



**Do Pre-reading Activities Help Learners Comprehend a
Text Better?**

Dissertation

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Submitted By: **Md Mesbahul Haque**

Supervisor: **Ms Asifa Sultana**

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DECLARATION

I hereby declare that this paper is the presentation of my original research work. Wherever the contribution of others are involved, I (to best of my knowledge) made every possible effort to indicate this clearly, with due reference to the literature, and acknowledgement of research and discussions.

Mesba 09.12.10

Md Mesbahul Haque

ID-07203010

BRAC University

ABSTRACT

Teachers who are teaching English as second language are in a regular search of various strategies that may develop learners reading comprehension skill. Activation of prior knowledge before reading the actual material is seen as important tool for readers' better comprehension. It is assumed that prior knowledge activation requires pre-reading activities. This research work investigates the degree of the impact of pre-reading activities in learners' comprehension of a reading text.

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CHAPTER ONE: INTRODUCTION

Reading is a selective process. It involves partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation. As this partial information is processed, tentative decisions are made to be confirmed, rejected or refined as reading progresses.

(Qtd. Goodman, 1970, p.260)

This is how reading or comprehending a text might have occurred and many of us would definitely assume that reading is an active process. The researchers of Second Language Learning (SLA) give a lot of importance to the role of the prior knowledge and its activation for the purpose of comprehending a text better. As a reader we surely understand the importance or application of previous knowledge while comprehending a text. When reading a text for the first time it may seem difficult to us but if our prior knowledge is activated by any means (through pre-reading activities) then the text becomes clear. Long time ago in 1781, Immanuel Kant claimed that new information, new concepts, new ideas can have meaning when an individual can relate the information to something which he/she already knows. Presently, Anderson et al. have restated this notion: "Every act of comprehension involves one's knowledge of the world as well." Readers depend on their previous knowledge and life experience when attempting to comprehend a text. The relating of this knowledge which is processed during the time of reading is referred to as schema. Readers utilize their schema when they are in a position

to relate their existing knowledge about the topic and the ideas that comes in the text. Learning a second language can be facilitated if all the four skills (reading, writing, listening and speaking) are equally developed. In our country (Bangladesh), reading as a skill is not properly developed. Students even at university level face problems comprehending a text. As many researchers have suggested that in order to comprehend a text better, schema activation is necessary. According to Widmayer (Qtd in Blundel), schema must be activated for comprehension to occur. Activation of schema may not lead to the same schemata of the author but it does lead the learners to relate their life experiences with the text.

The reader basically forms initiated anticipation about the material and then selects little amount of productive indication that are necessary to accept or reject the explanation. Reading is a sampling process where the reader takes advantage or makes use of the prior- knowledge of vocabulary, syntax and the real world experience. Reading is also an act of communicating with the author and thus it is difficult to measure how much knowledge the reader brings and wishes to extract from the text. In preparing learners to read, pre-reading activities plays a significant role. As Stoller (1994:3) states: "...Pre-reading activities can be utilized (a) to tap students already existing background knowledge, and/or (b) to provide students with new information that will help them comprehend the passage." These activities help the learners to utilize their stored information in the schemas to understand a text. In addition, it leads the learners to be prepared for encountering a text. Pre-reading activities increases learner's interest and motivates them mentally to be engaged in reading. There are many students who bear no

problem in understanding the words and sentence structure of a paragraph but possess difficulties in interpreting the text.

The question I would ask here is that whether pre-reading activities (which is aimed to activate learners' prior-knowledge) help the learners in comprehension of a reading text. This issue interested me a lot and therefore I decided to work on this. Through this research paper I will try to establish a relationship between pre-reading activities and the better comprehension of a reading text by the learners. The dissertation includes a section where I revisits the researches done in the same area i.e. the impact of pre-reading activities in ESL classroom. The description of the study conducted, data collected and analysis of the results and its significance have been included in the following chapters. This is going to be a quantitative research as I will collect original data by taking a class in a school and show the results in tabular form. I presume that learners would comprehend a reading text better if prior knowledge is activated through pre-reading activities.

CHAPTER TWO: LITERATURE REVIEW

2.1 Reading

Reading is one of the most important skills among the four skills of language learning. Previously reading has been a passive act and reader identified the meaning of small text unit. Over the time the meaning of reading has changed. Reader plays a very important role in reading and seen as a active participants who brings his/her stored knowledge in understanding the text without just heavily relying on the reading material. In the late 1970s, reading has been an interactive process where reader finds out the meaning of a text by both relying on the printed text and on the previously stored knowledge

2.2 Purpose of reading

Comprehension of a text totally depends on the interest and intention of the reader. A reader reading for a purpose of pleasure is likely to skip various passages unless he/she thinks that his/her overall understanding is not affected. In addition, a reader might have to read for detailed information for criticism and evaluation. Here the reader has to go beyond the text and generate his/her personal views of what he/she has read. Also, through skimming a reader can get the gist of a text where greater attention is not paid. Just the reader gives a quick view of the text. Moreover, through scanning the reader can look for specific information like telephone directories. Wallace (1980:9) argues for the necessity of having purpose for reading. He thinks that anyone who starts reading without a purpose is likely to end up being bored of the text. Many of our assumption on reading

tend to focus primarily on the purpose for pleasure. Williams (1984) usually categorizes reading into (a) getting general information from the text, (b) getting specific information from a text, and (c) for pleasure or for interest. Moreover Rivers and Temperley (1978: 187) have listed the following examples of some of the reasons reading:

- to obtain information for some purpose or because we are curious about some topic.
- to obtain instructions on how to perform some task for our work or daily life.
- to keep in touch with friends by correspondence or to understand business letters.
- to know when or where something will take place or what is available
- to know what is happening or has happened (as reported in newspaper, magazines, reports).
- for enjoyment or excitement

2.3 Need for knowledge of the topic

It is very normal that a reader who is familiar with the topic of the text is likely to gain better understanding of the reading material. A reader who starts reading without knowing the topic may not get the whole message of the text. He/she may understand words or sentences of the reading material well but the overall meaning will always be unclear. The reader will wonder helplessly what is the point raised by the writer in the passage. If we consider poetry, it can be seen that we often get wrong with the author

message we do not know the subject matter although we might understand words or sentences of the poem.

