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Supplementary Materials on Context Clues for Vocational Senior Secondary Teachers

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**SUPPLEMENTARY MATERIALS ON CONTEXT CLUES FOR VOCATIONAL
SENIOR SECONDARY TEACHERS**

By

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Philippine Normal University

October 2013

APPROVAL SHEET

This Seminar Paper titled “Supplementary Materials on Context Clues for Vocational Senior Secondary Teachers” submitted by CHEN LIBO in partial fulfillment of the requirements for the degree of Master of Arts in Teaching English Language Arts is hereby recommended for acceptance.

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-CLB-

ABSTRACT

NAME	CHEN LIBO
TITLE	Supplementary Materials on Context Clues for Vocational Senior Secondary Teachers
KEY CONCEPTS	Instructional Materials Context Clues Vocabulary Instructional Materials Teaching Reading to Senior Secondary Students in China
DEGREE	Master of Arts in Teaching
SPECIALIZATION	English Language Arts
ADVISER	Prof. Alice M. Karaan

Statement of Purpose

This study focused on providing support materials for vocabulary instruction to vocational senior secondary school teachers in China. It sought to:

1. Analyze the contents of the adopted English textbook to determine a specific strategy in vocabulary instruction which needs to be strengthened;
2. Prepare supplementary instructional materials for teachers' use to enhance the development of the identified word meaning-getting

strategy; and

3. Undertake a formative evaluation of the materials to establish their suitability to target users.

Research-based concepts related to the vocabulary instruction component of reading, in particular, the context clue strategy underpin this study. The processes in instructional materials development (IMD) make use of Francis C. Johnson's (1972) model comprising three major phases, namely design phase, development phase, and dissemination phase. The last stage of the IMD system is not within the scope of the study.

The developed materials were subjected to a formative evaluation to determine their suitability. They were evaluated by a representative number of intended teacher-users in a vocational senior secondary school in China. The feedback obtained from the validation process served as the basis for the revision or modification of the materials.

Findings

Information obtained on two areas: (1) textbook analysis, and (2) the formative evaluation that was conducted on the developed instructional materials.

The following points were obtained from the analysis of the textbook:

1. The TX, which is intended for the teaching of reading and writing, is organized into ten (10) units to be covered for the whole school year.

2. Each unit comprises two parts labeled as Section A and Section B. In each section, there is a reading passage or text accompanied by a listing of *New Words* and *Phrases and Expressions*. Every word in the list is given an English definition or meaning together with its corresponding Chinese translation. Despite the provision for English meanings, the researcher got the impression that students would likely ignore this aid, but rather rely more on the Chinese translation.

3. In addition to this meaning-getting support, two vocabulary skills are explicitly focused on in the lessons. The first emphasizes “finding out word meanings” using context clues (one lesson), and the second, “understanding idiomatic expressions” (two lessons).

The skill of “finding out word meanings” specifically deals with context clues that include (1) *definition*, (2) *examples*, (3) *synonyms*, (4) *antonyms*, (5) *word stems and affixes*, and (6) *general sense of a sentence*. “Word stems and affixes” are usually categorized by reading experts under structural analysis instead of context clue analysis.

4. Exercises which follow the reading text include a comprehension check and vocabulary. Furthermore, there is a translation exercise from English into Chinese.

The treatment of context clues was found wanting, so the researcher chose this aspect as the object of her study. This strategy allows for the

development of independent use among students when confronting unfamiliar words that they will encounter while reading.

Formative evaluation revealed that the teacher judges found the developed materials to be “almost excellent” with an average rating of **4.76**. This indicates that the materials are considered suitable for use by vocational senior secondary school teachers as support to the teaching of context clues. Despite the very positive judgment made by teachers, revisions were still made to improve the materials for efficient utilization.

Conclusions

Based on the findings, the following conclusions could be drawn:

1. Instructional materials development should be based on an identified aspect of instruction where support is needed or found wanting.
2. Teachers can be potential developers of instructional materials, other than the common everyday classroom exercises, if they are given sufficient guidance on what processes to undertake.
3. Instructional materials development can be carried out efficiently when the effort is collaborative on the part of a teacher developer(s) with the help of teacher colleagues and language area experts.
4. Formative evaluation of materials can be best undertaken when the materials developer has the opportunity to work closely with teacher-users from the planning to the finalization phase of the process.

Recommendations

Given the findings and the conclusions, the following recommendations are being offered:

1. To further establish suitability of the developed materials and considering the limitation in the number of teacher judges, more target teacher-users may be requested to further evaluate the materials. Competent students may also be requested to evaluate the materials for their eventual use. Feedback obtained from both teachers and students will enable extended refinement before the materials are eventually used in the classroom.

2. Bearing the student-users in mind, more exercises may be prepared by the teacher patterned after the prototype for adequate independent practice by students.

3. Materials may also be prepared for other meaning-getting strategies where inadequacy is observed. These are using the dictionary and structural analysis, i.e., the use of word parts.

4. Much more research, especially in Chinese classrooms, is necessary in order to determine how best to teach the use of context clues.

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CHAPTER I

THE PROBLEM AND ITS SETTING

Introduction

English is everywhere. Its spread worldwide during the past few decades is phenomenal due to globalization. Because of this, the English language has become the most valuable medium of communication across nations and cultures.

Cognizant of this development and the need to relate to other countries especially the West, the Chinese government launched a vigorous effort to have its citizens learn the world's lingua franca. This imperative gained urgency in 1978 when China intensified its economic reform, and then declared an "open-door" policy which led to its hosting of the 2008 Olympic Games, joining the World Trade Organization, expanding its multinational trade and economic relations, and taking on a vital role in international political affairs. Ji (2002) opines that English serves as "the window for Chinese to see and relate to the outside world". She adds that English is the key to accessing Western developments, most especially in the field of science and technology.

In view of these major advances, the prominence of English as a major foreign language is reestablished in Chinese schools at various levels of schooling starting grade three. It is incorporated as an important part of the

College Entrance Examination. Furthermore, the country's scholars endeavor to pursue higher education in Western schools. Millions of Chinese seek to gain proficiency in English, on or off school, for either academic or occupational purposes or both. Ji (2002) estimates that the number of people studying English in China surpasses the figure of native speakers around the world.

However, despite the massive and vigorous promotion of English in various quarters, public and private, the Chinese learners' proficiency in it, in most cases, does not show much progress due to a number of restricting factors. Liu Kai (2011) cites among others large classes, lack of opportunities to practice the language, a shortage of English-proficient Chinese language teachers, poor language teaching methodology, and even weak language planning.

It is common knowledge that a person's facility in using language is largely affected by the richness and breadth of his or her vocabulary, an aspect which is much wanting among Chinese users of English. This may be due to their limited exposure to and restricted use of the language which occurs mainly during English classes.

In schools, vocabulary development is an inherent part of language instruction; nonetheless, since English lessons in China are usually conducted in Chinese, students fail to achieve independence in making out

meanings of unfamiliar words which they encounter. Generally, new words contained in reading texts are provided their Chinese translations. As expected, therefore, vocabulary development strategies utilized in the adopted textbook for vocational senior secondary students are observed to be insufficient. This observation has prompted the researcher to undertake this study.

Statement of Purpose

This study aimed to provide support for vocabulary instruction to senior secondary school teachers and, consequently, their students in a vocational school in China. Specifically, it sought to attain the following research objectives:

1. Analyze the contents of the adopted English textbook to determine a specific strategy in vocabulary instruction which needs to be strengthened;
2. Prepare supplementary instructional materials for teachers' use to enhance the development of the identified word meaning-getting strategy; and
3. Undertake a formative evaluation of the materials to establish its suitability to target users.

Conceptual Framework

This study is anchored on two important areas: (1) vocabulary instruction in reading, and (2) instructional materials development (IMD).

Reading is defined as a complex cognitive process of decoding symbols in order to construct or derive meaning. This complex skill requires the coordination of a number of interrelated sources of information (Anderson et al., 1985) or the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation (Wixson, Peters, Weber, & Roeber, 1987).

This concept implies that the end goal of reading instruction is to enable learners to read different kinds of printed texts with comprehension in order to get information and to gain pleasure or enjoyment.

Expressed in another way, reading comprehension is the ability to understand what one reads. Comprehension skills allow readers to read proficiently, learn effectively, solve comprehension setbacks, strategize, conceptualize, and succeed in life. Without reading comprehension skills, many students are left behind (www.learningrx.com/reading-comprehension-skills.htm).

A major category of reading skills is meaning-getting, basic of which is understanding individual words that make up a text. The inability to decipher the meaning of unfamiliar words, particularly topic-specific terms and

expressions found in reading passages or selections, leads to comprehension failure.

To fix this inadequacy, readers use a variety of vocabulary-attack strategies. They may use the dictionary or the glossary, if available; analyze word structure (i.e., bases and prefixes); or find clues in the context of unknown words. At other times, based on the researcher's experience, readers just ignore the difficult words especially when a general understanding only of the whole passage is desired. In certain instances, they may ask someone knowledgeable to explain the meaning of the unfamiliar word. Whatever the means, readers eventually integrate the words that they have understood and repeatedly encountered into their existing framework of knowledge or schema.

This study is particularly focused on context clues as a vocabulary-attack strategy to supplement the insufficient treatment of the skill in the vocational senior secondary textbook. To achieve this objective, the instructional materials development process was closely followed.

Several models were considered, but what was chosen as the researcher's basic guide is Johnson's (1972) system. Johnson devised three major stages of instructional materials development (IMD), namely, (1) design phase, (2) development phase, and (3) dissemination phase. The initial phase is devoted to planning including the preparation of the writing specifications/blueprint. The development phase is where actual writing is

done. The third and final phase of the IMD system is concerned with the mass adoption and use of the materials in the classroom. As commonly employed by IM developers and for purposes of this study, only the first two phases are undertaken.

Johnson's model was simplified or modified to reflect the specific steps that could be carried out to complete this specific research. This process is discussed and presented graphically in Chapter III.

Significance of the Study

Supplementary materials are valuable in augmenting teacher and student-instructional support. However, they take time and effort for individual teachers to prepare by themselves. To lessen the burden of the Chinese teachers of English who served as respondents in the formative evaluation and who would rather spend time studying their lessons for classroom delivery, this study was undertaken.

Specifically, the process and the product of this research undertaken is beneficial to the following:

Chinese teachers of English. This refers to those teachers who make use of the textbook New Horizon College English 1 (Reading and Writing). The prepared lessons can be used to supplement the one-page material on context clues provided for in the textbook

Vocational senior secondary school students. While the lessons are primarily intended for consumption by teachers, the SM can be used likewise by students for independent study. Teachers may use the first exercise in the material as guided practice. The second exercise may be worked out by students on their own as home assignment.

Potential materials developers. Most of the English books in China are prepared by external writers for teacher and student use. Seldom do classroom teachers prepare their own even for supplemental or enrichment purposes. This research may serve as an inspiration to teacher colleagues and peers in undertaking a similar effort individually or in groups using the developed materials as a prototype.

Scope and Delimitation of the Study

The proposed material did not aim to supplement all the textbooks used in all senior secondary schools in China. In practice, the adoption of textbooks varies from area to area around the country. The product of this research is meant for the consumption of the English teachers of one vocational senior secondary school in Henan province who are using “New Horizon College English 1 (Reading and Writing).”

While different vocabulary-attack strategies are recommended to be taught as readers’ tools for getting the meaning of unfamiliar words, this study is focused on context clues only which was found to have inadequate

treatment based on an analysis done on the currently adopted textbook. No attempt was made to include other strategies like structural analysis and dictionary use.

It is recognized that pilot testing or actual use of the SM in the classroom is a desirable step. However, it is difficult for the researcher to carry this out due to some reasons, e.g., (1) the distance between China and the Philippines, (2) the travel expenses that will be incurred by the researcher, (3) time constraint; and more importantly, (4) the arrangements to be made with the school administration for the conduct of the pilot testing which could be a tedious process. Thus, the validation that was employed involved an evaluation of the material by representative teacher-users with the aid of an evaluation form.

Definition of Terms

Comprehension. An understanding of what one is reading which is the ultimate goal of all reading activities (www.fcrr.org/curriculum/glossary/glossaryOfReading.pdf). In this study, comprehension refers in particular to understanding the meaning of unfamiliar words with the aid of context clues.

Content word. A word which has lexical meaning such as a noun or a verb (as opposed to a function word). The unfamiliar words treated in the lessons on context clues that have been developed belong to this category.

Context Clue. Words or sentences around an unfamiliar word to help clarify its meaning. This study includes lessons on various types of context clues such as definition, synonym, antonym, example, reinstatement, etc. (www.fcrr.org/curriculum/glossary/glossaryOfReading.pdf).

Direct Instruction. Instruction in which the teacher defines and teaches a concept, guides students through its application, and arranges for extended guided practice until mastery is achieved (www.fcrr.org/curriculum/glossary/glossaryOfReading.pdf). This study suggests that this procedure be followed in teaching a particular type of context clue using the pertinent lesson developed on it.

Direct Vocabulary Instruction. Planned instruction to pre-teach new, important, and difficult words to ensure the quantity and quality of exposures to words that students will encounter in their reading (www.fcrr.org/curriculum/glossary/glossaryOfReading.pdf).

Five Components of Reading. Foci of reading instruction which consists of phonemic awareness, phonics, fluency, vocabulary, and comprehension. (www.fcrr.org/curriculum/glossary/glossaryOfReading.pdf). The two components being covered in this study pertain to comprehension and vocabulary. Lessons are meant to train students on how to get the meaning of unfamiliar words

Instructional materials. Materials that enhance the teaching-learning process by exhibiting information necessary to acquire knowledge

and skills such as textbooks, workbooks, work texts, modules, handouts and the like (www.ingentaconnect.com/content/mcb/). In this study, the term refers to prototype supplementary materials on context clues developed by the researcher for use by teachers in a vocational senior secondary school in Henan province, China.

Instructional materials development. The preparation of materials to support the teaching and learning of subjects in the curriculum. The development process ranges from design to dissemination (Johnson, 1972). In this study, the instructional materials developed by the researcher dealt with vocabulary instruction, specifically on getting meanings of unfamiliar words using context clues.

Lingua franca. A language used for communication between groups of people, each speaking a different language. The lingua franca could be an internationally used language of communication, it could be the native language of one of the groups. (Richards, et al., 1992). In this study, the lingua franca being referred to is English, an international language.

Reading Vocabulary. Words needed to understand what is read (www.fcrr.org/curriculum/glossary/glossaryOfReading.pdf). The words being focused on in this study are unfamiliar words embedded in sentences which a reader needs to figure out by deducing meaning using context clues.

Supplemental Instruction. Instruction that goes beyond which the regular lesson provides because it does not give enough guidance or

practice in a key area to meet the needs of the students in a particular classroom. For example, an English teacher may observe that his or her reading lesson does not give sufficient instruction in vocabulary to adequately meet the needs of the students. He or she could then carry out supplemental lessons in that area to strengthen the initial instruction and practice provided ([www.fcrr.org/curriculum/glossary/glossaryOf Reading.pdf](http://www.fcrr.org/curriculum/glossary/glossaryOfReading.pdf)). This is one of the uses of the lessons on context clues that were developed in this study

Supplementary materials (SMs). Materials that reinforce classroom instruction of specific skills in reading. Sometimes, it may be referred to as aligned materials ([www.fcrr.org/curriculum/glossary/glossaryOf Reading.pdf](http://www.fcrr.org/curriculum/glossary/glossaryOfReading.pdf)). In this study, the SMs comprise prototype lessons on context clues that were developed to augment the vocabulary lessons in the prescribed vocational secondary school textbook. These materials are primarily intended for teachers use.

