Vocabulary and comprehension: how much do they interact?

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Abstract: When learners encounter unknown words while reading a text in or out of class, they usually think they will not be able to comprehend it and answer the questions related to that text. To understand how the words my students do not know affect their comprehension of the texts out of their coursebook, I initiated a study with my pre-intermediate university prep class. I also wanted to see if they could learn and remember the words through the reading texts. The participants read four different texts from online sources when the second module finished (15th week) underlining unknown words and answering the comprehension question. The texts were read again together in class with a focus on vocabulary. Three weeks later, the same texts were given and the students were asked to answer the same questions. The results show that there is a little improvement in learning words and answering more comprehension questions.

Key words: vocabulary, reading comprehension, university level, explicit teaching

Introduction

Researchers in education have long believed there is a close relation between 'vocabulary knowledge' and 'reading comprehension', and numerous studies have shown "the strong correlation between the two" (Baker, 1995; Nagy, 1988; Nelson-Herber, 1986 in Smith 1997).

As vocabulary learning was considered important, a number of studies have been conducted on incidental and intentional vocabulary learning. They have shown that incidental vocabulary learning is possible for second language learners (Day & Omura & Hiramatsu, 1991; Dupuy & Krashen, 1993; Paribakht & Wesche, 1999; Horst & Cobb & Meara 1998 in Ko 2012), but there is not much gain for a learner (Nagy & Anderson & Herman, 1987; Hill & Laufer, 2003). Laufer (2005:228) mentions that "input, particularly reading input alone, is unlikely to be the best source of second language vocabulary acquisition".

On the other hand, there are suggestions for explicit vocabulary teaching. Nation (a) recommends that "deliberately teaching vocabulary is one of the least efficient ways of developing learners' vocabulary knowledge but nonetheless it is an important part of a well-balanced vocabulary programme". Carlo et al. (2004:205) conducted a study with the fifth grade English-language learners (native Spanish speakers) with a control group of English-only speakers to see if 'improvements in vocabulary' can be related to 'improvements in comprehension' after working with the words explicitly and reported that "teaching word analysis and vocabulary learning strategies in class" had "in the short run, a significant impact on

reading comprehension" (Nagy & Anderson & Herman, 1985; Nagy & Herman, & Anderson, 1987).

Anderson & Freebody (1981) have shown that "vocabulary knowledge has been found to be strongly related to measures of general verbal ability and reading comprehension" (in Freebody & Anderson 1983). They mention that learners, while reading, have a focus on "comprehending the text". They occasionally pay attention to the "meanings of unfamiliar words". Sometimes the learners can understand the passage they read well enough although there are a few unknown words (Freebody & Anderson 1983). Norris & Ortega (2000) recommend that second language learners can benefit from 'form-focused instruction'. Long (1983) suggests that "instruction makes a difference in L2 acquisition, when compared with naturalistic exposure".

Al-Darayseh (2014) conducted a study with 55 second-year students (two groups) at university in Iran to investigate "the impact of a combination of both the explicit and implicit vocabulary teaching strategies on developing EFL learners' vocabulary and improving their reading comprehension skills". The experimental group was taught "vocabulary and reading texts explicitly and implicitly", whereas the control group was treated with "the traditional vocabulary teaching method". The same vocabulary and reading comprehension pre-test was given as a post-test at the end of the study. The findings show "the combination of explicit and implicit vocabulary strategies has proved to be effective in increasing students' vocabulary, and as a result, in improving their reading comprehension skills."

Sedita (2005: 38) says that "one of the oldest findings in educational research is the strong relationship between vocabulary knowledge and reading comprehension." He also points that "word knowledge is crucial to reading comprehension and determines how well students will be able to comprehend the texts they read in middle and high school" (in Al-Darayseh). Cunningham & Stanovich (1998) mention that students who do not understand some words in texts tend to have difficulty in comprehending and learning from those texts. Hirsch (2003) states "vocabulary experts agree that adequate reading comprehension depends on a person already knowing between 90 and 95 percent of the words in a text". Camille & Fisher(2005) also join the discussion by saying "one area of particular significance to the curriculum is that of vocabulary and reading comprehension". Smith (1997) states that there is a common sense relationship between vocabulary and reading comprehension since messages which are composed of ideas are expressed in words.