2.4 Schema Theory

In the knowledge of reading schema theory has major contribution. Bartlett (1932) first used this term to explain how our knowledge which we possess about the world is arranged into interrelated patterns. Schema theory explains how readers unite their own background knowledge with the information they get from the passage to understand the text. Reading is an act which relates our existing knowledge with the new encountered information. Schema theory stands on the principle that "every act of comprehension involves one's knowledge of the world as well" (Anderson et al. in Carrell and Eisterhold 1983:73). Schemata are reader's mental stores (after Bartlett in Cook 1997:86) and are divided into two main types: (i) content schemata and (ii) formal schemata. Content schemata is the background knowledge of the world and the formal schemata is the background knowledge of rhetorical structure.

Carrel and Eisterhold (1983c) states "a text does not carry meaning by itself; readers have to bring in the relevant schemata from their memory and make sense out of the text". Schema theory research shows that the greater the background knowledge of a text's content area, the greater the comprehension of that text. The implication of this for teaching is that some students' apparent "reading problems" may be problems of insufficient background knowledge. Culturally specific problem will arise because all the cultures around the world are not same. A learner of Bangladesh is likely to have no idea about the Christmas Eve in American. This is just because the culture and context is

different and a Bangladeshi learner hardly gets enough opportunity to encounter with different culture. Many overseas teachers and students complain that reading literature in second language is problematic because of the language and also schemata do not always match up. Carrel (1988) suggests we should prepare students by “helping them to build background knowledge on the topic prior to reading, through appropriate pre-reading activities.”

2.5 Pre-Reading Phase

Many current researches on reading have agreed on the theoretical view that meaning is not found in the texts only. Researchers came up with the fact that understanding a reading text results from a communicative processes between readers and texts. Readers try to match their knowledge (existing) or activate their schemata with the new information that they receive from the text. Rumelhart (1980) describes schemata (the plural of schema) as “the building blocks of cognition”. The stages of reading have been classified into (a) pre-reading (b) While reading and (c) post-reading. There is a great importance of pre-reading phase since it prepares the learners to read. Pre reading phase help to activate learner’s prior-knowledge about the topic of the text. Connectionists argue that a learner uses his/her existing information to understand the encountered input.

2.6 Pre-Reading Activities

Several reading researchers like Langer 1984, Adams and Collins 1979, have highlighted the point that reader's participation of bringing their knowledge and experience while reading a text is of great importance in reading comprehension. In order to bring learners knowledge and experience while reading, pre-reading activities are of great necessity. There are various pre-reading activities. The type of the activities depends on the teacher and the type of the text that learners will read. A teacher must provide pre-reading activities that would match with the text to be read. According to Tierney and Cunningham (1984) pre-reading activities acts as a way to access the reader's former knowledge and "provide a bridge between his knowledge and the text" (p.610). Tierney and Cunningham break up pre-reading activities in two parts (i) teacher-centered and (ii) student-teacher or peer interaction. Teacher-centered is one-way question/answer activity. Student-centered activities are more apt to develop an independent behavior from the beginning. Pre-reading activities can also be defined as warm-up activities which engage students in the preparation for a reading task. The activities may differ largely in their length and the amount of input required to complete it by the student. The activities may even require low-level of student interaction (e.g. showing a picture to help understanding the context) or involving them to use other skills as well (e.g. asking students to complete a class survey about a relevant topic). The choice of the type of pre-reading activities will depend greatly on the kind of the text to follow and the types of the learners who will be doing the task and the aim of the pre-reading task.

Stoller (1994: 2-7) shows some of the pre-reading activities along with its definition and benefits.

Pre-reading Activity	Brief Definition	Benefit
Semantic mapping	A graphical representation on a blackboard showing readers' prior knowledge in the form of connected categories to a given concept.	- It helps learners bring their prior knowledge to the surface.
Study the lay out of the reading passage.	Pass quickly by: the text's title, subtitles, headings and visual representation and guess what they hold as meanings.	- help learner go on pre-reading the text's content. -Prompt learners to ask questions which they will try to answer.
Skim for the main idea(s)	Readers are asked to read the first and last paragraphs of a text plus the first sentence in the remaining paragraphs in few minutes.	- To state the main idea of the text they are about to read.
Scan for details	Readers are asked to search for specific information in	-To make them search for

	the text.	specific information.
Examine the visuals	Readers examine the charts, graphs or figures.	- It helps reader to guess the text's ideas.
Present main ideas	The teacher informs readers about the article's topic if they are unfamiliar with it.	-Direct readers towards the text's key words and ideas.

2.7 Reasons for Using Pre-reading Activities

Williams¹ gives the following reasons for using pre-reading activities with learners:

- **To stimulate interest in the text:** it is obvious that we seem to be more interested in what we are going to read if we already have an idea of what the text is going to be about. Moreover, research shows that when we are asked to guess about the happening in the text this facilitates our comprehension when we actually read it. Activities that are there to help this process of “psychological sensitizing” include; showing learners a visual stimulus, playing music, asking learners what they know about a particular topic or even asking the learners about their experience in a situation (related to their own culture or country) before reading about the same situation in a different cultural context.

¹ Williams. E. Reading in the Language Classroom. London: Macmillan, 1984. (p37)

- **To give a reason for reading:** It is very natural that we do not read unless we have a reason for it. The reason might include pleasure (e.g. reading a novel), finding out something (reading the instructions on a packet of noodles) or it can be finding out something specific (e.g. looking up a number in the telephone directory). None of us read aimlessly and thus learners too have reasons for reading and this need to be genuinely motivated. One of the ways in which a pre-reading activity can provide a “reason to read” is by asking questions about the text and the other way is to create “information gap” activity where students have different information and they have read and exchange information to complete a task.
- **To prepare the reader for the language of the text:** It cannot be expected that the learners will understand all the language presented in the text, too much unknown language can present the learner with a heavy cognitive load and hinder comprehension. To avoid this, pre-reading activities can be used to prepare the reader for the language in the text. Such exercises might include pre-reading vocabulary by presenting key-words in a familiar context or contrasting them with known antonyms. They might also be used to pre-teach a grammar point which is needed to fully comprehend the text. However, such activities are not only limited to preparing the learner for the grammar or vocabulary: they might also involve a pragmatic approach such as helping learners to recognize what social context they are dealing with.

