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**GUESSING UNKNOWN VOCABULARY
IN CONTEXT : A STUDY ON THE
EFFECTIVENESS OF POST PRIMARY
PREPARATORY CLASSES**

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(Yüksek Lisans Tezi)
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YÜKSEK LİSANS TEZİ

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ÖZET

Dil öğretimi alanında yapılan arařtırmalar, öğrenilen dile hakim olmak ve dili etkin bir şekilde kullanabilmek için bir takım stratejiler kullanılması gerektiğini ortaya koymaktadır. Bu bağlamda yapılan bu çalışmada, ilkokul eğitiminden sonra hazırlık sınıfına devam eden 8. sınıf öğrencileriyle ilkokul eğitiminden sonra hazırlık okumayarak 8.sınıfa devam eden öğrencilerin, bir okuma parçası içinde geçen bilinmeyen kelimelerin anlamlarını tahmin etme başarıları arasında anlamlı bir fark olup olmadığı araştırılmıştır.

Eskişehir Özel Atayurt Okulları 'nda hazırlık okuyarak 8. sınıfa devam eden 15 öğrenciyle, hazırlık okumayarak 8.sınıfa gelen 15 öğrenci bu çalışmaya denek olarak katılmıştır. Her iki grup öğrencilerinin bir okuma parçasında geçen bilinmeyen kelimeyi tahmin edebilme seviyelerinin belirlenmesi için, çalışma öncesinde, içinde kavrama, çoktan seçmeli ve kelime tahmini sorularının bulunduğu bir ön test verilmiştir. Yapılan istatistiksel incelemede, eğitimden önce her iki grup öğrencilerinin bilinmeyen kelimelerin anlamını tahmin etme başarılarının aynı seviyede olduğu görülmüştür.Ön testin ardından bir ay sürecinde on altı ders saati boyunca her iki gruba üç okuma parçası kullanılarak bilinmeyen kelimeleri bağlam içinde tahmin etme stratejileri eğitimi verilmiştir.Eğitim öncesi ön test olarak verilen test eğitim sonrası son test olarak verilmiş ve ön test ile son test skorları arasında anlamlı bir fark olup olmadığı "t test" kullanılarak tespit edilmiştir.

Elde edilen sonuçlara göre ; hazırlık okuyarak 8.sınıfa devam eden öğrencilerin hazırlık okumadan 8.sınıfa devam eden öğrencilere oranla, bilinmeyen kelimelerin anlamlarını bağlam içinde daha etkili bir şekilde kullandıkları ortaya çıkmıştır.Bu sonuçla, ilkokul eğitiminden sonra alınan hazırlık eğitiminin öğrenciyi

öğrenme stratejilerinin kullanılmasında daha etkin bir hale getirdiği hipotezi doğrulanmıştır.

ABSTRACT

This study aimed at investigating the possible difference between the 8th grade students who attended preparatory class after the primary education and the 8th grade students who did not attend preparatory class , in applying guessing meaning from context strategies.

The data was collected through a pre and post test. After the pre test had been applied, the students were taught how to use the guessing unknown words from context strategies in a reading passage for sixteen class-hour. Then the pre-test was applied as the post-test in order to determine both the effectiveness of the strategy training and the possible difference between the scores of the two groups.

According to the statistical results, the students who attended preparatory class used guessing unknown vocabulary from context strategies more efficiently than the students who did not attend preparatory class. The results indicate that preparatory class education enables students to use the guessing vocabulary from context strategies efficiently.

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Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduğunu onaylarım.

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Chapter 1 : INTRODUCTION

1.1. Background to the Study :

Modern language teachers often think that they must serve as reading skills teachers since emphasis on reading has become one of the primary curricular concerns in second and foreign language programs.

It is important to explain what reading means before dealing with reading and reading comprehension. There have been many different definitions for the reading process ; a phenomenon, accepted as complex by some specialist such as (Smith,1988:1 ; Tinker&McCullough,1975:8) is totally open to numerous definitions as it has been for many years.

Williams (1990:19) emphasizes the importance of reading in an educational setting adding that "reading is the core of curriculum".Rivers (1981:259),appreciating reading on two grounds,claims that "reading is a most important activity in any language class, not only as a source of information and a pleasurable activity,but also as a means of consolidating one's knowledge of language".

Rivers (1981:19) appreciates reading as a means of consolidating one's knowledge of language as a by-product of reading,which according to Silberstein(1987:28),has been turned out to be a tool of improving pronunciation,practice grammatical forms,and study syntax under the influence of Audiolingualism.While accepting that language improvement as a by-product of reading on the one hand,Nuttal(1982:31) emphasizes that the focus of interest in a reading lesson is neither language nor content, but the two together: we should set out to teach learners how language is used for conveying context,and to develop the skills needed to extract from the language that express it.Carrel&Eisterhold (1983:552) point out how this objective of reading instruction turned out to be the other way stating that :

Traditionally, in the study of second language comprehension,the emphasis has been almost exclusively on the language to be comprehended and not on

sentence, every well-formed text passage is said to “have” a meaning. Meaning is often conceived to be “in the utterance or text, to have a separate, independent existence from both the speaker or writer and the listener or reader. In this view, failures to comprehend a non-defective communication are always attributed to long-specific deficits.

Carrel & Eisterhold (1983:556) clarify the place of text in reading by stating that “ a text only provides directions for listeners or readers as to how they should retrieve and construct meaning from their previously acquired knowledge according to scheme theory, describes the processing information in the memory and use of it in comprehension. Schema theory maintains that processing a text is an interactive process between the text and the prior background knowledge or memory schemata of the listener or reader.

Several researchers have recently emphasized that “efficient and effective second language learning requires both top-down and bottom-up strategies operating interactively (Rumelhart, 1980 ; Stanford & Garrod, 1981 ; Dijk & Kintsch, 1983 ; Carrel & Eisterhold, 1983 ; cited in Carrel, 1987:24). The research carried out by Goodman and Smith, who have contributed a lot to Interactive Model of Reading, which has wide application in the field of research and practice in the twentieth century, evolved into a “psycholinguistic model of reading”. Goodman proposes that reading is not primarily a process of picking up information from the page in a letter-by-letter, word-by-word manner. Rather, he argued that “reading is a selective process”. (Grabe, 1993:206). Goodman (1967), holds that :

... Selective process involves partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectations. Efficient reading does not result from precise perception and identification of all elements, but from skill in selecting the fewest, most productive cues necessary to produce guesses that are the right the first time.

Carrel&Eisterhold(1983:555), cited Coady(1979),who has suggested that various sub-components of reading are involved,such as general language processing skills, syllable-morpheme information, syntactic information,lexical meaning and contextual meaning in a psychological model of reading.Besides these, the ability to make linguistic prediction has an important place in reading.(Clarke&Silberstein,cited in Grabe,1993: 297)

Among those, we shall concentrate upon lexical meaning.Development of lexical skills involves building vocabulary,developing techniques of word recognition in a sequential program, and accumulating an ever-increasing supply of words which are recognized at a glance,i.e,without analysis.(Silberstein,1987:4).That lexical processes are heavily involved in comprehension is assumed by recent theories of reading and the existence of a close relationship between lexical knowledge and comprehension has been empirically demonstrated through several studies.Such an assumption, according to Omanson et al.(1984:1253), implies that a reader's knowledge of lexical items will affect text comprehension.The ultimate objective of reading instruction, in Nuttal's (1982:21) words,is to enable learners have conceptual,propositional,contextual and pragmatic meaning included in every sentence used in a text since the smooth flow of words into phrases,phrases into sentences,and sentences into paragraphs is essential in reading comprehension.Comprehension, which is basic in all reading ,depends upon grasping word meanings, grouping words into unitary thought complexes so that sentences, paragraphs, and the larger units become intelligible. Such grouping ability involves grasping between words in sentences,between sentences and paragraphs, and large wholes(Tinker&Mc Cullogh,1975:5). A good reader,according to Silberstain,(1987:215) will be the one who has mastered the essential techniques of word identification and word recognition.

As readers' eyes fix on 70 to 80% on content words,and the fixation is lower into the cause of function words according to (Perfetti's eye movement research,cited in Chastain,1988:222) lexical access is accepted to be important in reading because of its central recurring nature in reading process.

This study deals with development of reading, the proficiency of which is of vital importance for the subjects, this is because they will be involved in reading, especially related to their field of study after their graduation. That is why our courses have to be planned and carried out to serve the needs of the learner.

1.2. Reading Comprehension :

1.2.1. Definitions of Reading:

The concept of reading phenomenon in our heads is curically important as it shapes the way it is handled in practice.(Clymer,1968,cited in V.S., et al. 1976:22) emphasize the dominating role which a definition of reading plays in the teaching of reading,stating that :

“..If reading to him is word recognition, he will drill on the basic sight vocabulary and word recognition skills.If he thinks reading is merely reproducing what the author says, he will direct the student’s attention to the literal meaning of the passage and check his comprehension of it.If he views reading as a thinking process, he will be concerned with the reader’s skill in making interpretations and generalizations, in drawing inferences a conclusions.”

A phenomenon, accepted as complex by some specialists such as (Smith,1988:1 ; Tinker&McCullough,1975:8) is totally open to numerous definitions as it has been for many years.Thus it is important to explain what reading means before dealing with reading and reading comprehension.

Mosenthal (1985:11) gives the following definitions of reading phenomenon appeared on the *Reading Teacher* between (1984 and 1985) :

- Reading is the student’s ability to answer teacher’s questions about what is written in the text.
- Reading is the student’s ability to decode words, using knowledge of phonics.
- Reading is the student’s ability to revise hypothesis and make use of prior knowledge.
- Reading is the student’s ability to do well on standardized test.

- Reading is the student's ability to revise hypothesis and make use of prior knowledge.
- Reading is the student's ability to do well on standardized test.
- Reading is the student's ability to read critically and monitor his or her comprehension.

And then he (1985:11) makes an analogy between reading researchers and a group of blind people investigating an elephant and claims that "reading is a hosepipe, a pillar, or a throne" and concludes that "reading is a multifaceted process that goes beyond the description of any single facet and there is no single definition considered to be absolutely right.(1985:111) as (Spache&Spache,Schank,and Weaver (cited in Hawkins,1991:169) agree with Mosenenthal, because of its complexity of the reading phenomenon.

Likewise,Grabe (1993:209) maintains that simple definitions misrepresent complex cognitive processes such as reading and claims that descriptions of basic knowledge and processes required for fluent reading make a more appropriate starting point.According to Anderson,Hiebert,Scott&Wilkinson,1985; Grabe,1988; Hall,White &Couthrie,1986 ; Smith,1982) , a description of reading has to account for the notions that fluent reading is rapid, purposeful, interactive, comprehending,flexible and gradually developing.

The diverse varieties of the definitions of the reading phenomenon might result from the simplicity of the reading act from the outset.At first glance, reading seems simple as words having meaning ; reading ,therefore , is a straight forward translation from symbol to thought or to speech.However the exploration of it any further reveals the fact that reading is a marvelously complex process in which many cognitive activities must occur simultaneously each affecting all others.

