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Title: Refining EFL Students' Ability to Make Lexical Inferences in English Reading Tasks at Vietnamese High Schools

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Refining EFL Students' Ability to Make Lexical Inferences in English Reading Tasks at Vietnamese High Schools

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Abstract: The present study proves that it is possible to refine high school EFL students' ability to make lexical inferences in English reading tasks via certain instructional modifications. After the treatment program specially designed for the experimental group of forty EFL students from a rural high school in South Vietnam, they outperformed the control group in both vocabulary and reading tests involved. In addition, they positively changed their evaluative view on their own ability to make lexical inferences in reading tasks from the pre-questionnaire (before the treatment) to the post-questionnaire (after the treatment). Accordingly, instructionally refining EFL students' concerned strategy by in-charge teachers is highly recommended, both inside and behind classroom.

Keywords: lexical inference, vocabulary, unknown word, meaning, EFL student.

INTRODUCTION

Most EFL teachers in Vietnamese high schools clearly understand that their students often have difficulties comprehending English reading lessons in classes basically because their knowledge of English vocabulary is poor (i.e. they know limited English words) and they do not know how to deal with unknown words frequently found in English texts, which plays an indispensable role in their target language acquisition. Poor vocabulary knowledge definitely affects reading comprehension negatively and subsequently hardly motivates further reading behind classroom. Therefore, improving learners' relevant strategies to deal with unknown words in texts and retain learnt/acquired vocabulary is of great importance to EFL learners like Vietnamese-speaking students, who at the present time have virtually no supportive environment for their L2 vocabulary use/practice and development outside classroom. This is thus the motivation for the present study to do something to improve the concerned situation. Few would deny that successful EFL learning at high school would definitely ease and foster the target language acquisition at tertiary education and beyond.

Research Aims and Questions

The present study was conducted to (i) find out the instructional effects of lexical inference strategy focused on EFL students' English reading tasks; (ii) investigate the involved students' evaluative view on their own ability to make lexical inferences in the target tasks. Thus, the research questions were: (1) *Are there any instructional effects of lexical inference strategy on EFL students' reading tasks*? (2) *What is the involved students' evaluative view on their own ability to make lexical inferences in the target tasks*?

LITERATURE REVIEW
Vocabulary in L2 Learning

We all know that vocabulary is integral to any language. As Krashen (1989, 439) pointed out that "A large vocabulary is, of course, essential for mastery of a language." Vocabulary is obviously a core component of language proficiency and provides much of the basis for how well learners listen, speak, read, and write (Richards & Renandya 2002). The role of vocabulary in L2 learning is even more important

because "one cannot speak, understand, read or write a foreign language without knowing a lot of words. Vocabulary learning is at the heart of mastering a foreign language" (Rubin &Thompson 1994, 79). L2 learners are by all means required to acquire an adequate numbers of words and know how to use them accurately. Della and Hocking (1992) also stressed that with a little grammar, the learners can have a little smooth communication, but without sufficient vocabulary, the information learners want to express is difficult to be understood.

Lexical Inference Strategy

Bengelei and Paribakht (2004) defined that lexical inference means guessing the meanings of unfamiliar words in context using available linguistic and other cues. Also, Nassaji (2003) said lexical inference is learners make out word meaning when they encounter an unknown word in a text and it is an important process in learning new vocabulary. Hunt and Beglar (2005) held that this strategy is one of the most crucial explicit lexical instructions and learning strategies, commonly employed by successful language learners.

This important receptive strategy, especially for long-term use in reading comprehension, has been clearly described in CEFR (2001, 72) consistently across an A2 - C1 ascending level scale for L2 learner assessment: A2 - can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context; B1 – can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar, - can identify unfamiliar words from the context on topics related to his/her field and interests; B2 – can use a variety of strategies to achieve comprehension, including listening for main points, checking comprehension by using contextual clues; C1 – is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.

