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**MA PROGRAMME**

**The Effects of Contextual Inferencing Strategy  
Training on Students' Achievement in and  
Attitudes towards Reading**

**(MASTER THESIS)**

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*To the memory of my beloved father*

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## TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	ii
TABLE OF CONTENTS.....	iii
TEZ KABUL .....	v
TEZ ÇALIŞMASI ORJİNALLİK RAPORU.....	vi
BİLİMSEL ETİK BEYANNAMESİ.....	vii
LIST OF TABLES AND FIGURES .....	viii
LIST OF ABBREVIATIONS.....	ix
CHAPTER I: INTRODUCTION.....	1
1.1. Introduction.....	1
1.2. Background of the Study .....	1
1.3. Statement of the Problem.....	2
1.4. Purpose and Significance of the Study .....	3
1.5. Research Questions.....	3
1.6. Scope and Limitations of the Study .....	3
CHAPTER II: LITERATURE REVIEW .....	5
2.1. Introduction.....	5
2.2. The Role of Reading in Language Learning.....	5
2.2.1. Reading Process .....	6
2.3. The Relationship between Vocabulary Knowledge and Reading Comprehension .....	8
2.3.1. The Role of Vocabulary Learning Strategies in Reading .....	10
2.4. Guessing Meanings from the Context .....	12
2.4.1. The Role of Contextual Information in Vocabulary Knowledge and Reading .....	14
2.4.2. Contextual Inferencing Strategies.....	18
2.4.3. Training of Contextual Inferencing Strategies.....	21
2.5. Learners' Achievement and Attitudes towards Reading .....	25
2.6. Previous Studies on Contextual Inferencing Strategies .....	28
2.6.1. Previous Studies Abroad.....	29
2.6.2. Previous Studies in Turkey .....	29
2.7. Conclusion .....	30
CHAPTER III: METHODOLOGY .....	32
3.1. Introduction.....	32
3.2. Research Design .....	32
3.2.1. Setting .....	33
3.2.2. Participants.....	34
3.2.3. Materials and Instruments.....	34
3.2.3.1. Attitudes towards Reading in English Questionnaire .....	35
3.2.3.2. Interviews .....	36
3.2.3.3. Achievement Tests .....	37
3.2.3.4. Strategy Training Materials.....	37

3.3. Data Collection and Analysis Procedure .....	38
3.4. Conclusion .....	40
CHAPTER IV: DATA ANALYSIS .....	41
4.1. Introduction.....	41
4.2. Data Analysis Results .....	41
4.2.1. Analysis of the Quantitative Data .....	41
4.2.1.1. Analysis of the results of pre-questionnaires .....	41
4.2.1.2. Analysis of the results of the Post-questionnaires.....	47
4.2.1.3. Analysis of the results of Achievement Tests .....	48
4.2.2. Analysis of the Qualitative Data .....	49
4.2.2.1. Analysis of the Results of pre-interviews and post-interviews .....	49
4.3. Conclusion .....	54
CHAPTER V: CONCLUSION .....	55
5.1. Introduction.....	55
5.2. Discussion.....	55
5.2.1. The comparison of the pre-questionnaire results of target learners and non-target learners in five categories.....	55
5.2.2. The discussion on the pre-questionnaire results of target learners .....	57
5.2.3. The comparison of the pre-questionnaire and post-questionnaire results of target learners.....	58
5.2.4. The discussion on the Achievement Test Results of experimental and control groups .....	59
5.2.5. The Discussion on the Results of Pre-interviews and Post-interviews.....	60
5.3. Conclusion .....	62
5.4. Implications for English Language Teaching .....	63
5.5. Suggestions for Further Researches.....	64
GENİŞLETİLMİŞ TÜRKÇE ÖZET.....	66
REFERENCES .....	76
APPENDIX A: QUESTIONNAIRE (TURKISH) .....	83
APPENDIX B: QUESTIONNAIRE (ENGLISH).....	86
APPENDIX C: INTERVIEW QUESTIONS .....	89
APPENDIX D: STRATEGY TRAINING MATERIALS.....	90
APPENDIX E: ACHIEVEMENT TESTS .....	103
APPENDIX F: SAMPLE INTERVIEW .....	114
APPENDIX G: APPENDED FIGURES AND TABLES .....	115
APPENDIX H: THE TABLE OF TRAINING PERIOD AND DATA IMPLEMENTATION PROCESS .....	118
CV.....	119

## TEZ KABUL

Necmettin Erbakan Üniversitesi Eğitim Bilimleri Enstitüsü Müdürlüğüne,

Ezgi KOÇAK ÜNSAL tarafından hazırlanan *The Effects of Contextual Inferencing Strategy Training on Students' Achievement in and Attitudes towards Reading* başlıklı tez tarafımızdan amaç, kapsam ve kalite yönünden değerlendirilmiş olup, 26/02/2020 tarihinde Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı **Yüksek Lisans Tezi** olarak kabul edilmiştir.

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Yukarıda başlığı belirtilen tez çalışmamın İç Kapak, Özetler, Ekler ve Ana Bölümlerden (Giriş, Alan Yazın, Yöntem, Bulgular, Tartışma, Sonuçlar ve Öneriler) oluşan toplam 74 sayfalık kısmına ilişkin, 13/03/2020 tarihinde tez danışmanım tarafından **Turnitin** adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı %12 olarak belirlenmiştir.

Uygulanan filtrelemeler:

1. Tez kabul sayfası hariç,
2. Tez çalışması orijinallik raporu hariç,
3. Bilimsel etik beyannamesi hariç,
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5. İçindekiler hariç,
6. Simgeler ve kısaltmalar hariç,
7. Kaynakça hariç
8. Özgeçmiş hariç,
9. Alıntılar dâhil,
10. 7 kelimedenden daha az örtüşme içeren metin kısımları hariç

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Gereğini bilgilerinize arz ederim.

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## BİLİMSEL ETİK BEYANNAMESİ

Bu tezin tamamının kendi çalışmam olduğunu, planlanmasından yazımına kadar tüm aşamalarında bilimsel etiğe ve akademik kurallara özenle riayet edildiğini, tez içindeki bütün bilgilerin etik davranış ve akademik kurallar çerçevesinde elde edilerek sunulduğunu, ayrıca tez hazırlama kurallarına uygun olarak hazırlanan bu çalışmada başkalarının eserlerinden yararlanılması durumunda bilimsel kurallara uygun olarak atıf yapıldığını ve bu kaynakların kaynakça listesine eklendiğini beyan ederim.

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## LIST OF TABLES AND FIGURES

<b>Table 1:</b> Nassaji’s taxonomy of lexical inferencing strategies (Nassaji, 2004: 117) .....	20
<b>Table 2:</b> Taxonomy of knowledge sources by de Bot, et al. (1997; p: 321) .....	22
<b>Figure 1:</b> Scale Reliability Statistics of the questionnaire .....	42
<b>Figure 2:</b> Item Reliability Statistics .....	43
<b>Figure 3:</b> The comparison of the questionnaire results of 100 learners and 60 learners in five categories .....	44
<b>Figure 4:</b> Descriptive Statistics (Quantitative data) of experimental (30) and control groups’ (30) pre-questionnaire results in all categories (Total number: 60) .....	45
<b>Figure 5:</b> Correlation matrix (Pearson) of the items of five categories and overall items according to the pre-questionnaire results of 60 students .....	46
<b>Figure 6:</b> Descriptive statistics of the vocabulary in reading category items .....	46
<b>Figure 7:</b> The statistical difference between the experimental and control groups’ attitudes towards reading according to the results of pre-questionnaire and post-questionnaire in all categories .....	47
<b>Figure 8:</b> The achievement test results of experimental and control groups .....	48
<b>Figure 9:</b> Mean scores of the interviews .....	50

## LIST OF ABBREVIATIONS

EFL : English as a Foreign Language

ELT : English Language Teaching

ESL : English as a Second Language

IR : Importance of Reading

JR : Joy of Reading

L1 : First Language

L2 : Second Language

SE : Self Efficacy



## ÖZET

Bu çalışma, bağlamsal sözcük çıkarım stratejileri üzerine yapılan eğitimin öğrencilerin okumaya yönelik tutumlarına ve okuma becerilerindeki başarılarına olan etkisini ayrıntılı bir şekilde inceleyen bir araştırmadan oluşmaktadır. Çalışmanın amacı, bağlamsal sözcük çıkarım stratejilerinin İngiliz dili eğitimine yararlılığı konusunda daha fazla bilgiye ulaşmaktır. Bu araştırma, İngilizcesi orta düzeyde olan Türk öğrencilerinin hem nitel hem de nicel verilerinin incelendiği deneysel bir çalışmadan oluşmaktadır. Bu çalışma, 60 tane orta seviyede İngilizce bilen öğrencilerin katılımıyla Selçuk Üniversitesi Yabancı Diller Yüksekokulu'nda gerçekleştirildi. Bu öğrenciler her bir grupta 30'ar katılımcı olacak şekilde deney ve kontrol grupları olarak iki gruba ayrıldılar. Bu çalışmada veriler, ön anket ve son anket olarak uygulanan anket formları, ön-test, son-test ve bütünleme testlerinden oluşan başarı testleri; ve iki aşamada gerçekleşen ön görüşme ve son görüşme uygulamaları aracılığıyla toplanmıştır. Ön anket, ön test ve ön görüşmelerden elde edilen veriler, katılımcıların bilinmeyen kelimelere ve okuma becerilerine karşı tutumlarının yanı sıra okuma becerisindeki başarıları hakkında da bilgi vermiştir. Altı hafta süren bağlamsal sözcük çıkarım stratejileri üzerine verilen eğitimden ve iki haftalık aradan sonra, son anket olarak verilen aynı anket formları, öğrencilere vize okuma sınavlarından oluşan son testlerle bütünleme testleri ve son görüşmeler de uygulanmıştır. Bağlamsal sözcük çıkarım stratejileri eğitim materyalleri de eğitim sürecinde kullanılıp bu materyalleri sadece deneysel öğrenci grubu kullanmıştır. Çünkü deneysel öğrenci grubunun nitel ve nicel veri sonuçlarının bu alanda eğitim almayan kontrol grubu öğrencilerinin verileriyle karşılaştırılması amaçlanıyordu.

Strateji eğitimi verilmeden önce, öğrencilerin tutum ve başarılarına dair eğitim öncesi verileri, öğrencilerin okuma parçalarında bulunan bilinmeyen kelimelere karşı olumsuz tutumlar sergilediklerini ve bu durumun onların okumaya karşı tutumlarını da olumsuz etkilediğini göstermiştir. Bağlamsal sözcük çıkarım stratejileri eğitiminden sonra, öğrencilerin bilinmeyen kelimelere ve okuma becerisine karşı tutumları olumlu etkilenip okuma testlerinde de bir miktar ilerleme kaydettikleri gözlenmiştir. Sonuç olarak, bağlamsal sözcük çıkarım stratejileri eğitimi öğrencilerin okumaya karşı tutumları üzerinde olumlu bir etki yaratmış ve okuma başarılarında da bir miktar ilerleme sağlamıştır.

**Anahtar Kelimeler:** Okumada başarı, okumaya yönelik tutumlar, bağlamsal sözcük çıkarım stratejileri, okuma becerisi, bilinmeyen kelimeler

## ABSTRACT

This study is a detailed analysis that examined the effects of contextual inferencing strategies training on students' attitudes towards reading and their achievement in reading skill. The aim of the study is to reach more information on the point of the usefulness of contextual inferencing strategies in EFL education. This research is formed of an experimental study in which both qualitative and quantitative data of pre-intermediate level Turkish EFL students were investigated. The study was carried out at Selçuk University the School of Foreign Languages with the participation of 60 pre-intermediate level EFL learners. These learners were divided into two groups of students forming of 30 students as the experimental group and 30 students as the control group. In this study, data were collected through questionnaires applied as pre-questionnaires and post questionnaires, achievement tests forming of pre-test exam; midterm reading exam as post-test and delayed-post test; and interviews in two phases: pre-and post- treatment. Data from the pre-questionnaire, pre-test and pre-interviews gave information about the participants' attitudes towards unknown words and reading in addition to their achievement in reading skill. After six weeks of training on contextual inferencing strategies and two weeks of interval, the same questionnaire as post-questionnaire, mid-term reading exams of the students as a post-test in addition to delayed-post test and post-interviews were carried out. Strategy training materials on contextual inferencing were used during the training process, and only the experimental group of students used these materials, as their qualitative and quantitative data results were compared to the control group of learners' results who had no education on the field.

Before strategy training, the students' pre-training data of their attitude and achievement indicated that students had negative attitudes towards unknown words in reading texts that also negatively affected their attitudes towards reading. After the strategy training on contextual inferencing, the students' attitudes towards unknown words and reading skill were positively affected in addition to the fact that they made progress in reading achievement tests to an extent. To sum up, training of contextual inferencing strategies had a positive effect on the students' attitudes towards reading and provided some progress in their achievement in reading.

**Keywords:** Achievement in reading, attitudes towards reading, contextual inferencing strategies, reading skill, unknown words

## **CHAPTER I: INTRODUCTION**

### **1.1. Introduction**

This chapter is going to give general information about the study by introducing the basics of this paper. First of all, the background information of the study will be presented as an introduction to the main problem of the study. After that, the purpose and significance of the study will be indicated. Then, the research questions of the study will be introduced, and in the end, the scope and limitations of the study will be discussed.

### **1.2. Background of the Study**

In recent years, English has become a global language and spoken by a lot of people in all over the world. Therefore, many countries have included English in their educational systems to teach their students. However, learning English is not an easy task, as language teaching and learning is a complicated issue especially for non-native speakers. When English teaching is contained in educational systems, learners are required to learn it as integration with four main skills including reading, writing, listening and speaking skills. Each skill is important, but among the four main language skills, reading is considered as one of the most important skill especially for high-level learners such as university students of English as a second or foreign language (Levine et al., 2000). Just like the other skills, reading skill is also a complex process to be captured by the learners, due to the fact that it contains a variety of skills like phonemic awareness, being fluent, vocabulary knowledge and comprehension (Therrien, Wickstorm, and Jones, 2006). Since good readers need to be fluent in reading and understanding the reading text with a good comprehension, they need to improve their reading comprehension by using reading strategies properly during the reading process.

It's essential for L2 learners to have vocabulary knowledge to become proficient in reading, as reading comprehension and vocabulary knowledge has a close relationship with each other. Reading texts are formed of words and sentences, and students need to have information about words used in the text to be able to understand the sentences which are used and finally the whole text. It means that learners should have knowledge about vocabulary items to comprehend the whole text. As non-native language learners, it's difficult for them to know the meanings of each word in an

English reading text. Therefore, learners are required to develop some strategies to have an idea about unknown words, and guessing unknown words from the text by means of contextual inferencing strategies that is one of the most frequently and useful strategy used by learners among other proper language learning strategies (Walters, 2006). A variety of studies have been conducted on the functionality of contextual inferencing strategies in reading comprehension and, many of them have shown that contextual inferencing strategies provide learners to make progress in their reading comprehension of reading texts and to develop good attitudes towards reading in addition to become successful readers.

In this study, the effects of contextual inferencing strategy training on students' achievement and attitudes towards reading will be analyzed to find out new information about the issue of the functionality of contextual inferencing strategy in language education.

### **1.3. Statement of the Problem**

Since 1970s, many studies have been conducted on the students' attitudes towards reading, and they have indicated that the success in reading skills is closely related to the attitude towards reading (Guthrie & Wigfield, 2000; Wigfield & Asher, 2002; Morgan & Fuchs, 2007). Besides, most of the studies have shown that the longer time the learners spend on reading the greater the possibility that their reading comprehension achievement is influenced positively (Mazzoni, Gambrell & Korkeamaki, 1999). Contextual inferencing is supposed to be an effective method of making up for restricted vocabulary knowledge in L2 reading (Nagy, 1988; Nation, 2008; Schmitt, 2004). A variety of studies have examined the effects of contextual inferencing strategies on reading comprehension (Istifci, 2009; Nassaji, 2006; Roskams, 1998) while some others have searched for the effect of inferencing strategies on vocabulary acquisition (Fraser, 1999; Shokouhi and Askari, 2010). In a study, the effects of inferencing strategies on the learners' attitudes towards reading have been investigated (Kulaç, 2011). This study examines the influence of contextual guessing strategies on the L2 learners' attitudes towards reading as well in addition to check into their achievements in reading. In conclusion, this paper of thesis intends to investigate the impact of contextual inferencing strategies training on the students' attitudes towards reading and their progress in reading skills.

#### **1.4. Purpose and Significance of the Study**

The insufficient knowledge about the meanings of words is supposed to be one of the fundamental problems for ELT students during the process of reaching reading comprehension of texts. Learners may tend to improve negative feelings about reading when they encounter a lot of unknown words in a text. The purpose of the study provides learners to improve positive feelings about reading by means of contextual guessing strategies for the unknown words. The learners need to have explicit training on contextual inferencing strategies to learn how to use these strategies in reading texts. The study also aims to help students make progress in reading achievement tests with the help of contextual inferencing strategies for the unfamiliar vocabulary items. We hope that this study can make a contribution to other researchers who work on contextual inferencing to look into the effects of inferencing strategies on students' attitudes and achievements towards reading.

The results of the study will hopefully make a contribution to the literature and a profit to the researchers to have proper information about the relationship between the learning strategies used for a particular skill such as reading and learners' attitudes towards that skill.

#### **1.5. Research Questions**

The study covers the research questions below:

- 1.** What is the relationship of the pre-intermediate level Turkish students' attitudes towards unknown vocabulary items in English reading texts and reading as a whole?
- 2.** How does the training of contextual inferencing strategies affect the students' attitudes towards reading?
- 3.** How does the training of contextual inferencing strategies influence the students' achievement in reading?

#### **1.6. Scope and Limitations of the Study**

This study is carried out with a limited number of students studying at Selçuk University. Since studying with a limited number of learners might be uneasy to reach a general idea about the field of study, a greater number of students might be included into this research to come up to more accurate facts based on the data of the study results.

The time period of this study is also confined to six weeks of duration for the explicit training on contextual inferencing strategies. More timeframe might be added to the planned duration of the explicit instruction to provide a more effective training to the learners.

Finally, a set of achievement tests will be implemented to the students within a restricted time besides training the learners with a variety of strategy training materials during the explicit instruction period. Since the workload of this study might be fatiguing for the learners, the number of tasks can be decreased on the purpose of high productivity.



## CHAPTER II: LITERATURE REVIEW

### 2.1. Introduction

This study is searching for how the explicit strategy instruction in contextual inferencing affects the attitudes of L2 learners towards reading and their achievement in reading. The inadequacy of vocabulary knowledge prevents the motivation and achievement of learners during the reading process. This study aims to solve ELT learners' vocabulary problem in reading and provide them to develop positive attitudes towards reading by using contextual inferencing strategies. These strategies will hopefully help the learners estimate the meanings of unknown words in reading texts in order to improve their reading skills. We hope that we can reach further information about the influence of using inferencing strategies on students' opinions about reading skill.

This chapter will broadly examine the role of reading in L2 learning; the relationship between the vocabulary learning and reading; contextual inferencing strategies and their effects on the attitudes and achievement of learners in reading; and finally previous studies related to contextual inferencing strategies in Turkey and abroad.

### 2.2. The Role of Reading in Language Learning

In the last years, English has been considered as the most extensively spoken language throughout the world by being used as a native language, foreign language or lingua franca (common language) in a lot of countries, since recently, almost twenty-five percent of the global population has already known and used English (Crystal, 2003). Harmer (2007: 13) threw light on the matter by telling, "*In terms of numbers, there are currently around 1.5 billion speakers of English worldwide, of whom only some 329 million are native speakers. Furthermore, the population growth in areas where English is a second language is about 2.5 times that in areas where it is a first language.*" When examining the number of native and non-native speakers of English, it is clear that English is special and necessary to learn to communicate with other people around the world. For this reason, English as a global language has taken part in educational systems of many countries all around the world.

When English teaching is included in educational system, four main language

skills are taught, which are formed of reading, writing, listening and speaking. Reading is supposed as one of the most significant skills of four main language skills especially for the high-level learners including ELT students at universities due to the academics purposes (Levine et al., 2000). However, learning to read is not an easy action, because it is a multi-process including several steps such as recognizing the phonemes inside words in addition to the written coding of these phonemes, understanding the basic syntactic and grammatical rules; and having vocabulary knowledge and reading comprehension (Lyon, 2000; Therrien, Wickstorm, and Jones, 2006). To become a skilled reader, being fluent while reading and understanding reading materials with good comprehension is essential for language learners. Therefore, language learners need to foster their reading comprehension by utilizing reading strategies during the process so that they are able to be proficient in reading.

### **2.2.1. Reading Process**

Reading is supposed to be the most important academic language skill and it has a crucial role in educational settings (Grabe & Stoller, 2002). Reading is a process that includes the active and complex interaction between the reader and the reading text (Rumelhart, 1985; Stanovich, 1980). In this process, readers decode the words in the reading text and then they automatically comprehend the meanings of the words (Ruddell and Unrau, 1994). In other words, when readers look at the printed material, they try to decode the written words and solve their meanings by thinking about their relationships.

The output of the reading process is comprehension of reading items including texts, sentences or words (Barry & Lazarte, 1995). According to Anderson et al. (1977: 369) each action of comprehension embraces a reader's world knowledge. However, Carrell (1984: 332) thinks this issue of world knowledge has been disregarded by the readers and instructors. Instead they have focused on the comprehended language parts such as well-structured sentences and texts based on their meaningfulness, and they have ignored the readers' background knowledge about the context. Therefore, schema theory that centres on the significance of readers' background knowledge within a psycholinguistic model of ESL reading has been proposed to close the gap about reading comprehension. Goodman (1967: 118) suggesting psycholinguistic model of reading has defined reading as "*psycho-linguistic guessing game*" in which "*the reader constructs a message which has been encoded by the writer as a graphic display*".

However Carrell (1984: 332) has thought, *“Even if the psycholinguistic model of ESL reading is seen as an interaction of factors such as conceptual abilities and process strategies, it has been inadequate to give sufficient emphasis on the role of background knowledge.”* Carrell (1984: 332) has defined schema theory like in the following statement: *“That theory holds that any text, either spoken or written, does not carry meaning by itself; rather, a text only provides directions for listeners or readers as to how they should retrieve or construct meaning from their own, previously acquired knowledge.”* Since readers may have different experiences and information, there may be various reading products as there may be various readers. To reach the reading comprehension, readers apply two different approaches in the reading process, which are called bottom-up and top-down approaches (Nuttall, 2005). Readers try to form schemata to reach understanding of the whole text or a lexical item or sentences in the text. Schemata are ordered in a hierarchy from the most general at the top to the most specific at the bottom. As Rumelhart (1980: 42) has pointed out that reading process needs to be viewed as complex interaction between two types processing that are bottom up processing and top down processing.

First of all, the bottom-up model points out the consciousness of the readers and reading automaticity which are fundamental factors in reading comprehension (Lagerge and Samuels, 1974). Readers following bottom-up model generally take out information from the printed page and they are usually interested in letters and words in a relatively complete and systematic fashion (Gough 1972). In bottom model, readers are in tendency to decode the writer’s planned meaning of the text by identifying the printed words and building a meaning from the smallest textual elements at the bottom to larger elements at the top. In this model, readers focus on identifying the meaning and grammatical structure of words, sentences and other details of the text.

Secondly, the top-down model is the other reading model that describes what the reader brings to the text, says reading driven by meaning, and progress from the whole part (Nunan, 2003). In Top-down model, readers use their background knowledge and form an estimate. In other words, the readers can understand the passage without knowledge of the words’ meanings and they benefit from their previous knowledge and assumptions. In this process, the reader concentrates on the meaning rather than lexical or syntactic structure of the printed material. In contrast to the bottom-up model, the top-down model suggests that the readers make educated predictions about the meaning of the print.

Nonetheless, bottom-up and top-down approaches are not adequate enough for the description of the reading process (Alderson, 2000). Therefore, the combination of the two approaches called interactive model is the most approved approach by the readers in the process (Rumelhart, 1977). In interactive model, readers make connections of what they know about language, decoding vocabulary and syntactic items, or bottom-up skills, to their background knowledge and prior experiences, and association with the topic of the reading material, or top-down skills. Goodman (1985) describes an interactive model as one, which makes use of reading text as input and has meaning as output to build meaning. To sum up, in interactive model, reading process is identified as combining textual information with learner's knowledge that they bring to a text.

### **2.3. The Relationship between Vocabulary Knowledge and Reading Comprehension**

Vocabulary knowledge is an essential part of reading comprehension since it is difficult for a reader to find out the meaning of a text without recognizing the most of the words' meanings within the text. The ratio of difficult words in the printed material shows the difficulty level of a text while the general vocabulary knowledge of a reader shows the reader's comprehension level of the text (Anderson and Freebody, 1981). Because of the close link between reading comprehension and vocabulary knowledge, the more readers recognize the words in a text, the better they understand the meaning of the text. For this reason, the lack of adequate word recognition is an obvious and serious obstruct for a learner's improvement in reading process, and having sufficient vocabulary knowledge is the best way to solve reading comprehension problem when the learner has a problem in understanding a text.

First of all, it is initially important to describe what knowing a word means so as to better understand the interrelation between vocabulary knowledge and reading comprehension. According to Anderson and Nagy (1991), there are two aspects of word meaning, called denotation and connotation. Denotation is the textual meanings of the words, while connotation is defined as the feelings or thoughts that the words recall (Brinton, 2000). For that reason, knowing a word is a complicated concept rather than just being a defined word in a sentence, and thus having vocabulary knowledge is significant instead of only acquiring the definitions of vocabulary items. In this regard, Nation (2001) characterizes three aspects of vocabulary knowledge, called form,

meaning and use. The aspect of form refers to pronunciation, spelling and writing of the vocabulary items; meaning refers to what meaning the word indicates and which other words might be used instead of the word used in a text; use mentions about the grammatical aspects like collocations of the word and the frequency of using the word in a text. Therefore, these three functions of vocabulary knowledge might help readers reach semantic information and finally comprehension of familiar and unfamiliar words in a text (Koda, 2005). To sum up, having sufficient vocabulary knowledge is a fundamental factor for readers to achieve reading comprehension.