The variety of the definitions of reading implies that reading is a complex process involving a number of skills and depends on coordination of these typical skills.These coordination necessitates active participation of the reader.In this process,students may need to be taught some skills to read more efficiently.Upon defining understanding as not an "all or nothing" process and reading as not "all or nothing" process, Williams (1984:3) , likens reading to a

struggle after understanding especially when second language learners are concerned and concludes that "part of teacher's job is to develop within the learner strategies that will help him in this struggle"(Clark & Silberstein, 1977)

As a result, various definitions of reading with their own set of features that characterize the relationship between the reading phenomenon and the labels within the reading research literature do exist in the reading research literature. It can be concluded that reading has been defined by different writers in various ways at different periods in history in accordance with the prevailing theories of language. As a result, reading has been defined under a variety of headings ; reading as skill development, as a visual act, as a reflection of cultural background, and as a thinking process.

1.3. Reading Strategies:

Learning strategies, which are specific actions ,steps or techniques, are employed in the course of communication; in the target language or in the course of an effort to overcome a difficult task which will enhance learning. While strategies may be used consciously, they may also be turned into a habit and used unconsciously. Strategies, according to Oxford (1990:1) , are especially important for language learners because they are tools for active, self directed involvement, and are essential for developing communicative competence, proficient readers are efficient and effective. They are effective in that they are able to use the least amount of effort to achieve effectiveness.

While accepting the majority of learning strategies as being conscious actions taken by the learners, Oxford (1990:12) also admits the existence of instinctively, unthinkingly, and uncritically employed strategies. Learning strategies, which are as it is often desired, through practice and their utility may be increased .Oxford (1990:9) lists the following as the features of learning strategies :

- i. Allow learners to become more self-directed
- ii. Expand the role of teachers.
- iii. Are contribute to main goal.
- iv. Problem oriented
- v. Are specific actions taken by the reader.
- vi. Involve many aspects of the learner, not just the cognitive
- vii. Supports learning both directly and indirectly.
- viii. Are not always observable.
- ix. Are of conscious
- x. Can be taught.
- xi. Are flexible
- xii. Are influenced by a variety of factors.

While (O'malley et al.1985,cited in Brown,1994:117), the pioneers in the field of learning strategies, divided learning strategies into three groups as metacognitive learning strategies, cognitive learning strategies and socioeffective learning strategies, Oxford (1990:47) categorizes them as direct and indirect learning strategies. Direct strategies include memory strategies, cognitive and compensation strategies,while indirect strategies include metacognitive,affective and social strategies. Whereas (O' Malley et al,1985 cited in Brown,1994:117) considered guessing words in context strategies a kind of cognitive strategy referring it as inferring.Oxford (1990:47) accepts it as a compensation strategy and divides it into two kinds: a- guessing intelligently b- overcoming limitations in speaking and writing.

Reading strategies, according to Cohen(1990:83 ; Oxford,1990:1) are mental processes readers actually choose to use in accomplishing reading tasks to make reading easier,faster,more enjoyable more self-directed, more effective and more transferable to new situations.Readers can use a variety of reading comprehension strategies to improve their comprehension of text and their retention of important information.These include such top-down strategies as scanning to obtain an overview of the text structure and major ideas, asking themselves questions about what they want to know from the text, predicting

answers or information in forthcoming paragraphs looking for specific words, taking notes, and summarizing important information.

1.3.1. Guessing Unknown Vocabulary From Context :

Language, which is a vehicle for communication, involves the interaction of linguistic competence- knowledge of forms and meaning and communicative competence- knowledge of the functions language is used for and of how to use language appropriate to a given social situation.

While Carter&Mc Carthy (1988:42)emphasize the place of vocabulary in communication saying that ; "without grammar,very little can be conveyed, without words nothing can be conveyed".Nation&Coady (1988:98) express the importance of vocabulary knowledge in reading stating that "vocabulary knowledge seems to be the most clearly identifiable subject component of the ability to read". That language tasks in which students with inadequate vocabulary will be involved will cause them to suffer from frustration indicates the vital importance vocabulary has in reding comprehension. Viewing vocabulary knowledge from the point of view of reading skills, , Nuttall (1982:65) sees vocabulary as a pre-requisite for dealing with most of the reading skills and concludes that "reading skills can not be developed with the texts that are loaded with unfamiliar words".On the relationship between levels of word meaning and comprehension, Beck et al.(1982:507) state that there is a close relationship between the ratio of the accessibility of the words in a given text and comprehension and conclude that " if all of the words in a given text are highly accessible, processing can be directed towards the overall meaning of a sentence or passage, but if the text contains too many unknown words, comprehension of a text may be restricted since unknown words can create gaps in the meaning of a text, which prevents the reader's ability to construct meaning.

Harmer(1991:154) draws attention attached to the important and new ways of teaching vocabulary in recent years by stating that "methodologists and linguists have increasingly been turning their attention to vocabulary-stressing its importance in language teaching and reassessing some of the ways in which it is taught and learnt". Questions about learning vocabulary have held the interest of reading educators and psychologists over several decades. It has been argued that vocabulary knowledge of learners could be enlarged through *direct teaching, incidental or intentional learning or a combination of these*. Although direct teaching procedures are shown to have been effective in producing vocabulary learning including keyword lessons (Levin, McCormik, Miller, Berry & Presley, 1982) synonym drill (Penny, Jenkins & Screck, 1982), and classification, defining sentence production tasks (Beck, Perfetti & McKeown, 1982 ; cited in Lenkim et al. 1984:768), the strongest support of an empirical support for this matter is that children can derive meanings for unfamiliar words by using surrounding context (Carnine, Coyle & Kameenvi, in press; Werner & Kaplan, 1981 ; cited in Lenkins et al. 84:769) . While some earlier research on vocabulary focused on rehearsal strategies such as the number of repetitions needed to learn word lists, and some recent research focused on mnemonics, a key-word method which starts with an acoustic link and then links the keyword and the foreign word by means of an interactive image. (Pressley et al. 1970 cited in Cohen, 90:159) state that the objective of vocabulary instruction that is retention and remembering determine the strategies used in instruction if the purpose is to maximize remembering, the mnemonic approach is appropriate but if the objective is to enhance other aspects of vocabulary instruction and use, then inferring may work. As a result of the researches on vocabulary learning through reading (Krashen, 1989; Parry, 1991 ; Sarapi, Nation & Meister ; 1978 ; cited in Gu & Johnson, 1996:643-675) vocabulary is no longer thought of as acquired as separate items ; it is viewed as an integral part of discourse and is developed along with reading strategies such as contextual guessing.

In an answer of an inquiry, Wallace (1982:31) states that only a small percentage of the vocabulary knowledge of an educated native speaker, which

may vary between 100.000 and 200.000, has been specially taught and similarly many language teaching programs aspire to teach only 2000 words. The remaining words, according to him, are learned in two ways; a) guessing the meanings of words by learning them used in certain situations and b) guessing their meanings from context.

Through various techniques or ways of teaching/learning vocabulary do exist, teaching/learning the meanings of unfamiliar lexical items through contextual guessing is viewed to be one of the effective ways since through contextual guessing, learners are equipped with the ways of learning vocabulary and finding their own ways of expanding and organizing their word stores. In her interpretation of Holiday's idea of "meaning potential", (Rivers, cited in Carter & McCarthy, 1985:48) states that "*the task of vocabulary teaching is to give learners the means to mean, to help learners to "analyze" their meanings, in relation to the linguistic and cultural ideas of their native background, as they select from the options the new language provide*".

While discussing the problems of readers such as ; unknown vocabulary, sentence structure, the fear and concentration on getting the correct answer than on the more important process of how to get the answer, and excess dependence on dictionary, (Aspatora, cited in Chastain, 1988:63 ; Cohen, 1990:77 ; Levine & Hughon, 1985 :1 ; Oxford, 1990:47). Zukowski et al. (1982:65) agree on the idea that developing the ability of inferring the meaning of a word by considering its context is one way of freeing students from dependence on the dictionary or other help sources. Moreover, guessing helps learners let go of the belief that they have to recognize and understand every single word before they comprehend the overall meaning. Learners, according to Oxford (1990:90), can understand a lot of language through systematic guessing, without necessarily comprehending the details. While good language learners can make educated guesses when confronted with an unfamiliar item, less adapt language learners and anxious readers often panic, tune out, and worries about not knowing the words. As it is important to teach learners all the words they need to know and they may encounter, it is important to assure them that they can read pretty well for their purpose without knowing all the

words as proficient speakers do and teach them guessing strategies that will enable them tackle unknown words and lose their reliance on other help sources. This, according to McCarthy (1988:42), is the beginning of viewing vocabulary learning as a language skill, of shifting the responsibility to the learner.

Guessing unknown vocabulary from context, sometimes called inference, is defined as making use of logical, syntactic, and cultural clues to discover the meaning of unknown elements. According to Nation&Coady (1988:104-105), contextual guesswork involves the reader in seeking clues to meaning by following a number of steps, which lead from the word first to its immediate context, and then to its operation in the surrounding context. If the learner lacks strategies to attack unfamiliar words they encounter, s/he has to rely on other sources such as asking somebody or looking them in a dictionary, which has their own disadvantage.

Rivers&Temperly (1978:70) state that students can usually work out the meaning of most of the remaining words in a passage by intelligent guesswork or inference once they are familiar with the function words and common verbs, and have a recognition knowledge of some additional basic vocabulary .Johnson(1982) cited in Seal(1991:305) suggests that "students should be allowed to read the text and confront the difficult vocabulary in context and thereby work out the meaning for themselves" since such a process aids retention as "any meaning the pupils work out for themselves will be better remembered than anyone they are given.He also warns that providing the students with glosses and pre-teaching vocabulary may encourage word-by-word reading and consequently prevent the ESL reader from the development of the skill of processing syntax and context in sampling and conforming meaning.

Oxford (1990:48) draws attention to the close relationship between the notion of guessing vocabulary from context and the central idea of Top-Down model of reading, that is "meaning is in fact created by the receiver in the light of the experience s/he already possesses". ESL learners, while poor decoders on the one hand, they are already literate in their native language, can make use of

their top-down processing familiarity to compensate for their weakness decoding. She also acknowledges that "guessing is actually just a special case of the way people typically process new information, that is, interpreting the data by using the immediate context and their own life experience". She sees this experience as the source of many intelligent guesses for both language experts and novices and claims that "not only beginners, but also advanced learners, even native speakers use guessing when they have not heard something well enough, when they do not know a word, or when the meaning is hidden between the lines".

Mondria&De Boer (1991:252-253) acknowledge the existence of a distinct interaction between contextual factors, word factors, and reader/learner factors, which determine guessability of an unfamiliar word. While contextual factors may include the redundancy of the text, the occurrence of synonyms and antonyms or words that are typically associated with the word concerned, the word factor may include such categories as part of speech, the degree of correctness or abstraction, the transparency of word structure, the likelihood of inference, the degree of correspondence between the referential meaning of the mother tongue, the extent to which the word-form and the meaning bear with each other, and the frequency of the equivalent word in the reader's mother tongue. The redundancy of a text may be demonstrated by synonym in opposition, antonym, cause and effect, association between an object and its purpose or use, description between an object its purpose or use, description, an example. The learner/reader factor, according to (Schouten-van Parraren, 1985 : van Esch, 1987, cited in Mandria&de Boer 1991:252-253) concerns the knowledge and skill of the person who is guessing such as knowledge of the words that occur in the context, the ability to analyze the word-form with the aid of morphology and etymology, the ability to make use of syntactic and semantic and possibly stylistic context knowledge of the world, a good knowledge of words in one's mother-tongue, and a good knowledge of words in other foreign language.

