A Word Attack Skills-Based Program to Enhance EFL Secondary School Students' Vocabulary Learning, Reading Comprehension and Self-Efficacy

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Abstract
The current study aimed at examining the effect of training EFL secondary school students in word-attack skills on enhancing their vocabulary learning, reading comprehension and self-efficacy. Three instruments were developed to achieve the purpose of the study: a vocabulary learning test to measure the participants’ vocabulary development; a reading comprehension test to measure their reading comprehension skills; and a self-efficacy scale to measure their self-efficacy beliefs in vocabulary learning and reading comprehension. The validity and reliability for these instruments were checked before conducting the experiment. The study employed a quasi-experimental design in which the participants were divided into two groups: the control and experimental groups. Each group consisted of 30 female students purposely chosen from second-year secondary school students at Hamza Alsunbati Secondary School, Damietta Governorate. The experimental group received training in word attack skills for 3 months while the control group followed the traditional method of teaching. Results of the study affirmed the effectiveness of training EFL students in these skills revealing significant improvements in the three dependent variables, vocabulary learning, reading comprehension and self-efficacy. Some conclusions and recommendations were reached.

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A Dissertation Submitted for PhD Degree in Education (TEFL)

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Key words: word attack skills, vocabulary learning, EFL reading comprehension, self-efficacy
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Chapter One

Problem of the Study

This chapter starts with the background of the problem. It describes what word attack skills/strategies are. It also identifies and states the problem clearly. Furthermore, it discusses the importance of the study, research questions, instruments and hypotheses. Finally, it outlines the delimitations and structure of the dissertation.

Background

Word attack skills/strategies refer to techniques that help students to deal with the unfamiliar word by using the available clues within it and in context. These skills are valuable for English as a second/foreign language (ESL/EFL) readers as it is almost impossible to memorize all the vocabulary in the target language and as frequent use of a dictionary disrupts the natural flow of reading. When English as a second/foreign language (ESL/EFL) learners encounter unfamiliar vocabulary during reading, they tend to employ a number of strategies: ignoring the word, consulting a dictionary, seeking teacher’s assistance, using word parts (roots, prefixes or suffixes) or inferring the meaning of the word from context. Students need to acquire the latter two strategies to deal with the unfamiliar words that impede comprehension.

Considering word attack skills in an EFL setting, it is assumed that inferring from context can compensate for EFL learners’ limited vocabulary knowledge (Bialystok, 1998; Oxford, 2003) as a result of little exposure to L2 comprehensible input (Krashen, 1989) obtained from reading and listening. Since English is merely used inside classroom settings, reading rather than speaking or writing seems to be of great value to these learners. Therefore, teaching these skills/strategies can be useful in
developing two areas: ability to infer the meanings of unknown words from context and using morphological clues, which in turn develops their skill of reading. Current Egyptian EFL textbooks need to focus more on these skills, while also addressing other reading strategies such as identifying main ideas, reading between the lines (making inferences), skimming and scanning. Examining *Hello! English for Secondary Schools* (Haines & Dallas, 2008), it appears that there is little evidence of treatment of these skills, especially in the context of reading comprehension. This is because there are a few activities or follow-up practice opportunities that address guessing the meaning from context.

Several studies confirm that inferencing of unfamiliar words from context and through morphological analysis (as a word attack skill) is a formidable challenge to both ESL/EFL learners. Even L1 learners have problems with this ability. It seems illogical to assume that EFL students can infer word meaning from context automatically or efficiently while reading. Tomesen and Aarnoutse (1998) succinctly summarize the problem associated with ESL/EFL learners:

Many [students] and particularly [students] coming from a non-native or poor language environment encounter problems with reading comprehension simply because they are not familiar with a large number of words in the text they read….They also frequently have no strategies for deriving the meaning of an unfamiliar word. (pp.107-108)

It has been observed by the researcher that a large number of secondary school students have several reading comprehension problems while reading written texts in an EFL setting, one of which is their deficiency to derive the meanings of unknown words from context. This is mainly because they are accustomed to memorizing long vocabulary lists as the sole method of vocabulary learning, and because they lack experience and
training in guessing the meaning from context and using affixation (prefixes or suffixes). Furthermore, they rarely receive formal or direct instruction in these strategies from their teachers. The outcome may be that they simply ignore a new word without making any effort to discover its meaning, or that they give up reading altogether. This leads to limited vocabulary knowledge and poor reading ability, while also affecting their self-efficacy beliefs in vocabulary learning and reading comprehension.

Self-efficacy refers to students’ beliefs about themselves as effective learners (Bandura, 1997). It has been observed that much classroom learning includes both comprehension and application of strategies, and explicit training in these strategies helps students to develop positive self-efficacy beliefs (Schunk & Meece, 1992). Examining the impact of the word attack skills-based program on EFL students’ self-efficacy beliefs is one of the concerns of the current study.

Pilot study

A pilot study was employed to provide evidence of the problem of the current study by examining EFL students’ performance in reading comprehension generally and in inferring word meaning from context particularly. To achieve this purpose, a lexical inferencing test adapted from Pulido (2003) was administered to 26 participants (second-year secondary students) in a secondary school, Faraskour Educational Administration, Damietta Governorate. The test (Appendix I) consisted of two texts with 7 target words in each, and it was validated by 3 senior high school teachers and 2 English supervisors. It was used in a number of EFL contexts (e.g. Atef-Vahid, Maftoon & Zahedi, 2012). To measure the level of the text readability ease, Flesch-Kincaid readability index was used. The reading ease of both texts was 72.78% and 77.44% respectively, which implies that both texts are not difficult to understand. Nonsense words
(non-words) were used to make sure that students had no previous knowledge of the target words.

**Table (1) Lexical inferencing success**

<table>
<thead>
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<th>Successful inferences</th>
<th>Partially successful inferences</th>
<th>Unsuccessful inferences</th>
<th>Total</th>
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<tr>
<td>82</td>
<td>94</td>
<td>188</td>
<td>364</td>
</tr>
<tr>
<td>22.5%</td>
<td>25.9%</td>
<td>51.6%</td>
<td>100%</td>
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</table>

The results of piloting are presented in Table (1) which revealed that the students produced 364 inferences (14 target words x 26 participants). Of the total number of responses to the target words, the students made only 82 (22.5%) successful inferences. This percentage indicates that the students have a poor success rate in inferring word meaning from context while reading. These results corresponded with those of other studies (e.g. Bensoussan & Laufer, 1984; Nassaji, 2003). They also confirm the researcher’s observation and suggest that EFL students have deficiency in reading comprehension generally and guessing word meaning from context particularly.

**Statement of the problem**

The problem can be stated as follows:

“EFL secondary school students seem to have limited vocabulary knowledge and poor reading comprehension skills because of these students’ deficiency in applying certain word attack skills: using syntactical and morphological clues, and inferring word meaning from context. They also seem to have low self-efficacy beliefs in vocabulary learning and reading comprehension. Therefore, there is a need to improve students’ vocabulary learning, reading comprehension, and self-efficacy beliefs through implementing a word attack skills-based program.”
**Purpose**

The current study aimed at

1. promoting students’ reading comprehension skills by training them to make inferences while reading;
2. developing an alternative method to vocabulary learning that relies on students’ thinking rather than on memorization;
3. promoting students’ self-efficacy beliefs in vocabulary learning and reading comprehension as effective learners;
4. raising students’ awareness of the importance of using both intraword clues and interword information for the derivation of word meaning from context; and
5. raising students' awareness of the importance of using word analysis such as grammatical function (whether it is noun, verb, etc.), and word parts such as roots, prefixes and suffixes.

**Significance**

It is hoped that the current study will make a number of contributions to second language teaching and learning:

- First, it will help language teachers and practitioners to review the current practices of teaching unfamiliar vocabulary by using other techniques that empower students to learn vocabulary in context.
- Second, it will encourage textbook writers and curriculum designers to incorporate enough activities or follow-up practice opportunities that address word attack skills.
- Third, it will pave the way for conducting similar studies at the university level. This can be done by building upon the results of the current study.
- Fourth, there seems to be a scarcity of research which combined the word attack skills with the other three dependent variables, especially
self-efficacy. This was noticed when reviewing the studies related to word attack skills. This adds to the significance of the current study.

Research questions

The present study sought to address the following research questions:

1. What is the effect of the word attack skills-based program on enhancing EFL students’ vocabulary learning?
2. What is the effect of the word attack skills-based program on enhancing EFL students' reading comprehension?
3. What is the effect of the word attack skills-based program on improving EFL students’ self-efficacy beliefs in vocabulary learning and reading comprehension?

Instruments

Three instruments were used to answer the research questions:

1. A pre- and post-test of vocabulary learning was used to answer the first research question.
2. A pre- and post-test of reading comprehension was used to answer the second research question.
3. A pre-and post-self-efficacy scale was used to answer the third research question.

Hypotheses

- There is a statistically significant difference at 0.05 level between the experimental and control groups’ mean scores on the post-vocabulary learning test in favor of the experimental group.
- There is a statistically significant difference at 0.05 level between the experimental group’s mean scores on the pre-and post-vocabulary learning tests in favor of the post-test.
• There is a statistically significant difference at 0.05 level between the experimental and control groups’ mean scores on the post-reading comprehension test in favor of the experimental group.
• There is a statistically significant difference at 0.05 level between the experimental group’s mean scores on the pre-and post-reading comprehension tests in favor of the post-test.
• There is a statistically significant difference at 0.05 level between the experimental and control groups’ mean scores on the post-self-efficacy scale in favor of the experimental group.
• There is a statistically significant difference at 0.05 level between the experimental group’s mean scores on the pre- and post-self-efficacy scales in favor of the post-self-efficacy scale.

Delimitations

The current study was delimited to the following:

1- Two intact classes were purposely chosen from Hamza Alsunbati Secondary School in Damietta Governorate.

2- Structural clues (parts of speech and morphological analysis) and inference from context were used as the main training tools in the word attack skills-based program.

3- The word attack skills-based program was implemented in the second term in the academic year 2017-2018.

Participants

The participants of the study were second-year secondary students at Hamza Alsunbati Secondary School, Damietta Governorate. Two classes were selected to serve as an experimental group (30 female students) and a control group (30 female students). In the former group, students received training in a word attack skills-based program, whereas in the latter group, students received traditional teaching.
Definitions of terms

A) Word attack skills/ strategies

In the current study, it should be noted that "word attack skills" is a term borrowed from Nuttall (1996; 2005) to refer to strategies (procedures) applied for determining the meanings of unfamiliar vocabulary in a foreign language (FL). "Word attack" includes three strategies or processes: (1) using the syntactical clues and morphological clues; (2) guessing meaning from context (using context clues); and (3) using the dictionary. It seems noteworthy that Nuttall used the term "skills" to describe what other researchers, including the researcher of the current study, consider to be "strategies". For this reason, word attack skills and word attack strategies will be used interchangeably in the current study.

B) Vocabulary learning

Vocabulary learning can be defined as the acquisition of vocabulary for the sake of communication. Recently, Elgort and Nation (2010, p.90) defined vocabulary acquisition in L2 as “a process that may take place implicitly and explicitly, incidentally and deliberately, in a natural or structured manner, in foreign or second language settings.” Based on this, both ‘vocabulary learning’ and ‘vocabulary acquisition’ will be used interchangeably in the current study.

C) Reading comprehension

Urquhart and Weir (1998, p.22) defined reading comprehension as “the process of receiving and interpreting information encoded in language form via the medium of print.” It can also be defined as “the ability to understand information in a text and interpret it appropriately” (Grabe & Stoller, 2002, p.17). However, looking at reading comprehension from a broader perspective, Koda (2005, p.4) conceptualized it as “the integrative interaction of derived text information and preexisting reader knowledge.”
From a cognitive perspective, Cain, Oakhill and Bryant (2004, p.31) viewed it as “a complex task that draws on many different cognitive skills and processes.” Similarly, the National Reading Panel (2000, p.1) defined it as “a cognitive process that integrates complex skills and cannot be understood without examining the critical role of vocabulary learning and instruction and its development.”

*For the purpose of the current study, the National Reading Panel definition is adopted* as it is closely related to the topic of the study emphasizing two issues. First, reading comprehension as a cognitive process includes complex skills or strategies that the reader applies to get the meaning or message of the text. Among these strategies are identifying main ideas, skimming, scanning, making inferences (reading between the lines) and inferring or guessing the meaning of unknown words. Second, comprehending the text cannot occur without understanding the vocabulary, and this is one of the concerns of the current study.

**D) Self-efficacy**

Self-efficacy is defined as the learner’s beliefs in his or her abilities to perform a certain learning task successfully to achieve particular goals (Bandura, 1997). Similarly, Delcourt and Kinzie (1993, p.36) noted that “perceived self-efficacy reflects an individual’s confidence in his or her ability to perform the behavior required to produce specific outcomes.” On the other hand, Guthrie and Wigfield (1999) defined self-efficacy beliefs in reading as the reader’s ability to read effectively.

*In the current study, the researcher defined self-efficacy beliefs* as “the learner’s beliefs in his/her ability or competency to learn vocabulary and read effectively.”
Structure of the dissertation

This dissertation comprises five chapters. The next chapter reviews the pertinent literature on vocabulary learning, reading comprehension, self-efficacy and word attack skills/strategies, as well as ESL/EFL studies on the impact of word attack skills on improving vocabulary learning and reading comprehension. Chapter three discerns the research design, participants, instruments along with their reliability and validity, and an outline of the word attack skills-based program. Chapter four presents the results of the study, discusses these results and compares them with other studies. Chapter five describes the summary of the results, conclusions, recommendations and suggestions for future research.
Chapter Two

Literature review

This chapter starts with the importance of vocabulary learning, and then addresses its approaches and strategies. It also presents reading comprehension: its various models in both L1 and L2, and reading skills and strategies. Moreover, it examines self-efficacy: its sources and relationship with ESL/EFL language learning. Finally, it discusses word attack skills: using structural analysis (analyzing both parts of speech and word parts) and context clues. It closes with the related studies on the effect of word attack strategies on vocabulary learning and reading comprehension.

Vocabulary learning

This section focuses on certain headings: the significance of vocabulary learning, approaches to vocabulary learning, knowing a word, and vocabulary learning strategies.

Significance of vocabulary learning

Vocabulary is an important component of language use. As Schmitt (2010, p.4) pointed out, “learners carry around dictionaries and not grammar books”. This may imply that learning vocabulary is an important step to master a second language. He also reported that there are robust relationships between vocabulary and different measures of language proficiency such as reading, listening, speaking and writing. Laufer and Goldstein (2004), for instance, concluded that vocabulary knowledge led to ESL learners’ language success in different areas like reading, listening, speaking, writing and grammar. In the same vain, Alderson (2005) found that learning vocabulary has high correlations with all language skills.
According to Thornbury (2002, p. 13), “If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!” This quote clearly shows the importance of vocabulary knowledge, for even without grammar, one can manage to communicate with some useful words and expressions. For this reason, students will find it difficult to understand each other and express their own ideas if they do not have sufficient vocabulary.

Martin-Chang and Gould (2008) regarded vocabulary knowledge as one of the most important factors that affects language learning, as it helps learners to improve learners’ writing skill in general and their spelling in particular. They also found a strong relationship between learners’ vocabulary knowledge and their reading skill, for their knowledge of words will develop if they read more. This will in turn enhance their reading skills.

**Approaches to vocabulary learning**

ESL/EFL learners acquire vocabulary in two different ways: incidental and intentional vocabulary learning. Both modes of learning a language mainly appear in the area of vocabulary. Distinguishing between these approaches, Hulstijn (2001) argued that in “incidental” learning, the learners are not informed of a later test, while “intentional” learning means that the learners are informed of a later test on certain vocabulary items. Expanding on both terms, Hulstijn (2003) pointed out that incidental vocabulary learning refers to “picking up” new vocabulary items or structures from reading or listening; namely, learners acquire the meanings of new words while being engaged in communicative activities through extensive reading or listening to stories, films, television or the radio. In
In this case, learners’ focus is on the meaning rather than the form. On the contrary, in intentional vocabulary learning, learners deliberately commit to their memory thousands of words and function words (grammatical words). In this mode, learners memorize a lot of vocabularies through being exposed to the synonyms, antonyms, crossword puzzles, scrambled words, multiple choice and word substitution.

Hulstijn and Laufer (2001) argued that incidental vocabulary learning is effective in that it empowers learners to retain new vocabulary in the long term memory. Concurring with these authors, Ahmed (2011, p.68) stated that “[i]ncidental vocabulary promotes deeper mental processing and better retention. The learners get themselves fully involved in the process of deciphering the meaning through the clues available in the text.” Learning vocabulary from context is of prime importance as learners undergo some cognitive processes to get the meaning of the new words using the clues available in the context. They think and rethink until they arrive at the closest meaning for the new words. He even takes the view that guessing the meanings of unknown words from context- a type of incidental vocabulary learning- is useful and effective for both high and low proficiency learners. Conversely, intentional vocabulary learning is not effective as learners are prone to rote learning. Supporting the previous authors, Huckin and Coady (1999) mentioned that incidental vocabulary learning has the following advantages:

- It is contextualized as it provides the learner with the use of words in context and their meanings.
- It is efficient from the pedagogical perspective as two activities occur simultaneously, vocabulary acquisition and reading.
- It is based on the learner who selects the reading materials himself.
On the other hand, Glencoe (2005) took the position that incidental vocabulary learning is a suitable means of learning new vocabulary items, and it is best suited for high proficiency students with strong reading skills. On the contrary, intentional vocabulary learning, or direct instruction of vocabulary, works best for students with poor vocabularies for the following reasons. First, they lack independent reading due to reading difficulties, for they read less. Second, they are unable to use context clues, and ignore unknown vocabulary while reading. Third, they are unable to recall the meanings of unknown words that have been inferred before unless they meet these words frequently.

Taking a neutral position, Nation (2001) claimed that the distinction between incidental and intentional vocabulary learning is difficult to maintain as all types of learning includes conscious attention. After reviewing some experiments on incidental vocabulary learning in L2 settings, he reached some conclusions. First, in incidental vocabulary learning learners can learn new words, enhance syntactical knowledge and improve reading comprehension. Second, learners need to do a lot of reading in order to increase the gains of learning vocabulary by using graded readers that suit these learners’ levels. Third, there should be a balanced approach in using both incidental vocabulary learning and direct vocabulary learning, as both modes of learning complement each other in ESL/EFL classroom activities. It seems obvious that Nation adopts a flexible approach to learning vocabulary that considers the complementary roles of both methods of learning.

Knowing a word

ESL/EFL learners need to know many things about any particular word, and this knowledge has various degrees (Nation, 2001). For instance, these learners could recognize the form of a word by memorizing it, or by
learning the sound-spelling correspondence. This may refer to the fact that knowing the spelling of a certain word and then its pronunciation is a first step to fully master this word because there are other steps (aspects) of word knowledge that have not been mastered. In other words, recognizing the spelling of a word only indicates basic learning of that word. As Schmitt (2010, p.22) puts it, “the word’s form-meaning link has been established at either the receptive or productive level”. This refers to the receptive/productive distinction when addressing vocabulary knowledge and acquisition.

This receptive/productive distinction is a means of distinguishing various aspects of knowledge. Receptive skills refer to listening and reading, while productive skills refer to speaking and writing. In other words, “receptive” means that learners acquire language input from others by trying to understand the message conveyed in listening or reading materials, whereas “productive” means that learners produce the language or convey their messages through speaking or writing (Nation, 2001). This distinction can also be viewed as passive/active. In passive vocabulary, learners are able to recognize the words when they hear or see their forms, but active vocabulary refer to the words that learners are able to use, and that can be activated by other words. In language learning, an EFL learner sees or hears different words and he can recognize or understand them but still he is unable to produce them; and this is called the passive part of the language as these words are trapped inside him. Once particular words are associated with other words and repeated many times in front of this learner, then he will be able to use them.

For this reason, passive vocabularies are larger than active ones. In listening and reading, EFL learners receive a lot of information that involve new words, but these words have not been activated yet; therefore, there is
a gap, though small, between what a learner can understand and what he can produce. In order to bridge this gap, Lauder (2010) mentioned that there should be a method that focuses on activation and allows for these passive vocabularies to be used. Among these methods are Assimil (waves), Luca (full circle), Michel Thomas (group of 3), Penny Irish polyglot (just talk), Big joke (tell a joke). In all these methods, the new words are repeated many times, translated in the mother tongue language and used while talking or telling a joke with the aim of activating these words in EFL learners’ brains. Hence, these words transfer from the passive vocabularies to the active ones, and in turn this might close the gap between active and passive vocabulary.

Nation (2001) used the terms receptive and productive knowledge in his model as shown in Table (3) to clarify what is involved in knowing a word. It is generally believed that knowing the meaning of the word along with its Arabic translation is sufficient for learning vocabulary. This proves to be inadequate knowledge of vocabulary as knowing a word involves more than one aspect, and there is even a degree of mastery within each aspect of individual vocabulary knowledge (Schmitt, 2010). Nation pointed out that knowing a word includes three main components: meaning, form and use. Each component is described in terms of its aspects together with its receptive and productive knowledge.

**Table (2) What is involved in knowing a word**

<table>
<thead>
<tr>
<th>Component</th>
<th>Aspect</th>
<th>Receptive knowledge</th>
<th>Productive knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form</td>
<td>▪ Spoken</td>
<td>-What does the word sound like?</td>
<td>-How is the word pronounced?</td>
</tr>
<tr>
<td></td>
<td>▪ Written</td>
<td>-What does the word look like?</td>
<td>-How is the word written and spelled?</td>
</tr>
<tr>
<td></td>
<td>▪ word parts</td>
<td>-What parts are recognizable in this word?</td>
<td>-What word parts are needed to express the meaning?</td>
</tr>
<tr>
<td>Component</td>
<td>Aspect</td>
<td>Receptive knowledge</td>
<td>Productive knowledge</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Meaning</td>
<td>Form and meaning</td>
<td>- What meaning does this word form signal?</td>
<td>- What word form can be used to express this meaning?</td>
</tr>
<tr>
<td>Meaning</td>
<td>Concepts and associations</td>
<td>- What is included in this concept?</td>
<td>- What items can the concept refer to?</td>
</tr>
<tr>
<td>Meaning</td>
<td>Referents</td>
<td>- What other words does this make people think of?</td>
<td>- What other words could people use instead of this one?</td>
</tr>
<tr>
<td>Use</td>
<td>grammatical functions</td>
<td>- In what patterns does the word occur?</td>
<td>- In what patterns must people use this word?</td>
</tr>
<tr>
<td>Use</td>
<td>Collocations</td>
<td>- What words or types of words occur with this one?</td>
<td>- What words or types of words must people use with this one?</td>
</tr>
<tr>
<td>Use</td>
<td>Constraints on use</td>
<td>- Where, when, and how often would people expect to meet this word?</td>
<td>- Where, when, and how often can people use this word?</td>
</tr>
<tr>
<td></td>
<td>(register, frequency)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Adapted from Nation (2001, p. 27).

Similarly, Schmitt and McCarthy (2002) developed another list of various types of word knowledge that EFL learners must acquire to know the word.

- The spoken form of the word
- The written form of the word
- The meaning of the word
- The grammatical function of the word
- The collocations of the word
- The associations of the word
- The register of the word
- The frequency of the word
Other lexical scholars devised other frameworks of vocabulary knowledge that looked at vocabulary acquisition and use from different perspective even though these perspectives usually meet at certain points. For instance, Qian (2002) offered a framework of vocabulary knowledge which was based on four dimensions: vocabulary breadth (size), namely, how many words a learner knows, vocabulary depth, lexical organization, and automaticity of receptive and productive vocabulary knowledge. In his framework, the dimension of vocabulary depth involves various lexical properties such as phonemic, morphemic, graphemic, semantic, syntactic and collocational characteristics.

Likewise, Meara (2005) developed another model of describing lexical knowledge which comprised three dimensions: vocabulary size, vocabulary organization and vocabulary accessibility. The second dimension refers to the organized lexical network that constitutes a learner’s mental lexicon or the links between the words in a network, whereas the third dimension describes a learner’s ability to use the word automatically.

Recently, Daller, Milton and Treffers-Daller (2007) created another model of vocabulary knowledge, called a model of “lexical space”, which entails three dimensions: vocabulary breadth, vocabulary depth and lexical fluency. The first and second dimensions have been tackled in the previous frameworks with a similar use and application. The third dimension refers to a learner’s ability to use words accurately and quickly. The first dimension of above models, vocabulary breadth, was in line with particular aspects given in Nation’s model such as those called ‘spoken’ and ‘written’ together with ‘form and meaning’, while the remaining ones in the model are viewed as depth aspects. This is because knowledge of word parts, grammatical functions, collocations and word associations are normally regarded as aspects of deep word knowledge.
Vocabulary learning strategies

Vocabulary learning strategies are a part of language learning strategies. Oxford (2003, p.8) defines language learning strategies as “specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations.” O'Malley and Chamot (1990) provide three categories: cognitive, metacognitive, and social/affective strategies. Oxford (1990) suggests a comprehensive classification that includes two main sets, direct and indirect. The direct strategies involve memory, cognitive, and compensation strategies, whereas the indirect strategies involve metacognitive, affective and social strategies. It should be noted that all these strategies can be applied to all language skills, including reading comprehension. Another taxonomy of strategies was offered by Schmitt (1997) who particularly focused on learning vocabulary. This taxonomy included the following strategies: cognitive, metacognitive, determination, memory, and social strategies. Determination strategies were used to discover the meanings of the new words. Among these strategies were analyzing part of speech, analyzing affixes and roots, and guessing the meaning from textual text. In fact, these three strategies were specified by Nuttall (1996; 2005) as word attack skills (strategies).

Nation (2001) offers another taxonomy of types of vocabulary learning strategies. In it, Nation separates aspects of word knowledge from sources to find information about words, and learning processes to establish vocabulary knowledge.

Table (3) A taxonomy of kinds of vocabulary learning strategies

<table>
<thead>
<tr>
<th>General class of strategies</th>
<th>Types of strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning: choosing what to focus on and when to focus on it</td>
<td>Choosing words</td>
</tr>
<tr>
<td></td>
<td>Choosing the aspects of word knowledge</td>
</tr>
</tbody>
</table>
Brown and Perry (1991) investigated the effectiveness of three methods or strategies of learning vocabulary in an EFL context: the keyword method, the semantic method, and the combined-semantic method. Participants were split into three groups to receive training in each of these strategies. Training tasks included teaching students specific vocabulary items applying their own methods. The study used an experimental design: pre-testing, post-testing, and delayed-post testing (given after 9 days). The study found that gains in vocabulary learning were observed in "the combined keyword-semantic strategy" group. The study suggested that a combination of strategies is useful for EFL students.

Recently, Hamzah, Kafipour and Abdullah (2009) examined the impact the vocabulary learning strategies has on EFL learners' vocabulary size. The study included five categories of about 35 vocabulary learning strategies: cognitive, metacognitive, determination, memory, and social strategies. The participants were 125 Iranian undergraduate students taking a course on TEFL. Two instruments were employed in the study: a vocabulary learning strategies questionnaire and a vocabulary size test. The
results revealed that vocabulary learning strategies improved the learners’ vocabulary size. The most frequently used strategies were using monolingual dictionary, guessing meaning from context (determination), studying new words many times, using Eng. language media (metacognitive), connecting the word to its synonyms and antonyms, using new words in sentences, studying the sound of the word (memory), and taking note or highlight (cognitive).

In an ESL context, Asgari and Mustapha (2011) explored Malaysian university students’ use of vocabulary learning strategies. The study applied Schmitt (1997)’s taxonomy of vocabulary learning strategies. The method employed was an open-ended interview that was conducted individually with 10 students. It was concluded that the participants were interested in using the following strategies: learning a word through reading (memory), the use of monolingual dictionary (determination), the use of various English language media, and applying new English word in their daily conversation (metacognitive).

Having tackled the first dependent variable, vocabulary learning, it seems necessary to investigate the second dependent variable, reading comprehension in detail.

**Reading comprehension**

This section is divided into two headings: models of reading, and reading skills. Models of reading fall into three categories: bottom-up models, top-down models and interactive models.

**Models of reading comprehension**

Models of reading help us to better understand the processes involved in comprehension and explain how reading works. They represent theories of reading which are created from a large body of research findings that
explain the nature of reading abilities (Grabe, 2009). L2 reading needs to examine the plausible applicability of theories, approaches, and models of L1 reading because L1 models can provide frameworks for describing L2 reading processes and variables (Hudson, 2007). It must be noted that there are differences between L1 and L2 reading situations due to different writing systems, linguistic abilities, reading purpose and age. Children in L1 contexts start reading at an early age while individuals in many L2 contexts start reading when they are already literate in their own first language.

The next section outlines models of reading comprehension, each of which can capture important aspects of the reading process (Hudson, 2007). Some researchers adopt bottom-up models, while others adhere to top-down models. A number of current researchers, on the other hand, adopt interactive models. These models are useful as they establish a good basis for reading-comprehension processing, i.e., they explain how reading comprehension works (Grabe, 2009). These models are still popular among second and foreign language researchers, and applied linguists.

**Bottom-up models**

According to bottom-up models, the reader constructs the writer's intended meaning from letters, words, phrases and sentences. In this way, the meaning is built in a linear manner to reconstruct the writer's idea (Hudson, 2007). There is also an assumption that second/foreign language reading is viewed as a passive rather than an active process (Carrell, 1988). Because of the reader's heavy dependence on the vocabulary and sentence structure in the text, background knowledge plays no real role in L2 reading.

A first theory based on bottom-up processing is that offered by Gough (1972), which he terms "one second of reading". In this process, the
reader's visual system reads the series of letters from left to right. According to Gough, word recognition occurs before comprehension. This is because the reader interprets the meaning of lexical items after recognizing them or decoding them. Hence, reading can be viewed as a two-level process: decoding text and comprehending text. With regard to the second theory, LaBerge and Samuels (1974) proposed a framework based on bottom-up processing. In their model, letter identification requires less attention as this skill becomes automatic. For them, the notion of attention is essential as the reader attends to one thing at a time. They assume that the reader maps or associates the visual word with phonological memory followed by semantic memory.

From the above discussion, the key features of these models are as follows: the phoneme-grapheme/sound-symbol relationships (decoding or processing all graphemic information of the print); rapid processing of word identification; and emphasis on recognizing words in isolation rather than on context (Hudson, 2007). Bottom-up models depict L2 reading problems as both decoding and inferring meaning from print problems (Carrell, 1988). A number of researchers might find these models useful as they have focused their attention on low-level processes and on how readers read rather than on what readers comprehend. The issue of the comprehension process has drawn the attention of other scholars who have identified themselves with top-down models of reading.

**Top-down models**

In contrast, in top-down models, the reader constructs the meaning of the writer's intended meaning from his prior knowledge and experiences. That is, when dealing with the text, the reader brings some expectations, background knowledge and common sense to it. It is also assumed that the reader is an active rather than a passive processor of information in the text
(Grabe, 2009). Therefore, the reader is not text-bound, but rather changes hypotheses continually about all the information in the text in order to build the text message (Hudson, 2007).

There are two main top-down models to the reading process: Kenneth Goodman's model and Frank Smith's model. Goodman (1976) depicts reading as the *psycholinguistic guessing game*, in which readers rely on their knowledge of syntax and semantics to build the text meaning. He determines four reading processes: predicting, sampling, confirming, and correcting. In this model, the reader makes guesses about the text information and continually confirms or disconfirms his guesses. Smith (1994), on the other hand, emphasizes the role of background knowledge (known as schema or schemata) in constructing meaning. He also offers the term 'redundancy' in language, which means that the reader does not need to read each letter or word in a text. In this way, reading is a selective and purposeful process. For Smith, the reader needs four resources to read the sentence: visual, spelling, syntactic, and semantic.

From this, the most important characteristics of these models are summed up as follows: emphasis on background knowledge (schema theory); the importance of inferencing to construct text meaning; and the reader as a regulator of the comprehending process (Hudson, 2007). As with the bottom-up models, there are a few researchers who support the strict top-down models. It is noteworthy that no current model of reading views reading as either a pure bottom-up or a pure top-down model (Grabe, 2009). Currently, both views of reading complement each other, which can result in an interaction of these views.

**Interactive models**

Interactive models are regarded as a compromise solution between both bottom-up and top-down processing. These models are based on the
fact that there are some useful elements from both views of reading. Hence, a great deal of researchers adhere to these models. According to these models, the reader constructs the text message from both the visual input (written language) and background knowledge. In this regard, Nuttall (1996; 2005) writes that the reader shifts his focus from the top-down to the bottom-up processing. Initially, the reader relies on his knowledge of the world or common sense to predict the likely meaning of the text, and then he turns to the written language to check what the writer really intends to say in the text.

Rumelhart (1977) developed an interactive model that focuses on the interaction between "low-level" reading processes such as letter identification and word shape, and "high-level" reading processes or knowledge sources such as knowledge of syntax and semantics, and world knowledge. In this way, all knowledge sources (linguistic and prior knowledge) interact with written language continuously and simultaneously. Stanovich (1980), on the other hand, proposed an interactive-compensatory model which is based on the idea that a deficiency in one area of knowledge, for example in knowledge of unfamiliar vocabulary, can be compensated for by strength in another area of knowledge, for example in grammatical knowledge. Hence, L2 readers might use top-down knowledge to compensate for a weakness in word recognition skills.

However, there are some limitations to both bottom-up and top-down models. Bottom-up models depend on "lower-level" reading processes as stated above, ignoring the higher-order cognitive processes such as predicting from context and the use of background knowledge. These models also apply the "phonics" approach in reading (Alderson, 2000), which implies that it is a restricted and simple view of reading. In contrast,
top-down models place an emphasis on higher-level skills such as using context clues and background knowledge, disregarding the lower-level skills (Eskey, 1988). For this reason, top-down processing gives an accurate picture of fluent readers rather than L2 readers who have problems with language proficiency. Thus, interactive models seem to be the best description of the reading process especially in the context of SL/FL (Anderson, 1999). L2 readers use some elements from bottom-up approach such as specifying the part of speech of the word or analyzing the word parts (prefix, suffix and root), and they use some elements from top-down approach such as using context clues or background knowledge. This led Anderson (1999, p.4) to define reading as "an interactive process of both bottom-up and top-down models".

