of student No. 45, a tail-ender at Pre-test on guessing, has improved by 275% on her initial score and for comprehension has improved by 733% on her initial score. These are enormous increases. The remainder in this group increased both skills from 86.66% to 460% (the interpretation is shown with the discussion of Table 15 and 16 on page 61).

The previous table (Table 14) shows the increasing percentage scores after training. Increases for the high-score group were not as large as for the low-score group. This probably means that at first the weaknesses were lack of proper techniques in guessing strategies which were opposite from the keen members who stored some proper techniques from their previous learning, for example (from Pre-test, see Appendix 2 on page 203) :

Part A No. 2 I usually go to work on a scooter.



Most of the students know that "scooter" here could not be a. because they realised that the picture showed a camel. For choice c. people did not usually go to work by plane. For choice d., the animals were donkeys. Therefore, probably by deduction students thought that "scooter" would be the correct choice for b. This shows that they can reason under the help of their background knowledge.

Some of them were trained from a special extra class outside normal school hours (We had got the information from interviewing some of them after they finished doing the Pre-test). Therefore, it is no surprise that both low and high score groups after sufficient training can reach such a high percentage score when having extra training with the proper reading techniques as with strategies using guessing meanings from context clues, such as Module 1 (See Appendix 1 on pages 87 - 92) for practising guessing meanings from "Synonym clues".

Table 15

The increasing ratio of five low score students on guessing from Pre-test and Post-test in percent

Student No.	Guessing		
	Pre-test	Post-test	Increasing ratio
15	22.50	47.50	111.11
43	25.00	85.00	240.00
45	20.00	75.00	275.00
51	30.00	67.50	125.00
55	40.00	80.00	100.00

Table 16

The increasing ratio of twenty-two low score students on comprehension from Pre-test and Post-test in percent

Student No.	Comprehension		
	Pre-test	Post-test	Increasing ratio
2	30.00	65.00	116.66
5	35.00	80.00	128.57
6	25.00	77.50	210.00
8	37.50	80.00	113.33
10	30.00	70.00	133.33
12	35.00	75.00	114.28
17	20.00	50.00	150.00
22	37.50	85.00	126.66
23	30.00	75.00	150.00
25	27.50	62.50	127.27
34	37.50	77.50	106.66
35	17.50	45.00	157.14
40	22.50	65.00	188.88
41	32.50	77.50	138.46
43	20.00	80.00	300.00
45	7.50	62.50	733.33
46	12.50	70.00	460.60
47	30.00	72.50	141.66
48	35.00	82.50	135.71
49	32.50	77.50	138.46
51	27.50	65.00	136.36
55	30.00	80.00	166.66

Tables 15 and 16 show the increasing percentage scores in separate skills for guessing and comprehension. The increasing rate of the students who have improved from 100% to a maximum of 733% of their initial scores are shown. One explanation for the very low score students is that the students do not know how, when and why to use guessing strategies before being taught. They guess randomly at first or guess with no reasoning (This information comes from personal interviewing which is shown in Table 17). They waste a lot of time and energy but cannot find the meaning of the word. Therefore, a lot of their guesses were without any conscious reasoning. After being provided with the Learning Kit Modules to practise, they were soon accustomed to strategies employing the guessing of meanings starting from context clues. Then the low score students could use the guessing strategies effectively for increasing comprehension proficiency as shown in Tables 13. Once the concept of using such a strategy is understood, it is easier for the learner to contrive with greater success. This result supports our original hypothesis.

Interpretation of questionnaire

The analysis of the attitude questionnaire (See Appendix 3 on pages 227 - 235) gives information suggesting factors affecting students' eventual reading performance. This may be compared with McKenna and Kear (1990 : 626, citing Wixson and Lipson), " The student's attitude toward reading is a central factor affecting reading performance". The questionnaire bar-charts (QN. 1-QN. 7 Figures 7-34) compare the students' reading attitudes before and after training with guessing strategies for increasing their comprehension proficiency. The overall result after training is satisfactory. All the students' attitudes from each item change as the assumption hypothesis has shown below.

We will analyze the students' reading performance of the class before teaching. We link the questionnaire result to the Pre-test result as McKenna and Kear stated (1990 : 626), " These conclusions are based on a long history of research in which attitude and achievement have been consistently linked." and Schmitt (1990 : 457) has also suggested that " Finally, as with any assessment instrument, the MSI should not be used in isolation. Later, teachers should consider it (the questionnaire results) as one source of information about students' reading abilities that must be viewed in conjunction with other source of information." We hope to extract from these comparisons certain insights into the performance of

these students. We will also attempt to offer reasons and explain why certain scores happened the way they did.

From bar-charts (Figures 7-34) and Table 9 we see that the students did not really know how, when and why to use guessing strategies because the majority of the students in this group answered that they could find meanings of unknown words from a dictionary as indicated from the actual score in QN.1 (1a, 1b), QN.2 (2b), QN.3 (3a, 3b, 3c), QN.5 (5a), QN.6 (6b), and QN.7 (7d) which are marked up correct or positive or helpfulness with "+" and incorrect or negative or unhelpfulness with "-". We agree that the students should tick on "Always and Sometimes" for correct strategy items and "Seldom and Never" for incorrect strategy items. Below are the items of the questionnaire results that show the students guessing performance using inappropriate method.

QN. 1 What do you do if you don't know a word meaning?

1a. Sound it out (See Figure 7 and Table 9)

78.62% of the students answer "Always and Sometimes" which are inappropriate responses. "Sound it out" is not the technique to get meanings for unknown words.

1b. Spell it out. (See Figure 8 and Table 9)

Most of the students (80.08%) still lost their way on using this guessing strategies. Once again to spell the word out is not an appropriate technique which help find an unknown word meaning.

From QN.2 What do you do if you don't know what a sentence means? : 2b. Use a dictionary to get all the meanings of the words in the sentence. (See Figure 12 and Table 9), QN.3 Before beginning reading, it is a good idea to : 3a. Look up all the unknown words in the dictionary. (See Figure 15 and Table 9) and QN. 7 You know that some words : 7a. Can be found only from a dictionary. (See Figure 43 and Table 9) , the majority of the students answered " Always and Sometimes" use a dictionary to get the meanings of the unknown words. This shows that most of them have the habit of getting all the meanings of the words from the dictionary. This technique tends to waste a lot of time. It will interrupt and slow down the students' process of comprehension. Therefore, trying to guess the meanings of the

words from context clues might be a more appropriate strategy as Gillet and Temple point out :

Using the context to help figure out unfamiliar words is the word analysis strategy good readers seem to use most often. Many poor readers do not know how to use context efficiently and need direct instruction to develop this skill and use it consistently.

(Gillet and Temple, 1990:238)

QN. 3 Before beginning reading, it is a good idea to :

3b. Make some guesses about what you think will happen in the story. (See Figure 16 and Table 9)

Nearly 50% of the students do not have appropriate guessing strategies. Their habits could be altered because making some guesses or predictions before beginning reading a story is a good strategy. The readers can relate or use their prior knowledge of a topic to guess or predict forthcoming story events. Then they read to prove or modify their guessing. This is similar to Gillet and Temple's study :

Prediction requires that students relate their prior knowledge to the reading task at hand and form expectations they will apply to the reading. Thus prediction forms the connection between prior knowledge and the new information coming in.

(Gillet and Temple, 1990:266-267)

3c. Count how many pages are in the story. (See Figure 17 and Table 9)

Nearly half of the students counted how many pages are in the story before beginning reading. This is a spurious reading strategy. How can the students make use of counting the pages of the story? They only waste their time which should be used in reading to comprehend the story. They should use appropriate reading strategies such as prediction about the story to set purpose or generating questions before starting reading.

QN. 5 When you get stuck on the difficult part, what do you do?

5a. Check to see how many of the words you have understood. (See Figure 23 and Table 9)

74.62% of the students response "Always and Sometimes". This shows that high percentage of the students do not have appropriate reading strategies. They must

learn that different types of reading require different strategies. Checking to see how many of the words they have understood is a spurious reading technique. While reading, they can make use of the known words to assess the difficult parts or make use of contextual clues. As Cooper, Warncke and Shipman (1988:33) stated “ Context clues are one of the most effective clues the reader can use to determine word meanings.”

QN. 6 You can find a word meaning by :

6b. Deciding to get the meaning from a different text. (See Figure 28 and Table 9)

It seems more than 50% of the students use this inappropriate reading strategy. As we know a word can have more than one meaning in different contexts as Gillet and Temple point out :

Context is important because the meaning of a phrase or sentence is derived not from the meaning of each individual word, but from these meanings combined with word order and the meaning contributed by previous and successive word groups. Each word has a number of possible meanings or referents, but precisely which meaning is dictated by the context. In this case of connected text, “ the whole is more than the sum of the parts.”
(Gillet and Temple, 1990:238)

Therefore, finding the meaning of a word from totally foreign contexts is not a good reading practice for good readers.

To specify the details of the questionnaires above, we can see clearly that the students did not really know how to use guessing strategies. One possible explanation is that the students could not relate guessing skills to help increase their comprehension. Although the average scores on guessing from Pre-test is 53.13% (See Figure 6), the students' comprehension average score is only 39.86% which is very low. Its average score is 13.27% lower than the average guessing score. The percentage scores did not show the relationship between the two skills (See Table 1 and Figure 1). The students' guessing did not help increase their comprehension. The question arises : why did it happen like this? One way to answer this question is to compare the students' performance on using guessing strategies with the result of Pre-test and questionnaire.

Firstly, we will start looking at the students Pre-test. Thirty-six students scored 50% on guessing (Total 40) but only sixteen of them scored 50% on comprehension (Total 40 : 55 students in this group). It is probable that most of the students in this group did not know how to use guessing strategies to help support their comprehension while reading a passage. They could score more in guessing parts with no reasons or randomly and through luck rather than cognitive ability, they were right.

To illustrate the problem on how the students guess while doing the test (Pre-test), here, we hope to offer introspective methods (the techniques which involve the subject reflecting on the kind of decisions made and the kinds of strategies used while carrying out a task, and reporting them as occur) may account for how a student used, or did not succeed with a guessing strategy. Below is an extract of the conversation between the teacher and the student while interviewing about how she chose her answers for Part I D from Pre-test.

Pre-test Part I

D. Directions : Read the paragraph below and choose the appropriate word for each nonsense word.

Last Saturday we went on a (11) blort . We took a basket of (12) faltch , some cold pop, and some snacks. We drove for an hour until we came to Cedar (13) Murgle . Before we ate, we dove into the water and went for a (14) trip .

- | | | | |
|---------------|-----------|----------|-------------|
| 11. a. tour | b. picnic | c. swing | d. airplane |
| 12. a. stones | b. food | c. water | d. drink |
| 13. a. Sea | b. Town | c. Field | d. Mountain |
| 14. a. walk | b. swim | c. nap | d. sleep |

Extract

Teacher : Tell me , how did you choose your answers for Part I D ?

Student : First, I read the passage but I couldn't understand. Then I chose the answers by comparing the spelling between the nonsense words and the words from the choices.

Teacher : Can you explain more about comparing the spelling between the nonsense words and the words from the choices.

Student : Er, I counted the numbers of the letters from the nonsense word and compare with the words from the choices given for each item. The one that had the same numbers of the letters as the nonsense word is the choice that I chose .

Teacher : Look, but No. 13, none of the choices have five letters as the nonsense word. How did you get your answer?

Student : Er, I chose the one that sound good when I substituted the word in the sentence.

We can see from the dialogue that the strategies used were not very conducive to find the right answer. This student does not know how to use guessing strategies. She needs to be directly trained.

Table 17 are some more samples from interviewing the students after they finished doing the test. The students were chosen randomly from three groups who had got high, middle and low scores from the test.

Table 17

The students' problem samples on guessing strategies from Pre-test

Students	Pre-test item /page	Students' answers	How students guess?
A (One of the students in low score group)	B. 4 page 2 What are these people cutting? a. pine trees b. oak trees c. reed plants d. bamboo plants	any numbers seem to be the right answers	- guess randomly with no reasons
B (One of the students in middle score group)		choice d.	- partly guess - know the kinds of plants in choices a. and b. but not in c. and d. (guess between c. and d.
C (One of the students in high score group)		choice d.	- use previous knowledge (know what kinds of plants showed in the picture)

The questionnaire results indicate that the students in this group need to be taught and practise more on appropriate guessing strategies by using our Learning Kit Modules which were designed under the questionnaire and the Pre-test results as a guideline. This is similar to Schmitt (1990 : 458) who suggests that "This information may be useful to teachers in designing a comprehensive reading program that foster meta comprehension strategy (knowledge of strategic reading process such as previewing the text, hypothesizing about the content, generating questions, etc) awareness and competence." and McKenna and Kear (1990 : 628) state that "Survey results can be very useful in deciding what sorts of additional information to pursue."

Interpretation of exercises

We will begin by making an assessment of the exercise results as a whole. The results from individual class exercises (Table 10-12) show evidence to support our hypothesis. Considering the exercises of the students for strategies using guessing meanings from context clues, the activities in the exercises were designed to teach and practise guessing strategies to help increasing comprehension proficiency. The content of the activities were prepared with the purpose of teaching beneficial reading strategies in the form of Learning Kit Modules.

Speaking generally, the total average score of Modules 1-13 started from 86.74% (Table 12) to the high average score of 99.39%. These high percentage average scores gives good evidence to believe that our modules for practising guessing meanings from context clues help increase reading comprehension proficiency. Therefore, this general observation goes a long way to support our investigation for the present study hypothesis.

The result of the exercises (the average total score = 95.82%) must be compared to the total average scores of Pre-test and Post-test which the best percent of improvement was comprehension (Pre-test : 39.86%, Post-test : 74.18%) and another high rate was guessing (Pre-test : 53.13%, Post-test : 73.54%). These scores probably signify that the students demonstrated a distinct understanding how to use guessing strategies to help increasing reading comprehension proficiency. This clearly shows that with better understanding in guessing strategies, the students can increase their reading comprehension. Therefore, our results can best be

interpreted on a general level by saying that higher comprehension proficiency in reading is achieved through improving of guessing strategy. The guessing strategy of teaching reading seems to work out satisfactorily according to our planning reading program as we hoped.

In addition, I have observed that collaborative learning encouraged an enthusiastic and positive atmosphere. The students enjoyed studying and acknowledge more about guessing strategies during lessons. They felt happy and comfortable to work in groups or in pairs in order to share, exchange and make ideas clear while doing exercises from each module. Moreover, the students who had difficulty in doing the exercises were helped by the good students in each group. To illustrate our discussion about the exercise results, below are students' opinions selected randomly (student A is from high score group ; student B is from middle score group and student C is from low score group of Pre-test) after training on the last session of the study. We will see that their reactions were generally favourable.

Student A's opinion

แปลประโยคใหม่ได้เร็วขึ้น รู้ศัพท์มากขึ้น รู้ความหมายศัพท์
ได้โดยไม่ต้องท่องผิดอีก อ่านประโยคแล้วเข้าใจมากขึ้น
ได้ฝึกการพูดภาษาอังกฤษ ได้รับคำแนะนำที่ดี

The translation of student A's opinion

Without the support of a dictionary, I have known more meanings of unfamiliar words. Moreover, I read with fun while I am reading a passage.

The above statement strongly indicates that this student is now acquiring confidence in increasing reading comprehension proficiency under the support of guessing strategies.

Student B's opinion

ประโยชน์จากการเขียน

1. ทำให้ผู้สังเกตการณ์ในการถามคำถามหลายข้อคำถามที่ผู้ไม่รู้
2. ทำให้ไม่ตลกถึงขั้นหน้าอว้ มากขึ้น
3. รู้จักการนำคำถามผู้เขียนมาใช้
4. รู้จักการถามคำถามจากรูปภาพ
5. ทำให้สามารถอ่านสิ่งใดก็ได้เข้าใจมากขึ้น
6. ได้ฝึกความจำเพิ่ม

The translation of student B's opinion

The advantages of studying guessing strategies:

1. Know how to guess the meanings of the unknown words.
2. Reduce using a dictionary.
3. Know how to relate my background knowledge to what I am reading.
4. Know how to use picture clues.
5. Comprehend more while reading.
6. Learn with fun.

In the response above, the student clearly states the usefulness and effectiveness of strategies using guessing meanings from context clues which help increase her comprehension proficiency.

Student C's opinion

แต่ก่อนอาจารย์มาสอนแล้วใน Pretest ก่อนเรียนก็ทำไม่ค่อยได้ เพราะทำยากมาก และยังไม่ได้อ่านแต่พออาจารย์สอนไปเรื่อย ๆ ทำในได้รู้เกี่ยวกับ grammar, Vocabulary, synonyms, Affixes และสิ่งต่างๆอีกมากที่ในได้เรียนในสิ่งที่ไม่เคยรู้มาก่อนและเมื่อมาทำข้อสอบหลังจากที่ได้เรียนหลักก็ทำได้มากกว่าครั้งแรก รู้สึกโชคดีที่ได้เรียนมากกว่าคนอื่น ๆ

ขอขอบคุณอาจารย์มากค่ะ ที่ช่วยสอนให้รู้ในสิ่งที่ไม่เคยรู้มาก่อน ไม่ต้องใช้ Dic. ในทำพจนานุกรมเหมือนแต่ก่อน แต่ใช้ Context Clues ช่วยพจนานุกรม

ขอขอบคุณคุณอาจารย์มากค่ะ
รักและเคารพ

The translation of student C's opinion

Before being trained from the teacher, the Pre-test was very difficult for me. But after being taught, I know more about grammar, vocabularies, synonyms, affixes, etc. which I had never learned before. When I did Post-test, I could do it. I felt lucky to be trained. With thanks, the teacher trained me how to guess from context clues instead of using a dictionary.

Apparently, this student is impressed by the teaching of guessing strategies that she had never been taught before. Now, she can gain word meanings from context clues as she reads or does the tests. This confirms the usefulness of guessing strategies.

CHAPTER 6

CONCLUSION

Summary of discussion

This research project has tried to prove that strategies using guessing meanings from context clues help increasing reading comprehension proficiency in Matayom 2 at Chonkanyanukoon School. The questionnaire and the test results before training help plan the thirteen Learning Kit Modules which effectively help increasing reading comprehension proficiency under the support of guessing strategies. The learners' high achievement from Post-test after training tends to confirm our hypothesis of this study.

The study has identified several significant discoveries (high degree of reliability or improvement of guessing and comprehension and correlation between guessing and comprehension that affect the learners' success). The usefulness of the Learning Kit Modules probably helps increasing reading proficiency because of strategies using guessing meanings from context clues help challenge and motivate the students' confidence while reading.

Significance of discoveries

1. Students gained beneficial reading strategies which help increasing an enormous reading comprehension proficiency (Pre-test = 39.86% , Post-test = 74.18% ; See Figure 6) and guessing (Pre-test = 53.13% , Post-test = 73.54% ; See Figure 6).

2. Students' reading comprehension proficiency increased under the support of the guessing strategies. There is no doubt that strategies using guessing meanings from context clues significantly help increasing reading comprehension proficiency as discussed and shown in Tables 6-7.

3. Students not only increase their reading comprehension but also improved their guessing ability as discussed and demonstrated in Figure 6 and Tables 6-7.

4. Although the guessing strategy is one of a number of helpful reading strategies, which helps overall reading proficiency, we should remember that

guessing is only one part of a whole range of other helpful strategies and takes its place as a component in successful reading. The teacher should plan more strategies such as skimming, scanning, predicting, identifying main idea, etc. so that the students can further increase their comprehension at the criterion of 80% in Post-test.

General recommendations

From the results of our present study, the general recommendations can be concluded as follow :

1. The Learning Kit Modules help learners learn to increase their reading comprehension proficiency under the support of guessing strategies. The activities provided in each Learning Kit Module are effective and their strengths are tangible.
2. Sufficient time should be planned for revision, feedback and consultation to pinpoint problems for the students to deal with guessing strategy in comprehension.
3. Strategies using guessing meanings from context clues can be assisted in language teaching program across the curriculum in reading courses.

Recommendation for further study

1. The study of strategies using guessing meanings from context clues should be conducted with two groups of students for comparison. In order to investigate and compare between using guessing meanings from context clues and using a dictionary if there will be any significant differences.
2. The study with more advanced levels of learners such as Matayom 4, 5 should be attempted to see if the guessing strategies affects learners' reading comprehension proficiency. This would show whether guessing as a strategy is valid for different levels of acquisition.
3. Guessing strategies should be planned to assist with other reading approaches such as Top-down, Bottom-up, etc. to provide a wider and more complete scope of study and evaluation.

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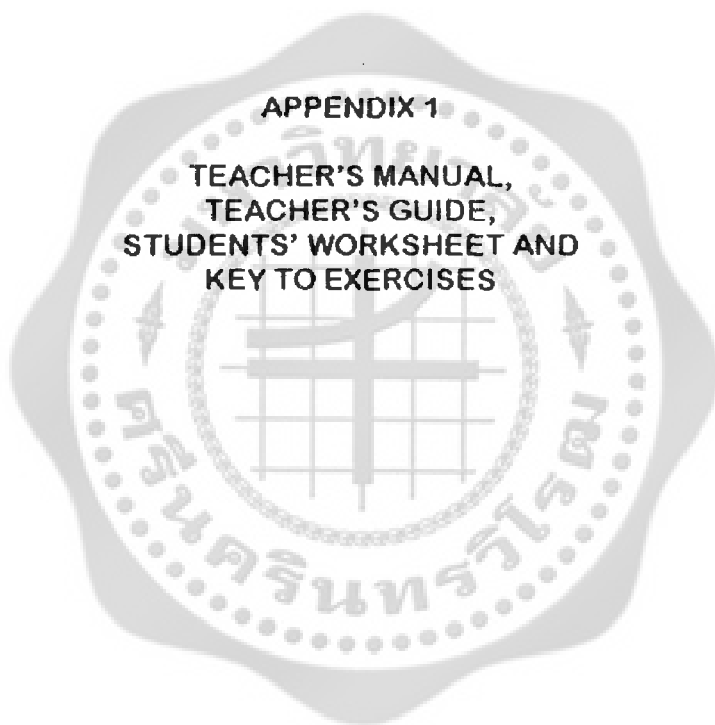
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APPENDIX 1

**TEACHER'S MANUAL,
TEACHER'S GUIDE,
STUDENTS' WORKSHEET AND
KEY TO EXERCISES**



TEACHER'S MANUAL

Introduction

The purpose of using the Learning Kit was to investigate whether strategies using guessing meanings from context clues help increasing Matayom 2 learners' reading comprehension proficiency.