Nation&Coady (1988:104-106) present an elaboration the following strategy for guessing from context developed by Clarke & Nation (1980) .The strategy,

which presupposes that the learners can follow the ideas in the text they are reading which necessitates sufficient command of vocabulary, grammar and reading skills, and the learners bring some relevant background knowledge to the text, consists of five steps:

- i. Finding the part of speech of the unknown word
- ii. Looking at the immediate context if necessary. Immediate context can be elaborated by listing possible sources of information that learners can look for:
 - a) Use the context to answer the question "what does what" about the unknown word
 - b) Make use of related phrases or relative clauses.
 - c) Remove *and* or *or* and make two or more single sentences
 - d) Interpret punctuation such as italics (showing the word will be defined), quotation marks (showing the word has a special meaning), dashes (showing apposition) or brackets(enclosing a definition).
- iii. Looking at the wider context of the unknown word. Looking at the relationship between the clause containing the unknown word and the surrounding clauses and sentences These relationships include *cause and effect*, *contrast*, *generalization-detail*, *exclusion* (on the contrary, instead), *explanation* (in other words, that is), *time* (before, subsequently, finally) .
- iv. Guessing, which consists of the actual guesses made by the learner using the clues obtained in steps 1 and 2, can be made in the mother tongue or in English.
- v. Checking the guess. There are several ways of checking the guess:
 - a. Check that the part of speech of the guess is the same as the part of the unknown word.
 - b. Break the unknown word into parts and see if the meaning of the part relates to the guess.
 - c. Substitute the guess for the unknown word. Does it make sense in context?

- d. Look in a dictionary.

Guessing skills can be built systematically by leading students step by step through different stages of guessing such as starting with global comprehension, asking students some preview questions before they start reading, interrupting in the middle to ask for predictions, and discussing the source of guesses, in order to give the learners chance of learning from each other and make sure whether they are using all possible sources of clues.

1.4. The Problem :

The students at Private Atayurt School, like some of the learner readers, have problems in reading comprehension. They, as Cole (1938:215) points out, get the idea that "they must look at every word as if omitting one will be a sin", as a result they read a text word by word, stress every word to acquire meaning, which contradicts the contributions from psycholinguistics research since an efficient reader, according to Silberstein, (1987:80) does not proceed in a rigid word-by-word fashion, decoding information from print to speech to aural comprehension. They also have the wrong notion that a text can only be comprehended if the meaning of every word is known. Consequently, they try to pay the same amount of attention to every word, sentence or structure to arrive at meaning. As a result, they miss the overall meaning. Moreover, they begin reading with the fear that they will not comprehend the text because of unknown vocabulary.

The 8th grade students at Private Atayurt School have been observed to have problems with reading comprehension. These problems might be due to inadequate familiarity with some of the basic reading skills and strategies and due in part to EFL teaching strategy and learner's wrong notion about foreign language reading. Studying a text as though it were a series of independent units, according to Grellet (1981:6), is no good as it would only lead the

students to become dependent on understanding every single sentence in a text with the result that readers tend to read all text at the same speed and to be reluctant to infer the meaning of sentences or paragraphs from what comes before or after. Such learner dependency on understanding every single word or sentence contradicts the widely agreed object of reading instruction aiming at developing self-reliant, independent, discriminating readers. Contrary to what learner-readers often assume, readers do not first assign a meaning to all the words in a text and then arrive at a global meaning (Wallace, 1988:27). She (1988:29) also emphasizes the importance of the surrounding sentences in the interpretation of any one sentence saying that "we can not easily pluck up sentences out of context". Likewise Wallace, Williams (1984:3) states that "the readers are not simply a passive object, fed with letters, words and sentences, but is actively working on the text and is able to arrive at understanding without looking at every letter and word" citing support from reading research claiming that "efficient readers generally read in groups of words, not word by word, for less letter by letter, struggling word-by-word at snails's pace through a piece of material so that you can do something with it or talk about it only to find that understanding the material has taken so long the interesting follow up activity lasts only a moment or two or disappear altogether. This kind of word-boundness denies the constructive process which claims that meaning does not reside in words, sentences, paragraphs, or even entire passages considered in isolation; but rather involves the interactive product of text and context of various kinds, including linguistic, prior knowledge, situational, and task context, among others (Spiro, 1980:245).

The researcher herself has same problems with her 8th grade students in her reading lessons; they read a text word by word, stress every word to acquire meaning. Thus, they miss the overall meaning of the text that they are reading. These problems has motivated the researcher to examine the studies done to investigate guessing meaning of unknown words from context strategies used by different EFL students.

1. 5. Purpose of the Study :

From a theoretical standpoint, research is needed on how this strategy introduced explicitly in a formal setting influence implicit knowledge and a student's ability to guess the meaning of an unfamiliar word .Given the strategy training on guessing the meaning in context in school settings, the importance of applying the strategy into a reading text needs to be explored.Empirical information is required on how guessing meaning in context strategies are perceived by 8th grade foreign language learners.

The subjects who attended preparatory class after their primary education had difficulty in comprehending a reading passage if they meet an unfamiliar word in the text, but when they were told they do not have to know all the words, it has been observed that they could overcome this problem. However the students who did not attend preparatory class after their primary education could not overcome the problem of the unfamiliar words in a reading passage, instead, they strongly believed that the dictionary meaning of the unfamiliar words had so much importance that they had to look up every unfamiliar word in a dictionary. This situation has created the hypothesis that the students who attended preparatory class after their primary education use guessing vocabulary from contextual clues strategies more effectively than the students who did not attend preparatory class.

Specifically, the study adressed the following research question :

- * Is there a difference between the students of 8th graders who attended preparatory class after the primary education and the students who did not attend the preparatory class after the primary education in terms of using guessing unknown words in context strategies ?

As the first step, the students will be given a pre-test which involves two reading passages with comprehension questions, multiple choice questions and vocabulary Guessing Meaning From Context Questions. Then, the

students will be taught the guessing unknown words from context strategies with two different reading passages. The strategy training will last for a month. Then the pre-test will be given as the post test in order to see if the strategy training worked or not. The scores of the pre and the post tests will be compared and evaluated statistically with t tests, then the results of the scores of the two groups will be discussed.

CHAPTER II : LITERATURE REVIEW

It is accepted by the experts in the field of reading that vocabulary knowledge is an inseparable component of reading ability. The findings of David's study (1972), which investigated whether there are identifiable subskills within the overall ability to read, verified that recalling word meaning, determining meaning from context, finding answers to explicit questions, and drawing inferences are some of the subskills within the ability to read. (cited in Nation & Coady, 1988:98)

In recent years, more and more attention has been paid to the problems involved in vocabulary acquisition. One of the theories about vocabulary acquisition is the theory of Schouten-van Parrares (1985) which maintains that words are best learned through reading. She advises the presentation of words in text since they provide many points of reference for the retention of words. The results of Ames' study (1966) are in agreement with the theory of Schouten-van Parrares in that they both claim that learning vocabulary through reading do exist. Ames (1966), who carried out an experiment to investigate the success in guessing the meaning of unknown vocabulary from context, found out that his doctoral level students successfully guessed 60 percent of the unknown words (cited in Nation & Coady, 1988:103)

The prediction that guessing unfamiliar words from context clues should improve reading comprehension is supported by studies carried out by Perfetti & McKeown, 1982 ; Draper & Moeller, 1977 ; Kameesui & Cornie, 1982 ; Sözüoğlu, 1983)

Sözüoğlu (1983) carried out an experimental study on two groups; a pilot and a control group of students to find out the effect of guessing training on reading comprehension. The groups, which consisted of 30 students each, were at the same level of English. During the study, which lasted for a term, the pilot group spent one or two extra hours a week to do examples on guessing, during the instruction oral discussions were held after the learner's guesses to find out their guessing strategies. The test, which was given before and after the study,

included a cloze test with 240 blanks to be filled in, 150 comprehension passage questions and 210 unknown vocabulary items in context. The result of this study indicate that the pilot group did better than the other group in terms of the cloze test, comprehension passage and unknown vocabulary items in context.

The results presented here are in agreement with the theoretical discussions presented by Perfetti et al (1982:520).they maintain that a vocabulary training program can lead to gain in comprehension claiming that subjects process individual word meaning more accurately and more rapidly after the instruction.Improvements of comprehension follow because construction of a passage meaning, especially noncentral content, is made easier because individual word meanings are understood.

Several studies were also carried out to investigate the factors that might influence the guessability of words.Mondria&De Boer (1991) found out that the pregnancy or non-pregnancy of a subject, verb, and function in a sentence influences the correct or incorrect guessing of the meaning of a word

Bensoussan and Laufer (1984) studied with 60 first year EFL students guessing words in context strategies.They were determined according to their course results at the end of the first semester. 20 of them were good, 20 were average, remaining 20 were weak students in EFL reading comprehension.The researcher tried to answer :

- a) How much does the context help lexical guessing?
- b) Are some words guessed more easily than others?
- c) Can more proficient students use context more efficient while guessing unknown vocabulary than the less proficient students ?

The results of the research questions were as follows :

- a) The students were given a list of 70 words to translate into native languagewordsin isolation.(Bensaussan,1984 :20) .A week later, a reading text including all these 70 words were given to the participants. This time the 70 words were in context and the participants were again asked to translate these

words into their native language and also to answer the comprehension questions related to this text. When the results were compared, context helped guessing 13% of the responses for only 24% of the words.

b) It was discovered that words' "guessability" depended on the students' using preconceived notions which students intend to have about the meaning of a word or phrase. (Bensaussan&Laufer 1984).

c) More proficient students could not use context more effectively than the less proficient students. Moreover, there is not a great difference between the strategies used by good, average and weak students. It confirms that student's level does not appear to have a significant effect on lexical guessing in context.

Several studies were also carried out to investigate the factors that might influence the guessability of words. Mondria & De Boer found out that the pregnancy or non-pregnancy of a subject, verb, and function in a sentence influences the correct or incorrect guessing of the meaning of a word (1991).

The findings of a similar study, carried out by Sternberg & Powell (1983) to distinguish between clues to the meaning of an unknown word in context, and variables that facilitate or hinder the use of these clues, were strikingly similar to those obtained in Mondria & De Boer 's study in that they both show that density of the unknown words to known words in a text, the number of times the same word occurs in a text, the importance of the unknown word to understanding of the context, and the closeness of the influence the guessability of an unknown word.

CHAPTER 3 : METHODOLOGY

3. 1 :Research Design :

The main purpose of this study was to find out the effectiveness of preparatory class education on guessing meaning of unknown vocabulary in context. Any significant difference between the scores of the First Group which had attended preparatory class after their primary education and the scores of the Second Group which did not attend preparatory class after their primary education were examined.

The two groups were taught the same texts through the same ELT method. In this study, two groups of students were examined in a pre-test and a post-test (Appendix A, B). Then the First and the Second Group of thirty students were formed. After the formation of the groups, a test (the pre and the post test) which was prepared by the researcher, was given as the pre-test to both groups to determine their success in reading comprehension. A set of eight Multiple Choice, eight Open Ended, and then eight Vocabulary Guessing Meaning From Context Questions was constructed for each of the two reading passages. The Multiple Choice and Open Ended Questions required understanding of implicitly or explicitly stated ideas and the Vocabulary Guessing Meaning From Context Questions test was multiple choice, with the target word used in the texts and two alternatives were offered in the form of either brief definitions or synonyms and antonyms. In the pre and post tests, which were administered in two sessions of 45 minutes, students' success in answering multiple choice, open-ended questions, and inferring the meaning of unfamiliar vocabulary items from contextual clues was investigated.