From the above discussion, it seems clear that the interactive theory in L2 reading forms the theoretical basis for the current study. This is because word attack skills, the topic of the dissertation, require ESL/EFL readers to do some bottom-up things, in this case using structural analysis (determining the word class and analyzing the word parts), and to do some top-down things, in this case using a variety of context clues.

**Reading skills**

Reading skills include four broad categories: word attack skills (decoding skills), comprehension skills, fluency skills and critical reading skills (Hudson, 2007). For the research purposes, the first category was addressed, but with some changes and adaptations. In the bulk of L1 literature, it is clear that word attack skills are useful ways learners use to identify the sounds that constitute words. That is, these skills are concerned with phonics (sounding it out). However, in the current study, it should be noted that "word attack skills" is a term borrowed from Nuttall (1996; 2005) to refer to strategies (procedures) applied for determining the
meanings of unfamiliar vocabulary in EFL. "Word attack" includes three strategies or processes: (1) using the syntactical clues and morphological clues; (2) guessing meaning from context (using context clues); and (3) using the dictionary.

Admittedly, frequent use of dictionaries disrupts the natural flow of reading and might lead to the reader's loss of interest and pleasure in reading. In this way, the judicious, sensible use of dictionaries is desirable as Nuttall (1996; 2005) asserted. However, dictionary use is beyond the scope of the current study, as the focus of interest will be three word attack skills (strategies): (1) specifying the syntactical function of the word; (2) analyzing the word parts; and (3) using context clues.

So far, vocabulary learning and reading comprehension have been dealt with extensively. It seems noteworthy that self-efficacy as a motivational factor needs to be examined elaborately in the following section.

Self-efficacy

This section addresses the issue of self-efficacy: its importance, its sources, its relationship with second or foreign language learning, and general strategies for strengthening it.

Importance of self-efficacy

Research in applied linguistics has expanded its focus to incorporate psychological analysis beyond L2 teaching and learning. It has addressed not only linguistic issues but also deeper psychological factors or affective factors such as self-efficacy. Self-efficacy has been given more prominence in the last two decades. It is a key component of the social cognitive theory as hypothesized by educational psychologists (Grabe, 2009). The question is whether a training program on word attack skills/strategies develops EFL secondary school students' positive self-efficacy beliefs in vocabulary learning and reading comprehension.
Since “self-efficacy is important in predicting learning, motivation, and achievement” (Grabe, 2009, p.178), it is unlikely to investigate the effectiveness of an instructional program without looking at the role of learners’ self-efficacy beliefs (Pajares & Urdan, 2006) in reading. Self-efficacy beliefs can also be a response to a motivational-related question “can I do this task?” (Pintrich & De Groot, 1990, pp. 33–34). Thus, it relies on the learner’s judgments of how they are capable of performing certain learning tasks or reading strategies, in this case, word attack strategies.

Research has revealed evidence of a remarkable relationship between reading strategy training and self-efficacy. For this reason, it is assumed that students who employ certain reading strategies, for instance, word-attack strategies, will develop high levels of self-efficacy beliefs. Recent studies have found a significant positive relationship between reading strategies and students’ self-efficacy beliefs (e.g. Naseri & Zaferanieh, 2012; Shang, 2010; Tobing, 2013; Wang, 2011; Wang & Li, 2010).

**Sources of self-efficacy beliefs**

There are certain sources of self-efficacy beliefs. Margolis and Mccabe (2006) state that self-efficacy beliefs stem from the following sources: enactive attainment or mastery experience, vicarious experience, verbal persuasion, and physiological state. These four sources of information go through cognitive processes such as selecting and weighing; and this is viewed as an integral part of the self-efficacy judgments.

Mastery experience is the most powerful source of self-efficacy as it accurately shows the evidence whether individuals are capable of achieving success in doing particular learning tasks. Successes make up strong beliefs in one’s efficacy to do these tasks while failures lead to weak beliefs. A success persuades people that they are capable of succeeding even at new learning tasks (Bandura, 1997).
When it comes to the second source of self-efficacy, it is important to note that vicarious experience empowers people to compare their own capabilities, achievements or failures with others’ (Bandura, 1997). In other words, they try to assess their abilities in similar situations to other people’s. Vicarious experience is also affected by modelling in classrooms (Schunk, 1991). Students’ self-efficacy beliefs increase when they observe their peers succeed in performing a certain learning task. In this case, their self-efficacy is enhanced by their peers rather than by their teachers, as they feel that they can do the given task just like their peers with similar skills. They are also persuaded that teacher’s skills are beyond theirs. This might indicate that their self-efficacy decrease when watching their model fail to do a learning task. In addition to the skills of models, some characteristics such as gender and ethnicity can affect the role of models in a group. Having models therefore develops students’ positive self-efficacy beliefs.

Verbal persuasion is the third source of self-efficacy that springs from parents, teachers and peers (Bandura, 1997). Receiving verbal persuasions from these people empowers students to have the abilities and confidence to accomplish a given task. This source of self-efficacy can take the form of evaluative feedback which needs to be realistic. This is because if verbal persuasion is unrealistic to people’s skills, their self-efficacy may decrease.

Physiological state is the last source of self-efficacy, and it includes anxiety, stress or mood (Bandura, 1997). People regard their physiological state as an indication of their competency (Usher & Pajares, 2008). In other words, high levels of anxiety and stress can impede accomplishing learning tasks; and this leads to weakening self-efficacy.

Self-efficacy and second/foreign language learning

Self-efficacy is task-specific and context-specific in the sense that when considering the assessment of self-efficacy, tasks vary (Bandura,
1986), and it differs from context to context. Since it is task-specific, Williams (1994) posits that more attention should be given to students’ strategies for developing self-efficacy, and to the factors that affect their self-efficacy in second/foreign language contexts. A large body of research found that self-efficacy is an effective factor in ESL/EFL learners’ persistence, interest in learning as well as their use of self-regulation strategies in accomplishing learning tasks (Carmichael & Taylor, 2005; Linnenbrink & Pintrich, 2003; Schunk, 2003). Self-efficacy needs to be applied in the context of language learning because language learners' abilities and competencies affect their behaviors and motivation in order to achieve learning goals (Wu & Tsai, 2006).

There appears to be a close relationship between ESL/EFL students’ use of particular strategies and their sense of self-efficacy. Most studies indicate that when these students receive training in specific strategies, their confidence in performing certain learning tasks increase; and this, in turn, leads to developing both language domains such as reading and vocabulary and positive self-efficacy beliefs. For example, Mills, Pajares and Herron (2006) and Rahimi and Abedini (2009) found a strong relationship between having a high sense of self-efficacy in particular language areas such as reading and listening respectively and students’ proficiency in those areas. When it comes to students’ use of certain strategies, Magogwe and Oliver (2007), for instance, found a robust English self-efficacy to be related to strategy use among EFL students in Batswana. Shang (2010) found a robust relationship between self-efficacy and reading strategies in Taiwan. Wang and Li (2010) revealed strong correlations between self-efficacy and particular strategies such as metacognitive and social/affective strategies. Recently, Qoura (2014) showed that metacognitive strategy training significantly increased
Egyptian students’ reported use of metacognitive learning strategies, and improved their vocabulary learning and English self-efficacy.

**Strategies for strengthening students’ self-efficacy**

In order to improve learners with low sense of self-efficacy, Margolis and McCabe (2006) provided some instructional principles. First, they need to do tasks that are slightly above their current performance level, or moderately challenging tasks. Teachers, therefore, should assess their academic achievement and plan accordingly using the following methods: determining their recognition of vocabulary in reading texts (90% to 95% of words in context); specifying their reading ability to comprehend these texts; and evaluating their writing ability. Second, they need to use peer models effectively by observing them correcting their mistakes and by watching them applying skills or strategies accurately. Third, they need to be taught specific learning strategies rather than several strategies that might cause confusion among these students. Fourth, they should be given the opportunity to choose and to show interest in independent reading, not assigned reading, as both choice and interest are key motivators. Fifth, teachers should encourage them to try, as trying new activities will lead to success. Sixth, teachers should provide them with corrective feedback; a type of feedback that depends on rephrasing, restating, clarifying questions or changing questions. Finally, teachers should stress attribution statements by linking success to ability.

In a nutshell, self-efficacy is an important variable that encourages ESL/EFL learners to learn and try new tasks, and therefore this will lead to their success. Having discussed the three dependent variables as mentioned above, it seems necessary to discuss the independent variable, word attack skills, in detail.
Word attack skills (strategies)

This section focuses on four headings: description, components, and methods of teaching word attack skills as well as studies related to word attack skills. Components of word attack skills are divided into the following: using the structural clues as a word attack skill, and using the context clues as a word attack skill.

**Description of word attack skills**

In a large body of L1 literature, word attack skills refer to helpful ways to allow readers to "attack" new words while reading. According to Turkington and Harris (2006), word attack skills can be defined as “the ability to read a word using phonetic, structural or context cues.” L1 readers come across unknown words through reading and sometimes are unable to recognize their meanings. It seems that this is the most difficult part of reading. The best way to figure them out is to "attack" them. For the most part, "word attack" focuses on decoding and pronunciation. Some teachers might believe that there are a number of skills to get the meaning of the unknown word by, for example, pronouncing the first letter or by pronouncing the middle vowel, or by blending – building words from single sounds by blending sounds together (like d,a,d (CVC) to form the word 'dad'). This is called learning phonics by reading or sounding it out. However, the best technique is to know what the unknown word might make sense, but this is not always useful as thought by some teachers who suggest a number of strategies to attack new words (McInerney, 2014). Each reader will then decide which strategy/strategies works/work best for him.

According to Saunders (2007), word attack skills include two processes: phonological and phonemic awareness. Phonological awareness refers to the learner's ability to attend to the sounds of language rather than
the meaning, whereas phonemic awareness refers to the learner's ability to notice and work with the phonemes within syllables. It is important to note that both phonemic awareness and phonics complement each other, particularly when teaching students with special needs.

In discussing word attack skills in an EFL context, Nuttall (2005) asserted that the first step in attacking or dealing with difficult lexical items is ignoring them while reading. However, she explained three word attack strategies EFL readers must acquire in order to tackle unknown vocabulary items: interpreting the syntactical and morphological clues (structural analysis); inferring or guessing meaning from context (contextual analysis/using context clues); and using dictionaries. As looking up every word is a tedious process as well as a waste of time, using dictionaries should be used minimally but judiciously. Because the current study focuses on the strategies that address determining meaning from context through reading written texts, using dictionaries will be excluded from the study.

Components of word attack skills

Word attack skills involve two main components: using structural clues and context clues. Structural clues refer to the parts of speech and morphological analysis of the unfamiliar word, while context clues refer to looking at the clues or hints that writers give within the sentence that includes the unfamiliar word, or before or after this sentence. Sometimes the reader needs to look at the wider context or the whole paragraph to arrive at the correct meaning of the difficult word.

Using structural clues as a word attack skill

As stated above, using structural clues involves two processes or two sub-skills: using syntactical and morphological clues. Both syntactical (grammatical) and morphological information can assist learners in
assigning meanings to new words. Specifying the grammatical category of the unknown word can give a clue to the kind of meaning to search for and forms the basis for understanding this unknown word (Nuttall, 1996; 2005). It is also the first step in Clarke and Nation's (1980) and Nation’s (2001) strategy for inferring meaning from context. It is useful for students to define the various grammatical categories (noun, verb, adjective, and adverb) before even giving the meaning of the new lexical item.

Research has proven that word class of the unknown words is an important factor in determining the meaning of unknown words and strengthening word attack skills. Naigles (1990), for example, found that L1 young learners used speech parts of a target word to deduce the meanings of certain verbs. Like L1 research, knowledge of the part of speech of the unknown word was documented in L2 research even though it sometimes seems difficult for L2 learners to extract the syntactical information about new words. Paribakht and Wesche (1999) found that their research participants analyzed the relationships among parts of speech to define syntactic categories. Also, Liu and Nation (1985) pointed out that it was easier for their subjects to guess verbs than nouns, and nouns than both adjectives and adverbs. In a recent study, Akabri, Gafarsamar and Asadi (2006) found that nouns are the easiest to guess, followed by verbs that are easier than adjectives and adverbs. These mixed findings point to the fact that using the grammatical category should be another strategy for dealing with difficult vocabulary.

Using the morphology of the word, the internal structure of the word, is another word attack strategy for handling unknown words. The word form changes when adding prefixes or suffixes. These affixes include two types of knowledge: inflectional (e.g., -s, -ed, -ing, -er, -est) and derivational (achieve (verb))/achievement (noun)). The words with affixes are sometimes referred to as complex words. Knowledge of affixes and roots is valuable
for L1 and L2 learners as it helps them to cope with unfamiliar words by considering these words in relation to known prefixes or suffixes (Nation, 2001) and as it contributes to enhancing word attack skills. Hence, it is important to teach learners how to use prefixes and suffixes.

Nation (2001) points out that there are some principles that should be considered before developing such knowledge of affixation or teaching word parts. First, learners need to learn a large number of complex words before dealing with word parts. Second, knowledge of word parts should be looked at as a long-term process. Third, functionally similar items should be dealt with separately rather than jointly: it seems wise to handle one affix at a time. Fourthly, using word parts to produce or understand words is an innovative task. Finally, it is probably wise to teach the most useful stems and affixes. Nuttall (2005) also states that students must understand the patterns of compound words such as basketball, software, spoon-feed and second hand. Therefore, morphological awareness comprises three types: inflectional, derivational, and compounding (Plag, 2003). Considering the acquisition of the three types, inflectional morphology is relatively acquired earlier than both derivational and compounding morphology due to the large number of affixes in English and the nature of the derivational process (Zhang & Koda, 2013).

Studies have shown that morphological awareness can facilitate vocabulary learning while reading, especially in an EFL context. Ku and Anderson (2003) found that Chinese children with the morphological knowledge can analyze unknown words into meaningful units- roots, prefixes and suffixes- and then infer the meanings of these words by combining these meaningful segments. The study also found that the development of morphological awareness was closely linked to children’s reading ability. However, the results revealed that like derivation, using compounding was still difficult for the participants. Likewise, in a study
with young children from different ESL and EFL backgrounds, McBride-Chang et al. (2008) reported that morphological awareness fosters the development of vocabulary knowledge.

**Using context clues as a word attack skill**

Context clues refer to “information from the immediate setting surrounding an item in a text and which provides information that can be used to understand the meaning of an item” (Richards & Schmidt, 2002, p. 116). In simple terms, they are hints that writers give to help readers determine the meanings of unfamiliar words while reading texts. ESL/EFL readers need to be aware of the presence of various semantic and linguistic clues that enable them to infer the meanings of unknown words from context (Haastrup, 1991; Hulstijn, 1992). The availability and efficient use of these clues are of vital importance in guessing meaning from context. These clues are also “a major source of input for vocabulary development” (Walters, 2006, P.68). The literature has provided a variety of taxonomies of context clues.

For inferencing procedures as shown in Table (2), Haastrup (1991) presents a taxonomy of context clues for inferring unknown words from context. As Table 1 shows, ‘intra-lingual’ refers to morphology and syntax in the sense that the clues are found within the unknown word itself. Another category (co-text) refers to the use of context, whether it is sentence context, beyond sentence context or the entire text, in inferring word meaning. The third category (cognates/loanwords) depend on the student’s knowledge of the similarity between words in two languages such as ballet and البالية. This knowledge helps in identifying the meaning of the unknown word. The fourth category is based on the relationship between the unknown word and the other words in the context. For example, the
meaning of the unknown word is attributed to the student’s knowledge of
the world or his culture.

Table (4) Taxonomies of context clues

<table>
<thead>
<tr>
<th>Source</th>
<th>Intra-lingual</th>
<th>Contextual knowledge/ Co-text</th>
<th>Inter-lingual</th>
<th>Extra-lingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haastrup (1991)</td>
<td>morphology &amp; syntax</td>
<td>sentence, beyond the sentence, entire text</td>
<td>transfer between languages (cognates, loanwords, etc.)</td>
<td>knowledge of the world, knowledge of the target culture</td>
</tr>
<tr>
<td>Paribakht &amp; Wesche (1999)</td>
<td>sentence-level grammatical knowledge, morphology, punctuation, homonymy, associations</td>
<td>discourse/text</td>
<td>cognates</td>
<td>World knowledge</td>
</tr>
<tr>
<td>Ying (2001)</td>
<td>morphology, punctuation,</td>
<td>colloccational cohesion, synonyms, antonyms, hyponyms, reference words, comparison and contrast, definition, restatement, example, and summary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Adapted from Walters (2006)
In their attempt to view inferencing from context from another perspective, Paribakht and Wesche (1999) present another framework using another term “knowledge sources” instead of context clues as shown in Table 1. Their framework includes a number of knowledge sources used when ESL/EFL attempt to determine the meanings of unfamiliar words. These knowledge sources involve sentence-level grammatical knowledge, morphology, homonymy, punctuation, discourse/text, cognates, word associations, and knowledge of the world. Sentence-level grammar knowledge determines relationships or links among the sentence parts that aid in understanding the meaning of an unknown word. Punctuation helps in identifying items in series or lists (e.g. the use of commas). Knowledge of discourse/text refers to information used outside the sentence components, and is confined to meanings inferred from the text. Knowledge of homonymy helps in identifying an unknown word on the basis of its similarity of sound to other words in either L1 or L2 (the word that has the same form but different meanings such as ‘bank’ a place to cash money or ‘bank’ a side of a river).

Ying (2001) provides another taxonomy, which is more specific and detailed than the previous taxonomies in relation to the first and second categories. It is comprised of 12 elements or knowledge sources: morphology; punctuation; collocational cohesion (words in the same sentence that are regularly used with unfamiliar words); synonyms; antonyms; hyponyms (words that refer to subcategories of a more general class, e.g. ‘cat’ and ‘dog’ are hyponyms of ‘animal’); reference words (e.g. demonstratives and pronouns); comparison and contrast; definition; restatement (explaining the unfamiliar word or the same idea in simple terms); example; and summary (a word that summarizes the situation).
Methods of teaching word attack skills

The literature has offered a variety of methods or strategies for teaching students how to attack or deal with unfamiliar words in text in order for researchers, practitioners and teachers to better understand the effectiveness of such methods in improving reading comprehension and vocabulary learning in ESL/EFL settings (e.g. Clarke & Nation, 1980; Hunt & Beglar, 2005; Walters, 2006; Ying, 2001). The variety of these methods is due to the fact that what works in a particular context may not work in another. This difference has led researchers to experiment different techniques that suit their learners.

Clarke and Nation (1980) and Nation (2001) proposed a method of teaching word attack skills, which was widely used in ESL/EFL studies afterwards. According to these scholars, this method is effective and efficient for the following reasons. First, it is a general inferencing strategy, and therefore it is presumably easy to use, follow and remember. Second, it is straightforward and systematic in the sense that it starts from the part of speech of the word, the immediate context, and then the global (wider) context. Third, it encourages reading with a special focus on context rather than approaching each word or clause separately. Fourth, it gives learners confidence that most words can be guessed in an organized manner. Finally, it renders learners self-independent as continuous application of this strategy helps them do it on their own. Based on these justifications, it can be a good framework or basis for attacking unfamiliar words that suits EFL students, especially secondary school students. In other words, it can be a good starting point for such a process.

Considering the unknown word and its surroundings, Clarke and Nation (1980) and Nation (2001) developed a five-step strategy for training students to tackle unfamiliar words from context:
**Step 1:** Determine the part of speech of the unknown word.

**Step 2:** Look at the sentence containing the unknown word and simplify its grammar. This step will help in deciding what the grammatical function of the unknown word is and how it is used in relation to the other words in the sentence in order to guess its meaning.

**Step 3:** Look at the sentences before and after the sentence containing the unknown word. This step will help in deciding the type of relationship (e.g. cause, effect, contrast, inclusion, and others.) between the sentence containing the unknown word and the other sentences by using some signal words such as because, so, but, therefore, and, to sum up, and others.

**Step 4:** Guess. Guessing is based on the student’s use of his knowledge of the above three steps.

**Step 5:** Check your guess.

This step can be done through the following ways:

- Checking if the guess is the same part of speech as the unknown word.
- Replacing the guess to see if it fits into the context, or if it is logical.
- Checking if the unknown word can be broken into parts (root, prefix and suffix) that can give clue to the meaning.
- Looking up the meaning of the unknown word in a dictionary.

Additionally, Walters (2006) highlighted three methods of teaching word attack strategies: a general strategy, specific context clues, and cloze exercises with feedback. Each method is mainly based on context clues or language clues, and has its own advocates and procedures.

Having dealt with word attack skills in detail: its components and methods of teaching them, it is noteworthy to review the studies conducted in ESL/EFL contexts that focus on the effect of these skills on vocabulary learning and reading comprehension.
Studies related to word attack skills

In an ESL context, Tomesen and Aarnoutse (1998) conducted a study with a quasi-experimental design to examine the impact of an instructional program for inferring word meaning from both context and morphological analysis. The program focused on two approaches: direct instruction and reciprocal teaching. The participants were grade 4 primary-school pupils from eight schools in The Netherlands. Four schools participated as experimental schools while the other four served as control schools. The students were given training in context clues such as illustration, synonym, antonym, and general description, and in morphological analysis such as unspecified familiar parts of a word.

The results demonstrated that the program was effective concerning improving students' ability to derive word meaning from context. The experimental group had a better performance in both tests of word-meaning inferencing and reading comprehension than the control group. However, the program did not seem to affect the performance of poor versus average readers on the Reading Comprehension Test. The study concluded that poor readers were found to benefit more from the training than average readers did.

Examining the effectiveness of three methods of instruction in using context as a word attack strategy to infer unknown word meanings, Walters (2006) conducted a study with a quasi-experimental design. The three methods were a general inferencing procedure (Clarke & Nation 1980), recognition of particular context clues, and cloze exercises with practice and feedback. Using Haastrup's (1991) categories, Walters relied on a comprehensive list of context clues: reference, adjective-type structures, contrast, grouping, examples, restatement in the same sentence and in another clause, description, punctuation, and inference. The participants
were 44 ESL male and female students from varying nationalities taking an intensive English course at San Diego State University, USA. They had different levels of language proficiency. They were assigned to two groups: experimental group and control group. The experimental group was further divided into three experimental groups according to the training method as mentioned above. Each training group received six hours of instruction whereas the control group received no training.

The results demonstrated that on average, the experimental group had higher scores on the post-tests than did the control group. The largest improvement was seen in the general strategy group. However, no significant difference was found among all groups. Another interesting finding was the impact of training on different levels of proficiency: the advanced language students had better performance on the specific context clues, while the low-level students had better performance on the general strategy. This might lead to the conclusion that teaching a general strategy for handling unfamiliar words seems to be a more accessible way for beginning students to use the context effectively. The study concluded that the limited effects of the three training methods were attributed to a short time training period, and suggested integrating a lexical inferencing training strategy into regular language teaching lessons.

In an EFL context, Lo (2004) explored how teaching inferring word meaning from context affects students’ vocabulary learning and reading comprehension. It also aimed at examining the correlation between reading comprehension and vocabulary knowledge. The participants were 68 Taiwanese junior high school students. They were split into two groups: experimental group and control group. In the experimental group, Bengeleil’s (2001) modified taxonomy of knowledge sources and Clarke and Nation’s (1980) general inferencing strategy were used as the training
tools. The data were gathered both quantitatively and qualitatively. The quantitative data were collected from a questionnaire and two language tests, vocabulary and reading comprehension. The qualitative data were collected from interviews in order to examine to what extent students succeeded in using knowledge sources or contextual clues in their endeavor to infer word meaning from context.

The study found that the experimental group had better performance on both vocabulary and reading comprehension tests, and used more contextual clues than did the control group. There was also a significant correlation between vocabulary knowledge and reading comprehension. This indicates that instruction in inferencing increases vocabulary knowledge, which in turn develops reading comprehension. However, the study concluded that using Taiwan current textbooks to teach knowledge sources and contextual clues was not sufficient as not all lessons included such sources and clues, and therefore using other resources or materials could have been useful.

In Egypt, Khalaf (2010) investigated the effects of teaching an inferring strategy on improving EFL preparatory school pupils’ reading comprehension. The researcher conducted her study in response to the inattention given to teaching language learning strategies in the prescribed Teacher’s Guides. The research participants were 68 second year preparatory school pupils at Nile Preparatory School for Girls, Damietta Governorate. They were divided into two groups: experimental and control groups. An inferring strategy-training program was employed in the experimental group, whereas a given strategy of the Teacher’s Guide was followed in the control group. The program lasted three months, and reading comprehension pre- and post-tests were administered to both groups before and after the experiment.
The results demonstrated that the experimental group had higher mean scores on the reading comprehension post-test than the control group. The experimental group showed more gains for post-testing than for pre-testing. These results suggest that training students on the inferring strategy was more effective than teaching them the prescribed strategy of the Teacher’s Guide. The study concluded that using inference in classes helps students develop their reading comprehension skills, and makes them more motivated to learn.

Abdel Kader (2007) examined the effect of teaching context clues on improving students’ ability to infer the meanings of unknown words in context and their reading comprehension. The participants were 60 EFL students studying a course in English for academic purposes at the faculty of Education, Menoufia University. They were split into two different groups: experimental and control groups. They received training in context clues for eight weeks. The study followed Ferring’s (1994) and Ying’s (2001) teaching procedures that focused on modelling, guided practice and think-aloud. For teaching context clues, the researcher developed a classification scheme based on 8 types of context clues: a definition, restatement, synonym, contrast, cause-effect, example, summary, and experience.

The study used a pre-post-test design, and it included three tests: a reading comprehension test, a word-in-context multiple-choice test, and a word-in-context paraphrase test. The most important finding of this study is that instruction in context clues improved EFL students’ ability to determine the meanings of unknown words in context. This was supported by the surprising improvement in the experimental group’s performance on the post-tests. Another main finding is that such instruction led to enhancing
students’ reading comprehension. The study concluded that instruction in context clues might be examined among EFL secondary school students.

Zaid (2009) compared the effectiveness of two strategies for teaching inferring word meaning from context. The first strategy emphasized decontextualized vocabulary teaching (direct teaching of unfamiliar words in isolation) whereas the second strategy emphasized teaching in inferring word meaning from sentence context. The participants were 34 Arabic-speaking students in the English Department studying Vocabulary Building at King Khalid University, KSA. They had a similar language proficiency based on achievement in vocabulary-related courses. They were grouped into two treatments (two experimental groups): the context word meaning condition (N=34) and the no-context word meaning condition (N=17). Each treatment dealt with 60 target words over 3 sessions of 50 minutes each. In the no-context vocabulary mode, the target words were presented with their definitions or Arabic equivalents, and students were asked to do more drills with definitions or synonyms for the target words. In the context vocabulary mode, students were trained to use a general strategy to derive word meaning from context developed by Jenkins, Matlock and Slocum (1989).

As the study followed the quasi-experimental design, a paired samples t-test that compared scores on pre-test and post-test revealed that both strategies for teaching inferencing were effective. Students produced significantly better scores on vocabulary post-tests than they did on vocabulary pre-tests (**p < .001). The study suggested that both strategies can develop students’ vocabulary building in case they are used complementarily. These encouraging findings led the author to advocate a “teach vocabulary in context” approach.
Similarly, Shokouhi and Askari (2010) studied the impact of teaching contextual inferencing on reading authentic texts and vocabulary learning. The participants were 120 Iranian senior high school students aged between 17 and 19. They were randomly assigned to two experimental groups: context and no-context. The context group was given instruction in inferring the meanings of low-frequency words from context while the no-context group was given direct vocabulary teaching. Using a quasi-experimental design, two language tests were administered: a reading comprehension test composed of 10 items and a vocabulary test composed of 30 items for both pre-testing and post-testing. “A vocabulary rule” used by Ruddell (1999) was the inferencing procedure that Shokouhi and Askari adapted to assist students in inferring the meanings of low frequency words. It depended on both context clues and word-part clues (root, suffix or prefix) to deal with unknown words while reading. The treatment lasted about 3 months. Each group received two training sessions per week and post-tests were administered around two weeks after the end of the treatment.

The results revealed that contextual inferencing training was more effective than direct vocabulary teaching. Significant gains were found in both vocabulary learning and reading comprehension. The independent t-test showed that there was a significant difference between context and no-context groups. However, the lesser effect of vocabulary knowledge on the no-context group’s reading comprehension was possibly attributed to their reliance on memory rather than comprehension as they tried to deal with comprehension test items. The study concluded that the usefulness of teaching contextual clues in reading authentic texts should be revised.
Commentary

To conclude, vocabulary learning is examined from two main perspectives: its importance and approaches. Types of vocabulary knowledge are also explained with a special focus on Nation’s (2001) model of knowing a word. Relevant to the subtopic of vocabulary learning are vocabulary learning strategies, which are regarded as a part of language learning strategies. Following vocabulary learning, reading comprehension— as one of the most important concerns of the current study— is examined. Three models of reading, bottom-up, top-down and interactive, are introduced. The interactive theory or model forms the basis for the current study because word attack skills require readers to do both bottom-up and top-down things. The third dependent variable, self-efficacy, is investigated from different perspectives: its sources, its association with second or foreign language learning, and general strategies to be used to improve it. Finally, word attack skills are described, and its two main skills or strategies are presented: using the structural analysis and inferencing from context, or using context clues. Methods of teaching word attack skills have been provided. Clarke and Nation's (1980) and Nation's (2001) method of teaching guessing meaning from context is adapted to serve the research purpose of the study. ESL/EFL studies on the impact the word attack skills has on vocabulary learning and reading comprehension have also been reviewed. They found that teaching word attack skills has effects on improving EFL students’ reading comprehension and vocabulary learning.

As stated earlier, the aim of the current study is to examine the impact of the word attack skills-based program on improving vocabulary learning, reading comprehension and self-efficacy beliefs in an EFL context.
The next chapter will discuss the research design, participants, instruments, along with their validity and reliability, and description of the word attack skills-based program.
Chapter Three

Methodology

This chapter presents the participants of the study, its design, and the instruments used to gather data. Finally, it outlines the work attack skills-based program employed in the study.

Participants

Participants were EFL second year secondary school students attending a public secondary school (Hamza Alsunbati Secondary School for girls), El-Serw Educational Administration, Damietta Governorate. Two intact classes were divided into two groups, experimental and control groups. The experimental group contained 30 students whereas the control group contained 30 students.

Design

The current study employed the quasi experimental design in which two intact classes were chosen for the study. These classes were assigned to two groups, experimental and control groups. The experimental group received treatment in strategies for attacking/dealing with unknown words from context while the control group received no treatment, following the regular method of teaching. Consequently, the pre- and posttest design approach was applied in the study.

The design was selected for two reasons. First, the topic of the effect of the word attack skills-based program (an independent variable) on EFL students’ vocabulary learning, reading comprehension and self-efficacy (three dependent variables), best suits the applied design. Second, this design was specifically chosen to answer the research questions of the study.
Instruments

Three instruments were employed to gather the data: two language tests and a self-efficacy scale. The two language tests were vocabulary learning and reading comprehension. A detailed description of both tests and the scale are presented.

Vocabulary Learning Test (VLT)

VLT was developed by the researcher to measure students' vocabulary skills and to determine the effect of the word attack skills-based (WAS) program on enhancing students’ vocabulary learning on the basis of the statistical difference between students' pre- and post-scores on the test (Appendix II).

VLT Description

The VLT involved various types of vocabulary learning exercises: multiple choice, matching definitions, finding and correcting the mistakes, filling in the gaps, and determining the parts of speech of given words, providing the synonyms and antonyms of specific words, writing sentences, finding words in letters, and guessing meaning from context. The VLT contained 65 items that were classified according to Bloom’s cognitive levels, each of which comprised particular vocabulary learning skills. As
Table (5) shows, three levels were considered: knowledge (20 items / 30.77%), comprehension (25 items / 38.46 %), and application (20 items / 30.77%).

Table (5) The relative weights of the levels of the vocabulary learning test

<table>
<thead>
<tr>
<th>No</th>
<th>Vocabulary learning</th>
<th>Cognitive levels</th>
<th>Total number of items</th>
<th>Relative weight of each level percentage</th>
<th>Number of questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify words that best fit sentence contexts</td>
<td>✓</td>
<td>10</td>
<td>15.39 %</td>
<td>1-10</td>
</tr>
<tr>
<td>2</td>
<td>Recognize vocabulary words with their definitions</td>
<td>✓</td>
<td>5</td>
<td>7.69 %</td>
<td>11-15</td>
</tr>
<tr>
<td>3</td>
<td>Correct vocabulary mistakes</td>
<td>✓</td>
<td>5</td>
<td>7.69 %</td>
<td>16-20</td>
</tr>
<tr>
<td>4</td>
<td>Define the synonyms of some words</td>
<td>✓</td>
<td>5</td>
<td>7.69 %</td>
<td>21-25</td>
</tr>
<tr>
<td>5</td>
<td>Define the antonyms of some words</td>
<td>✓</td>
<td>5</td>
<td>7.69 %</td>
<td>26-30</td>
</tr>
<tr>
<td>6</td>
<td>Identify vocabulary words containing prefixes or suffixes</td>
<td>✓</td>
<td>5</td>
<td>7.69 %</td>
<td>31-35</td>
</tr>
<tr>
<td>7</td>
<td>Write meaningful sentences using new words</td>
<td>✓</td>
<td>10</td>
<td>15.69 %</td>
<td>36-45</td>
</tr>
<tr>
<td>8</td>
<td>Classify words into nouns, verbs, adjectives or adjectives</td>
<td>✓</td>
<td>5</td>
<td>15.69 %</td>
<td>46-50</td>
</tr>
<tr>
<td>9</td>
<td>Recognize the right spelling of a number of words</td>
<td>✓</td>
<td>10</td>
<td>15.69 %</td>
<td>56-60</td>
</tr>
<tr>
<td>10</td>
<td>Deduce the meanings of unknown words from context</td>
<td>✓</td>
<td>5</td>
<td>7.69 %</td>
<td>60-65</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>65</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
VLT Development

When developing the test, the following criteria were considered:

- Each vocabulary exercise measured a single vocabulary learning skill that had to be in line with the first three cognitive levels of Bloom’s taxonomy.
- Test items and sentences were clear and familiar to students. However, the last vocabulary exercise included unfamiliar vocabulary items as it originally measured students’ ability to infer meaning from context as a key vocabulary learning skill.
- VLT used varied vocabulary exercises, not just sticking to one type with the aim of including different vocabulary skills, which were distributed in a balanced manner.
- All vocabulary words were taken from students’ current textbooks: *Hello! English for Secondary Schools Year Two*.
- VLT was based on reviewing previous studies, especially those on developing vocabulary learning tests in the Egyptian context, e.g., (Qoura, 2014).
- Some VLT exercises were compatible with those of the term and final exams of the Egyptian Ministry of Education. However, other exercises were added to assess other vocabulary learning skills to serve two purposes: to achieve the research purpose of the current study and to provide a relatively accurate and holistic picture of assessing EFL students’ vocabulary learning skills.
- Both objective and subjective testing were employed in VLT to make sure that students’ vocabulary skills were assessed in a fair way.
Content validity of the VLT

Before commencing the experiment, the researcher had to measure VLT validity by asking a group of jurors, some EFL professor, other MOE supervisors and senior teachers, to provide their feedback on the contents of the test. This step was applied in order to achieve the following criteria:

- clarity of the test items.
- suitability of the test items to students’ academic level.
- representativeness of the test items.
- suitability of the test score.

