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**THE INFLUENCE OF READING STRATEGIES AND
VOCABULARY KNOWLEDGE ON CHINESE EFL STUDENTS'
READING COMPREHENSION**

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UUM
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Abstrak

Kajian ini menyiasat kesan intervensi pedagogi terhadap pemahaman bacaan pelajar Bahasa Inggeris sebagai Bahasa Asing (EFL) di China dengan mengintegrasikan pengajaran strategi membaca dan pengetahuan kosa kata. Seiring dengan matlamat Standard Kurikulum Bahasa Inggeris untuk memperkukuh kemahiran bahasa secara komprehensif, intervensi yang dilaksanakan bertujuan mengatasi cabaran dalam pemahaman bacaan pelajar serta mengatasi kekurangan perbendaharaan kata reseptif dan produktif yang sering menghalang pemahaman teks dalam peperiksaan sekolah menengah. Penyelidikan ini mengkaji lima persoalan utama, iaitu mengenal pasti strategi membaca pelajar, penguasaan kosa kata mereka, tahap pemahaman bacaan, serta hubungan antara pemboleh ubah ini sebelum dan selepas intervensi. Kajian ini melibatkan 60 pelajar tahun pertama sekolah menengah atas dari Wilayah Liaoning, China, yang dibahagikan kepada kumpulan eksperimen dan kumpulan kawalan. Kumpulan eksperimen mengikuti program intervensi berstruktur yang menekankan pembangunan strategi membaca dan penguasaan kosa kata, manakala kumpulan kawalan meneruskan kaedah pengajaran tradisional yang lebih menumpukan kepada hafalan dan latihan berulang. Data dikumpul melalui kaedah soal selidik, ujian pra, dan ujian pasca, seterusnya dianalisis menggunakan SPSS 29.0 dan Microsoft Excel. Dapatan soal selidik awal mendedahkan bahawa kebanyakan pelajar mempunyai strategi membaca yang terhad dan kurang bermotivasi untuk mengambil bahagian secara aktif dalam tugas membaca. Keputusan ujian pra pula menunjukkan tiada perbezaan yang signifikan antara kumpulan. Namun, keputusan ujian pasca menunjukkan peningkatan yang ketara dalam prestasi pemahaman bacaan kumpulan eksperimen, yang membuktikan keberkesanan intervensi dalam meningkatkan kemahiran membaca dan penguasaan bahasa Inggeris secara keseluruhan. Kajian ini merumuskan bahawa pelaksanaan model pedagogi yang menggabungkan strategi membaca dan pengajaran kosa dapat meningkatkan pemahaman bacaan pelajar EFL dengan ketara. Ia menekankan kepentingan untuk merancang intervensi yang disasarkan berasaskan rangka kerja teori bagi menyokong pembangunan kurikulum dan meningkatkan amalan pengajaran dalam bilik darjah EFL. Batasan kajian dan cadangan untuk penyelidikan masa depan turut dibincangkan.

Kata Kunci: Intervensi pedagogi, Strategi membaca, Penguasaan kosa kata, Pemahaman bacaan, Pelajar Bahasa Inggeris sebagai Bahasa Asing (EFL) di China

Abstract

This study examines the impact of a pedagogical intervention on the reading comprehension of Chinese English as a Foreign Language (EFL) students by integrating the instruction of reading strategies and vocabulary knowledge. Aligned with the English Curriculum Standard's goal of enhancing comprehensive language skills, the intervention addressed students' reading comprehension challenges and limited receptive and productive vocabulary, which frequently impede their ability to understand texts in high school exams. The research explored five key questions, including identifying the students' reading strategies, their vocabulary knowledge and reading comprehension levels, and the relationships among these variables before and after the intervention. The study involved 60 first-year senior high school students from Liaoning Province, China, divided into experimental and control groups. The experimental group participated in a structured intervention program emphasizing the development of reading strategies and vocabulary knowledge, while the control group adhered to traditional teaching methods, which mainly focused on rote memorization and repetitive exercises. Data were collected through questionnaires, pre-tests, and post-tests. It was analyzed using SPSS 29.0 and Excel. The initial questionnaire findings revealed that many students had limited reading strategies and were less motivated to actively participate in reading tasks. Pre-test results indicated no significant differences between the groups. However, post-test results showed substantial improvement in the experimental group's reading comprehension performance, demonstrating the effectiveness of the intervention in enhancing reading skills and overall English proficiency. This study concludes that the implementation of a pedagogical model integrating reading strategies and vocabulary instruction leads to a significant improvement in EFL students' reading comprehension. It highlights the importance of designing targeted interventions based on theoretical frameworks to support curriculum development and optimize teaching practices in EFL classrooms. Limitations of the study are discussed, and suggestions for future research are provided.

Keywords: Pedagogical intervention, Reading strategies, Vocabulary knowledge, Reading comprehension, Chinese English as a Foreign Language (EFL) students

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The prominence of English as a global language, coupled with the increasing importance of international communication and business, has led to a growing emphasis on English language education from an early age (Lai & Li, 2021). English education in China typically begins in primary schools, where students are introduced to basic vocabulary and grammar. As students progress through the educational system, English becomes a more integral part of the curriculum. In secondary schools, there is often a dedicated focus on language skills, including listening, speaking, reading, and writing. English proficiency exams, such as the College English Test (CET), are commonly administered to assess students' language abilities, especially for those planning to pursue higher education. It's worth noting that the approach to English language education in China reflects the country's commitment to preparing its citizens for participation in the global economy and fostering international understanding (Zeng, 2017).

Reading is constituent of literacy and key to exchanging messages and thoughts (Grellet, 2020). In countries with high literacy rates, it is not nearly possible for illiterate people to perform everyday tasks. Reading is increasingly important in today's globalized world (Krashen, 2014). Literacy in a second language (L2) is likely an important part of reading for L2 students, teachers, and researchers, especially in academic settings (Nakatani, 2017; Smith, 2019; Wharton, 2020). Students think of reading to be the most prominent of the

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Appendix A Lesson Plans

Lesson Plan 1

Topic: Reading strategies training Lesson 1

Date: January 2, 2024 Number of students: 30 (Experimental Group)

Lesson Objectives:

- To explain the meaning of reading strategies to the students.
- Students will develop skimming skills to quickly identify main ideas and key information in a text.

Lesson Structure:

Time	Instruction	Teaching Materials
10am-10.15am	· Warm up: Greet students. · Giving feedback for the previous homework. · State the goals of the lesson.	
Time	Main Content	Teaching Materials
10:15am-10:30am	Introduction (15 minutes) · Activate Prior Knowledge: Begin by discussing with students what they know about reading strategies. Ask if anyone is familiar with skimming and if they can explain what it means. · Define Skimming: Provide a clear definition of skimming. Explain that skimming is a reading strategy used to quickly get an overview of a text, identifying main ideas and key information without reading every word. · Discuss Purpose: Discuss why skimming is important. Emphasize its usefulness for previewing a text, determining its main topic, and deciding whether it's	computer, blackboard and markers, chalkboard, text book, and timer.