Many would then agree that this strategy of lexical inference if regularly and appropriately applied is much likely to assist L2 learners in several ways: (i) decrease dependence on teachers or external supports (e.g. dictionaries of all types) unless urgently needed, thus

increasing independent reading/learning; (ii) decrease interval stops for unknown words, i.e. gradually increasing the reading speed, thus sufficiently covering longer lengths of extensive readings; (iii) decrease the anxiety/burden of unknown words in readings, i.e. increasing the motivations and enjoyments for reading practices; thus (iv) leading to a larger amount of vocabulary repeatedly accessed, processed, tested, reinforced and then acquired permanently in the long run.

Previous Studies Related

C.A. Frazer (1999) investigated the lexical processing strategy use and vocabulary learning through reading among university students of intermediate ESL proficiency. The results indicated that the students inferred more than they consulted and consulted more than they ignored. Moreover, the students' word recall increased when they combined the use of inference and consultation. W.L. Lo's study (2004) found that the students of the experimental group who were instructed in lexical inferencing had better results in vocabulary and comprehension tests than those of the control group. In other words, the lexical inferencing strategy instruction had a positive effect on the participants' vocabulary learning and reading comprehension. In the same line, other studies such as Brown et al. (2008), Webb (2008), Uiskun (2008), Comer (2012) and Nahatame (2014) found positive effects of contextual clues and exploration on the related learners one way or another.

However, P. Prince (1996) examined the role of context and translation in vocabulary learning. Two groups (an advanced group and a weak group) of French-speaking learners of different levels participated in the study. It was concluded that both groups performed better in a translation learning condition than in a context learning condition. It was also suggested that combining the advantages of context and translation in learning vocabulary should be explored. Also, Nassaji (2003) studied the use of strategies and knowledge sources in L2 inference and their relationship with inferential success via introspective and retrospective think-aloud protocols. It found that the participants were not very successful at inferencing word meanings from context. Meanwhile, Akbari (2008)'s study indicated that teaching vocabulary through pictures was better than contexts in the case of

elementary Iranian EFL students. In addition, Weil (2008) concluded that students with larger vocabulary did not always appear to be more skillful readers and that better readers demonstrated superior syntactic knowledge that enabled them to rely more on the text and less on compensating strategies.

The present study hopefully provided more data to the concerned research literature in a new context of high school students from Vietnam, which apparently has yet to be addressed exhaustively and conclusively in previous studies across the globe. Furthermore, it is the first study to be conducted at the high school in question.

METHODOLOGY
Participants
The participants were 80 students from 2 Grade 11 classes (2013– 2014 academic year) at Chu Van An High School, An Giang Province, one of the rural areas in South Vietnam. As regularly found in Vietnamese system, high school students are arranged into formal classes basically without any specific criteria. Thus, upon the school principal's permission and the students' voluntary acceptance the two classes involved in the present study were randomly assigned by the present researchers into an experimental group (40; 26 females and 16 males) and a control one (40; 23 females and 17 males). Their age ranged 16 – 18. As a compulsory subject, the students were learning English in class 4 forty-five-minute periods per week. Their English proficiency at the time of research was around pre-intermediate. They were all learning English mainly to take part in their high school graduation exams (in which English language is obligatory among other subjects), prior to their college/university entrance.

Instruments
- *Vocabulary Pre-Post Test* (see Appendix 1) examined both groups' lexical inference ability before and after the treatment program (vocabulary pre-test and post-test, respectively), i.e. the same vocabulary test was used to assess the effect of the treatment program, if any. This test included two parts of 10 questions. The first part contained 5 multiple-choice questions, testing the students' ability to infer new words in contextual clues. The second part (5 gap-fill

questions) required them to examine contextual clues and choose appropriate words given to fill in the gaps. Some of the new words in this test were seen again in the reading test described below. However, these new words were not included in the treatment program.