According to the jurors’ comments, some items were modified or deleted, and others were added. This reveals a good level of jury validity of the VLT.

VLT reliability

In order to establish VLT reliability, the researcher used Cronbach’s Alpha coefficient Reliability. The Cronbach’s Alpha reliability values of the whole test were 868 and 0. This means that the test is highly reliable and can be administered to the study participants.

Reading Comprehension Test (RCT)

The main aim of the RCT is to measure students’ reading comprehension skills and to determine the effect of WAS program on enhancing students’ reading comprehension on the basis of the statistical difference between students' pre- and post-scores on the test (Appendix III).

RCT Description

The RCT involved two types of reading comprehension subtests: multiple choice and an open ended question (a critical thinking question). Therefore it highlighted both objective and subjective testing. It contained 20 items that comprised ten reading comprehension skills. As table (6)
shows, the relative weight of each skill is about 10%. This suggests that the weight of all skills was distributed evenly and in a balanced manner.

Table (6) The relative weights of the reading comprehension test

<table>
<thead>
<tr>
<th>No</th>
<th>Reading comprehension Skills</th>
<th>Total number of items</th>
<th>Relative weight of each skill percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understanding explicitly stated information</td>
<td>1&amp;11</td>
<td>10%</td>
</tr>
<tr>
<td>2</td>
<td>Understanding information when not explicitly stated (inferencing)</td>
<td>2&amp;12</td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td>Guessing the meaning of vocabulary in context</td>
<td>3&amp;13</td>
<td>10%</td>
</tr>
<tr>
<td>4</td>
<td>Reading for specific information (scanning)</td>
<td>4&amp;14</td>
<td>10%</td>
</tr>
<tr>
<td>5</td>
<td>Comprehending the sequence of events</td>
<td>5&amp;15</td>
<td>10%</td>
</tr>
<tr>
<td>6</td>
<td>Identifying main ideas</td>
<td>6&amp;16</td>
<td>10%</td>
</tr>
<tr>
<td>7</td>
<td>Identifying parts of speech in texts</td>
<td>7&amp;17</td>
<td>10%</td>
</tr>
<tr>
<td>8</td>
<td>Identifying pronoun reference</td>
<td>8&amp;18</td>
<td>10%</td>
</tr>
<tr>
<td>9</td>
<td>Reading for gist (skimming)</td>
<td>9&amp;19</td>
<td>10%</td>
</tr>
<tr>
<td>10</td>
<td>Giving one’s opinion about the text (critical thinking)</td>
<td>10&amp;20</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>2</td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

RCT development

When developing RCT, a number of criteria were taken into account:

- To measure the level of the text readability ease, Flesch-Kincaid readability index was used. The reading ease of both texts was 80.30% and 70.70% respectively, which implies that both texts are not difficult to understand.
- Each item assessed only one reading comprehension skill.
- Words or sentences used in test items were familiar and clear to students, as they were very similar to the ones studied in their textbooks.
- Test items were closely related to the objective of the test.
• A number of reading comprehension skills were compatible with those of the term and final exams of the Egyptian Ministry of Education. However, other reading comprehension skills were added to the test with the aim of achieving the research purpose of the current study and providing a relatively accurate and complete picture of EFL students’ reading comprehension skills.

**Content validity of the RCT**

To measure the RCT validity, the initial form of the test was submitted to TEFL professors and English supervisors in MOE. They were asked to make any suggestions or recommendations in terms of the instructions of the test, clarity of test items, as well as the ease/difficulty of the language of the test.

The researcher modified and added the items according to the jurors’ comments. All these changes were approved by the jurors and appeared in the final form of the test.

**RCT reliability**

In order to determine RCT reliability, the researcher used Cronbach’s Alpha coefficient Reliability. The Cronbach’s Alpha reliability values of the whole test were 856 > 0. This implies that the test is considerably reliable and can be administered to the research participants.

**Self-efficacy scale (SES)**

The self-efficacy scale was developed by the researcher to examine students’ self-efficacy beliefs in learning vocabulary and reading English texts (Appendix IV).

**SES description**

SES involved two dimensions: vocabulary learning and reading comprehension. As table (7) shows, statements 1-7 represent students' self-
efficacy beliefs in learning vocabulary while statements 8-15 represent their beliefs in reading comprehension.

**Table (7) Self-efficacy scale description**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Dimensions</th>
<th>Statements</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-efficacy scale</td>
<td>Vocabulary learning</td>
<td>1-7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading comprehension</td>
<td>8-15</td>
<td>15</td>
</tr>
</tbody>
</table>

**SES construction**

When constructing the scale, the following points were taken into consideration:

- SES was created on the basis of Bandura's (2006) "can do" statements that reflect the tasks measured in both vocabulary and reading assessment.

- It contained a 4-Likert point scale (not sure, maybe, pretty sure, really sure) based on Smith, Wakely, Kruif and Swart's (2003) suggestions that type of scale could increase systematic variance or types of information.

- SES contained 15 statements being organized from general to specific and reflecting the vocabulary and reading tasks. These statements asked students to assess their capabilities to perform the assigned tasks. For example, in responding to "I can deduce the topic of a reading text" item, students had to evaluate their capabilities to deduce the topic of a reading text by choosing one of the four options on the 4-point Likert scale (interval scale).

**SES validity**

SES items were reviewed by TEFL professors and English supervisors. They gave their feedback on the first draft of the SES. Their comments included the following points. First, two dimensions were added
to the scale, vocabulary learning and reading comprehension, in order to be compatible with the study objectives. Second, the items were redistributed according to these dimensions. Third, some items were added and others were replaced. Consequently, modifications were made to the scale accordingly, and were taken into account in the final draft of the SES. From this, it is clear that SES validity is established.

SES reliability

In order to determine SES reliability, the researcher used Cronbach’s Alpha coefficient Reliability. The Cronbach’s Alpha reliability values of the whole scale were 770, 0. This means that the scale is highly reliable and can be administered to the research participants.

Word attack skills-based program

Goal

The main goal of the word attack skills-based (WAS) program was to develop the target group in three main areas: vocabulary learning, reading comprehension and positive self-efficacy beliefs in vocabulary learning and reading comprehension.

Objectives

The WAS program was designed to achieve the following areas:

- Helping students become more effective and efficient readers.
- Providing students with an appropriate strategy for attacking unfamiliar lexical items during reading.
- Training students to understand vocabulary in context.
- Exploring alternative methods to vocabulary learning.
- Assisting students in acquiring vocabulary at a faster rate.
- Developing positive self-efficacy beliefs in both vocabulary learning and reading comprehension.
- Empowering students to have greater autonomy in their learning.
Program content

The WAS program lasted for three months, with 31 sessions of 45 minutes each (24 hours in total). Both teacher’s guide and students’ activities were provided in Appendices (VI & VII). The researcher of the current study developed the sessions on the basis of an instructional framework in such a way that each step of the framework was given its due share when planning all program sessions. After teaching the three main word attack skills in different sessions, there was a strategy employed in the last five sessions of the program to apply the previous skills in a systematic way. The following will describe the teaching procedures used in the sessions, followed by the employed strategy in the last five sessions.

Teaching procedures

On planning the sessions (lessons), an explicit instructional model (Pearson & Gallagher, 1983), as shown in Figure (2), was used. It involved a gradual release of responsibility approach. The approach was translated into four components as identified by Duke and Pearson (2002): verbal explanation, modeling, guided practice and independent practice. For practical reasons, the model was adapted to involve only three steps: modeling, guided practice and independent practice.

In modeling, the teacher uses think-aloud to address the thinking process involved in attacking unfamiliar lexical items during reading. Think-aloud includes the following: circling the unknown word in a given short text; reading the sentences or phrases aloud before and after the word in question; underlining any linguistic clues to the meaning of the target word such as is called, because and but when provided; and giving guesses on the basis of the previous steps. The teacher can model the think-aloud process while the whole class listens or helps out.

After modeling, the teacher provides students with practice opportunities with support from him and other students. One student can
perform the think-aloud individually, in small groups or in front of the class while the teacher or other students help and monitor. This can be done by using scaffolding-supported learning - in which the teacher can ask a volunteer to do one or two sentences. Thus, the teacher gradually removes scaffolds as students become more and more proficient in implementing the task. The teacher reinforces and reteaches where necessary.

In independent practice, students do the given task on their own and receive feedback from the teacher and other students. It is important here to note that the teacher can identify some instances to be done in class. Following independent practice, assessment is the final step of the session, in which the teacher assesses students’ understanding of the skill presented all over the session.

![Diagram of Gradual Release of Responsibility](image)

**Figure (2) Gradual release of responsibility adapted from Duke and Pearson (2002)**
Strategy employed in the last five sessions

As stated above, in the last five sessions, the WAS program used a strategy in order for students to apply the word attack skills, addressed earlier in the previous sessions, in an organized manner. The strategy was adapted from Nation and Clarke (1980) and Nation (2001) to fit into the purpose of the current study and Nuttall's (1996; 2005) framework. It was called a vocabulary coping strategy to help EFL students tackle unknown words in context. It consists of five steps:

**Step 1:** Establish the grammatical function of the unknown word (whether a noun, a verb, etc.).

**Step 2:** Look for morphological clues.

**Step 3:** Look for context clues.

**Step 4:** Guess.

**Step 5:** Check your guess.

Students can practice the strategy by completing the strategy chart every time they need to figure out the meaning of a new word. The following is the vocabulary coping strategy chart:

<table>
<thead>
<tr>
<th>Unknown word</th>
<th>Line</th>
<th>Part of speech (Noun, verb, etc.)</th>
<th>Prefixes or suffixes within the word (if available)</th>
<th>Context clues (if available)</th>
<th>Guess</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure (3) Chart for practicing the entire strategy adapted from Clarke and Nation (1980)
Materials for the sessions

The following were the selected materials:

1- Some texts adapted from *Hello! English for secondary schools* (Haines & Dallas, 2008).

2- Some materials adapted from ESL/EFL websites.

3- Support materials, including strategy poster and strategy chart poster.

In the next chapter, the results of the study will be presented, and discussed in light of the reviewed literature. These phases will be achieved in order to answer the research questions and to verify the hypotheses.
Chapter Four

Results and discussion

This chapter reports the statistical data analyses and results of the current study. The results were analyzed to answer the research questions and to verify the hypotheses, and were discussed on the basis of the related studies. The main purpose of the study was to examine the effect of the word attack skills-based program on enhancing students’ vocabulary learning, reading comprehension and self-efficacy.

Results of the study

To analyze the results statistically, SPSS statistical package was employed to compute the means and standard deviation, and to calculate the "t" test for determining the difference between both research groups’ scores on pre-and post-tests. The results were analyzed with the aim of answering the research questions as well as of verifying the hypotheses of the study.

Results of VLT

Hypothesis 1: “There is a statistically significant difference at 0.05 level between the experimental and control groups’ mean scores on the post-vocabulary learning test in favor of the experimental group.”

To verify this hypothesis, the t-test for two independent groups was employed to compute the experimental and control groups’ mean scores on the levels of VLT and the total score of the test, as shown in Table (8).
Table (8) T-values comparing the experimental and control groups’ mean scores on the levels of VLT and the total score of the test

<table>
<thead>
<tr>
<th>Levels of vocabulary learning test</th>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>Std. deviation</th>
<th>df</th>
<th>T. value</th>
<th>Level of sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Experimental</td>
<td>30</td>
<td>17.93</td>
<td>2.73</td>
<td>58</td>
<td>10.80</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>30</td>
<td>6.63</td>
<td>5.04</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>Experimental</td>
<td>30</td>
<td>21.70</td>
<td>2.49</td>
<td>58</td>
<td>12.74</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>30</td>
<td>7.63</td>
<td>5.51</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td>Experimental</td>
<td>30</td>
<td>17.63</td>
<td>1.99</td>
<td>58</td>
<td>11.80</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>30</td>
<td>6.67</td>
<td>4.69</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total test</td>
<td>Experimental</td>
<td>30</td>
<td>57.27</td>
<td>5.39</td>
<td>58</td>
<td>13.53</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>30</td>
<td>20.93</td>
<td>13.69</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As Table (8) shows, it can be concluded that the experimental group overtook the control group in the three levels of vocabulary learning. The means of knowledge, comprehension and application were relatively similar at 17.93, 21.70, and 17.63 respectively. All the differences between both groups were statistically significant at 0.05 level, which implies that these groups were heterogeneous in terms of post-testing. These differences can be attributed to the treatment, the word attack skills-based program, which had an effect on enhancing the experimental group’s vocabulary learning.

The figure below reveals the difference in the mean scores of the experimental and control groups on the post-vocabulary learning test and its main levels.
According to this figure, the experimental group’s mean scores on the post-vocabulary learning test and its main levels were higher than those of the control group. Thus, it can be inferred that the first hypothesis was accepted.

Hypothesis 2: “There is a statistically significant difference at 0.05 level between the experimental group’s mean scores on the pre-and post-vocabulary learning tests in favor of the post-test.”

To verify this hypothesis, the t-test was used to compute the experimental group’s mean scores on the levels of the pre-and post-vocabulary learning tests and the total score of the test, as shown in Table (9).
Table (9) T-values comparing the experimental group’s mean scores on the levels of the pre- and post- vocabulary learning tests and the total score of the test

<table>
<thead>
<tr>
<th>Levels of vocabulary learning test</th>
<th>Measuring</th>
<th>N</th>
<th>Mean</th>
<th>Std. deviation</th>
<th>T. value</th>
<th>df</th>
<th>Level of sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Post</td>
<td>30</td>
<td>17.93</td>
<td>2.81</td>
<td>10.44</td>
<td>29</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Pre</td>
<td>30</td>
<td>6.60</td>
<td>7.14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>Post</td>
<td>30</td>
<td>21.70</td>
<td>2.49</td>
<td>10.56</td>
<td>29</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Pre</td>
<td>30</td>
<td>7.83</td>
<td>7.83</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td>Post</td>
<td>30</td>
<td>17.63</td>
<td>1.99</td>
<td>9.33</td>
<td>29</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Pre</td>
<td>30</td>
<td>7</td>
<td>6.46</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total test</td>
<td>Post</td>
<td>30</td>
<td>57.03</td>
<td>5.53</td>
<td>11.19</td>
<td>29</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Pre</td>
<td>30</td>
<td>21.43</td>
<td>19.94</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As seen in Table (9), there was a statistically significant difference between the experimental group’s pre-test and post-test mean scores on vocabulary learning levels and the total test score. The experimental group had higher means for the post-testing than those for the pre-testing: 17.93, 21.70 and 17.63 vs 6.60, 7.83 and 7. This demonstrates that this group had significant gains on all levels of VLT, which was due to the effect of the experiment on developing their vocabulary learning.

The following figure shows the difference between the experimental group’s mean scores for the vocabulary learning pre-testing and post-testing, and for all the levels of the test.
Figure (5) Differences between the mean scores of the experimental group on pre- and post-vocabulary learning tests, and its main levels

Effect size, another statistical procedure, was also used to determine the effect of the training program on enhancing EFL students’ vocabulary learning in each level of the test and the total test score. So, the eta square ($\eta^2$) was computed to achieve this, as shown in Table (10).

**Table (10) Effect size of the WAS program on the experimental group’s levels of vocabulary learning and the total score of the test**

<table>
<thead>
<tr>
<th>Levels of vocabulary learning test</th>
<th>T. Value</th>
<th>$\eta^2$</th>
<th>Size effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>10.44</td>
<td>0.79</td>
<td>Large</td>
</tr>
<tr>
<td>Comprehension</td>
<td>10.56</td>
<td>0.79</td>
<td>Large</td>
</tr>
<tr>
<td>Application</td>
<td>9.33</td>
<td>0.75</td>
<td>Large</td>
</tr>
<tr>
<td>Total test</td>
<td>11.19</td>
<td>0.81</td>
<td>Large</td>
</tr>
</tbody>
</table>

Table (10) reveals that effect size for all the vocabulary learning levels and the total test score was large. The $\eta^2$ values for the levels ranged between 0.75 and 0.79, whereas the $\eta^2$ value for the total test score was 0.8, which indicates that the WAS program contributed to the variance in the three levels of vocabulary learning at 81%. This is due to the effect of the WAS program on increasing the experimental group’s vocabulary learning. In light of the above results, it can be concluded that the first two hypotheses were accepted.
Results of RCT

Hypothesis 3: “There is a statistically significant difference at 0.05 level between the experimental and control groups’ mean scores on the post-reading comprehension test in favor of the experimental group.”

To validate this hypothesis, the t-test for two independent groups was employed to compute the experimental and control groups’ mean scores on the skills of the RCT and the total score of the test, as shown in Table (11).

**Table (11) T-values comparing the experimental group’s mean scores on the skills of the pre- and post- reading comprehension tests and the total score of the test**

<table>
<thead>
<tr>
<th>Skills of the reading comprehension test</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. deviation</th>
<th>T. value</th>
<th>df</th>
<th>Level of sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding explicitly stated information</td>
<td>Experimental</td>
<td>30</td>
<td>1.73</td>
<td>0.52</td>
<td>6.05</td>
<td>58</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>30</td>
<td>0.73</td>
<td>0.74</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding information when not explicitly stated (inferencing)</td>
<td>Experimental</td>
<td>30</td>
<td>1.93</td>
<td>0.37</td>
<td>8.68</td>
<td>58</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>30</td>
<td>0.67</td>
<td>0.71</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guessing the meaning of vocabulary in context</td>
<td>Experimental</td>
<td>30</td>
<td>1.40</td>
<td>0.62</td>
<td>4.63</td>
<td>58</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>30</td>
<td>0.67</td>
<td>0.61</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading for specific information (scanning)</td>
<td>Experimental</td>
<td>30</td>
<td>1.90</td>
<td>0.31</td>
<td>8.45</td>
<td>58</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>30</td>
<td>0.73</td>
<td>0.69</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehending the sequence of events</td>
<td>Experimental</td>
<td>30</td>
<td>1.87</td>
<td>0.35</td>
<td>7.36</td>
<td>58</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>30</td>
<td>0.80</td>
<td>0.71</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying main ideas</td>
<td>Experimental</td>
<td>30</td>
<td>1.90</td>
<td>0.31</td>
<td>9.44</td>
<td>58</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>30</td>
<td>0.63</td>
<td>0.67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying parts of speech in texts</td>
<td>Experimental</td>
<td>30</td>
<td>2</td>
<td>0.12</td>
<td>7.76</td>
<td>58</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>30</td>
<td>0.80</td>
<td>0.85</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying pronoun reference</td>
<td>Experimental</td>
<td>30</td>
<td>2</td>
<td>0.12</td>
<td>8.12</td>
<td>58</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>30</td>
<td>0.70</td>
<td>0.88</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading for gist (skimming)</td>
<td>Experimental</td>
<td>30</td>
<td>1.97</td>
<td>0.18</td>
<td>8.65</td>
<td>58</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>30</td>
<td>0.67</td>
<td>0.80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving one’s opinion about the text (critical thinking)</td>
<td>Experimental</td>
<td>30</td>
<td>3.63</td>
<td>0.61</td>
<td>10.42</td>
<td>58</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>30</td>
<td>1.07</td>
<td>1.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total test</td>
<td>Experimental</td>
<td>30</td>
<td>20.33</td>
<td>1.45</td>
<td>13.19</td>
<td>58</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>30</td>
<td>7.47</td>
<td>5.14</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As seen in Table (11), the experimental group outperformed the control group in all skills of reading comprehension. It also had higher
mean score on the total test score than the other group (20.33 and 7.47 respectively). All the differences between both groups were statistically significant at 0.05 level and all F-values were $F = 2.02$, which implies that both groups were heterogeneous in terms of the post-reading comprehension test. These differences can be attributed to the WAS program, which had an effect on enhancing EFL students’ reading comprehension.

The following figure shows the difference between the experimental and control groups’ mean scores on the post-reading comprehension test and its main skills.

![Figure (6) Differences between the mean scores of the experimental and control groups on the post-reading comprehension test and its main skills](image)

It is evident from Figure (6) that the experimental group demonstrated higher gains on all skills of post-reading comprehension test than the control group did. Thus, it can be concluded that the third hypothesis was accepted.
Hypothesis 4: “There is a statistically significant difference at 0.05 level between the experimental group’s mean scores on the pre- and post-reading comprehension tests in favor of the post-test”.

To verify this hypothesis, the t-test was used to compute the experimental group’s mean scores on the skills of the pre- and post- reading comprehension tests and the total score of the test, as indicated in Table (12).

Table (12) T-values comparing the experimental group’s mean scores on the skills of the pre- and post- reading comprehension tests, and the total score of the test

<table>
<thead>
<tr>
<th>Skills of reading comprehension test</th>
<th>Measuring</th>
<th>N</th>
<th>Mean</th>
<th>Std. deviation</th>
<th>T. value</th>
<th>df</th>
<th>Level of sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding explicitly stated information</td>
<td>Post</td>
<td>30</td>
<td>1.73</td>
<td>0.52</td>
<td>6.92</td>
<td>29</td>
<td>Significant</td>
</tr>
<tr>
<td>Pre</td>
<td>30</td>
<td>0.77</td>
<td>0.68</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding information when not explicitly stated (inferencing)</td>
<td>Post</td>
<td>30</td>
<td>1.93</td>
<td>0.37</td>
<td>9.95</td>
<td>29</td>
<td>Significant</td>
</tr>
<tr>
<td>Pre</td>
<td>30</td>
<td>0.70</td>
<td>0.65</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guessing the meaning of vocabulary in context</td>
<td>Post</td>
<td>30</td>
<td>1.40</td>
<td>0.62</td>
<td>4.43</td>
<td>29</td>
<td>Significant</td>
</tr>
<tr>
<td>Pre</td>
<td>30</td>
<td>0.70</td>
<td>0.79</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading for specific information (scanning)</td>
<td>Post</td>
<td>30</td>
<td>1.90</td>
<td>0.31</td>
<td>9.20</td>
<td>29</td>
<td>Significant</td>
</tr>
<tr>
<td>Pre</td>
<td>30</td>
<td>0.70</td>
<td>0.70</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehending the sequence of events</td>
<td>Post</td>
<td>30</td>
<td>1.87</td>
<td>0.35</td>
<td>5.96</td>
<td>29</td>
<td>Significant</td>
</tr>
<tr>
<td>Pre</td>
<td>30</td>
<td>0.80</td>
<td>0.89</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying main ideas</td>
<td>Post</td>
<td>30</td>
<td>1.90</td>
<td>0.31</td>
<td>8.96</td>
<td>29</td>
<td>Significant</td>
</tr>
<tr>
<td>Pre</td>
<td>30</td>
<td>0.60</td>
<td>0.72</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying parts of speech in texts</td>
<td>Post</td>
<td>30</td>
<td>2</td>
<td>0.12</td>
<td>7.76</td>
<td>29</td>
<td>Significant</td>
</tr>
<tr>
<td>Pre</td>
<td>30</td>
<td>0.80</td>
<td>0.85</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying pronoun reference</td>
<td>Post</td>
<td>30</td>
<td>2</td>
<td>0.12</td>
<td>8.51</td>
<td>29</td>
<td>Significant</td>
</tr>
<tr>
<td>Pre</td>
<td>30</td>
<td>0.70</td>
<td>0.84</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading for gist (skimming)</td>
<td>Post</td>
<td>30</td>
<td>1.97</td>
<td>0.18</td>
<td>8.96</td>
<td>29</td>
<td>Significant</td>
</tr>
<tr>
<td>Pre</td>
<td>30</td>
<td>0.67</td>
<td>0.80</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving one’s opinion about the text (critical thinking)</td>
<td>Post</td>
<td>30</td>
<td>3.63</td>
<td>0.61</td>
<td>9.22</td>
<td>29</td>
<td>Significant</td>
</tr>
<tr>
<td>Pre</td>
<td>30</td>
<td>1.07</td>
<td>1.34</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total test</td>
<td>Post</td>
<td>30</td>
<td>20.33</td>
<td>1.45</td>
<td>12.52</td>
<td>29</td>
<td>Significant</td>
</tr>
<tr>
<td>Pre</td>
<td>30</td>
<td>7.50</td>
<td>5.47</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table (12) summarizes means, standard deviations of the experimental group’s scores for pre-testing and post-testing to show the distribution of
these means and the calculation of T-values. The results reveal that there was a statistically significant difference between the experimental group’s mean scores for pre-testing and post-testing at 0.05 level, and F-values were $29 = 2.05$. This means that the experimental group made significant gains on all skills of the RCT, which was due to the effect of the WAS program on developing their reading comprehension.

Figure (7) indicates the difference in the experimental group’s mean scores on the pre-test and post-reading comprehension tests and its main skills.

![Figure (7) Differences between the experimental group’s mean scores on the pre- and post-reading comprehension tests, and its main skills](image)

According to Figure (7), it is clear that the experimental group’s post-test was higher than its pre-test. This implies that the fourth hypothesis was accepted.

Likewise, effect size was also employed to establish the effect of the WAS program on improving EFL students’ reading comprehension in each
skill of the test and the total test score. So, the eta square (η²) was calculated to achieve this, as indicated in Table (13).

**Table (13) Effect size of the WAS program on the experimental group's skills of reading and the total score of the test**

<table>
<thead>
<tr>
<th>Skills of reading comprehension test</th>
<th>T-value</th>
<th>η²</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding explicitly stated information</td>
<td>6.92</td>
<td>0.62</td>
<td>Large</td>
</tr>
<tr>
<td>Understanding information when not explicitly stated (inferencing)</td>
<td>9.95</td>
<td>0.77</td>
<td>Large</td>
</tr>
<tr>
<td>Guessing the meaning of vocabulary in context</td>
<td>4.43</td>
<td>0.40</td>
<td>Large</td>
</tr>
<tr>
<td>Reading for specific information (scanning)</td>
<td>9.20</td>
<td>0.74</td>
<td>Large</td>
</tr>
<tr>
<td>Comprehending the sequence of events</td>
<td>5.96</td>
<td>0.55</td>
<td>Large</td>
</tr>
<tr>
<td>Identifying main ideas</td>
<td>8.96</td>
<td>0.73</td>
<td>Large</td>
</tr>
<tr>
<td>Identifying parts of speech in texts</td>
<td>7.76</td>
<td>0.67</td>
<td>Large</td>
</tr>
<tr>
<td>Identifying pronoun reference</td>
<td>8.51</td>
<td>0.71</td>
<td>Large</td>
</tr>
<tr>
<td>Reading for gist (skimming)</td>
<td>8.96</td>
<td>0.73</td>
<td>Large</td>
</tr>
<tr>
<td>Giving one’s opinion about the text (critical thinking)</td>
<td>9.22</td>
<td>0.75</td>
<td>Large</td>
</tr>
<tr>
<td>Total test</td>
<td>12.52</td>
<td>0.84</td>
<td>Large</td>
</tr>
</tbody>
</table>

Table (13) shows that effect size for all the reading comprehension skills and the total test score was large. The η² values for the skills ranged between .040 and .077, whereas the η² value for the total test score was 0.84, which indicates that the WAS program contributed to the variance in all skills of reading comprehension at 84%. This is attributed to the effect of the WAS program on developing the experimental group’s vocabulary learning.

In light of the above results, it can be concluded that the third and fourth hypotheses were accepted. By validating these two hypotheses, the second research question was answered.
Results of SES

Hypothesis 5: “There is a statistically significant difference at 0.05 level between the experimental and control groups’ mean scores on the post-self-efficacy scale in favor of the experimental group.”

To verify this hypothesis, the t-test for two independent groups was employed to compute the experimental and control groups’ mean scores on the dimensions of the SES and the total score of the scale, as shown in Table (14).

Table (14) T-values comparing the experimental and control groups’ mean scores on the post-self-efficacy scale and the total score of the scale

<table>
<thead>
<tr>
<th>Dimensions of self-efficacy scale</th>
<th>Measuring</th>
<th>N</th>
<th>Mean</th>
<th>Std. deviation</th>
<th>T. value</th>
<th>df</th>
<th>Level of sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary learning</td>
<td>Post</td>
<td>30</td>
<td>23.60</td>
<td>2.72</td>
<td>7.34</td>
<td>29</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Pre</td>
<td>30</td>
<td>14.07</td>
<td>6.05</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading comprehension</td>
<td>Post</td>
<td>30</td>
<td>27.53</td>
<td>3.17</td>
<td>10.92</td>
<td>29</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Pre</td>
<td>30</td>
<td>14.73</td>
<td>5.17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total scale</td>
<td>Post</td>
<td>30</td>
<td>51.13</td>
<td>5.08</td>
<td>9.63</td>
<td>29</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Pre</td>
<td>30</td>
<td>28.80</td>
<td>10.58</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As Table (14) shows, the experimental group outstripped the control group in all dimensions of the SES. It also had higher mean score on the total test score than the other group (51.13 and 28.80 respectively). All the differences between both groups were statistically significant at 0.05 level and all F-values were $F = 2.02$. These differences can be attributable to the WAS program, which had an effect on improving the experimental group’s self-efficacy beliefs in vocabulary learning and reading comprehension.
Figure (8) illustrates the difference between the experimental and control groups’ mean scores on the post-self-efficacy scale and its main dimensions (vocabulary learning and reading comprehension).

Based on the above results, the experimental group developed more positive self-efficacy beliefs in vocabulary learning and reading comprehension than the control group. Thus, the fifth hypothesis was accepted.

Hypothesis 6: “There is a statistically significant difference at 0.05 level between the experimental group’s mean scores on the pre- and post-self-efficacy scale in favor of the post-self-efficacy scale.”

To validate this hypothesis, the t-test was used to calculate the experimental group’s mean scores on the dimensions of the pre-and post-self-efficacy scales and the total score of the scale, as shown in Table (15).
Table (15) T-values comparing the experimental group’s mean scores on the dimensions of pre- and post-self-efficacy scales, and the total score of the scale

<table>
<thead>
<tr>
<th>Dimensions of self-efficacy scale</th>
<th>Measuring</th>
<th>N</th>
<th>Mean</th>
<th>Std. deviation</th>
<th>T. value</th>
<th>df</th>
<th>Level of sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary learning</td>
<td>Post</td>
<td>30</td>
<td>23.60</td>
<td>2.72</td>
<td>7.34</td>
<td>29</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Pre</td>
<td>30</td>
<td>14.07</td>
<td>6.05</td>
<td>7.34</td>
<td>29</td>
<td>Significant</td>
</tr>
<tr>
<td>Reading comprehension</td>
<td>Post</td>
<td>30</td>
<td>27.53</td>
<td>3.17</td>
<td>10.92</td>
<td>29</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Pre</td>
<td>30</td>
<td>14.73</td>
<td>5.17</td>
<td>10.92</td>
<td>29</td>
<td>Significant</td>
</tr>
<tr>
<td>Total scale</td>
<td>Post</td>
<td>30</td>
<td>51.13</td>
<td>5.08</td>
<td>9.63</td>
<td>29</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Pre</td>
<td>30</td>
<td>28.80</td>
<td>10.58</td>
<td>9.63</td>
<td>29</td>
<td>Significant</td>
</tr>
</tbody>
</table>

As noticed in Table (15), there was a statistically significant difference between the experimental group’s mean scores for pre-scale and post-scale at 0.05 level, and F-values were $29 = 2.05$. These results reveal that the experimental group showed significant growth on all dimensions of the SES. These gains were due to the impact of the training program on improving the experimental group’s self-efficacy beliefs in vocabulary learning and reading comprehension.

Figure (9) indicates the difference in the experimental group’s mean scores on the pre- and post-self-efficacy scales and its main dimensions.

**Figure (9) Differences between the experimental group’s mean scores on the pre- and post-self-efficacy scales, and its main dimensions**
According to the above results, the experimental group developed positive self-efficacy beliefs in vocabulary learning and reading comprehension after the treatment. Thus, the sixth hypothesis was verified.

The effect size was employed to establish the effect of the training program on improving the experimental group’s self-efficacy beliefs in each dimension of the scale and the total score of the scale. So, the eta square (\( \eta^2 \)) was computed to achieve this, as indicated in Table (16).

**Table (16) Effect size of the WAS program on the experimental group's self-efficacy scale dimensions and the total score of the scale**

<table>
<thead>
<tr>
<th>Dimensions of self-efficacy scale</th>
<th>T. value</th>
<th>( \eta^2 )</th>
<th>Size effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary learning</td>
<td>7.34</td>
<td>0.65</td>
<td>Large</td>
</tr>
<tr>
<td>Reading comprehension</td>
<td>10.92</td>
<td>0.80</td>
<td>Large</td>
</tr>
<tr>
<td>Total scale</td>
<td>9.63</td>
<td>0.76</td>
<td>Large</td>
</tr>
</tbody>
</table>

As can be noticed in Table (16), effect size for all the dimensions of SES and the total test score was large. The \( \eta^2 \) values for the dimensions ranged between .065 and .080, whereas the \( \eta^2 \) value for the total test score was 0.76, which indicates that the WAS program made contribution to the variance in all dimensions of self-efficacy at 84%. This is attributed to the effect of the WAS program on developing the experimental group’s self-efficacy beliefs in vocabulary learning and reading comprehension. In light of the above results, it can be concluded that the fifth and sixth hypotheses were accepted.