2.8 Importance of Pre-reading activities

In order to develop better language learning skills for ELS learners all four skills are equally important. Reading has its own importance to the language learning. Many researchers showed that pre-reading activities aids learners comprehending a text better. Schema theory researcher showed greater importance of background knowledge for better understanding of the text. There are many readers who face problems in comprehending a text because of insufficient background knowledge. Question may arise that “Can we improve students’ reading by activating their background knowledge of the reading topic through appropriate reading activities?” Many researches possess positive answer to this question. Carrel and Eisterhold showed the significance as they discuss “the importance of text previewing activities for ESL readers because of the potential of cultural specificity of the text content.” For the lower level of English proficiency learners meaning tend to break at the word level just because they cannot associate meaning of the word with the context. Pearson and Johnson (1983) suggested to use word association task as it “yield a diagnosis of what students already know and what they need to know about a key concept.” Furthermore, an experiment by Hudson (1982) showed that learners given with pre-reading activities of pictures and discussion were able to predict what they would find in the reading text.

2.9 Criticism of pre-reading activities:

Although there are many affirmative approach to the view that pre-reading activities are helpful but still there are negative views to this as well. We need to look and the criticism before we make any assumption. In the study of prediction activities and prior-knowledge

Valencia and Stallman (1989) (Qtd in Carver) based on their experiment on reading came up with a view that “prediction activities that activate prior knowledge do not improve comprehension (p166) also their following quote shows their result:

These patterns seem to indicate that, overall, engaging in a particular type of prior knowledge task does not facilitate better comprehension. There were also no consistent comprehension differences between students who engaged in these activities and students who did not complete any prior knowledge activity at all.(p166).

However, in this paper we will be looking at the research done with our (Bangladeshi) learners and the result shown will definitely help us to consider what impact pre-reading activities plays on reading skills.

CHAPTER THREE: RESEARCH METHOD

This chapter clarifies the methodology of the study to examine the effectiveness of pre-reading activities for the better comprehension of the reading text. The hypothesis of the research is that learners would comprehend a reading text better if prior knowledge is activated through pre-reading activities. The next part will illustrate the participants, the nature of the research, the research instruments used for data collection, the research design and procedures and the methods of analysis. The original source of data collecting is based on taking a class in one of the private school in Dhaka city. In order to come up with a result of the hypothesis original data collection was necessary.

3.1 Participants and setting:

The participants of this study were students of class VI belonging age group of 10-12 years. The study (which included taking a class) was conducted in a one of the private school of Dhaka in Bangladesh where the medium of teaching and learning was English. This particular school follows the syllabus of Dhaka Board (NCTB syllabus) and teaches in a medium of English. Here the first language of all the students is Bangla and they are in the process of learning English as their second language. With the permission of the authority the research has been conducted and the students were very keen and cooperative. The classroom was air condition and well equipped with a whiteboard, benches, marker pens, charts and a podium. The classroom possessed enough space to accommodate all the students well. The total number of students was twenty six of which two were absent and twenty four were present.

3.2 Nature of the research:

3.2.1 Primary research:

According to Brown, primary researches are the one where the data collected is from the direct sources other than from the secondary sources in order to find out original information. The data collection for this paper is based on taking a class in one of the private school in the city of Dhaka. Taking a class may be seen as a mandatory action because the topic (Do pre-reading activities help learners comprehend a text) demands it. In order to get an original result perhaps there could not be other alternatives. Hence this research is a primary research.

3.2.2 Quantitative research:

A quantitative research is one where numerical data is used in order to analyze the information which has been gathered. According to Mackey (2005), “quantitative research starts with an experimental design in which a hypothesis is followed by the quantification of data and some sort of numerical analysis is carried out.” In this study the effectiveness of pre-reading activities have been analyzed through scores on students’ performance which is shown in terms of numerical data and this is why the research falls under quantitative category.

3.3 Research design:

3.3.1 Research instruments for data collection:

In this research, multiple choice tests in written form have been used in order to find out the participants' understanding with and without the pre-reading activities and one-sentence-question-answers have been given to measure their ability to find information.

3.3.2 Procedure:

In this research a single class has been taken of grade six. The class comprised of 24 students and they were divided in two groups. The students were divided into two equal groups. Each group consisted of 12 students. One group was given the reading material directly whereas the other group was aided with the pre-reading activities along with the comprehension text. This has been done to find out and evaluate the impact of pre-reading activities. The students were very interactive since they were very keen to learn.

For our better understanding let us assume the group without the pre-reading activities to be "Group-1" and the group with the pre-reading activities to be "Group-2". After getting into the class researcher did not involve in discussion with the students of "Group-1" and also did not provide or engage them with pre-reading activities. The students were directly provided with the reading material. The material that has been used is a short passage about Lalbagh Fort. The reason for choosing this material is that of the context. Since the students were all citizen of Bangladesh, keeping the context in mind I preferred to choose a historical place of Bangladesh because I assumed that the students have had