After that, a sixteen class-hour instruction of four class hours a week was applied to both groups in the first term of the academic year 2000-2001. The same reading passages, appropriate for Intermediate Level learners, were given to both groups at the same length of time.

The sequence of the reading instruction in both groups consisted of the following :

- 1) Setting an overall purpose for reading the text : Students were given purposes suitable for each text in order to judge what they can skim over, what they must attend to in detail.
- 2) Introducing the text : The texts, were introduced in order to get the students in the right direction, help them relate the text to their own experience, involve them actively, get them into the right mood, and make them interested in reading them. Students interest in the text was raised by means of questions such as "Have you ever.....?," "What is your opinion of?" ,etc.
- 3) Skimming and Scanning exercises/questions in the whole texts were given or asked in order to have them involve actively in the reading process.
- 4) After completing section by section study, tasks were assigned to individuals or groups requiring assesment of the texts as a whole, drawing together information obtained from the detailed study and including the contribution of each part to the total message.
- 5) Individuals or groups attempt tasks
- 6) Report back session and evaluation.

In addition to these, both of the two groups consciousness on guessing vocabulary from contextual clues as raised through training them by making use of the available contextual clues accompanied by some other tasks. The strategy training in question was integrated with the tasks, objectives, and materials used in the instruction in order to help the learners better understand how the strategies can be used in significant, meaningful context since "meaningfulness make it easier to remember the strategies" (Oxford,1990:206).

As the main concern of this study was to develop the learners' reading comprehension through contextual guesswork, the primary purpose through the study was first of all to make sure that the learners had at least a general understanding of the studied texts, and the secondary aim was to show how the meanings of certain unknown words could be inferred from contextual clues. This procedure, according to Wallace(1992:41) makes sense at least for two reasons :

1.It is important in any EFL reading program to train students to go for the overall meaning of the article or book that they are reading and not to allow themselves to be put off or distracted by individual words they do not know.

2.The meaning of an individual word depends on the general meaning of the passage.Most common words have at least a vast range of denotations ; which denotation is the appropriate one will depend on the meaning of the passage as whole.

Showing the learners that the gist of an article or a passage can be understood even though it contains some unknown words was another purpose of this procedure, since they had the wrong belief that all the words of a text had to be known for an understanding of it, which was one of the obstacles at the beginning of the treatment awaiting us.The usual procedure in dealing with the comprehension passages, studied in the course of treatment, was to ask some questions to establish a general sense of the passage, and then to come to questions about the meanings of individual words in order to discourage word-decoding.

At the very beginning of the consciousness-raising treatment, both of the groups were shown how some words are used in different senses and how the context of the word shapes the meaning of them.They were asked to analyze what the same word meant in different sentences in order to increase their awareness on the importance of the context the words used in.

maintain

- 1.He took the lead and *maintain* it until the end of the race.
- 2.The police were unable to *maintain* law and order.
- 3.Despite some evidence to the contrary, the police *maintained* that he involved in the robbery.
4. The railway lines have to be constantly *maintained*.

involve

1. My job involves travelling extensively.
2. He was involved in some critical activities.
3. The community progress involves recreational, cultural, and economic features.
4. The witness's statement involves you in the robbery.
5. Do not involve me in your problems.

(From Building Skills for Proficiency by Cesur Öztürk)

The following two paragraphs were given to them and speculations on the possible word(s) that fitted in the blanks were made with them in order to emphasize further how the meanings of individual words depend on the general meaning of a passage as a whole.

Paragraph 1.

When we went inside, the ----- had already started and there was complete darkness. We looked for a seat, but I remember the first scene of the ----- took place at night, so there was not any light from the screen to show us where to sit. Finally, a woman with a torch came and helped us. It was only at the end of the ----- (which was terrible, by the way) and lights came on, we realized that we were the only people there.

(From Penguin Elementary Reading Skills by Anne Parry and Mark Bartram)

Q: Where did they enter?

A: A room, a building.

Q: Did the place have any light when they entered into?

A: No, it was dark, there was no light.

Q: Who helped them?

A: A woman with a torch helped them.

Q: In what kind of places do people keep torches to help people ?

A: A theater, a cinema etc.

Q: Yes, the place is a cinema and it was a film.

Paragraph 2 :

People nowadays complain about "convenience food" –you know, food that comes in tins or packets-but in many ways the ----- is the perfect convenience food. It has its own container-though we call it a shell. You keep it in the fridge for some time. It can be used for all kinds of different dishes- ommlettes, cakes, pancakes, or you can have it fried, scrambled or parched. Of course, ----- are full of cholesterol and probably bad for you. But who cares? (From Penguin Elementary Reading Skills by Anne Parry and Mark Bartram)

Q: Yes, what can it be ?

A: Food.

Q: What does it have ?

A: a shell.

Q: Where can you keep it and why ?

A: in a fridge to keep it fresh.

Q: Can it be used with other meals or dishes ?

A: Omelettes, cakes, pancakes.

Q: Yes, what can it be?

A: Egg.

Having emphasized the importance of context through the previous two paragraphs, the following sentences (From Reading Skills in a Foreign Language by Christine Nuttall) were presented to them in order to show them how the number of the possible meanings of an unknown item increase with the wider context when all of the following sentences were given together and how

the number of the possibilities narrow down when the following four sentences were given one at a time.

1. She poured water into a tock.

Q: What can we learn from sentence one?

A: That a tock can hold water.

Q: What can it be? Any suggestions?

A: It can be a bucket, a bowl.

2. Then, lifting the tock, she drank.

Q: Now, what can it be?

A: It can be a kind of container.

Q: Now read the next sentence and think about what new information does it give.

3. Unfortunately, as she was setting it down again, the tock slipped from her hand and broke.

A: We know that it broke when she slipped. It can be broken.

4. Only the handle remained in one piece.

Q: It has a handle. What can it be?

A: It could be a cup.

Q: Right.

Having formed a general sense on the importance of context in guessing the meanings of unfamiliar words, the learners' consciousness on making use of the contextual clues was raised in the order of their appearance in the studied texts with the help of a few extra examples. Although some of these clues are usually implied by authors, the learners were not aware of the fact that these could be made use of in contextual guesswork. In order to increase their awareness on this matter these clues were explicitly signaled with the help of a few examples. The following context clues were focused on as they were the most common ones found in the text studied during sixteen class-hour consciousness-raising treatment.

The practical strategy for guessing unknown words in text, suggested by Nation&Coady(1988:110), was applied in the course of the consciousness-raising treatment.

1. Find the part of speech of the unknown word : The immediate context of every item to be guessed was elaborated by asking some questions to show them what to do in dealing with unfamiliar words.

- a. As a first step, the grammatical function of the unknown word (verb, noun, adjective, adverb, etc.) was decided.
- b. Then, the kind of meaning-positive, or negative-the unknown word seemed to have was analyzed.
- c. Whether the word involved movement or not was discussed.
- d. The text was analyzed whether the unknown word was contained elsewhere by a different name.
- e. Whether the word could be a thing, a substance, an emotion, and etc. was speculated with the learners.
- f. Each unknown word to be guessed was analyzed whether it had any suffixes or prefixes.
- g. Related words with the unknown word were searched for.
- h. If the sentence containing the unknown word had and or or, these words were removed to make two or more simple sentences.
- i. Punctuation clues such as comma(,), dash(-), paranthesis(), colon(:), and semicolon (;) contained in the texts were analyzed and their functions in the sentence were discussed with the help of the following examples.

2. Examine the immediate and the wider context : The wider context of every unfamiliar item to be guessed was elaborated through the following contextual clues by giving some extra examples which explicitly signaled the meaning of the word to be guessed.

- a. Definition or description: Word(s) or phrase(s) that are commonly found in the sentences that define or describe something were focused on.

- b. That an explanation or an equivalent of a new vocabulary is presented in another part of the sentence and the phrases in other words, that is, and i.e. are clues to explanation were emphasized.
- c. That examples of the meaning of a new vocabulary item are in the sentence or in another part of the sentence and the phrases " for example , such as " are the clues to the meaning were stressed through examples.
- d. That authors sometimes use the words however, but, on the contrary, on the other hand, although, yet, while, whereas, etc. to alert the reader to the fact that a word with an opposite meaning is being used were emphasized through examples.
- e. Context clues are often found in the form of synonyms, words that mean the same as the unknown one. Authors sometimes use another word in the same sentence or a neighboring sentence that has the same meaning as the unfamiliar word.

3. Guess the meaning

4. Check the meaning: The following ways of checking the guess were applied:

- a. Whether the part of speech of the guess was the same as the part of speech of the unknown word was checked.
- b. The unknown word was broken into parts and analyzed whether the meanings of the parts made sense or not.
- c. The guess was substituted for the unknown word and inspected whether it made sense or not.

At the end of sixteen class-hour instruction, the post test, which consisted of the same items in the pre test, was given to both groups and possible differences between the pre and post tests of each group and likely differences between the scores of the two groups were applied t test for dependent samples was used to compare the pre and the post test scores of each group within itself and t-test for independent samples was used to

compare the scores First Group obtained from the post test with the scores the Second Group obtained from the post test.

3.2 Participants :

The participants in this study were thirty elementary-school-age students enrolled in 8th grade at Atayurt Private Primary School during the 2000-2001 semester .The age of the students were 14, 15.

The First Group subjects had prep class where they received 25 hours English lessons a week for two terms. They studied Open Doors (Whitney,1994) in the preparatory class 28 lessons a week ; Reward pre-intermediate (Greenall,1992) in 6th class 7 hours a week ; Reward intermediate (Greenall, 1992) in 7th class 7 hours a week ; and they have been studying Reward Upper Intermediate (Greenall,1992) 7 hours a week since the beginning of this school year.

The Second Group subjects did not attend prep class. They started learning English in 6th class with Reward Starter Student's Book (Greenall ,1992) receiving 9 hours English lessons a week ; Go 2 Student's Book (Date ,1997) in 7th class receiving 9 hours a week ; and Cutting Edge Intermediate (Moor,1999) receiving 9 hours a week.

The researcher has been teaching both of the two groups for 2 years in Atayurt Private Primary School.

3.3 Data Collection Procedures :

This study was carried out for sixteen class-hour a week in the first term of the academic year 2000-2001 in Atayurt Private Schools.To obtain data regarding the students' efficiency in reading comprehension, both a pre-test before the treatment and a post-test after the treatment were carried out.

The texts had enough context clues to help the learners in guessing. The test, which consisted of two texts, has 3 parts ; eight comprehension questions, eight multiple choice questions and eight Guessing Meaning From Context Questions. These questions aimed to elicit explicit and implicit information in the texts. In Guessing Meaning From Context Questions, the students were asked to choose the most suitable alternative to underlined words. The students were given 45 minutes for each of the texts.