**Discussion of the results**

The results presented above have ascertained the fact that the treatment had positive effects on EFL students’ vocabulary learning, reading comprehension and self-efficacy. In other words, the word attack skills-based program had contributed to improving the three variables.
These positive results were in line with other studies in L2 context such as Tomesen and Aarnoutse (1998), and Walters (2006). In the preceding studies, L2 students received training in one or two of the word attack skills and demonstrated gains in vocabulary development or reading comprehension. For example, in Tomesen and Aarnoutse’s (1998) study the participants were given training in context and morphological analysis, while in Walters’ (2006) study the participants were given training in three methods of instruction in using context. On average, all these studies yielded similar results to the current study.

In view of the studies conducted in EFL contexts, it was found that all the results of such studies agreed with those of the current study. As is the case with the studies in L1 contexts, the students received training in one or two word attack skills. For example, Lo (2004) trained Chinese students in inferring word meaning from context using a general strategy and found that using this strategy had improved the students’ vocabulary learning and reading comprehension, which again concurred with the results of the current study. Khalaf (2010) and Abdelqader (2007) focused on teaching Egyptian students inferring strategy and context clues, and proved that teaching these strategies enhanced the students’ ability to infer meaning from context and reading comprehension. Such results concurred with those of current study. In Zaid (2009) and Shokouhi and Askari (2010), students were given training in contextual inferencing. These studies found that training in contextual inferencing developed the Saudi or Iranian students’ vocabulary or reading comprehension, which were once more in agreement with the results of the current study.

All the preceding studies suggested the following points. First, using inferences in classes is effective in developing students’ reading comprehension and vocabulary learning. Second, using these word attack
skills is beneficial for learners as it develops their self-efficacy, as it empowers them to be independent learners. Third, “teach vocabulary in context” approach, morphemic analysis or context analysis separately and in combination should be integrated into current ESL/EFL curricula. Fourth, teaching contextual clues is useful in reading authentic texts. Finally, using a general inferencing strategy such as the one employed in other studies and the current study is useful.

**Qualitative analysis of the study**

By conducting the study, the researcher gained insight into the participants’ thinking processes that had been affected by the training. This insight would support the quantitative results drawn from their performances on the two language tests and the scale. It would also contribute to the necessary modifications or ongoing assessment to the word attack skills-based program. To achieve these purposes, reflection logs (Appendix VI), or reflective records, were used and distributed to the participants at the end of each session to be filled at home.

All reflection logs were collected and analyzed qualitatively. In these logs, students gave their opinions on what extent each session was useful, interesting, and well-organized, or they make comments on their performances in different activities. Also, they answered questions related to the material presented in each session: whether each word-attack skill or sub-skill was easy or difficult for them, and why they thought so.

On average, the qualitative results revealed that almost all students (96%) found all sessions useful, interesting and well-organized; however, very few students (15%) were unhappy about their performances in some sessions, especially the ones on the use of some prefixes and general context clues. Even in the last session, when they were asked about their opinions on the program as a whole, they cited that the program was useful.
as it helped them to learn some vocabulary words they were unfamiliar with before. They added that the first and second word attack skills were generally easy, whereas the third word attack skill was a little bit difficult to use; however, as the sessions progressed, they began to feel more confident and independent, especially when they used the vocabulary coping strategy.

Concerning the first word attack skill (using parts of speech), the majority of the students (77%) mentioned that it was easy for them to use such a skill to uncover the meanings of unknown words, as understanding the word class or part of speech helped them to guess the meaning correctly. Conversely, few students (23%) found some nouns difficult to infer their meanings from context because they thought that certain words can be a noun and a verb at the same time. Other students (26%) suggested that more “guessing” exercises should be added to the sessions.

Considering the second word attack skill (using prefixes or suffixes), it was found that most students (80%) were able to use such a skill easily, as they had a background about the use of some prefixes and suffixes such as re-, dis-, -tion and –al. Nevertheless, very few students (20%) were unable to understand some new vocabulary words that start with mono- and bi-. Other students (16%) recommended using some pictures and more reading to help them understand the new words easily.

Regarding the third word attack skill, using context clues, most students (86%) stated that it was a little challenging for them, for some context clues were new to them. Among these were the general context clues, which require students to understand the context or the situation in which the word is used. However, as the training program proceeded, they found it easy to use this skill because the signal phrases or the clues helped them a lot to get the meanings of new words. Other students (20%)
suggested that more reading practice was necessary to empower them to guess the meaning from context.

When using the vocabulary coping strategy, almost all students (96%) cited that such a strategy was beneficial for them as it helped them to use the three skills in an organized manner. In other words, they had to look for the part of speech of the difficult word, the morphological clues within the word, or the context clues within the whole sentence. Thus, the strategy was by far the most useful as it implemented the three skills properly.

In view of the above qualitative results, it can be concluded that these results have provided a valuable insight into students’ reflection and self-assessment on the materials presented in the sessions. They have also supported the quantitative results of the current study.

The next chapter will outline the summary of the results, conclusions and recommendations of the current study.
Chapter Five

Summary of the results, conclusions, recommendations, suggestions for further research

This chapter focuses on the summary of the research results. It also presents conclusions, provides recommendations, and makes suggestions for further research.

Summary of the results

The study yielded the following results:

- There is a statistically significant difference at 0.05 level between the experimental and control groups’ mean scores on the post-vocabulary learning test in favor of the former group due to training in word attack skills.
- There is a statistically significant difference at 0.05 level between the experimental group’s mean scores on the pre-and post-vocabulary learning tests in favor of the post-test.
- There is a statistically significant difference at 0.05 level between the experimental and control groups’ mean scores on the post-reading comprehension test in favor of the former group due to training in word attack skills.
- There is a statistically significant difference at 0.05 level between the experimental group’s mean scores on the pre-and post-reading comprehension tests in favor of the post-test.
- There is a statistically significant difference at 0.05 level between the experimental and control groups’ mean scores on the post-self-efficacy scale in favor of the former group due to training in word attack skills.
• There is a statistically significant difference at 0.05 level between the experimental group’s mean scores on the pre- and post-self-efficacy scales in favor of the post-self-efficacy scale. Furthermore, the independent variable of the word attack skills-based program showed a large effect size, which means that it enhanced EFL students’ vocabulary learning, reading comprehension and self-efficacy.

**Conclusions**

In view of the preceding results, the following conclusions were reached:

1. The word attack skills-based program improved students’ ability to identify word meaning from context, and in turn their reading comprehension skills.
2. It raised students’ awareness of the importance of using both intraword clues and interword information for the derivation of word meaning from context, which developed their vocabulary.
3. It raised students' awareness of the importance of using word analysis such as grammatical function (whether it is noun, verb, etc.), and word parts such as roots, prefixes and suffixes.
4. It promoted students’ comprehension skills by training them to make inferences while reading.
5. It developed an alternative method to vocabulary learning that relies on students’ comprehension skills rather than on their memorization skills.
6. It promoted students’ self-efficacy beliefs in vocabulary learning and reading comprehension.
7. It encouraged learners to be more confident and independent.
**Recommendations**

The subsequent recommendations could be suggested:

- Word attack skills could be incorporated into the current courses in a systematic way. In other words, students should be trained in inferring the meanings of new words by using the three types of clues in order: firstly the structural clues, secondly the morphological clues, and thirdly the context clues. “Hello” series in the secondary schools shows little evidence especially of the third skill. So, curriculum designers should take into account these skills when developing EFL courses.

- EFL teachers should pay more attention to using these three skills by including them in their lesson plans. They could provide different practice opportunities for these skills when creating their worksheets and tests. By doing this, they can diversify their teaching techniques.

- Egyptian Ministry of Education needs to focus more on holding workshops and conferences that address such pressing issues as word attack skills and other useful strategies in EFL classes. This is because using such skills or strategies cannot only apply to teaching English language in EFL classrooms but also to other subjects, as students need to make inferences when they read other topics in social studies, for example.

**Suggestions for further research**

Further research would benefit from the present research in many ways:

- This study can be replicated at a university-level and with a larger sample.

- Word attack skills could be explored with other language skills such as listening.
• Word attack skills could be investigated with differentiation or multiple intelligences.

• A longitudinal study on the impact of word attack skills on vocabulary learning and reading comprehension could be investigated.

• Other “attack” skills such as text attack skills could be explored with reading comprehension.
References


https://www.youtube.com/watch?v=N2bcQuYtrlc


Wang, J. (2011). *A study of English Self-efficacy, English Reading Strategies, and English reading proficiency of Taiwanese junior high school students.* (Master’s Thesis, Ming Chuan University, Taiwan). Retrieved from


Appendices
Appendix I
Lexical inferencing test (Pilot Study Test)

Student instruction sheet for the test

Read the following texts without using a dictionary. While reading the texts, think about what the underlined words mean. The underlined words are non-words that do NOT exist in English dictionaries. You can provide an exact or approximate meaning in either Arabic or English.

It is important that you provide guesses for all the words even when you feel that you are making inaccurate guesses. You have 30 minutes to do the tasks.

• Here is an example:

The internet has become an important part of the lives of many people all over the world. It is a wonderful tool for wubordination between people and their computers.

• You answer in the following way:

\[ \text{wubordination} = \text{Communication} \]
Text 1: The Trip to the Supermarket

Today Sue realized that there was nothing in the refrigerator, so she got her purse and drove to the supermarket. She parked the car and entered into the supermarket. First, she got a shinsk and took the list out of her purse. She began to take a trip through the fresks. First, she went to the canned goods section because she wanted soup. There were so many brands that she decided to prizlate the prices. Then, she continued on toward the fruit and vegetable stands to buy grapes. There, she chose a bunch. Afterwards, she went to the bakery to buy bread. She greeted the shopkeeper and asked for a loaf. Then she continued on through the supermarket to see if she needed anything else. She had everything, so she walked toward the brumpet. There were many people standing in line, so Sue began to read the mostings. Finally, it was her turn, so she placed everything on the counter and the clerk began to dask the prices. Afterwards, Sue took out her credit card and paid her bill. Finally, she got the rizlet bags and left the supermarket.

<table>
<thead>
<tr>
<th>No.</th>
<th>Non word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>shinsk</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>fresks</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>prizlate</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>brumpet</td>
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</tr>
<tr>
<td>5</td>
<td>mostings</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>dask</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>rizlet</td>
<td></td>
</tr>
</tbody>
</table>
Text 2: The Doctor's Appointment

It was January and Jack felt sick. He thought that he had the flu because it was just the season to have it. So he went to the clinic. He entered into the **rosking** room of Doctor Smith and went over to the receptionist to **flim** in. Afterwards, he sat down and **crimmed** through some magazines. He also looked around at the other patients. Soon after the nurse called him, Jack followed her to the exam **mant**. Shortly afterwards, the doctor came in and asked him how he felt. Jack was very congested and had chills and a headache. Then, he got up on the exam table and while he opened his mouth the doctor **fraiged** his throat. Then Jack got dressed. Later, the doctor wrote down something in his medical file and he gave Jack a **braiment**. He explained to him that the syrup was for his **firt**. He also gave him some advice. Then, Jack went directly to the pharmacy of the clinic to buy his medicine. Finally, Jack left the clinic.

<table>
<thead>
<tr>
<th>No.</th>
<th>Non word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>rosking</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>flim</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>crimmed</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>mant</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>fraiged</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>braiment</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>firt</td>
<td></td>
</tr>
</tbody>
</table>
Appendix II
Vocabulary Learning Test (Pre-posttest)

Name: ___________________________  Class: ___________________________
Time: 1 hour

1) **Choose the correct answer from a, b, c, or d** (10 marks)

1- My friend was feeling quite ill, so I took him to hospital to receive…………….
   a) Arrangement  b) treatment  c) development  d) employment

2- Volcanic gases are highly……………. They cause lung damage and other health problems.
   b) toxic  b) useful  c) comic  d) fixed

3- If you do not answer exam questions ……………, you will get low marks.
   a) deliberately  b) wrongly  c) friendly  d) properly

4- I do not like the …………… of machines as it is very loud.
   a) voice  b) sound  c) motion  d) south

5- The government should spend the money on something that will ………………everyone.
   a) waste  b) fight  c) damage  d) benefit

6- Our world is facing many……………… problems that can actually threaten all humans.
   a) worry  b) worrying  c) easy  d) visual

7- He is planning his work in an efficient way. He is a very……………person.
   b) organize  b) organization  c) organized  d) unorganized

8- When you study your lessons, you should not be ……………by other things that might affect you negatively.
   a) distracted  b) worried  c) obeyed  d) opposed
9- A: Are you worried? B: Only…………
   a) dependently   b) independently   c) slightly   d) properly
10- She was ………….because she did very well in her new job. She became a manager.
   a) managed       b) overcome       c) remote       d) promoted

2- **Match the words with their definitions. Note that there is one extra definition you do not have to use. (5 marks)**

<table>
<thead>
<tr>
<th>(A)</th>
<th>(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Grandchildren are</td>
<td>a) what is left after you have used something.</td>
</tr>
<tr>
<td>2- Waste is</td>
<td>b) novels, plays and poems that are thought to be important.</td>
</tr>
<tr>
<td>3- Expiry means</td>
<td>c) someone who takes part in an athletics competition.</td>
</tr>
<tr>
<td>4- Competitor is</td>
<td>d) the end of a period of time in which something can be used.</td>
</tr>
<tr>
<td>5- Literature refers to</td>
<td>e) the sons of our uncle.</td>
</tr>
<tr>
<td></td>
<td>f) the children of our children.</td>
</tr>
</tbody>
</table>

3- **Find and correct the mistakes in the following sentences. (5 marks)**

1- A heart surgery is someone who is able to perform heart transplants.

   ……………………………………………………………………………………………………..

2- He is a very activity person. He does everything on time.

   ……………………………………………………………………………………………………..

3- Computers are very useful because they can store a large account of information.

   ……………………………………………………………………………………………………..

4- We study many subjects at school such as Arabic, English, religious, math and science.

   ……………………………………………………………………………………………………..
5- It is not fair! Older brothers always receive a lot of attention from their parents.

4. Write the synonyms of the following words. (5 marks)
1- delighted……………………………………
2- pass (an exam)…………………………………
3- enormous ………………………………………
4- flavour…………………………………………
5- cool…………………………………………

5. Write the antonyms of the following words. (5 marks)
1- obey ……………………………………..
2- carefulness …………………………………
3- pessimistic ………………………………
4- professional………………………………
5- artificial……………………………………

6- Complete the sentences with words from the list. Note that there is an extra word you do not have to use. (5 marks)

<table>
<thead>
<tr>
<th>Psychology</th>
<th>Photography</th>
<th>caffeine</th>
<th>preservative</th>
<th>Athletics</th>
<th>Taekwondo</th>
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<td>4-</td>
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<tr>
<td>5-</td>
<td></td>
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</tr>
</tbody>
</table>

7. Write meaningful sentences using the given words (10 marks)
1- Cartoon

.................................................................
8. Classify the following words into the correct parts of speech (verbs, nouns, adjectives or adverbs) (5 marks)

<table>
<thead>
<tr>
<th>Word</th>
<th>Part of speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>educational</td>
<td></td>
</tr>
<tr>
<td>exist</td>
<td></td>
</tr>
<tr>
<td>deliberately</td>
<td></td>
</tr>
<tr>
<td>confidence</td>
<td></td>
</tr>
<tr>
<td>behave</td>
<td></td>
</tr>
</tbody>
</table>
9- **Find words in the following (10 marks)**

1- aogl ………………... 6- afwul …………………
2- fterlie ……………… 7- ordp …………………
3- eldera ……………… 8- qecnour ………………
4- shpliub ……………… 9- thaour ………………
5- dveloep ……………… 10- tddolre ……………

10. **Read and guess the meanings of the highlighted words** (5 marks)

1- The tsunami **annihilated** the whole village destroying everything in front of it.
   Meaning: …………………………………………………………………

2- The **panther** (a large black animal related to a cat) is a very dangerous animal.
   Meaning: …………………………………………………………………

3- Her advice was foolish. It was **worthless**.
   Meaning: …………………………………………………………………

4- We can **amplify** the sound by getting better speakers.
   Meaning: …………………………………………………………………

5- The people going to the desert face many **perils**, including wild animals and unsafe roads.
   Meaning: …………………………………………………………………
Reading Comprehension Test (pre-posttest)

Name:                      Class:

Time: 1 hour

Read the following texts and then answer the questions: (10 marks)

(Text 1)

Everybody loves chocolate. The chocolate industry is enormous. People eat millions of kilograms of chocolate each year. Most people think of chocolate as a delicious gift but did you know that it is also good for you? The idea that chocolate is healthy actually began hundreds of years ago. People in South America made a drink from chocolate. However, this chocolate was not sweet. Later, doctors in Europe gave chocolate to their patients. They thought that it would help people who were too thin, too tired, or had problems digesting their food.

In the 1900s, people thought chocolate was unhealthy. For example, many people thought that chocolate caused some health problems. This is not true. They also thought that chocolate was bad for your teeth. This is not true either. Actually, studies show that milk chocolate is one of the snack foods that rarely lead to tooth decay. New research shows that chocolate has other health-giving benefits such as lowering blood pressure and making people relaxed and happy.

A word of caution is necessary. Most chocolate is made with a lot of fat and sugar. Fat and sugar have a lot of calories. If you are trying to lose weight for your health, you should eat fewer calories. This means that if you include chocolate in your diet, you should eat less of something else.
Choose the correct answer from a, b, c or d

1- Many people think that chocolate is a delicious_______________.
   a) food                      c) sweet
   b) drink                     d) gift

2- There were __________ ideas about chocolate in the 1990s.
   a) correct                   c) good
   b) imaginative               d) false

3- The word "caution" in paragraph 3 means ___________.
   a) carelessness              c) carefulness
   b) safety                    d) danger

4- Where did doctors give chocolate to their patients?
   a) In the chocolate industry c) In Europe
   b) In South America          d) In the food industry

5- When did South Americans make a drink from chocolate?
   a) Before people thought of chocolate as an unhealthy food.
   b) After people thought of chocolate as an unhealthy food.
   c) Before doctors gave chocolate to their parents.
   d) After doctors gave chocolate to their parents.

6- The main idea of paragraph 3 is ____________.
   a) chocolate and weight      c) the chocolate industry
   b) chocolate as a healthy food d) chocolate as an unhealthy food

7- Which part of speech is the word “enormous” in paragraph 1?
   a) verb
   b) adjective
   c) adverb
   d) noun

8- In paragraph 2, the word "They" refers to ____________.
   a) studies                  b) problems
   c) people                   d) effects
9- The best title for this text is ____________________.
   a) chocolate industry          c) benefits of chocolate
   b) chocolate and health        d) disadvantages of chocolate

Answer the following question

10- Do you think that chocolate should be banned in school cafeteria? Why / Why not?

........................................................................................................................................
........................................................................................................................................

(Text 2) (10 marks)

Have you seen young people wearing headphones while walking, exercising, riding buses or trains, or relaxing in shopping malls, or at parks? **They** are listening to music to on one of the most popular inventions of the past 30 years: the personal audio system or the Walkman. Millions of people have these small, lightweight stereos, but few know how the systems were developed. It all started in the 1970's when a German inventor, Andreas Pavel, had an idea for a stereo that could be **clipped** to a belt or handbag, and play sound through headphones. He called it the "Stereo belt" but the idea never reached the market.

In 1979, the Japanese Sony Company used this idea to develop a cassette player that was called the "Walkman". The Walkman quickly became very popular especially with young people. People enjoyed being able to listen to music anytime, anywhere. Sony also introduced the CD players in 1992.

By 1998, a music file called the MP3 was invented. These **files** could be played on a computer or loaded onto a small memory stick that held many songs. The memory stick player had no moving parts, and there was no need to carry CDs anymore.
Choose the correct answer from a, b, c or d

1- The CD players were introduced in__________.
   a) 1979         c) 1998
   b) 1992         d) the 1970s

2- The personal audio system is a _________.
   a) type of computer       c) pair of headphones
   b) belt or handbag         d) small stereo

3- The word "clipped" in paragraph 1 means ____________.
   a) to leave things           c) to hold things together
   b) to carry things          d) to remove things

4- Who invented the “Stereo belt”?
   a) Andreas Pavel          c) The Walkman
   b) Young people           d) Sony Company

5- When did the Sony Company develop the Walkman and the CD players?
   a) After the inventions of the past 30 years.
   b) Before Andreas Pavel invented “Stereo belt”.
   c) After Andreas Pavel invented “Stereo belt”.
   d) After the MP3 was invented.

6- The main idea of paragraph 2 is ____________.
   a) description of some Sony products
   b) description of the Walkman
   c) description of CD players
   d) description of portable CD players

7- Which part of speech is the word “files” in paragraph 3?
   a) verb                  c) noun
   b) adjective             d) adverb
8- In paragraph 1, the word "They" refers to___________.
   a) old people       b) young people       c) trains       d) headphones
9- The best title for this text is ____________________.
   a) The development of personal audio systems
   c) Building a small stereo system
   b) Andreas Pavel: Sony’s best engineer
   d) MP3 players

Answer the following question

10- Do you think that inventions are important to us? Why / Why not?

........................................................................................................................................................................
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Appendix IV

Self-Efficacy Scale

The following statements are your beliefs in learning vocabulary and reading English written texts. Please indicate how confident you are that you can do each of the statements described below by circling the following appropriate number. There are no right or wrong answers.

1- Not sure
2- Maybe
3- Pretty sure
4- Really sure

<table>
<thead>
<tr>
<th>Dimension</th>
<th>No</th>
<th>Statement</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary learning</td>
<td>1</td>
<td>I can write meaningful sentences using new words.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>I can correct vocabulary mistakes in sentences.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>I can define the synonyms and antonyms of vocabulary words.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>I can classify words into nouns, verbs, adjectives or adverbs.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>I can identify vocabulary words with their definitions.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>I can break down vocabulary words into smaller parts - prefixes and suffixes.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>I can guess the meanings of difficult words using context clues.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Dimension</td>
<td>No</td>
<td>Statement</td>
<td>Scale</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----</td>
<td>---------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Reading comprehension</td>
<td>8</td>
<td>I can give my opinion about the topic of a reading text.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>I can deduce the topic of a reading text.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>I can identify the main ideas of paragraphs in a reading text.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>I can understand the sequence of events in a reading text.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>I can understand implied facts in a reading text.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>I can connect my prior knowledge to the text information to figure out the meanings of difficult words.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>I can identify the parts of speech of difficult words in a reading text.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>I can identify the pronoun reference in a reading text.</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

Thanks a lot for your cooperation
مقياس الكفاءة الذاتية

العبارات التالية هي تصوراتك لتعلمك المفردات وقراءة النصوص المكتوبة بالإنجليزية، يرجى وضع دائرة حول الرقم المناسب لكل عبارة والذي يظهر مدى ثقتك في أدائها، مع العلم بأنه ليست هناك إجابة صحيحة أو إجابة خاطئة.

إجابة خطاً
1- غير متأكد
2- ربما
3- متأكد إلى حد ما
4- متأكد تماماً

<table>
<thead>
<tr>
<th>العيارة</th>
<th>المقياس</th>
<th>الأبعاد</th>
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<td>3</td>
</tr>
<tr>
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<td>1 2 3 4</td>
<td>4</td>
</tr>
<tr>
<td>أستطيع التعرف على المفردات مع تعريفاتهم.</td>
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<td>5</td>
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<td>6</td>
</tr>
<tr>
<td>أستطيع تخمين معاني الكلمات الصعبة باستخدام أدلة السياق.</td>
<td>1 2 3 4</td>
<td>7</td>
</tr>
<tr>
<td>أستطيع إبداء الرأي الخاص بي عن موضوع نص قرأني.</td>
<td>1 2 3 4</td>
<td>8</td>
</tr>
<tr>
<td>أستطيع استنتاج نص قرأني.</td>
<td>1 2 3 4</td>
<td>9</td>
</tr>
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<td>أستطيع التعرف على الأفكار الرئيسية للفقرات نص قرأني.</td>
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<td>10</td>
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<tr>
<td>أستطيع فهم تسلسل الأحداث في نص قرأني.</td>
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<td>11</td>
</tr>
<tr>
<td>أستطيع فهم الحقائق المضمنة في نص قرأني.</td>
<td>1 2 3 4</td>
<td>12</td>
</tr>
<tr>
<td>أستطيع ربط معرفتي السابقة بمعلومات النص للوصول لمعاني الكلمات الصعبة.</td>
<td>1 2 3 4</td>
<td>13</td>
</tr>
<tr>
<td>أستطيع التعرف على أجزاء الكلام (سواء كان اسمًا أو فعلًا أو صفة أو حالًا) للكلمات الصعبة في نص قرأني.</td>
<td>1 2 3 4</td>
<td>14</td>
</tr>
<tr>
<td>أستطيع فهم مرجعية الضمير في نص قرأني.</td>
<td>1 2 3 4</td>
<td>15</td>
</tr>
</tbody>
</table>

شكراً جزيلاً على تعاونكم
Appendix V

Jury members

1- Prof. Azza Al Marsafy- Prof of ELT, Zagazig University.
2- Prof. Mohammed Hassan- Prof of ELT, Zagazig University.
3- Dr. Yehia Ismail Sarhan- Lecturer of ELT, College of Education, Mansoura University.
4- Maha Badawy – General Supervisor of English Language, Damietta Governorate.
5- Hussein Elmasry- Senior Supervisor of English Language, Damietta Governorate.
6- Mohammed Ali- Supervisor of English Language, Damietta Governorate.
Appendix VI

The Word Attack Skills-Based Program

Teacher’s Guide
Session (1)

Objectives:

By the end of the session, students will be familiar with the word attack skills-based program: goal, objectives, content and employed strategy.

Resources

- Whiteboard
- Markers
- Strategy poster
- Mind map
- Data show

Procedures: (45 minutes)

- Greet students warmly and create a positive classroom atmosphere by encouraging them to participate actively in the program.
- Introduce the program to students in simple words by writing it on the white board, translating it in Arabic, and giving some details about it.
- Talk to students about the importance of this program in enhancing their vocabulary knowledge and reading comprehension. This will, in turn, lead to their success in final exams.
- Show a mind map on the data show to display the content of the program (sessions, goal, objectives and the employed strategy).
- Tell students that they are going to learn a strategy for guessing the meanings of new words whenever they read English texts.
- Show the strategy poster to students and present the strategy in more detail explaining the five steps included in this strategy.
- Explain each step by using easy, simple examples to show how the strategy is done.
- Wrap up the session revising the main points.
Session (2)

Objectives:

By the end of the session, students will be able to identify nouns, verbs, adjectives and adverbs in sentences or in a reading text.

Resources:

- Whiteboard
- Markers
- Data show
- Worksheets

Warmer (5 minutes)

- Ask students a simple question about today’s weather or about their personal interests or hobbies. For example, what is the weather like today?
- Let them answer these questions and write their answers on the board.
- Tell them that the sentences they have already given are composed of different parts: verbs, nouns, adjectives or adverbs.

Explicit instruction/Teacher modelling (10 minutes)

- Explain to students that a noun is a person, place, animal, or thing. Tell students that a verb is a state or action. Remind them that an adverb is a word that is used to modify a verb, adjective, another adverb or a sentence. Define an adjective as a word that describes a noun.
- Ask students to come up with an example for each part of speech. Write down the examples that they come up with on the board. Invite them to come to the board to label the different parts of speech. Ask your students to put an N if it is a noun, V if it is a verb, Adj. if it is an adjective, and Adv. if it is an adverb.
Repeat the same steps with other sentences:

1- School is **really** important for all children.

2- Some students are good at **vocational** subjects such as fixing or making things.

**Guided practice (7 minutes)**

- Invite volunteers to do the next two sentences in front of the class The remaining sentences can be done in pairs or small groups with teacher’s or other students’ support. Reinforce and comment on their answers.

1. Squash is an **individual** sport.
2. Some parts of the world will be **flooded** because of the global warming effect.
3. Technology gives us all **opportunities**.
4. We **seldom** see our old neighbors anymore.
5. Everyone has the **potential** to do amazing things.

**Independent practice (8 minutes)**

- Ask students to find the adjectives derived from given nouns (in a reading text) on a worksheet.
- Check students’ answer and provide feedback.

**Assessment (10 minutes)**

- Have students choose the right answer on a parts-of-speech worksheet individually.
- Provide feedback where necessary.

**Plenary (shared conclusion) (5 minutes)**

- Round off the session asking students what parts of speech are and how to identify them in a sentence or a text.
- Give students reflection logs and ask them to fill them at home.
Session (3)

Objectives:

By the end of the session, students will be able to determine the meanings of unknown words using their parts of speech, whether a noun, verb, adjective or adverb, in sentence contexts.

Resources:

- Whiteboard
- Markers
- Data show
- Worksheets
- Pictures

Warmer (5 minutes)

- Show a picture on the data show and ask students to talk about it.

Explicit instruction/Teacher modelling (10 minutes)

- Explain to students that it is important to specify the part of speech of the unknown word because the inferred word should be the same part of speech of the unknown word.
- Show some sentences on the data show and ask students what part of speech of the word “plentiful” is. Elicit responses and explain that “plentiful” is an adjective because it ends with “-ful” and because it comes before the noun “supplies”. To guess meaning from context, we need to ask ourselves questions: If supplies are available everywhere, what does this tell us about these supplies? The answer to that question might suggest the meaning of that unknown word. So, “plentiful” must mean “many, much or numerous”.
- Repeat the same procedures with “negotiations”.


1- World has **plentiful** supplies of stored-source energy. They are available all over the world.

2- After long **negotiations**, the businessmen decided to sign the contract.

**Guided practice (7 minutes)**

- Have a volunteer do the word 'cut' in front of the class, reinforce and give feedback where necessary. Students do the remaining sentences in pairs or small groups with teacher's and other students' support.

  1- If every city in the world ban the use of cars in certain days of the week, we could **cut** traffic pollution by fifty per cent.
  2- We need to reduce our **dependence** on fuels like gas and oil, by increasing our use of energy from wind, waves and the sun.
  3- Edison is a **brilliant** scientist.
  4- I know that! It's **definitely** London.
  5- **Surfing** the internet can be useful for all age groups.
  6- **Botany** is the study of plants.

**Independent practice (8 minutes)**

- Ask students to determine the parts of speech of unknown words on a worksheet in pairs.
  - Check students’ answers and provide feedback.

**Assessment (10 minutes)**

- Ask students to determine the meanings of unknown words using their parts of speech on a worksheet individually.
  - Give feedback where necessary.

**Plenary (shared conclusion) (5 minutes)**

- Round off the session asking students to mention the first step of dealing with unknown words while reading.
  - Give students reflection logs and ask them to fill them at home.
Session (4)

Objectives:
By the end of the session, students will be able to determine the meanings of unknown words using their parts of speech, whether a noun, verb, adjective or adverb, in a reading text.

Resources:
- Whiteboard
- Markers
- Data show
- Worksheets

Warmer (5 minutes)
- Have students do word search to classify some words according to their parts of speech.

Explicit instruction/Teacher modelling (10 minutes)
- Show some sentences on the data show and ask students what part of speech of the word “ban" is. Elicit responses and explain that “ban” is a verb because it comes after “could”. By determining the part of speech of the word “ban”, we can then predict the meaning from context. To guess meaning from context, we need to ask ourselves questions: Why do people use public transport in cities? The answer to that question may suggest the meaning of that unknown word. So, “ban” must mean “prevent”.
- Repeat the same procedures with "commemorate".

1- We could ban cars from cities and make people use public transport.
2- To remember those who died, we will build a monument to commemorate them.
Guided practice (7 minutes)

- Have a volunteer do the word 'traditional' in front of the class, reinforce and give feedback where necessary. Students do the remaining sentences in pairs or small groups with teacher's and other students' support.

  1- The King of Bhutan wants the people to keep their **traditional** culture, for example, wearing traditional clothes when they go to work.

  2- Visiting Bhutan is **costly**, so why do tourists want to visit?

  3- Shall we try and find a **package** tour? They are usually cheaper, as it includes transportation and accommodation.

  4- The flight was late because of the difficult **atmospheric** conditions.

  5- The **eruption** of the volcano lasted for nearly three days.

Independent practice (8 minutes)

- Ask students to determine the parts of speech of unknown words, in a reading text, on a worksheet in pairs.
- Check students’ answers and provide feedback.

Assessment (10 minutes)

- Ask students to determine the parts of speech of the unknown words, in a reading text, on a worksheet individually.
- Give feedback where necessary.

Plenary (shared conclusion) (5 minutes)

- Round off the session asking students to say why it is important to determine the part of speech of the difficult words in a sentence or a text.
- Give students reflection logs and ask them to fill them at home.
Session (5)

Objectives:

By the end of the session, students will be able to

- identify the meanings of common prefixes.
- decode words containing prefixes.

Resources:

- Whiteboard
- Markers
- Data show
- Worksheets

Warmer (5 minutes)

- Tell students that they are going to learn prefixes as a subskill of word attack skills.
- Have students do word search in order to recognize some common prefixes such as un-/re-/ and mis-.

Explicit instruction/Teacher modelling (10 minutes)

- Tell students that a prefix is a set of letters that precede a root or a base word.
- Hold up the prefix “dis-” and the root word “honest” on two cards. Tell students that “dis-” is an example of prefix that means “not” or “opposite of”, while the root word “honest” by itself means “always telling the truth”.
- Explain to students that if we put the two cards together, we will have a new word “dishonest” with a new meaning “not telling the truth”.
- Present a list of the most common prefixes with their meanings on the data show.
Repeat with other prefixes following the steps above by using other examples from the most common prefixes (as shown in students’ activities).

**Guided Practice (7 minutes)**

- Show some shuffled cards with both prefixes and root words by using other examples from the most common prefixes (as shown in students’ activities).
- Invite volunteers to pick prefix and root word that match in order to build a new word. Ask them to hold both cards together.
- Ask the other students if they have made a new word, and what the meaning of the new word is.
- Repeat the same procedures with other prefixes and roots.

**Independent practice (8 minutes)**

- Explain that each pair of students will be given a list of prefixes and root words (as shown in the worksheet).
- Tell students that in pairs, they will need to build as many new words as they can.
- Have students record the words with their meanings on a separate sheet of paper.
- Check students’ answers and provide feedback.

**Assessment (10 minutes)**

- Have students identify the words with prefixes in a paragraph, and write their meanings on a worksheet.
- Provide feedback where necessary.

**Plenary (shared conclusion) (5 minutes)**

- Round off the session asking students to mention some common prefixes with their meanings and some example sentences containing these prefixes, if possible.
- Give students reflection logs and ask them to fill them at home.
Session (6)

Objectives:

By the end of the session, students will be able to determine the meanings of unfamiliar words using prefixes.