Vocational senior secondary school. This is one type of four programs being offered after the student has completed junior secondary school or nine years of basic education (See the structure of the Chinese educational system in Chapter II). Most of the students who go to the vocational senior stream are graduates from the vocational junior secondary school.

Other terms will be defined or explained in specific sections where they occur.

CHAPTER II

REVIEW OF RELATED LITERATURE

A clear research direction is guided by pertinent information which bear on the conduct of the study. This chapter presents the background literature which the researcher has drawn from available resources.

The Education Structure of China

To provide the reader a better understanding of the educational system in China, the figure below is being provided.

It can be gleaned from the figure that a Chinese student who completes fully his or her schooling has to go through seven (7) levels of the educational ladder, i.e., from kindergarten to the doctoral level. It will noted further that the system of vocational education, i.e., education in vocational schools and vocational training is provided at three levels: junior secondary, senior secondary and tertiary. The study is situated in the context of vocational senior secondary school which is one step higher than nine (9) years of compulsory basic education (Ministry of Education of the People's Republic of China, October 20, 2006)

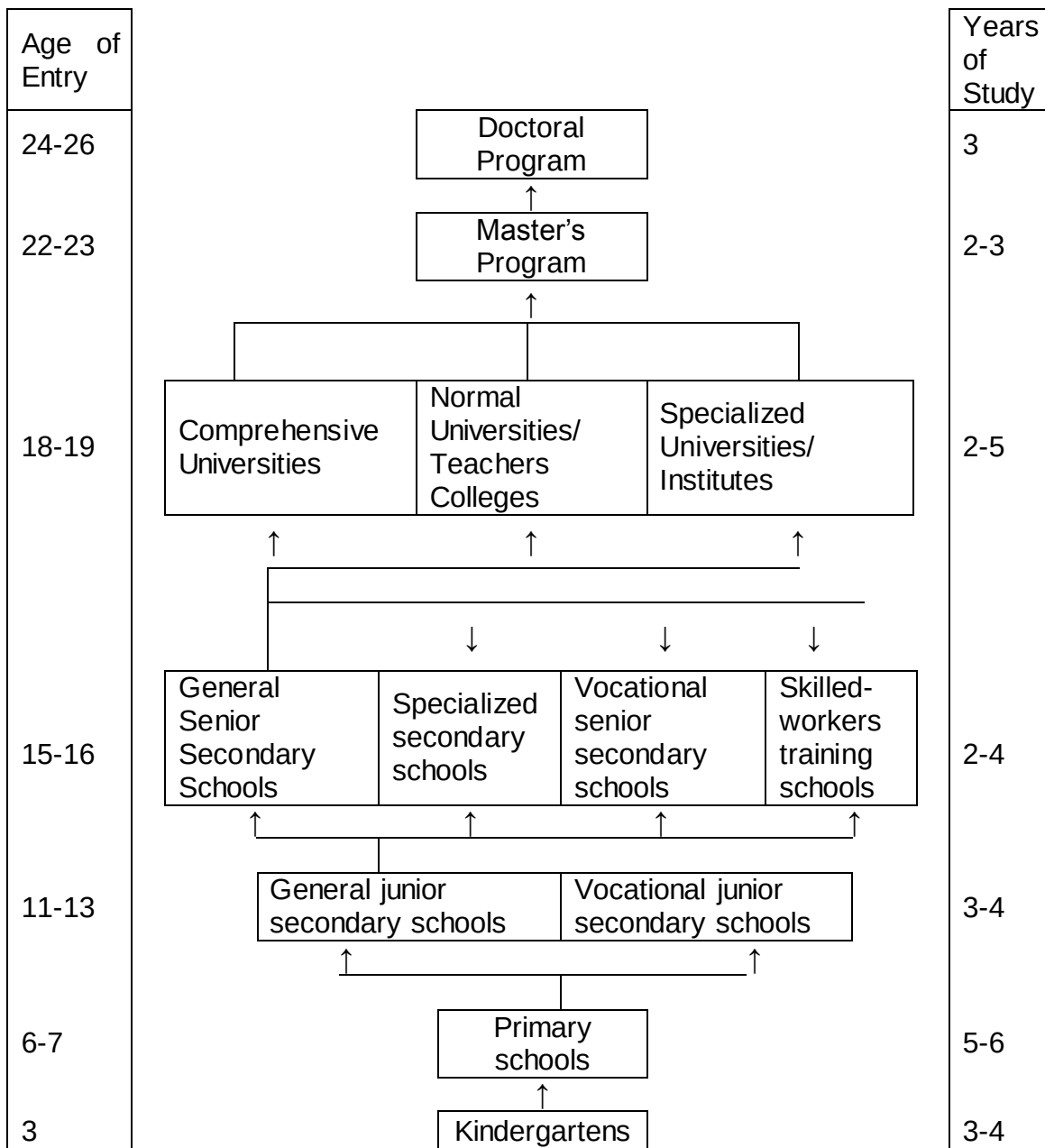


Figure.1 The Education System in China

Secondary vocational education plays a significant role in training manpower with practical and specialized skills of various types. Despite the nature of their training, students enrolled in this program still need to study English which they will eventually use in the workplace. They have to access materials in the English language that will enable them to be informed of foreign modern developments in their areas of specialization to gain competence in their job performance. Essentially, this will require them to comprehend what they read and listen to. Besides, entry into tertiary vocational education, which some of them will choose to pursue, will compel them to be equipped with good English proficiency to pass the qualifying examination. Higher education training necessitates that their prior vocabulary knowledge, both receptive and productive, should be adequate to enable them to succeed academically in high-level professional work. Moreover, a good command of English serves as a passport to future key positions and a lucrative salary. This is one of the reasons why they should be trained in secondary school on strategies in handling new vocabulary independently to further enrich their vocabulary knowledge.

Reading Comprehension

Reading comprehension is an intentional, active, interactive process. This process occurs before, during and after a person reads a particular piece of writing.

When a person reads a text, he engages in a complex range of cognitive processes involving simultaneous use of one's awareness of phonemes (the significant sounds of language), phonics for word recognition, and the ability to comprehend or construct meaning from the text. Being the goal of the reading act, the last component is the most important and the most difficult to develop of the three processes.

The process of reading comprehension is made up of two elements: (1) vocabulary knowledge, and (2) text comprehension. To understand a text, the reader must be able to comprehend the vocabulary used. If the reader does not make sense out of individual words, understanding of the whole story suffers. Although readers can draw on vocabulary that they already know, they still need to be continually taught new words. The most valuable instruction on vocabulary occurs when a need is identified.

Beyond the ability to understand each distinct word in a text, the reader has to consolidate further his word knowledge to develop an overall idea of what the text is trying to say. This indicates text comprehension. Being much more complex than vocabulary knowledge, readers apply different strategies to develop text comprehension. These strategies include monitoring for understanding, answering and generating questions, summarizing, and being aware of and using the structure of the text as scaffolding for comprehension. (Joelle Brummitt-Yale, 2008; 2012. Retrieved from: www.k12reader.com/effective-strategies-for-teaching-vocabulary/Yale).

Vocabulary Instruction

This section provides information about effective vocabulary instruction, and the relationship between vocabulary and comprehension. Vocabulary refers to the words children must know and be able to handle to communicate effectively. In school context, it can be described as oral vocabulary or reading vocabulary.

The view that knowledge of vocabulary plays an important role in reading comprehension and consequently, reading achievement is undeniable. Familiarity with words that the author uses is vital to understanding sentences and texts. The inability of the reader to understand the individual words that make up the passage leads to comprehension failure.

Reading experts strongly confirm this view.

- Vocabulary knowledge is fundamental to reading comprehension, one fails to understand a text without knowing what most of the words in it mean (Nagy, 1988).
- Weak vocabulary leads to poor reading comprehension (Chall, 1983).
- Research bears out the positive relationship between word knowledge and the reader's ability to understand a text; as words in a text increase in difficulty, there is a corresponding

decrease in text understanding (Lehr, Osborn, & Hiebert, 2004).

- The proportion of difficult words in a text is the single most powerful predictor of text difficulty, and a reader's general vocabulary knowledge is the single best predictor of how well that reader can understand a text (Anderson & Freebody, 1981).
- Vocabulary plays an important role in learning to read, and it is very important to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean (Sedita, 2002; 2008)

Vocabulary knowledge is fundamental not only for success in reading but also to the overall academic achievement of learners. This knowledge impacts on a person's daily life. It enhances knowledge sharing, helps in judging how smart people are (Stahl, 2005), and is associated with high occupational status (Marzano, 2004). Furthermore, if individuals can express themselves accurately and appropriately, they will gain respect and admiration from others.

Teaching Word-Learning Strategies

The importance of expanding reading vocabulary heightens when students' progress in their ability to read and their need for more information from printed sources intensifies. Nevertheless, when readers are confronted

with more complex and advanced texts, their ability to grasp them tends to break down, unless their prior vocabulary knowledge is productive. This limitation implies that readers should be guided on how to enlarge their vocabulary.

Insufficient vocabulary knowledge is a serious academic hurdle. Intensifying this knowledge is a fundamental part of the educational process, both as a means and as an end. Since vocabulary instruction bears on comprehension (Baumann, Kame'enui, & Ash, 2003), it is imperative that teachers assist learners to enrich their academic language including the specialized vocabulary of the content areas. This concern is strongly felt in vocational schools in China where English is considered a foreign language and where vocabulary of foreign-drawn technical resources abound online.

Given this circumstances, an effective vocabulary program and vocabulary instruction in English should develop students' word-learning strategies. One strategy that supports students' ability to acquire new words is the use of word parts to unlock meaning. Reading literature oftentimes refers to this strategy as *word structure analysis* or simply *structural analysis*. Acquiring an understanding of the meaning of frequently used bases/roots or stems, together with their prefixes and suffixes will support students' ability to extract word meanings. For example, if students know that *bi-* means "two," they should be able to discern that a *bicycle* is a two-wheeled pedal ride.

Similarly, knowing the prefix *bi-* will enable students to understand other words like *bilingual*, *bi-weekly*, *bidirectional* and *bilateral*.

A second vocabulary-learning strategy is the use of context. Students can be made aware that authors provide information in a text to support understanding of an unknown word. For instance, in the sentence “The flood is rising further instead of subsiding,” the use of the word *instead* signals to students that a contrast is made between *rising* and *subsiding*. Students who are unfamiliar with the word *subsiding* can be lead to use the context to infer that “water level is going down.”

A third word-learning strategy is the effective use of a dictionary. The dictionary can be a powerful tool, especially when students seek to understand the varied meanings of a word. However, this reference is not readily accessible.

As mentioned earlier, experience shows that sometimes, an unknown word is just ignored especially when the reading objective is limited to a general understanding of the passage. Moreover, asking someone knowledgeable appears to be the most viable means of getting meaning although this practice should be discouraged as it promotes dependency.

Vocabulary Instruction for Reading Comprehension

Oftentimes, teachers are in a dilemma on which approach to use: whether to teach vocabulary directly or incidentally.

Research on vocabulary instruction reveals that (1) children learn the meanings of most words indirectly, through everyday experiences, and (2) some vocabulary must be taught directly. Nagy et al. (1985) express that vocabulary knowledge can be acquired through reading and discussions about certain topics; in contrast, McKeown and Beck (1988) hold the view that explicit instruction is more effective and also more efficient than incidental learning for acquiring a particular vocabulary. They further state that students learn vocabulary more effectively when they are directly involved in constructing meaning rather than in memorizing definitions or synonyms. Taking a neutral or middle ground, Smith (1997) claims that vocabulary instruction for reading comprehension can be done in both ways.

When students are explicitly taught both individual words and word-learning strategies, direct vocabulary learning occurs. During instruction, students review previously learned vocabulary, work actively with new ones, and are taught strategies for cracking the meaning of an unknown word independently. These strategies include learning how to use context clues, word parts/dictionaries, and other aids to figure out or infer the meanings of new words. The more they are exposed to and use newly acquired words, the more likely they are to retain them (Sedita, 2001; 2008).

Direct teaching is beneficial especially for tackling polysemous vocabulary items, i.e., words that have different meanings in different

contexts (Pickens, Glynn, Whitehead, 2004). The inability to determine appropriate meanings may lead to comprehension failure. Likewise, words that students do not use in their everyday language can cause comprehension difficulty. Research literature suggests that there is a place for explicit vocabulary instruction within a balanced reading program (Pressley, 2000. Retrieval from: www.readingonline.org/articles/handbook/pressley)

Research on vocabulary instruction reveals that most vocabulary is learned indirectly. This happens when students hear and see words used in different contexts. Vocabulary is acquired incidentally in three ways: (1) through conversations, especially with adults; (2) from listening to adults read aloud, with unfamiliar words being defined and discussed; and (3) when students read extensively on their own. The more students read, the more words they encounter, and the more word meanings they learn (CIERA). Extensive reading calls for text selection. Unfamiliar words in a text should not exceed 10 percent; otherwise, the text will not make sense and the student will not be able to learn the new words. (O'Brien, 2009, Retrieval from: www.centerforpubliceducation.org),

While the National Reading Panel (2000) acknowledges the important role of reading comprehension, it reports that research shows no single best method or combination of methods for teaching vocabulary. Rather, studies

indicate that using a variety of methods increases vocabulary knowledge such as:

- Repeated exposure. Encountering the same words over and over again through constant use increases students' learning gains.
- Context method: Students are shown how to use clues in the text to help figure out new words.

Several studies indicate that a blend of direct instruction and vocabulary learning through context clues is more effective than one method alone.

Context Clues: A Strategy for Meaning-Getting

Explicit vocabulary instruction can only cover a fraction of the words students need to learn. One way to address this drawback is to give emphasis to an approach to vocabulary instruction that will enhance independent word learning. Textbook writers often include clues to help readers with the understanding of a new word. Becoming aware of them saves readers the trouble of finding the meaning of a difficult word in a dictionary.

A basic strategy for unlocking the meaning of an unknown word is to search for information in the context of the sentence or paragraph in which the unknown word appears. Context comprises the other words and sentences that surround the unfamiliar word. Figuring out the meaning of a

new word from context means guessing about what the word means using hints or clues which are built or embedded into sentences. These hints or clues are right there next to or near the difficult word. They are referred to as *context clues* (academic.cuesta.edu). In other words, context clues are words in a sentence that help the reader deduce the meaning of an unfamiliar word. Sometimes the clues to a word's meaning are not found in the same sentence as the unknown word, so the reader has to consider a few sentences before and/or after the sentence in which the unfamiliar word appears.

There are various types of context clues presented in different reading references. The major ones, which are frequently cited, consist of definitions, synonyms, reinstatement, antonyms/opposites, examples, explanation, and comparison and contrast. Minor ones include word sorting, experience, sentences before or after and even punctuation. While punctuation is treated as one type of clue, in this study it is regarded as a signal for some other kinds of clues.