The second point about the reading comprehension and vocabulary knowledge is about explaining their interrelationship between each other in detail. As the interrelationship between vocabulary knowledge and reading comprehension is a complicated and dynamic process, researchers have offered various models to define this relationship. Anderson and Freebody (1981) proposed three assumptions, namely instrumentalist, aptitude and knowledge. The instrumentalist aspect is a primary preconditioned factor of comprehension that refers knowing words enable text comprehension, and vocabulary knowledge is essentially in the casual chain, which results in reading comprehension. The aptitude view claims that a learner with a large amount of vocabulary is better at discourse comprehension as they own higher quick mind. The knowledge hypothesis implies that having broader world knowledge supports reading comprehension since the readers should have more information to have a point of view about the text.

According to Hu and Nation (2000), second language learners should know and infer almost 98 per cent of the words in a text so that they are able to reach reading comprehension. This proportion is compatible with those native English speakers who read for pleasure should have 99 per cent word recognition in a text (Carver, 1994, 2000; as cited in Koda, 2005). These findings about the proportion of word recognition show that the more readers have vocabulary knowledge in a text, the better they have reading comprehension. However, having adequate vocabulary knowledge might be a more complex process. Vocabulary knowledge involves two dimensions, which are breadth and depth rather than being an upgradable process (Zhang, 2012). Breadth of vocabulary knowledge attributes to the number of words' meaning and their important features of these words' meaning a reader knows, while depth of vocabulary knowledge means how good a reader knows the words (Anderson and Freebody, 1981). Both

vocabulary knowledge dimensions are significant for readers because these two kinds of dimensions provide readers to reach better comprehension of printed materials.

Ouellette (2006) discriminated the roles of breadth and depth of vocabulary knowledge on reading skills. He found out that each dimension of vocabulary knowledge had a different effect on each reading skill. Vocabulary knowledge of breadth provided an estimation of word recognition, whereas depth of vocabulary knowledge provided an estimation of reading comprehension in reading materials. More studies (Qian, 2002; Farahani, 2006) about the relationship between vocabulary knowledge and reading comprehension indicated that both depth and breadth of vocabulary knowledge have an influence on reading comprehension.

In conclusion, it is undoubtedly clear that vocabulary knowledge shares a close relationship with reading comprehension and it is assumed as one of the finest predictor of word reading and comprehension. Readers can make a comprehension of reading texts by using their breadth and depth vocabulary knowledge for the word recognition in the reading materials.

### **2.3.1. The Role of Vocabulary Learning Strategies in Reading**

Vocabulary learning is such an essential factor for L2 learners that it offers them more capability in reading comprehension. A great number of researches have proved that learners using more vocabulary words are potential achievers in using language skills such as reading, writing, speaking and listening. Since reading is the written form of communication, reading skill is highly necessary for learners. Gunning (1998) states that there are some factors that prevent good reading such as limited vocabulary knowledge, deficiency in reading for meaning and inefficiency in using strategies. Learning strategies, including vocabulary learning strategies provide learners to foster their learning autonomy, problem-solving abilities, self-conducting and independency.

Vocabulary learning strategies are a part of general L2 learning strategies, and there is a variety of vocabulary learning strategies having been suggested and categorized by many language researchers particularly since the late of 1970s (Gu & Johnson, 1996; Nation, 2001; Schmitt, 1997).

Schmitt (1997) classified vocabulary learning strategies in two main groups,

called discovery and consolidation strategies. Discovery strategies help learners find out learning of words and decide on the meanings of new vocabulary items. Discovery strategies are formed of determination and social strategies. Determination strategies refer to personal learning policies, while social strategies refer to learning new words by interacting to other people. Examining parts of speech like affixes and suffixes, looking for similar words in the first language, looking at pictures, guessing from textual context and using dictionary are some examples to discovery strategies. Social strategies include asking for instructor's help for translation, paraphrasing, finding out synonyms, asking instructor for giving example sentences for unknown words. Consolidation strategies provide learners to strengthen the meaning of words when they come upon them again. Consolidation strategies are formed of social, cognitive, meta-cognitive and memory strategies. Social strategies are included in both groups since they can be used in both discovery and consolidation strategies. In terms of consolidation group, social strategies refer to studying and practicing the meaning of new words in a group. Memory strategies refers to learners' mental process by using their background knowledge to comprehend new vocabulary items; cognitive strategies appeals to learners' mechanical methods to acquire the meanings of new words; and meta-cognitive strategies are formed of learners' observing, giving decisions and appraising processes. Consolidation strategies contain practicing the meanings of words by interacting with other learners, using flashcards and pictures to learn words, imagining the meaning of words, using semantic mapping, words grouping, note-taking, writing the words repeatedly, using foreign language media and testing with word exercises.

Nation (2001) suggested taxonomy of vocabulary learning strategies classifying three main parts, including planning, source and processes. The category of planning includes determination of where, how and how often to concentrate on new words, and having a plan to find out the best strategy for new vocabulary items by using different strategies. Choosing words, choosing aspects of word knowledge, deciding on the strategies and planning repetition are some strategies included in the planning category. The category of source refers to reach information about the unknown words. Making analysis of parts of the speeches like affixes or prefixes, getting the meaning from the context and making connection between first and second languages are some examples to the strategies of the source section. The category of processes aims to build world knowledge by noticing new words, retrieving which provides to connect the word

to the meaning and generating as the output of the word.

Gu and Johnson (1996) classified vocabulary learning strategies as meta-cognitive, cognitive, memory and activation strategies. Meta-cognitive strategies include selective consciousness that refers to learners' awareness of which words are necessary to learn for the comprehension of the text. Cognitive strategies are formed of guessing, dictionary using and note-taking strategies for comprehension of the passage. Memory strategies contain practicing and encoding parts. Practicing strategies involve repetition and word lists, while encoding strategies are comprised of encodings of contextual, visual, auditory, and semantic in addition to word-structure. Finally, activation strategies refer to learners who make correlation of familiar words in second language for the comprehension of the whole text.

Vocabulary knowledge is fundamental for the comprehension of reading texts, and inadequacy of vocabulary knowledge can be an obstacle for L2 readers and learners to catch the meaning of reading passages. At this stage, vocabulary learning strategies are essential for L2 learners to solve this vocabulary problem and comprehend what they read. As mentioned before, there are numerous researchers revealing strategies in different fields, but these strategies have similar features. To exemplify, the *source* category in Nation's taxonomy (2001) contains analysing parts of words, which is classified as a sub-category of encoding strategies in Gu and Johnson's taxonomy (1996). Contextual inferencing is also another example to common points of vocabulary learning strategies classified by various researchers. Using context to guess the meaning of unknown words has become one of the common strategies used in different categories by researchers, for it is assumed as an effective method in reading comprehension (Walters, 2006).

#### **2.4. Guessing Meanings from the Context**

Guessing meanings from the context can be described as using the context to catch the meaning of words by analysing the word itself, the sentence including the unknown words or the whole text. It is important for teachers and learners to remember that learning a word is more than knowing its meaning, and knowing the form and usage of an unknown word is necessary (Nation, 2001). Vocabulary items can be learnt in various approaches, notably explicitly (intentionally) or implicitly (unintentionally).

Krashen (1989) and Thornbury (2002) support implicit learning of vocabulary items while some other researchers do not stand for the idea of focusing on the single method of vocabulary teaching. According to them, learners differ in using methods to reach the meanings of vocabulary items, so it's necessary for teachers to help learners choose suitable methods. In addition to the point that learners vary in the usage of methods, native speakers consider that implicit learning of vocabulary items is more useful while L2 learners have difficulty in implicit learning since they have less information about target language (Thornbury, 2002). Nation (2001) thinks that vocabulary learning and teaching processes differ from each other. He adds that vocabulary learning is formed of three main methods, which are called as noticing, retrieving and generating; besides guessing words from the context is a method of noticing process. He also emphasizes importance of frequent repeating by communication in vocabulary teaching. In another categorization, vocabulary learning contains two main groups, namely, metacognitive and cognitive, and guessing from the context is included in both categories (Gu & Johnson, 1996). As a consequence, guessing from the context is an effective method to be learnt deductively which is more useful for young learners, and to be learnt inductively which is practical for learners to help them find clues of unknown vocabulary items (Nation, 2001)

Carton (1971) describes context into three groups, which are intra-lingual knowledge, inter-lingual knowledge and extra-lingual knowledge. Intra-lingual knowledge includes the target language knowledge; inter-language knowledge contains the clues found in the text; and extra-lingual knowledge is formed of the world knowledge and the culture. Context is also defined in terms of being verbal and non-verbal (Engelbart & Theuerkauf, 1999). Verbal context contains grammatical and semantics context, whereas non-verbal context includes situating, descriptive, subjective and global context (Engelbart & Theuerkauf, 1999).

Learners need to be trained to comprehend the meaning of a text, and in that point they should be taught to infer the meaning of unfamiliar words or structures from the context to solve the meaning of the whole text. Instructors might teach guessing to learners by making them to concentrate on the clues of the context, and this method might be beneficial for their improvement in guessing (Walters, 2004). Some other strategies are also proposed to help learners guess the meaning of context by the means of the exercise of context enhancement. According to Honeyfield (1977), even with a

useful 3000 vocabulary items most frequently used in English, learners are still in the need of having the knowledge of about 20 per cent of vocabulary items they come across in an advanced text. For this reason, he suggested context enrichment exercises by presenting to learners some unknown words in different sentences including same unknown word with more knowledge. Honeyfield (1977) applied a case study to the readers of 9<sup>th</sup> grade, and in his study, the readers were instructed with context improvement exercises (An example to his content enrichment exercises exists in Appendix G). In the end, he reached the knowledge that learners made more progress in comprehending texts with the help of guessing skills.

In conclusion, learners' deriving meaning by the means of context clues is an efficient method to improve vocabulary and reading comprehension. Dealing with unknown words has been one of the basic problems for L2 learners, and learners tend to learn each unknown words of a text by checking the meanings of vocabulary items from bilingual dictionaries to cope with this problem. However, too much usage of dictionary might be an obstacle for learners' motivation and interest in reading and comprehension, since it makes learners more engaged in unknown words rather than occupied with the contextual meaning of texts. And this problem leads to time losing and ineffective reading of L2 learners. In this point, contextual strategies can assist learners to enhance their vocabulary knowledge and reading comprehension in addition to provide motivation and time saving of L2 learning.

#### **2.4.1. The Role of Contextual Information in Vocabulary Knowledge and Reading**

First of all, to understand this section, it's necessary to define the meanings of the words including context and contextual information. The term "context" is defined well by Prakasam (1993: 98), and he describes context "that is used to refer to specific parts on an utterance or text adjoining to an item, which is the focus of the attention". Secondly, contextual information can be described best by Zhao (1992) as "the awareness of inter-sentential freedom and constraints between individual sentences, and the cumulative impact of all that which precedes the current sentence in terms of cohesion and coherence". There has been a debate about if vocabulary is best learned through direct study or incidentally through reading by the educators. However, most studies done on the field show that both ways are useful in different ways. Nevertheless, implicit vocabulary learning through reading is mainly bound to the learners' capability

of guessing the meaning of words from the context, which means that learners are required to know the words in the context. Therefore, the argument of context's playing an important role in getting the meanings of words has already been accepted by researchers and instructors (Beck, McKeown, & McCaslin, 1983). Besides, contextual inferencing (guessing) has been supposed as a part of incidental acquisition of L2 learning in vocabulary teaching. In other words, guessing from the context might be included as a part of implicit learning method (Carter and Nunan, 2002). In vocabulary learning studies, researchers intend to find out the points at which implicit vocabulary learning is more useful than explicit vocabulary learning and to learn what are the most essential strategies of implicit learning. Direct explicit instruction containing strategies such as giving the meanings, synonyms of unknown words or using them in example sentences might be accepted as influential method but not as a productive one. In direct method, learners usually tend to identify the meanings of words that lead them to a lot of dictionary usage, and so this kind of method is time-consuming and inadequate in terms of quantity and quality of vocabulary knowledge (Nagy & Anderson, 1984; Nagy & Herman, 1987). Furthermore, direct explicit instruction might be insufficient to deal with the various meanings of words or the several usages of words in different contexts. Hence, the goal of a successful vocabulary instruction should be providing learners to become independent and autonomous word learners (Nagy et al., 1987). At this point, the impact of context in word meaning learning can contribute to carry on this goal.

In addition to the point that many studies show that learners benefit from contextual information during the process of vocabulary acquisition and reading comprehension, some researchers wonder about if the learners use contextual information incidentally or consciously, and what elements take part in the acquisition of vocabulary from the context. Some findings have shown that both younger and older learners are able to have an idea about the meaning of an unfamiliar word when it is given in a range of contextual sentences (McKeown, 1985; van Daalen-Kapteijns et al., 1981). In these studies, it has been found out that learners have the ability to use contextual information effectively as a significant factor. However, the researchers do not give the information in detail that whether the context will be used unconsciously during the reading process, as the contexts shown in the studies were formed of sentences which supply a set of data about a given word.

In another survey, unknown words were presented in paragraphs within a conception to analyse learning words from the context in a more natural reading proceeding. In the study, the investigated components that indicated the positive effects of context in learning were the frequency of usage of the aimed word, presenting the words previously and less frequently within an informal education and reading skill (Jenkins, Stein, and Wysocki, 1984). The given texts were prepared to present more natural reading process, but the passages were formed particularly to contain the target vocabulary items. According to the findings of the study, learners were able to get the meaning of some words from the context without explicit instruction even if the improvement in learning was not adequate enough.

In a following research, a vast number of learners were examined with a variety of words and texts (Nagy, Anderson, and Herman, 1987). The materials were chosen according to the level of learners in addition to their reading skill levels. Passages were selected according to the writing style of text (narrative or explanatory), hardship of the text in terms of vocabulary items and the potency of contextual contribution. The words of the texts were chosen in terms of their degree of difficulty; their part of speech; their conceptual category; their morphological changes; their frequency of taking place in the text; and their longness in syllables. The uneasiness of the words was divided into four levels ordering from the simplest to the most difficult. In the 1st level, the concepts and the synonym of the words were known by the learners. Level 2 contained words with a concept known by the learners without synonyms. In the 3rd level, words were presented with an unknown concept by that can be solved by the learners with the help of their background knowledge. Finally, level 4 consisted of words without a concept and the students need to learn to use contextual information. This level is also formed of four sections. First section contained the words symbolising a concrete object; 2nd section included words symbolizing a concrete case; Section 3 contained the words symbolizing an abstract case; and last section comprised of words symbolizing abstract and complicated objects. The learners were distributed at random to read the descriptive or explanatory passages prepared for the proper level. Each learner reads two of the four texts according to his/her level, yet they were responsible from the target words from all four texts on the test. Before reading the passages, the learners were handed in a checklist about the vocabulary test to insure the variety among the students as preliminary information. The grades of words in the texts which

were not read by the learners were also contained to the results of the research to decide on the progress related to contextual learning and to supply complemented control for pre-cognition variation among the learners. The scores showed that the impact of contextual learning was small but important. According to results, the learners who read a text recognized 3.3 % more of the unfamiliar words it included than the learners who didn't read the text. Moreover, the results showed that learning from the context was influenced by the medium longness of a word in syllables, the conceptual hardship of the text level, and the conceptual difficultness of a target word. In terms of last factor, it could be concluded that, no learning from the context was observed within the texts having unknown words which were most conceptually difficult. Herman et al. (1987) particularly found out the function that text constituents might serve in acquiring word meanings from context. The whole intention of their research was to examine how declarations that regularly differ in the property of text features contribute in a reader's implicit vocabulary knowledge acquisition. The findings showed that learners who read the passage comprehended more word meanings than the learners who did not read. More significantly, findings indicated that learners who read conceptually more comprehensive forms of the original texts made more progress than the learners who read the original texts, as their materials consisted of more extensive explanations of significant concepts, more clearly descriptions of interrelations, and distinctive examples of unfamiliar concepts. In conclusion, the study points out the students can make use of context in vocabulary acquisition in addition to the fact that they can use the context incidentally during the reading process. However, there is one aspect which has not been observed enough that context itself can contribute to vocabulary acquisition by providing information in diversity and quality. To sum up, even though the attributes of context are integrated to the more general text factors that were studied by the researchers, context actually has a unique position in terms of attributes that are related to a specific word rather than the whole text.

In conclusion, the common point of the studies mentioned before is that contextual information has a role in vocabulary acquisition and reading process of L2 learners. When a reader gets slower due to the difficult vocabulary items, they can make use of contextual information incidentally which provides them supplementary information about the words and make a contribution in their gaining of word knowledge and reading comprehension.

### 2.4.2. Contextual Inferencing Strategies

Contextual inference was defined by Haastруп, 1989: p.848) as “*guessing the meaning of target word based on interpretation of its immediate co- text with or without reference to knowledge of the world*”. The process of contextual inferencing includes making informed guesses to comprehend the meaning of a word in the view of all convenient linguistic clues in association with the learners’ general information about the world and their consciousness about the texts and their proper linguistic knowledge (Haastруп, 2008: 13). According to Schmitt (2010), contextual inferencing is best defined as guessing the meaning of the vocabulary items from the context in a qualified manner, rather than just guessing from the context, in addition to the fact that contextual clues are one of the knowledge sources. Nagy (1997) categorizes these knowledge sources of L2 learners into three subtypes which are linguistic knowledge, world knowledge and strategic knowledge that contribute to contextual inferencing. Linguistic knowledge provides learners to find parts of speech of vocabulary items such as noun, verb etc. and to comprehend longer sentences by making connection between sentences and phrases.

World knowledge is related to the learner’s background information about the world, and a learner can make use of his/her world knowledge to guess the meaning of unknown words by means of familiar concepts the words refer to (Nagy et al.,1987). Strategic knowledge can be defined as learners’ being awareness about their control over the cognitive resources such as reading texts, and training contextual inferencing strategies to learners enhance their capability to estimate the meanings of unfamiliar words in reading texts (Huckin & Jin, 1987) It means that the activity of using information from the context enhance learners’ capability to benefit from contextual information through training on the usage of contextual inferencing strategies.

Robinson and Good (1987) grouped seven types of contextual inferencing strategies used by EFL readers to cope with vocabulary problems in reading comprehension. These seven types consist of description; experience; antonym; synonym; familiar expression or language experience; summing up; and mood or setting.

Barret (1974)'s Taxonomy of contextual inferencing strategies (as cited in Yussof et al., 2012) is also important to support information required by students for the text comprehension. He describes contextual inferential comprehension as that happens when learners are able to read between the lines with the help of their capability to combine the text literal content with their previous information and perception to guess the meanings of unknown words. Barret (1974) categorized eight types of inferences; supporting items, the main theme, sequence, comparing, cause-and-effect relation, personal features, estimating outputs and metaphorical language. Grasser et al. (1994) also introduced twelve subtypes of inferencing strategies. These types are making references, morphological factors, cause and effect, aim, main ideas, and response to character's feelings, results, pronoun initializers, instrumentation, motivators of the aim, situation and feelings of the reader. He claims that first six types occur during the reading process while the rest six types are produced when the reading process finished.

Paribakht and Wesche (1999) implemented an introverted study about inferencing with ten intermediate-level of second language learners to check what knowledge sources and contextual strategies they used while struggling to get the meanings of unknown words. The researchers applied a summary task, and students were asked to make a summary about a text with their own words. Then, a question task was given them so that they can answer question about the task. The findings of the study showed that the most applied strategy that was 80% was inferencing. Therefore, the researchers determined to look for the students' using of knowledge sources during the inferencing process. They categorized the knowledge sources into two pieces, which are extra linguistic and linguistic sources. Finally, they discovered that learners generally used sentence-level grammatical knowledge in both tasks they were given. Other following linguistic sources that learners mostly used are knowledge, morphology and punctuation of vocabulary items. Discourses, homonyms, associations of words and cognate words had been less frequently used by the learners

On the purpose of defining the procedure of contextual inferencing, Nassaji (2004) introduces a taxonomy of strategies formed of three main inferencing strategy types such as identifying, evaluating and monitoring. He describes identifying strategies as learners' using them to be acquainted with unfamiliar words in the text. He proposes that learners can identify the meaning of a new word by repeating it, looking at its roots

or suffixes or checking its resemblance depending on its sound or form to other words. He categorizes this type into three subgenres of strategies which are repeating, word analysis, and word-form analogy. As a second group of strategies, evaluating strategies are defined as those that students make use of them to appraise and control correctness of their making inferences. This subcategory also includes two groups of strategies: verifying and self-inquiry. Lastly, the monitoring strategies are described as that learners are in the need of solving a problem when they are conscious of that problem, and then they try to appraise the easiness or the complexity of the problem by making judgement about the clues found in the text (Read, 2000). The taxonomy of contextual inferencing strategies of Nassaji can be used by the learners when they try to guess the meaning of unknown words from the context. The types and subtypes of the Nassaji's taxonomy are presented on Table 1 below:

**Table 1:** Nassaji's taxonomy of lexical inferencing strategies (Nassaji, 2004: 117)

Categories	Subcategories
1. Identifying	a) Repeating b) Word analysis c) Word-form simulation
2. Evaluating	a) Affirming b) Self-enquiry
3. Monitoring	

Finally, Nassaji (2004: 117) adds a point that there is a meaningful relation among depth of vocabulary knowledge, contextual inferencing strategy and achievement of learners. Depth of vocabulary knowledge can be described as the quality of vocabulary knowledge in terms of a word's meaning, morphological, syntactic and collocation structures. The findings of Nassaji's study show that the learners who had higher-level of depth of vocabulary knowledge could use particular strategies more commonly than the learners with lower-level of depth of vocabulary knowledge. In other words, higher-level learners used certain kinds of contextual inferencing strategies more influentially than the remaining learners, and so depth of vocabulary knowledge provide them notable improvement and achievement in using contextual inferencing strategies for the comprehension of the vocabulary items and the texts.

To sum up, there are a variety of contextual inferencing strategies and knowledge sources introduced by a number of researchers since the 1970s. ELT instructors are supposed to teach L2 learners to use these strategies during the comprehension process when the learners face with a vocabulary complication and they are in the need of using contextual inferencing to cope with unfamiliar vocabulary items. As the research carried out by Schmitt (2010) indicates, contextual inferencing help learners comprehend the meanings of vocabulary items and, training of contextual inferencing strategies provide learners properly guess the meanings of unfamiliar words.

### **2.4.3. Training of Contextual Inferencing Strategies**

Guessing the meanings of unknown vocabulary items by means of the contextual clues and strategies is an efficient method to solve the complexity of vocabulary acquisition and reading comprehension. Coping with unknown words has always been a big challenge for L2 learners, so many studies have been carried out to deal with this problem. At this point, according to the results of their studies, several researchers has come with the idea that using contextual inferencing strategies can help learners achieve to guess unknown words' meanings. In this section, the types of strategies that have been found to be available to L2 learners in the process of contextual inferencing will be identified.

Carton (1971) offered that three classifications of strategies can be used in guessing from context such as intra-lingual, inter-lingual, and extra-lingual (as cited in Haastrup,1991; p: 99) as it was mentioned in previous sections of this paper. Intra-lingual clues are formed of L2 knowledge with morphological, syntactic, and phonological information while inter-lingual clues consist of knowledge of other languages such as L1 and others rather than L2 containing borrowed words and cognates. Lastly, extra-lingual cues involve world knowledge. Similarly, Haastrup (1985) examined L2 learners' guessing from context by checking facts of Danish L2 learners by benefitting from the taxonomy of Carton's three types of strategies.

De Bot, et al. (1997) pointed out eight knowledge sources which are used in contextual inferencing by ten L2 university students. He focused on the frequency level of the usage of each knowledge source in eight types of knowledge. His knowledge sources are formed of sentence-level grammatical knowledge, word morphology,

punctuation, world knowledge, discourse and text, homonymy, word associations and cognates. He found out that two knowledge sources that are sentence-level grammar and morphology were used more frequently than the rest to guess the meaning of unknown words. The eight types of knowledge with their descriptions are presented on table 2:

**Table 2:** Taxonomy of knowledge sources by de Bot, et al. (1997; p: 321)

<u>Knowledge source</u>	<u>Definition</u>
Sentence-level grammatical knowledge	Speech parts in a sentence such as adjective, adverb, noun, verb etc.
Morphology	The formation of L2 vocabulary items
Punctuation	Writing rules such as capitalisation and punctuation marks
World Knowledge	Knowledge about the main ideas
Discourse and text	Making use of other components of the text to obtain information
Homonymy	Phonological resemblances between the unknown vocabulary item and another vocabulary item
Word associations	Vocabulary items connected to new vocabulary item
Cognates	Word cognates between English as L2 and native language

Nassaji (2003) who searched for the knowledge sources and strategies used in contextual inferencing by the learners' supports the findings of de Bot, et al. (1997) in terms of the fact that some strategies were used more than others. However, according to the results of his study, the frequency of the strategies' usage by the learners was different from the results of the study of de Bot, et al (1997). The participants of Nassaji's study mostly frequently (almost forty-seven per cent) used world knowledge strategies pursued by the strategies of morphological knowledge (almost twenty seven per cent) and grammatical knowledge (almost twelve per cent). The reason of it might be the nature of context, which strengthens Nation's (2001, p.257) claim about the fact that background knowledge clues are not always available.

By checking the results of the studies (de Bot, et al., 1997; Haastrup, 1991; Nassaji, 2003) presented on previous paragraphs, it was concluded that discourse and grammar strategies are the mostly used ones by L2 learners in terms of being taught and used in every context. The clues of discourse and grammar can be applied during the

instruction by the teachers and these clues are always available in context. For this reason, discourse and grammar strategies can be examined in detail to make clear about the important points of guessing from the context. Grammar strategies refer to the parts of speech of unknown words and examining the formation of sentences in which unknown words are used, while discourse strategies refer to analysing other parts of context such as the relations between the sentences and devices used for connecting different parts of text. Several researches have indicated the ability of discourse strategies usage (e.g., Fukkink & de Glopper, 1998; Kuhn & Stahl, 1998) and grammatical strategies (van Parreren, 1975) can be enhanced by teaching. Clarke and Nation (1980) introduced a process formed of five stages to guess the meaning of words in a context. As the first step, they suggested to determine the speech part of the unfamiliar word. Then, the second step asserts to review the following sentence after the sentence in which the word is used. Then thirdly, learners are required to check up a broader context to search for other sentences' relations. After that, they need to guess the meaning of the new vocabulary item. And finally they need to check their estimation about new word.