After the pre-test, in the training phase of the First Group subjects , a reading passage from "Even More True Stories" by Heyer and a reading passage from "Facts and Figures" by Ackert were studied during the training phase. Two group's awareness on guessing unknown words from the context was raised by making use of contextual clues. The texts were suitable for the level of the subjects. Then, the same pre test was given as the post test to both groups.

3.4. Data Analysis :

The scores of the pre and the post tests were calculated on the basis of the correct answers of the test. Statistical techniques were applied in order to determine the likely meaningful difference between the pre and the post test scores of the first and the second groups. "t" test for independent samples to compare the scores of the 2 groups at the 0.01 confidence level ($\alpha = 0.01$) and "t" test for dependent samples to compare the scores of the pre and the post test scores of each group were applied. ($\alpha = 0.01$) As the number of the subjects were less than 30, "t" test was applied instead of "z" test.

The results were examined and compared in terms of the following ;

1. Differences between the scores of the first and the Second Group in correctly answered vocabulary Guessing Meaning From Context Questions in the pre test of Text I and Text II:

"t" test for Independent Samples was applied to find the likely difference between the scores of the First and the Second Groups. In this analysis the aim

is to see if the subjects of the two groups were at the same level of guessing meaning of unknown vocabulary from context questions of Text I and Text II. As the number of the subjects is 30, the following formula was used to determine the "t critical" from the "t" distribution list :

($n_1=15$; $n_2=15$; degree of freedom = $n_1+n_2 -2 =15+15 -2 = 28$).

t critical for $df =28$ $\alpha=0,01$ in two-tailed proportion is 2.763 .

2. Differences between the pre and the post test scores of the First Group incorrectly answered vocabulary Guessing Meaning From Context Questions :

"t" test for Dependent Samples was applied to find the likely difference between the scores of the First and the Second Groups. In this analysis the aim is to see the likely difference between the scores of pre and post test vocabulary Guessing Meaning From Context Questions of Text I and Text II. As the number of the subjects is 15, the following formula was used to determine the "t" critical" from the "t" distribution list :

(degree of freedom = $n -1$; $15 - 1 = 14$).

t critical for $df =14$ $\alpha=0,01$ in two-tailed proportion is 2.624.

3. Differences between the pre and post test scores of the Second Group in correctly answered vocabulary Guessing Meaning From Context Questions :

"t" test for Dependent Samples was applied to find the likely difference between the scores of the two groups. In this analysis the aim is to see the likely difference between the scores of pre and post test vocabulary Guessing Meaning From Context Questions of Text I and Text II. As the number of the subjects is 15, the following formula was used to determine the "t critical" from the "t" distribution list :

(degree of freedom = $n -1$; $15 - 1 = 14$).

t critical for $df = 14$ $\alpha=0,01$ in two-tailed proportion is 2.624.

4. Differences between the scores of the first and the scores of the Second Group in correctly answered vocabulary Guessing Meaning From Context Questions in the post test of Text I and Text II :

"t" test for Independent samples was applied to find the likely difference between the scores of the First and the Second Groups. In this analysis the aim is to see the likely difference between the scores of the two groups in post test of Text I and Text II in terms of guessing meaning of unknown words questions. As the number of the subjects is 30, the following formula was used to determine the "t critical" from the "t" distribution list :

($n_1=15$; $n_2=15$; degree of freedom = $n_1+n_2 -2 =15+15 -2 = 28$).

t critical for $df =28$ $\alpha=0,01$ in one-tailed proportion is 2.467 .

CHAPTER IV : RESULTS

This study was designed to investigate the effectiveness of post primary preparatory class on using guessing meaning from context strategies. Any meaningful difference between the pre and the post test scores of the First Group, who attended preparatory class after primary education, and the post test scores of the Second Group, who did not attend preparatory class would be the verification of our prediction that the 8 grade students who attended preparatory class after primary education use guessing unknown vocabulary from context strategies than the 8 grade students who did not attend preparatory class after primary education. The analysis of the results will be under four main headings ;

A- Analysis of the pre-test scores of the first and the Second Groups :

Table 4.1 : Mean Scores of the First and the Second Groups in the Pre -test of Text 1 Vocabulary Guessing Meaning From Context Questions :

PreTest	Mean	n	t	p
First Group	3,7	15	0,823	0,01
Second Group	3,9	15		

(t calculated > t critical ; t =0,823 < 2,763)

The results presented in table 4.1 show that in the beginning of the strategy training, the number of the correct answers in guessing the meaning questions were equal. It can be seen that ($t=0,823$; $p=0,01$) there is no significant difference between the First and the Second Groups in terms of the Vocabulary Guessing Meaning From Context Questions of Text 1.

Table 4.2 :Mean Scores of the First and the Second Groups in the pre test of Text II Vocabulary Guessing Meaning From Context Questions

PreTest	Mean	n	t	p
First Group	3,4	15	1,66	0,01
Second Group	2,7	15		

($t_{\text{calculated}} > t_{\text{critical}}$; $t = -1,66 < 2,763$)

It can be seen from the table 4.2 that there is not any significant difference between the scores of the First and the Second Group scores in terms of the vocabulary Guessing Meaning From Context Questions of Text II. The subjects in both groups showed similar performance in the pre test of the Vocabulary Guessing Questions of Text II. ($t = -1,66$; $p > 0,01$)

B- Comparison of the Pre-Test and post-Test Scores of the First Group

The question concerning whether the sixteen class-hour strategy training on guessing the meaning of unknown vocabulary from contextual clues had a positive effect on the First Group learner's performance was investigated through the following :

Table 4.3 : Comparison of the pre and post-Test Scores Vocabulary Guessing Question Scores of the Firs Group in Text 1

First G.	Mean	n	t	p
Pre Test	3,7	15	14,6	0,01
Post Test	6,1	15		

(t calculated > t critical ; $t = 14,6 > 2,624$)

The results in table 4.3 show that the mean value of the First Group rose from 3,7 to 6,1 with an increase of 2,2 points. The mean increase ($t = 14,6$) indicate that the First Group subjects showed improvement in their vocabulary guessing skills from pre to post test.

Table 4.4 : Comparison of the Pre and Post-test Vocabulary Guessing Question Scores of the First Group in Text II

First G.	Mean	n	t	p
Pre Test	3,4	15	9,5	0,01
Post Test	5,2	15		

(t calculated > t critical ; $t = 9,5 > 2,624$)

The results the First Group obtained from the pre and post tests of the Vocabulary Guessing Meaning From Context Questions of Text II show that the group increased their mean score from 3,4 in the pre test to 5,2 in the post test. Depending on ($t=9,5$) it can be claimed that the treatment had a positive effect on the answers of the First Group subjects in the Vocabulary Guessing Meaning From Context Questions of Text II.

C- Comparison of the Pre-test and Post-test Scores of the Second Group

Table 4.5 :Comparison of the Pre and post test Vocabulary Guessing Question Scores of the Second Group in text I

Second G.	Mean	n	t	p
Pre Test	3,9	15	8,5	0,01
Post Test	5,3	15		

(t calculated > t critical ; $t = 8,5 > 2,624$)

From table 4.5 it can be said that the mean score of the Second Group in the pre test of Vocabulary Guessing Meaning From Context Questions was 3,9 and it was 5,3 in the post test. While only one subject did the same number of correct answers in both tests, the other fourteen subjects showed progress in the post test. Their progress in terms of the Vocabulary Guessing Meaning From Context Questions was due to the items in the test similar of which were death with in the course of the strategy training. The Second Group subjects showed exactly the same degree of improvement in the Vocabulary Guessing Meaning From Context Questions of both Text I and Text II. The results ($t=8,5$) presented here denote that the instruction given to the Control Group between the pre and post tests had a positive effect on the Vocabulary Guessing Question scores of them.

Table 4. 6 : Comparison of the Pre and post test Vocabulary Guessing Question Scores of the Second Group in text II

Second G.	Mean	n	t	p
Pre Test	2,7	15	11	0,01
Post Test	4,2	15		

(t calculated > t critical ; $t = 11 > 2,624$)

It can be said that the Second Group subjects increased its pre-test mean score from 2,7 to 4,2 in the post test with an increase of 1,5 points. Analysis of the results presented here are identical to the ones that were obtained from the post test of Vocabulary Guessing Meaning From Context Questions of Text 1. ($t = 11$) indicates the significant difference the First Group gained through the sixteen class hour instruction. The results presented here are in agreement with the previous five results in that they indicate the significant improvement the Second Group learners showed in the post test.

D- Comparison of the Post-test Scores of the First and Second Groups :

Table 4.7 : Comparison of the Post-test Vocabulary Guessing Question Scores of the First Group with the Scores of the Second Group in Text 1

Post T.	Mean	n	t	p
First Group	6,1	15	3,5	0,01
Second Group	4,8	15		

(t calculated > t critical ; $t = 3,5 > 2,763$)

Table 4.7 shows that the First Group had a mean score of 6,1 points in the post test of the Vocabulary Guessing Meaning From Context Questions of Text I, while the Second Group learners' mean score was 4,8 points. Although both groups improved, the First Group learners had a higher increase than the Second Group learners. The Second Group's progress was due largely to the items in the test similar of which were death with in the course of strategy training, although the First Group's progress was not due to these items only since they were able to answer correctly the other items in the post test similar of which were not death with before. The results presented here denote that the First Group did better than the other group in this test because of the effect of the preparatory class education given to them.

Table 4.8 : Comparison of the post-test Vocabulary Guessing Question Scores of the First Group with the scores of the Second Group in Text II

Post T.	Mean	n	t	p
First Group	5,2	15	3,1	0,01
Second Group	4,2	15		

(t calculated > t critical ; t =3,1 > 2,763)

It can be said that the First Group's mean score is higher than the mean score of the Second Group. Although the First Group increased their pre test mean score to 5,2 in the post test, the other group increased their pre test mean score to 4,2. The results presented here are in agreement with the previous five results in that they indicate a meaningful difference in favour of the First Group. Although all of the subjects in both groups showed progress in the Vocabulary Guessing Meaning From Context Questions of Text I, analysis of the right answers of both groups denoted that the Second Group's improvement did not only focus around few items on the contrary, they successfully answered the Vocabulary Guessing Meaning From Context Questions which were focused during the training. The results obtained from this section indicate that the sixteen class-hour guessing the meaning of unknown words from contextual clues strategy training had a positive effect on the First Group learner's reading comprehension.

CHAPTER V : CONCLUSION

5.1 Summary of the Results :

The present study was designed to investigate the effectiveness of preparatory class after primary education. The subjects of this study were divided into two groups as the First Group, 8th graders who attended preparatory class after primary education, and the Second Group, the 8th graders who did not attend preparatory class after primary education.

Analysis of the results of t-test for paired Samples, which was applied to find out the likely meaningful differences between the pre and post test scores of the First and Second Groups, revealed that both groups improved their vocabulary guessing skills from pre to post test. Analysis of t-test for Independent Samples, which was administered to find out the likely significant difference between the post test scores of the First Group and the post test scores of the Second Group, revealed statistically significant effects for the treatment given to the both groups.

The results indicate that the sixteen class-hour strategy training on guessing meaning of unknown vocabulary from context enabled both of the groups improve their guessing skills, but statistics prove that the First Group subjects have improved their guessing skills better than the Second Group subjects from pre to post test. Analysis of t-test for Independent Samples, which was administered to find out the likely significant difference between the post test scores of the First Group Subjects, who attended preparatory class after primary education, and the post test scores of the Second Group Subjects, who did not attend preparatory class after primary education, revealed statistically significant effects for the strategy training of guessing meaning from contextual clues.