Seven minutes were assigned for reading. Few students raised their hand and asked for several word meanings like 'commenced', 'successor', 'ominous' 'rebellion' etc. After they completed reading, five multiple-choice-questions and five one-sentence-answer questions were given to them for solving. For question and answer session twelve minutes was assigned to them. Clear instructions were specified on the question paper about the task but still few students asked the researcher in order to avoid any misunderstanding. The researcher observed the group well while they were engaged in solving the questions. As the assigned time was over the answer sheet of the students were taken. Once the work of one Group-1 is finished the researcher moved to the other group. The researcher then started discussion with "Group-2" by writing 'Historical Places of Bangladesh' on the whiteboard. The researcher asked the students of "Group-2" whether they visited any of the historical places of Bangladesh. Few students replied that they did visit few of the places with their parents. Upon asking which places they have been to, they replied 'Shahid Minar', 'Ahsanmanjil', and 'National Memorial'. The researcher continued the discussion about the historical places and generated some ideas among the students. Few pictures of one historical place were given to this group and were told if they could identify the place. Students were curiously looking at the pictures and few answered that it was some sort of a mosque. The researcher continued discussion about the pictures and at one point one student replied that the pictures are of 'Lalbagh Kella' and the researcher confirmed it. The researcher then distributed the reading material to the student of "Group-2" and like the previous group they were also assigned seven minutes for reading. The students of this group also questioned the meaning of several word like 'successor', 'commenced' 'ominous' 'rebellion', 'administrative' etc to

3.3.2.2 One Sentence Answer Question:

I have used one-sentence-question because it is an effective tool for request for information. The requested information is provided with answer. Our brain cannot provide answer unless it has witnessed some degree of experience. Reading can easily be taken as a greater medium of experiencing something. In multiple choice students without having the knowledge of the text can randomly tick the answers and might get all or few correct answers. In one-sentence-answer question students are required to write down the sentence along with the answers. Here the students need to know the exact answer of the question which reflects their true understanding of the given text or material.

3.3.3 Methods of analysis:

Once the information had been collected, it was used statistical analysis. The number of the correct answers was tabulated. Bar diagrams and tables were utilized for the presentation of data. The score of individual group have been shown separately. Marks of two groups based on their performance on the multiple-choice-questions and one-sentence-answers were calculated. After the comparison the total scores (multiple-choice-questions and one-sentence-answers compared) were compared.

the researcher. After they had finished their reading they were also provided with the same questions as 'Group-1' (five multiple choice and five one sentence answer questions). They were also assigned twelve minutes for answering the questions. The researcher monitored the class and was ready to help the students if they faced any problem. Few students submitted their answer sheet before time while few students took the entire time to answer the given questions. The researcher collected the answer sheets from the students, thanked all of the students for their patience and left the classroom.

3.3.2.1 Multiple choice tests:

I have used multiple choice tests because in multiple choices test students are required to select the best possible answer from the given answers. Here the students need not require writing down anything of their own. It is less time consuming since students only needed to pick one possible answer from many given answer. One criticism of this form is that they may not really reflect readers' comprehension. Here students' choice of correct answer may be a matter of chance but still in spite of this criticism, multiple choice questions are still being recognized as practical, valid and reliable formats of testing reading comprehension.

The reading test consisted of five multiple choice questions where there were four options given of which students were directed to circle or tick only one. I have designed this five multiple choice questions which almost covers the information of entire paragraph. I have tried to give them the options which may confuse them but better understanding would lead them to the correct answer.

CHAPTER FOUR: RESULTS AND DISCUSSION

In this chapter, the raw data obtained from taking the class has been presented. All the data then has been analyzed and interpreted.

4.1 Analysis of the tests

The test has been marked out of 10 and each question in the tests carries 1 mark. After marking the tests, the scores have been converted into percentage. The two tests have been analyzed separately and shown in graphs and tables.

4.1.1 Multiple Choice tests

The questions of the test have mainly comprised of looking for specific information and choosing the correct answer out of many. The scores obtained by the examinees in the multiple choice test have been shown in the following table.

Group-1: Without pre-reading activities:

Participants	MCQ Score
1	3
2	4
3	5
4	3
5	5
6	5
7	5
8	5

9	5
10	5
11	5
12	4
Total	54/60

Table-1: Marks obtained in MCQs by Group-1

From the above table it can be seen that only eight participants could score full marks. Two of the participants scored 3 and two of them scored 4 out of 5. The total score for the MCQs of this group is 54 out 60. Since multiple question answer is concerned, normally it can be expected that performance would be better. In order to get the right answer students only had to look for the specific answers from the given text (Scanning). Considering the score 54 out of 60 sounds little a poor as the score would have been much better. Keeping in mind the fact that they were directly provided with the reading text and were not given pre-reading activities, their score might have been affected.

Group-2: With pre-reading activities:

Participants	MCQ Score
1	5
2	5
3	5

4	5
5	5
6	5
7	5
8	5
9	4
10	4
11	5
12	5
Total	58/60

Table-2: Marks obtained in MCQs by Group-2

From the above table it can be seen that ten out of twelve participants could score full marks and two of them scored 4 out of 5. The total score for the MCQs of this group are 58 out 60 and this score is better as compared to the other group who only scored 54. Considering the fact that they were not directly given the reading text rather were first provided with pre-reading activities (pictures, anticipation and discussions) and this might have helped them to score better.

