

**A CASE STUDY OF THE IMPLEMENTATION OF SEMANTIC MAPPING  
AS A PRE-TEACHING VOCABULARY ACTIVITY TO 2<sup>nd</sup> YEAR ENGLISH  
MAJOR STUDENTS AT LAMPANG RAJABHAT UNIVERSITY**

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## **ABSTRACT**

This research study aimed to investigate the effectiveness of implementing pre-reading activity, semantic mapping, as a facilitator of reading comprehension of 2<sup>nd</sup> English majored students of Lampang Rajabhat University. According to this research, there was a presumption that pre-reading activity was rewarding in the fact that it helped activating readers' own background knowledge and the text comprehension. In the process of data collection, the sample size consisted of 52 students, which was divided equally into 21 for an experimental group and another 21 for a control group. The research instruments both groups received were almost the same. Each group was taught by different lesson plans that mainly included a reading passage with activities and post-reading tests to evaluate their comprehension. The only different item was the pre-reading activity. The lesson plan for the experimental group had semantic mapping as pre-reading activity, whereas the control group applied listening comprehension activity. This was to verify their correlation with reading comprehension ability. The test results acquired in post-test of both groups were analysed and reported. The research findings obtained from the study concluded that on average the experimental group achieved higher scores on the test compared with that of the control group as a result of implementing the pre-reading activities that established background knowledge or schema in their reading comprehension.

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 BACKGROUND

One of the major problems most Thai students encounter when they read any texts is the lack of vocabulary knowledge or struggling with unknown words. Therefore, readers begin to panic and stop reading to look them up in dictionaries which interrupts the normal reading process, then destroys their chances to comprehend much of the text. The relationship between knowledge of word meanings and comprehension has been well documented by researchers and acknowledged by students. Many of them admit that sometimes they do not understand what they are reading because the words are too hard for them Biemiller (2001) also pointed out that what is missing for many children who master phonics but do not comprehend well is vocabulary, the words they need to know in order to understand what they are reading. Thus vocabulary is the “missing link” in reading instruction.

Hirsch (2003) claimed that students who already know 90-95 percent of words in a text are allowed to get the main idea of the text and therefore to guess correctly the remaining unfamiliar words’ meaning. On the contrary, those who know only 10 percent of words in a text do not comprehend the passage; they thus miss the opportunity to understand the text and learn more words. Vocabulary knowledge increases when new words are encountered repeatedly in context through reading or listening, have a significant link to students’ prior knowledge, and are connected with other words that are semantically related.

In order to gain meaning for new words while reading, it is necessary to use prior knowledge making predictions about meaning and gradually refine that meaning (Blachowicz and Fisher, 1996). An important part of teaching background knowledge is teaching the vocabulary related to it; on the other hand, learning vocabulary also means learning the conceptual knowledge associated with the word. Comprehension is facilitated when vocabulary is taught in depth before reading begins and while reading. To be more effective, an extensive and vocabulary development program accompanying a schemata development program is called for. Instead of pre teaching

vocabulary for single reading passages, teachers should teach vocabulary and background knowledge concurrently for sets of passages to be read at some later time.

Abisamra (2001) mentioned that pre teaching vocabulary in order to increase learning from text will be more successful with the following conditions:

1. The words to be taught are key words in the target passages.
2. The words are taught in semantically and topically related sets so that word meanings and background knowledge improve concurrently.
3. The words are taught and learned thoroughly.
4. Both definitional and contextual information are involved.
5. Students engage in deeper processing of word meanings.
6. Only a few words are taught per lesson and per week.

Additionally, Anderson (1999) suggested three questions of Nation (1990) teachers can consider to determine effective vocabulary instruction:

1. What vocabulary do my learners need to know?
2. How will they learn this vocabulary?
3. How can I best test to see what they need to know and what they now know?

To facilitate reading comprehension ability in EFL students, the implementation of pre teaching vocabulary is considered one of the important factors, besides others, that is rarely exploited in reading lessons. As a result, most Thai EFL students, to derive new meaning of unknown vocabulary or texts in reading process mainly rely on looking up bilingual dictionaries word by word every time they encounter them instead of finishing the whole text and trying to guess meaning from their existing word knowledge.

This research study aims to validate the significance of pre-reading activity by using a semantic mapping technique before reading the text, and the consequences this have on facilitating comprehension.

## **1.2 OBJECTIVES OF THE STUDY**

The purposes of this study are:

1. to investigate the effectiveness of implementing pre reading activity

(semantic mapping) in a lesson plan for facilitating reading comprehension.

2. to find out whether the level reading comprehension ability measured post-test scores, are different or not between two groups of the samples; control and experimental groups
3. to investigate whether the semantic mapping activity helps learners derive meaning of the text for better comprehension.

### 1.3 DEFINITION OF TERMS

1. **Students:** refers to 2<sup>nd</sup> year English major students of Lampang Rajabhat University
2. **Vocabulary:** basically refers to all the words of a language. However, for this study the definition is expanded to the sum of words appearing in the reading texts or materials.
3. **Prior knowledge:** refers to knowledge already stored in memory, functions in the process of interpreting new information and allowing it to enter and become a part of knowledge store.
4. **Reading Comprehension:** the process of the construction of meaning while reading. It is the process in which the reader decodes the writers' words and draws on his own background knowledge to construct an understanding of the text.
5. **Schema:** refers to knowledge and previous experience of the experiential world constructed by the readers, organized into interrelated patterns and that enabled readers to make predictions.
6. **Pre-reading Activities:** refers to activities conducted in reading class before students engage in reading passage. Its purpose is to build students' background knowledge, believing that such activation of prior knowledge can facilitate reading comprehension.
7. **Semantic mapping:** refers to a process for constructing visual displays of categories and their relationships. Readers engage in a brainstorming process where readers are given a key word or concept.

#### **1.4 SCOPE OF THE STUDY**

1. This case study was carried out for 6 hours on 26 January, 2007 to the following population; 52 of 2<sup>nd</sup> year English major students of Lampang Rajabhat University whose English proficiency were at lower-intermediate level. The population was divided into two groups; experimental and control.
2. This study aimed at investigating the effectiveness of implementing semantic mapping as pre-reading activity to facilitate students on reading comprehension in the area of finding main ideas as well as comparing the level of English reading comprehension ability of students, measured by post-test scores.

#### **1.5 BASIC ASSUMPTIONS**

This study had its aim in investigating the effectiveness of implementing pre-reading activity (semantic mapping) and the positive influence it reflected on increased readers' comprehension.

#### **1.6 SIGNIFICANCE OF THE STUDY**

This study was conducted to investigate the positive relationship between pre teaching vocabulary activities and successful reading comprehension of 2<sup>nd</sup> year English major students at Lampang Rajabhat University

1. The findings of the study should indicate the importance of pre-reading activity for vocabulary knowledge on reading comprehension. Such findings will be helpful for the teachers to prepare their teaching lesson concentrating also on pre teaching vocabulary to students before engaging to reading.
2. It is found that pre teaching vocabulary words associated to the reading topic is an important element in reading comprehension skill development. Students therefore may try to build up their own vocabulary knowledge as much as possible from extensive reading. This is also the increase of students' background knowledge as well.
3. This study may further encourage reading teachers to consider a variety of pre reading activities in their lesson plans of reading class.

## **1.7 ORGANISATION OF THE STUDY**

This study is divided into five chapters as follows;

**Chapter One**        mentions the background, objectives of the study, the definitions of terms, the scope of the study, the basic assumption, and the significance of the study.

