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The Use of Pre-reading Strategies for Scaffolding to Enhance the Reading Comprehension of Grade IV Pupils

Bonna B. Sandig

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(Seminar Paper, Philippine Normal University)

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A Seminar Paper Presented to the
Faculty of the College of Graduate Studies
and Teacher Education Research
Philippine Normal University
Taft Avenue, Manila

In Partial Fulfillment of the Requirements
For the Degree of Master of Arts in
Teaching Reading

by

Bonna B. Sandig

October 2013



Philippine Normal University
National Center for Teacher Education

Approval Sheet

In partial fulfillment of the requirements for the degree of Master of Arts in Teaching Reading, a seminar paper entitled **“The Use of Pre-reading Strategies for Scaffolding to Enhance the Reading Comprehension of Grade IV Pupils,”** prepared and submitted by Bonna Benigno Sandig is hereby recommended for approval and acceptance.

10-15-2013

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ABSTRACT

Title: The Use of Pre-reading Strategy for Scaffolding to Enhance the Reading Comprehension of Grade IV Pupils

Researcher: Bonna B. Sandig

Degree: Master of Arts in Teaching

Specialization: Reading

Key Concepts: pre-reading strategy, scaffolding, reading comprehension

Adviser: Dr. Heidi B. Macahilig

Objectives:

This research aimed to determine the use of pre-reading strategies for scaffolding to enhance the reading comprehension of Grade IV pupils.

Statement of the Purpose:

The main purpose of this study is to find out the use of pre-reading strategies for scaffolding to enhance the reading comprehension of Grade IV pupils of San Juan Elementary School.

Summary:

The study was aimed at investigating the use of pre-reading strategies for scaffolding to enhance the reading comprehension of Grade IV pupils. Two intact classes were assigned as experimental and control groups. It also attempted to find out which reading skills were enhanced by the pre-reading strategies used in the study. The classes were subjected to a five week experimental period using the pre-reading strategies while

the control group were subjected to a routine introductory activities. The group comparison pre-test post-test design was used. Results indicated that the experimental group benefitted from their exposure to pre-reading strategies and the difference is statistically significant. The increase in the mean scores of the experimental group suggested statistical significance $t(37) = 9.28$ ($p < .05$) suggesting that the scaffolding strategy employed benefitted the experimental group. While it was noted that there were marked improvement in the scores in noting details, sequencing of events, predicting outcomes, getting the general significance of the story, and perceiving relationship. It was observed that the pupils' skills in getting the general significance of the story and predicting outcomes improved to a considerable extent.

ABSTRAK

Pamagat: Ang Paggamit ng Panimulang Pagbasa Bilang Istratehiya Upang Maging
Balangkas sa Pagpapalawak ng Pang-unawa sa Pagbasa ng mga Mag-aaral sa
Ikaapat na Baitang

Tagasaliksik: Bonna B. Sandig

Kurso: Dalubhasa sa Agham ng Pagtuturo ng Pagbasa

Nagdadalubhasa: Pagbasa

Pangunahing Konsepto: istatehiyang panimulang pagbasa, balangkas, pang-unawa

Tagapayo: Dr. Heidi B. Macahilig

Layunin:

Ang pananaliksik na ito ay naglalayong malaman ang bisa ng paggamit ng panimulang pagbasa upang maging balangkas sa pagpapalawak ng pang-unawa sa pagbasa ng mga mag-aaral sa Ikaapat na Baitang.

Paglalahad ng Layunin:

Ang pangunahing layunin ng pag-aaral na ito ay upang malaman kung ang paggamit ng panimulang pagbasa bilang istatehiya upang maging balangkas sa pagpapalawak ng pang-unawa ng mga mag-aaral sa ikaapat na baitang ng Mababang Paaralan ng San Juan.

Buod:

Ang pag-aaral na ito ay naglalayong magsaliksik sa paggamit ng istrategyang panimulang pagbasa upang maging balangkas sa pagpapalawak ng pang-unawa sa pagbasa ng mga mag-aaral sa Ikaapat na Baitang. Dalawang klase ang nakatalaga bilang pangkat na pina-aaralan at pangkat na kontrolado. Sinusubukan din nitong malaman kung anong kakayahan ang nagpapalawak ng istrategyang panimulang pagbasa na siyang pangunahing istrategyang ginamit sa pag-aaral na ito. Ang dalawang klase ay sumailalim sa limang linggong pag-aaral. Ang pangkat na pinag-aaralan ay gumamit ng istrategyang panimulang pagbasa samantala ang kontroladong pangkat ay nakatalagang gumamit ng nakasanayang panimulang gawain. Ang paghahambing sa dalawang pangkat ay ginamitan ng disenyong panimulang pagsusulit-pagtatapos na pagsusulit. Isinasaad ng resulta na ang pinag-aralang pangkat ang siyang nakinabang sa kanilang pagkakalantad sa panimulang pagbasa at ang pagkakaiba nito sa kontroladong pangkat ay malinaw na ipinakikita. Ang pagtaas ng marka ng pinag-aaralang pangkat ay nagpapahayag ng makabuluhang pang-istatistika $t(37) = 9.28$ ($p < .05$). Ipinahahayag ng mga bilang na ito na ang pagkakagamit sa istrategyang panimulang pagbasa ay nakatulong nang malaki sa pinag-aaralang pangkat. Ang mga aspeto ng pagbasa na nakitaan ng malaking pagbabago sa kanilang marka ay pagtatala ng detalye, pagsusunod-sunod ng mga pangyayari, pagbibigay-hinuha sa maaaring bunga, at ang pagkuha ng pangkahalatang kahalagahan ng kuwento sa hangganan ng kakayanan ng mga mag-aaral.

Dedication

I am heartily dedicating this seminar papers
to my mentors Sr. Victoria J. Tizo
and Sr. Fideles Sabio, their
unconditional love has made
me a stronger person to
achieve my dreams in
life and whose unfailing
faith in me has made
me stand the odds
of my journey
towards
success.

ACKNOWLEDGEMENT

I would like to express my gratitude to those who made such a feat possible for me.

The **Almighty God**, for the gift of intellect and perseverance.

Dr. Heidi B. Macahilig, for her dedication and patience in editing and revising my paper. Her encouragement has further driven me to give the best I can possibly offer despite the odds that I faced along the completion of this study.

Finally, the love of my life, **Mama, Nonoy, Neña, Toto, Bboy, Paolo and Noel**. Their support for me in everything that I do has never dwindled.

Bonna B. Sandig

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Chapter 1

The Problem and Its Setting

Introduction

“If I were to reduce the whole of educational psychology to a single statement, it would be this: Ascertain what the child knows, and teach him accordingly.”

-David Ausubel, 1984 Educational Psychologist

In recent years, considerable national attention particularly by the Department of Education has been focused on the results of the National Achievement Test. This was their basis for determining the performance of each division and identifying the subject areas in which student scored the weakest. Based on the statistical data provided by the DepEd for the School Year 2010-2011, the mean percentage scores (MPS) slightly improved to 68.15 from 68.01 in School Year 2009 -2010. The MPS in the NAT for School Year 2008-2009 was 65.55, 64.81 for School Year 2007-2008 and 59.94 in School Year 2006-2007.

The results show that the yearly improvement in NAT scores is almost insignificant. The researcher concluded that the pupils who took the exam had difficulties in taking the test.

Most pupils who encountered difficulties in reading have limited word knowledge. Regardless the area of the subject matter comprehension always took place. The readers who do not know the meaning of a word may be overwhelmed with the conceptual load of the text.

One of the factors that contributed to the low results in the NAT was the lack of prior knowledge about the questions which the students encountered in every questions of the NAT. Secondly, the skills that were supposed to be learned in the early grades were disregard or not learned. Finally, the comprehension skills of pupils in reading were low.

In handling the fourth grade the researcher found that the average percentage of the English test was 58%. The pupils scored very low because they could not comprehend the test questions.

When the readers confront a text that constrains a number of unfamiliar words, their comprehension suffers. Reading becomes frustrating to the pupils which results to a frustrating reading performance and proficiency.

To comprehend a text, readers must be able to decode words quickly, easily, and automatically (National Reading Panel, 2000). Readers who lack word-recognition skills and fluency often have difficulties with comprehension.

In more than two decades researchers came up with studies whose results deal with how good readers interact with texts. Good readers use prior knowledge, make

connections, visualize, infer, ask questions, determine importance, and synthesize the materials that they read (Grimes, 2004). Such achievement is attributed to how good readers make use of different reading strategies. Irvin, Lunstrum, Lynch-Brown and Shepard (1996) claim that proficient learners build on and activate background knowledge before reading. This is supported by Vacca (2004) that a reader may comprehend whenever prior knowledge is used to construct meaning.

In the same vein, Gibbs (1994) points out that reading requires individuals to make constant references to prior knowledge from a speech based culture to become a successful reader. Pardo (2004) averres that as the amount of schemata concerning a text increases, the ability to comprehend the text also increases. When adept “readers use their schemata, their known information is integrated with their new information through a series of connections” (Pardo, 2004).

Activation of prior knowledge makes up a great amount of the process of reading comprehension. According to Pardo (2004), “teachers should attempt to activate as much prior knowledge as possible prior to reading the text” since this allows students to apply the prior knowledge during reading. Brooks (1997) enumerated pre-reading questioning, and topic talking.

In addition, research shows that good readers engage in conscious, active comprehension strategies before, during, and after reading (Pressley & Wharton-

McDonald, 1997). In pre-reading, good readers define their goals for reading and take into consideration their prior knowledge and the structure of a text.

The use of pre-reading strategies for scaffolding to enhance the reading comprehension of Grade Four pupils must be determined. This study adds to the already existing literature on the use of pre-reading strategies to improve reading comprehension.

Theoretical Bases

The schema contributes in improving the academic performance of pupils the same is true for their reading comprehension. The use of schema is underlined by the schema theory.

The schema theory was developed by R.C. Anderson (1984), a respected educational psychologist. This learning theory views organized knowledge as an elaborate network of abstract mental structures which represents one understanding of the world.

A “schema” (schemata plural) is an organized body of knowledge about the word. Schemata may be informational linguistic and affective. An individual has hundreds of schemata, some of which represent smaller units of knowledge, or are relatively lacking in information. The term “schemata” has been used to represent the organization of prior knowledge held by the reader.

The term schema was first used by Piaget in 1926, so it is not an entirely new concept. Anderson (1984) however, expanded the meaning of it .The schema theory describes the process by which readers combine their own background knowledge with the information in a text to comprehend that text. All readers carry different schemata (background information) and these are also often culture-specific. Pre-reading tasks are often designed to build or activate the learner's schemata. Thus, readers develop a coherent interpretation of a text through the interactive process of “combining textual information with the information a reader brings to a text” (Widdowson in Grabe 1988:56).

The schema theoretic models of reading are able to clarify a number of issues on some models of reading. The matching of schemata to print is interactive and involves both “bottom up” and “top down” processing. Thus, seemingly conflicting data is reconciled. In addition, schema models sit comfortably with the information about how texts are structured, and how readers cope with textual problems.

Research by schema theorists indicates that abstract concepts are best understood after a foundation of concrete, relevant information has been established (Schallert, 1982). The general knowledge provides a framework into which the newly formed structure can be fitted.

Conceptual Framework

The concept of schema is closely related to the cognitive orientation. David Rumelhart, (1980) states that the schemata constitute our knowledge about the objects, situations, events, sequences of events, actions, and sequences of actions. In other words, the readers tacitly make sense of what they read.

The activation of prior knowledge, one of the strategies that can bridge the gap to reading comprehension, is the pre-reading activity. It helps pupils prepare to read a selection. Taking time to prepare pupils before they read can prove to be rewarding in terms of their understanding of what they read and their finding reading an enjoyable experience. The following list shows some of the many uses of pre-reading activities:

- Motivating and setting purposes for reading.
- Activating and building background knowledge.
- Building a text-specific knowledge.
- Relating the reading students' lives.
- Pre-teaching vocabulary and concepts.
- Pre-questioning, predicting, and direction setting.
- Suggesting comprehension strategies.