A similar process was offered by Williams (1985) who categorized the contextual inferencing strategies into four parts:

1. Figure out the speech parts of the unknown word.
2. Check the context to look for the other words that will contribute to solve the meaning of the target word.
3. Benefit from the other words to clarify the meaning of the target word.
4. Check out your inference to decide on that it makes sense.

By the aim of taking the lead of instructors to assist students to guess the meanings of unknown words during the classroom activities, Bruton and Samudo (1981) offered six stages for guessing unknown words that consist of the stages that includes concentrating on the unknown word to estimate its meaning; helping learners to estimate the meaning of the unfamiliar words; asking for the cues convenient in the passage; giving justification about the proper estimates formed by the learners; giving the accurate meaning of the unknown word; and giving learners supporting exercises.

According to Clarke and Nation (1980, p. 212), being acquainted with the parts of speech is significant for L2 learners, as speech parts give clues them about grammatical analysis of the unknown words and the sentences in which they are used. For instance, in the sentence *Typhoon Vera killed or injured 218 people and crippled the seaport city of Keelung* (Clarke & Nation, 1980; p. 212), the unfamiliar word is *crippled* which is a verb as the target word to be guessed. Learners might find out that the unknown word is a verb as “Typhoon Vera did something to Keelung” when they think about grammatical analysis of the sentence. They also might conclude from the sentence that “a typhoon has a negative effect on a city”. For further analysis to make out the meaning of *cripple*, learners can look at the previous part of the sentence *Typhoon Vera killed or injured 218 people* which is bound to the rest of sentence with the conjunction of *and*. In the end the learners may make an inference between the verbs *kill* or *injure* with *cripple*, and they might able to guess its meaning as “damage” or “destroy”. Clarke et al. added another point that learners can fail in guessing the meanings of unknown words in a context by misconceiving the speech part of the words. For instance, even if *laterally* is an adverb, a student might guess its meaning as *later* which is an adjective. Therefore, knowing the speech parts of the unknown words can protect learners to make these kinds of mistakes.

Finally, some studies carried out by Aborn, Rubenstein, and Sterling (1959) and Dulin (1969) indicates that there is no difference in guessing the meaning of unknown words which can be adjectives, nouns, adverbs, and verbs when the learners try to find out the speech parts of those words (as cited in Sasao, 2018). In other words, the type of the speech part of a word has no effect on the students’ capability of catching the meaning of that word. However, the four speech parts which are noun, verb, adjectives and adverbs have more efficient in guessing the unknown words in a context than function words such as prepositions and auxiliary verbs as these function words have small influence in contexts in terms of being few in number.

Studies related to the discourse clues and strategies used by the learners show that some clues and strategies can be easier to guess the meaning of unknown words in a context and preferred more frequently than the others by the students. For instance, Carnine, et al. (1984) discovered that more explicit strategies such as finding synonyms

were easier to use than less explicit clues like looking for indirect descriptions in the context. (See Appendix G for the mostly used twelve discourse clues and strategies)

To sum up, L2 learners might be successful readers by using contextual inferencing to guess the meaning of unknown words in reading texts with the help of the efficient strategies and clues such as analysing four speech parts including noun, verb, adjective and adverb and following the twelve types of discourse clues including direct description, indirect description, contrast/comparison, synonym, appositive, modification, restatement, cause/effect, words in series, reference, association, and example. At this point, L2 instructors are responsible from teaching these contextual inferencing strategies to the students within the courses to help them become successful readers and motivate them to achieve vocabulary acquisition and reading comprehension.

## **2.5. Learners' Achievement and Attitudes towards Reading**

Reading has become one of the most essential skills for language learners to get more information about the second language by comprehending the reading texts (Alderson, 1984). Reading is a complex process which begins as a lingual written format encoded by a writer and concludes in the meaning which the reader infers of from passages in regards of the readers' goals within numerous contexts (Allan and Bruton, 1998; Goodman, 1995). Reading is an action recognized through reading comprehension; which refers to the ability to find out how and where to provide learners reading aptitudes so that they can reach their goals during the comprehension process (Wagner and Sternberg, 1987). It means that it is necessary for readers to understand the information of the reading process as well as they need to use their automatic capabilities of reading and previous knowledge.

There is a close relationship between the learners' reading manners and practices during the instruction. Students can improve their reading strategies during the lesson hours with the help of the lecturers in addition to spend free time to practice more out of course hours. Therefore, students need to have positive attitudes towards reading so that they are able to accomplish reading comprehension of the texts. At this point, contextual inferencing strategies can be supposed as contributors in motivating students to have positive attitudes towards reading and providing them to be successful

readers. According to Allport (1967), attitude refers to being emotionally and mentally ready or preliminary preparation to an event or a subject in terms of background knowledge, feelings or motivation (as cited in Baki, 2017). An attitude of a person is an inclination which organizes his/her notions, emotions and manners on a regular basis in connection with a psychological object (Smith, 1968). Many studies indicate that there is a direct relationship between the achievement of reading and the attitudes towards reading (Wigfield and Asher, 2002). In other words, as the degree of learners' attitudes towards reading increases, their success in reading comprehension rises (Kush and Watkins, 1996). Therefore, it is important for learners to develop positive attitudes and feelings towards reading comprehension for a notable success in reading tasks within and out of the courses including their achievements in testing. It can be concluded that the more the students succeed in reading comprehension, the more they have good feelings about it and spend time in reading.

A study carried out by Alexander & Filler, 1976 (as cited in Avallone, 2005) examined whether there was a close relation between the attitudes of the students towards specific content areas and their reading grades. It was discovered that the interaction between the students' attitudes towards particular content areas and their reading grades in that area was outstanding. The results of the study showed that a learner's reading comprehension is related to his/her attitudes towards the content kind of a reading text. Hence, learners who have positive attitudes towards reading are most probably eager to read, delight in reading, become competent readers and get lifelong pleasure in reading (Laurice, 2004).

In another experimental study, the reading strategies used by successful and unsuccessful L2 readers for the reading comprehension were examined (Block, 1986; Carrell et al., 1989). The research was applied to the readers formed of high school students in the USA. Some strategies were taught to the successful readers in the study during the reading process including keeping in mind the meaning of the passage during reading, reading in broad phrases, skipping words viewed as unimportant to total phrase meaning, and having a positive self-concept as a reader (Carrell et al., 1989). But the unsuccessful readers failed in reaching the reading comprehension of the texts by adopting misleading policies such as losing the meaning of sentences as soon as they were decoded, reading in short phrases, seldom skipping words as unimportant, viewing

words as equal in terms of their contribution to total phrase meaning, and having a negative self-concept as a reader. Block (1986) carried out a similar study and found out some features that seemed to make difference between more successful and less successful readers in the research. The features he discovered were integration, recognition of aspects of text structure, use of general knowledge, personal experiences, associations and response in extensive versus reflexive modes. He added that readers using reflexive mode connect the text to their previous knowledge and experiences without focusing on the text while the readers using extensive mode make relation between the text and their lives to understand the text. In conclusion, the readers who achieved reading comprehension of texts use several strategies such as predicting the topic of a text by looking at the title and pictures, guessing the meaning of unknown words in context, building a relation between the topics of the text and their background knowledge to understand the passage, reading texts back for different goals, asking questions to make judgement about their reading process, giving a summary about the text with a presented information and expressing their reading strategies intentionally during the reading process (Grabe & Stoller, 2002; Stoller, 2002; Vacca, 2002).

There are some other factors suggested by Alexander & Filler (1976) and Laurice (2004) that have an effect on attitudes of learners towards reading in addition to their success in reading including self-concept and the instructor and classroom atmosphere (as cited in Avallone, 2005). Individual self-concept is defined by Alexander and Filler (1976) as a person's individual realization of himself/ herself (as cited in Avallone, 2005). Learners who have positive self-concepts are better in reading comprehension, using reading strategies during the process and getting pleasure in reading while the learners with a poor self-concept show a tendency in having a negative attitude towards reading (Laurice, 2004). Students who have a poor self-concept do not believe themselves in succeeding in reading process, and they can become unmotivated to participate in reading activities during the courses with the perception of reading tasks as an obligation rather than enjoyable activities. However, learners who regard themselves as successful readers have a tendency of taking pleasure in reading activities, and they have positive attitudes towards reading, which positively affects their achievement in reading comprehension. Besides having a self-concept, the instructor and the classroom environment might impact the progress of positive attitudes of L2 learners. The instructor's attitudes towards reading have a direct effect on the

students' perception of reading and classroom atmosphere (Alexander & Filler, 1976). There are several methods a teacher can use to provide positive attitudes toward reading including presenting a variety of reading materials from different genres to fulfil the expectations of readers with different interests, conducting useful reading strategies like using contextual inferencing for unknown words, giving positive consolidation and counselling learners through the reading process (Laurice, 2004). Besides teachers are required to support students who need to spare time, effort and practice to become successful readers by developing positive attitudes towards reading with the classroom activities.

Finally, several studies mentioned above were carried out on the field of learners' attitudes and achievement towards reading, and the common point of all of them indicates that there is a close connection between the learners' attitudes and their success in reading comprehension. The results of these studies show that it is significant to guide L2 learners to take positive attitudes toward reading with the aim of rising up their motivation and progress in reading skill. Besides, the researchers offer that instructors are supposed to fulfil the needs of L2 learners in reading process thanks to using a wide range of activities and tasks and to help them develop good attitudes towards reading for their accomplishment.

## **2.6. Previous Studies on Contextual Inferencing Strategies**

Contextual inferencing strategies have been one of the issues of second language learning in terms of vocabulary acquisition and reading comprehension since the 1970s. Different taxonomies have been improved by different researchers to contribute in solving the learners' lexical problems during reading process since that time. As it was mentioned in the previous sections, lexical problems have been supposed as one of the most significant problem that affect learners' reading comprehension of the text (Chern and Chi, 1988; Grabe, 1991; Levine and Reves, 1990; Walker, 1981). At this point, contextual inferencing strategies have been accepted as one of the most important factors that help learners guess the meanings of unknown words to understand the whole reading texts (Chern, 1993; Day, Omura, & Hiramatsu, 1991; Stein, 1993)

### **2.6.1. Previous Studies Abroad**

The first taxonomy of context clues was developed by Carton (1971), and he classified contextual clues into three subcategories including intralingual, inter-lingual and extra-lingual that are mentioned previously in detail in the “guessing from the context” section. He supported that learners can establish connection between their background knowledge and target language or any other languages in addition to their world knowledge (Carton, 1971). Robinson and Good (1987) came up with seven types of contextual strategies used by the L2 learners containing definition experience, comparison or contrast, synonym, familiar expression, summary and mood which were also mentioned in detail before. This seven types of contextual clues suggested by Robinson and Good (1987) were later widened by adding some other strategies such as sentence connectives (Kruse, 1979), appositives (Durkin, 1989) and hyponyms (Mikulecky, 1990). By examining Danish L2 learners, Haastrup (1990) improved the taxonomy of Carton’s three types of strategies, and he suggested eight types of knowledge most frequently used in contextual inferencing by the learners. His knowledge sources are consisting of sentence-level grammatical knowledge, word morphology, punctuation, world knowledge, discourse and text, homonymy, word associations and cognates that were previously explained in detail in the part of “contextual inferencing strategies”. Then Nation (1990) studied on the field of contextual inferencing and he pointed out that guessing from the context is the most important strategy in vocabulary acquisition used by EFL learners to comprehend the meanings of unknown words. Nagy’s (1997) taxonomy of knowledge types that support contextual inferencing clues are formed of linguistic knowledge, world knowledge and strategic knowledge as mentioned before. Finally, as it was previously indicated, Nassaji (2004) also formed taxonomy on the field including subcategories such as identifying, evaluating and monitoring by focusing on the depth of vocabulary knowledge, and made a conclusion that there is an important relation between depth of vocabulary knowledge and contextual inferencing strategy and achievement of learners in reading comprehension.

### **2.6.2. Previous Studies in Turkey**

İstifçi (2009) studied inferencing clues most frequently used by Turkish EFL learners. In her study, she divided into two groups of learners at intermediate and low-

intermediate levels to show the differences and similarities between these two groups in the process of their usage of inferencing strategies to guess the meanings of unknown words of reading texts. İstifçi (2009) found out that the learners at intermediate level were more successful than the students at low-intermediate level in their guesses of the meaning of unknown words in reading texts. It means that students at higher-intermediate level more frequently used contextual inferencing strategies to guess the meaning of unknown words more correctly than the lower-intermediate level of students. Finally, she added the reason of it that the students at low-intermediate level feared of making mistakes in guessing the unknown words correctly while the students at high-intermediate level were more eager to use contextual inferencing strategies to guess the unknown words, and they were able to guess more correctly.

## **2.7. Conclusion**

As it has been mentioned earlier, vocabulary knowledge that refers having knowledge about a word's form, meaning and usage (Cameron, 2001) is an inseparable part of reading process because readers have difficulty in comprehending a text without knowing what most of the words mean in a text. Therefore, there is a close relationship between vocabulary knowledge and reading comprehension defined as the ability to understand a text, to analyse the information, and to interpret the writer's statement of a text properly (Grabe and Stoller, 2002). Due to this close relation between vocabulary knowledge and reading comprehension, readers need to know the meaning of most of the words in a text so that they are able to understand the meaning of the whole text. At this point, learners should use vocabulary learning strategies to solve their vocabulary problem in reading texts, and contextual inferencing strategy as one of the vocabulary learning strategies has been accepted one of most efficient method used by the readers among other vocabulary learning strategies (Walters, 2006).

There are a variety of contextual inferencing strategies, the clues and knowledge sources introduced by a number of researchers since the 1970s. These studies discussed in previous sections have shown that contextual inferencing strategies make a contribution to learners' reading comprehension as they can deal with the unknown words in reading texts by using contextual inferencing strategies to guess the meanings of words instead of using dictionaries for each unknown words. Explicit training of using contextual inferencing strategies is also required for L2 learners by an instructor

to teach them how to use these strategies in reading texts. L2 instructors can be supposed as good counsellors while teaching these contextual inferencing strategies to the students within the courses by helping them become successful readers and motivating them to achieve vocabulary acquisition and reading comprehension. In the meantime, in addition to contextual inferencing strategies, a teacher can use several methods to provide positive attitudes toward reading including presenting a variety of reading materials from different genres to fulfil the expectations of readers with different interests, conducting useful reading strategies like using contextual inferencing for unknown words, giving positive consolidation and counselling learners through the reading process (Laurice, 2004). To sum up, if the learners develop positive attitudes towards reading, they can be more motivated and successful in reading skill, and the aim of using contextual inferencing strategies provide the learners develop good attitudes towards reading and make an achievement in reading process by solving the problem of unknown words with the help of teachers' explicit training.



## **CHAPTER III: METHODOLOGY**

### **3.1. Introduction**

In this chapter, the scheme of the study will be introduced. This study looks into the pre-intermediate level Turkish EFL learners' attitudes towards reading and the influence of the explicit training of contextual inferencing strategies on their attitudes towards reading. The goal of this chapter is to give information about the methodology of the study. After giving information about the research design of the study, this chapter continues to give information about the setting, participants, materials and instruments used in the study. The materials and instruments which are formed of a questionnaire of the attitudes towards reading in English, interview questions, achievement tests and strategy training materials will be introduced in detail. Finally, data collection and analysis of the study will be presented before giving a summary about this chapter.

### **3.2. Research Design**

A research design is intended to provide a proper framework for the study, so the research design needs to be chosen by determining the purposes and necessities of the study. Since 1970s, a lot of studies have analysed the influence of contextual inferencing strategies on reading comprehension (Istifci, 2009; Nassaji, 2006; Roskams, 1998), and some of them have looked into the effect of inferencing strategies on vocabulary acquisition (Fraser, 1999; Shokouhi and Askari, 2010). Even if there is no universal agreement for the categorization of research design, these studies have been conducted by using different or similar research designs that are formed of four categories: Descriptive, correlational, quasi-experimental and experimental (Dulock, 1993, p.154).

In this study, descriptive research design that aims to precisely identify a situation or a phenomenon systematically that is targeted. Both quantitative and qualitative methods can be used in a descriptive research design to examine one or more variables, as both methods will be applied in this study. Quantitative research includes numbers and statistics such as questionnaires, while qualitative research includes words and meanings like interviews. In this study, descriptive research design is used in addition to the quantitative and qualitative methods. Researchers have been identifying the studies that are the combination of qualitative and quantitative method by using

several names such as interrelating qualitative and quantitative data, multi methodological research or mixed methods research (Creswell et al. 2003). The name of “mixed methods research” has been used more frequently, and it has been regarded as the third approach in research methodology for about fifteen years. In this study, mixed method research, the combination of qualitative and quantitative methods, is used, since each method support each other by the fact that narratives and variable-driven analyses are required to inform and influence each other for a successful result of the study (Miles and Huberman, 1994: 310). It is especially true for the social sciences in which different methods need to be included to offer possible resolutions for one another’s complications (Brewer and Hunter, 1989: 11). Therefore, this study examined the effects of explicit contextual inferencing strategies on the students’ attitudes and achievements towards reading by using qualitative and quantitative methods to give both general and detailed information about the findings in addition to improve validity of the study results.

### **3.2.1.Setting**

The study will be implemented at Selçuk University, the School of Foreign Languages, with the involvement of 60 pre-intermediate level EFL learners. They consist of the students who were not able to get 65 points out of 100 points in the proficiency test given at the beginning of the year. These students need to register for the preparatory school since they couldn’t pass the proficiency test. In the academic year, 473 students are studying at the preparatory school, and the students were placed in the classes randomly, not on the basis of their results of the proficiency test.

The students are taught four skills, which are speaking, listening, reading and writing, but the course book for each skill is the same except reading book. Besides these skills, the main course book includes grammar and vocabulary knowledge. Students have 24 hours per week that is sufficient time for them to learn each skill of English.

Throughout the academic year, the students are assessed by the way of four quiz exams, a portfolio including presentation and a writing, four mid-term exams which are distributed in the two terms and a final exam at the end of the year. The students need to have a grade of at least 65 points out of 100 points to be successful and continue their

education in their departments.

### **3.2.2. Participants**

This experimental study will investigate pre-intermediate level Turkish EFL learners' achievement and attitudes towards reading in English, the influence of their attitudes towards unfamiliar words in reading passages and reading skill. It will also examine the influence of contextual inferencing strategy training on intermediate level EFL learners' attitudes towards reading. The study will be implemented at Selçuk University, the School of Foreign Languages, with the participation of 60 pre-intermediate level EFL learners who are formed of 30 girls and 30 boys. The students are all four-year undergraduate students, and after their preparation school education, they will go to different faculties. Some of them will study at the faculty of economics while others will study at the faculty of communication sciences.

The students are formed of two classes, and one of them is the experimental group while the other one is control group. Each class includes 30 students with the participation of 60 learners totally. The experimental group learners consist of 14 girls and 16 boys; and the control group learners consist of 16 girls and 14 boys. There will be one participant instructor who is responsible for each class. The participant instructor is a female and she has had ten years of experience in English teaching.

### **3.2.3. Materials and Instruments**

In this study, data will be collected through questionnaires applied as pre-questionnaires and post questionnaires, achievement tests forming of pre-test exam; midterm reading exam as post-test and delayed-post-test; and interviews as two stages including pre-interviews and post-interviews. The questionnaire of "Attitudes towards Reading in English" will be carried out to reveal the learners' pre-training and post-training attitudes towards reading. Before training on contextual inferencing is applied to the students, data from the pre- questionnaire and pre-interviews will provide information about the influence of the learners' attitudes towards unfamiliar words in reading passages. Before the explicit instruction, pre-interview questions will also be asked to some of the students from the experimental and control group by checking the results of highest and lowest attitudes towards unfamiliar words in reading. After six weeks of explicit strategy training process and two weeks of interval, the same

questionnaire will be distributed to the learners. In addition, post-interview questions will be asked to some of the students from the experimental group. Before and after the explicit strategy-training period, students will also have reading exams so that their achievement during the process can be analysed. These reading exams are formed of pre-test before the explicit instruction; midterm reading exam as post-test, and after a two-week interval post-delay test when the explicit instruction ends.

The questionnaire was prepared by another instructor of English who works in different university (Kulaç, 2011). She used the questionnaire in her master thesis and I received her approval to use the questionnaire in my master-thesis. Besides, two experts' opinions were received about the applicability of the questionnaire for the study. Before the study starts, the questionnaire will be conducted to about 100 hundred to 200 pre-intermediate preparatory students at Selçuk University to find out the level of reliability of the questionnaire. The "Attitudes towards reading in English" questionnaire is formed of 43 items. The questionnaire comprised of five subcategories: joy of reading, self-efficacy, importance of reading, personal investment, and vocabulary in reading. Even if the questionnaire was originally prepared in English, the questionnaire is planned to be administered in Turkish so that the students will be able to understand each statement better and answer clearly. Both English and Turkish translation of the questionnaire belongs to the other instructor – Kulaç (2011) working in another university from whom I received her approval to use it for my study.

In addition to the questionnaires, achievement tests and interviews, a variety of strategy training materials related to contextual inferencing strategies will be used during six weeks of time. Each week, learners will get about three hours of explicit instruction and practice about contextual inferencing strategies. Strategy teaching worksheets and exercises will be prepared for the learners who take explicit training of the strategies (See Appendix H for the table of training period and data implementation process).

### **3.2.3.1. Attitudes towards Reading in English Questionnaire**

Before the attitudes towards reading in English questionnaire is conducted to 60 participants of the study, the questionnaire is implemented to 100 pre-intermediate preparatory students at Selçuk University to check the reliability of the questionnaire

results to find out its appropriateness of questionnaire for 60 target learners of the study. Then the questionnaire is conducted to 60 students that are formed of experimental and control groups. As it was mentioned before, the questionnaire was formed of five subcategories: joy of reading, self-efficacy, importance of reading, personal investment, and vocabulary in reading. The pre-questionnaire results of 100 hundred students and 60 students will be also used to make it clear if the questionnaire results of two groups of participants correlate each other in each category. In addition, the total results of 160 learners will be also used to find out if English is given importance by the learners as well as looking for the category that has the highest mean score according to the total results of 160 students. After six weeks of explicit instruction of contextual inferencing strategies to 30 students of the experimental groups and additionally two weeks of interval, 30 students of the control group and 30 students of the experimental group will be included to the same questionnaire. The results of the pre-questionnaire and the post-questionnaire of each group will be compared especially to find out if the explicit instruction affects their attitudes towards unknown words and reading as a whole positively. Then the results of the questionnaires of each group will be compared in detail to find more information related to the study such as using them as a preliminary for the interview questions and participants, in addition to compare the questionnaire results with the learners' achievement test results.

### **3.2.3.2. Interviews**

Interviews are used as a qualitative data obtained from the results of the interviewees to verify the quantitative data acquired from the participants' results of questionnaire and achievement tests as well as getting more perception about the students' attitudes towards unknown words and reading. Semi-structured interview formed of open-ended questions are prepared for the students to create a more relaxed and engaging environment (Wholey et al., 1994, p.493). The interviewers will be chosen among the experimental and control group students, and the students with the highest and the lowest attitudes in each group participated in the questionnaires. The pre-interview questions are prepared by looking at the questionnaire items on the basis of "vocabulary in reading" category, and the interviewers of the pre-interview will be chosen among the students with the highest and the lowest attitudes from each group participated in the pre and post-questionnaires. After the six weeks of explicit instruction and two weeks of interval, the post-interview questions will be prepared on

the basis of questionnaire items and contextual inferencing strategies, and the same interviewers with the highest and the lowest attitudes in experimental group will participate in post-interview because the experimental group of students will take contextual inferencing strategies instruction.

### **3.2.3.3. Achievement Tests**

Achievement tests are also conducted to the students to give more insight about the quantitative data of target learners' achievement in coping with unknown words and comprehending reading texts. Before the explicit instruction of contextual strategies, the control and experimental group of students have pre-tests on unknown words and reading. After six weeks of instruction to the experimental group of students, each group will have a mid-term exam, in which only the reading section results of the exam will be examined. After two weeks of interval, a delayed-post test will be asked to each group of students to find out whether the experimental group of students forget the contextual inferencing strategies they learn during the instruction time. Later, the achievement tests data of the learners will be analysed in detail to get information about the learners' achievement in dealing with unknown words and reading comprehension of the text.

### **3.2.3.4. Strategy Training Materials**

Strategy training materials are formed of explanatory worksheets on contextual inferencing strategies, the vocabulary and text exercises about guessing strategies and checklists. These materials are used during the training process by the instructor. Only the experimental group of students will take these materials, as they will be compared to the control group of learners who have no instruction during the process. First of all, a worksheet about the explanation of the contextual inferencing strategies with example sentences will be prepared by the researcher and these worksheets will be introduced to the experimental group of learners to give detailed information about using contextual guessing strategies. Then, the same group of students will be given some exercises, reading texts and vocabulary worksheets on inferencing to provide them to practice on the field. In addition to these materials, a summary table forming of a summary of contextual strategies will be given to the experimental group of students to help them not to forget strategies they learn and use them for the following reading texts.

### **3.3. Data Collection and Analysis Procedure**

This study intends to analyse the effects of contextual inferencing strategies on the students' attitudes towards reading and their achievement in reading. Therefore, in this study, especially the data obtained from the questionnaires, achievement tests and interviews were analysed in detail. Before starting to conduct these materials to the pre-intermediate preparatory students at Selçuk University, the necessary permission was received by the researcher who prepared the questionnaire questions (Kulaç, 2011), and the principle of the institute, the school of foreign languages.

The study started with the applying of the questionnaire. Before conducting it, two experts' opinions were received about the applicability of the questionnaire for the study. The "Attitudes towards reading in English" questionnaire includes 43 items, and the questionnaire is formed of five subcategories: joy of reading, self-efficacy, importance of reading, personal investment, and vocabulary in reading. Even if the questionnaire was originally prepared in English, the questionnaire was also conducted in Turkish in order that the students would be able to understand each statement better and answer each question properly. Both English and Turkish translation of the questionnaire belongs to the other instructor working in another university from whom I received her approval to use it for this study.