**Chapter Two**        refers to the review and related literature and research studies.

**Chapter Three**        explains the research methodology used in this study

**Chapter Four**        reports the statistical findings by SPSS programme.

**Chapter Five**        proposes a discussion of the results, conclusions, and recommendations for further research.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

This study compares the results of lesson plans with two pre-reading activities as the facilitators of reading comprehension, a case study of 2<sup>nd</sup> year students of Lampang Rajabhat University. Therefore, relevant theoretical literature was reviewed to propose background knowledge and supporting evidence. They will be discussed under the following headings:

- 2.1 Definitions of Reading and Reading Comprehension
- 2.2 Models of reading
- 2.3 Schema Theory and Activating and Building Background Knowledge
- 2.4 Pre-reading Activities
- 2.5 Semantic Mapping

#### **2.1 DEFINITIONS OF READING AND READING COMPREHENSION**

Anderson (1999), states that reading is an active, fluent process which involves the reader and the reading material in building meanings. He believes that meaning does not reside on the printed page, nor in the head of the reader. Reading is the combination of the words on the printed page with the reader's background knowledge and experiences. He also mentions that even if students can read in their second language, their reading is not fluent. They are not actively engaged with the text in a meaningful way. Alyousef (2005) has a similar opinion as Anderson. He states that reading can be seen as an interactive process between a reader and a text which leads to reading fluency. In this process, readers interact dynamically with the text in order to elicit the meanings using various kind of knowledge through linguistic knowledge as well schematic knowledge. Barr, Sadow, and Blachwicz (1990) also emphasize that reading is an active process in which readers interact with the text to reconstruct the message of the author or writer. They cite from recent research that states the extent to which reading depends on the background knowledge of readers. And printed symbols during the process of constructing knowledge.

Dechant (1991) mentions that reading is clearly a process which is complete only when comprehension is attained. He believes that reading will be completed if a reader attains full comprehension. The critical element is that the reader reconstructs the message encoded in the written language. Comprehension depends as much or even more on the information stored in their reader's brain than on the information stored in the text.

Mcknight (2000) believes that reading comprehension, or the construction of meaning while reading, is the goal of reading and is not a solitary and simple process. It is a complex and dynamic process in which the reader decodes the writer's words and draws on his own background knowledge to construct understanding of the text that is similar to the writer's intent. Comprehension relies on the reader's experiences, knowledge about language, knowledge of the text structures and genres, meta-cognitions, basic reasoning abilities and active engagement.

From the definitions above, reading is an active process between the reader, writer and the text. Most scholars agree that in order to attain comprehension readers should bring the background knowledge and experience to construct the meaning besides linguistic knowledge.

## 2.2 MODELS OF READING

### 2.2.1 Bottom-up Model

A bottom-up model views comprehension as proceeding linearly from the isolated units in the lower levels (e.g. letters, words) to higher levels of comprehension. It is a reading model that emphasizes the written or printed text. The result is in meaning which proceeds from part to whole. According to Rumptz (2003), the bottom-up model of reading ability is primarily concerned with the recognition of individual letters, phonemes and words. This knowledge then leads to the recognition of individual words of the text presented to readers. Meaning of the whole text is a process of building understanding of individual letters to the word level, then to the sentential level, and finally the text level. The emphasis is on the printed text and what readers receive from this, rather than the knowledge that the reader brings to the

text (Lipson & Wixson, 1991). Carrell (1988) believes that the bottom-up processing is decoding individual linguistic units and building textual meaning from the smallest units to the largest. McCormick, T. (1988) also has the same idea. He states that the meaning of the text is expected to come naturally as the code is broken based on the reader's prior knowledge of words, their meanings, and the syntactical patterns of his/her language.

For bottom-up models, a reader needs to follow these process: identify letter features, link these features to recognize letters, combine letters to recognize spelling patterns, link spelling patterns to recognize words, and then proceed to sentence, paragraph and text-level processing.

### **2.2.2 Top-down Model**

A classical top-down theory is Goodman's view of reading as a "psycholinguistic guessing game". Goodman claims that readers do not read every word, but sample the text, make hypotheses about the next word to be encountered, sample the text again to confirm their predictions, and so forth. Readers need only to see enough of the text in order to be able to guess the meanings of the words or phrases. Paran (1992), suggests that top-down theories, in contrast to bottom-up, posit a non-linear unit of the process in which comprehension begins with the readers contribution from higher levels of processing, and proceeds to use the lower levels selectively. Rump (2003) explains that the top-down model, on the other hand, places the emphasis on the reader's active participation in the reconstruction of the meaning in the text. It looks at the reader's knowledge base and his/her ability to make predictions using this base. Goodman (1967) and Smith (1971,1982) state that the top-down model of reading focuses on what the readers bring to the process. The readers sample the text for information and contrast it with their world knowledge, helping to make sense of what is written. Carrell (2002) states that top-down processing is the making of predictions about the text based on prior experience or background knowledge, and then checking the text for confirmation of predictions. Moreover, Dechant (1991) emphasizes that top-down reading is a processing of a text that begins in the mind of the readers with meaning-driven processes, or an assumption about the

meaning of a text. From this perspective, readers identify letters and words only to confirm their assumptions about the meaning of the text.

From the definitions mentioned above, a top-down model is quite opposed to a bottom-up model. It focuses on what readers bring to the text and the whole part of the reading material.

### **2.2.3 Interactive Model**

In reality, it seems that the reading process is an integration of two models. After all, what readers would be able to get to higher level thinking skills involved in the top-down model without going through the learning stage of the bottom-up model? The integrative model suggests that a reader needs to have access to both the lower order thinking and decoding skills and the higher order thinking skills. Rumptz, 2003 mentions that reading comprehension, in accordance with the interactive model, involves the use of the reader's linguistic decoding processes to tap into his or her psycholinguistic strategies and schematic knowledge. Eskey (1988) refers to interactive, in an interactive reading model, to the interaction between information obtained by means of bottom-up decoding and information provided by means of top-down analysis, both of which depend on certain kinds of prior knowledge and certain kinds of information processing skills. In this model, good readers are both good decoders and good interpreters of the text. Their decoding skills become more automatic, but no less important as their knowledge skill develops.

Rumelhart (1977) and Stanovich (1980), stress both what is on the written page and what a reader brings to it using both top-down and bottom-up skills. It views reading the interaction between the reader and text. The over reliance on either mode of processing to the neglect of the other mode has been found to cause reading difficulties (Carrell, 1988).

Grabe (1988) asserts that the interactive models of reading assume that skills at all levels are interactively available to process and interpret the text.

## **2.3 SCHEMA THEORY/ACTIVATING AND BUILDING BACKGROUND KNOWLEDGE**

## **Schema Theory**

Klehmiani and Lyne (2000) asserts that since the late 1960s, a number of theorists (Goodman, 1970; Smith, 1978) have developed interactive theories of reading which place great importance on the role of the reader and the knowledge s/he brings on the text in the reading process. Anderson (1999) also explains that background knowledge is also referred to as schema, which includes all experiences that a reader brings to a text.

Carrell and Eisterhold (2002) elaborate the concept of the schema theory:

According to schema theory, a text only provides directions for listeners or readers as to how they should retrieve or construct meaning from their own, previously acquired knowledge. This previously acquired knowledge is called the reader's background knowledge, and the previously acquired knowledge structures are called "schemata".