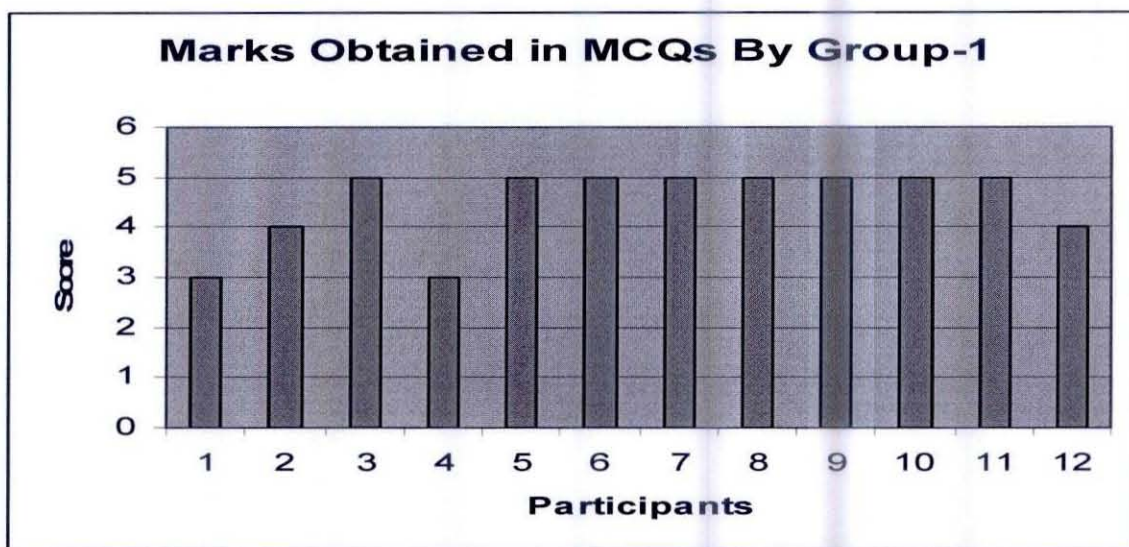


Chart-1: Bar graph of marks obtained in MCQs by Group-1

The above graph shows that there is no regular consistency. Participants 5-11 maintained the consistency. The performance of this group as shown in the above graph is inconsistency since there are fluctuations of the bar. The participants had not been able to maintain a consistent performance.

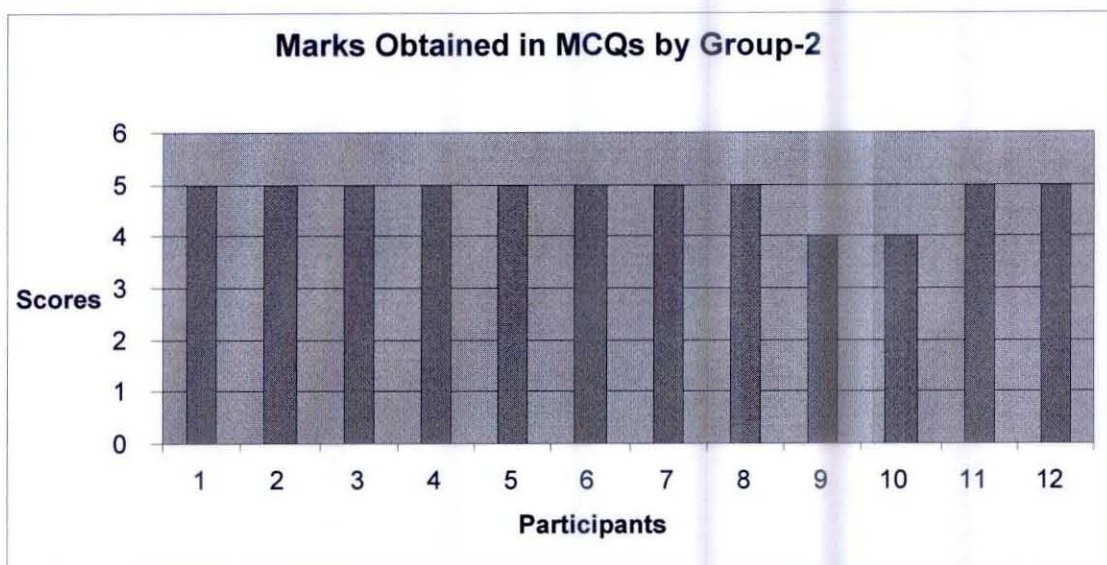


Chart-2: Bar graph of marks obtained in MCQs by Group-2

The above group maintained consistency except for participant 9 and 10. Almost all the participants scored full marks.

4.1.2 One Sentence Question and Answer test:

The questions of the test mainly comprised of writing down the answers in their own sentence which reflect the actual understanding of the text. The scores obtained by the examinees in one-sentence-question-answer test have been shown in the following table.

Group-1: Without pre-reading activities:

Participants	One-Sentence-Answer Scores
1	2

4	2
5	1
6	2
7	2
8	5
9	0
10	1
11	1
12	3
Total	23/60

Table-3: Marks obtained in One Sentence Answers by Group-1

From the above table it can be seen that only one participant could score full marks. Only one of the participants scored 4 and 3, four of them scores 2, three of them scored 3 and two of them failed to score any mark out of 5. The total mark of the group in this section is 23 out of 60. For answering one-sentence-answer students need to understand the reading text given to them. In order to get the right answer students had to read the text carefully and understand the meaning of it. Bearing in mind the score, 23 out of 60 sounds meager as the score would have been much better if they had comprehended the text well. Also considering the fact that they were directly provided with the reading text and were not given pre-reading activities, I think to some extent they failed to understand the text fully.

Group-2: With pre-reading activities:

Participants	One-Sentence-Answer Scores
1	4
2	5
3	5
4	5
5	5
6	3
7	4
8	5
9	3
10	4
11	4
12	5
Total	52/60

Table-4: Marks obtained in One Sentence Answers by Group-2

The score of Group-2 is strictly different from Group-1. Here we can see that six participants could score full marks. Four of the participants scored 4 and two of them scored 3 out of 5. The least mark obtained in this group is 3. The total mark of this group in this section is 52 out 60. In order to answer the questions of this section student actually needed to comprehend the reading text given to them. In order to get the right

answer students had to read the text carefully and understand the meaning of it. If we consider the score in mind which is 52 out of 60, it is satisfactory. As this group was provided with pre-reading activities I think it helped them to comprehend the text well and score higher marks than the other group.