10:30am-11:20am	relevant to one's needs. Introduction (15 minutes) ·Demonstrate Skimming: Choose a short passage and model the skimming process. Read aloud while emphasizing not reading every word. Show how to focus on headings, subheadings, and the first and last sentences of paragraphs. ·Guided Practice: Select another passage and guide students through skimming. Point out how to identify keywords, main ideas, and the overall structure of the text. Encourage questions and discussion. ·Discuss Strategies: Lead a discussion on effective skimming strategies, such as paying attention to bolded or italicized words, headings, and subheadings. Practice (20 minutes): ·Pair and Share: Divide students into pairs. Provide each pair with a different text. Set a timer for 10 minutes and have students practice skimming their respective texts. Encourage them to discuss their findings with their partner. ·Classwide Discussion: Bring the class back together and have a discussion about the different texts. Ask students to share what they found during the skimming activity and how they identified main ideas. Application (15 minutes): ·Independent Skimming: Assign a new text for individual skimming. Have students apply the skimming strategies they've learned. Emphasize the importance of time management during this activity. ·Reflection: Ask students to reflect on their skimming experience. What did they find challenging? What strategies	
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	were most effective for them?	
Time	Closure	Teaching Materials
11:20am-11:30am	Conclusion: ·Review and Summarize: Summarize the key points of the lesson. Emphasize the importance of skimming as a valuable reading skill. ·Homework Assignment: Assign additional reading materials for homework and instruct students to use skimming to gather a quick understanding of the content. ·Assessment: Assess students based on their participation in class discussions, the effectiveness of their skimming during activities, and their reflections on the skimming process.	



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Lesson Plan 2

Topic: Productive vocabulary knowledge training Lesson 1
 Date: January 9, 2024 Number of students: 30 (Experimental Group)

Lesson Objectives:

- To explain the meaning of vocabulary knowledge to the students.
- Students will expand their productive vocabulary by learning and practicing new words in context.

Lesson Structure:

Time	Instruction	Teaching Materials
10am-10.15am	· Warm up: Greet students. · Giving feedback for the previous homework. · State the goals of the lesson.	
Time	Main Content	Teaching Materials
10:15am-10:30am	Introduction (15 minutes) · Activate Prior Knowledge: Begin by discussing with students what they know about vocabulary and why it is important. Ask if they have strategies for expanding their vocabulary. · Discuss Productive Vocabulary: Explain the difference between productive and receptive vocabulary. Productive vocabulary consists of words a person can actively use in speaking or writing. · Importance of Productive Vocabulary: Discuss why developing a strong productive vocabulary is crucial for effective communication and expression.	computer, blackboard and markers, chalkboard, and text book. Word cards with new vocabulary. Reading materials or texts relevant to the students.

10:30am-11:20am	Instruction (15 minutes): ·Introduce New Words: Select a set of new words relevant to the students' level and interests. Write these words on the whiteboard. ·Provide definitions, examples, and discuss how these words can be used in different contexts. ·Word Mapping: Create a word map on the board for one of the new words. Include synonyms, antonyms, and use the word in a sentence. Encourage students to contribute to the word map. ·Contextual Usage: Discuss how words can have different meanings depending on context. Provide examples of sentences where the new words are used in different ways. Practice (20 minutes): ·Word Application in Sentences: Provide students with sentences with gaps where the new words fit. Ask them to fill in the blanks with the appropriate words. This encourages understanding of context and application. ·Role-Playing: Divide students into pairs and assign each pair a scenario. Ask them to create a short dialogue incorporating the new words. This promotes active use of vocabulary in a practical context. Application (15 minutes): ·Incorporate Vocabulary in Writing: Assign a short writing task where students need to use the new words. This could be a paragraph, a short story, or a response to a prompt. Encourage creativity and varied use of vocabulary. ·Peer Review: Have students exchange their writing with a partner. Ask them to identify and discuss how the new words were used, providing constructive feedback.	
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Time	Closure	Teaching Materials
11:20am-11:30am	Conclusion (10 minutes): ·Review and Discuss: Recap the new words learned during the lesson. Discuss how students applied these words in sentences and writing. ·Homework Assignment: Assign a vocabulary journal where students can record new words they encounter in their reading and find ways to use them in their daily lives. Assessment: ·Assess students based on their participation in class discussions, the accuracy of their word applications in sentences and role-playing, and the creativity and effectiveness of their writing incorporating the new vocabulary.	



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Lesson Plan 3

Topic: Reading comprehension training Lesson 1
Date: January 16, 2024 Number of students: 30 (Experimental Group)

Lesson Objectives:

- To explain the meaning of reading comprehension skills to the students.
- Students learn to find the main idea, important facts, and supporting details in reading comprehension.

Lesson Structure:

Time	Instruction	Teaching Materials
10am-10.15am	· Warm up: Greet students. · Giving feedback for the previous homework. · State the goals of the lesson.	
Time	Main Content	Teaching Materials
10:15am-10:30am	Introduction (15 minutes): ·Engage: Begin with a brief discussion about the importance of understanding the main idea and details in a text. Relate it to real-life scenarios, emphasizing its relevance. ·Define Concepts: Explain the terms "main idea," "supporting details," and "important facts." Use examples and non-examples to ensure students understand the distinctions.	computer, blackboard, chalkboard, and text book.
10:30am-11:20am	Direct Instruction (15 minutes): ·Modeling: Choose a short passage and	

	model the process of finding the main idea and supporting details. Think aloud, demonstrating how to identify key information and explain the reasoning behind your choices. ·Guided Practice: Together, as a class, analyze another passage. Ask students to help identify the main idea and supporting details. Encourage discussion and provide guidance as needed. Group Activities (20 minutes): ·Small Group Reading: Divide the class into small groups and provide each group with a different reading passage. Instruct them to work collaboratively to identify the main idea and supporting details. Encourage discussion and consensus within the group. ·Graphic Organizer Activity: Distribute graphic organizers to each group or individual students. Ask them to use the organizer to visually represent the main idea and supporting details. This could be done on paper or digitally, depending on available resources. Independent Practice (15 minutes): . ·Individual Application: Provide each student with a different passage or text. Instruct them to independently identify the main idea and supporting details. Encourage them to use highlighters or colored pencils to mark key information.	
Time	Closure	Teaching Materials
11:20am-11:30am	·Share Findings: Invite students to share their findings with the class. Discuss any challenges they encountered and address any misconceptions. Emphasize the importance of practicing these skills regularly. ·Reflect: Conclude the lesson with a brief reflection on the importance of	

	identifying main ideas and supporting details in reading comprehension. Ask students to consider how these skills can be applied in their everyday lives. ·Homework/Extended Learning: Assign additional reading passages for homework, asking students to identify main ideas and supporting details independently. Encourage them to discuss their findings with family members or peers. ·By combining direct instruction, group activities, and independent practice, this lesson plan aims to provide a comprehensive approach to teaching students how to find the main idea, important facts, and supporting details in reading comprehension.	
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Lesson Plan 4

Topic: Reading strategies training Lesson 2

Date: January 23, 2024 Number of students: 30 (Experimental Group)

Lesson Objectives:

- To explain the meaning of reading strategies to the students.
- Students learn reading strategies (predicting) of this lesson.