Context clues are often accompanied by “**signal words** and **phrases**.” These alert a reader that an important clue is present. The reader should pay attention to these words as aid in figuring out the meaning of unfamiliar words.

Below is description of the different kinds of context clues with corresponding illustrations.

- **Synonym clue.** A word around a difficult word that means the same or nearly the same.

Example:

*Mina was **furious** or angry at her brother for stepping on her eyeglasses.*

*After seeing the picture of the hungry children, we felt **compassion** or pity for their suffering.*

These are words to signal synonyms: *or, and, such as, like, and similar to.*

- **Antonym clue.** A word having a meaning opposite to that of another word.

Example:

*The dog looks **tame** when sleeping, but wild when awake.*

- **Definition clue.** A word that explains the meaning of a word, a phrase, or set of symbols. It comes in the form of a direct statement.

Example:

*In stories, a **dragon** is an animal like a big lizard which has wings and claws and breathes out fire.*

- **Example clue.** A specific object, person, or situation that illustrates a difficult word. The example before or after the unfamiliar word suggests its meaning.

Example:

*We bought some **furniture** for our new house such as chairs, a table, and a cabinet.*

Here are words **to** signal examples: *for example, for instance, such as, like, other, one kind, and includes/including.*

- **Explanation clue.** Descriptive details suggest the meaning of the unknown word. The unknown word is explained within the sentence or in a sentence immediately preceding.

Example:

*The people are **nomads**. They have no permanent homes because they go from place to place looking for food.*

Words that signal explanation include: *because, because of, since, and in other words.*

- **Experience or sense of the sentence clue.** A particular situation or experience in life is provided to clarify the meaning of an unfamiliar word.

Example:

*When my pet rabbit died, I was filled with **grief**.* (Readers know from experience that if one's pet dies, he or she will feel sad.)

- **Sentence before or after clue:** The clue to a word's meaning is not found in the same sentence, but in surrounding sentences or

sentences before and/or after the sentence in which the word appears.

Example:

*They go from place to place looking for food. The people are **nomads**. They have no permanent homes.*

- **Restatement clue.** A difficult word or phrase is clarified in simpler language.

Example:

*The children **huddled** around their teacher. They sat around her listening eagerly to her story.*

- **Comparison clue.** A difficult term is compared to a more familiar word to reveal its meaning. A similar situation likewise suggests the meaning of the unknown word.

Example:

*The lion is as **fierce** as acrocodile that is capable of swallowing up a whole human being.*

*The darkness was so **intense** that the room looked like the inside of a cave.*

- **Contrast clue.** An opposite situation suggests the meaning of the unknown word or an unfamiliar word may be used in contrast to a familiar word.

Example:

*Rachel is **lackluster**, unlike Robin, who is full of life.
Even though she appears **indefatigable** during the workday,
she is generally tired by 6 p.m.*

Here are words that mark contrast: *however, although, though, despite, but, in contrast to, rather, unlike, on the other hand, as opposed to, nevertheless, yet, and while.*

Punctuation Marks as Signals

Punctuation marks may also alert the reader to context clues:

- **Comma (,)**

Example:

Netsuke, a small figure of ivory, wood, metal, or ceramic is a form of Japanese art.

The commas that enclose the phrase “a small figure of ivory, wood, metal, or ceramic” signal to the reader that a **definition** of the word “netsuke” follows.

- **Colon (:)**

Example:

There are many different types of professions: law, medicine, engineering, and teaching.

The colon signals to the reader that a list of examples follows. The words law, medicine, engineering, and teaching are all **examples** of professions.

- **Semicolon (;)**

Example:

Neil is such a cynic; he finds it difficult to believe that I would help him out of the goodness of my heart.

The semicolon signals to the reader that an **explanation** (or continuation of the thought) will follow.

- **Parentheses**

Example:

Daniel was fatigued (he hadn't slept for two days) and came straight home from school.

The parentheses signal to the reader that an **explanation** is provided.

- **Dashes (--)**

Example:

Once a nasal infection reaches the bronchial tubes, cilia -- tiny hair-like structures -- can act to prevent further damage.

The dashes signal to the reader that a **definition** or **explanation** follows.

To enable students to make good use of context analysis, the teacher should teach it as a strategy – first, by explaining to students what it means;

next, by modeling for them how knowledge of context can help the reader deal with unfamiliar words encountered while reading; then, by giving them ample opportunity for guided practice using these strategies with realistic examples; and finally, by having them use the strategy on their own.

The context-analysis strategy needs to be taught for the following reasons:

- Students can use the strategy to understand words in a text as they read;
- This strategy develops students' inferential word-learning during reading; and
- It helps students become accustomed to monitoring their own comprehension, thus, benefits overall comprehension of texts (Carlisle Reading Program)

Instructional Materials and Instructional Materials Development

The development of instructional materials is a part of a big effort known as *instructional design* (ID). ID is the entire process ranging from analysis of learning needs to the evaluation of instruction (Shariffudin, 2007) as described below.

- Needs assessment

This step seeks to determine the needs of the learners.

- Identification of goal and objectives

This step is intended to determine the outcomes of the learning program or course and to formulate the learning objectives

- Analysis of audience and setting

In this step, the learning context and environment are examined.

- Development of content and delivery

The most effective approach(es) to delivering instruction is established in this step.

- Evaluation

Here, the effectiveness of the instructional system in terms of the instruction itself and learner performance are tested and evaluated (Thompson, 2004).

The development of instructional materials which is the object of this study falls mainly under the development and delivery of content component. Embedded in this step is the evaluation of materials for suitability for intended users. Two other steps are also involved like (1) needs analysis in the form of examination of textbook content, and (2) Identification of goal which is to augment vocabulary instruction for vocational senior secondary schools, specifically on the use of context-clue strategy for deducing meanings of unfamiliar words.

Designing effective instructional materials is one way of improving the quality of educational opportunities. Instructional designers are concerned with the facilitation of successful learning experiences from which learners

acquire knowledge, skills and attitudes (Altun, 2008,Retrievable from: www.ilipg.org/sites/ilipg.org/files/bo/instructional_design.ppt) These aids can be used as a resource for presentation, a source of practice activities for learners, a reference for the study of grammar, vocabulary, pronunciation, etc. They can also serve as support for less experienced teachers (Cunningsworth, 1995; Dudley-Evans & St. John, 1998). Tomlinson (1998) consider instructional materials to be relevant and useful.

Instructional materials come in different forms: original, adopted, or adapted as well as printed or audio. They may also be classified as authentic or created materials. The former is not specially prepared for pedagogical purposes, whereas the latter are specially developed for instruction. The language of authentic materials lacks control; hence, they often contain difficult words which cause comprehension difficulty for learners. In contrast, created materials take account of target users, thus, have a clear role as support for learning (Cunningsworth, 1995). Despite materials developers' awareness of users (teachers and/or students), created or developed English materials may still cause some problems for those whose level of language proficiency is low. This is where the development of vocabulary comprehension instruction is essential.

Different instructional materials development models are proposed in the current literature on instructional design. However, this researcher opted for Johnson's (1972) instructional materials development approach because

of its efficiency and ease of application.

There are three phases in Johnson's instructional materials development approach: the design phase, the development phase, and dissemination phase. Figure 2 shows it graphically.

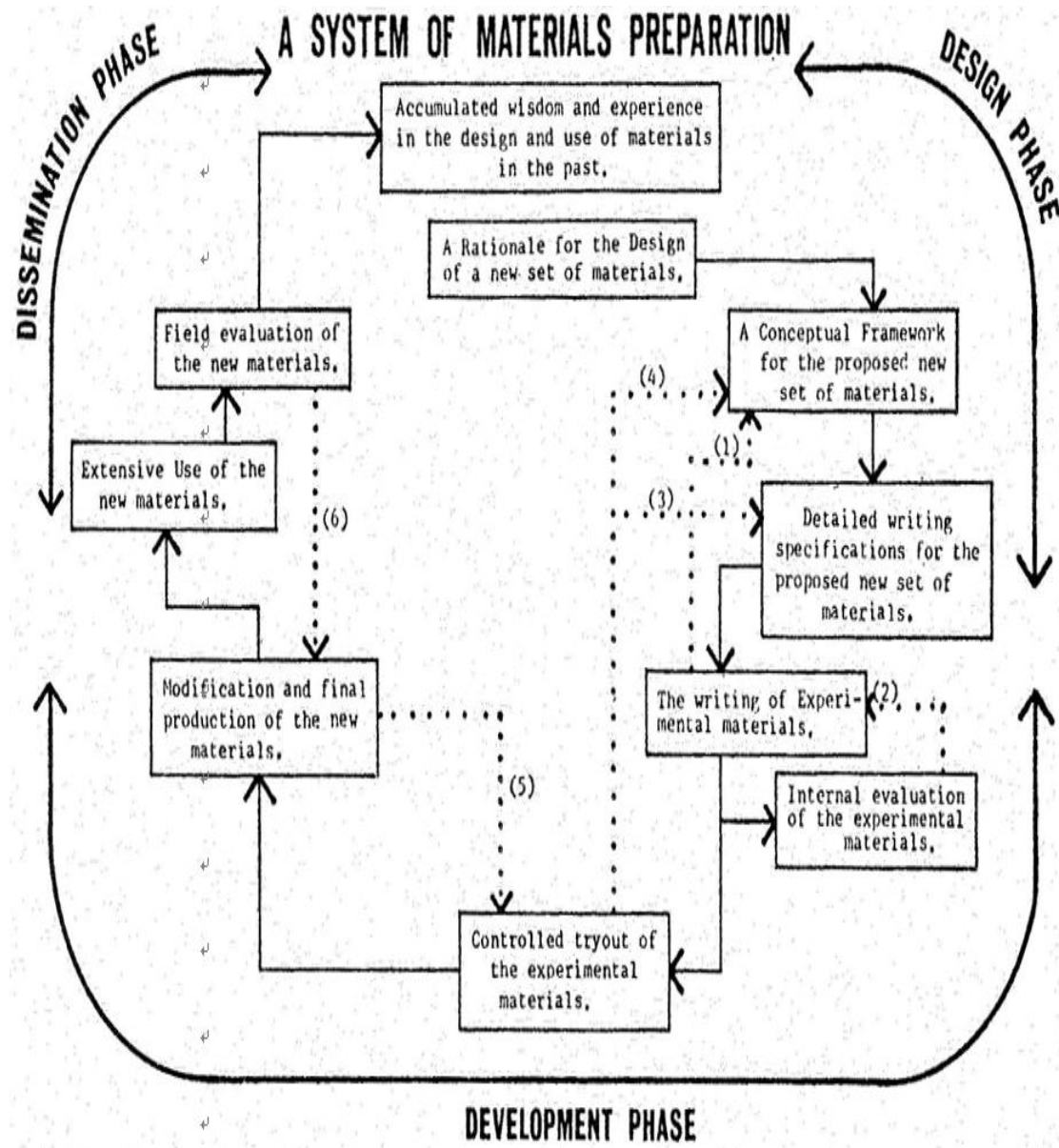


Figure2.A System of Materials Preparation

The Design Phase

Johnson opines that no new materials are completely new. They draw upon accumulated past experience in their design and use. A survey of existing materials has to be undertaken to identify aspects of design and use that will serve as prototype or model (due to promising ideas) or replaced (because of certain shortcomings). The survey also leads to a definition of the rationale or justification for the preparation of a new set of second language learning materials.

Part of the design phase is the writing of specifications for the proposed new set of instructional materials. These specifications detail to the materials writer the coverage for the set of materials to be developed. The format and technical details of the materials also need to be identified.

The Development Phase

The first stage in this phase is the writing of experimental materials according to the specifications. They are regarded experimental in that they are new and have not been previously tried out in actual learning and teaching situations.

An internal evaluation of the experimental materials is a scrutiny of the materials usually by an expert. In the case of this study, the role was performed by her seminar paper adviser.

Further formative evaluation follows. The materials writers need to know whether or not they have developed materials which successfully

incorporate the ideas they have set out as important. They also need to know whether or not the materials they have written will actually work in the classroom, whether or not target users are able to use them and whether or not they achieve the goals that have been set. This information is obtained by conducting a judgmental review or pilot testing, i.e., a form of controlled tryout.

In this study, formative evaluation for suitability was conducted by means of a judgmental review with representative teacher-users responding as evaluators or judges. An evaluation tool was designed which likewise elicited feedback in the form of comments.

On the basis of information obtained from the internal evaluation of the experimental materials and the controlled tryout, writers can make any needed changes in the materials before they are finally produced. The final production of the materials will be carried out in conformity with the objective of the materials, the detailed writing specification, and the proposed format.

The Dissemination Phase

This stage refers to the extensive use of the new instructional materials in the classroom after they will have been produced and assembled in their final form. This is not part of the coverage of this study.

Research on Vocabulary Instruction

In 2010, the National Reading Technical Assistance Center developed a document titled “A Review of the Current Research on Vocabulary

Instruction” Available at: (www.ed.gov/programs/readingfirst/support/index.html). This review builds on the work of the National Reading Panel (2000).

The research document, produced under the U.S. Department of Education with RMC Research Corporation reported eight findings based on an examination of 14 studies as follows:

1. **Provide direct instruction of vocabulary words for a specific text.** Anderson and Nagy (1991) point out that “there are precise words children may need to know in order to comprehend particular lessons or subject matter.”
2. **Repetition and multiple exposures to vocabulary items are important.** Stahl (2005) cautions against “mere repetition or drill of the word,” emphasizing that vocabulary instruction should provide students with opportunities to encounter words repeatedly and in a variety of contexts.
3. **Vocabulary words should be those that the learner will find useful in many contexts.** Instruction of high-frequency words known and used by mature language users can add productively to an individual’s language ability (Beck, McKeown, & Kucan, 2002). Research suggests that vocabulary learning follows a developmental trajectory (Biemiller, 2001).

4. **Vocabulary tasks should be restructured as necessary.**

“Once students know what is expected of them in a vocabulary task, they often learn rapidly” (Kamil, 2004).

5. **Vocabulary learning is effective when it entails active engagement that goes beyond definitional knowledge.**

Stahl and Kapinus (2001) state, “When children ‘know’ a word, they not only know the word’s definition and its logical relationship with other words; they also know how the word functions in different contexts.”

6. **Computer technology can be used effectively to help teach vocabulary.** Encouragement exists but relatively few specific instructional applications can be gleaned from the research (NICHD, 2000).

7. **Vocabulary can be acquired through incidental learning.**

Reading volume is very important in terms of long-term vocabulary development (Cunningham & Stanovich, 1998). In later work, Cunningham (2005) further recommended structured read alouds, discussion sessions and independent reading experiences at school and home to encourage vocabulary growth in students.

8. **Dependence on a single vocabulary instruction method will not result in optimal learning (NICHD, 2000).**

Moreover, the review confirms the benefits of explicit teaching over implicit teaching in promoting vocabulary. This finding has prompted the researcher to suggest in the introduction of her material that explicit instruction be carried out by the teacher on the context analysis strategy.

Various studies have been undertaken locally on materials development, specifically at the Philippine Normal University. Worthy of citation, due to its closeness to this research undertaking, is the study on vocabulary strategies instruction by Sigue (2009). The main purpose of the study was to develop a sourcebook of instructional materials for secondary teachers of English in teaching vocabulary strategies to their students.