- *Reading Pre-Post Test* (see Appendix 2) tested both groups' ability to make lexical inferences (some of the words seen in the vocabulary test), based on contextual clues in specific reading comprehension tasks. The same reading test was used before and after the treatment program, i.e. reading pre-test and post-test respectively. The first part with 10 multiple-choice comprehension questions was related to the main ideas, the detail ideas of the reading text given. Part II with 10 cloze-gap questions tested the students' ability to use contextual clues to choose correct words. The reading test passages were the new ones, i.e. not included in the treatment program.

- *Pre-Post Questionnaire* (see Appendix 3) was used to find out the experimental group' evaluative views on their own ability to make lexical inferences in English reading tasks before (pre-questionnaire) and after (post-questionnaire) the treatment program. It included 15 statements/items designed in a commonly-seen 5-point scale of STRONGLY AGREE, AGREE, NEUTRAL, DISAGREE and STRONGLY DISAGREE. It was administered only to the experimental group in class, serving as a qualitative dimension of the present study as well as a reflective step for both students and the in-charge teacher at the end.

SPSS Version 20 was used to process the collected data for results.

Treatments and Materials

The treatment program lasted for 10 weeks. The nationally required textbook "Tieng Anh 11" (English Grade 11) in the current Vietnamese K-12 system (Hoang et al. 2013) was used to design lesson plans for both groups. The control group strictly followed the lesson format designed in the shared textbook, i.e. not focusing on training the leaners' ability to make lexical inferences. Meanwhile, other supplementary materials prepared by the researchers were included purposely to refine the experimental group' ability to make lexical

inferences in reading lessons (saliently at the before-reading and while-reading stage) with guiding questions for each of an unknown word/lexical form, such as,

(1) *Is it possible to read on the whole passage/text without knowing its meaning exactly*?

(2) *Does it appear again in the next line(s)?*

(3) *Is there anything that follows indicating the new word's definition/meaning/synonym*?

(4) *What part of speech is it?*

(5) *Is it a noun/verb/adjective or adverb?*

(6) *Why do you know that?*

(7) *Is it a base form or combined one?*

(8) *How many affixes does it have?*

(9) *What does the meaning of its attached affix/prefix/suffix(s)?*

(10) *Should it have a positive or negative meaning*? *Why*?

(11) *What topic/theme is the whole sentence/paragraph with the new word about*?

(12) *How much are you sure about its meaning (nearly 100%, 50%, less than 50%) now*? (13) *Would you like to check its meaning in the dictionary*?

(14) *Do you think the meaning you find in the dictionary really fits specifically the concerned context*? *Why (not)*?

(15) *Would you like to translate it into Vietnamese*?

(16) *What is its synomym/antonym from your known vocabulary*?

And so on.

Additionally, one or two handouts for each after-reading stage were provided (to the experimental group) with new contexts, i.e. new reading passages for reinforcing the acquisition of the new vocabulary regarding its form, meaning and use.

Procedure

After having been reviewed and approved by two other experienced EFL teachers from the school, the tests and questionnaire were piloted among students characteristically similar to those in the main study. The reliability was obtained (with $\alpha > 0.76$ for all).

At the first meeting, the vocabulary and reading pre-tests were administered by the researchers to both groups in class. Explanations and guidances (Vietnamese translation was used if necessary) about the tests were given, but no corrective feedback/comment of any sort was provided at this stage end, neither inside nor outside classroom.

One week later, a pre-questionnaire was delivered to the experimental group and a 10-week treatment program got started, i.e. the experimental group was taught with a specially-designed focus on making lexical inferences in reading lessons as addressed above, apart from what was scheduled in the required textbook. Meanwhile, the control group worked mainly with the textbook just like other regular Grade 11 classes in the school. One of the researchers was the teacher in charge of both groups.

One week from the treatment-program end, both groups were post-tested in class again. The following week, the questionnaire was conducted to the experimental group.

Finally, the related feedback was kindly, appreciably and suggestively given to both groups in relation to their participations and outcomes.