Rationale

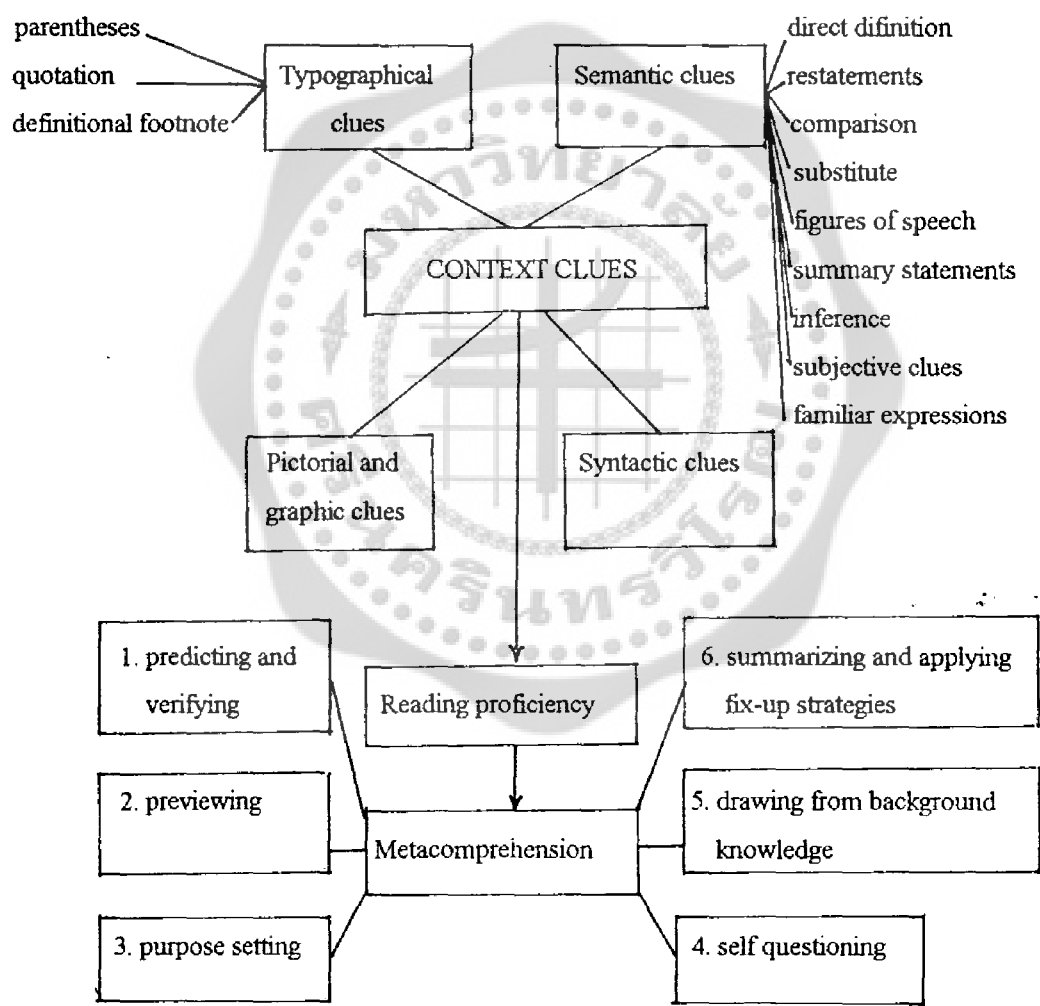
In general, when students read, they often meet new words. One of the easiest ways of finding the meanings of words is to use a dictionary. However, this method stops their reading and delays their thinking as well. Therefore, it is important to try to read without the dictionary. There are two simple methods to help get the meanings of unknown words which are :

1. using context clues which are the word or words surrounding the unknown words
2. using the morphological components such as prefix and suffix (In this study, we aim at the known root words for beginners).

Types of context clues

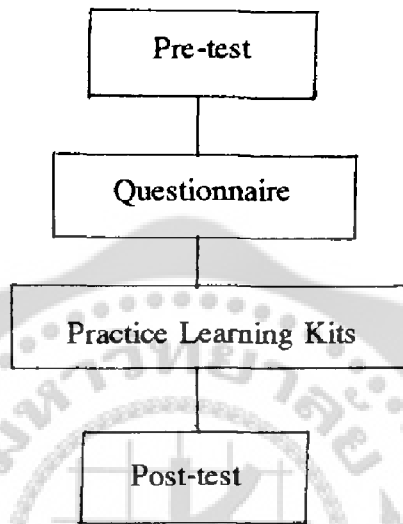
Here, we provide the context clues to develop students' reading skill into four groups with subgroups. They are shown in the form of map below.

Types of context clues



Activity chart for using these Learning Kits

The order of use for the Learning Kits is as follows :



Evaluation

Evaluation is done as follows :

1. Questionnaires
2. Pre-test
3. Learning Kits
4. Post-test

Materials

Materials are presented in this order :

1. Questionnaire
2. Pre-test
3. Post-test
4. Learning Kits

Organization of Learning Kits

This Learning Kits have been divided into two parts. They are :

Part 1 : Sentence and short paragraph study (Modules 1-5 : 5 periods);

Part 2 : Long short paragraph study (Modules 6-13 : 12 periods).

The exercises provide the contexts to develop students' reading skills which start from simple and familiar topic to complex ones for the beginners to be trained from the start of the reading course. According to the content, we adapt the first part from *Power Vocabulary* by Dorothy Rubin and *Vocabulary and Comprehension Skill* by Henriette L. Allen and Walter B. Barbe; the second part from *Ability to Risk* by Leslie J. Noone and *Start Reading* by Franklin I. Bacheller.

Teaching Suggestions

The suggestion procedures are divided into two parts according to the organization of the Learning Kits.

Part 1 : Sentence and short paragraph study

Suggested procedures

1. Work through an example with the whole class by writing the examples on the blackboard with the underlined word.
2. Ask what the students think the underlined word means by encouraging them to give the answer with reasons what are the parts of the context clues help guessing unfamiliar word.
3. Practice guessing strategies from the tasks given.

Part 2 : Long short paragraph study

Suggested procedures

1. Invoke students' background knowledge by getting the students think about the story topic and find out what they already know about the topic.
2. Preview the reading by setting a time limit to this activity. The time limit will depend on the complexity of the questions and the ability of the students.
3. Guess the meaning of words or use information to make guesses by using the reading to solve problems. For the first lesson, the whole class do a guessing exercise together. Later, ask the students to work in groups (3 or 4 people in a group) or in pairs. Students who have difficulty guessing correct answers might be helped if they are grouped with students who are good guessers. When checking this exercises, encourage the students to give reasons for their answers.
4. Check students' comprehension by asking them questions about the story given. If they have trouble answering let them look back at the story.
5. Use words in context (a paraphrase or summary of the story) by a filling word or words to complete a paragraph given without looking back to the story. If students have difficulty with the exercise, allow them to look back at the story to check location.
6. Summarize the reading or recall information by doing an exercise orally and then in writing. Later, the students practice in groups or in pairs to do other exercises with no oral practice involved.

Checking the Guess

After using context clues to help guessing the meanings, the students can check their guess by using only one of the following appropriate techniques at a time. The techniques are :

1. Checking the part of speech of the guess such as :

My friend, Jim is very He is smart. He always gets good grades.
Here , we have to fill in an adjective that will help make sense for the context given.

2. After checking the part of speech, the students can substitute the unknown word like in the example from (1) . The students will place the adjective in the blank to check if it is meaningful. That is, The adjective will be substituted here to be checked that 'clever' is meaningful according to the context. In this case, the one who is smart and always gets good grades must be 'clever'.

3. Breaking up the form of unknown word, especially into prefixes and stem. For example, the word 'unhappy', the students already know the meaning of the stem, 'happy' so they can break this word into two parts which are 'un' and 'happy'. For the word 'un' means 'not'. Therefore, the meaning of this word must be negative and it must be 'not happy'.

4. Using a dictionary.

Part 1 : Sentence and short paragraph study (Modules 1 – 5 : 5 periods)

Teacher's guide

Module 1 : Synonym Clues

Period 1

Aim : To train the students to recognize synonyms in the sentences.

Justification of content : Synonym clues (words similar in meaning) is one of the context clues writers usually use to make their writing clear and more expressive and avoids repetition. This kind of clues can help students determine or guess the correct meanings while reading a passage.

Justification of approaches : Using synonym clues is an effective strategy which students can make use from the words surrounding a word that can shed light on its meaning.

Worksheet : There are three exercises for the students to practise. They are :

- Exercise 1, use the sentence clues to figure out the meanings of the underlined word.
- Exercise 2, choose the best word which has the same meaning as the clues given from another sentence.
- Exercise 3, fill in each blank with a word from the word list by guessing from the synonyms clues.

Procedures

1. Write the examples on the blackboard :

The young girl felt timid in front of all the people.
She felt shy and afraid.

2. Ask the students :

- What is the meaning of the word timid ? (shy and afraid)
- What are the parts of the context clues help you guess the answer?
(the words : shy and afraid)
- What do we call the words that have the same meaning ?
(synonyms)

3. Summarize and point out that synonyms are words that have the same meaning.

We can use these clues to figure out word meanings.

4. Tell students do exercises 1 - 3 in pairs.

5. Help students correct each exercise by discussing :

- How can the students obtain satisfactory answers?
- What are the parts of the context clues which help them guess the answers?

6. Let students use dictionaries to confirm the answers where the students are not sure of particular meanings after performing each exercise.

Evaluation : 1. Students' worksheets
2. Teacher's observation

Students' Worksheet

Context clues - Semantics 1

SENTENCE CLUES : WORDS WITH THE SAME MEANING

Exercise 1

Read the following :

What is the meaning of timid ?

1. The young girl felt timid in front of all the people.
2. She felt shy and afraid.

Did you notice?

The second sentence gave you clues to the meaning of timid.

The clues are two synonyms for timid are shy and afraid.

Therefore, timid means "shy" and "afraid."

Do you remember?

Synonyms are words that have the same meaning.

Try it out.

Words from this lesson are in sentences.

There is a line under these words.

Use sentence clues to figure out word meanings.

Write the meaning of each underlined word.

1. Mary is clever. She is smart.

2. Many people can't quit smoking. They say it is difficult to stop.

3. That is not correct. It is not right.

4. Some people become plump when they stop smoking. They do not like to be fat.

5. Seth always gets good grades. He always gets good marks.

Exercise 2

Read the following :

What is the meaning of enjoy?

1. I enjoy swimming.

2. I also like fishing.

Did you notice?

Sentence 2 helps you.

It gives you two clues.

The clues are also and like .

The word also tells you that like means the same as enjoy .

Therefore, enjoy means "to like."

Do you remember?

There is often more than one sentence clue to help you.

Try it out.

Fill in each blank. Choose the best word for each blank.

1. That is the word. It is right.

(correct or last)

2. I got a good on the test. I like my mark.

(answer or grade)

3. The police thanked the man. He helped catch the crook.

(stupid or clever)

4. The crook was He robbed the wrong store.

(late or stupid)

5. The store owner was He got back his money.

(easy or cheerful)

Exercise 3

You need to know word meanings to read well.

Sentence clues help give you word meaning.

There are many words that have the same meaning.

They are good sentence clues.

Try it out.

Here is a story.

It has missing words.

Here is a word list.

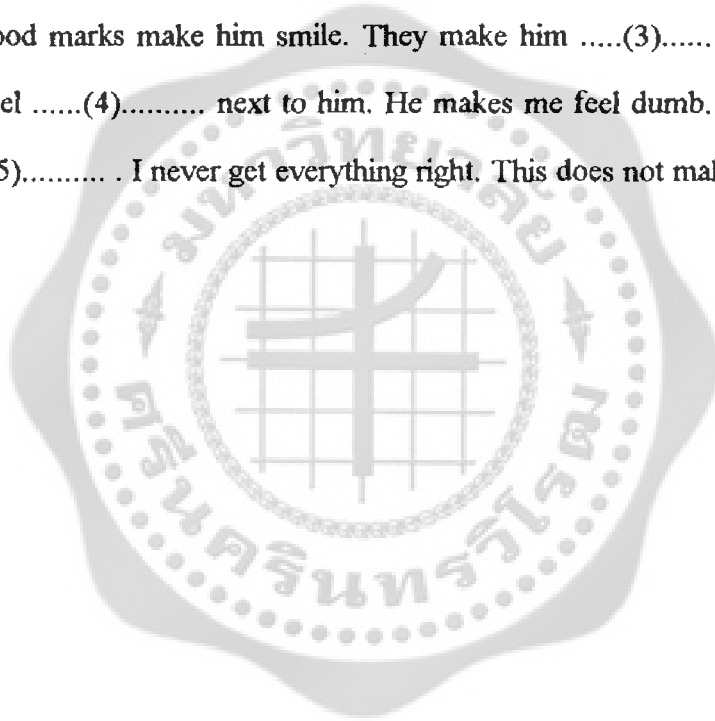
Fill in each blank with a word from the word list.

A word may be used only once.

WORD LIST

cheerful clever correct grades stupid

My friend Jim is very ...(1)..... . He is smart. He always gets good(2)..... on tests. His good marks make him smile. They make him(3)..... . They make him happy. I feel(4)..... next to him. He makes me feel dumb. He always gets everything(5)..... . I never get everything right. This does not make me happy.



Teacher's guide**Module 2 : Antonym Clues****Period 2**

Aim : To train the students to recognize antonyms in the sentences.

Justification of content : Antonym clues (words opposite in meaning to each other) is one of the context clues writers often use to show the differences between persons, ideas, things and so on. This kind of clue can help students determine or guess the correct meanings while reading.

Justification of approaches : Using antonym clues is an effective strategy to figure out a word's meaning while reading a passage.

Worksheet : There are three exercises for the students to practise.

- Exercise 1, write the meaning of each underlined word by guessing from antonym clues to figure out the word meaning.
- Exercise 2, choose the best word for each blank by using the given antonym clues.
- Exercise 3, fill in each blank with a word from the word list.

Procedures :

1. Write the examples on the blackboard :

Julianna is rich. However, her brother is poor.

2. Ask the students :

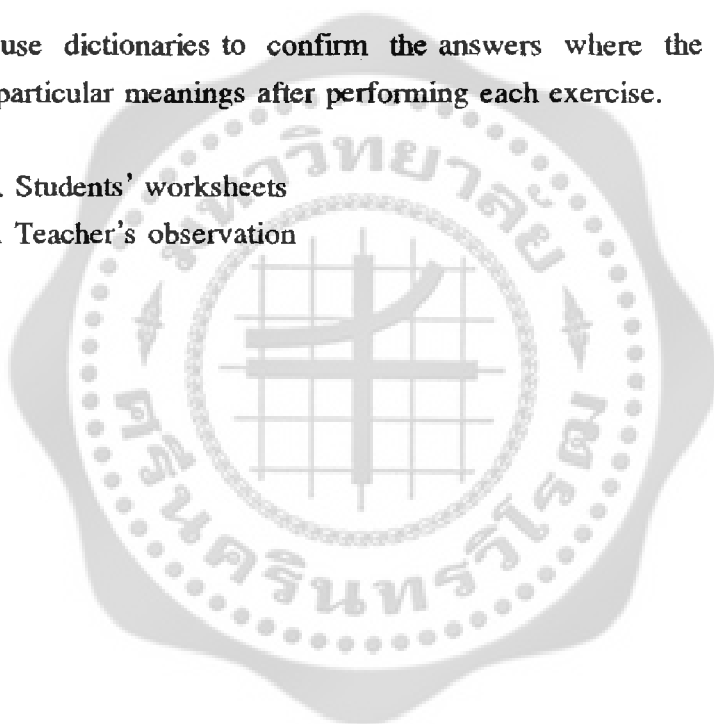
- What is the meaning of the word rich? (not poor/have a lot of money)
- What are the parts of the context clues help you guess the answer?
(the opposite meaning - poor)
- Does the word rich mean poor? (No.)
Why? (Because it gives the opposite meaning.)
- What do we call the words that have the opposite meaning?(Antonyms)

3. Summarize and point out that antonyms are words which have the opposite meanings.
4. Tell students do exercises 1 - 3 in pairs.
5. Help students correct each exercise by discussing :

- How can the students obtain satisfactory answers?
- What are the parts of the context clues which help them guess the answers?

6. Let students use dictionaries to confirm the answers where the students are not sure of particular meanings after performing each exercise.

Evaluation : 1. Students' worksheets
2. Teacher's observation



Students' Worksheet**Context Clues - Semantics 2****SENTENCE CLUES : WORDS WITH THE OPPOSITE MEANING****Exercise 1**

Read the following :

What is the meaning of rich?

1. Julianna is rich.
2. However, her brother is poor.

Did you notice?

Sentence 2 helps you.

It gives you two clues.

The clues are however and poor.

The word however tells you rich is an opposite.

Poor is the opposite of rich.

Therefore, rich means "not poor".

Rich means "having money."

Rich means "having many things."

Did you know?

There is often more than one sentence clue to help you.

Try it out.

Words from this lesson are sentences.

There is a line under these words.

Use sentence clues to figure out the word meanings.

Write the meaning of each underlined word.

1. Mary says she is ugly. However, her boyfriend says she is pretty.

2. Mary doesn't buy dangerous toys for my baby. She buys only safe ones.

3. Life has been easy for Mary. However, life has been hard for her boyfriend.

4. Mary has always had a lot of money. Her boyfriend, however, has never had any money.

5. Mary says her life used to be empty. However, now it is full.

Exercise 2

Read the following :

1. Federico has lots of money.

1. Federico has lots of money.

2. He can buy many things.

2. He can buy many things.

3. He is poor.

3. He is rich.

Did you notice?

The word poor does not fit in sentence 3.

The word rich fits in sentence 3.

Do you remember?

The words in sentences help you.

They give you clues to word meanings.

Try it out.

Fill in the blank. Choose the best word for each blank.

1. Mendez has two children. They need many things. However, Mendez cannot buy many things. He is not

(poor or rich)

2. His little girl wants a new doll. She says her doll is She wants

(ugly or pretty)

a doll that looks nice.

3. Mendez has worked. He has worked for years and years.

(always or never)

4. Mendez does not have a(n) life. However, he helps others.

(hard or easy)

5. My car's gas tank is I must buy more gas.

(empty or full)

Exercise 3

Word opposites are sentence clues.

Sentence clues help you figure out word meanings.

Try it out.

Here is a story.

It has missing words.

Here is a word list.

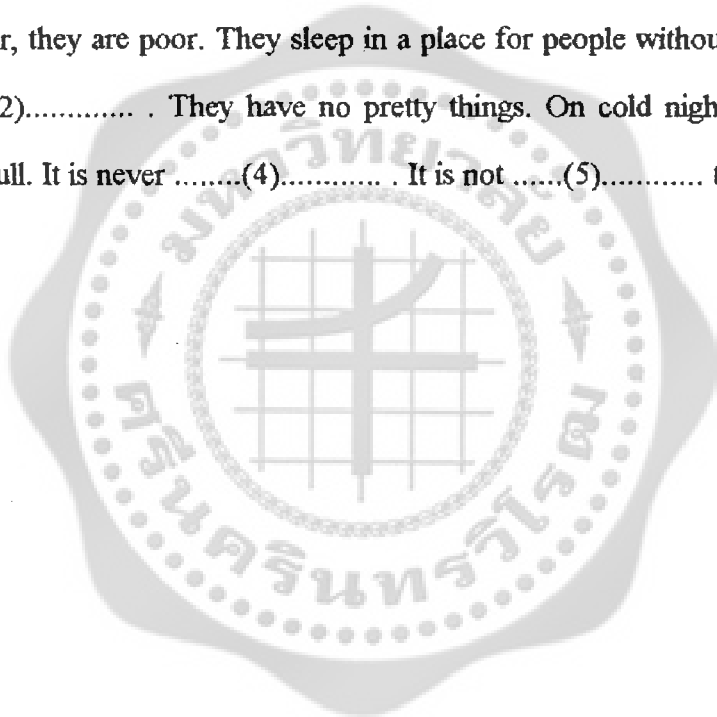
Fill in each blank with a word from the word list.

A word may be used only once.

WORD LIST

always easy empty rich ugly

Jose and Cjien would like to be(1)..... . They would like to have lots of money. However, they are poor. They sleep in a place for people without a home. The rooms are(2)..... . They have no pretty things. On cold nights the place is(3)..... full. It is never(4)..... . It is not(5)..... to get a room.



Teacher's guide**Module 3 : Examples****Period 3**

Aim : To train the students to recognize examples in the sentences.

Justification of content : Example clues are something representative of a whole or a group of facts which can be seen as a particular single item, incident, or situation that typifies the whole. This kind of context clue can help students figure out or guess the correct meaning from the context of the sentence while reading.

Justification of approaches : Using example clues is an effective strategy to teach word meanings that show the kind of entity to which the term applies. This kind of clue can help students comprehend while reading.

Worksheet : There are three exercises for the students to practise. They are :

- Exercise 1, write the meaning of each underlined word by figuring out the word meaning from example clues.
- Exercise 2, choose the best word for each blank by guessing from the example clues.
- Exercise 3, fill in each blank with a word from the word list.

Procedures :

1. Write the examples on the blackboard :

Mary will have chicken for dinner.

Bill will have goose for dinner.

I will have duck for dinner.

We will all eat fowl for dinner.

2. Ask the students :

- What is the meaning of the word fowl? (some kinds of birds people eat)
- What are the parts of context clues help you guess the answer?
(example : chicken, goose and duck)
- Does the word fowl mean chicken, goose and duck? (No.)
Why not? (Because they are examples.)

3. Summarize and point out that examples are not the meaning of words. They simply help the students figure out word meanings.

4. Tell students do exercises 1 - 3 in pairs or individually.

5. Help students correct each exercise by discussing :

- How can the students obtain satisfactory answers?
- What are the parts of the context clues which help them guess the answers?

6. Let students use dictionaries to confirm the answers where the students are not sure of particular meanings after performing each exercise.

Evaluation : 1. Students' worksheets
2. Teacher's observation

Students' Worksheet

Context Clues - Semantics 3

SENTENCE CLUES : EXAMPLES

Exercise 1

Read the following :

What is the meaning of fowl?

1. Mary will have chicken for dinner.
2. Bill will have goose for dinner.
3. I will have duck for dinner.
4. We will all eat fowl for dinner.

Did you notice?

Chicken, goose, and duck are examples of fowl.

These examples are clues that help you figure out the meaning of fowl.

Therefore, fowl means "some kinds of birds people eat."

Do you remember?

Examples are not the meaning of a word.

An example is one thing that shows what the rest are like.

Examples help us figure out word meanings.

Try it out.

Words from this lesson are in sentences.

There is a line under these words.

Use sentence clues to figure out word meanings.

Write the meaning of each underlined word.

1. Sophia lost her glove today.

Yesterday she forgot her umbrella.

On Monday she burned the soup.

She is very careless.

2. John has a fever.

He must rest in bed.

He is ill.

3. I will not eat uncooked meat.

I do eat uncooked fruits.

I also like raw vegetables.

4. Jim wrote the wrong answer.

He made a mistake.

5. Please cook some chicken for supper.

I love to eat fowl.

Exercise 2

Read the following :

1. Hernandez has a cold.

2. He has a sore throat.

3. His neck hurts.

4. Hernandez is healthy.

1. Hernandez has a cold.

2. He has a sore throat.

3. His neck hurts.

4. Hernandez is ill.

Did you notice?

The word healthy does not fit in sentence 4.

The word ill fits in sentence 4.

Do you remember?

The words in a sentence help you.

They give you clues to figure out word meanings.

The clues may be in more than one sentence.

Try it out.

Fill in each blank. Choose the best word for each blank.

1. Huang does not pay attention. Today he lost his watch. On Monday he forgot his lunch. Huang is very
(frightened or careless)
2. Jose's wife asked him to buy ham. Jose brought home beef. He made a
(start or mistake)
3. Laura has a bad cough. She has chills. She cannot eat. She is
(ill or ugly)
4. Pedro likes chicken better than duck. The only kind of Manuel
(meal or fowl)
will eat is turkey.
5. Michael cannot eat anything He even has to cook fruits and
(new or raw)
vegetables.

Exercise 3

Examples are sentence clues.

They do not give you word meanings.

They help you figure out word meanings.

Try it out.

Here is a story.

It has missing words.

Here is a word list.

Fill in each blank with a word from the word list.

A word may be used only once.

WORD LIST

careless

fowl

ill

mistake

raw

Some foods can be dangerous. They can be harmful. They can make you(1)..... . You should not keep some food for a long time.(2)..... , such as chicken, should not be kept long. Some(3)..... fish may also be dangerous to eat. However, many uncooked fruits and vegetables are good for you. You should clean uncooked fruits and vegetables. Wash them before eating them. Do not be(4)..... with food. Ask how long the food has been in the store. Try to buy fresh food. When it comes to food, a(n)(5)..... can hurt you.

Teacher's guide**Module 4 : Explanation****Period 4**

Aim : To train the students to infer the meaning of unfamiliar words from the explanation sentences.

Justification of content : Explanations specify items of information as one of the contextual items writers usually use in the form of definition or description. This kind of information can help students figure out the meaning of a particular word while reading.

Justification of approaches : Using explanation items is an effective strategy to determine the correct meaning of a word.

Worksheet : There are three exercises for the students to practise. They are :

- Exercise 1, write the meaning of each underlined word by guessing from the explanation clues to figure out word meaning.
- Exercise 2, choose the best word for each blank by using the given explanation clues.
- Exercise 3, fill in each blank with a word from the word list.

Procedures :

1. Write the examples on the blackboard :

Carlos is a patient in the hospital.

He is ill.

He is under a doctor's care.