Activating background knowledge helps pupils draw upon information they already have on a particular subject. Building background knowledge it provides pupils with information they need to understand the text. For example, a group of fourth graders is going to read an expository piece on wildfires. To activate their prior knowledge, let the students talk or write about the fire. To build the background knowledge, draw a graphic organizer explaining the elements necessary for making fire.

Moreover, Heimlich, J.E. & Pittleman, S.D., (1986) suggest that semantic mapping may be used with pupils of any age before reading a selection, to develop and connect a key concept found in that selection to their prior knowledge. The thought processes involve prepares the reader to make similar connections when meeting the ideas in the text. The use of graphic organizers supports high-level thinking and comprehension by providing a framework which facilitates the focus on important points, rather than getting lost in a myriad of unimportant and unrelated details. It provides a public forum for exploring the process of understanding a text, whether narrative or expository

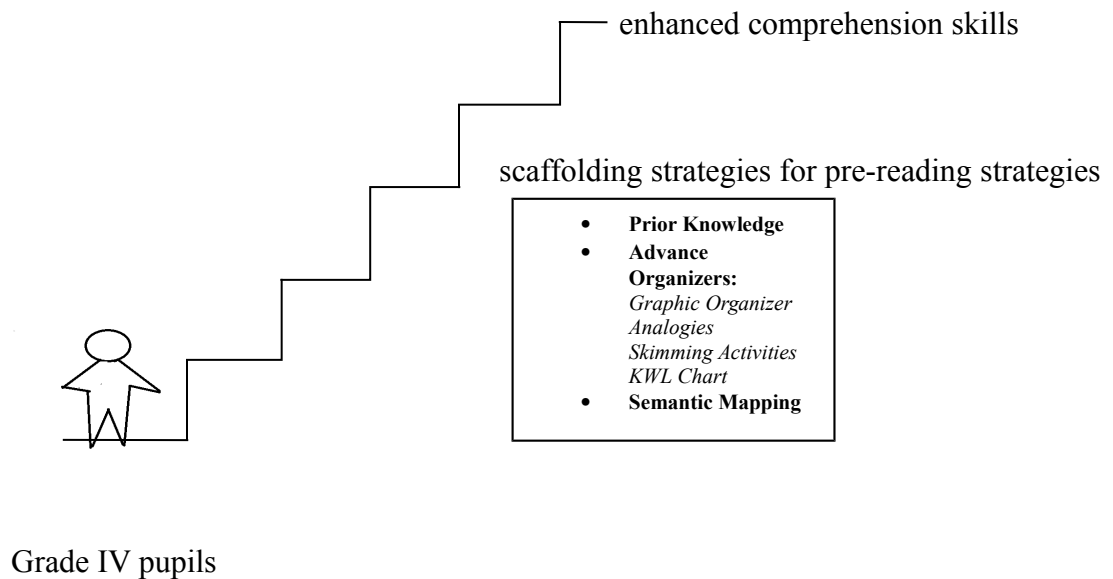
As Calfee and Patrick (1995) state, “Student reactions, instead of disappearing into thin air, become part of a written record.”

The Know-What-Learn procedure by Ogle, (1986) is useful for the students to comprehend informational texts. The three phases of the procedure – brainstorming,

establishing purposes through questioning, and finding answers for those questions virtually guarantee that students will be actively involved in their learning. The procedure provides a scaffold to support students' own interest and inquiries. Ogle points out that the, K-W-L "helps pupils keep control of their own inquiry, extending the pursuit of knowledge beyond the lesson. The teacher makes clear that learning shouldn't be formed around just what an author chooses to include, but that it involves the identification of the learner's questions and the search for authors and articles dealing with those questions.

This study seeks to investigate the use of pre-reading strategies for scaffolding to enhance the reading comprehension of Grade IV pupils.

Figure 1 Conceptual Paradigm



The conceptual paradigm of this study in Figure 1 shows that the main objective is to find out if the pre-reading strategies: activating prior knowledge, use of the advanced organizer like the graphic organizer, analogies, skimming activities, and K-W-L chart and the Semantic mapping will help enhance the reading comprehension of the pupils in learning the following:

- Noting details
- Sequencing of events
- Predicting outcomes
- Getting the general significance of the story
- Perceive relationship

Given the vital importance of prior knowledge, it includes the vocabulary, ideas and concepts pupils has, related to a particular topic. Prior knowledge is the foundation of reading comprehension because without sufficient existing knowledge on a topic, readers have nothing to which to apply any new knowledge (Alexander & Jetton, 2000).

Statement of the Problem

The purpose of this study is to determine the effect of the use of Pre-reading strategies for scaffolding on the reading comprehension of Grade Four pupils.

Specifically, it sought to answer the following questions:

1. Is there a significant difference between the reading comprehension of students who were instructed using scaffolding techniques and those who were not?
2. Which reading comprehension skills were enhanced with the scaffolding techniques.

Significance of the Study

This study may help teachers facilitate the teaching learning process by the use of pre-reading activities for scaffolding to enhance the reading comprehension of pupils.

Results of this study may help the following:

- Teachers to adopt activities that can positively aid in the improvement of pupils' reading comprehension.
- Pupils will be provided with varied pre-reading activities that may improve their reading comprehension.
- Educational policy makers can craft changes in the already established reading comprehension methodologies specifically the implementation of pre-reading strategies to improve reading comprehension.

The findings of this study reveal students weaknesses on the reading comprehension skills and enable to design a suitable reading book for the challenged readers.

This study facilitates understanding in reading text. In addition, this study significantly contributes the varied reading strategies and yield insights for teachers and students. Thus, understanding the situation of reading comprehension might spur some useful development for the learners' reading performance.

Scope and Delimitation

This study took place in San Juan Elementary School in San Juan City where there were eight sections of grade four pupils. From among these sections, two were selected, both having thirty-eight pupils

This study lasted for five weeks during the third quarter of school year 2012-2013 with sixty minutes allotted to every skills per week. The findings are specific to the bottom thirty-eight of the control and experimental groups. Thus, the results of this study generated from data that was collected from the said participants, and the claims that are made cannot be generalized.

The study investigated the use of pre-reading strategies to scaffold the pupils' reading comprehension. This experiment was conducted in three phases. The first phase dealt with the development and evaluation of reading comprehension in Noting Details, Sequencing of Events, Predicting Outcomes, Getting the General Significance of a Story and Perceive Relationship. The second phase dealt with the administration of the treatment, i.e. the use of pre-reading strategies that focused the five tasks taught to the experimental group. Then, the final phase consisted of the post testing on Noting Details, Sequencing of Events, Predicting Outcomes, Getting the General Significance of a Story and Perceive Relationship.

Definition of Terms

The following terms are operationally used in this study:

Reading Comprehension –refers to the ability of Grade IV students to understand written information.

Schema theory- is a theory about knowledge, about how knowledge is represented, and about how that representation facilitates the use of knowledge in various ways.

Prior knowledge- refers to all the knowledge which readers have acquired through their lives.

Pre-reading strategy is the process of skimming a text to locate key ideas before reading a text.

Advance Organizer is a cognitive instructional strategy used to promote the learning and retention of new information.

Semantic mapping is a visual strategy for vocabulary expansion and extension of knowledge by displaying words in categories in relation to.

Instructional guide - the act or practice of instructing or teaching.

Scaffolding technique – the idea that specialized instructional support learning when students are first introduced to a new subject.

Skimming activities – to review information and gain a basic overview of written materials, charts and video segments.

Chapter 2

Review of Related Literature & Studies

This chapter represents the review made on literature and researches written by experts, and toward establishing credibility and acquiring necessary information to guide the study. Several concepts excerpted from books as well as the findings of previous studies, which have bearing to the present study were summarized and briefly discussed.

Conceptual Literature

The basic goals of reading are to enable children to gain an understanding of the world, to develop appreciations and interests, to find solutions to their personal and group problems, and to develop strategies by which they can become efficient reader. Logically, comprehension should be considered the heart of reading instruction, and the major goal of that instruction should be the provision of learning activities that will enable students to think about and react to what they read – in short, to read for meaning.

Sookchotirat (2005) suggested that reading is important skill as it is the basis of all the success in one's life. Good readers can gain more knowledge of any kind from

reading. Reading makes the reader more knowledgeable, have wider perspective and vision. Reading helps the reader get new ideas leading to cognitive development. When the readers transfer what they read to apply with their own idea a new perspective or idea is created.

Chatwirote (2003) also suggests that the teachers could provide activities which promote reading. The activities should contain the reading objectives that suit the learner and teacher's interest.

Reading on the process of teaching reading, the researcher should be empowered with suitable steps for teaching reading. There should be a pre-reading step to prepare the reader before they read the whole material. It is the teachers' responsibility to provide the background knowledge to the learners in order that they could achieve the most comprehension. The teachers should provide the learners with various pre-reading activities that draw the sufficient amount of background knowledge about the text because the schema would help the reader get better comprehension.

Many researchers found that prior knowledge plays a vital role in reading comprehension. (Dochy et al., 1999; Alexander & Jetton, 2000; Shapiro, 2004; Samuelstuen&Braeten, 2005; Rapp et al.,2007; Hailikari et al., 2008). The effective role

of prior knowledge has been largely appreciated through schema-theoretic model of comprehension which claims that no text by itself carries meaning (Jalilifar&Assi, 2008). The schema theory is based on the idea that past experiences results in mental frameworks to understand new experiences.

According to Karakas (2002), Reading activities are devices to support the reader's interpretation of text and to prevent any possible failure in the reading process.

Alyousef, 2006; Ur, 1996; Williams, 1987 say almost all recent dichotomies of reading activities involve the three stages of pre-reading, while reading, and post-reading. However, there is general agreement that of these, the most significant for building and activating background knowledge is the first, the pre-reading phase.

Ajideh(2006) maintains that pre-reading activities can be helpful in three ways: by building new schema, by activating existing schemata, and by informing the teacher what the students know. Several studies evaluated the effectiveness of the major types of pre-reading activities.

Karakas (2005) for example, showed that a combination of previewing and brainstorming is more effective than purely using brainstorming with reading comprehension.

Shen (2004) found that providing background knowledge is effective. Erten and Karakas (2007) reported that some activities contributed to the literal comprehension, while others contributed better to the evaluative comprehension of short stories.

Wallace (2001) says that one very popular kind of pre-reading task is brainstorming. In this type of pre-reading, learners receive a key word and are asked to call out words and concepts they associate with. In this whole class activity, learners are given a valuable opportunity to bring their own prior knowledge and ideas about a particular issue and the same time activate their related schema. (Aljideh, 2003).

Yeeding, (2007) investigated the effects of pre-reading activities on learners' motivation and reading comprehension ability. Results showed that the pupils' were highly motivated and enthusiastic to read.

Enhancing students' reading is one of the major concerns in the field of teaching. There are different strategies that teachers can follow in order to support and encourage

students to read properly as well as develop their critical thinking. Among those strategies is scaffolding.

Cognitive psychologists believe that all of a person's prior knowledge is stored in the cognitive structures of the brain. Therefore, in order for acquisition of new knowledge to take place and to be meaningful, prior knowledge or schema need to be activated within those structures by means of an introductory instructional strategy (Ausubel, 1978; Ivie, 1998; Joyce & Weil 1986; Postrech ,2002; Kalmes, 2005) Thus, Ausubel, 1960 developed the new strategy he calls advance organizers.

Advance organizer incorporate forms. Moreover, further scientific research in the field of the advance organizers has shown that they are effective tools when teaching pupils with poor comprehension.

Hassard (2005), says that by stimulating schema, advance organizers provide a kind of “mental scaffolding to learn new information.”

Ausubel, claims that the new information is easier to understand learn, retain and recall. He determined through extensive research that “the most dependable way of facilitating retention is to introduce the appropriate subsumes and make them part of

cognitive structure of prior to the actual presentation of the learning task. Ausubel's subsumption theory is linked very closely to schema theory.

Anderson (2004), explains that a student uses prior knowledge of objects and events to make sense of concepts presented in new materials and then the students recalls that information. These processes are so natural that normal functioning readers are not aware that it is occurring. Since some students come to the table with little or no prior knowledge about a subject, they may not comprehend specific information or interpret it differently, depending on the schemata that they have developed about a particular subject.