Lesson Structure:

Time	Instruction	Teaching Materials
10am-10.15am	· Warm up: Greet students. · Giving feedback for the previous homework. · State the goals of the lesson.	
Time	Main Content	Teaching Materials
10:15am-10:30am	Introduction (15 minutes): · Activate Prior Knowledge: Begin with a discussion about what students know about the concept of predicting. Encourage them to share any experiences or instances where they have made predictions. · Define Predicting: Clearly define predicting as a reading strategy. Explain that it involves using prior knowledge and clues from the text to make educated guesses about what might happen next in the story.	computer, blackboard, chalkboard, and text book.
10:30am-11:20am	Direct Instruction (15 minutes):	

	·Modeling Predicting: Choose a short passage and model how to make predictions before, during, and after reading. Think aloud, pointing out clues from the text and connecting them to personal experiences or prior knowledge. ·Guided Practice: Together as a class, read another passage. Pause at strategic points and ask students to make predictions based on the information provided. Discuss the reasoning behind their predictions. Group Activities (20 minutes): ·Small Group Predicting: Divide the class into small groups and provide each group with a different reading passage. Instruct them to read the passage together and make predictions. Encourage discussion and collaboration within the groups. ·Prediction Chart: Create a large prediction chart on chart paper or the whiteboard. Have each group share one prediction, and record them on the chart. Discuss as a class why each group made their specific predictions. ·Independent Practice (15 minutes): Individual Predictions: Distribute a short reading passage to each student. Ask them to read the passage and make predictions independently. Encourage them to write their predictions on sticky notes and place them on a designated area, such as a prediction wall.	
Time	Closure	Teaching Materials
11:20am-11:30am	Closure (10 minutes): ·Reflection and Discussion: Discuss the predictions made by the students. Ask them to reflect on the effectiveness of predicting in aiding their understanding of the text. Highlight any instances where predictions were accurate or led to a deeper understanding of the content.	

	·Summarize Key Points: Summarize the key points of the lesson, emphasizing the importance of predicting as a reading strategy. ·Homework/Extended Learning: Assign a reading passage for homework and ask students to make predictions independently. Have them jot down their predictions and bring them to the next class for further discussion. ·By incorporating modeling, group activities, and independent practice, this lesson plan aims to effectively teach students the reading strategy of predicting, fostering a deeper engagement with the text and enhancing their overall comprehension skills.	
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Lesson Plan 5

Topic: Vocabulary knowledge training Lesson 2
 Date: January 30, 2024 Number of students: 30 (Experimental Group)

Lesson Objectives:

- To explain the meaning of vocabulary knowledge to the students.
- Students learn vocabulary knowledge of this lesson.

Lesson Structure:

Time	Instruction	Teaching Materials
10am-10.15am	· Warm up: Greet students. · Giving feedback for the previous homework. · State the goals of the lesson.	
Time	Main Content	Teaching Materials
10:15am-10:30am	Introduction (15 minutes): · Activate Prior Knowledge: Start with a brief discussion about the importance of vocabulary in understanding and enjoying reading. Ask students to share words they find challenging or interesting. · Introduce Key Terms: Define and discuss key terms such as "context clues," "word analysis," and "vocabulary acquisition." Emphasize the idea that a strong vocabulary enhances reading comprehension.	computer, blackboard, chalkboard, and text book.
10:30am-11:20am	Direct Instruction (15 minutes): · Modeling Context Clues: Choose a	

	passage with challenging vocabulary. Model how to use context clues to decipher the meaning of unknown words. Discuss different types of context clues, such as definition, example, and contrast. ·Guided Practice: Together, as a class, analyze another passage. Identify unfamiliar words and collectively determine their meanings using context clues. Discuss alternative strategies for word analysis. Group Activities (20 minutes): ·Vocabulary Stations: Set up vocabulary stations with different reading passages at each station. Assign small groups to each station, and have them work together to identify and define challenging words using context clues. ·Word Analysis Games: Create word analysis games such as word puzzles, crossword puzzles, or matching games. Divide the class into small groups and provide each group with a set of vocabulary cards. Encourage competition and collaboration. Independent Practice (15 minutes): ·Individual Vocabulary Worksheets: Distribute vocabulary worksheets or graphic organizers to each student. Ask them to independently read a passage and identify challenging words, providing definitions and using context clues.	
Time	Closure	Teaching Materials
11:20am-11:30am	Closure (10 minutes): ·Word Wall Activity: If you have an interactive word wall, have students contribute words they found interesting or challenging during the lesson. Discuss these words as a class, reinforcing their meanings.	

	·Reflect and Summarize: Conclude the lesson with a reflection on the importance of vocabulary in reading. Summarize key strategies learned for understanding and acquiring new words. ·Homework/Extended Learning: Assign a reading passage for homework that includes challenging vocabulary. Ask students to identify and define unfamiliar words using the strategies discussed in class. ·By combining direct instruction, group activities, and independent practice, this lesson plan aims to equip students with effective strategies for acquiring and understanding new vocabulary, fostering a deeper connection with the texts they read.	
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Lesson Plan 6

Topic: Reading comprehension training Lesson 2
 Date: February 6, 2024 Number of students: 30 (Experimental Group)

Lesson Objectives:

- To explain the meaning of reading comprehension skills to the students.
- Students learn to distinguish between fact and opinion.

Lesson Structure:

Time	Instruction	Teaching Materials
10am-10.15am	· Warm up: Greet students. · Giving feedback for the previous homework. · State the goals of the lesson.	
Time	Main Content	Teaching Materials
10:15am-10:30am	Introduction (15 minutes): ·Define Fact and Opinion: Begin with a discussion on the differences between facts and opinions. Define each term and provide examples to ensure understanding. ·Why It Matters: Discuss the importance of distinguishing between facts and opinions, emphasizing how it contributes to critical thinking and effective communication.	computer, blackboard, chalkboard, and text book.
10:30am-11:20am	Direct Instruction (15 minutes): ·Modeling: Choose a short passage and model how to identify facts and opinions. Use the whiteboard to list	

	examples and explain the thought process behind determining whether a statement is a fact or an opinion. ·Guided Practice: Together, as a class, analyze another passage. Discuss and identify facts and opinions collaboratively. Encourage students to explain their reasoning. Group Activities (20 minutes): ·Fact and Opinion Sorting: Provide students with sorting cards containing statements, and have them work in small groups to categorize the statements as either facts or opinions. Discuss the sorting as a class. ·Create Fact and Opinion Posters: Assign each group a topic. Have them create posters that include both facts and opinions related to the topic. Groups present their posters to the class, and classmates discuss and verify the categorization. Independent Practice (15 minutes): ·Individual Practice: Distribute worksheets with passages containing mixed facts and opinions. Ask students to read the passages and independently identify and label each statement as a fact or opinion.	
Time	Closure	Teaching Materials
11:20am-11:30am	Closure (10 minutes): ·Class Discussion: Conclude the lesson with a class discussion on the challenges and successes students faced in distinguishing between facts and opinions. Clarify any misconceptions and reinforce key concepts. ·Reflect and Summarize: Have students reflect on the importance of being able to distinguish between facts and opinions. Summarize the key points of the lesson and how they can apply this skill in their reading and writing.	