2. Ask the students :

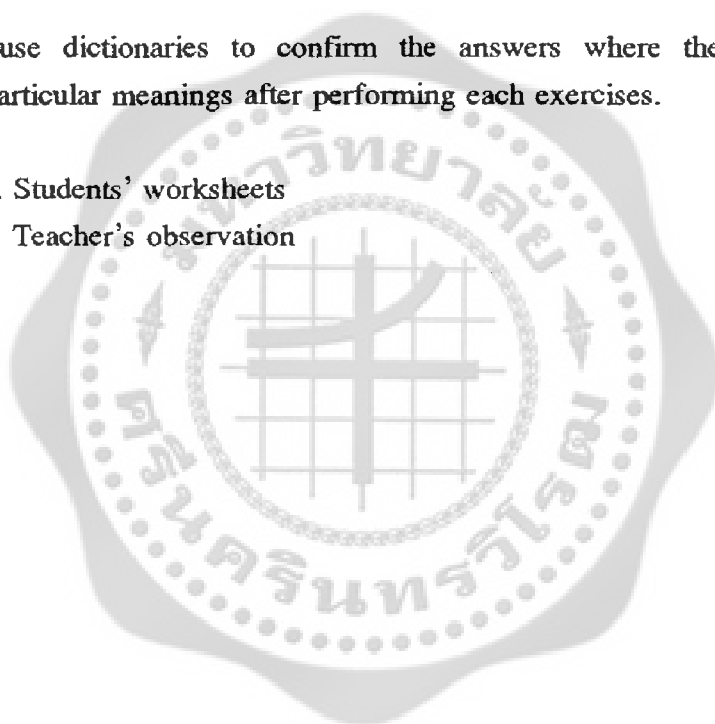
- What is the meaning of the word patient? (Someone under the care of a doctor.)
- What are the parts of the context clues help you guess the answers?
(Explanation : ill and under a doctor's care.)

3. Summarize and point out that explanation is the reason for something. Knowing the reason for something may help the students figure out word meaning.
4. Tell students do the three exercises in pairs or individually.
5. Help students correct each exercise by discussing :

- How can the students obtain satisfactory answers?
- What are the parts of the context clues which help them guess the answers?

6. Let students use dictionaries to confirm the answers where the students are not sure of particular meanings after performing each exercises.

Evaluation : 1. Students' worksheets
2. Teacher's observation



Students' Worksheet**Context clues - Semantics 4****SENTENCE CLUES : THE REASON FOR SOMETHING (EXPLANATION)****Exercise 1**

Read the following.

What is the meaning of patient?

1. Carlos is a patient in the hospital.
2. He is ill.
3. He is under a doctor's care.

Did you notice?

Sentence 2 and 3 help you figure out the meaning of patient.

They tell you why Carlos is a patient.

He is ill.

He is under the care of a doctor.

Therefore, a patient is "someone under the care of a doctor."

Did you know?

Knowing the reason for something may help you figure out word meaning.

The reason for something is called the explanation.

Explanations are good word clues.

Try it out.

Words from this lesson are in sentences.

There is a line under these words.

Use sentence clues to figure out the word meanings.

SENTENCE CLUES : THE REASON FOR SOMETHING (EXPLANATION)

Write the meaning of each underlined word.

1. Alice and her boy friend solve many of their problems. They find answers to their problems together..

2. She had gone on a diet a year ago. She wanted to lose weight. She ate very little. She drank very little.

3. She lost a lot of weight. She became very slender. She became too thin.

4. Susan didn't want to eat anymore. She was afraid she would get fat again. She had a big problem. It was difficult for her to eat.

5. Alic trusts her boyfriend. She believes in him. She knows he is keeping his word to her.

Exercise 2

Read the following.

What is the meaning of trust?

1. John does not trust Mary.
2. She has told him many lies.
3. She has done things behind his back.

Did you notice?

Sentences 2 and 3 help you figure out the meaning of trust.

SENTENCE CLUES : THE REASON FOR SOMETHING (EXPLANATION)

These sentences tell you why John does not trust Mary.

You cannot trust person who lies.

Do you remember?

Knowing the reason for something may help you figure out word meanings.

The reason for something is called an explanation.

Explanations are good word clues.

Try it out.

Fill in each blank. Choose the best word for each blank.

1. Barry wants to He needs to lose wieght.
(dream or diet)
2. Barry stopped eating. He became ill. He This frightened him.
(dieted or fainted)
3. Barry knew he had a He knew how to take care of it.
(dream or problem)
4. Barry went to Dr. Temple. Barry was his for a year.
(waiter or patient)
5. Barry has lost fifty pounds. He is now.
(heavy or slender)

SENTENCE CLUES : THE REASON FOR SOMETHING (EXPLANATION)

Exercise 3

Knowing the reason for something may help you.

It may help you figure out word meanings.

Try it out.

Here is a story.

It has missing words.

Here is a word list.

Fill in each blank with a word from the word list.

A word may be used only once.

WORD LIST

diet faint patient problem slender

Do you watch TV? Do you see all the food people on TV eat? However, everyone on TV looks so ...(1)..... . How can they eat so much and be so thin? Also, do you ever see anyone on a ..(2)..... ? On TV shows, people eat a big breakfast. They eat a big lunch. They also eat a big dinner. Yet, no one has any ...(3)..... staying thin. No one has to be a doctor's ...(4)..... to lose weight. People do not ...(5)..... from not eating. They might pass out from eating too much.

Teacher's guide**Module 5 : Multiple Meanings of Words****Period 5**

Aim : To train the students to recognize syntactic clues.

Justification of content : Words with multiple meanings (homographs) are words that are spelled the same but have different meanings. Students should be able to grasp the meaning of homographs to help them comprehend the reading materials.

Justification of approaches : Determining meanings of words with multiple meanings from context clues is an effective strategy that can help figure out the meaning of each use.

Worksheet : There are three exercises for the students to practise. They are :

- Exercise 1, figure out each pair of multiple meanings of word by writing "Yes" if the underlined words in the two sentences have the same meanings and write "No" if the underlined words have different meanings.
- Exercise 2, choose multiple word meaning from word list to fill in each pair of the sentence.
- Exercise 3, choose different meaning from the choices given for the underlined words.

Procedures :

1. Write the examples on the blackboard :

The seal at the zoo played with balls in the pool.

Did you seal your letter before sending?

2. Ask the students :

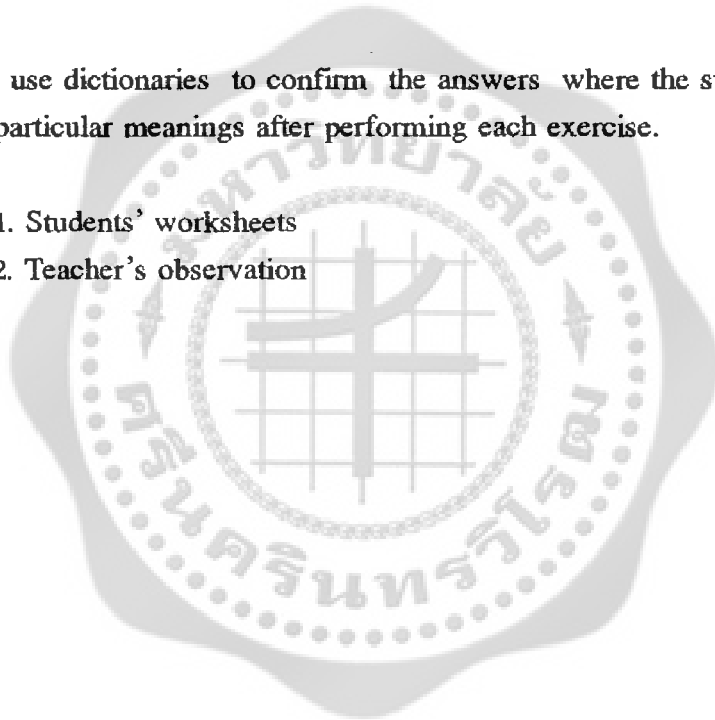
- What is the meaning of the word seal in each sentence?
- What are the parts of context clues help you guess the answers?

3. Summarize and point out that a word *may* have more one meaning, the other words in sentence help the students decide which meaning is correct for that sentence.
4. Tell students do exercises 1 - 3 in pairs or individually.
5. Help students correct each exercise by discussing :

- How can the students obtain satisfactory answers?
- What are the parts of the context clues which help them guess the answers?

6. Let students use dictionaries to confirm the answers where the students are not sure of particular meanings after performing each exercise.

Evaluation : 1. Students' worksheets
2. Teacher's observation



Students' Worksheet**Context Clues - Syntax****MULTIPLE MEANINGS OF WORDS****Exercise 1**

Read the following :

What is the meaning of seal?

1. The seal at the zoo played with balls.

2. Did you seal your letters?

Did you notice?

In sentence 1, the word seal is an animal at the zoo.

In sentence 2, the word seal shows the action of someone to close the letter with glue.

Did you know?

When a word has more than one meaning, the other words in a sentence help you decide which meaning is correct for that sentence. The other words give you the clues that help you find the correct meaning.

Try it out.

Directions : Read the two sentences. Write Yes if the underlined words in the two sentences have the same meaning. Write No if the underlined words have different meaning. The first one is done for example.

....No..... 1. Aunt Josephine has a run in her stocking.

He can run very fast.

..... 2. The wind blew the tree down.

Grandpa has to wind his watch every morning.

..... 3. Where do you live?

I live on Maple Street.

MULTIPLE MEANTINGS OF WORDS

..... 4. Mary went to the well for water.

John is not feeling well.

..... 5. My desk is in order.

Did you order a hamburger and fries?

..... 6. Please pick up your socks.

Joe will sock Manuel in the jaw if we do not stop the fight.

..... 7. The shoe shop is around the corner.

Mother will shop for Christmas presents this afternoon.

..... 8. The telephone post fell down.

Please post my letter.

..... 9. Who broke the lamp?

I spent all my money and now I am broke.

..... 10. The hotel is painted red and white.

We spent the night at the hotel.

Exercise 2

Directions : Choose the word that will correctly complete each pair of sentences.

Use the other words in the sentences to help you find the meaning of the missing word. Write the word in the blank. Number

1 is done for example.

WORD LIST

show dish watch trip cart ears fall park

1. The family took a*trip*..... to the mountains.

Tie your shoelace or you will and fall.

MULTIPLE MEANINGS OF WORDS

2. The fell off the table and broke into many pieces.

Dad will out the stew.

3. The teacher will the car in the yard.

The band is playing in the

4. Let me you my new shoes.

He watched the on television.

5. Maple leaves change color in the

Be careful not to down the stairs.

6. My stopped at ten o'clock.

Did you the football game?

7. The horse made a lot of noise.

Will you help Mother the groceries into the house?

8. Mother said, "Be sure to wash behind your" Please pass me

two of corn.

Exercise 3

Directions : In the following sentences a word is underlined, but the word has a different meaning in each sentence. On the line before each sentence, write the number of the correct meaning. No. 1 is done for example.

...c..... 1. We had chicken, potatoes, and squash for dinner.

..... 2. Do not squash the soft package.

a. a game played with rackets and a ball

b. to crush

c. a vegetable that grows on a vine

MULTIPLE MEANINGS OF WORDS

..... 3. Hide the present where no one will find it.

..... 4. The Indians used hide for clothing.

- a. an animal's skin
 - b. to place an object out of sight
 - c. to place oneself out of sight
-

..... 5. The ball player stole second base.

..... 6. The stand has a large wooden base.

- a. bottom
 - b. a starting place
 - c. station or goal, as in baseball
-

..... 7. The pigs stayed in their pen.

..... 8. The president signed the paper with a black pen.

- a. an instrument used in writing with ink
 - b. a small closed yard for animals
 - c. to shut in
-

..... 9. The dog shed its hair all over the pen.

..... 10. The boys found the treasure in an old shed.

- a. a building used for shelter or storage of goods
 - b. to pour out, let fall
 - c. to throw off
-

Part 2 : Long short paragraph study (Modules 6 – 13 : 12 periods)

Teacher's guide

Module 6 : Appositives

Period 6

Aim : To train the students to recognize the structure of appositives in the sentences and the paragraphs.

Justification of content : Writers often use appositive clues (punctuation) to help readers understand the new words from sentences. This kind of clues can help students gain the meaning of a word.

Justification of approaches : Using appositive clues is an effective strategy which can help students comprehend reading materials.

Worksheet : There are five exercises for the students to practise. They are :

- Exercise 1, practice using appositive clues to figure out meaning in each of the sentence.
- Exercise 2, give the definition to each word from the story, "Help Mrs., Baxter".
- Exercise 3, check the students' comprehension by matching the doctor's name with the kind of doctors from the story.
- Exercise 4, check the students' comprehension by checking T, F or ? (not enough information) from the story, "Help Mrs. Baxter."
- Exercise 5 , check the students' comprehension by filling Mrs. Baxter's calendar with the child's name, the time and the doctor's name.

Procedures :

1. Write the examples on the blackboard :

1. My sister, Maris, lives in Caracas.
2. My students from the Middle East don't like McDonald's hamburgers. They prefer to eat Kabsa (beef with rice).

2. Ask the students some questions about the examples :

Example 1 - Who is Maris? (She is my sister.)

- How can you obtain satisfactory answer?
- What are the parts of the context clues which help you guess the answer?

Example 2 - What is Kabsa? (Beef with rice.)

- How can you obtain satisfactory answer?
- What are the parts of the context clues which help you guess the answer?

3. Summarize and point out that :

Example 1, the word between commas is the same as or tell about the word or words before the commas.

Example 2, the words between the parentheses explain the word or words before the parentheses.

4. Tell students do exercise 1 in groups of three.

5. Help students correct the exercise by discussing :

- How can the students obtain satisfactory answers?
- What are the parts of the context clues which help them guess the answers?

6. Practise using appositives in reading passage by ?

6.1 Asking the students about their illness by asking them a question :

- Whom do you go to see when you feel ill?

6.2 Predicting about the passage from the title of the story, "Help Mrs. Baxter" by asking the students a question :

- What does this title tell you about?

- 6.3 Working in groups of three to read the story to answer the preview reading questions. Then discuss the answers by asking them to point out the parts where they have got the answers from the story.
- 6.4 Reading the story again and doing exercises 2 - 5 in groups of three.
- 6.5 Correcting each exercise by discussing about :

- How can the students obtain satisfactory answers?
- What are the parts of the context clues which help them guess the answers?

- Evaluation :**
1. Students' worksheets
 2. Teacher's observation



Students' Worksheet**Context Clues/Syntactic Clues Appositives****APPOSITIVES**

Usually a writer explains new words for you. He or she often uses punctuation to help you understand the new words. For example:

My sister, Maria, lives in Caracas.

Who is Maria? She is my sister.

Look at the commas (, ,)

My sister, Maria, lives in Caracas.

The word between commas is the same as or tells about the word or words before the commas.

Many students from the Middle East don't like McDonald's hamburgers.

They prefer to eat Kabsa (beef with rice.)

What is Kabsa? Beef with rice.

Look at the parentheses ().

They prefer to eat Kabsa (beef with rice).

The words between the parentheses explain the word or words before the parentheses.

Exercise 1

What word is the writer explaining in each of the sentence? What does the word mean?

1. Many students use a bilingual, two languages, dictionary.
2. All of the students except (but not) Juan are looking at the blackboard.
3. People from Venezuela like to eat corn cakes (arepas).
4. My head aches hurt. I need to take an aspirin (a pill).

5. I have a stomach ache (my stomach hurts).
6. The stomach, heart and lungs are internal organs, parts inside our bodies.
7. I can't walk because I twisted (turned) my ankle.
8. My mother and father have 6 children: 3 sons (boys) and 3 daughters (girls).
9. My cousins (my aunt's children) want to study in the U.S., too.
10. Most American families have pets, animals that live in the house.

Read this passage.

HELP MRS. BAXTER

Mrs.Baxter has a large family. She has 4 sons: Mark, Jim, Peter, and Sam, and 2 daughters: Mary and Janet. Unfortunately, all of her children need to see a doctor this month.

Mark needs a *routine* (regular) physical because he wants to play baseball at school. He needs to see Dr.Brown, the family doctor. Jim can't see the blackboard well, so he needs to see the eye doctor, Dr.Jackson. Peter has a toothache, so he made an appointment with Dr.Smiley, the *dentist*. Sam has red spots, a *rash*, on his face and chest. He will see Dr.Clearwater, the *dermatologist*. Mary has had a stomachache for 10 days. She needs to see the *internist*, Dr.Burgess. Janet, the baby, has a bad cold. She needs to see Dr.Anderson, the *pediatrician*.

Mrs.Baxter is taking Janet to the children's doctor on the first Tuesday of the month at 11:00 a.m. Two days later, she made an appointment with Dr. Brown at 4.00 p.m. One week later , Peter has an appointment at 3:30 p.m. Three days before the appointment with Dr.Smiley, Mary will see the stomach doctor at 1:30 p.m. Two weeks after Janet's appointment, Sam will see the skin doctor at 10:00 a.m. On the last Friday of the month, Jim will see the *ophthalmologist* at 9:30 a.m.

Exercise 2

Can you answer these questions without a dictionary? Look for commas.

1. What does *routine* mean?
2. What is a *rash*?
3. What kind of doctor is a *dermatologist*? He is a _____ doctor.
4. What kind of doctor is an *internist*?
5. What kind of doctor is an *ophthalmologist*?
6. What kind of doctor is a *pediatrician*?
7. What kind of doctor is a *dentist*?

Exercise 3

Match the doctor's name with the kind of doctor.

- | | |
|--------------------------------------|-------------------|
| _____ 1. doctor for teeth problems | a. Dr. Anderson |
| _____ 2. family doctor | b. Dr. Clearwater |
| _____ 3. doctor for stomach problems | c. Dr. Smiley |
| _____ 4. doctor for eye problems | d. Dr. Brown |
| _____ 5. doctor for babies | e. Dr. Burgess |
| _____ 6. doctor for skin problems | f. Dr. Jackson |

Exercise 4

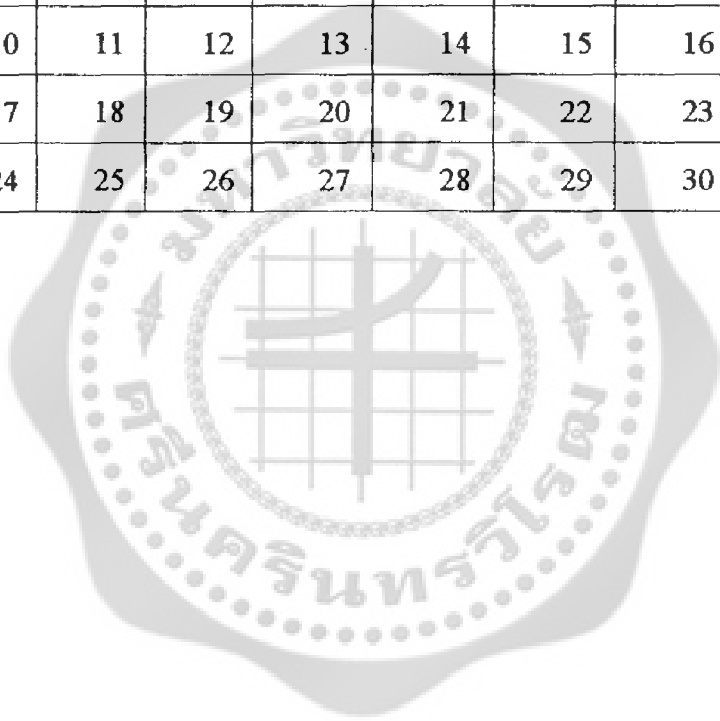
Guess the answers. T = true F = not true ? = not enough information.

- | | | | |
|--|---|---|---|
| 1. Mrs. Baxter will spend a lot of money this month. | T | F | ? |
| 2. Mark is 3 years old. | T | F | ? |
| 3. Jim has problems at school. | T | F | ? |
| 4. Mrs. Baxter has 6 children. | T | F | ? |
| 5. Jim has 3 brothers and 2 sisters. | T | F | ? |

Exercise 5

This is Mrs.Baxter’s calendar below. Can you help her? Write the child’s name, the time, and the doctor’s name in the correct place on the calendar.

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30



Teacher's guide**Module 7 : Example or comparison****Period 7 – 8**

Aim : To train the students to recognize comparisons or examples and to train them to find out the main ideas of the passage through the examples or comparison.

Justification of content : Comparison clues (a demonstration of the similarities between persons, ideas, things, and so on) is one of the clues that writers use to help readers gain the meaning of a word.

Justification of approaches : Using comparison clues is an effective strategy that can help students figure out a word meaning.

Worksheet : There are seven exercises for the students to practise. They are :

- Exercise 1, complete each sentence with example.
- Exercise 2, circle the signal words in each sentence and answer the questions.
- Exercise 3, answer the questions about the general information (main ideas) from the story, "How Animals Move".
- Exercise 4, match the names of the animals with the pictures.
- Exercise 5, circle the most general word from each group.
- Exercise 6, answer the questions about each paragraph from the story for general ideas (main ideas), fact and main details.

Procedures :

1. Write the examples on the blackboard :

1. In some countries, such as, Mexico and Venezuela, people speak Spanish.
2. In other countries, like Saudi Arabia, Iraq and Yemen, people speak Arabic.
3. In still other countries, for example Canada and Britain, people speak English.

4. English-speaking countries include Canada, Britain, and the United States.

2. Ask the students some questions about the examples by asking them some questions :

- What is Mexico (Yemen, Britain, Canada) ? (A country where people speak Spanish.)
- How can you obtain satisfactory answer?
- What are the parts of the context clues which help you guess the answer?
- Do the words after such as, like, for example and include show the meaning of the word country? (No.)
- What do they show you? (The example or comparison)

3. Summarize and point out that the words after such as, like, for example and include show us the examples or comparison.

4. Tell students do exercise 1 in pairs and correct the answers altogether.

5. Let students do exercise 2 in pairs and correct it by discussing.

- How can the students obtain satisfactory answers?
- What are the parts of the context clues which help them guess the answers?

6. Practise using examples in reading passage by :

6.1 Show the pictures of animals and talk about the animals the students know and how each kind of the animals move.

6.2 Predict about the passage from the title of the story, "How Animals Move" by asking the students a question : What does the title tell you about?

6.3 Work in pairs to read the story to find out the preview reading questions (exercise 3). Then discuss the answers by asking them to point out the parts that they have got the answers from the story.

6.4 Read the story again and do exercises 4 - 6 in pairs.

6.5 Correct each exercise by discussing about :

- How can the students obtain satisfactory answers?
- What are the parts of the context clues which help them guess the answers?

Evaluation : 1. Students' worksheets
2. Teacher's observation



Students' Worksheet**Context Clues/ Semantic - Examples****FINDING EXAMPLES**

These words show us examples.

such as

like

After the words *for example* we find examples.

include

Look at the examples in the following sentences. The signal word (the word that tells the reader to look for an example) is circled. Underline the examples and answer the questions.

1. In some countries, such as *Mexico and Venezuela*, people speak Spanish.

What is Mexico? It's a country where people speak Spanish.

2. In other countries, like Saudi Arabia, Iraq, and Yemen, people speak Arabic.

What is Yemen?

3. In still other countries, for example Canada and Britain, people speak English.

What is Britain?

4. English - speaking countries include Canada, Britain, and the United States.

What is Canada?

Exercise 1

Complete the following examples.

1. Some animals, such as _____, can run fast.
2. Other animals, like _____, live in the water.
3. Some animals, for example _____, can fly.
4. Wild animals include _____ and _____.

5. _____ and _____ are examples of tame animals (animals that live with people).

Exercise 2

Look at the following sentences. Circle the signal words in each sentence and answer the question.

1. Some wild animals, such as lions, tigers, and bears, have sharp teeth.
 What are lions? Wild animals with sharp teeth.
 What are tigers? Wild animals with sharp teeth.
 What are bears? Wild animals with sharp teeth.
2. Some fish, for example trout, live in mountain rivers.
 What are trout?
3. Some animals, such as snakes, crawl because they can't walk.
 What are snakes?
4. Other animals, like fish and whales, live in the water.
 What are whales?
5. Some birds, such as penguins, can't fly. They walk.
 What are penguins?
6. Animals that live in people's houses, pets, include dogs, cats, and hamsters.
 What are hamsters?
7. Some body parts, such as lungs and kidneys, are inside the body.
 What are kidneys?
8. Certain people, like doctors and lawyers, study for many years before they can work.
 What are lawyers?