Schema theory is based on the belief that every act of comprehension involves one's knowledge of the world as well (Anderson as cited in Carrell and Eisterhold, 1983). Readers develop a coherent interpretation of text through the interactive process of combining textual information with the information a reader brings to text (Widdowson, 1983). Moreover, according to Anderson's study (as cited in Carrell and Eisterhold, 1983) schema theory is an interactive process between readers' background knowledge and the text, where readers relate their own background knowledge to the textual material to achieve comprehension

Carrell and Eisterhold (1983) also explained that in schema theory, the process of interpretation is guided by the principle that every input is mapped against some existing schema and that all aspects of that schema must be compatible with the input information.

Ajideh (2006) proposed similar ideas on schema theory, that it is the process when individuals obtain knowledge, the attempt to fit it into some structure in memory that helps them make sense of that knowledge. Schema theory is an active strategy coding technique necessary for facilitating the recall of knowledge.

Singhal (1998) identified several types of schemata; content schema, formal schema and linguistic schema. Content schema provides readers with a foundation, a

basis for comparison. Formal schema refers directly to the organizational forms and rhetorical structure of written texts. The knowledge that a reader brings to a text about structure, vocabulary, grammar and level of formality constitutes formal schema. Linguistic schema includes the decoding features a reader needs to recognize words and see how they fit together in a sentence.

### **Activating and Building Background Knowledge**

Carrell and Eisterhold (1983) mention that schema's availability alone is not sufficient for adequate comprehension. Relevant schemata must be activated. The idea is emphasized by Carrell and Wallace (1983) studies which show that ESL reading comprehension may be affected not because the readers lack the appropriate schema but because they fail to activate it.

The reading process, involves identification of genre, formal structure and topic, all of which activate schemata and allow readers to comprehend the text. In this, it is assumed that readers not only possess all the relevant schemata, but also that these schemata actually are activated (Swales, 1990).

Aebersold and Field (1997), believe that both L1 and L2/EFL reading comprehension research indicated that readers benefit in three main ways from having an introduction to the topic of an informational text before beginning to read. First, an introduction helped learners to recall any information that they may already know about the topic. If students keep this knowledge in mind as they read, they increase their opportunities to make sense of the information they find in the text. An introduction may also bring to mind cultural factors that help them understand the new materials, thus enhancing comprehension.

Second, students starting to think about the topic should increase their interest in the topic and thereby motivate them to read the text. Third, if the introduction activity was conducted in the L2/FL, it would also review or introduce the relevant vocabulary for the topic. Each reader would generate different answers to the questions from different knowledge bases, rooted in previous life and educational experiences. These bases were important factors in how readers approach, handle, think about, and understand written texts (Aebersold & Field, 1997).

Cook (1989) states that “The mind stimulated by key words or phrases in the text or by the context activates a knowledge schema”. It implies that we are not necessarily dealing with conscious processes, but rather with automatic cognitive responses given to external stimuli. This view clarifies that schemata are activated in one of two ways.

1. New information from the outside world can be cognitively received and related to already known information stored in memory through retrieval or remembering. In this case, new concepts are assimilated into existing schemata which can be altered or expanded.
2. New information can be represented by new mental structures. In this case, in absence of already existing schemata, new knowledge builds up new schemata.

## 2.4 PRE-READING ACTIVITIES

Anderson (1999) emphasizes that there is research conducted by second language reading researchers showing that reading comprehension and skills are enhanced when prior knowledge is activated. Adequate data also suggest that inducing appropriate schemata through suitable pre-reading activities is likely to be beneficial.

According to Carrell (1988), it is suitable for the teachers to prepare students by helping them build background knowledge on the topic prior to reading through appropriate pre-reading activities. He lists numerous ways where teaching of appropriate background knowledge and relevant schemata may be constructed through lectures, visual aids, demonstrations, real-life experiences, discussions, role-play, text previewing, introduction and discussion of key vocabulary and key word/key concept association activities. Readers may come to a text with prior knowledge but their schemata are not necessarily activated while reading so “pre-reading activities” must accomplish both building new background knowledge as well as activating existing background (Carrell, 1988). Zhang (1993) concludes that comprehension is facilitated by explicitly introducing schemata through pre-reading activities; therefore, the pre-reading stage helps in activating the relevant schema. In fact, pre-reading activities motivate students before the actual reading takes place.

Similarly to Abraham (2002), he states that an interactive approach demands that the teachers activate students' schema during the pre-reading stage by helping them recognize the knowledge that they already have about the topic of the text i.e. through discussion of titles, subheadings, photographs, etc. Such activities are called pre-reading strategies.

Some pre-reading activities simply consist of questions to which the reader is required to find answers from the text. Others have tended to focus exclusively on preparing the reader for linguistic difficulties in a text. However, pre-reading activities may not just offer compensation for supposed linguistic or socio-cultural inadequacies; they also are call to readers of their existing schematic knowledge. (Ajideh, 2006)

Wallace (1992), mentions one of popular kind of pre-reading activity is brainstorming where the teachers give the class a particular key word or key concept. Students are invited to call out words and concepts associated with the provided key word or words.

Anderson (1999) suggests some classroom activities to facilitate the activation of prior knowledge that can be classified as the following:

- Pre-reading discussion or anticipated guides: The teacher asks questions about the topic intended to challenge students' knowledge and beliefs about the content of the passage.
- Semantic mapping: It is similar to brainstorming. The readers may be given a key word or concept related to the reading materials. Then the teachers ask them to generate words and concepts associated with the key words. Students can link ideas and concepts they know to the new one that will be learned.
- Understand text organization: Knowledge of text organization helps students to understand kinds of text, for example, the possible ways that a cause and effect text could be organized.
- Making predictions about what they think the text content will be, then students can read to support or reject their hypotheses.
- Monitoring students use of background knowledge activation strategies outside of classroom activities.

Ajideh (2003) also provides schema theory based pre-reading activities in providing the learners with appropriate schemata they are lacking.

- Questioning, one type of top-down processing activity
- Semantic mapping

## 2.5 SEMANTIC MAPPING

### Definitions

Semantic mapping is a visual representation of knowledge (Antonacci, 1991), a graphic arrangement showing the major ideas and relationships in text or among word meanings (Sinatra, Stahl, and Berg, 1984) or a categorical structuring of information in graphic form (Johnson, Pittelman and Heimlich, 1986). Stoller (1994) also defined a semantic map as the graphic display of information within categories related to central concepts and stimulating meaningful word associations.

According to Freedman and Reynolds, (1980) and Heimlich and Pittelman (1986), the first major activity that activates students' appropriate background knowledge of a given topic is the semantic map. The map is an organized arrangement of vocabulary concepts which reveals what students already know about the topic and provides them with a base upon which they can construct the new information learned from the text.

Oxford's study (as cited in Svenconis & Kerst, 2002) noted the implication of semantic mapping in classroom instruction requires a variety of basic memory and comprehension techniques (such as marking associations, grouping, and using visual memory of the semantic map) that associate relevant previous knowledge to the new.

Semantic map exercises help students work as a group to gather their own resources simultaneously; they prepare students to understand, assimilate and evaluate the information to be read (Heimlich & Pittelman, 1986). Bringing this knowledge to the conscious level helps students make sense of the topic of an article to be read.

Ajedeh (2006) mentions that pre-teaching vocabulary probably requires that the words be taught in semantically and topically related sets so that word meaning and background knowledge improve concurrently. Zimmerman (1997) also states that

direct vocabulary instruction focusing on semantic mapping as an acquisition strategy is more effective than vocabulary acquisition activities that teach only words rather than strategies for acquiring words.

