

THE EFFECT OF PRE-READING ACTIVITIES ON READING COMPREHENSION IN ENGLISH AMONG HIGH SCHOOL STUDENTS

*Research Project Report submitted to
State Council of Educational Research and Training,
Chennai – 600 006, Tamil Nadu, India*



By

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LIST OF ABBREVIATIONS

RC- Reading Comprehension

HSS – High School Students

Std. - Standard

S - Significant

NS - Not Significant

df – degree of freedom

DIET – District Institute of Education and Training

N – Number

SD – Standard Deviation

KEY WORDS

- READING COMPREHENSION
- PRE-READING ACTIVITIES
- GUESSING READING CONTENT
- ASKING PRE-READING QUESTIONS
- VOCABULARY DEFINITIONS
- EFFECT
- HIGH SCHOOL STUDENTS

CHAPTER I

INTRODUCTION AND CONCEPTUAL FRAMEWORK

1.01 OVERVIEW

This chapter consists of twenty-one sections. The first and second sections present an overview and a brief introduction. The third and fourth sections include education and second language reading. The fifth section states difficulties in reading. The sixth section elaborately details the importance of pre-reading activities. The seventh section elaborately gives the definitions of pre-reading activities and pre-reading activities and its dimensions. The eighth, ninth, tenth, eleventh and twelfth sections give the research questions, need for pre-reading activities, scope of the study, significance of the study and need of the study. The thirteenth, fourteenth, fifteenth, sixteenth, seventeenth and eighteenth sections clearly state the statement of the problem, title of the study, variables under the study, operational definitions of the key terms, objectives of the study, general objectives, specific objectives, hypotheses of the study, differential analysis, gain score analysis and effect size analysis. The nineteenth and twentieth sections describe the limitations of the study and delimitations of the study. The twenty-first section clearly states the conclusion of the first chapter.

1.02 INTRODUCTION

Reading is essentially a form of communication between writers and readers through a written text that the writer puts the message into it (**Nuttal, 1982**). It means that reading is an interaction in the form of written languages, and readers recreate the message that is expressed by the writers. Thus, the objective of communication can be achieved. **Beek et al., (2019)** contend that reading comprehension is the predictor of academic success. Furthermore, reading is the most important activity where it functions both as a source of information and a process of understanding a reading text. That statement refers to when the teacher holds a reading comprehension class activity. The teacher has to make sure that the students are comprehending the writer's ideas written in the text. By doing so, reading comprehension activities will be carried out effectively in the teaching and learning process. Considering the importance of reading for students in the daily teaching and learning process, the teacher usually gives students lots of reading materials. Since reading comprehension in English as a Foreign Language (EFL) class deals with the ability to comprehend reading text in a second language (L2), pre-reading activities can help students achieve the goals of reading (**Kuhi, Asl & Yavari 2013**).

Reading is not only about combining certain information taken from the text with a reader's background knowledge, but also about the kind of information that the reader retains (**Frankel, Becker, Rowe, & Pearson, 2016**). Sometimes, EFL students find it difficult to comprehend English text the first time they read it. This difficulty may occur because students only have little knowledge about the text. Many researchers suggest that the gap that often

exists between the readers' knowledge and knowledge of the text can be bridged by providing the readers with some pre-reading activities, such as the use of pictures, discussions of the text topic, vocabulary pre-teaching, previewing and pre-questioning new vocabulary to provide appropriate background knowledge (Mihara, 2011; Al Rasheed, 2014).

1.03 EDUCATION

Education is the learning of knowledge, information and skills during life. It has been considered at all times to be an instrument of social change. This objective cannot be attained without having improved classroom practices. Teaching is an activity, designed and done for the attainment of a larger number of objectives in terms of changes in a pupil's behaviour. The field of education, covering ethics, religion, skills and general knowledge, is a very broad and very vital one. The importance of learning in enabling the individual to put his potential to optimal use is self-evident. Without education, the training of the human mind is incomplete. Education makes man a right thinker and a correct decision-maker. It achieves this by bringing him knowledge of the external world, teaching him to reason, and acquainting him with history, so that he may be a better judge of the present. Without education, man, as it were, is shut up in a windowless open to the outside world.

Education plays an important role in the progress of an individual's mind and country. Ignorance and poverty are major speed-breakers in a swiftly developing country and can be overcome easily through education. You can't call yourself educated if you can only read and write, get full marks in every subject and recite Shakespeare's sonnets by heart. A person who is educated has a certain aura around him/her of dignity and wisdom. If you are educated, you

don't need to abide by the facts that the book recites or follows and Aristotle's philosophy. An educated person builds on the facts the book says and has his philosophy. If you are educated, you can't have a wrong philosophy. Education is everything. People are made aware of what is going on in the wide world and can understand these issues and take necessary measures. If people are educated, it is not difficult to find a job-keeping in mind the fact that no job is low. Education tames the astray mind, nurturing its abilities the same way training builds a clever dog. Do you think any country will ever look back if the people are fully educated, have some income to support their family, are aware of the things happening in the world, and contribute to the country's development? If you think it will look back, dear reader, you need education.

1.04 SECOND LANGUAGE READING

Reading is a lifelong skill. It is one of the four necessary important language skills for those learning English as a second or foreign language (ESL/EFL), for academic success, and professional development. It is an important activity which students have to deal with in daily academic life. It is a basic life skill. Students have to spend a great time on reading materials for learning in the classroom. The ability to comprehend expository texts which make up the bulk of their foreign language reading materials is, therefore, very important for all of them. In reading a text, students meet with many problems obstructing their reading comprehension. For example, the problems related to background knowledge, cultural knowledge, and knowledge of text type. Background knowledge is the students' prior knowledge or knowledge of the world. Effective second language reading has been, for quite some time, recognized as an essential skill to be acquired and mastered, since in the real world one is required to read

and comprehend several academic as well as non-academic texts. As the process of reading varies from one text type to another, the reading strategies or the mental or behavioural activities through which an individual tries to comprehend a text have to be constantly manipulated and accommodated according to the text type and the reading purpose. The primary focus of reading instruction should therefore be developing the reading ability of our learners so that they might become independent readers. However, the teaching of reading practiced currently in most ESL classrooms adopts a product-based approach where the resultant product of reading comprehension is what is emphasized, and the focus is on testing how much content has been comprehended by the learner. Furthermore, it is the teacher who tells or teaches the learner how to read, how to comprehend and what to comprehend. Meaning is considered to reside in the text alone and individual reader interpretations of the text, which are bound to arise due to differences in the reader's background knowledge, prior experience, interest and educational background, are not encouraged.

1.05 DIFFICULTIES IN READING

- The students find it difficult to find out the information in the text they read.
- They find it difficult to interpret the text.
- They do not know the required translation of any words into the target language, while different languages show different linguistic features.
- They lack fluency in grammar, so they cannot read the text easily and catch the information.
- They do not know the structure of the sentence in English, and they find it difficult to improve their ability to read as much as possible.
- They do not understand the meaning of every sentence in the text.

- Reading is not entertaining for students; therefore, they are not interested in reading the text, and they can't comprehend the text's meaning.
- They lack motivation; thus, they can't read the text with comprehension.
- They lack interest in reading the text with comprehension.
- They feel troubled when they want to interpret a text because they have less knowledge of translating every word and then find the main idea of the text they read, they cannot conclude and answer the questions.
- They feel tired when they read a text in English.
- They have less knowledge to understand or predict the meaning of the text. Due to this, they did not learn about the grammatical and vocabulary first before they tried to read.
- They lack an understanding of the text. This may be an outcome of deficient knowledge of vocabulary.

1.06 IMPORTANCE OF PRE-READING ACTIVITIES

Good comprehension requires a range of different knowledge and skills: vocabulary and background knowledge. integration and inference skills. understanding language structure/connections. Pre-reading is how the student understand what they read. Pre-reading activities help the students prepare for the reading activity. They can help the students to be more prepared for what they are about to read. It can help the students to anticipate the topic of the reading. In doing this, they can also prepare themselves for the kind of language, vocabulary, and even grammar that might be used in the text. In addition, if done in the right way, it can encourage the students to want to read and may even increase their motivation to read. They have a great impact on the student's reading comprehension ability. Students have

revealed that skimming, scanning, making predictions and questioning activities have helped the students' reading comprehension. Some prior knowledge about the topic of a passage enables both greater comprehension of the text and better memory of it.

There are several reasons why pre-reading is an essential part of a successful active reading session. Pre-reading activities set the tone for your active reading session, they create a skeleton for your learning curve and provide you with the necessary framework for the information you are about to absorb.

- ❖ Pre-reading helps you gain a general understanding of the text. By using pre-reading activities, you get a sense of the ideas and concepts you are going to read about in your upcoming session, as well as the structure of the material and how the data is organized.
- ❖ Through pre-reading, you will get to identify some key terms and concepts before you start reading. This is sometimes helpful during the later stages of your active reading session, as having a basic understanding of some unfamiliar terms and concepts before you even get started will save you some precious time.
- ❖ Pre-reading gives your upcoming reading session a clear purpose. It can help you better understand why you are reading a particular text, what you can achieve by reading it, and what concepts or ideas you are working to grasp. This, in turn, will give you the motivation boost you need to stay focused and constantly look for the exact information you want to acquire.

1.07 DEFINITION OF PRE-READING ACTIVITIES

Pre-reading activities can be defined as the activities that are used with the students prior to the actual reading material. These activities aim to provide students with required background knowledge that will be needed to have a better comprehension when they interact with a text. Pre-reading activities are also useful tools for setting up a purpose for reading. That is why, they can be considered as vital activities that should be done as the learners' schema should be activated to prevent any failure in comprehending a piece of written text. Through the use of pre-reading activities, students get familiar with the topic, vocabulary, or complex structures in the passage.

By its definition, pre-reading is a general term that refers to all the actions a reader must complete before reading, as part of a strategy to engage with the text on a deeper level during the actual reading session. Pre-reading gives you the chance to take a look at the big picture before going into more detail.

Some several steps and techniques define the pre-reading activities:

Skimming: the process of reading a text quickly to get a sense of its overall structure and key concepts

Scanning: the process of focusing on particular information or keywords within the book or reading material, such as headings, subheadings, and bolded or italicized text

Previewing: the process of getting a sense of the main ideas and purpose of the text by looking at the introduction, headings, chapter names, and summary.

Pre-reading activities influence student motivation, increase the activation of prior knowledge and can be used as a tool for increased comprehension. These activities may include readings, videos, or check-for-understanding assessments. Benefits of pre-reading activities include: Students gain knowledge of the topic before engaging in class discussion. Students are prepared in advance to ask questions and think at a higher-level during class.

1.07.01 PRE-READING ACTIVITIES AND ITS DIMENSIONS

Pre-Reading Activities

Pre-reading activities are activities that are used to elicit prior knowledge of the reading content from students. The activities are designed to give students the background knowledge they will need to have a better understanding of a text when they interact with it (**Alemi & Ebadi, 2010; Wilen & Clegg, 1986**). Pre-reading activities in the EFL classroom are useful because students can easily understand what they are reading and by activating their prior knowledge during the reading process. There are several roles of pre-reading activities in the literature. **Paul & Christopher (2017)** confirm the important role of pre-reading activities in teaching reading. These activities help students build schemata and make connection between their own background knowledge with the information in the text. Moreover, pre-reading activities are used to apply questioning strategies that allow students to begin reading a given text (**Amalia & Devanti, 2016**). Similarly, **Abraham (2002)** asserts that teachers need to give attention into pre- reading activities to activate the students' "schemata" by helping them recognize the knowledge

that they already have about the topic of the text. **Thuy et al. (2018)** also shared same opinion about the goals of pre-reading activities are to activate the students' knowledge of the subject, to provide any language preparation that might be needed for coping with the passage, and eventually to motivate the learners reading the text. **Thuraisingam et al. (2017)** believed that activating prior knowledge awareness can facilitate comprehension of the reading process. In a word, stimulating students' prior knowledge of the given text not only help them understand the text easily but it can also increase the motivation and confidence of students in expressing their personal views and ideas about the text.

1. Guessing Reading Content

Guessing meaning from content is an important reading method that will help the students improve their reading abilities and speed. Because they don't have a dictionary when delivering an exam, there are bound to be many words from the reading text that they don't understand and can't look up. When the students don't understand a word or phrase in the reading text. The students have to accurately guess the meaning of the word based on the clues given to them from other parts of the text, such as the title, the other paragraphs and the words around the mystery word.

2. Asking Pre Reading-Questions

It is important to ask the students pre-reading questions before they read a book. This helps them get ready for the text and sets the stage for a successful reading experience. Pre-Reading questions activate the student's background knowledge, make predictions about the story, and connect with

the text on a deeper level. This will lead to a more successful and enjoyable reading experience for everyone involved. Asking pre-reading questions is also a great way to get to know the students' prior knowledge and experiences with similar texts.

3. Vocabulary definitions

It is important to build the students vocabulary word understanding. The more words they know the better they will understand what they read and the more confidence they will have when speaking and expressing their ideas. When students build their bank of vocabulary words, comprehension soars through the roof.

1.08 RESEARCH QUESTIONS

Taking into account the objectives of the study, the investigator framed the following research questions:

- 1) How do pre-reading activities increase the English reading comprehension of high school students based on the reading comprehension tests?
- 2) After being taught pre-reading activities are the students able to apply to guess reading content, asking pre-reading questions and vocabulary definitions in their reading processes?

1.09 NEED FOR PRE-READING ACTIVITIES

If a reader lacks prior knowledge in reading a text, he cannot follow and understand it because he does not know what the text is about. A reader uses background knowledge to integrate new information from a text into his prior information. In addition, cultural differences affect reading comprehension. An unfamiliar cultural context and distinguishing between

content knowledge of culture and knowledge of vocabulary cause problems in reading because the reader does not clearly understand the other culture. In addition, an inadequate knowledge of text type is a problem in reading texts. The text type such as newspaper articles, fairy tales, and business letters, if the reader does not know what kind of the text, he cannot follow and understand what the text is about. A reader can understand a text if he is familiar with the text type. Including pre-reading activities in your reading habits can actually save you some time, even though at first it may seem like you're just adding an extra step to your activities. Through pre-reading you can determine whether a certain book or reading material is what you are looking for, whether it contains the information you are looking for and therefore worth reading or not. This is important, as it can save you the trouble of reading something that doesn't meet your expectations, only to realize that you need to put in just as much effort one more time to read another book on the same subject.

1.10 SCOPE OF THE STUDY

Since this is an experimental study, the investigator is interested to know the treatment effect of the experimental factor. The purpose of this study is to evaluate the effectiveness of pre-reading activities on reading comprehension in English among high school students. This study will be of immense help for prospective teachers, teacher educators, educationists and curriculum planners in promoting and providing pre-reading activities to enhance reading comprehension. i.e. Pre reading worksheets in learning English by the students at the high school education level.

1.11 SIGNIFICANCE OF THE STUDY

The researcher being a teacher educator, during school visits has found that importance is not given to enhancing reading skills in the classroom situation. The 2012 National Achievement Survey (NAS) of class VIII tested over one hundred thousand students in language, science, and maths. The results showed that the students were not good at reading comprehension. 36% of students struggled to identify more complicated information. 46% of students were good at identifying the more obvious information. Students struggled with questions that required application and reasoning. Further, learning outcomes were assessed for standards 3, 5 and 8 in NAS 2017. The results showed (class 3-68%, class 5-55% and class 8-42%) average performance of Tirunelveli district.

The learning levels of Tamil Nadu for class 3-63.3%, class 5-53.0 and class 8-46%. So, the researcher thought of giving importance to the learning outcome – ‘reads textual / non-textual materials in English with comprehension’. Nowadays English learning is essential because English is the international communication medium. Reading as a major skill was ignored by pedagogues and researchers for a long period. Most of the focus was placed on oral skills (listening and speaking). For example, the audio-lingual method emphasized the oral skill, ignoring reading and considering it a passive skill which was not emphasized at all. Then, the cognitive method and communicative approach gave equal importance to the four skills together (listening, speaking, reading and writing) pedagogues and researchers started to put more emphasis on reading comprehension as a major skill for students of English all over the world.

1.12 NEED OF THE STUDY

Researchers have found that teaching pre-reading activities is a key element in developing student comprehension. Moreover, many teachers lack a solid foundation for teaching these pre-reading activities. Hence, teachers need to be prepared on how to design effective pre-reading activities and how to teach these pre-reading activities to their students. However, when the high school students face the problem of not understanding the passages of what they had read it is reflected in their poor learning in the class. In reading, students need to make use of various pre-reading activities to help them in the acquisition, storage, and retrieval of information. Therefore, pre-reading activities are assumed to be important for students reading comprehension and the pre-reading activities equip the students with the skills of how to handle their reading effectively. This study aims to study the effect of pre-reading activities to improve reading comprehension of high school students.

1.13 STATEMENT OF THE PROBLEM

Learning English as a foreign language is, undoubtedly, a complex and difficult process. comprehension is the ultimate goal of teaching reading. However, experience that most students of standard 10th are poor readers. Despite their exposure to English instruction at school, students, obstacles in reading comprehension may be partially attributed to non-linguistic factors such as lack of motivation and interest. **Williams (1984)** indicated that a teacher who starts the reading lesson by asking his students to read the passage on page sound so and then to answer the questions are hardly likely to motivate them. But a teacher who starts his reading lesson by giving his students a reason to read and

providing them with some preparation can certainly arouse their interest in the topic. Despite the importance and relevance of the pre-reading stage in reading comprehension, it is often ignored in traditional reading instruction. Results from the studies reviewed above made the researcher of the present study realize the significance of applying pre-reading activities in teaching reading comprehension. The present research, therefore, was aimed at finding the effects of 3 pre-reading activities-- guessing reading content, asking pre-reading questions and vocabulary definitions. In other words, the study would investigate whether the 3 pre-reading activities help the learners get better comprehension and determine the extent of the effect on the learners' comprehension. It was expected that the results from the present study could be used to improve the learners' reading comprehension.

1.14 TITLE OF THE STUDY

The title of the present research study is stated as,

“The Effect of Pre-Reading Activities on Reading Comprehension in English among High School Students”

1.15 VARIABLES UNDER THE STUDY

The dependent variable in the study is the high school students' reading comprehension in English, which is measured before and after. The independent variable is pre-reading activities because there is no way of accounting for whether or not the participants in the control group use pre-reading activities of their own volition. The study was conducted to compare the effect of the intervention with the independent variable of pre-reading activities for traditional English reading.

1.16 OPERATIONAL DEFINITIONS OF THE KEY TERMS

Effect:

In the present study, the term “effect” refers to the process of improving the reading comprehension in English of high school students. Here, effect means the desired transformation in the learner’s behaviour, as a result of the experimental intervention.

Pre Reading-Activities:

Pre-reading activities are conducted with the help of pre-reading activities materials and worksheets during the intervention of the study. Pre-reading activities materials and worksheets are developed by the researcher to improve the reading comprehension of high school students. The high school students actively involve themselves and participate in the pre-reading activities and worksheets given to attain the dimensions of reading comprehension, such as guessing reading content, asking pre-reading questions and vocabulary definitions.

Reading Comprehension in English:

The term “Reading Comprehension in English” refers to the ability of high school students to read, analyze and understand a given passage or text.

High School Students:

High School Students refers to sixty students from Government Higher Secondary School, Burkitmanager, Tirunelveli.

1.17 OBJECTIVES OF THE STUDY

1.17.01 GENERAL OBJECTIVES

1. To identify the level of reading comprehension among high school students in guessing reading content, asking pre-reading questions and vocabulary definitions.
2. To develop pre-reading activities to enhance the reading comprehension of high school students.
3. To determine the effect of pre-reading activities on reading comprehension of high school students.

1.17.02 SPECIFIC OBJECTIVES

1. To find out the level of reading comprehension in guessing reading context among high school students in the control group pre-test and post-test.
2. To find out the level of reading comprehension by asking prereading questions among high school students in the control group pre-test and post-test.
3. To find out the level of reading comprehension in vocabulary definitions among high school students in the control group pre-test and post-test.
4. To find out the level of reading comprehension on the whole among high school students in the control group pre-test and post-test.

5. To find out the level of reading comprehension in guessing reading context among high school students in an experimental group pre-test and post-test after pre-reading activities classes.

6. To find out the level of reading comprehension in asking pre-reading questions among high school students in an experimental group pre-test and post-test after pre- reading activities classes.

7. To find out the level of reading comprehension in vocabulary definitions among high school students in an experimental group pre-test and post-test after prereading activities classes.

8. To find out the level of reading comprehension on the whole among high school students in an experimental group pre-test and post-test after prereading activities classes.

1.18 HYPOTHESES OF THE STUDY

1.18.01 DIFFERENTIAL ANALYSIS

1. There is no significant difference in the mean scores of high school students in guessing reading context between the control group pre-test and post-test.

2. There is no significant difference in the mean scores of high school students in asking prereading questions between the control group pre-test and post-test.

3. There is no significant difference in the mean scores of high school students in vocabulary definitions between the control group pre-test and post-test.

4. There is no significant difference in the mean scores of high school students on the whole between the control group pre-test and post-test.

5. There is no significant difference in the mean scores of high school students in guessing reading context between the experimental group pre-test and post-test.

6. There is no significant difference in the mean scores of high school students in asking prereading questions between the experimental group pre-test and post-test.

7. There is no significant difference in the mean scores of high school students in vocabulary definitions between the experimental group pre-test and post-test.

8. There is no significant difference in the mean scores of high school students on the whole between the experimental group pre-test and post-test.

1.18.02 GAIN SCORE ANALYSIS

1. To find out the gain score in the control group pre-test and post-test for the dimension guessing reading context.

2. To find out the gain score in the control group pre-test and post-test for the dimension by asking pre-reading questions.

3. To find out the gain score in the control group pre-test and post-test for the dimension vocabulary definitions.

4. To find out the gain score in the control group pre-test and post-test for reading comprehension on the whole.
5. To find out the gain score in the experimental group pre-test and post-test for the dimension guessing reading context.
6. To find out the gain score in the experimental group pre-test and post-test for the dimension asking prereading questions.
7. To find out the gain score in the experimental group pre-test and post-test for the dimension vocabulary definitions.
8. To find out the gain score in the experimental group pre-test and post-test for reading comprehension on the whole.

1.18.03 EFFECT SIZE ANALYSIS

1. To find out the effect size in the control group pre-test and post-test for the dimension guessing reading context.
2. To find out the effect size in the control group pre-test and post-test for the dimension by asking pre-reading questions.
3. To find out the effect size in the control group pre-test and post-test for the dimension vocabulary definitions.
4. To find out the effect size in the control group pre-test and post-test for reading comprehension on the whole.

5. To find out the effect size in the experimental group pre-test and post-test for the dimension guessing reading context.

6. To find out the effect size in the experimental group pre-test and post-test for the dimension asking prereading questions.

7. To find out the effect size in the experimental group pre-test and post-test for the dimension vocabulary definitions.

8. To find out the effect size in the experimental group pre-test and post-test for reading comprehension on the whole.

1.19 LIMITATIONS OF THE STUDY

1. The study is confined to sixty high school students in Tirunelveli District
2. This study was limited to two groups: one as the experimental group, and the other as the control group.
3. The sample is limited to two sections in a government higher secondary school in Tirunelveli District.
4. The study is limited to a randomized -pretest post-test control group design and prereading activities training materials and student worksheets for high school students have been developed by the researcher to implement and study the effect of prereading activities on reading comprehension in English among high school students.

1.20 DELIMITATIONS OF THE STUDY

The investigator has delimited the study as follows:

1. The study was conducted in a regular class for high school students.
2. The sample size was delimited to sixty high school students from one government higher secondary school in Tirunelveli District.
3. Only Sixteen worksheets were prepared for reading comprehension in English for high school students to attain reading learning outcomes.
4. Pre-reading activities were used during the intervention to improve the reading comprehension of high school students.
5. The Reading Comprehension Achievement test was conducted in the classroom for high school students.

1.21 CONCLUSION

This chapter “Introduction and Conceptual Framework” has presented the various factors that led to the study. The concepts related to the problem of the study have been presented in detail by explaining the theoretical aspects of pre-reading activities. The ensuing chapter deals with the review of related studies which will form the basis for this study.

CHAPTER II

REVIEW OF RELATED STUDIES

2.01 OVERVIEW

This chapter deals with the review of related studies. It concentrates on factors related to pre-reading activities of high school students. It draws on various studies conducted in the field of reading comprehension. The present chapter has eight sections. An overview and a succinct introduction are provided in the first and second sections. The review of related studies, purpose of the review, and the need and significance of the review are provided in the third, fourth, and fifth sections, respectively. The sixth section displays the Indian studies and foreign studies related to the present investigation. The seventh section brings a critical review of the second chapter and the eighth section clearly states the conclusion of the second chapter.

2.02 INTRODUCTION

A systematic review of the research journals, books, dissertation, thesis and another source of information on the problem to be investigated is one of the important steps in the planning of any research study. A summary of writing of reorganized authorities and previous research provides evidence, that a researcher is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation. On the positive sides it helps the investigator to size up what has been achieved already and takes

off from that point that it is a fruitful source of a hypothesis of his own which develops the problems. That equips the researcher, with a reader system that will guide him to avoid the error in target and at the same time guard the investigator against pitfalls, it provides comparative data based on one's findings and can be evaluated and interpreted. Citing studies that show substantial agreement and those that seem to present conflicting conclusions help to sharpen and define understanding of existing knowledge in the problem area. Provides a background for the research project and makes the reader aware of the status of the issue. The review of related studies helps the investigator to know about the tools or instruments. This was proved to be useful in the previous studies. The final and important reason for reviewing the related literature is to know about the recommendations of previous researchers for further research, which they have listed in their studies.

The effectiveness of pre-reading activities and reading comprehension worksheets in language education was examined through a review of relevant empirical research studies, as useful tools in learning and assessment. Pre-reading activities and reading comprehension worksheets in language education a revolutionary tool that have had a great impact on millions of people across the globe.

2.03 REVIEW OF RELATED STUDIES

The review of related studies not only provides the conceptual frame of reference for the contemplated research but also suggests methods, procedures, sources of data and statistical techniques appropriate to the solutions of the problem selected for the present study. The investigator is able to formulate the hypothesis based on review of related literature which presents the rationale for

the study. In the present study, the researcher has used various books, dissertations, handbooks, articles, journals, thesis and websites as reference materials.

2.04 PURPOSE OF THE REVIEW

The literature review is an integral part of the entire research process. And makes a valuable contribution to almost every operated step. In experimental design, the review of the literature serves a variety of background functions preparatory of the actual collection of data, and analysis. A literature review has the following functions:

1. It provides a theoretical background to the study.
2. It helps the researcher to delimit and define his problem.
3. The researcher can avoid unfruitful and irrelevant problem areas.
4. The researcher can avoid unintentional duplication of well-established findings.
5. It suggests the method, procedure, sources of data, and statistical techniques appropriate to the solution of the problem.
6. The related literature provides further orientation to the problem and at the same time eliminates the possibility of unnecessary duplication of efforts.
7. Valuable information on research techniques may be gained from the reports of previous research.

Tuchman (1978) has enumerated the following purposes of the review

1. Discovering important variables
2. Distinguishing what has been done from what needs to be done.
3. Synthesizing the available studies to have perspective.

2.05 NEED AND SIGNIFICANCE OF THE REVIEW

The survey of related literature helps the investigator to find out the relevant hypotheses. The investigator also can understand the works previously done and data through the survey of the literature. Review of related literature enables the researcher to acquaint himself with current knowledge in the field of areas in which he is going to conduct research. It also serves the following specific purpose.

1. The review of related literature enables the researcher to define the limits of his field. It helps the researcher to delimit and define his problem. The knowledge of related literature brings the researcher up to date on work that others have done and thus states the objectives clearly and concisely.
2. By reviewing the related literature, the researcher can avoid unfruitful and useless problem areas. He can select those areas in which positive findings are likely to result and his endeavours would be likely to add to the knowledge in a meaningful way.
3. Through the review of related literature, the researcher can avoid an unintentional duplication of well-established findings. There is no use in replicating a study when the stability and validity of its results have been clear.
4. The review of literature gives the researcher an understanding of the research methodology which refers to the way is to be conducted. It helps the researcher to know about the tools and instruments, which proved to be useful and promising the previous studies. The advantage of the related literature is also to provide insight into statistical methods through which the validity of results is to be established.

In this chapter, the investigator proposed to present the studies in two

sections, which are as follows:

2.06 CLASSIFICATION

The review of related studies is classified into two groups. They are

- (i) Indian Studies
- (ii) Foreign Studies

2.06.01 INDIAN STUDIES RELATED TO READING

Megala et. al (2020) conducted a research study on ‘**Teaching and Researching Reading in Indian Context**’. The importance placed on reading skills emerge from the necessity of performing well starts from the primary stage of learning to the workplace scenario. One of the first things children are pressurized to do at early schooling is ‘Learn to Read’ and of course that remarks their progressive transformation to become an expert in reading. Using descriptive method of research, the study traces the importance and efforts taken by second language teachers and students towards the development of reading skills from primary class to university education in the Indian context. It also addresses the existing lag in English language education, the necessity of infusing the requirement of a specially designed curriculum, and to fulfill the need of learners especially those who felt difficulty in reading. The study suggested skill-based instruction in detail at each level as a remedy for rectifying deficits in reading.

Lalit Gehlot et. al. (2020) conducted a study on ‘**Evaluation of the reading habits of Indian students (reading aloud and reading silently) from low-, middle- and high-class schools**’. Language acquisition and memory models are created more quickly in the brain in early childhood. If

the reading habit is cultivated in children early, it will enhance their language skills and perception. This study aims to evaluate the conventional practices of reading habits in Indian children from lower, middle, and upper socio-economic backgrounds and to suggest some new methods based on the results of a survey using semi-structured questionnaires. Generally, reading habits comprise: 'reading aloud' and 'silent reading'. Surprisingly, parents do not know the minuscule details of these two categories of reading habits like the power of reading to build confidence in children or to improve their comprehension of books and many matters in life. This study reviews recent research work in this direction recommends that there should be a strong consciousness to develop children's reading habits, and help them to know first and foremost the vocabulary of all subjects before dealing with the contents of the subjects. It also recommends 'Intensive' and 'Extensive' studies for children to develop reading habits and linguistic competency for comprehending English as a Lingua Franca.

Parsania Jigna (2020) conducted a study on '**Enhancing the Reading Skills of First-Year Engineering Students Using Reading Strategies**'. Since the 1970s, how students learn a second language has attracted great emphasis. Newline Considerable interest has been paid to understanding the characteristics of language newline learners and the learning strategies they use to achieve success in language learning. In newline the second language learning, reading serves as the primary source of information newline about all sorts of topics. Reading enjoys a very dignitary position and plays a very vital newline and dynamic role in the development of human beings and the world society. It is very new and important for the academic success and

achievements of the students. It is also a newline integrated into our education system and now it has become the synonym of education newline or academic success. According to Greyline and Joubert (1988), there is a direct newline relationship between successful studies and good reading. In the educational newline development of a person, reading serves as a foundation stone for further learning. Newline According to Grove and Hauptflisch (1982:1) success in reading ability is the gateway newline to the acquisition and expansion of knowledge in all school subjects. Though the newline considerable research and efforts have been done by researchers, teachers and students, newline it is observed that students are still facing problems when they read in Newline's second language. The purpose of this particular research is to enhance the reading newline skills of first-year engineering students using reading strategies to carry out Newline research experimental method of research has been selected. In this particular study, newline applies one group pre-test and post-test method without the control group to study the Newline effect of selective reading strategies on the 120 first-year engineering students of Newline GTU. The reading strategies training is provided to the participants of the study using newline reading tasks developed by the researcher and then the effects of the strategic training newline is measured. The comparison has been made between the score of pre-tests and the newline post-test using statistical parameters like mean, standard deviation, correlation and the newline t-test. The analysis reveals that the use of reading strategies enhances the reading skills of first-year engineering students.

Ekaningrum et. al., (2015) conducted a study on 'Students' Perception of Pre-reading Activities in Basic Reading II Class of the

English Language Education Study Program of Sanata Dharma University'. In a reading classroom, the teacher needs to prepare the students from the beginning of the reading process. The teachers can create pre-reading activities before the students start to read. The pre-reading activities are essential to activate students' background knowledge and to develop the student's motivation. They will create an effective reading classroom. The student's perception of the teaching techniques implemented by the teacher is important. The student's perception of the teacher's instruction shows whether the teaching techniques meet the students' needs or not. For this reason, the researcher wants to find out the varieties of pre-reading activities used by the teacher and the student's perception of the implementation of the pre-reading activities. There were two problem formulations in this study: 1) What kinds of pre-reading activities are used by the Basic Reading II teachers in the English Language Education Study Program of Sanata Dharma University? 2) How is the student's perception of pre-reading activities used by the teacher? This research was survey research. In gathering the data, there were two instruments used in this research. They were interviews and questionnaires. The interview was done by interviewing the teacher of the Basic Reading II Class. The interview was used to answer the first research question about the varieties of pre-reading activities in the Basic Reading II class. Then, the researcher distributed the questionnaire to 56 students of the Basic Reading II class. The questionnaire was used to answer the second research question about the students' perception of pre-reading activities used by the teacher. The result of this research showed that brainstorming, pre-teaching vocabulary, pre-questioning, visual aids, and the KWL strategy were the varieties of pre-reading activities used by the teacher. There were two different implementations of pre-

teaching vocabulary. There were also two activities combined, they were the use of visual aids and KWL strategy. The students had a positive perception of the implementation of pre-reading activities in the Basic Reading II Class. The students got many advantages from the implementation of pre-reading activities which helped them to understand reading materials.