Both Brandford and Anderson 2004, agree with Ausubel that advance organizers are an excellent way to activate and build schema prior to the actual learning pre-reading activities.

Mayer (2003), claims that "an advance organizer is information that is presented prior to learning and that can be used by the learner to organize and interpret new incoming information".

“These organizers are introduced in advance of learning itself, and are also presented at a higher level of abstraction, generality, and inclusiveness; and since the substantive content of a given organizer or series of organizers is selected on the basis of its suitability for explaining, integrating, and interrelating the material they precede, this strategy simultaneously satisfies the substantive as well as the programming criteria for enhancing the organization strength of cognitive structure”. (Ausubel,1963:81) cited by Subsumption Theory (D. Ausubel), retrieved 19:35, 2 Oct. 2006 (MEST)

Mentioned also by MEST (2006), “An advance organizer is not an overview, but rather a presentation of information (either verbal or visual) that are “umbrellas” for the new material to be learned.”

According to Woolfolk & Margetts, 2007 Advance organizers serve three purposes:

1. To direct attention to what is important in the coming materials.
2. To highlight relationships amongst the ideas that is presented.
3. To remind students of important information they already have

It is suggested that advanced organizers are most useful when pupils have little or no prior knowledge on which to build new information. Some topics and concepts are unfamiliar and difficult for students to grasp when they do not have the experience, or prior knowledge, upon which to build their understanding. Therefore, the use of good advanced organizers can activate and bring back into working memory existing patterns and information.

Studies show a high correlation between the use of advance organizers and increased learning and retention information. Therefore advance organizers are useful tools for teachers to facilitate deeper understanding of information. Although developed for teacher centered instructional methods, advance organizers may be used more effectively in student centered classrooms.

According to Anderson, Yilmas & Wasburn-Moses and et al, (2004), as long as advance organizers introduce new learning concepts and linking or developing new schema to relate the material, they may take many forms including a simple oral introduction by the teacher, student discussion, outlines, timeline, charts, diagrams and concept maps.

As Bajt (2004) and Bundy (2005) claim advance organizers which build schema by providing new information are called expository organizers. However, when the advance organizer helps student to recall prior knowledge by activating existing schema, they are called comparative organizer.

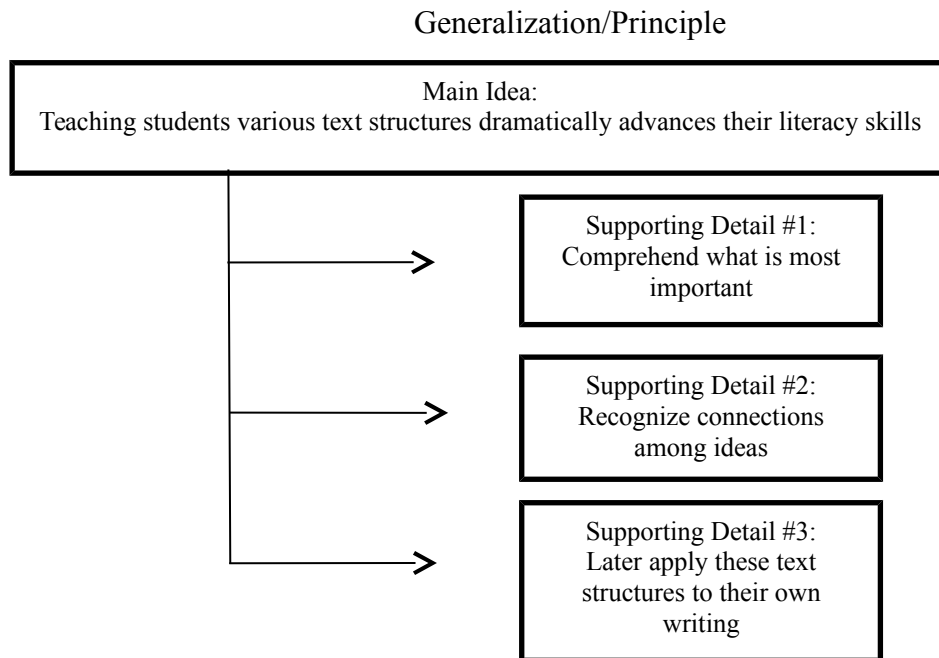
Advance organizers present themselves in a plethora of ways. These include anything from skimming the reading material to the use of graphic organizers. Some examples of advance organizers are concrete examples, skimming activities, analogies, graphic organizers, KWL Chart.

As Brad Baxendell (North Carolina '94) explains in his article, "Consistent, Coherent, Creative: The 3 C's of Graphic Organizers,"

"Graphic organizers help students see how ideas are organized within a text or concept. Learners can then apply this structure to their own ideas. Learners are thus better able to understand relationships between complex ideas or to arrange information to facilitate retention and recall."

An example of the Generalization/Principle would be a useful structure to help students analyze the passage in the text with this text pattern:

Figure 2: Example of a Graphic Organizer



This Generalization/Principle text structure is one most evident in all subject areas. Through practice reading texts and mapping the ideas with a graphic organizer such as this, students become very familiar with and therefore more adept at using in their own writing. Engaging with reading and writing in this active manner will lead to longer and deeper memory of the content of the writing as well.

Similar pairings of text patterns and graphic organizer can be created for each of the text structures listed above. As another example, consider the “Episode pattern.” This

text structure discusses the who, what, when, where, how and why of an event. Those elements are indicated by the following questions:

One possible graphic representation of this text pattern, which could be a nice complement to a social studies lesson, might therefore be:

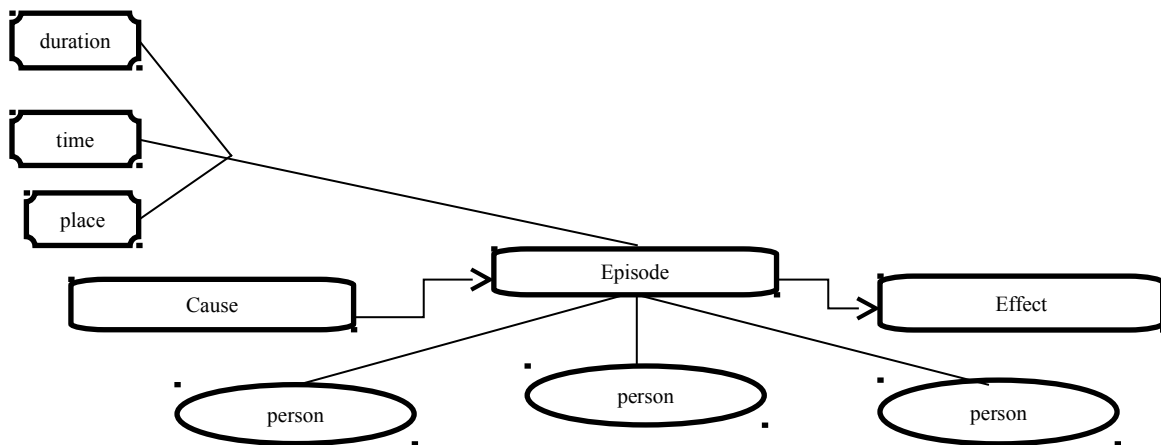


Figure 3. Example of a graphic organizer of a Text Pattern

According to Marzano (2001), by providing opportunities for students to make a graphic representation – whether a picture, a model, a graphic organizer or a mental image – researchers have found that the creation of these “non-linguistic representations” stimulates activity in the brain and boosts academic achievement by improving comprehension. Apparently humans store data in two ways: through words and through images. By having students create graphic organizers or make pictures, rather than only

relying on traditional written or oral forms of communicating facts and concepts, students will have multiple avenues for accessing the information they need and building comprehension as they read to learn.

The Know-What-Learn chart was created by Donna Ogle in 1986. A KWL chart can be used for all subjects in a whole group or small group atmosphere. The chart is a comprehension strategy used to activate background knowledge prior to reading and is completely student centered. The “KWL” chart is a staple in most reading-focused classrooms, from Kindergarten through High School. This simple, three-column chart is a way to (1) bring students’ prior knowledge about a topic to the forefront of their minds, (2) identify questions that they will look to answer while reading the text, thereby establishing a purpose for reading and building motivation to read, and (3) organize the information learned while reading. The basic directions for constructing a KWL chart with the students are straightforward:

- a. Write the main topic of the unit, selection or story on the top of the chart.
- b. Ask students to contribute what they know (K) about the topic. Some teachers give each student a copy of a KWL chart, providing time for students to

individually brainstorm what they know before compiling the responses of the entire class on a large class.

- c. Once you have established a fairly comprehensive list of things which students already know about a topic, ask students to consider what they want to know (W) about the topic. Students often struggle with the (W) section, perhaps in part because they do not want to reveal to their peers they do not know. As you lead students to complete this chart, it will be important to draw out questions *based on what students have already contributed to the K column*. Once or a few students start to provide questions, usually more and more question will emerge.
- d. Next, read the selection or begin the unit. As students read, encourage them to record answers to their questions or new information in the **learned** (L) column on their individual KWL charts. When the class is finished with the unit, work together to complete this column on the class chart.

Masters, Mori, & Mori (1993) discuss the use of semantic mapping strategy. They define semantic mapping technique as being "used to motivate and involve students in thinking, reading, and writing aspects. It enhances vocabulary development by helping students link new information with previous experience." The instructional sequence semantic mapping is as follows:

1. Select a word central to the topic.
2. Display the target word.
3. Invite the student to generate as many words as possible that relate to the target word.
4. Have the student write the generated words in categories.
5. Have the student label categories.
6. From this list, construct a map.
7. Lead the class in a discussion that focuses on identifying meanings and uses of words, clarifying ideas, highlighting major conclusions, identifying key elements, expanding ideas, and summarizing information.

Semantic maps can be used in many ways to support student reading, writing, and learning. The strategies described below are for teachers to implement with a class. But every one of these strategies can be implemented with an individual child in homework or home schooling situation.

1. Before and After Semantic Map for Informational Reading. Before the students read or have their learning experience, provide them with a semantic map [on a transparency] which includes the primary "bubble" and the secondary "bubbles." Have the students tell you what they know about the topic and subtopics. Attach these details to the "bubbles" on the map (using one color of marker). Have the students read, view an educational video, take a field trip, or provide them with some other learning experience. As a class, revisit the semantic map. Move from "bubble" to "bubble" having the students generate the new information that they have learned. Record this information in a different color of marker. Erase any ideas from the "before reading" phase that students learn are untrue. This strategy helps the students link new information to what they already know, mentally organize the details into categories, and notice how much they learned because of the before and after reading phases of the map. Further, if students know that they will be adding to the semantic map after they have finished their reading, the map keeps them focused on what they are reading and, as a result, strengthens their comprehension of the information.

2. Big Picture Semantic Map for Informational Reading. Since students comprehend by relating what they read to what they already know, it helps for them to have a big picture of what they will be learning. By showing and discussing a big picture semantic map with categories (primary level) and subcategories (secondary level), the students have

direction for their learning. If students will be reading a magazine article, tradebook, or textbook chapter, the article name or chapter heading can often be the primary level. The next level or subheading (in terms of size and placement) may be the secondary level of the semantic map, etc. *The Big Picture Semantic Map gives students an understanding of where they are going with the content to be learned and enables them to mentally organize the information while they're reading, thus strengthening comprehension.*

3. Open Semantic Map for Informational Reading. When students lack prior knowledge related to the content to be learned, they experience difficulty learning new information. Activating what students already know about a topic before they read tells teachers whether they need to build background for the students to support their comprehension. Further, it helps students relate new information to what they already know. With an open semantic map, the teacher gives the students the topic or category and has them brainstorm words related to the topic; these words are listed. The students can then identify categories which emerge out of the terms which they generated. The categories (which emerged out of the terms) become the secondary level of the map and the brainstormed terms are mapped to the appropriate secondary "bubbles." *This strategy builds vocabulary through the sharing of experiences during the brainstorming. Further, identifying categories which emerge out of the terms requires higher level thinking and helps the children develop strategies for cognitively organizing information.*

4. Theme Semantic Map for Stories. Use a semantic map to guide discussion of a theme before students read a story. *This can help children better relate to the characters while they are reading the story; this strengthens story comprehension.* For example, a semantic map for a story about an Olympic athlete competing might have "competition" as the primary topic. The secondary level subtopics might include "ways we compete," "how we prepare to compete," and "how it feels when we compete." Activating students' experiences with competition---soccer, basketball, gymnastics, spelling bee, etc.---can help them understand how the main character might feel in his/her situation.