Zaid (1995) advocated the introduction of semantic mapping in reading classrooms which had been proven to be a beneficial reading technique even for the native speakers of all educational levels. It was found that learners had shown an impressive improvement on such areas as vocabulary development, written ability and most importantly reading comprehension. Considering the positive impact semantic mapping had on EFL readers, studies by Crow and Quigley and Brown and Perry (as cited in Zaid, 1995) confirmed the use of semantic mapping as a crucial vocabulary strategy. These statements are cited by Carrell's studies that EFL learning enhanced their reading skills through schema theory and semantic processing.

### **Procedures for Implementing Semantic Mapping**

Zaid (1995) addressed five phases of procedure of semantic mapping as below:

#### **1. Introducing the topic**

The teacher studies a unit in the syllabus and determines that semantic mapping can be useful. The teacher announces the topic of the unit by drawing a large oval on the board and writing the topic inside it. Some teachers display a picture relating to the topic to stimulate students' thought and get the brainstorming procedure going.

#### **2. Brainstorming**

The teacher asks the students to think of ideas that might be related to this topic. The brainstorming phase allows students to make use of their prior knowledge or experiences. Brainstorming is an application of the schema theory, which attempts to explain how people integrate new information into their existing framework of knowledge. The theory posits that information is stored in the brain networks, called schemata. When a person encounters new information, she/he tends to link this new information to the appropriate schemata (Alvermann & Swafford, 1989). The

brainstorming phase of semantic mapping gives the teacher insight into the schemata of each learner, thus revealing interests, level of readiness, gaps, misconceptions, and errors (Pearson and Johnson, 1978). According to Heimlich and Pittelman (as cited in Zaid 1995), typically in brainstorming, ideas from one student will trigger ideas from other students “in a chain reaction thought process”.

Olson and Gee (1991) note that the use of different coloured chalk or markers at each step of semantic mapping tends to promote student conceptualization and structuring of the topic and helps them recognize the different sources of information. In the brainstorming phase, it is crucial that all responses are accepted as long as they relate to the topic.

### 3. Categorisation

According to Richards and Rodgers (1986), there are three components to a semantic map:

3.1 Core question or concept: this is a key word or phrase that is the main focus of the map.

3.2 Strands: subordinate ideas that help explain or clarify the main concept. These can be generated by the students.

3.3 Supports: details, inferences, and generalizations that are related to each strand. Supports clarify the strands and distinguish one strand from another.

The teacher encourages the learners to realize the relationships among their suggestions. As “category clusters” (Antonacci, 1991) are formed, the teacher uses different coloured markers employed in brainstorming and records them in nodes connected to the central node. The use of different shapes and colours allows for the possibilities of the visual/graphic to reinforce the verbal/graphemic. Teachers can perform their facilitating role by prompting Wh-questions. (Zaid, 1995).

### 4. Personalising the map

After each student has made a copy of the pre-assignment map, the class is provided with a reading passage relating to the topic, which typically contains more information and vocabulary lists than the students had brainstormed during the pre-reading activities.

### 5. Post-assignment synthesis

This part of classroom activity is to integrate the learners' personalized semantic map after the reading material has passed out with the one brainstormed during the pre-assignment. This could be done through the discussion on what information they have learned from the reading text and how it is altered from the original version of the teacher's map. This is considered the participating session where the class brainstorms to define what the final shape of the map should look like.

Since this research study focuses on pre-reading session, personalising the map and post-assignment synthesis procedures which incorporate the while-reading session are not within the scope of this research. The process of implementing semantic mapping activity ends at the categorization phase.

## **CHAPTER THREE**

### **METHODOLOGY**

This study examined how the effects of pre-teaching reading activity can facilitate the reading comprehension of 52 2<sup>nd</sup> year English major students at Lampang Rajabhat University whose English proficiency was at lower-intermediate level.

This chapter presents the procedures used in the study as below:

- 3.1 Subjects
- 3.2 Materials
- 3.3 Data Collection
- 3.4 Data analysis

#### **3.1 SUBJECTS**

The subjects of this study were 2<sup>nd</sup> year English major students at Lampang Rajabhat University. They took the course “English for Marketing and Banking I” in 2<sup>nd</sup> semester of the academic year 2006 as an elective course. The number of subjects of the total group was 52 persons at lower-intermediate proficiency level. Students were divided into experimental and control groups. The way to divide students was that students who had a final digit of ID code as 2, 4, 6, 8..... were put in the experimental group while students who had a final digit of ID code as 1, 3, 5, 7..... were put in the control group.

#### **3.2 MATERIALS**

3.2.1 The reading comprehension test (post-test) was constructed by the researcher. The researcher constructed the post-test based on the recommendations of the advisor and the reading comprehension strategy and theory. The reading comprehension test has 5 gap fillings and 10 multiple choices. It can be classified into the following categories:

Testing for main idea (question no. 1, 2, 3, 4, 5, 6)

Testing for specific details (question no. 7, 8)

Testing for vocabulary in context (question no. 9, 13)

Testing for inference and reference (question no. 10, 11, 12, 14)

Testing for identifying the author's purpose (question no. 15)

3.2.2 A lesson plan for the control group had a listening comprehension as pre-reading activity. Another reading lesson plan was for teaching the experimental group which included a pre-reading activity (semantic mapping). The author constructed the lesson plan for the experimental group following the content and exercises provided in the textbook. It was almost the same as the lesson plan for the control group, except for the first activity. The first and original activity in the lesson plan for the control group was listening activity, but the author replaced semantic-mapping for the listening activity in the experimental group. Both of the lesson plans were constructed by the author.

3.2.3 Reading Materials included the reading passage and exercises from the textbook of the course “English for Marketing and Banking I”

### **3.3 DATA COLLECTION**

3.3.1 The reading comprehension test was administered at the end of January 2007 for half an hour to all subjects. Its test scores were collected from answer sheets and scored by computer. A correct answer is worth 1 point for total score of 15 points, 5 for gap-filling and 10 for multiple choices.

3.3.2 The lesson plan with semantic mapping as pre-reading activity was applied to the experimental group in order to draw students' schema and knowledge on vocabulary before engaging to the passage. Another lesson plan, the traditional one that had a listening activity as the pre-reading activity was applied to the control group students. Both lesson plans were taught to each group of student by the same instructor.

3.3.3 The lesson plans were applied to the class in the end of January 2007, the same day as the test. The teacher for both groups was an English instructor at the English program of Lampang Rajabhat University.

#### **3.4 DATA ANALYSIS**

After scoring the post-test, SPSS/PC program version 14.0 was used to compute and analyze data, means, standard deviations (SD) and T-test of the reading comprehension test scores of both experimental and control groups. The statistical results of both groups were analyzed and compared.

## **CHAPTER FOUR**

### **RESULTS**

This chapter reports the results of the study. The post-test scores were gathered and analyzed statistically with the SPSS program version 14.0 for which the means and the standard deviations are presented for analysis as follows:

- 4.1 The comparison of the reading comprehension test (post-test) scores of students between the experimental group and the control group.
- 4.2 The average scores and the standard deviations of the post-test of the experimental group and the control group.
- 4.3 The comparison of the different scores of the post-test between the experimental group and the control group.

#### **THE COMPARISON OF THE READING COMPREHENSION SCORES OF THE STUDENTS BETWEEN THE EXPERIMENTAL GROUP AND THE CONTROL GROUP**

The correct items of reading comprehension test of the experimental group and the control group were computed and analyzed by frequency and percentage. The results are presented in Table 1.