Madhumathi et.al. (2012) conducted a study on the ‘**Awareness of Reading Strategy Use of Indian ESL Students and the Relationship with Reading Comprehension Achievement**’. This paper reports findings from the study that assessed the first-year Indian ESL students’ awareness of reading strategy use. It also investigated the relationship that exists between reading strategy use and the reading comprehension achievements of Indian ESL students. The study utilized two instruments such as SORS and RCT which is the modified version of TOEFL reading comprehension. The reading strategies are classified into global, problem-solving and supporting. The results showed that the students employed problem-solving strategies the most and they least preferred to use global strategies. The difference in the strategy used is statistically significant except for the supporting strategy. The high-proficiency students overperformed the middle and the low-proficiency students in terms of strategy use. Overall, the reading strategy use moderately correlated with the reading comprehension achievement of the Indian students. There is a significant difference in the use of strategy by Gender, in which the female students reported using more strategy than that of male students. The pedagogic implications of these findings are discussed in terms of practices in Indian society. Thus, the study identifies the Indian ESL students, reading strategy preferences and suggests remedial measures for classroom teaching.

Yohannes Tefera Mengesha (2012) conducted a study on the ‘**Implications of Schema-based Pre-Reading Tasks in Facilitating Comprehension.**’ The study investigated the implications of schema-based pre-reading tasks on reading comprehension. A One-Group Pre-Test-Post-test Design (Creswell, 2009:160) was used to test the significance of schema-based pre-reading tasks (SBPRT) in facilitating reading comprehension. The subjects of the study were 56 students taking the Reading Skills (FLEn 103) course who formed one section of a summer in-service degree program at Jimma University. Of these students, 17 ‘high achievers’ and 17 ‘low achievers’ were selected and two groups were identified using their scores from a pretest. The pre-test was a ‘control condition’ and did not have schema-based pre-reading tasks. It was meant to identify the level of achievement of the students in reading comprehension. Then a post-test and a final exam were administered that had ‘treatments’ with different combinations to both groups. The results of the tests revealed that both groups performed better in the post-test as well as in the final exam than they did in the pre-test. This implies that the treatment had facilitated their reading comprehension in general. Further analysis, however, indicated that the treatment brought about a statistically significant effect only on the ‘low achievers’, not on the ‘high achievers.’

2.06.02 FOREIGN STUDIES RELATED TO READING

Harun et.al. (2023) conducted a study on “**The effect of “Short-Circuit” L1 use of pre-reading activities on L2 reading comprehension and focus-on-vocabulary learning**”. This study explores the effect of categorically different pre-reading activities in learners’ L1 on reading comprehension and learning of focus-on-vocabulary. The participants were sixty Turkish EFL

learners attending a state high school, and the data was gathered from their achievement test scores. The data were analyzed through one-way multivariate analysis of variance (MANOVA), and t-test statistical procedures were implemented. The findings revealed that the treatment group, who were exposed to pre-reading activities in L1, obtained better results both in reading comprehension and focus-on-vocabulary activities than the control group. The positive effect of implementing the “short-circuit” L1 use in pre-reading activities for reading comprehension and focus-on-vocabulary exercises was observed. It was also seen that categorically different pre-reading activities enhanced EFL learners’ reading comprehension and vocabulary learning.

Shine Lillian Gifty Agbevivi (2022) conducted a study on **‘Pre-Reading Activities and Their Effects on English Reading Comprehension of ESL Basic School Pupils’**. The study sought to ascertain the effect of pre-reading activities on the English reading comprehension of upper primary pupils in Ho-West Basic Schools of the Volta Region of Ghana. The study adopted the concurrent mixed method design which aimed at gathering both quantitative and qualitative data simultaneously. The sample size of the study consisted of 18 upper primary teachers and 99 upper primary pupils. The sample was drawn using census, simple random and purposive sampling techniques. A structured questionnaire and semi-structured interview guide were used to collect quantitative and qualitative data respectively. Questionnaire data were analyzed using frequencies, percentages, means, and standard deviation while the interview data were thematically discussed. The findings showed that pre-reading activities motivate and sustain pupils’ interest in the actual reading activity. They also activate the building of related information in such a way that new information is easily assimilated into learners’ existing fields of knowledge.

Though pre-reading activities play a critical role in the reading comprehension classroom, the study revealed that a significant number of teachers do not use them. The few who do, neither use a variety of them nor use them regularly. The study recommends that curriculum developers and implementors should incorporate appropriate and regular pre-reading activities for assigned texts in the reading comprehension classroom.

Tatiana Koerich Rondon et. al. (2020) conducted a study on **‘The effect of different Pre-Reading Activities on Pre-Intermediate and Advanced EFL Students’ Reading Comprehension.’** This study aimed to investigate the effects of two pre-reading activities, namely Contextual Redefinition and Graphic Organizer, on the reading comprehension of pre-intermediate and advanced Brazilian EFL students. Based on Schema Theory (RUMELHART, 1980; ANDERSON; PEARSON, 1998), both pre-reading activities were expected to have a positive effect on students’ reading comprehension. Using a repeated-measures design, participants’ reading comprehension was tested via written free recall and comprehension questions. Quantitative analysis revealed that treatment with the pre-reading activity Contextual Redefinition weakened pre-intermediate students’ reading comprehension. Contrastingly, it had a positive effect on advanced students’ reading comprehension as measured by comprehension questions. In turn, the Graphic Organizer had a positive effect on pre-intermediate students’ reading comprehension whereas it decreased advanced students’ reading comprehension as measured by written free recall and had no effect when measured by comprehension questions.

Mohammad Reza Salehi et. al. (2017) conducted a study on **‘Effects of Pre-reading Activities on EFL Reading by Iranian College Students’**. This study investigated the effects of two pre-reading activities (class discussion and vocabulary definitions) and a control condition on the reading comprehension of 57 Iranian college freshmen. It also investigated the differential facilitative effect of the two pre-reading activities on the students’ comprehension. Each student read an expository text under one of the three conditions and immediately afterward answered a 9-item short answer test designed to measure comprehension of the text. A one-way ANOVA and a post-hoc comparison test was applied to the results. This revealed that the two pre reading activities produced significantly higher comprehension scores than the control condition. Vocabulary definitions activity resulted in increased comprehension compared with the control condition but was significantly less effective than the class discussion activity. Results of the study were interpreted about the schema-theoretic view of the reading process, and to their implications for EFL reading instruction.

Thuraisingam et. al., (2017) conducted a study on **“Implementing Pre-Reading Strategies to Improve Struggling ESL Learners’ Interest and Comprehension in English Reading Lessons.”** This study presents the implementation of pre-reading strategies to facilitate reading skills and increase interest in reading lessons among struggling ESL primary school pupils using the Fuzzy Delphi Method (FDM) and Fuzzy Analytic Hierarchy Process (FAHP) is a multiple-attribute decision process that is normally made by a review committee with experts from academia. It also aims to provide a systematic

approach to selecting appropriate pre-reading strategies to improve pupils' interest and comprehension in English reading lessons. In this study, six English Language teachers from Kuala Lumpur participated as experts to answer a questionnaire in the Fuzzy Delphi method to determine pre-reading strategies that facilitate reading among struggling Year Four pupils. A total of 250 Year Four pupils participated in a comprehension pretest from which thirty-five struggling Year Four pupils were selected. Through the Fuzzy Delphi Method (FDM) and the Fuzzy Analytic Hierarchy Process (FAHP), three key pre-reading strategies were selected and sequenced according to their degree of importance as selected by the experts. The percentage of consensus achieved was 85% and the fuzzy hierarchy for pre-reading strategies was determined and ranked according to its importance namely activating prior knowledge, teaching explicit vocabulary, and conducting role-play. These strategies were implemented by the expert teachers during two English reading Research Cycles after which a post-test was administered. The post-test and checklists of observation on expert teachers indicated that the chosen pre-reading strategies had a significant effect in increasing pupils' interest and comprehension in reading.

Akbar Azizifar et. al. (2014) conducted a study on **'The Effect of Pre-reading Activities on the Reading Comprehension Performance of Ilami High School Students'**. This study was conducted for two purposes: (1) to compare the learners' comprehension ability before and after the implementation of two types of pre-reading activities, guessing reading content from asking pre-reading questions and vocabulary definition, (2) to investigate the learners' attitudes towards the implementation of two pre-reading activities. The research participants consisted of 60 grade-10 students

studying at Omol Habibeh High School in Ilam, Iran. A test of reading comprehension ability was administered to assign the subjects into two groups. The two groups were given different pre-reading activities, guessing reading content by asking pre-reading questions and vocabulary definitions, respectively. The research instruments consisted of a reading comprehension test (used as pre- and post-tests). The experiment using the two pre-reading activities was carried out for 5 weeks two sessions a week. The data was analyzed statistically to identify means, standard deviation, and t-value. It was found that after implementation of the 2 pre-reading activities the subjects performed better in the post-test, at a significant level of .05. When comparing the results of the 2 pre-reading activities, it was found that the group receiving guessing meaning from pre-reading questions performed better than their counterpart who experienced vocabulary definitions, at .05. It was also found that both groups were satisfied with the activity they experienced.

Hana (2014) conducted a study on **‘Examining the Effectiveness of Pre-reading Strategies on Saudi EFL College Students’ Reading Comprehension’**. This study investigates the effectiveness of two pre-reading strategies on EFL students’ performance in reading comprehension. A group of 46 students from King Saud University, Preparatory Year, participated in this study. A quasi-experimental design was used, with 23 students being first to perform the pre-reading strategy, read a passage, and then answer comprehension questions. Results indicated that there were no statistically significant differences assigned to the first experimental group that received one pre-reading strategy (vocabulary pre-teaching) while the remaining 23 students received another pre-reading strategy (pre-questioning). Students in both groups were asked significant differences

between the two groups. Some implications have been drawn for EFL teachers and material designers.

Rahimpour et. al., (2013) conducted a study on “**Prereading Activities and Iranian EFL Learner’s Performance in Reading Comprehension**”. The present study is an attempt to investigate the impact of two different types of pre-reading activities 1: glossary of unknown vocabulary items and 2: content-related support on EFL learners’ performance on reading comprehension across low proficiency (LP) and high proficiency (HP) levels. 80 language learners with an age range of 18-28(male and female) participated in this study. Each level consisted of two experimental groups. One experimental group received a glossary of unknown vocabulary items while the other group received content-related support (in written form) to activate prior knowledge before administering reading comprehension questions. The results of the statistical analysis of the data revealed that two types of pre-reading activity and proficiency level had a positive effect on the learners’ reading comprehension. The study suggests that appropriate and appropriate and relevant pre-task activities should be employed at different proficiency levels to facilitate and improve the learners’ reading comprehension.

Hasaan (2011) conducted a study on ‘**The effects of Pre-Reading Activities in EFL classes on students’ reading comprehension**’. This research aimed at investigating the place of pre-reading activities in upper-intermediate level ELT first-year students’ reading comprehension at the European University of Lefke in the spring semester of the 2008-2009 academic year. To reach this aim, the researcher collected relevant data through pre-test, post-test, students’ interviews, and teachers’ interviews. The researcher observed that the majority of

the students, particularly the Turkish-speaking students, have comprehension problems in reading in the target language among the English Language Teaching (ELT) Department the first-year students, due to the lack or disregard for pre-reading activities before the actual reading phase. Therefore, the researcher applied various pre-reading activities in the experimental group, whereas he did not make any pre-reading activities in the control group. Thus, the effect of pre-reading activities on students' performance was assessed with two tests: the pre-test and the post-test. Besides, the researcher applied interviews given to both the teachers and the students to see how teachers and students view the use of pre-reading activities. The results of the analysis of data demonstrated that both the teachers and the students like the use of pre-reading activities, helping them to better comprehend the reading text, and they think that teachers' using pre-reading activities in the classroom activates their background knowledge about the topic of the text. As long as the students are exposed to appropriate pre-reading activities, they have the opportunity to better comprehend the reading tasks.

Kei Mihara (2011) conducted a study on '**Effects of Pre-Reading Strategies on EFL/ESL Reading Comprehension**'. This study focuses on two pre-reading strategies: vocabulary pre-teaching and comprehension question presentation. Researchers have claimed that a vocabulary strategy is less effective than any other pre-reading strategy. This study investigates whether their claim is true of Japanese university students. The purpose of the study is twofold. The first goal is to examine the effects of the two pre-reading strategies; the second is to discuss the relationships between students' English proficiency and their reading

comprehension. The participants in the present study were asked to perform a pre-reading strategy, read a passage, and then answer comprehension questions. They read four passages altogether. Three weeks after they read the fourth passage, they were asked to answer a questionnaire. This study indicates that vocabulary pre-teaching is less effective for Japanese students, although students with higher English proficiency outperformed lower-level students regardless of which pre-reading strategy they used.

Yusuf (2011) investigated a study on ‘**The effect of pre-reading activities on ESL students’ reading comprehension in a senior secondary school**’. Fifty students from two secondary schools in Kaduna (Nigeria) participated. The experimental group was exposed to pre-reading activities—namely, previewing, pre-reading discussion, and brainstorming, whereas the control group was taught using traditional methods. The results indicated that the experimental group performed better than the control group. The researcher recommended the use of these pre-reading activities and added they might serve as useful tools for language—particularly for reading teachers—in facilitating learners’ reading comprehension ability.

Alemi and Ebadi (2010) conducted a study on ‘**The effects of pre-reading activities on ESP reading comprehension.**’ The study examined the effects of pre-reading activities among 40 undergraduate engineering students’ ESP reading comprehension. The students were divided into two groups: experimental and control. The experimental group received a treatment employing the three pre-reading activities: pictorial context, vocabulary pre-teaching, and pre-questioning. The experimental group demonstrated more considerable abilities in comprehension than the control group. Thus, the authors concluded that the employment of pre-reading activities would improve students’ reading

comprehension abilities.

Yeeding (2007) studied “**Using pre-reading activities to increase learners’ motivation in reading comprehension.**” investigated the effects of pre-reading activities on learners’ motivation and reading comprehension ability. Results showed that the activities subjects were highly motivated, and enthusiastic to read. After the experiment, they scored significantly higher. Results from the studies reviewed above made the researcher of the present study realize the significance of applying pre-reading activities in teaching reading comprehension.

Zhaohua (2004) conducted a study to identify the ‘**Effects of previewing and providing background knowledge on reading comprehension of EFL students working with American documentary narratives**’. Seventy-eight non-English major students attending the agriculture college of Yangzhou University in China participated in that study. The results revealed that the background knowledge group had superior performance over the control group. However, there was no difference in participants’ performance between the preview group and the control one.

Stahl, S.A. (2003) conducted a study on ‘**Vocabulary and Readability: How knowing word meanings affects comprehension**’. The relationship between vocabulary knowledge and text readability is a robust one. Vocabulary knowledge has consistently been found to be the foremost predictor of a text's difficulty. However, the relationship is a complex one. Procedures used by readability formulae to assess the vocabulary factor can over- or underestimate text difficulty. Counting syllables ignores difficult monosyllable words or misses difficult idiomatic expressions. Counts of word frequency can ignore the effects of affixes. In general, it is not the mechanical counts of "easy"

or "difficult" words in a text that make a text easy or difficult, but what the reader knows about the words in a text.

Taglieber, Johnson & Yarbrough (1988) studied “**Effects of pre- reading activities on EFL reading by Brazilian college students.**” Provided the experiment subjects with 3 pre-reading activities: guessing reading content from pictures, learning vocabulary before reading, and pre-reading questions. The control group did not receive any of the 3 pre-reading activities. A pre-test and post-test were administered to both groups. It was found that the experimental subject performed better than the control group. In addition, the reading scores from the reading with guessing reading content from pictures, and pre-reading questioning were better than reading with learning vocabulary before reading.

Loni Kreis Taglieber et.al., (1988) conducted a study on “**Effects of Prereading Activities on EFL Reading by Brazilian College Students.**” This study investigated the effects of three prereading activities (pictorial context, vocabulary pre-teaching, and pre-questioning) and a control condition on the reading comprehension of 40 undergraduate Brazilian EFL students. In a Latin square design, all subjects read four different reading passages, each passage under one of the four conditions. Immediately after reading a passage, subjects answered an 8-item open-ended test and a 10-item multiple-choice test. Multivariate analysis of variance tests on the two measures revealed significant effects for prereading and passage. Further investigation through Tukey's HSD revealed that all three prereading activities produced significantly higher multiple-choice scores than the control condition. Vocabulary pre-teaching resulted in increased comprehension compared with the control but was significantly less effective than the other two

strategies. The results of the study are interpreted through a schema-theoretic view of the reading process.

Gass (1988) researched on ‘**Second Language Vocabulary Acquisition**’. Second language acquisition research has historically been influenced by the field of linguistics, not only in terms of theoretical insights, but also, in terms of the emphasis placed on various topics. Within linguistics, the lexicon has taken on a secondary role in terms of theory construction; within second language acquisition, the rift between studies of the lexicon and theory construction seems to be even greater. While it is no longer possible to say that the lexicon is the ‘neglected component’ of second language acquisition research, it does appear to be the case that most lexical studies are not centrally concerned with the establishment of a theory of the lexicon; rather, the majority deal with descriptive aspects of the lexicon.

Carrel (1984) conducted a study on ‘**The effects of the rhetorical organization on ESL readers.**’ This study examined the effects of the rhetorical organization of different types of expository prose on intermediate ESL readers of different native languages. In the study, 80 students were divided into 3 native language groups: Spanish, Arabic, and Oriental. The study tried to depict the differences among the four types of rhetorical organization of expository text (comparison, causation, problem/solution, and collection of descriptions) in the reading recalls of ESL readers as well as identify differences among various native language groups. The participants were asked to read the passages; two written recalls were then administered—one immediately after reading the passage and

the other 48 hours later. Participants were asked to write down everything they could remember from the text using their own words. They were also asked to write down how ideas were connected. Results indicated significant differences among the four types of rhetorical organization of expository prose on the reading recalls of ESL readers. In addition, significant differences emerged among the three native language groups. To sum up, the more highly organized types of discourse (comparison, problem/solution, causation) are generally more facilitative of recall than the less organized collection of descriptions. The results also revealed that the various discourse types had different effects on different language groups. The study concluded that if ESL readers—regardless of their native language background—possess the formal schemata against which to process the more highly structured types of organization, then encoding, retention, and retrieval are generally facilitated as well.

2.07 CRITICAL REVIEW

A review of Indian and foreign studies clearly shows that no attempt has been made on the present study. The investigator reviewed the studies done in India as well as abroad, that are related to the present study, **“The Effect of Pre-Reading Activities on Reading Comprehension in English among High School Students”**.

The review of related literature presented in this chapter contained the use of a variety of pre-reading activities in the English classroom. They are brainstorming, pre-teaching vocabulary, pre-questioning, visual aids, KWL strategy, focus on vocabulary exercises, previewing, pre-reading discussion,

pictorial context, vocabulary pre-teaching, comprehension question presentation, pre-questioning, contextual redefinition, guessing reading content from pictures, graphic organizers etc. The investigator reviewed 25 studies, which included both Indian and foreign studies. From the opinions of various investigators, the concept of pre-reading activities is meant to motivate and sustain pupils' interest in the actual reading activity. They also activate the building of related information in such a way that new information is easily assimilated into learners' existing fields of knowledge. Though pre-reading activities play a critical role in the reading comprehension classroom a significant number of teachers do not use them. The few who do, neither use a variety of them nor use them regularly. Of the studies reviewed 6 are Indian studies and 19 belong abroad. Most of the related studies were published during the years 1984-2023. The name of the investigator, year of publication, objectives, method used, tool used, statistical techniques used, related factors used and the samples are given in the review. The review has been summarized and given below. Most of the studies have been conducted as experimental studies and, in a few surveys, the method has been used. The objective of most of the studies was to find out the effect of the pre-reading activities in the experimental group and the traditional method in the control group on a randomly selected sample of English as a second language learners. Various research tools have been used for data collection. Tools like English comprehension test, achievement tests, structured questionnaires, semi-structured questionnaires, interviews, etc were used. Sampling techniques employed in the review of studies were purposive sampling, random sampling, and probability sampling. In most of the studies, the samples were teacher educators, school students, College students, student-teachers. The statistical techniques used were

Frequency, percentage distribution, mean, SD, Gain score analysis, t-test, coefficient of correlation, analysis of variance and analysis of covariance have been employed. In short, the review helped formulate the design for the present investigation in terms of formulation of hypothesis, selection of sample and construction of the tool.

2.08 CONCLUSION

The researcher, from her review of related studies, has found that there is a need to do research in the field, no experimental study seems to have been directly undertaken to measure the reading comprehension of higher secondary students. The research conducted in this study area is minimal. The research gap in this area is felt, so more and more research is necessary, and it is appropriate to undertake research on this topic to improve it through suggestive measures.

CHAPTER III

METHODOLOGY AND TOOL CONSTRUCTION

3.01 OVERVIEW

This chapter consists of nineteen sections. It deals with methodology and tool construction. The first section is the overview of this chapter. The second section is the introduction of this chapter. The third and fourth sections bring forth details of experimental research and the methodology used in the study. The fifth and sixth sections deal with the research design and design of the study. The seventh and eighth sections point out the area of the study and the population of the study. The ninth and tenth sections state the sample and sample procedure and sample distribution. The eleventh section deals with the tools used for the study. The twelfth section describes the preparation of the tool. The thirteenth section states establishing validity, content validity and face validity. The fourteenth section highlights the procedure for validating the items. The fifteenth section gives a description of the tool and scoring key. The sixteenth section states establishing reliability. The seventeenth section deals with the administration of the tool. The eighteenth and nineteenth sections give the statistical techniques employed and the conclusion of the third chapter.

3.02 INTRODUCTION

In the words of **John W. Best (1986)**, “Research is considered to be the more formal, systematic, intensive process of carrying on the scientific methods of analysis. It involves a more systematic structure of investigation, usually resulting in some sort of formal record of procedures and a report of results and conclusion”. According to **George J. Mouly** “Educational research is a systematic and scholarly application of the scientific method interpreted in its broader sense to the solution of educational problems: conversely any systematic study designed to promote the development of education as a science can be considered educational research”. Methods are the procedures used for generating, collecting and evaluating data. There are various methods to conduct educational research. To name few of them: Survey methods, scientific methods and experimental methods are a few of them. In this study, the investigator has employed an experimental research method.

3.03 EXPERIMENTAL RESEARCH

According to **Best and Kahn (2007)**, “Experimental design is the blueprint of the procedure that enables the investigator to test the hypothesis by reaching valid conclusions about the relationship between independent and dependent variable”

Experimental research has had a long tradition in psychology and education. When psychology emerged as an infant science during the 1900s, its modalities research methods on the established paradigms of the physical sciences, which for centuries relied on experimentation to derive principles and laws. Subsequent

reliance on experimental approaches was strengthened by behavioral approaches and education that pre-dominated during the first half of this century. Thus, the usage of experimentation in educational technology over the past 40 years has been influenced by developments in theory and research practices within its parent disciplines. There are three essential ingredients with which the investigator is actively involved in the conduct of an experiment: control, manipulation and observation.

The experimental method formally surfaced in educational psychology around the turn of the century, with the classic studies by Thorndike and Woods worth on transfer (**Cronbach, 1957**). The experimenter's interest in the effect of environmental change, referred to as "treatments," demanded designs using standardized procedures to hold all conditions constant except the independent (experimental) variable. This standardization ensured high internal validity (experimental control) in comparing the experimental group to the control group on the dependent or "outcome" variable.

3.04 METHODOLOGY USED IN THE STUDY

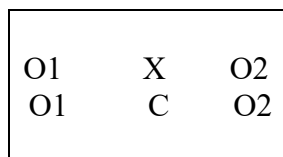
The experimental method has been adopted in the present study entitled "The Effect of Pre-Reading Activities on Reading Comprehension in English among High School Students". The investigator has used appropriate tools to find out the effect of pre-reading activities on reading comprehension in English among high school students. She has prepared twenty-five pre-reading activities with sixteen worksheets to develop the high school students' reading comprehension in English.

3.05 RESEARCH DESIGN

Experimental design is the blue print of the procedures that enables the researcher to test hypothesis by reaching valid conclusions about the relationship between independent and dependent variables” (Best & Kahn, 2012). An experiment involves making a change in the value of one variable called the independent variable and observing the effect of that change on another variable called the dependent variable (Cohen, Manin & Morrison, 2011).

3.06 DESIGN OF THE STUDY

In this study, randomized – pretest post-test control group design is used. Firstly, the participants were randomly selected from the specified population and secondly, the participants were randomly assigned to an experimental group and a control group. Nevertheless, experimental design enables the researcher to compare the performance of the experimental group with that of a control group. The experimental group and the control group were selected from the same school. The design of the study is represented by the following diagram.



Where

O1 = Pretest

O2 = Post Test

X = Experimental Treatment

C = Conventional Teaching

Table 3.01 Intervention to Experimental Group

Time	Activity	Activity	Worksheet
DAY 1	1. Discussion	2. I am Listening to You 3. Quotes	1,2
DAY 2	4. Guessing the word	5. Guessing from Pictures 6. Pictionary	3,4
DAY 3	7. Guessing from Sentence	8. How many words do you know? 9. Speed Chatting	5,6
DAY 4	10. Videos	11. Brainstorming	7,8
DAY 5	12. True or False	13. Introducing Vocabulary a. Wordle b. Wordwall c. Jigsaw	9,10
DAY 6	14. KWL Charts	15. Debate	11,12
DAY 7	16. Pronunciation	17. About Concepts of Print	13
DAY 8	18. About Book Features	19. Using Context Clues	14
DAY 9	20. About Reading History and Connections	21. Book Walk	15,16
DAY 10	22. Think!	23. Clouds	Recap
Total	30 periods		

3.07 AREA OF THE STUDY

The area of the study consists of one of the districts of Tamil Nadu, namely Tirunelveli district.

3.08 POPULATION OF THE STUDY

The population for the investigation comprises 1,124 Teachers handling English for std IX in Government and Aided Schools in Tirunelveli District for the academic year 2023-2024.

Tirunelveli district, were selected for the study. Out of which, thirty high school students were in the control group and thirty high school students were in the experimental group. The experimental group is given treatment in pre-reading activities whereas the control group is given treatment in conventional teaching.

3.10 SAMPLE DISTRIBUTION

Table 3.02 Sample Distribution

Sl.No.	Name of the School	Group	No. of HSS	Percentage
1	Government HSS, Barkitmanagaram	Control	30	50
		Experimental	30	50
		Total	60	100

It is inferred from the above table 3.2 that 50 percent of high school students in the sample are from the control group and 50 percent of high school students in the sample are from the experimental group.

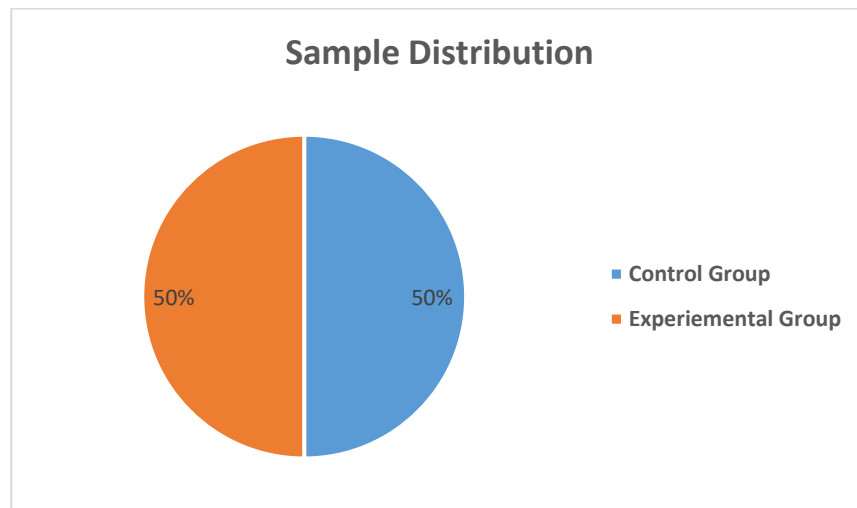


Fig. 3.1 Sample Distribution.

3.11 TOOLS USED FOR THE STUDY

The following tools are used for data collection.

1. The Reading Comprehension Test for high school students – Pre-test and Post-test was developed by the investigator.
2. Pre-Reading Activities and Worksheets for high school students were developed by the investigator.

3.12 PREPARATION OF THE TOOL

a) Construction of tool

The Reading Comprehension Test for High School Students in English subject was used as the main tool for the study. The investigator developed the Reading Comprehension Test for pre-test and post-test to evaluate the reading comprehension of high school students. She browsed the reading materials on the internet and then read thoroughly a lot of books related to reading comprehension for high school students and prepared the items for the tool. She modified and validated the tool to ensure suitability.

b) Draft tool

The draft tool contained 40 items to assess the pre-reading activities of high school students. The draft tool was well-prepared and thoroughly scrutinized by other experts from colleges of education. The investigator and other experts were satisfied with the tool and gave positive opinions about the content of the tool. The researcher and other professor's suggestions, comments and modifications were

well incorporated into the tool. The Reading Comprehension Test in English contained only short answer questions. Short answer questions were chosen to check the guessing reading content, asking pre-reading questions and vocabulary definitions were given equal weight during the preparation of the tool. The draft tool is given in the appendix.

c) Critical Evaluation of Items by Experts

Expert judgment was the primary method for the selection and evaluation of the reading passages and items constructed by the researcher. The reading comprehension of the high school students was checked based on the reading materials and worksheets. 25 pre-reading activities and 16 student worksheets were given to 30 experts including high school teachers, assistant lecturers, assistant professors and retired professors of Manonmaniam Sundaranar University, Tirunelveli, St. Xavier's College of Education, Tirunelveli and DIET, Munanjipatti. The items were revised and modified in the light of corrections and suggestions of the experts.

3.12.01 PILOT STUDY

a) Individual Try-out

The prepared draft of the pre-reading activities, worksheets and reading comprehension test for high school students was administered to a small group of 5 students studying in IX standard to check out the main problems before the pre-try out test. It provided valuable information regarding the ease of administering

the test, the time limit for completion of the test, clarity of the language used in the instruction and in the questions, accuracy and comprehension of the answer keys and usability of response sheets. The researcher observed the students very closely while administering the test, recorded the time taken, and checked if they were having any difficulty in reading the passage given for reading and also in test items and instructions. Once the test was completed, the researcher collected the response sheet and took time for brief interaction to receive the necessary feedback from them.

b) Group Try-out:

The pre-reading activities and worksheets with necessary modifications were given to a sample of 60 students studying at IX standard of Sarah Tucker Higher Secondary School, Palayamkottai, Tirunelveli. Some of the items were eliminated from the initial preliminary try out and after the elimination of some items, items for guessing reading content, asking pre-reading questions and vocabulary definitions were selected. The answer scripts were valued strictly according to the Scoring Key prepared and total scores were arrived at. Thus, pre-reading activities and worksheets were considered satisfactory. After the finalization of the draft, selected passages, items and separate worksheets were printed and was made ready for implementation.

3.13 ESTABLISHING VALIDITY

“Validity refers to the degree to which evidence and theory support the interpretation of test scores entailed by proposed uses of test” (Best and Khan, 2006). The validity of the tool has been found in different methods. For the present study, the investigator established the face and concurrent validity of the tool.

3.13.01 CONTENT VALIDITY

The draft tool was well-prepared and thoroughly scrutinized by other experts from colleges of education. The investigator and other experts were satisfied with the tool and gave positive opinions about the content of the tool. The researcher and other professor's suggestions, comments and modifications were well incorporated into the tool. Thus, the prepared tool has content validity.

3.13.02 FACE VALIDITY

Face validity has something to do with the mere appearance of the test. A test is said to have face validity when, by appearance, it looks like measuring what it is meant to measure. The investigator was assisted and assured by the experts and professors of education that the test possessed face validity.

3.14 THE PROCEDURE FOR VALIDATING THE ITEMS

Item Analysis

The item analysis given in the following table was followed. The discriminative index of each of the 40 items is shown in the following table.