The source book she developed consisted of three main parts, namely: specific word instruction, teaching independent word-learning strategies, and promoting word consciousness. She undertook the design, development and evaluation phases in the preparation of instructional materials.

On the other hand, the instructional materials prepared by this researcher focuses solely on context-analysis strategy. It is intended for use by Chinese teachers of English in a vocational senior secondary school in one province in China.

CHAPTER III

METHODOLOGY

This chapter presents the steps that were undertaken to achieve the objectives of this study.

Research Design

This research effort falls under the descriptive type of research. As indicated in the Conceptual Framework in Chapter I, the model of Johnson (1972) underpinned the instructional materials development (IMD) process. This model was modified to indicate specifically the researcher's activities from the planning or design phase to the completion of the intended output.

Research Locale

The IMs were designed and developed for use in Henan Institute of Science and Technology, a vocational school located in Henan Province, People's Republic of China. However, being a graduate student pursuing her master's degree here in the Philippines, the researcher planned the IMD process in this country with the guidance of her seminar paper adviser. Where consultation was needed that required the assistance of colleagues in China, this activity was carried out via e-mail and internet chatting.

The writing of the materials was likewise done in the Philippines. On the other hand, formative evaluation to establish suitability involving teacher peers as judges took place in China.

Respondents of the Study

As mentioned in the preceding paragraph, the respondents to the evaluation of the developed materials involved selected English teachers in Henan Institute of Science and Technology. Internal evaluation was performed by the seminar paper adviser.

Research Procedure

A modified version of Johnson's instructional materials development system served as guide to the development of the research framework. This system undergoes three phases, namely design, development, and dissemination. The first two phases only were carried out.

Shown below is a graphic presentation of the research procedure indicating specific steps undertaken for the first and the second stages.

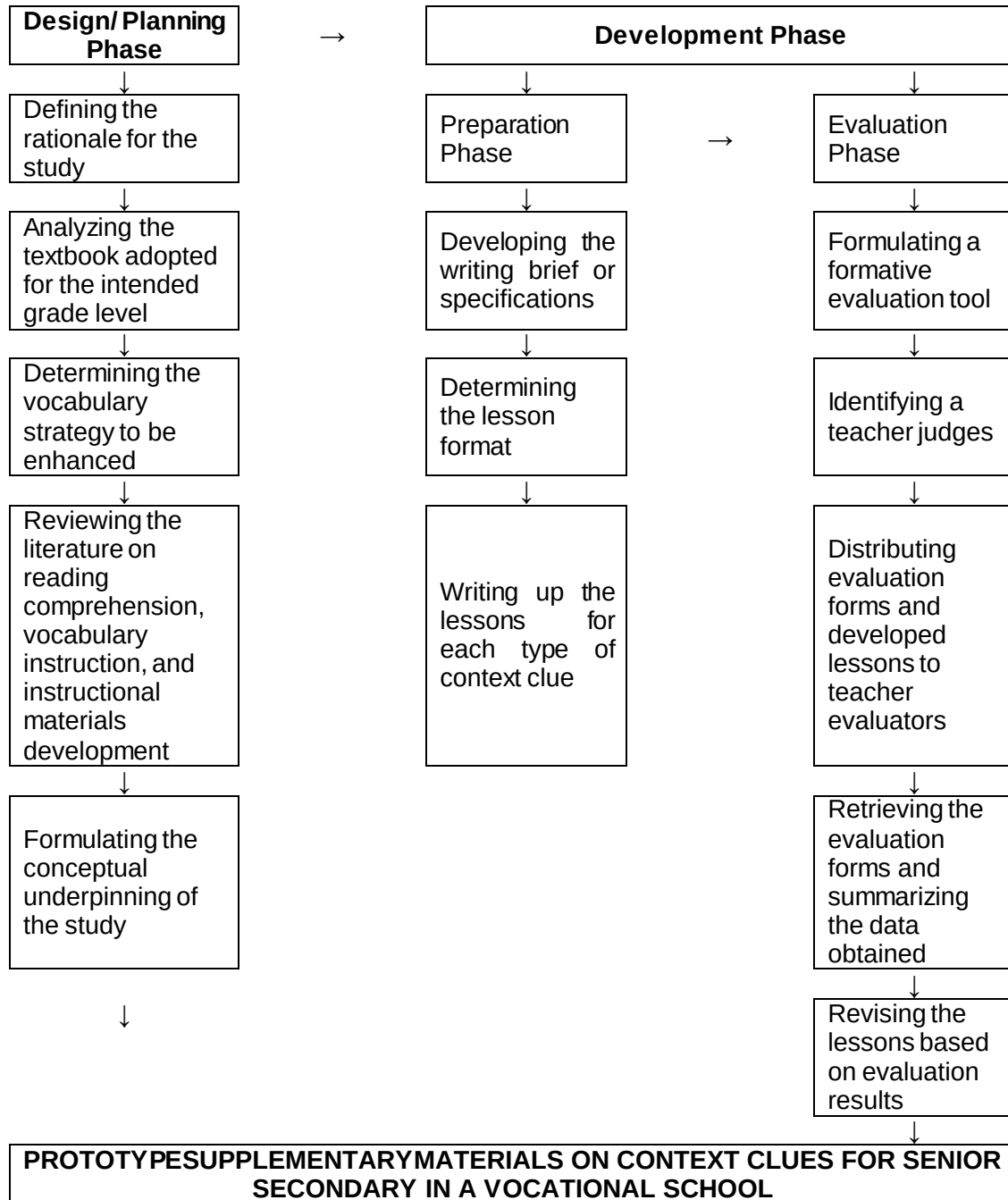


Figure 3. Research Paradigm

As gleaned from the figure, the design or planning entailed establishing the rationale for the study, textbook analysis, identification of the

research focus, and review of pertinent literature. Following the review, a conceptual framework was drawn.

The second phase had two parts: the writing of the materials and the formative evaluation meant to establish suitability to target users. Prior to the actual writing, a writing specification was prepared to determine the foci for every lesson. The lesson format was also determined for consistency of lesson parts.

The second subpart of the development phase involved evaluation of the developed materials. Basic to this step was the preparation of the evaluation tool to establish suitability. Arrangements were made to identify teacher evaluators or judges who could readily be reached and more importantly, willing to participate in the review of the materials.

The evaluation form (See Appendix B) and the lessons were sent to China via email for reproduction. Every teacher judge was requested to evaluate each of the six lessons. The evaluation forms were retrieved via email and were summarized.

The lessons were revised or modified based on feedback gathered. Then a final copy was prepared (See Appendix A).

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The Vocational Senior Secondary School Textbook: An Analysis

A content analysis was done of the English textbook (TX) titled “New Horizon: College English 1” covering the reading and writing components being adopted in China for vocational senior secondary school. This book was published by the Foreign Language Teaching and Research Press in 2008.

The TX is organized into ten (10) units to be taken up for the whole school year. Appended to it is a glossary, which is simply a list of new words introduced in the TX. An additional feature, which follows the glossary, is a word count.

Following is a description of the format for the unit content.

Each unit is divided into two parts: **Section A** and **Section B**. Preceding the main content of every unit is a *Preview*.

Section A contains (1) a reading text and (2) exercises based on the text. Preceding the reading text is a section labeled *Pre-reading Activities*, subdivided into *First Listening* and *Second Listening*. The object of the listening activity is the reading passage. In the second listening activity, a set of motivation questions are given to draw students' close attention to the passage.

Immediately following the text passage is a list of *New Words and Phrases and Expressions*. Each word is given an English meaning or definition together with a Chinese translation. It is also worth mentioning that each new word is provided a pronunciation spelling or transcription as well as an identification of the word class to which the word belongs. To illustrate:

frustrate /frʌstreɪt/ vt.	1. cause sb. to have feelings of disappointment 使沮丧，使灰心 2. cause the failure of sth. 使挫败，使受挫折
---------------------------	---

The researcher gets the impression that the definition of the word in English does not mean much for language learning because the students may just rely on the given Mandarin translation. Besides, symbols like *sb* (meaning *somebody*) and *sth* (meaning *something*) may appear vague to a reader. The transcription and indication of the word class provided for the new words are missing features for phrases and expressions for obvious reasons, i.e., a phrase consists of two or more words which cannot be defined separately.

Right after the list of vocabulary terms and expressions are related *Online Resources* provided for student access.

The *Exercises* section are labeled as:

- Comprehension of the Text

This comes in the form of *wh*-questions. In addition, there are questions for discussion or oral report.

- Vocabulary

The vocabulary exercise is a completion (fill-in-the-blank) type with answers to be drawn from a boxed list. Another exercise in this category which also falls under completion type emphasizes grammar use, e.g., filling in blanks in given sentences with a suitable preposition or adverbial particle.

- Sentence Structure

In this exercise, students are directed to form or transform sentences using specific grammatical structures following a model.

- Translation

English sentences are given for translation into Mandarin Chinese.

- Cloze

This is a modified cloze exercise where students complete sentences by choosing the best word or phrase from a given list.

- Text Structure Analysis

This exercise makes use of paragraphs drawn from the reading text, e.g., a paragraph of cause and effect. A model of analysis is shown recognizing the topic of the paragraph, the cause, and the effect. Then another paragraph is given for the students to similarly work out.

- Structured Writing

This activity relates to the immediately preceding exercise on text structure. For example, the basic elements of the paragraph (i.e., topic, cause, and effect) are given which are used for the construction of a model paragraph. Using a new set of elements, students are asked to write their own paragraphs following the model.

Section B, on the other hand, focuses on a specific skill, e.g., finding out word meanings, distinguishing between facts and opinions, etc. Just like Section A, it contains a reading text followed by a set of exercises.

- Reading skill

This segment presents and explains the skill in focus, followed by an exercise on the reading skill.

- Text Passage

Much like the text passage in Section A, this part is followed by a listing of *New Words* and *Phrases and Expressions*. Except for the transcription and the identification of the word class, the same description given in Section A above applies.

- Exercises

Again, this part covers two aspects: (1) Comprehension of the text, and (2) Vocabulary. As in Section A, the same description goes for each.

Textbook Provision on Vocabulary Instruction

As described earlier, the material on vocabulary instruction is made up of a list of new words found in the text passage together with another list consisting of phrases and expressions. An English definition or denotative meaning parallel to what is commonly found in glossaries, and a Mandarin translation is given for each word in the list.

Specifically, two vocabulary skills are treated in the textbook. The first one pertains to “finding out word meanings” while the second centers on “understanding idiomatic expressions”. The first skill is taken up in only one lesson; the latter, twice. The skill of “finding out word meanings” specifically deals with context clues that cover (1) *definition*, (2) *examples*, (3) *synonyms*, (4) *antonyms*, (5) *word stems and affixes*, and (6) *general sense of a sentence*. It is interesting to note that the fifth type of context clues treating word stems and affixes is regarded by many reading experts as a separate vocabulary strategy called *structural analysis* or an analysis of word parts.

The researcher chose to supplement the context clue strategy for the following reasons:

- (1) The ability to determine meaning via context clues will lead to an independent means of confronting unfamiliar words wherever they occur in texts or passages read or even listened to.

- (2) It is one of the reading skills being included in the textbook, but its treatment is rather skimpy or inadequate. A less competent English teacher needs more background information to handle this skill.
- (3) Structural analysis requires knowledge of prefixes, suffixes, and bases (the last of which in some instances are bound forms). The difficulty that this strategy entails call for the development of another set of support materials.
- (4) The use of the dictionary for meaning-getting likewise deserves a separate treatment most especially where polysemous words or words with multiple meanings are concerned. The materials to be developed may include other uses of the dictionary such as pronunciation, spelling, and syllabication.

The Development of Supplementary Materials on Context Clues

IM development underwent two stages: (1) development or actual writing of the materials and (2) formative evaluation for suitability.

Preparation of IMs. Prerequisite to the actual writing is the determination of the scope and sequence of the lessons. This is shown in the table below.

Table 1. Writing Specifications

Type of Context Clue	Concepts for Inclusion	Exercise Type
Definition	What definition clue means/Definition Signal words: <i>is, are, or, means, refers to, is called, is known as, is defined as</i> Punctuation marks: commas, dashes, parentheses	Choosing the clue to the meaning of the unfamiliar word Identification of the meaning of the unfamiliar from given choices
Restatement	What restatement clue means/Definition Signal words: <i>that is, in other words,</i>	Choosing the clue to the meaning of the unfamiliar word Using the restatement clue to interpret the meaning of the unfamiliar word
Synonym	What synonym clue means/Definition Signal words Punctuation marks: brackets, parentheses, double commas, quotation marks	Choosing the clue to the meaning of the underlined word. Choosing answers to questions from given options
Antonym	What antonym clue means/Definition Signal words: <i>however, even though, in contrast, unlike, but</i>	Choosing the clue to the meaning of the unfamiliar word Copying from given options the word that answers the question
Comparison and contrast	Distinction between comparison and contrast/Definition	Choosing the clue to the meaning of the unfamiliar word

	Signal words for comparison: <i>be (similar to/the same), too, and, (such) as, (just) like, in the same manner, both...and</i> Signal words for contrast: <i>not, unless, otherwise, instead, however, although, though, despite, but, in contrast to, rather, unlike, on the other hand, on the contrary, while, nevertheless, yet</i>	Copying from given options the word that answers the question
Example	What example clue means Signal words: <i>for example, for instance, such as, like, one kind, includes, including, other</i> Punctuation mark: colons	Guessing the meaning of the unfamiliar word and choosing the example that serves as the clue to its meaning Answer yes-no questions to show understanding of the unfamiliar word
General Knowledge	What general knowledge clue means Signal words:	

Lesson Format. To maintain consistency in the provision of lesson parts and to avoid confusion for the teacher user, the following format was followed for every lesson.

Lesson No. – TITLE

◆ Objective

◆ Study Notes

This is the presentation of the context clue type with corresponding illustrations.

◆ Something to Do

❖ Exercise 1

❖ Exercise 2

The lessons on context clues that were developed based on the writing specifications are found in AppendixA.

Formative Evaluation of Materials

Formative evaluation means a review of the materials while they are being developed to determine whether they are suitable for use by the intended users. The table below summarizes the result of the evaluation participated in by three teacher judges.

Table 2. Formative Evaluation Results

Lesson No.	Average Rating Per Teacher			General Average
	Teacher 1	Teacher 2	Teacher 3	
1	4.6	4.8	4.8	4.73
2	4.6	4.7	4.7	4.67
3	4.8	4.7	4.8	4.77
4	4.7	4.8	4.8	4.77
5	4.8	4.8	4.8	4.80
6	4.7	4.9	4.8	4.80
	Total Average			4.76 =Almost excellent

The total average obtained which is **4.76** reflects a highly positive regard for the suitability of the materials.

Additional written comments were very limited.

Two teacher judges gave the following impressions under the Comments section of the evaluation form.

1. The six types of context clues are treated in separate lessons. There must be a means by which a connection can be established among them.

2. The students might find the lessons boring.

The researcher tried her best to interpret what the comments implied that helped in the revision of the material. One essential step she took to

address the first comment was to provide sufficient guidance for the teacher on how to efficiently use the material. The suggestions are given in the preface of the supplementary materials. With regard to the second comment, the researcher tried to simplify some sentences to accommodate the possibility of student use with less teacher guidance.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, findings conclusions, and recommendations of the study.