BoulwareGooden & Carreker & Thornhill et al (2007) point out "comprehension is the reason for reading, and vocabulary plays a significant role in comprehension". Hyso & Tabaku (2011) conducted their research with 80 first-year university students studying English as their major. The purpose was "to give an overview of

the beliefs the students have about vocabulary learning, its direct teaching, its importance in university studies and of the vocabulary learning strategies used by them." Results showed that "direct teaching of vocabulary in university context is important and leads to better text comprehension". Yali (2010) in Al-Darayseh (ibid) conducted a case study "to explore the role of reading in L2 vocabulary acquisition, and the effect of different vocabulary instructional techniques on the vocabulary learning of ESL students of different levels in Chinese universities." The results of the study showed that "instructional treatments resulted in significant gains in learners' receptive vocabulary knowledge" and "the combination of the incidental and intentional learning instruction lead to greater vocabulary gains and better retention. It was found that learners' vocabulary size played a decisive role in acquiring the productive aspect of the vocabulary knowledge". Mihara's study (2011) (in Al-Darayseh, ibid) with pre-intermediate and intermediate Japanese university students focused on "two pre-reading strategies: vocabulary pre-teaching and comprehension question presentation". The purpose was "to examine the effects of the two pre-reading strategies and also to discuss the relationships between students' English proficiency and their reading comprehension." Participants were asked to perform a pre-reading strategy, read a passage, and then answer comprehension questions. They read four passages altogether. Three weeks after they read the fourth passage, they were asked to answer a questionnaire. The study shows that "vocabulary pre-teaching is less effective for Japanese students than pre-questioning."

Taboada (2011) (in Al-Darayseh) worked on two instructional frameworks. The Contextualized Vocabulary Instruction (CVI) and the Intensified Vocabulary Instruction (IVI) influenced and supported the Fourth-grade English-language learners' reading comprehension and vocabulary acquisition. In the CVI framework, four reading comprehension strategies were integrated with two autonomy-supportive practices and implicit instruction of academic science vocabulary were used, while in the IVI framework, students experienced explicit instruction of academic vocabulary in relation to reading, without explicit strategy instruction or attention to autonomy supports. Results indicated that the IVI framework increased students' academic vocabulary, whereas CVI benefited reading comprehension as well as autonomous learning in the classroom.

1 Study

The purpose of the study was to determine if there is any vocabulary learning both 'implicitly' and 'explicitly' when pre-intermediate level learners do some extra reading in class with the teacher's help and explanation about the unknown words and also if and how this learning affects their comprehension. The secondary aim was to help the learners to be motivated to read some online sources such as celebrity news and stories on some websites.

1.1 Context of the Study

It was conducted in a prep class of a private university in Istanbul. The learners came to the program after taking the Placement Test prepared by the Testing Office in the institution. The test itself is the combination of 50 grammar and 30 reading comprehension questions, which are all multiple choice. It does not test their vocabulary knowledge. After the test, the learners were placed in an elementary-level class where they had 24 classes of 50 minutes each week studying with a coursebook (10 class hours), a reading book (8 class hours) and listening and note-taking pack(6 class hours). They performed reading with some vocabulary work and comprehension questions with their coursebook. In the reading component, they dealt with some texts in their reading book with some strategy training to be able to read and understand those texts. There was no regular vocabulary teaching over the course of the two modules. The learners came to the program in the second semester where they had 336 hours of instruction over a 14-week period.