Resources:

- Whiteboard
- Markers
- Data show
- Worksheets

Warmer (5 minutes)

- Remind students of the first word attack skill (determining the part of speech of the unknown word). Tell students that they are going to practice another subskill of word attack skills, guessing the meanings of unknown words by using prefixes.

Explicit instruction/Teacher modelling (10 minutes)

- Explain: "We are going to unlock the meanings of difficult words."
- Write “unlock” on the board and remind students to use word parts such as “un-” and “lock” whenever they try to guess the meanings of difficult words while reading English texts. Explain: "un-” means not, and “lock” means close."
- Write un+lock on the board. Ask: “What does this word mean?” (‘unlock’ means ‘discover’ according to the context). Then, when the prefix “un” is added to other words, the meaning of these words will change. At the same time, it gives clues to the meaning of an unknown word.
- Repeat these steps with “biology” (bio- means life, -ology means the study of) as in the following example:
-Biology is her favorite subject.

**Guided practice (7 minutes)**

- Show the following sentences on the data show and ask students to identify the meanings of the highlighted words using word parts. Invite volunteers to do the first two sentences in front of the class. The remaining sentences can be done in pairs or small groups with teacher’s or other students’ support.

1. What he did was **unprofessional**. He did not complete his contract with the company.

2. Our teacher trained us to use two main skills and four **subskills**.

3. The film was about a **superman** who did very strange things.

4. He is **impatient** as the first hour passes and then another.

5. She is interested in studying **prehistory**.

- Reinforce and comment on their answers.

**Independent practice (8 minutes)**

- Ask students to identify the meanings of unknown words on a worksheet using prefixes in pairs.

- Check students’ answers providing feedback where necessary.

**Assessment (10 minutes)**

- Have students complete the prefixes worksheet individually.

- Give feedback where necessary.

**Plenary (shared conclusion) (5 minutes)**

- Round off the session asking students to give some sentences using prefixes.

- Give students reflection logs and ask them to fill them at home.
Session (7)

Objectives:
By the end of the session, students will be able to

- identify the meanings of common suffixes.
- decode words containing suffixes.

Resources:

- Whiteboard
- Markers
- Data show
- Worksheets

Warmer (5 minutes)

- Tell students that they are going to learn suffixes as a subskill of word attack skills.
- Have students do word search in order to recognize some common suffixes such as -ful/-able/ and -less.

Explicit instruction/Teacher modelling (10 minutes)

- Tell students that a suffix is a set of letters that is added to the end of the root or a base word.
- Hold up the root word “teach” and the suffix “-er” and on two cards. Tell students that “-er” is an example of suffix that means “one who does”, while the root word “teach” by itself means “to give lessons to students at a school”.
- Explain that if we put the two cards together, we will have a new word “teacher” with a new meaning “someone who teaches or gives lessons at a school”.
- Present a list of the most common suffixes with their meanings on the data show.
• Repeat these steps with other suffixes following the steps above by using the most common suffixes).

Guided Practice (7 minutes)

• Have students complete the suffixes worksheet in pairs.
• Give feedback where necessary.

Independent practice (8 minutes)

• Explain that each pair of students will be given a list of suffixes and root words.
• Tell students that in pairs, they will need to build as many new words as they can.
• Have students record the words with their meanings on a separate sheet of paper.
• Check students’ answers and provide feedback.

Assessment (10 minutes)

• Have students identify the words with suffixes in a paragraph, and write their meanings.
• Provide feedback where necessary.

Plenary (shared conclusion) (5 minutes)

• Round off the session asking students to mention some common suffixes with their meanings and some example sentences containing these suffixes, if possible.
• Give students reflection logs and ask them to fill them at home.
Session (8)

Objectives:

By the end of the session, students will be able to determine the meanings of unfamiliar words using suffixes.

Resources:

- Whiteboard
- Markers
- Data show
- Worksheets

Warmer (5 minutes)

- Remind students of the first word attack skill (determining the part of speech of the unknown word). Tell students that they are going to practice another subskill of word attack skills, guessing the meanings of unknown words by using suffixes.

Explicit instruction/Teacher modelling (10 minutes)

- Write the following sentence on the board: If a story is easy to believe, we say it is believable. Write “believable” on the board and remind students to use word parts such as “believe” and “-able” whenever they try to guess the meanings of difficult words. Explain: "believe" means “think that a story is true”, and “able” means “can be”. Now “believable” means a story that can be believed according to the context. So, when the suffix “able” is added to other words, the meaning of these words will change. At the same time, it gives clues to the meaning of unknown words.

- Repeat the same steps with the following example sentence: If we find a book easy to read, we describe it as readable.
Guided practice (7 minutes)

- Show the following sentences on the data show and ask students to identify the meanings of the highlighted words using suffixes. Invite volunteers to do the first two sentences in front of the class. The remaining sentences can be done in pairs or small groups with teacher’s or other students’ support.

1. Small children should be careful with glass because glass is **breakable**.
2. Jerry is very **fashionable** because he always wears the latest styles.
3. There were only a **handful** of people at the match; just a few attended.
4. They had to **tranquilize** the lion before they could catch it.
5. The team that he supported was able to win the **championship**.

- Reinforce and comment on their answers.

Independent practice (8 minutes)

- Ask students to identify the meanings of unknown words on a worksheet using suffixes in pairs.
- Check students’ answers providing feedback where necessary.

Assessment (10 minutes)

- Have students complete the suffixes worksheet individually.
- Give feedback where necessary.

Plenary (shared conclusion) (5 minutes)

- Round off the session asking students to give some sentences using suffixes.
- Give students reflection logs and ask them to fill them at home.
Session (9)

Objectives:

By the end of the session, students will be able to

- determine the parts of speech of unknown words as the first word attack skill.
- determine the meanings of unknown words using prefixes and suffixes as the second word attack skill.

Resources:

- Whiteboard
- Worksheets
- Data show
- Markers

Warmer (5 minutes)

- Ask and answer questions about parts of speech and morphological clues (prefixes and suffixes). Possible questions: what do we do when we meet a difficult word for the first time? What is the second step we have to take in order to recognize its meaning?

Explicit instruction/Teacher modelling (10 minutes)

- Tell them that they are going to apply the first two word attack skills together today.
- Write the following sentence on the board: A genetic illness is passed down from parents and grandparents. Explain: suppose that we do not know the meaning of the word “genetic”. Then, we need to make use of our strategy and apply the steps we have taken so far. Step 1 says to establish the grammatical function of the unknown word. Look at “genetic” and think which part of speech comes before a noun “illness”.
- Ask students to determine the part of speech of this unknown word, which is an adjective.
• Explain: after determining the part of speech of the word, we need to apply the second step of the strategy, if available, looking for morphological clues (i.e., suffixes and prefixes).
• Ask students to determine these morphological clues, namely, any suffixes or prefixes that can help them to understand the meaning of the unknown word.
• Have students reply to your query by giving this answer: the adjective that ends with “ic”, means “of” or “relating to”.
• Explain: “genetic” means something to do with or related to genes in this sentence context. We can even know the meaning of this word from the sentence context if we read the sentence carefully. But we will explain this later in the coming sessions.
• Repeat the same procedures with another example: I prefer to have the authentic experience you get from this desert safari company.

Guided practice (7 minutes)

• Invite volunteers to do the next two sentences in front of the class. Reinforce and comment on their answers. The remaining sentences can be done in pairs or small groups with teacher’s or other students’ support.

  1- Falcons are **undaunted** birds – they are not afraid of anything.
  2- The gazelle runs free through the **gigantic** desert plains.
  3- She got very sick and had to have a blood **transfusion**.
  4- With the real plan, the rate of **inflation** in Brazil has fallen.

• Check students’ answers providing feedback where necessary.

Independent practice (8 minutes)

• Ask students to recognize the meanings of unknown words on a worksheet in pairs.
• Give feedback where necessary.

Assessment (10 minutes)
• Have students complete a worksheet on discovering the meanings of unknown words individually.
• Give feedback where necessary.

Plenary (shared conclusion) (5 minutes)
• Round off the session asking students to mention how to apply the first two word attack skills.
• Give students reflection logs and ask them to fill them at home.
Session (10)

Objectives:

By the end of the session, students will be familiar with different types of context clues.

Resources:

- Whiteboard
- Markers
- Data show
- Worksheets

Procedures (45 minutes)

- Introduce context clues to students in simple words by writing it on the white board, defining “context clues” as the words or sentences given around the unknown word. In other words, these surrounding words (clues) are sometimes found close to the unknown word, and they help readers to figure out the meaning of this new word.
- Talk to students about the importance of these context clues in enhancing their vocabulary knowledge and reading comprehension. This will, in turn, lead to their success in final exams.
- Show a list of the common context clues on the data show.
- Present them in detail and write some example sentences on the board to explain how context clues are used to guess the meanings of unknown words:
  1- I often receive accolades, or praise, for doing my projects at school.
  2- Botany is the study of plants.
- Explain: in the first sentence there are some clues within the sentence that help you understand the meaning of the word “accolades” such as
“praise” and the signal word “or”. These clues (*praise* and *or*) are one type of context clues called definition clues, which will be explained in detail in the coming sessions. From this, you will find that the difficult word “*accolades*” means “*praise*”.

- Apply the same procedures with the second one. Explain: the clues “*study of plants*” and the signal word “*is*” helps the reader to understand the meaning of the difficult word “*botany*”.

- Wrap up the session revising the main points.
Session (11)

Objectives:

By the end of the session, students will be able to determine the meanings of unknown words using definition clues.

Resources:

- Whiteboard
- Worksheets
- Data show
- Markers

Warmer (5 minutes)

- Ask and answer questions about context clues. Possible questions are: why is it important to use these context clues? / what are the types of context clues? / How can we use them?
- Remind students that they should always use the words that surround the new or unfamiliar word to help them find the meaning. Other times they need to look at the sentences before and after the unfamiliar word to help them understand what it means.

Explicit instruction/Teacher modelling (10 minutes)

- Tell them that they are going to use one type of context clues, definition clues.
- Write the following sentence on the board: A vegetarian is a person who does not eat, or believe in eating any food that comes from animals. Explain: suppose that the word “vegetarian” is the new or unknown word you do not understand. As we said earlier, there are some clues within the sentence that help you understand the meaning of this word such as “does not eat or believe in eating….” and the signal word “is”. This type of context clue called definition clues, can show you the meaning of the word “vegetarian”.

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• Apply the same procedures with another example sentence: *Zoology is defined as the study of animals and their behavior.* When we look for context clues within this sentence, we will find that “the study of animals and their behavior” and the signal words “is defined as” tell you the meaning of the unknown word “zoology”.

**Guided practice (7 minutes)**

• Show the following sentences on the data show and ask students to identify the meanings of the highlighted words using the first type of context clues (definition clues). Invite volunteers to do the first two sentences in front of the class. The remaining sentences can be done in pairs or small groups with teacher’s or other students’ support.

  1- A *historian* is someone who is interested in researching all history in time.

  2- An *obstetrician* means a doctor who is trained in pregnancy and childbirth.

  3- *Fraud* is defined as the crime of cheating somebody in order to get money.

  4- *Sociology* is known as the study of human social relationships.

  5- *Geology* is the study of the Earth and the materials of which it is made.

• Ask students to provide the clues (words or signal words) to meanings of unfamiliar words.

• Elicit responses and discuss why a response could be incorrect.

**Independent practice (8 minutes)**

• Ask students to use the definition clues on a worksheet in pairs in order to find the meanings of unknown words.

• Go round the classroom and check students’ answers providing feedback where necessary.
Assessment (10 minutes)

- Have students complete a worksheet on the use of definition clues individually.
- Give feedback where necessary.

Plenary (shared conclusion) (5 minutes)

- Round off the session asking students to mention the signal words that are used as clues to provide the meaning of an unknown word.
- Give students reflection logs and ask them to fill them at home.
Session (12)

Objectives:

By the end of the session, students will be able to determine the meanings of unknown words using definition clues.

Resources:

- Whiteboard
- Data show
- Worksheets
- Markers

Warmer (5 minutes)

- Review the use of definition clues to help students infer the meaning of an unknown word.
- Tell students that better readers are just like detectives. They use all the available clues in a text or a story to help them arrive at the right meaning of difficult words.

Explicit instruction/Teacher modelling (10 minutes)

- Write the following sentence on the board: *I do not believe in myths (stories which are untrue or impossible)*. Explain: when you come to the word “myths”, you might feel that you do not know its meaning for sure. Then, you need to look for clues or surrounding words that you know to help you understand the meaning of this word like “(stories which are untrue or impossible)”. In addition, the punctuation marks “parentheses” are used here to draw the attention of the reader to a definition of the unknown word. As we mentioned earlier, this type of clue (definition) can tell you the meaning of the word “myths”.
- Repeat the same procedures with another example sentence: *A lot of Japanese were killed by the tsunami: large waves caused by earthquakes or volcanoes*. When we look for context clues within this
sentence, we will find that “large waves caused by earthquakes or volcanoes” and the punctuation marks (colon) tell you the meaning of the unknown word “Tsunami”.

**Guided practice (7 minutes)**

- Show the following sentences on the data show and ask students to identify the meanings of the highlighted words using the first type of context clues (definition clues). Invite volunteers to do the first two sentences in front of the class. The remaining sentences can be done in pairs or small groups with teacher’s or other students’ support.

  1- *Economics* is defined as the way in which money, industry, and trade are organized.

  2- *Phobia* is a very strong feeling of fear or dislike of something.

  3- The animals that kill or hunt other animals are called *predators*.

  4- *Nocturnal* animals refer to particular animals that are active at night such as bats and owls.

  5- Film stars are always chased by *paparazzi*: a group of photographers who follow famous people around.

- Ask students to provide the clues (words or signal words) that have helped them find the meanings of unfamiliar words.

- Elicit responses and discuss why a response could be incorrect.

**Independent practice (8 minutes)**

- Ask students to use the definition clues on a worksheet in pairs in order to find the meanings of unknown words.

- Go round the classroom and check students’ answers providing feedback where necessary.

**Assessment (10 minutes)**

- Have students complete a worksheet on the use of definition clues individually.
• Give feedback where necessary.

**Plenary (shared conclusion) (5 minutes)**

• Round off the session asking students to explain how the first type of context clues is used to predict the meanings of unknown words.
• Give students reflection logs and ask them to fill them at home.
Session (13)

Objectives:

By the end of the session, students will be able to determine the meanings of unknown words using restatement or explanation clues.

Resources:

- Whiteboard
- Markers
- Data show
- Worksheets

Warmer (5 minutes)

- Review the use of definition clues to help students infer the meaning of an unknown word.
- Tell students that they are going to learn another subskill of word attack skills: using restatement clues to predict the meaning of difficult words.

Explicit instruction/Teacher modelling (10 minutes)

- Write the following sentence on the board: the boy was churlish; that is, he was rude, impolite and absolutely ill-mannered. Explain: when you meet the word “churlish”, you might feel that you do not know its meaning for sure. Then, you need to look for clues or surrounding words that you know to help you understand the meaning of this word like “rude, impolite and absolutely ill-mannered”. Also, the signal phrase “that is” is used here to signal or alert the reader to a definition of the unknown word. This type of clue (restatement or explanation) can tell you the meaning of the word “churlish”; it means rude.
- Apply the same procedures with another example sentence: The company did a lucrative business last year; sales increased. When we look for context clues within this sentence, we will find that “sales
increased” explains the idea of the unknown word “lucrative”. The punctuation marks (semi-colon) also tell you the meaning of the unknown word “lucrative”; it means making profits or making money.

Guided practice (7 minutes)

- Show the following sentences on the data show and ask students to identify the meanings of the highlighted words using the second type of context clues (restatement/explanation clues). Invite volunteers to do the first two sentences in front of the class. The remaining sentences can be done in pairs or small groups with teacher’s or other students’ support.

  1- My friend was **punctilious**; that is, she was very careful to behave correctly.
  2- The husband was **eminent** in the field of medicine and his wife was famous in the field of math.
  3- He is **selfless**; he is working day and night to help the poor and needy people.
  4- The girl who used to be very **vociferous** does not talk much anymore.
  5- We cannot continue with the **deal** in this way. In other words, the price should be reduced.

- Elicit responses and ask students to give clues that have allowed them to decide the meaning of unknown words.
- Comment on their answers providing feedback.

Independent practice (8 minutes)

- Ask students to use the restatement clues on a worksheet in pairs in order to find the meanings of unknown words.
- Go round the classroom and check students’ answers providing feedback where necessary.
Assessment (10 minutes)

- Have students complete a worksheet on the use of restatement clues individually.
- Give feedback where necessary.

Plenary (shared conclusion) (5 minutes)

- Round off the session asking students to explain how the second type of context clues is used to predict the meanings of unknown words.
- Give students reflection logs and ask them to fill them at home.
Session (14)

Objectives:

By the end of the session, students will be able to determine the meanings of unknown words using restatement or explanation clues.

Resources:

- Whiteboard
- Data show
- Worksheets
- Markers

Warmer (5 minutes)

- Review the use of restatement clues to help students infer the meaning of an unknown word.

Explicit instruction/Teacher modelling (10 minutes)

- Tell students that explanation clues are used to repeat the idea of the difficult word in a different way that helps the reader to arrive at the meaning of this new word.

- Write the following sentence on the board: *The thief was able to sneak into the house without being heard or seen.* Explain: when you meet the word “sneak”, you might feel that you do not know its meaning for sure. Then, you need to look for clues or surrounding words that you know to help you understand the meaning of this word like “without being heard or seen”. The problem here is that there is no signal word to draw the reader’s attention to the definition of the unknown word. But still the meaning of the unknown word “sneak” is given in the surrounding words. The previous clues tell you the meaning of “sneak”: avoid being heard or seen.

- Apply the same procedures with another example sentence: *Mona appeared infallible in English class because she had never gotten a question wrong.* When we look for context clues within this sentence,
we will find that “she had never gotten a question wrong” explains the idea of the unknown word “infallible”. Again there are no signal words or punctuation marks to tell you the meaning of the unknown word, but “infallible” is explained in the nearby words. It means “never wrong”.

Guided practice (7 minutes)

- Show the following sentences on the data show and ask students to identify the meanings of the highlighted words using the second type of context clues (restatement/explanation clues). Invite volunteers to do the first two sentences in front of the class. The remaining sentences can be done in pairs or small groups with teacher’s or other students’ support.

  1- The tsunami annihilated the whole town destroying everything in front of it.
  2- We could tell by the rotten smell that something putrid was in our garbage basket.
  3- Fatma felt elated when she won the prize.
  4- Sarah loves to buy exotic foods: vegetables and herbs from China, spices from India, olives from Greece and cheese from France.
  5- It is difficult to forgive someone who has hurt you, even if that person is penitent and expresses regret for his or her decisions.

- Elicit responses and ask students to give clues that have allowed them to decide the meaning of unknown words. Comment on their answers providing feedback.

Independent practice (8 minutes)

- Ask students to use the restatement clues on a worksheet in pairs in order to find the meanings of unknown words.
• Go round the classroom and check students’ answers providing feedback where necessary.

Assessment (10 minutes)

• Have students complete a worksheet on the use of restatement clues individually.
• Give feedback where necessary.

Plenary (shared conclusion) (5 minutes)

• Round off the session asking students to explain how the second type of context clues is used to predict the meanings of unknown words without using punctuation marks or signal words.
• Give students reflection logs and ask them to fill them at home.
Session (15)

Objectives:

By the end of the session, students will be able to determine the meanings of unknown words using synonym clues.

Resources:

- Whiteboard
- Markers
- Data show
- Worksheets
- Cartoon

Warmer (5 minutes)

- Tell students that synonym clues are another type of clue that helps readers arrive at the meanings of unknown words.
- Show a cartoon on the data show and tell students that the synonym for the difficult word “terminate” may be available anywhere in the passage without any clear signal word.
- Notice that the synonym that helps you understand the word “terminate” is end, which comes at the end of the passage.

Explicit instruction/Teacher modelling (10 minutes)

- Write the following sentence on the board: Fresh garlic may not enhance, or improve, the breath, but it is certainly good for our health. Explain: when you meet the word “enhance”, you may not know its meaning. So you have to look for clues or surrounding words that you know to help you understand the meaning of this word like “improve”. Also, look at the signal word “or” which alerts you to the meaning of the word. The previous clues tell you the meaning of “enhance”: improve.
Guided practice (7 minutes)

- Show the following sentences on the data show and ask students to identify the meanings of the highlighted words using the third type of context clues (synonym clues). Invite volunteers to do the first two sentences in front of the class. The remaining sentences can be done in pairs or small groups with teacher’s or other students’ support.
  1- The tsunami **annihilated** the whole town destroying everything in front of it.
  2- Malls can become so **congested** or overcrowded with Christmas shoppers.
  3- The criminal was sent to the **penitentiary**, or prison, for robbing a bank.
  4- His argument is **fallacious**, or wrong.
  5- Not eating a balanced diet can make you more **susceptible to**, or easily affected by, colds and other infections.
- Elicit responses and ask students to give clues that have allowed them to decide the meaning of unknown words. Provide feedback where necessary.

Independent practice (8 minutes)

- Ask students to use the synonym clues on a worksheet in pairs in order to find the meanings of unknown words.
- Go round the classroom and check students’ answers providing feedback where necessary.

Assessment (10 minutes)

- Have students complete a worksheet on the use of synonym clues individually.
- Give feedback where necessary.
Plenary (shared conclusion) (5 minutes)

- Round off the session asking students to explain how the third type of context clues is used to predict the meanings of unknown words.
- Give students reflection logs and ask them to fill them at home.
Session (16)

Objectives:

By the end of the session, students will be able to determine the meanings of unknown words using synonym clues.

Resources:

- Whiteboard
- Markers
- Data show
- Worksheets

Warmer (5 minutes)

- Review the use of synonym clues asking and answering questions about them.

Explicit instruction/Teacher modelling (10 minutes)

- Write the following sentence on the board: The pond was gelid, yesterday just like the ice in the freezer. Explain: when you come to the word “gelid”, you might not know its meaning. But if you read on looking for clues or surrounding words that you know, you will find “yesterday just like the ice in the freezer”. The problem here is that there is no signal word to draw the reader’s attention to the meaning of the word “gelid”. But still the meaning is given in the nearby words. The previous clues tell you the meaning of “gelid”: cold or icy.
- Apply the same procedures with another example sentences: We are planning a picnic for today. It is sunny and warm outside. It will be an idyllic day - just perfect for a picnic. When we look for context clues within this paragraph, we will find that the phrase “just perfect for a picnic” provides the synonym of the unknown word “idyllic”. Again there are no signal words to tell you the meaning of the unknown
word, but the synonym of “idyllic” is given in the nearby words. It means “perfect”.

Guided practice (7 minutes)

- Show the following sentences on the data show and ask students to identify the meanings of the highlighted words using the third type of context clues (synonym clues). Invite volunteers to do the first two sentences in front of the class. The remaining sentences can be done in pairs or small groups with teacher’s or other students’ support.

  1- The cleaner had to sterilize, or clean, the room.
  2- Tara watches the TV uninterruptedly, or all the time.
  3- The boy was acolyte, a helper in the community service.
  4- This book is full of conundrums- difficult puzzles.
  5- The diamond ring was radiantly shining on her finger.

- Elicit responses and provide feedback.

Independent practice (8 minutes)

- Ask students to use the synonym clues on a worksheet in pairs in order to find the meanings of unknown words.
- Go round the classroom and check students’ answers providing feedback where necessary.

Assessment (10 minutes)

- Have students complete a worksheet on the use of synonym clues individually.
- Give feedback where necessary.

Plenary (shared conclusion) (5 minutes)

- Round off the session asking students to mention the signal words that indicate synonym clues and to explain why it is important to read the words or phrases before and after the unknown word.
- Give students reflection logs and ask them to fill them at home.
Session (17)

Objectives:

By the end of the session, students will be able to determine the meanings of unknown words using antonym clues.

Resources:

- Whiteboard
- Data show
- Cartoon
- Worksheets
- Markers

Warmer (5 minutes)

- Display a cartoon on antonym clues. Ask students to look at this cartoon and determine the meaning of the word “amplify”. Elicit answers and discuss why some answers may be incorrect. Explain: it is clear from this cartoon that the antonym “reduce” has helped you to figure out that “amplify” must mean “increase.”

Explicit instruction/Teacher modelling (10 minutes)

- Write the following sentence on the board: I am not being indolent but I am a hard worker. Explain: you might not know the meaning of the word “indolent”. But if you read on looking for clues or surrounding words that you know, you will find the antonym “hard worker” which helps me to discover that “indolent” must mean lazy. In addition to these clues, the signal word “but” has helped you to know the meaning.

- Apply the same procedures with another example sentence: Although some men are loquacious, others hardly talk at all. When we look for context clues within this sentence, we will find that the antonym “hardly talk at all” tells you that the meaning of “loquacious” must
be “talk a lot”. Again, some signal words such as “although” have helped you with the meaning of the unknown word.

**Guided practice (7 minutes)**

- Show the following sentences on the data show and ask students to identify the meanings of the highlighted words using the fourth type of context clues (antonym clues). Invite volunteers to do the first two sentences in front of the class. The remaining sentences can be done in pairs or small groups with teacher’s or other students’ support.

  1- I **concur** with your opinion about the book even though I disagree on one or two points.

  2- If you don't **conquer** your fears, they will beat you.

  3- Though all of the other children had either a cold, a flu, or both, Adel had developed an **immunity** to these illnesses.

  4- Two new girls started school this week. Hala is **gregarious**, while Aya is rather quiet.

  5- Some people feel **perplexed** about crossword puzzles, while others solve them quickly.

- Comment on students’ answers and provide feedback.

**Independent practice (8 minutes)**

- Ask students to use the antonym clues on a worksheet in pairs in order to find the meanings of unknown words.

- Go round the classroom and check students’ answers providing feedback where necessary.

**Assessment (10 minutes)**

- Have students complete a worksheet on the use of antonym clues individually.

- Give feedback where necessary
Plenary (shared conclusion) (5 minutes)

- Round off the session asking students to explain how the fourth type of context clues is used to predict the meanings of unknown words.
- Give students reflection logs and ask them to fill them at home.
Session (18)

Objectives:

By the end of the session, students will be able to determine the meanings of unknown words using antonym clues.

Resources:

- Whiteboard
- Markers
- Data show
- Worksheets

Warmer (5 minutes)

- Review the use of antonym clues asking and answering questions about them.

Explicit instruction/Teacher modelling (10 minutes)

- Write the following sentences on the board: *When you write a paragraph, be sure to avoid ambiguous language. You should use clear language.* Explain: you might not know the meaning of the word “ambiguous”. But if you look at surrounding words carefully, you will find the antonym “clear” helps you to recognize the meaning of the unknown word, which is “not clear”. The problem with this sentence is that there are no signal words to draw your attention to the meaning of the unknown word.

- Apply the same procedures with another example sentences: *At first, the surgery seemed to be successful. However, several hours later the patient’s health began to deteriorate.* If we look at this sentence, we will find that “successful” is the opposite of “deteriorate”, so “deteriorate” means “become worse”. Again, some signal words such as “however” have helped you with the meaning of the unknown word.
Guided practice (7 minutes)

- Show the following sentences on the data show and ask students to identify the meanings of the highlighted words using the fourth type of context clues (antonym clues). Invite volunteers to do the first two sentences in front of the class. The remaining sentences can be done in pairs or small groups with teacher’s or other students’ support.

  1- Tom was **oblivious** to the noise but the rest of us were unable to concentrate on our work.
  2- A working mother may have harmful effects on the family, yet there are many **salutary** effects as well.
  3- While his brothers talk a little, Ali is **garrulous**.
  4- Mohammed is a brave boy but Adel is a **wimp** one.

- Comment on students’ answers and provide feedback.

Independent practice (8 minutes)

- Ask students to use the antonym clues on a worksheet in pairs in order to find the meanings of unknown words.
- Go round the classroom and check students’ answers providing feedback where necessary.

Assessment (10 minutes)

- Have students complete a worksheet on the use of antonym clues individually.
- Give feedback where necessary.

Plenary (shared conclusion) (5 minutes)

- Round off the session asking students to mention the signal words used with antonym clues to help figure out the meanings of unknown words.
- Give students reflection logs and ask them to fill them at home.
Session (19)

Objectives:

By the end of the session, students will be able to determine the meanings of unknown words using example clues.

Resources:

- Whiteboard
- Data show
- Cartoon
- Worksheets
- Markers

Warmer (5 minutes)

- Display a cartoon on example clues. Ask students to look at this cartoon and determine the meaning of the word “cosmetics”. Elicit answers and discuss why they think their answers may be correct. Explain: it is clear from this cartoon that the examples of wife’s buying cosmetics- perfumes, shampoos, make-up and lipsticks -has helped you to understand that “cosmetics” means products that people use for making their face or body more attractive.

Explicit instruction/Teacher modelling (10 minutes)

- Write the following sentence on the board: Mundane activities such as doing the dishes or going food shopping or reading the newspaper all help me relax. Explain: you might not know the meaning of the word “Mundane”. But if you read carefully, you will find some examples that serve as context clues for that word. These examples, which are highlighted, will help you to realize that “Mundane” means ordinary. In addition, the example here is introduced with the signal word / phrases like such as.
- Apply the same procedures with another example sentence: Today I could not avoid several mishaps. I couldn’t find my car keys, I
dropped a bowl of soup at lunchtime, and my computer crashed twice. In this context, you might not know the word “mishaps”. But if you read the sentence carefully, you will discover that they include or express bad luck. These given examples suggest the meaning: unlucky events. However, there are no signal words or phrases to help you, but still you can recognize the meaning of the target word from the examples given.

Guided practice (7 minutes)

- Show the following sentences on the data show and ask students to identify the meanings of the highlighted words using the fifth type of context clues (example clues). Invite volunteers to do the first two sentences in front of the class. The remaining sentences can be done in pairs or small groups with teacher’s or other students’ support.
  1- I saw a portion of everything on my plate. I ate a small piece of meat, a small piece of bread, and a small piece of chocolate pie.
  2- Precipitation, such as rain and snow, falls from the sky.
  3- Some sick people have bizarre ideas. For instance, they may think the TV is talking to them or that others can steal their thoughts.
  4- Before the invention of television, people spent more time on diversions such as going to ball games, visiting neighborhood friends, and telling stories.
  5- Since my grandfather retired, he has developed several new avocations. For instance, he now enjoys gardening and chat groups on the Internet.

- Comment on students’ answers and provide feedback.
Independent practice (8 minutes)

- Ask students to use the example clues on a worksheet in pairs in order to find the meanings of unknown words.
- Go round the classroom and check students’ answers providing feedback where necessary.

Assessment (10 minutes)

- Have students complete a worksheet on the use of example clues individually.
- Give feedback where necessary.

Plenary (shared conclusion) (5 minutes)

- Round off the session asking students to explain how the fifth type of context clues is used to predict the meanings of unknown words.
- Give students reflection logs and ask them to fill them at home.
Session (20)

Objectives:

By the end of the session, students will be able to determine the meanings of unknown words using example clues.

Resources:

- Whiteboard
- Markers
- Data show
- Worksheets

Warmer (5 minutes)

- Review the use of example clues asking and answering questions about them.

Explicit instruction/Teacher modelling (10 minutes)

- Write the following sentence on the board: *Over time, the boy became a knave because he was always doing things such as lying, cheating and stealing from others.* Explain: suppose you do not know the meaning of the word “knave”. If you read the nearby words carefully, you will find some examples that serve as context clues for that word. These examples, which are highlighted, will help you to understand that “knave” means a dishonest boy. In addition, the example here is introduced with the signal word / phrases “such as”.

- Repeat the same procedures with another example sentence: *Khalid is very facetious; for example, he's always telling jokes and making fun of himself.* In this sentence, you might not know the word “facetious”. But if you read the given examples, you will discover that that word means “funny”. Once more, the signal words or phrases “for example” has clarified the definition of that target word.
Guided practice (7 minutes)

- Show the following sentences on the data show and ask students to identify the meanings of the highlighted words using the fifth type of context clues (example clues). Invite volunteers to do the first two sentences in front of the class. The remaining sentences can be done in pairs or small groups with teacher’s or other students’ support.

1- I liked his **blunt** manner—for example, he always told me the truth.

2- Jerry felt deep **remorse** for his actions, such as apologizing to everyone and paying back the money he had lost.

3- There are some kinds of **phobia** such as a fear of insects and a fear of high places.

4- The student was suffering from **apprehension**. For example, when he first saw the test, he began to tremble.

5- New companies are designing **radical** new cars including ones that use radar and advanced computers.

- Comment on students’ answers and provide feedback.

Independent practice (8 minutes)

- Ask students to use the example clues on a worksheet in pairs in order to find the meanings of unknown words.

- Go round the classroom and check students’ answers providing feedback where necessary.

Assessment (10 minutes)

- Have students complete a worksheet on the use of example clues individually.

- Give feedback where necessary.
Plenary (shared conclusion) (5 minutes)

- Round off the session asking students to mention the signal words used with example clues to help figure out the meanings of unknown words.
- Give students reflection logs and ask them to fill them at home.
Session (21)

Objectives:

By the end of the session, students will be able to determine the meanings of unknown words using cause-and-effect clues.

Resources:

- Whiteboard
- Markers
- Data show
- Worksheets
- Cartoon

Warmer (5 minutes)

- Show a cartoon on cause-and-effect clues. Ask students to look at this cartoon and determine the meaning of the target word “tardy”. Elicit answers and explain: it is clear from this cartoon that the result of the unknown word is given. If you read this result carefully, you will find that that word means “late”. The signal word or the key word “because” also helped you to know the meaning of the word.

Explicit instruction/Teacher modelling (10 minutes)

- Write the following sentence on the board: Mariam felt complacent about her schoolwork because she had done well on every test. Explain: you might not know the meaning of the word “complacent”. But if you look for clues to the unknown word, you will find that the reason for that unfamiliar word is given. The reason, which is highlighted, will help you to realize that “complacent” means satisfied. In addition, the reason here is introduced with the signal word / phrase like because.
• Apply the same procedures with another example sentence: The boy’s impudence made Ms. Mona believe that he had no respect for older people. In this sentence, you might not know the word “impudence”. But if you read the sentence carefully, you will discover that the highlighted words serve as clues to the meaning of that word and they include or express a result of the unknown word. That result suggests the meaning: impoliteness or rudeness. However, the problem with this sentence is that there are no signal words or phrases to help you discover the meaning of the target word. But still you can understand the meaning of the target word from context.