Table 3.03 Item Analysis

Q. No.	Discrimination Index	Retained/ Deleted	Q. No.	Discrimination Index	Retained/ Deleted
1	0.21	Retained	21	0.21	Retained
2*	0.11	Deleted	22*	0.13	Deleted
3*	0.06	Deleted	23*	0.12	Deleted
4	0.21	Retained	24	0.21	Retained
5	0.21	Retained	25	0.22	Retained
6	0.22	Retained	25	0.24	Retained
7	0.24	Retained	27	0.21	Retained
8	0.21	Retained	28*	0.09	Deleted
9*	0.06	Deleted	29*	0.03	Deleted
10*	0.18	Deleted	30	0.24	Retained
11	0.24	Retained	31	0.21	Retained
12	0.21	Retained	32	0.25	Retained
13	0.25	Retained	33	0.24	Retained
14	0.24	Retained	34	0.21	Retained
15*	0.09	Deleted	35	0.25	Retained
16*	0.06	Deleted	36	0.21	Retained
17	0.21	Retained	37	0.24	Retained
18	0.24	Retained	38	0.24	Retained
19	0.24	Retained	39	0.25	Retained
20	0.25	Retained	40	0.25	Retained

*Marked items were deleted.

Item Selection

The items having a discriminative index greater than 0.2 were selected and the remaining items were deleted. Thus, out of 40 items, 30 items were selected for the reading comprehension test.

3.15 DESCRIPTION OF THE FINAL TOOL

Table 3.04 Description of The Reading Comprehension Test

S.No.	Dimensions	Marks	Percentage
1	Guessing Reading Content	10	33.3
2	Asking Pre-Reading Questions	10	33.3
3	Vocabulary Definitions	10	33.3
	Total	30	100

The Reading Comprehension Test consisted of five passages with short questions. The students have to read the passage and find out the answers in the passage. This tool is meant for pre-tests and post-tests. The first passage has five short answer questions. The second, third and fourth passages have six short answer questions each. The fifth passage has seven short answer questions.

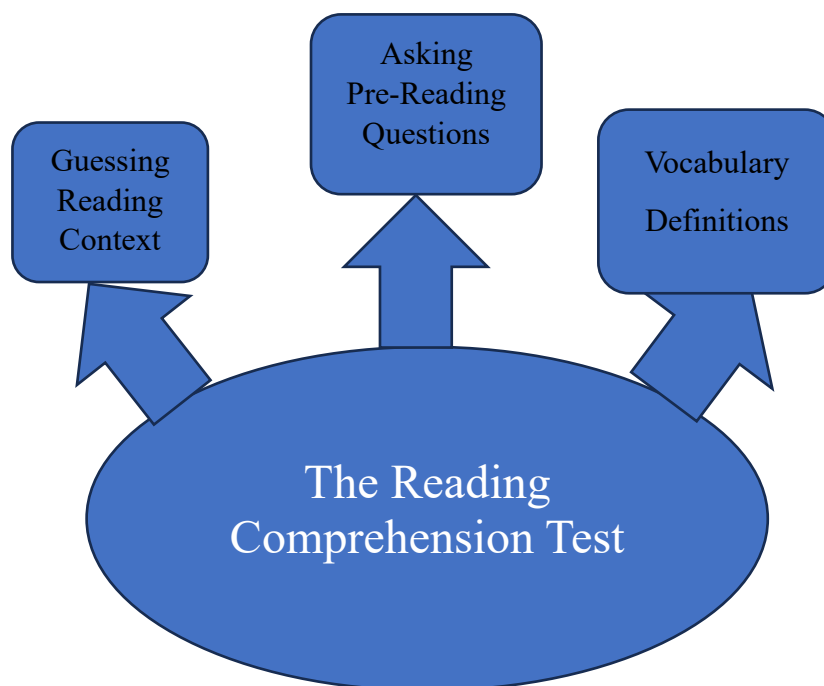


Fig. 3.2 Description of The Reading Comprehension Test.

3.15.01 SCORING KEY

The Reading Comprehension Test – Pre-test and Post-test has five passages. The total marks are thirty. Each short answer question carries one mark. The first passage has five questions with each question one mark. The second, third and fourth passages have six questions each with each question one mark. The fifth passage has seven questions with each question one mark.

3.16 ESTABLISHING RELIABILITY

According to Sharma (2004), “Reliability refers to whether a test is internally consistent (i.e.) consistency of scores obtained throughout

the test when administered one or how accurately is the test measuring at a particular time”. The reliability of the whole tool was estimated by Cronbach's alpha formula. The reliability value is 0.494, which means the scale is reliable for the study. A copy of the final tool, The Reading Comprehension Test for high school students, is given in the appendix.

3.17 ADMINISTRATION OF THE TOOL

The researcher contacted the higher authorities and after getting prior permission from the school authorities, the Chief Education Officer, the headmaster and the teachers concerned, the experimental research was conducted at Government Higher Secondary School, Barkitmanagaram, from January 2024 to March 2024. Pre-test and post-test were conducted for the control group and an experimental group. The researcher handled three daily periods of 45 minutes for ten days. The experimental group had pre-reading activities for 30 periods on the school timetable. The control group had conventional teaching. After intervention, the post-test was conducted for the control group and experimental group.

DAY 1

Pre-Reading Activity 1: Discussion.

The facilitator creates a discussion about the topic. She encourages the students to discuss the topic of the reading. She displays four or five sentences expressing opinions about the topic, then sticks them in the 4 corners of the classroom. Students go and stand near the opinion they disagree with the most.

The groups explain why they disagree with the opinion. Then the facilitator encourages the group to prepare reasons for disagreeing with that particular sentence. Then students stand near the opinion they agree with the most and have a short discussion about it. Then the facilitator encourages the group to prepare reasons for agreeing with that particular sentence. Once they have done this, the students can then interact with the students from other groups to share their opinions and reasons.

Topic: Favourite Online Sources

Opinion 1 - Learn at your own pace

Opinion 2 – It makes it easy to access the information you are looking for!

Opinion 3 -Courses are available to get certificates

Opinion 4 – Subscribe to channels to stay tuned for the latest videos.

Pre-Reading Activity 2: I am Listening to You

The facilitator promotes oral interaction in the class. The students work in pairs. One of them talks while his or her partner listens for 1 minute about a topic. They repeat with a new topic and change roles or they even change partners after they have spoken and listened to each other.

Topic: The Pros and Cons of Technology

Pre-Reading Activity 3: Quotes

The facilitator chooses quotes from great books or films. Quotes are taken from Good Reads, a very popular site for readers. The students form groups of three and discuss the chosen quotes. The students are also encouraged to bring their quotes to the classroom. Students think about and answer questions like these: What does it mean? Do they agree with it? Why/Why not?

1. “So many books, so little time.”— Frank Zappa
2. “If you tell the truth, you don't have to remember anything.”— Mark Twain

WORKSHEET - 1

- 1) **Read the passage given below and find the correct answers to the given questions.**

Cryptocurrency

There will hardly be anyone who will be ignorant of the name of cryptocurrency. For the last few years, cryptocurrency has become very popular all over the world. Its craze in India has also increased very fast. It's nothing but a digital currency that is based on Blockchain technology. Some popular cryptocurrencies are Bitcoin, Binance coin, Ethereum, XRP, etc. The most important thing about this currency is that it's completely decentralized, which means that there is no control of any country over it, that's why many countries still consider it illegal, but recently India has considered it legal. It's such a currency that doesn't exist in physical form, but with its help, you can buy any goods and also invest and trade. When a transaction takes place, it's monitored through powerful computers, which is called cryptocurrency mining in another language.

Questions –

1. What is cryptocurrency?
2. Where can cryptocurrency be used?
3. What is Cryptocurrency mining?
4. Write a synonym for the word 'Decentralized'.
5. What is the meaning of 'cryptocurrency is decentralized'?

WORKSHEET - 2

- 1) **Read the passage given below and find the correct answers to the given questions.**

Gautam Buddha

Gautam Buddha is also known as Mahatma Buddha and Bhagwan Buddha. His childhood name was Siddharth. He was born in 563 BC. The name of his mother was Mahamaya. His wife's name was Yashodhara. He was of a very contemplative mind from his childhood. He always looked for peace around him. One day, when a son was born to him at the age of thirty, he realized that his life was going through difficulties. So, one night he left his house, wife, and son without informing anyone. The reason for leaving his royal house was to seek peace around him. After several years of rigorous penance, he attained enlightenment in Bodh Gaya, Bihar. After this, he was transformed from Gautam Buddha to Bhagwan Buddha.

Questions –

1. At what age was a son born to Gautam Buddha?
2. Why did Gautam Buddha leave his royal home?
3. What was his wife's name?
4. Write the other names of Gautam Buddha.
5. Give the synonyms of the bold words.

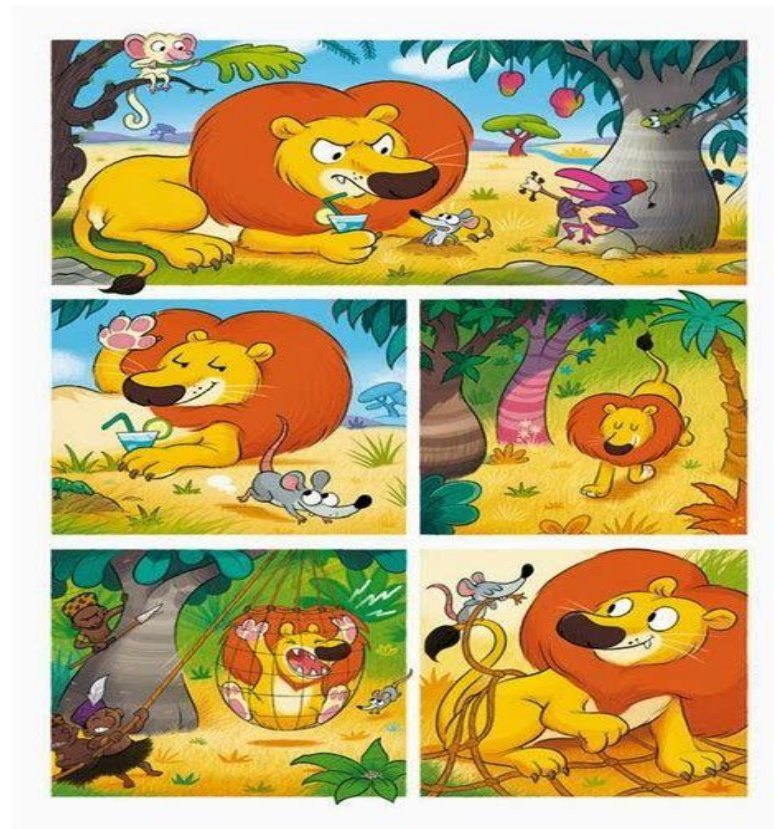
DAY 2

Pre-Reading Activity 4: Guessing the word

Before students look at the text they are going to read, the facilitator writes 5 or 6 words from the text on the board and asks the students to guess the topic. Students brainstorm ideas and write on the blackboard for everyone to see and remember. ***Social network** ***Instagram** ***Facebook** ***Twitter** Finally, the facilitator confirms how close or far they were. **Social Media.**

Pre-Reading Activity 5: Guessing from Pictures

The facilitator finds 3 pictures or objects which are connected to the story or reading. The facilitator asks how those pictures and images are connected. Finally, students read the text and check if they were right or wrong about the story connections they made.



Pre-Reading Activity 6: Pictionary

The facilitator selects some of the key words from the text. She then divides the class into two or three groups. In turn, a student from each group (at the same time) comes to the whiteboard. They are told the word and they have to draw that word. They are not allowed to use letters or numbers in their drawing. The other students try to guess the word and earn points for their team.

WORKSHEET - 3

- 1) Read the passage given below and find the correct answers to the given questions.**

Trading, and Investment

Trading is a word that is used a lot in the stock market. In general language, trading means buying and selling things. In other words, it's about making a profit by buying and selling things. There are four types of trading in the stock market. They are Scalping Trading, Intraday Trading, Swing Trading, and Traditional Trading. The riskiest trading is scalping trading and the safest is positional trading. Scalping Trading is the riskiest as people trade in this for only a few minutes or seconds. Often people look confused about trading and investment. Actually, trading means buying shares of any company for a short period whereas when someone buys shares for a long time, it's called an investment. Those who trade are called traders and those who invest are called investors.

Questions

1. What is trading generally?
2. What are the types of trading in the stock market?
3. Explain trading and investing individually.
4. Which is the riskiest trading?
5. Can an investor be called a trader?

WORKSHEET - 4

- 1) **Read the passage given below and find the correct answers to the given questions.**

Subhas Chandra Bose

Who doesn't know Subhas Chandra Bose? He was one of the greatest leaders of India. He played an important role in getting India's independence. One of his famous slogans was 'Tum Mujhe Khoon Do, Main Tumhe Azadi Dunga'. All the countrymen used to call him by the name of Netaji. Due to his ludicrous antics, he was sent to jail many times. He was born in 1897 in Cuttack, Odisha. He also formed an army that was named Azad Hind Fauj. The Azad Hind Fauj was formed by Subhas Chandra Bose to fight the British in the Second World War. He raised the slogan of 'Delhi Chalo' at the Town Hall of Singapore and fought the British along with the Japanese army.

Questions –

1. When was Netaji born?
2. What was the slogan given by Netaji at the Town Hall of Singapore?
3. What was the name of Netaji's army?
4. How was Netaji related to Odisha?
5. What was the most famous slogan of Subhas Chandra Bose?

DAY 3

Pre-Reading Activity 7: Guessing from Sentence

The facilitator dictates 3 sentences from the reading passage. Students write them down and check with a friend if they are correct. The sentences are written on the board, if necessary, as a final check. Then the facilitator asks how these sentences might be connected. Students predict and then read the text quickly to check their predictions.

Pre-Reading-Activity 8: How many words do you know?

The facilitator prepares the board by writing the letters of the alphabet in three or four columns. The students form two lines standing behind each other. She uses two coloured markers to know which team wrote what. The first student at the front of each team gets the board marker. The facilitator introduces a topic to the class. Two students move to the board and write one word related to the topic on the board next to the letter it begins with, then pass the marker to the next student in their team and go to the back of the queue. The two teams compete to write as many words as possible on the board in three minutes. The team with the largest number of appropriate and correctly spelled answers wins!

Pre-Reading-Activity 9: Speed Chatting

The facilitator prepares one or two simple questions related to the topic of the reading. She asks the class to make two rows facing each other. Then, she encourages the students to ask each other the questions but warns them that they only have 60 seconds to do so. Once the 60 seconds are up, one of the rows rotates so each student has a new partner. The facilitator repeats the process several times.

WORKSHEET-5

- 1) Read the passage given below and find the correct answers to the given questions.

Long Neck

Once a giraffe reached the bank of a river to drink water after eating leaves from trees. He saw his reflection in the water and became very happy seeing his **dapple** skin but noticed that his neck was very long compared to other animals.

As a result, he became very sad and started criticizing God. As he turned back after drinking water, some lions attacked him and tried their best to kill him but unfortunately could not bring him down due to his high neck. In the end, they ran away from there unsuccessfully. The giraffe thanked God and was very sad about what he said to God.

Questions –

1. After eating what giraffe went to the bank of the river?
2. Why was the giraffe happy?
3. Why did the giraffe begin to criticize God?
4. Give the synonym of the bold word.
5. Who attacked the giraffe?

WORKSHEET - 6

1) Read the passage given below and write the option that you consider the most appropriate in your answer sheet:

Cryptocurrency is a digital form of money that is used to buy and sell items and services completely online. The first cryptocurrency, Bitcoin, was invented and released in 2009 by an anonymous person, or group of people, who took the name Satoshi Nakamoto. Just like we spend money in coins and dollars, cryptocurrency is spent via digital coins such as bitcoins.

Bitcoins were created for the purpose to put people in charge of their currency. The dollars and coins that we spend on food, clothes, and gifts are regulated by the government – cryptocurrency isn't controlled by any central bank or one major administrator. The power to spend and regulate the money is entirely in the hands of the people who use it. However, since cryptocurrency isn't regulated by the government, it can't be used to pay for government-provided services or to pay taxes.

Bitcoins can be purchased using real paper money however, they can't be stored in a physical wallet or bank account. Instead, cryptocurrency like bitcoins is stored in a person's virtual wallet. The online wallet also keeps track of any transactions and transfers of virtual money between two people.

Exchanging money online happens differently from an in-person exchange. When we buy products at a store, we give the cashier dollar bills and take our change. The money we pay with is unique – no one else can use that dollar bill

unless they have it themselves. Paying with cryptocurrency is another story. When bitcoins are exchanged digitally, safeguards must be in place to prevent the same digital coin from being accessed by multiple people.

To keep cryptocurrency transactions secure, all exchanges of digital money are chronicled in a public ledger – a record of transactions that anyone can open and validate. This ledger is called the blockchain, and it makes sure that all Bitcoin exchanges are honest and everyone receives the digital money that he/she paid for. If a faulty transaction was made – for example, if one person tried to send the same Bitcoin to multiple people to save money – that transaction would be made public on the blockchain, and other Bitcoin users would identify it as false. While the government regulates paper money, the regulators of cryptocurrency are the people buying and spending it.

Each country has its paper currency, but Bitcoin's virtual value is valid anywhere in the world. If cryptocurrencies become further recognized as official forms of global currency, they could revolutionize how payments are made on a day-to-day basis.

1. What is a consequence of a currency not regulated by the government?
 - A. It can't be used to pay for things over the internet
 - B. It can't be used to pay for government services or taxes
 - C. It can't be stored in a virtual wallet
 - D. Transactions with cryptocurrency cannot be secure

2. What is a bitcoin?

A. According to the passage, it is a type of cryptocurrency

B. According to the passage, it is the only type of cryptocurrency

C. According to the passage, it is a cryptocurrency that can be used just like bills and coins at a store

D. The passage doesn't tell

3. Why is the blockchain important?

A. Because it is a list of all cryptocurrency transactions

B. Because people are buying and spending cryptocurrency

C. Because cryptocurrencies are accepted throughout the world

D. Because cryptocurrencies are different from traditional dollars and cents

4. Which of the following best explains the main idea of the third paragraph?

A. You should have a wallet whether you use cryptocurrencies or paper money and coins.

B. Cryptocurrencies are stored in a virtual wallet that has many more functions than a traditional wallet

C. Cryptocurrency is used online whereas paper money and coins are used to buy products in stores

D. Bitcoins can be purchased using paper money

5. Which of the following best describes the PURPOSE of cryptocurrency?

A. To provide an online currency

- B. To provide a currency that is available in more than one country
- C. To make sure purchases online are secure
- D. To make sure people, rather than governments, are in charge of their money

6. Which of the following is an example of speculation?

A. “If cryptocurrencies become further recognized as official forms of global currency, they could revolutionize how payments are made on a day-to-day basis.”

B. “Each country has its paper currency, but Bitcoin’s virtual value is valid anywhere in the world.”

C. “When bitcoins are exchanged digitally, safeguards must be in place to prevent the same digital coin from being accessed by multiple people.”

D. “Bitcoins can be purchased using real paper money; however, they can’t be stored in a physical wallet or bank account.”

7. What is NOT true about cryptocurrencies?

A. The true inventors of Bitcoin remain anonymous

B. The blockchain is a ledger that is currently not available to the public

C. Cryptocurrency users share the burden of regulating cryptocurrencies

D. They are valid anywhere in the world

DAY 4

Pre Reading-Activity 10: Videos

The facilitator finds a short video related to the topic of the reading. She plays short videos for around three minutes and watches it herself and prepares some simple discussion questions. Then she plays the video and asks the students to talk with a partner about what they saw.

Pre Reading-Activity 11: Brain Storming

The facilitator gives the title of the reading to the students. The students have to share all their knowledge about the topic. The goal of this activity is to help the students create expectations about what they are about to read and then see if their expectations were met. For example: If the facilitator has to teach about the influence of social media on teenagers, students can take turns and talk about the topic. When they read the passage, they confirm their expectations.

WORK SHEET - 7

1. Read the passage given below and answer the questions that follow.

What exercise is to the body, reading is to the mind. There are different purposes for reading. One of them is deriving pleasure. Children reading for their pleasure rarely stop to ask about the words. They want to get on with the story. If the word is important, they can usually make a good guess about what it is. “He drew an arrow from his quiver”. Easy to see that a quiver is some sort of gadget to put arrows in. More complicated words they figure out by meeting them in different contexts. People learn to read well and get a good vocabulary

from books, not workbooks or dictionaries. As a kid, I read years ahead of my age, but I never looked up words in dictionaries and didn't even have a dictionary. In my lifetime, I don't believe I have looked at even as many as fifty words – neither have the most good readers. Most people don't know how dictionaries are made. Each new dictionary starts from scratch. The company making the dictionary employs thousands of 'editors', to whom they give a list of words. The job of the editor is to collect as many examples as possible how these words are actually used. They look for the words in books, newspapers, and so forth and every time they find one, they cut out or copy that particular example. Then after reading these examples, they decide 'from the context' what the writer in each case had meant by the words. From these, they make definitions. A dictionary, in other words, is a collection of people's opinions about what words mean as other people use them.

- (i). How do children find out meanings when they are reading for pleasure?
- (ii). Does the passage suggest that a dictionary is essential for a good vocabulary?
Why or why not?
- (iii). Write any one step in the process of making a dictionary.
- (iv). Define a dictionary in your own words.
- (v). Find the phrase in the passage that means 'calculate/think about until one understands.'

WORKSHEET - 8

1) Read the passage given below and write the option that you consider the most appropriate in your answer sheet:

Time is running out, and the parents are worried with just 10 days left for the schools to reopen after homework. Since the children have enjoyed their vacations, it is their parents who surf the internet, paint the charts, write essays and prepare science models. Some busy parents who are well off but cannot spare time are compelled to send their wards to the “holiday homework special” classes.

Sumedha, who holds classes for completing the children’s homework, says that she charges anything between Rs.1000 and 5000 per child, depending on the class and volume of homework. Many schools give away prizes for the best homework or add the marks in internal assessments. This makes it almost imperative for parents to get the best quality. The majority of parents complain that the level of homework is so high that their children are clueless about how to do it. Also, many of them fret that the quantum of holiday homework is so much that children fail to complete it within the stipulated holidays.

Despite all the troubles, all parents agree that holiday homework is essential for the children. Some of them opined that homework helps establish and strengthen bonds between them and their children as it brings them close to each other. Some others think that holiday homework keeps the children in touch with their studies when they are not going to school.

- (i). The two objections raised by parents regarding holiday homework are _____
- (a) children playing through the holidays and the amount of homework
 - (b) high level of homework and amount of homework
 - (c) too much time and a high level of homework
 - (d) lack of ideas among children and level of homework
- (ii). Holiday homework special 'classes are conducted for _____
- (a) busy parents
 - (b) children of busy parents
 - (c) for all well-off children
 - (d) teachers
- (iii). That _____ makes it necessary that quality homework is done.
- (a) Schools assign difficult homework
 - (b) parents are doing the homework
 - (c) schools add marks of the homework to internal assessment
 - (d) parents are paying a heavy price for homework.
- (iv). Besides keeping the children in touch with their studies homework _____ between parents and children.
- (a) sets up bonds
 - (b) builds bonds
 - (c) weakens bonds
 - (d) sets up and builds bonds

(v). The word/phrase _____ in the passage means the same as “expressed opinion”.

(a) running out

(b) spare

(c) imperative

(d) opined

DAY 5

Pre Reading-Activity 12: True or False

The facilitator takes a topic. She reads a few statements and asks the students if they think those statements are true or false. She doesn't read the answers. She allows the students to confirm if they are right or wrong when they are reading the text.

Pre Reading-Activity 13: Introducing Vocabulary

a) Wordle Vocabulary Activity

Wordle is a web-based word game created and developed by Welsh software engineer Josh Wardle. The rules of Wordle are elegantly simple. The main objective is the player has to guess a secret five-letter word in as few guesses as possible. To submit a guess, type any five-letter word and press enter. All the guesses must be real words, according to a dictionary of five-letter words that Wordle allows as guesses. The player can make up a non-existent word, like AEIOU, just to guess those letters. As soon as the player has submitted his/her guess, the game will color-coded each letter in the player's guess to tell him/her how close it was to the letters in the hidden word.

- A gray or black square means that this letter does not appear in the secret word at all
- A yellow square means that this letter appears in the secret word, but it's in the wrong spot within the word
- A green square means that this letter appears in the secret word, and it's in exactly the right place

Getting a green square or yellow square will get you closer to guessing the real secret word since it means you've guessed a correct letter. For example, if the player guesses "WRITE" and gets two green squares on the W and the R, and gray squares for the I, T, and E. Then, the next guess might be WRONG, WRACK, or WRUNG, since these words start with WR and don't contain the letters I, T, or E. Alternatively, if the player guesses "WRITE" and gets two green squares on the T and the E, and gray squares for the W, R, and I. In that case, the player's next guess might be BASTE, ELATE, or LATTE, since these words end with TE and don't contain the letters W, R, or I. Remember that the same letter can appear multiple times in the secret word, and there's no special color coding for letters that appear repeatedly. For example, if the secret word is BELLE and the player guesses a word with one L and one E, Wordle won't tell the player that both those letters appear twice.

b) Wordwall Vocabulary Activity

A word wall is a collection of words that are displayed in large visible letters on a wall, bulletin board, or other display surface in a classroom. The word wall is

designed to be an interactive tool for students and contains an array of words that can be used during writing and reading. The words are written in bold colours and fonts so that they are visible from anywhere in the classroom. These words are referred to continuously by the teacher and students. The many advantages of Wordwall are –

- As an easy and economical resource it doesn't need any elaborate space/design
- It provides visual cues for students
- It ensures positive student engagement in vocabulary building
- Students may be actively involved in creating the vocabulary list
- Vocabulary can be enhanced constantly as it is visible for a certain duration – a term or until the completion of a unit of text
- Helps students to improve spelling as they become aware of spelling patterns
- Encourages increased student independence when reading and writing
- Word wall is versatile as it can be used to introduce, reinforce and review vocabulary across subjects.

c) Jigsaw Vocabulary Activity

Jigsaw is a great vocabulary activity to let students do the teaching and learn from their peers. It is a great confidence boost, and teaching is one of the best ways to learn something in long-term memory!

Instructions:

1. Split the class into 4-5 groups.
2. Give each group an assigned word.

3. Let each group research their word together to become experts on it (find it in a dictionary, draw pictures of it, come up with synonyms and antonyms, use it in a few sentences, etc)
4. Then rearrange the groups so that each new group has 1 student expert for each word.
5. Let students take turns teaching their new group their word.

WORKSHEET - 9

1) Read the given passage carefully and choose the best answer from the given alternatives:

Nepal lies between India and Tibet, among the Himalayan Mountains. The tallest mountain in the world, Mount Everest, is in Nepal, and there are several mountains nearly as high. When mountaineers try to climb Mount Everest, they take the help of the Sherpas, the strong and hardy people who live in these mountains, to carry heavy loads and act as guides.

A long time ago, the Sherpas crossed over the mountains from Tibet and made their homes along the southern slopes of the Himalayas in Nepal.

Some Sherpa families have three houses, one house in the lower hills, one a little higher, and one further up. The houses are in small village groups of about forty or fifty. Round each group of houses, there are cultivated fields, usually built in the shape of terraces right up the hillsides. In the highest fields, the Sherpas grow potatoes; In the lower fields, they grow barley; and turnips, garlic and other vegetables in the lower ones. They also graze their yaks on the higher mountain slopes in the summer and on the lower slopes in the winter. Yaks are very hardy,

large cattle with thick, hairy blackish-brown coats and long horns. The Sherpas use them for almost everything they need. They ride them, plough with them, and use them to carry their goods. The hairy wool of these animals is made into cloth, and their skins into leather boots and tents. The yaks also provide milk, fat and meat. Their dung is dried and used as fuel instead of wood or coal.

Answer the questions by choosing the best alternatives:

(i). What is the situation in Nepal?

- (a) between Mount Everest and Tibet (b) between Tibet and India
(c) between Tibet and the Himalayas (d) between Tibet and Mount Everest

(ii). Sherpas are not known for :

- (a) their strength and hardness (b) for cunningness
(c) their carrying heavy loads (d) acting as guides.

(iii). Where do the Sherpas have their houses?

- (a) on the lower hills (b) on a little higher
(c) another a little higher up (d) all the three above.

(iv). These things Sherpas do not grow on the lower fields :

- (a) potatoes (b) turnip and garlic
(c) other vegetables (d) barley.

(v). What are the things for which yaks are not used?

- (a) for sports (b) wool of these animals is made into cloth
(c) their skins into leather boots and tents (d) to carry their goods.

WORKSHEET - 10

1). Read the following passage carefully:

Children's social and cultural environments will affect the extent and use of their oral language. A large number of children come from homes in which English is not the primary language spoken. The most significant variation among children, however, will be in the amount and quality of their previous literacy experiences. Some children will have read regularly and will be familiar with many books and stories. Their homes are literate environments in which reading and writing occur daily and are frequently modelled as they observe their parents and others reading newspapers, magazines, and books and writing letters, notes and lists. Such children are likely to emulate these behaviours. In contrast, other children will come to preschool or kindergarten with very different experiences. They have seen print in the environment (on street signs and food containers, for example) and on television. However, their parents have not read to them, and they have not seen reading and writing modelled functionally by adults. Effective early literacy programmes acknowledge and extend children's previous experiences, whatever they are, and relate them to the world of print.

On the basis of your reading of the above passage, answer the following questions:

- (i). What affects the oral language of children?
- (ii). _____ causes 'variation' among children.
- (iii). 'Such children are likely to emulate' _____ Who are 'such children'?
- (iv). 'They have seen print _____' 'They' means?
- (v). The word 'containers' means.

DAY 6

Pre Reading-Activity 14: KWL Charts

The facilitator asks the students to write everything they know about the topic (K column) everything they want to know (W column) and what they learned after the reading (L column)

Pre Reading-Activity 15: Debate

The facilitator prepares some controversial quotes related to the topic they are about to read. She shows the quotes to the students and asks them to comment on them. She asks how they feel about them. She also asks the class to comment on an opposite view held by the other students.

WORKSHEET - 11

1) Read the passage given below and answer the questions that follow.

Gautama Buddha (563 B.C.-483 B.C.) began life as a prince named Siddhartha Gautama, in northern India. At twelve, he was sent away for schooling in the Hindu sacred scriptures and four years later he returned home to marry a princess. They had a son and lived for ten years as befitted royalty. At about the age of twenty-five, the prince. Heretofore shielded from the sufferings of the world, while out hunting chanced upon a sick man, then an aged man, then a funeral procession, and finally a monk begging for alms. These sights so moved him that he at once became a beggar and went out into the world to seek enlightenment concerning the sorrows he had witnessed.

Questions :

- (a) What did Siddhartha Gautama study?
- (b) When was he married?
- (c) When did he see a sick and old man?
- (d) What was the effect of these sights on Gautama?
- (e) Find a word from the passage which means 'holy books'.

WORKSHEET - 12

1) Read the passage given below and answer the questions that follow.

He wandered for seven years and finally sat down under a fig tree, where he vowed to stay until enlightenment came. Enlightened after seven days, he renamed the tree the Bo Tree (Tree of Wisdom) and began to teach and to share his new understandings. At that point, he became known as the Buddha (the Awakened or the Enlightened). The Buddha preached his first sermon at the city of Benares, the most holy of the dipping places on the river Ganges.

Questions :

- (a) How long did the Buddha wander in search of wisdom?
- (b) After how many days of meditation did, he get enlightenment?
- (c) Why did he name the tree as the 'free of Wisdom'?
- (d) Where did he give his first sermon?
- (e) Find a word from the passage which means 'took a pledge'.

DAY 7

Pre Reading-Activity 16: Pronunciation

Another way to introduce vocabulary is to give students some words transcribed phonetically. Phonetic transcriptions are taken from the Cambridge online dictionary. The facilitator uses the online tools to show phonetic transcriptions to the students. Wordwalls (Random Cards) or Quizlets are used for this activity. Students make groups of 3 and analyse what those words are and how they are related to the topic.

Pre Reading-Activity 17: About Concepts of Print

Concepts of print is an important skill to develop as it helps students understand how books are organized and how to navigate them. By asking pre-reading questions, the facilitator helps the students to become more familiar with the features of a book and prepares them for the text ahead.

- What is the title? What do you notice?
- Where is the cover? What do you notice?
- Who are the author and illustrator?
- Where is the back cover? What do you notice?
- Read the back or inside summary. What do you notice?

WORKSHEET - 13

1). Read the passage given below and answer the questions that follow.