	·Homework/Extended Learning: Assign a reading passage for homework and ask students to identify and highlight facts and opinions. Have them write a short paragraph explaining why distinguishing between facts and opinions is crucial in understanding the information. ·This lesson plan integrates modeling, group activities, and independent practice to help students grasp the concept of distinguishing between facts and opinions. The combination of collaborative and individual tasks ensures a comprehensive understanding of the skill.	
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Lesson Plan 7

Topic: Reading strategies training Lesson 3
 Date: February 13, 2024 Number of students: 30 (Experimental Group)

Lesson Objectives:

- To explain the meaning of reading strategies to the students.
- Students learn reading strategies (inferring) of this lesson.

Lesson Structure:

Time	Instruction	Teaching Materials
10am-10.15am	· Warm up: Greet students. · Giving feedback for the previous homework. · State the goals of the lesson.	
Time	Main Content	Teaching Materials
10:15am-10:30am	Introduction (15 minutes): ·Activate Prior Knowledge: Begin with a brief discussion about what students already know about making inferences. Ask if they have encountered situations where they had to make educated guesses or draw conclusions. ·Define Inferring: Clearly define and discuss the term "inferring." Explain that making inferences involves using clues from the text and prior knowledge to draw conclusions that are not explicitly stated.	computer, blackboard, chalkboard, and text book.
10:30am-11:20am	Direct Instruction (15 minutes):	

	·Modeling Inferring: Choose a short passage and model how to make inferences. Think aloud, pointing out implicit information and connecting it to background knowledge. Discuss the reasoning behind the inferences made. ·Guided Practice: Together, as a class, read another passage. Pause at certain points and ask students to make inferences. Discuss these inferences as a class, encouraging students to share their thought processes. Group Activities (20 minutes): ·Inference Stations: Set up different reading stations with passages that require making inferences. Divide the class into small groups and rotate them through the stations, prompting discussions about the inferences made. ·Drawing Conclusions: Provide each group with a different short story or scenario. Ask them to draw conclusions based on the information provided and share their drawings with the class. Discuss the variety of inferences drawn. Independent Practice (15 minutes): ·Individual Inference Task: Distribute a reading passage to each student. Ask them to read the passage independently and make inferences. Encourage them to use sticky notes or their notebooks to jot down their inferences.	
Time	Closure	Teaching Materials
11:20am-11:30am	Closure (10 minutes): ·Class Discussion: Conclude the lesson with a class discussion on the inferences made by students. Ask them to share their findings and discuss the importance of making inferences in understanding the text. ·Reflect and Summarize: Have students reflect on how making inferences	

	contributed to their understanding of the reading material. Summarize the key points of the lesson. ·Homework/Extended Learning: Assign a reading passage for homework and ask students to make inferences independently. Encourage them to write a short paragraph explaining the inferences they made and how it enhanced their understanding of the text. ·By combining modeling, group activities, and independent practice, this lesson plan aims to effectively teach students the reading strategy of inferring, fostering a deeper engagement with the text and improving their overall comprehension skills.	
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Lesson Plan 8

Topic: Vocabulary knowledge training Lesson 3

Date: February 20, 2024 Number of students: 30 (Experimental Group)

Lesson Objectives:

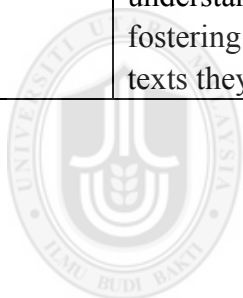
- To explain the meaning of vocabulary knowledge to the students.
- Students learn vocabulary knowledge of this lesson.

Lesson Structure:

Time	Instruction	Teaching Materials
10am-10.15am	· Warm up: Greet students. · Giving feedback for the previous homework. · State the goals of the lesson.	
Time	Main Content	Teaching Materials
10:15am-10:30am	Introduction (15 minutes): ·Activate Prior Knowledge: Begin with a brief discussion about the importance of vocabulary in understanding and enjoying reading. Ask students to share words they find challenging or interesting. ·Introduce Key Terms: Define and discuss key terms such as "context clues," "word analysis," and "vocabulary acquisition." Emphasize the idea that a strong vocabulary enhances reading comprehension.	computer, blackboard, chalkboard, and text book.
10:30am-11:20am	Direct Instruction (15 minutes): ·Modeling Context Clues: Choose a	

	passage with challenging vocabulary. Model how to use context clues to decipher the meaning of unknown words. Discuss different types of context clues, such as definition, example, and contrast. ·Guided Practice: Together, as a class, analyze another passage. Identify unfamiliar words and collectively determine their meanings using context clues. Discuss alternative strategies for word analysis. Group Activities (20 minutes): ·Vocabulary Stations: Set up vocabulary stations with different reading passages at each station. Assign small groups to each station, and have them work together to identify and define challenging words using context clues. ·Word Analysis Games: Create word analysis games such as word puzzles, crossword puzzles, or matching games. Divide the class into small groups and provide each group with a set of vocabulary cards. Encourage competition and collaboration. Independent Practice (15 minutes): ·Individual Vocabulary Worksheets: Distribute vocabulary worksheets or graphic organizers to each student. Ask them to independently read a passage and identify challenging words, providing definitions and using context clues.	
Time	Closure	Teaching Materials
11:20am-11:30am	Closure (10 minutes): ·Class Discussion: Conclude the lesson with a class discussion on the challenging words students encountered and how they approached defining them. Discuss the importance	

	of developing strategies for understanding unfamiliar vocabulary. ·Reflect and Summarize: Have students reflect on the strategies they used and how they can apply them to future reading. Summarize the key points of the lesson. ·Homework/Extended Learning: Assign a reading passage for homework and ask students to identify and define unfamiliar words using the strategies discussed in class. Encourage them to keep a vocabulary journal to track new words and their meanings. ·This lesson plan integrates modeling, group activities, and independent practice to help students grasp effective strategies for acquiring and understanding new vocabulary, fostering a deeper connection with the texts they read.	
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Lesson Plan 9

Topic: Reading comprehension training Lesson 3

Date: February 27, 2024 Number of students: 30 (Experimental Group)

Lesson Objectives:

- To explain the meaning of reading comprehension skills to the students.
- Students learn to relate background knowledge.