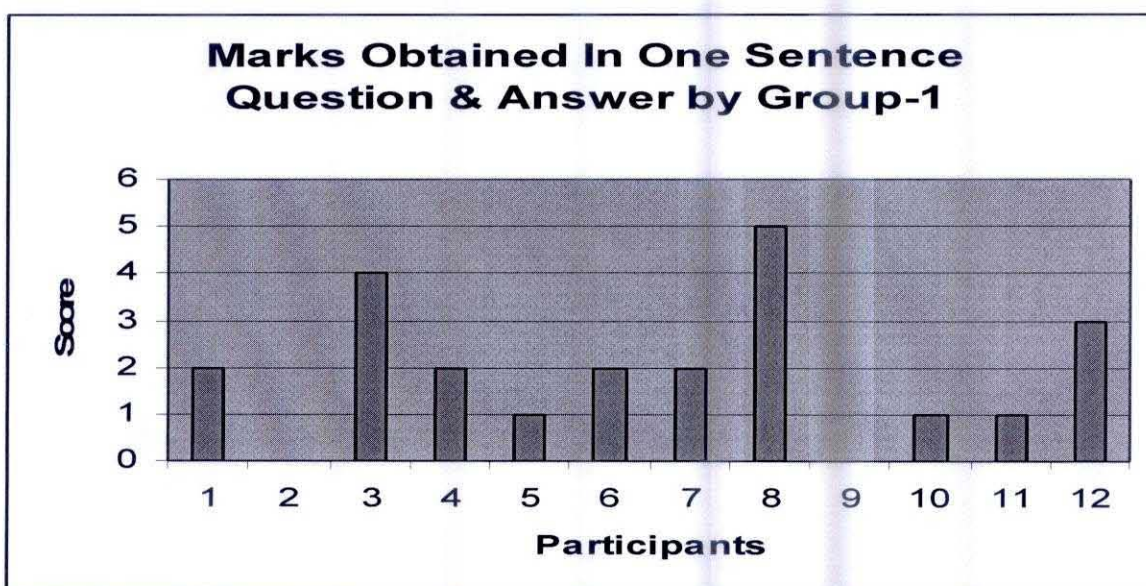


Chart-3: Bar graph showing marks obtained in one-sentence-answers by group-1

From the above chart we can see inconsistent performance by this group. Only one participant scored full mark and rest were very scattered. Participant 2 and 9 could not score any mark in this section. The performance of this group in this section can be regarded as unsatisfactory.

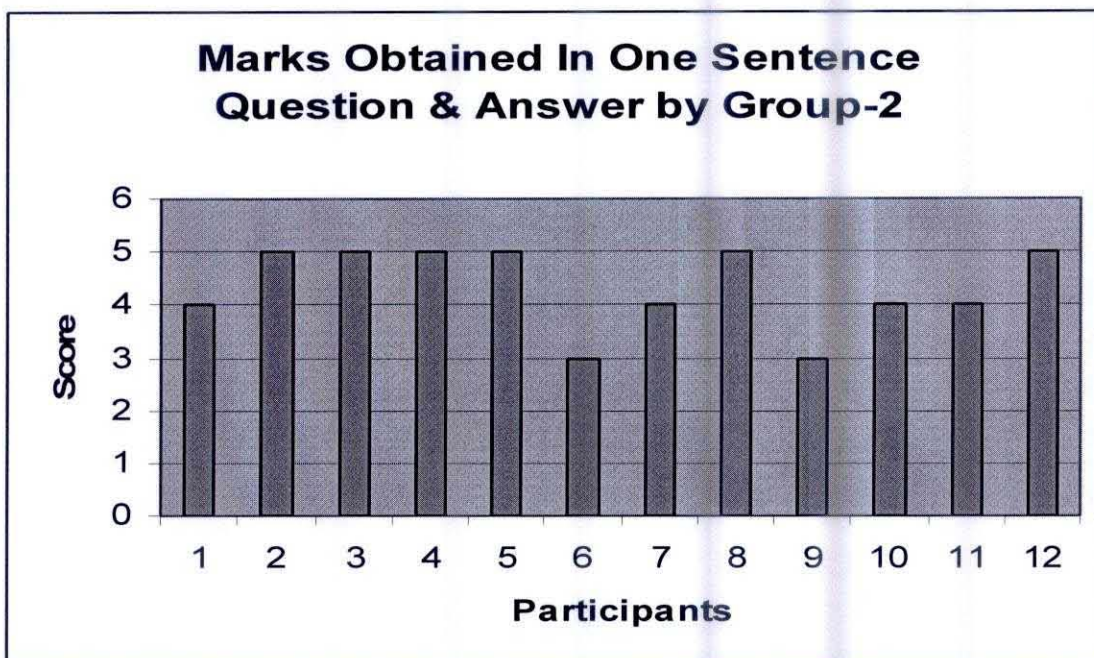


Chart-4: Bar graph showing marks obtained in one-sentence-answers by group-2

The performance of this group as shown in the above chart is consistent as compared to the previous group. Participants 6 and 9 score the lowest mark which is 3 out of 5. Considering the overall performance of all the 12 participants it can be regarded as a satisfactory performance.

4.1.3 Overall comparison between Group-1 & Group-2:

Group-1: Without pre-reading activities:

Participants	Total Score
1	5
2	4
3	9
4	5
5	6
6	7
7	7
8	10
9	5
10	6
11	6
12	7
Total	77/120

Table-5: Total Marks Obtained by Group-1

Group-2: With pre-reading activities:

Participants	Total Score
1	9
2	10
3	10
4	10
5	10
6	8
7	9
8	10
9	7
10	8
11	9
12	10
Total	110/120

Table-6: Total Marks Obtained by Group-2

From the above two tables which represent the total marks (multiple choice and one sentence answer) of two groups we can see that Group-1(without pre-reading activities) has scored 77 out of 120 marks and Group-2 (with pre-reading activities) has scored 110 out of 120 marks. It is clearly understandable that Group-2 had comprehended the given reading text better than the Group-1. Also, if we consider MCQs and One Sentence

Questions & Answers individually we see that the performance of Group-1 is ahead of Geoup-2. Hence, considering the above fact we can assume that pre-reading activities do help the learners to comprehend a text since it engages the learners with different activities that aid to activate the schema of the learners.