1.2 Participants

It was a class of 16 students (4 females and 12 males) who completed their studies for 2 years in different vocational schools (after their high school training) in different cities. Their ages are from 22 to 35. They had different background knowledge. They were beginners (2), false-beginners (6) and elementary (8) when they first started but they had to enhance their English to be able to follow their lessons in the degree program. After their 15 week-study (including one extra week for revision), they took the Exit Exam, which consisted of Listening to a Lecture and Note-taking, Reading, Response Paragraph Writing and Essay Writing. All failed the exam and had to join the Summer School to improve their English sufficiently to be able to pass the Exit Exam (intermediate level). When they pass, they will go to their degree program to study engineering. In the Summer School, they had another module (7 weeks) with 20 class hours per week in addition to Exit Exam practice hours.

1.3 Materials

4 short texts (Appendix 1, 2, 3 and 4) from online sources were used. The criteria to choose the texts were:

- Familiarity of content (so that they can use their world knowledge)
- Level appropriateness (so that the learners can be motivated to read)
- Online availability (so that the learners can develop a bit of going online to read)

1.4 Procedure and Data Collection

The learners were given the texts on different days in the same week. They were first asked to underline the unknown words. The papers were collected and then they were given the same texts with some comprehension questions added. After they answered those questions, the papers were collected (2 are shown in Appendix 5 and 6). The same texts were given the third time and the unknown words were explained with definitions and examples. It was a whole class activity. Some of the learners in the classroom used their smart phone to look up the words themselves through online dictionaries when there was a need. Norris & Ortega (2000: 500) have found that "on average, instruction that incorporates explicit (including deductive and inductive) techniques leads to more substantial effects than implicit instruction" and "instruction that incorporates a focus on form integrated in meaning is as effective as instruction that involves a focus on forms" and in File and Adams' research, the learners read an article and worked on the vocabulary from the article in two groups. In the class, where "the vocabulary instruction was integrated with reading the article" there was as much learning and retention as in the one where the learners were "taught the words in isolation prior to reading the article" comparing to "incidental exposure alone" (2010:222). Therefore, it was thought that the learners will benefit from it.

2 Data analysis

Two piles of the data were analyzed for each text. In other words, both the data collected in the 15th week and the data collected during the second week of the summer school were analyzed separately. As is seen from Table 1, the number of unknown words were counted and written for Text 1. The number of the questions with correct and wrong answers were recorded as well. Some students did not answer some of the questions and left them blank. Later on, the results of the second trial were compared to the previous one for the first text. Table 2 shows the results of this comparison. Table3 (Appendix 7) and Table 4 (Appendix 8) give the numbers for Text 2. Table 5 (Appendix 9) and Table 6 (Appendix 10) are for Text 3. The results for Text 4 are shown in Table 7 (Appendix 11) and Table 8 (Appendix 12).

3 Results and discussion

As outlined in the introduction to this paper, researchers and teachers have agreed that there is a relationship between vocabulary and reading comprehension.

3.1 Text 1

The number of the words the learners underlined range from 1 to 11 for the first text. They were supposed to underline and recall words and phrases like 'studies, indicate, read aloud, highlight vocabulary, through reading independently, engage, encourage reading and researchers'. It can be seen from Table 1 that the learners somehow understood what the text was about and answered some of the questions although they underlined most of the words mentioned above. Student 9, for example, has 11 words with 1 correct answer on his paper (Appendix 5). In the second trial, he underlined 5 words but got all the answers right (Table 2). Student 6 underlined 6 words with 2 correct answers (Table 1). He did not give 100% correct answers with all details during the first trial, but he understood the general idea of the text. He, for instance, wrote "such as magazine and environment" for the second question and "story books, types of text" for the third question, which were both considered wrong. He did not write everything expected, but it appeared that he was able to somewhat comprehend the item. He left one question blank. However, in his second trial, he gave correct answers to all but still underlined the same six words as unknown.

Tab. 1: *Number of words underlined and comprehension questions for Text 1*

Student	No. words underlined	Number of the Questions		
		Correct	Wrong	Left Blank
1	6	2	—	3
2	4	3	1	1
3	3	3	1	1
4	4	3	2	—
5	6	2	2	1
6	6	2	2	1
7	2	1	3	1
8	1	4	—	1
9	11	1	2	2
10	8	2	2	1
11	7	1	1	3
12	6	2	—	3
13	5	2	2	1
14	5	3	1	1
15	6	2	2	1
16	8	1	1	3

When the complete list is analyzed, it appears that students underlined fewer words in the second trial and got more answers correct (Table 2).