The Buddha answered. "I want a handful of mustard seed." And when the girl in her joy promised to procure it, the Buddha added, "The mustard-seed must be taken from a house where no one has lost a child, husband, parent or friend." Poor Kisa Gotami now went from house to house, and the people pitied her and said, "Here is mustard seed: take it!" But when she asked, "Did a son or daughter, a father or mother, die in your family?" they answered her. "Alas! the living are few, but the dead are many. Do not remind us of our deepest grief." And there was no house but some beloved one had died in it.

Questions :

- (a) What did the Buddha ask Kisa Gotami to bring?
- (b) What was the condition attached to it?
- (c) Why did Gotami go from house to house?
- (d) What did the people tell Gotami?
- (e) Find a word from the passage which means, 'sorrow'.

DAY 8

Pre Reading-Activity 18: About Book Features

Book characteristics like the genre are crucial to reading development. Differentiating between fiction and non-fiction helps the students to understand the text on a deeper level. The facilitator asks pre-reading questions to make connections to the book before they begin to read the book.

- What genre is this book?
- Is this fiction or non-fiction?

Pre Reading-Activity 19: Using Context Clues

Context clues are fun to teach because they are so applicable to everyday life. The facilitator asks pre- reading questions using context clues to help the students to use context clues to make predictions about the text. This is a valuable skill that will help the students to understand and comprehend the story on a deeper level.

- What characters might be in the story?
- What is something you predict will happen in this story?
- What clues does the title give us about this book?
- Does the cover art give us any clues about what this book is about?

WORKSHEET - 14

1). Read the passage given below and answer the questions that follow.

Kisa Gotami became weary and hopeless and sat down at the wayside watching the lights of the city, as they flickered up and were extinguished again.

Atlast, the darkness of the night reigned everywhere. And she considered the fate of men, that their lives flicker up and are extinguished again. And she thought to herself, “How selfish am I in my grief! Death is common to all, yet in this valley of desolation there is a path that leads him to immortality who has surrendered all selfishness.”

Questions :

- (a) What happened to Kisa Gotami in the end?
- (b) What did Kisa Gotami do when she became tired and hopeless?
- (c) What happened at last?
- (d) When did Kisa realize in the end?
- (e) Find a word from the passage that means ‘put out’.

DAY 9

Pre-Reading Activity 20: About Reading History and Connections

The facilitator asks pre-reading questions to make connections to the text and understand it on a deeper level. These questions help the students to connect the book to their own life experiences.

- Does this remind you of any other books we’ve read?
- Have we read other books by this author before?
- What do you think this author will try to teach us with this book?

Pre Reading-Activity 21: Book Walk

The facilitator walks through the pages together, looking at illustrations and any text that stands out. She checks out the different text features in non-fiction text like the table of contents, headings, graphs, etc. This remains especially useful and helpful for the students.

Here are some of the questions to use during the book walk –

- What do you see on the page?
- What do you think is happening?
- Is the picture trying to tell you something? Is the author trying to tell you something?
- What do you think will happen next?
- If there are unfamiliar words, what do you think the word means?

WORKSHEET - 15

1. Read the passage given below and answer the questions that follow.

And the girl said. “Please tell me, sir, who is it’?” And the man replied. “Go to Sakyamuni the Buddha.” Kisa Gotami repaired to the Buddha and cried. “Lord and Master, give me the medicine that will cure my boy.”

The Buddha answered, “I want a handful of mustard-seed.” And when the girl in her joy promised to Procure it, the Buddha added. “The mustard-seed must be taken from a house where no one has lost a child, husband, parent or friend.”

Questions :

- (a) Name the chapter.
- (b) What suggestion did a man give to Gotami?
- (c) What request did (Miami make to the Buddha?
- (d) What did Buddha ask the girl to do?
- (e) Had a word from the passage which means the same as ‘to get’.

WORKSHEET - 16

1. Read the passage given below and answer the questions that follow.

1. After water, tea is the most popular beverage in the world. Its popularity has survived thousands of years and has played an important role in many cultures. It is enjoyed both hot and cold, as a refreshing drink, as part of a ceremony, or as a tonic for improved health.

2. The drink of Asia for hundreds of years, tea is believed to have been brought to Europe by the Dutch. Today, from remote Ladakh in India to Buckingham Palace in London, tea is synonymous with cheer. It is rightly said that there will be no agreement on a perfect cup of tea. Though for tea drinkers the brew is addictive, the preferred method of preparation and taste differ from person to person and region to region. From traditional black teas, to the newer, and extraordinarily healthy white teas, and recognizable flavoured teas such as Earl Grey, to exotic blends such as Rooibos Love, there is a flavour and a blend for everyone. Today many varieties of tea and tea brands are available in the market. An innovation is the tea-bag that is easy, quick and less messy than traditional ways of brewing tea. Green tea is popular in China and the Far East.

3. In Japan, the tea ceremony is a traditional way of greeting guests and is a social occasion. Unlike the tea we are familiar with, green tea is not drunk with sugar or milk. It is an olive-coloured liquid served in

porcelain cups. In Morocco, green tea is infused with freshly plucked mint.

4. Some scientists believe tea prevents tooth decay because it is a rich source of fluoride.

5. Tea is also a folk remedy for stomach upsets, flu and diarrhoea. Tea is also said to have antioxidants that fight cancer and also has anti-ageing properties that fight the free radicals in our bodies. Research suggests that drinking tea reduces the risk of heart disease and cancer and lowers cholesterol levels in the blood.

6. A welcome thought for inveterate tea drinkers. Tea is the new apple-a-day to keep the doctor away!

1 Read the questions given below and write the option you consider the most appropriate for any six.

(a) Tea is believed to have been introduced to Europe by the:

- | | |
|-----------------|---------------|
| i. Chinese. | ii. Japanese. |
| iii. Moroccans. | iv. Dutch. |

(b) "Tea is synonymous with cheer" means:

- i. a cup of tea is always welcome.
- ii. a cup of tea makes people happy.
- iii. a cup of tea is good for health.
- iv. a cup of tea can be found in any part of the world.

(c) A new and convenient way of making tea is:

- | | |
|----------------------------------|----------------------------|
| i. without adding milk or sugar. | ii. by adding mint leaves. |
| iii. by boiling tea leaves. | iv. by using tea bags. |

(d) The tea ceremony is a way of greeting guests in:

- i. Morocco.
- ii. China.
- iii. the Far East.
- iv. Japan.

(e) The fluorides in tea are useful in preventing:

- i. headaches.
- ii. cancer.
- iii. tooth decay.
- iv. heart problems.

(f) An inveterate tea drinker is one who:

- i. hates drinking tea.
- ii. loves drinking tea.
- iii. is addicted to tea drinking.
- iv. has never tasted tea in his/her life.

(g) The antioxidants present in tea make it a beneficial drink for patients suffering from:

- i. headaches.
- ii. tooth decay.
- iii. flu.
- iv. cancer.

2 Find words in the passage that mean the opposite of the following:

(a) central (para 2):

(b) unconventional (para 3):

DAY 10

Pre Reading-Activity 22: Think!

The facilitator asks the following questions before reading the text.

- Do you think this is a fiction or nonfiction text? Why?
- Based on the title or book cover, what problems do you think the main characters might face? What are some possible solutions?

- What clues has the author provided for you in the title and illustrations?
- What are you wondering about?

Pre Reading-Activity 23: Word Clouds

A word cloud is a visual representation of a text or a form of content map; it visually highlights the most often used words in the passage. There are a number of online free tools that will create word clouds including Pro Word Cloud, Wordle, Tag Crowd, To Cloud, and Tag Cloud Generator. Using those tools, creating your own word clouds is actually pretty easy and can make wonderful displays relating to your reading.

In a pre-reading activity, the students are involved in the discussion of a word cloud to preview the vocabulary and make predictions about the content before reading the actual text. The researcher has created 3-word clouds corresponding to 3 texts. Students have an opportunity to have a look at the word cloud of the article they are supposed to read and discuss possible ideas they might read with their friends.

Fundamental Rights

The inclusion of fundamental rights was demanded by Mrs. Annie Beasant in the Commonwealth of India Bill.

All the Fundamental Rights were in favour of the common citizens of India. Earlier, the number of Fundamental Rights in the constitution of India was seven, but at present, it's six.

They are protected by the Supreme Court. The reason for fundamental rights being 7 to 6 was the 44th Amendment, under which the right to property was removed from Part 3.

All the fundamental rights were placed in Part 3 of the Constitution. Articles 12 to 15 talk about fundamental rights.



3.18 STATISTICAL TECHNIQUES EMPLOYED

In the present investigation, the following statistical techniques were used.

- ❖ Mean
- ❖ Standard Deviation
- ❖ Percentages
- ❖ Test of significance of difference between the means of two independent groups

Descriptive Statistics

Descriptive statistics are the statistical methods used to organize and summarise the data through measures of central tendency and measures of variability. In the present study mean and standard deviation were calculated.

- i) Mean:** The mean is generally understood as the arithmetic average. It is computed by dividing the sum of all the scores by the number of scores. Mean is the most frequently used measure of central tendency.
- ii) Standard Deviation (SD):** The Standard Deviation is the square root of the arithmetic means of the squared deviation of scores taken from their mean. The standard deviation is in reality a standard with which deviations of individual scores may be compared. Standard Deviation may, then be defined as the square root of the variance. Mean and standard deviation were calculated to compare the mean and SD of the experimental and control groups on pre-test and post-test of dependent variables. The mean of the two groups was also computed to know the mean gain scores of both groups to know the effect of the intervention programme.
- iii) Percentages:** Arithmetic Mean and Standard Deviation were used to assess the level of dependent variables.

Inferential Statistics

Inferential statistics are used to make inferences about the population. Inferential statistics make inferences and predictions about a population based on the sample of data taken from the population under study. It includes hypotheses testing by using suitable statistical tests. For further analysis of the obtained data, the following inferential statistics were employed:

iv) **‘t’ test:** t‘test is used to test the significance of the difference between the two means. The computations of t-value involve the computation of a ratio between the experimental variance (i.e. the standard error of the mean difference). It was developed in 1915 by **W.S. Gosset**, a statistician of Ireland. t‘ test was employed to find the significant difference of means between the control group pre-test and post-test, experimental group pre-test and post-test, and control and experimental group post-tests.

Level of Significance: In the present study .01 level of significance is used as a standard for accepting or rejecting of null hypothesis. The acceptance or rejection of the null hypothesis is based on a specific level of significance (alpha level) as a criterion. The more stringent test of significance is 0.01 level which suggests that a 99% probability exists that the obtained results are due to the experimental treatment, and hence, once in 100 replications of the experiment the null hypothesis would be true.

3.19 CONCLUSION

The third chapter —Methodology and Tool Constructionl is said to be the backbone of the research. This chapter describes in detail the methodology, design of the study, population, sample, tools, data collection procedure, interventions and techniques of analysis. The next chapter deals with the Analysis and Interpretation of Data.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

Get the habit of analysis – analysis will in time enable synthesis to become your habit of mind – Frank .L. Wright.

4.01 OVERVIEW

This chapter deals with data analysis. It consists of seven sections. The first section brings forth details of each section in the overview of this chapter. The second section is the introduction to this chapter. The third section describes the level of development of high school students' reading comprehension and its dimensions and reading comprehension on the whole about pre-test and post-test of the control group and experimental group using descriptive analysis. The fourth section aims to find out the significant difference between the effects of conventional teaching and pre-reading activities on high school students in the pre-test and the post-tests of the control group and the experimental group using differential analysis. The fifth section states the gain score analysis. The sixth section gives the effect size in reading comprehension for high school students using effect size analysis. The seventh section gives the conclusion of the fourth chapter.

4.02 INTRODUCTION

The term 'analysis' refers to the computation of certain measures along with searching for patterns of relationships that exist between data groups. In the process of analysis, relationships or differences supporting or

contradicting the original or new hypotheses should be subjected to statistical tests of significance to determine to what validity data can be set to indicate any conclusion. The data may be adequate, valid, and reliable to any extent, but it does not serve any purpose unless it is carefully edited, systematically classified and tabulated, scientifically analysed, and intellectually interpreted **(Kothari, 2008)**.

Analysis of data means studying the organised material to discover the facts and interpretations in the critical examination of results. Hence, after collecting the data, it was processed and analysed by the investigator under the heading “Reading Comprehension of High School Students”.

4.03 DESCRIPTIVE ANALYSIS

Descriptive analysis is all about trying to describe or summarize data. They provide simple summaries of the sample and the measures. Together with simple graphics analysis, they form the basis of virtually every quantitative analysis of data. It doesn't make predictions. It makes it easier to consume data for analysts to act on. The other benefit of descriptive analysis is that it can help filter out less meaningful data. They are used to present quantitative descriptions in a manageable form. It entails computing averages, frequency distributions, and percentages. The following statistical techniques were used to analyse the data. If the score is...

4.03.1 Above Mean +1 SD High Level

4.03.2 Between Mean -1 SD and Mean +1 SD Moderate Level

4.03.3 Below Mean -1 SD Low Level

4.03.01 PRE-READING ACTIVITIES OF HSS

OBJECTIVE 1

To find out the level of reading comprehension in guessing reading content among high school students in control group pre-test and post-test.

Table 4.01

Level of Guessing Reading Content among HSS in Control Group

Group	Type of Test	Dimension	Low		Moderate		High	
			No.	%	No.	%	No.	%
Control	Pre test	Guessing Reading Content	10	33.30	13	43.40	7	23.30
	Post test		5	16.70	7	23.30	18	60

It is inferred from the above table 4.01 that the level of reading comprehension of high school students in control group post-test with regard to guessing reading content is high. The results of the above table indicate that in the control group 10(33.30%) in the pre-test and 5(16.70%) in the post-test are low, whereas 13(43.40%) in the pre-test and 7(23.30%) in the post-test are moderate. Further, it is inferred that 7(23.30%) high school students in the control group pre-test and 18(60%) in post-test have a high level of reading comprehension with regard to guessing reading content.

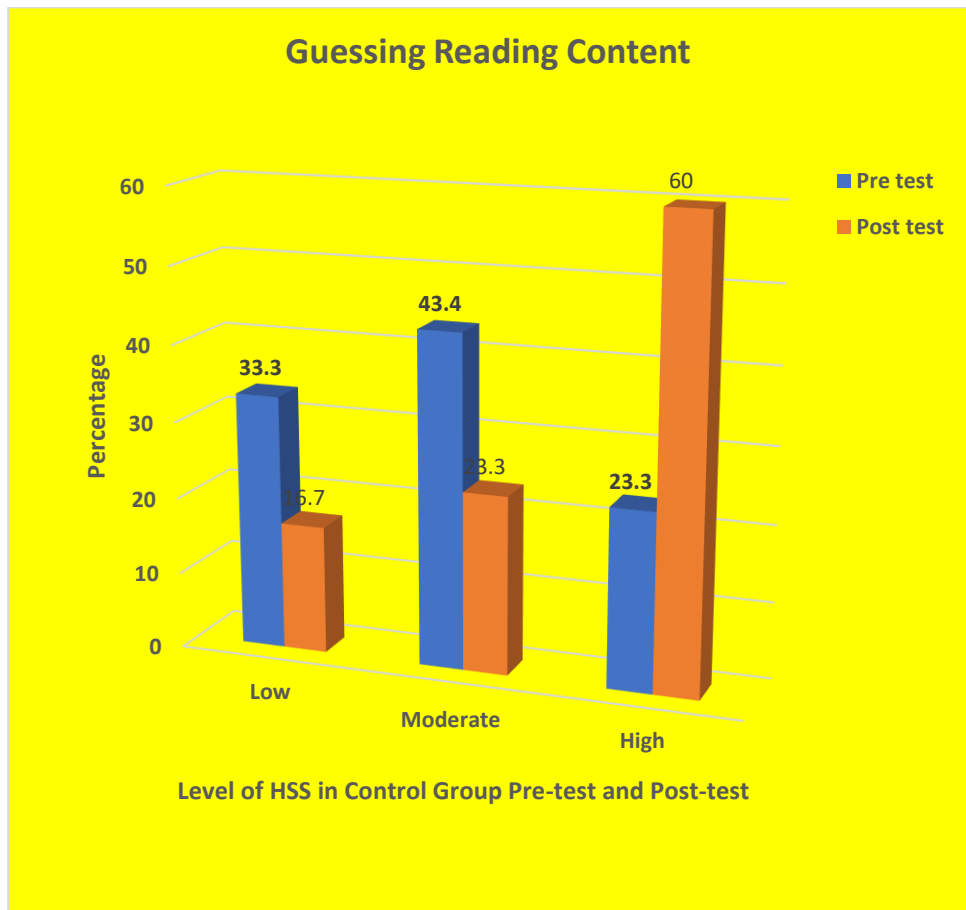


Fig 4.01 *Level of Guessing Reading Content of HSS in Control Group*

The above graph shows that the level of reading comprehension of high school students in the control group post-test with regard to guessing reading content is high.

OBJECTIVE 2

To find out the level of reading comprehension in pre-reading questions among high school students in control group pre-test and post-test.

Table 4.02

***Level of Asking Pre-Reading Questions
among HSS in Control Group***

Group	Type of Test	Dimension	Low		Moderate		High	
			No.	%	No.	%	No.	%
Control	Pre test	Pre-Reading Questions	7	23.30	10	33.30	13	43.40
	Post test		1	3.30	10	33.30	19	63.30

It is inferred from the above table 4.02 that the level of reading comprehension of high school students in the control group pre-test and post-test with regard to pre-reading questions is high. The results of the above table indicate that in the control group 7(23.3%) in the pre-test and 1(3.30%) in the post test are low, whereas 10(33.3%) in the pre-test and post-test are moderate. Further, it is inferred that 13(43.4%) high school students in the control group pre-test and 19(63.30%) in post-test have a high level of reading comprehension with regard to pre-reading questions.

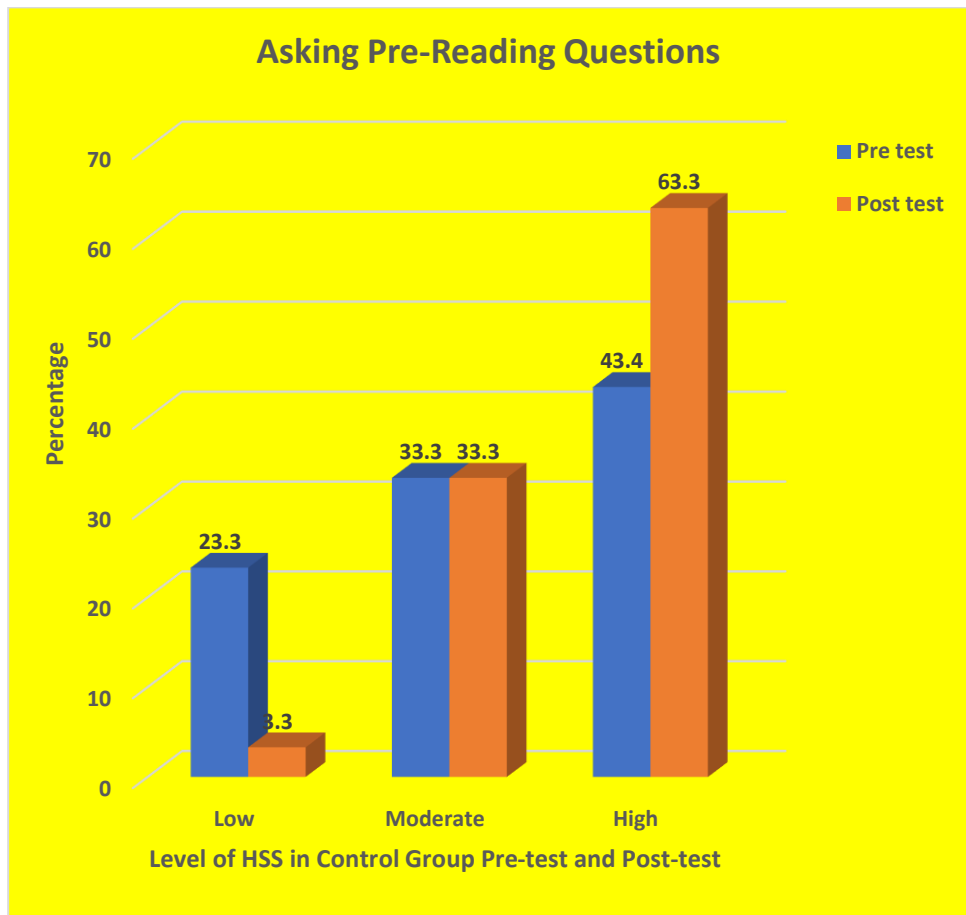


Fig 4.02 Level of Asking Pre-Reading Questions of HSS in Control Group

The above graph shows that the level of reading comprehension of high school students in the control group post-test with regard to pre-reading questions is high.

OBJECTIVE 3

To find out the level of reading comprehension in vocabulary definitions among high school students in control group pre-test and post-test.

Table 4.03

Level of Vocabulary Definitions among HSS in Control Group

Group	Type of Test	Dimension	Low		Moderate		High	
			No.	%	No.	%	No.	%
Control	Pre test	Vocabulary Definitions	27	90	3	10	0	0
	Post test		7	23.30	15	50	8	26.70

It is inferred from the above table 4.03 that the level of reading comprehension of high school students in the control group pre-test and post-test with regard to vocabulary definitions are low. The results of the above table indicate that in the control group 27(90%) in the pre-test and 7 (23.3%) in the post test are low, whereas 3(10%) in the pre-test and 15(50%) in post-test are moderate. Further, it is inferred that 8(26.70%) high school students in the control group post-test have a high level of reading comprehension with regard to vocabulary definitions.

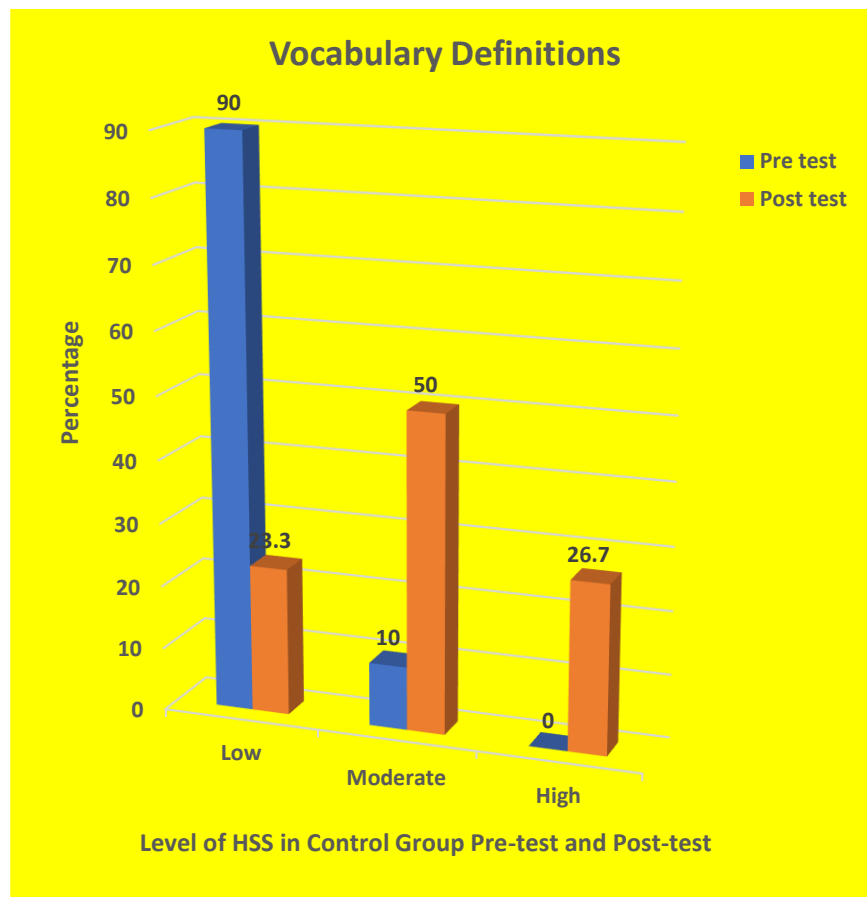


Fig 4.03 Level of Vocabulary Definitions of HSS in Control Group

The above graph shows that the level of reading comprehension of high school students in the control group pre-test with regard to vocabulary definitions is low.

OBJECTIVE 4

To find out the level of reading comprehension on the whole among high school students in control group pre-test and post-test.

Table 4.04

Level of RC on the Whole among HSS in Control Group

Group	Type of Test	Dimension	Low		Moderate		High	
			No.	%	No.	%	No.	%
Control	Pre test	On the Whole	10	33.30	19	63.30	1	3.30
	Post test		2	6.70	15	50	13	43.30

It is inferred from the above table 4.04 that the level of reading comprehension of high school students in the control group pre-test and post-test with regard to reading comprehension on the whole is moderate. The results of the above table indicate that in the control group 10(33.30%) in the pre-test and 2 (6.70%) in the post test are low, whereas 19(63.30%) in the pre-test and 15(50%) in post-test are moderate. Further, it is inferred that 1(3.30%) high school students in the control group pre-test and 13(43.30%) in post-test have a high level of reading comprehension with regard to reading comprehension on the whole.

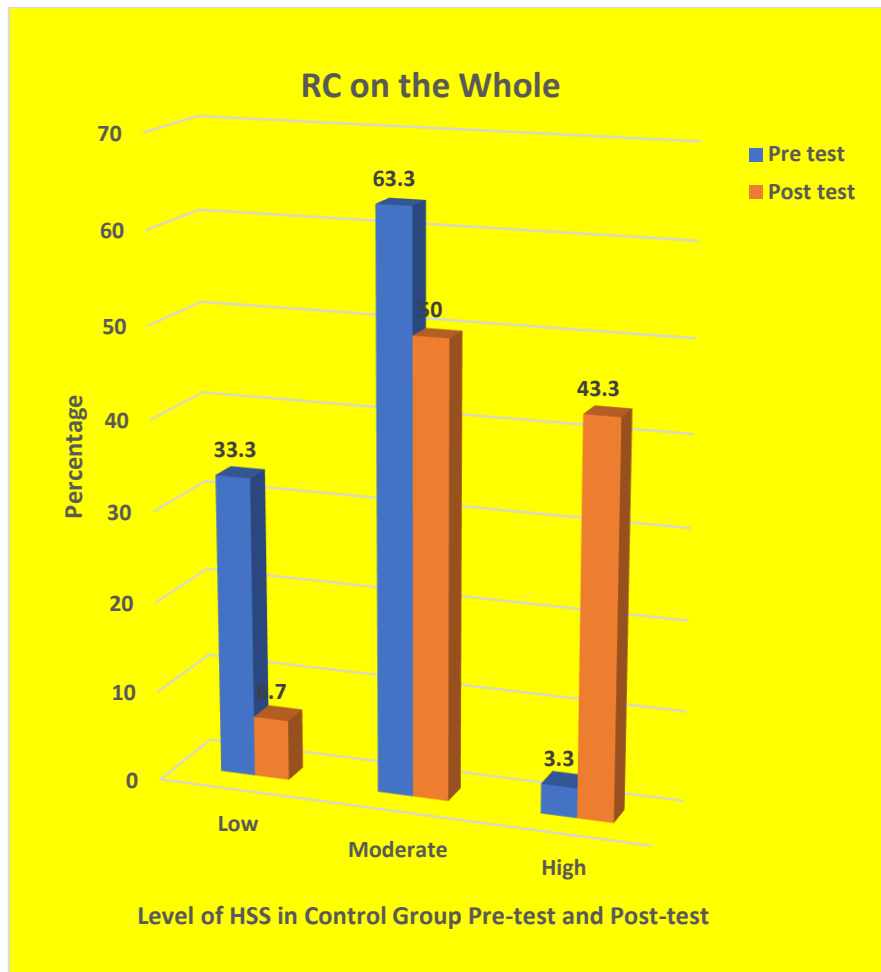


Fig 4.04 Level of RC on the whole of HSS in Control Group

The above graph shows that the level of reading comprehension of high school students in the control group pre-test with regard to reading comprehension on the whole is moderate.

OBJECTIVE 5

To find out the level of reading comprehension in guessing reading content among high school students in experimental group pre-test and post-test after pre-reading activities.

Table 4.01

***Level of Guessing Reading Content among
HSS in Experimental Group***

Group	Type of Test	Dimension	Low		Moderate		High	
			No.	%	No.	%	No.	%
Experimental	Pre test	Guessing Reading Content	8	26.70	15	50	7	23.30
	Post test		0	0	0	0	30	100

It is inferred from the above table 4.05 that the level of reading comprehension of high school students in the experimental group pre-test is moderate and post-test after pre-reading activities with regard to guessing reading content is high. The results of the above table indicate that in the experimental group pre-test 8(26.7%) is low and 15(50%) is moderate and 7(23.3%) is high. Further, it is inferred that 30(100%) high school students in the experimental group post-test after pre-reading activities have a high level of reading comprehension with regard to guessing reading content.

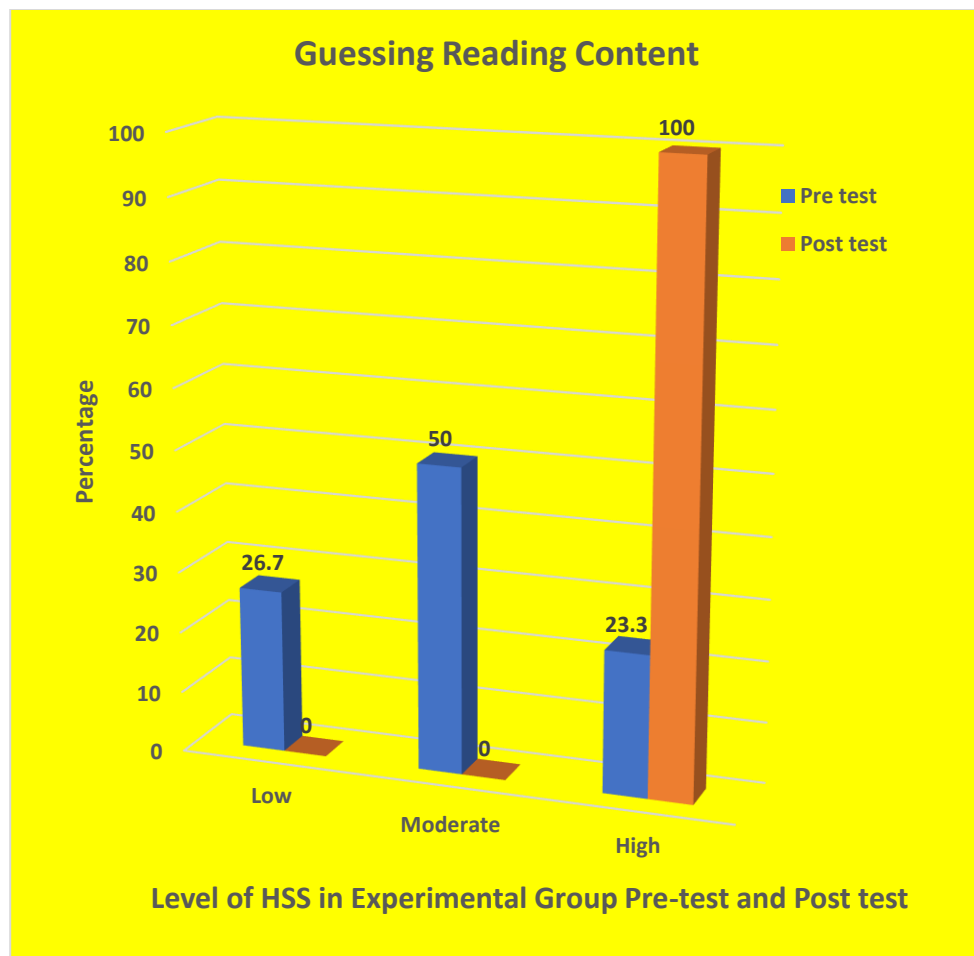


Fig 4.05 *Level of Guessing Reading Content of HSS in Experimental Group*

The above graph shows that the level of reading comprehension of high school students in the experimental group post-test with regard to guessing reading content is high.

OBJECTIVE 6

To find out the level of Pre-Reading Questions among high school students in experimental group pre-test and post-test after pre-reading activities.

Table 4.06

***Level of Asking Pre-Reading Questions among
HSS in Experimental Group***

Group	Type of Test	Dimension	Low		Moderate		High	
			No.	%	No.	%	No.	%
Experimental	Pre test	Pre-Reading Activities	2	6.70	10	33.30	18	60
	Post test		0	0	1	3.30	29	96.70

It is inferred from the above table 4.06 that the level of reading comprehension of high school students in the experimental group pre-test and post-test after pre-reading activities with regard to pre-reading questions are high. The results of the above table indicate that in the experimental group 2(6.70%) in the pre-test is low, whereas 10(33.30%) in pre-test and 1(3.30%) in post-test are moderate. Further, it is inferred that 18(60%) high school students in experimental group pre-test and 29(96.70%) in post-test after pre-reading activities have a high level of reading comprehension with regard to pre-reading questions.