Guided practice (7 minutes)

• Show the following sentences on the data show and ask students to identify the meanings of the highlighted words using the sixth type of context clues (cause-and-effect clues). Invite volunteers to do the first two sentences in front of the class. The remaining sentences can be done in pairs or small groups with teacher’s or other students’ support.

  1- Tom carelessly broke Jose’s mobile, so Jose was vexed.
  2- The athlete suffered a spinal injury; therefore, he could no longer walk.
  3- The student was apprehensive because he waited for his teacher to give him the final exam.
  4- As the pain abated, Boris felt better after some days.
  5- If the rain continues, then it may impede our journey.

• Comment on students’ answers and provide feedback.

Independent practice (8 minutes)

• Ask students to use the cause-and-effect clues on a worksheet in pairs in order to find the meanings of unknown words.
• Go round the classroom and check students’ answers providing feedback where necessary.

Assessment (10 minutes)
• Have students complete a worksheet on the use of cause-and-effect clues individually.
• Give feedback where necessary.

Plenary (shared conclusion) (5 minutes)
• Round off the session asking students to explain how the sixth type of context clues is used to predict the meanings of unknown words.
• Give students reflection logs and ask them to fill them at home.
Session (22)

Objectives:

By the end of the session, students will be able to determine the meanings of unknown words using cause-and-effect clues.

Resources:

- Whiteboard
- Markers
- Data show
- Worksheets

Warmer (5 minutes)

- Review the use of cause-and-effect clues asking and answering questions about them.

Explicit instruction/Teacher modelling (10 minutes)

- Write the following sentence on the board: *Because of his interesting life, writers will scramble to write his biography.* Explain: you might not know the meaning of the word “scramble”. But if you look for clues to the unknown word, you will find that the reason for that unfamiliar word is given. The reason, which is highlighted, will help you to realize that “scramble” means rush or compete. In addition, the reason here is introduced with the signal words / phrase *because of*.

- Apply the same procedures with another example sentence: *After John quarreled with his teacher in front of the class, he was expelled from school.* In this sentence, you might not know the word “expelled”. But if you read the sentence carefully, you will discover that the highlighted words serve as clues to the meaning of that word and they include or express a reason related to the unknown word. That reason suggests the meaning: making somebody leave a place or
get rid of. However, the problem with this sentence is that there are no signal words or phrases to help you discover the meaning of the target word. But still you can understand the meaning of the target word from context.

Guided practice (7 minutes)

- Show the following sentences on the data show and ask students to identify the meanings of the highlighted words using the sixth type of context clues (cause-and-effect clues). Invite volunteers to do the first two sentences in front of the class. The remaining sentences can be done in pairs or small groups with teacher’s or other students’ support.
  1- Because she chose not to do the homework, she received a consequence from her teacher.
  2- We cannot see things through the glass because it is transparent.
  3- The dearth of information made him unable to do his research.
  4- Mary left her umbrella at her friend’s house, so she got drenched during the rainstorm on her way home.
  5- Many products have been proscribed because they are dangerous.

- Comment on students’ answers and provide feedback.

Independent practice (8 minutes)

- Ask students to use the cause-and-effect clues on a worksheet in pairs in order to find the meanings of unknown words.
- Go round the classroom and check students’ answers providing feedback where necessary.

Assessment (10 minutes)

- Have students complete a worksheet on the use of cause-and-effect clues individually.
- Give feedback where necessary.
Plenary (shared conclusion) (5 minutes)

- Round off the session asking students to mention the signal words used with example clues to help figure out the meanings of unknown words.
- Give students reflection logs and ask them to fill them at home.
Session (23)

Objectives:

By the end of the session, students will be able to determine the meanings of unknown words using general context clues or experience clues.

Resources:

- Whiteboard
- Markers
- Data show
- Worksheets
- Cartoon

Warmer (5 minutes)

- Show a cartoon on general context clues. Ask students to look at this cartoon and determine the meaning of the target word “alleviate”. Elicit answers and explain: it is clear from this cartoon that there are no specific clues or signal words to indicate the unknown word. So you need to depend on the general sense of the paragraph and your own experience to get the meaning of that word. You need to ask yourself questions in order to make a guess at that word: what would the patient want the prescription to do to pains? The patient’s words to his doctor strongly suggest that “alleviate” means “reduce or ease.”

Explicit instruction/Teacher modelling (10 minutes)

- Write the following sentence on the board: Jamal didn’t want to tell Tina the whole story of the movie, so he just gave her its gist. Explain: you might not know the meaning of the word “gist” and no specific clues or signal words are given. Right now you need to look for clues to the unknown word over the whole context, within the whole
sentence. If you want to make a right guess at that word, you sometimes have to depend on your experience. So the meaning of that unknown word is inferred from the description of the situation in which the unknown word is used. You should ask yourself questions: what did Jamal tell Tina instead of the whole story? The answer to that question will be your guess at the unknown word “gist”; therefore, that word must mean “main idea”.

- Apply the same procedures with another example sentence: *The lizard was so lethargic that I wasn’t sure if it was alive or dead.* If you use your logic (the general sense of the sentence), you will understand that “lethargic” means inactive or lazy.

**Guided practice (7 minutes)**

- Show the following sentences on the data show and ask students to identify the meanings of the highlighted words using the seventh type of context clues (general context clues). Invite volunteers to do the first two sentences in front of the class. The remaining sentences can be done in pairs or small groups with teacher’s or other students’ support.

1- Despite the **proximity** of Ron’s house to his sister’s, he rarely sees her.

2- A former employee, **irate** over having been dismissed, destroyed all the machines of the factory.

3- After the accident, I was angry when the other driver told the police officer a complete **fabrication** about what happened.

4- Whether or not there is life in outer space is an **enigma**. We may never know for sure until we have tried to explore the space.

5- The window was so clean that the glass was **invisible**.
• Comment on students’ answers and provide feedback.

**Independent practice (8 minutes)**

• Ask students to use the general context clues on a worksheet in pairs in order to find the meanings of unknown words.

• Go round the classroom and check students’ answers providing feedback where necessary.

**Assessment (10 minutes)**

• Have students complete a worksheet on the use of general context clues individually.

• Give feedback where necessary.

**Plenary (shared conclusion) (5 minutes)**

• Round off the session asking students to explain how the seventh type of context clues is used to predict the meanings of unknown words.

• Give students reflection logs and ask them to fill them at home.
Session (24)

Objectives:

By the end of the session, students will be able to determine the meanings of unknown words using general context clues or experience clues.

Resources:

- Whiteboard
- Markers
- Data show
- Worksheets

Warmer (5 minutes)

- Review the use of general context clues asking and answering questions about them.

Explicit instruction/Teacher modelling (10 minutes)

- Write the following sentence on the board: *Cell phones have become ubiquitous; you can see — and hear — them everywhere.* Explain: you might not know the meaning of the word “ubiquitous”. Right now you need to look for clues to the unknown word within the whole sentence. The meaning of that unknown word is inferred from the description of the situation in which the unknown word is used. You should ask yourself questions: if cell phones are everywhere, then what does this mean or what does “ubiquitous”? Your answer to this question is your guess at that word, which suggests that “ubiquitous” means widespread.

- Repeat the same procedures with another example sentence: *It took two days for volunteers to extricate the little girl from the bottom of the well.* If the girl is at the bottom of a well, the volunteers would try
to free her. If you use your logic (the general sense of the sentence), you will understand that “extricate” means free. So you need to use your experience to guess the meaning of that word.

**Guided practice (7 minutes)**

- Show the following sentences on the data show and ask students to identify the meanings of the highlighted words using the seventh type of context clues (general context clues). Invite volunteers to do the first two sentences in front of the class. The remaining sentences can be done in pairs or small groups with teacher’s or other students’ support.

  1- The two girls answered in **unison**, "We didn't do anything," which only made the principal angry.

  2- You really should wake up early and watch the sunrise. Nature’s **splendor** is truly matchless.

  3- The soldier was given four medals for his **meritorious** conduct in the battle.

  4- Using sign language, chimpanzees can **convey** such ideas as “Candy sweet” and “Give me hug”.

  5- Smoking or chewing tobacco is **loathsome** to the eye, hateful to the nose, harmful to the brain, and dangerous to the lungs.

- Comment on students’ answers and provide feedback.

**Independent practice (8 minutes)**

- Ask students to use the general context clues on a worksheet in pairs in order to find the meanings of unknown words.

- Go round the classroom and check students’ answers providing feedback where necessary.
Assessment (10 minutes)

- Have students complete a worksheet on the use of general context clues individually.
- Give feedback where necessary.

Plenary (shared conclusion) (5 minutes)

- Round off the session asking students to explain why it is important to use their experience when guessing meaning from context.
- Give students reflection logs and ask them to fill them at home.
Session (25)

Objectives:

By the end of the session, students will be able to determine the meanings of unknown words using all types of context clues.

Resources:

- Whiteboard
- Markers
- Data show
- Worksheets

Warmer (5 minutes)

- Review the use of all context clues (mixed context clues) asking and answering questions about them.

Explicit instruction/Teacher modelling (10 minutes)

- Write the following sentences on the board: An *evanescent* ring surrounded the moon as it rose. It was there for a moment, and then it disappeared. Explain: from the first glance the word “evanescent” may be difficult to you. This time you need to read on carefully and look for clues to the unknown word not only in the sentence where the unknown word appears but also in the next sentence. The meaning of that unknown word is given or explained in the next sentence. You should ask yourself a question: what appears for a moment and then disappears? The answer to that question suggests that “evanescent” must mean brief or short.

- Repeat the same procedures with another example sentence: She was so *famished* that people felt sorry for her, and gave her food to eat. The word “famished” may be difficult to you and there are no clear clues to the meaning of that word. You should depend on the general
sense of the sentence in which the unfamiliar word appears. Then you should ask yourself a question: why were people sorry for her and gave her food? The answer to that question suggests that “famished” must mean hungry or starving.

**Guided practice (7 minutes)**

- Show the following sentences on the data show and ask students to identify the meanings of the highlighted words using all types of context clues Invite volunteers to do the first two sentences in front of the class. The remaining sentences can be done in pairs or small groups with teacher’s or other students’ support.

  1. Her **animosity**, or hate, of her sister had divided the family.
  2. This situation is a **conundrum** - a puzzle.
  3. He **winced** in pain when he hit his thumb with the hammer.
  4. There is great **opulence** in the country but many citizens are living in poverty.
  5. Tom is always trying to please the coach, even in front of others. That **sycophant** just doesn't care what others think of his behavior.

- Comment on students’ answers and provide feedback.

**Independent practice (8 minutes)**

- Ask students to determine the meanings of the underlined words in a given passage on a worksheet in pairs.
- Go round the classroom and check students’ answers providing feedback where necessary.

**Assessment (10 minutes)**

- Have students complete a worksheet on the use of all types of context clues individually.
- Give feedback where necessary.
Plenary (shared conclusion) (5 minutes)

- Round off the session asking students to explain why it is important to use context when guessing meaning from context.
- Give students reflection logs and ask them to fill them at home.
Session (26)

Objectives

By the end of the session, students will be able to determine the meanings of unknown words using a vocabulary coping strategy.

Resources

- Whiteboard
- Data show
- Strategy chart
- Worksheets
- Markers

Warmer (5 minutes)

- Tell students that in several sessions beginning today they will learn about an important strategy called a vocabulary coping strategy that includes 5 steps [The teacher displays the strategy poster while reading the steps to students]: establish the grammatical function of the unknown word (whether a noun, a verb, etc.); look for morphological clues (prefixes and suffixes); look for context clues; guess; and check your guess.
- Explain: we have dealt with each step in separate sessions. For example, we covered parts of speech in three sessions, morphological clues (prefixes and suffixes) in four sessions, and context clues in sixteen sessions. Today it is time to apply all these word attack skills in one strategy in order to help you understand the meaning of a difficult word.

Explicit instruction/Teacher modelling (10 minutes)

- Write the following sentence on the board: X-ray therapy, that is, treatment by use of X-ray, often kills cancer cells. Explain: you may be unsure about the meaning of the word “therapy”. We need to apply the five steps of the strategy using the vocabulary coping strategy.
chart. First, you should look at the part of speech of that word. What do you think? It is a noun. So make sure that the guessed word should be the same part of speech as the unknown word. Let’s move to the next step. If we look at this word, we will find no obvious prefix or suffix. Now the third step- looking for context clues- might help you. As we learned before, we need to read the words before and after the word so that we can arrive at the meaning. Here, we find some signal words “that is” which refer to definition. So “therapy” must mean treatment. You can even check your guess by looking it up in the dictionary or seeking help from someone else.

- Repeat the same procedures with another example sentence: *Many people from the East are very careful not to cause ignominy, or dishonor, to their families.*

**Guided practice (7 minutes)**

- Invite students to participate more in the application of the strategy in a series of sentence contexts. Have a volunteer apply the strategy by asking him to do the word "sustenance" in front of the class while the teacher reinforces and gives feedback where necessary. Students do the remaining sentences in pairs or small groups with teacher's and other students' support by filling in a strategy chart.

1- Bananas provided **sustenance** for the sailors who were shipwrecked on the island.

2- A **dire** forecast on the radio asked everyone to leave the hurricane area immediately.

3- Michele showed great **fortitude** in continuing to train for the race even after injuring her knee.

4- The city holds a **bazaar**, or market, every other Saturday.

5- Some had the **conviction** that all people should be free, but this belief was not enough to end slavery for many years.
Independent practice (8 minutes)

- Ask students to complete a worksheet on guessing meaning from context in small groups.
- Go round the classroom and check students’ answers providing feedback where necessary.

Assessment (10 minutes)

- Have students complete a worksheet on guessing meaning from context in a given passage individually.
- Give feedback where necessary.

Plenary (shared conclusion) (5 minutes)

- Round off the session asking students to explain how the vocabulary coping strategy is used.
- Give students reflection logs and ask them to fill them at home.
Session (27)

Objectives

By the end of the session, students will be able to determine the meanings of unknown words using a vocabulary coping strategy.

Resources

- Whiteboard
- Markers
- Data show
- Worksheets
- Strategy chart

Warmer (5 minutes)

- Remind students of the vocabulary coping strategy that includes 5 steps [The teacher displays the strategy poster while reading the steps to students]: establish the grammatical function of the unknown word (whether a noun, a verb, etc.); look for morphological clues (prefixes and suffixes); look for context clues; guess; and check your guess. Tell students that this strategy is just a tool to help them deal with new words in a novel, a short story or even in a short text.

Explicit instruction/Teacher modelling (10 minutes)

- Write the following sentence on the board: *Nutritious foods, such as fruits and vegetables, help our bodies grow.* Explain: you may be unsure about the meaning of the word “nutritious”. We need to apply the five steps of the strategy using the vocabulary coping strategy chart. First, you should look at the part of speech of that word. What do you think? It is an adjective as it comes before the noun “foods”. So make sure that the guessed word should be the same part of speech as the unknown word. Let’s move to the next step. If we look at this
word, we will find an obvious suffix “-ous” which means having the characteristics of something. This suffix serves as an important clue to the meaning. Now the third step- looking for context clues- might help you more and more. As we learned before, we need to read the words before and after the word so that we can arrive at the meaning. Here, we find some signal words “such as” which refer to an example of that unknown word. So “nutritious” must mean foods that make your body healthy. You can even check your guess by looking it up in the dictionary or seeking help from someone else. You should complete the strategy chart as you go through the steps.

- Repeat the same procedures with another example: Our class visited the museum. We saw many artifacts. The museum had pottery, and statues from many old places.

Guided practice (7 minutes)

- Invite students to participate more in the application of the strategy in a series of sentence contexts. Have a volunteer apply the strategy by asking him to do the word " aquatic " in front of the class while the teacher reinforces and gives feedback where necessary. Students do the remaining sentences in pairs or small groups with teacher's and other students' support by filling in a strategy chart.

  1- Fish, whales, and dolphins are aquatic animals.
  2- The army tried to thwart the enemy with a new plan.
  3- Sunlight can't shine through opaque objects like walls and wooden doors.
  4- The ice cream was so scrumptious that I ate the whole thing.
  5- We took a pair of shoes to the cobbler, so he could repair them for us.
Independent practice (8 minutes)
- Ask students to complete a worksheet on guessing meaning from context in small groups.
- Go round the classroom and check students’ answers providing feedback where necessary.

Assessment (10 minutes)
- Have students complete a worksheet on guessing meaning from context in a given passage individually.
- Give feedback where necessary.

Plenary (shared conclusion) (5 minutes)
- Round off the session asking students to explain how the vocabulary coping strategy is used.
- Give students reflection logs and ask them to fill them at home.
Session (28)

Objectives

By the end of the session, students will be able to determine the meanings of unknown words using a vocabulary coping strategy.

Resources

- Whiteboard
- Data show
- Strategy chart
- Worksheets
- Markers

Warmer (5 minutes)

- Ask students to solve the crossword puzzle on words and clues to their meanings.

Explicit instruction/Teacher modelling (10 minutes)

- Write the following sentence on the board: *He is always spontaneous and seems to make decisions without thinking.* Explain: you may not know the meaning of the word “*spontaneous*”. As we did before, we should apply the strategy to find the meaning of that unknown word. First, you should look at the part of speech of that word. What do you think? It is an adjective as it ends with the suffix “-ous”. Let’s move to the next step. If we look at this word, we will find that “-ous” means having the characteristics of something. This suffix serves as an important clue to the meaning. Now the third step- looking for context clues- might help you more and more. We need to read the words before and after the unknown word so that we can arrive at the meaning. Here, there are no obvious signal words to help us but if we read on carefully, we can understand the general sense of the sentence. Also, if we ask ourselves questions: who seems to make decisions without thinking? The answer to that question is clearly the meaning...
of that unknown word. Thus “spontaneous” must mean unplanned. You can even check your guess by looking it up in the dictionary or seeking help from someone else. You should complete the strategy chart as you go through the steps.

- Repeat the same procedures with another example: After weighing the small tree, he found that it had gained a lot of weight. It had grown quickly.

**Guided practice (7 minutes)**

- Invite students to participate more in the application of the strategy in a series of sentence contexts. Have a volunteer apply the strategy by asking him to do the word "process" in front of the class while the teacher reinforces and gives feedback where necessary. Students do the remaining sentences in pairs or small groups with teacher's and other students' support by filling in a strategy chart.
  1- Plants can change the energy from the sun into chemical energy. During this process, oxygen and sugar are produced.
  2- You may have an issue, such as fear of snakes, which keeps you from playing outside.
  3- Our country's highest politician, the president, has the job of making sure our country stays safe.
  4- Some teenagers try to do some eccentric acts such as having pink or blue hair.
  5- We use fans to ventilate the room.

**Independent practice (8 minutes)**

- Ask students to complete a worksheet on guessing meaning from sentence contexts in small groups.

- Go round the classroom and check students’ answers providing feedback where necessary.
Assessment (10 minutes)

- Have students complete a worksheet on guessing meaning from context in a given passage individually.
- Give feedback where necessary.

Plenary (shared conclusion) (5 minutes)

- Round off the session asking students to mention some ways to predict the meanings of unknown words.
- Give students reflection logs and ask them to fill them at home.
Session (29)

Objectives

By the end of the session, students will be able to determine the meanings of unknown words using a vocabulary coping strategy.

Resources

- Whiteboard
- Markers
- Data show
- Worksheets
- Strategy chart

Warmer (5 minutes)

- Ask students to solve the crossword puzzle on words and clues to their meanings.

Explicit instruction/Teacher modelling (10 minutes)

- Write the following sentence on the board: *She ate the entire pizza, not leaving any pieces to her brothers.* Explain: you may be unsure about the meaning of the word “*entire*”. As we did before, we should apply the strategy to find the meaning of that unknown word. First, you should look at the part of speech of that word. What do you think? It is an adjective as it comes before the noun “pizza”. Let’s move to the next step. If we look at this word, we will find that there are no obvious prefixes or suffixes that serve as clues to the meaning. Now the third step says to look for context clues. We need to read the words before and after the unknown word so that we can guess the meaning of that word. If we ask ourselves questions: why did not she leave any pieces of pizza to her brothers? The answer to that question clearly leads to the meaning of that unknown word. Thus “*entire*”
must mean the whole thing or the whole pizza. You can even check your guess by looking it up in the dictionary or seeking help from someone else. You should complete the strategy chart as you go through the steps.

- Repeat the same procedures with another example: Many years ago, people used simple ways of entertainment; however, currently, they use different ways.

**Guided practice (7 minutes)**

- Invite students to participate more in the application of the strategy in a series of sentence contexts. Have a volunteer apply the strategy by asking him to do the word "frock" in front of the class while the teacher reinforces and gives feedback where necessary. Students do the remaining sentences in pairs or small groups with teacher's and other students' support by filling in a strategy chart.

  1- The woman put on her **frock** and ran outside, forgetting that she needed a belt around her dress.

  2- Think of the fun you can have with **weightless** football when you spend your holiday in space.

  3- In the future, the space station will be like a giant **spinning** wheel like a bike wheel.

  4- **Gymnastics** is a sport in which physical exercises and movements are performed.

  5- **Escapism** refers to entertainment that helps people to forget about their worries.

**Independent practice (8 minutes)**

- Ask students to complete a worksheet on guessing meaning from sentence contexts in small groups.

- Go round the classroom and check students’ answers providing feedback where necessary.
Assessment (10 minutes)

- Have students complete a worksheet on guessing meaning from context in a given passage individually.
- Give feedback where necessary.

Plenary (shared conclusion) (5 minutes)

- Round off the session asking students to mention useful ways to predict the meanings of unknown words.
- Give students reflection logs and ask them to fill them at home.
Session (30)

Objectives

By the end of the session, students will be able to determine the meanings of unknown words using a vocabulary coping strategy.

Resources

- Whiteboard
- Markers
- Data show
- Worksheets
- Strategy chart

Warmer (5 minutes)

- Revise the steps of the strategy with students.

Explicit instruction/Teacher modelling (10 minutes)

- Write the following sentence on the board: *There were more than 8,000 roadworks around the city: that is the main reason why London’s traffic is so slow!* Explain: you may be unsure about the meaning of the word “roadworks”. As we did before, we should apply the strategy to find the meaning of that unknown word. First, you should look at the part of speech of that word. What do you think? It is a noun as it comes after a number directly “8,000”. Let’s move to the next step. If we look at this word, we will find that there are no obvious prefixes or suffixes that serve as clues to the meaning, but still we have a compound noun here: road+works. This may help you to guess the meaning of that unknown word. Now the third step says to look for context clues. We need to read the words before and after the unknown word so that we can guess the meaning of that word. If we ask ourselves questions: why is traffic so slow? The answer to that
question clearly leads to the meaning of that unknown word. So, “roadworks” must mean work repairing roads. You can even check your guess by looking it up in the dictionary or seeking help from someone else. You should complete the strategy chart as you go through the steps.

- Repeat the same procedures with another example: *This restaurant has a very good reputation. Everyone says that it has delicious food.*

**Guided practice (7 minutes)**

- Invite students to participate more in the application of the strategy in a series of sentence contexts. Have a volunteer apply the strategy by asking him to do the word "organized" in front of the class while the teacher reinforces and gives feedback where necessary. Students do the remaining sentences in pairs or small groups with teacher's and other students' support by filling in a strategy chart.

1. Our school is very well organized. Everyone knows what they should be doing.
2. It is likely that it will rain later today, but we’re not sure.
3. We have run out of sugar, so I’ll buy some.
4. The children fantasize about being astronauts flying to the moon.
5. Mark was a very intelligent student and excelled in sports, English and other subjects.

**Independent practice (8 minutes)**

- Ask students to complete a worksheet on guessing meaning from sentence contexts in small groups.
- Go round the classroom and check students’ answers providing feedback where necessary.
Assessment (10 minutes)

- Have students complete a worksheet on guessing meaning from context in a given passage individually.
- Give feedback where necessary.

Plenary (shared conclusion) (5 minutes)

- Round off the session asking students to explain how unknown words are guessed from context.
- Give students reflection logs and ask them to fill them at home.
Session (31)

Objectives:

By the end of the session, students will

- be familiar with the summary of the content of the program sessions.
- be aware of the importance of applying word attack skills while reading by using a vocabulary coping strategy.

Resources

- Whiteboard
- Markers
- Data show
- Strategy poster

Procedures (45 minutes)

- Greet students warmly and thank them for participating actively in the program.
- Revise the contents of program sessions with students showing the main points of these sessions such as the main skills and the vocabulary coping strategy.
- Talk to students about the importance of applying these skills while reading English texts by using an effective strategy to enhance their vocabulary knowledge and reading comprehension. This will, in turn, lead to their success in final exams.
- Show a mind map on the data show to display the summary of the program sessions (main word attack skills and the employed strategy).
- Show the strategy poster to students.
- Have students ask any questions relevant to the program and make sure to give complete answers to these questions instantly.
- Wrap up the session thanking students once more and wishing them all the best in their future endeavors.
• Give students reflection logs and ask them to fill them at home.
Appendix VII

Student’s Activities
Session (1)

Mind map

Goal

Objectives

Program

Sessions

Teaching word attack skills (using a strategy)
Strategy poster

(Vocabulary coping strategy)

Step 1: Establish the grammatical function of the unknown word (whether a noun, a verb, etc.).

Step 2: Look for morphological clues.

Step 3: Look for context clues.

Step 4: Guess.

Step 5: Check your guess.
Session (2)

Worksheet

Read the following passage and then determine the parts of speech of the underlined words

The Olympic Games, an international sports festival which takes place every four years, are particularly famous for athletics. But they also include individual sports, like swimming, and team sports, like football and hockey. For sportsmen and sportswomen everywhere, taking part in the Games is usually the highlight of their careers. At first, the Olympic Games were part of a religious festival in ancient Greece. The only sport at that time was a running race. Later, longer races were added, together with boxing. The Romans conquered Greece during the second century BCE and, soon after, the Games lost their religious meaning. Athletes were only interested in money, so, in 349, the Games were stopped.

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Worksheet

Parts of speech

Choose the right answer

1) The teacher smiled ________ at the children in her new class.
   a) warm  b) warmth  c) warmly  d) warmed

2) One way to __________ your body is to exercise at the gym every day.
   a) strong  b) strengthen  c) strength  d) strongly

3) The service at the hotel was __________ so I’ll be happy to stay here again.
   a) satisfy  b) satisfactory  c) satisfaction  d) satisfied

4) You need a lot of ________ if you want to be a writer.
   a) imagine  b) imagination  c) imaginatively  d) imaginative

5) You can __________ the Toyota land cruiser and Nissan patrol on price and performance.
   a) compare  b) comparative  c) comparison  d) comparatively

6) A mother falcon will ________ cover her chicks from harm.
   a) protect  b) protection  c) protective  d) protectively

7) He plays football ________ and is exciting to watch.
   a) glorify  b) glorious  c) gloriously  d) glory

8) Can we go for lunch now? I'm really__________.
   a) hungry  b) hunger  c) hungrily  d) hungered

9) Reading is not my favorite __________.
   a) active  b) actively  c) activity  d) activate
10) The _______ of driving without a seat belt is that you may hit the windscreen if you crash.
   a) danger       b) endanger       c) dangerous       d) dangerously

11) Japan and the USA _______ some of the most advanced technologies in the world.
   a) produce       b) productivity       c) productive       d) productively

12) The policeman looked at the thief ____________.
   a) suspicion       b) suspicious       c) suspiciously       d) suspect

13) We must all _______ the laws of our country.
   a) obey       b) obedient       c) obediently       d) obedience

14) Is 8 pm an _______ time for children to go to bed?
   a) accept       b) acceptable       c) acceptably       d) acceptability

15) Ahmad Shawki is a well-known Arab ____________.
   a) poet       b) poem       c) poetry       d) poetic
Reflection log

Part 1

• The teacher asks students to give their opinions on each session by just writing “Yes” or “No”.
1. Was this session useful for you? ……………………………
2. Was this session interesting to you? ……………………………
3. Were you happy about your performance in different activities? ………………………………………………………………………...
4. Was this session organized? ………………………………………

Additional comments
……………………………………………………………………
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Part 2

The teacher asks students to give short answers to these questions:
1- Was it easy for you to identify the different parts of speech in a reading text?
……………………………………………………………………

2- What part of speech did you find difficult to identify?
……………………………………………………………………

3- Why was that?
……………………………………………………………………
You should learn parts of speech first
**Worksheet**

**Determine the part of speech of the underlined words and then guess the meanings of these words:**

1- It was difficult to **adapt** to the new system in the company.
2- Researchers do a lot of **research** to make our life better.
3- Active workers are **efficient** enough to increase the production in companies.
4- Scientists think of **modifying** our food in order to change what plants are like.
5- Modern schools can be very **high-tech**.
6- It wasn't very **considerate** of you to phone me up so late at night.
7- The man in black was behaving very **suspiciously**, so we called the police.
8- People usually wear special clothes to protect themselves against **extreme** heat or cold.
9- It is **convenient** that they live close to the school.
10- His opinion has no scientific **basis**.

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Worksheet

Determine the part of speech of the underlined words and then guess the meanings of these words:

1- Archaeologists discovered the ancient Olympic stadium, which had been destroyed in an earthquake.

2- In the past, the Olympics were only for amateurs; no one was paid to take part.

3- Ordinary people benefited from the Olympics as they want to try new sports.

4- Competitors, or challengers, are still not paid to take part in the Olympics.

5- Boxing is a sport in which people wear large gloves and fight each other.

6- Was it fair that Zola Budd could run for Britain, even though he was originally from South Africa?

7- We had walked for five hours without a rest. We were actually exhausted.

8- I was terrified because the waves were very big and I thought we were going to sink.

9- The people who compete in the Paralympic Games have disabilities.

10- Being tolerant means that you accept what other people are like even if they look different or have different ideas and opinions.

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Reflection log

Part 1

- The teacher asks students to give their opinions on each session by just writing “Yes” or “No”.

1. Was this session useful for you? ................................................

2. Was this session interesting to you? ........................................

3. Were you happy about your performance in different activities?

........................................................................................................

4. Was this session organized? ......................................................

Additional comments

........................................................................................................

........................................................................................................

........................................................................................................

Part 2

The teacher asks students to give short answers to these questions:

1. Was it easy or difficult for you to determine the meanings of unknown words using their parts of speech in sentence contexts?

........................................................................................................

2. Why was it difficult or easy to do that?

........................................................................................................
Session (4)

Name:__________________________________________

Date:______________

Find the words in red in this word search

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Classify the words according to their parts of speech

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<tr>
<th>Verb</th>
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Worksheet

Determine the meanings of the underlined words in the following passage using their parts of speech:

Tamarin is a small monkey, about 26 cm long with a 35 cm tail. It is mostly black with golden fur. Their face, hands and feet remain bare. Their feet have sharp claws that are usually useful for climbing branches and for hunting insects to eat. During the day, tamarins look for food. Their diet consists of sweet soft fruits, insects and small lizards. They will search for insects. As evening falls, the tamarins return to their nest, usually a hole in a hollow tree. The entrance hole to the nest is too small for most night-living animals of the area, so they can sleep in safety. Tamarins live in small family groups of about four or five animals and their youngest children. The young will help their parents raise the newest young. The parents will stay with each other forever.

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**Worksheet**

**Determine the meanings of the underlined words in the following passage using their parts of speech:**

In this tour, we will see some of Egypt’s most famous **sites**. Travelling up the Nile, you will see ancient temples and meet friendly **native** people. We will visit Cairo, the Pyramids of Giza, Aswan and Luxor. You don’t need to book hotels because we will arrange all your **accommodation**. We will also go camping for a night in the desert, so you need to bring a sleeping bag. It can be cold at night! You don’t have to bring much money, because all your food and transport is included in the price. However, you might want to buy some **souvenirs** from the **bazaars** that we will visit. You will need to bring cool clothes and good shoes (**wandering** around ancient temples can be difficult). You must also have a passport. Please also check our website for **up-to-date** information. We know that you’ll return with some **marvelous** memories and a happy face!

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</tbody>
</table>
Reflection log

Part 1

- The teacher asks students to give their opinions on each session by just writing “Yes” or “No”.

1. Was this session useful for you? ..............................................
2. Was this session interesting to you? ...........................................
3. Were you happy about your performance in different activities?
   ......................................................................................................
4. Was this session organized? .........................................................

Additional comments

......................................................................................................
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Part 2

The teacher asks students to give short answers to these questions:

1. Was it easy or difficult for you to use the first word attack skill?
   ......................................................................................................

2. Why was it difficult or easy to do that?
   ......................................................................................................
# Worksheet

<table>
<thead>
<tr>
<th>List of prefixes</th>
<th>List of root words</th>
</tr>
</thead>
<tbody>
<tr>
<td>De-</td>
<td>activate, fame, frost, code,</td>
</tr>
<tr>
<td>Dis-</td>
<td>infect, like, believe, compose</td>
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<tr>
<td>Un-</td>
<td>do, clear, suitable, lock,</td>
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<tr>
<td>Il-</td>
<td>logical, legible, legal, legitimate</td>
</tr>
<tr>
<td>Im-</td>
<td>patient, mature, perfect, impolite</td>
</tr>
<tr>
<td>In-</td>
<td>active, famous, dependent, accurate</td>
</tr>
<tr>
<td>Ir-</td>
<td>regular, rational, responsible, irreplaceable</td>
</tr>
<tr>
<td>Anti-</td>
<td>biotic, freeze, septic, war</td>
</tr>
<tr>
<td>Mis-</td>
<td>behave, understand, take, use</td>
</tr>
<tr>
<td>De-</td>
<td>value, frost, rail, motivate</td>
</tr>
<tr>
<td>Ex-</td>
<td>president, prime minister, terminate, wife</td>
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<tr>
<td>Micro-</td>
<td>scope, biology, film, wave</td>
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<tr>
<td>Super-</td>
<td>man, food, star, natural</td>
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<td>merge, marine, category, title</td>
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<td>fix, determine, intermediate, history</td>
</tr>
<tr>
<td>inter-</td>
<td>act, mediate, relationship, mix</td>
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</tbody>
</table>

Worksheet

Identify the five words with prefixes in the following passage, and write their meanings.

The boy walked along the dusty, unpleasant road. He was looking for somewhere to hide. He wanted to be invisible to those following him. He arrived at a shallow ford. The water trickled over stones and along to a waterfall. The boy thought he would mislead his followers. He left tracks on the other side of the ford and retraced his steps. As he wanted to disappear, he hid behind the waterfall. The people trying to find him crossed the ford and were soon nowhere to be seen.