RESULTS AND DISCUSSIONS
Vocabulary Test Results

Table 1: Descriptive Statistics of Two Groups' Vocabulary Pre-Tests

Group	N	Min	Max	Mean	SD	t	df	Sig.
Control(CG)	40	5.00	9.00	6.2500	1.1266			
Experimental (EG)	40	5.00	9.00	6.2000	0.9922			
CG vs. EG						0.21	78	0.83>0.05

Table 1 demonstrates both groups got almost similar scores in terms of minimum, maximum and mean of the vocabulary pre-test. An Independent Sample T-Test was conducted to evaluate whether there was a statistically significant difference in two mean scores between 6.25 out of 10 (control group) and 6.2 out of 10 (experimental group). With $t=.21$; $df=78$ and $p=.83>0.05$, it means that the difference between

them is not statistically significant. As a result, before the treatment program the two groups did not differ from each other in terms of lexical inference ability. Moreover, their ability to make use of lecixal inferences was just a bit above average. In other words, both groups should practice more of the concerned strategy.

Table 2: Descriptive Statistics of Two Groups' Vocabulary Post-Tests

Group	N	Min	Max	Mean	SD	t	df	Sig.
Control(CG)	40	6.00	9.00	7.1705	1.0098			
Experimental(EG)	40	6.00	10.00	8.0205	0.8619			
CG vs. EG						-4.04	78	0.00<0.01

Unlike Table 1, Table 2 shows certain differences in the two groups' scores regarding the maximum and mean. An Independent Sample T-test made the mean scores 7.1705 (out of 10 for CG) and 8.0205 (out of 10 for EG) strongly significantly different with p=0.00<0.01. In addition, standard deviation (SD) of the former group was greater than that of the latter, 1.0098 and 0.8619, respectively. That is to say the treatment program generated better gains (and more equally distributed among group members) to EG in comparison to those for CG via the traditional approach. It should, however, be noted that CG did improve their scores from the pre-test (6.25 Table 1) to the post-test (7.1705).

Reading Test Results

Table 3: Descriptive Statistics of Two Groups' Reading Pre-Tests

Group	N	Min	Max	Mean	SD	t	df	Sig.
Control(CG)	40	3.00	8.00	5.7000	1.2289			
Experimental(EG)	40	3.50	8.00	5.6625	1.1513			
CG vs. EG						0.14	78	0.89>0.05

Like vocabulary pre-test results, with p=0.89>0.05 the reading pre-test saw no statistically significant difference between the two mean scores of reading pre-tests although there was a slight gap between them (5.7000 vs. 5.6625) as well as the standard deviations. Therefore, Table 3 indicates that before the treatment program the two groups' ability to make lexical inferences in reading comprehension was at the same level of average (just more than 5 out of 10 points). Further notice

should be that this average mean scores (both groups) were slightly lower than those of the vocabulary pre-tests (Table 1 above). Naturally, reading comprehension requires more related processings other than lexical inferences.

Table 4: Descriptive Statistics of Two Groups' Reading Post-Tests

Group	N	Min	Max	Mean	SD	t	df	Sig.
Control(CG)	40	5.00	9.00	6.7125	1.0120			
Experimental(EG)	40	5.50	9.50	7.5625	0.8856			
CG vs. EG						-3.99	78	0.00<0.01

From Table 4, it is clear that the mean score 6.7125 is lower than 7.5625. With the T-test result p=0.00<0.01, the difference is statistically significant at very high level. As a result, it proves that the experimental group got higher gains via the treatment program than those of the control group under the traditional instruction. Yet, like the vocabulary post-test, the CG did improve their scores from the reading pre-test (5.700 Table 3) to the reading post-test (6.7125). Thereby, it is acceptable for teachers to go on with the trational approach, but they should somehow modify their instructional methods for better results. The present study's approach is one of the alternatives in view.