The results indicate that sixteen class-hour strategy training on guessing unknown vocabulary from contextual clues enabled both of the two groups improve their guessing skills from pre to post test. The differences between the

post test scores of the two groups show that the First Group Subjects, who attended preparatory class after primary education, improve their guessing vocabulary from context skills better than the Second Group Subjects, who did not attend preparatory class after primary education.

5.2. Discussion :

Several authors have emphasized the importance of guessing meaning of unknown vocabulary from contextual clues claiming that developing the ability of inferring the meaning of a word by considering its context is one way of freeing students from dependence on the dictionary and other help sources (e.g., Chastain, 1990:77 ; Levine & Hughon, 1981:1 ; Oxford, 1990:47 ; Zukowski et al. 1982:65). Therefore, it is usually recommended that students should be helped to develop their ability to infer the meaning of unknown vocabulary by considering its context through training. Several pieces of research, according to Seal (1991:305) strongly suggest that "unknown vocabulary should be dealt with when they are faced instead of pre teaching them since pre teaching vocabulary have a negative effect on reading comprehension."

The analysis of statistical results of the t-test for Paired Samples showed that the sixteen class-hour strategy training on guessing meaning from contextual clues had a positive effect on the scores of Vocabulary Guessing Meaning From Context Questions of Text I and Text II.

The analysis of t-test for Independent Samples revealed the fact that The First Group subjects' increase in their scores were significantly higher than that of the increase of the Second Group subjects' in terms of the Text I and II Vocabulary Guessing Meaning From Context Questions. The result presented here is not only in agreement with the theoretical discussion presented by Perfetti et al. (1982:520) who maintain that a vocabulary training program can lead to gains in comprehension since subjects process individual word meanings more accurately and more rapidly after the training, but also in agreement with the findings of Zözöz (1983) and Ames' (1966) studies. Ames

(1966), who carried out an investigation to find out the success in guessing the meaning of unknown vocabulary from contextual clues found out that his students successfully guessed 60 percent of the unknown words. (cited in Nation&Coady,1988:103).

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APPENDIX A : THE PRE AND THE POST TEST

Left Handedness (Text 1)

Are you a leftie? If you are, you are one of millions in the world who prefer to use their lefthands. There would be millions more lefthanded people if their societies didn't force them to use their right hands.

To understand left-handedness, it is necessary to look at the brain. The brain is divided into two hemispheres. In most right-handers, the left hemisphere is the center of language and logical thinking, where they do their math problems and memorize vocabulary. The right hemisphere controls how they understand broad, general ideas, and how they respond to the five senses-sight, hearing, smell, taste, and touch.

The left hemisphere of the brain controls the right side of the body, and the right hemisphere controls the left side. Both sides of the body receive the same information from the brain because both hemispheres are connected. However, in right-handed people, the left hemisphere is stronger. In left-handed people, it is the right hemisphere that is stronger.

Different handedness causes differences in people. Although the left hemisphere controls language in most right-handers, 40 percent of left-handers have the language center in the right hemisphere. The other 60 percent use the left side of the brain or both sides for language.

Lefties prefer using not only the left hand. They prefer using the left foot for kicking a ball because the whole body is "left-handed." There is an increasing amount of research on handedness. For example, one psychologist says that left-handers are more likely to have a good imagination. They also enjoy swimming underwater more than right-handers do.

Left-handedness can cause problems for people. Some left-handed children see letters and words backwards. They read *d* for *b* and *was* for *saw*. Another problem is stuttering.

(Appendix A continued)

Some left-handed children start to stutter when they are forced to write with their right hands. Queen Elizabeth II's father, King George VI, had to change from left- to right-handed writing when he was a child, and he stuttered all his life. Anthropologists think that the earliest people were about 50 percent right-handed and 50 percent left-handed because ancient tools from before 8000 B.C. could be used with either hand. So But by 3500 B.C., the tools, which were better designed, were for use with only one hand. More than half of them were for right-handed people.

The first writing system, invented by the Phoenicians (3000-2000 B.C.) in the Middle East, went from right to left. The Greeks began to write from left to right around the fifth century B.C. because they increasingly believed that "right" was good and "left" was bad. As time passed, more and more customs connected "left" with "bad." This belief is still common in many countries today, and left-handed people suffer because of it.

As the centuries passed and education spread to more levels of society, more and more people became literate. As more children learned to write, more of them were forced to write with their right hands. In the United States, some teachers finally started permitting schoolchildren to write with their left hands in the 1930s. In parts of Europe, left-handed children were still forced to write with their right hands in the 1950s. Today in many countries, all children must write with their right hands even though they prefer using their left hands.

Some famous people were left-handed. Julius Caesar, Napoleon, Michelangelo and da Vinci (famous Italian artists), and Albert Einstein were left-handed. Alexander the Great (356-323 B.C.) and Queen Victoria of England also were left-handed. So is Prince Charles. Paul McCartney of the Beatles plays the guitar the opposite way from other guitarists because he is left-handed. Marilyn Monroe, the famous American movie star, was also left

(Appendix A continued)

handed. Are you left-handed even though you write with your right hand? Take this test to find out. Draw a circle with one hand and then with the other.

If you draw them clockwise (the direction the hands of a clock go in), you are probably -go by left-handed. If you draw ' them counterclockwise (in the other direction), you are right-handed. The test does not always work, and some people may draw one circle in one direction and the other circle in the other direction. But don't worry if you are left-handed. You are in good company.

(from Cause& Effect by Patricia Ackert)

A. Comprehension Questions :

Write full answers for the following questions

1. What does the right hemisphere of the brain control?
2. Which hemisphere is stronger in left-handed people?
3. Why do lefties prefer to kick with the left foot?
4. What problems do lefties have in using machines?
5. When do some left-handers start to stutter?
6. Why do anthropologists think the earliest people were equally divided between left- and right-handedness?
7. Why did the Greeks start writing from left to right?
8. What does "you are in good company" mean?

B. Multiple Choice Questions :

Circle the best answer :

- 1- There would be millions more left-handed people in the world if ;
 - a. they knew how to write with their right hands
 - b. the society they live in let them use their left hands.

(Appendix A continued)

c. they examined the hemispheres of the brain.

2- In most right handers, one of the responsibilities of the left side of the brain is to

- a. learn language
- b. understand general ideas
- c. respond to the five senses.

3- In most left-handers, one of the responsibilities of the right side of the brain is to

- a. do their maths. Problems
- b. respond to the five senses
- c. think logically.

4- In right-handed people, the stronger hemisphere is

- a. the left
- b. the right
- c. both

5. In left-handed people, the stronger hemisphere is

- a. the left
- b. the right
- c. both

6. Some of the left-handers suffer from

- a. unreadable handwriting
- b. kicking a ball with their right foot
- c. stuttering

7. Who began to write from left to right ?

- a. Queen Elizabeth's father
- b. Phoenicians
- c. The Greeks.

(Appendix A continued)

8. What happened in the 1930s ?

- a. In the USA, some teachers finally started permitting school children to write with their left hands.
- b. Children were forced to write with their left hands
- c. Paul McCartney played the guitar the opposite way from other guitarists.

C. Vocabulary :

Circle the best answer that you think the word means :

1- Leftie

- a. using the left hand more easily than the right
- b. enable to use the left hand

2. Hemisphere

- a. half a sphere
- b. a round sphere

3. Respond

- a. feel
- b. answer

4. Handedness

- a. using of hands
- b. enable to use hands

5. Backwards

- a. starting in the end
- b. starting at the end

6. Stutter

- a. repeating the same sounds
- b. enable to produce some sounds

7. Tool

- a. an instrument
- b. a toy

8. Permit

- a. allow someone do something
- b. stop

APPENDIX B : THE PRE AND THE POST TEST

The Plain People (Text 2)

It is still dark when Elizabeth wakes up. She gets out of bed and shivers when her feet touch the cold, bare floor. The bedroom is not heated, and it is so cold that she can see her breath. She quickly puts on her long dress, black apron, and black shoes. Then she hurries downstairs to the kitchen.

The only light in the kitchen comes from kerosene lamps; Elizabeth's husband lit the lamps earlier, before he went out to milk the cows. Elizabeth puts a few pieces of wood into the stove and starts the fire. Then she begins to prepare a big breakfast for herself, her husband, and their six children. It is the beginning of a typical day for Elizabeth.

Although Elizabeth's day will be typical, her life is certainly not typical of life in the United States in the 1990s. Elizabeth belongs to a religious group known as the Amish. The Amish are often called the "Plain People" because they live and dress very simply. Their homes have no carpets on the floors, no pictures on the walls, and no soft, comfortable furniture. The men wear dark pants with white or blue shirts, and the women wear long dresses in dark colors. The women never wear makeup or jewelry.

The Amish have a saying: "The old way is the best way." Although the Amish accept some new ideas- they use new medicines, for example-their way of life has not changed much in 300 years. They do not use electricity, so Amish homes have no electric lights, no TVs, and no kitchen appliances like refrigerators. The Amish don't own telephones, either. They ride in buggies pulled by horses, and they speak German, the language that the first Amish people spoke.

The first Amish people lived in Germany and Switzerland. They were called Amish because their leader was Jacob Amman. The Amish were

(Appendix B continued)

persecuted in Europe, so around 1700 they came to the New World. They settled in what is now the state of Pennsylvania.

Most of the Amish still live in Pennsylvania, although there are large communities in other states, too. All Amish, no matter where they live, have similar beliefs.

The Amish believe that life in the countryside is best. Almost all Amish live on farms. Amish farmers do not use modern machinery, yet their farms are successful because the Amish work hard and take good care of their land and animals. Their farms are always small. The Amish think it is wrong to have more land or more money than they need to live. A few years ago some Amish farmers discovered oil on their land. Was there a lot of oil under the ground, or just a little? The Amish farmers didn't want to know. They immediately sold their land and moved away, without telling anyone about the oil. They didn't want to be rich.

The Amish, who are Christians, believe they should follow the peaceful example of Jesus. Amish men will not fight in wars or serve in the army. They will not even wear coats with buttons, because military uniforms often have large gold or silver buttons.

The Amish will not buy insurance of any kind. When there is trouble, they help one another. If an Amish farmer gets sick, relatives and neighbors will milk his cows, plant his fields, and harvest his crops. If a barn burns down, as many as 200 men will come and build a new barn in one day.

The Amish are not allowed to marry people who are not Amish. That has caused a peculiar problem. The 500 or so Amish who came to the New World in the 1700s had about 40 last names. The 100,000 Amish who live in the United States today are the descendants of those people-and have the same 40 last names. In one school in Pennsylvania, 95 percent of the students-and their teacher-have the last name "Stoltzfus." The Amish custom of choosing first names from the Bible adds to the problem. In one small Amish community there are 11 men named Daniel Miller!

(Appendix B continued)

To avoid confusion, the Amish give nicknames to people who have the same name. Some nicknames have an obvious explanation: "Chicken Dan" sells chickens, for example; "Curly Dan" has curly hair. But what about "Gravy Dan"? How did he get his nickname? At dinner one evening this Dan wanted to pour some cream into his coffee. He reached for the pitcher of cream but took the pitcher of gravy by mistake and poured gravy into his coffee. Ever since that evening, his nickname has been "Gravy Dan."