5. Read-along Semantic Map. This strategy supports comprehension by having students write while they are reading. Provide the students with a semantic map which includes the primary and secondary levels. Have them read silently to map the details in the text (tertiary level) to the appropriate secondary level "bubbles." When students are reading informational writing (textbook, encyclopedia, etc.), the chapter or tradebook title can often define the primary level. The next level of heading goes in the secondary level "bubbles." Then the student reads to map the information in those "bubbles." This strategy provides students with a big picture before they read. The writing keeps them focused on organizing the information cognitively while they're reading; this strengthens student comprehension of the information.

As Heimlich and Pittelman (1986) point out, semantic maps are diagrams that help students see how words or concepts are related to one another. In most cases semantic mapping begins with a brainstorming session in which students are encouraged to make associations to the main topic or concept presented. Students are actively engaged in using their prior knowledge, as well new science concepts and experiences that the teacher has provided to develop a semantic map. Semantic maps can be accomplished individually, or in small cooperative groups, or with the whole class.

Semantic maps may help children develop the strategies to learn and mentally organize the details. Through semantic mapping, students can use the "bubbles" and lines to show the mental connections between the terms and concepts. Whether the teacher is using semantic maps in his/her instruction or the student is developing his/her own semantic maps, the cognitive processes which the child employs through semantic maps helps him/her put the pieces together in a meaningful, learnable whole.

Beers (2003), some teachers might think that simply *telling* students about a text is a sufficient pre-reading strategy, but it is incorrect to assume that only a brief lecture about reading will push struggling readers to engage with the text in their own minds. In fact, relying solely on such a practice enables struggling readers to continue to more dependency on the teacher to make meaning of the text. In addition to fostering self-

sufficiency, the teacher must remind struggling readers “that comprehension begins prior to reading and extends into the discussions they have after they’ve finished reading.” Many dependent readers think of comprehension only as answering questions correctly after reading the text. That’s too late. Pre-reading strategies that focus on active with the text help struggling do what good readers do think all throughout the reading process, not just at the conclusion.

As the name suggests, pre-reading strategies actively involve students in the themes, concepts, and vocabulary of the text before they even pick up the article, textbook passage, or piece of literature. Effective pre-reading strategies also stimulate students’ prior knowledge about a topic; when the knowledge that we already have in our heads about a topic or a related topic is pushed to the forefront of our minds, it is easier to make connections between what we are learning from the text and what we already know, make predictions about what will happen next, and organize what we read into the mental file folders that already exist in our brains.

According to Saye and Brush (2002), there are two levels of scaffolding: soft and hard. An example of soft scaffolding in the classroom would be when a teacher circulates the room and converses with his or her students. As Simon and Klein (2007) the teacher

may question his approach to a difficult problem and provide constructive feedback from the students.

On the other hand, hard scaffolds are developed in order to assist students with a difficult task Saye and Brush (2002) the key is that assistance is planned in advance. In both situations, the idea of “expert scaffolding” is being implemented

The kind of structure and systematic assistance given to a child within his/her zone of proximal development is what has been called “scaffolding”. The term was originated by the American scholar, Jerome Bruner to describe the support parents give to infants in language learning processes. A scaffold is an external structure that braces another structure being built. It is raised around the house or building to support the workmen, when they are building or repairing a house or building.

Good readers constantly try to make sense out of what they read by seeing how it fits with what they already know. When we help students make those connections before, during, and after they read, we are teaching them in a critical comprehension strategy which the best readers use almost unconsciously.

Khemlani et al (2000), asserts that since the late 1960s, a number of theorists (Goodman, 1970; Smith, 1978) have developed interactive theories of reading which place great importance on the role of the reader and the knowledge that brings to bear on the text in the reading process. These interactive theories which now dominate reading research and strongly influence teaching practice draw heavily on schema theory.

Ellin Oliver Keene and Susan Zimmerman in *Mosaic of Thought* (1997) have identified three main types of connections students make as they read:

- Text to self
- Text to world
- Text to text

Explicitly teaching strategies that proficient readers use when trying to make sense out of text helps to deepen a learner's understanding and foster independence. Activating prior knowledge or schema is the first of seven strategies that Keene and Zimmerman identify as key for reading comprehension success.

“Teaching children which thinking strategies are used by proficient readers and helping them use those strategies independently creates the core of teaching reading” (Keene and Zimmerman, 1997)

These strategies identified through research about what good readers do when they are reading, help students become metacognitive. They learn to think about their thinking as they are reading.

When students learn to make connections between their experience and the text they have a foundation, or scaffolding, upon which they can place new facts, ideas, and concepts. Similar to good readers’ students think about what they are reading and consider how it fits with what they already know. In this way, they build upon the schema that they already have developed.

According to Ausubel, the cognitive structure is hierarchically organized in terms of highly inclusive conceptual traces (past experiences) under which are subsumed past experiences of less inclusive concepts. The major organizing principle of these trace elements is progressive differentiation, in which concepts range from greater to lesser inclusiveness ‘each linked to the next to the next higher step in the hierarchy through a process of subsumption’.

Goodwin (2001) describes it where teachers lead their mental capacities to learners in order to support and shaped learning. While Rohler & Cantion, (1996) Scaffolding characterizes the social interaction that occurs among students and teachers that precedes internalization of the knowledge, skills and dispositions useful for all learners.

According to Saye and Brush (2002), there are two levels of scaffolding: soft and hard. An example of soft scaffolding in the classroom would be when a teacher circulates the room and converses with his or her students. As Simon and Klein (2007) the teacher may question their approach to a difficult problem and provide constructive feedback.

On the other hand, hard scaffolds are developed in order to assist students with a difficult task Saye and Brush (2002). The key is that assistance is planned in advance. In both situations, the idea of “expert scaffolding” is implemented.

Scaffolding is a method which involves changing the levels of support for learning. A teacher or more advanced peer/student adjusts the amount of guidance to help fit the students’ existing performance level. This method comes from Vygotsky’s Zone of Proximal Development. The Zone of Proximal Development is the array of tasks which

are too complex to master alone but they can be performed and mastered with assistance from adults and a more advanced students.

Some strategies for teaching reading are:

1. The teacher takes what the student already knows and then helps the student incorporate this material into the new material being learned.
2. The teacher can also use what is correct in the student's response to help them get the whole answer.

Lev Vygotsky also believed that children are active seekers of knowledge but he did not view them as solitary agents. In his theory, rich social and cultural contexts profoundly affect the way children's cognitive world is structured. He also developed a concept of The Zone of Proximal Development which is the distance between the actual developments as determined through problem solving and the level of potential development as determined through problem solving under the adult guidance. Vygotsky stated that a child follows an adult's example and gradually develops the ability to do certain task without help or assistance.

On the other hand, Topa adapts the steps of teaching/learning strategy of scaffolding Adapted from J. Hammonds's (2001):

1. Building up the field of knowledge-Brainstorming sessions on what students know about the topic, formulate questions about what they want to find out about the topic.
2. Modelling – written text types-generic features, textual features and language features.
3. Joint construction/negotiated sessions-written text types: narratives, procedures, explanations and news reports.
4. Independent construction – individual construction of text done in the other stages.

Bradley refer to Ovando, Collier & Combs, (2003) that scaffolding provides contextual support for meaning through the use of simplified language, teacher modeling, visuals and graphics, cooperative learning and hands-on learning. Then as “students become more proficient, the scaffold is gradually removed”(Diaz-Rico & Weed, 2002).

Three types of scaffolding have been identified as being especially effective for second language learners.

1. Simplifying the language: The teacher can simplify the language by shortening selections, speaking in the present tense, and avoiding the use of idioms.

2. Asking for completion, not generation: The teacher can have students choose answers from a list or complete a partially finished outline or paragraph.
3. Using Visuals: The teacher can present information and ask for students to respond through the use of graphic organizers, tables, charts, outlines, and graphs.

Tovani (2000) claims that reading is the process of thinking and constructing meaning from print. Efficient readers apply their prior knowledge of a subject to make connections and synthesizing, new information as they read. The greater the familiarity of the subject being read, the better a reader is able to construct meaning. By activating students' prior knowledge or increasing their familiarity of a subject, students can improve how they comprehend information in text regardless of strengths or weaknesses in reading abilities. Prior knowledge exists at multiple levels and impacts the reader's understanding of a concept, perception of the topic and self as a learner, amount of attention to apply to learning, the rationalization and reasoning modes, and the learner's beliefs about knowledge. Learners in this way involves teachers is finely turning their talk in order to help pupils' articulate understanding and make sense of their discovery (Davidson,2000). Teachers are responsible for leading the learners toward their knowledge and helping them develop their own conception of the task. This is through

creating support and knowledge and challenge. Support is provided through scaffolding and challenge is provided through learners' interest in completing the task. Learners are given a chance to act like they know how to complete a task before they actually do it. In teaching and learning, teachers and students are to be seen as actively involved in the process of negotiating and understanding.

Scaffolding information best occurs when the learners have opportunities to communicate their thoughts (Roehler and Cantlon, 1996).

Readers' brains store and process information read at two levels, surface and deep. The surface-level allows readers to recall factual information from text. This retrieval process involves accessing information stored in the short-term memory. The deep-level, however, is conceptual and allows readers to think beyond the text. Larkin (2002) explained scaffolding as "when students are learning new or difficult tasks, they are given more assistance. As they begin to demonstrate task mastery, the assistance or support is decreased gradually in order to shift the responsibility for learning from the teacher to the students. Thus, as the students assume more responsibility for their learning, the teacher provides less support.

Another definition of scaffolding was provided by Raymond (2000) as “role of teachers and others in supporting the learner’s development and providing support structures to get to that next stage or level”.

Moreover, in order to develop a deeper understanding of the various ways of scaffolding, Clark and Graves (2005) provided selected examples and descriptions of three forms that scaffolding can take. The first form of scaffolding is moment-to-moment verbal scaffolding, instructional frameworks that foster content learning and instructional procedures for teaching reading comprehension strategies. For the first form of scaffolding, Clark and Graves, they have showed how a teacher used verbal scaffolding with her first-grade students as they read Ruth Krauss’s *The Carrot Seed*. The teacher observed and promoted her students’ thought process and reinforced their understanding as they continue reading the text.

According to Dorn & Soffos (2001), when a reader can perform a retelling, reenactment and summary they retrieve the information from their long-term memory. Along with this, Recht and Lesile examined prior knowledge in relation to reading proficiency. The use of the reading strategies allowed Recht and Leslie to effectively assess prior knowledge and its effect on the learner’s comprehension of material read.

Lange (2002) states that “there are two major steps involved in instructional scaffolding: first, development of instructional plans to lead the students from what they already know to a deep understanding of new material, second, execution of the plans, wherein the instructor provides support to the students at every step of the learning process.” In an appropriate scaffolding process, there will be specific identifiable features that are in place to allow facilitation of assisting the learner in internalizing the knowledge until mastery occurs.

Rushton (2003), explained Dewey’s belief that children learn best when interacting in a rich environment, that children construct meaning from real-life applications of knowledge and that when various senses are used simultaneously, the probability of learning is greater.

However Bernardo (2002) stated that a teacher is not someone on whom learners always learn but somebody who gradually rids them of the tendency to learn, enables the learners to become active constructors of knowledge and not passive recipients of information.

Gunning (2003), claims that ideally, instructions should be pitched somewhat above a child’s current level of functioning. Instructions and collaboration with an adult

or more capable peers will enable the child to reach the higher level and ultimately function on that level. Instruction and interaction according to him are the key elements.