First of all, the questionnaire was conducted to 100 pre-intermediate preparatory students at Selçuk University to check the reliability of the questionnaire results to find out its appropriateness and reliability of questionnaire for 60 target learners of the study before the attitudes towards Reading in English questionnaire was conducted to these 60 participants of the study. The Cronbach's alpha scale was used to calculate the scores, and the result was found reliable. Then the questionnaire was applied to 60 students that are formed of experimental and control groups. The pre-questionnaire results of 100 students and 60 students were also used to clarify whether the questionnaire results of two groups of participants correlated each other in each five category that were formed of joy of reading, self-efficacy, importance of reading, personal investment, and vocabulary in reading. After that, the total results of 160 learners were also used to discover if English is given importance by the learners in addition to find out the category that has the highest mean score according to the total results of 160 students. After six weeks of explicit instruction of contextual inferencing strategies to 30 students of the experimental groups and additionally two weeks of interval, 30 students of the

control group and 30 students of the experimental group were conducted to the same questionnaire. The results of the pre-questionnaire and the post-questionnaire of each group were analysed together to find out whether the explicit instruction influenced their attitudes towards unknown words and reading positively. Then the results of each questionnaire of each group were analysed in detail to find more information related to the study.

Achievement tests were also given to the students to find more information about the target learners' achievement in coping with unknown words and comprehending reading texts. Before the explicit instruction of contextual strategies, the control and experimental group of students had pre-tests on unknown words and reading. After six weeks of instruction to the experimental group of students, each group had a mid-term exam, in which only the reading section results of the exams were included in the study. After two weeks of interval, a delayed-post test was given to each group of students to find out whether the experimental group of students forget the contextual inferencing strategies they learn during the instruction time. After reaching the scores of the tests, the achievement tests data of the learners were analysed in detail to find out if there would be progress in learners' achievement while dealing with unknown words and reading texts.

Interviews were also conducted to the learners before and after the explicit instruction of contextual inferencing strategies to the experimental group of students. The pre-interview and post-interview questions were prepared differently. The pre-interview and post interview questions were prepared by examining questionnaire items on the basis of "vocabulary in reading" category besides analysing the effect of contextual inferencing strategies. The interviewees will be chosen among the experimental and control group students, and the students with the highest and the lowest attitudes in each group participated in the interviews. The interviewees were chosen among the experimental and control group of students with the highest and the lowest attitudes in each group participated in the questionnaires, as it would be difficult to analyse and take a lot of time to interview with all the students. After the six weeks of explicit instruction and two weeks of interval, the same interviewees with the highest and the lowest attitudes in experimental group participated in post-interview because only the experimental group of students took contextual inferencing strategies instruction.

Strategy training materials formed of explanatory worksheets on contextual inferencing strategies, the vocabulary and text exercises about guessing strategies and

checklists were used during the training process by the instructor. Only the experimental group of students used these materials, as their qualitative and quantitative data results were compared to the control group of learners' results who had no instruction except the necessary curriculum of the institute during the research process.

### **3.4. Conclusion**

In this chapter, all the specifics of the methodology obtained from this study containing research design, setting, participants, materials and instruments used in the study and data collection and analysis procedure were explained. In the following chapter, the data analysis results will be introduced.



## **CHAPTER IV: DATA ANALYSIS**

### **4.1. Introduction**

This chapter presents the analysis of the results of the questionnaires, achievement tests and interviews conducted to the participants of the study. First of all, the quantitative data analysis consisting of questionnaires and achievement tests will be explained in detail, and then qualitative analysis including interviews will follow it.

### **4.2. Data Analysis Results**

This study proposes to examine the influences of contextual inferencing strategies on the students' attitudes towards reading and their achievement in reading. In this study, both qualitative and quantitative data analyses were conducted as before mentioned. Questionnaire and achievement tests were used to obtain quantitative data from the results of participants while interviews were used as a qualitative data obtained from the results of the interviews to support the quantitative data of the participants' results of questionnaire and achievement in addition to getting more insight about the students' attitudes towards unknown words and reading.

#### **4.2.1. Analysis of the Quantitative Data**

In this study, quantitative data obtained from the results of the study was used as quantitative research method has been supposed as an objective, valid and rational approach to interpret the statistical analysis of the results based on the principles of mathematics (Carr, 1994; Denscombe, 2010). Below, the statistical analysis of the pre-questionnaires, post-questionnaires and achievement tests of the students' results will be presented and explained in detail.

##### **4.2.1.1. Analysis of the results of pre-questionnaires**

First of all, the 43 items in the questionnaire were prepared to understand the attendants' attitudes towards reading in English. The questionnaire is formed of five different aspects which were based on the students' attitudes towards reading. As it was mentioned in the previous chapter, these categories consist of vocabulary reading, the joy of reading, self-efficacy, the importance of reading and personal investment. All of the participants are expected to choose the best statement that mostly indicates their point of view in each of the Likert scale items. The answers comprise of five probable

choices in the questionnaire: “strongly agree”, “agree”, “not sure”, “disagree” and “strongly disagree”. Each of the responses have the value of 1 to 5: 1=strongly agree, 2=agree, 3=not sure, 4=disagree, and 5=strongly disagree. In order to reach a higher score expressing a more positive attitude to reading, items including negative statements were reversed. After that, the questionnaire was controlled for its reliability and the analysis of its reliability was carried out for each category by the implementer (Kulaç, 2011, p. 61) who prepared the questionnaire (See Appendix G for the Cronbach’s alpha parameters for the overall questionnaire and the categories analysed by Kulaç). The study of Kulaç (2011, p. 61) revealed that the Cronbach’s alpha coefficient for the whole questionnaire was .924, which shows the reliability of the questionnaire. Besides, each category scaling above .7 points out the reliability of the internal consistency.

The questionnaire which was formed of 43 items was applied to 100 hundred pre- intermediate preparatory students at Selçuk University. These learners were the different participants from the other 60 students with whom the study was essentially carried out later. Before starting the study in detail with 60 students who were formed of experimental and control groups with the number of 30 students in each group, other 100 hundred students were included in the application of questionnaire with the aim of re-exhibiting the reliability of the questionnaire. Besides it is important to decide on carrying out this questionnaire whether it was applicable to the preparatory students at Selçuk University by rechecking the reliability of the questionnaire.

**Figure 1:** Scale Reliability Statistics of the questionnaire

	<b>mean</b>	<b>sd</b>	<b>Cronbach's <math>\alpha</math></b>
scale	2.93	0.46	0.90

Sd: Standard deviation

As figure 1 illustrates, the Cronbach’s alpha coefficient for the whole questionnaire was 0.90, which means that the questionnaire was reliable.

**Figure 2: Item Reliability Statistics**

	mean	sd	item-rest correlation	if item dropped
				Cronbach's $\alpha$
S1	2.36	0.88	0.54	0.90
S2	2.98	0.95	0.39	0.90
S3	2.03	0.94	0.24	0.90
S4	3.14	1.33	0.24	0.90
S5	4.09	0.82	0.34	0.90
S6	3.47	1.12	0.18	0.90
S7	2.29	1.11	0.24	0.90
S8 <sup>a</sup>	2.75	1.21	0.26	0.90
S9	3.20	1.15	0.46	0.90
S10	2.85	1.10	0.23	0.90
S11 <sup>a</sup>	2.23	1.05	0.57	0.89
S12	3.06	1.10	0.48	0.90
S13	3.22	1.11	0.49	0.90
S14 <sup>a</sup>	3.27	1.27	0.46	0.90
S15 <sup>a</sup>	2.44	1.19	0.47	0.90
S16	2.52	1.08	0.32	0.90
S17	3.02	1.15	0.51	0.89
S18 <sup>a</sup>	4.70	0.66	0.04	0.90
S19	1.44	0.77	0.27	0.90
S20 <sup>a</sup>	2.92	1.25	0.58	0.89
S21	2.77	1.06	0.39	0.90
S22	2.36	0.90	0.46	0.90
S23 <sup>a</sup>	3.72	1.07	0.23	0.90
S24 <sup>a</sup>	2.78	0.84	0.44	0.90
S25 <sup>a</sup>	4.52	0.81	0.03	0.90
S26 <sup>a</sup>	2.65	1.21	0.58	0.89
S27	2.44	1.03	0.36	0.90
S28 <sup>a</sup>	3.37	1.22	0.55	0.89
S29	1.55	0.67	0.06	0.90
S30	1.56	0.73	0.22	0.90
S31	2.80	1.15	0.56	0.89
S32	2.32	0.99	0.14	0.90
S33 <sup>a</sup>	4.05	1.15	0.25	0.90
S34 <sup>a</sup>	2.74	0.85	0.58	0.89
S35 <sup>a</sup>	3.19	1.32	0.70	0.89
S36	3.20	0.93	0.62	0.89
S37 <sup>a</sup>	3.44	1.21	0.39	0.90
S38 <sup>a</sup>	3.75	1.09	0.49	0.90

**Figure 2: Item Reliability Statistics**

	mean	sd	item-rest correlation	if item dropped
				Cronbach's $\alpha$
S39	3.15	0.95	0.56	0.89
S40	2.56	0.91	0.45	0.90
S41 <sup>a</sup>	2.77	1.25	0.46	0.90
S42 <sup>a</sup>	3.54	1.20	0.41	0.90
S43	2.89	1.12	0.45	0.90

<sup>a</sup> reverse scaled item

As the table of item reliability statistics (Figure 2) displays, each item of the questionnaire formed of 43 items were scaled to check the correlation of them. The item reliability statistics were carried out by paying attention to category types of each item and reverse items. The Cronbach's alpha coefficients for each category were also about 0.90, which means there is a good internal consistency in the questionnaire. Therefore, the questionnaire was conducted to the 60 target participants who consist of 30 students as experimental group and 30 the rest as control group. At this stage, the questionnaire was conducted to target learners as the practice of pre-questionnaire. As there should be a consistency between the statistical scales of 100 hundred participants and 60 target learners for the sake of the reliability of study, the statistical analysis was carried out to compare two groups. The goal is to find out whether there is difference between the questionnaire results of 100 learners and 60 learners by calculating p-values of all categories. If the p-values of each category are higher than 0,05, it means that there is no difference between the questionnaire results of 100 learners and 60 learners. It shows that there is a parametric consistency in the results of questionnaires.

**Figure 3: The comparison of the questionnaire results of 100 learners and 60 learners in five categories**

	100		60		p-value	Total (n=160)	
	Mean	SD	Mean	SD		Mean	SD
VR	2,54	0,61	2,94	0,71	0,365	2,52	0,64
JR	3,30	0,67	3,25	0,92	0,678	3,25	0,68
SE	3,04	0,65	2,50	0,69	0,372	3	0,67
IR	3,38	0,84	3,18	0,71	0,933	3,33	0,87
PI	2,52	0,37	2,51	0,41	0,283	2,52	0,38
Overall	2,90	0,47	2,60	2,82		2,87	0,48

VR: Vocabulary in reading JR: Joy of reading SE: Self efficiency IR: Importance of reading PI: Personal Investment

As can be seen in the table above (Figure 3), the questionnaire results of two groups of participants correlate each other in each category. The t-test scales of the groups shown below support the correlation between two groups. The p-values of each category are higher than 0.05, which means that there is no difference between the questionnaire results of 100 learners and 60 learners. As it was shown in two following tables above, there is a parametric consistency in the results of two groups' questionnaires. Wherefore, the pre-questionnaire results of target learners consisting of 60 students were the first step of the overall study, and these results were reliable enough to carry on the rest part of the study. In addition, the results of 160 learners show that the students at Selçuk University generally agreed on the point that reading English is important to learn as the table above indicates that the highest mean score belongs to the category of *the importance of reading* (m=3,33)

**Figure 4:** Descriptive Statistics (Quantitative data) of experimental (30) and control groups' (30) pre-questionnaire results in all categories (Total number: 60)

Sample	Number of Observations	Mean	Standard deviation (n-1)
IR	60	3,25	0,84
JR	60	2,85	0,83
VR	60	2,75	0,75
SE	60	2,45	0,43
PI	60	2,40	0,75
O	60	2,82	0,51

IR : Results of importance of reading items  
 JR : Results of joy of reading items  
 VR : Results of vocabulary in reading items  
 SE : Results of self-efficacy items  
 PI : Results of personal investment items  
 O : Results of overall items

As it was shown in the table above (Figure 4), the students included in the study seemed to have a partially negative attitude towards reading (m=2.82). However, the mean scores of 60 learners show that *the importance of reading* has the highest score in terms of results of pre-questionnaire. It means that the learners are supposed to be aware of the importance of reading and they improved a positive feeling about the significance of reading. When it comes to the highest second score, the category of *the joy of reading* nearly shows a neutral attitude about the items referring to the pleasure the

learners had during the reading process. Other sections alternately following each other as *vocabulary in reading*, *self-efficacy* and *personal investment* in the above table indicates that learners have negative thoughts about unknown words in reading texts in addition to their self-effectiveness and self-improvement in reading process.

**Figure 5:** Correlation matrix (Pearson) of the items of five categories and overall items according to the pre-questionnaire results of 60 students

Variables	VR	JR	IR	SE	PI
Overall	<b>0,88***</b>	<b>0,73***</b>	<b>0,70***</b>	<b>0,70***</b>	<b>0,69***</b>

\*\*\*The correlation is significant ( $p < 0.001$ )

As a matter of fact, all the results above on Figure 6 show that the most precious information can be reached in the section of *the vocabulary in reading* of all the five categories. The above table points out that there is a statistically significant correlation between *the vocabulary of reading* category and the overall questionnaire ( $r = 0.70^{**}$ ). Among other sections, *the vocabulary of reading* category has the highest level of correlation with the overall items. This means that the learners don't have positive attitudes towards unknown words in reading texts, so the learners' responses to items of *the vocabulary in reading* will be analysed more.

**Figure 6:** Descriptive statistics of the vocabulary in reading category items.

Sample	Number of observations	Mean	Standard deviation (n-1)
Q 4	60	2,98	1,08
Q 9	60	2,92	1,42
Q 14	60	3,27	1,41
Q 20	60	2,58	1,21min
Q 28	60	3,33	1,22
Q 33	60	3,65	1,38
Q 35	60	2,87	1,24
Q 38	60	3,55	1,25
Q 42	60	3,45	1,25

Q: Question

As it was shown in the table (Figure 6) that item 33 has the highest mean score, which proposes that learners have negative feelings about reading when they encounter unknown words in texts. All the other items are also related to the learners' perceptions about reading in process of facing with unknown words. As a whole, the mean scores of

each item show that unfamiliar vocabulary items of the reading texts lead learners to have negative thoughts about the reading comprehension.

#### 4.2.1.2. Analysis of the results of the Post-questionnaires

In this section, the results of experimental and control groups formed of 60 students (30=experimental group, 30=control group) were analysed to find out the learners' attitudes towards reading positively or negatively after instruction of contextual inferencing strategies. After carrying out the pre-questionnaire to the learners of experimental and control groups, the experimental group got a pre-test about unknown words before the instruction and then, they got four weeks of training related to using contextual inferencing strategies in reading texts. During this time, the control group also had the same pre-test about unknown words, but they didn't get any training about guessing unknown words from the context after the pre-test. At the end of the training time of the experimental group, both control and experimental groups were given the same attitude questionnaire defined as post-questionnaire to check the learners' attitudes towards reading.

**Figure 7:** The statistical difference between the experimental and control groups' attitudes towards reading according to the results of pre-questionnaire and post-questionnaire in all categories

	Experimental Group Pre-questionnaire (n=30)		Experimental Group Post-questionnaire (n=30)		Control Group Pre-questionnaire (n=30)		Control Group Post-questionnaire (n=30)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
VR	2,70	0,71	2,79	0,66	3,02	0,62	2,94	0,81
JR	3,47	0,90	3,55	0,76	2,29	0,62	2,02	0,64
SE	3,11	0,63	3,27	0,58	2,77	0,76	2,23	0,51
IR	3,33	0,43	3,43	0,43	3,04	0,91	2,28	0,56
PI	2,62	0,77	2,66	0,65	2,36	0,33	2,27	0,36
O	3,00	0,49	3,07	0,48	2,63	0,48	2,34	0,48

IR : Results of importance of reading items  
 JR : Results of joy of reading items  
 VR : Results of vocabulary in reading items  
 SE : Results of self-efficacy items  
 PI : Results of personal investment items  
 O : Results of overall items  
 N : Number

As it was illustrated on Figure 7, the mean results of experimental and control groups differ from each other after four weeks instructions of contextual inferencing strategies. The results of pre-questionnaire and post questionnaire show that the mean results of experimental groups in all categories increased while the mean results of control groups who weren't taught decreased. It means that learners' attitudes towards unknown words and reading positively improved after the education of guessing strategies from the context. However, the table shows that the learners in control group had negative attitudes towards unknown vocabulary items and reading comprehension as the time passed. The reason of it must be the difficulty level of reading texts rose as the curriculum in reading went on during courses, and this led them to improve negative feelings about reading due to increasing of unknown words in texts.

#### 4.2.1.3. Analysis of the results of Achievement Tests

In addition to the attitude questionnaires applied to target learners, they were given achievement tests before and after the four weeks of instructions in inferencing strategies. First of all, the learners of each group had pre-test before the education was given to the experimental group. After the education, the experimental and control groups had midterm exam in reading. Finally, each group had final exam after a few weeks to control the permanence of their knowledge about contextual inferencing strategies. During the duration between midterm and final exams, no extra-instruction was given to both experimental and control groups. As the midterm and final exams included four skills (reading, writing, listening and speaking), only the reading grades of learners were taken into consideration. The pre-tests were prepared as reading texts and questions before the instruction.

**Figure 8:** The achievement test results of experimental and control groups

Groups (Numbers)	Exam			<i>p</i> - value	Pairwise Comparison		
	Pre-test (1)	Midterm (2)	Delayed-post-test (3)		1 vs. 2	1 vs. 3	2 vs. 3
Experimental (30)	44.83 ± 20.48	61.50 ± 21.62	63.33 ± 24.15	0.001	<b>0.007</b>	<b>0.006</b>	0.717
Control (30)	41.33 ± 20.30	40.17 ± 21.56	41 ± 21.75	0.723	0.914	0.999	0.999

The results of achievement tests of each group (Figure 8) show that experimental group scores increased opposite to the scores of control groups. The students in

experimental groups had higher scores in midterm and final exams than pre-tests that indicates that their achievement in reading increased with the help of inferencing strategies instruction. Their midterm results were significantly higher than their slightly increasing results in delayed-post tests. The reason of it could be related to teaching of giving contextual clues to learners finished in the courses after mid-term exams, and within the time duration between mid-term and final exam, the usage of contextual strategies by the learners might slow down without education. When it comes to the results of control groups, there is a slightly increase in their midterm and delayed-post-test grades compared to experimental groups. Even if they show a little improvement in their exam results, their achievement in reading isn't as much significantly increased as the experimental groups' achievement. Since the control group wasn't given instruction about using contextual strategies in texts, their inadequate level of improvement in reading achievement might be accepted as a normal circumstance.

To sum up, both pre-questionnaire and post questionnaire results, and the achievement scores of experimental and control groups show that the learners at Selçuk University can have positive attitude towards reading in addition to make progress to achieve in reading by means of learning guessing strategies of unknown words from the context, though the results of each group indicates a slightly progress in both their attitude and achievement towards reading.

#### **4.2.2. Analysis of the Qualitative Data**

In this study, the qualitative research method was used by means of the data obtained from the results of the interviews to support the quantitative data of the participants' results of questionnaire and achievement in addition to having more detailed information about the students' attitudes towards unknown words and reading. Qualitative data analysis can play a significant role in revealing potential relationships, causes and effects in addition to paradoxes in data (Denscombe, 2010). Below, the qualitative data acquired from the interview results of the students will be analysed in depth.

##### **4.2.2.1. Analysis of the Results of pre-interviews and post-interviews**

In addition to the questionnaires and exams conducted to the learners, some interview questions including pre-interview and post-interview questions were asked to

some of the students before and after the period of training in contextual inferencing strategies. The aim of conducting interviews to the participants is to analyse in detail the students' attitudes towards unknown words in reading and their common ideas about reading skill besides supporting the quantitative data of the study. The interviewers were chosen among the experimental and control group students, and the students with the highest and the lowest attitudes in each group participated in the interviews. Their highest and lowest scores were chosen from the *vocabulary in reading* category, because the most valuable information can be reached in this category section of all the five categories. The figure of analysis of five categories with experimental and control groups (Figure 7) shows that there is a statistically important correlation between *the vocabulary of reading* category and the overall questionnaire, as *the vocabulary of reading* category has the highest level of correlation among the five sections. It means the participants don't have positive attitudes towards unknown words in reading texts. Therefore, the students' responses to items of *the vocabulary in reading* (V.R.) will be analysed more for the qualitative data including interviews. Not all the students but just four interviewees in each group (8 students total) were chosen for the interviews as it could be difficult and complicated to analyse all sixty students' answers. The figure 9 below shows the mean scores of the interviewees in terms of vocabulary in reading category and their overall mean scores of the questionnaires.

**Figure 9:** Mean scores of the interviews

High Attitude Level				Low Attitude Level			
Student	Group	V.R. Mean	Overall 1 Mean	Student	Group	V.R. Mean	Overall Mean
1	Exp. 1	4,67	4,02	5	Exp. 1	1,33	2,07
2	Cont. 1	4,56	3,33	6	Cont. 1	1,44	2,02
3	Exp. 2	4,67	4,35	7	Exp. 2	1,74	2,70
4	Cont. 2	4,58	3,16	8	Cont. 2	1,11	2,05

To examine the students' low and high attitudes towards unknown words in reading texts and the impact of their attitudes on reading skill in detail, four pre-interview questions and four post-interview questions were asked of four students with highest attitudes and four students with the lowest attitudes towards *vocabulary in reading*. The interview questions were asked before and after the six weeks of training

in contextual inferencing strategies. In this section, the answers of the high and low attitude students to the interview questions will be analogically inspected.

The first question of pre-interview that high and low attitude students were asked was about if they think that reading English is important to improve their English. All the participants with high attitudes (P1, P2, P3 and P4) agree on the point that English reading certainly affects their English learning. The following answer of one student with highest attitudes is an example to this:

*Of course, I think English reading helps us improve our English as a whole. Because we can learn new information, grammar sentences and new words in a reading text.* (P2 / Participant 2)

When it comes to low attitude students, all of them also agree that English reading is significant for English learning (P5, P6, P7 and P8). Below there is an example to their answers:

*I think yes, reading is important to learn English. We can learn new words by reading.* (P8)

The above quotes of participants show that all the participants with high and low attitudes are aware of the significance of English reading in the process of second language learning. The second pre-interview question is about how they feel when they encounter a lot of unknown words in English reading texts. Some of high attitude learners think that unknown words of the text affect negatively their reading opposite to the rest of them. P2 and P3 gave similar answers to this question:

*When I see a lot of unknown words in a text, I don't want to read it. We have such texts in our reading books, and they are difficult to understand. If I don't understand, I 'm not interested in the text. But if the text is in the exam, I try to understand.* (P3)

When other high-attitude students' answers were checked, it is understood that they weren't influenced negatively by the unknown words during the reading process (P1 and P4). One example of it is given below:

*I don't feel bad things because I cannot know every word. I may use dictionary for the meanings of them. Sometimes I even don't look at their meaning. I just go on reading or I try to look for the necessary information if there are exercises about the text. Unknown words aren't so important. (P1)*

All the low-attitude students attended to the interview answered this question by giving the impression of feeling unconfident about unknown words in reading texts (P5, P6, P7 and P8). The following answer of a participant is an example to this:

*I don't like seeing unknown words in the texts. They make me lose my motivation to reading and to English. I'm not good at English also. Because I cannot memorize the unknown words. They are a lot. How can I do? (P7)*

The above responses of learners indicate that many learners have negative feelings about unknown words when they come across them in reading texts. Just two participants who are high attitude students of all eight participants have positive or neutral feeling about unfamiliar vocabulary items while the others were negatively influenced by the unknown words. Especially low attitude learners don't have positive attitudes towards unknown words that are the obstacles for them to have a motivation and a success in reading process.

The third question is that if there weren't a lot of unknown words in reading texts, the learners would like reading in English more. Two interviewees with highest attitudes answered this question as they weren't really affected by the unknown words during the reading process. An example of it is given below:

*It isn't a problem for me in reading. Because I usually understand the texts by not focusing on the meanings of unknown words. (P1)*

However, all the interviewees with lowest attitudes in addition to two interviewees with highest attitudes thought that they would like reading in English more if there weren't many unfamiliar words. The following answer of a lowest- attitude participant is an example to this:

*Of course, I would. I have difficulty to understand reading texts when there are a lot of unknown words. So I don't like reading those kinds of difficult texts. (P6)*

The last pre-interview question is about the participants' strategies to cope with unknown words in reading texts. Many learners didn't have proper strategies, instead they preferred to use dictionary to check the meanings of unknown words except two learners with highest attitudes. The answer of a learner with high attitude is shown below:

*When I see an unknown word in a sentence of a text, I try to look at the whole paragraph, or following sentences. Sometimes I use a dictionary or ask a friend about its meaning. (P4)*

The answer to the last pre-interview question of a participant with low attitude is like given below:

*I have no strategies, I think. I always check the meaning of it on a dictionary. (P8)*

The post-interview questions were related to six-weeks of training in contextual inferencing strategies. The post-interview questions were solely asked to the interviewees of the experimental group (P1, P3, P5, and P7), since just the experimental group of students got training on contextual inferencing strategies. The first post-interview question is related to the learners' feelings about six-weeks of training in contextual inferencing strategies. All the learners except P7 had positive feelings about the strategy training while P7 had neutral attitude towards the training. Both students with high attitudes towards reading agreed on the point that the strategy training had a good effect on their reading. The example of a highest-attitude student is an example to this:

*With guessing strategies, I've started to read the texts from a different viewpoint. I mean I've learned different technics to guess the meanings of unknown words. This is important for me. (P3)*

The second question is about the learners will use contextual inferencing strategies in the future if they find them useful. Just one of the learners with lowest attitude is uncertain to use these strategies, whereas others approved of using the strategies in reading. An example to this is given below:

*I will try to use these strategies in reading texts. At least I will try. I prefer guessing the meanings of new words to using a dictionary. (P5)*

Third question refers to the positive or negative effect of contextual inferencing strategies on learners' attitudes towards reading. All the participants thought that they were influenced positively except for only one learner who is undecided. The following answer of the learner is shown below:

*Well, I'm not sure about it. Even if these strategies are helpful, I think they are inadequate to identify the new words. How can I recall all these strategies when I see an unknown word in a text as well? (P7)*

Finally, last question is about whether the learners think that inferencing strategies will improve their achievement in reading. Just one of the participants gave a negative answer. Others agreed on the point that these strategies will contribute in their reading achievement. An answer of it given below:

*As I said before, I don't like using dictionaries while reading. Even, in exams it's forbidden to use a dictionary. Therefore, we need to guess the meaning from the context. We can use these strategies for the unknown words in reading exam texts. (P1)*

The post interview answers mentioned above indicate that nearly all the interviewees found the contextual inferencing strategies useful, and were planning to use these strategies in the future by explaining their reasons differently. Especially the interviewees with highest attitude scores thought that using contextual inferencing strategies contributed in their feelings about reading and unknown words, while just one learner with lowest attitude score had neutral feelings about the usefulness of contextual inferencing strategies. This same interviewee also continued to have negative feelings towards reading even if his response about it was a little bit softer this time (P7). But all the other interviewees developed positive attitudes towards reading, and thought that contextual inferencing strategies would improve their achievement in reading. To sum up, the experimental group learners with highest and lowest attitudes towards reading gave consistent responses to the post-interview questions to a great extent when comparing them with their results of post-questionnaire. Their achievement levels were also consistent enough with their interview responses.