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<thead>
<tr>
<th>Word</th>
<th>English meaning</th>
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Reflection log

Part 1

- The teacher asks students to give their opinions on each session by just writing “Yes” or “No”.

1. Was this session useful for you? ................................................

2. Was this session interesting to you? ...........................................

3. Were you happy about your performance in different activities?
   ........................................................................................................

4. Was this session organized? .........................................................

Additional comments

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Part 2

The teacher asks students to give short answers to these questions:

1. Was it easy or difficult for you to decode (understand) the words that contain prefixes?
   ............................................................................................................

2. Why was it easy or difficult to do that?
   ............................................................................................................

3. Which prefix did you find easy or difficult to decode? Why?
   ............................................................................................................
Session (6)
Worksheet

Identify the meanings of the unknown words in the following sentences using prefixes

1. The government has plans to **rediscover** the beauty of this part of the city.
2. **Demotivating** students is not good if we look for improving them in English.
3. In math, we have to calculate the area of a **semicircle**.
4. It was an **incredible** moment when Salah scored the second goal against Congo.
5. The naughty boy **disobeyed** his parents, refusing to do what they told him to do.
6. Some young men are **irresponsible**: they do not help their parents at home anymore.
7. The accident was **unavoidable**: another car came quickly and hit ours.
8. Organic foods are more expensive than **non-organic** ones.
9. Obama was the **ex-president** of the United States of America.
10. Are students **pro-video games** or anti?

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<thead>
<tr>
<th>Word</th>
<th>Parts of speech</th>
<th>Meaning</th>
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</table>
Worksheet

Identify the words with prefixes in the following passage, and write their meanings.

My name is Khaled, and today was an unusual day. I have been working hard and saving money all summer. I finally have enough money to buy a new car. Today my father took me to a car dealership to pick out my car. It must be an automatic one. I immediately found my favorite vehicle. As I am pro-sports cars, I chose a red, shiny one with attractive wheels and an incredible exterior body! I think I actually have a supercar! I climbed inside and looked around. The brown seats were beautifully clean, and the car still had that new car smell inside the cab. I put the key in the ignition and turned it on. The inaudible or quiet sound of the engine made me so joyful. The next day, I revisited the showroom to recheck the car. At midnight, my father and I agreed this was the car for me.

<table>
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<tr>
<th>Word</th>
<th>Prefix</th>
<th>English Meaning</th>
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**Reflection log**

**Part 1**

- The teacher asks students to give their opinions on each session by just writing “Yes” or “No”.

1. Was this session useful for you? 
2. Was this session interesting to you? 
3. Were you happy about your performance in different activities?
4. Was this session organized?

**Additional comments**

- …………………………………………………………………
- …………………………………………………………………
- …………………………………………………………………

**Part 2**

The teacher asks students to give short answers to these questions:

1. Was it easy or difficult for you to determine the meaning of difficult words using prefixes?
2. And why was it easy or difficult to do that?
### Session (7)

#### Common suffixes

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</table>

Find the following words in the word search.

- **APPLICABLE**
- **HARMLESS**
- **BEAUTIFUL LOVABLE**
- **HARMFUL**
- **SKILLFUL USELESS**
# Common suffixes

## 1. Suffixes that make nouns:

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ance, -ence</td>
<td>state, condition</td>
<td>The teacher was concerned about the appearance of the classroom and asked the students to tidy it up.</td>
</tr>
<tr>
<td>-ee</td>
<td>one who receives</td>
<td>The company hired a new employee.</td>
</tr>
<tr>
<td>-er, -or</td>
<td>one who does</td>
<td>Mr. Mubarak is an excellent teacher.</td>
</tr>
<tr>
<td>-ion, -tion</td>
<td>action, process</td>
<td>The lions are the main attraction in the circus.</td>
</tr>
<tr>
<td>-ity</td>
<td>state, quality</td>
<td>The Mediterranean Sea is known for the clarity of its water.</td>
</tr>
<tr>
<td>-ment</td>
<td>state of</td>
<td>Most people read books for the enjoyment of it.</td>
</tr>
<tr>
<td>-ness</td>
<td>state, quality</td>
<td>In spite of her blindness, Helen Keller wrote books.</td>
</tr>
<tr>
<td>-ure</td>
<td>act, process</td>
<td>Playing with my cat Chipper gives me pleasure.</td>
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</tbody>
</table>

## 2. Suffixes that make verbs:

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ate</td>
<td>to act upon</td>
<td>You must compensate me for my work.</td>
</tr>
<tr>
<td>-ify</td>
<td>to cause to become</td>
<td>We can amplify the sound by getting better speakers.</td>
</tr>
<tr>
<td>-ize</td>
<td>to cause to be or become</td>
<td>Our teacher will criticize us if we don’t do the assignment.</td>
</tr>
</tbody>
</table>

## 3. Suffixes that make adjectives:

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able, -ible</td>
<td>capable of being</td>
<td>Chipper is a lovable cat. He is adorable.</td>
</tr>
<tr>
<td>-al, -ial</td>
<td>of, relating to</td>
<td>The bat is a nocturnal animal.</td>
</tr>
<tr>
<td>-en</td>
<td>made of</td>
<td>We live in a wooden house.</td>
</tr>
<tr>
<td>-ese</td>
<td>of, from</td>
<td>Tran is Vietnamese.</td>
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<tr>
<td>-ian</td>
<td>of, from</td>
<td>Abdul is Jordanian.</td>
</tr>
<tr>
<td>-ful</td>
<td>full of</td>
<td>Everyone loved the book. It was wonderful.</td>
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<tr>
<td>-ic</td>
<td>of, relating to</td>
<td>Math is an academic subject.</td>
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<tr>
<td>-ish</td>
<td>somewhat</td>
<td>The sky has a reddish glow in the evening.</td>
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<tr>
<td>-ive</td>
<td>tending toward</td>
<td>Snakes are repulsive.</td>
</tr>
<tr>
<td>-less</td>
<td>without</td>
<td>Her advice was foolish. It was worthless.</td>
</tr>
<tr>
<td>-ous, -ious</td>
<td>having the characteristics of</td>
<td>Cairo has a prestigious university.</td>
</tr>
<tr>
<td>-y</td>
<td>tending toward, characterized by</td>
<td>Falah saves his money. He is a thrifty young man.</td>
</tr>
</tbody>
</table>


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Worksheet

Adjective suffixes

Complete the words that describe the pictures below. Use the suffixes from the list.

-able  -ful  -less

1. The first woman is very tired. She wants to rest! The second woman can’t stay still. She always wants to move! She is rest_____.

2. The first dog isn't cute. He's a little scary! The second dog is very cute! He's ador_____!

![First woman resting](image1)

![Second woman running](image2)

![First dog](image3)

![Second dog](image4)
3. Jason writes lots of lists, so he always remembers what he has to do. He never forgets!

But Melanie can't remember anything! She's very forget_____!

**Noun suffixes**

Complete the sentences that describe the pictures using the correct suffix. You can use a dictionary to help you.

- **dom** - **er** - **ment** - **ness**

1. I teach science in big a university. I am a physics teach_____.

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2. Sir Alan is King Richard's best knight. He is brave and strong. He is the most important knight in Richard's whole king____!

3. Mary is my best friend. She is wonderful! The best thing about her is her kind______. She is always so nice to people!

4. The kids always have fun together. They never disagree or have an argu_____.


Worksheet

Identify the ten words with suffixes in the following passage, and write their meanings.

Saeed could not wait to get home. His mind raced with ideas. He held tightly to the Invention Convention application Mr. Yousef had given him. Saeed remembered how much fun his older brother had had with this marvelous assignment. Now it was his turn to make a useful tool from things he found around the house. Mr. Yousef had said a successful invention fixed a common problem but did not require lots of money. After school, Saeed hurried to his basement and began digging through boxes for possible materials. He uncovered a typewriter, some wire, a plastic container, and several lightbulbs. Materials in hand, Saeed set off in search for a problem to solve.

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Reflection log

Part 1

- The teacher asks students to give their opinions on each session by just writing “Yes” or “No”.

1. Was this session useful for you? .............................................
2. Was this session interesting to you? ...........................................
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4. Was this session organized? ....................................................

Additional comments

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........................................................................................................

Part 2

The teacher asks students to give short answers to these questions:

1. Was it easy or difficult for you to decode (understand) the words that contain suffixes?
........................................................................................................

2. Why was it easy or difficult to do that?
........................................................................................................

3. Which suffix did you find easy or difficult to decode? Why?
........................................................................................................
Session (8)

Worksheet

Identify the meanings of the unknown words in the following sentences using suffixes

1. Machines can now do many repetitive tasks in the home.
2. Many African countries got their independence in the twentieth century. They are free now.
3. The plane will arrive at its destination after 30 minutes.
4. My friend is interested in watching comic films that make us laugh.
5. A competitor is someone who takes part in a competition.
6. Unemployment is a great problem to the whole country.
7. Because he is so ambitious, he wants to go round the world in a few days.
8. Some people die of starvation in the world every minute. They cannot find any food to eat.
9. The majority of students succeeded in the English test, while only a few of them failed.
10. The government is trying to modernize all services in the country.

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Worksheet

Identify the words with suffixes in the following passage, and write their meanings.

Medicines are wonderful, aren’t they? If you have a stomachache or a cough, you can visit a doctor and you usually feel well again in a few days. A few hundred years ago, it was different. People who were ill often died, especially children. People did not know what to do when they became ill. The year 1980 witnessed the appearance of a disease called small pox had killed 35 % of the people who got it. A few people who had caught the disease did not die, but became sightless or blind. It is a terrible disease. Then, after 1980, nobody caught the disease any more. The World Health Organization (WHO) had been working for many years to give people vaccinations to stop the disease. It had worked. In the future, there will be more vaccinations and many diseases will not be spreading around the world as they do today. The number of people catching serious diseases has already decreased in recent years and many illnesses have been harder to see. Before the year 2000, about 25 % of children had vaccinations, but today, 80% of children have vaccinations. WHO say that this has saved the lives of around three million children a year, and they are determined to help even more children in the future. One day, it is possible that we will be living in a world without serious diseases. That would be fantastic.

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1. Was this session useful for you? ..................................................
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3. Were you happy about your performance in different activities?
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4. Was this session organized? .........................................................

Additional comments

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Part 2

The teacher asks students to give short answers to these questions:

1. Was it easy or difficult for you to determine the meaning of difficult words using suffixes?
   ...........................................................................................................

2. And why?
   ...........................................................................................................
Session (9)

Worksheet

Lifelong learning can mean finding out about many different things, for example, sports, science, art and crafts, history and food. It is believed that lifelong learning gives people more active minds and more confidence to face the future. It is actually incredible in all fields. Employers, for example, want employees to learn more skills. Some companies send their employees on special courses to learn a new language. This might mean doing a course after work, so you will need to be motivated to complete it. Many people interact with others on the internet and teach themselves new skills. If a person wants to work in computing, for example, they can find information on the internet. They will learn about all the latest developments. Thus, we need to reconsider our own learning, and think of having more opportunities in the future.

<table>
<thead>
<tr>
<th>Word</th>
<th>Part of speech</th>
<th>Prefix/Suffix</th>
<th>English/Arabic Meaning</th>
</tr>
</thead>
<tbody>
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<td>10-</td>
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</tbody>
</table>
Worksheet

Read the following passage and provide the meanings for the underlined words giving the part of speech and affixation (prefix or suffix) for each word

A **professor** at the University of New York, who represents a **sub-committee** on **Organic Agriculture**, mentioned that **pollination** by native bees was worth around 3 billion dollars yearly in the United States. Other sources consider pollination to be a 15 billion dollar. Moreover, approximately 250,000 types of flowering plants depend on their insect partners – **pollinators** – for the vital natural process which carries pollen grains to female plants to **readjust fertilization**. This is actually an important report that all American farmers should be aware of.

<table>
<thead>
<tr>
<th>Word</th>
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<th>English/Arabic Meaning</th>
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<td>10-</td>
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</tbody>
</table>
Reflection log

Part 1

- The teacher asks students to give their opinions on each session by just writing “Yes” or “No”.

1. Was this session useful for you? .................................................. 
2. Was this session interesting to you? .................................................. 
3. Were you happy about your performance in different activities? 
   .............................................................................................................
4. Was this session organized? .................................................. 

Additional comments 

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Part 2

The teacher asks students to give short answers to these questions:

1. Was it easy or difficult for you to use the first two word attack skills to understand the meanings of difficult words? 
   .............................................................................................................
2. And why? 
   .............................................................................................................
   .............................................................................................................
   .............................................................................................................
### Session (10)

**Common context clues**

<table>
<thead>
<tr>
<th>Context clues</th>
<th>Explanation</th>
<th>Common signal words</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>The unfamiliar word is defined.</td>
<td><em>is, means, is called, refers to, is defined as, is known as</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Note:</strong> commas, parentheses, colons and dashes</td>
</tr>
<tr>
<td>**Restatement/</td>
<td>The unfamiliar word is restated or explained.</td>
<td><strong>that is, that is to say, in other words, i.e.</strong></td>
</tr>
<tr>
<td><strong>Explanation</strong></td>
<td></td>
<td><strong>Note:</strong> commas, parentheses, colons, semi-colons and dashes</td>
</tr>
<tr>
<td><strong>Synonym</strong></td>
<td>A word that has a similar meaning to the unfamiliar word is given.</td>
<td><strong>Or</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Note:</strong> the synonym may be provided in a neighboring sentence.</td>
</tr>
<tr>
<td><strong>Antonym</strong></td>
<td>The opposite of the unfamiliar word is given.</td>
<td><em>different, unlike, though, opposite, by(in) contrast, but, some…but others, on the other hand, not, despite, although, yet, while, whereas</em></td>
</tr>
<tr>
<td><strong>Example/List</strong></td>
<td>Examples of the unfamiliar word are given.</td>
<td><em>such as, for example, including, for instance, in one case</em></td>
</tr>
<tr>
<td><strong>Cause and effect</strong></td>
<td>The reason for or the result of the unfamiliar word is given.</td>
<td><em>Because, so, therefore, consequently, since, as a result, if... then, due to</em></td>
</tr>
<tr>
<td><strong>General sense of the sentence (passage) / inference</strong></td>
<td>Use your background knowledge, logical guess, and description of a situation.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Session (11)
Worksheet

Read each sentence and determine the meaning of the highlighted word using sentence clues. Then, explain what clues in the sentence helped you determine the word meaning.

1- The brilliant student got a scholarship for winning the contest. A scholarship is a grant or prize to pay for school.

   Meaning: ...........................................................................................................

   Clues that helped you to arrive at the meaning
   ..............................................................................................................

2- It was a beautiful spring day. The weather was balmy, not too hot and not too cool. The weather was perfect as Ben walked to school.

   Meaning: ...........................................................................................................

   Clues that helped you to arrive at the meaning
   ..............................................................................................................

3- Frugivorous birds prefer eating fruit to any other kind of food.

   Meaning: ...........................................................................................................

   Clues that helped you to arrive at the meaning
   ..............................................................................................................

4- If you visit Alaska, you will likely see many glaciers (a mass of ice, formed from the snow on mountains).

   Meaning: ...........................................................................................................

   Clues that helped you to arrive at the meaning
   ..............................................................................................................

5- Scientists who are interested in studying insects are called entomologists.

   Meaning: ...........................................................................................................

   Clues that helped you to arrive at the meaning
   ..............................................................................................................
**Worksheet**

Read each sentence and determine the meaning of the highlighted word using sentence clues. Giving the meaning in Arabic is optional.

1. Some people are omnivores, people that eat both plants and animals.
   Meaning:……………………………………………………………………
   Psychology refers to the study of mind and behaviour.
   Meaning:……………………………………………………………………
   Both fog and industrial smoke are called smog.
   Meaning……………………………………………………………………

2. Sedentary people, those who are not very active, often have health problems.
   Meaning……………………………………………………………………

3. Autocracy is defined as a government controlled by one person who has complete power.
   Meaning……………………………………………………………………

4. The panther (a large black animal related to a cat) is a very dangerous animal.
   Meaning……………………………………………………………………

5. My friend is interested in studying ecology, the study of the relationships between plants, animals, people, and their environment.
   Meaning……………………………………………………………………
Reflection log

Part 1

- The teacher asks students to give their opinions on each session by just writing “Yes” or “No”.

1. Was this session useful for you? .....................................................
2. Was this session interesting to you? ..................................................
3. Were you happy about your performance in different activities?
   ...........................................................................................................
4. Was this session organized? ............................................................... 

Additional comments

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Part 2

The teacher asks students to give short answers to these questions:

1. Was it easy or difficult for you to use definition clues to guess the meanings of unknown words?
   .............................................................................................................
2. And why?
   .............................................................................................................
   .............................................................................................................
Session (12)  
Worksheet

Read each sentence and determine the meaning of the highlighted word using sentence clues. Then, explain what clues in the sentence helped you determine the word meaning.

1- A very large, heavily populated area containing two or more cities has become known as megalopolis.

Meaning: ........................................................................................................

<table>
<thead>
<tr>
<th>Clues that helped you to arrive at the meaning</th>
</tr>
</thead>
</table>

2- Life for farmers was difficult during the Middle Ages, the period of European history between ancient times and modern times.

Meaning: ........................................................................................................

<table>
<thead>
<tr>
<th>Clues that helped you to arrive at the meaning</th>
</tr>
</thead>
</table>

3- Many viruses—those programs that can seriously damage your PC or programs—might come along with e-mails.

Meaning: ........................................................................................................

<table>
<thead>
<tr>
<th>Clues that helped you to arrive at the meaning</th>
</tr>
</thead>
</table>

4- There was a bit of a wind and it was blowing onshore, quite strong, but variable, which means the speed of the wind changes every now and then.

Meaning: ........................................................................................................

<table>
<thead>
<tr>
<th>Clues that helped you to arrive at the meaning</th>
</tr>
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</table>

5- Felony is a very serious crime such as murder.

Meaning: ........................................................................................................

<table>
<thead>
<tr>
<th>Clues that helped you to arrive at the meaning</th>
</tr>
</thead>
</table>
Worksheet

Choose the correct answer and explain why you have made this choice

1. **Ecotourism** refers to responsible travel to natural areas that protects the environment. What are the signal words to the definition context clue?
   a) refers to   b) responsible travel   c) protects the environment   d) Ecotourism

2. **Cyberbullying** is the use of digital-communication tools like the internet to make another person feel scared or sad.
   What are the clues used to give the meaning of cyberbullying?
   a) is   b) the use of digital communication tools negatively to scare other people   c) both a & b   d) make another person feel scared or sad

3. **Tsunamis**- seismic sea waves- are often incorrectly called tidal waves. Tsunamis are produced by underwater earthquakes.
   What does this mean?
   a) underwater earthquakes   c) seismic sea waves
   b) tidal waves   d) earthquakes

4. **Stereotypes** originally referred to a metal printing plate, but now refers to oversimplified opinions about groups of people.
   What does this mean?
   a) metal printing plate   c) groups of people
   b) an oversimplified action   d) an opinion about a group of people

5. Math is **cumulative**, building on previous ideas and knowledge. As used in the sentence above, the word cumulative means:
   a) hard to understand   c) adding information
   b) unusual knowledge   d) forgetting information
Reflection log

Part 1

- The teacher asks students to give their opinions on each session by just writing “Yes” or “No”.

1. Was this session useful for you? …………………………………………

2. Was this session interesting to you? …………………………………………

3. Were you happy about your performance in different activities?
   …………………………………………………………………………………………………

4. Was this session organized? …………………………………………

Additional comments

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Part 2

The teacher asks students to give short answers to these questions:

1. Was it easy or difficult for you to use definition clues to guess the meanings of unknown words?
   ……………………………………………………………………………………………

2. And why?
   ……………………………………………………………………………………………
Session (13)
Worksheet

Read each sentence and determine the meaning of the highlighted word using sentence clues. Then, explain what clues in the sentence helped you determine the word meaning.

1- The students were belligerent. In other words they did not listen to the teacher and often talked back to her.

   Meaning: .................................................................
   
   Clues that helped you to arrive at the meaning
   .................................................................

2- She wanted redress for the wrong that had been done to her family.

   Meaning: .................................................................
   
   Clues that helped you to arrive at the meaning
   .................................................................

3- Farmers labor sixteen hours a day and never has time for a vacation. They should have at least one day a week for rest and relaxation.

   Meaning: .................................................................
   
   Clues that helped you to arrive at the meaning
   .................................................................

4- I tend to be optimistic; that is, I am expecting the best to happen.

   Meaning: .................................................................
   
   Clues that helped you to arrive at the meaning
   .................................................................

5- Someone who is pessimistic thinks that bad things are going to happen.

   Meaning: .................................................................
   
   Clues that helped you to arrive at the meaning
   .................................................................
Worksheet

Read each sentence and determine the meaning of the highlighted word using sentence clues. Giving the meaning in Arabic is optional.

1. He was so **parsimonious** that he refused to give his children money they needed to buy extra pencils for school.
   
   Meaning:.....................................................................................

2. Ali is really an **introvert**. When I took her to his friend’s party, he sat in a corner without speaking to anyone.
   
   Meaning:.....................................................................................

3. We wanted you to **expedite** your plans by helping you to do them more quickly.
   
   Meaning.....................................................................................

4. We have rather **lofty** dreams for you, son. You will go to a famous college. You will become rich.
   
   Meaning.....................................................................................

5. I disliked the **servile** students, the ones who were always volunteering to help the teacher clean the board or grade papers.
   
   Meaning.....................................................................................

6. The man acted in a **humane** way when taking care of the poor boy.
   
   Meaning.....................................................................................

7. Ellie is a **blithe** young girl. She always greets everyone with a smile.
   
   Meaning.....................................................................................
Reflection log

Part 1

• The teacher asks students to give their opinions on each session by just writing “Yes” or “No”.

1. Was this session useful for you? ..................................................

2. Was this session interesting to you? ..................................................

3. Were you happy about your performance in different activities?
   ........................................................................................................

4. Was this session organized? .............................................................

Additional comments

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Part 2

The teacher asks students to give short answers to these questions:

1. Was it easy or difficult for you to use using restatement or explanation clues to guess the meanings of unknown words?
   ........................................................................................................
   ........................................................................................................

2. And why?
   ........................................................................................................
   ........................................................................................................
Read each sentence and determine the meaning of the highlighted word using sentence clues. Then, explain what clues in the sentence helped you determine the word meaning.

1- No one wants to work with him in class. Therefore, he will become an **outcast** and alone.

   **Meaning:** ...........................................................................................

   **Clues that helped you to arrive at the meaning**
   ...........................................................................................

2- Students grew **weary** of listening to a lot of historical facts, and no longer interested in the lesson.

   **Meaning:** ...........................................................................................

   **Clues that helped you to arrive at the meaning**
   ...........................................................................................

3- When Wafa hurt her finger, she got all **melodramatic** and began crying and demanding a doctor.

   **Meaning:** ...........................................................................................

   **Clues that helped you to arrive at the meaning**
   ...........................................................................................

4- The fox showed his **guile** when he tricked the sheep.

   **Meaning:** ...........................................................................................

   **Clues that helped you to arrive at the meaning**
   ...........................................................................................

5- The exhausted runner started to **straggle** away, moving slowly behind the rest of the group.

   **Meaning:** ...........................................................................................

   **Clues that helped you to arrive at the meaning**
   ...........................................................................................
Worksheet

Choose the best option and explain why you have made this choice

1- The child tried to **placate** his friend, doing everything he told him to do. “Placate” means
   a) hate  b) satisfy  c) teach  d) fight

2- Ivan is a wonderful piano player but Jern is more **versatile**: she sings, acts, paints, writes poetry and plays the piano. “Versatile” means
   a) confident  b) sleepy  c) intelligent  d) varied in abilities

3- The city was really **vibrant**. Everyone seemed lively and cheerful.
   “Vibrant” means
   a) quiet and boring  c) full of life and energy
   b) peaceful and calm  d) dull and clumsy

4- When I told her the truth she was **furious** and started shouting at me.
   “Furious” means
   a) started crying  c) angry
   b) cheerful and smiling  d) happy

5- The role of the doctor is to **mitigate** the suffering of the patient.
   “Mitigate” means
   a) make less painful  b) make more painful  c) beautify  d) increase

6- Maya’s quotation came from **obscure** book that even the teacher had never heard of. “Obscure” means
   a) Famous  b) humorous  c) not well known  d) dusty
Reflection log

Part 1

- The teacher asks students to give their opinions on each session by just writing “Yes” or “No”.

1. Was this session useful for you? ..............................................
2. Was this session interesting to you? ..............................................
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4. Was this session organized? .........................................................

Additional comments

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Part 2

The teacher asks students to give short answers to these questions:

1. Was it easy or difficult for you to use using restatement or explanation clues to guess the meanings of unknown words?
   .............................................................................................................
   .............................................................................................................

2. And why?
   .............................................................................................................
   .............................................................................................................
Session (15)

Cartoon

Synonym clues

“My doctor said smoking could terminate my life. But I told him, ‘Everybody’s life has to end sometime.’”
### Worksheet

Read each sentence and determine the meaning of the highlighted word using sentence clues. Then, explain what clues in the sentence helped you determine the word meaning.

1- The policeman examined the *vicinity* or area.

**Meaning:**

<table>
<thead>
<tr>
<th>Clues that helped you to arrive at the meaning</th>
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</thead>
<tbody>
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<td></td>
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</tbody>
</table>

2- The mountain climber is expected to face *adversity*, or trouble, when climbing up the mountain.

**Meaning:**

<table>
<thead>
<tr>
<th>Clues that helped you to arrive at the meaning</th>
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</table>

3- It was hard for her to mix with other people because of her *diffident* ways. Her mother said she had been always shy.

**Meaning:**

<table>
<thead>
<tr>
<th>Clues that helped you to arrive at the meaning</th>
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</table>

4- Although the salesperson tried to *assuage* the angry customer, there was no way to make him feel calmer.

**Meaning:**

<table>
<thead>
<tr>
<th>Clues that helped you to arrive at the meaning</th>
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</table>

5- In college, *elective* or optional courses allow you to study subjects that may be interesting to you.

**Meaning:**

<table>
<thead>
<tr>
<th>Clues that helped you to arrive at the meaning</th>
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</table>
Worksheet

Read each sentence and determine the meaning of the highlighted word using sentence clues. Giving the meaning in Arabic is optional.

1. Speaking in front of a group **disconcerts** Samia. Even answering a question in class embarrasses her.
   **Meaning**: ………………………………………………………………………

2. The boss of his company is **benevolent** or kind as he donates a lot of money to the needy people.
   **Meaning**: ………………………………………………………………………

3. Because my friends had advised me to **scrutinize** the contract, I took time to examine it very carefully.
   **Meaning**: ………………………………………………………………………

4. Poor people try to find **pragmatic** solutions to their problems. They say they want practical answers, not just promises.
   **Meaning**: ………………………………………………………………………

5. She was filled with **mortification**, or shame, because of her teacher’s remark.
   **Meaning**: ………………………………………………………………………

6. His rancor, or **hatred**, of his brother has caused him to live his life as a lonely person.
   **Meaning**: ………………………………………………………………………

7. The soft **pliable** wood was easy to bend.
   **Meaning**: ………………………………………………………………………
Reflection log

Part 1

- The teacher asks students to give their opinions on each session by just writing “Yes” or “No”.

1. Was this session useful for you? ..................................................
2. Was this session interesting to you? ..........................................
3. Were you happy about your performance in different activities?
   ....................................................................................................
4. Was this session organized? .........................................................

Additional comments

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Part 2

The teacher asks students to give short answers to these questions:

1. Was it easy or difficult for you to use synonym clues to guess the meanings of unknown words?
   ...........................................................................................................
2. And why?
   ...........................................................................................................
   ...........................................................................................................
Read the following passage and determine the meanings of the highlighted words using the synonym clues. Giving the meaning in Arabic is optional.

Maggie was a **precocious** child. Her parents said she had been always clever and talented in painting. She produced brilliant watercolor paintings by the age of three. At first, her parents were **flabbergasted** or surprised by their daughter’s ability, but soon they got used to their little painter. Her preschool teacher said that Maggie’s **dexterity**, or ease with which she used her hands, was something she had never before seen in such a young child. Little Maggie never **gloat**ed or took pride in her paintings; she just smiled when she finished one and requested her parents give it to someone as a gift. Whenever people met Maggie for the first time, they often watched her paint with their mouths **agape**- opening their mouths widely- but her parents always kept their mouths closed and simply smiled over their “little Monet.”

<table>
<thead>
<tr>
<th>Unknown word</th>
<th>Meaning</th>
<th>Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td>precocious</td>
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<td></td>
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<td>flabbergasted</td>
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<tr>
<td>dexterity</td>
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<td>gloated</td>
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<tr>
<td>agape</td>
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</tbody>
</table>
Worksheet

Choose the correct answer and explain why you have made this choice.

1. Living in far-flung places allowed him to make friends. However, living in such remote places meant that it was difficult for him to form close relationships.
   - In this sentence, far-flung means………………………………………..
     a)Near       b) remote       c) small       d) difficult

2. I would like to explore the breath-taking underwater world. This world is actually wonderful as you are surrounded by colorful corals and marine life.
   - In this sentence, breath–taking means…………………………………
     a) colorful       b) underwater       c) marine       d) wonderful

3. The pilot is responsible for liaising with, or communicating with, the flight controller in the communications towers.
   - In this sentence, liaising means………………………………………..
     a) flying       b) controlling       c) communicating       d) responding

4. You need to plan your itinerary or a schedule for what you want to do and see on your holiday.
   - In this sentence, itinerary means………………………………………..
     a) schedule       b) holiday       c) journey       d) route

5. I think text messages might make people lazy and impede or stop oral communication. People prefer to send messages rather than speak to a person.
   - In this sentence, impede means………………………………………..
     a) ease       b) worsen       c) stop       d) send
6. If a person **hacks** into your computer system, he breaks into the system, especially in order to get secret information.

- In this sentence, hack means…………………………………………..
  a) find out  b) break into  c) leave for  d) break down
Reflection log

Part 1

- The teacher asks students to give their opinions on each session by just writing “Yes” or “No”.

1. Was this session useful for you? ..............................................
2. Was this session interesting to you? ...........................................
3. Were you happy about your performance in different activities?
   .....................................................................................................
4. Was this session organized? .........................................................

Additional comments

...........................................................................................................
...........................................................................................................
...........................................................................................................

Part 2

The teacher asks students to give short answers to these questions:

1. Was it easy or difficult for you to use synonym clues to guess the meanings of unknown words?
   ...........................................................................................................

2. And why?
   ...........................................................................................................

...........................................................................................................
Session (17)

Cartoon

Antonym clues

“I have two hearing aids. One helps me to reduce sadness while the other helps me to amplify happiness”
**Worksheet**

Read each sentence and determine the meaning of the highlighted word using sentence clues. Then, explain what clues in the sentence helped you determine the word meaning.

1- The cat **scuttled** quickly around the room without lying down at all.

| **Meaning:** | ................................................................. |
| **Clues that helped you to arrive at the meaning** | ........................................................................ |

2- The smell from the refrigerator was very **foul**, but the freezer smelled fresh.

| **Meaning:** | ........................................................................ |
| **Clues that helped you to arrive at the meaning** | ........................................................................ |

3- The dog was **lanky** though it ate a lot.

| **Meaning:** | ........................................................................ |
| **Clues that helped you to arrive at the meaning** | ........................................................................ |

4- She had a **smirk** on her face instead of a frown.

| **Meaning:** | ........................................................................ |
| **Clues that helped you to arrive at the meaning** | ........................................................................ |

5- I thought the painting of the waves was very **picturesque**, but I thought the one next to it was quite ugly.

| **Meaning:** | ........................................................................ |
| **Clues that helped you to arrive at the meaning** | ........................................................................ |
Worksheet

Read each sentence and determine the meaning of the highlighted word using sentence clues. Giving the meaning in Arabic is optional.

1. After being ill and unable to eat for three days, Beverly had a **voracious** appetite.
   Meaning: .................................................................

2. You may **prosper** if you are good with your money, but you may be poor if you spend too much.
   Meaning: .................................................................

3. The good character in the story was strong and kind, unlike the **villain**.
   Meaning: .................................................................

4. Jack **labored** at his job all day while John rested in bed.
   Meaning: .................................................................

5. The **sweltering** summer heat was unlike the cold air of winter.
   Meaning: .................................................................

6. While Adel enjoyed the movie and said it was exciting, Saeed thought it was **tedious**.
   Meaning: .................................................................

7. Unlike Ahmed who had been a player for many years, Mohammed was still a **novice**.
   Meaning: .................................................................
Reflection log

Part 1

- The teacher asks students to give their opinions on each session by just writing “Yes” or “No”.

1. Was this session useful for you? ...........................................
2. Was this session interesting to you? ...........................................
3. Were you happy about your performance in different activities?
   ................................................................................................
4. Was this session organized? .....................................................

Additional comments

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................................................................................................
................................................................................................

Part 2

The teacher asks students to give short answers to these questions:

1. Was it easy or difficult for you to use antonym clues to guess the meanings of unknown words?
   ................................................................................................
2. And why?
   ................................................................................................
   ................................................................................................
Session (18)

Worksheet

Read each sentence and determine the meaning of the highlighted word using sentence clues. Giving the meaning in Arabic is optional.

1. I am willing to hike in the mountains, but my friend is reluctant because it gets so cold walking up and down the trails.
   Meaning:………………………………………………………………………………

2. While James is very outgoing, his older brother is very reclusive.
   Meaning:………………………………………………………………………………

3. Instead of a grimace, Tom had a big smile across her face.
   Meaning………………………………………………………………………………

4. George is adept using technology, while his sister is a failure at solving them.
   Meaning………………………………………………………………………………

5. Some people do not give succinct answers. They prefer long ones that help them avoid the point.
   Meaning………………………………………………………………………………

6. To keep healthy, older people need to stay active. Remaining stagnant results in loss of strength and health.
   Meaning………………………………………………………………………………

7. While houses often increase in value, most things, such as cars and TVs, depreciate.
   Meaning………………………………………………………………………………
Worksheet

Choose the correct answer and explain why you have made this choice.