**Table 1. The Frequency and Percentage of the Correct Items of the Experimental and the Control Group**

| Question | Post-test (N = 26) |            |         |            |
|----------|--------------------|------------|---------|------------|
|          | Experimental       | Percentage | Control | Percentage |
| 1        | 26                 | 100%       | 26      | 100%       |
| 2        | 21                 | 80.77%     | 25      | 96.15%     |
| 3        | 25                 | 96.15%     | 22      | 84.62%     |
| 4        | 26                 | 100%       | 23      | 88.46%     |
| 5        | 26                 | 100%       | 24      | 92.31%     |
| 6        | 25                 | 96.15%     | 25      | 96.15%     |
| 7        | 25                 | 96.15%     | 19      | 73.08%     |
| 8        | 17                 | 65.38%     | 17      | 50%        |
| 9        | 7                  | 26.92%     | 1       | 3.85%      |
| 10       | 2                  | 7.69%      | 2       | 7.69%      |
| 11       | 26                 | 100%       | 26      | 100%       |
| 12       | 21                 | 80.77%     | 6       | 23.08%     |
| 13       | 22                 | 84.62%     | 7       | 26.92%     |
| 14       | 22                 | 84.62%     | 7       | 26.92%     |
| 15       | 15                 | 57.69%     | 19      | 73.08%     |

It is apparent that in general, all students in the experimental group answered a particular comprehension question accurately. Specifically, in question number 1, 4, 5 and 11, all students (100%) in the experimental group provided an accurate answer. Considering subjects in the control group, there were only two questions, number 1 and 11 that all students in the group answered correctly. However, there were two questions, number 1 and number 11, all students of both experimental and control group could answer correctly. They both got the same score at 100% for those two questions. In addition to this, there were another two questions, number 6 and 10 which both experimental and control students could get the same score at 96.15% and 7.69% respectively.

According to the data in Table 1, it was found that the students in the experimental group got higher scores than the control group on question number 3, 4, 5, 7, 8, 9, 12, 13, 14. Questions number 1 to 5 were set to test reading for main ideas of each paragraph. The experimental group got higher scores than the control group on three of five questions (number 3, 4 and 5), especially number 4 and 5 where all subjects of the group could answer correctly. For question number 1, both experimental and control groups got the same score 100%. All students of both groups could answer correctly. Nevertheless, in question number 2, the experimental group got lesser scores than the controlled group. Only 80.77% of the experimental students answered the question correctly while 96.15% of the control students could answer this question correctly. It was found that 19.23% of experimental students who could not answer the question correctly chose paragraph 4 whereas the correct answer is paragraph 3.

Question number 6 was set to test the main idea of the passage. Both groups got indifferent scores. Question number 7 and 8 were set to test reading for specific information or scanning. It was found from the data that students in the experimental group got higher scores than students of the control group on question number 7 and 8 (96.15% and 65.38% respectively).

Question number 9 and 13 were set to test getting the meaning of words from the context. The experimental group got 26.92% and 84.62% respectively while the control group got 3.85% and 26.92%. Question number 10 and 11 were set to test referents terms. Both groups got the same scores 7.69% and 100% respectively. Making inferences was tested on question number 12 and 14. The experimental group got higher scores on both questions (80.77% and 84.62% respectively) than the control group (23.08% and 26.92%).

Question number 15 was set to test identifying the author's purpose, the controlled group got higher scores (73.08%) on this question than the experimental group (57.69%). Most students of the experimental group who could not answer this question correctly chose a.) to compare as the choice, but the correct answer for this question is b.) to narrate.

**Table 2. The Average Scores and the Standard Deviation of the Reading Comprehension Test (Post-test) of the Experimental and the Control Group**

| Group        | N  | Mean  | Std. Deviation | Std. Error Mean |
|--------------|----|-------|----------------|-----------------|
| Experimental | 26 | 11.62 | 0.983          | 0.193           |
| Control      | 26 | 9.54  | 1.140          | 0.223           |

According to Table 2, it was found that the average post-test score of the experimental group was higher than the control group. The experimental group had a mean of 11.62 with standard deviation shown as 0.983, whereas the control group had 9.54 as mean and 1.140 as its standard deviation. The results of the statistical analysis shows that students in the experimental group who were taught by the lesson plan using semantic mapping as the pre-teaching reading activity had a higher performance on the comprehension test than the control group which were taught using the original lesson plan that had listening activity as pre-teaching activity of the course.

**Table 3. Comparison of the Different Post-test Scores between the Experimental Group and the Control Group**

| Group        | N  | Mean  | S.D   | t-test | Sig (2-tailed) |
|--------------|----|-------|-------|--------|----------------|
| Experimental | 26 | 11.62 | 0.983 | 7.037  | 0.000          |
| Control      | 26 | 9.54  | 1.140 |        |                |

From table 3, the mean obtained by the control group in post-test (9.54) was lower than that of the experimental group (11.62) with standard deviation shown as 0.983 and 1.140, respectively. The t-test value was 7.037 and sig. value was 0.000. The data in Table 3 above showed that there is a significant difference between the mean scores of the experimental and controlled group at the 0.05 level. The test score of the experimental group is significantly higher than that gained of the controlled

group. As a result, it could be summarized that, on average, the experimental group performed better on the post-test with the provision of treatment.

## **CHAPTER FIVE**

### **CONCLUSION, DISCUSSION AND RECOMMENDATION**

This study intended to compare the two groups of subjects, experimental and control, who were taught under different reading lesson plans in the English classroom of 2<sup>nd</sup> year students at Lampang Rajabhat University. One group was taught using a listening activity as the pre-reading activity and the other was taught using the lesson plan of semantic mapping.

#### **5.1 SUMMARY OF THE STUDY**

##### **5.1.1 Objectives of the study**

The objectives of the study were conducted to investigate the effectiveness of implementing a pre-reading activity (semantic mapping) in the reading lesson plan as a facilitator of reading comprehension as well as to find out whether semantic mapping activity helps activate students' background knowledge of the text to be read. Additionally, this study was also to find out whether semantic mapping activity will help students to increase vocabulary development.

##### **5.1.2 Subjects**

The subjects of this study consisted of 52 students of 2<sup>nd</sup> year English majored students at Lampang Rajabhat University of lower-intermediate reading proficiency level who were studying English for Marketing and Banking I as their elective course. 26 students were subjects in the experimental group and another 26 in the control group.

##### **5.1.3. Materials**

The materials used in this study were a reading passage, a set of parallel comprehension tests of 45 questions, and two different lesson plans. Comprehension questions of post-test were designed to test main idea, reading for specific information, vocabulary in context, references, and inference.

#### 5.1.4 Procedures

SPSS software (version 14.0) was used after collecting data to calculate descriptive statistics of frequency, percentage, mean, S.D and significant difference (sig.) of the mean on post-test between experimental and control groups.

### 5.2 SUMMARY OF THE FINDINGS

The results of the study can be summarized as follows:

5.2.1 Regarding the personal information of the subjects, both experimental and control group shared similar characteristics in terms of average age, educational background and reading proficiency.

5.2.2 Generally speaking, the mean of the experimental group was higher than the mean of the control group on the post-test. According to the mean score, in the post-test of both groups, we can see that their reading comprehension is different. The experimental group had semantic mapping as its pre-reading activity to activate schema theory and background knowledge.

5.2.3 Considering the number of subjects within the experimental and control groups that responded to a particular question correctly, it was found that on the post-test there were 4 questions that all subjects in the experimental group answered correctly. This differed from the control group students where all subjects provided accurate responses to only two questions.