### **4.3. Conclusion**

In this chapter, the analysis of the results of the questionnaires, achievement tests and interviews conducted to the participants of the study were statistically presented and explained in detail. The focus of the study is the correlational analysis of data results between experimental and control groups by checking their qualitative and quantitative data to find out the answers of the research questions that basically refer to the effects of contextual inferencing strategies on the students' attitudes and achievement towards. In the following chapter, the data results obtained from this chapter will be discussed and concluded.

## CHAPTER V: CONCLUSION

### 5.1. Introduction

In this chapter, the results acquired from the previous chapter will be discussed and come to an end. Finally, the implications of the study will be discussed and the chapter will come to a conclusion with suggestions for further researches.

### 5.2. Discussion

In this study, the effects of contextual inferencing strategy training on students' achievement and attitudes towards reading were analysed to find out new information about the issue of the functionality of contextual inferencing strategy in language education. Since 1970s, many studies have been carried out on the students' attitudes towards reading, and they have shown that the accomplishment in reading is closely associated with the attitude towards reading (Guthrie & Wigfield, 2000; Wigfield & Asher, 2002; Morgan & Fuchs, 2007). But the unknown words have been viewed as one of the fundamental problem for ELT students during the reading process that causes the learners to improve negative feelings about reading when they encounter a lot of unknown words in a text. The qualitative and quantitative data results of the students of this study were used to provide an insight to this vocabulary problem of FLE students during the reading process that might negatively affect their attitudes towards reading.

#### 5.2.1. The comparison of the pre-questionnaire results of target learners and non-target learners in five categories

In the previous chapter, it was mentioned that questionnaire was formed of five sub-categories that were related to the students' attitudes towards reading. These categories formed of *vocabulary reading*, *the joy of reading*, *self-efficacy*, *the importance of reading* and *personal investment*. Before the reliability scale was conducted for this research, the reliability of the overall study was scaled by the researcher who prepared the questionnaire, adding the reliability scales of each category including overall (Kulaç, 2011). By using Cronbach's Alpha scale, she statistically indicated the reliability of the overall questionnaire and the internal consistency of each category.

The questionnaire was also applied to 100 hundred pre- intermediate preparatory students at Selçuk University to recheck its reliability for conducting aimed research with it. These learners were the different participants from the other 60 students with whom the study was essentially carried out later. Besides, it was important to decide on carrying out this questionnaire whether it was applicable to the preparatory students at Selçuk University by recontrolling the reliability of it. The Cronbach's alpha scale was used and the overall questionnaire scaling 0.90 was found reliable. In addition, each item of the questionnaire formed of 43 items was scaled to check the correlation of them. The item reliability statistics were carried out by paying attention to category types of each item and reverse items. The Cronbach's alpha coefficients for each category were also about 0.90 which means there was a good internal consistency in the questionnaire.

After the reliability of the questionnaire was assured as a whole and in itself, the questionnaire was conducted to the 60 target participants who consist of 30 students as experimental group and 30 the rest as control group. This step of the study was called as carrying out pre-questionnaire to the target learners. At this stage, the questionnaire was conducted to target learners as the practice of pre-questionnaire. For the rest of the study, it was significant that there needs to be a consistency between the statistical scales of 100 hundred participants and 60 target learners in support of the reliability of study. To find out if there was a difference between the questionnaire results of 100 learners and 60 learners, the statistical analysis comparison between two groups was formed by calculating p-values of all categories. P-value was defined by Wasserstein et al. (2016, p.70) as "*the probability under a specified statistical model that a statistical summary of the data (eg, the sample mean difference between the 2 compared groups) would be equal to or more extreme than its observed value*". Then the p-values of each category scaling higher than 0.05 indicated that there was a parametric consistency between the results of 100 and 60 learners. In addition, the total results of 160 learners showed that the students at Selçuk University generally agreed on the point that English is important to learn, since their results statistically indicated that the highest mean score belongs to the category of *the importance of reading* (m=0,46). To sum up, the pre-questionnaire results of target learners consisting of 60 students, non-target learners consisting of 100 students and the whole 160 learners including both non-target and target learners were the first step of the overall study, and these results were found

consistent internally and externally with each other; and reliable enough to carry on the rest part of the study.

### **5.2.2. The discussion on the pre-questionnaire results of target learners**

The target learners were formed of two group of students; experimental group and control group. After it was found out that there was a parametric consistency between the results of 100 and 60 learners, the reliability and internal consistency of the questionnaire was proven. Therefore, the study went on by focusing on the target learners (60 students). First of all, their pre-questionnaire results were analysed by looking at the mean scores of each category and the overall results of target learners. The descriptive statistics analysis of their results showed that the 60 target students had a partially negative attitude towards reading ( $m=2.82$ ). However, the mean scores of 60 learners showed that *the importance of reading* has the highest score in terms of results of pre-questionnaire that means the learners were seen as being conscious of the importance of reading and they improved a positive feeling about the significance of reading. The highest second score was the category of *the joy of reading* nearly that showed a neutral attitude about the items referring to the pleasure the learners had during the reading process. The rest of the sections went on in this order as *vocabulary in reading, self-efficacy and personal investment*. The mean scores of these categories were below average that means learners had negative feelings about unknown words in reading texts in addition to their self-effectiveness and self-improvement in reading process. Besides, the Pearson correlation matrix, the most common method to use for numerical variables, pointed out that that there is a statistically significant correlation between *the vocabulary of reading* category and the overall questionnaire ( $r=0.70^{**}$ ), and *the vocabulary of reading* category had the highest level of correlation with the overall items. It means that the most valuable information can be reached from the section of *the vocabulary in reading* of all the five categories due to the highest level of correlation between this category and the overall questionnaire items. That also indicated that learners usually didn't have a positive attitude towards this category that was a major obstacle for FLE learners to have good attitudes towards reading. Therefore, their responses to the items of *the vocabulary in reading* category were decided to analysed more to get more information on their vocabulary problem in reading. And when the descriptive statistic of this category was completed, the item 33, referring that learners have negative feelings about reading when they encounter

unknown words in texts, was found to have the highest mean score. In addition, all the other items of this category were related to the learners' perceptions about reading when encountering unknown words. To sum up, 60 target learners' mean scores of each item in *the vocabulary in reading* category showed that unknown words of the reading texts lead learners to have negative thoughts about the reading comprehension.

### **5.2.3. The comparison of the pre-questionnaire and post-questionnaire results of target learners**

In this section, the questionnaire results of experimental and control groups formed of 60 students (30=experimental group, 30=control group) were analysed to find out the learners' attitudes towards reading positively or negatively after instruction of contextual inferencing strategies. After carrying out the pre-questionnaire to the learners of experimental and control groups, the experimental group got a pre-test about unknown words before the instruction and then, they got six weeks of training related to using contextual inferencing strategies in reading texts. During the process, the students of experimental group were taught with strategy training materials such as of explanatory worksheets on contextual inferencing strategies, the vocabulary and text exercises about guessing strategies and checklists. At the same time, the control group also had the same pre-test about unknown words, but they didn't get any training about guessing unknown words from the context after the pre-test. They just went on their educational curriculum of the institute of the school of foreign languages. After two weeks of interval to the instruction since the end of the strategy training time of the experimental group, both control and experimental groups were given the same attitude questionnaire defined as post-questionnaire to check the learners' attitudes towards reading. The difference between the experimental and control groups' attitudes towards reading according to the results of pre-questionnaire and post-questionnaire were statistically scaled in all categories. Their scales showed that, the mean scores of experimental and control groups differ from each other after six weeks instructions of contextual inferencing strategies and two weeks of interval to the instruction. Besides, the results of pre-questionnaire and post questionnaire indicated that the mean scores of experimental groups in all categories increased when the mean scores of control groups, who didn't get any strategy training, decreased. It means that the learners' attitudes towards unknown words and reading positively improved after the education of guessing strategies form the context, while the learners in control group had negative

attitudes towards unknown vocabulary items and reading comprehension as the time passed. The reason of it must be related to the rising difficulty level of reading texts. Because, the reading texts in the institute's using course books became more difficult to read and had more unknown words as the curriculum of the institute in reading went on during courses, and this could cause the control group of learners to improve negative feelings about reading due to increasing number of unknown words in texts. To sum up, teaching contextual inferencing strategies contributed in affecting positively the learners' attitudes towards unknown words and reading.

#### **5.2.4. The discussion on the Achievement Test Results of experimental and control groups**

In addition to the attitude questionnaires conducted on target learners, the experimental and control group of students were given achievement tests before and after the six weeks of instructions in inferencing strategies. First of all, the learners of each group had pre-test before the strategy training was given to the experimental group. After the training time of six weeks, the experimental and control groups had midterm exam, and their reading scores of the mid-term exams were included to their achievement results. Finally, two weeks later, each group had delayed- post-test exam to check the permanence of their knowledge about contextual inferencing strategies. During the duration between midterm and delayed post-test, no extra-instruction was given to both experimental and control groups. The pre-tests and delayed-post tests were formed of reading texts and questions. The results of achievement tests of each group showed that experimental groups' scores increased opposite to the scores of control groups. The students in experimental group had higher scores in midterm and delayed post-tests than pre-tests which indicated that their achievement in reading increased with the help of inferencing strategies instruction. Their midterm results were significantly higher than their slightly increasing results in delayed-post tests. The reason of it could be related to teaching of giving contextual clues to learners finished in the courses after mid-term exams, and within the time duration between mid-term and final exam, the usage of contextual strategies by the learners might slow down without education. When it comes to the results of control groups, there is a slightly increase in their midterm and delayed post-test grades compared to experimental groups. Even if they showed a little improvement in their exam results, their achievement in reading isn't as much significantly increased as the experimental groups' achievement. Since the

control group wasn't given instruction about using contextual strategies in texts, their inadequate level of improvement in reading achievement might be accepted as a normal circumstance. To sum up, both pre-questionnaire and post questionnaire results, and the achievement scores of experimental and control groups showed that the learners at Selçuk University had positive attitude towards reading in addition to make progress to achieve in reading by means of learning guessing strategies of unknown words from the context, though the results of each group indicated a slightly more progress in both their attitude and achievement towards reading.

### **5.2.5. The Discussion on the Results of Pre-interviews and Post-interviews**

In addition to the questionnaires and exams conducted to the learners, some interview questions including pre-interview and post-interview questions were asked to some of them before and after the period of training in contextual inferencing strategies. The purpose of conducting interviews to the participants was to analyse in detail the students' attitudes towards unknown words in reading and their common ideas about reading skill besides to support the quantitative data of the study. The interviewees were chosen among the experimental and control group students, and the students with the highest and the lowest attitudes in each group participated in the interviews. Their highest and lowest scores were chosen from the *vocabulary in reading* category, because the most valuable information can be reached in this category section of all the five categories. When the results of learners of experimental and control groups were evaluated in five categories it was found out that there was a statistically important correlation between *the vocabulary of reading* category and the overall questionnaire, as *the vocabulary of reading* category had the highest level of correlation among the five sections. That means the participants didn't have a positive attitude towards unknown words in reading texts. Therefore, the students' responses to items of *the vocabulary in reading* were analysed more for the qualitative data including interviews. Not all the students but just four interviewees in each group (8 students in total) were chosen for the interviews since it could be difficult and incoherent to analyse all sixty students' answers.

To examine in detail the students' low and high attitudes towards unknown words in reading texts and the impact of their attitudes on reading skill, four pre-interview questions and four post-interview questions were asked of four students with

highest attitudes and four students with the lowest attitudes towards *vocabulary in reading*, and they were asked before and after the six weeks of training in contextual inferencing strategies. After the answers of the high and low attitude students to the interview questions were evaluated in detail, it was found out that their responses to the post-interview questions were substantially consistent with their results of questionnaire.

The first question of pre-interview that high and low attitude students were asked was about if they think that reading English is important to improve their English, all the interviewees with highest and lowest attitude scores agreed on the point that reading had an effect in their English learning. It means that all the participants with high and low attitudes were aware of the significance of English reading in the process of second language learning. Other three questions of the pre-interview were related to their feelings about unknown words, the influence of unknown words on their attitudes towards reading, and their strategies when encountering unknown words. Just two interviewees with highest attitude thought that they weren't really affected by the unknown words during the reading process. Other learners were affected negatively by the unknown words as they saw them as obstacle to understand reading texts. Many learners used dictionaries to check the meanings of unknown words except two learners with high attitudes who went on reading without using dictionaries.

The post-interview questions were merely asked to the interviewees of the experimental group (four students with lowest and highest attitudes). The reason of it was that the post-interview questions were related to six-weeks of training in contextual inferencing strategies, and so only the experimental group of students got training on contextual inferencing strategies. Their post-interview questions were related to their feeling about six-weeks of training in contextual inferencing strategies, finding these strategies useful, these strategies effect on their attitudes towards reading and the contribution of contextual inferencing strategies in their achievement in reading. All the interviewees except one found the contextual inferencing strategies useful, and were planning to use these strategies in their future by explaining their reasons differently.

Especially each of the interviewees with highest attitude scores thought that using contextual inferencing strategies contributed in their feelings about reading and unknown words, while one learner with lowest attitude scores had neutral feelings about

the usefulness of contextual inferencing strategies. That interviewee also had neutral feelings towards reading even if his answer about it was a little bit more positive this time. However, all the other interviewees developed positive attitudes towards reading. Finally, all the participants except just one learner with low attitudes thought that contextual inferencing strategies would improve their achievement in reading.

To sum up, the experimental group learners with highest and lowest attitudes towards reading gave consistent responses to the post-interview questions to a high degree when comparing them with their results of post-questionnaire. All the learners with highest attitudes develop more positive attitudes towards unknown words and reading while one of the participants with lowest attitudes had neutral attitudes towards reading. The other learner with lowest attitude had positive feelings on reading after training of contextual inferencing strategies. It means that the explicit instruction of contextual inferencing strategies positively influenced many of the learners among the experimental group of students.

The learners' achievement levels were also consistent enough with the results of interview responses. Therefore, it can be concluded that both quantitative and qualitative data analysis indicates that explicit training of contextual inferencing strategies had a positive effect on learners' attitudes towards reading in English. Not only high-attitude learners but also low attitude students have been influenced positively by means of contextual inferencing strategies according to their responses to post-interview questions. However, their quantitative data including questionnaire results and achievement test results suggested more significant changes in their attitudes towards reading after explicit instruction of contextual inferencing strategies.

### **5.3. Conclusion**

In this study, the effect of contextual inferencing strategies training to the pre-intermediate level Turkish EFL learners' attitudes towards unknown words and reading in addition to their achievement in reading was examined. The results of the learners of experimental and control group showed that six weeks of training of contextual inferencing strategies appears to provide learners with negative feelings improve positive attitudes towards unknown words and reading as a whole. Moreover, contextual inferencing strategies seem to contribute in their achievement in reading tests to some extent. Finally, learners with high attitude level maintained developing positive

thoughts about reading and learners successful in reading carried on getting high marks in reading texts; when many learners with low attitude level improved positive attitudes towards reading after the instruction of contextual inferencing strategies in addition to seem to be more successful in reading exams to some degree. Therefore, this study is important because it can give more information to the other researchers studying on the field about the effects of contextual inferencing strategies in both the students' attitudes and achievements towards reading.

The results of the study will hopefully make a contribution to the literature and a profit to the researchers to have specific information about the influence of the contextual inferencing strategies on the EFL learners' attitudes towards reading and their achievement in reading.

#### **5.4. Implications for English Language Teaching**

This study revealed that there was an effect of contextual inferencing strategies instruction on the students' attitudes towards reading and achievement in reading to some degree. However, there are particular implications on the field that need to be mentioned.

It's suggested that EFL learners are able to cover 98 per cent of a reading text to comprehend the text without any help (Hirsh & Nation, 1992; Hu&Nation, 2000). Therefore, the vocabulary problem referring to the incomprehension of the whole text because of unknown words has been supposed as one of the most significant problem that affect learners' reading comprehension of the text (Chi and Chern, 1988). At this point, contextual inferencing strategies have been accepted as one of the most important factors that help learners guess the meanings of unknown words to understand the whole reading texts (Chern, 1993). This study has revealed that after an explicit instruction of contextual inferencing strategies, learners can use contextual inferencing strategies to guess the meaning of unknown words to understand the whole text. As the learners comprehend the reading texts, they have good attitudes towards reading in English. In other words, it is clear that teaching contextual inferencing strategies help learners improve positive feelings about reading because using contextual inferencing strategies to guess the meaning of unknown words has become one of the common strategies used in different categories by researchers, for it is assumed as an effective method for reading comprehension (Oxford, 1993). Therefore, contextual inferencing strategies can be integrated into the EFL courses to provide students to improve their

guessing strategies for the unknown words in reading texts instead of using dictionaries. Schmitt (2010) indicated in his study that guessing from context has the advantage of providing learners with the meaning of a word in particular use and the instruction has a positive effect on the guessing strategy. So, it is the responsibility of instructors to guide EFL learners to have positive attitudes towards reading with the aim of rising up their motivation and progress in reading skill since it is an unignorable fact that the ability of using discourse strategies (Walters, 2006) can be improved by teaching. Instructors should behave as a counsellor when they teach learners how to use contextual inferencing strategies for the unknown words in the reading texts instead of directly explaining of the meanings of the unknown words.

### **5.5. Suggestions for Further Researches**

This study aimed to provide EFL learners improve positive feelings about reading by means of explicit training on contextual inferencing strategies to teach how to use these strategies in reading texts in addition to help students make progress in reading achievement tests. However, the study is limited in some points, and a further research is required to make more generalization on the field.

First of all, this study is limited to examine 60 pre-intermediate level students studying at Selçuk University. It might be difficult to have common point of view about all pre-intermediate level EFL learners by looking at the results of sixty students on the field. A larger number of students from several universities can be included into the study to have more reliable and common information about the results of the study.

This study is also limited to include six weeks of period of training with the explicit instruction of contextual inferencing strategies and practice with them. Because the time limitation, the learners may feel exhausted with a lot of explanations and practices on the field in addition to the formal curriculum training of the institution. More time can be spent on the explicit instruction for a more productive and qualified treatment on the learners.

Finally, the applying of achievement tests can be perceived by the learners as negative factors. Three achievement tests were conducted to the learners during and after the training process. Conducting three achievement tests to the learners in a limited time might lead them to feel stressed and tired, and their negative feelings might have

influenced their performance negatively on tests. In further studies, the number of tests can be reduced so that the learners are able to give a good performance in the achievement tests.



## GENİŞLETİLMİŞ TÜRKÇE ÖZET

### Giriş

İkinci yabancı dil öğreniminde, okuma becerisi ve kelime bilgisinin birbirleriyle yakın bir ilişkisi vardır. Bu sebepten ikinci yabancı dil öğrenenlerin okumada yeterli olmaları için kelime bilgisine sahip olmaları önemlidir. Okuma metinleri kelime ve cümlelerden oluşur ve öğrencilerin kullanılan cümleleri ve son olarak da metnin tamamını anlayabilmeleri için metinde kullanılan kelimeler hakkında bilgi sahibi olmaları gerekir. Bu durum, öğrencilerin tüm metni anlamak için kelime öğeleri hakkında bilgi sahibi olması gerektiği anlamına gelir. Özellikle ana dili İngilizce olmayan öğrenciler için İngilizce okuma metninde her kelimenin anlamını bilmek zordur. Bu nedenle, öğrenciler bilinmeyen kelimeler hakkında fikir sahibi olmak için bazı stratejiler geliştirmek durumundadırlar. Dil öğrenim stratejileri arasında öğrenciler tarafından en sık kullanılan ve en yararlı stratejilerden biri olan bağlamsal sözcük çıkarım stratejileri metinlerdeki bilinmeyen kelimeleri tahmin etmeyi öngörür (Walters, 2006). Yabancı dil eğitimi alan öğrencilerin bir okuma metnini herhangi bir yardım almadan anlamaları için o metnin içindeki kelimelerin yüzde 98'ini anlayabilmeleri gerekir (Hirsh & Nation, 1992; Hu & Nation, 2000). Bu nedenle, bilinmeyen kelimeler yüzünden tüm metnin anlaşılmazlığına atıfta bulunan kelime problemi, öğrencilerin metni okuduğunu anlamalarını etkileyen en önemli problemlerden biri olarak kabul edilmiştir (Chi ve Chern, 1988). Bu noktada, bağlamsal sözcük çıkarım stratejileri, öğrencilerin tüm okuma metinlerini anlamak için bilinmeyen kelimelerin anlamlarını tahmin etmelerine yardımcı olan en önemli faktörlerden biri olarak kabul edilmiştir (Chern, 1993). Metinleri anlamada bağlamsal sözcük çıkarım stratejilerinin işlevselliği üzerine çeşitli çalışmalar yapılmıştır ve bunların birçoğu, bağlamsal sözcük çıkarım stratejilerinin öğrencilerin okuduklarını anlamalarında ilerleme kaydetmelerini sağladığını ve başarılı okuyucular olarak okumaya yönelik olumlu tutumlar geliştirdiklerini göstermiştir (Nagy, 1988; Ulus, 2008; Schmitt, 2004).

### Araştırmanın Amacı

Bu çalışmada, bağlamsal sözcük çıkarım stratejilerinin dildeki işlevselliği konusunda yeni bilgiler bulmak için, bağlamsal sözcük çıkarım strateji eğitiminin öğrencilerin okumadaki başarıları ve okuma tutumları üzerindeki etkileri analiz edilecektir. 1970'lerden beri öğrencilerin okumaya karşı tutumları üzerine birçok çalışma yapılmıştır ve bu çalışmalar, öğrencilerin okuma becerilerindeki başarılarıyla

okumaya yönelik tutumlarının yakından ilişkili olduğunu göstermiştir (Guthrie & Wigfield, 2000; Wigfield & Asher, 2002; Morgan & Fuchs, 2007). Ayrıca, bu çalışmaların çoğu, öğrencilerin okumaya uzun zaman harcadıkları zaman, okuduklarını anlama başarılarının olumlu yönde etkilenme olasılığını daha fazla artırdığını göstermiştir (Mazzoni, Gambrell & Korkeamaki, 1999). Bugüne kadar bağlamsal sözcük çıkarım stratejileri üzerine yapılan çalışmalardan bir çoğu bu stratejilerin öğrencilerin okuduğunu anlama üzerindeki etkilerini incelemektedir (İstifci, 2009; Nassaji, 2006; Roskams, 1998; Fraser, 1999; Shokouhi ve Askari, 2010). Kulaç (2011) tarafından yapılan bir çalışmada, bağlamsal sözcük çıkarım stratejilerinin öğrencilerin okumaya karşı tutumları üzerindeki etkisi araştırılmıştır. Bu çalışmada ise, bağlamsal sözcük çıkarım stratejilerinin öğrencilerin hem okumaya karşı tutumları üzerindeki etkisi ve hem de okuma becerisindeki başarıları incelenmiştir. Sonuç olarak, bu tez, bağlamsal sözcük çıkarım stratejileri eğitiminin öğrencilerin okumaya karşı tutumları ve okuma becerilerindeki ilerlemeleri üzerindeki etkisini araştırmayı amaçlamaktadır.

Bu tez aşağıdaki araştırma sorularının cevaplarını araştırmaktadır:

1. Orta düzey İngilizce bilen Türk öğrencilerinin, İngilizce okuma becerisine ve bilinmeyen kelimelere karşı tutumları nedir?
2. Bağlamsal sözcük çıkarım stratejileri eğitimi öğrencilerin okumaya yönelik tutumlarını nasıl etkiler?
3. Bağlamsal sözcük çıkarım stratejileri eğitimi öğrencilerin İngilizce okumadaki başarılarını nasıl etkiler?

### **Yöntem**

Bu çalışma, orta düzey İngilizce bilen 60 tane hazırlık öğrencisinin katılımıyla Selçuk Üniversitesi Yabancı Diller Yüksekokulu'nda uygulanmıştır. Katılımcılar, dönem başında yapılan yeterlilik sınavından 100 üzerinden 65 puan alamayan öğrencilerden oluşur. Bu öğrenciler, yeterlilik sınavını geçemedikleri için hazırlık okuluna kayıt yaptırmaları gerekmektedir. Akademik yılı içinde, Yabancı Diller Yüksek Okulu'nda hazırlık eğitimi alan 473 öğrenci, yeterlilik testi sonuçlarına göre değil, rastgele sınıflara yerleştirilmiştir.