9. Many cities in Colorado, like Fort Collins and Steamboat Springs, are near the mountains.

What is Steamboat Springs?

10. Some insects, such as butterflies and mosquitoes, can fly.

What are mosquitoes?

11. Some animals, like deer, have very long legs, so they can run very fast.

What are deer?

12. Other animals, such as kangaroos and frogs, can jump.

What are kangaroos?

13. Some birds, such as robins and hummingbirds, can fly very fast.

What are robins?

14. Some animals, such as rabbits and cows, are herbivores, plant - eating.

What are rabbits?

15. Other animals, like man and dogs, are omnivores. They eat plants and meat.

What are dogs?

Read the paragraphs and circle the examples you see.

HOW ANIMALS MOVE

All animals can move. Some move quickly. Some move very slowly. Some move in the air, but others move in the water.

Some animals can run very fast. For example, the deer has very long legs, so it can run very fast. Some animals, like the cheetah, (a wild cat) can run 70 miles per hour.

Some animals can jump. They have very strong back legs and small front legs so that they can jump. Animals that can jump include rabbits and kangaroos.

Some animals can fly. They have small legs and strong wings. Birds, such as the robin and the owl, can fly for long distances. Other animals can fly, too. Mammals, like the bat, can fly. Many insects, for example, the bee and the butterfly, also fly.

However (but), not all birds can fly. Some birds are very large, and they have very small wings. These birds include the ostrich and the penguin. The ostrich has very long legs, so it can run very fast. The penguin has small legs and wings, but it can swim very fast.

Animals that live in the water can swim under the water. They have no legs, but they have fins and a strong tail to help them swim. Animals that swim under the water include fish, such as the trout and the shark, and mammals, like the whale and the dolphin.

Some animals have no legs, for example the snake and the worm. Snakes and worms crawl on the ground or under the ground. They can't run, but they can move quickly.

Many animals can move in several ways. For example, ducks can fly and swim. Frogs can jump and swim. Some snakes, like the python, can crawl, swim and climb trees.

Exercise 3

Answer these questions.

1. How many examples did you find?
2. What is a cheetah?
3. What is a python?
4. How does a python move?

Exercise 4

Look at the pictures below. From the information in the paragraphs, guess which animal and which picture are the same. Write the name of the animal under the picture.

- | | | | |
|-------------|--------------|-------------|------------|
| 1. deer | 6. owl | 11. penguin | 16. snake |
| 2. cheetah | 7. bat | 12. trout | 17. worm |
| 3. rabbit | 8. bee | 13. shark | 18. duck |
| 4. kangaroo | 9. butterfly | 14. whale | 19. frog |
| 5. robin | 10. ostrich | 15. dolphin | 20. python |



Exercise 5

Which word is the most general? Circle it.

1. car

2. cat

3. English

4. Japan

Ford

dog

language

Argentina

Chevrolet

animal

Arabic

Iran

Mercedes

bird

Spanish

country

Exercise 6

Now look back at the paragraphs on page 129-130

In paragraph 1, what word do we see many times? Move

We see move 5 times. It is the most important word in the paragraph.

Which sentence is the most general? All animals can move.

The first sentence is the main idea in paragraph 1. The other sentences talk about how animals move.

Look at paragraph 2.

What is the most important word? _____

What sentence is the main idea? _____

Look at paragraph 3.

What is the most important word? _____

Which sentence is the main idea? _____

Look at paragraph 4.

What is the most important word? _____

Which sentence is the main idea? _____

Look at paragraph 5.

What is the most important word? _____

Which sentence is the main idea? _____

Look at paragraph 6.

What is the most important word? _____

Which sentence is the main idea? _____

Look at paragraph 7.

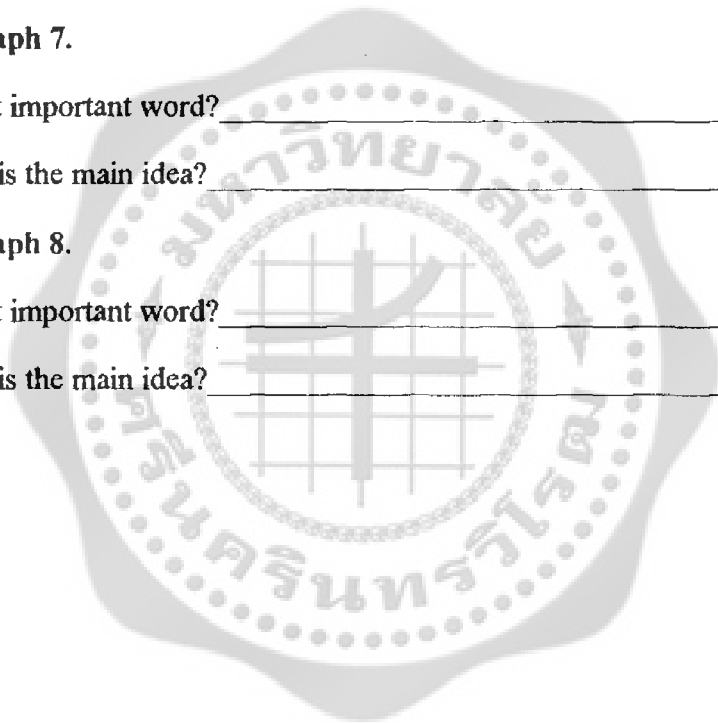
What is the most important word? _____

Which sentence is the main idea? _____

Look at paragraph 8.

What is the most important word? _____

Which sentence is the main idea? _____



Teacher's guide**Module 7 : Example and comparison****Period 9 – 10**

Aim : To reinforce the students to use examples or comparison and to train them to predict and anticipate about the reading passage.

Justification of content : Comparison clues (a demonstration of the similarities between reasons, ideas, things, and so on) is one of the clues that writers use to help readers gain the meaning of a word.

Justification of approaches : Using comparison clues is an effective strategy that can help students figure out a word meaning.

Worksheet : There are ten exercises for the students to practise. They are :

- Exercise 1, preview the passage, "Classifying Animals," by writing the explanation about the words in it before reading.
- Exercise 2, preview the passage by matching the words with pictures.
- Exercise 3, check the definitions of the words in exercise 1 after reading the passage.
- Exercise 4, check the students' comprehension by writing the paragraph number and the line number of the sentence that answers each question.
- Exercise 5, complete the chart for checking the students' comprehension.
- Exercise 6, complete the sentences with information from the chart (exercise 5).
- Exercise 7, do as the instructions to answer the questions.
- Exercise 8, classify the animals, mammals, reptiles or insects.
- Exercise 9, complete the puzzle with words from "Classifying Animals".

Procedures :

1. Talk about the animals the students like by asking the students a question :

- What kinds of animals do you like?

2. Show the pictures of animals and ask the students to group them :

- Can we group these animals? (Yes.)
- How can you group them?
- Why do you group them like this?

3. Let students do exercises 1 - 2 in pairs. Then correct exercise 2 altogether. If there are problems, check the answers from dictionaries.

4. Predict about the passage from the title of the story, "Classifying Animals," by asking the students a question :

- What does the title tell you about?

5. Read the passage and do exercise 3 to check the answers for exercise 1 by discussing :

- How can the students obtain satisfactory answers?
- Which parts provide context clues to help them guess the answers?

6. Summarize and point out that :

Before reading a long passage, it is a good idea to preview it, that is, look at it before you read it. When we preview, we do the following :

Read the title (the main idea).

Read the subtitles (the titles under the main title).

Look at the illustrations (picture, graphs, etc.).

This information gives us a general idea about the information that is in the passage. It also gives us an idea about what is *not* in the passage.

(Noone, 1986:47)

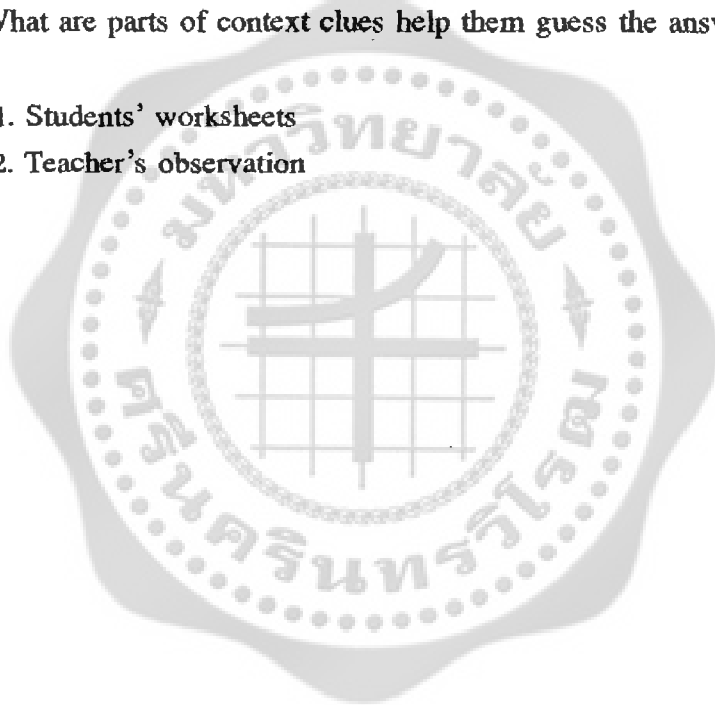
This is one of the reading strategies we call Top-down reading strategy which is to read for main idea and to follow this with reading for details by guessing what a writer might say to relate to the readers background experience and knowledge of language.

7. Let students do exercises 4 - 10 in pairs.

8. Help students correct each exercise by discussing about :

- How can the students get their answers?
- What are parts of context clues help them guess the answers?

Evaluation : 1. Students' worksheets
2. Teacher's observation



PREVIEWING

Before reading a long passage, it is a good idea to preview it, that is, look at it before you read it. When we preview, we do the following:

Read the title (the main idea).

Read the subtitles (the titles under the main title).

Look at the illustrations (pictures, graphs, etc.).

This information gives us a general idea about the information that is in the passage. It also gives us an idea about what is *not* in the passage. You will practice previewing when you read the next passage, *Classifying Animals*.

VOCABULARY FOR CLASSIFYING ANIMALS

Exercise 1

The italicized words in the following sentences are from *Classifying Animals*. Can you guess what they mean?

1. When I cut my finger, I see red *blood*.
2. Suliman is looking at Ali. Ali is looking at Suliman. They are looking at *each other*.
3. I have two brown shoes. I have a *pair* of brown shoes. I have two hands. I have a *pair* of hands.

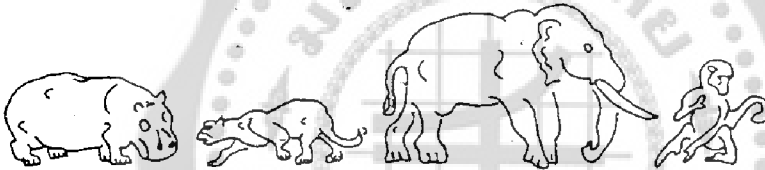
The writer explains the following words in the passage. Look for them.

1. intelligent
2. fur
3. sets
4. limbs

Exercise 2

Can you match the words with pictures below.

_____ hippopotamus	_____ lizard	_____ ant
_____ leopard	_____ crocodile	_____ fly
_____ elephant	_____ python	_____ butterfly
_____ monkey	_____ turtle	_____ mosquito

ANIMALS IN OR NEAR THE JUNGLE

1. MAMMALS



2. REPTILES



3. INSECTS

CLASSIFYING ANIMALS

Mammals. Mammals are the most intelligent, or smart, animals. They have highly developed brains, so they can learn to do many things. For example, dogs can learn to help people who can't see. Elephants can learn to carry things. Some people think mammals can talk with each other.

Mammals have the following characteristics. They have warm blood. They all have hair, or fur, on their bodies. They have two sets (groups) of teeth and lips. The baby mammals drink their mother's milk. Most mammals have two pairs of limbs (arms or legs).

Mammals use their limbs in different ways. The antelope and zebra have long limbs. They can run fast. Monkeys have limbs like ours. They can climb trees. However, whales and seals have only two limbs. They can't walk, but they can swim very fast.

Mammals live everywhere. They live in very hot places and very cold places, like the North Pole. Hippopotamuses and monkeys live in the jungle. Elephants and leopards live near the jungle. Whales live in the water. Polar bears live in the North Pole.

Reptiles. Reptiles are another group of animals. Reptiles include snakes, lizards, turtles and crocodiles. All reptiles have cold blood. They breathe air with lungs like ours. They have scales on their skin. Baby reptiles come from eggs. Most reptiles have two pairs of limbs. Some reptiles have very short legs; however, others, like the snake, have no legs. All reptiles have these characteristics.

Some reptiles live in the jungle. Some reptiles live near the jungle. Others live in the mountains. However, reptiles do not live in very cold places.

The most common reptile is the snake. There are many kinds of dangerous snakes in the jungle. One of these snakes is the python. The python is a huge (big) and

powerful (strong) snake. It squeezes its food and then eats it. The python is sometimes 30 feet (about 9 meters) long. It can climb trees, swim in the water, and move on the land.

Insects. The insects are a very large group of animals. We know about thousands and thousands of insects, and every year people find more new insects. Insects live in all parts of the world. They live in the air, in the ground, and in fresh and salt water.

Adult insects have six legs. The body has three parts-head, middle section, and abdomen. There is a special liquid, or substance, on their skin. The head of an insect has eyes, mouth, and feelers. Baby insects come from eggs, all insects have these characteristics.

There are thousands and thousands of insects everywhere. Some examples of insects are flies, crickets, grasshoppers, moths, butterflies, mosquitos and ants.

Exercise 3

What do these words mean?

intelligent = _____

fur = _____

set = _____

limbs = _____

Exercise 4

Write the paragraph number and the line number of the sentence that answers each of these questions.

1. What is on the skin of mammals? Paragraph_____ Line(s)_____
2. How many limbs do most mammals have? Paragraph_____ Line(s)_____
3. Where do mammals live? Paragraph_____ Line(s)_____
4. What is on the skin of reptiles? Paragraph_____ Line(s)_____
5. How many limbs do most reptiles have? Paragraph_____ Line(s)_____
6. Where do reptiles live? Paragraph_____ Line(s)_____
7. What is on the skin of insects? Paragraph_____ Line(s)_____
8. How many limbs do insects have? Paragraph_____ Line(s)_____
9. Where do insects live? Paragraph_____ Line(s)_____
10. How many examples of mammals are there in the passage? Paragraph_____ Line(s)_____
- Paragraph_____ Line(s)_____
- Paragraph_____ Line(s)_____
11. How many examples of reptiles are there in the passage? Paragraph_____ Line(s)_____
- Paragraph_____ Line(s)_____
- Paragraph_____ Line(s)_____
12. How many examples of insects are there in the passage? Paragraph_____ Line(s)_____

Exercise 5

Complete this chart below.

	MAMMALS	REPTILES	INSECTS
LIMBS			
SKIN COVERINGS			
WHERE THEY LIVE			
EXAMPLES			

Exercise 6

Complete this sentences with information from the chart.

1. Mammals with two pairs of limbs include _____, _____, and _____.
2. Some mammals, like _____, live in the water.
3. Other mammals, such as _____, live near the jungle.
4. Snakes and lizards are examples of _____.
5. Some common insects are _____, _____, and _____.
6. What are three kinds of animals?
_____.
7. What are three characteristics of mammals?
_____.

Exercise 7

Answer these questions. Read the directions carefully.

1. Underline the correct answer.

_____ have fur on their skin.

- a. Mammals
- b. Reptiles
- c. Insects

2. Circle the correct answer.

Snakes and turtles are _____.

- a. Mammals
- b. Reptiles
- c. Insects

3. Check (/) the correct answer.

Insects have _____ limbs.

- a. 2 pairs of
- b. 4
- c. 3
- d. 3 pairs of

4. Circle the correct answers.

Mammals live _____.

- a. in the water
- b. in the air
- c. on land

5. Fill in the blanks with the correct word.

fly insects monkey reptiles substance
mammals scales snake fur

There are many kinds of animals. Some are _____.

They have _____ on their skin. An example is a _____.

Others are _____. They have _____ on their skin.

An example is a _____. Still other animals are _____.

They have _____ on their skin. An example is a _____.

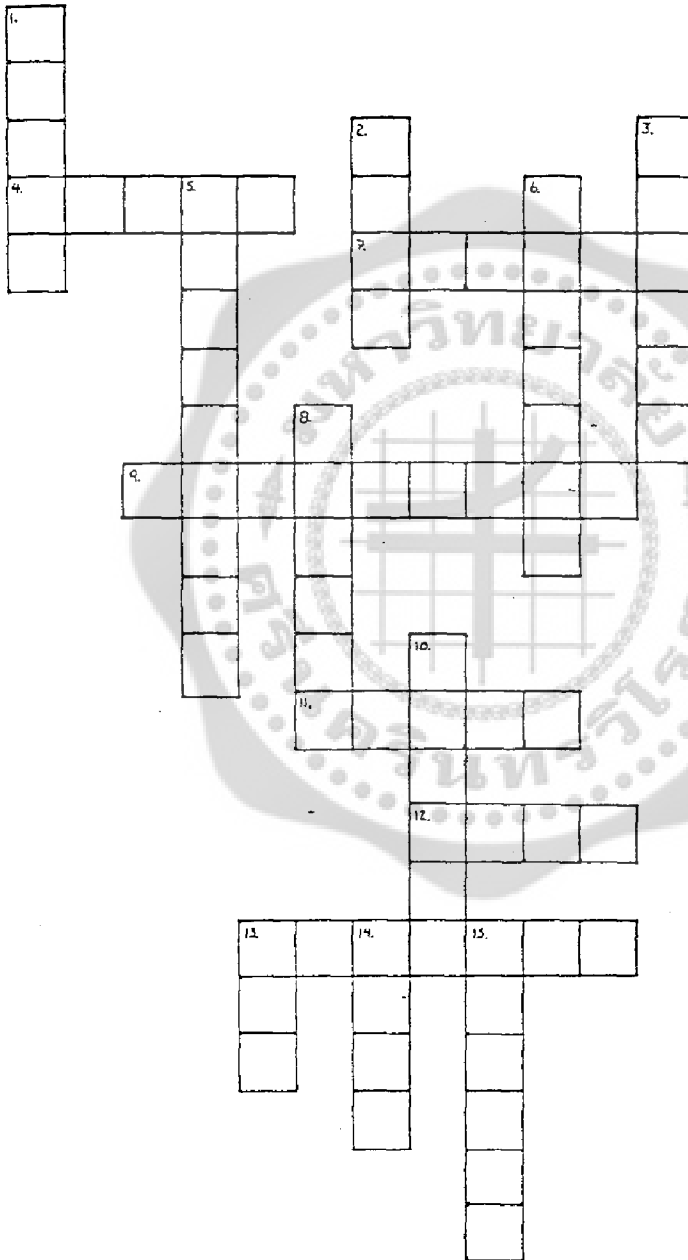
Exercise 8

Are the following statements about mammals, reptiles, or insects?

1. Have two sets of teeth. _____.
2. Live in the air, on land, and in the water. _____.
3. Live in both cold and hot areas. _____.
4. Live only in warm areas. _____.
5. Have scales on their skin. _____.
6. Have fur on their skin. _____.
7. Have six legs. _____.
8. Bodies have three parts. _____.
9. Babies drink their mother's milk. _____.
10. Have feelers on their head. _____.
11. Live on land and in the water. _____.
12. Warm - blooded. _____.
13. Highly developed brains. _____.
14. Babies come from eggs. _____.

Exercise 9

Complete this puzzle with words from *Classifying Animals*.



ACROSS

4. Legs or arms
7. Animals with 6 legs
9. Reptile with short legs; very dangerous
11. Reptile with no legs
12. Baby mammals drink _____
13. Insects have _____ on their heads - not ears or nose

DOWN

1. Mammals living in the sea
2. Two
3. A kind of snake
5. A beautiful insect
6. An animal with scales is a _____
8. A reptile has _____ on its skin
10. An animal with 2 sets of teeth
13. A mammal has _____ on its skin
14. Reptile and insect babies come from _____
15. Reptiles live everywhere _____ in cold place

Teacher's guide
Module 8 : Affixes
Period 11

Aim : To train the students to recognize affixes for supporting clues.

Justification of content : Knowledge of affixes (word parts) is an excellent means of helping students to expand their vocabulary quickly and effectively. They are the powerful tools for students to figure out word meanings.

Justification of approaches : Knowledge of affixes is effective for word expansion strategy, combined with context clues can give students vocabulary power. Students will see the power of combining forms when they realize that, by knowing a few combining forms, they can unlock the meanings of many words.

Worksheet : There are nine exercises for the students to practise. They are :

- Exercise 1, circle the prefix and suffix and match them to the definitions.
- Exercise 2, complete the sentences with the given words (with prefix or suffix).
- Exercise 3, complete the sentences with the word suit for the action given.
- Exercise 4, complete the chart by adding or removing the suffix.
- Exercise 5, complete the sentences with the correct form of the words.
- Exercise 6, complete the sentences with the correct form of the words.
- Exercise 7, circle the words with suffixes from the given paragraph.

Procedures :**1. Write the examples on the blackboard :**

Prefix	Meaning	Examples
re-	again	read, write
un-	not	happy, usual
dis-	not	like, disagree
in-	not	correct, complete
pre-	before	precook, pretest
Suffix	Meaning	Examples
-er	person who (N)	teacher, learner
-en	to make (V)	shorten, sweeten
-ly	adverb (answers question:HOW)	slowly, quickly
-ful	full of	spoonful, beautiful
-ness	noun	sadness, happiness

2. Ask the students some questions about each group of the example :**Group 1**

- Can we change the meanings of these words? (Yes.)
- How can we change them? (By adding letters in front of them.)
- What are the adding letters for each word? (re-, un-, dis-, in-, and pre-.)
- What do we call all the adding letters in front of these words? (Prefixes)
- Notice each prefix, do they have the same meaning? (No.)
- What does each one mean? (re- = again, un-, dis-, and in- = not, pre = before)

Group 2

- Can we change the meanings of these words? (Yes.)
- How can we change them? (By adding letters after each word.)

- What are the adding letters for each word? (Suffixes)
- Notice each suffix, do they have the same meaning? (No.)
- What does each one mean? (-er = person who (n), -en = to make (v)
-ly = adv., -ful = full of, -ness = noun)
- Compare between prefixes and suffixes. When we add the words with prefixes, are the words changed both meanings and part of speech? (No.)
- What are they changed? (only meaning)
But when we add the words with suffixes, what are the words changed? (Both meaning and part of speech.)

3. Summarize and point out that affixes are groups of letters that are put before a word (prefix) and, or after a word (suffix). These affixes change the meaning or the grammar (part of speech) of the word. By learning these affixes :

- Prefix : we put it before a word to change the meaning of the word.
- Suffix : We put it after a word to change its meaning or part of speech (the grammar) : noun, verb, adjective and adverb.

4. Let students do exercises 1 - 9.

5. Help students correct each exercise by discussing :

- How can the students obtain satisfactory answers?
- Which parts provide context clues to help them guess the answers?

6. If there is problem about each word, the students check from dictionaries.

Evaluation : 1. Students' worksheets
2. Teacher's observation

Students' Worksheet

Supporting Clues

AFFIXES

Affixes are groups of letters that are put before a word (prefix) and/or after a word (suffix). These affixes change the meaning or the grammar, part of speech, of the word. By learning these affixes, you can increase your vocabulary.

PREFIXES

We put prefixes before a word to change the meaning of the word.

Prefix	Meaning	Examples
re-	again	reread, rewrite, review, rebuild
un-	not	unhappy, unusual, unsatisfactory
dis-	not	dislike, disagree, dishonest
in-	not	incorrect, incomplete, incredible
pre-	before	preview, prefix, precook, pretest

SUFFIXES

We put suffixes after a word to change its meaning or part of speech: noun, verb, adjective, adverb.

Suffix	Meaning	Examples
-er	person who (N)	teacher, learner, writer, reader
-en	to make (V)	shorten, sweeten, weaken
-ly	adverb (answers question: HOW)	slowly, quickly, usually, sadly
-ful	full of	spoonful, beautiful, wonderful
-ness	noun	sadness, happiness, illness

Exercise 1

Circle the prefix and suffix and match the following.