Summary

To recapitulate, this study is a descriptive type of research focused on providing support materials for vocabulary instruction to vocational senior secondary school teachers in China.

Specifically the study sought to:

1. Analyze the contents of the adopted English textbook to determine a specific strategy in vocabulary instruction which needs to be strengthened
2. Prepare supplementary instructional materials for teachers' use to enhance the development of the identified word meaning-getting strategy;
3. Undertake a formative evaluation of the materials to establish its suitability to target users.

Underpinning this study are research-based concepts related to the vocabulary instruction component of reading, in particular, the context clue strategy. The processes in instructional materials development (IMD) make use of Francis C. Johnson's (1972) model comprising three major phases, namely design phase, development phase, and dissemination phase. The last stage of the IMD system was not included in the conduct of the study as

it entailed utilization of the developed materials on a mass or wider scale in the classrooms. This is not within the scope of the study.

The developed materials were subjected to a formative evaluation to determine their suitability. They were evaluated by a representative number of intended teacher-users in a vocational senior secondary school in China. The feedback obtained from the validation process served as the basis for the revision or modification of the materials.

Findings

This section presents the information obtained on two areas that the researcher sought to determine: (1) textbook analysis, and (2) the formative evaluation that was conducted on the developed instructional materials.

The following points were obtained from the analysis of the textbook:

1. The TX, which is intended for the teaching of reading and writing, is organized into ten (10) units to be covered for the whole school year.
2. Each unit comprises two parts labeled as Section A and Section B. In each section, there is a reading passage or text accompanied by a listing of *New Words* and *Phrases and Expressions*. Every word in the list is given an English definition or meaning together with its corresponding Chinese translation. Despite the provision for English meanings, the researcher got the impression that students would likely ignore this aid, but rather rely more on the Chinese translation.

3. In addition to this meaning-getting support, two vocabulary skills are explicitly focused on in the lessons. The first emphasizes “finding out word meanings” using context clues (one lesson), and the second, “understanding idiomatic expressions” (two lessons).

The skill of “finding out word meanings” specifically deals with context clues that include (1) *definition*, (2) *examples*, (3) *synonyms*, (4) *antonyms*, (5) *word stems and affixes*, and (6) *general sense of a sentence*. “Word stems and affixes” are usually categorized by reading experts under structural analysis instead of context clue analysis.

4. Exercises which follow the reading text include a comprehension check and vocabulary. Furthermore, there is a translation exercise from English into Chinese.

Other essential observations made by the researcher of unit parts which do not focus on vocabulary are described earlier in Chapter IV

The researcher considered the treatment of context clues wanting, so she chose this aspect as the object of her study. Besides, this strategy allows for the development of its independent use among students when confronting unfamiliar words that they will encounter while reading.

The formative evaluation revealed that the teacher judges found the developed materials to be “almost excellent” with an average rating of **4.76**. This indicates that the materials are considered suitable for use by vocational senior secondary school teachers as support to the teaching of context clues.

Despite the very positive judgment made by teachers, revisions were still made to improve the materials for efficient utilization. In particular, this involved the preparation of a clear preface or introduction to the materials and simplification of some parts to allow for student use.

Conclusions

Based on the findings, the following conclusions could be drawn:

1. Instructional materials development should be based on an identified aspect of instruction where support is needed or found wanting.
2. Teachers can be potential developers of instructional materials, other than the common everyday classroom exercises, if they are given sufficient guidance on what processes to undertake. The materials they produce are expected as measures to address their own specific needs and those of their students.
3. Instructional materials development can be carried out efficiently when the effort is collaborative on the part of a teacher developer(s) with the help of teacher colleagues and language area experts.
4. Formative evaluation of materials can be best undertaken when the materials developer has the opportunity to work closely with teacher-users from the planning to the finalization phase of the process. This way, limitations or shortcomings can be readily remedied in the course of writing.

Recommendations

Given the findings and the conclusions, the following recommendations are being offered:

1. To further establish suitability of the developed materials and considering the limitation in the number of teacher judges, more target teacher-users may be requested to further evaluate the materials. Competent students may also be requested to evaluate the materials for their eventual use. Feedback obtained from both teachers and students will enable extended refinement before the materials are eventually used in the classroom.

2. Bearing the student-users in mind, more exercises may be prepared by the teacher patterned after the prototype for adequate independent practice by students.

3. Materials may also be prepared for other meaning-getting strategies where inadequacy is observed. These are using the dictionary and structural analysis, i.e., the use of word parts.

4. Much more research, especially in Chinese classrooms, is necessary in order to determine how best to teach the use of context clues

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APPENDICES

- A. Supplementary Materials on Context Clues for Vocational Senior
 Secondary Schools**
- B. Evaluation Forms**

SUPPLEMENTARY MATERIALS

ON CONTEXT CLUES

FOR

VOCATIONAL SENIOR SECONDARY

SCHOOLS



PREFACE

To the Teacher-User:

This prototype material seeks to supplement the lesson on context clues provided in the textbook “New Horizon: College English 1 (Reading and Writing)” which you are using for vocational senior secondary school.

Context clues is one word-learning strategy which you can help your students in English acquire. The sentence or paragraph in which the unfamiliar word is used is its *context*. Clues may be words, phrases, or sentences around an unfamiliar or difficult word which aid readers to figure out the meaning of the unfamiliar word. Six of them are presented in this package of supplementary materials to enrich your background information on vocabulary instruction.

Each lesson has a presentation section to introduce the context clue in focus. This is followed by two practice exercises which are primarily intended for you to practice and apply the concepts presented in the lesson. You may employ, however, the lessons with your students for different purposes or intentions after you have taught them how to work out each type of clue. Exercise 1 can be used for guided practice while Exercise 2, for independent practice or application. Once you have read thoroughly or studied each lesson, you will gain confidence in teaching a specific context clue strategy to your students.

The lessons may be spread across several lessons. Unit 1 of the textbook introduces you to context clues in general. Starting Unit 2, you can begin taking up one context clue unit by unit until all six lessons are covered.

To be able to carry out each lesson directly with efficiency, the following procedure is suggested:

1. Introduce the context clue. Explain clearly the essential concepts related to it by providing examples.
2. Conduct guided practice.
3. When you are certain that students know what to do, have them do independently work. This may be carried out individually or in small groups (i.e., dyads or triads) in class or as home assignment.

While you have passed judgment on the suitability of these lessons before, there is still room for improvement. As you make use of each lesson with students, take note of significant things that you think need repair. Work out with your co-teachers how to refine the lesson for student use.

Make good use of this material. Let's help students become more efficient readers by working out meanings of unfamiliar words by themselves.

CHEN LIBO

Lesson 1 – DEFINITION CLUE



◆ Objective

Use definition as a clue to find the meaning of a difficult or an unfamiliar word.

◆ Study Notes

To **define** a difficult word means to give its meaning using an easier or a more familiar word or phrase that the reader can clearly understand. This direct clue is referred to as **definition**. Sometimes, it is also called as **description**.

Writers usually give a definition right in the sentence where the unfamiliar word appears. At other times, they explain what an unfamiliar word means in the next sentence or two.

Study these examples:

1. To **transport** vegetables means to carry them from the farm to the market.

Transport is the unfamiliar word in the sentence. It is defined or explained by the phrase to carry from the farm to the market. Aside from vegetables, farmers can also transport to the market other products like corn, fruits, grains like wheat, and root crops.

2. **Biology** is an interesting subject. It is the study of living things. word? Note that the explanation comes in the sentence which follows.

Punctuation helps, too! Often, a definition clue is separated from the rest of the sentence with:

- ❖ commas , _ ,
- ❖ dashes - _ -
- ❖ parentheses (_)

Study the examples which follow

3. **Zoology**, the study of animals, is another interesting subject.

The unfamiliar word **zoology** is defined by the phrase the study of animals. Note that this definition is set apart on both sides by commas.

4. Those **carnivores** – meat-eaters – feed on smaller and weaker animals.

What word in the sentence defines **carnivores**? What punctuation mark tells you that meat-eaters is the meaning of the unfamiliar word.

5. What you see in the picture are **nomads** (people who go from place to place looking for food).

What is the definition of **nomads**?

A definition may also be signaled by words such as

<i>is</i>	<i>or</i>	<i>refers to</i>	<i>Is known as</i>
<i>are</i>	<i>means</i>	<i>Is called</i>	<i>Is defined as</i>

The verbs in the table show that the two ideas they join are the same.

6. Ella is **generous** or kind to beggars and street children.
7. An **encyclopedia** is a set of books in which facts about many different subjects or topics are arranged usually in alphabetical order. This reference material also refers to a book about one particular subject only arranged similarly in alphabetical order.

In item 7, the definition of **encyclopedia** is contained in two sentences.

8. An **Adonis** means a proud man who considers himself handsome and important.
9. A ship that is **titanic** is known for being big and powerful.
10. **Erosion** is defined as a slow destruction of soil by water, wind, or weather change. Over time, it causes mountaintops to become flat or rounded.

The unfamiliar word **erosion** is defined by a description of what it means. Can you pick out the phrase that explains *it*? What signal word is used in the definition?

11. Sometimes the earth moves between the sun and the moon. When the earth's shadow falls on the moon, no light from the sun reaches it. We call this an **eclipse** of the moon which refers to the moon getting dark because it cannot reflect the sun's light.

In this paragraph, the author gives or clarifies the meaning of an **eclipse** of the moon by using the expression which refers to followed by the definition. The meaning is even made clearer by the explanation that comes in the first sentence: no light from the sun reaches the moon because the earth comes between them.



Here is how you find a definition or restatement clue:

- | |
|---|
| 1. Identify the unfamiliar word. |
| 2. Look for punctuation that might set off a definition after the unknown word. |
| 3. Read to see if there is a word that signals that a definition may follow. |
| 4. Find the definition or restated information. |
| 5. Read this word/phrase carefully to figure out the meaning of the unknown word. |

◆ **Something to Do**

◆ **Exercise 1**



Directions: Choose the words that give the clue to the meaning of the underlined unfamiliar word

1. A panic attack is defined as a mood disorder that is characterized by sudden, unexpected feelings of fear.
2. An applicant means a person who applies for a job position in office or admission to a school.
3. Boundary refers to the end line that separates an area of land from other land areas.
4. Anthropology is the scientific study of people, society and culture.
5. People who eat too much easily suffer from dyspepsia – a painful and uncomfortable digestion which may be accompanied by sickness, vomiting, and heartburn.
6. The children like to go to the big aquarium, a glass-sided tank where different kinds of colorful and interesting fish and water plants are kept for display.
7. To be successful, every student should have self-confidence (a strong belief in oneself and in one's abilities).
8. Obesity, a health disorder or condition that results from a large collection of extra body fat, should be avoided if you want to live long.
9. The word "aerobic" means "with oxygen" or "having oxygen". Aerobic exercise therefore aims at making the heart and lungs work at a higher rate so as to supply more oxygen to the muscles.
10. Penguin is a kind of sea bird living in the South Pole. It is fat and walks in a funny way. Although it cannot fly, it can swim in the icy water to catch fish.

◆ **Exercise 2**



Directions: Choose the word that shows your understanding of the definition clue in each sentence.

1. My sister usually plays the violin in a **concert** – a public performance in which a number of singers, or musicians participate. My sister plays _____.

a game	music	drama	funny tricks
--------	-------	-------	--------------

2. Our teacher used a **globe** which is a round presentation of the earth with a map on the surface. The globe shows the location of _____.

countries	tourist spots	historical places	houses
-----------	---------------	-------------------	--------

3. Our country has a rich heritage. **Heritage** refers to things that are passed down by early groups of people to those that come after them, such as customs and traditions. A country's heritage is _____.

Important	useless	unwanted	temporary
-----------	---------	----------	-----------

4. **Habitat** refers to the natural home or environment of an animal, plant, or other life forms. A habitat is a place to _____.

destroy	sell	protect	visit
---------	------	---------	-------

5. An **urban area** relates to a city or big town. This place may be described as _____.

very developed	full of big trees	small and dirty	empty and lonely
----------------	-------------------	-----------------	------------------

6. A **folktale** is a story passed by word of mouth by common people in a place. A folktale is _____.

borrowed	local	foreign	strange
----------	-------	---------	---------

7. A **couple** is two individuals or a pair of the same kind considered together. Which two make up a couple?

husband and wife	cat and mouse	pen and paper	bread and butter
------------------	---------------	---------------	------------------

8. A **predator** means an animal that preys on or kills others usually for food. Which animal is not a predator?

crocodile	tiger	lion	bird
-----------	-------	------	------

9. An **astronaut** is a person trained to travel in a vehicle used in outer space. An astronaut rides _____.

an airplane	a rocket ship	a big boat	a tourist bus
-------------	---------------	------------	---------------

- 10 A **condominium** refers to a housing unit contained in a main building. A condominium is a place where some families _____.

stay	play	watch a movie	raise a garden
------	------	---------------	----------------

Lesson 2 – RESTATEMENT CLUE



◆ Objective

Use restatement as a clue to find the meaning of a difficult or an unfamiliar word.

◆ Study Notes

To **restate** means to say something in words or writing in a slightly different way. The idea is repeated in a simpler word or words known as **restatement**.

As a context clue, a restatement tells almost as much as a definition (which is presented in the first lesson). Some books even group definition and restatement under one kind of context clue. However, in a restatement, the writer does not give a direct explanation or description of an unfamiliar word.

Study the following sentences.

1. The children **shoo** the birds away, they use a long stick to drive them away from the fruit trees.

The restatement of **shoo** is to drive away. Thus, one can simply say, "The children drive away the birds."

2. *The children tried to **scare** the birds. They thought they could frighten the birds.*

What is used as a restatement of to **scare** in the sentence? Another way of saying to **scare** is to frighten.

3. *Not a single bird **flew off**, that is, not one moved quickly through the air.*

Can you tell the restatement of **flew off**? It's the phrase moved quickly through the air.

4. *Soon the children saw a snake in the tree. They were scared and stood **still**. In other words, they did not move at all.*

The example shows that to keep **still** means not to make any movement.

In items 3 and 4, the restatement is signaled by the expressions *that is* and *in other words*. In many cases, there is no signal at all. The restatement, however, appears in a sentence close to the unfamiliar word.

5. *The dog **yelped** in pain. His short high barks drew the attention of the neighbors.*

What words give you the meaning of **yelped**? You can also say: "The dog made short high barks in pain."



◆ Something to Do

◆ Exercise 1



Directions: Choose the clue that restates the meaning of the underlined unfamiliar word

1. Although he often had the opportunity, the bank teller was never able to steal money from a customer. This would have destroyed his position at the bank, and he didn't want to jeopardize his future.
2. One of the important features of the Nile Valley is the fertility of its soil. This rich earth supported plant growth and made it possible for Egyptians to prosper in a dry area.
3. Many fast-food restaurants operate by means of a franchise. This business permit allows restaurant owners to sell food in many places.
4. The newspaper reporter got an assignment he did not like. What he asked to do was to go into a very dangerous area to join rescuers in finding a famous mountain climber, who had been given up for lost.
5. The fact that Great Britain is an island country has made its people very insular by nature. That is to say, they are uninterested in the culture of other Europeans due to their separation from the rest of Europe.