Questionnaire Results

Table 5: Descriptive Statistics of Pre-Post Questionnaire

Control Group	N	Min	Max	Mean	SD	t	df	Sig.
Pre-Questionnaire	40	1.87	3.13	2.7450	0.2903			
Post-Questionnaire	40	2.53	4.20	3.3817	0.3004			
Pre- vs. Post-						-9.25	39	0.00<0.01

Although the mean increase from 2.7450 (pre-questionnaire) to 3.3817 (post-questionnaire) is not exceptionally strong, the T-test of p=0.00<0.01 confirms statistically the highly significant difference between them. In other ways, the experimental group changed positively their evaluative view on their own ability to make lexical inferences in English reading tasks after the treatment program. It suffices to say the concerned program is beneficial to them.

CONCLUSION

The present study made an attempt to investigate the possibility to refine EFL students' ability to make lexical inferences in English reading tasks via certain instructional modifications. The results show that thanks to the concerned treatment program the experimental group outperformed the control group both in the vocabulary and reading post-tests. That is, the treatment benefited the former group better than the latter group under the traditional approach. Moreover, the post-questionnaire made the experimental group students positively change their evaluative view on their own ability to explore lexical inferences in English reading tasks in comparison to the pre-questionnaire result. The findings are in line with previous studies (on the positive dimension) like Lo's (2004) and Nahatame (2014). Accordingly, instructionally refining EFL students' concerned strategy by in-charge teachers is highly recommended, both inside and behind classroom. One of the alternatives for consideration and application is what has been done in the present study in current Vietnamese setting of high school EFL students. Admittedly, it requires more time and labor investment from teachers, but it mostly works well for learners' vocabulary control and reading comprehension involved.

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APPENDIX 1
VOCABULARY PRE-POST TEST – 20 minutes

Part I: *Read the passage carefully and then complete the following tasks.*

The first cause of global greenhouse gas emissions is over-population. In 1950, the world population was 3 million, now 6.5 billion people who produce an **enormous** output of waste and utilize an unbelievable amount of resources and energy. Most people having children have no idea why they are even having children. Most do not really love their children because if they did they would be very much involved in trying to ensure that their children have a world to **survive** in. Unless overpopulation is **addressed,** there is no way of slowing down greenhouse gas emission. But corporations need workers; governments need taxpayers, bureaucrats and soldiers. More people means more money. The solution to all of our problems is simple. We just need to live in accordance with the basic laws of ecology. Weaken diversity and the entire system will be weakened and will ultimately collapse. All of the species within an ecosystem are **interdependent.** There is a limit to growth because there is a limit to carrying capacity. Human populations are exceeding carrying capacity and diminishing resources and diversity of species. Albert Einstein wrote that "if the bee disappeared off the surface of the globe, then man would have only four years of life left. No more bees, no more **pollination,** no more plants, no more animals, no more man." And the honey bee is disappearing. Why? We do not know why. All around the world bees are disappearing and bees pollinate our plants. We are cutting down forests and plundering the oceans. We are polluting the soil, the air and the water and rapidly running out of fresh water to drink. Water is now being sold for more than the equivalent amount of gasoline.

Part II: *Read the passage carefully and choose the correct answer for each question.*

1. What does the word "*enormous*" mean in the passage?
   - A. very small
   - B. very big
   - C. very high
   - D. very low
2. What does the word "*addressed*" mean in the passage?
   - A.   Solved
   - B. pointed out
   - C. ignored
   - D. named
3. What does the word "*survive*" mean?
   - A. continue to breathe
   - B. continue to move
   - C. continue to work
   - D. continue to exist
4. What does the word "*interdependent*" mean?
   - A. dependent on each other
   - B. like each other
   - C. not dependent on each other
   - D. help each other
5. What does the word "*pollination*" mean?
   - A.   the transfer of pollen from the anther to the stigma of flowers
   - B.   the transfer of pollen from the anther to the foot of the plant.
   - C.   the transfer of pollen from the anther to the leaves of the plant.
   - D.   the transfer of pollen from the anther to the fruits of the plant.