Tab. 2: *Number of words underlined and comprehension questions for Text 1*

Student	Before Class Work		After Class Work	
	No. words underlined	Q's answered	No. words underlined	Q's answered
1	6	2	4	4
2	4	3	4	5
3	3	3	2	5
4	4	3	3	4
5	6	2	5	4
6	6	2	6	6
7	2	1	3	3
8	1	4	1	6
9	11	1	5	5
10	8	2	7	3
11	7	1	6	3
12	6	2	4	3
13	5	2	3	5
14	5	3	3	6
15	6	2	4	4
16	8	1	5	4

3.2 Text 2

It is a short text about the famous singer Prince after his death. It was believed that the learners would perform better as they were familiar with the news about Prince in Turkish newspapers after he died. The words and phrases such as 'held a private funeral', 'cremation', 'dedicate', 'investigators', 'emergency medical landing', 'his sensuality' 'and autopsy' were the ones the learners could learn and remember later on. They underlined more words than the first one (Table 3 in Appendix 7). The words such as 'held, private, cremation, dedicated, episode, commemorating, investigators, forced, sensuality and distributing' were underlined by most of the learners. However, they gave correct answers to most of the questions. For the second question, a couple of them wrote "episode because the artist's performance on the show" and it was marked wrong but it could be accepted as it was correct comprehension although 'commemorating Prince's performance on the show' was not mentioned. As can be seen in Table 4 (Appendix 8), most of the learners underlined fewer words on the second trial. Although Student 3 and Student 4 underlined more words, they answered more questions correctly. For Student 5 there was no change. Although Student 6 underlined more words in the second trial, he gave more correct answers. Student 13 and Student 15 underlined fewer words as unknown, but this did not help them to answer more questions.

3.3 Text 3

For the third text, the same analysis was applied. As it is seen in Table 5 (Appendix 9), some of the learners underlined no words, but they did not get all the anwers right. When Table 6 (Appendix 10) is analyzed, it is seen that some students underlined less words in their second trial and some underlined more. Student 6, for example, underlined 7 words and gave 2 correct answers in his first trial. He underlined fewer words (only 5) in the second trial and he answered one more question correctly. Students 12, 13, 14, 15 and 16, although they underlined the same number of the words unknown as in their first trial, got more answers correct.

3.4 Text 4

Table 7 (Appendix 11) shows that the learners underlined more words in this text compare to the previous three texts. However, they answered more questions than the previous texts. In Table 8 (Appendix 12), it is seen that three weeks later some learners underlined more words, but there is not much difference in the number of the correct answers. Student 2, for example, underlined no words on both trials, but he gave one more correct answer in the second trial. Student 4 and Student 6 underlined one word less and gave one more correct answer. Student 9 underlined 10 words less in the second go, but he could not enhance the score. Some, such as Student 8 and Student 11 underlined 2 words fewer, but they did not perform better, either.

Conclusion

As the findings show, there is a little improvement concerning vocabulary. This can be seen by looking at the number of the words underlined by the students in the second attempt. In the first text, 12 students underlined fewer words in the second trial and all gave more correct answers. For the second text, 9 students underlined less words and 5 of them gave more correct answers. For the third text, only one student underlined one word less with one more correct answer. 3 students underlined no words, but in the second trial these students gave one more correct answer. For the last text, 11 students underlined fewer words and 10 of them got 1 or 2 correct answers more. Yet, it is not easy to say that these words are learned. A future suggestion would be to give a vocabulary test to compare the results to the comprehension test.