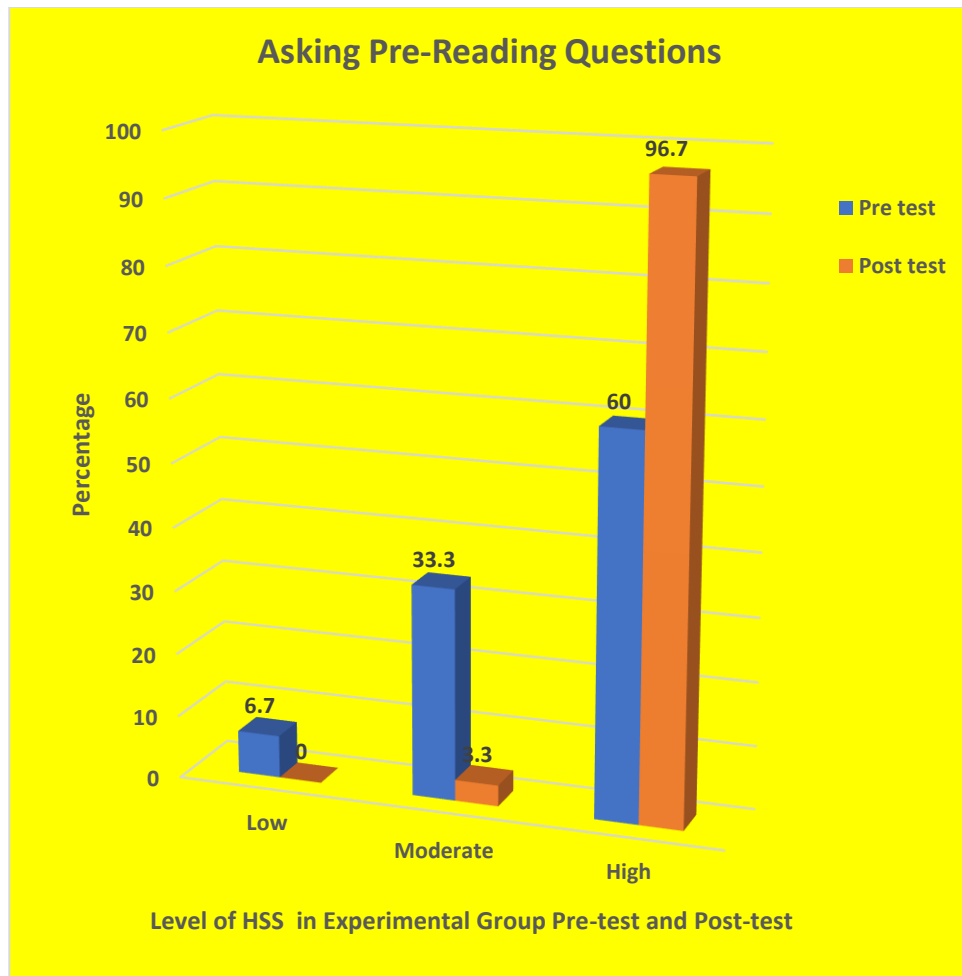


Fig 4.06 *Level of Asking Pre-Reading Questions of HSS in Experimental Group*

The above graph shows that the level of reading comprehension of high school students in the experimental group post-test with regard to asking pre-reading questions is high.

OBJECTIVE 7

To find out the level of Vocabulary Definitions among high school students in experimental group pre-test and post-test after pre-reading activities.

Table 4.07

***Level of Vocabulary Definitions among
HSS in Experimental Group***

Group	Type of Test	Dimension	Low		Moderate		High	
			No.	%	No.	%	No.	%
Experimental	Pre test	Vocabulary Definitions	25	83.30	5	16.70	0	0
	Post test		1	3.30	0	0	29	96.70

It is inferred from the above table 4.07 that the level of reading comprehension of high school students in the experimental group pre-test and post-test after pre-reading activities with regard to pre-reading questions are high. The results of the above table indicate that in the experimental group 25(83.30%) high school students in pre-test and 1(3.30%) in post-test are low whereas 5(16.70%) high school students in the experimental group pre-test is moderate. Further, it is inferred that 29(96.70%) high school students in experimental group post-test after pre-reading activities have a high level of reading comprehension with regard to pre-reading questions.

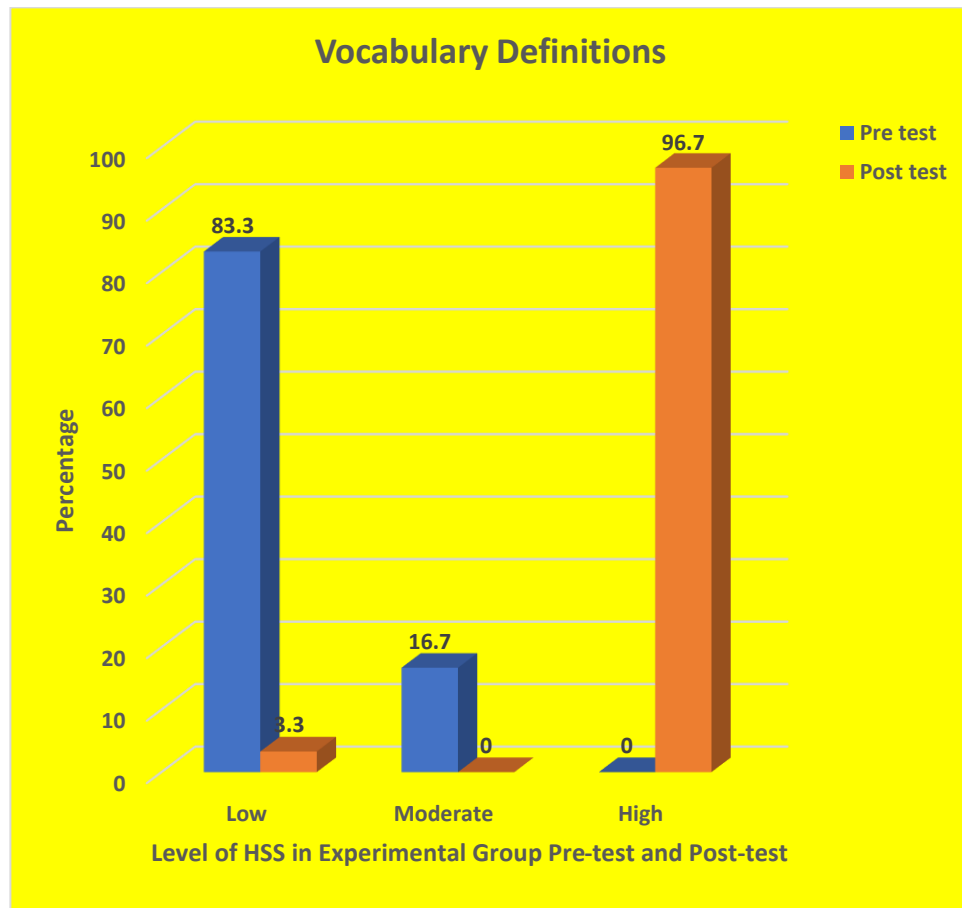


Fig 4.07 *Level of Vocabulary Definitions of HSS in Experimental Group*

The above graph shows that the level of reading comprehension of high school students in the experimental group post-test with regard to vocabulary definitions is high.

OBJECTIVE 8

To find out the level of reading comprehension on the whole among high school students in experimental group pre-test and post-test after pre-reading activities.

Table 4.08

***Level of RC on the Whole among
HSS in Experimental Group***

Group	Type of Test	Dimension	Low		Moderate		High	
			No.	%	No.	%	No.	%
Experimental	Pre test	On the Whole	5	16.70	20	66.70	0	0
	Post test		0	0	0	0	30	100

It is inferred from the above table 4.08 that the level of reading comprehension of high school students in the experimental group post-test after pre-reading activities with regard to reading comprehension on the whole is high. The results of the above table indicate that in the experimental group 5(16.70%) in pre-test is low whereas 20(66.70%) high school students in experimental pre-test is moderate. Further, it is inferred that 30(100%) high school students in experimental group post-test after pre-reading activities have a high level of reading comprehension with regard to reading comprehension on the whole.

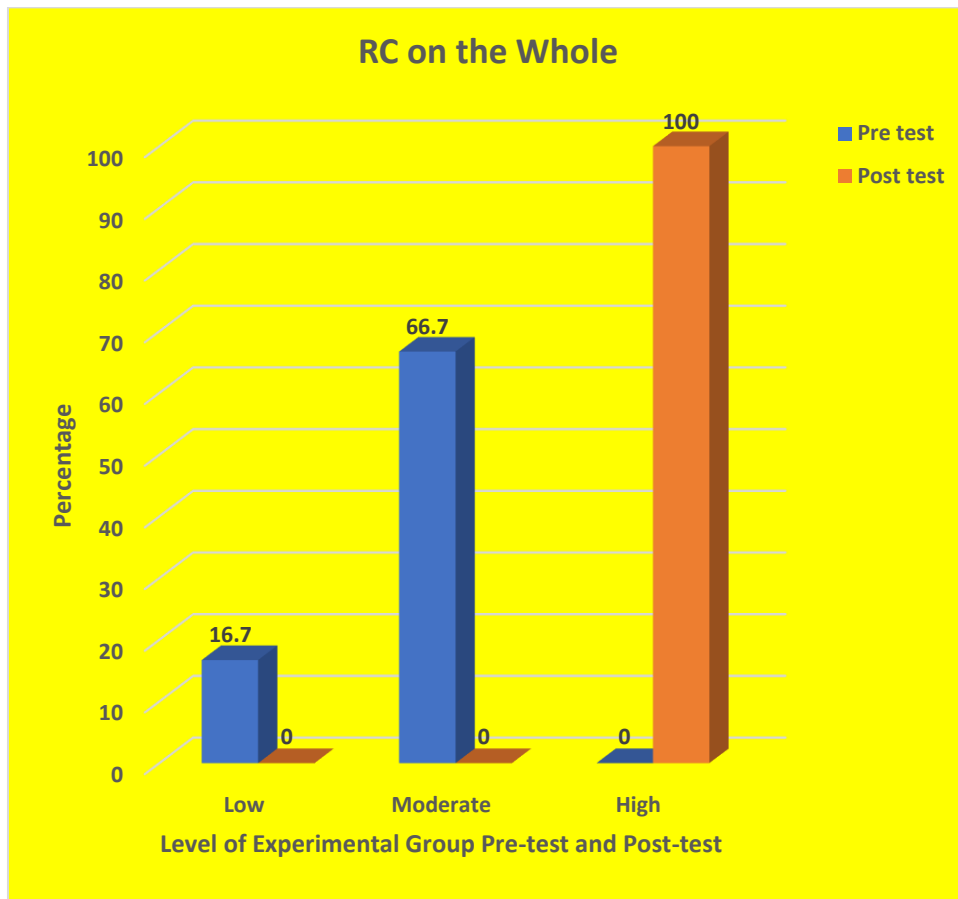


Fig 4.08 Level of RC on the Whole of HSS in Experimental Group

The above graph shows that the level of reading comprehension of high school students in the experimental group post-test with regard to RC on the whole is high.

4.04 DIFFERENTIAL ANALYSIS

Differential analysis identifies the difference between any two groups of the sample by applying “t” value. It allows the researcher to compare two means to determine the probability that the difference between the means is a real difference rather than a chance difference.

4.04.01 PRE READING-ACTIVITIES OF HSS

NULL HYPOTHESIS -1

There is no significant difference in the mean scores of high school students in guessing reading content between control group in pre-test and post-test.

Table -4:09
***Mean Score Comparison of Control Group
for Guessing Reading Content***

Sl.No.	Dimension	Comparison Groups	N	Mean Scores	SD	Calculated ‘t’ value	Remarks at 5% level
1.	Guessing Reading Content	Control Group Pre-test	30	15.4	8.052	2.525	S
		Control Group Post-test	30	20.36	7.116		

(At 5% level of significance the table value is 2.045 for df 29)

It is inferred from the above table 4.09 that there is a significant difference between the effect of pre-reading activities on high school students in pre-test and post-test in the control group. The calculated ‘t’ value of high school students is greater than the table value. Therefore, the null hypothesis is fully rejected. From the mean values, it is found that the control group post-test of high school students is 20.36 better than

the control group pre-test 14.4 after the pre-reading activities for dimension guessing reading content. This may be due to the fact that pre-reading activities influences the high school students' differences in reading comprehension dimension guessing reading content. The calculated effect size is 0.65.

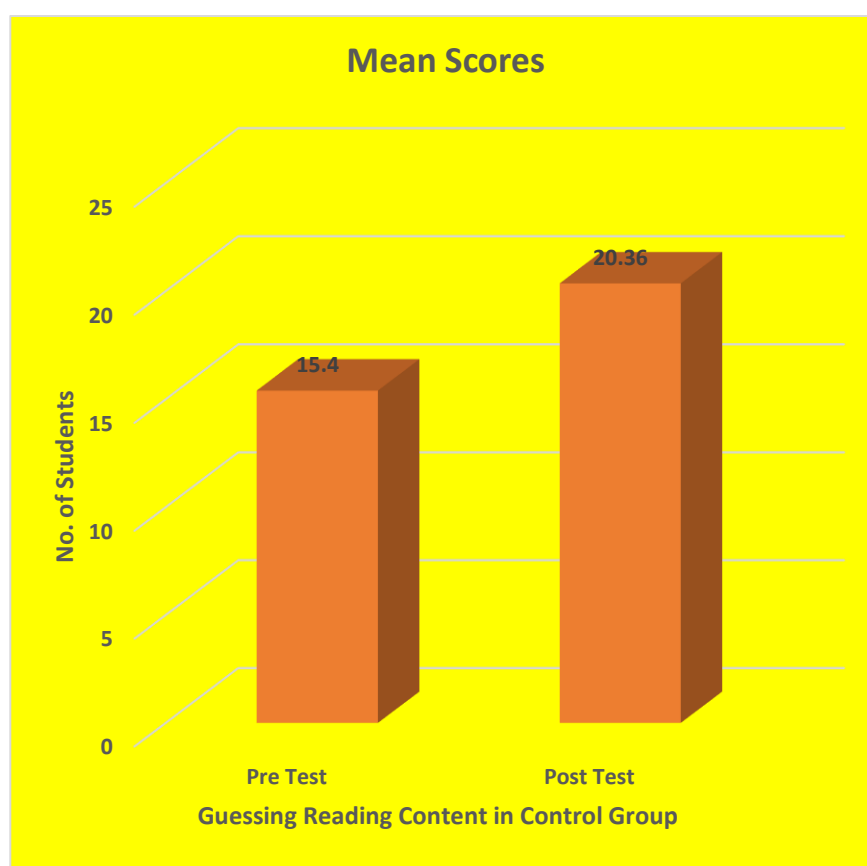


Fig 4.09 Mean Score Comparison of Control Group for Guessing Reading Content

The above graph shows that the mean values of the control group post- test of high school students after the pre-reading activities is 20.36 better than the control group pre-test 15.4 for the dimension guessing reading content.

NULL HYPOTHESIS -2

There is no significant difference in the mean scores of high school students in asking pre-reading questions between control group in pre-test and post-test.

Table -4:10
***Mean Score Comparison of Control Group
for Asking Pre-Reading Questions***

Sl.No.	Dimension	Comparison Groups	N	Mean Scores	SD	Calculated 't' value	Remarks at 5% level
1.	Asking Pre-Reading Questions	Control Group Pre-test	30	18.7	7.471	2.263	S
		Control Group Post-test	30	22.88	6.820		

(At 5% level of significance the table value is 2.045 for df 29)

It is inferred from the above table 4.10 that there is a significant difference between the effect of pre-reading activities on high school students in pre-test and post-test in the control group. The calculated 't' value of high school students is greater than the table value. Therefore, the null hypothesis is rejected. From the mean values, it is found that the control group post-test of high school students is 22.88 better than the control group pre-test 18.7 after the pre-reading activities for dimension asking pre-reading questions. This may be due to the fact that pre-reading activities influences the high school students' differences in reading comprehension dimension asking pre-reading questions. The calculated effect size is 0.58.

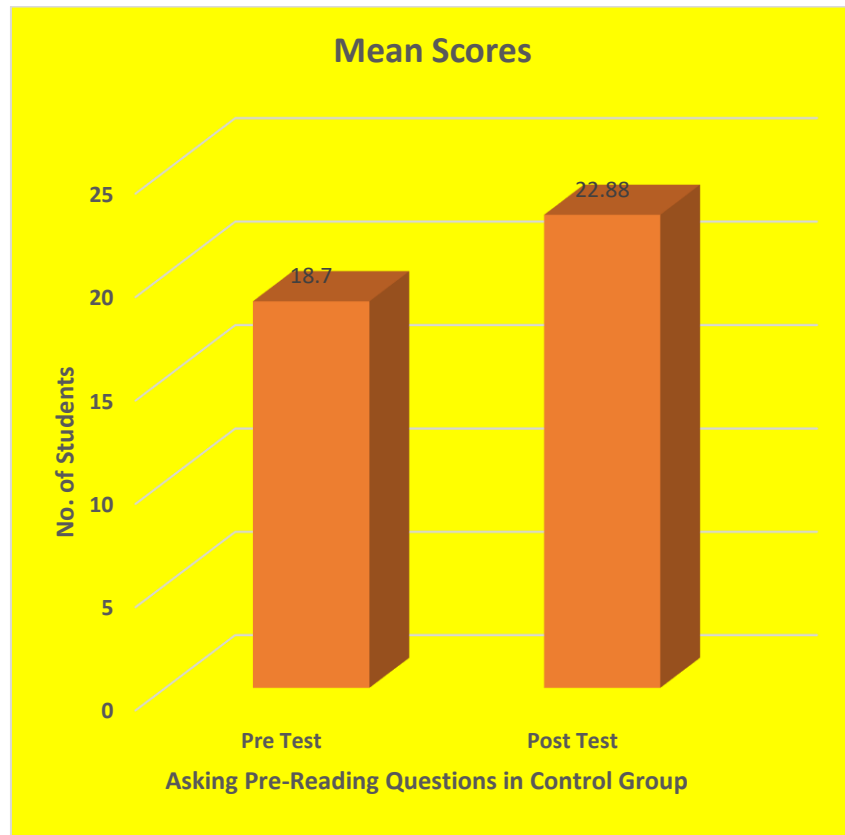


Fig 4.10 Mean Score Comparison of Control Group for Asking Pre-Reading Questions

The above graph shows that the mean values of the control group post- test of high school students after the pre-reading activities is 22.88 better than the control group pre-test 18.7 for the dimension asking pre reading questions.

NULL HYPOTHESIS -3

There is no significant difference in the mean scores of high school students in vocabulary definitions between control group in pre-test and post-test.

Table -4:11
***Mean Score Comparison of Control Group
for Vocabulary Definitions***

Sl.No.	Dimension	Comparison Groups	N	Mean Scores	SD	Calculated 't' value	Remarks at 5% level
1.	Vocabulary Definitions	Control Group Pre-test	30	5.61	4.515	7.059	S
		Control Group Post-test	30	16.94	7.541		

(At 5% level of significance the table value is 2.045 for df 29)

It is inferred from the above table 4.11 that there is a significant difference between the effect of pre-reading activities on high school students in pre-test and post-test in the control group. The calculated 't' value of high school students is greater than the table value. Therefore, the null hypothesis is rejected. From the mean values, it is found that the control group post-test of high school students is 16.94 better than the control group pre-test 5.61 after the pre-reading activities for dimension vocabulary definitions. This may be due to the fact that pre-reading activities influences the high school students' differences in reading comprehension dimension vocabulary definitions. The calculated effect size is 1.8.

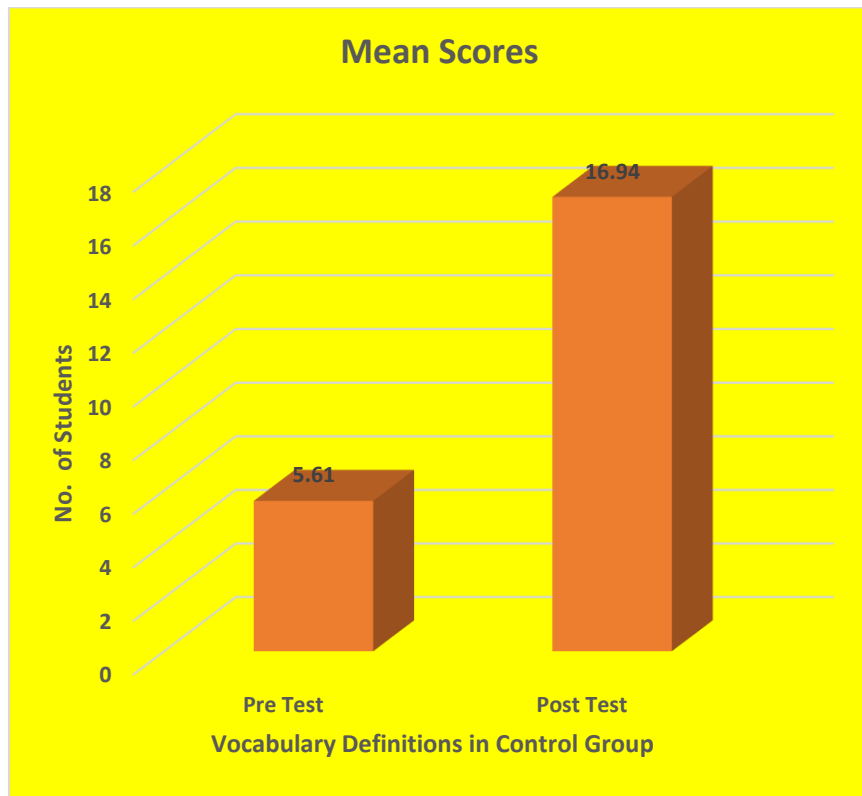


Fig 4.11 Mean Score Comparison of Control Group for Vocabulary Definitions

The above graph shows that the mean values of the control group post- test of high school students after the pre-reading activities is 16.94 better than the control group pre-test 5.61 for the dimension vocabulary definitions.

NULL HYPOTHESIS -4

There is no significant difference in the mean scores of high school students in reading comprehension on the whole between control group in pre-test and post-test.

Table -4:12
***Mean Score Comparison of Control Group
for RC on the Whol***

Sl.No.	Dimension	Comparison Groups	N	Mean Scores	SD	Calculated 't' value	Remarks at 5% level
1.	RC On the Whole	Control Group Pre-test	30	40.10	16.592	4.6645	S
		Control Group Post-test	30	60.33	16.981		

(At 5% level of significance the table value is 2.045 for df 29)

It is inferred from the above table 4.12 that there is a significant difference between the effect of pre-reading activities on high school students in pre-test and post-test in the control group. The calculated 't' value of high school students is greater than the table value. Therefore, the null hypothesis is rejected. From the mean values, it is found that the control group post-test of high school students is 60.33 better than the control group pre-test 40.10 after the pre-reading activities for reading comprehension on the whole. This may be due to the fact that pre-reading activities influences the high school students' differences in reading comprehension on the whole. The calculated effect size is 1.2.



Fig 4.12 Mean Score Comparison of Control Group for RC on the Whole

The above graph shows that the mean values of the control group post- test of high school students after the pre-reading activities is 60.33 better than the control group pre-test 40.10 for the reading comprehension on the whole.

NULL HYPOTHESIS -5

There is no significant difference in the mean scores of high school students in guessing reading content between experimental group in pre-test and post-test.

Table -4:13
***Mean Score Comparison of Experimental Group
for Guessing Reading Content***

Sl.No.	Dimension	Comparison Groups	N	Mean Scores	SD	Calculated 't' value	Remarks at 5% level
1.	Guessing Reading Content	Control Group Pre-test	30	14.85	5.217	10.603	S
		Control Group Post-test	30	29.71	1.524		

(At 5% level of significance the table value is 2.045 for df 29)

It is inferred from the above table 4.13 that there is a significant difference between the effect of pre-reading activities on high school students in pre-test and post-test in the experimental group. The calculated 't' value of high school students is greater than the table value. Therefore, the null hypothesis is rejected. From the mean values, it is found that the experimental group post-test of high school students is 29.71 better than the control group pre-test 14.85 after the pre-reading activities for dimension guessing reading content. This may be due to the fact that pre-reading activities influences the high school students' differences in reading comprehension dimension guessing reading content. The calculated effect size is 3.86.

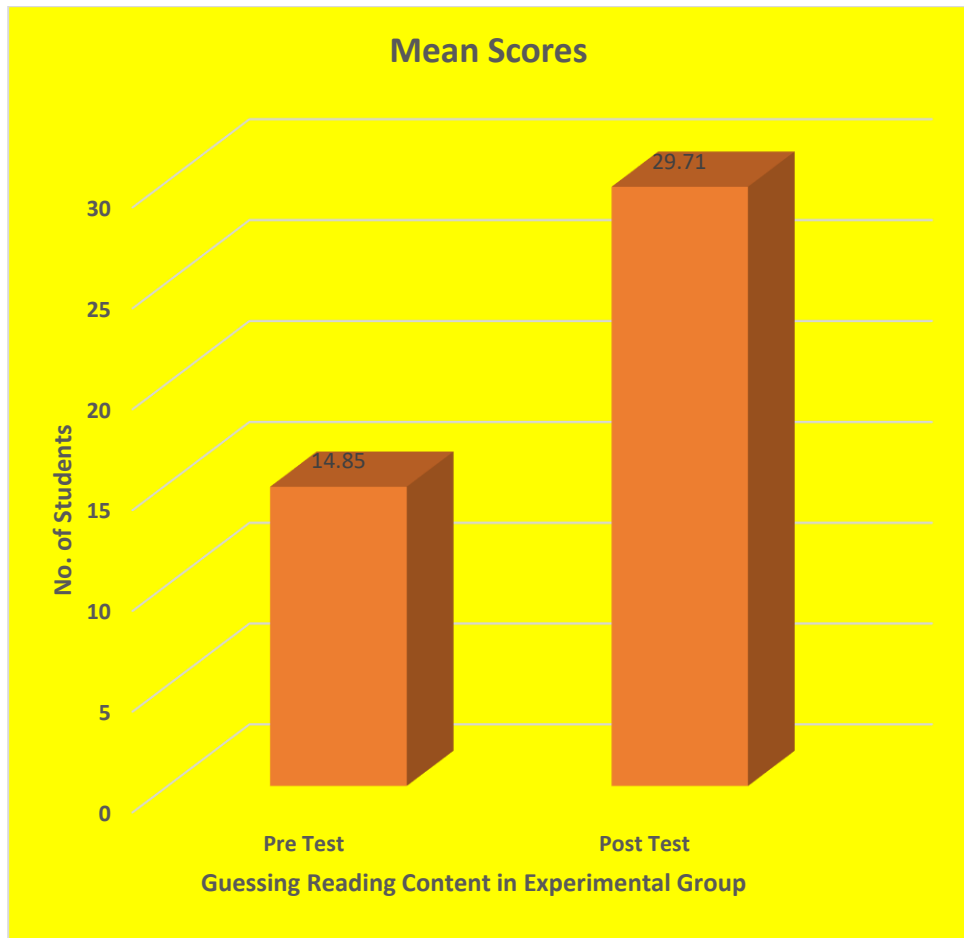


Fig 4.13 Mean Score Comparison of Experimental Group for Guessing Reading Content

The above graph shows that the mean values of the experimental group post-test of high school students after the pre-reading activities is 29.71 better than the control group pre-test 14.85 for the dimension guessing reading content.

NULL HYPOTHESIS -6

There is no significant difference in the mean scores of high school students in asking pre-reading questions between experimental group in pre-test and post-test.

Table -4:14
***Mean Score Comparison of Experimental Group
for Asking Pre-Reading Questions***

Sl.No.	Dimension	Comparison Groups	N	Mean Scores	SD	Calculated 't' value	Remarks at 5% level
1.	Asking Pre-Reading Questions	Control Group Pre-test	30	29.12	6.690	6.033	S
		Control Group Post-test	30	29.15	2.306		

(At 5% level of significance the table value is 2.045 for df 29)

It is inferred from the above table 4.14 that there is a significant difference between the effect of pre-reading activities on high school students in pre-test and post-test in the experimental group. The calculated 't' value of high school students is greater than the table value. Therefore, the null hypothesis is rejected. From the mean values, it is found that the experimental group post-test of high school students is 29.15 better than the control group pre-test 21.12 after the pre-reading activities for dimension asking pre-reading questions. This may be due to the fact that pre-reading activities influences the high school students' differences in reading comprehension dimension asking pre-reading questions. The calculated effect size is 1.60.



Fig 4.14 Mean Score Comparison of Experimental Group for Asking Pre-Reading Questions

The above graph shows that the mean values of the experimental group post-test of high school students after the pre-reading activities is 29.15 better than the experimental group pre-test 21.12 for the dimension asking pre reading questions.

NULL HYPOTHESIS -7

There is no significant difference in the mean scores of high school students in vocabulary definitions between experimental group in pre-test and post-test.

Table -4:15
***Mean Score Comparison of Control Group
for Vocabulary Definitions***

Sl. No.	Dimension	Comparison Groups	N	Mean Scores	SD	Calculated 't' value	Remarks at 5% level
1.	Vocabulary Definitions	Control Group Pre-test	30	9.35	4.426	16.375	S
		Control Group Post-test	30	32.41	4.874		

(At 5% level of significance the table value is 2.045 for df 29)

It is inferred from the above table 4.15 that there is a significant difference between the effect of pre-reading activities on high school students in pre-test and post-test in the experimental group. The calculated 't' value of high school students is greater than the table value. Therefore, the null hypothesis is rejected. From the mean values, it is found that the experimental group post-test of high school students is 32.41 better than the experimental group pre-test 9.35 after the pre-reading activities for dimension vocabulary definitions. This may be due to the fact that pre-reading activities influences the high school students' differences in reading comprehension dimension vocabulary definitions. The calculated effect size is 4.9.

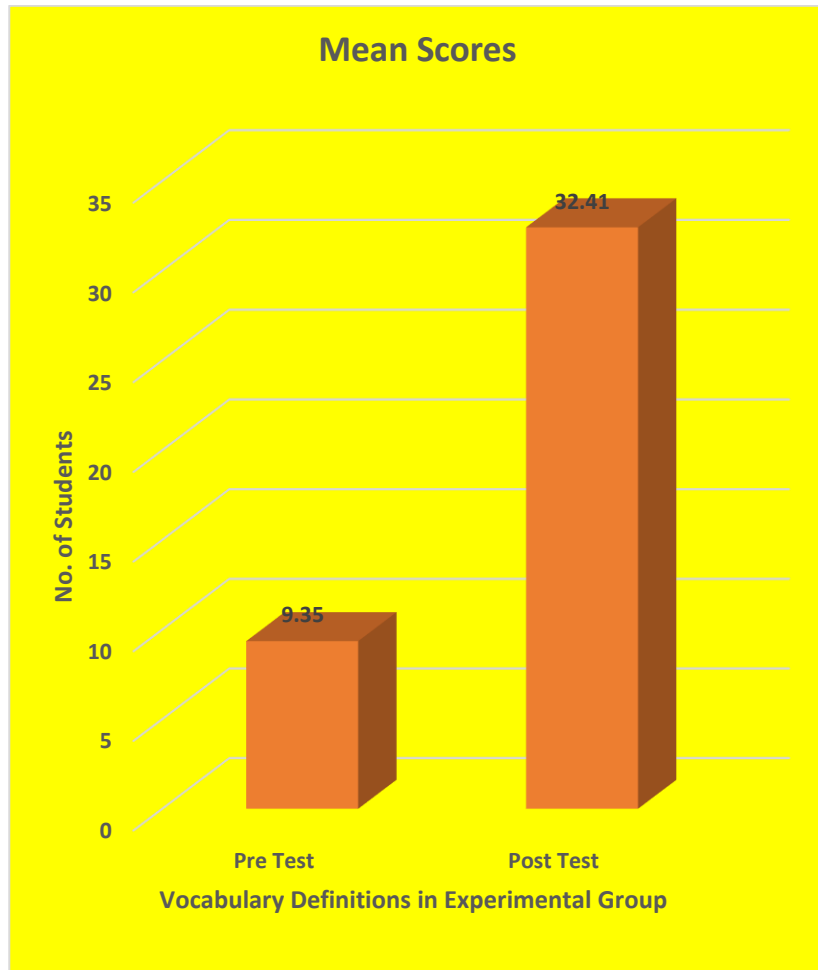


Fig 4.15 Mean Score Comparison of Experimental Group for Vocabulary Definitions

The above graph shows that the mean values of the experimental group post-test of high school students after the pre-reading activities is 32.41 better than the control group pre-test 9.35 for the dimension vocabulary definitions.

NULL HYPOTHESIS -8

There is no significant difference in the mean scores of high school students in reading comprehension on the whole between experimental group in pre-test and post-test.