B. The words in the box all appear in the passage. Fill each blank with a suitable word.

plundering	utilize	global	diminishing

1. People _____ Solar Power as a source of energy
2. The Bank of America is a _____ that acts as a bank for many people.
3. When we entered the room, the thieves were _____ the jewelry display.
4. The price of petroleum has been _____ since last year.
5. _____ economy is becoming more dependent on the internet.

------THE END------

APPENDIX 2:
READING PRE-POST TEST - 40 minutes

Part I: *Read the passage carefully and then complete the following tasks.*

The first cause of global greenhouse gas emissions is over-population. In 1950, the world population was 3 million, now 6.5 billion people who produce an **enormous** output of waste and utilize an unbelievable amount of resources and energy. Most people having children have no idea why they are even having children. Most do not really love their children because if they did they would be very much involved in trying to ensure that their children have a world to **survive** in. Unless overpopulation is **addressed**, there is no way of slowing down greenhouse gas emission. But corporations need workers, governments need taxpayers, bureaucrats and soldiers. More people means more money. The solution to all of our problems is simple. We just need to live in accordance with the basic laws of ecology. Weaken diversity and the entire system will be weakened and will ultimately collapse. All of the species within an ecosystem are **interdependent.** There is a limit to growth because there is a limit to carrying capacity. Human populations are exceeding carrying capacity and diminishing resources and diversity of species. Albert Einstein wrote that "if the bee disappeared off the surface of the globe, then man would have only four years of life left. No more bees, no more **pollination,** no more plants, no more animals, no more man." And the honey bee is disappearing. Why? We do not know why. All around the world bees are disappearing and bees pollinate our plants. We are cutting down forests and plundering the oceans. We are polluting the soil, the air and the water and rapidly running out of fresh water to drink. Water is now being sold for more than the equivalent amount of gasoline.

Read the passage carefully and choose the correct answer to each questions.

1. *The passage is about _____.*
A. the decreasing of the world's population.   B. overpopulation and its effect.
C. an important part of bees in overpopulation.   D. bees and human beings.

2. *What is true about overpopulation?*
A. It has no effects on human beings.   B. It is a good result.
C. It leads to greenhouse gas emission.   D. It has good effects on resources.

3. *According to the passage, most people do not really love their children because _____*
A. they try to save a world for them to survive in instead of saving a world for their children to survive in.
B. they don't want to have a child.
C. they aren't aware of why they have a child and how their children can survive.
D. they have many children and they don't spend time on taking care of their children.

4. *According to the passage, _____.*
A. human beings can live independently from other species.
B. children can grow up without their parents' care.
C. there is no way to slow down greenhouse gas emission.
D. the more people survive on earth, the more resources are used.

5. *Which statement is NOT TRUE in the passage*?
A. Overpopulation should be encouraged because more people means more money.
B. The greenhouse gas emission would be slow down if the overpopulation was addressed.
C. The growth of population should be taken into consideration because the carrying capacity has a limit.
D. Resources and diversity of species are being declined by human population.
6. *According to Albert Einstein, without bees* _____.
A. all human beings would die immediately.   B. human life on earth would be better.
C. men would disappear soon.   D. human beings could survive in only 4 more years.
7. *Which action is NOT referred in the text*?
A. we are raising more and more bees.   B. we are cutting down forests.
C. we are polluting the air and water.   D. we are plundering the oceans.
8. *The sentence "More people means more money" in the passage mean* _____.
A. Governments have to spend more money for their population.
B. Overpopulation benefits the society.
C. Overpopulation makes more money.
D. More people help their country be richer.
9. *According to the writer, human beings* _____.
A. Are trying to live in accordance with the basic laws of ecology.
B. Are decreasing resources and diversity of species.
C. Are looking for solutions to slow down global greenhouse gas emissions.
D. Are trying to protect the honey bee in order to save their own life.
10. *The sentence "No more bees, no more pollination, no more plants, no more animals, no more man" in the passage means*_____.
A. Weaken diversity and the entire system will be weakened and will ultimately collapse.
B. All of the species within an ecosystem are interdependent.
C. There is a limit to growth because there is a limit to carrying capacity.
D. Exceeding carrying capacity means diminishing resources and diversity of species.