As cited by Juezan (2003) in Vacca and Vacca (1989), teachers think about instruction by envisioning in their minds how classrooms activities are likely to unfold for a particular group of students in a particular context. Effective instruction takes place if the student acquired the skills, knowledge and attitudes. Teachers have to think carefully about the process involved to create effective instruction. They are expected to design them employing sound planning techniques formulating learning objectives of what students may achieve after the lesson: planning the activities which includes the step by step procedure of how the interaction in the classroom will flow, thinking appropriate evaluation to assess whether or not learning has taken place. The task may appear laborious but these have not been the case if done over time. He also design instructional guides in reading using authentic materials specifically using newspapers. The experts evaluated the instructional guides and their responses were overwhelmingly positive. Evaluators found the prepared instructional guides as challenging, suitable and applicable.

Also, Driscoll (2000) cited the three themes that appears to form the core of Vygotsky's theoretical framework: (1) a reliance on a genetic or developmental method.

(2) the claim that higher mental processes in the individual have their origin in social processes. (3) the claim that mental processes can be understood only if we understand the tools and signs that mediate them.

Berk (2000), as made a comprehensive comparison on the cognitive development based on Piagetian and Vygotskian theories. Piaget, according to her has awakened the psychologists and educators to a view of children have active knowledge seekers who undergo complex cognitive changes from infancy through adolescence. Yet, research a variety of shortcomings of the theory. Some of Piaget's ideas are not clearly spelled out. An example of this problem is the description of the organization by which the structure of each stage forms a coherent whole. Piaget is not very explicit about how the diverse achievements of each stage. For example, conservation, hierarchical classification operation and spatial concepts during concrete operations are bound together by a single, underlying form a thought.

Dorado (2001) in her article "Strategic Teaching" explains how a teacher plays the role of a scaffold during instruction. She presents the following ways: (a) supporting the students in their attempt to use the strategy. (b) providing the additional information about the strategy and modeling it as the need arises. (c) adjusting the support given by

the teacher in accordance with the characteristics of the learners and nature of tasks and materials provided. (d) considering the support as only temporary and resolving the support when the learners have gained competence.

She further states that in scaffolding the essence is to structure the tasks so that the demand for support gradually increases but will ultimately be withdrawn to make the students learn independently. As a result, this gradual withdraw of support will promote an internalization of the strategy.

According to Montgomery (2002) instructional scaffolding involves the use of teacher demonstration and the modeling of strategies that students need to be successful with content area text. In scaffolding, the teacher determines the difference between what students may accomplish independently and what they accomplish with instructional support. The teacher then designs instruction that provides just enough scaffolding for learners to be able to participate in tasks that become more under the control of the learner. The teacher might introduce more difficult tasks. For Montgomery, explicit, strategic instruction shows the learner what to do, why, how and when. He suggested that an effective strategy is thinking-aloud method, a procedure that tasks the advantage of the benefits of modeling. In this study, poor readers were paired with more proficient readers

and they were placed at different levels of difficulty. Rose, et al, (2003) some instructional strategies that can support the students learning: providing multiple examples, highlighting critical features providing multiple media and formats; supporting background knowledge. These strategies were equivalent to scaffolding techniques and were adopted by the researcher in the research.

Coltman et al (2002) conducted an experimental research on scaffolding learning through meaningful tasks and adult interaction. The results of the experiment proved that the provision of graded levels of adult support or scaffolding substantially improves the effectiveness of learning related to aspects of shape and space. The adults learners learned about these scaffolding more effectively through carefully structured activities.

Aquino (2003) cited that vocabulary learning is not accomplished through formal instruction. Instead, the meaning of new words is usually acquired when children interact with other more skilled language users during such natural situations as riding, eating and playing. In fact, one of the two factors that affect the size of the children's vocabulary is the amount of speech addressed to them by adults.

Clay and Cazden (1992) point out two scaffolding strategies in teaching reading: working with new knowledge and accepting partially correct responses. In the first strategy, when a teacher suspects that the child does not have the ideas or words needed for a particular text, he/she may explain some part of the story or contrast a feature presented with something he/she knows the child understands from another reading. In the second strategy, the teacher uses what is correct in the student's response but probes or cues the student, so as to suggest good possibilities for active consideration. His principles were successfully tested and applied by those who became to the knowledge of his works and ideas.

Another scaffolding strategy is for the teacher to model the appropriate thinking or working skills in the classroom. Such modeling helps children learn to operate in the school culture. It notes the applicability of Rosenshine's technique for developing student understanding and provides an actual example in language arts instruction in the classroom.

As cited by Wilkinson and Siliman, scaffolding was used as a metaphor in pedagogical theory as an interactional mechanism for learning and development. (Pressley and Mc Cormick, 1997). The process provides support for the students as they are learning or constructing knowledge and the support is temporary because as sound

learning occur, students will not need their teachers support at that point (Jacobson, 1998). The scaffolding process may continue. The National Literacy Framework for English described scaffolding as the temporary, but essential, nature of the mentors' assistance as the learners advance in knowledge and understanding.

Merces (1995) defined scaffolding as the step taken to reduce the degree of freedom in carrying out some task so that the child can concentrate in the difficult skill the learner is the process of acquiring.

Research Literature

Educational Psychologists believe that the improvement of learning in school is achieved through the improvement of teaching quality. The most important factors in deciding learning outcomes from teaching strategy is how the strategy that have been used can help students in meaningful learning.

Yeeding (2007) investigated the effects of pre-reading activities on learners' motivation and reading comprehension ability. Result showed that learners motivated and enthusiastic to read. After the experiment, they scored significantly higher.

Scaffolding helps students to understand that they can teach and learn from others. This leads to collaboration, which is an important life skill.

In the study of Roehler and Cantlon (1996) they noted that scaffolding was initiated and dropped at different times for different students. Learning did not occur uniformly with all the students. Teachers had to vary the scaffolding to best meet the needs of all students.

Students who work together to frame and to solve problems have opportunities to solve this collaboratively. Learning in this type of socially constructed environment leads to students taking responsibility for their own learning and respecting others thinking.

According to Ausubel and Fitzgerald (1962) excellent students are those who have better and clear understanding. They gain a little profit from semantic mapping whereas show learners learn better through this semantic map. This benefit them in many ways in order to gain the ideas and structures of the sentences.

Moreover, Margosein, Pascarella and Pfallum (1982) and Vogt (1983) make a confirmation in their research that semantic map has been a better technique on

vocabulary acquisition. They believe that the semantic map help the students to relate their background knowledge to the new words and to see the conceptual connection among words.

Moreover the use of semantic maps brings huge developments in reading comprehension. Baker, Simmons and Kameenui said that the use of two types of semantic maps developed reading comprehension marks for three students with LD on 11 Of 15 comparisons. The researchers claim that students with learning disabilities have no difficulty in using semantic map to organize and to recall the verbal information.

Another study was conducted by Boulineau et.al (2004) on semantic mapping and story mapping in reading comprehension. The learners were required to read and complete the web organizer. Some questions were asked by teacher during baseline, and it is followed by intervention session. In this session the teacher gave instruction on the completion of the maps. During the final phase students who continue to use maps without the instruction of the teacher. This study showed that all students performed better in the intervention phase were able to continue to achieve at the high levels.

De Luna (2004) conducted an experimental research on the effects of the computer assisted instructional materials on the language competency of the Grade VI pupils. The results of her investigation indicate that those computer assisted instructional

materials facilitate Language learning and effective tools in learning and teaching English as a second language. She also observed that pupils with high average abilities were really helping the pupils with low ability. These researches showed scaffolding of learning in different ways: using strong telling, providing free flow play environment, giving motivation and using the computer assisted instructional materials are all in way or another scaffold or support the learning of the children.

On the other hand, Daniels and Zemelman, (2004) claims that prior knowledge is a determining factor of comprehension. When a non-reader acknowledges that they are familiar with the concept being read their inadequacies diminish. Empowered with prior knowledge, poor readers improve their modes of reasoning and comprehension to the point that students with high-ability in reading and high knowledge did not recall better or perform better on re-enactments and summarizes than the low reading ability students.

However, according to Wilhelm, Baker & Hackett, (2001) a reader's experience with print is improved when prior knowledge is activated. Recht & Leslie suggest that time and care are necessary in order to create sufficient schematic scaffolding in memory for newly introduced material. One way teachers can assist students in activating their prior knowledge is by [Front loading](#) activities before formal instruction is begun with

new concepts .Use of these strategies result in improve interaction and engagement between student and topic, increased motivation for learning, and improved self-efficacy.

The results of Recht & Leslie's experiments are promising for both students and teachers alike. Teachers are provided with motivation and research that supports the push for engaging students in activities that tap into their prior knowledge while students are empowered with the understanding that the more they know about a subject the better they will perform on reading passages. This should be particularly motivating for poor readers often fall victim to low self-esteem and efficacy.

According to Goldstein, affective factors like the relationship between teachers and students such as level of mutual trust are increasingly recognized as playing a role equal to and independent of cognitive factors in advancing, through the Zone of Proximal Development. Kermani and Brenner (2003) studied the role of culture in maternal scaffolding. The results of this study reveal a clear connection between culture and the mother's selection of particular scaffolding strategies in relation to the activity and the child's competence. They further stated that cultural variation in scaffolding pattern should be appreciated as an enrichment of the interaction patterns available for in school instruction.

They considered two scaffolding strategies in teaching reading: working with new knowledge and accepting partially correct responses. In the first strategy, when a teacher suspects the child does not have the ideas or words needed for a particular text, he/she may explain some part of the story or contrast a feature presented with something he/she knows the child understands from another reading. In the second strategy, the teacher uses what is correct in the student's response but probes or cues the student, so as to suggest good possibilities for active consideration.

In another qualitative research by Roseshine and Meister (1992), the question of “how does one teach cognitive strategies while reading?” was addressed. The focus of the investigation was based on a review about 50 studies in which students ranging from 3rd grade through college were taught cognitive strategies showed that successful teachers of such strategies very often use instructional procedures called scaffolds. It hypothesized that in order to facilitate reading comprehension, students may be taught to use cognitive strategies such as generating questions about their reading. To generate questions, students need to search the text and combine information, which in turn helps them to comprehend what they read.

In many of the studies, instruction on cognitive strategy began with the teacher completing most or all the task through modeling, thinking aloud and cue cards that

contain the concrete prompts. Teachers provided hints, prompts, suggestions and feedback when students encountered a difficulty in their attempts to complete a part of the task (Rosenshine and Meister, 1992).

The result of their studies have proven that scaffolds and the procedures for using them provide teachers with many ways to think about how to help students learn cognitive strategies. Modeling, thinking aloud, using cue words, anticipating errors, and providing expert models can also be applied to the teaching of well-structured skills.

Another research for the effectiveness of scaffolding in enhancing reading is a longitudinal study. (Hobsbaum, Peters & Sylvia, 1996) carried out in different schools in London and the South of England of 17 children in Reading Recovery and seven Reading Recovery teachers working. They explained that Reading Recovery as “a one-to-one intervention for children having difficulty reading after one year at school. It consists of daily half-hour lessons taught by a teacher trained to diagnose and support children’s problem-solving approach to reading.” In the study, all the children were observed once at the beginning and once towards the end of their program. In addition, four children were observed on a weekly basis throughout their program.

The results showed that “interaction between child, teacher and text operationalizes connective knowledge, as opportunities present themselves, and

illustrates how, over time, scaffold interventions yield child. “Independence”. However, the study leaves an open issue, perhaps for a future research, which is- even though scaffolding has proved to be a supportive tool in one-to-one reading intervention, is it going to prove to be useful in ordinary classroom teaching.

According to National Reading Panel, (2000) to comprehend a text, readers must be able to decode words quickly, easily, and automatically and read smoothly. Readers who lack word-recognition skills and fluency often have difficulties with comprehension.

According to Cooper & Kiger (2005) readers who have limited oral language often encounter difficulties with comprehension. Sometimes those limitations are related to the extent to which readers use oral language, sometimes they’re related to the size and sophistication of their oral vocabulary, and sometimes they’re related to both factors.

It could be seen from these readings that although researches dealing with scaffolding are still very rare one can honestly say that teachers are already doing this scaffolding of learning in their daily classroom interactions with their pupils. They are only unfamiliar with the term scaffolding. Maybe they are not aware that what they are doing is scaffolding. For example, the used of the free flow play and the computer assisted instructional materials. Indeed, very little is known about the zone of proximal

development and scaffolding that should merit equal attention from our teachers. This also attributed to the fact that Vygotsky's work was just recently translated.