People are curious about the lives of Amish like Elizabeth and Gravy Dan. Every year thousands of tourists visit the part of Pennsylvania where most Amish live. They take pictures of the black buggies and the plain white houses. They watch Amish children as they walk to school and Amish men as they work in their fields. Most Amish are not happy about the tourists, but they tolerate them. Perhaps the Amish understand that the tourists want to experience, at least for a few days, the quieter, simpler Amish way of life.

(from Even More True Stories by Sandra Heyer)

QUESTIONS :

A. Multiple Choice :

Circle the best answer

1. Elizabeth

- a. sleeps in a bedroom that is not heated.
- b. wears a short dress
- c. has two sons

2. The Amish

- a. are a religious group also called the "Plain People."

(Appendix B continued)

- b. live and dress like modern people
 - c. live in California
3. The first Amish people spoke
- a. French.
 - b. German
 - c. English
4. Some Amish beliefs are:
- a. Life in the countryside is best.
 - b. Follow the peaceful example of Jesus.
 - c. Live how you wish
5. Elizabeth sleeps
- a. in a bedroom that is not heated
 - b. in the living room
 - c. in a bedroom that is heated
6. The Amish
- a. will not fight in wars
 - b. do not follow the peaceful example of Jesus
 - c. like tourists .
7. The Amish avoid confusion of names by
- a. giving names from Bible
 - b. giving nicknames
 - c. giving a second name
8. Why did the Amish tolerate the tourists ?
- a. tourists spend money there
 - b. the Amish are hospitable
 - c. they want to experience the simpler Amish way of life

(Appendix B continued)

B. Comprehension Questions :

Write full answers for the following questions

1. Is Elizabeth's life typical of life in the USA in the 1990s? Why / why not ?
2. Why don't the Amish let the technology enter their life?
3. Why do they speak German?
4. Give two examples of the beliefs of the Amish.
5. What did the Amish farmers do when they discovered oil on their land ?
6. How does Jesus affect the lifestyle of Amish ?
7. Why won't they buy insurance of any kind ?
8. What kind of name problem do the Amish have ?

C. Vocabulary

Which words have the same meaning as the words in the story? Circle the letter of the correct answer.

1. Elizabeth shivers when her feet touch the cold, bare floor.

a. floor that is not covered with a carpet	b. floor that is painted white
---	--------------------------------
2. They do not use electricity, so Amish people have no kitchen appliances like
refrigerators.

a. machines run by electricity and used in the house	b. furniture made out of wood and the house
---	--
3. The Amish were persecuted in Europe, so they came to the New World.

a. People didn't like them and were friendly to them	b. People liked them and were cruel to them
---	--
4. They settled in what is now the state of Pennsylvania.

a. found a new leader	b. came to live
-----------------------	-----------------
5. There are large Amish communities in other states, too.

(Appendix B continued)

- a. groups of people who left their
together countries because of politics
- b. groups of people who live
6. All Amish have similar beliefs.
- a. objects that are important
to them
- b. ideas that they think are true
7. Amish men will not fight in wars. They will not even wear coats with buttons
because military uniforms often have large gold or silver buttons.
- a. the clothes worn by
schoolchildren
- b. the clothes worn by soldiers
8. If an Amish farmer gets sick, relatives and neighbors will harvest his crops.
- a. pick the fruit, vegetables, and
that he grows
- b. bring him the medicine and other
things that he needs.

APPENDIX C : A Sample Lesson Plan

The present study was designed to investigate the effectiveness of preparatory class attendance after primary education with regard to the guessing of unknown vocabulary from context strategies in relation 8th grade students who did not attend preparatory class.

In the training phase, the following three passages were used in order to introduce and teach them how the guessing unknown words from contextual clues strategies are applied in a text.

Pre-reading :

T : What comes into your mind when you hear the word "family" ? (draws a ballon on the blackboard and writes "family" in the bubble.)

Ss. : Mother, father, brother, sister, house .

T : Good, who else live in a family ?

Ss: Grandmother, grandfather, uncle, aunt, nephew, niece, cousin.

T: Good. We have two answers ; in one answer we have a mother, a father and children and in the other we have we have a grandmother, a grandmother, an uncle, an aunt and etc. Okey, do you know the names of these two types of the family ?

Ss: No.

T: Nuclear and extended family (writes on the board.)

(Appendix C continued)

T : Okey, now who lives in a nuclear family ? Can you guess ?

Ss: A father, a mother and children.

T: And in an extended family ?

Ss : A mother, a father, a garandmother, a grandfather, aa uncle, an aunt, cousins and etc.

T: Yes, you are right. Very good. What kind of family do you have ?

Ss: I have a nuclear family

Ss: I have an extended family.

T: Okey, good. Do you know the word "breadwinner "? (writes the word on the board.)

Ss: No, we have not met the word before. What does it mean ?

T: Let me gie you a clue : it is about money. Let's think about it ; money in a family.

Ss : Amount of money ?

T: No, not excatly. What else ?

(Appendix C continued)

Ss: Another clue please!

T : Okey, for exampla in a traditional Turkish family the father is the breadwinner of the family. Do you have any idea ?

Ss: No, not yet.

T : Okey, now what comes in your mind when I say "money in a family "?

Ss: My father.

Ss: My father and mother.

T: Why ?

Ss: Because they give us money.

Ss: Can I have a go please ?

T: Of course.

S: My father is the breadwinner of my family because he earns money.

T : Great , so a breadwinner is someone who..... ? (-writes the sentence on the board and ask them to complete the sentence)

S: Who earns money ?

(Appendix C continued)

T: Yes, now you are right. Now today we have a text called "The World's Largest Family ". Can you guess what we are going to read ?

Ss: We are going to read about th world largest family, they are famous I think.

T: Is it a nuclear or an extended family ?

Ss: An extended family.

While reading :

T: Okey now let's read the text silently and note down the members of the family, okey ? You have five minutes.

The World's Largest Family (Text 1)

MR. and Mrs. Albina don't know where all their grown children are living now. Some of them, they know, are in Argentina, but they aren't sure where in Argentina. They aren't sure how old all their children are, either. Ask them, for example, "How old is your daughter Susanna?" and they say, "We're not sure." They might even say, "Which Susanna?" But it is understandable that the Albinas can't keep track of their children's addresses and ages. After all, they have 53 children.

Mr. and Mrs. Albina, with 53 children, have the world's largest family. Not one of their children is adopted.

(Appendix C continued)

When people hear about the Albinas' large family, the first question they ask is, "How is it possible? How can one woman give birth to 53 children in her lifetime?" The answer is simple: Every time Mrs. Albina gave birth, she had twins or triplets. She was a triplet herself; she thinks that's why she always had twins or triplets.

The Albinas married when Mrs. Albina was 12 years old and Mr. Albina was 30. The children came quickly, in twos and threes. The first 21 children were boys. Mrs. Albina loved her sons, but she wanted a daughter very much.

The Albinas spent the early years of their marriage in Argentina. Then they decided to move to Chile. To travel from Argentina to Chile, they had to cross the Andes Mountains. Mr. and Mrs. Albina and their 21 sons made the difficult, two-week journey on mules. One night there was a terrible snowstorm in the mountains. During the snowstorm, Mrs. Albina gave birth to triplets, a boy and two girls! Mrs. Albina now has 16 more girls, including twins who are 15 months old.

The oldest Albina children are in their thirties and forties. They are on their own now, but 18 of the Albina children still live with their parents. The family lives in a two-room shack in Colina, Chile. The shack has electricity but no toilet or running water. The children wash in a small bowl in the dusty backyard.

At times there is very little food in the Albinas' small house. When there is not enough food for everyone, Mrs. Albina makes sure the youngest children do not go hungry. "The smallest eat first, and then the bigger ones. We've always done it that way," she says. Obviously, the Albinas do not have enough money for their big family. Why, then, do they continue to have children?

The Albinas do not use birth control because it is against their religion. They could let other people take care of their children, but Mrs. Albina will not allow it. "When my two brothers and I were babies," she says, "our mother left us at an orphanage and never returned. We lived there together until we were

(Appendix C continued)

five. Then a couple adopted my brothers, and I was left behind. I was heartbroken. I promised myself that when I became a mother, I would never give my children away. Even if I didn't have much money, I would always take care of my children myself." Mrs. Albina has kept her promise.

So, the Albina family continues to grow. Mr. and Mrs. Albina have so many children that they ran out of names for them all and had to give some children the same name. There are three Susannas, three Miriams, two Estrellas, and two Soledades.

Will there be a fourth Susanna or a third Estrella? Will the Albinas stop at 53 children, or will there be more? Mr. Albina is 77 years old, and Mrs. Albina is 59. "I'm getting old," she says with a smile. "I would like God to think of me and consider my age. But, if God sends more children to me, yes, there will be more."

Post reading :

T: Time is up. Hve you written down the members ?

Ss: There are lots of members in the family.

T : Yes, would you like to live in such a big family ?

Ss: No !

T: Okey, now let's look at the underlined words in the given sentences. Our first word is "grown". Look at the position of the word in the sentence please.What comes after the word ?

Ss: Children.

T: Is the word "children" a verb or a noun or an adjective ?

Ss: It is a noun.

T: Right. What kind of words do we usually use in front of a noun ?

Ss: Adjective.

T: Okey, an adjective comes after a noun. Now we know that "grown "is an adjective. Is it ?

(Appendix C continued)

Ss: Yes.

T: Good, now. Does the word have any prefixes or suffixes ? What is the root of this word ?

Ss: can it be "grow" ?

T: yes, that is right. Grow is the root of "grown". Now look at the answers and try to guess the meaning please. You know the meaning of the verb "grow". Is the answer "babies" or "adults" ?

S: Adults.

T: Right. Very good. Circle "adult" please. Now our second word is "triplets". Read the sentence please, when a woman gives birth to triplets What is to give birth ?

Ss: Have a baby.

T: Yes, to have a baby. Now, let me change the question : When a woman gives birth to twins, how many children are born at the same time ?

Ss: Two children.

T: then what about triplets ?

Ss: Three children ?

T: yes, three children, that is right. Write "three" please. Now our thir word is "journey". Can you find this sentence in the passage please ?

Ss: Yes, I have found it.

T: Now , where did they go ? Did it last for a short or a long time ?

Ss: Long time.

T: Yes, the answer is "long".

T: Now our next word is "mule".can you find the word "mule "in the text?

Ss: tes, I have found it.

T: What do you think the answer is ? Can Albinas travel on a horse and a donkey or on a dog and a wolf ?

Ss: Of course a horse and a donkey.

T: Yes, mule means a horse and a donkey, right. Then what about the next word ? It is " a shack".

(Appendix C continued)

Ss: Albinas were very poor so the answer is "small and roughly built".

T: Great, you are wonderful today. What about the next question then ?

Ss: I have found the word "obvious" in the text.

T: Okey, is the word an adjective, a verb or a noun ?

Ss: It may be a noun.

T: Let me give you an example then you can answer my question. " an obvious lie ". What do you think now ?

Ss: It is an adjective.

T: Yes, now please find the sentence again in the passage then tell me if it is easy to see or difficult to see that Albinas do not have enough money for their big family.

Ss: Easy to see.

T : Why ?

Ss: Everyone can understand it.

T: So "obvious "means

Ss: Easy to see.