- | | |
|------------------------|---------------------|
| _____ 1. uninteresting | a. full of beauty |
| _____ 2. worker | b. adverb of happy |
| _____ 3. happily | c. not interesting |
| _____ 4. illness | d. noun of ill |
| _____ 5. beautiful | e. to make short |
| _____ 6. shorten | f. person who works |
| _____ 7. incorrect | g. not agree |
| _____ 8. review | h. look again |
| _____ 9. disagree | i. look before |
| _____ 10. preview | j. not correct |

Exercise 2

Complete these sentences with words from the list.

disagrees unhappy rewrite unsatisfactory

I am very _____, sad. I think my paragraph is very good, but the writing teacher _____. She wants me to _____ the paragraph because it is _____.

slowly sweeten spoonfuls

I put two _____ of sugar in my coffee to _____ it. I drink my coffee _____ because it is very hot.

Exercise 3

Complete the following.

A person who reads is a _____.

A person who writes is a _____.

A person who works is a _____.

Exercise 4

Complete the sentences with the correct form of the word.

1. It is an _____ test. (easy)
2. He answers the question _____. (easy)
3. He hears a _____ noise. (loud)
4. He sings _____. (loud)
5. People should talk _____ in the library. (quiet) They shouldn't talk
_____. (loud)
6. The _____ man can't pick up the chair. (weak)
7. The child plays _____ with the new toy. (happy)
8. The _____ boy hits his sister every day. (bad)

Exercise 5

Complete the sentence with the correct form of the word.

1. He puts sugar in his coffee because he likes _____ coffee. (sweet)
2. He _____ his coffee with sugar. (sweet)
3. Many children are afraid of the _____. (dark)
4. Before the test, he _____ his pencil. (sharp)
5. Last year dresses were long. Now they are much shorter. I have to _____
my old dresses. (short)
6. It is a very _____ story. (sad) The story _____ me. (sad)

Exercise 6

Read this paragraph. Underline the words in the paragraph that have prefixes. Circle the words with suffixes.

Mary studies at the library every afternoon. First she looks at the grammar exercises. She reviews the incorrect answers. Then she rewrites them carefully. Second she rereads the paragraphs from reading class carefully and slowly. They are often long and a little difficult. Finally, she begins to work on her writing homework. Sometimes she has an unsatisfactory paragraph, so she rewrites it. She is careful to change the incorrect words. After she studies, she goes to the cafeteria to drink something. Mary dislikes American coffee, so she drinks tea. She puts three spoonfuls of sugar in her tea to sweeten it.

How many words did you underline?

How many words did you circle?

Teacher's guide**Module 9 : Semantic Clues****Period 12****The Friends on the Frozen Lake**

Aim : To train the students to use semantic clues in the texts.

Justification of content : Comprehension is a very complex and involved process. To become an effective comprehender, a student has to learn how to use the specific strategies. Therefore, different types of texts have to be provided.

Justification of approaches : After students are trained to use the specific strategies (Semantic clues) to help support their comprehension, it is necessary to repeat the teaching of some of the same skills by providing more complex texts.

Worksheet : The exercises are :

- Preview the reading to get general information (main idea) from the passage.
- Guess the meanings of words from context (semantic) clues.
- Use words in context by filling one word in each blank.
- Check your comprehension from the passage.

Procedures :

1. Show the picture of the frozen lake and let the students predict about the passage from the title of the story, *The Friends on the Frozen Lake*, by asking the students a question :

- What does this title tell you about the passage?

Or from the title, *the Friends on the Frozen Lake*, what is it about?

2. Read the passage to answer the preview questions and discuss the answers.

3. Work in pairs to guess the meaning of words, use words in context and check your comprehension.

4. Help students correct each exercise by discussing about :

- How can the students obtain satisfactory answer?
- Which parts provide context clues to help them guess the answers?

Evaluation : 1. Students' worksheets
2. Teacher's observation



Students' Worksheet**Context Clues/ Semantic clues****Reading**

Preview the reading.

Read the story quickly. Then answer the following questions.

1. Did Sam walk across the lake?
2. How did Sam feel later? Why did he feel that way?
3. What did John tell Sam then?

The Friends on the Frozen Lake

Sam grew up in Florida. He lived there until he was 21 years old. Then he moved to Wisconsin to take a new job.

Sam's first winter in Wisconsin was a new experience for him. He had never lived anywhere before where it became so cold.

One Saturday in the middle of January, Sam's roommate John asked, "How about going on a hike today?"

"Go on a hike today? A hike on a cold day like today?" Sam replied.

"Sure," John answered. "Come hiking with me, and I'll show you how to walk on water."

"Walk on water? You must be kidding."

John and Sam put on thick coats, gloves, hats, and high boots. They got into John's car, drove about 10 miles into the country, and parked the car beside the road. Then they hiked through the forest in snow that came up to their knees.

After a while, they came to a large, frozen lake. "Now, let's walk on water," John said.

“Walk on the lake?” Sam asked. “Are you sure the ice is strong enough to hold us?”

“Come on ! You’re afraid,” John told him.

“The ice might break. I might fall in,” said Sam.

But John didn’t hear him. He was already far out on the ice walking toward the middle of the lake.

Sam didn’t want to be left alone. He stepped carefully onto the ice. It was hard; he didn’t fall in.

“Don’t go out to the middle,” Sam shouted to John. “I want to be close to shore if the ice breaks.” But John was already on the other side of the lake.

Slowly, Sam walked across the lake. The ice didn’t break, and Sam didn’t fall in.

Later, Sam felt foolish for being afraid. But John told him “Look, it’s OK to be afraid sometimes -- especially when you are experiencing something new.”

Guess the meanings of words.

Read each section of the story. Then circle the letter in front of the correct answer.

Sam grew up in Florida. He lived there until he was 21 years old. Then he moved to Wisconsin to take a new job.

1. *Then he moved to Wisconsin* means that

- a. Sam was visiting Wisconsin. He was going to stay only a short time.
- b. Sam was going to live in Wisconsin for a long time.

Sam’s first winter in Wisconsin was a new experience for him. He had never lived anywhere before where it became so cold.

2. *The winter in Wisconsin was a new experience* for Sam means that

- a. Sam had been in Wisconsin during the winter before.
- b. this was Sam’s first time in Wisconsin during the winter.

One Saturday in the middle of January. Sam's roommate John asked, "How about going on a hike today?"

3. *Middle of January* means

- a. about January 1.
- b. about January 15.
- c. about January 30.

They got into John's car, drove about 10 miles into the country..... . Then they hiked through the forest..... .

After a while, they came to a large, frozen lake.

4. *After a while* means

- a. later, after some time passed.
- b. right away, very soon.

"Don't go out to the middle," Sam shouted to John. "I want to be close to shore if the ice breaks." But John was already on the other side of the lake.

5. The *shore* of the lake is

- a. the land around the lake.
- b. the water near the middle of the lake.

Later, Sam felt foolish for being afraid. But John told him, "Look, it's OK to be afraid sometimes -- especially when you are experiencing something new."

6. *Later* means the time

- a. while they were crossing the lake.
- b. after they crossed the lake.

7. When Sam felt *foolish*, he felt

- a. good
- b. bad

Use words in context.

Write one word or expression in each blank.

afraid

moved

foolish

new experience

later

shore

middle of

Sam _____ to Wisconsin from Florida. Therefore, walking across a lake in the _____ the winter was a _____ for him. At first, Sam was afraid, but after a while, he walked to the _____ on the other side of the lake. _____, he felt _____ for being _____.

Check your comprehension.

Read each section of the story. Then read the statements following each section. Put T in front of each statement you think is true. Put F in front of each statement you think is false.

One Saturday in the middle of January, Sam's roommate John said "How about going on a hike today?"

_____ 1. John said, "Let's go on a hike today."

_____ 2. John asked, "What do you want to do today?"

"Go on a hike today? A hike on a cold day like today?" Sam asked.

_____ 3. Sam thinks it is too cold to go hiking.

_____ 4. Sam thinks it is a good day to go hiking.

"Sure," John answered.

_____ 5. John said "Yes."

_____ 6. John said "No."

"Come hiking with me, and I'll show you how to walk on water."

_____ 7. John really means that they will walk on water.

_____ 8. John really means that they will walk across a frozen lake.

John and Sam put on heavy coats, gloves, hats, and high boots. They got into John's car, drove about 10 miles into the country, and parked the car beside the road. Then they hiked through the forest in snow that came up to their knees.

_____ 9. There was only a little snow.

_____ 10. There was a lot of snow. The snow was deep.

"Walk on the lake?" Sam asked. "Are you sure the ice is strong enough to hold us?"

"Come on! You're afraid," John told him.

_____ 11. John is saying, "Let's go back to the car because you are afraid."

_____ 12. John is saying, "Stop being afraid and come on the ice with me."

"The ice might break. I might fall in," said Sam.

But John didn't hear him. He was already far out on the ice, walking toward the middle of the lake.

Sam didn't want to be left behind. He stepped carefully onto the ice. It was hard; he didn't fall in.

_____ 13. Sam didn't want to be alone on the shore.

_____ 14. Sam wanted to be by himself.

Teacher's guide**Module 10 : Semantic and Graphical clues****Period 13****Culture Shock**

Aim : To train the students to use semantic clues and graphical clues.

Justification of content : Comprehension is a very complex and involved process. To become an effective comprehender, a student has to learn how to use the specific strategies. Therefore, different types of texts have to be provided.

Justification of approaches : After students are trained to use the specific strategies (Semantic and graphical clues) to help support their comprehension, it is necessary to repeat the teaching of some of the same skills by providing more complex texts.

Worksheet : The exercises are :

- Check comprehension from the story by the help of semantic clues.
- Practise finding with appropriate meaning words from the reading passage.
- Give the definitions to words with prefixes.
- Match the words with their definitions.
- Fill in the information from the story in the chart.
- Discuss living in a new place.

Procedures :

1. Talk about going to other countries by asking the students some questions :

- Have you ever gone to other countries or towns?
- Where are they?
- How do you feel when you get there for a few days?
- How do you feel when you stay there for a long time?

2. Preview about the story from its title. Ask the students :

- From the title, what is this story about?

3. Read the story to find the answer for the guiding question :

- When will culture shock happen to people?
(When they go to live in another country.)

Then discuss about the answer.

4. Work in groups of three read the story again and do the exercises on checking your comprehension, finding opposite words, making words negative, defining words, filling in the chart with information from the reading and discussing living in a new place by discussing orally.

5. Help students correct each exercise (except discussing living in a new place) by discussing about :

- How can the students obtain satisfactory answers?
- Which parts provide contexts clues to help them guess the answers?

Evaluation : 1. Students' worksheets
2. Teacher's observation

Students' Worksheet**Context Clues/ Semantic and Graphic Clues*****Culture Shock***

Culture shock! It happens when you go to live in another country. People speak a different language. They think and act differently.

At first, you think the differences are interesting or, perhaps, amusing. You laugh at the way people do things. You say, "That's not how we do it at home."

Later, however, you begin to dislike some of the differences. They are no longer amusing or interesting to you. You complain about them. You get homesick and wish you could go back home where people do things the "right" way.

Finally, after you are in the country a long time, you get used to the people and their way of life. You learn to accept the new life, and you begin to become part of it.

Check your comprehension.

Refer to the key phrases you underlined and answer the following questions.

1. What is the reading about?
 - a. differences
 - b. people
 - c. culture shock
 - d. other countries
2. How do you feel first about the differences?
 - a. You feel they are interesting and amusing.
 - b. You dislike them.
 - c. You accept them.

3. How do you feel a little later?

- a. You feel they are interesting and amusing.
- b. You dislike them.
- c. You accept them.

4. How do you feel after a long time?

- a. You feel they are interesting and amusing.
- b. You dislike them.
- c. You accept them.

Find opposite words.

Write one word in each blank. The words you need are in the key phrases you underlined in the reading.

Opposite Word

not funny

like

uninteresting

Make words negative.

Look at the words uninteresting and dislike. Un- and dis- make the words negative.

Now can you explain the meaning of these two words?

uninteresting = _____

dislike = _____

Define words.

Match the word or phrase on the left with one of the definitions on the right.

- | | |
|--------------------|---|
| _____ complain | a. learn to accept or to like something |
| _____ get homesick | b. say that something is bad |
| _____ get used to | c. wish strongly to go home |

Use information from the reading.

Fill in the chart with information from the reading.

CULTURE SHOCK		
STAGE	TIME IN THE COUNTRY	FEELING
1	at first	a. interesting b.
2		a. b.
3		a. b.

Discuss living in a new place.

Have you ever lived in another city or country for a long time? How did you feel when you first arrived there? How did you feel later? Did you like living there? Why, or why not?

Teacher's guide**Module 11 : Typographical clues****Period 14****Severe Windstorms**

Aim : To train the students to use syntactic clues and typographical clues in the texts.

Justification of content : Typographical clues are one of the context clue types that allow the readers to tie previous experience to the reading materials. The clues are quotation marks, parentheses, and definitional footnotes.

Justification of approaches : Guessing meanings under the support of typographical clues can help students unlock the meanings of unknown words.

Worksheet : The exercises are :

- Preview the reading for general idea.
- Guess the meanings of words by circling the best definitions.
- Use words in context to check both comprehension and guessing strategy.
- Check your comprehension.

Procedures :

1. Write the examples on the blackboard:

Mary's favorite carbonated soda pop is "Pepsi."

Mary was thrilled with the new bicycle (a yellow Schwinn) she got for her birthday.

Mary asked for a wago, a bicycle*, and a swing set for her birthday.

*A bicycle is like a tricycle only it has two wheels.

2. Discuss how the students obtain satisfactory answers and what are the parts of the context clues which help the students guess the answers for the underlined words.

3. Summarize and point out that using typographical clues the students must tie previous experience to the reading materials. The clues are quotation marks, parentheses, and definitional footnotes.
4. Discuss about the picture of a town which was destroyed by the windstorms by asking the students some questions :

- Guess what happened to this town?
- What kinds of windstorms you have experienced?

5. Preview about the story from the title :

- What does this title tell you about?

6. Read the story to answer the questions from preview the reading and discuss about them.
7. Work in pairs to read the story and do the exercise on guessing the meanings of words, using words in context and checking your comprehension.
8. Help students correct each exercise by discussing about :

- How can the students obtain satisfactory answers?
- Which parts provide context clues to help them guess the answer?

- Evaluation :**
1. Students' worksheets
 2. Teacher's observation

Students' Worksheet Context Clues/ Syntetic Clues, Typographical Clues

Read the following

1. Mary's favorite *carbonated* soda pop is "Pepsi."
2. Mary was *thrilled* with the new bicycly (a yellow Schwinn) she got for her birthday.
3. Mary asked for a wago, a *bicycle** , and a swing set for her birthday.

*A bicycle is like a tricycle only it has two wheels.

Do you notice?

In these three sentences, you need to be familiar with the brand name Schwinn, or know the meaning of tricycle or know about "Pepsi." Therefore, the three typographical clues do allow you to tie previous experience to the materials you are reading. They are the clues that help you figure out word meanings.

(Johnson and Pearson, 1978 : 115)

Try it out.

Reading

Preview the reading

Read the information quickly to find answers to the following questions.

1. What two kinds of severe windstorms does the reading discuss?
2. How many similarities does the reading mention?
3. Does the reading give an example of each kind of severe windstorm?

Severe Windstormes

Tornadoes and tropical cyclones are similar in that they both (1) are severe windstorms, (2) have circular winds that blow counterclockwise around an area of low pressure, (3) have strong winds and heavy rains, and (4) destroy property and kill people. They differ in a number of other ways, however.

Tropical cyclones are very large storms which develop over oceans. The winds blow at 80 miles per hour or more. Some tropical cyclones are more than 100 miles wide. Tropical cyclones cause flooding in coastal areas. Their winds blow down trees and damage buildings.

In 1900, a tropical cyclone (hurricane) with winds of 120 miles per hour hit Galveston, Texas. The storm caused the waters of the Gulf of Mexico to rise 15 feet above their normal level, and it produced waves that were 25 feet high. Galveston was destroyed by the high water and huge waves. More than 5,000 people drowned.

Tornadoes are smaller than tropical cyclones. They develop over land* during severe thunderstorms (rainstorms that have thunder and lightning). Most tornadoes are less than 110 yards wide, but their winds blow at 300 miles per hour or more. Tornadoes destroy almost everything that they touch.

Large tornadoes can kill many people. In March 1925, for example, a tornado killed 689 people as it traveled through three states in the United States. Two hundred thirty-four of those people lived in one town. Murphysboro, Illinois.

* Tornado - like windstormes that develop over water are called *waterspouts*.

Guess the meanings of words.

Read the information. Then circle the letter in front of the answer that best defines the word.

Tornadoes and tropical cyclones are similar in that they both (1) are severe windstorms, (2) have circular winds that blow counterclockwise around an area of low pressure, (3) have strong winds and heavy rains, and (4) destroy property and kill people. They differ in a number of other ways, however.

1. Similar

- a. same
- b. different

2. Circular

- a. Circular winds blow in a straight line.
- b. Circular winds blow in a circle.

3. Counterclockwise

Counter means opposite or reverse. *Clockwise* means “in the same direction as a clock.”

- a. Winds that blow counterclockwise turn in the same direction that the hands on a clock turn.
- b. Counterclockwise winds turn in the opposite direction that hands on a clock turn.

Tropical cyclones are very large storms which develop over oceans

Tropical cyclones cause flooding in coastal areas.

4. Coastal areas

- a. *Coastal* areas are places where the ocean meets land.
- b. *Coastal* areas are in the mountains away from the ocean.

Tropical cyclones cause flooding in coastal areas. In 1900, a tropical cyclone (hurricane) with winds of 120 miles per hour hit Galveston, Texas. The storm caused the waters of the Gulf of Mexico to rise 15 feet above their normal level, and it produced waves that were 25 feet high. Galveston was destroyed by the high water and huge waves. More than 5,000 people drowned.

5. Flooding

- a. When there is flooding, everything is above water.
- b. When there is flooding, there is water everywhere.

6. Normal level

- a. The normal level of the water is the level (or height) it usually is every day.
- b. The normal level is the level the water is at during a storm.

7. Produce

- a. *Produce* means "make."
- b. *Produce* means "destroy."

8. Drown

- a. People drown when they are killed by high winds.
- b. People drown when they die in water.

Use words in context.

Write one word or expression in each blank.

circular counterclockwise similar winds

The _____ of both tropical cyclones and tornadoes are _____ in that they are _____ and blow _____.

coastal flooding normal level drown producing

Tropical cyclones make the sea rise above its _____,
 _____ high waves and causing , _____. As a result, people
 sometimes _____.

Check your comprehension.

1. Which storm is larger, a tornado or a tropical cyclone?
 - a. tropical cyclone
 - b. tornado
 - c. same size
2. Which storm has stronger winds?
 - a. tropical cyclone
 - b. tornado
3. Which storm has circular winds?
 - a. tropical cyclone
 - b. tornado
 - c. both
4. During which storm does it rain?
 - a. tropical cyclone
 - b. tornado
 - c. both
5. Which storm probably causes more damage to buildings?
 - a. tropical cyclone
 - b. tornado

Teacher's guide**Module 12 : Semantic and syntactic clues****Period 15 – 16****The Stranger in the Forest**

Aim : To train the students to use syntactic and semantic clues in the texts.

Justification of content : Comprehension is a very complex and involved process. To become an effective comprehender, a student has to learn how to use the specific strategies. Therefore, different types of texts have to be provided.

Justification of approaches : After students are trained to use the specific strategies (Semantic and Syntactic clues) to help support their comprehension, it is necessary to repeat the teaching of some of the same skills by providing more complex texts.

Worksheet : The exercises are :

- Preview the reading for general information.
- Guess the meanings of words by circling the best definitions from the context.
- Check your comprehension by putting T or F.
- Use information to make guess by putting T or F.
- Use words in context.
- Summarize the story.

Procedures :

1. Talk about some places that have forests by asking the students some questions :

- Have you ever visited Khao Khuaw or Khao Yai?
- Are there many kinds of animals there?
- Why do people go there?

2. Predict about the story from the title :

- Guess what is this story about from this title?

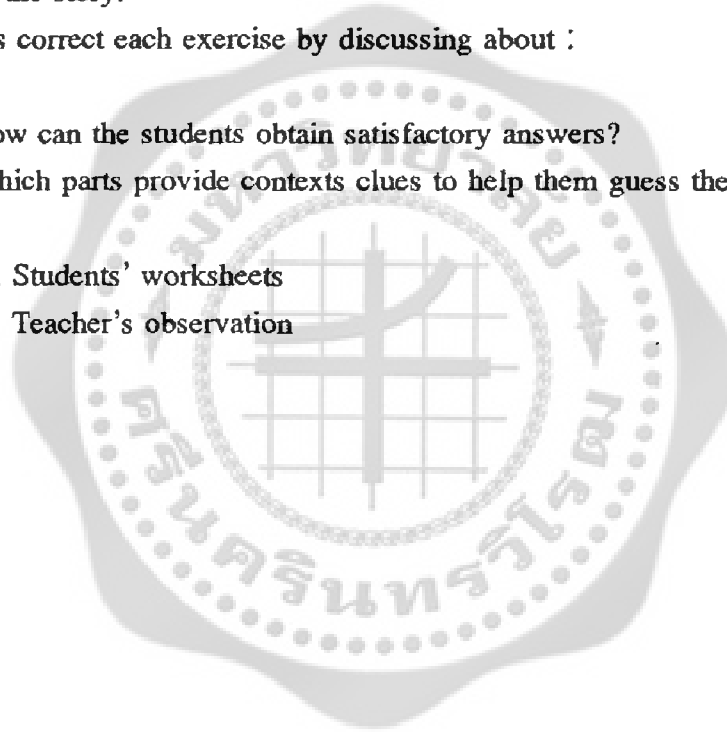
3. Read the story and answer preview the reading questions and discuss the students answers.

4. Let students do the exercises on guessing the meanings of words, checking your comprehension, using information to make guesses, using words in context and summarizing the story.

5. Help students correct each exercise by discussing about :

- How can the students obtain satisfactory answers?
- Which parts provide contexts clues to help them guess the answers?

Evaluation : 1. Students' worksheets
2. Teacher's observation



Students' Worksheet**Context Clues/Syntactic Clues, Semantic Clues****Reading**

Preview the reading

Read the story quickly. Then answer the following questions.

1. Where did the reporter go on her day?
2. What did she come to?
3. What did she see there?
4. What stood there looking at her?

The Stranger in the Forest

It was a Saturday, and Sonya had the day off. She drove her car out of the small town in central Wisconsin where she worked as newspaper reporter.

She drove deep into the forest that surrounded the town, away from the problems of her job.

About 10 miles out of town, she turned off the highway and followed a dirt road for several more miles. Then she parked her car alongside the road and got out.

She stood beside the car for a moment and listened. She heard the chirping of birds, the tinkling of water in a nearby stream, and the whistling of the wind as it passed above the trees. She heard no people, no cars, no trucks.

She started walking and followed a deer trail for about 30 minutes. It ended at a small lake. She stood there for a long time and watched a flock of ducks.

Suddenly, she heard something move behind her. She wondered what was there. She turned slowly in order not to frighten anything away. To her delight, she saw eight deer.

They were standing in a semicircle and looking at her-the stranger in the forest.

Guess the meanings of words.

Read each section of the story. Then circle the letter in front of the correct answers.

It was a Saturday, and Sonya had the day off. She drove her car out of the small town in central Wisconsin where she worked as a newspaper reporter.

1. *Central* means

- a. northern part.
- b. middle part.

She drove deep into the forest that surrounded the town, away from problems of her job.

About 10 miles out of town, she turned off the highway and follow a dirt road for several more miles.

2. *She drove deep into the forest means that*

- a. she drove only a short distance into the forest.
- b. she drove far into the forest.

She stood there for a long time and watched a flock of ducks.

3. *A flock* of ducks is

- a. only one duck
- b. many ducks

To her delight, she saw eight deer.

They were standing in a semicircle and looking at her-the stranger in the forest.