In the teaching context where the study was conducted, learners have to study in order to enhance their English to pass the Exit to progress to their faculties. In the exam, they read a text and write a response paragraph, listen to a lecture and answer quesstions and read a text and answer comprehension questions. In the teaching context where the study was conducted, learners have to study in order

to enhance their English and pass the Exit Exam to progress to their faculties. In the exam, they read a text and write a response paragraph, listen to a lecture and answer questions and read a text and answer comprehension questions. Therefore, they need to learn a lot of words and also learn how to answer questions related to texts. This study was conducted in order to help the learners perform better in the future. However, as Hulstijn (2001) mentions "elaborating on a new word's meaning in itself may not suffice to have it available for later access". Vocabulary knowledge is considered important when language learners read texts to answer questions. Al-Darayseh (2014) suggests teachers should try hard to help the learners improve their 'reading comprehension'. Learners can be "encouraged to take control of their vocabulary learning" (Nation 2001: 380) and also in class "teaching and applying a wide range of vocabulary learning strategies" may "help university students be aware of the importance of vocabulary learning and enrich their own vocabulary" with independent word-learning strategies, including the use of context clues, the use of word parts, and efficient use of the dictionary.

To conclude, in a teaching context where the learners are exposed to a second language in a limited time, there must be a little more encouragement to read more in and out of class with the help of explicit teaching of vocabulary. This "can lead to better text comprehension" (Hyso & Tabaku, 2011). In order to achieve this, teachers can "work collaboratively to shoulder the responsibility of equipping students with the lexical skills" (Feldman & Kinsella, 2005).

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Appendix 1—Text 1

"... Studies indicate that children do learn words from books read aloud to them (e.g., Elley,
1989). Most helpful will be reading aloud books and other materials (such as magazines or

environmental print) that have some, but not too many, words that are new to children. Read-aloud of storybooks is important, but also important is read-aloud of other types of text, such as information books (Duke, 2003; Pappas, 1991). Some research even suggests that teachers and parents highlight vocabulary more when reading aloud information books than when reading aloud stories (Lennox, 1995; Pellegrini, Perlmutter, Galda, and Brody, 1990).

Children also learn new words through reading independently. Researchers estimate that 5–15% of all the words we learn we learn from reading (e.g., Nagy, Herman, and Anderson, 1985). And indeed, children who read more tend to have richer vocabularies (Stahl, 1998). So when we engage students in motivational activities to encourage reading, we are simultaneously improving their vocabularies."

http://teacher.scholastic.com/products/readingline/pdfs/ProfessionalPaper.pdf (p. 4)

Answer the questions:

1. What do studies show about children's learning words?
2. What sort of materials do children read and understand?
3. Mention 3 more sources that help children learn words:
4. Who said that we learn 5–15 of the words we know from reading?
5. Complete the sentence: The more children read, ...

Appendix 2—Text 2

Prince is celebrated.

Family and friends of Prince held a small, private funeral on Saturday after his cremation. "Saturday Night Live" dedicated an episode to commemorating the artist's performances on the show.

Investigators are looking into a distress call that forced Prince's private plane to make an emergency medical landing a few days before his death. We're not likely to learn the results of an autopsy for weeks.

Our critics remember his sensuality and his mastery in distributing music.

http://www.nytimes.com/2016/04/25/nytnow/your-monday-briefing-prince-donald-trump-ohio.html?hp&action=click&pgtype=Homepage&clickSource=story-heading&module=second-column-region&region=top-news&WT.nav=top-news&_r=0

1. When was Prince's funeral?
2. What did 'Saturday Night Live' dedicate and Why?
3. What happened a few days before Prince's death?
4. Are we going to learn about his autopsy soon?
5. Was Prince a good musician?

Appendix 3—Text 3

9 of the Most Interesting Things Inside Kate and Will's Apartment

While President Barack Obama and first lady Michelle Obama's recent dinner at Kensington Palace brought us these magical moments with Prince George, the occasion also allowed cameras into Apartment 1A, where the Duke and Duchess of Cambridge make their home when they're in London.