Lesson Structure:

Time	Instruction	Teaching Materials
10am-10.15am	· Warm up: Greet students. · Giving feedback for the previous homework. · State the goals of the lesson.	
Time	Main Content	Teaching Materials
10:15am-10:30am	Introduction (15 minutes): · Activate Prior Knowledge: Begin with a discussion about the importance of connecting what students already know to new information. Ask students to share instances when their background knowledge helped them understand something better. · Introduce Key Concepts: Discuss key concepts such as "background knowledge," "schema," and "making connections." Explain that readers can make text-to-self, text-to-text, and text-to-world connections.	computer, blackboard, chalkboard, and text book.

10:30am-11:20am	Direct Instruction (15 minutes): ·Modeling Connection-Making: Choose a passage and model how to activate and relate background knowledge. Use the whiteboard to demonstrate making connections to personal experiences, other texts, or the world. Discuss the thought process behind making connections. ·Guided Practice: Together, as a class, read another passage. Pause at specific points and ask students to make connections. Discuss these connections as a class, encouraging students to share their thoughts. ·Group Activities (20 minutes): Connection Stations: Set up reading stations with different passages. Assign small groups to each station, and have them discuss and make connections to their background knowledge. Rotate groups through the stations. ·Collaborative KWL Chart: Create a class KWL chart (Know, Want to know, Learned). Ask students to share what they already know about a topic before reading. After reading, add what they have learned. Discuss the connections between their prior knowledge and new information. Independent Practice (15 minutes): ·Individual Connection Task: Distribute a reading passage to each student. Ask them to read independently and make connections to their background knowledge. Encourage them to use sticky notes or notebooks to jot down their connections.	
Time	Closure	Teaching Materials

11:20am-11:30am	Closure (10 minutes): ·Class Discussion: Conclude the lesson with a class discussion on the connections students made. Discuss how activating background knowledge enhances comprehension and why it's an important reading strategy. ·Reflect and Summarize: Have students reflect on how making connections impacted their understanding of the text. Summarize key points of the lesson. ·Homework/Extended Learning: Assign a reading passage for homework and ask students to write a short reflection on the connections they made to their background knowledge. Encourage them to discuss how these connections deepened their understanding of the text. ·This lesson plan combines modeling, group activities, and independent practice to help students develop the skill of relating background knowledge, fostering a deeper connection with the texts they read.	
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Lesson Plan 10

Topic: Reading strategies training Lesson 4
Date: March 5, 2024 Number of students: 30 (Experimental Group)

Lesson Objectives:

To explain the meaning of reading strategies to the students.
Students learn reading strategies (summarizing) of this lesson.

Lesson Structure:

Time	Instruction	Teaching Materials
10am-10.15am	· Warm up: Greet students. · Giving feedback for the previous homework. · State the goals of the lesson.	
Time	Main Content	Teaching Materials
10:15am-10:30am	Introduction (15 minutes): ·Discuss the Importance: Begin with a brief discussion on why summarizing is a valuable skill. Emphasize that it helps readers understand the main ideas and key details of a text more efficiently. ·Define Summarizing: Clearly define and explain the concept of summarizing. Differentiate between summarizing and retelling, highlighting the importance of focusing on essential information.	computer, blackboard, chalkboard, and text book.

10:30am-11:20am	Direct Instruction (15 minutes): ·Modeling Summarizing: Choose a short passage and model how to identify and extract key information for a summary. Use the whiteboard to show the process of condensing information without losing its meaning. ·Guided Practice: Together, as a class, read another passage. Pause at specific points and guide students in identifying key information. Collaboratively create a summary on the whiteboard, discussing the thought process behind each decision. Group Activities (20 minutes): ·Summarization Stations: Set up summarization stations with different passages at varying difficulty levels. Assign small groups to each station, and have them work together to create concise summaries. Rotate groups through the stations. ·Collaborative Graphic Organizers: Provide each group with a graphic organizer and a passage. Ask them to use the organizer to summarize the text collaboratively. Encourage them to focus on the main idea and key details. Independent Practice (15 minutes): ·Individual Summarization Task: Distribute a passage to each student. Ask them to read independently and use a graphic organizer or a similar tool to create a summary on their own. Encourage them to highlight or underline key phrases.	
Time	Closure	Teaching Materials

11:20am-11:30am	Closure (10 minutes): ·Class Discussion: Conclude the lesson with a class discussion on the summarization process. Discuss challenges and successes, emphasizing the importance of identifying main ideas and key details. ·Reflect and Summarize: Have students reflect on the summarization process and its benefits. Summarize key points of the lesson. ·Homework/Extended Learning: Assign a reading passage for homework and ask students to provide a written summary. Encourage them to use the summarization strategies discussed in class. ·By incorporating modeling, group activities, and independent practice, this lesson plan aims to effectively teach students the reading strategy of summarizing, promoting a deeper understanding of texts and improving their overall comprehension skills.	
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Lesson Plan 11

Topic: Vocabulary knowledge training Lesson 4
Date: March 12, 2024 Number of students: 30 (Experimental Group)

Lesson Objectives:

- To explain the meaning of vocabulary knowledge to the students.
- Students learn vocabulary knowledge of this lesson.

Lesson Structure:

Time	Instruction	Teaching Materials
10am-10.15am	· Warm up: Greet students. · Giving feedback for the previous homework. · State the goals of the lesson.	
Time	Main Content	Teaching Materials

10:15am-10:30am	Introduction (15 minutes): ·Activate Prior Knowledge: Begin with a discussion on the importance of a rich vocabulary for effective communication and reading comprehension. Ask students to share words they find challenging or interesting. ·Introduce Key Terms: Discuss key terms such as "context clues," "word analysis," and "vocabulary acquisition." Explain that a strong vocabulary enhances both reading and writing skills.	computer, blackboard, chalkboard, and text book.
10:30am-11:20am	Direct Instruction (15 minutes): ·Modeling Context Clues: Choose a passage with challenging vocabulary. Model how to use context clues to decipher the meaning of unknown words. Discuss different types of context clues, such as definition, example, and contrast. ·Guided Practice: Together, as a class, analyze another passage. Identify unfamiliar words and collectively determine their meanings using context clues. Discuss alternative strategies for word analysis. Group Activities (20 minutes): ·Vocabulary Stations: Set up vocabulary stations with different reading passages at each station. Assign small groups to each station, and have them work together to identify and define challenging words using context clues. ·Word Card Matching Game: Create sets of word cards with the challenging words and their definitions. Divide the class into small groups and distribute the cards. Have groups match the words with their correct definitions, encouraging collaboration and discussion. Independent Practice (15 minutes): ·Individual Vocabulary Worksheets:	

	Distribute vocabulary worksheets or graphic organizers to each student. Ask them to independently read a passage and identify challenging words, providing definitions and using context clues.	
Time	Closure	Teaching Materials
11:20am-11:30am	Closure (10 minutes): ·Class Discussion: Conclude the lesson with a class discussion on the challenging words students encountered and how they approached defining them. Discuss the importance of developing strategies for understanding unfamiliar vocabulary. ·Reflect and Summarize: Have students reflect on the strategies they used and how they can apply them to future reading. Summarize key points of the lesson. ·Homework/Extended Learning: Assign a reading passage for homework and ask students to identify and define unfamiliar words using the strategies discussed in class. Encourage them to keep a vocabulary journal to track new words and their meanings. This lesson plan integrates modeling, group activities, and independent practice to help students grasp effective strategies for acquiring and understanding new vocabulary, fostering a deeper connection with the texts they read.	