Part II: *Fill in each numbered blank with one suitable word or phrase given below.*

A YEAR WITH OVERSEAS VOLUNTEERS

I was with Overseas volunteers (OV) for a year after leaving university, and I was sent to an isolated village in Chad, about 500 km from the capital N' Djamena. Coming from a (1) _____ country, I got quite a shock, as conditions were much harder than I had (2) _____. But after a few days I soon got used to living there. The people were always very friendly and helpful, and soon I began to appreciate how (3) _____ the countryside was. One of my jobs was to supply the village with water. The well was a long walk away. And the women used to spend a long time every day (4) _____ heavy pots backwards and forwards. So I contacted organization and arranged to (5) _____ some pipes delivered. We built a simple pipeline and a pump, and it worked first time. It wasn't perfect - there were a few (6) _____, but

it made a great difference to the villagers, who had never had running water before. And not only did we have running water, but in the evenings it was hot, because the pipe had been (7) _____ in the sun all day. All in all, I think my time with OV was a good experience. Although it was not well-paid, it was well (8) _____ doing, and I would recommend it to anyone who was (9) _____ working for a charity. Finally, there's one more reason why I'll never (10) _____working for OV. A few months before I left, I met and fell in love with another volunteer, and we got married when we returned to England.

1. A. rich   B. comfortable   C. well-paid   D. luxurious
2. A. felt   B. planned   C. found   D. expected
3. A. beautiful   B. good-looking   C. handsome   D. sweet
4. A. fetching   B. wearing   C. carrying   D. holding
5. A. make   B. let   C. have   D. allow
6. A. breaks   B. leaks   C. splits   D. punctures
7. A. lied   B. lay   C. laying   D. lying
8. A. worth   B. value   C. cost   D. price
9. A. considering   B. thinking   C. going   D. planning
10. A. regret   B. feel sorry   C. miss   D. lose

APPENDIX 3:
QUESTIONNAIRE SURVEY

Dear Students,

You are invited to participate in this survey. It is only used for our research. There is no right answer for this survey. Please respond to each of the statements provided in the questionnaire truthfully, applicable to your case. The responses are used for research purpose only.

Directions: There are 5 options and tick √ for your case to each statement.

5=Strongly agree; 4=Agree; 3=Neutral; 2=Disagree; 1=Strongly disagree.

Statements	5	4	3	2	1
1. Generally, now I know how to guess the meaning of new words in the reading texts.					
2. First, I try to guess the meaning of new words in context because it is a good strategy to memorize vocabulary.					
3. I usually guess the meaning of new words before asking my teacher or look up a dictionary.					
4. I am not scared when coming across a new word in the reading text because I have a chance to learn a new word.					
5. New words in reading texts do not much worry me now.					
6. Guessing the meaning of new words in reading texts is beneficial to me.					
7. Guessing the meaning of new words in reading texts is my regular practice now.					
8. Guessing the meaning of new words in reading texts helps me recognize them easily in other reading texts.					
9. The practice of word-guessing helps me memorize them and their meanings easily.					
10. Tasks/questions in reading texts in class do not seem as very difficult to me now as before.					
11. In general by the strategy of word-guessing, I comprehend the content of the text quite well.					
12. I like learning new words in reading contexts by guessing their meanings first hand.					
13. I am now interested in reading English texts and pick up new words for my own vocabulary resource.					
14. Reading texts and making inferences about new vocabulary meaning are quite suitable to my English level now.					
15. I am used to reading texts with several unknown words and make inferences about their meanings.					