T: Right. What about the next one ? It is "consider". Can you find the sentence please ? What is it ; a noun , a verb , an adjective ?

Ss: Yes I have found it.

T: Now think about Mrs. Albina. Does she use birht control ?

Ss: Noshe does not.

T: Why not ?

Ss: It is against their religion.

T: Then what happens if she expects a baby ? Does she want it ?

Ss: No, she does not want.

T: So, what does she want God to do ?

Ss: She wants God to consider her age.

T: Right. Now the multiole choice questions. Read the questions and circle the best answer please then we will check the answers together.

(Appendix C continued)

1- COMPREHENSION QUESTIONS :

Think about the story and answer the questions

1. Are grown children babies or adults?
2. When a woman gives birth to triplets, how many children are born at the same time?
3. Is a journey a long trip or a short trip?
4. Who are the parents of a mule-a horse and a donkey, or a dog and a wolf?
5. Is a shack small and roughly built or large and well built?
6. Is something that is obvious easy to see or difficult to see?
7. Birth control is against the Albinas' religion. Does their religion permit birth control, or does it not permit birth control?
8. Mrs. Albina wants God to consider her age. Does she want God to forget her age or think about her age?

2. MULTIPLE CHOICE QUESTIONS :

Circle *the* letter of the best answer.

1. How many people are in the world' largest family?
 - a. 55: a mother, a father, and their 53 adopted children
 - b. 23: a mother, a father, and their 21 sons
 - c. 55: a mother, a father, and their 53 children

2.All of the Albina children are

- a. living in Argentina.

(Appendix C continued)

b. in their thirties and forties.

c. twins or triplets.

3. The Albina family is

a. rich.

b. middle class.

c. poor.

4. The Albinas do not use birth control because

a. they want to have as many children as possible.

b. they don't know about birth control.

c. it is against their religion.

5. Mrs. Albina will not let other people take care of her children because'

a. she is afraid other people won't take good care of them.

b. she promised that she would always take care of her children herself.

c. she has a lot of money and can take care of them herself.

6. Will the Albinas have more children?

a. Yes.

b. No.

c. Maybe.

APPENDIX D :

HEALTHY AGAIN (Text 2)

MR. Cho was worried. Something was wrong with his goldfish. They had red patches on their skin, they weren't eating, and they didn't have much energy. Mr. Cho thought the fish probably had an infection. To cure the infection, he stuck needles into the backs of the fishes. That may seem unusual to some people, but it didn't seem unusual to Mr. Cho. Mr. Cho is an acupuncturist—a person who uses needles to treat illness and pain.

Mr. Cho left the needles in the fish for several minutes and then took them out. During the next few days he repeated the treatments. Soon the fish began to feel better. They swam with more energy and started to eat again, and the red patches on their skin disappeared. Did the fish get better because of the acupuncture treatments? Mr. Cho thinks so.

Although acupuncture for goldfish is uncommon, acupuncture for people is very common in Asia. Acupuncturists there help people who have medical problems like infections, backaches, and stomachaches. They even use acupuncture during operations so that patients don't feel pain.

To see what happens during an acupuncture treatment let's imagine that Ming, a man who often has headaches, decides to go to Dr. Man, an acupuncturist. This is what might happen at Dr. Man's office.

First Dr. Man examines Ming and asks him about his headaches. There are many kinds of headaches, and Dr. Man needs to know what kind of headaches Ming has.

Then Dr. Han decides where to insert the needles. Ming is surprised when Dr. Han tells him that she will insert needles in his neck and foot, but none in his head. That is not unusual. Often acupuncture needles are not inserted in the place where the patient feels pain.

(Appendix D continued)

Next, Dr. Han chooses the needles, which range in size from one-half inch long to six inches. Dr. Han chooses one-inch needles for Ming and begins to insert the m. Ming feels a little pinch when each needle goes in. That is not unusual, either. Some patients say it hurts a little when the needles go in; other patients say it doesn't hurt at all. The needles stay in place for 15 minutes. Then Dr. Han removes them. Before he goes home, Ming makes an appointment to see Dr. Han in a week. Dr. Han says that Ming will know in a few weeks if the treatments are working.

Acupuncture has helped millions of people, not only in Asia, but all over the world. People say that acupuncture works. But *how* does it work?

One explanation of how acupuncture works is thousands of years old. The ancient Chinese, who were the first to use acupuncture, believed that energy flowed through the human body. They thought that sometimes too much energy-or too little energy- flowed to one part of the body. That caused pain or sickness. There were, however, several hundred places on the body where an acupuncturist could change the flow of energy. Those places were called acupuncture points. A needle inserted into an acupuncture point on a patient's leg, for example, changed the flow of energy to the patient's stomach. When the energy flowed correctly again, the patient would feel better.

There is also a modern explanation of how acupuncture works. Scientists point out that the acupuncture points have many more nerve endings than other places on the skin. Nerve endings receive pain messages when someone is sick or hurt. The pain messages then travel through the nerves. Perhaps acupuncture also sends messages through the nerves. These messages interrupt pain messages that are on their way to the brain. Because the pain messages never reach the brain, the patient feels better.

(Appendix D continued)

People who have been helped by acupuncture probably don't care which explanation is correct. They are just happy to be like Mr. Cho's fish-healthy again.

(from even More True Stories by Sandra Heyer)

(all the questions were answered together as in the sample lesson.)

QUESTIONS :

A.Comprehension Questions :

- 1.How did he understand that something was wrong with his goldfish ?
2. What did he do to cure the fish ?
3. What does he do ?
4. What kind of health problems do acupuncturists help in Asia?
5. What happens during an acupuncture treatment ?
6. How does acupuncture work ?
7. Who were the first to use acupuncture ?
8. What is the modern explanation of how acupuncture works ?

B. Multiple choice Questions :

1. Something was wrong with his goldfish because they ;
 - a. were getting older
 - b. Did not have much energy
 - c. ate too much food.
2. During the next few days, the fish began to feel better because he ;
 - a. gave them medicine
 - b. took them to a vet
 - c. had some acupuncture treatment on them
3. Why does Dr. Han ask his patient about his headache ?
 - a. to make him talk
 - b. He needs to know what kind of headache he has.
 - c. he is worried about the patient.

(Appendix D continued)

4. Dr. Han will know if the treatments are working in
 a. a month b. a few weeks c. two days
5. The first to use acupuncture were
 a. Asian b. Chinese c. English
6. The patient would feel better when
 a. the doctor stuck a lot of needles into his body
 b. the energy flowed correctly again
 c. a needle is inserted the patient's leg.
7. Scientists point out that acupuncture works if
 a. acupuncture messages stops the pain messages on their way to the brain
 b. acupuncture kills the pain
 c. nerve endings receive pain messages.
- 8 . Acupuncture is popular in
 a. all over the world.
 b. in Asia
 c. In Europe

C. Vocabulary

Which words have the same meaning as the words in the story? Circle the letter of the correct answer.

1. The fish had red patches on their skin.
 a. places that looked different from b. places where acupuncturists
 insert
 the area around them needles
2. Mr. Cho wanted to cure the infection.

APPENDIX E : Number of the Correct Answers of the First Group in the Pre and Post Tests of Text I

	Pre-Test	Post-Test
1	3	5
2	2	5
3	2	5
4	3	5
5	4	7
6	2	4
7	4	6
8	4	6
9	4	6
10	5	8
11	4	7
12	5	6
13	4	7
14	5	8
15	5	7

APPENDIX F : Number of the Correct Answers of the First Group in the Pre and Post Tests of Text II

	Pre-Test	Post-Test
1	1	3
2	1	3
3	2	5
4	3	5
5	3	4
6	4	5
7	4	6
8	4	5
9	4	5
10	5	7
11	4	6
12	4	6
13	5	6
14	4	6
15	4	5

**APPENDIX G : Number of the Correct Answers of the Second Group in the
Pre and Post Tests of Text I**

	Pre-Test	Post-Test
1	1	2
2	2	4
3	3	4
4	3	4
5	4	5
6	3	5
7	4	6
8	5	7
9	3	5
10	5	6
11	6	6
12	6	6
13	4	3
14	5	4
15	5	6

**APPENDIX H : Number of the Correct Answers of the Second Group in the
Pre and Post Tests of Text II**

	Pre-Test	Post-Test
1	1	2
2	1	3
3	1	3
4	1	2
5	4	5
6	3	4
7	3	4
8	4	5
9	3	5
10	4	5
11	3	5
12	3	5
13	3	5
14	4	5
15	3	5

APPENDIX I : STATISTICAL TABLES

The results of t-test for Dependent Samples for Text I Vocabulary Guessing Question Scores of the First and the Second Groups in the Pre-Test :

<u>Variable</u>	<u>df</u>	<u>Mean</u>	<u>SD</u>	<u>SE of Mean</u>
First Group	28	3.7	1.0998	0.280
Second Group	28	3.9	1.4376	0.3712

The results of t-test for Dependent Samples for Text II Vocabulary Guessing Question Scores of the First and the Second Groups in the Pre-Test :

<u>Variable</u>	<u>df</u>	<u>Mean</u>	<u>SD</u>	<u>SE of Mean</u>
First Group	28	3.4	1.245	0.3217
Second Group	28	2.7	1.162	0.3003

The results of t-test for Independent Samples for Text I Vocabulary Guessing Question Scores of the First Group in the Pre and Post-Test :

<u>Variable</u>	<u>df</u>	<u>Mean</u>	<u>SD</u>	<u>SE of Mean</u>
Pre Test	14	3.7	1.0998	0.2840
Post Test	14	6.1	1.872	0.3065

The results of t-test for Independent Samples for Text II Vocabulary Guessing Question Scores of the First Group in the Pre and Post-Test :

<u>Variable</u>	<u>df</u>	<u>Mean</u>	<u>SD</u>	<u>SE of Mean</u>
Pre Test	14	3.4	1.2459	0.3217
Post Test	14	5.2	1.2071	0.3117

The results of t-test for Independent Samples for Text I Vocabulary Guessing Question Scores of the second Group in the Pre and Post-Test :

<u>Variable</u>	<u>df</u>	<u>Mean</u>	<u>SD</u>	<u>SE of Mean</u>
Pre Test	14	3.9	1.4376	0.3712
Post Test	14	5.3	1.3973	0.3608

The results of t-test for Independent Samples for Text II Vocabulary Guessing Question Scores of the Second Group in the Pre and Post-Test :

<u>Variable</u>	<u>df</u>	<u>Mean</u>	<u>SD</u>	<u>SE of Mean</u>
Pre Test	14	2.7	1.1629	0.3003
Post Test	14	4.2	1.1464	0.2960

The results of t-test for Dependent Samples for Text I Vocabulary Guessing Question Scores of the First and the Second Groups in the Post-Test :

<u>Variable</u>	<u>df</u>	<u>Mean</u>	<u>SD</u>	<u>SE of Mean</u>
First Group	28	6.1	1.1872	0.3065
Second Group	28	5.3	1.3973	0.3608

The results of t-test for Dependent Samples for Text II Vocabulary Guessing Question Scores of the First and the Second Groups in the Post-Test :

<u>Variable</u>	<u>df</u>	<u>Mean</u>	<u>SD</u>	<u>SE of Mean</u>
First Group	28	5.2	1.2071	0.2960
Second Group	28	4.2	1.1464	0.3117