4. The word *delight* tells us that she felt

- a. bad.
- b. good.

5. *Semi* means "half." A *semicircle* is

- a. a half circle.
- b. a complete circle.

Check your comprehension.

Read each section of the story. Then read the statements. Put T in front of each statement that is true. Put F in front of each statement that is false.

It was a Saturday, and Sonya had the day off. She drove her car out of the small town in central Wisconsin where she worked as a newspaper reporter.

..... 1. The reporter was working that Saturday.

She drove deep into the forest that surrounded the town, away from the problems of her job.

..... 2. She went far into the forest.

..... 3. The town is in the middle of the forest.

..... 4. Sonya thought about her work when she was in the forest.

About 10 miles out of town, she turned off the highway and followed a dirt road for several more miles. Then she parked her car alongside the road and got out.

..... 5. She drove on two roads.

She stood beside the car for a moment and listened. She heard the chirping of birds, the tinkling of water in a nearby stream, and the whistling of the wind as it passed above the trees. She heard no people, no cars, no trucks.

..... 6. chirping, tinkling, and whistling are the sounds which birds, water, and wind make.

She started walking and followed a deer trail for about 30 minutes. It ended at a small lake. She stood there for a long time and watched a flock of duck.

..... 7. She walked where people usually walk.

.....8. There were many ducks.

Suddenly, she heard something move behind her. She wondered what was there. She turned slowly in order not to frighten anything away. To her delight, she saw eight deer.

..... 9. If she turned quickly, the deer might run away.

They were standing in a semicircle and looking at her-the stranger in the forest.

..... 10. The deer were standing all around Sonya.

Use information to make guesses.

Read the information. Then put T in front of the statements you think are true. Put F in front of the statements you think are false.

She started walking and followed a deer trail for about 30 minutes. It ended at a small lake. She stood there for a long time and watched a flock of ducks.

..... 1. Deer probably followed the trail to get to the lake.

..... 2. The ducks were probably swimming in the lake.

..... 3. Sonya probably didn't like ducks.

They were standing in a semicircle and looking at her-the stranger in the forest.

..... 4. A stranger is someone we know well.

..... 5. In the story, Sonya is the stranger.

Use words in context.

Write one of the following words in each blank

day off	ducks	something
deep	lake	stranger
deer	problems	trail
delight	reporter	

A newspaper _____ had the _____ and went
_____ into the forest. She liked the forest because it was a place
where she could get away from the _____ of her job.

She hiked along a deer _____ until she came to a
_____. She stood by the lake for a long time watching some
_____.

Suddenly, she heard _____ move behind her. She turned slowly to
see what was there. To her _____, she saw eight
_____. They were looking at her-the _____ in the
forest.

Summarize the story.

Complete the following sentences. Do this exercise two times. Do it orally the first time; do it in writing the second time.

(1) A newspaper reporter.... (2) She went deep (3) She hiked along (4) She came to a (5) She watched some (6) Suddenly, she heard.... (7) She turned (8) She saw (9) They were



Teacher's guide**Module 13 : Semantic and Typographical Clues****Period 17****The Old Man and the Boy**

Aim : To train the students to use semantic clues and typographical clues in the texts.

Justification of content : Comprehension is a very complex and involved process. To become an effective comprehender, a student has to learn how to use the specific strategies. Therefore, different types of texts have to be provided.

Justification of approaches : After students are trained to use the specific strategies (Semantic and Typographical clues) to help support their comprehension, it is necessary to repeat the teaching of some of the same skills by providing more complex texts.

Worksheet : The exercises are :

- Match words with definitions for each section of the story.
- Check your comprehension about the story.
- Guess the meanings from the context by putting T or F.
- Summarize the story.

Procedures :

1. Talk about old people in the students' families by asking them some questions :

- Do you have any grandfathers and grandmothers in your families?
- What are they like?
- Do they think or act like you or differently?
- What are the differences or the samenesses?

2. Predict about the story by discussing the title.

3. Work in pairs to read the story and answer the preview reading questions. Then discuss the answers.

4. Work in pairs to read the story again to do exercises on matching words with definitions, checking your comprehension about the story, guessing the meaning from context and summarizing the story.
5. Help students correct each exercise by discussing about :

- How can the students obtain satisfactory answers?
- Which parts provide context clues to help them guess the answers?

Evaluation : 1. Students' worksheets
2. Teacher's observation



Students' Worksheet Context Clues/ Semantic Clues, Typographical Clues

Reading

Preview the reading

Read the story quickly. Then write answers to the following questions.

1. Why did the old man climb up to the ridge?
2. Who followed him?
3. Did the old man enjoy what he saw?
4. What did the boy want the old man to do?

The Old Man and the Boy

The old man had left the campsite and was climbing slowly to the ridge that overlooked a meadow and the mountains beyond.

Following some distance behind him was a little three-year-old boy, whose short legs had trouble climbing up and over the rocks that lay in the trail.

The old man reached the ridge and sat down on a large rock just as the sun was about to set.

Pine trees, tall and straight, stood on the mountain slope. Below in the green, grassy meadow, the water in a meandering stream reflected setting sunlight.

The little boy caught up with the old man and sat down next to him.

"Grandpa, why did you come way up here?" the little boy asked.

"I want to watch the setting sun. And maybe I can see some deer."

"Grandpa," the little boy replied, "you can't see the sun. It's gonna* go behind that mountain. And it's gonna get dark. Come back to the tent!"

"Wait. Maybe we can see some deer when it gets a little darker."

"There're no deer here! I just see some dead trees and old, broken rocks. We have to go back to the tent, Grandpa."

"But look at the river. See the sun shining on it?"

"That's not a river. It's a big snake. Let's get out of here. It's gonna get us."

"Maybe to you it looks like a snake from up here. But to me it's a beautiful river."

"That's not a pretty river, Grandpa. And those are not pretty rocks and trees. Let's get out of here!"

"No, wait. I want to stay here a little longer. I like these trees, these rocks, that river, and those mountains."

"Grandpa, you can't like it here. Look, there's no cars and trucks down there. And we don't have a TV. I'm gonna get my toy bulldozer and dump truck. I'm gonna pick up these rocks and those dead trees and throw them away."

The sun had just set. The old man raised himself up from the rock. "OK, let's go back to the tent."

He took the little boy by the hand; they slowly walked back down toward the campground.

"Someday, you're going to like all this," the old man foretold.

The little boy said nothing. He was happy just to be going back to the tent with his grandpa.

* Gonna is a spoken form of going to.

Match words with definitions.

Read each section of the story. Then read the definitions or synonymous phrases (phrases that have the same meaning) listed after each section. Find the words in each section that match the definitions or phrases.

The old man had left the campsite and was climbing slowly to the ridge that overlooked a meadow and the mountains beyond.

1. A place in a campground where you put up a tent: _____
2. The long, narrow top of a mountain or a slope: _____
3. To look down at something from a high place: _____
4. Farther away than the meadow: _____

The old man reached the ridge and sat down on a large rock just as the sun was about to set.

Pine trees, tall and straight, stood on the mountain slope. Below in the green, grassy meadow, the water in a meandering stream reflected setting sunlight.

5. The sun was about to go down : _____
6. An open area with grass : _____
7. A river : _____
8. A river that turns a lot : _____
9. Sunlight that is shining back from the river : _____

"Grandpa," the little boy replied, "you can't see the sun. It's gonna go beind that mountain. And it's gonna get dark. Come back to the tent!"

10. Going to go : _____
11. Going to get dark : _____

"That's not a pretty river, Grandpa. And those are not pretty rocks and trees. Let's get out of here!"

12. Let's go away from this place : _____

"Someday, you're going to like all this," the old man foretold.

13. To say what will happen in the future : _____

Check your comprehension.

Read each section of the story. Then read the statements that follow each section.

Put T in front of each statement that is true. Put F in front of each statement that is false.

The old man had left the campsite and was climbing slowly to the ridge that overlooked a meadow and the mountains beyond.

- _____ 1. The old man was climbing to a place higher than the campsite.
- _____ 2. There was a meadow on the other side of the ridge.
- _____ 3. Mountains were between the ridge and the meadow.

Following some distance behind him was a little three-year-old boy, whose short legs had trouble climbing up and over the rocks that lay in the trail.

- _____ 4. The little boy was walking beside his grandfather.
- _____ 5. The little boy could walk up the trail easily.

The old man reached the ridge and sat down on a large rock just as the sun was about to set.

_____ 6. After the old man climbed to the top of the ridge, he sat down on a rock.

- _____ 7. The sun was still high in the sky.

Pine trees, tall and straight, stood on the mountain slope. Below in the green, grassy meadow, the water in a meandering stream reflected setting sunlight.

- _____ 8. There were pine trees on the mountain.
- _____ 9. There was a river in the meadow.

The little boy caught up with the old man and sat down next to him.

_____ 10. The little boy walked up to the place where his grandfather was and sat down beside him.

“Grandpa, why did you come way up here?” the little boy asked.

“I want to watch the setting sun. And maybe I can see some deer.”

_____ 11. The old man climbed the ridge to watch the sun go down.

_____ 12. The old man is certain he will see some deer.

“Grandpa,” the little boy replied, “you can’t see the sun. It’s gonna go behind that mountain. And it’s gonna get dark. Come back to the tent!”

_____ 13. The old man will not be able to see the sun set.

_____ 14. It is going to get dark.

“Wait. Maybe we can see some deer when it gets a little darker.”

“There’re no deer here! I just see some dead trees and old, broken rocks. We have to go back to the tent, Grandpa.”

“But look at the river. See the sun shining on it?”

“That’s not a river. It’s a big snake. Let’s get out of here! It’s gonna get us.”

“Maybe to you it looks like a snake from up here. But to me it’s a beautiful river.”

_____ 15. There were no deer near that place.

_____ 16. There was no river.

_____ 17. There was no snake.

“That’s not a pretty river, Grandpa. And those are not pretty rocks and trees. Let’s get out of here!”

“No, wait. I want to stay here a little longer. I like these trees, these rocks, that river, and those mountains.”

“Grandpa, you can’t like it here. Look, there’s no cars and trucks down there. And we don’t have a TV. I’m gonna get my toy bulldozer and dump truck. I’m gonna pick up these rocks and those dead trees and throw them away.”

- _____ 18. The old man wanted to stay there longer.
- _____ 19. The boy wanted to stay there longer.
- _____ 20. The old man is interested in nature.
- _____ 21. The boy is not interested in nature.
- _____ 22. The boy is not interested in cars, trucks, and televisions.

The sun had just set. The old man raised himself up from the rock. “OK, let’s go back to the tent.”

He took the little boy by the hand: they slowly walked back down toward the campground.

“Someday, you’re going to like all this,” the old man foretold.

The little boy said nothing. He was happy just to be going back to the tent with his grandpa.

- _____ 23. The old man thinks that the little boy will like nature when he gets older.
- _____ 24. The little boy wanted to be back at the tent with his grandfather.

Guess the meanings from context.

Read each section of the story. Then read the statements. Put T in front of each statement that you think is true. Put F in front of each statement that you think is false.

Pine trees, tall and straight, stood on the mountain slope. Below in the green, grassy meadow, the water in a meandering stream reflected setting sunlight.

- _____ 1. The view from the ridge was beautiful.

The little boy caught up with the old man and sat down next to him.

“Grandpa, why did you come way up here?” the little boy asked.

“I want to watch the setting sun. And maybe I can see some deer.”

“Grandpa,” the little boy replied, “you can’t see the sun. It’s gonna go behind that mountain. And it’s gonna get dark. Come back to the tent!”

_____ 2. The little boy climbed the ridge to see the view.

_____ 3. The little boy climbed the ridge because he wanted to be
with his grandfather.

“Grandpa, you can’t like it here. Look, there’s no cars and trucks down there. And we don’t have a TV. I’m gonna get my toy bulldozer and dump truck. I’m gonna pick up these rocks and those dead trees and throw them away.”

_____ 4. The little boy is too young to understand his grandfather’s
feelings about nature.

The sun had just set. The old man raised himself up from the rock. “OK, let’s go back to the tent.”

He took the little boy by the hand; they slowly walked back down toward the campground.

_____ 5. The sun was still shining as they walked back to the
campground.

“Someday, you’re going to like all this,” the old man foretold.

The little boy said nothing. He was happy just to be going back to the tent with his grandpa.

_____ 6. The little boy understood what his grandfather said to him.

_____ 7. The little boy loves his grandfather very much.

_____ 8. The old man knows the boy will change his thinking over the
years.

Summarize the story.

Fill in the blanks. You may look back at the reading.

An old man climbed _____. His grandson followed _____ . The old man wanted _____. The view from the ridge was beautiful, but the boy wanted his grandfather _____. The little boy didn't _____ .



KEY TO EXERCISES

Module 1 : Synonyms

Exercise 1 : 1. smart 2. stop 3. not right 4. fat 5. marks

Exercise 2 : 1. correct 2. grade 3. clever 4. stupid 5. cheerful

Exercise 3 : 1. clever 2. grades 3. cheerful 4. stupid 5. correct

Module 2 : Antonyms

Exercise 1 : 1. not pretty 2. not safe 3. not hard 4. ever 5. not full

Exercise 2 : 1. rich 2. ugly 3. always 4. easy 5. empty

Exercise 3 : 1. rich 2. ugly 3. always 4. empty 5. easy

Module 3 :- Examples

Exercise 1 :

1. not careful	2. sick	3. uncooked	4. error	5. some birds
about what				we eat
she does				

Exercise 2 : 1. careless 2. mistake 3. ill 4. fowl 5. raw

Exercise 3 : 1. ill 2. Fowl 3. raw 4. careless 5. mistake

Module 4 : Explanation

Exercise 1 : 1. to get the answers 2. to lose weight 3. to be thin
4. the difficulty 5. to believe

Exercise 2 : 1. diet 2. fainted 3. problem 4. patient 5. slender

Exercise 3 : 1. slender 2. diet 3. problem 4. patient 5. faint

Module 5 : Syntax

Exercise 1 : 1. No 2. No 3. Yes 4. No 5. No 6. No 7. No 8. No 9. No
10. Yes

Exercise 2 : 1. trip 2. dish 3. park 4. show
5. fall 6. watch 7. cart 8. ears

Exercise 3 : 1. c 2. b 3. b 4. a 5. c 6. a 7. b 8. a 9. b 10. a

Module 6 : Appositive

Exercise 1 : 1. two languages 2. but not
3. arepas 4. a pill
5. my stomach hurts 6. parts inside our bodies
7. turned 8. boys, girls
9. my aunt's children 10. animals that live in the house

Exercise 2 : 1. regular 2. red spot 3. skin doctor 4. stomach doctor
5. eye doctor 6. children doctor 7. tooth doctor

Exercise 3 : 1. c 2. d 3. e 4. f 5. a 6. b

Exercise 4 : 1. T 2. F 3. T 4. T 5. T

Exercise 5 :

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5 Janet 11.00 a.m. Dr. Anderson	6	7 Mark 4.00 p.m. Dr. Brown	8	9
10	11 Mary 1.30 p.m. Dr. Burgess	12	13	14 Peter 3.30 p.m. Dr. Smiley	15	16
17	18	19 Sam 10.00 a.m. Dr. Clearwater	20	21	22	23
24	25	26	27	28	29 Jim 9.30 a.m. Dr. Jackson	30

Module 7 Comparison**Exercise 1 :** Students' ideas**Exercise 2 :** 2. Fish live in mountain rivers.

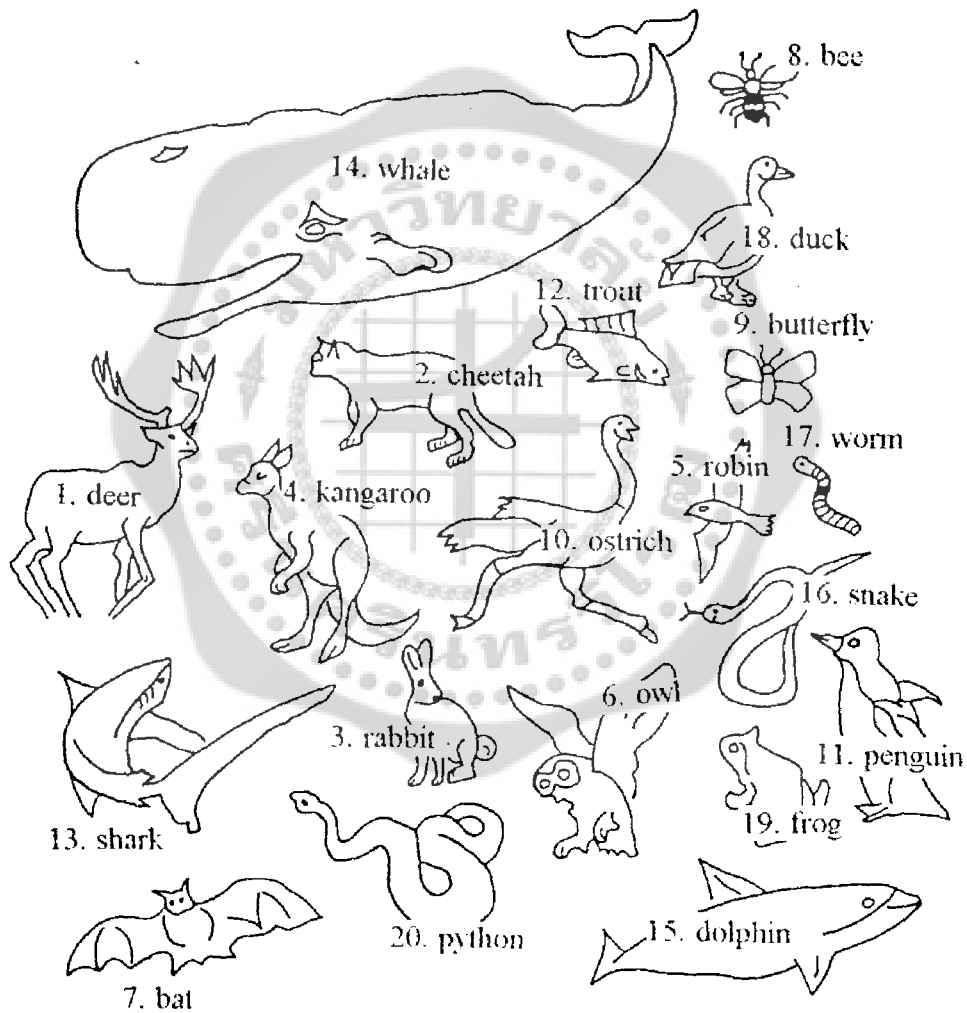
3. Animals that cannot walk.
4. Animals live in the water.
5. Animals that cannot fly.
6. Animals that live in people's houses.
7. Body parts that are inside the body.
8. Certain people who study for many years before they can work.
9. City in Colorado that is near the mountains.
10. Insects that can fly.
11. Animals that can run very fast.
12. Animals that can jump.
13. Birds that can fly very fast.
14. Animals that are plant-eating.
15. Animals that eat plants and meat.

Module 7 : Comparison

Exercise 3 : 1. 21

2. A wild animal that can run 70 miles per hour.
3. A snake that can move in several ways.
4. By crawling, swimming and climbing trees.

Exercise 4



Exercise 5

- | | | | |
|--------|-----------|-------------|------------|
| 1. Car | 2. animal | 3. language | 4. country |
|--------|-----------|-------------|------------|

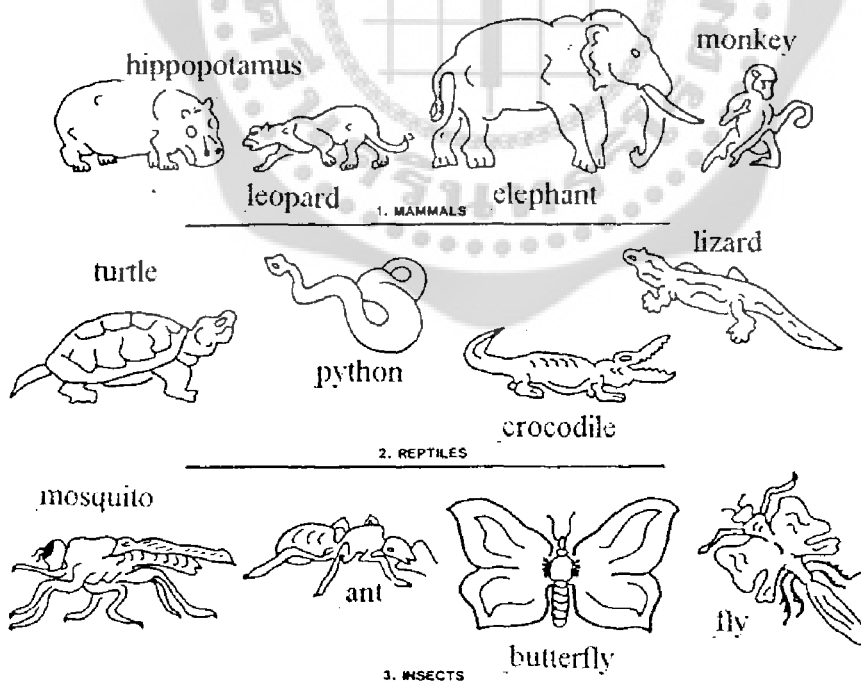
Exercise 6

paragraph	important word	main idea sentence
2	run	
3	jump	
4	fly	
5	not fly	1st sentence
6	swim	
7	no legs	
8	move	

Module 7 : Previewing**Exercise 1**

1. smart
3. group

2. hair
4. arms and legs

Exercise 2

Exercise 3

smart

hair

group

arms and legs

Exercise 4

	paragraph	line(s)
1.	2	6
2.	2	7 - 8
3.	4	13
4.	5	19
5.	5	20
6.	6	22 - 23
7.	9	34
8.	9	33
9.	8	31
10.	1	2 - 3
	3	9 - 10
	3	11
11.	5	17 - 18
	5	20
	7	25
12.	10	37 - 38

Exercise 5

	MAMMALS	REPTILES	INSECTS
LIMBS	two pairs	two pairs / some none	three pairs
SKIN COVERINGS	hair or fur	scales	special liquid or substance
WHERE THEY LIVE	everywhere	in the jungle, near the jungle, in the mountains, not cold places	all parts of the world
EXAMPLES	antelopes, zebras, monkeys, whales, seals, etc.	snakes, lizards, crocodiles, etc.	flies, crickets, grasshoppers, moths, butterflies, etc.