Table -4:16
***Mean Score Comparison of Experimental Group
for RC on the Whole***

Sl.No.	Dimension	Comparison Groups	N	Mean Scores	SD	Calculated 't' value	Remarks at 5% level
1.	RC On the Whole	Control Group Pre-test	30	47.77	16.730	13.025	S
		Control Group Post-test	30	92.08	8.165		

(At 5% level of significance the table value is 2.045 for df 29)

It is inferred from the above table 4.16 that there is a significant difference between the effect of pre-reading activities on high school students in pre-test and post-test in the experimental group. The calculated 't' value of high school students is greater than the table value. Therefore, the null hypothesis is rejected. From the mean values, it is found that the control group post-test of high school students is 92.08 better than the control group pre-test 47.77 after the pre-reading activities for reading comprehension on the whole. This may be due to the fact that pre-reading activities influences the high school students' differences in reading comprehension on the whole. The calculated effect size is 3.3.

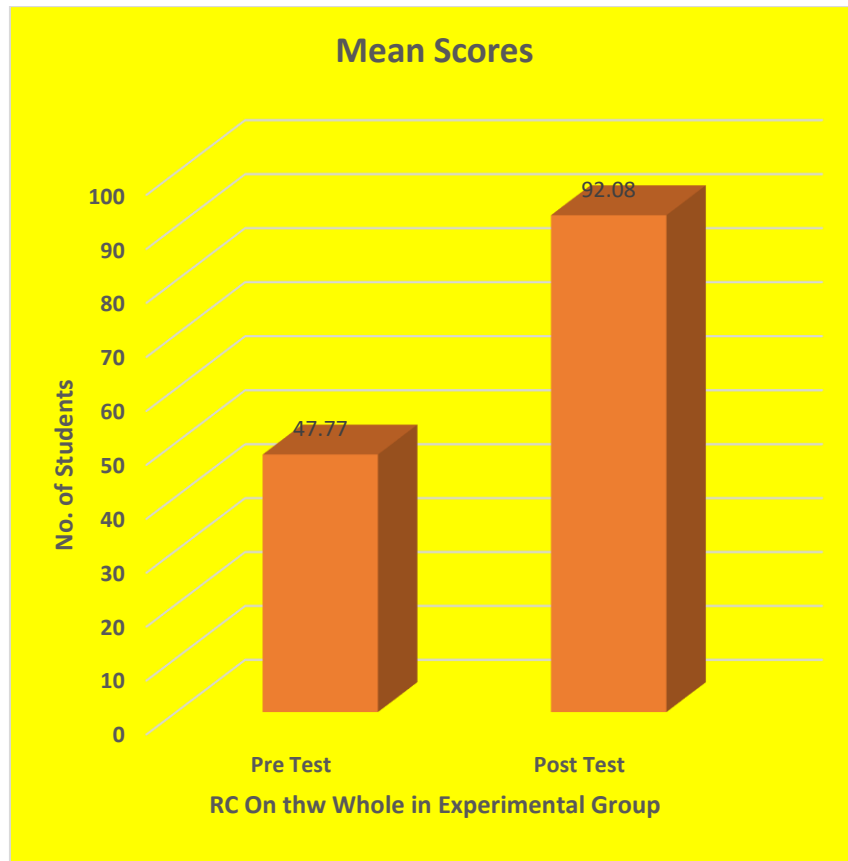


Fig 4.16 Mean Score Comparison of Experimental Group for RC on the Whole

The above graph shows that the mean values of the control group post- test of high school students after the pre-reading activities is 92.08 better than the control group pre-test 47.77 for the reading comprehension on the whole.

4.05 GAIN SCORE ANALYSIS

The gain scores were analysed after the interventions in the experimental group. The gain score was calculated by subtracting the post test scores from the pre-test scores. When pretest scores are higher than the post test scores, it shows “negative gain or loss”.

- ❖ To determine the effect of reading strategies training materials and student worksheets on the reading comprehension of higher secondary students in the experimental group pre-test and post-test.
- ❖ To determine the effect of conventional teaching on the reading comprehension of higher secondary students in the control group pre-test and post-test.
- ❖ To determine the effect of conventional training on the control group post-test and reading strategies training materials and student worksheets in the experimental group post-test on the reading comprehension of higher secondary students

4.05.01 PRE READING-ACTIVITIES OF HSS

OBJECTIVE 1:- To find out the difference in the gain scores in the control group pre-test and post-test for dimension guessing reading content.

There is a significant difference in the gain scores in the control group pre-test and post-test for dimension guessing reading content.

**Table 4.17 - Gain Score of Control Group
for Guessing Reading Content**

Dimension	Control Group		
	Pre-test Mean Scores	Post test Mean Score	Gain Score
Guessing Reading Content	15.4	20.36	4.96

The above table 4.17 shows the means scores of the control group. The post test scores are greater than the pre-test. So, the gain score is 4.96 for dimension guessing reading content.

OBJECTIVE 2:- To find out the gain score in the control group pre-test and post-test for the dimension by asking pre-reading questions.

There is a significant difference in the gain scores in the control group pre-test and post-test for dimension asking pre-reading questions.

**Table 4.18 - Gain Score of Control Group
for Asking Pre-Reading Questions**

Dimension	Control Group		
	Pre-test Mean Scores	Post test Mean Score	Gain Score
Asking Pre-Reading Questions	18.7	22.88	4.18

The above table 4.18 shows the means scores of the control group. The post test scores are greater than the pre-test. So, the gain score is 4.18 for dimension asking pre-reading questions.

OBJECTIVE 3:- To find out the gain score in the control group pre-test and post-test for the dimension vocabulary definitions.

There is a significant difference in the gain scores in the control group pre-test and post-test for dimension vocabulary definitions.

Table 4.19 - Gain Score of Control Group for Vocabulary Definitions

Dimension	Control Group		
	Pre-test Mean Scores	Post test Mean Score	Gain Score
Vocabulary Definitions	5.61	16.94	11.33

The above table 4.19 shows the means scores of the control group. The post test scores are greater than the pre-test. So, the gain score is 11.33 for dimension vocabulary definitions.

OBJECTIVE 4:- To find out the gain score in the control group pre-test and post-test for reading comprehension on the whole.

There is a significant difference in the gain scores in the control group pre-test and post-test for reading comprehension on the whole.

**Table 4.20 - Gain Score of Control Group
for RC On the Whole**

Dimension	Control Group		
	Pre-test Mean Scores	Post test Mean Score	Gain Score
RC On the Whole	40.10	60.33	20.23

The above table 4.20 shows the means scores of the control group. The post test scores are greater than the pre-test. So, the gain score is 20.23 for reading comprehension on the whole.

OBJECTIVE 5:- To find out the gain score in the experimental group pre-test and post-test for the dimension guessing reading context.

There is a significant difference in the gain scores in the experimental group pre-test and post-test for dimension guessing reading content.

**Table 4.21 - Gain Score of Experimental Group
for Guessing Reading Content**

Dimension	Experimental Group		
	Pre-test Mean Scores	Post test Mean Score	Gain Score
Guessing Reading Content	14.85	29.71	14.86

The above table 4.21 shows the means scores of the experimental group. The post test scores are greater than the pre-test. So, the gain score is 14.86 for dimension guessing reading content.

OBJECTIVE 6:- To find out the gain score in the experimental group pre-test and post-test for the dimension asking prereading questions.

There is a significant difference in the gain scores in the experimental group pre-test and post-test for dimension asking pre-reading questions.

Table 4.22 - Gain Score of Experimental Group for Asking Pre-Reading Questions

Dimension	Experimental Group		
	Pre-test Mean Scores	Post test Mean Score	Gain Score
Asking Pre-Reading Questions	21.12	29.15	8.03

The above table 4.22 shows the means scores of the experimental group. The post test scores are greater than the pre-test. So, the gain score is 8.03 for dimension asking pre-reading questions.

OBJECTIVE 7:- To find out the gain score in the experimental group pre-test and post-test for the dimension vocabulary definitions.

There is a significant difference in the gain scores in the experimental group pre-test and post-test for dimension vocabulary definitions.

**Table 4.23 - Gain Score of Experimental Group
for Vocabulary Definitions**

Dimension	Experimental Group		
	Pre-test Mean Scores	Post test Mean Score	Gain Score
Vocabulary Definitions	9.35	32.41	23.06

The above table 4.23 shows the means scores of the experimental group. The post test scores are greater than the pre-test. So, the gain score is 23.06 for dimension vocabulary definitions.

OBJECTIVE 8:- . To find out the gain score in the experimental group pre-test and post-test for reading comprehension on the whole.

There is a significant difference in the gain scores in the experimental group pre-test and post-test for reading comprehension on the whole.

**Table 4.24 - Gain Score of Experimental Group
for RC On the Whole**

Dimension	Experimental Group		
	Pre-test Mean Scores	Post test Mean Score	Gain Score
RC On the Whole	47.77	92.08	44.31

The above table 4.24 shows the means scores of the experimental group. The post test scores are greater than the pre-test. So, the gain score is 44.31 for reading comprehension on the whole.

4.06 EFFECT SIZE ANALYSIS

Effect size is a quantitative measure of the magnitude of the experimental effect. The larger the effect size, the stronger the relationship between two variables. It is used to compare the results of studies done in different settings.

Cohen's d

Cohens d is a standardized effect size for measuring the difference between two group means. It is an appropriate effect size for the comparison between two means. It can be used, for example, to accompany the reporting of t-test and ANOVA results. It is also widely used in meta-analyses.

To calculate the standardised mean difference between two groups, subtract the mean of one group from the other ($M_1 - M_2$) and divide the result by the standard deviation (SD) of the population from which the groups were sampled.

Table 4.25 - Effect Size

Relative Size	Effect Size	% of control group below the mean of experimental group
	0.0	50%
Small	0.2	58%
Medium	0.5	69%
Large	0.8	79%
	1.4	92%

Cohen suggested that $d=0.2$ be considered a small effect size, 0.5 a medium effect size and 0.8 a large effect size. This means that if the difference between two groups means is less than 0.2 standard deviations, the difference is negligible, even if it is statistically significant.

4.06.01 PRE READING ACTIVITIES OF HSS

OBJECTIVE 1

To find out the effect size in the control group pre-test and post-test for dimension guessing reading content.

There is a significant difference between the gain scores in the control group pre-test and post-test for dimension guessing reading content. The calculated effect size is **0.6**, which means a **medium effect**, as the effect size is above 0.5.

OBJECTIVE 2

To find out the effect size in the control group pre-test and post-test for dimension asking pre-reading questions.

There is a significant difference between the gain scores in the control group pre-test and post-test for dimension asking pre-reading questions. The calculated effect size is **0.5**, which means a **medium effect**, as the effect size is 0.5.

OBJECTIVE 3

To find out the effect size in the control group pre-test and post-test for dimension vocabulary definitions.

There is a significant difference between the gain scores in the control group pre-test and post-test for dimension vocabulary definitions. The calculated effect size is **1.8**, which means a **large effect**, as the effect size is above 1.4.

OBJECTIVE 4

To find out the effect size in the control group pre-test and post-test for reading comprehension on the whole.

There is a significant difference between the gain scores in the control group pre-test and post-test for reading comprehension on the whole. The calculated effect size is **1.2**, which means a **large effect**, as the effect size is above 0.8.

OBJECTIVE 5

To find out the effect size in the experimental group pre-test and post-test for dimension guessing reading content.

There is a significant difference between the gain scores in the experimental group pre-test and post-test for dimension guessing reading content. The calculated effect size is **3.8**, which means a **large effect**, as the effect size is above 1.4.

OBJECTIVE 6

To find out the effect size in the experimental group pre-test and post-test for dimension asking pre-reading questions.

There is a significant difference between the gain scores in the experimental group pre-test and post-test for dimension asking pre-reading questions. The calculated effect size is **1.6**, which means a **large effect**, as the effect size is above 1.4.

OBJECTIVE 7

To find out the effect size in the experimental group pre-test and post-test for dimension vocabulary definitions.

There is a significant difference between the gain scores in the experimental group pre-test and post-test for dimension vocabulary definitions. The calculated effect size is **4.9**, which means a **large effect**, as the effect size is above 1.4.

OBJECTIVE 8

To find out the effect size in the experimental group pre-test and post-test for reading comprehension on the whole.

There is a significant difference between the gain scores in the experimental group pre-test and post-test for reading comprehension on the whole. The calculated effect size is **13.6**, which means a **large effect**, as the effect size is above 1.4

4.07 CONCLUSION

The researcher collected data from the chosen sample of sixty high school students using the appropriate tools. After critically analysing the data systematically through appropriate statistical measures, the tabulated materials were meaningfully interpreted in this chapter, “Analysis and Interpretation of Data” in order to draw out possible conclusions. The ensuing fifth chapter will focus on major findings and interpretation, recommendations and suggestions for further research, and a conclusion.

CHAPTER V

FINDINGS, INTERPRETATION,

RECOMMENDATIONS AND SUGGESTIONS

5.01 OVERVIEW

This chapter deals with findings, interpretation, recommendations and suggestions. It consists of seven sections. The first section brings forth details of each section in the overview of this chapter. The second section is the introduction of this chapter. The third and fourth section clearly gives the findings and interpretation of the study. The fifth and sixth section gives the recommendations and educational implications for the study. The seventh section clearly gives suggestions for further study. The eighth section finally brings forth the conclusion of the fifth chapter.

5.02 INTRODUCTION

The present study is an attempt to find out the effect of pre-reading activities on the reading comprehension of high school students. The data has been analysed using statistical techniques like mean, standard deviation, percentage analysis and t-test. It is the responsibility of the researcher to reveal the findings of the research along with its interpretations, recommendations, educational implications and suggestions in this chapter. Accordingly, the researcher has given below the major findings of this research work accompanied by interpretations of her findings, recommendations for improvement and educational implications and suggestions for further study in the same area.

5.03 FINDINGS

5.03.01 MAJOR FINDINGS IN TERMS OF OBJECTIVES

5.03.02 DESCRIPTIVE ANALYSIS

1. The findings reveal that 7(23.30%) high school students in the control group pre-test and 18(60%) in post-test had a high level of reading comprehension with regard to guessing reading content.
2. The findings further state that 13(43.4%) high school students in the control group pre-test and 19(63.30%) in post-test had a high level of reading comprehension with regard to pre-reading questions.
3. The findings reveal that 8(26.70%) high school students in the control group post-test had a high level of reading comprehension with regard to vocabulary definitions.
4. The findings further state that 1(3.30%) high school students in the control group pre-test and 13(43.30%) in post-test had a high level of reading comprehension with regard to reading comprehension on the whole.
5. The findings reveal that 30(100%) high school students in the experimental group post-test after pre-reading activities had a high level of reading comprehension with regard to guessing reading content.
6. The findings further state that 18(60%) high school students in the experimental group pre-test and 29(96.70%) in post-test after pre-reading activities had a high level of reading comprehension with regard to pre-reading questions.
7. The findings further reveal that 29(96.70%) high school students in the experimental group post-test after pre-reading activities had a high level of reading comprehension with regard to pre-reading questions.

8. The findings further state that 30(100%) high school students in the experimental group post-test after pre-reading activities had a high level of reading comprehension with regard to reading comprehension on the whole.

5.03.03 MAJOR FINDINGS IN TERMS OF HYPOTHESES

5.03.04 DIFFERENTIAL ANALYSIS

1. The results reveal that there is a significant difference between the effect of pre-reading activities on high school students in pre-test and post-test in the control group. The calculated 't' value of high school students is greater than the table value. Therefore, the null hypothesis is fully rejected. From the mean values, it is found that the control group post-test of high school students is 20.36 better than the control group pre-test 14.4 after the pre-reading activities for dimension guessing reading content. This may be due to the fact that pre-reading activities influence high school students' differences in reading comprehension dimension guessing reading content.
2. The results reveal that there is a significant difference between the effect of pre-reading activities on high school students in pre-test and post-test in the control group. The calculated 't' value of high school students is greater than the table value. Therefore, the null hypothesis is rejected. From the mean values, it is found that the control group post-test of high school students is 22.88 better than the control group pre-test 18.7 after the pre-reading activities for dimension asking pre-reading questions. This may be due to the fact that pre-reading activities influence high school students' differences in reading comprehension dimension asking pre-reading questions.

- 3 The results reveal that there is a significant difference between the effect of pre-reading activities on high school students in pre-test and post-test in the control group. The calculated 't' value of high school students is greater than the table value. Therefore, the null hypothesis is rejected. From the mean values, it is found that the control group post-test of high school students is 16.94 better than the control group pre-test 5.61 after the pre-reading activities for dimension vocabulary definitions. This may be due to the fact that pre-reading activities influence high school students' differences in reading comprehension dimension vocabulary definitions.
- 4 The results reveal that there is a significant difference between the effect of pre-reading activities on high school students in pre-test and post-test in the control group. The calculated 't' value of high school students is greater than the table value. Therefore, the null hypothesis is rejected. From the mean values, it is found that the control group post-test of high school students is 60.33 better than the control group pre-test 40.10 after the pre-reading activities for reading comprehension on the whole. This may be due to the fact that pre-reading activities influence high school students' differences in reading comprehension on the whole.
- 5 The results reveal that there is a significant difference between the effect of pre-reading activities on high school students in pre-test and post-test in the experimental group. The calculated 't' value of high school students is greater than the table value. Therefore, the null hypothesis is rejected. From the mean values, it is found that the experimental group post-test of high

school students is 29.71 better than the control group pre-test 14.85 after the pre-reading activities for dimension guessing reading content. This may be due to the fact that pre-reading activities influence high school students' differences in reading comprehension dimension guessing reading content.

- 6 The results reveal that there is a significant difference between the effect of pre-reading activities on high school students in pre-test and post-test in the experimental group. The calculated 't' value of high school students is greater than the table value. Therefore, the null hypothesis is rejected. From the mean values, it is found that the experimental group post-test of high school students is 29.15 better than the control group pre-test 21.12 after the pre-reading activities for dimension asking pre-reading questions. This may be due to the fact that pre-reading activities influence high school students' differences in reading comprehension dimension asking pre-reading questions.
- 7 The results reveal that there is a significant difference between the effect of pre-reading activities on high school students in pre-test and post-test in the experimental group. The calculated 't' value of high school students is greater than the table value. Therefore, the null hypothesis is rejected. From the mean values, it is found that the experimental group post-test of high school students is 32.41 better than the experimental group pre-test 9.35 after the pre-reading activities for dimension vocabulary definitions. This may be due to the fact that pre-reading activities influence high school students' differences in reading comprehension dimension vocabulary definitions.

8 The results reveal that there is a significant difference between the effect of pre-reading activities on high school students in pre-test and post-test in the experimental group. The calculated 't' value of high school students is greater than the table value. Therefore, the null hypothesis is rejected. From the mean values, it is found that the control group post-test of high school students is 92.08 better than the control group pre-test 47.77 after the pre-reading activities for reading comprehension on the whole. This may be due to the fact that pre-reading activities influence high school students' differences in reading comprehension on the whole.

5.03.05 GAIN SCORE ANALYSIS

1. The results reveal that here is a significant difference in the gain scores in the control group pre-test and post-test for dimension guessing reading content. The means scores of the control group indicate that the post-test scores are greater than the pre-test scores. So, the gain score is 4.96 for the dimension guessing reading content.
2. The results reveal that there is a significant difference in the gain scores in the control group pre-test and post-test for dimension asking pre-reading questions. The means scores of the control group indicate that the post-test scores are greater than the pre-test scores. So, the gain score is 4.18 for dimension asking pre-reading questions.
3. The results reveal that there is a significant difference in the gain scores in the control group pre-test and post-test for dimension vocabulary definitions. The means scores of the control group indicate that the post-test scores are greater than the pre-test. So, the gain score is 11.33 for dimension vocabulary definitions.

4. The results reveal that there is a significant difference in the gain scores in the control group pre-test and post-test for reading comprehension on the whole. The means scores of the control group indicate that the post-test scores are greater than the pre-test. So, the gain score is 20.23 for reading comprehension on the whole.
5. The results reveal that there is a significant difference in the gain scores in the experimental group pre-test and post-test for dimension guessing reading content. The means scores of the experimental group indicate that the post-test scores are greater than the pre-test. So, the gain score is 14.86 for dimension guessing reading content.
6. The results reveal that there is a significant difference in the gain scores in the experimental group pre-test and post-test for dimension asking pre-reading questions. The means scores of the experimental group indicate that the post-test scores are greater than the pre-test. So, the gain score is 8.03 for dimension asking pre-reading questions.
7. The results reveal that there is a significant difference in the gain scores in the experimental group pre-test and post-test for dimension vocabulary definitions. The means scores of the experimental group indicate that the post-test scores are greater than the pre-test. So, the gain score is 23.06 for dimension vocabulary definitions.
8. The results reveal that there is a significant difference in the gain scores in the experimental group pre-test and post-test for reading comprehension on the whole. The means scores of the experimental group indicate that the post-test scores are greater than the pre-test. So, the gain score is 44.31 for reading comprehension on the whole.

5.03.05 EFFECT SIZE ANALYSIS

1. The findings reveal that the effect size in the control group pre-test and post-test for dimension guessing reading content is **0.6**, which means a **medium effect**, as the effect size is above 0.5
2. The findings reveal that the effect size in the control group pre-test and post-test for dimension asking pre-reading questions is **0.5**, which means a **medium effect**, as the effect size is 0.5.
3. The findings reveal that the effect size in the control group pre-test and post-test for dimension vocabulary definitions is **1.8**, which means a **large effect**, as the effect size is above 1.4.
4. The findings reveal that the effect size in the control group pre-test and post-test for reading comprehension on the whole is **1.2**, which means a **large effect**, as the effect size is above 0.8.
5. The findings reveal that the effect size in the experimental group pre-test and post-test for dimension guessing reading content is **3.8**, which means a **large effect**, as the effect size is above 1.4.
6. The findings reveal that the effect size in the experimental group pre-test and post-test for dimension asking pre-reading questions is **1.6**, which means a **large effect**, as the effect size is above 1.4.

7. The findings reveal that the effect size in the experimental group pre-test and post-test for dimension vocabulary definitions is **4.9**, which means a **large effect**, as the effect size is above 1.4.
8. The findings reveal that the effect size in the experimental group pre-test and post-test for reading comprehension on the whole is **13.6**, which means a **large effect**, as the effect size is above 1.4

5.04 DISCUSSION

Based on the research findings, it was found that there was a significant difference between the mean scores in the experimental group. This means that using pre-reading activities in teaching reading comprehension is more effective than using conventional teaching in reading. The difference between the two group's performances in reading. The reading comprehension of high school students suggested a strong possibility that the students who received pre-reading activities before reading the text were more successful in comprehension than those who did not get any pre-reading activities. In relation to the research findings, this research supported similar studies that pre-reading activities show effective in improving students' reaching their comprehension score. This may have for several reasons. First, pre-reading activities help learners to uncover gaps in their knowledge.

Kuhi, et al. (2013) stated that some words and expressions have signification in a particular cultural context and without doing pre-reading activities to make the meaning of those expressions clear, the learner might be

misunderstood. Second, these activities can help the students to construct their background knowledge. There are three activities that can be provided in the pre-reading stage. They are: pre-teaching vocabulary definitions, guessing the reading content, and asking pre-reading questions. Those activities are aimed at increasing students' background knowledge. Recently, studies have shown that the background knowledge of readers plays an important role in the process of reading. In addition, the findings of various research show that the greater the background knowledge the reader has of the text content area, the better the reader will comprehend that text. The implication of this phenomenon is that some English, as the second language students' reading problem when trying to comprehend a written text is due to lack of background knowledge. Thus, pre-reading activities are provided in the teaching learning process.

5.05 RECOMMENDATIONS

This study recommends the provision of sufficient language and context clues through restoring pre-reading activities, since comprehending a text is an interactive process between a reader's background knowledge and the text. Teachers should recognize the importance of pre-reading activities in building-related information in such a way that the new material is easily assimilated into the learner's existing field of knowledge. Pre-reading activities should become regular practice for all teachers in the English reading comprehension classroom because they make positive changes in students' English reading comprehension achievements. Workshops and seminars aimed at improving or enhancing the pedagogical content knowledge and skills of English language

teachers in teaching reading comprehension should be rolled out. This way, teachers can effectively use appropriate and varied pre-reading activities to improve the reading skills and comprehension of students.

5.06 EDUCATIONAL IMPLICATIONS

The study projects the importance of pre-reading activities as an effective strategy that can help address the reading needs of students. The findings also establish the need for the use of effective pre-reading activities in promoting effective English reading comprehension among high school students. The outcome of the study also establishes that providing prior background knowledge through pre-reading activities to pupils has key impacts on their reading comprehension. In other words, providing and activating background knowledge by means of pre-reading techniques can make up for the difficulties students encounter in the reading comprehension classroom. Aside from these, this study provides empirical evidence to project the role of pre-reading activities in improving reading comprehension and improving the pedagogy of teaching the English language in general and reading comprehension skills, in particular, in English language reading comprehension classrooms.

Teachers, in planning and organizing their reading comprehension lessons, should choose appropriate and varied pre-reading activities to suit the experiences, age, level, and interests of learners as well as the context of use. They should also consider learners' level of proficiency and ensure consistent use of pre-reading activities in their reading comprehension classrooms. Findings also provide educational stakeholders with a good background for

providing better conditions for learning and teaching. Teachers and syllabus designers should incorporate appropriate and varied pre-reading activities for texts assigned for use in reading comprehension classrooms. This, therefore, requires attention to contextual factors when considering the effect of pre-reading activities on students' reading comprehension.

5.07 SUGGESTIONS FOR FURTHER RESEARCH

The result of this study gives a practical contribution to English teachers and other researchers who want to conduct research on the same area in the future. For English teachers, since the result showed positive results, the findings of this research can be used as one of the considerations to utilize pre-reading strategies, especially pre-teaching vocabulary definitions, guessing reading content and asking pre-reading questions, in teaching reading comprehension. The second suggestion is addressed to other researchers, especially to those who want to conduct further research in relation with current research to findings.

Since this study was limited to a few text types, future researchers are expected to conduct the research with another text type. The future researchers are also expected to conduct the same research in different levels of education. Therefore, it can broaden the idea that pre-reading activities are effective for any level of education.

5.08 CONCLUSION

In accordance with the research problem and the result of data analysis, it can be concluded that the reading comprehension achievement of high school students who are taught using pre-reading activities is significantly higher than those who are taught using conventional teaching.

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Comprehension Hana S. S. Al Rasheed1 1 College of Education, King Saud University, Riyadh, Saudi Arabia Correspondence: Hana S. S. Al Rasheed, College of Education, King Saud University, Riyadh, Saudi Arabia. E-mail: hana.1430@hotmail.com Received: July 14, 2014 Accepted: September 10, 2014 Online Published: October 23, 2014 doi:10.5539/elt.v7n11p79 URL: <http://dx.doi.org/10.5539/elt.v7n11p79>

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APPENDICES
DISTRICT INSTITUTE OF EDUCATION AND TRAINING
MUNANJIPATTI – 627 355, TIRUNELVELI DISTRICT

READING COMPREHENSION TEST – DRAFT TOOL

PRE TEST / POST TEST

Name of the Student: _____

Time: 45 minutes

Maximum: 40 marks

Note: Write neatly and legibly

Answer each and every question without fail

Read all the questions thoroughly and write the answers in a separate sheet.

I. Read the passage given below and find the correct answers to the given questions.

(7 Marks)

Cryptocurrency

There will hardly be anyone who will be ignorant of the name of cryptocurrency.

For the last few years, cryptocurrency has become very popular all over the world. Its craze in India has also increased very fast. It's nothing but a digital currency that is based on Blockchain technology. Some popular cryptocurrencies are Bitcoin, Binance coin, Ethereum, XRP, etc.

The most important thing about this currency is that it's completely decentralized, which means that there is no control of any country over it, that's why many countries still consider it illegal, but recently India has considered it legal. It's such a currency that doesn't exist in physical form, but with its help, you can buy any goods and also do investing and trade. When a transaction takes place, it's monitored through powerful computers, which is called cryptocurrency mining in another language.

Questions –

1. What is cryptocurrency? (1 Mark)
2. What is the meaning of ‘craze’? (1 Mark)
3. Write any four popular cryptocurrencies? (1 Mark)
4. Where can cryptocurrency be used? (1 Mark)
5. What is Cryptocurrency mining? (1 Mark)
6. Write a synonym for the word ‘Decentralized’. (1 Mark)
7. What is the meaning of ‘cryptocurrency is decentralized’? (1 Mark)

II. Read the passage given below and find the correct answers to the given questions.

(10 Marks)

Gautam Buddha

Gautam Buddha is also known as Mahatma Buddha and Bhagwan Buddha. His childhood name was Siddharth. He was born in 563 BC. The name of his mother was Mahamaya. His wife’s name was Yashodhara. He was of a very contemplative mind from his childhood. He always looked for peace around him.

One day, when a son was born to him at the age of thirty, he realized that his life was going through difficulties. So, one night he left his house, wife, and son without informing anyone. The reason for leaving his royal house was to seek peace around him. After several years of rigorous penance, he attained enlightenment in Bodh Gaya, Bihar. After this, he was transformed from Gautam Buddha to Bhagwan Buddha.

Questions –

8. When was Gautam Buddha born? (1 Mark)
9. What was the name of his mother? (1 Mark)
10. At what age was a son born to Gautam Buddha? (1 Mark)
11. Why did Gautam Buddha leave his royal home? (1 Mark)
12. What was his wife's name? (1 Mark)
13. Write the other names of Gautam Buddha. (2 Marks)
14. Write the synonym of the words 'Contemplative' and 'Enlightenment'. (2 Marks)
15. Where did Gautam Buddha attain enlightenment? (1 Mark)

III. Read the passage given below and find the correct answers to the given questions.

(8 Marks)

Trading, and Investment

Trading is a word that is used a lot in the stock market. In general language, trading means buying and selling things. In other words, it's about making a profit by buying and selling things. There are four types of trading in the stock market. They are Scalping Trading, Intraday Trading, Swing Trading, and Traditional Trading.

The riskiest trading is scalping trading and the safest is positional trading. Scalping Trading is the riskiest as people trade in this for only a few minutes or seconds. Often people look confused about trading and investment. Actually, trading means buying shares of any company for a short period of time whereas when someone buys shares for a long time, it's called an investment. Those who trade is called traders and those who invest are called investors.

Questions –

16. What word is used a lot in the stock market? (1 Mark)
17. What is trading generally? (1 Mark)
18. What are the types of trading in the stock market? (1 Mark)
19. Explain trading and investing individually. (2 Marks)
20. Which is the riskiest trading? (1 Mark)
21. Can an investor be called a trader? (1 Mark)
22. What is trading actually? (1 Mark)

IV. Read the passage given below and find the correct answers to the given questions.

(8 Marks)

Subhas Chandra Bose

Who doesn't know Subhas Chandra Bose? He was one of the greatest leaders of India. He played an important role in getting India's independence. One of his famous slogans was 'Tum Mujhe Khoon Do, Main Tumhe Azadi Dunga'. All the countrymen used to call him by the name of Netaji. Due to his ludicrous antics, he was sent to jail many times.

He was born in 1897 in Cuttack, Odisha. He also formed an army that was named Azad Hind Fauj. The Azad Hind Fauj was formed by Subhas Chandra Bose to fight the British in the Second World War. He raised the slogan of 'Delhi Chalo' at the Town Hall of Singapore and fought the British along with the Japanese army.

Questions

23. Who played an important role in getting India's freedom? (1 Mark)
24. What was the slogan given by Netaji at the Town Hall of Singapore? (1 Mark)
25. What was the name of Netaji's army? (1Mark)
26. How was Netaji related to Odisha? (1 Mark)
27. What was the most famous slogan of Subhas Chandra Bose? (2 Marks)

Slogan 1

Slogan 2

28. Who used to call him by the name of Netaji? (1 Mark)
29. What do you mean by ludicrous antics? (1 Mark)

V. Read the passage given below and find the correct answers to the given questions.

(6 Marks)

Long Neck

Once a giraffe reached the bank of a river to drink water after eating leaves from trees. He saw his reflection in the water and became very happy seeing his dapple skin but noticed that his neck was very long compared to other animals. As a result, he became very sad and started criticizing God. As he turned back after drinking water, some lions attacked him and tried their best to kill him but unfortunately could not bring him down due to his high neck. In the end, they ran away from there unsuccessfully. The giraffe thanked God and was very sad about what he said to God.