◆ Exercise 2



Directions: Use the reinstatement clue to interpret correctly the meaning of each underlined unfamiliar word.

1. Cowboys wear leather type material called **chaps** over their pants to protect their legs from pointed thorns of plants. Chaps which have no seat of the pants are joined to at all.

Do chaps protect thorns of plants?

Yes ____	No ____
----------	---------

2. The food was **bland**. In fact, everyone called it tasteless.

Do most people enjoy eating bland food?

Yes ____	No ____
----------	---------

3. The chairman usually makes a short **preliminary** speech before the main business of a conference begins. In other words, he says a few opening remarks by way of introduction.

Does preliminary mean the last thing to take place?

Yes ____	No ____
----------	---------

4. Each country is represented by a flag as its **symbol**. Some symbols come in the form of a national song, flower, animal or dance.

Is the form of money used in a country also considered a symbol?

Yes ____	No ____
----------	---------

5. **Sedentary** individuals often have poor health. These persons are not very active and seldom move.

Is an athlete or sportperson sedentary?

Yes ____	No ____
----------	---------

6. The young man's **emaciation** is frightening to see. He has skeleton-like appearance.

Is an emaciated person mostly made up of bones?

Yes ____	No ____
----------	---------

7. A **wallaby** looks like a small kangaroo. This animal is found in Australia.

Is a wallaby a baby kangaroo?

Yes ____	No ____
----------	---------

8. A **dialect** is a form of a language spoken in a specific region or by a particular group of persons.

Does a dialect belong to a language?

Yes ____	No ____
----------	---------

9. If you visit Alaska, you will likely see many **glaciers**, or slow moving mountains of ice.

Is glacier a water form?

Yes ____	No ____
----------	---------

10. Lily was **indignant** when she discovered her brother had left for the party without her. She was very angry.

Did Lily like what her brother did?

Yes ____	No ____
----------	---------

Lesson 3 – SYNONYM CLUE



◆ Objective

Use synonyms as a clue to understanding the meaning of a difficult or unfamiliar word.

◆ Study Notes

A **synonym** is a word that has the same or nearly the same meaning as another word which you may find difficult or unfamiliar. Using synonyms as context clues means that the meaning of the unknown word is understood because the idea is repeated in familiar words. Synonyms which occur in the same sentence help make the meaning clear.

The words ***attempt*** and *try* are synonyms. ***Attempt*** is less familiar but *try* is more common and simpler. If both of them will occur in the same sentence, *try*, being a similar, will help you understand what ***attempt*** means.

Frightened and *afraid* are also synonyms. Someone who finds ***frightened*** difficult will be able to understand it through its more familiar synonym, *afraid*.

The most common signal word for a synonym clue is *or* as in the sentence below.

1. One night a young man was harmed by a **maniac** or madman as he came home from work. There were persons who saw what happened, but no one called the police.

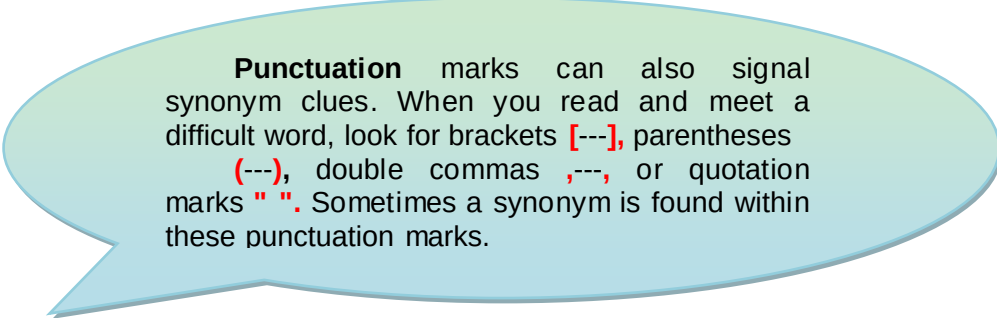
What about the following sentence. What word signals that a synonym follows?

2. *When the thick clouds **dissipated**, that is, disappeared, the morning rain stopped.*

Sometimes the word *and* points to a synonym.

3. When you interpret a picture, you actively examine what the picture **connotes** and suggests.

In sentence 3, the word **suggests** is the synonym of the word **connotes**.



Punctuation marks can also signal synonym clues. When you read and meet a difficult word, look for brackets **[---]**, parentheses **(---)**, double commas **,---**, or quotation marks **" "**. Sometimes a synonym is found within these punctuation marks.

Study this sentence

- 4a. *The **gargantuan** pile of dirty clothes took all day to wash.*

The word **gargantuan** is quite difficult to understand. Compare it with this sentence.

- 4b. *The **gargantuan** (big) pile of dirty clothes took all weekend to wash.*

Is the sentence clearer this time? What word makes the meaning of **gargantuan** clear? If you say "big", you got it right. The word big is the synonym clue of **gargantuan**.

Here are other examples:

4. The place we visited was so **remote**. Being far, it took us 12 hours to reach it by bus.

What is the synonym of **remote**? Did you answer far?



◆ Exercise 1



Directions: Choose the synonym clue of the underlined unfamiliar word

1. Mother is as **plump** [short and fat] as my aunt, but a little shorter.
2. Life is a **mingled** or mixed web of good and bad things coming together.
3. He is so **homely**, not at all as handsome, as his brother.
4. The old woman has a habit of keeping over 100 cats in her house. Her neighbors call her an **eccentric** and strange lady.
5. Tom is often **voracious**, eating hungrily as much as two pounds of meat a day.
6. Sometimes no rain falls for a long time. There is a dry period or **drought**.
7. The general **implored** or begged his soldiers to keep fighting and not retreat

8. The village was **desolate** or lonely after the flood. *Most of the people living there either died or left*, and the crops remained untouched.

◆ Exercise 2



Directions: Copy from the box the word that correctly answers the question in each item.

1. Doctors believe that smoking is **detrimental** to your health. They also regard drinking as harmful. Smoking is for our healthy

good	bad	helpful	useful
------	-----	---------	--------

2. Like her younger sister who is **gregarious**, Alice also likes to make friends. The young sister always like to _____

go outside	stay in the room	talk to people	stay alone
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3. At the beginning they did not have enough **capital** to start a business, nor were they able to borrow the amount of money they needed from the bank. The bank will give them _____ to do their business.

foundation money	house	law guidance	technique
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4. In some countries where there is very little rain, the farmers have to **irrigate**, or water, their fields. What are they put in the field.

water	plant food	sunshine	oxygen
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5. Sam took a break from teaching to serve in the Peace Core. Despite the **hiatus**, Sam's school was delighted to rehire him when he returned. Sam will be rehire because he

leave the school	hit his workmate	lie to the headmaster	change his work
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Lesson 4 – ANTONYM CLUE



◆ Objective

Use the antonym of the difficult or unfamiliar word as a clue to its meaning.

◆ Study Notes

Sometimes the author uses an opposite or nearly opposite word or phrase to help a reader understand the meaning of an unfamiliar word. This opposite word is called **antonym**.

Antonyms may be found in the same sentence as in the following:

1. *Even without college education, to be pretty and not ugly, **affluent** and not poor, is enough to make some people secure.*

Note that pretty and ugly are opposites, one of which is marked by the word *not*. The next pair of words, **affluent** and poor, are used in a similar way, so you can tell that they are also opposites. Therefore, **affluent** means rich.

Likewise, the word **but** may signal an opposite, which can help you understand a word by its antonym.

2. *He thought his girlfriend would like his new haircut, but she **loathed** it.*

The antonym in the example is like. Like and **loathed** opposites; hence, the meaning of the word **loathed** is dislike.

Other words that may mark antonyms are *however*, *even though*, *incontrast*, and *unlike*, once you recognize any of these signal words, you are helped to find the opposite meaning of the unfamiliar word.

3. *Older people are inclined to be reticent about their age; however, children readily tell how old they are.*

From the given example, the word reticent is the opposite of readily tell. The signal word *however* helps you guess that the meaning of the unfamiliar word is silent or quiet.

4. *Unlike his twin brother who is **boisterous**, Robin is calm and cool.*
5. *Sandy thought that her mother's recovery from cancer was **futile**; in contrast, her brother felt that her treatment was useful.*

Can you pick out the antonym of **boisterous**? What about **futile**?

Do the words *unlike* and *in contrast* help you find their opposites?

The antonym of **boisterous** is calm and cool while that of **futile** is useful.

6. *It is said that hundreds of years ago, brides in western countries carried some bad-smelling flowers to keep evil spirits away. Nowadays, brides prefer **fragrant** flowers.*

From the words "hundreds of years ago" and "nowadays", you can match "bad-smelling" and "fragrant" as antonyms. Therefore, it is easy to tell that the meaning of "fragrant" is "good-smelling", the opposite of "bad-smelling".

◆ Something to Do

◆ Exercise 1



Directions: Choose the words that are the antonym clue to the meaning of the underlined unfamiliar word.

1. Unlike his gregarious brother who enjoys going to parties and making new friends, Tom is shy person.
2. Angelina is always punctual for everything, but due to the heavy traffic, she was late for an important meeting last week.
3. In the past, the world seemed to run in an orderly way. Now, everything seems to be in a turmoil condition.
4. In some countries, winters are generally cold and humid, while summers are hot and dry
5. As a very good shooter, Angelina practices aiming at both stationary and moving things.
6. Unlike the major points of your plan that are clear to me, the details are hazy.
7. The leather bag seems very expensive, but I can afford paying it with my own savings.
8. His paintings are realistic, not abstract. At the same time, they are interesting.

9. Eye contact is sometimes the key to communication. It can signal friendliness or hostility, interest or boredom, and understanding or confusion.
10. The letters a, b, and c are lowercase or small letters; A, B, and C are uppercase.

◆ **Exercise 2**



Directions: Copy from the box the word that correctly answers the question in each item.

1. Gasoline is **flammable**; in contrast, water does not burn. What else is flammable?

stone	green leaves	paper	cement
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2. A heavy mass of snow or ice can cause an **avalanche** while a thin one will slowly fall down a mountainside. Which of the following can cause an avalanche?

loose rocks	grass	dry leaves	small animals
-------------	-------	------------	---------------

3. "Is that you, Anne?" my mother asked. "Yes, Mom,," I **retorted**. What does retorted mean?

laughed	answered	shouted	called
---------	----------	---------	--------

4. If his health **ameliorates**, he will stay in school; if it becomes worse, he will have to quit to get some rest. What will not ameliorate a sick man's health?

medicine	good food	lack of exercise	sound sleep
----------	-----------	------------------	-------------

5. We cannot tell whether the new traffic rules will be our advantage or **detriment**. What else can be a detriment on the road?

flooded streets	traffic lights	careful drivers	few cars
-----------------	----------------	-----------------	----------

6. In most companies, the industrious are promoted, the **indolent** are advised to leave. What are indolent persons?

lazy	hardworking	productive	busy
------	-------------	------------	------

7. Teenagers are as much a problem today as they were **formerly**. What can formerly refer to?

years before	now	years later	yesterday
--------------	-----	-------------	-----------

8. You had better **retire** early tonight, if you are going to get up at 4 A.M. tomorrow. What does mean in the sentence?

study	sleep	watch a movie	be with friends
-------	-------	---------------	-----------------

9. Many of used to waste water are **conserving** it now that water sources have dried up. What else do we need to conserve?

soil	electricity	rubbish	fresh vegetables
------	-------------	---------	------------------

10. Her student permit is still in effect and need not be changed; mine is **invalid**. Something invalid is _____.

useless	acceptable	applicable	all right
---------	------------	------------	-----------

Lesson 5 – Comparison and Contrast Clues



◆ Objective

Use the relationship of the words as a clue to find the meaning of a difficult or unfamiliar word.

◆ Study Notes

You can use the relationship of the two words to get the meaning of the unfamiliar word. This needs some ability to think reasonably. You can recognize this relationship through comparison and contrast.



◆ Comparison clue

Comparison usually shows the similarities between persons, ideas and things.

1. Like other monkeys, the Asian **gibbon** is specially adapted to life in trees.

The phrase like other monkeys indicates that the Asian **gibbon** is a kind of monkey. The word *like* helps you recognize the similarity in meaning.

2. Lily is just as **popular** as her older sister who is well-liked and admired in school.

Lily is described as **popular**. She is compared to her older sister who is well-liked and admired. Therefore, **popular** also means the same. What signal word is used in the sentence to show comparison?

Other words that can signal a comparison follow:

also	too	as	just like
<u>be</u> the same	<u>be</u> similar	both. and	in the same manner

Note that the be verb may be interpreted as: *am, is, are, was, and were*. Thus, you can say

<i>am</i> the same	<i>am</i> similar
<i>is</i> the same	<i>is</i> similar
<i>are</i> the same	<i>are</i> similar
<i>was</i> the same	<i>was</i> similar
<i>were</i> the same	<i>were</i> similar

Here are more examples for you to study. See how well you can recognize the meaning of each unfamiliar word using a comparison clue. Identify also the signal word that leads you to this meaning.

3. Alex is also **struggled** to reach the mountaintop. His friend tried very hard and was able to successfully make it.

4. A man was caught using **counterfeit**. His companion was also found to be holding fake money.
5. Our neighbor is said to possess a **talisman**. His son, too, owns a lucky charm.



◆ Contrast Clue

While comparison points out similarities, contrast tell differences between two persons, things or ideas. Below are sentences that show contrast.

6. *Lily's pet parrot says very little, but Alex's parrot is **talkative**.*

The word *but* introduces an idea that contrasts in meaning with the previous one. It signals that **talkative** is the opposite of says very little.

7. *In the market, you can buy raw and fresh items such as fresh meat, fruits, and vegetables or **processed** products like canned meat, bottled fruits, refined oils and packaged milk.*

The word or shows that the ideas that are joined are in contrast whose meanings differ. Raw is the opposite of **processed** which means that the items named are not fresh but have been prepared to last long.

Since contrast uses the opposite meaning of the unfamiliar word, this clue is related to antonyms.

Aside from but and or, contrast may also be recognized through the following signal words:

not	unless	although	however
yet	while	otherwise	on the contrary
unlike	never	instead	on the other hand

Study the sentences where some of them are used.

8. When the light brightens, the pupils of the eyes grow smaller; however, when it grows darker, they **dilate**.

What words contrast with **dilate**? If your answer is grow smaller, you get it right. The meaning, therefore, of dilate is grow bigger.

9. The children were as different as day and night. _____ was a lively speaker; on the contrary, his sister was reserved.

What signal word is used in the sentence? What word contrasts with **reserved**? It is lively, so **reserved** means shy.

10. Unlike Jen who is happy-go-lucky and easygoing, Jackie is **fastidious**.

Is a **fastidious** person free and easy? No, he is different. He is very careful. What signal word shows that easygoing and **fastidious** contrast?

Here is how to find contrast clues:

- | |
|---|
| 1. Identify the unfamiliar word |
| 2. Look for a signal word that shows contrast. |
| 3. Identify two things that are being contrasted |
| 4. Use this information to figure out what the unfamiliar word means. |

◆ Something to Do

◆ Exercise 1



Directions: Choose the words that are the clue to the definition of the unfamiliar word in boldface.