There's a lot to take in from the few photos that have been released of the evening. It's a rare look inside the 22-room residence that Will, Kate, George, and Charlotte call one of their homes. Here's what we can tell you about the royal family and how they live:

1. They like decorating with lamps.
2. They also like to decorate with family photos.
3. They keep their bar on a table.
4. They like a good candle.
5. They like a nicely layered floor.
6. They hang their curtains the right length.
7. They like pillows.
8. Will takes his water with lemon.
9. They own books.

http://www.countryliving.com/home-design/decorating-ideas/a38324/inside-will-kate-kensington-palace-apartment/

1. What is Kensington?
2. Why were Barak and Michelle Obama at Kensington?
3. Who else were at the Palace that night?
4. How many rooms are there inside the Palace?
5. Can we infer from from the text that Will and Kate have a humble life there?

Appendix 4—Text 4

A Haircut

It was time for a haircut. Lenny didn't even have to look in the mirror. Even though he was going bald, he knew that he needed to cut his hair every two weeks.

He had a "tongue" of hair on the top of his head. His hair was thinning at the crown. He still had plenty of hair on the sides and back. It was what they call "salt and pepper," a mixture of gray hair and dark brown hair. It was only a few years, he figured, until the salt and pepper became just salt.

He never let his hair grow for more than two weeks. The longer it got, the worse it looked, he thought.

He spread a newspaper over the bathroom sink so that no hair went down the drain. He plugged in the clippers and started cutting his hair. He started at the back of his head, went to

the sides, and finished on the top. Every minute or so, he had to clean the hair out of the blades with an old toothbrush.

Finished, he picked up a hand mirror to check out the back of his head. Everything looked okay. He carried the newspaper back out to the kitchen and shook the hair clippings into the trash can.

http://www.rong-chang.com/eslread/eslread/ss/s002.htm

Answer the questions:

1. Why did Lenny want to cut his hair?
2. What is 'salt and pepper' in this context?
3. Why didn't he want his hair longer?
4. What did he spread over the bathroom sink?
5. What would have happened if he hadn't put a newspaper over the bathroom sink?
6. What did he do after he cut his hair?

Appendix 5

Volker

Class work —second level

"……. Studies indicate that children do learn words from books read aloud to them (e.g., Elley, 1989). Most helpful will be reading aloud books and other materials (such as magazines or environmental print) that have some, but not too many, words that are new to children. Read-aloud of storybooks is important, but also important is read-aloud of other types of text, such as information books (Duke, 2003; Pappas, 1991). Some research even suggests that teachers and parents highlight vocabulary more when reading aloud information books than when reading aloud stories (Lennox, 1995; Pellegrini, Perlmutter, Galda, and Brody, 1990).

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http://teacher.scholastic.com/products/readingline/pdfs/ProfessionalPaper.pdf (p.4)

Answer the questions:

1. What do studies show about children's learning words?
   Studies will be reading aloud book, and other materials

2. What sort of materials do children read and understand?

3. Mention 3 more sources that help children learn words:

4. Who said that we learn 5-15 of the words we know from reading?
   Researchers (Nagy, herman, and Anderson)

5. Complete the sentence: The more children read,

Appendix 6

Irkan Barulac

Prince is celebrated.

Family and friends of Prince held a small, private funeral on Saturday after his cremation. "Saturday Night Live" dedicated an episode to commemorating the artist's performances on the show.

Investigators are looking into a distress call that forced Prince's private plane to make an emergency medical landing a few days before his death. We're not likely to learn the results of an autopsy for weeks.

Our critics remember his sensuality and his mastery in distributing music.

http://www.nytimes.com/2016/04/25/nytnow/your-monday-briefing-prince-donald-trump-ohio.html?hp&action=click&pgtype=Homepage&clickSource=story-heading&module=second-column-region&region=top-news&WT.nav=top-news&_r=0

1. When was Prince's funeral?

   It was on Saturday

2. What did 'Saturday Night Live' dedicate and Why?

   Because, the artist's performances on the show.

3. What happened a few days before Prince's death?

   Prince's private plane to make an emergency medical landing a few days before his death.

4. Are we going to learn about his autopsy soon?

   No, we are not.