Lesson Plan 12

Topic: Reading comprehension training Lesson 4

Date: March 19, 2024 Number of students: 30 (Experimental Group)

Lesson Objectives:

- To explain the meaning of reading comprehension skills to the students.
- Students learn to solve problems, compare and contrast.

Lesson Structure:

Time	Instruction	Teaching Materials
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10am-10.15am	· Warm up: Greet students. · Giving feedback for the previous homework. · State the goals of the lesson.	
Time	Main Content	Teaching Materials
10:15am-10:30am	Introduction (15 minutes): · Activate Prior Knowledge: Begin with a discussion on what problem-solving means and why it is an essential skill. Ask students to share instances where they had to solve a problem, emphasizing the various ways problems can be approached. · Define Key Concepts: Clearly define "problem-solving" and "comparison and contrast." Discuss how these skills are used in various aspects of life, from everyday situations to academic tasks.	computer, blackboard, chalkboard, and text book.
10:30am-11:20am	Problem-Solving Activities (15 minutes): · Modeling Problem Solving: Present a problem-solving scenario to the class. Model the process of breaking down the problem, identifying key information, and developing a solution. Think aloud to illustrate your thought process. · Guided Practice: Collaboratively solve another problem as a class. Encourage students to share their approaches and ideas, fostering a collaborative problem-solving environment. Group Activities (20 minutes): · Problem-Solving Stations: Set up problem-solving stations with different scenarios at each station. Divide the class into small groups and rotate them through the stations. Each group discusses and solves the problems collaboratively. · Compare and Contrast Worksheets: Provide students with worksheets or graphic organizers for comparing and	

	contrasting. Assign topics or scenarios for comparison and contrast, such as two characters from a story, historical events, or different solutions to a problem. Independent Practice (15 minutes): ·Individual Problem Solving: Distribute individual problem-solving scenarios to each student. Ask them to independently analyze the problem, identify possible solutions, and choose the most effective one. Encourage them to explain their reasoning. ·Comparison and Contrast Activities (15 minutes): ·Reading Passages: Provide reading passages or visual stimuli that present information for comparison and contrast. Ask students to independently identify similarities and differences, using graphic organizers or note-taking.	
Time	Closure	Teaching Materials
11:20am-11:30am	Closure (10 minutes): ·Class Discussion: Conclude the lesson with a class discussion on problem-solving strategies and the process of comparing and contrasting. Discuss the importance of these skills in various contexts. ·Reflect and Summarize: Have students reflect on what they learned about problem-solving and comparison/contrast. Summarize key points of the lesson. ·Homework/Extended Learning: Assign homework that involves solving a real-life problem or analyzing and comparing information from different sources. Ask students to document their approach and findings. ·This lesson plan combines modeling, group activities, and independent	

	practice to help students develop problem-solving skills and the ability to compare and contrast information. These critical thinking skills are essential for success in various academic and real-life situations.	
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Appendix B Reading Comprehension Tests (Pilot Study Paper)

(Time: 40 minutes total scores: 40 points)

Choose the correct answers from A, B, C and D according to the passage.

A

The Australian beach town of Byron Bay has a traffic problem, especially during holidays, when local streets are full of cars. But now it's changed. The world's first fully solar-powered train runs on a restored (修复) train line that was out of use for more than a decade.

The solar systems on the roof of the train send power to a set of batteries that replace

one engine; the other engine is still in place and can provide backup power in an emergency. As the train brakes, it generates more electricity, like a hybrid car. At a train station, the train can be plugged in to pull more power from solar systems on the platform roof. If there's a long period without sun—somewhat unlikely in this part of the world—the train can also plug in to get renewable energy from the local electricity supply.

“The large solar systems on the platform roof coupled with the solar systems on the train roof produce more solar energy per day than is required to operate an hourly return service,” says Holmes, development director of the nonprofit Byron Bay Railroad Company, which runs the train. With one full charge, the train can make 12 to 15 trips.

Volunteers fully restored the train to its old condition to attract more riders, which should take more cars off city streets of the beach town. The train fits 100 seated passengers, with room for more to stand, and also has a luggage room for bikes and surfboards. A ride costs a little more than \$2.

The nonprofit thinks it's a model that could be replicated (复制)elsewhere. “Our service has had no government support or funding at all, but for this to be replicated or improved upon, the key is for government to work with enterprises on the program,” Holmes says. “Our service provides an example of how the sun's energy can be used for sustainable transport solutions.”

1. Why is the solar train brought into use in Byron Bay?
 - A. To attract visitors.
 - B. To reduce traffic.
 - C. To fight pollution.
 - D. To use solar energy.
2. Where does the train get energy on sunless days?
 - A. From its engines.
 - B. From a hybrid car.
 - C. From the platform roof.
 - D. From the local electricity supply.
3. How does Holmes feel about solar energy equipment?
 - A. It is labor-saving.
 - B. It is easily operated.
 - C. It is time-consuming.
 - D. It is power guaranteed.
4. What can be inferred about the solar-powered train from the last paragraph?

- A. It may be popularized in the future.
- B. More scientific research should be done about it.
- C. It could be of little use in solving energy problems.
- D. Financial support from the government is badly needed.

B

When it comes to mental illness, many people often find it tough to get the help they need. This is especially true for young students making the transition (过渡) to college life.

“Sometimes, students don't realize how hard it is to adjust to college,” said Laura Smith, associate dean of students at the University of Texas at Dallas. “You're not the big fish in your classes anymore; you have all kinds of personal stress; you're away from home. Dealing with these things is not easy.”

Students who are going through these problems sometimes want to reach out. But if students don't feel comfortable seeking help, many feel that it's the responsibility of their university to help them.

“I really wish that there was more importance placed on how counseling (咨询) centers help students,” said Connie Trinh. “Counseling services are just as important as academics and sports.”

Trinh, 27, graduated from Texas Woman's University in 2015. During college, she hosted various workshops on how to handle mental health conditions. Trinh used her own story to connect with students who might be facing similar problems. High academic pressures, cultural differences as an Asian American and stressful social situations stood out as some of the most common causes of Trinh's anxiety.

It was only after years of personal problems that she could admit that reaching out isn't a sign of weakness.

“If you feel you can't connect with other people around you, you should address the issue without shame, ”Trinh said. “You'll find that there are a lot of people out there who sincerely want to help you.”

5. The passage can be seen as the author's reflections upon _____.

parades (游行), concerts, cleaning up and tree planting and all kinds of green actions to work towards having a beautiful planet and battling pollution.