1. It was Susan's **deceit** that caused Tom to break up with her. Had she been honest, he wouldn't have left her.
2. The gentleman was **abrasive**, *but* his wife was soft-spoken.
3. Some painters are **renowned** just as some writers are famous.
4. Lily thought that her mother's recovery was **futile**, but her father did not give up and was still hopeful.
5. The janitor's story about that the big snake he saw in the school garden is both **credible** and true.
6. John was **reluctant** to take the job of team captain for fear the time spent in it would hurt his grades, On the other hand, John was very eager to be given the chance.
7. The task seems so **unwieldy** to me, just as it appears heavy to you

8. Unlike the former mayor, who did nothing to improve his town, the new mayor tried to **rectify** problems and bad conditions
9. Instead of refusing another piece of cake, I **succumbed** to the temptation to have a second piece.
10. The big number of refugees in the camp is as **enormous** as the population of a big town.

◆ **Exercise 2**



Directions: Choose the word that answers the question asked for each item

1. The class discussed only the most important events in history, not the trivial ones. What do you consider trivial?
 - A. independence of a country
 - B. one's loss in an club election
2. The performer earns a small sum of money and was paid as much as P500.00 for a single appearance. Despite this, he was so extravagant in spending more than he earns. Who is extravagant?
 - A. a person who does only what he needs
 - B. a person who buys left and right on just anything
3. Doctors believe that smoking cigarettes is detrimental to health. They also regard drinking as harmful. What do you consider detrimental?
 - A. drug and alcohol abuse

B. fresh fruits and vegetables

4. The cute dolphin show was so popular that people wanted to see real dolphins. As a result dolphin aria were built throughout the country, and many more dolphins were caught and kept inside them. What are dolphin arias like?

A. big pens
B. open seas.

5. Unlike my mother who is serious, my father always likes to say something facetious. Which of these is facetious?

A. a lecture
B. a joke

6. Sarcastic language can deeply hurt a person. A praise can lighten one's heart. A sarcastic language is _____.

A. pleasant to hear
B. bad and rude

7. A well-dusted and scrubbed room is as immaculate as a newly painted white wall. An immaculate place is _____.

A. dirty and bad-smelling
B. clean and spotless

8. Both the earthquake survivors and the war refugees told doleful tales of hunger and hardships. Which situation would you consider doleful?

A. the death of a family member
B. a New Year celebration

9. Being away from home for a long time is just as nostalgic as remembering a long-lost childhood friend. What does nostalgic mean?

A. exciting
B. lonesome

10. _____ studied in college at the same time as _____. They are contemporaries. Whom would you consider to be contemporaries?
- A. classmates
 - B. teacher and student

Lesson 6 – EXAMPLE CLUE



◆ Objective

Use examples of the difficult or unfamiliar word as a clue to understanding its meaning.

◆ Study Notes

Sometimes the writer or author helps the reader get the meaning of an unfamiliar word by including an example or examples of the word that is known or familiar to you. The examples can very easily give you a clear impression of the difficult word to make you understand its meaning quickly.

For example:

1. Some **rodents** are kept as pets, such as rabbits, mice, hamsters, and chipmunks.

The meaning of **rodents** is made clear by the examples given. Can you name them? Through these examples, you are able to guess that rodents are small animals. In addition, they have in common large front teeth meant for gnawing, cutting, or biting things.

What words signal the examples in sentence 1?

Examples also illustrate the use of an unfamiliar word. Read the following sentence:

2. Most basketball players are **lanky**, six feet tall or over.

What example is given for the word **lanky**? If you say basketball players who are six feet tall or over, you get it correctly. The word **lanky** means tall.

In addition to looking for examples in context, you can also look for phrases like *for example*, *for instance*, *consists of*, and *to illustrate*. These phrases often signal that an example or a list of examples will follow

Study the rest of the sentences which contain example clues.

3. The grade six classes are full of **precocious** children. For example, one child learned to read at two years old and another could do algebra at age 6.

In sentence 3, can you guess the meaning of unfamiliar word from the given examples? Yes, **precocious** means gifted or bright.

4. When invited to a party, you should show your best **decorum**, for instance, dress your best, drink and eat moderately, and be sure to thank the host before you leave

What does **decorum** mean? What example clues support your answer? A person who has decorum has good manners.

5. People with **phobias** like fear of high places, water, or locked-up rooms are difficult to cure.

Do you also have fear of something like the examples given in sentence 5? If you do, you have a phobia.

Sometimes, examples come after a colon (:) as in the following sentence:

6. I was shocked by my student boarder's **duplicit**y: she stole my diamond earrings and gold necklace, sold them to my neighbor, and lied to me about the whole thing.

What does the word **duplicity** mean based on the examples? Is the student honest or dishonest? You may have guessed that **duplicity** means dishonesty.

Remember there may be one or more examples that are used to illustrate the meaning of the unfamiliar word. The example is not the definition, but it is a clue to the word's meaning.



This is how you can find example context clues.

- | |
|--|
| 1. Identify unfamiliar word. |
| 2. Read to see if there is a word that signals that examples may follow. |
| 3. Find the example or examples. |
| 4. Ask yourself what the examples have in common and how they relate to an unknown word. |
| 5. Use this information to figure out what the word means. |

◆ **Something to Do**

◆ **Exercise 1**



Directions: Guess the meaning of the unfamiliar word in boldface and choose the examples that serve as clues to its meaning.

1. **Remuneration** for work done can come in many forms: usually money, and sometimes rice, clothes or anything useful.
2. Paper, kerosene, or even dry leaves can be used to **kindle** a fire quickly.
3. **Tangible** objects in the classroom include books, chairs, and blackboards.
4. A **laceration** can be caused by any sharp object, for example, a knife and a blade.
5. Earthquakes, floods, and volcanic eruptions can cause much **havoc** to affected places such as loss of lives, houses, and property.
6. Cruel leaders commit **atrocities** by killing people and punishing their enemies.
7. Houses, shops, hotels and churches are examples of **edifices**.

8. Business and owners of big banks, hotels as well as airline and shipping industries are **tycoons**,
9. We should be careful of catching **contagious** diseases such as measles, tuberculosis, HIV-AIDS, and flu.
10. Some people earn **prestige** by winning a talent contest, graduating with honors, earning a beauty title, or doing a good deed which benefits many.

◆ **Exercise 2**



Directions: Answer each question with a YES or a NO to show your understanding of the underlined unfamiliar word based on example clues.

1. Periodicals like weekly magazines, comic books, and monthly publications on different subjects are found in our school library.
 - Are daily newspapers considered periodicals?
2. She brought fruits, boiled corn, vegetable salad and other organic food for us to eat.
 - Is organic food healthy?
3. The Christmas dinner features a variety of desserts, such as pies, puddings, and ice cream.
 - Can we have cake for dessert?

4. When people are stressed, they watch funny films to laugh away unhealthy emotions such as anger, sadness and fear.
 - Do emotions include ideas and thoughts?
5. People who are getting married usually travel to a wedding by car. It would be terrible if the car broke down on the way to the ceremony. The couple should remember to book a limousine, for example, a Cadillac or any other car of superior quality.
 - Is a passenger bus one form of limousine?
6. The new officials tried to provide every type of amenity for people in the city, including new shops, movie theaters, and a new park with a swimming pool.
 - Is a public library an amenity?
7. I wanted to buy a bed, a table, and some chairs so I went to a furniture shop.
 - Is a car a furniture?
8. Tourism is booming even in remote areas such as distant villages and mountain resorts. Visitors do not mind traveling for many hours to reach them.
 - Is a remote place easy to reach?
9. The project was a big failure. For example, Lily, Susan, and Tom tried to allocate the blame among them.
 - Is the failure blamed on only one person?
10. A rich man donated money for scholarships. Tom and Alex are among the beneficiaries who will enjoy free tuition and allowance for a year.
 - Does a beneficiary get support?

APPENDIX B

Evaluation Sheet for Teachers

Teacher _____

Year Level Taught _____

School _____

Directions: Using the rating scale below, rate the instructional materials on context clues for their suitability to senior secondary students based on the items listed below. Circle the appropriate number based on your judgment.

5 = Excellent
2 = Below Average

4 = Above Average
1 = Poor

3 = Average

1. The instructional materials (IMs) meet the instructional needs of the learners.	1	2	3	4	5
2. The IMs are written within the ability of senior secondary students.	1	2	3	4	5
3. The lesson objectives are clear.	1	2	3	4	5
4. The directions to the exercises are clear and easy to follow.	1	2	3	4	5
5. The presentation under Study Notes are clear and easy to understand.	1	2	3	4	5
6. The exercises are stimulating to students.	1	2	3	4	5
7. The lessons aim at making student become independent readers.	1	2	3	4	5
8. The IMs allow for collaborative learning by pairs or groups of students.	1	2	3	4	5
9. The IMs aid the teachers in enriching vocabulary lessons.	1	2	3	4	5
10. The IMs are easy to use.	1	2	3	4	5

Other comments improving the material:

Evaluation Sheet for Teachers
Lesson 1

Teacher Li Yuyin

Year Level Taught 3rd Year

School Henan Institute of Science and Technology

Directions: Using the rating scale below, rate the instructional materials on context clues for their suitability to senior secondary students based on the items listed below. Circle the appropriate number based on your judgment.

5 = Excellent

4 = Above Average

3 = Average

2 = Below Average

1 = Poor

1. The instructional materials (IMs) meet the instructional needs of the learners.	1	2	3	④	5
2. The IMs are written within the ability of senior secondary students.	1	2	3	4	⑤
3. The lesson objectives are clear.	1	2	3	④	5
4. The directions to the exercises are clear and easy to follow.	1	2	3	4	⑤
5. The presentation under Study Notes are clear and easy to understand.	1	2	3	4	⑤
6. The exercises are stimulating to students.	1	2	3	④	5
7. The lessons aim at making student become independent readers.	1	2	3	4	⑤
8. The IMs allow for collaborative learning by pairs or groups of students.	1	2	3	④	5
9. The IMs aid the teachers in enriching vocabulary lessons.	1	2	3	4	⑤
10. The IMs are easy to use.	1	2	3	4	⑤

Other comments improving the material:

This Lesson has many materials can use in the teaching class. But the point is this six lessons can't connect together, one lesson is one lesson , but actually they are all solving one problem, but in six ways, so it's better to make a connection or a summary.

Evaluation Sheet for Teachers
Lesson 1

Teacher Yang Yeping

Year Level Taught 1st Year

School Henan Institute of Science and Technology

Directions: Using the rating scale below, rate the instructional materials on context clues for their suitability to senior secondary students based on the items listed below. Circle the appropriate number based on your judgment.

5 = Excellent
2 = Below Average

4 = Above Average
1 = Poor

3 = Average

1. The instructional materials (IMs) meet the instructional needs of the learners.	1	2	3	4	⑤
2. The IMs are written within the ability of senior secondary students.	1	2	3	4	⑤
3. The lesson objectives are clear.	1	2	3	4	⑤
4. The directions to the exercises are clear and easy to follow.	1	2	3	4	⑤
5. The presentation under Study Notes are clear and easy to understand.	1	2	3	4	⑤
6. The exercises are stimulating to students.	1	2	3	④	5
7. The lessons aim at making student become independent readers.	1	2	3	4	⑤
8. The IMs allow for collaborative learning by pairs or groups of students.	1	2	3	④	5
9. The IMs aid the teachers in enriching vocabulary lessons.	1	2	3	4	⑤
10. The IMs are easy to use.	1	2	3	4	⑤

Other comments improving the material:

This is good for the first year student, but the exercise is a little boring for the first year student, they need the basic exercise.

Evaluation Sheet for Teachers
Lesson 1

Teacher Zhou Yong

Year Level Taught 2nd Year

School Henan Institute of Science and Technology

Directions: Using the rating scale below, rate the instructional materials on context clues for their suitability to senior secondary students based on the items listed below. Circle the appropriate number based on your judgment.

5 = Excellent
2 = Below Average

4 = Above Average
1 = Poor

3 = Average

1. The instructional materials (IMs) meet the instructional needs of the learners.	1	2	3	4	⑤
2. The IMs are written within the ability of senior secondary students.	1	2	3	4	⑤
3. The lesson objectives are clear.	1	2	3	④	5
4. The directions to the exercises are clear and easy to follow.	1	2	3	4	⑤
5. The presentation under Study Notes are clear and easy to understand.	1	2	3	4	⑤
6. The exercises are stimulating to students.	1	2	3	4	⑤
7. The lessons aim at making student become independent readers.	1	2	3	4	⑤
8. The IMs allow for collaborative learning by pairs or groups of students.	1	2	3	4	⑤
9. The IMs aid the teachers in enriching vocabulary lessons.	1	2	3	④	5
10. The IMs are easy to use.	1	2	3	4	⑤

Other comments improving the material:

None. _____

Evaluation Sheet for Teachers
Lesson 2

Teacher Zhou Yong

Year Level Taught 2nd Year

School Henan Institute of Science and Technology

Directions: Using the rating scale below, rate the instructional materials on context clues for their suitability to senior secondary students based on the items listed below. Circle the appropriate number based on your judgment.

5 = Excellent
2 = Below Average

4 = Above Average
1 = Poor

3 = Average

1. The instructional materials (IMs) meet the instructional needs of the learners.	1	2	3	4	⑤
2. The IMs are written within the ability of senior secondary students.	1	2	3	4	⑤
3. The lesson objectives are clear.	1	2	3	④	5
4. The directions to the exercises are clear and easy to follow.	1	2	3	4	⑤
5. The presentation under Study Notes are clear and easy to understand.	1	2	3	4	⑤
6. The exercises are stimulating to students.	1	2	3	4	⑤
7. The lessons aim at making student become independent readers.	1	2	3	4	⑤
8. The IMs allow for collaborative learning by pairs or groups of students.	1	2	3	4	⑤
9. The IMs aid the teachers in enriching vocabulary lessons.	1	2	3	④	5
10. The IMs are easy to use.	1	2	3	4	⑤

Other comments improving the material:

None.

Evaluation Sheet for Teachers
Lesson 2

Teacher Li Yuyin

Year Level Taught 3rd Year

School Henan Institute of Science and Technology

Directions: Using the rating scale below, rate the instructional materials on context clues for their suitability to senior secondary students based on the items listed below. Circle the appropriate number based on your judgment.

5 = Excellent

4 = Above Average

3 = Average

2 = Below Average

1 = Poor

1. The instructional materials (IMs) meet the instructional needs of the learners.	1	2	3	④	5
2. The IMs are written within the ability of senior secondary students.	1	2	3	4	⑤
3. The lesson objectives are clear.	1	2	3	④	5
4. The directions to the exercises are clear and easy to follow.	1	2	3	4	⑤
5. The presentation under Study Notes are clear and easy to understand.	1	2	3	4	⑤
6. The exercises are stimulating to students.	1	2	3	④	5
7. The lessons aim at making student become independent readers.	1	2	3	4	⑤
8. The IMs allow for collaborative learning by pairs or groups of students.	1	2	3	④	5
9. The IMs aid the teachers in enriching vocabulary lessons.	1	2	3	4	⑤
10. The IMs are easy to use.	1	2	3	4	⑤

Other comments improving the material:

The objective is not so clear to the student, it's too general. And these examples are only exhibit to the students, but didn't give the summary of the using of this method

Evaluation Sheet for Teachers
Lesson 2

Teacher Yang Yeping

Year Level Taught 1st Year

School Henan Institute of Science and Technology

Directions: Using the rating scale below, rate the instructional materials on context clues for their suitability to senior secondary students based on the items listed below. Circle the appropriate number based on your judgment.