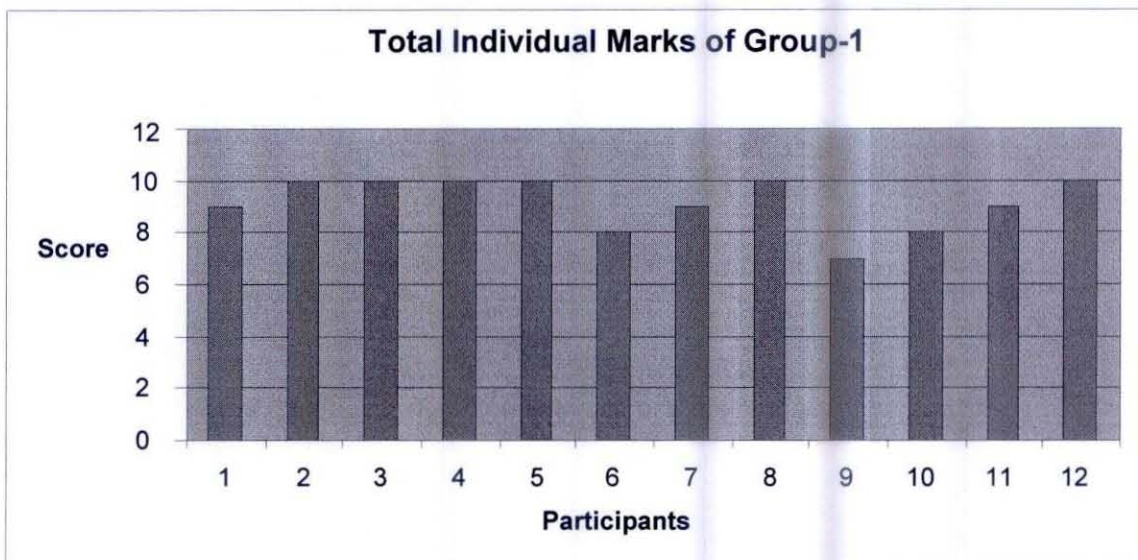


Chart-5 Total Individual marks of Group-1

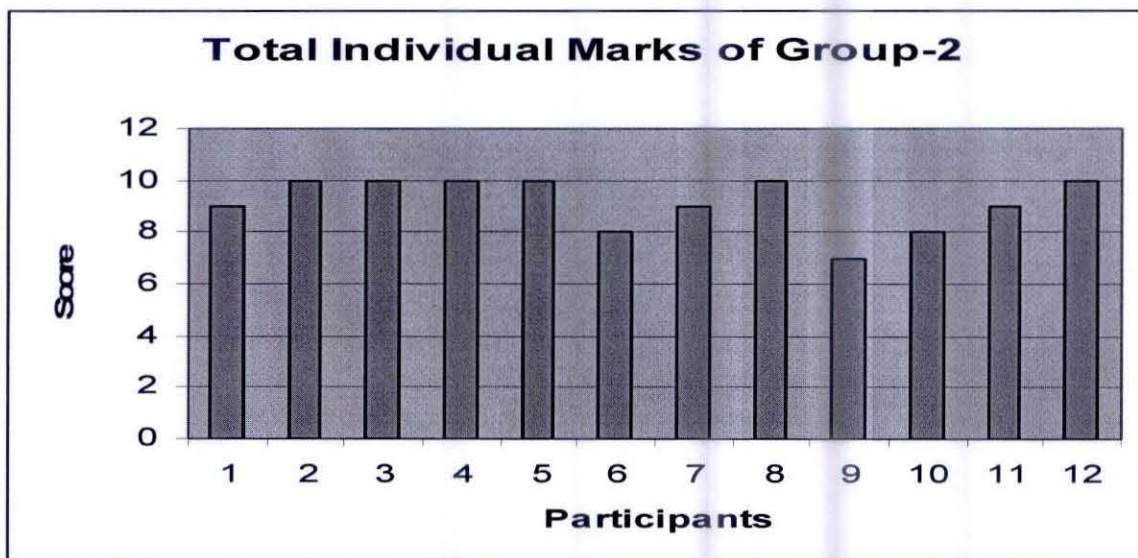


Chart-6 Total Individual marks of Group-2

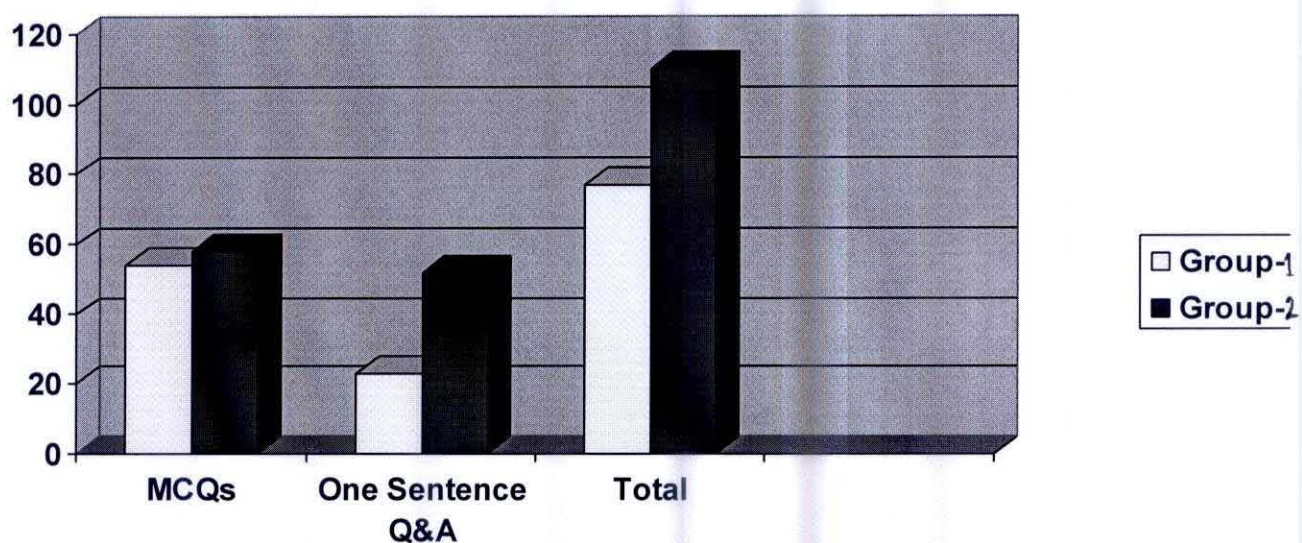


Chart-7: Overall performance of Group-1 & Group-2

Considering the above three charts (5,6 and 7), it can be seen clearly that the performance of the Group-1 who were not given any pre-reading activities is unsatisfactory as compared to the Group-2 who were given with pre-reading activities. Thus we can believe that pre-reading activities helped the students of Group-2 to comprehend the text better than the Group-1. Group-2 had been ahead of Group-1 in both of the aspect of the test and thus finally scored the highest marks in the experiment (taking a class) conducted.