Exercise 6

1. antelopes / zebras / monkeys
2. whales
3. elephants and leopards
4. reptiles
5. flies / butterflies / ants
6. mammals, reptiles and insects
7. have warm blood /
have hair or fur /
have two sets of teeth
babies drink their mothers' milk

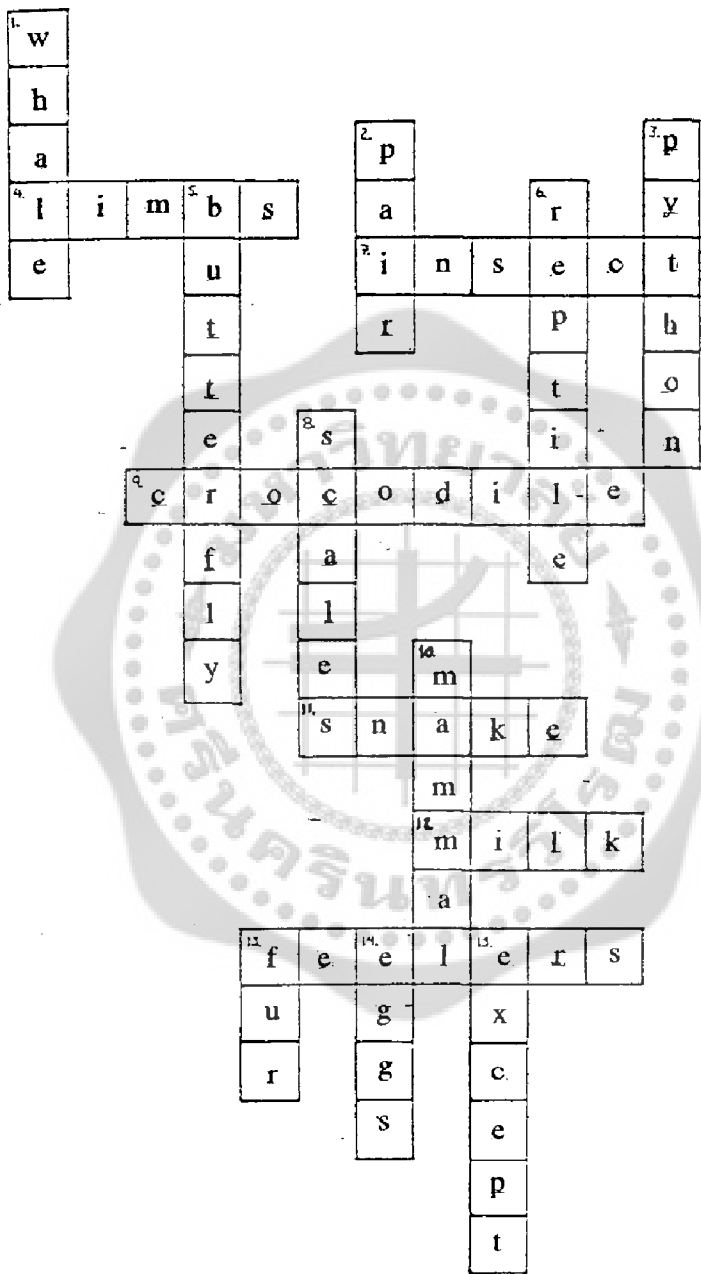
Exercise 7

1. a
2. b
3. d
4. c
5. mammals / fur / monkey / reptiles / scales / snake / insects / substance / fly

Exercise 8

1. M
2. I, M
3. M, I
4. R
5. R
6. M
7. I
8. I
9. M
10. I
11. M, R, I
12. M
13. M
14. I, R

Exercise 9



Module 8 : Supporting Clues (Affixes)**Exercise 1**

- | | | | | |
|------|------|------|------|-------|
| 1. c | 2. f | 3. b | 4. d | 5. a |
| 6. e | 7. j | 8. h | 9. g | 10. i |

Exercise 2

unhappy / disagrees / rewrite / unsatisfactory
 spoonfuls / sweeten / slowly

Exercise 3

reader
 writer
 worker

Exercise 4

- | | | | |
|-------------------|-----------|------------|-----------|
| 1. easy | 2. easily | 3. loud | 4. loudly |
| 5. quietly/loudly | 6. weak | 7. happily | 8. bad |

Exercise 5

- | | | |
|------------|------------|-----------------|
| 1. sweet | 2. sweeten | 3. darkness |
| 4. sharpen | 5. shorten | 6. sad / sadden |

Exercise 6

Underlined words (8) : reviews / incorrect / rewrites / reread / unsatisfactory /
 rewrites / incorrect / dislikes

Circled words (7) : carefully / carefully / slowly / finally / careful / spoonfuls /
 sweeten

Module 9 : Semantic Clues

The Friends on the Frozen Lake

Preview the reading.

- Yes
- felt foolish / because he had been afraid
- It's OK to be afraid sometimes - especially when you are experiencing something new.

Guess the meanings of words.

- | | | | | | | |
|------|------|------|------|------|------|------|
| 1. b | 2. b | 3. b | 4. a | 5. a | 6. b | 7. b |
|------|------|------|------|------|------|------|

Module 9 : Semantic Clues

Use words in context.

moved / middle of / new experience / shore / Later / foolish / afraid

Check your comprehension.

1. T 2. F 3. T 4. F 5. T 6. F 7. F
8. T 9. F 10. T 11. F 12. T 13. T 14. F

Module 10 : Semantic and Graphic Clues

Culture Shock

Check your comprehension.

1. c 2. a 3. b 4. c

Find opposite words.

amusing

dislike

interesting

Make words negative.

not interesting

not like

Define words.

b

c

a

Fill in the chart.

at first	a. interesting b. amusing
Later	a. dislike differences (complain about differences) b. get homesick
Finally	a. get used to b. accept the new life

Module 11 : Typographical Clues**Severe Windstorms**Preview the reading.

1. Tornado and tropical cyclones
2. 4
3. Yes

Guess the meanings of words.

- | | | | |
|------|------|------|------|
| 1. a | 2. b | 3. b | 4. a |
| 5. b | 6. a | 7. a | 8. b |

Use words in context.

winds / similar / circular / counterclockwise

normal level / producing / coastal flooding / drown

Check your comprehension.

- | | | | | |
|------|------|------|------|------|
| 1. a | 2. b | 3. c | 4. c | 5. b |
|------|------|------|------|------|

Module 12 : Semantic and Syntactic Clues**The Stranger in the Forest**Preview the reading.

1. into the forest
2. a lake
3. some ducks
4. some deer

Guess the meaning of words.

- | | | | | |
|------|------|------|------|------|
| 1. b | 2. b | 3. b | 4. b | 5. a |
|------|------|------|------|------|

Check your comprehension.

- | | | | | |
|------|------|------|------|-------|
| 1. F | 2. T | 3. T | 4. F | 5. T |
| 6. T | 7. F | 8. T | 9. T | 10. T |

Use information to make guess.

- | | | | | |
|------|------|------|------|------|
| 1. T | 2. T | 3. F | 4. F | 5. T |
|------|------|------|------|------|

Use words in context.

reporter / day off / deep / problems

trail / lake / ducks

something / delight / deer / stranger

Module 12 : Semantic and Syntactic Clues

Summarize the story.

1. had a day off
2. into the forest
3. a deer trail
4. lake
5. ducks
6. something move behind her
7. to see what was there
8. some deer
9. watching her

Module 13 : Semantic and Typographical Clues

The Old Man and the Boy

Read for the main ideas.

1. to see the sunset and some deer
2. his nephew
3. Yes.
4. go back to the tent

Match words with definitions.

- | | | |
|--------------|---------------|------------------|
| 1. campsite | 2. ridge | 3. overlook |
| 4. beyond | 5. to set | 6. grassy meadow |
| 7. stream | 8. meandering | 9. reflect |
| 10. gonna go | 11. get dark | 12. get out of |
| 13. foretold | | |

Check your comprehension.

- | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|
| 1. T | 2. T | 3. F | 4. F | 5. F | 6. T | 7. F | 8. T |
| 9. T | 10. T | 11. T | 12. F | 13. F | 14. T | 15. F | 16. F |
| 17. T | 18. T | 19. F | 20. T | 21. T | 22. F | 23. T | 24. T |

Guess the meanings from context.

- | | | | | | | | |
|------|------|------|------|------|------|------|------|
| 1. T | 2. F | 3. T | 4. T | 5. T | 6. F | 7. T | 8. T |
|------|------|------|------|------|------|------|------|

Summarize the story.

to a ridge / him / to watch the sunset and some deer / to go back to the tent /
didn't like nature yet.

APPENDIX 2
ACHIEVEMENT TEST



PRE -TEST

Guessing meanings from context clues

This paper is divided into 2 parts.

Part 1 : Sentence and short paragraph test

Part 2 : Long short paragraph test

Instruction : Write your answers on your answer sheet.

Part 1 Sentence and short paragraph test.

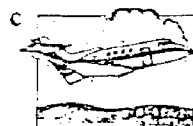
A. Directions : Match the word in italics in each sentence with one of the four pictures; a, b, c or d. Use the rest of the sentence to help you.

จับคู่ภาพให้ตรงกับความหมายของคำศัพท์ ที่พิมพ์ด้วยตัวเอน จากภาพ ในตัวเอนอีก a, b, c หรือ d

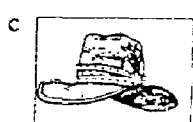
1. Mary lives in a small *cottage* in the country.



2. I usually go to work on a *scooter*.

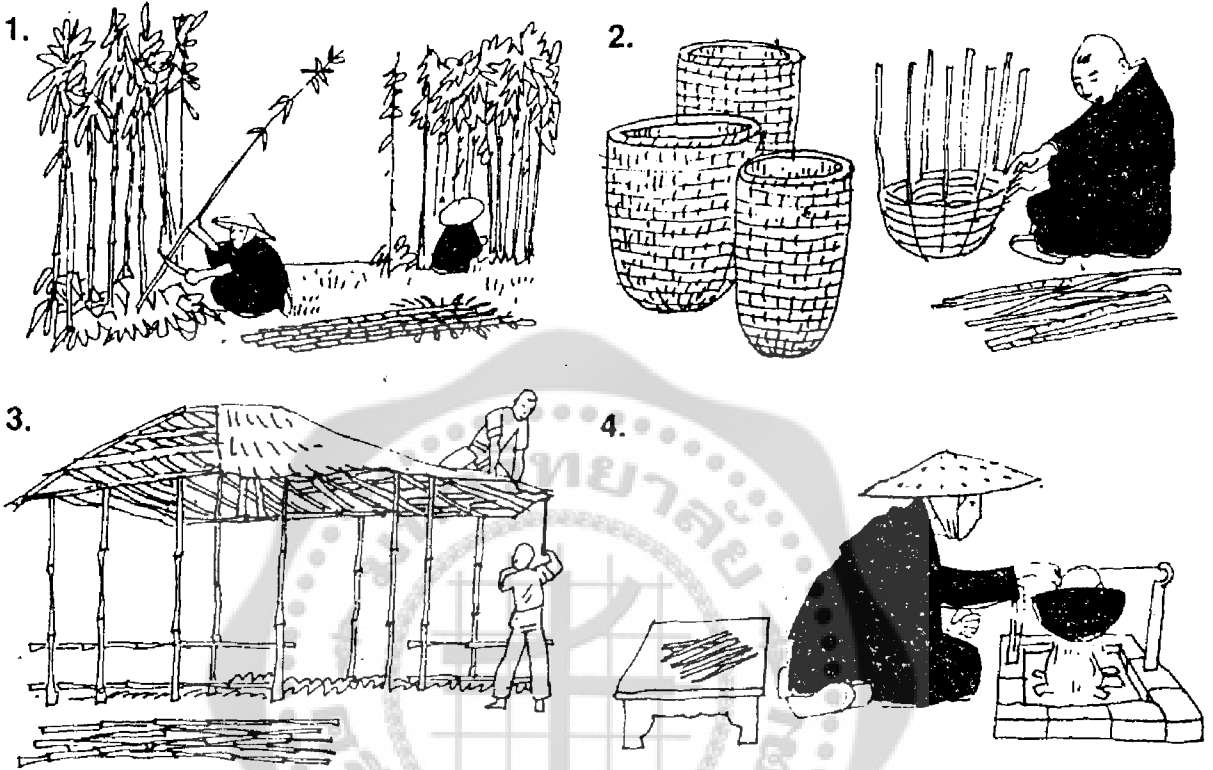


3. He was wearing pajamas and a pair of old *slippers* at night.



B. Use this group of pictures to answer the questions.

ใช้ภาพต่อไปนี้ตอบคำถามที่กำหนดให้



4. What are these people cutting?

- a. pine trees b. oak trees c. reed plants d. bamboo plants

5. In which picture is wood being used to help make dishes for foods?

- a. picture 1 b. picture 2 c. picture 3 d. picture 4

6. Choose the sentence that tells the main idea of this picture story?

- a. bamboo is very easy to cut. b. bamboo is light and strong.
c. bamboo is a kind of grass. d. bamboo has many uses.

C. Directions : Read the sentences and answer the questions by choosing from

a, b, c or d.

อ่านประโยคที่กำหนดให้แล้วตอบคำถามจากตัวเลือกที่กำหนดให้

7. Astronomers observe, or look at, the stars.

What is the meaning of observe?

- | | |
|---------------|-------------|
| a. meet | b. look at |
| c. search for | d. look for |

8. Our teacher speaks in a special way in class, but he speaks in a normal way to his family. In class, he speaks English very slowly and carefully because we do not understand English well. However, he does not speak English slowly and carefully to his family because they can understand English very well.

What is the meaning of normal?

- | | |
|------------------|---------------------|
| a. well | b. not special |
| c. in his family | d. slow and careful |

9. When he opened the door, he knew that she wasn't asleep. "You didn't have to wake up for me, honey," he said. He could see that she was angry. "Didn't you tell me you were going to work late?" she shouted. "Yes, but - ." She yelled, "That was just a story. I called your office five times and you never answered.?"

What is the meaning of story ?

- | | |
|------------------------|-----------------------------|
| a. floor of a building | b. something one tells |
| c. something not true | d. something one listens to |

10. University students must read books, journals, reports, and many others materials in their studies.

What is the meaning of materials in this sentence?

- | | |
|-------------|-------------------|
| a. books | b. reports |
| c. students | d. things to read |

D. Directions : Read the paragraph below and choose the appropriate word for

each nonsense word.

อ่านข้อความที่กำหนดให้ แล้วเลือกคำตอบที่ถูกต้อง เติมลงในช่องว่าง แทนคำที่ไม่มีความหมาย ในแต่ละข้อ ให้ได้ความที่สมบูรณ์

Last Saturday we went on a (11) blort . We took a basket of (12) faltch , some cold pop, and some snacks. We drove for an hour until we came to Cedar (13) Murgle . Before we ate, we dove into the water and went for a (14) tirp .

- | | | | |
|---------------|-----------|----------|-------------|
| 11. a. tour | b. picnic | c. swing | d. airplane |
| 12. a. stones | b. food | c. water | d. drink |
| 13. a. Sea | b. Town | c. Field | d. Mountain |
| 14. a. walk | b. swim | c. nap | d. sleep |

E. Directions : Each numbered word can be replaced with one of the words in dark type. Write the number of the word next to the synonym that might replace it. The first one is done for example.

เขียนคำตอบลงในช่องว่าง ของคำศัพท์ ที่มีความหมายเดียวกัน กับคำศัพท์ที่กำหนดให้ ในแต่ละประโยค

1. Tell tales helped people pass the time. Cowboys might spin tall tales around the

1

2

campfire. New England fishing people might tell them while they fished..

3

2 tell 3 as 1 stories

2. Folks tell the story about a raccoon who was sitting in a tree when Davy came by .

1

2

The raccoon spotted him, lifted his paw, and said, "You're Davy Crockett, the finest

3

4

5

shot in the land."

best people past raised saw

Part II Long short paragraph test

A. Directions : *Read the letter and fill in the blanks with the meaningful word(s).*

by choosing from the words given below.

เติมคำที่กำหนดให้ลงในจดหมาย ให้ได้ความที่สมบูรณ์

room breakfast woman evening from horrible that
hours food drink hot expensive

Hotel Maribar

Adipugo

2 nd June 1996

Dear Paul,

We arrived here on Monday. The flight was absolutely __ (1) __. The plane was late, and there was nothing to eat or __ (2) __. But the whole journey only took four __ (3) __, and when we got here it was beautifully __ (4) __ and sunny. The hotel is nice: we've got a double __ (5) __, with a private bathroom and a large balcony __ (6) __ overlooks the sea. As for eating, we always have __ (7) __ in the hotel, but lunchtime and in the __ (8) __ we usually eat out. The restaurants are good, but __ (9) __. Local cuisine is great, but you can eat English __ (10) __, if you want.

Yesterday in the town we met a very interesting __ (11) __ called Joy Mackintosh, who, strangely, comes __ (12) __ Edinburgh, but who now lives in Adipugo. She's a painter and she says she never wants to go back to Scotland. Imagine that!

Love from

Jan

B. Directions : *Read the letter below and decide whether these statements are true or false. Put T in front of each statement that is true. Put F in front of each statement that is false.*

อ่านจดหมายที่กำหนดให้ แล้วพิจารณาว่าข้อความใด ถูกหรือผิด โดย เขียน T หน้าข้อที่ถูก และ F หน้า ข้อที่ผิด

42 Melbourne Road London N2 23 October 1988 Dear Mike, Just a quick note to say we've definitely booked our flights, leaving on Sunday 14th December from Gatwick at 14:20 and flying via Pisa to arrive in Bologna at 18:55. Can you meet us? The return flight is on Sunday 21st December leaving Bologna at 15:40 and arriving at Gatwick at 20:40. Do we need to bring anything bedding, beds, etc.? I hope your flat really is big enough to cope with us all. There isn't really very much news except to say Brian and Helen popped in last night having just returned from Canada they don't seem to have picked up much of a Canadian accent. Well, I haven't got anything else to say. So see you in December. One of us will no doubt write or ring before then. Love, Ken and Jackie
--

-1. Ken and Jackie are going to visit Mike in December.
-2. They want Mike to meet them at the airport.
-3. They are going to stay in a hotel.
-4. Brian and Helen are probably friends of Mike as well as of Ken and Jackie.

C. Directions : Read the story below and do as instructions.

อ่านเรื่องที่กำหนดให้

Bubbles in Space

My name is Max. I live in a large bubble (a space station). It is about 200 miles in diameter, and it travels around in space. My bubble and a million other bubbles like it were launched from the earth about 70 years ago.

I was born here. It is the only world I know. But my grandfather, who is 90 came from the earth. In fact, he helped build this bubble.

The earth was overpopulated then, and people were starving to death. Leaders from countries around the world had a meeting to solve the problem of overpopulation. They decided to send one billion people into space to live in bubbles. They also decided to force people who remained on earth to practice birth control. From that time, no family could have more than one child.

A computer selected the people who had to leave the earth. These people came from every nation. Each person could choose to be in a bubble with people who were of the same race, culture, and language. Or, as my grandfather did, they could select a bubble with people from various races, cultures, and languages.

We grow or make everything we need. We have grass, trees, flowers, birds, and even a small mountain. Of course, the mountain is artificial, and so is our weather, which does not change from day to day. We never have bad weather.

There are almost 2,000 of us living in my bubble. We live the same kind of life that people on the earth do. We do the same kinds of things.

This bubble is home to me. My grandfather, however, remembers the earth, where he was born. Sometimes he wants to be able to climb real mountains, fly long distances in airplanes, or experience changes in weather. He says that he wants to go back to the earth, to die and to be buried there.

Of course, my grandfather can't return to the earth. This bubble has been drifting in space for 70 years. It is very far from the earth.

a. Directions : Write one word or expression in each blank by choosing from the words given above each part.

เลือกคำศัพท์ที่กำหนดให้ เติมลงในช่องว่างให้ได้ความที่สมบูรณ์ ตามเรื่องที่กำหนดให้

drifting launched space

The bubble has a diameter of 200 miles. It has been ____ (1) ____ in ____ (2) ____ since it was ____ (3) ____ from earth about 70 years ago.

choose overpopulation selected solve the problem

The earth was ____ (4) ____ . Leaders from many nations decided to ____ (5) ____ by having a billion people live in bubbles in space. A computer ____ (6) ____ those who had to leave the earth. People could ____ (7) ____ to be in a bubble with people who were like them, or they could choose a bubble that had many people who were different from them.

artificial life live

Grass, trees, flowers, birds, and a small ____ (8) ____ mountain are in the bubble. People ____ (9) ____ the same kind of ____ (10) ____ people on earth do.

experience real

Max's grandfather remembers the earth. He wants to climb ____ (11) ____ mountains, fly in airplanes, and ____ (12) ____ changes in the weather.

b. Directions : *Put the events in the proper order according to the story. 1 has been entered in front of the event that happened first. Now write 2 in front of the event that happened second, and so on.*

เรียงประโยคที่กำหนดให้ โดยเขียนหมายเลข 1, 2, 6 ตามลำดับเหตุการณ์ที่เกิดขึ้น จากเรื่อง
ที่กำหนดให้ เหตุการณ์ที่เกิดขึ้นลำดับที่ 1 ได้ใส่ไว้แล้วในกระดาษตอบ

- 1. Bubble was launched.
- 2. Max was born.
- 3. Bubble was built.
- 4. Leaders decided some people had to leave the earth.
-1 .. 5. Max's grandfather was born on the earth.

c. Directions : *According to the story above, decide whether these statements are true or false. Put T in front of each statement that is true. Put F in front of each statement that is false.*

จากเรื่องที่กำหนดให้ ให้นักเรียนพิจารณาว่า ข้อความใดถูกหรือผิด โดยเขียน T หน้าข้อที่ถูก และเขียน F หน้าข้อที่ผิด

-1. There is only one bubble.
-2. Max's grandfather was an old man when he helped build the bubble.
-3. A small number of people left the earth.
-4. People could choose to be with people who were different from them.
-5. Max and his grandfather have different feelings about living in the bubble.

ANSWER SHEET PRE-TEST **GUESSING MEANINGS FROM CONTEXT CLUES**

NAMECLASS 2/..... NO.....

Part 1 Sentence and short paragraph test

A-D Choose the best correct choice.

	A			B			C			D				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
a.	[	]	[	]	[	]	[	]	[	]	[	]	[	]
b.	[	]	[	]	[	]	[	]	[	]	[	]	[	]
c.	[	]	[	]	[	]	[	]	[	]	[	]	[	]
d.	[	]	[	]	[	]	[	]	[	]	[	]	[	]

E. Write the number of the word.

1. _____ 2. _____ tell _____ 3. _____ as _____ 1. _____ stories
 2. _____ best _____ people _____ past
 _____ raised _____ saw

Part II Long short paragraph test

A. Read the passage and fill in the blanks with the meaningful words.

1. _____ 2. _____ 3. _____
 4. _____ 5. _____ 6. _____
 7. _____ 8. _____ 9. _____
 10. _____ 11. _____ 12. _____

B. Read the passage and put T or F in front of each statement.

1. _____ 2. _____ 3. _____ 4. _____

C. Read the story and do as instruction.

- a. Write one word or expression in each blank by choosing from the words given for each part.

1. _____	2. _____	3. _____
4. _____	5. _____	6. _____
7. _____	8. _____	9. _____
10. _____	11. _____	12. _____

- b. Put the events in the proper order according to the story.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 1 _____

- c. Put T or F in front of each statement.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

POST-TEST

Guessing meanings from context clues

This paper is divided into 2 parts.

Part 1 : Sentence and short paragraph test

Part 2 : Long short paragraph test

Instruction : Write your answers on your answer sheet.

Part 1 : Sentence and short paragraph test

A. Directions : Match the word in italics in each sentence from the memo below with one of the four pictures; a, b, c or d. Use the rest of the sentence to help you.

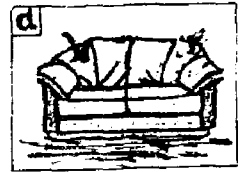
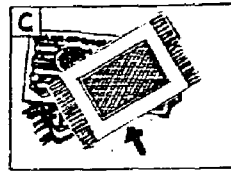
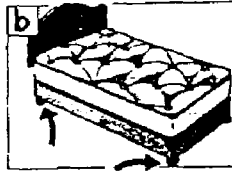
จาก Memo จับคู่ภาพให้ตรงกับความหมายของคำศัพท์ ที่พิมพ์ด้วยตัวเอน จากภาพในตัวเลือก a, b, c หรือ d

Memo

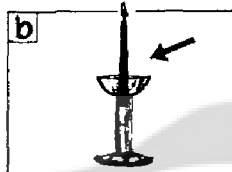
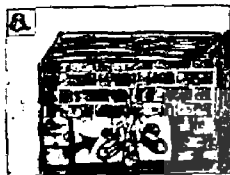
Patricia

1. Could you change the *sheet* on John's bed.
2. Please water the *cactus* in the sitting room.
3. Shirts and socks are in the green *bucket* in the bathroom - please wash them.

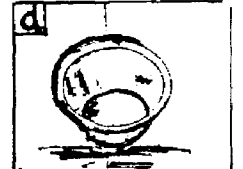
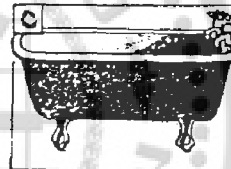
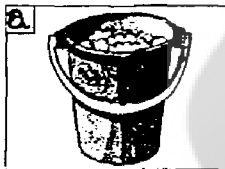
1. Could you change the *sheet* on John's bed.