Chapter III

Research Methodology

This chapter discusses the method of research, used in the study, research design, the sources of data, the procedures used in gathering the data, the instruments utilized in the collection of data and, the data processing technique used to arrive at the conclusion. It also includes the statistical treatment employed in the analysis and interpretation of the results of the study.

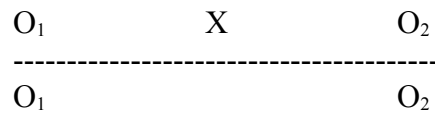
Research Design

The researcher employed the experimental design in that the study is concerned with the analysis of data generated from the experiment. Richard Mayer, (2009) states the experimental design when properly implemented, allow for drawing causal conclusions, such as the conclusion to the particular study.

The research design used in this study was the group comparison pretest-posttest study. It is a quasi-experimental design because random sampling was impossible to achieve with the respondents already pre-assigned to their respective classes.

In a pre-test-post-test design, a single group of participants is measured on the dependent variable both before and after the manipulation of the independent variable (Mayer, 2009). In addition, pre-test-posttest designs are the preferred to compare

participants groups and measure the degree of change occurring as a result of treatments or interventions (Luzzi,1997). It involves at least two groups, both of which are administered with a pre-test of the dependent variable: one group receives a new or unusual treatment and both groups are post tested.



Where:

O_1 stands for the pre-test

X stands for the treatment

O_2 stands for the post-test

In this design the pretest and posttest are given to each group but only the experimental group gets the treatment. The broken line between the two groups suggests that there has been no randomization done because the classes are intact and cannot be assigned randomly.

Participants of the Study

The respondents of this study are the Grade IV pupils under the researcher's in her English class. There are 40 pupils in each class. Thirty-eight of the respondents constituted the experimental group and the other thirty-eight constituted the control

group. This dichotomy of the respondents suggests that 50% belong to the experimental group and the other 50% belong to the control group. In the control group, the female respondents outnumber the male respondents, while in the experimental group, the male and the female respondents were evenly distributed.

Those in the experimental group are generally younger than their counterparts in the control group. The same observation was also made when the respondents are dichotomized according to gender. The male and the female respondents of the experimental group are generally younger than the male and the female respondents of the control group.

Table 1 summarizes the demographic data obtained of the respondents.

Table 1. Demography of the Participants in each group.

Group	Gender	N(%)	Mean (Age)
Experimental	Male	18 (23.68)	9.7222
	Female	20 (26.32)	9.6250
Control	Male	19 (25.00)	9.8421
	Female	19 (25.00)	9.7632

Table 1 shows that from the thirty eight respondents in the experimental group, there are eighteen boys (mean average of age is 9.7222) and twenty girls (mean average of age is 9.6250), while in the control group, there are nineteen boys (mean average of age is 9.8421) and also nineteen girls (mean average of age is 9.7632).

Locale of the Study

San Juan Elementary is the central school in San Juan District 1. At present it has a population of 2,407 pupils.

The school is strategically located in N. Domingo St. corner A. Luna St., Barangay Rivera, San Juan, Metro Manila with a land area of 1, 937.80 sq. meters; bounded by A. Luna St., in the North East; N. Domingo St. in the South East, various lots of Barangay Rivera in the South West and San Juan Rivera in North West. It is located in the very center of the metropolis bounded by Manila in the west, Quezon City in the North and Mandaluyong in the East and South at coordinator 12” latitude due east.

Pupils of San Juan Elementary School are the residents of four barangays namely: Balong Bato, Rivera, Progreso and Ermitano.

Sampling Method

Convenience sampling was used because the researcher has access to these two classes and these were conveniently available for study.

Research Instruments

Form 1 or School Register

Form 1 or the school register served as the source of the respondents' age which was used in the profiling. The same form was also used in determining the percentages of the male and female pupils who took part in the study.

Reading Test (teacher-made test)

The reading test was used in the study to obtain the respondents' reading comprehension scores. It was prepared in two sets- one for the pre-test and one for the post-test. It was validated by master teachers in English who are enrolled in the university for the school year 2012-2013. After their suggestions, the said instrument was pilot tested among students who were not part of the study. The test is composed of twenty items intended to measure pupils' reading comprehension. Items which were considered for inclusion were those with difficulty indices within 0.20 to 0.80, and with

discrimination indices within 0.30 to 0.80. All the 20 items were included because their difficulty indices and discrimination indices fell within the acceptable range. To test the reliability of the reading test, the split half-procedure was used. The reliability coefficient was calculated using the Spearman-Brown prophecy formula. The reliability coefficient should be 0.70 or higher if reliability is to be considered (Fraenkel & Wallen, 2007). A reliability coefficient of 0.71 was obtained and the reliability of scores on the total test was 0.83.

Data Gathering Procedure

The data gathering procedure included three phases. The first phase included the selection of the participants and preparation of the testing and teaching materials. Phase two of the data gathering procedure involved the administration of the treatment or the engagement of the experimental group to pre-reading strategies to scaffold comprehension. Lastly, phase three included the giving of the post-test to the participants. The schedules for each phase are summarized below. The entire data gathering process lasted for five weeks.

Phase 1 – Selection of the Participants and Preparation of testing and teaching materials.

Pretesting

Pre Testing Schedule of the Participants

Date	Grade/Section	Time	Skills Tested
October 15, 2012	Grade IV-6	7:00 – 8:00	*Noting Details
	Grade IV-5	8:00-9:00	*Sequencing of Events *Predicting Outcomes *Getting the General Significance of a Story *Perceive Relationship

Phase II – Schedule for the Experimental Groups

Administration of the Pre-Reading Strategies to
Scaffold Comprehension (Treatment)

Date	Time	Activity
November 5-9, 2012	7:00 – 8:00	Noting Details.
November 12-16, 2012	7:00 – 8:00	Sequencing Events
November 19-23, 2012	7:00 – 8:00	Predicting Outcomes
November 26-29, 2012	7:00 – 8:00	Getting the General Significance of a Story
December 3-7, 2012	7:00 – 8:00	Perceived Relationship

Phase III - Administration of Posttest

Post Testing Schedule of the Participants

Date	Grade/Section	Time	Test Administered
December 10, 2012	Grade IV-6	7:00 – 8:00	*Noting Details
	Grade IV-5	8:00-9:00	*Sequencing of Events *Predicting Outcomes *Getting the General Significance of a Story *Perceive Relationship

Data Analysis

The following were used to analyze the data gathered throughout the experimental period:

The **mean** and **standard deviation** were used to describe the scores obtained by the students in the pre-test and the post-test. The inavailability of the population standard deviation and the not-so normal distribution of scores prompted the researcher to use the **t-tests**.

The **t-test for dependent samples** was used to determine the presence of significant difference between the means of the pre-test and post-test scores of the experimental and control groups in the reading test. To determine if there was a significant difference in the post-test means of the experimental and control groups in terms of reading test, the **t-test for independent samples** was employed. The

significance of the relationship was also determined. The SPSS (Statistical Packages for Social Sciences) was used to process all statistical computations.

CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter discusses the findings, analysis, and interpretation drawn from the data obtained from the research instruments. This chapter also discusses the make-up of the respondents in terms of gender and age. In order to simplify the discussions, tables and graphs are provided to summarize the collective responses of the respondents to the pre-test and the post-test before and after the use of the pre-reading strategy. Problems are also indicated and addressed based from the results of the analysis of the data obtained.

Problem 1: Is there a significant difference between the reading comprehension of students who who were instructed using scaffolding techniques and those who were not?

The table 2 shows the distribution of scores in the pretest of the experimental and control groups in the reading comprehension test.

Table 2 Distribution of the Pre-test Scores of the Experimental and Control Groups

Group		Frequency	Percent	Valid Percent	Cumulative Percent
Experimental	4.00	2	5.3	5.3	5.3
	5.00	1	2.6	2.6	7.9
	6.00	4	10.5	10.5	18.4
	7.00	7	18.4	18.4	36.8
	8.00	7	18.4	18.4	55.3
	9.00	2	5.3	5.3	60.5
	10.00	5	13.2	13.2	73.7
	11.00	4	10.5	10.5	84.2
	12.00	5	13.2	13.2	97.4
	14.00	1	2.6	2.6	100.0
	Total	38	100.0	100.0	
Control	2.00	1	2.6	2.6	2.6
	5.00	1	2.6	2.6	5.2
	6.00	9	23.7	23.7	28.9
	7.00	9	23.7	23.7	52.6
	8.00	5	13.2	13.2	65.8
	9.00	2	5.3	5.3	71.1
	10.00	3	7.9	7.9	78.9
	11.00	3	7.9	7.9	86.8
	12.00	2	5.3	5.3	92.1
	13.00	2	5.3	5.3	97.4
	14.00	1	2.6	2.6	100.0
	Total	38	100.0	100.0	

The table shows a 100% turn out of responses in the pre-test from all the respondents. The experimental group is composed of 38 respondents and the control

group had also 38 respondents. The highest score in the pretest is 14 only one pupil got this followed by five pupils who got fourteen, four pupils who got eleven, five pupils who got ten, two pupils who got nine, seven pupils who got eight, seven pupils too who got seven, four pupils who got six, one pupil who got five and two pupils who got the lowest score of four out of a possible pretest score of 20 both for the experimental group.

On the other hand, the highest score in the control group is 14 also and only one pupil too got this followed by two pupils who got thirteen, two pupils who got twelve, three pupils who got eleven, three pupils also who got ten, two pupils who got nine, five pupils who got eight, four pupils who got six, nine pupils who got seven and nine pupils who got six, one pupil who got five and one pupil who got the lowest score of two out of a possible pretest score of 20.

The valid percent represents how to get the cumulative percent by simply adding the valid percent to it. For example 5.3 add to 5.3 is 7.9. Then 7.9 add to 10.5 the result is 18.4 so on and so forth.

Table 2 A Distribution of the Post-test Scores of the Respondents

Group		Frequency	Percent	Valid Percent	Cumulative Percent
Experimental	8.00	5	13.2	13.2	13.2
	11.00	5	13.2	13.2	26.3
	12.00	9	23.7	23.7	50.0
	13.00	8	21.1	21.1	71.1
	14.00	3	7.9	7.9	78.9
	15.00	5	13.2	13.2	92.1
	16.00	3	7.9	7.9	100.0
	Total	38	100.0	100.0	
Control	4.00	2	5.3	5.3	5.3
	5.00	1	2.6	2.6	7.9
	6.00	4	10.5	10.5	18.4
	7.00	7	18.4	18.4	36.8
	8.00	3	7.9	7.9	44.7
	9.00	3	7.9	7.9	52.6
	10.00	8	21.1	21.1	73.7
	11.00	5	13.2	13.2	86.8
	13.00	2	5.3	5.3	92.1
	14.00	1	2.6	2.6	94.7
	16.00	1	2.6	2.6	97.4
	17.00	1	2.6	2.6	100.0
	Total	38	100.0	100.0	

The table 2A shows a 100% turn out of responses in the post-test from all the respondents. The experimental group is composed of 38 respondents and the control group had also 38 respondents. The highest score in the posttest is sixteen, three pupils got this followed by five pupils who got fifteen, three pupils who got fourteen, eight pupils who got thirteen, nine pupils who got twelve, five pupils who got eleven, and eight pupils who got the lowest score of eight out of a possible posttest score of 20 for the experimental group.

On the other hand, the highest score in the control group is seventeen and only one pupil too got this followed by one pupil who got sixteen, one pupil who got fourteen, two pupils who got thirteen, five pupils who got eleven, eight pupils who got ten, three pupils who got nine, three pupils who got eight, seven pupils who got seven, four pupils who got six, one pupil who got five and two pupils who got the lowest score of four out of a possible pretest score of 20.

The valid percent represents how to get the cumulative percent by simply adding the valid percent to it. For example 13.2 add to 13.2 is 26.3. Then 26.3 add to 23.7 the result is 50.0 so on and so forth.