5. Was Prince a good musician?

   Yes, he was

Appendix 7

Tab. 3: *Number of words underlined and comprehension questions for Text 2*

Student	No. words underlined	Number of the Questions (Q's)		
		Correct	Wrong	Left Blank
1	11	4	1	—
2	11	4	1	—
3	3	4	1	—
4	3	4	1	—
5	6	4	1	—
6	10	2	3	—
7	7	4	1	—
8	5	4	1	—
9	12	4	1	—
10	11	3	2	—
11	10	3	2	—
12	9	3	1	1
13	9	4	—	1

Student	Number of the Questions (Q's)			
	No. words underlined	Correct	Wrong	Left Blank
14	7	4	—	1
15	10	3	1	1
16	9	3	1	1

Appendix 8

Tab. 5: *Number of words underlined and comprehension questions for Text 2*

Student	Before Class Work		After Class Work	
	No. words underlined	Q's answered	No. words underlined	Q's answered
1 Erkan	11	4	9	4
2 Enes	11	4	7	4
3 Halit	3	4	5	4
4 Polat	3	4	4	5
5 Mahmut	6	4	9	4
6 Tarık	10	2	10	4
7 Selami	7	4	7	4
8 Okan	5	4	4	4
9 Volkan	12	4	10	4
10 Savaş	11	3	11	3
11 Mete	10	3	9	3
12 İbrahim	9	3	9	4
13 Kader	9	4	7	4
14 Zeynep	7	4	6	5
15 Sibel	10	3	9	3
16 Tuğba	9	3	7	4

Appendix 9

Tab. 6: *Number of words underlined and comprehension questions for Text 3*

Student	Number of the Questions (Q's)			
	No. words underlined	Correct	Wrong	Left Blank
1	1	2	2	1
2	1	3	1	1
3	—	3	1	1
4	—	3	—	2
5	—	2	3	—
6	7	2	2	—
7	1	4	1	—
8	1	4	1	—
9	1	4	—	—
10	3	—	1	4
11	2	1	2	2
12	4	2	—	3

Student	Number of the Questions (Q's)			
	No. words underlined	Correct	Wrong	Left Blank
13	3	3	1	1
14	2	3	1	1
15	4	2	1	2
16	5	2	2	1

Appendix 10

Tab. 8: *Number of words underlined and comprehension questions for Text 3*

Student	Before Class Work		After Class Work	
	No. words underlined	Q's answered	No. words underlined	Q's answered
1	1	2	1	3
2	1	3	1	4
3	—	3	—	4
4	—	3	—	5
5	—	2	—	3
6	7	2	5	3
7	1	4	1	4
8	1	4	1	5
9	1	4	1	4
10	3	—	6	2
11	2	1	4	3
12	4	2	4	3
13	3	3	3	5
14	2	3	2	5
15	4	2	4	4
16	5	2	5	3

Appendix 11

Tab. 9: *Number of words underlined and comprehension questions for Text 4*

Student	Number of the Questions (Q's)			
	No. words underlined	Correct	Wrong	Left Blank
1	13	4	1	1
2	—	5	—	1
3	2	3	1	2
4	5	3	2	1
5	11	2	3	1
6	8	2	2	2
7	7	3	2	1
8	12	5	1	—
9	20	5	1	—
10	12	2	3	1
11	10	2	2	2

Student	Number of the Questions (Q's)			
	No. words underlined	Correct	Wrong	Left Blank
12	7	2	2	2
13	9	3	3	—
14	6	4	1	1
15	6	4	2	—
16	7	3	3	—

Appendix 12

Tab. 11: *Number of words underlined and comprehension questions for Text 4*

Student	Before Class Work		After Class Work	
	No. words underlined	Q's answered	No. words underlined	Q's answered
1	13	4	10	4
2	—	5	—	6
3	2	3	2	3
4	5	3	4	4
5	11	2	11	3
6	8	2	7	3
7	7	3	6	4
8	12	5	10	5
9	20	5	10	5
10	12	2	10	3
11	10	2	8	2
12	7	2	7	3
13	9	3	7	4
14	6	4	4	5
15	7	4	7	4
16	7	3	5	4

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