World Environment Day is not a public holiday, so you won't be getting the day off work or school, but if you want to celebrate, why not bring it to the attention of your parents, friends, colleagues or classmates? World Environment Day is all about working together to take action for the planet, so try to get everyone you know interested in helping do something. Things as small as making sure people have a way to recycle can make a difference. You could also try beautifying your neighborhood by planting gardens, learn about green foods, raise money for a local wildlife conservation group or simply learn about the effects of different products on the earth.

9. Why is World Environment Day set up?

- A. To make people know more about nature.
- B. To ask people to help to protect the globe.
- C. To warn people of the danger of air pollution.
- D. To encourage people to plan the earth's future.

10. What do people do on World Environment Day?

- A. Decide a host city.
- B. Hold a theme party.
- C. Discuss environmental ideas.
- D. Show some plastic products.

11. Which of the following words is closest in meaning to the underlined word "disposable" in Paragraph 3?

- A. High-cost
- B. Poor-quality.
- C. Second-hand
- D. Single-use

12. What's the main idea of the last paragraph?

- A. Every bit of effort counts.
- B. Doing is better than saying.
- C. Many hands make light work.
- D. Nothing is impossible to a willing heart.



Reading Comprehension Tests (Pretest Paper)

(Time: 50 minutes total scores: 40 points)

Choose the correct answers from A, B, C and D according to the passage.

A

The Australian beach town of Byron Bay has a traffic problem, especially during holidays, when local streets are full of cars. But now it's changed. The world's first fully

solar-powered train runs on a restored (修复) train line that was out of use for more than a decade.

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“The large solar systems on the platform roof coupled with the solar systems on the train roof produce more solar energy per day than is required to operate an hourly return service,” says Holmes, development director of the nonprofit Byron Bay Railroad Company, which runs the train. With one full charge, the train can make 12 to 15 trips.

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It was only after years of personal problems that she could admit that reaching out isn't a sign of weakness.

“If you feel you can't connect with other people around you, you should address the

Adjusting to college life is a piece of cake.
 Practising workshops improves students' ability.
 Being brave to get help is not a sign of weakness.

Universiti Utara Malaysia

- ## Reading Comprehension Tests (Post-test Paper)

Choose the correct answers from A, B, C and D according to the passage. (15 points)

Distance runners often worry about “hitting the wall” during training or races—that

terrible moment when negative thoughts become so overpowering that they make it difficult to continue.

Hitting the wall typically happens around 20 miles in a marathon, when the body's supplies become exhausted. At this point, many runners feel exhausted and discouraged, slow their pace, have trouble focusing and want to quit or walk.

“Generalized tiredness, unintentionally slowing their pace, the desire to walk, and shifting focus to just surviving the marathon appear to be particularly common characteristics of it,” said Dr. Alistair McCormick, an exercise psychologist in England who co-authored a new study. “A marathon becomes a real mental battle when runners ‘hit the wall’.”

Psychological blocks are an extremely common experience for recreational endurance (耐力) athletes, according to the study. To learn how they affect people, sports psychologists asked 30 recreational runners and cyclers about the psychological demands of training, preparing for and participating in competitions.

“Recreational runners and cyclists found it stressful trying to find the time to train,” McCormick said. “What was also interesting was the number of potential banana skins they met with before and during competition-disasters that could cause the athletes to lose their focus and their motivation to keep persevering.”

These roadblocks included difficult environmental conditions and equipment failure, problems with nutrition or making a mistake, the study reported. The athletes in the study said they felt these obstacles (障碍) affected their motivation and concentration, negatively affecting their overall performances.

According to the study, 43 percent of marathoners are likely to hit the wall during a race. Finding ways to move past those kinds of experiences, then, could have major benefits for an athlete's performance and well-being.

1. What will probably happen to athletes when “hitting the wall” occurs?
 - A. Their heads will hurt badly.
 - B. They will fail to concentrate.
 - C. They will slow down on purpose.
 - D. They will have difficulty breathing.
2. What does the underlined phrase “banana skins” refer to in Paragraph 5?
 - A. Troubles.
 - B. Rubbish.
 - C. Competitors.
 - D. Pressure.

3. How did sports psychologists learn about psychological blocks?

- A. By carrying out many experiments.
- B. By experiencing “hitting the wall” in person.
- C. By observing the performance of the athletes.
- D. By listening to athletes’ experiences and ideas.

4. What will probably be talked about in the following paragraph?

- A. Ways to move past other players in the running.
- B. Major benefits of athletes' good performance.
- C. The bad effects of psychological blocks on athletes.
- D. Techniques to get over mental psychological blocks.

B

A recent study led by researchers from the National University of Singapore (NUS) has found a clear link between the color of a taxi and its accident rate. An analysis of 36 months of detailed taxi, driver and accident data from two fleets of yellow and blue taxis in Singapore suggested that yellow taxis have fewer accidents than blue taxis. The higher visibility (能见度) of yellow makes it easier for drivers to avoid getting into accidents with yellow taxis, leading to a lower accident rate.

The study was led by Prof Ho. To test whether there was a causal relationship between the color of a taxi and the number of accidents the taxi had, the research team analyzed data collected by the largest taxi company in Singapore. The researchers found that yellow taxis have about 6.1 fewer accidents per 1,000 taxis per month.

The researchers also studied the economic effect of changing the color of the entire fleet of taxis to yellow. The Singapore taxi company involved in the study owns about 16,700 taxis in a ratio (比例) of one yellow to three blue taxis. If a commercial decision is made to switch from blue to yellow taxis, 76.6 fewer accidents would occur per month or 917 fewer accidents per year. Assuming an average repair cost of \$1, 000 per car and a downtime of six days, switching the color of all taxis to yellow could produce an annual savings of \$2 million.

“We are eager to continue to confirm the findings of our study by looking at the use

of yellow in other types of public transport, such as school buses. For instance, we hope to compare the accident rates of yellow school buses against other colors to find out if yellow is indeed a safer color for school buses. Besides, we are also interested to look at private-hire vehicles and do a comparison of the accident rates of vehicles that are of different colors,” explained Prof Ho.

5. Why do yellow taxis result in fewer accidents?

- A. Because yellow can be seen more easily.
- B. Because yellow signals a warning of danger.
- C. Because drivers tend to be more careful in yellow taxis.
- D. Because people act more quickly in yellow surroundings.

6. What's Prof Ho's study based on?

- A. Physical risks taxi passengers experience.
- B. The economic effect of changing taxi color.
- C. Data from Singapore's largest taxi company.
- D. Personal reports from taxi drivers worldwide.

7. What do Prof Ho's words in the last paragraph suggest?

- A. School buses should be painted yellow.
- B. Their findings are worth popularizing.
- C. Yellow should be widely used in public transport.
- D. Their study will be furthered.