Hazırlık eğitiminde, öğrencilere konuşma, dinleme, okuma ve yazma becerileri olmak üzere dört dil becerisi öğretilir. Ancak her beceri için ders kitabı okuma kitabı dışında aynıdır. Bu becerilerin yanı sıra, ana ders kitabı dilbilgisi ve kelime bilgisi de içerir. Öğrencilerin haftada 24 saatlik dersi vardır ve bu süre de İngilizcenin her becerisini öğrenmeleri için yeterli olmaktadır. Akademik yılı boyunca öğrenciler dört

quiz sınavı, dört vize sınavı, iki proje ödevine tabi tutulup yıl sonunda bir final sınavı ile değerlendirilirler. Öğrencilerin başarılı olmaları ve bölümlerine devam edebilmeleri için 100 üzerinden en az 65 puan almış olmaları gerekmektedir.

Bu deneysel çalışmada, orta düzeyde İngilizce bilen Türk öğrencilerinin İngilizce okumadaki başarıları ve okumaya ve metinlerde bulunan bilinmeyen sözcüklere karşı tutumları incelenmiştir. Ayrıca, bağlamsal sözcük çıkarım stratejileri eğitiminin bu öğrencilerin okumaya yönelik tutumları üzerindeki etkisi de incelenmiştir. Çalışma, 30 kız ve 30 erkek öğrenciden oluşan 60 orta düzeyde İngilizce bilen hazırlık öğrencisinin katılımıyla Selçuk Üniversitesi Yabancı Diller Yüksekokulu'nda uygulanmıştır. Öğrencilerin hepsi dört yıllık lisans öğrencileridir ve hazırlık eğitimlerinden sonra farklı fakültele gideceklerdir. Bazıları ekonomi fakültesinde, bazıları ise iletişim bilimleri fakültesinde okuyacaktır.

Katılımcılar iki sınıftan oluşup bunlardan biri deney grubu, diğeri ise kontrol grubudur. Her sınıfta toplam 60 öğrencinin katılımı ile 30 öğrenci yer almaktadır. Deney grubu öğrencileri 14 kız ve 16 erkekten oluşur; ve kontrol grubu öğrencileri ise 16 kız ve 14 erkekten oluşmaktadır. Gruplar için sorumlu bir katılımcı eğitmen bulunmaktadır. Katılımcı eğitmen İngilizce öğretiminde on yıllık tecrübeye sahip bir bayan öğretim görevlisidir. Bu çalışmada öğrencilere, ön anket ve son anket olarak uygulanan anket formları, ön-test, son-test ve bütünleme testlerinden oluşan başarı testleri; ve iki aşamada gerçekleşen ön görüşme ve son görüşme uygulanmıştır. Ön anket, ön test ve ön görüşmelerden elde edilen veriler, katılımcıların bilinmeyen kelimelere ve okuma becerilerine karşı tutumlarının yanı sıra okuma becerisindeki başarıları hakkında da bilgi vermiştir. 6 hafta süren bağlamsal sözcük çıkarım stratejileri üzerine verilen eğitimden ve iki haftalık aradan sonra, öğrencilere son anket olarak verilen aynı anket formları, vize okuma sınavlarından oluşan son testlerle bütünleme testleri ve son görüşmeler de uygulanmıştır. Bağlamsal sözcük çıkarım stratejileri eğitim materyalleri de eğitim sürecinde kullanılıp bu materyalleri sadece deney grubu öğrencileri kullanmıştır. Çünkü deney grubu öğrencilerinin nitel ve nicel veri sonuçlarının bu alanda eğitim almayan kontrol grubu öğrencilerinin verileriyle karşılaştırılması hedeflenmiştir.

### **Bulgular**

"İngilizce Okumaya Yönelik Tutumlar" anketi beş alt kategoriden oluşmaktadır ve öğrencilerden toplanan anket verileri bu kategoriler dahil ederek istatistiksel olarak ölçülmüştür. Anket ilk olarak İngilizce hazırlanmış olsa bile, öğrencilerin her ifadeyi

daha iyi anlayıp net bir şekilde cevaplayabilmeleri için anket Türkçe olarak da düzenlenmiştir. Anketin İngilizce ve Türkçe çevirisi bir üniversitede öğretim görevlisi olan Kulaç (2011)'ın tez çalışmasından onayı alınarak bu çalışmaya dahil edilmiştir. Tutum anketi, güvenilirliğini ölçmek için hedeflenen 60 öğrenciye uygulanmadan önce, Selçuk Üniversitesi'ndeki 100 tane hazırlık öğrencisine uygulanmıştır. Bu öğrenciler, deney ve kontrol gruplarından oluşan 60 kişilik asıl katılımcılardan farklı öğrencilerdir. Anketin güvenilirliğini ölçerken Cronbach Alfa ölçeği kullanılmıştır ve genel anket ölçeği 0.90 değeriyle güvenilir bulunmuştur. Ayrıca, 43 maddeden oluşan anketin her bir ögesi, bunların korelasyonunu kontrol etmek için ölçeklendirilmiştir. Öge güvenilirlik istatistikleri, her bir ögenin kategori türlerine ve ters ögelere dikkat edilerek gerçekleştirilmiştir. Her kategori için Cronbach Alfa katsayıları da yaklaşık 0.90 olarak bulunmuştur ve bu da ankette iyi bir iç tutarlılık olduğu anlamına gelmektedir.

Anketin bir bütün olarak ve kendi içinde güvenilirliği sağlandıktan sonra, ön anket, 30 kişilik deney ve 30 kişilik kontrol grubu öğrencisi olmak üzere 60 hedef katılımcıya uygulanmıştır. Çalışmanın geri kalanı için, çalışmanın güvenilirliğini desteklemek için 100 katılımcı ile 60 hedef öğrencinin istatistiksel ölçekleri arasında bir tutarlılık da olmalıydı. Katılımcıların verilerinin P değerleri ölçülerek 100 öğrencinin anket sonuçları ile 60 öğrencinin anket sonuçları arasında istatistiksel analiz karşılaştırması yapıp, 100 ve 60 öğrencilerin sonuçları arasında parametrik bir tutarlılık olduğunu bulunmuştur. Buna ek olarak, 160 öğrencinin toplam sonuçları, Selçuk Üniversitesi'ndeki öğrencilerin genellikle İngilizce okuma becerisine sahip olmanın önemli olduğu noktasında anlaştıklarını göstermiştir. Çünkü sonuçlar istatistiksel olarak en yüksek ortalama puanın beş kategoriden okumanın önemi kategorisine ait olduğunu göstermiştir. Sonuç olarak, çalışmanın ilk adımı hedeflenen 60 öğrenci ve diğer 100 öğrenci dahil olmak üzere 160 öğrenciyle gerçekleştirilip ön anket sonuçları, bir sonraki aşamalarda hedeflenen katılımcılarla gerçekleştirilecek olan çalışmanın geri kalan kısmına devam edebilecek kadar güvenilir ve tutarlı bulunmuştur.

## **Tartışma**

### **Anket verileri**

Hedef öğrenciler, deney grubu ve kontrol grubu olmak üzere iki grup öğrenciden oluşmuştur. 100 ve 60 öğrencinin sonuçları arasında parametrik bir tutarlılık olduğu tespit edildikten sonra anketin güvenilirliği ve iç tutarlılığı kanıtlanmıştır. Bu nedenle, çalışma hedef öğrencilere (60 öğrenci) odaklanarak devam etti. Her şeyden önce, ön anket sonuçları, her bir kategorinin ortalama puanları ve hedef öğrencilerin genel

sonuçlarına bakılarak analiz edildi. Sonuçlarının tanımlayıcı istatistik analizi, 60 hedef öğrencinin okuma konusunda kısmen olumsuz bir tutum sergilediğini göstermiştir ( $m = 2.82$ ). Ancak 60 öğrencinin ortalama puanları, ön anket sonuçları açısından okumanın öneminin en yüksek puana sahip olduğunu göstermiştir. Bu durum öğrencilerin okumanın öneminin bilincinde oldukları ve okumanın önemi konusunda olumlu bir his geliştirdikleri anlamına gelmektedir. Ön anket sonuçlarına göre öğrencilerin okuma metinlerinde bilinmeyen kelimeler kategorisi hakkında ise olumsuz düşüncelere sahip olduğu tespit edilmiştir. Ayrıca, Pearson korelasyon matrisi verilerine göre, genel anket verileriyle beş kategori verilerinde en anlamlı ilişki okuma metinlerindeki bilinmeyen kelimeler kategorisiyle genel anket verileri arasında bulunmuştur\*\* ( $R = 0.70$ ). Bu durum da, bu kategori ile genel anket öğeleri arasındaki en yüksek korelasyon seviyesi nedeniyle, beş kategoriden okuma becerisindeki bilinmeyen kelimeler kategorisi verilerinden en değerli bilgilere ulaşılabileceği anlamına gelmektedir. Ayrıca, bu durum öğrencilerinin okumaya karşı olumlu tutumlara sahip olmaları için büyük bir engel teşkil etmektedir. Bu nedenle, bu kategori üzerine yoğunlaşmıştır ve 60 katılımcının okuma metinlerindeki bilinmeyen kelimeler kategorisi verilerine göre, metinlerdeki bilinmeyen kelimelerin öğrencilerin okuduğunu anlamaya dair olumsuz düşüncelere sahip olmalarına etki ettiğine ulaşılmıştır.

Deney ve kontrol grubu öğrencilerine ön anket uygulandıktan ve verileri analiz edildikten sonra, yalnızca deney grubu öğrencileri 6 haftalık bağlamsal sözcük çıkarım stratejileri eğitimi almıştır. Bu süreçte, deney grubu öğrencilerine bağlamsal çıkarım stratejileri üzerine açıklayıcı çalışma sayfaları ve konuyla alakalı alıştırmalar uygulanmıştır. Aynı süre zarfında, kontrol grubu öğrencileri ise ön testten sonra bağlamsal sözcük çıkarım stratejileriyle alakalı herhangi bir eğitim almayıp enstitü müfredatına göre ders kitaplarına devam etmişlerdir. Deney grubunun strateji eğitim sürecinin sona ermesinden sonra iki haftalık ara verilip, sonrasında hem kontrol hem de deney gruplarına aynı tutum anketi son anket olarak uygulanmıştır. Deney ve kontrol grubu öğrencilerinin ön ve son anket sonuçları bağlamsal sözcük çıkarım strateji eğitiminin öğrencilerin okuma becerisine ve metinlerdeki bilinmeyen kelimelere karşı etkisini tespit etmek amacıyla detaylı olarak ve birbiriyle kıyaslanarak anketteki beş kategori de baz alınacak şekilde analiz edilmiştir. Her iki grubun da ön anket ve son anket sonuçları, herhangi bir strateji eğitimi almayan kontrol grubu öğrencilerinin tüm kategorilerde ortalama puanlarının nispeten azaldığını ama strateji eğitimi alan deney grubu öğrencilerinin ise kısmen ortalama puanlarının arttığını göstermiştir. Bu durum,

bağlamsal sözcük çıkarım stratejileri eğitiminin deney grubu öğrencilerinin bilinmeyen kelimelere ve okumaya yönelik olumlu tutumlar geliştirmesini sağladığını, ancak strateji eğitimi almayan kontrol grubu öğrencilerinin ise zaman geçtikçe bilinmeyen kelimelere ve okuma becerisine karşı olumsuz tutumlar geliştirdiğini ortaya koymuştur. Kontrol grubu öğrencileri muhtemelen, dersler ilerledikçe enstitü ders kitabındaki okuma parçalarının zorlaşması ve metinlerde bilinmeyen kelimelerin artması sonucu İngilizce okumayla ilgili olumsuz duygular geliştirmiş olabilirler. Özetle, bağlamsal sözcük çıkarım stratejilerinin öğretilmesi, öğrencilerin bilinmeyen kelimelere ve okumaya yönelik tutumlarını olumlu yönde etkilemiştir.

### **Başarı testi verileri**

Hedef öğrencilere uygulanan tutum anketlerine ek olarak, bu öğrencilere bağlamsal sözcük çıkarım stratejileri üzerine verilen 6 haftalık eğitim öncesinde ve sonrasında okuma üzerine başarı testleri de uygulanmıştır. Deney ve kontrol grubu öğrencilerine strateji eğitimi öncesi ön-test, sonrasında son-test ve iki haftalık ara sonrasında ise bütünleme testleri uygulanmıştır. Her grubun başarı testlerinin sonuçlarına göre, deney grubu öğrencilerinin başarı puanları artarken kontrol grubu öğrencilerinin puanları nispeten aynı seyirde kalmıştır. Deney grubu öğrencilerinin ön-test ve son-test sonuçları arasında anlamlı bir artış gözlenirken, son-test ve bütünleme test sonuçları arasında kısmen artış gözlenmiştir. Bu durum, deney grubu öğrencilerinin okumadaki başarılarına 6 haftalık bağlamsal sözcük çıkarım strateji eğitiminin olumlu etkisi olduğunu gösterirken, sonrasındaki iki haftalık arada öğrencilerin öğrendikleri bilgileri unutmasalar bile aldıkları eğitim sürecinin durmasıyla beraber bütünleme testlerindeki başarılarında fazla artış göstermemişlerdir.

Strateji eğitimi almayan kontrol grubu öğrencileri ise başarı testlerinden neredeyse benzer puanlar almışlardır. Kontrol grubu öğrencilerin başarıları son-testte çok az düşüş yaşayıp, bütünleme testlerinde neredeyse ön-test başarı verileriyle aynı değerlere ulaşmıştır. Bu durum, kontrol grubuna bağlamsal sözcük çıkarım stratejileri eğitimi verilmediğinden, okumadaki başarılarında nispeten düşüş yaşanmasa bile artış da olmadığını gözler önüne sermiştir. Özetle, strateji eğitimi alan öğrenciler okuma becerisinde daha başarılı olmuşlardır.

### **Görüşme Verileri**

Deney ve kontrol grubu öğrencilerine anket ve başarı sınavlarına ek olarak, bağlamsal sözcük çıkarım stratejileri eğitimi öncesinde ve sonrasında bazı görüşme soruları sorulmuştur. Katılımcılarla görüşme yapmanın amacı, öğrencilerin okuma

metinlerindeki bilinmeyen kelimelere karşı tutumlarını ve okuma becerisine ilişkin ortak fikirlerini ayrıntılı olarak analiz etmenin yanı sıra görüşme verilerinin nitel verileri destekleyip desteklemediğini gözlemlemektir. Görüşülen öğrenciler deney ve kontrol grubu öğrencileri arasından tutum anketi verilerine göre seçilmiştir ve her gruptaki en yüksek ve en düşük tutuma sahip öğrenciler görüşmelere katılmıştır. En yüksek ve en düşük puanları okuma becerisindeki bilinmeyen kelimeler kategorisinden seçilmiştir. Çünkü daha önce de belirtildiği gibi en değerli bilgilere beş kategori arasında bu kategori sonuçları aracılığıyla ulaşılabiliyordu (Beş kategori arasında en yüksek korelasyon seviyesine sahip olduğu için seçilmiştir). 60 öğrencinin her biriyle görüşme yapılsaydı cevaplarını analiz etmek zor ve tutarsız olabilirdi; bu sebepten görüşmeler için tüm öğrenciler değil, her bir gruptaki sadece dört görüşmeci (toplam 8 öğrenci) seçildi.

Ön görüşme soruları okuma metinlerinde bilinmeyen kelimeler ve öğrencilerin okumaya karşı tutumlarıyla alakalı olup deney ve kontrol grubundan anket sonuçlarına göre en yüksek ve en düşük tutumlu 8 öğrenciye sorulmuştur. 6 haftalık bağlamsal sözcük çıkarım strateji eğitiminden sonra bu 8 kişiden yalnızca deney grubu öğrencisi olan 4 kişiye aldıkları eğitimle ve bu eğitimin okumalarına tutumlarının etkisiyle alakalı son görüşme soruları sorulmuştur. Kontrol grubu öğrencileri bağlamsal sözcük çıkarım stratejileri eğitimi almadığı için son görüşmeye tabi tutulmamışlardır. Yüksek ve düşük tutumlu öğrencilerin mülakat sorularına verdikleri cevaplar ayrıntılı olarak değerlendirildikten sonra, mülakat sonrası sorulara verdikleri yanıtların anket sonuçlarıyla büyük ölçüde tutarlı olduğu tespit edilmiştir.

Bir öğrenci dışındaki tüm görüşmeciler, bağlamsal sözcük çıkarım stratejilerini yararlı bulduklarını ve bunları gelecekte kullanmayı planladıklarını söylediler. Özellikle en yüksek tutum puanlarına sahip görüşmecilerin her biri, bağlamsal sözcük çıkarım stratejilerinin kullanılmasının okuma ve bilinmeyen kelimelerle ilgili tutumlarına olumlu katkıda bulunduğunu düşünürken, en düşük tutum anketi puanlarına sahip bir öğrencinin bağlamsal çıkarım stratejilerinin kullanılabilirliği konusunda tarafsız duyguları vardı. Bu öğrenci dışındaki tüm katılımcılar, bağlamsal sözcük çıkarım stratejilerinin okumadaki başarılarını artıracığını düşündüler.

Özetlemek gerekirse, okumaya yönelik en yüksek ve en düşük tutuma sahip deney grubu öğrencileri, mülakat sonrası sorulara, anket sonrası sonuçlarıyla yüksek derecede tutarlı yanıtlar verdi. En yüksek tutuma sahip olan tüm öğrenciler, bilinmeyen kelimelere ve okumaya karşı daha olumlu tutumlar geliştirirken, en düşük tutuma sahip

katılımcılardan birinin okumaya karşı tarafsız tutumları vardır. En düşük tutuma sahip diğer öğrenci ise bağlamsal sözcük çıkarım stratejilerinin öğretilmesinden sonra okuma konusunda olumlu duygulara sahip olmaya başlamıştır. Bu durum, bağlamsal sözcük çıkarım stratejilerinin öğretilmesinin, deney grubu öğrencilerinin çoğunu olumlu yönde etkilediği anlamına gelir.

Öğrencilerin başarı düzeyleri de mülakat yanıtlarının sonuçları ile yeterince tutarlıydı. Bu nedenle, hem nicel hem de nitel veri analizlerine bakılırsa, bağlamsal sözcük çıkarım stratejilerinin öğretilmesinin, öğrencilerin İngilizce okumaya yönelik tutumları üzerinde olumlu bir etkisi olduğu sonucuna varılabilir. Sadece yüksek tutumlu öğrenciler değil, aynı zamanda düşük tutumlu bazı öğrenciler de, mülakat sonrası sorulara verdikleri yanıtlara göre bağlamsal sözcük çıkarım stratejileri eğitiminden olumlu yönde etkilenmiştir.

### **Sonuç**

Bu çalışmada, bağlamsal sözcük çıkarım stratejileri eğitiminin öğrencilerin okuma becerisindeki başarılarına olan etkisinin yanı sıra, bu öğrencilerin metinlerdeki bilinmeyen kelimelere ve okumaya yönelik tutumlarına etkisi incelenmiştir. Deney ve kontrol grubunun öğrencilerinin nitel ve nicel verileri 6 haftalık bağlamsal sözcük çıkarım stratejileri eğitiminden sonra onların (deney grubu öğrencilerinin) metinlerdeki bilinmeyen kelimelere ve okuma becerisine karşı olumlu tutumlar geliştirdiğini göstermiştir. Dahası, bağlamsal sözcük çıkarım stratejileri deney grubu öğrencilerinin okuma testlerindeki başarılarını da olumlu etkilemiştir. Son olarak, yüksek tutuma sahip öğrenciler okuma hakkında olumlu düşünceler geliştirmeye ve okuma testlerinde yüksek notlar almaya devam etmişlerdir. Düşük tutumlu öğrenciler ise strateji eğitimi aldıktan sonra çoğunlukla okumaya karşı olumlu tutum geliştirmeye başlayıp okuma testlerinde de nispeten daha başarılı olmuşlardır. Bu olumlu veri sonuçlarına bakılırsa, bu çalışmanın bu alanda çalışan diğer araştırmacılara, bağlamsal sözcük çıkarım stratejilerinin hem öğrencilerin tutumlarına hem de okumaya yönelik başarılarına etkileri hakkında katkı sağlayacağı düşünülebilir. İlaveten, çalışmanın sonuçları bağlamsal sözcük çıkarım stratejilerinin yabancı dil öğrenen öğrencilerin okumaya karşı tutumları ve okumadaki başarıları üzerindeki olumlu etkisi hakkında bilgi vererek literatüre de katkıda bulunacağı umulmaktadır.

### **Öneriler**

Bu çalışma, bağlamsal sözcük çıkarım stratejileri öğretiminin öğrencilerin okumaya karşı tutumlarını ve okumadaki başarılarına pozitif katkıda bulunduğunu

ortaya koymuştur. Çalışmanın detaylarına inilirse, bağlamsal sözcük çıkarım strateji eğitimi alan öğrenciler tüm metni anlamak için metindeki bilinmeyen kelimelerin anlamını tahmin etmek için bu stratejileri kullanabileceklerini bilirler ve zamanla okudukça bu stratejileri metinlerde nasıl kullanacaklarını da öğrenebilirler. Bu sayede, öğrenciler okuma metinlerini kavradıkça, İngilizce okumaya karşı pozitif tutumları geliştirmeye başlarlar. Yabancı dil öğrenenlerin okuma metinlerinde bilinmeyen kelimelerin anlamını tahmin etmek için bağlamsal sözcük çıkarım stratejileri kullanmaları araştırmacılar tarafından en fazla kullanılan yöntemlerden biri olarak gözlemlenmiş olduğu için bağlamsal sözcük çıkarım stratejileri yabancı dilde okuduğunu anlamada en önemli methodlardan biri olarak kabul edilir (Oxford, 1993). Bu nedenle, bağlamsal sözcük çıkarım stratejileri, öğrencilerin metinlerde karşılaştıkları her bilinmeyen kelime için sözlük kullanmayı tercih etmek yerine metinleri okurken bilinmeyen kelimeler için tahmin etme stratejileri geliştirebilmeleri adına İngilizce derslerine entegre edilebilir. Schmitt (2010) çalışmasında, bağlamsal sözcük çıkarım stratejilerinin, öğrencilerin okuma parçalarındaki bilinmeyen kelimelerin anlamlarını tahmin etmede oldukça olumlu etkilere sahip olduğunu belirtmiştir. Bu nedenle, İngilizce öğrenenler, kelime öğrenim stratejilerini kullanma becerilerini bu alan üzerine verilen eğitimle geliştirilebilecekleri için, onların okumaya olan motivasyonlarını ve okuma becerisindeki ilerlemelerini arttırmak amacıyla İngilizce okumaya karşı olumlu tutumlara sahip olmalarına rehberlik etmek öğretmenlerin görevlerinden biri olmalıdır. Öğitmenler, öğrencilere okuma parçalarında karşılaştıkları bilinmeyen kelimelerin anlamlarını doğrudan açıklamak yerine onlara bilinmeyen kelimeler için bağlamsal sözcük çıkarım stratejilerini nasıl kullanacaklarını öğretmek bir danışman gibi davranabilirler.

Bu çalışma, öğrencilerin okuma başarı testlerinde ilerleme kaydetmelerine yardımcı olmak için metinlerin okunmasında bağlamsal sözcük çıkarım stratejilerinin nasıl kullanılacağı öğretilen öğrencilerin okuma hakkında olumlu duygular geliştirmelerini sağlamayı hedeflemiş olsa bile pek çok çalışmada olduğu gibi bu tezde de araştırma aşamasında bir takım kısıtlamalar bulunabilir. Çalışma bazı noktalarda sınırlı olduğu için daha fazla genelleme yapmak için sahada daha fazla araştırma yapılması gerekebilmektedir.

Öncelikle, bu çalışma Selçuk Üniversitesi'nde okuyan orta seviyede İngilizce bilen 60 öğrenciyi incelemekle sınırlıdır. Bu alanda 60 öğrencinin sonuçlarına bakarak tüm ön orta düzey İngilizce öğrencileri hakkında ortak bakış açısına sahip olmak zor

olabilir. Çalışmanın sonuçları hakkında daha güvenilir ve genel bilgilere sahip olmak için birden fazla üniversiteden daha fazla sayıda öğrenci çalışmaya dahil edilebilir. Bu çalışma aynı zamanda bağlamsal sözcük çıkarım stratejilerinin öğrencilere uygulaması için altı haftalık eğitim süreciyle sınırlıdır. Zaman sınırlaması nedeniyle, öğrenciler enstitülerinin resmi müfredat eğitimine ek olarak bu çalışmadaki uygulamalar ve eğitim sürecine de dahil edildiği için bitkin hissedebilirler. Öğrencilerin verilerini daha verimli ve nitelikli hale getirebilmek için strateji eğitim süreci daha fazla zamana yayılabilir.

Son olarak, başarı testlerinin uygulanması, öğrenciler tarafından olumsuz faktörler olarak algılanabilir. Eğitim sürecinde ve sonrasında öğrencilere üç başarı testi yapılmıştır. Sınırlı bir süre içinde öğrencilere üç başarı testi yapmak onların stresli ve yorgun hissetmelerine neden olabilir ve bu olumsuz duyguları testlerde performanslarını olumsuz etkilemiş olabilir. İleri çalışmalarda, öğrencilerin başarı testlerinde iyi bir performans gösterebilmeleri için testlerin sayısı azaltılabilir.

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## APPENDIX A: QUESTIONNAIRE (TURKISH)

### İNGİLİZCE OKUMAYA YÖNELİK TUTUMLAR ANKETİ

Sevgili Öğrenciler,

Bu anketin amacı İngilizce okuma yapmaya yönelik tutumlarınızla ilgili bilgi toplamaktır. Anketten elde edilen bilgiler Necmettin Erbakan Üniversitesi İngilizce öğretmenliği yüksek lisans programı çerçevesinde yürütülmekte olan bir yüksek lisans tezinde kullanılacaktır. Bu ankete dair doğru ya da yanlış cevap yoktur. Bu nedenle, anketi doldururken lütfen ne olması gerektiği hakkındaki düşüncenizi, ya da neler söylemek istediğinizi DEĞİL, İngilizce okuma yapma hakkında gerçekten ne hissettiğinizi belirtiniz ve lütfen her bir cümle için fikrinizi ya da duygularınızı belirtiniz. Cevaplarınız gizli tutulacaktır ve bu çalışma için son derece önemlidir; bu nedenle lütfen içtenlikle cevaplayınız. Lütfen İngilizce okuma hakkındaki fikir ya da düşüncenizi en iyi belirten ifadeye ✓ işareti koyunuz.