5 = Excellent 4 = Above Average 3 = Average
2 = Below Average 1 = Poor

1. The instructional materials (IMs) meet the instructional needs of the learners.	1	2	3	④	5
2. The IMs are written within the ability of senior secondary students.	1	2	3	4	⑤
3. The lesson objectives are clear.	1	2	3	④	5
4. The directions to the exercises are clear and easy to follow.	1	2	3	4	⑤
5. The presentation under Study Notes are clear and easy to understand.	1	2	3	4	⑤
6. The exercises are stimulating to students.	1	2	3	④	5
7. The lessons aim at making student become independent readers.	1	2	3	4	⑤
8. The IMs allow for collaborative learning by pairs or groups of students.	1	2	3	4	⑤
9. The IMs aid the teachers in enriching vocabulary lessons.	1	2	3	4	⑤
10. The IMs are easy to use.	1	2	3	4	⑤

Other comments improving the material:

The examples of 2nd lesson are less than the 1st one, but the lesson is also interesting for the students. But actually for the first year student, they need more examples but the exercise, so maybe just change the proportion of thesetwo parts.

Evaluation Sheet for Teachers
Lesson 3

Teacher Zhou Yong

Year Level Taught 2nd Year

School Henan Institute of Science and Technology

Directions: Using the rating scale below, rate the instructional materials on context clues for their suitability to senior secondary students based on the items listed below. Circle the appropriate number based on your judgment.

5 = Excellent

4 = Above Average

3 = Average

2 = Below Average

1 = Poor

1. The instructional materials (IMs) meet the instructional needs of the learners.	1	2	3	④	5
2. The IMs are written within the ability of senior secondary students.	1	2	3	4	⑤
3. The lesson objectives are clear.	1	2	3	④	5
4. The directions to the exercises are clear and easy to follow.	1	2	3	④	5
5. The presentation under Study Notes are clear and easy to understand.	1	2	3	4	⑤
6. The exercises are stimulating to students.	1	2	3	4	⑤
7. The lessons aim at making student become independent readers.	1	2	3	4	⑤
8. The IMs allow for collaborative learning by pairs or groups of students.	1	2	3	4	⑤
9. The IMs aid the teachers in enriching vocabulary lessons.	1	2	3	4	⑤
10. The IMs are easy to use.	1	2	3	4	⑤

Other comments improving the material:

The instructional materials need more explanations. But good is that the explanation is clear. The class sessions involve explaining concepts, working examples, and discussing cases. But in here they are incomplete.

Evaluation Sheet for Teachers
Lesson 3

Teacher Li Yuyin

Year Level Taught 3rd Year

School Henan Institute of Science and Technology

Directions: Using the rating scale below, rate the instructional materials on context clues for their suitability to senior secondary students based on the items listed below. Circle the appropriate number based on your judgment.

5 = Excellent

4 = Above Average

3 = Average

2 = Below Average

1 = Poor

1. The instructional materials (IMs) meet the instructional needs of the learners.	1	2	3	4	⑤
2. The IMs are written within the ability of senior secondary students.	1	2	3	4	⑤
3. The lesson objectives are clear.	1	2	3	④	5
4. The directions to the exercises are clear and easy to follow.	1	2	3	4	⑤
5. The presentation under Study Notes are clear and easy to understand.	1	2	3	4	⑤
6. The exercises are stimulating to students.	1	2	3	④	5
7. The lessons aim at making student become independent readers.	1	2	3	4	⑤
8. The IMs allow for collaborative learning by pairs or groups of students.	1	2	3	4	⑤
9. The IMs aid the teachers in enriching vocabulary lessons.	1	2	3	4	⑤
10. The IMs are easy to use.	1	2	3	4	⑤

Other comments improving the material:

The explanations are plenty, but the point is punctuation is including in the synonym part? Are not in the define part? Maybe only in here has some confusion.

Evaluation Sheet for Teachers
Lesson 3

Teacher Yang Yeping

Year Level Taught 1st Year

School Henan Institute of Science and Technology

Directions: Using the rating scale below, rate the instructional materials on context clues for their suitability to senior secondary students based on the items listed below. Circle the appropriate number based on your judgment.

5 = Excellent 4 = Above Average 3 = Average
2 = Below Average 1 = Poor

1. The instructional materials (IMs) meet the instructional needs of the learners.	1	2	3	4	⑤
2. The IMs are written within the ability of senior secondary students.	1	2	3	④	5
3. The lesson objectives are clear.	1	2	3	4	⑤
4. The directions to the exercises are clear and easy to follow.	1	2	3	4	⑤
5. The presentation under Study Notes are clear and easy to understand.	1	2	3	4	⑤
6. The exercises are stimulating to students.	1	2	3	④	5
7. The lessons aim at making student become independent readers.	1	2	3	4	⑤
8. The IMs allow for collaborative learning by pairs or groups of students.	1	2	3	④	5
9. The IMs aid the teachers in enriching vocabulary lessons.	1	2	3	4	⑤
10. The IMs are easy to use.	1	2	3	4	⑤

Other comments improving the material:

For the examples we need give more explanations, that is very simple , maybe the students cannot get the points very clearly.

Evaluation Sheet for Teachers
Lesson 4

Teacher Zhou Yong

Year Level Taught 2nd Year

School Henan Institute of Science and Technology

Directions: Using the rating scale below, rate the instructional materials on context clues for their suitability to senior secondary students based on the items listed below. Circle the appropriate number based on your judgment.

5 = Excellent 4 = Above Average 3 = Average
2 = Below Average 1 = Poor

1. The instructional materials (IMs) meet the instructional needs of the learners.	1	2	3	4	⑤
2. The IMs are written within the ability of senior secondary students.	1	2	3	4	⑤
3. The lesson objectives are clear.	1	2	3	④	5
4. The directions to the exercises are clear and easy to follow.	1	2	3	4	⑤
5. The presentation under Study Notes are clear and easy to understand.	1	2	3	4	⑤
6. The exercises are stimulating to students.	1	2	3	④	5
7. The lessons aim at making student become independent readers.	1	2	3	4	⑤
8. The IMs allow for collaborative learning by pairs or groups of students.	1	2	3	4	⑤
9. The IMs aid the teachers in enriching vocabulary lessons.	1	2	3	4	⑤
10. The IMs are easy to use.	1	2	3	4	⑤

Other comments improving the material:

The instructional materials are not so detail that the students need.

Evaluation Sheet for Teachers
Lesson 4

Teacher Li Yuyin

Year Level Taught 3rd Year

School Henan Institute of Science and Technology

Directions: Using the rating scale below, rate the instructional materials on context clues for their suitability to senior secondary students based on the items listed below. Circle the appropriate number based on your judgment.

5 = Excellent

4 = Above Average

3 = Average

2 = Below Average

1 = Poor

1. The instructional materials (IMs) meet the instructional needs of the learners.	1	2	3	4	⑤
2. The IMs are written within the ability of senior secondary students.	1	2	3	④	5
3. The lesson objectives are clear.	1	2	3	④	5
4. The directions to the exercises are clear and easy to follow.	1	2	3	4	⑤
5. The presentation under Study Notes are clear and easy to understand.	1	2	3	4	⑤
6. The exercises are stimulating to students.	1	2	3	④	5
7. The lessons aim at making student become independent readers.	1	2	3	4	⑤
8. The IMs allow for collaborative learning by pairs or groups of students.	1	2	3	4	⑤
9. The IMs aid the teachers in enriching vocabulary lessons.	1	2	3	4	⑤
10. The IMs are easy to use.	1	2	3	4	⑤

Other comments improving the material:

This lesson is a little easy for the 3rd years students, and the theory of this lesson are already touch them. So maybe you can find the deeper theory of this lesson.

Evaluation Sheet for Teachers
Lesson 4

Teacher Yang Yeping

Year Level Taught 1st Year

School Henan Institute of Science and Technology

Directions: Using the rating scale below, rate the instructional materials on context clues for their suitability to senior secondary students based on the items listed below. Circle the appropriate number based on your judgment.

5 = Excellent
2 = Below Average

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1 = Poor

3 = Average

1. The instructional materials (IMs) meet the instructional needs of the learners.	1	2	3	4	⑤
2. The IMs are written within the ability of senior secondary students.	1	2	3	4	⑤
3. The lesson objectives are clear.	1	2	3	④	5
4. The directions to the exercises are clear and easy to follow.	1	2	3	4	⑤
5. The presentation under Study Notes are clear and easy to understand.	1	2	3	④	5
6. The exercises are stimulating to students.	1	2	3	4	⑤
7. The lessons aim at making student become independent readers.	1	2	3	4	⑤
8. The IMs allow for collaborative learning by pairs or groups of students.	1	2	3	4	⑤
9. The IMs aid the teachers in enriching vocabulary lessons.	1	2	3	4	⑤
10. The IMs are easy to use.	1	2	3	4	⑤

Other comments improving the material:

This lesson is easier than the last one, the point is that this is more suitable for the 1st year students, but they need more examples in the lesson.

Evaluation Sheet for Teachers
Lesson 5

Teacher Zhou Yong

Year Level Taught 2nd Year

School Henan Institute of Science and Technology

Directions: Using the rating scale below, rate the instructional materials on context clues for their suitability to senior secondary students based on the items listed below. Circle the appropriate number based on your judgment.

5 = Excellent 4 = Above Average 3 = Average
2 = Below Average 1 = Poor

1. The instructional materials (IMs) meet the instructional needs of the learners.	1	2	3	4	⑤
2. The IMs are written within the ability of senior secondary students.	1	2	3	4	⑤
3. The lesson objectives are clear.	1	2	3	4	⑤
4. The directions to the exercises are clear and easy to follow.	1	2	3	4	⑤
5. The presentation under Study Notes are clear and easy to understand.	1	2	3	④	5
6. The exercises are stimulating to students.	1	2	3	4	⑤
7. The lessons aim at making student become independent readers.	1	2	3	4	⑤
8. The IMs allow for collaborative learning by pairs or groups of students.	1	2	3	④	5
9. The IMs aid the teachers in enriching vocabulary lessons.	1	2	3	4	⑤
10. The IMs are easy to use.	1	2	3	4	⑤

Other comments improving the material:

This is more easy to teach in the class, but maybe need to add some discussion question in the pair discussion. -

Evaluation Sheet for Teachers
Lesson 5

Teacher Li Yuyin

Year Level Taught 3rd Year

School Henan Institute of Science and Technology

Directions: Using the rating scale below, rate the instructional materials on context clues for their suitability to senior secondary students based on the items listed below. Circle the appropriate number based on your judgment.

5 = Excellent 4 = Above Average 3 = Average
2 = Below Average 1 = Poor

1. The instructional materials (IMs) meet the instructional needs of the learners.	1	2	3	4	⑤
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5. The presentation under Study Notes are clear and easy to understand.	1	2	3	4	⑤
6. The exercises are stimulating to students.	1	2	3	④	5
7. The lessons aim at making student become independent readers.	1	2	3	4	⑤
8. The IMs allow for collaborative learning by pairs or groups of students.	1	2	3	4	⑤
9. The IMs aid the teachers in enriching vocabulary lessons.	1	2	3	4	⑤
10. The IMs are easy to use.	1	2	3	4	⑤

Other comments improving the material:

Actually this method is the most using and most popular method that is using in the exams. Here is already giving the examples and the summary in the materials but maybe in the summary of the methods we also need some exercise just following the method, that is point exercise.

Evaluation Sheet for Teachers
Lesson 5

Teacher Yang Yeping

Year Level Taught 1st Year

School Henan Institute of Science and Technology

Directions: Using the rating scale below, rate the instructional materials on context clues for their suitability to senior secondary students based on the items listed below. Circle the appropriate number based on your judgment.

5 = Excellent
2 = Below Average

4 = Above Average
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1. The instructional materials (IMs) meet the instructional needs of the learners.	1	2	3	4	⑤
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8. The IMs allow for collaborative learning by pairs or groups of students.	1	2	3	4	⑤
9. The IMs aid the teachers in enriching vocabulary lessons.	1	2	3	4	⑤
10. The IMs are easy to use.	1	2	3	4	⑤

Other comments improving the material:

This lesson has many materials, but maybe this is more suit for the teacher, but not for the students to learn by themselves. But it's good for them to have the group discussion

Evaluation Sheet for Teachers
Lesson 6

Teacher Zhou Yong

Year Level Taught 2nd Year

School Henan Institute of Science and Technology

Directions: Using the rating scale below, rate the instructional materials on context clues for their suitability to senior secondary students based on the items listed below. Circle the appropriate number based on your judgment.

5 = Excellent

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1. The instructional materials (IMs) meet the instructional needs of the learners.	1	2	3	4	⑤
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3. The lesson objectives are clear.	1	2	3	4	⑤
4. The directions to the exercises are clear and easy to follow.	1	2	3	4	⑤
5. The presentation under Study Notes are clear and easy to understand.	1	2	3	④	5
6. The exercises are stimulating to students.	1	2	3	4	⑤
7. The lessons aim at making student become independent readers.	1	2	3	4	⑤
8. The IMs allow for collaborative learning by pairs or groups of students.	1	2	3	④	5
9. The IMs aid the teachers in enriching vocabulary lessons.	1	2	3	4	⑤
10. The IMs are easy to use.	1	2	3	4	⑤

Other comments improving the material:

The weakness is that there is no the small exercise to make the group discussion testing, that should be divided before the class

Evaluation Sheet for Teachers
Lesson 6

Teacher Li Yuyin

Year Level Taught 2nd Year

School Henan Institute of Science and Technology

Directions: Using the rating scale below, rate the instructional materials on context clues for their suitability to senior secondary students based on the items listed below. Circle the appropriate number based on your judgment.

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1. The instructional materials (IMs) meet the instructional needs of the learners.	1	2	3	4	⑤
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8. The IMs allow for collaborative learning by pairs or groups of students.	1	2	3	④	5
9. The IMs aid the teachers in enriching vocabulary lessons.	1	2	3	4	⑤
10. The IMs are easy to use.	1	2	3	4	⑤

Other comments improving the material:

Actually the examples clue is the easiest method among these six methods, in here the examples are suit for this explanation, but this is maybe a little difficult to make the group discussion.

Evaluation Sheet for Teachers
Lesson 6

Teacher Yang Yeping

Year Level Taught 1st Year

School Henan Institute of Science and Technology

Directions: Using the rating scale below, rate the instructional materials on context clues for their suitability to senior secondary students based on the items listed below. Circle the appropriate number based on your judgment.

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1. The instructional materials (IMs) meet the instructional needs of the learners.	1	2	3	4	⑤
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8. The IMs allow for collaborative learning by pairs or groups of students.	1	2	3	4	⑤
9. The IMs aid the teachers in enriching vocabulary lessons.	1	2	3	4	⑤
10. The IMs are easy to use.	1	2	3	4	⑤

Other comments improving the material:

The points are less, so here we can just exhibit that points, it's easy to teach.