### 5.3 DISCUSSIONS

Based on the summary of findings, the following conclusions may be drawn:

From the results, the different scores of the comprehension test between the experimental group, which was applied a reading lesson plan with semantic map as pre-reading activity, and the control group, which was applied a reading lesson plan using listening activity as pre-reading were significantly different. This means that semantic mapping (pre-reading activity) is efficient in helping students in terms of facilitating reading comprehension ability when applied to EFL students.

When considering the overall ability of the 52 students, it can be said that they use background knowledge and experience to understand the written text and attain reading comprehension, which in this case, had been activated for the experimental group, by the pre-reading activity: semantic mapping. This corresponds to the top-down approach discussed by Goodman (1967) and Carrell (2002) in Chapter two that readers make hypotheses from the text based on their prior experience and then check that again for confirmation or rejection their hypotheses.

According to the results in Chapter four, it can be seen from the findings that the semantic mapping activity was effective in facilitating successful reading comprehension of the experimental group. In weighing this statement, we have obvious evidence found in Table 1 because on the comprehension test (post-test), there were up to nine question items: 3, 4, 5, 7, 8, 9, 12, 13, 14 where most subjects in the experimental group performed significantly better on compared to the control group.

Additionally, the findings of the research showed that the subjects in the experimental group made use of the background knowledge and experience to help them draw the vocabulary associated to the passage during the semantic mapping activity. Therefore, information on the topic had been activated and established before engaging in the reading passage. This agreed with the purpose of semantic mapping discussed by Heimlich and Pittelman (1986), that a semantic mapping exercise helps prepare students to understand, assimilate and evaluate the information to be read, bringing the information to the conscious level and students can make sense of the topic to be read.

In terms of the application of schema theory and background knowledge, the findings corresponded with Anderson (1983) that reading was an interactive process that involved readers' previous knowledge and the text, where readers relate their own background knowledge to the textual material in order to achieve comprehension. Through semantic mapping as the pre-reading activity, subjects were exposed to brainstorming and discussion by a key word which gave them an introductory idea to link to what they known and also what they were about to read and the possible content of the text.

There were outstanding scores on the question items 9 and 13 which were the meaning of vocabulary where the experimental group had a higher percentage of correct answers than the control group. These questions concern the meaning of the key words of the topic's content to be read. The experimental group which had a semantic mapping as pre-reading activity successfully found out the correct meanings of the key words. This outcome was in accordance with Zaid's (1995) idea that the introduction of the semantic mapping in reading class had been proven to be beneficial and learners had shown an impressive improvement on vocabulary development and reading comprehension.

#### **5.4 CONCLUSION**

The following conclusions can be drawn from the discussion above.

5.4.1 The findings provide researchers and educators with insight into the effective use of implementing semantic mapping to build vocabulary knowledge on the topic to be read as well as activate students' schema in order to facilitate their successful reading comprehension. The findings also support a full array of theories relating to the implication of readers' prior knowledge and its association with vocabulary knowledge development. These prove that semantic mapping is not only an effective pre-reading activity to successful reading comprehension, but it also provides students with increased vocabulary knowledge.

5.4.2 Implications of the research findings may help reading teachers in designing English reading instruction by encouraging readers pre-reading activity like semantic mapping so as to prepare students to encounter vocabulary during reading and utilize students' own knowledge of the world before relating them to textual material. The reading comprehension achieved by the experimental group may serve a rationale for the developing and integrating pre-reading activity such as semantic mapping in reading classes.

5.4.3 This study may provide the answer to the question of why most Thai learners do not succeed in reading comprehension, especially when encountering unknown vocabulary in reading passages. In this regard, reading teachers may be the

ones encouraging the use of semantic mapping in the classroom to prepare students the possible meanings of vocabulary or words they are about to find in the text.

### **5.5 RECOMMENDATION FOR FURTHER RESEARCH**

This study researched the subjects in the course of ESP English for Marketing and Banking and the subjects themselves are English majored students. Further research should be conducted with subjects who are students majoring in business or students of different fields. This is to see whether there are any differences in results between English majors and non-English major students. Moreover, further research should be done on different kinds of pre-reading activities that focus on vocabulary development to compare which ones are more effective and practical in terms of facilitating comprehension, as well as encouraging vocabulary knowledge development.

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## APPENDIX A

### Lesson Plan (Experimental Group)

|                            |  |
|----------------------------|--|
| <b>Topic:</b>              | Bill and Steve – two men and a destiny |
| <b>Time:</b>               | 9.00 a.m. to 10.10 a.m. (70 minutes)   |
| <b>Proficiency Level:</b>  | Lower intermediate                     |
| <b>Language focus:</b>     | Reading and Vocabulary                 |
| <b>Name of Instructor:</b> | Busarakham Intasuk                     |
| <b>Date of teaching:</b>   | 26 January 2007                        |

**Objectives of the Lesson:**

- 1.) Activate students' background knowledge about the topic of the reading
- 2.) Build up vocabulary knowledge for students before engaging in reading

**SWBATs:**

- 1.) recall vocabulary relating to the topic
- 2.) gain the meaning of unknown vocabulary
- 2.) comprehend the text by using vocabulary's meanings

**Prior Knowledge:**

Students learned how to find vocabulary from context clues from English for Communication and Skills (Fundamental English course)

**Materials:**

- Cassette tape
- Authentic text
- Handouts and worksheets

**Evaluation/Assessment:**

Students will be evaluated by observing their participation and activities completion in class as well as reading comprehension test after finish the lesson.

| Step | Time    | Procedure   | Interaction | Materials                              | Purpose  |
|------|---------|---|-------------|--|--|
| 1    | 15 mins | <ul style="list-style-type: none"> <li>● <i>Pre-reading</i></li> </ul> <p>Activity 1 – Semantic mapping</p> <ul style="list-style-type: none"> <li>- Teacher elicits words or vocabulary relating to the given key word “Microsoft Corporation” from students background knowledge.</li> <li>- When doing vocabulary eliciting, teacher needs to guide students to refer to relating to 10 selected key words that they are going to find from the passage.</li> </ul> <p>10 key words are;</p> <p><i>leading /appointment /passion / in charge of / promoted /running the company / assumed / not to be on the shelves / bestman / brand</i></p> <ul style="list-style-type: none"> <li>- Teacher has to group words or vocabulary elicited from students of the given word “Microsoft Corporation” into categories e.g</li> </ul> <p>Bill Gates = education, wealthiest, software, businessman,</p> <p>Division = sales and marketing, operations, production, manufacturing, research and development ...</p> <p>Position = president, chairman, CEO, manager</p> <p>Management = boss, staff, power, control, running the business, responsibility.</p> | T <---> Ss  | Mind mapping<br>Blackboard             | <ul style="list-style-type: none"> <li>- Activate Ss' background and schema and arouses Ss interest</li> <li>- Elicit vocabulary from students</li> <li>- Ss recognize some vocabulary they possibly find in the text</li> </ul> |
| 2    | 30 mins | <ul style="list-style-type: none"> <li>● <i>While reading</i></li> </ul> <p>Activity 2 – Correct mistakes of the passage</p> <ul style="list-style-type: none"> <li>- Teacher gives students the first passage which is the script of the radio profile of Steve Ballmer, the CEO of Microsoft.</li> <li>- Students listen to the tape cassette and</li> </ul>  | Ss <---> Ss | Worksheets<br>Passage<br>Tape cassette | <ul style="list-style-type: none"> <li>- Practice listening skill</li> </ul>   |