Bu çalışma ve sonuçları hakkında daha fazla bilgi edinmek isterseniz araştırmacı ile irtibata geçebilirsiniz. Katılımınız için teşekkür ederim.

Bilgilendirilmiş Onay: Bu anketi gönüllü olarak cevapladığımı ve cevaplarımın ve onların sağladığı bilgilerin bir yüksek lisans tezinde isimsiz olarak kullanılabileceğinin farkındayım. Bu anketi cevaplayarak cevaplarımın bu şekilde kullanılmasına izin vermiş olduğumun farkındayım.

Ad-Soyadı: \_\_\_\_\_ İmza: \_\_\_\_\_

Öğretim Görevlisi Ezgi Koçak Ünsal

Selçuk Üniversitesi Yabancı Diller Yüksekokulu

Tarih: \_\_\_\_\_

	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1. İngilizce okuma yapmayı çok seviyorum.					
2. İngilizce dilinde okumada iyi bir öğrenci olduğumu düşünüyorum.					
3. İngilizce okuyabiliyor olmak harika.					
4. İngilizce okuma parçalarını bilinmeyen kelimeler yüzünden anlayamadıklarını iddia eden öğrenciler sadece bahane uyduruyorlar.					
5. Okumak için kütüphaneden sık sık İngilizce kitaplar alırım.					
6. Arkadaşlarım ve ben okumak için İngilizce materyalleri değiş tokuş etmeyi severiz.					
7. Eğer İngilizcede ilgimi çeken bir konuda okuyorsam zamanın nasıl geçtiğini anlamam.					
8. İngilizce okuma yapmaktan başka yapacak daha önemli işlerim olduğunu düşünüyorum.					
9. Okuma parçalarında bilinmeyen kelimelerle karşılaşma ihtimali İngilizce okuma yapma hakkındaki duygularımı etkilemiyor.					
10. İngilizce derslerinde, okuma aktivitelerini diğer tür aktivitelerden daha çok severim.					
11. İngilizce parçaları okumaya karşı gerçekten ilgim yok.					
12. İngilizce okuma yapmak benim için kolaydır.					
13. İngilizcemi her gün en az bir İngilizce paragraf okuyarak geliştirmeye çalışırım.					
14. İngilizce bir parçayı okumaya başlamadan önce tanıdık olmayan kelimelerle karşılaşmaktan korkarım.					
15. İngilizce okuma yapmanın sıkıcı olduğunu düşünüyorum					
16. Her İngilizce okuma ödevini bitirmek benim için önemlidir					
17. Boş zamanım olduğunda İngilizce bir şeyler okumaya çalışırım.					
18. İngilizce metinleri akıcı bir şekilde okuyabilmeyi dilerdim.					
19. İngilizce okuma yapma İngilizcemi geliştirmeme yardımcı olur.					
20. İngilizce bir okuma parçasında bazı kelimelerin anlamını bilmediğimde okumayı bırakmaya yönelirim.					
21. İngilizce okuma yapmak için güçlü bir istek duyarım.					

22. Daha fazla otantik(orijinal) İngilizce parça okumayı isterim.					
23. İngilizce bir parçayı anlamak için öğretmenin yardımına ihtiyaç duyarım					
24. İngilizce okuma yapmak zaman kaybıdır.					
25. İngilizce dergi ve gazeteleri okuyabilmeyi dilerdim.					
26. Sadece zorunda olduğumda İngilizce okuma yaparım.					
27. İngilizce derslerinde, okuma becerisi notumu öğrenmeyi dört gözle beklerim.					
28. Kelimeler çok zor olduğunda İngilizce bir şeyler okumayı sevmem.					
29. Okuma becerisi İngilizce öğrenmenin çok önemli bir parçasıdır					
30. İngilizce okuyabilmek önemli çünkü birçok İngilizce okuma materyalinden yararlanabiliyor olacağım.					
31. İngilizce okuma derslerini o kadar çok seviyorum ki gelecekte daha fazla İngilizce parça okumayı dört gözle bekliyorum					
32. Bence İngilizce derslerinde okuma yapmaya daha fazla zaman ayrılmalı.					
33. Eğer bilinmeyen kelimeler olmasaydı İngilizce okuma yapmayı daha çok severdim.					
34. İngilizce okuma yapmaktan nefret ederim.					
35. Okuma parçalarındaki bilinmeyen kelimeler beni İngilizce okuma yapmaktan uzak tutuyor.					
36. Mümkün olduğunca çok İngilizce okurum					
37. Karmaşık İngilizce okuma parçalarını okumak hiç zevkli değil.					
38. İngilizce bir okuma parçasında bilmediğim çok kelime olduğunda tedirgin hissederim.					
39. İngilizce okuma yaparken kendimden emin hissederim.					
40. İngilizce derslerinde okuma becerisi çalışmayı seviyorum.					
41. İngilizce bir metni ilk okuyuşumda anlamadığımda üzerinde daha fazla zaman harcamam.					
42. İngilizce okuma yapma hakkındaki negatif hislerimin ardındaki sebep bilinmeyen kelimelerdir.					
43. İngilizce okuma yapmam gerektiğinde kendimi çok rahat hissederim.					

## APPENDIX B: QUESTIONNAIRE (ENGLISH)

### ATTITUDES TOWARDS READING QUESTIONNAIRE

Dear Students,

The purpose of this questionnaire is to collect data about your attitudes towards reading in English. The data collected through this questionnaire will be used in a master thesis which is being conducted at Necmettin Erbakan University English Language Teaching MA program. The questionnaire does not have right or wrong answers, so please do not indicate what you think should be, or what you would like to say, but indicate what you actually feel about reading in English, and please provide your idea or feeling for each statement. Your answers will be kept confidential, and of great value to this study, so please answer sincerely. Please put a tick for the statement that expresses your idea or feeling about reading in English most appropriately.

If you would like to get further information about the study and its results, please feel free to contact the researcher. Thank you for your participation.  
Informed Consent: I understand that I am answering this questionnaire voluntarily, and that my answers and the information they provide may appear anonymously in a Master's Thesis. I understand that by completing this questionnaire I am giving my permission for my responses to be used in this way.

Name and Surname: \_\_\_\_\_

Signature: \_\_\_\_\_

Instructor Ezgi Koçak Ünsal

Selçuk University the School of Foreign Languages

Date:

	<b>Strongly agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
1. I love reading in English					
2. I think I am a good student in reading in English					
3. Being able to read in English is really great					
4. Students who claim they can't understand English texts because of unknown words are just making excuses					
5. I often check out English books to read from the library					
6. My friends and I like to trade English materials to read					
7. If I am reading about an interesting topic in English, I sometimes lose track of time					
8. I think I have something more important to do than read in English					
9. The possibility of encountering unknown words in texts does not affect my feelings about reading in English					
10. In English classes, I enjoy the reading activities much more than other kinds of activities					
11. I really have no interest in reading English texts					
12. Reading in English is easy for me					
13. I try to improve my English by reading at least one English paragraph every day					
14. I feel afraid of encountering unfamiliar words before I start reading an English text					
15. I think reading in English is boring					
16. Finishing every English reading assignment is very important to me					
17. I try to read something in English when I have free time					
18. I wish I could read English texts fluently					
19. Reading in English helps improve my English					
20. I tend to give up reading when I don't know the meaning of some words in an English reading text					
21. I have a strong desire to read in English					

22. I would like to read more authentic materials in English					
23. I need the teacher's help in order to understand an English text					
24. Reading in English is a waste of time					
25. I wish I could read English magazines and newspapers					
26. I only read in English when I have to					
27. I look forward to finding out my reading grade in English classes					
28. I don't like reading something in English when the words are too difficult					
29. Reading is a very important part of learning English					
30. Reading in English is important because I will be able to benefit from many English reading materials					
31. I like reading classes so much that I look forward to reading more English texts in the future					
32. I think more time should be devoted to reading in English classes					
33. I would like reading in English more if there were not unknown words in texts					
34. I hate reading in English					
35. The unknown words in reading texts keep me away from reading in English					
36. I read in English as much as I can					
37. Complicated English texts are no fun to read					
38. I feel anxious when there are a lot of words that I do not know in an English reading text					
39. I feel confident when I read in English					
40. I like studying reading in English classes					
41. When I don't understand an English text the first time I read it, I don't spend more time on it					
42. The unknown words are the basic reasons behind my negative feelings about reading in English					
43. I feel very much at ease when I have to read in English					

## **APPENDIX C: INTERVIEW QUESTIONS**

### **Pre-interview Questions:**

1. Do you think reading in English is important to improve your English learning?  
Please briefly explain why.
2. How do you feel when you come across a lot of unknown words in an English reading text?
3. If there were not many unknown words in the texts, would you like reading in English more? Please briefly explain why.
4. Do you have any strategies to cope with unknown words when you encounter them in a reading text?

### **Post-interview Questions**

1. How do you feel about the five-weeks of training in contextual inferencing strategies?
2. If you think that contextual inferencing strategies are useful in reading, will you use them in the future?
3. Does the training of contextual inferencing strategies affect your attitudes towards reading negatively or positively? Please briefly explain why.
4. Do you think that contextual inferencing strategies will improve your achievement in reading?

## APPENDIX D: STRATEGY TRAINING MATERIALS

Name:

Date:

### Worksheet on “guessing meanings of the unknown words from the context”

In reading texts, you can come across a lot of new vocabulary items, which are formed of adjectives, adverbs, nouns, verbs or conjunctions. In order to understand a sentence, in which the unknown word is found, you need to know the meaning of that word. However, it may not be possible to know the meanings of all the unknown words as a second language learner. Besides, you cannot spend a lot of time on checking the meanings of each word from the reading text that you do not understand by using a dictionary. On that point, you can use the strategies of guessing meaning from the context in order to estimate the meanings of unknown words in a reading text. These strategies may help you understand the meanings of new vocabulary items in reading texts, and accordingly improve your reading skills.

You can guess the meanings of unknown words by looking at the words that are around the unknown words, the sentences found before and after the unknown word’s sentence, and the topic of the text. These are some steps to guess the meanings of unknown words:

**Step 1:** Decide on the part of speech (adjective, adverb, noun etc.) of the unknown word to make a good guess about the meaning of that word.

**Step 2:** Check the sentence in which the unknown word is used, and look for the other words in that sentence that will contribute to solve the meaning of the unknown word.

**Step 3:** Look at the other sentences that are used before and after the sentence in which the unknown word is used in order to look for more clues about the meaning of the unknown word.

**Step 4:** Make a guess about the meaning of the unknown word.

**Step 5:** Check out your guess about the meaning of the unknown word to decide on if it makes sense.

\*\* If you wonder about your guessing, you can use a dictionary to control the meaning of the unknown word whether your guessing is correct. Even if your guessing about the target word may not be same as used in the dictionary, the important thing is that your guessing of the target word can be similar to its real meaning.

These are some contextual clues about guessing the meanings of unknown words. They will help you improve your guessing strategies:

**1. Direct Description:** You can find the meaning of the unknown word that may be formally defined in the sentence, or sufficient explanation might be given within the sentence or in the following sentence. The unknown word is explicitly defined by words such as *mean* and *is (to be)*.

Example Sentence: Their **hutch** was big enough for them to live in.

**2. Indirect Description:** This type of clue does not provide any explicit signal words for guessing. You need to guess the meaning of the new/target word based on the information around it.

Example Sentence: Tom was a foot taller and thirty pounds heavier than Kirk. He **overwhelmed** him in the match.

**3. Tone and Setting Clue:** You can guess the meaning of a new vocabulary item, which is revealed by the actions, and setting within the sentence and in the following sentences. This type of clue is similar to the indirect description clue.

Example Sentence: The **antagonistic** dog barked at everyone and everything in sight. He even thought a piece of trash was an enemy, so he barked at it, too.

**4. Synonyms:** This type of clue is a known synonym for the unknown word. The synonym clues are often marked with words such as *too* and *also*. In other cases, synonyms are used in similar sentence structures.

Example Sentence: The young girl was very **aloof**. She always seemed unsociable and uninterested.

**5. Restatement.** The unknown word is restated in the preceding or following word, phrase or sentence. Restatement is often signalled with words or phrases such as *or, that is, and in other words*. In many other cases, no explicit signals are given. The restatement clue overlaps with the synonym clue to a large extent.

Example Sentence: It isn't easy to live with **misoneism**, that is the hatred of anything new.

**6. Appositive.** The unknown word is explained in the word or phrase following it. Appositive is typically marked with *commas, colons, semicolons, and dashes*.

Example Sentence: The invading armies proceeded to **ravage** – completely ruin and destroy – the local churches, schools, and public buildings.

**7. Contrast / Antonym:** You can estimate the meaning of an unknown word by finding an opposite meaning that contrasts the meaning of that unknown word with the meaning of a familiar term. Some contrasting expressions such as *but, however, although, otherwise, unless, instead, on the other hand, while, never, no or not* can be used in the sentences to show the oppositeness.

Example Sentence: Eddie tried to smile because the mood of the party was not **somber**, but happy.

**8. Inference / General context clue:** You can also find the meaning of an unfamiliar word by inferring from the description of a situation or an experience. The meaning of that unfamiliar word is not explained in the sentence. You need to look for clues before and after the sentences.

Example Sentence: She had bought a new **trilby** for him. As soon as she gave it to him, he was very happy and put it on his head.

**9. Association / Root Words, Prefixes and Suffixes:** By looking at the related words, you might be able to figure out the meaning of the word. The meaning of the unknown

word may be derived by association with a word around it. The most frequent association clues are links between a noun and a verb and between an adjective and a noun.

Example Sentence: The lawyer gathered the **beneficiaries** to read out my grandfather's will.

**10. Modification:** The unknown word is modified by a word, phrase or clause, often by an adjective clause that is marked with relative clause words such as *which*, *who*, and *that*.

Example Sentence: The **refectory** where food was served was still a bit uncomfortable for her.

**11. Words in series:** The unknown word is part of a series of words, phrases, or ideas, typically connected with the word *and*.

Example Sentence: The view was really beautiful as the light began to appear on the wide range of the sea; ahead, **astern**, and on either side of us.

**12. Example:** The unknown word is explained with an example or included in an example explaining a familiar idea. The example clue is typically marked with words or phrases such as *like*, *for example*, and *such as*.

Example Sentence: The show is held about various ways of having **beverages** such as tea and coffee.

**13. Cause/ Effect:** The unknown word in the cause may be logically guessed from the effect, or vice versa. The cause/effect relationships are marked with words such as *because*, *since*, *as*, *thus* and *therefore*.

Example Sentence: The famous trees **languished** because of the terrible heat.

## Hints for the Unknown Words in Example Sentences

1. The subject “hutch” is explained by means of the verb “to live in”.
2. By looking at the previous sentence, the meaning of the word “overwhelm” can be inferred.
3. The tone and setting of the sentence give an idea about meaning of the word “antagonistic”.
4. The synonym of the word “aloof” is used in the following sentence as “unsociable”
5. The meaning of the word “misonism” is restated in the following sentence by means of the phrase “that is”, and then explained as “the hatred of anything new”.
6. The meaning of the word “ravage” is explained within the statement in dashes as “completely ruin and destroy”.
7. The contrasting usage of the word “somber” is given as “happy” that explains its meaning.
8. Second sentence gives a context clue to understand the meaning of the word “trilby”.
9. The word “beneficiaries” sounds like “benefits”. By looking at the related word “benefits”, the meaning of the word “beneficiaries” can be inferred.
10. The word “refectory” is explained by the relative clause “where” that follows it.
11. The word “astern” can be related to words “ahead” and “on either side of us” to understand the meaning of it.
12. The word “such as” in the sentence gives a clue that the words “tea” and “coffee” are examples of “beverages”.
13. In the sentence, it can be clearly understood that “terrible heat caused trees to *languish*” by means of the word “because of”.

Name:

### Using Context Clues to Solve the Riddles!

When you read, you can use context clues to help you figure out words that you do not know. You can use the word clues that you read to help you find the meaning of a new word.

What is the meaning of the crazy, make-believe word that is underlined in each sentence? **Choose** the correct meaning. Then **circle** at least two clue words that helped you to figure out the meaning of the word.

1. The apploga bounced really high when Jimmy threw it on the ground. Then, Cathy threw the apploga through the net and scored two points. We like playing with the apploga during recess.

What is an apploga?

a. table \*b. ball c. orange

2. Mary rode her camonga to school yesterday. She could not ride it today though because it was raining. Her little sister Alice also has a camonga, but it still has training wheels on it because Alice is not old enough yet to ride without them.

What is a camonga?

a. car b. boat \*c. bike

3. Tommy likes to eat cheese sneitoo for lunch. His brother prefers his sneitoo to have sausage and pepperoni on it. For dinner, their mom took a frozen sneitoo out of the freezer and cooked it for dinner. It was yummy! What is a sneitoo?

a. milk \*b. pizza c. apple

4. My dibek is living with us in the spare bedroom. He just moved back to town. He is my dad's brother and sometimes teases him. When my brother is not there, he says that I am his favourite nephew.

What is a dibek?

\*a. uncle b. grandpa c. mom

**Challenge:** Write your own riddle with a made-up word. Give clues so that your friends can figure it out.

Name:

### CONTEXT CLUES WITH NONSENSE WORDS

Look at the nonsense words below in the paragraphs, and complete the following table. The themes of the paragraphs are about “back to school” that can also give clues about the meanings of the nonsense words.

#### “Back to school” Theme

1. I was so excited to bring my teacher a gooly on the first day of the school. I had a hard time choosing the right one. I couldn’t decide between a red, green or yellow gooly. When I handed her the red gooly I picked out, she set it on the corner of her desk. “A gooly a day keeps the doctor away,” she said. Then she told me she was going to eat her gooly at lunch.

What is a gooly? \_\_\_\_\_ apple

2. I reached into my desk and pulled out a shuma. It made a smooth line on my papers as I wrote with it. My teacher asked us to bring in 20 shumas with our school supplies. Each of them had to be a number 2 shuma. One of our class jobs is to be the shuma sharpener. I hope I get to sharpen the dull shumas soon!

What is a shuma? \_\_\_\_\_ pencil

3. It was the first day of school and I had my zeeteh with me. I was packed full and was a little heavy to carry. My mom filled it with a drink, sandwich and grapes. She even put a cookie in my zeetee for desert. An ice peck kept the food in my zeetee cold. I opened up my zeetee as soon as we got to the cafeteria. Lunchtime!

What is a zeetee? \_\_\_\_\_ lunchbox

4. Each morning I walk to the end of my street to catch the frup. Many other kids wait there too. When the frup pulls up, the lights flash and the driver opens the door. We all get on and the big yellow frup takes us to school. My frup is frup number 841. At the end of the day, it will take me back home.

What is a frup? \_\_\_\_\_ School bus

Word	Answers	Context clues
1		
2		
3		
4		

## CONTEXT CLUES WITH NONSENSE WORDS

Look at the nonsense words below in the sentences, and complete the following table. The answers will vary.

1. My mom KITAT her keys and she couldn't go to work yesterday. \_\_\_\_\_  
lost
2. She was so TUESA last night that she ate three pizzas. \_\_\_\_\_ hungry
3. When my mom is mad, she WRUTS so loud that the neighbours can hear her.  
\_\_\_\_\_ shout
4. I need some RUTA to pay for my lunch. \_\_\_\_\_ money
5. We are going on a TEOTH for the semester break and it will be lots of fun.  
\_\_\_\_\_ holiday
6. The FASU of the hotel was so dirty that no one can swim in it. \_\_\_\_\_  
pool
7. Her RETI was ringing, but she was unable to answer it.  
\_\_\_\_\_ phone
8. After the storm, I saw that a colourful TUAT had formed on the ground.  
\_\_\_\_\_ rainbow
9. The water was SLOTAYING from the sink, but no one wanted to turn it off.  
\_\_\_\_\_ pour
10. When he saw the accident on the traffic, he YEGILY called the ambulance.  
Immediately

Word	Part of speech	What do you think it means?	What were your clues
1	Verb	lose / lost	The word 'keys' and the second sentence
2			
3			

<b>4</b>			
<b>5</b>			
<b>6</b>			
<b>7</b>			
<b>8</b>			
<b>9</b>			
<b>10</b>			

Name:

## The Ugly Duckling

*Hans Christian Andersen wrote the story of "The Ugly Duckling." It tells about a small baby duck, called a duckling, who is a very ugly duck. He is not very happy because all the farm animals make fun of him. Then, one day the duckling grows up. He finds out he is not a duck, but a beautiful swan! Below is part of the story.*

The poor duckling, had crept out of his shell last of all. He looked so ugly! He was bitten and pushed and made fun of, not only by the ducks, but by all the poultry. "He is too big," they all said. The turkey, who fancied himself really an emperor, puffed himself out like a vessel in full sail. He flew at the duckling, and became quite red in the face with passion. The poor little duckling did not know where to go. He was quite miserable because he was so ugly and laughed at by the whole farmyard. So it went on from day to day till it got worse and worse. The poor duckling was driven about by everyone; even his brothers and sisters were unkind to him. They would say, "Ah, you ugly creature, I wish the cat would get you." The ducks pecked him, the chickens beat him, and the girl who fed the poultry kicked him with her feet. So at last he ran away, frightening the little birds in the hedge as he flew off.

**Circle the letter of the word that means almost the same thing as the underlined word. Use the rest of the sentence to help find the correct meaning of the word.**

1. "...made fun of, not only by the ducks, but by all the poultry."  
A. vegetables B. birds C. clouds
2. "The turkey, who fancied himself really an emperor..."  
A. ran B. dressed C. believed
3. "...puffed himself out like a vessel in full sail."  
A. ship B. cake C. goose
4. "...became quite red in the face with passion..."  
A. sunrise B. rain C. anger
5. "was quite miserable because he was so ugly and laughed at..."  
A. calm B. unhappy C. hungry
6. "...even his brothers and sisters were unkind to him..."  
A. mean B. helpful C. asleep
7. "...would say, 'Ah, you ugly creature, I wish the cat would get you.'"  
A. door B. animal C. apple
8. "So at last he ran away, frightening the little birds..."  
A. writing B. feeding C. scaring

Name:

**Find the Meaning from the Text**

*“The Velveteen Rabbit” is a story of a stuffed toy that is given to a little boy for Christmas. At first the rabbit is not played with very much. But later, the little boy finds he likes the rabbit best of all. Below is a paragraph from the beginning of the story.*

**The Velveteen Rabbit**

by Margery Williams

For a long time he lived in the toy cupboard or on the nursery floor. No one thought very much about him. He was naturally shy. Being only made of velveteen, some of the more expensive toys quite snubbed him. The mechanical toys were very superior and looked down upon everyone else. They were full of modern ideas, and they pretended they were real. The model boat, who had lived through two seasons and lost most of his referring to his rigging in technical terms. The Rabbit could not claim to be a model of anything, for he didn't know that real rabbits existed. He thought they were all stuffed with sawdust like himself. He understood that sawdust was quite out-of-date and should never be mentioned in modern circles.

Match the Meanings. Write the letter of the word on the right which has almost the same meaning as the word or phrase on the left. Use the words in the text to understand the meaning.

- |                       |                        |
|-----------------------|------------------------|
| _____ 1. naturally    | A. talking about       |
| _____ 2. velveteen    | B. chance              |
| _____ 3. expensive    | C. old fashioned       |
| _____ 4. snubbed      | D. soft wood chips     |
| _____ 5. superior     | E. times of the year   |
| _____ 6. seasons      | F. soft cloth          |
| _____ 7. opportunity  | G. usually             |
| _____ 8. referring to | H. lived               |
| _____ 9. technical    | I. special knowledge   |
| _____ 10. existed     | J. ignored             |
| _____ 11. sawdust     | K. cost a lot of money |
| _____ 12. out-of-date | L. Stuck up            |

Name:

### Context Clues: Using the Helpful Grid

Read the passage below about the Declaration of Independence. Pay special attention to the underlined words. Complete the grid at the bottom of the page.

#### The U.S. Declaration of Independence

On a sweltering summer's day, the Second Continental Congress met in Philadelphia, Pennsylvania. They were about to sign the most important document of the time: the declaration of Independence.

It had taken several weeks for a committee of five members to draft the declaration. The committee included some of the most noteworthy names in American history, such as John Adams, Benjamin Franklin, and Thomas Jefferson.

After the document was completed, the members of the Congress debated the issues in the document. They made revisions and changed some of the wording. Finally on July 4, 1776, the final version was adopted.

Word	Part of speech	What do you think it means?	What were your clues
1. sweltering	adj	hot	Sts' answers will vary
2. document	n	paper	
3. several	adj	many	
4. committee	n	group	
5. draft	v	First try	
6. noteworthy	adj	famous	
7. issues	n	Ideas or points	
8. revisions	n	changes	
9. version	n	form	
10. adopted	v	Approved or okayed	

**Contextual Clues Table**

<b>Clue Type</b>	<b>Signal Words</b>
Direct Description	is, are, means, that is, refers to
Indirect Description	Look for the information around the target word
Tone and Setting Clue	Look for the clues over the actions, and setting within the sentence (in which the target word is found) and in the following sentences
Synonyms	too, also, similar sentence structure
Restatement	or, in other words, similar sentence structure
Appositive	:(colon), --(dash)
Contrast / Antonym	but, however, in contrast
Inference / General context clue	it, this, that;  Look for clues over several words or sentences
Association / Root Words, Prefixes and Suffixes	verb+noun, adjective+noun
Modification	which, who, where
Words in series	and; Look for a list of words
Example	for example, such as
Cause/ Effect	Because, so, since, therefore, thus

## APPENDIX E: ACHIEVEMENT TESTS

### PRE-TEST EXAM

#### READING (20 points)

#### What is Laughter?

<sup>1</sup> Laughter is a natural situation for people. We start to laugh at about four months of age. It means that we begin to laugh even before we start to speak. Laughter connects us with other people. It's a good way to communicate with other people. We laugh more when we are with other people. Studies **find out** that we are thirty times more likely to laugh with other people than alone. Laughter is also contagious. When one person laughs, other people begin to laugh, too. It is difficult to **pretend** to laugh. Laughter is honest. Try to laugh right now. It's difficult, isn't it? When people pretend to laugh, most people know it's not real. Studies show that people don't like the sound of fake laughter.