CONCLUSION

The research aimed at the effectiveness of pre-reading activities in the comprehension of a text better. To find out the appropriateness of this hypothesis data was collected by taking a class of higher secondary level of students. The result shows that the performance of the students *with* pre-reading activities is much better than that of the students *without* pre-reading activities. Therefore, it can be suggested that there is a dire necessity of pre-reading activities in ESL classroom and the ESL teachers should use pre-reading activities. They should also be very careful in choosing the type of pre-reading activities because different texts demand different types of tasks and activities. However, this research involves a few students. Therefore I would like to work on the same area in a broader context and with more students in future.

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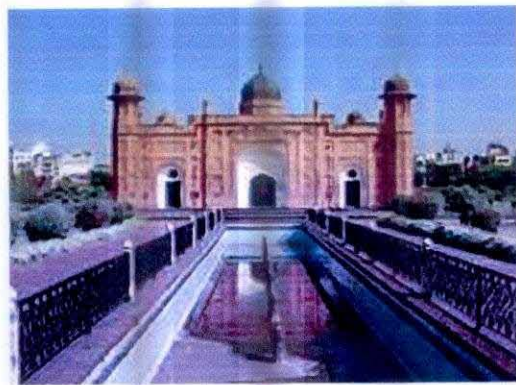
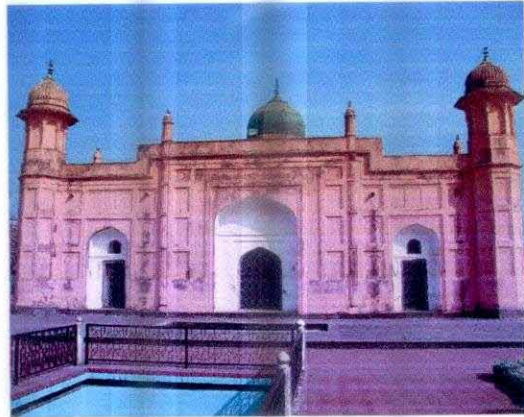
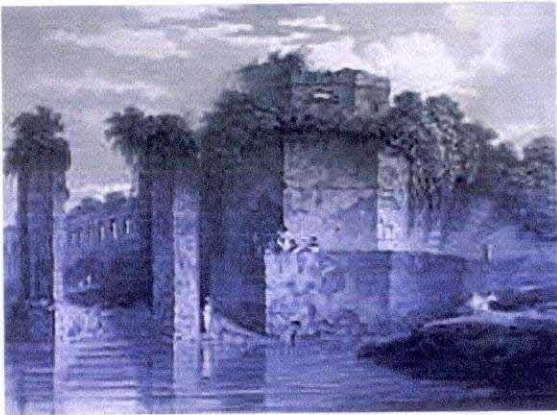
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Appendix-1



Pictures of “Lalbagh Fort”, Dhaka used in the class.

Appendix-2

Lalbagh Fort (also known as "Fort Aurangabad") is an incomplete Mughal palace fortress at the Buriganga River in the southwestern part of Dhaka, Bangladesh. Construction was commenced in 1678 by Prince Muhammad Azam during his 15-month long vice-royalty of Bengal, but before the work could complete, he was recalled by Aurangzeb. His successor, Shaista Khan, did not complete the work, though he stayed in Dhaka up to 1688. His daughter Iran Dukht nick named pari bibi (Fairy Lady) died here in 1684 and this led him to consider the fort to be ominous.

Lalbagh Fort is also the witness of the revolt of the native soldiers against the British during the Great Rebellion of 1857. As in the Red Fort in India, they were defeated by the force led by the East India Company. They and the soldiers who fled from Meerat were hanged to death at the Victoria Park. In 1858 the declaration of Queen Victoria of taking over the administrative control of India from the Company was read out at the Victoria Park, latter renamed Bahadur Shah Park after the name of the last Mughal Emperor who led that greatest rebellion against then British Empire.

Instructions: Circle or tick the letter of the correct answer to each question. Base your answers on information presented in the paragraph above.

1. What is the other name of Lalbagh Fort?
 - a) Murshidabad Fort
 - b) Fort Aurangabad
 - c) Fort Nasirabad
 - d) Ahmedabad Fort

2. When and who started the construction work of Lalbagh Fort:
 - a) In 1678 by Prince Muhammad Azam
 - b) In 1578 by Prince Zaman Ali
 - c) In 1687 by Prince Muhammad Kamal
 - d) In 1778 by Prince Suokat Azam

- 3) Why the construction of Lalbagh Fort was incomplete:
 - a) Death of Aurangzeb
 - b) Death of Prince Muhammad Azam
 - c) Aurangzeb recalled Prince Muhammad Azam
 - d) Aurangzeb suspended Prince Muhammad Azam

- 4) Who was the successor of Prince Muhammad Azam?
 - a) Salim Khan
 - b) Bahadur Khan
 - c) Zamal Khan
 - d) Shaista Khan

- 5) In 1858 Queen Victoria took over administrative power from?
 - a) India
 - b) East India Company
 - c) Meerat
 - d) British Empire

Instructions: Answer the following questions in one sentence or more than one sentence.

1. What is the location of Lalbagh Fort.?

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2. Why did Shaista Khan come to Bengal?

.....

3. What did Lalbagh Fort witness in 1857?

.....

4. What happened to the soldiers who fled from Meerat?

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5. Describe Lalbagh Fort in your own word.

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