| Step | Time | Procedure   | Interaction  | Materials | Purpose   |
|------|------|---|--|-----------|---|
|      |      | <ul style="list-style-type: none"> <li>- find out 10 mistakes on the passage and correct them.</li> <li>- Teacher plays the tape again, then students check the answers</li> </ul> <p>Activity 3 – Underline three examples of Present Perfect in the script</p> <ul style="list-style-type: none"> <li>- Teacher explains about the present perfect to students.</li> <li>- Students work in pair to find examples of sentences from the script showing present perfect.</li> </ul> <p>Activity 4 – Reconstructing the story</p> <ul style="list-style-type: none"> <li>- Students work in pair to write the story from the script they've just read without looking at it.</li> <li>- Teacher tells students to use the words in activity 1 in constructing their sentences</li> </ul> <p>Activity 5 – Guessing the meaning</p> <ul style="list-style-type: none"> <li>- Students work in group of 4 to find words or phrases in the script which has the same meaning as given.</li> <li>- Students compare their own work with other groups, then teacher finds the correct answers from students.</li> </ul> <p>Activity 6 – gap filling</p> <ul style="list-style-type: none"> <li>- Students work in group of 4 to complete the given sentences by using words and phrases in activity 5.</li> <li>- Teacher asks students for the correct answers.</li> </ul> | T <---> Ss<br>Ss <---> Ss<br>Ss <---> Ss<br>Ss <---> Ss<br>T <---> Ss<br>Ss <---> Ss |           | - To understand sentence structure<br>- To write the story according to Ss' memory<br>- To gain vocabulary meanings |

| Step | Time    | Procedure  | Interaction | Materials          | Purpose  |
|------|---------|--|-------------|--------------------|--|
| 3    | 25 mins | <ul style="list-style-type: none"> <li>● <i>Post- reading</i> <ul style="list-style-type: none"> <li>- Teacher gives students a reading comprehension test.</li> </ul> </li> </ul>   | Ss          | Comprehension test | <ul style="list-style-type: none"> <li>- To evaluate Ss comprehension on</li> </ul>  |
|      |         | <ul style="list-style-type: none"> <li>- The posttest is to evaluate students comprehension on the passage “Bill and Steve” – two men and a destiny on the following area; main idea, vocabulary from context clues, inferring &amp; referring, summary writing, paraphrasing</li> </ul> |             |                    | <p>the passage in order to see whether pre-reading activity (Mind mapping) can help students to gain vocabulary leading to understand the content of the passage</p> |

## APPENDIX B

### Lesson Plan (Control Group)

|                            |  |
|----------------------------|--|
| <b>Topic:</b>              | Bill and Steve – two men and a destiny |
| <b>Time:</b>               | 9.00 a.m. to 10.15 a.m. (75 minutes)   |
| <b>Proficiency Level:</b>  | Lower intermediate                     |
| <b>Language focus:</b>     | Reading and Vocabulary                 |
| <b>Name of Instructor:</b> | Busarakham Intasuk                     |
| <b>Date of teaching:</b>   | 26 January 2007                        |

#### **Objectives of the Lesson:**

- 3.) Activate students' background knowledge about the topic of the reading
- 4.) Build up vocabulary knowledge for students before engaging in reading

#### **SWBATs:**

- 1.) recall vocabulary relating to the topic
- 2.) gain the meaning of unknown vocabulary
- 2.) comprehend the text by using vocabulary's meanings

#### **Prior Knowledge:**

Students learned how to find vocabulary from context clues from English for Communication and Skills (Fundamental English course)

#### **Materials:**

- Picture
- Authentic text
- Handouts and worksheets

#### **Evaluation/Assessment:**

Students will be evaluated by observing their participation and activities completion in class as well as reading comprehension test after finish the lesson.

| Step | Time    | Procedure   | Interaction                                      | Materials                              | Purpose  |
|------|---------|---|--|--|--|
| 1    | 15 mins | <ul style="list-style-type: none"> <li>● <b>Pre-reading</b></li> </ul> <p>Activity 1 – numbering words in the order</p> <ul style="list-style-type: none"> <li>- Students listen to the profile of Steve Ballmer from the tape cassette and number the words given in the worksheet in the order they hear</li> <li>- Teacher plays the tape two times.</li> <li>- Teacher and students check the answers together.</li> </ul>  | Ss   | Worksheet<br>Tape cassette             | <ul style="list-style-type: none"> <li>- Activate Ss' background by using words and vocabulary</li> <li>- Practice listening skill</li> </ul>                                  |
| 2    | 30 mins | <ul style="list-style-type: none"> <li>● <b>While reading</b></li> </ul> <p>Activity 2 – Correct mistakes of the passage</p> <ul style="list-style-type: none"> <li>- Teacher gives students the first passage which is the script of the radio profile of Steve Ballmer, the CEO of Microsoft.</li> <li>- Students listen to the tape cassette and find out 10 mistakes on the passage and correct them.</li> <li>- Teacher plays the tape again, then students check the answers</li> </ul> <p>Activity 3 – Underline three examples of Present Perfect in the script</p> <ul style="list-style-type: none"> <li>- Teacher explains about the present perfect to students.</li> <li>- Students work in pair to find examples of sentences from the script showing present perfect.</li> </ul> <p>Activity 4 – Reconstructing the story</p> <ul style="list-style-type: none"> <li>- Students work in pair to write the story from the script they've just read without looking at it.</li> <li>- Teacher tells students to use the words in activity 1 in constructing their sentences</li> </ul> | Ss <---> Ss<br><br>T <---> Ss<br><br>Ss <---> Ss | Worksheets<br>Passage<br>Cassette tape | <ul style="list-style-type: none"> <li>- Practice listening skill</li> <li>- To understand sentence structure</li> <li>- To write the story according to Ss' memory</li> </ul> |

| Step | Time    | Procedure  | Interaction | Materials          | Purpose   |
|------|---------|--|-------------|--------------------|---|
|      |         | <p>Activity 5 – Guessing the meaning</p> <ul style="list-style-type: none"> <li>- Students work in group of 4 to find words or phrases in the script which has the same meaning as given.</li> <li>- Students compare their own work with other groups, then teacher finds the correct answers from students.</li> </ul> <p>Activity 6 – gap filling</p> <ul style="list-style-type: none"> <li>- Students work in group of 4 to complete the given sentences by using words and phrases in activity 5.</li> <li>- Teacher asks students for the correct answers.</li> </ul> | Ss <---> Ss |                    | <ul style="list-style-type: none"> <li>- To gain vocabulary meanings</li> </ul>   |
| 3    | 25 mins | <ul style="list-style-type: none"> <li>● <i>Post- reading</i></li> <li>- Teacher gives students reading comprehension test.</li> <li>- The posttest is to evaluate students comprehension on the passage “Bill and Steve” – two men and a destiny on the following area; main idea, vocabulary from context clues, inferring &amp; referring, summary writing, paraphrasing</li> </ul>   | Ss          | Comprehension test | <ul style="list-style-type: none"> <li>- To evaluate Ss comprehension on the passage in order to see whether pre-reading activity (Mind mapping) can help students to gain vocabulary leading to understand the content of the passage</li> </ul> |