<sup>2</sup> Only ten to twenty per cent of laughter is about something funny. Most laughter is about being friendly with other people. Most laughter says, "I don't want to compete with you. I want to be friendly with you." This kind of laughter brings people together. We often laugh when we feel **nervous**. In movies, there is often a joke at an exciting moment when everyone feels nervous. It is usually a small joke, but we laugh a lot. Our laughter helps us relax. Sometimes we laugh because we think we are better than other people. When we laugh at another person, we **actually** mean, "I am better than you." This kind of laughter makes others feel bad. Sometimes we laugh because we feel embarrassed.

<sup>3</sup> Some things are funny because we don't expect them. When a joke begins, we already have an idea about the end. We think we know the end, but then the joke ends in a different way. The end of the joke surprises us, and it makes us laugh. Silly things are sometimes funny. We laugh at jokes about people and their mistakes because we know something they don't know. We think we are better than they are.

<sup>4</sup> Not everyone has the same sense of humour. Some people think a joke is funny, but other people don't think so. People have different ideas about what is funny. Our idea of what is funny changes with time. For young children, the world is new. Many things surprise them, so they laugh a lot. Teenagers often worry about what others think of them. They laugh to protect themselves. It's a kind of **challenge** for them to behave in this way. Adults laugh at themselves and other people who have similar problems. They especially laugh at things that give them stress. Our reasons for laughter change over time as we grow up.

**A) Circle the letter of the best answer according to text. (3x1pt=3pts)**

1. What is the main idea of the reading?

- a. The reasons of laughing can vary from person to person.
- b. People laugh at different things, as they get older.
- c. Most people don't like the people who behave as if they laugh.

2. What is the main idea of paragraph 3?

- a. Most people like laughing at stupid things.
- b. People laugh when they face with funny or silly situations.
- c. People especially like laughing at jokes which surprise them.

3. Why doesn't everyone laugh at the same joke?

- a. Most people don't laugh in front of others.
- b. People who have a good sense of humour rarely laugh at jokes.
- c. Different things make different people laugh.

**B) Mark each sentence T (true) or F (false). (3x1pt=3pts)**

1. People like it when others act like laughing.

(T) (F)

2. People sometimes laugh when they are surprised.

(T) (F)

3. A small joke in an exciting movie can make us restful.

(T) (F)

**C) Answer the questions below. (2x2pts=4pts)**

1. When do people usually laugh according to studies as mentioned in the text?

---

---

---

2. In what stations do you usually laugh? Why?

---

---

---

**D) Read the sentences. Match the boldfaced words with their definitions. (5x0,5pt=2,5pts)**

- \_\_\_ 1. My father always feels **nervous** when my sister drives. She's not a good driver.  
\_\_\_ 2. I don't really like playing volleyball, but I **pretend** to have fun.  
\_\_\_ 3. Most people find her pretty, but **actually** she isn't so beautiful without make-up.  
\_\_\_ 4. Researchers **find out** that doing yoga is good for the health of pregnant women.  
\_\_\_ 5. It's a big **challenge** for Fenerbahçe to defeat Barcelona in this match.

- a. scared or worried about what other people think of that person  
b. in fact ( saying something is true of a situation, rather than what people may think)  
c. learn new information as a result of tests or experience  
d. something difficult that somebody need skill or ability to do  
e. try to make someone believe something that is not true

**E) Complete the sentences with the words from the box. (5x1,5pt=7,5pts)**

<b>adjust</b>	<b>average</b>	<b>confident</b>	<b>interrupt</b>	<b>temporary</b>
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1. He studied very hard for the exam. He is \_\_\_\_\_ that he will pass the exam.  
2. According to studies, the \_\_\_\_\_ age of life expectancy in the USA is 78.  
3. They will come back to Amsterdam in a few years. It's a \_\_\_\_\_ situation for them to live in this city.  
4. It's an unkind behaviour to \_\_\_\_\_ other people when they're speaking.  
5. In the beginning, it was hard for me to \_\_\_\_\_ my new work as a manager, but I got used to it in time.

## POST-TEST EXAM / MIDTERM-EXAM

### READING (20 points)

#### The Popularity of Social Networks

1 Every morning Sarah turns on her computer. First, she checks her email. Then, she visits a social networking website to find out what her friends are doing. On this website, she reads news from her friends. For example, she may look at comments her friends made about movies, music, books, and other friends. On her profile page, Sarah writes a short **message** about what she is doing. Like many young people, Sarah enjoys meeting and communicating with others on social networks. These websites let people see what their friends are doing and thinking.

2 Sarah is part of an important trend in **communication**. Social networking sites become more and more popular every day, and they are popular all around the world. In Japan, the top site is Mixi. In Europe, it is Bebo. The most popular site in Latin America is Orkut. In fact, Facebook is one of the most popular social networking sites in the world. A Harvard University student started Facebook in 2004, and it **spread** to more than 400 million users in just a few years.

3 Why is the social networking trend spreading so rapidly? One reason that these websites are popular is because people are social. We like to communicate with other people. We make friends with people in school, at work, and online. Most people like to stay closely connected to their friends and family. We use cell phones, email, **instant** messaging, and websites to learn what our friends are doing. The Internet is a good way to socialize and communicate, and social networking sites allow people to do this in many ways.

4 Social networking sites are interactive and personal. People can share photographs of themselves and of others. They can tell people what they are doing at any moment and **keep in touch**. They can post a link to a site with their favourite song or band. They can join groups with others who share their interests. Many people post videos of themselves on sites like YouTube. Other users can comment on these photos and videos. This interaction makes these websites become more popular.

5 Another reason that social networking sites are popular is because the users write what is on the site. In the past, websites only had information for users to read. In this way, websites were like newspapers or television. All of the communication went in only one direction: from the website to the users. In the past, the average person didn't contribute to the websites. Today, the Internet is more interactive than it was in the past. Now anyone can have their own website, blog, or page on sites like Facebook. Readers are now also writers and can easily add material to the Web. People can express their own ideas, and they can put their own experiences online.

6 Social networking sites first became popular with college students. At one college, students said that they spent almost two hours every day just on Facebook. Teenagers also use these sites to stay connected with their friends. These days, even older people are using social networks. The Internet keeps changing, but one trend is clear: People enjoy using websites that let them connect with others. They like to express themselves and communicate online.

**A) Read each question. Circle the letter of the best answer. (5x0,5pt=2,5pts)**

1. What is the main idea of paragraph 2?
  - a. Today the Internet is more interactive than it was in the past.
  - b. Social networking sites are popular.
  - c. Sarah is part of an important trend in communication.
2. What is the purpose of paragraph 3?
  - a. to point out that websites are popular because people are social.
  - b. to show that people like to communicate with other people.
  - c. to give information about cell phones which are a good way to communicate.
3. What is the main idea of paragraph 4?
  - a. Social networking sites are a good place to share photographs online.
  - b. What makes social networking sites popular is that they are both interactive and personal.
  - c. YouTube is a popular place to post videos on the Internet.
4. What is the main idea of paragraph 5?
  - a. In the past, users could only read information on the Internet.
  - b. Anyone can have a website or a page on Facebook.
  - c. Social networking sites are popular because users write the information on the sites.
5. What's the purpose of paragraph 6?
  - a. to show that social networking is popular only with teens.
  - b. to state that social networking sites are popular among people of all ages.
  - c. to explain why adults don't usually use social networking sites.

**B) Each statement is incorrect. Look at the reading again and correct the statements. (5x1pt=5pts)**

1. Social networking websites are popular only in the United States.

\_\_\_\_\_.

2. It's harder now for people to express themselves on the Internet.

\_\_\_\_\_.

3. The number of Facebook users became more than five hundred in a few years.

\_\_\_\_\_.

4. Today it isn't easy for many people to set up a website of their own.

\_\_\_\_\_.

5. As the social networking sites spread rapidly, they make people unsocial.

\_\_\_\_\_.

**C) Read the sentences. Then number them in the order that the information appears in the reading text. (5x0,4pt=2pts)**

- \_\_\_ a. Social networking sites become more and more popular every day.
- \_\_\_ b. Social networking sites first became popular with college students.
- \_\_\_ c. Websites are more popular when people can share information about themselves.
- 1 d. Social networks let people see what their friends are doing and thinking.
- \_\_\_ e. Today the Internet is more interactive than it was in the past.
- \_\_\_ f. People like to stay closely connected to their friends and family.

**D) Answer the questions according to reading text. (2x1,5pt=3pts)**

1. Why do the social networking sites become very popular among people of all ages and nationalities?

\_\_\_\_\_.

2. Why did Facebook spread so rapidly in a few years according to you?

\_\_\_\_\_.

**E) Fill in the blanks with the boldfaced words below that are from the reading text. (5x1pt=5pts)**

<b>communication</b>	<b>instant</b>	<b>keep in touch</b>	<b>message</b>	<b>spread</b>
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1. I haven't seen your \_\_\_\_\_. When did you send it to my email box?

2. A virus \_\_\_\_\_ in my computer, and it deleted all of my files.

3. \_\_\_\_\_ is very easy in today's world thanks to the computer technology.

4. All the family was shocked by his \_\_\_\_\_ decision to get married.

5. It's great to talk to my old school friends. We use email to \_\_\_\_\_.

**F) Circle the letter of the word or phrase that is closest in meaning to the boldfaced word. (5x0,5pt=2,5pts)**

1. Parents should **encourage** their children who have reading problems.

a. help

b. find

c. ignore

2. Because the owner of the restaurant wasn't happy with the **quality** of the food, he fired the chef.

a. struggle

b. challenge

c. property

3. I don't know how much sugar I should put in a cake, but I think we can use **approximately** a cup of sugar.

a. about

b. mostly

c. at least

4. I've already decided to go abroad this summer. Nobody can **influence** my plan.

a. have an effect

b. examine

c. protect

5. I got **confused** when I learnt that my mother and father decided to get divorced, because I was just 5 years old at that time.

a. dumb

b. unable to understand

c. out of place

## DELAYED-POST TEST EXAM

### READING (20 points)

#### Cultural Differences in Counting

1 How quickly can you count from one to ten? Do you use ten different words to do it? Can you do it in English, or do you have to use your first language? Do you count on your fingers? Many people assume<sup>1</sup> that numbers and math are the same all over the world. But scientists have discovered that this is not true.

2 People in different parts of the world use different **methods** to count on their fingers. In the United States, people begin counting with their first, or index, finger, which they extend or stick out. They then extend the rest of their fingers and finally the thumb to count to five. Then they repeat this with the other hand to get to ten. In some cultures, people begin with their fingers already extended. They count by folding the fingers inward. In China, people count by using a variety of finger positions. In this way, a Chinese person can easily count to ten on only one hand, while an American uses two hands to count to ten.

3 In addition to methods of finger counting, scientists have found that cultures and languages also differ when it comes to numbers. Some languages have only a few words for numbers, and others don't have any words for numbers. A group of scientists worked with aboriginal<sup>2</sup> children in Australia. The scientists studied people who have a very small vocabulary for numbers. Unlike many groups, these people don't have gestures or hand movements to **indicate** numbers. In most cultures, people count on fingers to indicate a number, but not in these aboriginal tribes<sup>3</sup>. The Australian scientists found out that even though children do not have words or gestures for counting, they are still able to understand different ideas about numbers.

4 In tests, aboriginal children listened to taps from a stick and then put out markers to match the number of taps they heard. For example, if they heard four taps, the scientists wanted to see if they put out four markers. They had to connect numbers with sounds and with actions, without seeing written numbers. In the tests, the children put out the correct number of markers. They were able to count even though they didn't have words for numbers. Experts believe this shows that humans have a universal ability to count.

5 In a similar study, **researchers** from the Massachusetts Institute of Technology travelled to a remote location in north-western Brazil to test members of the Piraha tribe. The researchers conducted experiments and **discovered** that tribe's people don't have words for numbers. They do have words that mean 'some' and 'more', but they don't have words for precise numbers such as 'one' or 'three'. Instead, they express quantities in relative<sup>4</sup> terms – that is, in comparison to other numbers or objects. So a tribe person is not able to say 'five trees' or 'ten trees' but can say 'some trees', 'more trees', or 'many trees'.

6 Professor Edward Gibson said that most people assume that everyone knows how to count, 'but here is a group that does not count. They could learn, but it's not useful in their culture, so they've never picked it up.'

7 In their everyday lives, the Piraha appear to have no need for numbers. The scientists never heard them use words like 'all' or 'every'. There is one word, 'hoi,' which does come close to the number one. But it can also mean 'small' or describe a small amount, like two small fish as opposed to one big fish. The Piraha don't even appear to do simple math or even count on their fingers to determine how many pieces of meat

they need to cook. Because they don't need numbers, their language doesn't **include** them.

8 Although all humans have the ability to understand quantities, not all languages have numbers and not all people use counting. Number words in a particular language are a result of people needing numbers in their daily lives. Scientists are gaining a new understanding of which abilities (such as counting) are universal and which are learned. Because of the work of these scientists, now we know that people have different ideas about numbers and math, too.

**A) Read each question. Circle the letter of the best answer according to article. (5x0,5pt=2,5pts)**

**1.** What is the main idea of the article?

- a. Chinese people can count more efficiently on their fingers than Americans can.
- b. People from different cultures have different ideas about numbers and math.
- c. In some remote cultures, people don't know how to count.

**2.** What is the writer's main point in paragraph 2?

- a. People from the U.S. count faster than people from China.
- b. People from China need two hands to count to ten.
- c. People in different parts of the world use different methods to count on their fingers.

**3.** What is the writer's main purpose in paragraphs 3 and 4?

- a. to give information about Aboriginal people who have only a small vocabulary for numbers.
- b. to emphasize that Aboriginal people can understand ideas about numbers even if they don't have words for them.
- c. to show that children couldn't put out markers that matched the numbers of sounds.

**4.** According to article, why did the scientists want to study the Piraha tribe?

- a. The tribe's people didn't have words for numbers.
- b. The tribe lived in a remote and isolated area.
- c. The scientists assumed that everyone knows how to count.

**5.** In paragraph 8, what is the writer's conclusion about counting?

- a. In some parts of the world, people don't use counting even though they have numbers in their languages.
- b. Although all humans are able to understand counting, many of them don't need to use numbers.
- c. Even if people have a universal ability to count, their ideas about numbers and math can change because of their cultural diversity.

**B) Mark the statements F (Fact) or O (Opinion). (5x1pt=5pts)**

1. \_\_\_\_ People in the United States usually need to use two hands to count to ten on their fingers.
2. \_\_\_\_ Chinese people usually count to ten on only one hand because it's more practical than using two hands.
3. \_\_\_\_ In tests, aboriginal children had to match pictures with the numbers.
4. \_\_\_\_ The Piraha tribe don't have words for numbers in their languages as they find numbers difficult to use.
5. \_\_\_\_ The Piraha can say some quantity words that mean 'more' or 'many' in their language.

**C) The answers to the questions are not directly stated in the reading. Infer what the writer would say is true. Circle the letter of the best answer. (4x0,5pt=2pts)**

1. Why don't the Piraha people count and have words for numbers?
  - a. They don't have the ability to learn how to count.
  - b. They probably don't use money in their daily lives.
  
2. What was the main reason that the Piraha tribe have never used numbers in their daily lives even if they could learn to count?
  - a. They probably don't think that counting is important in their lives.
  - b. They probably don't count because there is no education system where they live.
  
3. What was the reason that the researchers tested aboriginal children rather than adults in the study?
  - a. They tested children because they are easier to work with than adults.
  - b. They tested children because adults may have learned how to count.
  
4. In tests, aboriginal children listened to taps from a stick and then put out markers to match the number of taps they heard. What does this suggest about children?
  - a. Aboriginal children were able to count, because they've already learnt the words for numbers.
  - b. Aboriginal children have the skill to count even if they don't have words for numbers.

**D) Find the IRRELEVANT sentence in each paragraph and cross it out.**

**(2x1pt=2pts)**

**Paragraph 1**

1. Garfield is a comic strip, and the characters of it are the cat Garfield, the pet dog Odie, and their socially awkward owner Jon Arbuckle. 2. The main character is Garfield, who is a lazy, overweight, orange cat. 3. He considers himself to be more intelligent than humans or dogs. 4. Garfield is today's popular cartoon character that is watched by many children. 5. He hates Mondays and loves lasagne apparently.

**Paragraph 2**

1. Lake Baikal in central Asia is the deepest lake in the world. 2. In places, it is 1.5 kilometres deep, and the lake contains about one sixth of the world's fresh water supply. 3. It contains over 1200 species of animals and 500 species of plants. 4. Many of these plants and animals are not to be found anywhere else on earth. 5. The name Baikal comes from the Mongolian word that means 'nature'.

**E) Fill in the blanks with the boldfaced words below which are from the article.**

**(5x1pt=5pts)**

1. A teacher should use different teaching \_\_\_\_\_ in the class to draw the students' attention to the lesson.
2. In addition to delicious meat dishes, the new restaurants \_\_\_\_\_ vegetarian options on their menu.
3. In a recent study, \_\_\_\_\_ have found out that schizophrenia affects men and women equally.
4. Before the British \_\_\_\_\_ America, Native American tribes inhabited in the region.
5. The baby lifts her arms to \_\_\_\_\_ that she wants someone to pick her up.

**F) Circle the letter of the word or phrase that is closest in meaning to the boldfaced word.(7x0,5pt=3,5pts)**

1. I couldn't understand her voice message. It didn't **make sense**.  
a) have value                      b) have a clear meaning              c) translate

2. He studied the entire **process** of manufacturing a car from the beginning to end.  
a) series of actions                      b) conclusion                      c) research
3. Her both daughters are so hard-working that they always **struggle** to get good grades at school.  
a) try very hard                      b) play a role                      c) get rid of
4. No one likes a boring story. A good story is **essential** for the success of a movie.  
a) completely necessary                      b) optional                      c) serious
5. The first year of university was very hard for him, but he **gradually** got used to it as he met new friends.  
a) finally                      b) slowly                      c) always
6. Sarah needs to **overcome** her fear of speaking in front of large groups of people.  
a) control                      b) forget                      c) develop
7. Elvis Presley was one of the most **extraordinary** singers with his songs and dance in 1950s.  
a) satisfied                      b) talented                      c) unusual

## APPENDIX F: SAMPLE INTERVIEW

Instructor (I) and Participant 2 (P2)

I: Hi, Rabia. How are you?

P2: Thanks. And you?

I: I'm also fine. Well, I will ask some questions about your ideas on unknown words and reading. Shall we start?

P2: Ok.

I: Let's start with the first question. . Do you think reading in English is important to improve your English learning? Can you briefly explain why?

P2: Of course, I think English reading helps us improve our English as a whole. Because we can learn new knowledge, new grammar sentences and new words from the reading text.

I: Ok, then. How do you feel when you come across a lot of unknown words in an English reading text?

P2: Not so well.

I: Can you give a further explanation?

P2: I try to check the meanings of them from the dictionary on my mobile.

I: What if you don't have a dictionary? For instance, you're on a reading exam, and you cannot use a dictionary. And the reading text in the exam includes a lot of unknown words. How do you feel?

P2: Actually, I feel stressed because I cannot understand the text with a lot of unknown words. Therefore, I cannot answer the questions related to the reading text. I feel bad if I don't pass the exam.

I: Ok. If there were not many unknown words in the texts, would you like reading in English more? Can you briefly explain the reason of it?

P2: Sure. Reading might be much easier. I may read everything even novels in English.

I: OK. And last question. Do you have any strategies to cope with unknown words when you encounter them in a reading text?

P2: I usually try to use a dictionary when I don't know the meaning of a word.

I: Do you have any other strategies?

P2: I think no.

I: Thank you Rabia. Thanks for your participation.

P2: You're welcome.

## APPENDIX G: APPENDED FIGURES AND TABLES

The table of an example to context enrichment exercises (Honeyfield, 1977)

1. We had a whoosis.	A tropical fish, an egg beater or a leather suitcase?
2. We had a whoosis but the handle broke.	A tropical fish, an egg beater or a leather suitcase?
3. We had a whoosis but the handle broke, so we had to beat the eggs with a fork.	A tropical fish, an egg beater or a leather suitcase?

The figure of Cronbach's alphas for the overall questionnaire and each category (Kulaç, 2011, p. 61)

Category Name	Cronbach's Alpha
Joy of reading	.858
Self-efficacy	.705
Importance of reading	.800
Personal investment	.737
Vocabulary in reading	.848
Overall	.924

The table of the mostly used twelve discourse clues and strategies (Ames, 1966; Artley, 1943; Carnine, et al, 1984; Deighton, 1959; Dulin, 1970; Johnson & Pearson, 1984; McCullough, 1945; Seibert, 1945; Spache & Berg, 1955; Walters, 2006) – (as cited in Sasao & Webb, 2018)

Discourse Clues and Strategies	Example Sentences
1. Direct description: In direct description, the unknown word is explicitly defined by words such as <i>mean</i> and <i>is</i> .	<i>Material or physical things are of course things that we can touch, see, taste or feel. (Deighton, 1959, p. 6)</i>
2. Indirect description: This type of clue does not provide any explicit signal words for guessing. Learners need to guess based on the information around it. This category also includes figures of speech and subjective clues such as mood, tone or setting.	<i>Tom was a foot taller and thirty pounds heavier than Kirk. He overwhelmed him in the match. (Johnson &amp; Pearson, 1984, p. 117)</i>
3. Contrast/comparison: The meaning of the unknown word is typically the opposite of that of a familiar word, phrase, or idea that is contrasted or compared with it. This type of clue is often marked with words or phrases such as <i>in contrast</i> , <i>rather than</i> , <i>instead of</i> , <i>unlike</i> , <i>but</i> and <i>or</i> .	<i>Rather than his usual mood of cheerful good humour, today his manner appeared quite dour. (Dulin, 1970, p. 442)</i>
4. Synonym: This type of clue is a known synonym for the unknown word. The synonym clues are often marked with words such as <i>too</i> and <i>also</i> . In other cases, synonyms are used in similar sentence structures.	<i>He was glad that he would have it in time for the trip with Tom the next day. (McCullough, 1945, p. 3)</i>
5. Appositive: The unknown word is explained in the word or phrase following it. Appositive is typically marked with commas, colons, semicolons, and dashes. Here are some examples.	<i>The fertilizer should supply plenty of vegetable matter, which by decaying furnishes humus, the food for plant life. (Artley, 1943, p. 69)</i>
6. Modification: The unknown word is modified by a word, phrase or clause, typically by an adjective clause which is marked with relatives such as <i>which</i> , <i>who</i> , and <i>that</i> .	<i>One clue is given by metabolism tests which measure the rate at which the chemical and physical processes in the body are carried on and at which energy is produced and utilized. (Deighton, 1959, p. 7)</i>
7. Restatement: The unknown word is restated in the preceding or following word, phrase or sentence. Restatement is often signalled with words or phrases such as <i>or</i> , <i>that is</i> , and in other words. In many other cases, no explicit signals are given.	<i>The cockroach is an insect that has two antennae, or feelers, on its head. (Johnson &amp; Pearson, 1984, p. 117)</i>
8. Cause/effect: The unknown word in the cause may be logically guessed from the effect, or vice versa. The cause/effect relationships are marked with words such as <i>because</i> , <i>since</i> , <i>as</i> , <i>thus</i> and <i>therefore</i> .	<i>Since he was determined that he would finish the task no matter how long it took, he worked doggedly on. (Dulin, 1970, p. 443)</i>

<p>9. Words in series: The unknown word is part of a series of words, phrases, or ideas, typically connected with the word <i>and</i>.</p>	<p><i>Shrimp, clams, oysters and are all at risk during certain months of the year from a certain bacteria in the water called 'the Red Tide'. (Walters, 2006, p. 182)</i></p>
<p>10. Reference: The meaning of the unknown word may be derived by unlocking referral words such as this, that and it.</p>	<p><i>In 1962, in the Rocky Mountains, near Denver, Colorado, water was forced through pipes into a layer of rocks 4000 meters below the surface of the ground. Shortly after this of water, there was a small number of earthquakes (Walters, 2006, p. 182)</i></p>
<p>11. Association: The meaning of the unknown word may be derived by association with a word around it. The most frequent association clues are links between a noun and a verb and between an adjective and a noun.</p>	<p><i>"In our reader," my oldest child once snorted, "all the little boys wear short nerns and their names all end in 'y' and they're cute." (Ames, 1966).</i></p>
<p>12. Example: The unknown word is explained with an example or included in an example explaining a familiar idea. The example clue is typically marked with words or phrases such as like, for example, and such as.</p>	<p><i>Girls on the average consistently do better in the test items involving esthetic response such as matching colours and shapes and discriminating in pictures. (Deighton, 1959, p. 6)</i></p>

**APPENDIX H: THE TABLE OF TRAINING PERIOD AND DATA  
IMPLEMENTATION PROCESS**

<b>Time</b>	<b>Experimental Group</b>	<b>Control Group</b>	
Pre-training	Pre-test/ exam Pre-questionnaire Pre-interview	Pre-test/ exam Pre-questionnaire Pre-interview	
Week 1	Strategy Training	The institute's course curriculum/ course book	
Week 2	Strategy Training Practice on strategies	The institute's course curriculum/ course book	
Week 3	Practice on strategies	The institute's course curriculum/ course book	
Week 4	Practice on strategies	The institute's course curriculum/ course book	
Week 5	Practice on strategies	The institute's course curriculum/ course book	
Week 6	Practice on strategies	The institute's course curriculum/ course book	
Post-training		Post-Test/ exam	Post-Test/ exam
	Two weeks of interval	The institute's course curriculum/ course book	The Institute's course curriculum/ course book
		Delayed-post-test/ exam Post-interview	Delayed-post-test/ exam

## CV

### ***Kişisel Bilgiler***

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Doktora :

### ***İş Deneyimi***

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1. Aksaray Üniversitesi İngilizce Okutmanı (2010-2011)
2. Selçuk Üniversitesi Y.D.Y.O. Öğretim Görevlisi (2011- )

### ***Diğer Bilgiler***

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International Conferences

Youth Exchanges Program- Green and Healthy/ Brno – The Czech Republic 27.06.2010  
- 04.07.2010

International Conference on New Horizons in Education/ Paris - France 25.06.2014 -  
27.06.2014

1<sup>st</sup> International Conference on Studies in Education/ Barcelona – Spain 14.10.2016-  
16.10.2016