2. Please water the *cactus* in the sitting room.

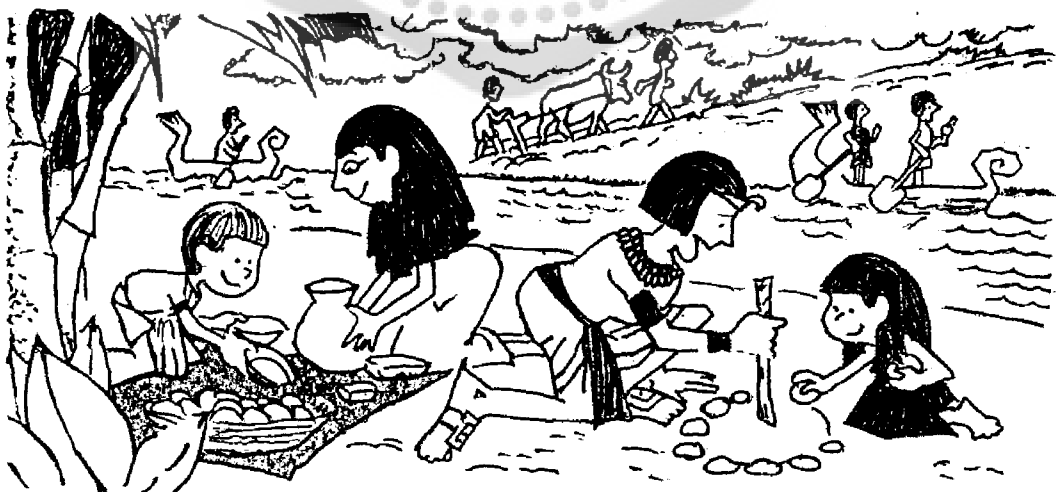


3. Shirts and socks are in the green *bucket* in the bathroom-please wash them.



B. Use this picture to answer the questions.

ใช้ภาพต่อไปนี้ตอบคำถามที่กำหนดให้



4. What is the weather like from the picture?

a. sunny

b. windy

c. rainy

d. cloudy

5. From the picture, one child and her father are building a shadow clock.

When will the shadow clock work?

- a. In the evening
- b. In the afternoon
- c. At the day time
- d. At the night time

6. Choose the sentence that tells the main idea of this picture.

- a. The weather is never sunny in Etypt.
- b. People work together to get job done.
- c. Farmers use animals to help them in their work..
- d. People enjoy working with their families.

C. Directions : Read the sentences and answer the questions by choosing from

a, b, c or d.

อ่านประโยคที่กำหนดให้แล้วตอบคำถามจากตัวเลือกที่กำหนดให้

7. Here are laws made? We elect representative to city, state, and national goverment.

They talk about what people should and shouldn't do. Then they make laws about, or legislate, what people can and can't do.

What does legislate mean?

- a. make laws
- b. talk about
- c. break the law
- d. elect representative

8. It was hot, so the two nurses went to a movie after work. It was very sad. At the end

of the movie, the wife died. The nurses were crying when they left. "Oh," said one,

"that was beautiful. Do you think it was real ?"

What does real mean?

- a. sad
- b. true
- c. very
- d. lovely

9. "I never wanted much," said the old man to his son, the doctor. "All I want is a nice

little one-story house in the suburbs with a garden." "Dad," said the doctor, "you're going to get what you want. I'll see that you do."

What does story mean?

- | | |
|------------------------|------------------------|
| a. something not true | b. floor of a building |
| c. something one tells | d. something one count |

10. Tame animals such as cats, dogs and some birds make excellent pets; however, wild

animals like lions and tigers are not good pets.

- | | | | |
|----------------|----------------|-----------------|--------------------|
| a. calm, quiet | b. loud, noisy | c. hairy, furry | d. fearful, fierce |
|----------------|----------------|-----------------|--------------------|

D. Directions : Read sentences below and choose the appropriate word for each nonsense word in the italics from a, b, c or d.

อ่านข้อความที่กำหนดให้ แล้วเลือกคำตอบที่ถูกต้องสำหรับคำที่พิมพ์ด้วยตัวเอน จากตัวเลือกที่กำหนดให้

11. Let's go for a *gack* in the country.

- | | | | |
|---------|---------|---------|---------|
| a. trip | b. talk | c. walk | d. work |
|---------|---------|---------|---------|

12. Mullin opened the book and read the *quinment*.

- | | | | |
|---------|-----------------|----------------|---------------|
| a. book | b. introduction | c. front cover | d. back cover |
|---------|-----------------|----------------|---------------|

13. We sat down at a table in the *billcock*.

- | | | | |
|---------|---------|----------|----------|
| a. tree | b. lake | c. cafe' | d. class |
|---------|---------|----------|----------|

14. Martin was lying on the bed, *granfing* the ceiling.

- | | | | |
|-------------|---------------|---------------|-----------------|
| a. painting | b. talking to | c. looking at | d. listening to |
|-------------|---------------|---------------|-----------------|

E. Directions : Each numbered word can be replaced with one of the words in dark type. Write the number of the word next to the synonym that might replace it. The first one is done for example.

เขียนตอบตัวเลขลงในช่องว่าง ของคำศัพท์ ที่มีความหมายเดียวกัน กับคำศัพท์ที่กำหนดให้ ในแต่ละประโยค

1. Tell tales helped people pass the time. Cowboys might spin tall tales around the

1

2

campfire. New England fishing people might tell them while they fished.

3

_____ 2 _____ tell _____ 3 _____ as _____ 1 _____ stories

2. Early one morning John and his sister, Mary, decided to go fishing. The children

packed a lunch. Mary got the poles, hooks, and lines. "Don't forget to put on your

waders ,"reminded Mother. " Last time both of you came back with wet pants and

1

shoes."

All at once John began to shout, " I think I've caught a big one," he yelled. "It

2

3

feels like a whale! It must be that gigantic catfish Grandfather was telling us about."

4

"Wow! " exclaimed Mary. " I can't believe it. That fish is huge. . Too bad this

isn't a fishing contest . The judges would give you the trophy for sure."

5

_____ shouted _____ prize _____ started

_____ very large _____ high rubber boot

Part 2 : Long short paragraph test

A. Directions : *Read the following passage and fill in the blanks with meaningful words by choosing from the words given below.*

เติมคำที่กำหนดให้ลงในข้อความให้ได้ความที่สมบูรณ์

looked of sugar false to attractive
toothache out decay tooth increased food

Healthy teeth help us to chew our food. They also help us to look _____ 1 _____.
Many people nowadays have to wear _____ 2 _____ teeth when they are middle-aged.

Since the beginning of this century, _____ 3 _____ decay has greatly increased.
The amount _____ 4 _____ sugar in our food has also _____ 5 _____. Doctor
and dentists now know that _____ 6 _____ is the chief cause of tooth decay.
Eskimos's teeth, for example, started to _____ 7 _____ when they began to eat
sweeter _____ 8 _____.

Long ago doctors did not like _____ 9 _____ treat people's teeth. Barbers and
blacksmith _____ 10 _____ after people's teeth and pulled them _____ 11 _____
when
they decayed. Some people thought _____ 12 _____ was a punishment from the
gods.

B. Directions : *Read the passage below and decide whether these statements are true or false. Put T in front of each statement that is true. Put F in front of each statement that is false.*

อ่านข้อความที่กำหนดให้ แล้วพิจารณาว่าข้อความใด ถูกหรือผิด โดยเขียน T หน้าข้อที่ถูก และเขียน F หน้าข้อที่ผิด

Keeping our teeth healthy

It is very important to have healthy teeth. Good teeth help us to chew our food. They also help us to look nice.

How does a tooth go bad? The decay begins in a little crack in the enamel covering of the tooth. This happens after germs and bits of food have collected there . Then the decay slowly spreads inside the tooth. Eventually, poison goes into the blood, and we may feel quite ill.

How can we keep our teeth healthy? First, we ought to visit our dentist twice a year. He can fill the small holes in our teeth before they destroy the teeth. He can examine our teeth to check that they are growing in the right way. Unfortunately, many people wait until they have toothache before they see a dentist.

Secondly, we should brush our teeth with a toothbrush and fluoride toothpaste at least twice a day once after breakfast and once before we go to bed. We can also use wooden toothpicks to clean between our teeth after a meal.

Thirdly, we should eat food that is good for our teeth and our body: milk, cheese, fish, brown bread, potatoes, red rice, raw vegetables and fresh fruit. Chocolate, sweets, biscuits and cakes are bad, especially when we eat them between meals. They are harmful because they stick to our teeth and cause decay.

- 1. When food and germs collect in a small crack, our teeth begin to decay.
- 2. A lot of people visit a dentist only when their teeth grow properly.
- 3. We ought to try to clean our teeth between meals.
- 4. We shouldn't eat a lot of sweets.

C. Directions : Read the story below and do as instructions.

อ่านเรื่องที่กำหนดให้

First Night in a New Country

I remember my first hours in Japan.

My plane arrived in the evening. I waited in my seat until the plane stopped. Then I got up and followed the other passengers off the plane.

Inside the terminal, I saw signs written in Japanese. I heard people speaking Japanese fluently. Even little children, only two or three years old, were speaking Japanese much better than I could. And I had been trying so hard to learn it!

I was excited, but a little lonely and afraid. How happy I was when I heard two American friends who had come to meet me call out, "Mary! Mary! Long time no see!"

My friends took me to their apartment. From the car, I saw streets that were narrow and crowded with people and cars. I saw buses and trains everywhere.

The apartment was very small. In fact, it was smaller than just the living room of my apartment in New York. I lived alone in that apartment, but in my friends' apartment three of us had to live together.

We took our shoes off at the door, sat down on the floor, and talked for an hour. Then we spread mats for sleeping on the floor.

I was very tired from the long flight, but I couldn't fall asleep right away. I lay on my mat thinking about how different and how strange everything was.

The next morning when I woke up, I heard the “ting, ting, ting” of a wind chime. I sat up and looked out the window. Rain was falling softly over a beautiful garden. I knew I was going to like living in Japan.

a. Directions : Write one word or expression in each blank by choosing from the words given above each part.

เลือกคำศัพท์ที่กำหนดให้ เติมลงในช่องว่างให้ได้ความที่สมบูรณ์ ตามเรื่องที่กำหนดให้

crowded fluently terminal tried hard

Mary's plane arrived in the evening. The _____ 1 _____ was _____ 2 _____ with people who were speaking Japanese _____ 3 _____. Mary _____ 4 _____ to understand what they were saying, but she couldn't understand one word.

apartment everywhere narrow met

The American friends _____ 5 _____ Mary at the airport. They took her to their _____ 6 _____. From the car, Mary saw _____ 7 _____ streets filled with thousands of people. There were cars, buses and trains _____ 8 _____.

The apartment was very small. Mary and her friends took off their shoes, sat down on the floor, and talked for about an hour before they went to bed.

different right away strange woke up

Mary was tired, but she couldn't sleep _____ 9 _____ because she was thinking about how _____ 10 _____ and _____ 11 _____ everything was.

The next morning it was raining when Mary _____ 12 _____. She looked out the window and saw a beautiful garden, and she heard a wind chime ringing.

Mary knew that she was going to like living in Japan.

b. Directions : *Put the events in the proper order according to the story. 1 has been entered in front of the event that happened first . Now write 2 in front of the event that happened second, and so on.*

เรียงประโยคที่กำหนดให้ โดยเขียนหมายเลข 1, 2,.....5 ตามลำดับเหตุการณ์ที่เกิดขึ้นจากเรื่องที่กำหนดให้ เหตุการณ์ที่เกิดขึ้นลำดับที่ 1 ได้ใส่ไว้ให้แล้วในกระดาษคำตอบ

- 1. It was her first time in Japan.
- 2. She didn't study Japanese before coming to Japan.
- 3. She felt good when she heard a wind chime and saw a garden the next morning.
-1..... 4. Mary lived alone in her apartment in New York.
- 5. She felt excited at the terminal.

c. Directions : *According to the story above, decide whether these statements are true or false. Put T in front of each statement that is true. Put F in front of each statement that is false.*

จากเรื่องที่กำหนดให้ ให้นักเรียนพิจารณาว่า ข้อความใดถูกหรือผิด โดยเขียน T หน้าข้อที่ถูก และเขียน F หน้าข้อที่ผิด

- 1. Mary got up from her seat before the plane stopped.
- 2. Mary spoke more Japanese than small children did.
- 3. Mary was riding in a car on the way to her friends' apartment.
- 4. The apartment in Japan is big enough for three people
- 5. Mary didn't like the wind chime, the rain, and the garden.

ANSWER SHEET POST-TEST

GUESSING MEANINGS FROM CONTEXT CLUES

NAMECLASS 2/..... NO.....

Part 1 Sentence and short paragraph test

A-D Choose the best correct choice.

	A			B			C				D			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
a.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
b.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
c.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
d.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]

E. Write the number of the word.

1. _____ 2. _____ tell _____ 3. _____ as _____ 1. _____ stories
2. _____ shouted _____ prize _____ started
- _____ very large _____ high rubber boots

Part II Long short paragraph test

A. Read the passage and fill in the blanks with the meaningful words.

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____
7. _____ 8. _____ 9. _____
10. _____ 11. _____ 12. _____

B. Read the passage and put T or F in front of each statement.

1. _____ 2. _____ 3. _____ 4. _____

C. Read the story and do as instruction.

a. Write one word or expression in each blank by choosing from the words given for each part.

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ | 8. _____ | 9. _____ |
| 10. _____ | 11. _____ | 12. _____ |

b. Put the events in the proper order according to the story.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

c. Put T or F in front of each statement.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

APPENDIX 3
ATTITUDE QUESTIONNAIRE



QUESTIONNAIRE

Student's name..... Class 2/..... No.....

Instruction : When you face difficulties in reading, there is more than one way to solve the problem. Tick ‘ / ‘ to show the frequency of strategies you use.

Reading Strategies *Always Sometimes Seldom Never*

1. What do you do if you don't know a word meaning?
- a. Sound it out.

[] [] [] []
- b. Spell it out.

[] [] [] []
- c. Guess the meaning from other words around it.

[] [] [] []
- d. Pass the word and wait for any explanation, definition, and so on.

[] [] [] []
2. What do you do if you don't know what a sentence means?
- a. Read it again.

[] [] [] []
- b. Use a dictionary to get all the meanings of the words in the sentence.

[] [] [] []
- c. Use sentences around it to help get the meaning.

[] [] [] []
- d. Completely not pay attention to the sentence.

[] [] [] []

Reading Strategies*Always Sometimes Seldom Never*

3. Before beginning reading, it is a good idea to :

- a. Look up all the unknown words in
the dictionary. ☐ ☐ ☐ ☐
- b. Make some guesses about what you
think will happen in the story. ☐ ☐ ☐ ☐
- c. Count how many pages are in the story. ☐ ☐ ☐ ☐
- d. Look at the pictures to see what
the story is about. ☐ ☐ ☐ ☐

4. While you read which of these are important?

- a. Know when you understand and when
you don't understand key idea. ☐ ☐ ☐ ☐
- b. Know what it is that you know in relation
to what is being read. ☐ ☐ ☐ ☐
- c. Know that the difficult part can be
ignored. ☐ ☐ ☐ ☐
- d. Know that different reading strategies
can be used to help understand the idea. ☐ ☐ ☐ ☐

5. When you get stuck on the difficult part, what do you do?

- a. Check to see how many of the words
you have understood. ☐ ☐ ☐ ☐
- b. Reread the part you understand again. ☐ ☐ ☐ ☐
- c. Reread the part you don't understand. ☐ ☐ ☐ ☐
- d. Check to see if you can find a meaning
from the general context. ☐ ☐ ☐ ☐

Reading Strategies*Always Sometimes Seldom Never*

6. You can find a word meaning by :

- a. Relating to what you know about the world
with the information you understand from
the passage.

[] [] [] []

- b. Deciding to get the meaning from
a different text.

[] [] [] []

- c. Using an outside source, such as a
dictionary or an expert.

[] [] [] []

- d. Ignore the word.

[] [] [] []

7. You know that some words :

- a. Have no meaning.

[] [] [] []

- b. Have different meanings in
different sentences.

[] [] [] []

- c. Have more than one meaning.

[] [] [] []

- d. Can be found only from a dictionary.

[] [] [] []

MARKED UP QUESTIONNAIRE

Student's name..... Class 2/..... No.....

Instruction : When you face difficulties in reading, there is more than one way to solve the problem. Tick ' / ' to show the frequency of strategies you use.

Reading Strategies

Always Sometimes Seldom Never

1. What do you do if you don't know

a word meaning?

- | | | | | |
|---|-----|-----|-----|-----|
| - a. Sound it out. | [] | [] | [] | [] |
| - b. Spell it out. | [] | [] | [] | [] |
| + c. Guess the meaning from other words around it. | [] | [] | [] | [] |
| + d. Pass the word and wait for any explanation, definition, and so on. | [] | [] | [] | [] |

2. What do you do if you don't know

what a sentence means?

- | | | | | |
|---|-----|-----|-----|-----|
| + a. Read it again. | [] | [] | [] | [] |
| - b. Use a dictionary to get all the meanings of the words in the sentence. | [] | [] | [] | [] |
| + c. Use sentences around it to help get the meaning. | [] | [] | [] | [] |
| - d. Completely not pay attention to the sentence. | [] | [] | [] | [] |

Reading Strategies*Always Sometimes Seldom Never*

3. Before beginning reading, it is a good idea to :

- a. Look up all the unknown words in
the dictionary. [] [] [] []
- + b. Make some guesses about what you
think will happen in the story. [] [] [] []
- c. Count how many pages are in the story. [] [] [] []
- + d. Look at the pictures to see what
the story is about. [] [] [] []

4. While you read which of these are important?

- + a. Know when you understand and when
you don't understand key idea. [] [] [] []
- + b. Know what it is that you know in relation
to what is being read. [] [] [] []
- c. Know that the difficult part can be
ignored. [] [] [] []
- + d. Know that different reading strategies
can be used to help understand the idea. [] [] [] []

5. When you get stuck on the difficult part, what do you do?

- a. Check to see how many of the words
you have understood. [] [] [] []
- b. Reread the part you understand again. [] [] [] []
- + c. Reread the part you don't understand. [] [] [] []
- + d. Check to see if you can find a meaning
from the general context. [] [] [] []

Reading Strategies*Always Sometimes Seldom Never*

6. You can find a word meaning by :

+ a. Relating to what you know about the world

with the information you understand from

the passage.

[] [] [] []

- b. Deciding to get the meaning from

a different text.

[] [] [] []

+c. Using an outside source, such as a

dictionary or an expert.

[] [] [] []

- d. Ignore the word.

[] [] [] []

7. You know that some words :

- a. Have no meaning.

[] [] [] []

+ b. Have different meanings in

different sentences.

[] [] [] []

+ c. Have more than one meaning.

[] [] [] []

- d. Can be found only from a dictionary.

[] [] [] []

แบบสอบถาม

ข้อแนะนำ : อ่านคำถามแล้วทำเครื่องหมาย “ / “ ลงในช่องแสดงความคิดเห็น

บ่อย บางครั้ง แทบจะไม่ ไม่เคย

1. นักเรียนจะอย่างไร เมื่อไม่รู้ความหมายของ

คำศัพท์ในขณะที่อ่าน

- | | | | | |
|--|-----|-----|-----|-----|
| 1. อ่านออกเสียงคำศัพท์นั้น | [] | [] | [] | [] |
| 2. ศึกษาคำศัพท์นั้น | [] | [] | [] | [] |
| 3. เดาความหมายจากคำอื่นที่อยู่ใกล้เคียงกับคำศัพท์นั้น | [] | [] | [] | [] |
| 4. อ่านผ่านคำศัพท์นั้น ไปจนพบคำอธิบายคำจำกัดความ หรือ บริบทแบบอื่น ๆ ที่จะช่วยให้ทราบความหมายของคำนั้น ๆ ได้ | [] | [] | [] | [] |

2. นักเรียนจะแก้ปัญหาอย่างไร เมื่อไม่สามารถ

เข้าใจความหมายของประโยคที่อ่าน

- | | | | | |
|---|-----|-----|-----|-----|
| 1. อ่านประโยคนั้นซ้ำอีกครั้ง | [] | [] | [] | [] |
| 2. เปิดหาความหมายของคำศัพท์ ที่ไม่รู้จากพจนานุกรม | [] | [] | [] | [] |
| 3. อาศัยประโยคที่อยู่รอบ ๆ ซึ่งอาจจะช่วยอธิบายความหมายของประโยคนั้น ๆ | [] | [] | [] | [] |
| 4. ไม่สนใจกับประโยคที่ยากนั้นเลย | [] | [] | [] | [] |

3. ก่อนที่นักเรียนจะอ่านข้อความใด ๆ จะเป็นการดี ถ้า

- | | | | | |
|---|-----|-----|-----|-----|
| 1. หาความหมายของคำศัพท์ที่ยากทั้งหมดจากพจนานุกรม | [] | [] | [] | [] |
| 2. คาดเดาไว้ล่วงหน้าว่าจะเกิดอะไรขึ้นบ้างในเรื่องที่จะอ่าน | [] | [] | [] | [] |
| 3. นับจำนวนหน้าของเรื่องที่จะอ่าน | [] | [] | [] | [] |
| 4. ดูภาพประกอบเรื่อง เพื่อจะได้ทราบพอสังเขปว่าเรื่องที่จะอ่านนั้น เกี่ยวกับอะไร | [] | [] | [] | [] |

บ่อย บางครั้ง แทบจะไม่ ไม่เคย

4. ส่วนประกอบสำคัญที่จะช่วยให้เข้าใจเรื่อง
ในขณะที่อ่าน

1. นักเรียนจะต้องรู้ว่า นักเรียนสามารถ

เข้าใจ หรือไม่เข้าใจ ใจความหลักของเรื่อง ☐ ☐ ☐ ☐

2. นักเรียนทราบว่าจะนำความรู้เดิม หรือ

ภูมิหลังอะไรมาเกี่ยวข้อง กับเรื่องที่กำลังอ่าน ☐ ☐ ☐ ☐

3. ทราบว่า ส่วนที่เข้าใจยากของเรื่อง นักเรียน

สามารถที่จะตัดออก หรือไม่ต้องสนใจกับ
ส่วนนั้น ๆ ☐ ☐ ☐ ☐

4. ทราบว่า เราสามารถที่จะนำ ยุทธวิธีอื่น ๆ ที่

ใช้ในการอ่าน มาใช้ในขณะที่อ่านเรื่อง เพื่อ
เพิ่มความเข้าใจในเรื่องนั้น ๆ ☐ ☐ ☐ ☐

5. เมื่ออ่านพบ ส่วนที่ยาก นักเรียนจะอย่างไร

1. ดำรงจำนวนคำศัพท์ที่นักเรียนรู้ความหมาย ☐ ☐ ☐ ☐

2. อ่านส่วนที่นักเรียนเข้าใจซ้ำ ☐ ☐ ☐ ☐

3. อ่านส่วนที่นักเรียนไม่เข้าใจซ้ำ ☐ ☐ ☐ ☐

4. ดำรงว่าความหมายของส่วนที่ยากนั้น ☐ ☐ ☐ ☐

สามารถจะสัมพันธ์กับส่วนอื่นได้หรือไม่

6. นักเรียนสามารถที่จะหาความหมายของ

คำศัพท์ได้โดยวิธี

1. นำความรู้เดิม หรือภูมิหลังที่นักเรียน

มีไปสัมพันธ์กับข้อมูลที่ให้มาในเรื่อง ☐ ☐ ☐ ☐

2. ตัดสินใจที่จะหาความหมายของคำศัพท์

นั้นจากเรื่องอื่น ☐ ☐ ☐ ☐

3. ใช้แหล่งความรู้อื่น ๆ เช่น พจนานุกรม

ผู้รู้ ☐ ☐ ☐ ☐

4. ไม่สนใจกับคำศัพท์ที่ยากนั้น

☐ ☐ ☐ ☐

บ่อย บางครั้ง แทบจะไม่ ไม่เคย

7. นักเรียนรู้ว่า คำบางคำ

- | | | | | |
|---|-----|-----|-----|-----|
| 1. ไม่มีความหมาย | [] | [] | [] | [] |
| 2. จะมีความหมายแตกต่างกันเมื่ออยู่ใน
บริบทที่ต่างกัน | [] | [] | [] | [] |
| 3. มีความหมายมากกว่า หนึ่งความหมาย | [] | [] | [] | [] |
| 4. จะหาความหมายได้จากพจนานุกรมเท่านั้น | [] | [] | [] | [] |



VISTA

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Chonkanyanukoon School, Chonburi
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Suan Dusit Teacher's Collage, Bangkok
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