Questions –

30. After eating what giraffe went to the bank of the river? (1 Mark)
31. Why was the giraffe happy? (1 Mark)
32. Why did the giraffe begin to criticize God? (2 Marks)
- Reason 1
- Reason 2
33. Write the synonym of the word 'Dapple'. (1 Mark)
34. Who attacked the giraffe? (1 Mark)
35. Who thanked God? (1 Mark)

**DISTRICT INSTITUTE OF EDUCATION AND TRAINING
MUNANJIPATTI – 627 355, TIRUNELVELI DISTRICT**

READING COMPREHENSION TEST – FINAL TOOL

PRE TEST / POST TEST

Name of the Student: _____

Time: 45 minutes

Maximum: 30 marks

Note: Write neatly and legibly

Answer each and every question without fail

Read all the questions thoroughly and write the answers in a separate sheet.

**I. Read the passage given below and find the correct answers to the given questions.
(5 Marks)**

Cryptocurrency

There will hardly be anyone who will be ignorant of the name of cryptocurrency. For the last few years, cryptocurrency has become very popular all over the world. Its craze in India has also increased very fast. It's nothing but a digital currency that is based on Blockchain technology. Some popular cryptocurrencies are Bitcoin, Binance coin, Ethereum, XRP, etc.

The most important thing about this currency is that it's completely decentralized, which means that there is no control of any country over it, that's why many countries still consider it illegal, but recently India has considered it legal. It's such a currency that doesn't exist in physical form, but with its help, you can buy any goods and also do investing and trade. When a transaction takes place, it's monitored through powerful computers, which is called cryptocurrency mining in another language.

Questions –

1. What is cryptocurrency? (1 Mark)
2. Where can cryptocurrency be used? (1 Mark)
3. What is Cryptocurrency mining? (1 Mark)
4. Write a synonym for the word ‘Decentralized’. (1 Mark)
5. What is the meaning of ‘cryptocurrency is decentralized’? (1 Mark)

II. Read the passage and find the correct answers to the given questions.

(6 Marks)

Gautam Buddha

Gautam Buddha is also known as Mahatma Buddha and Bhagwan Buddha. His childhood name was Siddharth. He was born in 563 BC. The name of his mother was Mahamaya. His wife’s name was Yashodhara. He was of a very contemplative mind from his childhood. He always looked for peace around him.

One day, when a son was born to him at the age of thirty, he realized that his life was going through difficulties. So, one night he left his house, wife, and son without informing anyone. The reason for leaving his royal house was to seek peace around him. After several years of rigorous penance, he attained enlightenment in Bodh Gaya, Bihar. After this, he was transformed from Gautam Buddha to Bhagwan Buddha.

Questions –

6. At what age was a son born to Gautam Buddha? (1 Mark)
7. Why did Gautam Buddha leave his royal home? (1 Mark)

8. What was his wife's name? (1 Mark)
9. Write the other names of Gautam Buddha. (1 Mark)
10. Write the synonym of the words 'Contemplative' and 'Enlightenment'. (2 Marks)
- 10.a. Contemplative –
- 10.b. Enlightenment -

IV. Read the passage and find the correct answers to the given questions.

(6 Marks)

Trading, and Investment

Trading is a word that is used a lot in the stock market. In general language, trading means buying and selling things. In other words, it's about making a profit by buying and selling things. There are four types of trading in the stock market. They are Scalping Trading, Intraday Trading, Swing Trading, and Traditional Trading.

The riskiest trading is scalping trading and the safest is positional trading. Scalping Trading is the riskiest as people trade in this for only a few minutes or seconds. Often people look confused about trading and investment. Actually, trading means buying shares of any company for a short period of time whereas when someone buys shares for a long time, it's called an investment. Those who trade is called traders and those who invest are called investors.

Questions –

11. What is trading generally? (1 Mark)
12. What are the types of trading in the stock market? (1 Mark)

13.Explain trading and investing individually. (2 Marks)

13.a.Trading:

13.b. Investing:

14.Which is the riskiest trading? (1 Mark)

15. Can an investor be called a trader? (1 Mark)

V. Read the passage and find the correct answers to the given questions.

(6 Marks)

Subhas Chandra Bose

Who doesn't know Subhas Chandra Bose? He was one of the greatest leaders of India. He played an important role in getting India's independence. One of his famous slogans was 'Tum Mujhe Khoon Do, Main Tumhe Azadi Dunga'. All the countrymen used to call him by the name of Netaji. Due to his ludicrous antics, he was sent to jail many times.

He was born in 1897 in Cuttack, Odisha. He also formed an army that was named Azad Hind Fauj. The Azad Hind Fauj was formed by Subhas Chandra Bose to fight the British in the Second World War. He raised the slogan of 'Delhi Chalo' at the Town Hall of Singapore and fought the British along with the Japanese army.

Questions –

16. When was Netaji born? (1 Mark)

17. What was the slogan given by Netaji at the Town Hall of Singapore? (1 Mark)

18. What was the name of Netaji's army? (1Mark)

19. How was Netaji related to Odisha? (1 Mark)

20. What was the most famous slogan of Subhas Chandra Bose? (2 Marks)

20.a. Slogan 1

20.b. Slogan 2

V. Read the passage given below and find the correct answers to the given questions.

(7 Marks)

Long Neck

Once a giraffe reached the bank of a river to drink water after eating leaves from trees. He saw his reflection in the water and became very happy seeing his dapple skin but noticed that his neck was very long compared to other animals. As a result, he became very sad and started criticizing God. As he turned back after drinking water, some lions attacked him and tried their best to kill him but unfortunately could not bring him down due to his high neck. In the end, they ran away from there unsuccessfully. The giraffe thanked God and was very sad about what he said to God.

Questions –

21. After eating what giraffe went to the bank of the river? (1 Mark)

22. Why was the giraffe happy? (1 Mark)

23. Why did the giraffe begin to criticize God? (2 Marks)

23.a. Reason 1

23.b. Reason 2

24. Write the synonym of the word 'Dapple'. (1 Mark)

25.a. Who attacked the giraffe? 5b. Who thanked God? (2 Marks)

THE READING COMPREHENSION TEST – FINAL TOOL

PRE-TEST / POST TEST

BLUE PRINT

Q No.	(guessing reading content) 10 Marks	(asking prereading questions) 10 Marks	(vocabulary definition) 10 Marks	Total 30 Marks
1	0	0	1	1
2	0	1	0	1
3	0	0	1	1
4	0	0	1	1
5	0	0	1	1
6	0	1	0	1
7	1	0	0	1
8	0	1	0	1
9	0	1	0	1
10a&10b	0	0	2	2
11	0	0	1	1
12	1	0	0	1
13a &13b	0	0	2	2
14	0	1	0	1
15	0	1	0	1
16	0	1	0	1
17	0	1	0	1
18	0	1	0	1
19	1	0	0	1
20a &20b	2	0	0	2
21	0	1	0	1
22	1	0	0	1
23a &23b	2	0	0	2
24	0	0	1	1
25a & 25b	2	0	0	2

**PRE-READING ACTIVITIES
FOR HIGH SCHOOL STUDENTS**



Prepared By

**Dr D Shanthi, Senior Lecturer,
DIET, Munanjipatti -627 355
Tirunelveli District**



PRE READING-ACTIVITIES

FOR HIGH SCHOOL STUDENTS

Preamble

Pre Reading helps the students to get ready to read. It prepares the learners to anticipate the topic of the reading passage. During the pre-reading stage, the teacher sets the mood for reading arousing learners' interest to read. He/She introduces some key vocabulary items through a number of learner's centered activities.

Pre-Reading Activities are prepared to be used during the intervention to encourage the high school students to read happily. The three pre-reading activities dimensions namely Guessing Reading Content, Asking Pre-Reading Questions and Vocabulary Definition are dealt in detail in this training material. Reading materials are provided to develop the reading comprehension of high school students. This prereading activities for high school students' material contains twenty-five prereading activities. They are Discussion, I am Listening to You, Quotes. Guessing the word, Guessing from Pictures, Pictionary, Guessing from Sentence, How many words do you know? Speed Chatting, Videos, Brain Storming, True or False, Wordle, Wordwall, Jigsaw, KWL Charts, Debate, Pronunciation, About Concepts of Print, About Book Features, Using Context Clues, About Reading History and Connections, Book Wall, Think! and Word Clouds.

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Reference	

PRE-READING ACTIVITIES

FOR HIGH SCHOOL STUDENTS

Introduction

Pre-reading is the process of skimming a text to locate key ideas before carefully reading a text or a chapter of a text from start to finish. Also called previewing or surveying. Pre-reading provides an overview that can increase reading speed and efficiency. Pre-reading activities are learning approaches designed to help give the child structure, guidance, and background knowledge before they begin exploring a new text. These pre reading activities target the child's reading comprehension skills by giving them the tools they need to become active, successful readers.

Objectives

Pre-reading activities aim to raise the readers' knowledge of what they are about to read (their schematic knowledge) as this knowledge will help them to understand the text.

Definition of Pre-Reading Activities

Pre-reading activities influence student motivation, increase the activation of prior knowledge and they can be used as a tool for increased comprehension. These activities may include readings, videos, or check-for-understanding assessments. Benefits of pre-reading activities include: Students gain knowledge of the topic prior to engaging in class discussion. Students are prepared in advance to ask questions and think at a higher-level during class.

Importance of Pre- Reading Activities

Pre reading is how the students understand what they read. Pre reading activities help the students prepare for the reading activity. They can help the students to be more prepared for what they are about to read. It can help the students to anticipate the topic of the reading. In doing this, they can also prepare themselves for the kind of language, vocabulary, and even grammar that might be used in the text. In addition, if done in the right way, it can encourage the students to want to read and maybe even increase their motivation to read.

Guessing Reading Content

Guessing meaning from content is an important reading method that will help the students to improve their reading abilities and speed. Because they don't have a dictionary when delivering an exam, there are bound to be many words from the reading text that they don't understand and can't look up. When the students don't understand a word or phrase in the reading text. The students have to accurately guess the meaning of the word based on the clues given to them from other parts of the text, such as the title, the other paragraphs and the words around the mystery word.

Asking Pre Reading-Questions:

It is important to ask the students pre-reading questions before they read a book. This helps them get ready for the text and sets the stage for a successful reading experience. Pre Reading questions

activate the students background knowledge, make predictions about the story, and connect with the text on a deeper level. This will lead to a more successful and enjoyable reading experience for everyone involved. Asking pre reading questions is also a great way to get to know the students' prior knowledge and experiences with similar texts.

Vocabulary definitions:

It is important to build the students vocabulary word understanding. The more words they know the better they will understand what they read and the more confidence they will have when speaking and expressing their ideas. When students build their bank of vocabulary words, comprehension soars through the roof!

Pre- Reading Activities

- Guessing Reading Content
- Asking Pre-Reading Questions
- Vocabulary Definitions

Pre-Reading Activity 1: Discussion.

The first pre-reading activity is about creating a discussion about the topic. The facilitator encourages the students to have a discussion about the topic of the reading. She prepares four or five sentences expressing opinions about the topic, then sticks them in the 4 corners of the classroom. Students go and stand near the opinion they disagree with the most. The groups explain why they disagree with the opinion. Then the facilitator encourages the group to prepare reasons for disagreeing with that particular sentence. Then students

stand near the opinion they agree with the most and have a short discussion about it. Then the facilitator encourages the group to prepare reasons for agreeing with that particular sentence. Once they have done this, the students can then interact with the students from other groups to share their opinions and reasons.

Pre-Reading Activity 2: I am Listening to You

The second pre-listening task can help teachers promote oral interaction in the class. This activity is called “ I am Listening to You.” This activity requires students to work in pairs. One of them talks while his or her partner listens for 1 minute about a topic. Repeat with a new topic, students change roles and they can change partners after they have spoken and listened to each other.

Pre-Reading Activity 3: Quotes

The third activity requires the use of quotes, the teacher can choose quotes from great books or films. Good Reads, a very popular site for readers has a good list of quotes that you can choose from. Find a quotation about the topic and tell the students to make groups of three and discuss the chosen quotes. The students can bring their own quotes to the classroom. Students think about and answer questions like these: What does it mean? Do they agree with it? Why/Why not?

Pre-Reading Activity 4: Guessing the word

Before students look at the text they are going to read, the teacher writes 5 or 6 words from the text on the board and asks the

students to guess the topic. Students brainstorm ideas that could be written on the whiteboard for everyone to see and remember. Additionally, the teacher can take a poll to see if students like ideas brainstormed by other students. Finally, the teacher confirms how close or far they were.

Pre-Reading Activity 5: Guessing from Pictures

The facilitator finds 3 pictures or objects which are connected to the story or reading. The facilitator asks how those pictures and images are connected. Finally, students read the text and check if they were right or wrong about the story connections they made.

Pre-Reading Activity 6: Pictionary

The facilitator selects some of the key words from the text. She then divides the class into two or three groups. In turn, a student from each group (at the same time) comes to the whiteboard. They are told the word and they have to draw that word. They are not allowed to use letters or numbers in their drawing. The other students try to guess the word and earn points for their team.

Pre-Reading Activity 7: Guessing from Sentence

The facilitator dictates 3 sentences from the reading passage. Students write them down and check with a friend if they are correct. The sentences are written on the board, if necessary, as a final check. Then the facilitator asks how these sentences might be connected. Students predict and then read the text quickly to check their predictions.

Pre Reading-Activity 8: How many words do you know?

The facilitator prepares the board by writing the letters of the alphabet in three or four columns. The students form two lines standing behind each other. She uses two coloured markers to know which team wrote what. The first student at the front of each team gets the board marker. The facilitator introduces a topic to the class. Two students move to the board and write one word related to the topic on the board next to the letter it begins with, then passes the marker to the next student in their team and go to the back of the queue. The two teams compete to write as many words as possible on the board in three minutes. The team with the largest number of appropriate and correctly spelled answers wins!

Pre Reading-Activity 9: Speed Chatting

The facilitator prepares one or two simple questions related to the topic of the reading. She asks the class to make two rows facing each other. Then, she encourages the students to ask each other the questions, but warns them that they only have 60 seconds to do so. Once the 60 seconds are up, one of the rows rotates so each student has a new partner. The facilitator repeats the process several times.

Pre Reading-Activity 10: Videos

The facilitator finds a short video related to the topic of the reading. She plays short videos for around three minutes and watches

it herself and prepares some simple discussion questions. Then she plays the video and then asks the students talk with a partner about what they saw.

Pre Reading-Activity 11: Brain Storming

The facilitator gives the title of the reading to the students. The students have to share all their knowledge about the topic. The goal of this activity is to help the students to create expectations about what they are about to read and then see if their expectations were met. For example: If the facilitator has to teach about the influence of social media on teenagers, students can take turns and talk about the topic. When they read the passage, they confirm their expectations.

Pre Reading-Activity 12: True or False

The facilitator takes a topic. She reads a few statements and asks the students if they think those statements are true or false. She doesn't read the answers. She allows the students to confirm if they were right or wrong when they are reading the text.

Pre Reading-Activity 13: Introducing Vocabulary

English is learnt as a second language, so it will always be important to introduce key vocabulary so students don't get discouraged by unknown words while they read. Introducing vocabulary doesn't have to be a boring task. The facilitator creates a wordle with key vocabulary and see if students can tell something about those words. Another tool that can help to study vocabulary is Wordwall, Jigsaw, etc.

Wordle

Wordwall

Jigsaw

Wordle Vocabulary Activity

Wordle is a web-based word game created and developed by Welsh software engineer Josh Wardle. The rules of Wordle are elegantly simple. The main objective is the player has to guess a secret five-letter word in as few guesses as possible. To submit a guess, type any five-letter word and press enter. All the guesses must be real words, according to a dictionary of five-letter words that Wordle allows as guesses. The player can make up a non-existent word, like AEIOU, just to guess those letters. As soon as the player has submitted his/her guess, the game will color-coded each letter in the players guess to tell him/her how close it was to the letters in the hidden word.

- A gray or black square means that this letter does not appear in the secret word at all
- A yellow square means that this letter appears in the secret word, but it's in the wrong spot within the word
- A green square means that this letter appears in the secret word, and it's in exactly the right place

Getting a green square or yellow square will get you closer to guessing the real secret word, since it means you've guessed a correct letter. For

example, if the player guesses “WRITE” and gets two green squares on the W and the R, and gray squares for the I, T, and E. Then, the next guess might be WRONG, WRACK, or WRUNG, since these words start with WR and don’t contain the letters I, T, or E. Alternatively, if the player guesses “WRITE” and gets two green squares on the T and the E, and gray squares for the W, R, and I. In that case, the players next guess might be BASTE, ELATE, or LATTE, since these words end with TE and don’t contain the letters W, R, or I. Remember that the same letter can appear multiple times in the secret word, and there’s no special color coding for letters that appear repeatedly. For example, if the secret word is BELLE and the player guesses a word with one L and one E, Wordle won’t tell the player that both those letters actually appear twice.

Wordwall Vocabulary Activity

A word wall is a collection of words that are displayed in large visible letters on a wall, bulletin board, or other display surface in a classroom. The word wall is designed to be an interactive tool for students and contains an array of words that can be used during writing and reading. The words are written in bold colours and fonts so that they are visible from anywhere in the classroom. These words are referred to continuously by the teacher and students. The many advantages of Word Wall are –

- As an easy and economical resource it doesn’t need any elaborate space/design
- It provides visual cues for students
- It ensures positive student engagement in vocabulary building
- Students may be actively involved in creating the vocabulary list

- Vocabulary can be enhanced constantly as it is visible for a certain duration
– a term or until the completion of a unit of text
- Helps students to improve spelling as they become aware of spelling patterns
- Encourages increased student independence when reading and writing
- Word wall is versatile as it can be used to introduce, reinforce and review vocabulary across subjects.

Jigsaw Vocabulary Activity

Jigsaw is a great vocabulary activity to let students do the teaching and learn from their peers. It is a great confidence boost, and teaching is one of the best ways to learn something in long-term memory!

Instructions:

1. Split the class into 4-5 groups.
2. Give each group an assigned word.
3. Let each group research their word together to become experts on it (find it in a dictionary, draw pictures of it, come up with synonyms and antonyms, use it in a few sentences,etc)
4. Then rearrange the groups so that each new group has 1 student expert for each word.
5. Let students take turns teaching their new group their word.

Pre Reading-Activity 14: KWL Charts

The facilitator asks the students to write everything they know about the topic (K column) and everything they want to know (W column) and what they learned after the reading (L column)

Pre Reading-Activity 15: Debate

The facilitator prepares some controversial quotes related to the topic they are about to read. She shows the quotes to the students and asks them to comment on them. She asks how they feel about them. She also asks the class to comment an opposite view held by the other students.

Pre Reading-Activity 16: Pronunciation

Another way to introduce vocabulary is to give students some words transcribed phonetically. Phonetic transcriptions are taken from the Cambridge online dictionary. The facilitator uses the online tools to show phonetic transcriptions to the students. Word wall (Random Cards) or Quizlet is used for this activity. Students make groups of 3 and analyse what those words are and how they are related to the topic.

Pre Reading-Activity 17: About Concepts of Print

Concepts of print is an important skill to develop as it helps students understand how books are organized and how to navigate them. By asking pre reading questions, the facilitator helps the students to become more familiar with the features of a book and prepare them for the text ahead.

- What is the title? What do you notice?
- Where is the cover? What do you notice?
- Who are the author and illustrator?
- Where is the back cover? What do you notice?
- Read the back or inside summary. What do you notice?

Pre Reading-Activity 18: About Book Features

Book characteristics like the genre are crucial to reading development. Differentiating between fiction and non-fiction helps the students to understand the text on a deeper level. The facilitator asks pre-reading questions to make connections to the book before they begin to read the book.

- What genre is this book?
- Is this fiction or non-fiction?

Pre Reading-Activity 19: Using Context Clues

Context clues are fun to teach because they are so applicable to everyday life. The facilitator asks pre reading questions using context clues to help the students to use context clues to make predictions about the text. This is a valuable skill that will help the students to understand and comprehend the story on a deeper level.

- What characters might be in the story?
- What is something you predict will happen in this story?
- What clues does the title give us about this book?
- Does the cover art give us any clues about what this book is about?

Pre-Reading Activity 20: About Reading History and Connections

The facilitator asks pre reading questions to make connections to the text and understand it on a deeper level. These questions help the students to connect the book to their own life experiences.

- Does this remind you of any other books we've read?
- Have we read other books by this author before?
- What do you think this author will try to teach us with this book?

Pre Reading-Activity 21: Book Walk

The facilitator can walk through the pages together, looking at illustrations and any text that stands out. She checks out the different text features in non-fiction text like the table of contents, headings, graphs, etc. This can be especially useful and helpful for the students.

Here are some of the questions to use during the book walk –

- What do you see on the page?
- What do you think is happening?
- Is the picture trying to tell you something? Is the author trying to tell you something?
- What do you think will happen next?
- If there are unfamiliar words, what do you think the word means?

Pre Reading-Activity 22: Think!

Questions are of course always helpful for getting students to think! Here are some possible before reading questions. The facilitator can ask the following questions.

- Do you think this is a fiction or nonfiction text? Why?
- Based on the title or book cover, what problems do you think the main characters might face? What are some possible solutions?
- What clues has the author provided for you in the title and illustrations?
- What are you wondering about?

Pre Reading-Activity 23: Word Clouds

A word cloud is a visual representation of a text or a form of content map; it visually highlights the most often used words in the passage. There are a number of online free tools that will create word clouds including Pro Word Cloud, Wordle, Tag Crowd, To Cloud, and Tag Cloud Generator. Using those tools, creating your own word clouds is actually pretty easy and can make wonderful displays relating to your reading.

In a pre-reading activity, the students are involved in the discussion of a word cloud to preview the vocabulary and make predictions about the content before reading the actual text. The researcher has created 3-word clouds corresponding to 3 texts. Students have an opportunity to have a look at the word cloud of the article they are supposed to read and discuss possible ideas they might read with their friends.

Fundamental Rights

The inclusion of fundamental rights was demanded by Mrs. Annie Beasant in the Commonwealth of India Bill.

All the Fundamental Rights were in favour of the common citizens of India. Earlier, the number of Fundamental Rights in the constitution of India was seven, but at present, it's six.

They are protected by the Supreme Court. The reason for fundamental rights being 7 to 6 was the 44th Amendment, under which the right to property was removed from Part 3.

All the fundamental rights were placed in Part 3 of the Constitution.

Articles 12 to 15 talk about fundamental rights.



Mohammad Rafi

Mohammad Rafi was born in the twentieth century. Today's generation calls him Rafi Sahab.

He was one of the best singers of his time. He started singing at the age of seven. His singing began with seeing a fakir passing by his elder brother's shop.

Impressed by Rafi's voice, many singers tried their careers in the field of singing. He sang many types of songs like Ghazals, Qawwali, Patriotic songs, etc.

Dedicating them, the world's famous search engine Google honored him by showing a doodle to the world.

The doodle was made by Sajid Sheikh, a man from the state of Maharashtra, India.



Babur

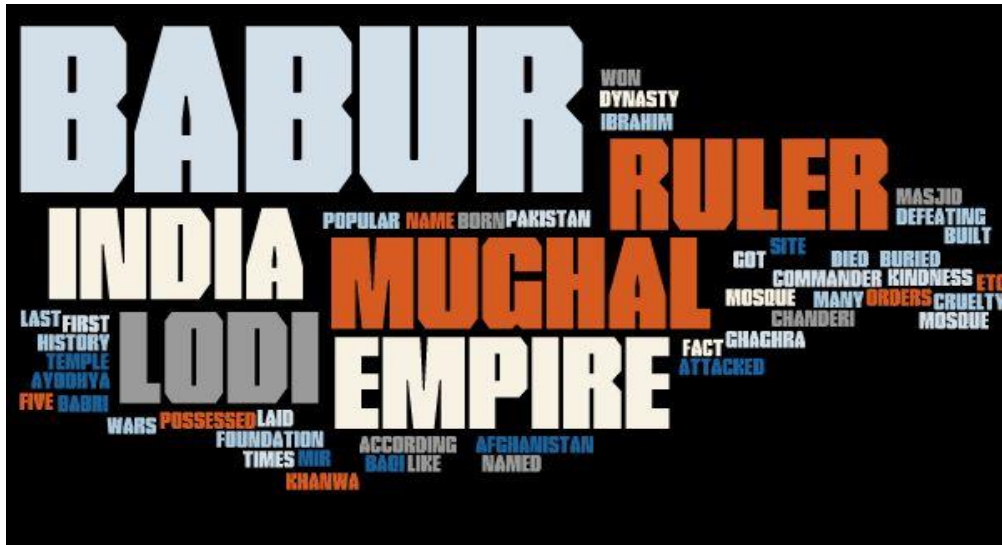
Babur was the first ruler of the Mughal Empire. His name was very popular in History. He was born in Afghanistan, and died in India, while buried in Pakistan.

He laid the foundation of the Mughal Empire by defeating Ibrahim Lodi, the last ruler of the Lodi dynasty.

In fact, he possessed both cruelty and kindness.

According to the orders of Babur, his commander Mir Baqi got a mosque built on the site of the temple in Ayodhya. That Mosque was named Babri Masjid.

Babur attacked India five times. He won many wars like Khanwa, Chanderi, Ghaghra, etc.



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PRE READING-ACTIVITIES FOR HIGH SCHOOL STUDENTS



STUDENT WORK SHEETS

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WORK SHEET FOR READING COMPREHENSION - 1

Read the unseen passage given below and find the correct answers to the given questions.

Cryptocurrency

There will hardly be anyone who will be ignorant of the name of cryptocurrency. For the last few years, cryptocurrency has become very popular all over the world. Its craze in India has also increased very fast. It's nothing but a digital currency that is based on Blockchain technology. Some popular cryptocurrencies are Bitcoin, Binance coin, Ethereum, XRP, etc. The most important thing about this currency is that it's completely decentralized, which means that there is no control of any country over it, that's why many countries still consider it illegal, but recently India has considered it legal. It's such a currency that doesn't exist in physical form, but with its help, you can buy any goods and also do investing and trade. When a transaction takes place, it's monitored through powerful computers, which is called cryptocurrency mining in another language.

Questions –

1. What is cryptocurrency?
2. Where can cryptocurrency be used?
3. What is Cryptocurrency mining?
4. Write a synonym for the word 'Decentralized'.
5. What is the meaning of 'cryptocurrency is decentralized'?

Answers –

1. Cryptocurrency is a digital currency that is based on Blockchain technology.
2. Cryptocurrency can be used to buy goods as well as to invest and trade.
3. Cryptocurrency mining means monitoring transactions by powerful computers.

4. Deconcentrated.
5. 'Cryptocurrency is decentralized' means there is no control of any country over it.

WORK SHEET FOR READING COMPREHENSION - 2

Read the unseen passage given below and find the correct answers to the given questions.

Gautam Buddha

Gautam Buddha is also known as Mahatma Buddha and Bhagwan Buddha. His childhood name was Siddharth. He was born in 563 BC. The name of his mother was Mahamaya. His wife's name was Yashodhara. He was of a very **contemplative** mind from his childhood. He always looked for peace around him. One day, when a son was born to him at the age of thirty, he realized that his life was going through difficulties. So, one night he left his house, wife, and son without informing anyone. The reason for leaving his royal house was to seek peace around him. After several years of rigorous penance, he attained **enlightenment** in Bodh Gaya, Bihar. After this, he was transformed from Gautam Buddha to Bhagwan Buddha.

Questions –

1. At what age was a son born to Gautam Buddha?
2. Why did Gautam Buddha leave his royal home?
3. What was his wife's name?
4. Write the other names of Gautam Buddha.
5. Give the synonyms of the bold words

Answers –

1. A son was born to Gautam Buddha at the age of thirty.
2. Gautam Buddha left his royal house to seek peace.
3. His wife's name was Yashodhara.
4. Mahatma Buddha and Bhagwan Buddha.
5. **Contemplative** – Considerate and **Enlightenment** – knowledge

WORK SHEET FOR READING COMPREHENSION - 3

Read the unseen passage given below and find the correct answers to the given questions.

Trading, and Investment

Trading is a word that is used a lot in the stock market. In general language, trading means buying and selling things. In other words, it's about making a profit by buying and selling things. There are four types of trading in the stock market. They are Scalping Trading, Intraday Trading, Swing Trading, and Traditional Trading. The riskiest trading is scalping trading and the safest is positional trading. Scalping Trading is the riskiest as people trade in this for only a few minutes or seconds. Often people look confused about trading and investment. Actually, trading means buying shares of any company for a short period of time whereas when someone buys shares for a long time, it's called an investment. Those who trade are called traders and those who invest are called investors.

Questions –

1. What is trading generally?
2. What are the types of trading in the stock market?
3. Explain trading and investing individually.

4. Which is the riskiest trading?
5. Can an investor be called a trader?

Answers –

1. Trading is making a profit by buying and selling things.
2. Scalping Trading, Intraday Trading, Swing Trading, and Traditional Trading.
3. Trading means buying shares of any company for a short period of time.
Investing is buying shares for a long time.
4. Scalping trading is the riskiest one.
5. No.

WORK SHEET FOR READING COMPREHENSION - 4

Read the unseen passage given below and find the correct answers to the given questions.

Subhas Chandra Bose

Who doesn't know Subhas Chandra Bose? He was one of the greatest leaders of India. He played an important role in getting India's independence. One of his famous slogans was 'Tum Mujhe Khoon Do, Main Tumhe Azadi Dunga'. All the countrymen used to call him by the name of Netaji. Due to his ludicrous antics, he was sent to jail many times. He was born in 1897 in Cuttack, Odisha. He also formed an army that was named Azad Hind Fauj. The Azad Hind Fauj was formed by Subhas Chandra Bose to fight the British in the Second World War. He raised the slogan of 'Delhi Chalo' at the Town Hall of Singapore and fought the British along with the Japanese army.

Questions –

1. When was Netaji born?
2. What was the slogan given by Netaji at the Town Hall of Singapore?

3. What was the name of Netaji's army?
4. How was Netaji related to Odisha?
5. What was the most famous slogan of Subhas Chandra Bose?

Answers –

1. Netaji was born in 1897.
2. The slogan given by Netaji at the Town Hall of Singapore was Delhi Chalo.
3. Netaji's army name was Azad Hind Fauj.
4. Odisha was the birthplace of Netaji.
5. The most famous slogan of Subhas Chandra Bose was 'Tum Mujhe Khoon Do, Main Tumhe Azadi Dunga'.

WORK SHEET FOR READING COMPREHENSION - 5

Read the unseen passage given below and find the correct answers to the given questions.

Long Neck

Once a giraffe reached the bank of a river to drink water after eating leaves from trees. He saw his reflection in the water and became very happy seeing his **dapple** skin but noticed that his neck was very long compared to other animals.

As a result, he became very sad and started criticizing God. As he turned back after drinking water, some lions attacked him and tried their best to kill him but unfortunately could not bring him down due to his high neck. In the end, they ran away from there unsuccessfully. The giraffe thanked God and was very sad about what he said to God.

Questions –

1. After eating what giraffe went to the bank of the river?
2. Why was the giraffe happy?
3. Why did the giraffe begin to criticize God?

4. Give the synonym of the bold word.

5. Who attacked the giraffe?

Answers –

1. After eating the leaves of the trees, the giraffe went to the river bank.

2. The giraffe was happy seeing his dapple skin.

3. The giraffe began criticizing God because he noticed that his neck was very long compared to other animals.

4. **Dapple** – Piebald

5. Lions attacked the giraffe.

WORK SHEET FOR READING COMPREHENSION - 6

1) **Read the passage given below and write the option that you consider the most appropriate in your answer sheet: (7 marks)**

Cryptocurrency is a digital form of money that is used to buy and sell items and services completely online. The first cryptocurrency, Bitcoin, was invented and released in 2009 by an anonymous person, or group of people, who took the name Satoshi Nakamoto. Just like we spend money in coins and dollars, cryptocurrency is spent via digital coins such as bitcoins.

Bitcoins were created for the purpose of putting the people in charge of their own currency. The dollars and coins that we spend on food, clothes, and gifts are regulated by the government – cryptocurrency isn't controlled by any central bank or one major administrator. The power to spend and regulate the money is entirely in the hands of the people who use it. However, since cryptocurrency isn't regulated by the government, it can't be used to pay for government-provided services or to pay taxes.

Bitcoins can be purchased using real paper money however, they can't be stored in a physical wallet or bank account. Instead, cryptocurrency like bitcoins are stored in a person's virtual wallet. The online wallet also keeps track of any transactions and transfers of virtual money between two people.

Exchanging money online happens differently from an in-person exchange. When we buy products at a store, we give the cashier dollar bills and take our change. The money we pay with is unique – no one else can use that dollar bill unless they have it themselves. Paying with cryptocurrency is another story. When bitcoins are exchanged digitally, safeguards must be in place to prevent the same digital coin from being accessed by multiple people.

To keep cryptocurrency transactions secure, all exchanges of digital money are chronicled in a public ledger – a record of transactions that anyone can open and validate. This ledger is called the block chain, and it makes sure that all bitcoin exchanges are honest and everyone receives the digital money that he/she paid for. If a faulty transaction was made – for example, if one person tried to send the same bitcoin to multiple people in order to save money – that transaction would be made public on the block chain, and other bitcoin users would identify it as false. While the government regulates paper money, the regulators of cryptocurrency are the people buying and spending it.