1- Their experiment does not depend on careless work, but rather on **meticulous** research.
   - Meticulous means……………………………………………………………………
     a) hasty   b) expensive   c) careful   d) cheap

2- Policemen train in **simulated** emergencies to prepare themselves for real ones.
   - Simulated means……………………………………………………………………
     a) made-up   b) mild   c) actual   d) interesting

3- Mistakes are opportunities to learn. You should not feel **dispirited** by them, but you should be cheerful.
   - Dispirited means……………………………………………………………………
     a) happy   b) joyful   c) discouraged   d) hesitant

4- We should be careful not to **ostracize** those who are different from us. It is much better for all if we are welcoming to everyone.
   - Ostracize means……………………………………………………………………
     a) include   b) exclude   c) welcome   d) like

5- The sight of the **ominous** clouds told us that clear weather was far from our area.
   - Ominous means……………………………………………………………………
     a) clear   b) dark   c) bright   d) soft

6- In contrast to Ali’s happiness, her **despondency** really worries his parents.
   - Despondency means………………………………………………………………
     a) joy   b) pleasure   c) hesitation   d) sadness

7- Because of an accident, we were forced to take a **circuitous** route, not the most direct way.
   - Circuitous means……………………………………………………………………
     a) direct   b) indirect   c) clear   d) straight
Reflection log

Part 1

- The teacher asks students to give their opinions on each session by just writing “Yes” or “No”.

1. Was this session useful for you? ................................................
2. Was this session interesting to you? ............................................
3. Were you happy about your performance in different activities?
   .....................................................................................................
4. Was this session organized? ......................................................

Additional comments

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......................................................................................................
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Part 2

The teacher asks students to give short answers to these questions:

1. Was it easy or difficult for you to use antonym clues to guess the meanings of unknown words?
   .....................................................................................................
2. And why?
   .....................................................................................................
Session (19)

Cartoon

Example clues

“You told me to buy anything with this money. So I bought some cosmetics such as perfumes, shampoos, make-up and lipsticks”.

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Worksheet

Read each sentence and determine the meaning of the highlighted word using sentence clues. Then, explain what clues in the sentence helped you determine the word meaning.

1- Children who move to a foreign country *adapt* much more easily than their parents, soon learning the language and customs of their new home.

Meaning: .................................................................

Clues that helped you to arrive at the meaning
..........................................................................

2- The Chinese government provides *incentives* for married couples to have only one child. For example, couples with one child get financial help and free medical care.

Meaning: .................................................................

Clues that helped you to arrive at the meaning
..........................................................................

3- *Nutritious* foods, such as fruits and vegetables, help our bodies grow.

Meaning: .................................................................

Clues that helped you to arrive at the meaning
..........................................................................

4- Candles, flashlights, and lamps *illuminate* the room.

Meaning: .................................................................

Clues that helped you to arrive at the meaning
..........................................................................

5- An *edifice*, such as temples, can take years to build.

Meaning: .................................................................

Clues that helped you to arrive at the meaning
.............................................................................
Worksheet

Read each sentence and determine the meaning of the highlighted word using sentence clues. Giving the meaning in Arabic is optional.

1. My father died when I was a baby, but Mom told me so many stories about him that I feel I knew him. For instance, one anecdote was about how he cried when I was born.
   Meaning:........................................................................................................

2. Raul is an indulgent father. For example, he lets his daughter stay up as late as she likes and never asks her about her homework.
   Meaning:........................................................................................................

3. He could make the journey by car, train or another conveyance.
   Meaning:........................................................................................................

4. Some animals have amazing longevity. For example, the big land tortoise can live several hundred years.
   Meaning:........................................................................................................

1. Biodegradable materials include human and animal waste, and plant products like wood and paper.
   Meaning:........................................................................................................

3. You should do some household activities such as cleaning, washing, and ironing.
   Meaning:........................................................................................................

4. Pedagogical places, including kindergartens, secondary schools, and colleges, should cope with the digital age.
   Meaning:........................................................................................................
Reflection log

Part 1

- The teacher asks students to give their opinions on each session by just writing “Yes” or “No”.

1. Was this session useful for you? ................................................
2. Was this session interesting to you? .............................................
3. Were you happy about your performance in different activities?
   .................................................................................................
4. Was this session organized? .......................................................  

Additional comments

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Part 2

The teacher asks students to give short answers to these questions:

1. Was it easy or difficult for you to use example clues to guess the meanings of unknown words?
   .................................................................................................

2. And why?
   .................................................................................................

................................................................................................
................................................................................................
Session (20)

Worksheet

Read each sentence and determine the meaning of the highlighted word using sentence clues. Giving the meaning in Arabic is optional.

1. Many Americans include too potatoes, rice, pasta, bread, and other carbohydrates in their diet.
   Meaning:..................................................................................

2. The builder decided that the house could be built on a number of sites, for example, near the sea, or on the top of a mountain.
   Meaning:..................................................................................

3. Some birds like to build their nests in inconspicuous places — high up in the tops of trees, well hidden by leaves.
   Meaning:..................................................................................

4. The arid desert climate consists of heat and little moisture.
   Meaning:..................................................................................

5. The people going to the desert face many perils, including wild animals and unsafe roads.
   Meaning:..................................................................................

6. Some animals hoard food for the winter. For example, mice gather many leaves in the autumn.
   Meaning:..................................................................................

7. There were many diminutive things in her house including small chairs and little beds.
   Meaning:..................................................................................
Worksheet

Choose the correct answer and explain why you have made this choice.

1- **Celestial** bodies, such as the sun, moon and stars, have attracted man all the time.
   -Celestial means…………………………………………………………………………
     a) related to the man    c) related to the sky
     b) related to the time  d) related to the bodies

2- Today was a day of **turmoil** at work. The phones were ringing, the people were running back and forth, and the customers were waiting for a long time.
   -Turmoil means………………………………………………………………………..
     a) order    b) arrangement    c) disorder    d) planning

3- My friend was **expeditious** yesterday. He left the building quickly, ran through the halls and jumped in his car.
   -Expeditious means……………………………………………………………………
     a) happy    b) hesitant    c) disappointed    d) fast

4- Kitchen **gadgets** include spoons, forks and knives.
   -Gadgets means………………………………………………………………………..
     a) kitchens    b) spoons    c) tools    d) cabinets

5- To be healthy, you should avoid **noxious** materials such as viruses and drugs.
   -Noxious means………………………………………………………………………..
     a) useful    b) harmless    c) harmful    d) healthy

6- Many animals went **extinct** for unknown reasons. For example, dinosaurs are no longer found on earth.
   -Extinct means…………………………………………………………………………
     a) lost    b) alive    c) found    d) injured

7- The lawyer had **tangible** evidence, such as a hammer, a car, and keys, to show that the person stole the car.
   -Tangible means………………………………………………………………………..
     a) near    b) real    c) remote    d) unclear
Reflection log

Part 1

• The teacher asks students to give their opinions on each session by just writing “Yes” or “No”.

1. Was this session useful for you? ..................................................
2. Was this session interesting to you? ...........................................
3. Were you happy about your performance in different activities?
   ....................................................................................................
4. Was this session organized? .......................................................  

Additional comments

.............................................................................................................
.............................................................................................................
.............................................................................................................

Part 2

The teacher asks students to give short answers to these questions:

1. Was it easy or difficult for you to use example clues to guess the meanings of unknown words?
   .............................................................................................................
2. And why?
   .............................................................................................................

.............................................................................................................
Because the bus was *tardy*, I missed the first period at school.
Worksheet

Read each sentence and determine the meaning of the highlighted word using sentence clues. Then, explain what clues in the sentence helped you determine the word meaning.

1- Because they had an **arduous** journey, they needed to rest and relax.

**Meaning**: ........................................................................................................

**Clues that helped you to arrive at the meaning**

..........................................................................................................................

2- He stopped taking the medicine because she was afraid of its **deleterious** effects.

**Meaning**: ........................................................................................................

**Clues that helped you to arrive at the meaning**

..........................................................................................................................

3- Since Miss Leeding has a history of **mendacity**, no one believes her story.

**Meaning**: ........................................................................................................

**Clues that helped you to arrive at the meaning**

..........................................................................................................................

4- Teresa was beautiful and **affable**; therefore, she attracted scads of friends.

**Meaning**: ........................................................................................................

**Clues that helped you to arrive at the meaning**

..........................................................................................................................

5- After they **reconciled**, Pedro and Scott began to talk to each other again.

**Meaning**: ........................................................................................................

**Clues that helped you to arrive at the meaning**

..........................................................................................................................
Worksheet

Read each sentence and determine the meaning of the highlighted word using sentence clues. Giving the meaning in Arabic is optional.

1. The vitality of the animal was obvious because it was so lively.
   Meaning: ........................................................................................................................................

2. After the students got caught cheating on the exam, the teacher rebuked them sharply.
   Meaning: ........................................................................................................................................

3. After being bitten by snake, the cowboy writhed in pain on the ground.
   Meaning: ........................................................................................................................................

4. She wanted to make all her dinner guests like her food, so she carefully studied the necessary culinary arts.
   Meaning: ........................................................................................................................................

5. Since the whales had escaped, they could swim freely and move in the ocean unrestrained.
   Meaning: ........................................................................................................................................

6. His story seemed truncated; so we wondered how it ended.
   Meaning: ........................................................................................................................................

7. His sagacity caused him to make one intelligent decision after another.
   Meaning: ........................................................................................................................................
Reflection log

Part 1

• The teacher asks students to give their opinions on each session by just writing “Yes” or “No”.

1. Was this session useful for you? .........................................................
2. Was this session interesting to you? .....................................................
3. Were you happy about your performance in different activities?
   ..............................................................................................................
4. Was this session organized? .................................................................

Additional comments

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......................................................................................................................
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......................................................................................................................

Part 2

The teacher asks students to give short answers to these questions:

1. Was it easy or difficult for you to use cause-and-effect clues to guess the meanings of unknown words?
   ..............................................................................................................

2. And why?
   ..............................................................................................................
   ..............................................................................................................
Session (22)

Worksheet

Read each sentence and determine the meaning of the highlighted word using sentence clues. Giving the meaning in Arabic is optional.

1. Because we lingered too long at the restaurant, we missed the beginning of the movie.
   Meaning: ........................................................................................................

2. The young girl was unable to decipher the meanings of new words, so she felt embarrassed.
   Meaning: ........................................................................................................

3. Matt has a kind disposition; therefore, he always helps people.
   Meaning: ........................................................................................................

4. She winced in pain when the rock fell on her foot.
   Meaning: ........................................................................................................

5. The sun made the lake water shimmer.
   Meaning: ........................................................................................................

6. Since no one came to the first meeting, attendance for the second one is mandatory for all staff.
   Meaning: ........................................................................................................

7. Will Rogers was considered to be a humanitarian because he worked to improve people’s lives.
   Meaning: ........................................................................................................
Worksheet

Choose the correct answer and explain why you have made this choice.

1- Because Emily’s mistake was **insignificant**, her teacher forgave her.
   -Insignificant means........................................................................
     a) not difficult     b) not important     c) difficult     d) important

2- Since it was so **chilly** outside, he built up a big fire in his fireplace.
   -Chilly means...................................................................................
     a) hot     b) cloudy     c) cold     d) dusty

3- The army had to **surrender** because the other side won.
   -Surrender means.............................................................................
     a) won     b) lead     c) advance     d) stop fighting

4- Her face **wrinkled** as she laughed, so that lines appeared at the corners of her eyes.
   -Wrinkled means............................................................................
     a) formed lines     b) laughed     c) appeared     d) disappeared

5- Grandfather said that the code was a **triumph** because each message was sent and received with success.
   -Triumph means...............................................................................a) failure     b) code     c) success     d) message

6- The arrival of autumn caused the leaves of the trees to **wither**.
   -Wither means................................................................................a) rise     b) raise     c) fall     d) fly

7- We **repeated** our opinion over and over so that it would be easy to remember.
   -Repeated means..............................................................................a) eased     b) put     c) enlarged     d) repeated
Reflection log

Part 1

- The teacher asks students to give their opinions on each session by just writing “Yes” or “No”.

1. Was this session useful for you? ........................................................................
2. Was this session interesting to you? ..............................................................
3. Were you happy about your performance in different activities?
   ........................................................................................................................
4. Was this session organized? ............................................................................

Additional comments

............................................................................................................................
............................................................................................................................
............................................................................................................................

Part 2

The teacher asks students to give short answers to these questions:

1. Was it easy or difficult for you to use cause-and-effect clues to guess the meanings of unknown words?
   ........................................................................................................................

2. And why?
   ........................................................................................................................
   ........................................................................................................................
Session (23)

Cartoon

“I’d like a prescription that will alleviate my aches and pains and also make me younger and thinner.”

General context clues (inferencing/guessing)
Worksheet

Read each sentence and determine the meaning of the highlighted word. Giving the meaning in Arabic is optional.

1. I’m trying to **curtail** my coffee drinking by having just one cup a day.
   **Meaning:** …………………………………………………………………

2. I would not just be glad if I won the match. I would be **ecstatic**.
   **Meaning:** …………………………………………………………………

3. Nature has **endowed** some birds with the ability to fly backward.
   **Meaning:** …………………………………………………………………

4. Around the age of two or three, small children like to **badger** their parents with endless questions beginning with the word “why”.
   **Meaning:** …………………………………………………………………

5. Do not **divulge** any personal information over some websites.
   **Meaning:** …………………………………………………………………

6. It is widely believed that Columbus sailed westward to **validate** the theory that the world is round.
   **Meaning:** …………………………………………………………………

7. One **tenet** of Islam is that Muslims should not drink alcohol.
   **Meaning:** …………………………………………………………………
Worksheet

Read each sentence and determine the meaning of the highlighted word using sentence clues. Then, explain what clues in the sentence helped you determine the word meaning.

1- Chris could see nothing but the sky over as he wandered through the desolate fields.
   Meaning: .................................................................
   Clues that helped you to arrive at the meaning
   .................................................................................

2- Jack likes to sit on ground when the wind is calm and the water is tranquil.
   Meaning: .................................................................
   Clues that helped you to arrive at the meaning
   .................................................................................

3- When the teacher dropped her grade book, Alex got a glimpse of the grade sheet. Now he is sad because he thinks that he saw an F next to his name.
   Meaning: .................................................................
   Clues that helped you to arrive at the meaning
   .................................................................................

4- The principal shouted, "You students better quiet all of that clamor and shut your mouths. Don't you know that people are trying to sleep in here?"
   Meaning: .................................................................
   Clues that helped you to arrive at the meaning
   .................................................................................

5- His reading abilities have improved in a profound way since he stopped playing around in class and started doing his homework every night.
   Meaning: .................................................................
   Clues that helped you to arrive at the meaning
   .................................................................................
**Reflection log**

**Part 1**

- The teacher asks students to give their opinions on each session by just writing “Yes” or “No”.

1. Was this session useful for you? ………………………………………
2. Was this session interesting to you? ………………………………………
3. Were you happy about your performance in different activities?
   ………………………………………………………………………………………………………
4. Was this session organized? …………………………………………………

**Additional comments**

……………………………………………………………………
……………………………………………………………………
……………………………………………………………………

**Part 2**

The teacher asks students to give short answers to these questions:

1. Was it easy or difficult for you to use general context clues or experience clues clues to guess the meanings of unknown words?
   ………………………………………………………………………………………………………
2. And why?
   ………………………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………
Session (24)
Worksheet

Circle the letter of the best meaning for the underlined word as it is used in context.

1. My brother said, “I just freed myself from a very **loquacious** history professor. All he seemed to want was an audience.”
   a. quiet
   b. silent
   c. talkative
   d. worried

2. Doctors should **mitigate** the suffering of the patient.
   a. ease
   b. beautify
   c. increase
   d. create

3. The drama club and other local **thespians** will meet Saturday for a rehearsal.
   a. singers
   b. teachers
   c. workers
   d. actors

4. All people were surprised at how quickly he changed from a **stingy** man into a generous one.
   a. miserly
   b. single
   c. rich
   d. unhappy
5. Everything in the new system was great but the only small **snag** was the slow speed of the system.

   a. strength  
   b. problem  
   c. advantage  
   d. mistake

6. After receiving just a single slice of pizza at the party, Kelvin was disappointed. He had hoped for a more **substantial** slice.

   a. small  
   b. medium  
   c. large  
   d. giant

7. These are the **vicissitudes** of history. Nothing remains the same. Three hundred years of peace ended in darkness and confusion.

   a. evils  
   b. mistakes  
   c. changes  
   d. rules
Worksheet

Read each sentence and determine the meaning of the highlighted word. Giving the meaning in Arabic is optional.

1. They are skillful at sending *cryptic* messages. We spent many days understanding their meanings.
   Meaning:………………………………………………………………………………

2. They told us the *dreadful* news. Many people were killed in the earthquake.
   Meaning:………………………………………………………………………………

3. The mood in the mosque became very *solemn* when we started praying.
   Meaning:………………………………………………………………………………

4. Have you heard of the *incessant* rain that fell for 40 days and nights?
   Meaning:………………………………………………………………………………

5. We have been suffering from a *suffex* of tests at school. Each teacher is testing us every week.
   Meaning:………………………………………………………………………………

6. The *ambiguity* of Joe’s directions made it almost impossible to find his house.
   Meaning:………………………………………………………………………………

7. Janine was *gratified* when the teacher used Janine's project as an example for other classes.
   Meaning:………………………………………………………………………………
Reflection log

Part 1

- The teacher asks students to give their opinions on each session by just writing “Yes” or “No”.

1. Was this session useful for you? ............................................
2. Was this session interesting to you? ............................................
3. Were you happy about your performance in different activities?
   ....................................................................................................
4. Was this session organized? ......................................................

Additional comments

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.............................................................................................................................................
.............................................................................................................................................

Part 2

The teacher asks students to give short answers to these questions:

1. Was it easy or difficult for you to use general context clues or experience clues clues to guess the meanings of unknown words?
   ..............................................................................................................................

2. And why?
   ..............................................................................................................................
Read the passage and then guess the meanings of the underlined words providing the clues that have helped you determine the word meaning

Rose was extremely **exasperated**. She and her mother had been **arguing**, or fighting, for many hours, and she wanted to take a nap. For some reason, Rose was having a lot of trouble focusing on getting her room picked up. She wasn't really sure why, but it seemed that there was always something to **distract** her, which made her forget what she was going to do. Rose's mother said, "if your room isn't cleaned up by 5:00, I'm afraid you can't go to the party with your friends." Suddenly, Rose understood the **consequence** (result) of her dirty room. Right away, she immediately got to work. She pick up a **variety** of things: dirty socks, books, games, and all kinds of other things. Her mother was totally shocked that her daughter was suddenly cleaning. "Looks like you'll be going to the party after all!" she yelled.

<table>
<thead>
<tr>
<th>Word</th>
<th>English meaning</th>
<th>Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- exasperated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2- arguing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3- distract</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4- consequence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5- variety</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Worksheet

Circle the letter of the best meaning for the underlined word as it is used in context.

1. He faced great **adversity** in life, but he became one of the greatest people in his country.
   a. difficulty
   b. strength
   c. hesitate
   d. fear

2. Thomas Edison was a **resilient** man who never let his failures discourage him.
   a. exasperated
   b. arguing
   c. distract
   d. consequence

3. It’s **compulsory** to take this medicine. In other words, if you do not take this medicine, you will have many health problems.
   a. possible
   b. impossible
   c. necessary
   d. unnecessary

4. One brother is an **erudite** professor but the other brother has never shown any interest in books or learning.
   a. old
   b. well-educated
   c. rich
   d. unhappy
5. My sister loathes meat, but she loves fish.
   a. loves
   b. hates
   c. prefers
   d. scares

6. My brother is tenacious. For example, when he has a dream in his life, he will work hard to achieve it.
   a. silly
   b. never gives up
   c. gives up
   d. rich

7. When Saly asked Kelly to give him one reason why they should not go, Kelly enumerated a list long enough to quiet Bobby.
   a. planned
   b. took
   c. changed
   d. gave
Reflection log

Part 1

- The teacher asks students to give their opinions on each session by just writing “Yes” or “No”.

1. Was this session useful for you? .................................................................
2. Was this session interesting to you? ............................................................
3. Were you happy about your performance in different activities?
   ........................................................................................................................
4. Was this session organized? ..........................................................

Additional comments

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............................................................................................................................
............................................................................................................................
............................................................................................................................

Part 2

The teacher asks students to give short answers to these questions:

1- Was it easy for you to use all types of context clues?
   ............................................................................................................................

2- What type of context clue did you find difficult to use?
   ............................................................................................................................

3- Why was that?
   ............................................................................................................................

..........................................................
Session (26)

Vocabulary coping strategy chart

Students can practice the strategy by completing the strategy chart every time they need to figure out the meaning of a new word. The following is the vocabulary coping strategy chart:

<table>
<thead>
<tr>
<th>Unknown word</th>
<th>Line</th>
<th>Part of speech (Noun, verb, etc.)</th>
<th>Prefixes or suffixes within the word (if available)</th>
<th>Context clues (if available)</th>
<th>Guess</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
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<tr>
<td>C</td>
<td></td>
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Worksheet

Circle the letter of the best meaning for the underlined word as it is used in context.

1. Many of us have **ambivalent** feelings about our teachers, admiring but also distrusting them.
   a. mixed.
   b. difficult
   c. strange
   d. normal

2. Some mentally ill people have **bizarre** ideas. For instance, they may think the TV is talking to them or that others can steal their designs.
   a. small
   b. big
   c. strange
   d. strong

3. Near the end of the term, students often feel **overwhelmed** with work.
   a. overcome
   b. defeated
   c. strong
   d. weak

4. **Magnification** can be of important help to those who cannot see well.
   a. making someone happy
   b. making something look smaller
   c. making something look larger
   d. making someone unhappy
5. The teacher gave students time in class to **rewrite** their essays.
   a. write clearly
   b. write again
   c. read aloud
   d. read slowly

6. Professor Howe chose an office on the first floor because she has **acrophobia**.
   a. a fear of earthquakes
   b. a fear of heights
   c. a fear of work
   d. a fear of thunderstorms

7. When we are young, of course, we all feel **immortal** as if we are going to live forever.
   a. not able to die
   b. above the law
   c. injured
   d. happy
Worksheet

Read the passage and then guess the meanings of the underlined words providing the clues that have helped you determine the word meaning

A man of many talents, Thomas Jefferson was an inventor, lawyer, architect, educator and third president of the United States. This **multi-talent** individual was born in Virginia. His father, Peter Jefferson, was a successful farmer and his mother, Jane Randolph, was a member of one of Virginia’s most **influential** families. Jefferson spoke five languages **skillfully**. At the age of 16, he enrolled in college to study mathematics and philosophy. He graduated from college in two years with high **honors**. Following five more years of **post-graduate** study he was **awarded** a law degree in 1767. Jefferson worked as a president in 1774. He left an **indelible** mark on American history that will never be removed.

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Reflection log

Part 1

- The teacher asks students to give their opinions on each session by just writing “Yes” or “No”.

1. Was this session useful for you? .........................................................
2. Was this session interesting to you? ..................................................
3. Were you happy about your performance in different activities?
   ...........................................................................................................
4. Was this session organized? .................................................................

Additional comments
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Part 2

The teacher asks students to give short answers to these questions:

1. Was it easy for you to use the vocabulary coping strategy to guess the meanings of new words?
   ...........................................................................................................
2. Which step of that strategy did you find easy? Why?
   ...........................................................................................................
3. Which step of that strategy did you find difficult? Why?
   ...........................................................................................................
Circle the letter of the best meaning for the underlined word as it is used in context.

1. **Throngs** of people shopped at the mall the week before Eid.
   a. few 
   b. none 
   c. a small number 
   d. crowds

2. The plan to rebuild the tower was **feasible**, and everyone thought it could be done.
   a. possible 
   b. impossible 
   c. strange 
   d. big

3. The criminal looked **furtively** at the police officer to make sure he had not been seen.
   a. slowly 
   b. secretly 
   c. loudly 
   d. openly

4. The **altruistic** volunteer helped all the volcano victims.
   a. selfish
   b. unselfish
c. greedy

d. severe

5. In England, the police officer was called a **constable**.
   a. criminal
   b. poor man
   c. rich man
   d. policeman

6. We heard the **tabor**, or small drum, sound in the forest.
   a. small drum
   b. sound
   c. forest
   d. style

7. I did not repair my car because it was in **impeccable** condition.
   a. horrible
   b. suitable
   c. bad
   d. perfect
Worksheet

Read the passage and then guess the meanings of the underlined words providing the clues that have helped you determine the word meaning

Some cultures have their own conventional folk music: a traditional style of music that uses different instruments. Unlike other kinds of music, folk music usually develops in local communities. Even in one country, different areas, cities and villages often have their own distinctive styles. For example, the traditional music of Cairo is different from the music of other parts of Egypt. Distinctive styles developed because, in the past, most people were born and lived their lives in one village. Music was individual, not influenced by music from other areas. Today, most contemporary music, or the music of the day, is written as entertainment. Most folk music, however, has a special purpose. Folk songs, for example, were made up to describe important historical events, to help people get through their day’s work, or to sing babies to sleep. The musical instruments used in folk also vary from place to place. The people of Upper Egypt, for example, often play the rababah, an instrument like a violin; the simsimiyya is the instrument of the Suez area. The oud is common in the folk music of Cairo. It was taken to Europe, where it evolved into a number of modern instruments.

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**Reflection log**

**Part 1**

- The teacher asks students to give their opinions on each session by just writing “Yes” or “No”.

1. Was this session useful for you? ………………………………………
2. Was this session interesting to you? ………………………………………
3. Were you happy about your performance in different activities? ………………………………………………………………………
4. Was this session organized? ………………………………………

**Additional comments**

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**Part 2**

The teacher asks students to give short answers to these questions:

1. Was it easy for you to use the vocabulary coping strategy to guess the meanings of new words?
   ………………………………………………………………………

2. Which step of that strategy did you find easy? Why?
   ………………………………………………………………………

3. Which step of that strategy did you find difficult? Why?
   ………………………………………………………………………
Session (28)

Complete the crossword below

Across
2. one who edits
4. related to dust
5. one who explores
6. opposite of increase
8. related to genes

Down
1. arrange
3. delighted
4. can be drunk
6. request
7. enormous
Worksheet

Circle the letter of the best meaning for the underlined word as it is used in context.

1- The dark clouds were a **caveat** of the coming storm. It was not the only warning we received.
   a. ceremony
   b. storm
   c. warning
   d. clouds

2- Students need to be **punctual**. In other words, they should come to class on time.
   a. on time
   b. late
   c. far
   d. near

3- We visit our grandparents **regularly**. We see them every Monday.
   a. rarely
   b. sometimes
   c. repeatedly
   d. slowly

4- An **astronaut**, a spaceman, is trained for travelling in a spacecraft.
   a. spacecraft
   b. spaceman
   c. travelling
   d. space
5- Storms can **occur** or happen at any time and in any place.
   a. happen
   b. disappear
   c. blow
   d. appear

6- Scientists are not sure what **causes** volcanoes to erupt. They are looking for the reason, not the result, for eruption.
   a. erupts
   b. helps
   c. makes
   d. raises

7- The doctor **examined** me carefully before he gave me the medicine.
   a. searched
   b. found
   c. looked
   d. checked
Worksheet

Read the passage and then guess the meanings of the underlined words providing the clues that have helped you determine the word meaning.

Florence Nightingale was born in 1820 into an **affluent** or rich family in Italy, but grew up and went to school in England. As a young woman, while her **demeanour** was often tough, she was very attractive. Later, she decided that she wanted to be a nurse, although her family did not think that this was a **proper** job for their young daughter. However, Florence’s work in a London hospital was so **effective** that the British government asked her to be responsible for the nursing of **wounded** soldiers abroad. For example, she looked after the sick and injured ones. After working in Europe, she returned to England and opened the Nightingale School of Nursing in London, the first school of this kind. That school made her the **pioneer** (leader) of modern nursing.

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Reflection log

Part 1

- The teacher asks students to give their opinions on each session by just writing “Yes” or “No”.

1- Was this session useful for you? .........................................................

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3- Were you happy about your performance in different activities?

...................................................................................................

4- Was this session organized? ...............................................................

Additional comments

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Part 2

The teacher asks students to give short answers to these questions:

1. Was it easy for you to use the vocabulary coping strategy to guess the meanings of new words?

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2. Which step of that strategy did you find easy? Why?

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3. Which step of that strategy did you find difficult? Why?

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Session (29)

Complete the crossword below

Across
1. to be present
6. related to imagination
7. opposite of death
8. walk with regular steps

Down
2. flavor
3. noun of die
4. one who writes a piece of writing
5. expiry
9. terrible
10. related to comedy

Name: ______________________
Worksheet

Circle the letter of the best meaning for the underlined word as it is used in context.

1. As well as being inexpensive to produce, the clean energy does not pollute the environment.
   a. costly
   b. cheap
   c. hard
   d. easy

2. We need to use more renewable forms of energy like those from the sun or wind.
   a. can be renewed
   b. can be used
   c. can be left
   d. can be formed

3. These wind turbines can generate or produce large amounts of electricity.
   a. leave
   b. use
   c. destroy
   d. produce

4. This house is old-fashioned. I need a modern one instead.
   a. fashioned
   b. modern
   c. not modern
   d. new
5. Yehia Haqqi was born in 1905 in the Sayyida Zeinab **district** of Cairo – an area of the city.
   a. village
   b. city
   c. area
   d. country

6. We drilled into the tree to make a deep, narrow hole. We then **extracted** a very thin piece of wood.
   a. removed
   b. put
   c. drilled
   d. cut

7. Their house is **massive**, but ours is small.
   a. light
   b. heavy
   c. big
   d. small
Egypt has many amazing monuments. At the south of Aswan, for example, Abu Simbel is the site of two temples which were carved into a cliff in about 1250 BCE. In 1954, the government decided to build the Aswan High Dam. This meant that the Nile Valley would be flooded and that Abu Simbel itself would be under water. It was unthinkable that Egypt should lose one of its most important monuments, so plans were made to rescue it. The bid statues were cut into pieces which weighed over 30 tonnes each. These were raised over 60 metres up the cliff, where they were attached to a concrete base (a bottom part). Today, the temples, which were re-opened in 1968, are an amazing blend of ancient and modern engineering.

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Reflection log

Part 1

- The teacher asks students to give their opinions on each session by just writing “Yes” or “No”.

1- Was this session useful for you? ...................................................
2- Was this session interesting to you? ..............................................
3- Were you happy about your performance in different activities?
   ....................................................................................................
4- Was this session organized? ...........................................................

Additional comments

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Part 2

The teacher asks students to give short answers to these questions:

1. Was it easy for you to use the vocabulary coping strategy to guess the meanings of new words?
   ...........................................................................................................
2. Which step of that strategy did you find easy? Why?
   ...........................................................................................................
3. Which step of that strategy did you find difficult? Why?
   ...........................................................................................................
Session (30)

Worksheet

Circle the letter of the best meaning for the underlined word as it is used in context.

1. People sometimes feel **irritable** when it is very hot.
   a. easily annoyed
   b. relaxed
   c. comfortable
   d. mad

2. Some people like to **download** music from the internet.
   a. upload
   b. load
   c. move data
   d. throw away data

3. Amira **came up with** some very good ideas for the project.
   a. left
   b. took
   c. imagined
   d. found

4. Ahmed is **keen on** not mountaineering; he’d rather scuba dive.
   a. hateful
   b. glad
   c. interested in
   d. sad
5. Who agrees with my idea and who **opposes** it?
   a. accepts
   b. likes
   c. disagrees with
   d. wants

6. Water the plants regularly to keep the soil **moist**.
   a. humid
   b. wet
   c. warm
   d. hot

7. I had not seen my cousin for ten years. He was **unrecognizable**!
   a. cannot be understood
   b. can be understood
   c. can be recognized
   d. cannot be recognized
Worksheet

Read the passage and then guess the meanings of the underlined words providing the clues that have helped you determine the word meaning

In our school project next week, we’ll be looking at healthy food. I’ve already started to research information about something called a superfood. A superfood is a kind of food which the labels say is very good for you, for example, some fruit, vegetables and some kinds of fish. It is believed that if you eat a superfood, it can stop you getting serious ailments such as heart disease. Labels on some superfoods say that they will make you feel fitter, stop you ageing (growing older) and even make you more intelligent or brainy. However, scientists realised that a lot of this information was not true. They also found that some people ate more unhealthy food if they ate a superfood too. They thought that they would not become ill because the superfood would help them. Scientists say that you should only call something a superfood if you can prove that it improves your health. They say that it is best if you eat lots of healthy food from the different food groups. You shouldn’t rely on superfoods to stay healthy, should you?

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Reflection log

Part 1

• The teacher asks students to give their opinions on each session by just writing “Yes” or “No”.

1- Was this session useful for you? .................................

2- Was this session interesting to you? .................................

3- Were you happy about your performance in different activities?

.................................................................

4- Was this session organized? .................................

Additional comments

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Part 2

The teacher asks students to give short answers to these questions:

1. Was it easy for you to use the vocabulary coping strategy to guess the meanings of new words?

........................................................................

2. Which step of that strategy did you find easy? Why?

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3. Which step of that strategy did you find difficult? Why?

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Session (31)

Summary of the word attack skills-based program
program sessions

1. Identifying the part of speech of the unknown word (3 sessions)

2. Identifying the morphological clues of the unknown word (5 sessions)

Teaching word attack skills by using vocabulary coping strategy (5 sessions)

3. Inferring the meaning of the unknown word from context (using context clues):
   - Definition clues
   - Explanation clues
   - Synonym clues
   - Antonym clues
   - Example clues
   - Cause-and-effect clues
   - General context clues (16 sessions)
**Reflection log**

**Part 1** The teacher asks students to give their opinions on the program by just writing “Yes” or “No”.

1- Was this session useful for you? ………………………………………………………………

2- Was this session interesting to you? ………………………………………………………………

3- Were you happy about your performance in different activities?

…………………………………………………………………………………………………….

4- Was this session organized? ………………………………………………………………

**Additional comments**

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**Part 2**

The teacher asks students to give short answers to these questions:

1- Was it easy for you to use all word attack skills implemented in the program?

…………………………………………………………………………………………………….

…………………………………………………………………………………………………….

2- Which word attack skill did you find easy to use? Why?

…………………………………………………………………………………………………….

…………………………………………………………………………………………………….

3- Which word attack skill did you find difficult to use? Why?

…………………………………………………………………………………………………….

…………………………………………………………………………………………………….

4- Was the vocabulary coping strategy useful or useless? Why?

…………………………………………………………………………………………………….