Table 3 summarizes the means and standard deviations of the respondents both in the pre-test and the post-test

Table 3 Pre-test and Post-test Scores of the Means and Standard Deviations of the Control and Experimental Groups

Group		Pre- test	Post-test
Experimental	Mean	8.63	12.42
	Std. Deviation	2.45	2.27
Control	Mean	8.13	9.08
	Std. Deviation	2.59	2.99

During the pre-test, the experimental group posted a mean greater than the control group with the mean difference (MD) of 0.5. The mean of experimental subtracted to the mean of the control group the result is 0.5. The control group's scores (SD = 2.59), on the other hand, have higher variability than the experimental group (SD = 2.45). The variability of scores both in the pre-test and the post-test is indicated in Tables 4 and 5. The same trend had been observed in the post-test scores. However, the MD between the post-test scores of the experimental and control groups is at 2.34 which suggests that the employment of the pre-reading strategy improved the performance of the pupils as indicated by the greater increase in the magnitude of the post-test scores of the experimental group compared to the increase in the magnitude of the mean score of the control group. It is also worthy to mention that variability of scores in the control group

has increased which can be attributed to the distribution of scores as indicated in Table 4 which shows the frequency distribution of scores.

As Duffy (2002) notes, the teacher needs to make covert thought processes obvious to the student through modelling, demonstrations and guidance. Also, it is important for the teacher to provide temporary support, or “scaffolding”, to help the student move toward independent application of strategies and skills, and the long-term goals or maintenance over time and generalization to related reading situations.

Research by Wilhelm, Baker & Hackett, (2001), state that a reader’s experience with print is improved when prior knowledge is activated. The time and care is necessary in order to create sufficient schematic scaffolding in memory for newly introduced material. Use of this strategy results in improved interaction and engagement between student and topic, increased motivation for learning, and improved self-efficacy.

The increase in the post-test mean of both the experimental and control groups as mentioned earlier is indicated in the bar graph (see Figure 4).

Figure 4 Comparison of the pre-test and post-test mean scores of the experimental and control group

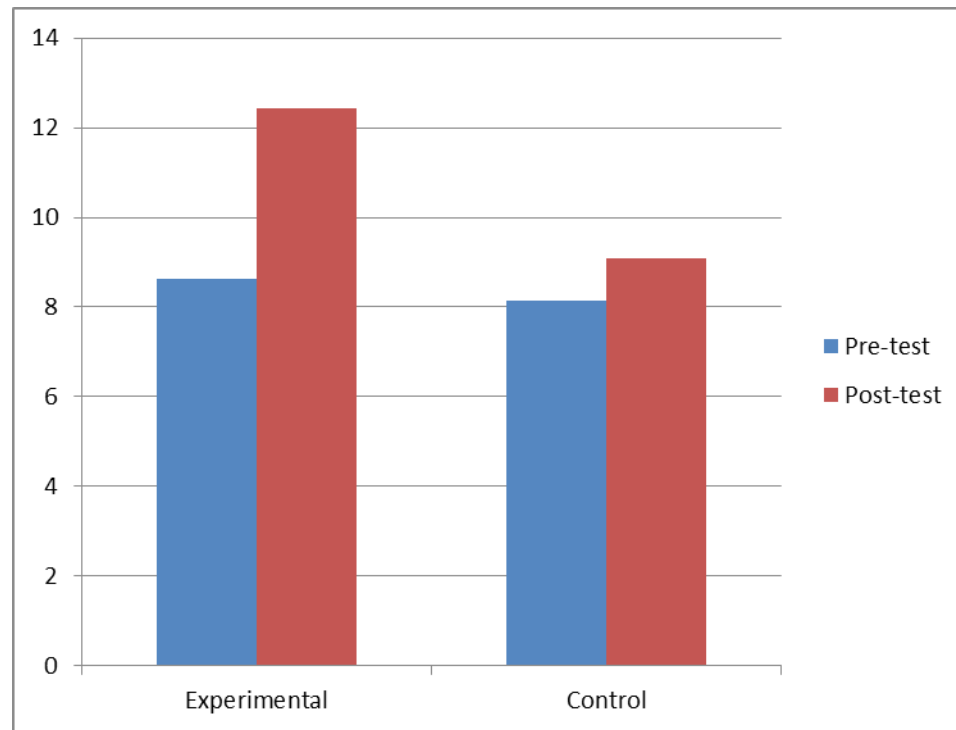
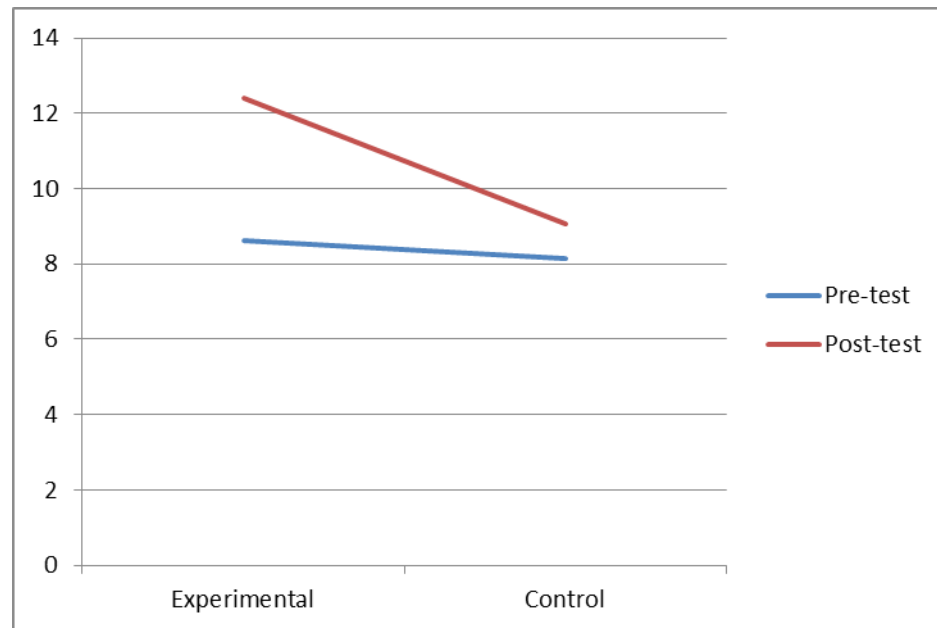


Figure 5 Pre-test and post-test mean scores of the control and experimental groups



The magnitude in the increase in the post-test scores of the experimental group is (12.42) higher than that of the control group (9.08). The more steeply sloped line shows the pre-test and post-test scores of the experimental group compared to the slope of the line of the control group suggests that the improvement in the reading scores of those in the experimental group is faster than those in the control group (see Figure 5). This is an indication that the pre-reading strategy employed in the study has worked well to the benefit of those in the experimental group leading to their improved scores after they

were engaged in the pre-reading strategy. The increase in the mean difference of experimental group from 0.5 to 2.34 is an attestation to this.

However, the increase in the means in the post-test had to be tested for their significance. The t-test for dependent and independent samples was used by the researcher. The use of the t-test is justified by the absence of the population standard deviation and the assumption that the distribution is far from normal because the pupils are heterogeneously grouped (Mayer, 2009).

Table 4 Mean Differences, and t-Scores of the Experimental and Control Groups

Group	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Lower	Upper			
Experimental	3.79	2.52	.41	2.96	4.62	9.28	37	.000
Control	.95	3.55	.58	-.22	2.11	1.64	37	.108

In order to test the statistical significance of the increase in the means of the experimental and control groups, the t-test for dependent samples was used. This is used to test the statistical significance of the increase in the score of the same group having been tested twice. The .05 level of significance was set. The control group obtained $t(37) = 1.64$ ($p > .05$) which suggests that the increase in the mean score of the control

group is not statistically significant. The experimental group on the other hand obtained $t(37) = 9.28$. The obtained t-score is statistically significant and is indicative that the experimental group benefitted from the scaffolding strategy employed in the study since their reading test scores have statistically significant improvement.

Table 5 *F and t-scores, and Mean Differences of the Experimental and Control Groups*

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig	t	df	Sig. (2-tailed)	Mean Difference
Post- test	Equal variances assumed	2.634	.109	5.485	74	.000	3.34211
	Equal variances not assumed			5.485	69.068	.000	3.34211
Pretest	Equal variances assumed	.000	.997	.864	74	.391	.50000
	Equal variances not assumed			.864	73.784	.391	.50000

legend:F: degrees of freedom for denominators

Aside from the t-test for dependent samples, the t-test for independent samples was also used. This statistical test will be used to compare the post-test scores of the experimental and control groups. This is to reinforce and strengthen the statistical significance of the results obtained earlier. Table 5 summarizes the F and t-scores and

mean differences of the experimental and control groups. The F score of 2.634 suggests the assumption of equal variances which means that the t-test can be administered.

The pre-test mean score of the control group was compared to the pre-test mean score of the experimental group to find out the statistical significance of the difference in the means after it was found out that the variances are equal. The mean difference of the pre-test scores of the two groups posted a non-statistically significant $t(74) = 0.864$ ($p > 0.05$). The mean difference of the post-test of the experimental and the control groups was then obtained and was tested for statistical significance after the equality of variances was assumed. The obtained $t(74) = 5.485$ ($p < 0.05$) suggests statistical significance. This is indicative that after the engagement of the experimental group in the pre-reading strategy employed in the study, improved their reading test score. The result of the study is in consonance with previous findings on the effect of pre-reading strategy on the reading test scores of the pupils by Ausubel (1978), Ivie (1998), Joyce and Weil (1986), Postretch (2002), and Kalmes (2005).

Problem 2: Which reading comprehension skills were enhanced with the scaffolding techniques?

Table 6 shows that the pre-reading strategies used in the experimental group improved the number of those who got the correct responses in the five areas of reading comprehension skills being considered in the study.

Table 6 Percentage Distribution of Correct Responses in the Reading Comprehension Test

Test	Noting Details	Sequenci ng Events	Predictin g Outcome s	Getting the General Significa nce of the Story	Perceive Relation ship
Pre- test	67.89%	48.25%			31.58%
	72.11%		34.21%	30.70%	
Post- test	4.22%	53.51%	64.74%	71.93%	46.71%
		5.26%			15.13%
Difference			30.53%	41.23%	

For noting details, there was an improvement in the post-test – pre-test percentage by 4.22 %. For sequencing events, the percentage of those who got the correct responses has an increment of 5.26% from the pre-test to the post-test. In predicting outcomes, respondents who got the correct responses increased by 30.53%. In getting the general significance of the story, an increase of 41.23% of those who got the correct responses was observed. In perceiving relationship, an increase of 15.13% in the number of correct responses was observed. Table 6 shows the summary of the distribution of correct responses for the reading test. It is in getting the general significance of the story that the treatment had its profound effect with the increase by more than 41% in the number of those who got the correct responses.

The results support the study of Tovani (2000). Efficient readers apply their prior knowledge of a subject to make connections and synthesizing, new information as they read. The greater the familiarity of the subject being read, the better a reader is able to construct meaning. By activating students' prior knowledge or increasing their familiarity of a subject, students can improve how they comprehend information in text regardless of strengths or weaknesses in reading abilities. Prior knowledge exists at multiple levels and impacts the reader's understanding of a concept, perception of the topic and self as a learner, amount of attention to apply to learning, the rationalization and reasoning modes, and the learner's beliefs about knowledge. Scaffolding refers to the idea that specialized

instructional supports need to be in place in order to best facilitate learning when students are first introduced to a new subject.

Also Anderson (2004), explains a student uses prior knowledge of objects and events to make sense of concepts presented in new materials and then recalls that information. These processes are so natural that normal functioning readers are not aware that it was occurring.

Many researchers found that prior knowledge plays a vital role in reading comprehension. (Dochy et al., 1999; Alexander & Jetton, 2000; Shapiro, 2004; Samuelstuen & Bratain, 2005; rapp et al., 2001, Hailakari et al., 2008). The effective role of prior knowledge has been eagerly appreciated through schema-theoretic model of comprehension which no text by itself carries meaning (Jalilifar & Assi, 2008).