Each country has its own paper currency, but bitcoin's virtual value is valid anywhere in the world. If cryptocurrencies become further recognized as official forms of global currency, they could revolutionize the manner in which payments are made on a day-to-day basis.

1. What is a consequence of a currency not regulated by the government?
 - A. It can't be used to pay for things over the internet
 - B. It can't be used to pay for government services of taxes
 - C. It can't be stored in a virtual wallet
 - D. Transactions with cryptocurrency cannot be secure

2. What is a bitcoin?
 - A. According to the passage, it is a type of cryptocurrency
 - B. According to the passage, it is the only type of cryptocurrency
 - C. According to the passage, it is cryptocurrency that can be used just like bills and coins at a store.
 - D. The passage doesn't tell

3. Why is the block chain important?
 - A. Because it is a list of all cryptocurrency transactions.
 - B. Because people are buying and spending cryptocurrency.
 - C. Because cryptocurrencies are accepted throughout the world.
 - D. Because cryptocurrencies are different from traditional dollars and cents.

4. Which of the following best explains the main idea of the third paragraph?
 - A. You should have a wallet whether you use cryptocurrencies or paper money and coins.
 - B. Cryptocurrencies are stored in a virtual wallet that has many more functions than a traditional wallet
 - C. Cryptocurrency is used online whereas paper money and coins are used to buy products in stores
 - D. Bitcoins can be purchased using paper money

5. Which of the following best describes the PURPOSE of cryptocurrency?

- A. To provide an online currency
- B. To provide a currency that is available in more than one country
- C. To make sure purchases online are secure
- D. To make sure people, rather than governments, are in charge of their money

6. Which of the following is an example of speculation?

- A. “If cryptocurrencies become further recognized as official forms of global currency, they could revolutionize the manner in which payments are made on a day-to-day basis.”
- B. “Each country has its own paper currency, but bitcoin’s virtual value is valid anywhere in the world.”
- C. “When bitcoins are exchanged digitally, safeguards must be in place to prevent the same digital coin from being accessed by multiple people.”
- D. “Bitcoins can be purchased using real paper money; however, they can’t be stored in a physical wallet or bank account.”

7. What is NOT true about cryptocurrencies?

- A. The true inventors of Bitcoin remain anonymous
- B. The block chain is a ledger that is currently not available to the public
- C. Cryptocurrency users share the burden of regulating cryptocurrencies
- D. They are valid anywhere in the world

Answers

1. B. It can't be used to pay for government services or taxes
2. D. The passage doesn't tell
3. A. Because it is a list of all cryptocurrency transactions
4. D. Bitcoins can be purchased using paper money
5. C. To make sure purchases online are secure
6. B. "Each country has its own paper currency, but bitcoin's virtual value is valid anywhere in the world."
7. B. The block chain is a ledger that is currently not available to the public

WORK SHEET FOR READING COMPREHENSION - 7

1. Read the passage given below and answer the questions that follow.

(5 marks)

What exercise is to the body, reading is to the mind. There are different purposes for reading. One of them is deriving pleasure. Children reading for their pleasure rarely stop to ask about the words. They want to get on with the story. If the word is important, they can usually make a good guess about what it is. "He drew an arrow from his quiver". Easy to see that a quiver is some sort of gadget to put arrows in. More complicated words they figure out by meeting them in different contexts. People learn to read well and get a good vocabulary from books, not workbooks or dictionaries. As a kid, I read years ahead of my age, but I never looked up words in dictionaries and didn't even have a dictionary. In my lifetime, I don't believe I have looked at even as many as fifty words – neither have most good readers. Most people don't know how dictionaries are made. Each new dictionary starts from scratch. The company making the dictionary employs thousands of 'editors', to whom they give

a list of words. The job of the editor is to collect as many examples as possible of the ways in which these words are actually used. They look for the words in books, newspapers, and so forth and every time they find one, they cut out or copy that particular example. Then after reading these examples, they decide 'from the context' what the writer in each case had meant by the words. From these, they make definitions. A dictionary, in other words, is a collection of people's opinions about what words mean as other people use them.

Questions

- (i). How do children find out meanings when they are reading for pleasure?
- (ii). Does the passage suggest that a dictionary is essential for a good vocabulary?
Why or why not?
- (iii). Write any one step in the process of making a dictionary.
- (iv). Define a dictionary in your own words.
- (v). Find the phrase in the passage which means 'calculate/think about until one understands.'

Answers:-

1. Children can usually make a good guess about what it is.
2. No. People learn to read well and get a good vocabulary from books, not workbooks or dictionaries.
3. The job of the editor is to look for the words in books, newspapers, and so forth and every time they find one, they cut out or copy that particular example.
4. Dictionary is a book to refer the spelling, meaning and usage of words.
5. Opinion

WORK SHEET FOR READING COMPREHENSION - 8

1) Read the passage given below and write the option that you consider the most appropriate in your answer sheet: (5 marks)

Time is running out, and the parents are worried with just 10 days left for the schools to reopen after homework. Since the children have enjoyed their vacations, it is their parents who are surfing the internet, painting the charts, writing essays and preparing science models. Some busy parents who are well off but cannot spare time are compelled to send their wards to the “holiday homework special” classes.

Sumedha, who holds classes for completing the children’s homework, says that she charges anything between Rs.1000 and 5000 per child, depending on the class and volume of homework. Many schools give away prizes for the best homework or add the marks in internal assessments. This makes it almost imperative for parents to get the best quality. The majority of parents complain that the level of homework is so high that their children are clueless about how to do it. Also, many of them fret that the quantum of holiday homework is so much that children fail to complete it within the stipulated holidays.

In spite of all the troubles, all parents agree that holiday homework is essential for the children. Some of them opined that homework helps establish and strengthen bonds between them and their children as it brings them close to each other. Some others think that holiday homework keeps the children in touch with their studies when they are not going to school.

(i). The two objections raised by parents regarding holiday homework are _____

(a) children playing through the holidays and the amount of homework

(b) high level of homework and amount of homework

(c) too much time and a high level of homework

(d) lack of ideas among children and level of homework

(ii). Holiday homework special 'classes are conducted for _____

(a) busy parents

(b) children of busy parents

(c) for all well off children

(d) teachers

(iii). That _____ makes it necessary that quality homework is done.

(a) Schools assign difficult homework

(b) parents are doing the homework

(c) schools add marks of the homework to internal assessment

(d) parents are paying a heavy price for homework.

(iv). Besides keeping the children in touch with their studies homework _____ between parents and children.

(a) sets up bonds

(b) builds bonds

(c) weakens bonds

(d) sets up and builds bonds

(v). The word/phrase _____ in the passage means the same as “expressed opinion”.

(a) running out

(b) spare

(c) imperative

(d) opined

Answers

1. (a) children playing through the holidays and the amount of homework
2. (b) children of busy parents
3. (c) schools add marks of the homework to internal assessment
4. (d) sets up and builds bonds
5. (d) opined

WORKSHEET FOR READING COMPREHENSION - 9

1) Read the given passage carefully and choose the best answer from the given alternatives: (5 Marks)

Nepal lies between India and Tibet, among the Himalayan Mountains. The tallest mountain in the world, Mount Everest, is in Nepal, and there are several mountains nearly as high. When mountaineers try to climb Mount Everest, they take the help of the Sherpas, the strong and hardy people who live in these mountains, to carry heavy loads and act as guides.

A long time ago, the Sherpas crossed over the mountains from Tibet and made their homes along the southern slopes of the Himalayas in Nepal.

Some Sherpa families have three houses, one house in the lower hills, one a little higher, and one further up. The houses are in small village groups of about forty or fifty. Round each group of houses, there are cultivated fields, usually built in the shape of terraces right up the hillsides. In the highest fields, the Sherpas grow potatoes; In the lower fields, they grow barley; and turnips, garlic and other vegetables in the lower ones. They also graze their yaks on the higher mountain slopes in the summer and on the lower slopes in the winter. Yaks are very hardy, large cattle with thick, hairy blackish-brown coats and long horns. The Sherpas use them for almost everything they need. They ride them, plough with them, and use them to carry their goods. The hairy wool of these animals is made into cloth, and their skins into leather boots and tents. The yaks also provide milk, fat and meat. Their dung is dried and used as fuel instead of wood or coal.

Answer the questions by choosing the best alternatives:

(i). What is the situation in Nepal?

- (a) between Mount Everest and Tibet (b) between Tibet and India
(c) between Tibet and Himalayas (d) between Tibet and Mount Everest

(ii). Sherpas are not known for :

- (a) their strength and hardness (b) for cunningness
(c) their carrying heavy loads (d) acting as guides.

(iii). Where do the Sherpas have their houses?

- (a) on the lower hills (b) on a little higher
(c) another a little higher up (d) all the three above.

(iv). These things Sherpas do not grow on the lower fields :

- (a) potatoes (b) turnip and garlic
(c) other vegetables (d) barley.

(v). What are the things for which yaks are not used?

- (a) for sports (b) wool of these animals is made into cloth
(c) their skins into leather boots and tents (d) to carry their goods.

Answers

- (a) between Tibet and India
(b) for cunningness
(c) all the three above.
(d) other vegetables
(e) for sports

WORK SHEET FOR READING COMPREHENSION - 10

1). Read the following passage carefully:

(5 Marks)

Children's social and cultural environments will affect the extent and use of their oral language. A large number of children come from homes in which English is not the primary language spoken. The most significant variation among children, however, will be in the amount and quality of their previous literacy experiences. Some children will have read regularly and will be familiar with many books and stories. Their homes are literate environments in which reading and writing occur daily and are frequently modelled as they observe their parents and others reading newspapers, magazines, and books and writing letters, notes and lists. Such children are likely to emulate these behaviours. In contrast, other children will come to preschool or kindergarten with very different experiences. They have seen print in

the environment (on street signs and food containers, for example) and on television. However, their parents have not read to them, and they have not seen reading and writing modelled functionally by adults. Effective early literacy programmes acknowledge and extend children's previous experiences, whatever they are, and relate them to the world of print.

On the basis of your reading of the above passage, answer the following questions:

- (i). What affects the oral language of children?
- (ii). _____ causes 'variation' among children.
- (iii). 'Such children are likely to emulate' _____ Who are 'such children'?
- (iv). 'They have seen print _____' 'They' means?
- (v). The word 'containers' means.

Answers

1. Children's social and cultural environments will affect the extent and use of their oral language.
2. The amount and quality of children's previous literacy experiences
3. Children who observe their parents and others reading newspapers, magazines, and books and writing letters, notes and lists.
4. Children who have not seen reading and writing modelled functionally by adults.
5. A bottle, a box or a packet.

WORK SHEET FOR READING COMPREHENSION - 11

1) Read the passage given below and answer the questions that follow.

(5 marks)

Gautama Buddha (563 B.C.-483 B.C.) began life as a prince named Siddhartha Gautama, in northern India. At twelve, he was sent away for schooling in the Hindu sacred scriptures and four years later he returned home to marry a princess. They had a son and lived for ten years as befitted royalty. At about the age of twenty-five, the prince, heretofore shielded from the sufferings of the world, while out hunting chanced upon a sick man, then an aged man, then a funeral procession, and finally a monk begging for alms. These sights so moved him that he at once became a beggar and went out into the world to seek enlightenment concerning the sorrows he had witnessed.

Questions :

- (a) What did Siddhartha Gautama study?
- (b) When was he married?
- (c) When did he see a sick and old man?
- (d) What was the effect of these sights on Gautama?
- (e) Find a word from the passage which means 'holy books'.

Answers :

- (a) Siddhartha Gautama studied holy books.
- (b) He was married at the age of sixteen.
- (c) He saw an old and sick man when he went out hunting.
- (d) On seeing these sights, he decided to renounce the world and become a beggar.
- (e) 'Scriptures.'

WORK SHEET FOR READING COMPREHENSION - 12

1) Read the passage given below and answer the questions that follow.

(12 marks)

He wandered for seven years and finally sat down under a fig tree, where he vowed to stay until enlightenment came. Enlightened after seven days, he renamed the tree the Bo Tree (Tree of Wisdom) and began to teach and to share his new understandings. At that point, he became known as the Buddha (the Awakened or the Enlightened). The Buddha preached his first sermon at the city of Benares, most holy of the dipping places on the River Ganges.

Questions :

- (a) How long did the Buddha wander in search of wisdom?
- (b) After how many days of meditation did he get enlightenment?
- (c) Why did he name the tree as the 'Tree of Wisdom'?
- (d) Where did he give his first sermon?
- (e) Find a word from the passage which means 'took a pledge'.

Answers :

- (a) He wandered for seven years in search of wisdom.
- (b) He got enlightenment after seven days.
- (c) He named it as such because under it he got 'Enlightenment', i.e., wisdom.

(d) He gave his first sermon at Benares.

(e) 'Vowed.'

WORK SHEET FOR READING COMPREHENSION - 13

1). Read the passage given below and answer the questions that follow.

(8 marks)

The Buddha answered. "I want a handful of mustard-seed." And when the girl in her joy promised to procure it, the Buddha added, "The mustard-seed must be taken from a house where no one has lost a child, husband, parent or friend."

Poor Kisa Gotami now went from house to house, and the people pitied her and said, "Here is mustard-seed: take it!" But when she asked, "Did a son or daughter, a father or mother, die in your family?" they answered her. "Alas! the living are few, but the dead are many. Do not remind us of our deepest grief." And there was no house but some beloved one had died in it.

Questions :

- (a) What did the Buddha ask Kisa Gotami to bring?
- (b) What was the condition attached to it?
- (c) Why did Gotami go from house to house?
- (d) What did the people tell Gotami?
- (e) Find a word from the passage which means, 'sorrow'.

Answers :

- (a) The Buddha asked Kisa Gotami to bring a handful of mustard-seed.
- (b) He said that she must bring the mustard-seed from a house where no one had died. She went from house to house in search of mustard-seed.

(c) They told her that someone had died in every home.

(e) 'Grief.'

WORK SHEET FOR READING COMPREHENSION - 14

1). Read the passage given below and answer the questions that follow.

(5 marks)

Kisa Gotami became weary and hopeless and sat down at the wayside watching the lights of the city, as they flickered up and were extinguished again. At last the darkness of the night reigned everywhere. And she considered the fate of men, that their lives flicker up and are extinguished again. And she thought to herself, "How selfish am I in my grief! Death is common to all, yet in this valley of desolation there is a path that leads him to immortality who has surrendered all selfishness."

Questions :

(a) What happened to Kisa Gotami in the end?

(b) What did Kisa Gotami do when she became tired and hopeless?

(c) What happened at last?

(d) When did Kisa realise in the end?

(e) Find a word from the passage that means 'put out'.

Answers :

(a) She became tired and hopeless.

(b) She sat down at the wayside.

(c) At last, the darkness of the night reigned everywhere.

(d) She realised that death is inevitable.

(e) 'Extinguished.'

WORK SHEET FOR READING COMPREHENSION - 15

1. Read the passage given below and answer the questions that follow. (5 marks)

And the girl said. "Please tell me, sir, who is it?" And the man replied. "Go to Sakyamuni the Buddha." Kisa Gotami repaired to the Buddha and cried. "Lord and Master, give me the medicine that will cure my boy."

The Buddha answered, "I want a handful of mustard-seed." And when the girl in her joy promised to Procure it, the Buddha added. "The mustard-seed must be taken from a house where no one has lost a child, husband, parent or friend."

Questions :

- (a) Name the chapter.
- (b) What suggestion did a man give to Gotami?
- (c) What request did (Miami make to the Buddha?
- (d) What did Buddha ask the girl to do?
- (e) Had a word from the passage which means the same as 'to get'.

Answers :

- (a) Chapter: The Sermon at Benares.
- (b) A man suggested her to go to Sakyamuni the Buddha.
- (c) She requested the Buddha to give her medicine that could cure her son.
- (d) Buddha asked her to bring a handful of mustard seed from a house where no one has not lost a family member.
- (e) Repaired.

WORK SHEET FOR READING COMPREHENSION - 16

1. Read the passage given below and answer the questions that follow. (8 marks)

1. After water, tea is the most popular beverage in the world. Its popularity has survived thousands of years and has played an important role in many cultures. It is enjoyed both hot and cold, as a refreshing drink, as part of a ceremony, or as a tonic for improved health.

2. The drink of Asia for hundreds of years, tea is believed to have been brought to Europe by the Dutch. Today, from remote Ladakh in India to Buckingham Palace in London, tea is synonymous with cheer. It is rightly said that there will be no agreement on a perfect cup of tea. Though for tea drinkers the brew is addictive, the preferred method of preparation and taste differ from person to person and region to region. From traditional black teas, to the newer, and extraordinarily healthy white teas, and recognizable flavoured teas such as Earl Grey, to exotic blends such as Rooibos Love, there is a flavour and a blend for everyone. Today many varieties of tea and tea brands are available in the market. An innovation is the tea-bag that is easy, quick and less messy than traditional ways of brewing tea. Green tea is popular in China and the Far East.

3. In Japan, the tea ceremony is a traditional way of greeting guests and is a social occasion. Unlike the tea we are familiar with, green tea is not drunk with sugar or milk. It is an olive-coloured liquid served in porcelain cups. In Morocco, green tea is infused with freshly plucked mint.

4. Some scientists believe tea prevents tooth decay because it is a rich source of fluoride.

5. Tea is also a folk remedy for stomach upsets, flu and diarrhoea. Tea is also said to have antioxidants that fight cancer and also has anti-ageing properties that fight the free radicals in our bodies. Research suggests that drinking tea reduces the risk of heart disease and cancer and lowers cholesterol levels in the blood.

6. A welcome thought for inveterate tea drinkers. Tea is the new apple-a-day to keep the doctor away!

1 Read the questions given below and write the option you consider the most appropriate for any six. (1 x 6 = 6)

(1) Tea is believed to have been introduced to Europe by the:

- i. Chinese.
- ii. Japanese.
- iii. Moroccans.
- iv. Dutch

(2) "Tea is synonymous with cheer" means:

- i. a cup of tea is always welcome.
- ii. a cup of tea makes people happy.
- iii. a cup of tea is good for health.
- iv. a cup of tea can be found in any part of the world

(3) A new and convenient way of making tea is:

- i. without adding milk or sugar.
- ii. by adding mint leaves.
- iii. by boiling tea leaves.
- iv. by using tea bags.

(4) The tea ceremony is a way of greeting guests in:

- i. Morocco.
- ii. China.
- iii. the Far East.
- iv. Japan.

(5) The fluorides in tea are useful in preventing:

- i. headaches.
- ii. cancer.
- iii. tooth decay.
- iv. heart problems.

(6) An inveterate tea drinker is one who:

- i. hates drinking tea.
- ii. loves drinking tea.
- iii. is addicted to tea drinking.
- iv. has never tasted tea in his/her life.

(7) The antioxidants present in tea make it a beneficial drink for patients suffering from:

- i. headaches.
- ii. tooth decay.
- iii. flu.
- iv. cancer.

2 Find words in the passage that mean the opposite of the following: (1 x 2 = 2)

8. central (para 2):

9. unconventional (para 3):

Answers

- 1. iv. Dutch.
- 2. ii. a cup of tea makes people happy.
- 3. iv. by using tea bags.
- 4. iv. Japan.
- 5. iii. tooth decay.
- 6. iii. is addicted to tea drinking.
- 7. iv. cancer
- 8. remote
- 9. traditional

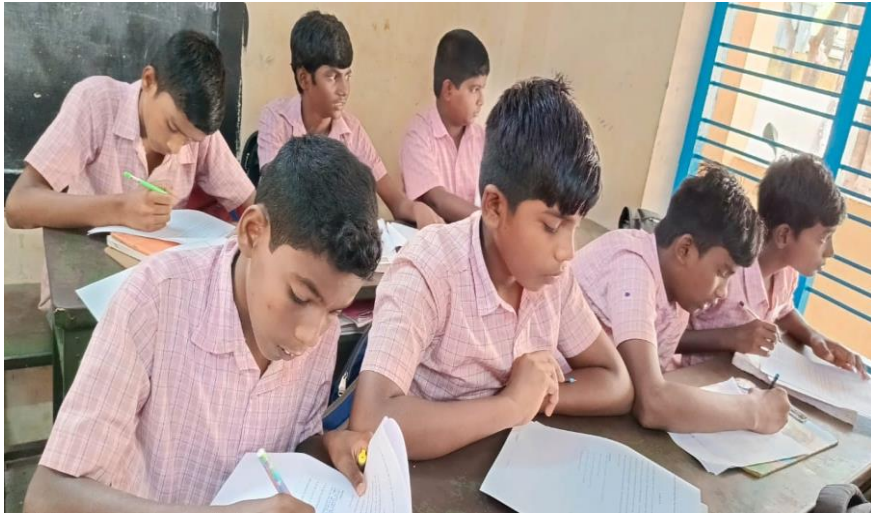
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PHOTO GALLERY













Data Collection – Pre-test



Data Collection – Post-test



THE EFFECT OF PRE-READING ACTIVITIES ON READING COMPREHENSION IN ENGLISH AMONG HIGH SCHOOL STUDENTS

**Research Project Abstract submitted to
State Council of Educational Research and Training,
Chennai – 600 006, Tamil Nadu, India**



**By
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Research Project 2023-2024

Abstract

Title:

The Effect of Pre-Reading Activities on Reading Comprehension
in English among High School Students

Name & Address of the

Investigator:

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Introduction:

Reading is combining certain information taken from the text with a reader's background knowledge, but also about the kind of information that the reader retains. Sometimes, EFL students find it difficult to comprehend English text the first time they read it. This difficulty may occur because students only have little knowledge about the text. Many researchers suggest that the gap that often exists between the readers' knowledge and knowledge of the text can be bridged by providing the readers with some pre-reading activities, such as the use of pictures, discussions of the text topic, vocabulary pre-teaching, previewing and pre-questioning new vocabulary to provide appropriate background knowledge.

Rationale / Need of the Study:

Researchers have found that teaching pre-reading activities is a key element in developing student comprehension. Moreover, many teachers lack a solid foundation for teaching these pre-reading activities. Hence, teachers need to be prepared on how to design effective pre-reading activities and how to teach these pre-reading activities to their students. However, when the high school students face the problem of not understanding the passages of what they had read it is reflected in their poor learning in the class. In reading, students need to make use of various pre-reading activities to help them in the acquisition, storage, and retrieval of information. Therefore, pre-reading activities are assumed to be important for students reading comprehension and the pre-reading activities equip the students with the skills of how to handle their reading effectively. This study aims to study the effect of pre-reading activities to improve reading comprehension of high school students.

Main Objectives:

1. To find out the level of reading comprehension in guessing the reading content, asking pre-reading questions and vocabulary definitions among high school students in the control group, pre-test and post-test, experimental group, pre-test and post-test after pre-reading activities.
2. To find out whether there is any significant difference in the mean scores of highschool students in guessing the reading content, asking pre-reading questions and vocabulary definitions between the experimental group in pre-test and post-test and control group in pre-test and post-test.

- 3.To develop pre-reading activities and student worksheets to enhance the reading comprehension of high school students.
- 4.To determine the effect of pre-reading activities and student worksheets on reading comprehension of high school students.

Hypotheses:

The hypotheses of the study were

1. There is no significant difference in the mean scores of high school students in guessing reading content, asking pre-reading questions and vocabulary definitions between the experimental group in pre-test and post-test and control group in pre-test and post-test.
2. There is no significant difference in the gain scores of high school students in guessing reading content, asking pre-reading questions and vocabulary definitions between the experimental group in pre-test and post-test and control group in pre-test and post-test.
3. There is no significant difference in the effect size of high school students in guessing reading content, asking pre-reading questions and vocabulary definitions between the experimental group in pre-test and post-test and control group in pre-test and post-test.

Methodology:

a. Method: Experimental method was used in the study. The design adopted in this study is a randomized – pre-test post-test control group design.

b. Intervention: The investigator approached the Head Authorities and sought permission for data collection. After getting permission from the Heads of the institution the investigator administered the pre-test and post-test to control group and experimental group using The Reading Comprehension Test for high school students. During intervention, 25 pre-reading activities and 16 worksheets for ten days were given to the experimental group to develop guessing reading content, asking pre-reading questions and vocabulary definitions.

c. Research Questions:

- 1) How do pre-reading activities increase the English reading comprehension of high school students based on the reading comprehension tests?
- 2) After being taught pre-reading activities are the students able to apply to guess reading content, asking pre-reading questions and vocabulary definitions in their reading processes?

d. Sample: Sixty high school students from Government Higher Secondary School, Barkitmanagaram, Tirunelveli district, were selected using simple random sampling procedure for the study. Out of which, thirty high school students were in the control group and thirty high school students were in the experimental group. The experimental group was given treatment in pre-reading activities, whereas the control group was given treatment in conventional teaching.

e. Tool: 1. The Reading Comprehension Test for high school students – Pre-test and Post-test was developed validated by the investigator using Cronbach's alpha.
2. Pre-Reading Activities and Worksheets for high school students were developed by the investigator.

A pilot study was administered to 60 high school students in Tirunelveli district. It enabled to ensure the comprehensibility of the items in the test. Item discrimination index 0.2 was used to select items. Reliability value using Cronbach's alpha was .494. The final tool consisted of 30 short answer questions for 30 marks. It measured the three dimensions namely guessing reading content, asking pre-reading questions and vocabulary definitions.

Data Analysis:

The data was analysed using Arithmetic Mean, Standard Deviation and 't' test.

Major Findings:

The results reveal that 1. The level of 7(23.30%) high school students in the control group pre-test and 18(60%) in post-test had a high level of reading comprehension with regard to guessing reading content. 2. The level of 13(43.4%) high school students in the control group pre-test and 19(63.30%) in post-test had a high level of reading comprehension with regard to pre-reading questions. 3. The level of 8(26.70%) high school students in the control group post-test had a high level of reading comprehension with regard to vocabulary definitions. 4. The level of 1(3.30%) high school students in the control group pre-test and 13(43.30%) in post-test had a high level of reading comprehension with regard to reading comprehension on the whole. 5. The level of 30(100%) high school students in the experimental group post-test after pre-reading activities had a high level of reading comprehension with regard to guessing reading content. 6. The level of 18(60%) high school students in the experimental group pre-test and 29(96.70%) in post-test after pre-reading activities had a high level of reading comprehension with regard to

pre-reading questions. 7. The level of 29(96.70%) high school students in the experimental group post-test after pre-reading activities had a high level of reading comprehension with regard to pre-reading questions. 8. The level of 30(100%) high school students in the experimental group post-test after pre-reading activities had a high level of reading comprehension with regard to reading comprehension on the whole. 9. There is a significant difference between the effect of pre-reading activities on high school students in pre-test and post-test in the control group. The calculated 't' value of high school students is greater than the table value. Therefore, the null hypothesis is fully rejected. From the mean values, it is found that the control group post-test of high school students is 20.36 better than the control group pre-test 14.4 after the pre-reading activities for dimension guessing reading content. So, the gain score is 4.96 and the effect size is **0.6**, which means a **medium effect**. 10. There is a significant difference between the effect of pre-reading activities on high school students in pre-test and post-test in the control group. The calculated 't' value of high school students is greater than the table value. Therefore, the null hypothesis is rejected. From the mean values, it is found that the control group post-test of high school students is 22.88 better than the control group pre-test 18.7 after the pre-reading activities for dimension asking pre-reading questions. So, the gain score is 4.18 and the effect size in the control group pre-test and post-test for dimension asking pre-reading questions is **0.5**, which means a **medium effect**. 11. There is a significant difference between the effect of pre-reading activities on high school students in pre-test and post-test in the control group. The calculated 't' value of high school students is greater than

the table value. Therefore, the null hypothesis is rejected. From the mean values, it is found that the control group post-test of high school students is 16.94 better than the control group pre-test 5.61 after the pre-reading activities for dimension vocabulary definitions. So, the gain score is 11.33 and the effect size in the control group pre-test and post-test for dimension vocabulary definitions is **1.8**, which means a **large effect**. 12. There is a significant difference between the effect of pre-reading activities on high school students in pre-test and post-test in the control group. The calculated 't' value of high school students is greater than the table value. Therefore, the null hypothesis is rejected. From the mean values, it is found that the control group post-test of high school students is 60.33 better than the control group pre-test 40.10 after the pre-reading activities for reading comprehension on the whole. So, the gain score is 20.23 and the effect size in the control group pre-test and post-test for reading comprehension on the whole is **1.2**, which means a **large effect**. 13. There is a significant difference between the effect of pre-reading activities on high school students in pre-test and post-test in the experimental group. The calculated 't' value of high school students is greater than the table value. Therefore, the null hypothesis is rejected. From the mean values, it is found that the experimental group post-test of high school students is 29.71 better than the control group pre-test 14.85 after the pre-reading activities for dimension guessing reading content. So, the gain score is 14.86 and the effect size in the experimental group pre-test and post-test for dimension guessing reading content is **3.8**, which means a **large effect**. 14. There is a significant difference between the effect of pre-reading activities on high school students in pre-test and post-test in the experimental group. The calculated 't' value of high school students is greater than the table value. Therefore, the null hypothesis is

rejected. From the mean values, it is found that the experimental group post-test of high school students is 29.15 better than the control group pre-test 21.12 after the pre-reading activities for dimension asking pre-reading questions. So, the gain score is 8.03 and the effect size in the experimental group pre-test and post-test for dimension asking pre-reading questions is **1.6**, which means a **large effect**.

15. There is a significant difference between the effect of pre-reading activities on high school students in pre-test and post-test in the experimental group. The calculated 't' value of high school students is greater than the table value. Therefore, the null hypothesis is rejected. From the mean values, it is found that the experimental group post-test of high school students is 32.41 better than the experimental group pre-test 9.35 after the pre-reading activities for dimension vocabulary definitions. So, the gain score is 23.06 and the effect size in the experimental group pre-test and post-test for dimension vocabulary definitions is **4.9**, which means a **large effect**.

16. There is a significant difference between the effect of pre-reading activities on high school students in pre-test and post-test in the experimental group. The calculated 't' value of high school students is greater than the table value. Therefore, the null hypothesis is rejected. From the mean values, it is found that the control group post-test of high school students is 92.08 better than the control group pre-test 47.77 after the pre-reading activities for reading comprehension on the whole. So the gain score is 44.31 and the effect size in the experimental group pre-test and post-test for reading comprehension on the whole is **13.6**, which means a **large effect**.

Educational Implications

The study projects the importance of pre-reading activities as an effective strategy that can help address the reading needs of students. The findings also establish the need for the use of effective pre-reading activities in promoting effective English reading comprehension among high school students. The outcome of the study also establishes that providing prior background knowledge through pre-reading activities to pupils has key impacts on their reading comprehension. In other words, providing and activating background knowledge by means of pre-reading techniques can make up for the difficulties students encounter in the reading comprehension classroom. Aside from these, this study provides empirical evidence to project the role of pre-reading activities in improving reading comprehension and improving the pedagogy of teaching the English language in general and reading comprehension skills, in particular, in English language reading comprehension classrooms.

Teachers, in planning and organizing their reading comprehension lessons, should choose appropriate and varied pre-reading activities to suit the experiences, age, level, and interests of learners as well as the context of use. They should also consider learners' level of proficiency and ensure consistent use of pre-reading activities in their reading comprehension classrooms. Findings also provide educational stakeholders with a good background for providing better conditions for learning and teaching. Teachers and syllabus designers should incorporate appropriate and varied pre-reading activities for texts assigned for use in reading comprehension classrooms. This, therefore, requires attention to contextual factors when considering the effect of pre-reading activities on students' reading comprehension.

Recommendations

This study recommends the provision of sufficient language and context clues through restoring pre-reading activities, since comprehending a text is an interactive process between a reader's background knowledge and the text. Teachers should recognize the importance of pre-reading activities in building-related information in such a way that the new material is easily assimilated into the learner's existing field of knowledge. Pre-reading activities should become regular practice for all teachers in the English reading comprehension classroom because they make positive changes in students' English reading comprehension achievements. Workshops and seminars aimed at improving or enhancing the pedagogical content knowledge and skills of English language teachers in teaching reading comprehension should be rolled out. This way, teachers can effectively use appropriate and varied pre-reading activities to improve the reading skills and comprehension of students.

Conclusion

In accordance with the research problem and the result of data analysis, it can be concluded that the reading comprehension achievement of high school students who are taught using pre-reading activities is significantly higher than those who are taught using conventional teaching. The future researchers are also expected to conduct the same research in different levels of education. Therefore, it can broaden the idea that pre-reading activities are effective for any level of education.

Photos



**Receiving the Pre-test & Post-test data from
Mr. Sathish Kingsley, Headmaster, Govt., HSS, Barkitmanagaram,
Tirunelveli**



Std.IX Students Performance during Pre-Reading Activities