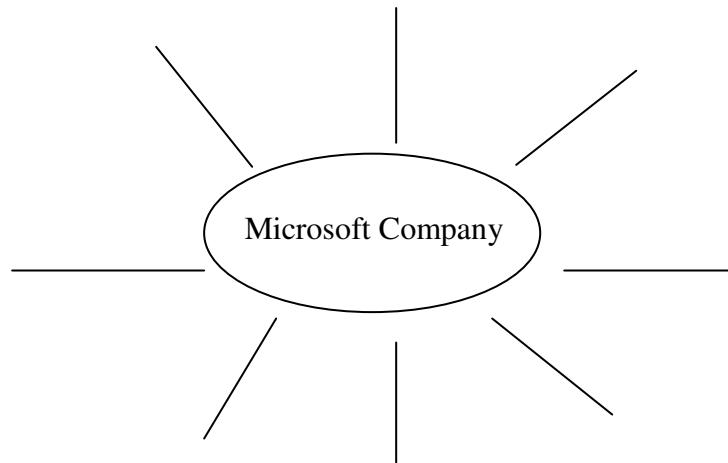
## APPENDIX C

### Activities for Experimental Group

#### **BILL AND STEVE – two men and a destiny**

##### ***Activity 1 – Semantic mapping (Vocabulary drawing)***

List words or vocabulary related to the word “Microsoft Company” given below



**Activity 2: Read the script of the radio profile of Steve Ballmer, the CEO of Microsoft and correct the ten mistakes. Then listen again and check your answers.**

**Activity 3: Underline three examples of the Present Perfect in the script which tell us when a present situation started**

**Activity 4: How much of the script can you remember without looking? Use the words in activity 1 to reconstruct the story with a partner.**

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

**Activity 5: Vocabulary / Find words and phrases in the script in 2 which mean the same as the following:**

- a. resign / leave a job .....
- b. found / establish .....
- c. finish a university course .....
- d. university qualification .....
- e. employ .....
- f. responsible for .....
- g. give someone a better job .....
- h. dismiss or sack .....
- i. spare time .....

**Activity 6: Use the words and phrases in 5 to complete the following sentences.**

- a. If they \_\_\_\_\_ you, you'll get more money.
- b. He \_\_\_\_\_ the company with the money he got from his family.
- c. Who is \_\_\_\_\_ marketing at the company?
- d. Last year the company \_\_\_\_\_ 350 new production line workers.
- e. John \_\_\_\_\_ from Oxford with a degree in economics.
- f. She has an MBA as well as a \_\_\_\_\_ in law.
- g. They \_\_\_\_\_ her because she wasn't doing her job properly.
- h. The managing director \_\_\_\_\_ after the financial scandal.
- i. With this new job I don't have much \_\_\_\_\_, and I miss being able to do sport.

## APPENDIX D

### Activities for Control Group

#### BILL AND STEVE – two men and a destiny

**Activity 1: The words and phrases below are from a radio profile of Steve Ballmer, the CEO of Microsoft. Listen to the profile and number the words in the order you hear them.**

|   |  |   |
|---|--|---|
| <input type="checkbox"/> deadline               | <input type="checkbox"/> sales and support | <input type="checkbox"/> Proctor and Gamble |
| <input type="checkbox"/> chief executive        | <input type="checkbox"/> chairman          | <input type="checkbox"/> wealthiest man     |
| <input type="checkbox"/> first business manager | <input type="checkbox"/> wedding           | <input type="checkbox"/> basketball         |

**Activity 2: Read the script of the radio profile of Steve Ballmer, the CEO of Microsoft and correct the ten mistakes. Then listen again and check your answers.**

**Activity 3: Underline three examples of the Present Perfect in the script which tell us when a present situation started**

**Activity 4: How much of the script can you remember without looking? Use the words in activity 1 to reconstruct the story with a partner.**

.....

.....

.....

.....

**Activity 5: Vocabulary / Find words and phrases in the script in 2 which mean the same as the following:**

- j. resign / leave a job .....
- k. found / establish .....
- l. finish a university course .....
- m. university qualification .....
- n. employ .....
- o. responsible for .....
- p. give someone a better job .....
- q. dismiss or sack .....
- r. spare time .....

**Activity 6: Use the words and phrases in 5 to complete the following sentences.**

- j. If they \_\_\_\_\_ you, you'll get more money.
- k. He \_\_\_\_\_ the company with the money he got from his family.
- l. Who is \_\_\_\_\_ marketing at the company?
- m. Last year the company \_\_\_\_\_ 350 new production line workers.
- n. John \_\_\_\_\_ from Oxford with a degree in economics.
- o. She has an MBA as well as a \_\_\_\_\_ in law.
- p. They \_\_\_\_\_ her because she wasn't doing her job properly.
- q. The managing director \_\_\_\_\_ after the financial scandal.
- r. With this new job I don't have much \_\_\_\_\_, and I miss being able to do sport.

## APPENDIX E

### A Reading Passage

#### **BILL AND STEVE – two men and a destiny**

Who is the boss of the world's leading manufacturer of personal and business computing software? Ask most people and they will say the mega rich Bill Gates. But no, the planet's wealthiest man stepped down from the top job in January 2000 to take on a new appointment and pursue what he claims is his real passion. Apparently, this is not making money, but his art collection. Since then, the chief executive of Microsoft Corporation has been his old university chum, Steve Ballmer.

History tells us that Gates dropped out of Yale to set up Microsoft with Paul Allen in 1975. Meanwhile, his other friend Steve, who lived down the hall, graduated with a degree in social science. He then went on to work for two years at Proctor and Gamble, and attend the Manchester University Graduate School of Business.

Ballmer has worked for Microsoft since 1980, when Gates remembered his college mate and hired him as the company's first business manager. Over the last 20 years Ballmer has been in charge of several Microsoft divisions, including operations, marketing, and sales and support. In July 1998 he was promoted to managing director, a role that gave him day-to-day responsibility for running the company. However, since Gates became "Chief Software Architect", Ballmer has assumed full management control of Microsoft. (Just in case Bill has retained some power as Chairman.)

Legend has it that in Spring 1986, soon after hiring Ballmer, Gates called him into his office. Microsoft's deadline to produce Office 97 was getting behind schedule, and Gates reportedly threatened to fire his friend if the software wasn't on the shelves by the end of the year. Needless to say, Windows was ready by the end of the year, and they have remained the best of friends. Proof of this is that Steve was godfather at Bill's wedding.

Ballmer has influenced Microsoft with his own brand of energy and discipline. He says, "I want everyone to share my passion for cats and dogs. I want people to understand the amazing, positive way our software can make leisure time more enjoyable, and businesses more successful." Ballmer plays squash and loves basketball.

## APPENDIX F

### Post Test (Reading Comprehension Test)

Now read the passage in more details and answer the questions below.

**I. Which paragraph describes the following;**

- \_\_\_\_\_ 1. Windows 97 was first launched to the market.
- \_\_\_\_\_ 2. Steve Ballmer was hired to be the business manager of Microsoft.
- \_\_\_\_\_ 3. Bill Gates stopped his role as CEO.
- \_\_\_\_\_ 4. Microsoft was founded by Bill Gates and Paul Allen.
- \_\_\_\_\_ 5. Steve Ballmer's favourite's sports.

**II. Choose the correct answer**

- 6. What is this passage about?
  - a. The establishment of Microsoft Corporation
  - b. A new version of Microsoft Office.
  - c. Job opportunities at Microsoft
  - d. Bill Gates and his friend, their roles at Microsoft.
  
- 7. According to the passage, who is the founder of Microsoft Corporation?
  - a. Bill Gates
  - b. Bill Gates and his family
  - c. Steve Ballmer and Bill Gates
  - d. Bill Gates and Paul Allen
  
- 8. Before joining Microsoft in 1980, Ballmer \_\_\_\_\_
  - a. dropped out of Harvard
  - b. worked for Proctor and Gamble.
  - c. graduated from Stanford University
  - d. was promoted to be President
  
- 9. In paragraph 3, “assumed” means \_\_\_\_\_
  - a. leaved a job
  - b. undertaken
  - c. promoted
  - d. established