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, espouses conclusions arrived at based on the results obtained in the analysis and interpretation of data, and outlines suggestions or recommendations based on the results of the study and how to further improve future studies about the use of pre-reading strategies for scaffolding to enhance the reading comprehension of Grade IV pupils.

Summary of Findings

The study was aimed at investigating the use of pre-reading strategies for scaffolding to enhance the reading comprehension of Grade IV pupils. Two intact classes were assigned as experimental and control groups. It also attempted to find out which reading skills were enhanced by the pre-reading strategies used in the study.

The classes were subjected to a five week experimental period using the pre-reading strategies while the control group were subjected to routinary reading introductory activities.

The group comparison pre-test post-test design was used. It involved the use of pre-test and post-test which were prepared in two sets. Results were then collated and interpreted

Below is the summary of results which addresses the research problems. For purposes of clarity and organization the research problems are stated followed by the findings.

- Is there a significant difference between the reading comprehension of students who were instructed using scaffolding techniques and those who were not?

Results indicated that the experimental group benefitted from their exposure to pre-reading strategies and the difference is statistically significant. The increase in the mean scores of the experimental group suggested statistical significance, $t(37) = 9.28$ ($p < .05$) indicating that the scaffolding strategy employed benefitted the experimental group.

- Which reading comprehension skills were enhanced with the scaffolding techniques?

While it was noted that there were marked improvement in the scores in noting details, sequencing of events, predicting outcomes, getting the general significance of the story, and perceiving relationship, it was observed that the pupils' skills in getting the general significance of the story and predicting outcomes improved to a considerable extent.

For noting details, there was an improvement in the post-test – pre-test percentage by 4.22%. For sequencing events, the percentage of those who got the correct responses has an increment of 5.26% from the pre-test to the post-test. In predicting outcomes, respondents who got the correct responses increased by 30.53%. In getting the general significance of the story, an increase of 41.23% of those who got the correct responses was observed. In perceiving relationship, an increase of 15.13% in the number of correct responses was observed. Table 4 shows the summary of the distribution of correct responses for the reading test. It is in getting the general significance of the story that the treatment had its profound effect with the increase by more than 41% in the number of those who got the correct responses.

Conclusions

Based on the findings obtained the following conclusions were formulated:

- The difference between the reading comprehension of the pupils in the experimental group and control group is statistically significant. The statistical significance of the difference is indicative that the experimental group benefitted from the exposure to the pre-reading strategies.
- Pupils could improve their reading skills in getting the significance of the story and predicting outcomes if they will be provided with lessons using pre reading strategies.

Recommendations

In the light of the conclusions drawn from this study, the following recommendations are proposed:

- Reading instructional practices have to change in favor of the use of pre-reading strategies in the reading classroom. Teachers have to use such strategies to improve pupils' reading comprehension.
- Educational policy makers have to consider institutionalizing the use of pre-reading strategies and train teachers in such strategies. In institutionalizing the use

of these pre-reading strategies, teachers have to be trained in the use of these strategies.

- Future studies have to consider conducting studies on a larger sample and include other reading skills like facts and opinions, summarizing a story, answers open-ended questions, identifies confusing passages/words and asks clarifying questions which were not considered for inclusion in the study. This is to lay a stronger foundation of the study for application in the educational set up.

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APPENDIX A

Pre-test in English IV

Name: _____ Grade: _____

- I. Read the following passages carefully. Choose the best letter of the correct answer. Write it on the space provided before the number.

A Big Fire

A big fire hit the Tondo area near the sea. Hundreds of houses were burned and many families were left homeless. After the fire, the place became a big, open space. Only burned woods, stones and twisted galvanized iron sheets were left.

Many of the families who had no place to go were sadly grouped together. Their few belongings were piled near them.

Not long after, the Red Cross people arrived to help the fire victims. They brought canvass tents, clothing, mats food and medicines.

___ 1. What hit Tondo area?

- | | |
|----------------|------------------------|
| a. A big flood | c. A strong earthquake |
| b. A big fire | d. A flash flood |

___ 2. Who arrive to help the fire victims?

- a. Firemen
- b. Policemen
- c. Red Cross people
- d. Victims

___3. How did the galvanized iron sheets look?

- a. Twisted
- b. Rolled
- c. Curved
- d. Covered with many holes

___4. Where did the fire in Tondo occur?

- a. Near the sea
- b. Near the market
- c. Near the church
- d. Near the school

___5. What happened to many of the families?

- a. They became sick.
- b. They were left homeless.
- c. They were sent to their home provinces.
- d. They brought canvass tents, clothing and mats.

II. Read the paragraph below.

She swam back and forth in the pool. Mary swam like a fish. When she got out of the pool, she saw that she was sunburned. She didn't know you could get sunburned while in the water!

___6. Which of the following should be the first sentence of the paragraph?

- a. I love to swim every summer.
- b. Use sunscreen to keep from getting sunburned.
- c. Mary likes to go fishing and camping.
- d. Mary went to the pool on Saturday.

____ 7. Rea wrote about how to make a sandwich. What is the correct sequence for her sentences?

- (1) Finally, put your bread together and take a bite!
- (2) Next, peanut butter needs to be smoothly spread on the bread.
- (3) First, you need to get out two slices of bread.
- (4) Do you want to know how to make a peanut butter and jelly sandwich?
- (5) Then, spoon some jelly on top of your peanut butter.

- a. 3, 2, 5, 1, 4
- b. 1, 5, 2, 3, 4
- c. 3, 2, 5, 4, 1
- d. 4, 3, 2, 5, 1

____ 8. A little boy went into a barn,
And lay down on some hay.
An owl came out, and flew about,
And the little boy ran away.

What events lead to the little boy running away?

- a. An owl flew in, the boy laid down, and drank a soda.
- b. An owl flew in and out the window and the boy ran in a circle.
- c. An owl sat on the window sill, hooted at the boy, and the boy feed the owl some chicken.
- d. The little boy went in the barn, laid on the hay and an owl came in and flew around the barn

III. Write the letter of the best phrase that would complete the sentence.

____ 9. An employee who listens to her boss is likely to ____.

- | | |
|-----------------|------------------|
| a. get a raise | c. envy his boss |
| b. lose her job | d. be promoted |

_____ 10. People who eat a well-balanced diet will become _____.

- | | |
|---------------------|-----------------------|
| a. pale and thin | c. healthy and strong |
| b. wealthy and rich | d. malnourished |

_____ 11. If God is the center of man's life, man will be _____.

- | | |
|------------------------|--------------------------------|
| a. rich and famous | c. a priest when he gets older |
| b. peaceful and loving | d. healthy |

_____ 12. Pollution can be prevented if _____.

- a. everybody follows the traffic signs.
- b. no one will throw garbage around.
- c. all foods will be eaten.
- d. throw garbage in the garbage bin.

_____ 13. Students who study their lessons are likely to _____.

- | | |
|-------------------------|-------------------------|
| a. learn many things | c. beautiful |
| b. be in the honor roll | d. be popular in school |

IV. Read the paragraph about germs and answer the questions that follow.

Germs are small forms of life which can be seen only through a microscope. They are present everywhere.

Just like people, some germs are good. Some are bad and some are neither good nor bad. We are very lucky that there are more good germs than bad ones.

Millions of good germs help farmers by turning dead trees, plants and animals back to soil. Another kind of good germ gives food flavour to cheese and butter. Vinegar and "nata de coco" are made by the action of another kind of germs.

There are also those that help textile manufacturers by separating the good fibers of abaca and piña from the weak ones, they can be made into sinamay, linen, ropes or doormats. No chemical substitute can do this kind of work.

____ 14. This story is specifically about ____.

- a. the microscope
- b. bad germs
- c. good germs
- d. germs

____ 15. Good germs give benefits to ____.

- a. farmers
- b. everyone
- c. textile manufacturer
- d. workers

____ 16. Which of the statements tell best about germs?

- a. Germs are our friends.
- b. All kinds of germs should be destroyed.
- c. Although some germs are harmful, there are lots of useful germs, too.
- d. Germs help textile manufacturers.

V. Select the best possible cause and effect in the given paragraph or a sentence.

Raffy Nobleza is a man who loves to go fishing. One Saturday afternoon Raffy went fishing and caught a humungous fish. However, it got away because he didn't tie the string tight enough and it broke.

____ 17. What was the cause of the fish getting away?

- a. The string wasn't tight enough and it broke.
- b. The hook broke.
- c. A screw came out of the rod.
- d. The fish got away.

____ 18. Joshua was in his backyard climbing a tree. He climbed to the middle part of the tree. Before he knew what had happened, bees were swarming all around and over him. Joshua let out a blood curdling yell.

____ 19. If a balloon gets stuck with a rose thorn. It will pop. What is the cause of the balloon popping?

- a. A sharp object sticking the balloon.
- b. The balloon floats away.
- c. The balloon is old.
- d. The rose thorn is too soft to pop the balloon.

____ 20. Nathaniel Ejertima is a man who works at a zoo. He helps train the animals for shows. He mostly works with chimps, tigers, and lions. He is a great trainer. Nathaniel was working with a tiger to teach it how to jump through a ring of fire. Two days later the tiger learned how to jump through a ring of fire. Nathaniel was finished, so he was going to put the tiger into its cage. Nathaniel forgot to lock the gate, so the tiger got out.

What was the cause of the tiger getting out?

- a. Nathaniel forgot to lock the gate.
- b. The tiger jumped out.
- c. The lock broke.
- d. The tiger got out.

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English School Coordinator

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ASTP/MT-English

APPENDIX B

Post-test in English IV

Name: _____ Grade: _____

- I. Read the following passages carefully. Choose the best letter of the correct answer. Write it on the space provided before the number.

A Big Fire

A big fire hit the Tondo area near the sea. Hundreds of houses were burned and many families were left homeless. After the fire, the place became a big, open space. Only burned woods, stones and twisted galvanized iron sheets were left.

Many of the families who had no place to go were sadly grouped together. Their few belongings were piled near them.

Not long after, the Red Cross people arrived to help the fire victims. They brought canvass tents, clothing, mats food and medicines.

___ 1. What hit Tondo area?

- | | |
|----------------|------------------------|
| c. A big flood | c. A strong earthquake |
| d. A big fire | d. A flash flood |

___ 2. Who arrive to help the fire victims?

- c. Firemen
- d. Policemen

- c. Red Cross people
- d. Victims

___ 3. How did the galvanized iron sheets look?

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- c. They were sent to their home provinces.
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II. Read the paragraph below.

She swam back and forth in the pool. Mary swam like a fish. When she got out of the pool, she saw that she was sunburned. She didn't know you could get sunburned while in the water!

___ 6. Which of the following should be the first sentence of the paragraph?

- e. I love to swim every summer.

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- h. Mary went to the pool on Saturday.

____ 7. Rea wrote about how to make a sandwich. What is the correct sequence for her sentences?

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- (4) Do you want to know how to make a peanut butter and jelly sandwich?
- (5) Then, spoon some jelly on top of your peanut butter.

- e. 3, 2, 5, 1, 4
- f. 1, 5, 2, 3, 4
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____ 8. A little boy went into a barn,
And lay down on some hay.
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III. Write the letter of the best phrase that would complete the sentence.

_____9. An employee who listens to her boss is likely to _____.

- c. get a raise
d. lose her job

_____10. People who eat a well-balanced diet will become _____.

- c. pale and thin
d. wealthy and rich

_____ 11. If God is the center of man's life, man will be _____.

- c. rich and famous c. a priest when he gets older
d. peaceful and loving d. healthy

_____12. Pollution can be prevented if _____.

- e. everybody follows the traffic signs.
- f. no one will throw garbage around.
- g. all foods will be eaten.
- h. throw garbage in the garbage bin.

_____13. Students who study their lessons are likely to _____.

- c. learn many things
d. be in the honor roll
- c. beautiful
d. be popular in school

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| c. the microscope | c. good germs |
| d. bad germs | d. germs |

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|-------------|-------------------------|
| c. farmers | c. textile manufacturer |
| d. everyone | d. workers |

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June 2008 – March 2009 Subject Teacher/ Grade Level Adviser
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Binalbagan Catholic College – Elem. Dept.
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June 2003 - March 2005 Missionary Teacher
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June 2010 – 2012

Girls Scout Coordinator
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