8. What can be the best title for the text?

- A. Caution: Yellow Taxis Ahead
- B. Safer to Ride in Yellow Taxis
- C. Why Are Yellow Taxis Preferred?
- D. How Can Colors Help Prevent Accidents?

Appendix C Survey of Reading Strategies (SORS)

The purpose of this survey is to collect information about the various techniques you use when you read EFL reading comprehension. Each statement is followed by five numbers, 1, 2, 3, 4 and 5, and each number means the following:

‘1’ means ‘I never or almost never do this’.

‘2’ means that ‘I do this only occasionally’.

‘3’ means that ‘I sometimes do this’. (About 50% of the time.)

‘4’ means that ‘I usually do this’.

‘5’ means that ‘I always or almost always do this’.

After reading each statement, circle the number (1, 2 3, 4 and 5) which applies to you.

Note that there are no right or wrong responses to any of the items on this survey.

Category	No.	Statement	1	2	3	4	5
GLOB	1	I have a purpose in mind when I read.					
SUP	2	I take notes while reading to help me understand what I read.					
GLOB	3	I think about what I know to help me understand what I read.					
GLOB	4	I take an overall view of the text to see what it is about before reading it.					
SUP	5	When text becomes difficult, I read aloud to help me understand what I read.					
GLOB	6	I think about whether the content of the text fits my reading purpose.					
PROB	7	I read slowly and carefully to make sure I understand what I am reading.					
GLOB	8	I review the text first by noting its characteristics like length and organization.					
PROB	9	I try to get back on track when I lose concentration.					
SUP	10	I underline or circle information in the text to help me remember it.					
PROB	11	I adjust my reading speed according to what I am reading.					
GLOB	12	When reading, I decide what to read closely and					

		what to ignore.						
SUP	13	I use reference materials (e.g., a dictionary) to help me understand what I read.						
PROB	14	When text becomes difficult, I pay closer attention to what I am reading.						
GLOB	15	I use tables, figures, and pictures in text to increase my understanding.						
PROB	16	I stop from time to time and think about what I am reading.						
GLOB	17	I use context clues to help me better understand what I am reading.						
SUP	18	I paraphrase (restate ideas in my own words) to better understand what I read.						
PROB	19	I try to picture or visualize information to help remember what I read.						
GLOB	20	I use typographical features like bold face and italics to identify key information.						
GLOB	21	I critically analyze and evaluate the information presented in the text.						
SUP	22	I go back and forth in the text to find relationships among ideas in it.						
GLOB	23	I check my understanding when I come across new information.						
GLOB	24	I try to guess what the content of the text is about when I read.						
PROB	25	When text becomes difficult, I re-read it to increase my understanding.						
SUP	26	I ask myself questions I like to have answered in the text.						
GLOB	27	I check to see if my guesses about the text are right or wrong.						

PROB	28	When I read, I guess the meaning of unknown words or phrases.					
SUP	29	When reading, I translate from English into my native language.					
SUP	30	When reading, I think about information in both English and my tongue.					



Appendix D Vocabulary Knowledge Scale (Pretest Paper)

1. I don't remember having seen this word before.
2. I have seen this word before but I don't know what it means.
3. I have seen this word before and I think it means _____ (synonym or translation).

4. I know this word. It means _____ (synonym or translation).

5. I can use this word in a sentence. e.g.: _____.

You are required to put a tick on the right box according to the key mentioned above.

No.	Words	1	2	3	4	5
1	settle					
2	upset					
3	ignore					
4	calm					
5	entire					
6	purpose					
7	power					
8	suffer					
9	pack					
10	dusty					
11	curtain					
12	exactly					
13	join					
14	swap					
15	item					
16	dislike					
17	agree					
18	grateful					
19	recover					
20	pack					
21	conquer					
22	present					
23	fluent					
24	express					
25	request					
26	persuade					
27	graduate					
28	prefer					
29	recognize					
30	attitude					



Vocabulary Knowledge Scale (Post-test Paper)

1. I don't remember having seen this word before.
2. I have seen this word before but I don't know what it means.
3. I have seen this word before and I think it means _____ (synonym or translation).

4. I know this word. It means _____ (synonym or translation).

5. I can use this word in a sentence. e.g.: _____.

You are required to put a tick on the right box according to the key mentioned above.

No.	Words	1	2	3	4	5
1	ability					
2	abandon					
3	achieve					
4	beach					
5	borrow					
6	break					
7	build					
8	burn					
9	business					
10	busy					
11	careful					
12	care					
13	case					
14	cause					
15	chain					
16	cheap					
17	coast					
18	position					
19	condition					
20	cottage					
21	custom					
22	danger					
23	dark					
24	dawn					
25	declare					
26	decision					
27	delight					
28	design					
29	divide					
30	distant					



Appendix E The Reading Comprehension Scores of the Pretest in CC and EC

Number	Scores (40)	
	Control Class	Experimental Class

1	22	20
2	18	17
3	19	19
4	21	16
5	20	15
6	24	19
7	23	22
8	25	23
9	23	23
10	22	17
11	20	19
12	19	20
13	17	18
14	25	19
15	27	30
16	29	23
17	30	22
18	24	20
19	26	16
20	22	18
21	17	15
22	16	17
23	18	18
24	17	19
25	19	20
26	30	19
27	20	22
28	23	17
29	22	21

30	17	30
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The Reading Comprehension Scores of the Post-test in CC and EC

Number	Scores (40)	
	Control Class	Experimental Class

1	31	36
2	28	38
3	27	34
4	29	33
5	27	30
6	28	30
7	30	32
8	26	35
9	28	38
10	32	37
11	33	25
12	28	28
13	26	35
14	29	27
15	30	34
16	31	33
17	33	35
18	24	37
19	22	27
20	26	39
21	27	40
22	27	39
23	31	28
24	29	26
25	30	28
26	24	34
27	23	38
28	22	36
29	19	39

30	18	31
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Appendix F The Vocabulary Knowledge Scores of the Pre-test in CC and EC

Number	Scores (5)	
	Control Class	Experimental Class
1	2	1
2	3	4
3	2	2
4	3	3
5	2	1
6	3	2
7	2	2
8	3	4
9	1	3
10	2	3
11	3	1
12	3	2
13	1	1
14	2	2
15	3	3
16	4	2
17	1	3
18	4	2
19	2	3
20	3	1
21	3	3
22	2	3
23	1	3
24	2	2
25	3	5

26	5	1
27	2	4
28	3	4
29	5	2
30	5	2



The Vocabulary Knowledge Scores of the Post-test in CC and EC

Number	Scores (5)	
	Control Class	Experimental Class
1	3	5
2	2	4
3	1	3
4	3	4
5	5	3
6	2	4
7	3	4
8	2	4
9	2	5
10	3	4
11	3	5
12	4	4
13	4	3
14	2	4
15	1	3
16	3	5
17	4	5
18	3	4
19	3	4
20	2	4
21	2	5
22	2	3
23	1	4
24	2	5
25	2	4

26	3	4
27	3	3
28	2	3
29	4	5
30	3	4

