

How Contextual Clues and Nonsense Words Facilitate Reading Comprehension

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Abstract—This study aims at investigating the effect of contextual clues and nonsense words on EFL reading comprehension and vocabulary decoding. To this end, twenty foundation year engineering students were assigned to two ten-student groups: The control group was pre taught certain vocabulary items; whereas the same vocabulary items were replaced by nonsense words and the students in the experimental group were asked to discover the meaning through contextual clues. The “t” test analysis of the mean scores on the reading comprehension test showed statistically significant results in favor of the experimental group and students showed gradual improvement in using contextual clues and giving clearer meanings to nonsense words.

Index Terms—contextual clues, nonsense words, FYES, KAU

I. INTRODUCTION

Vocabulary has always been a key element in facilitating reading comprehension. It is one of the five components of the reading process in addition to phonemic awareness, phonics, reading fluency and reading comprehension strategies, (Nation and Coady, (1988) cited in Dunmore (1989)). According to Bromley (2000), cited in Hibbard (2009) vocabulary is considered a main contributor to comprehension, fluency, and achievement. This key role of vocabulary has made educators give more emphasis to teaching them and preparing students to deal with them independently. Educators have responded to this issue through two different approaches, either to pre teach them or to give students the chance to discover the meaning using different contextual clues. Theory and practice proved that the more effort learners do while dealing with the new words, the more these words become part of their cognitive structure and the more they develop independent reading comprehension skills which is a major concern for teachers. (Clark & Graves, 2005), Baleghizadeh and Golbin (2010), Pressley and Harris (2006), Shokoohi and Askari (2010), Horst, Cobb and Meara (1998), and Behlol and Kaini (2011)).

The originality of this research comes from using the contextual clues to discover the meanings of words in the Saudi environment and with undergraduate students. It is also unique in replacing the difficult words with nonsense words. Nonsense words defined as words with no meaning are used to guarantee that students use context clues to discover the meaning of difficult words and consequently facilitate reading comprehension (Wells, 2013).

II. QUESTIONS OF THE STUDY

The study attempts to answer the following questions:

Does reading comprehension improve significantly through using nonsense words and contextual clues?

What are the contextual clues students usually use to discover the meaning of difficult words?

How close is the students' guessing of the meanings of nonsense words to the real meaning of those words?

III. REVIEW OF LITERATURE

As a response to knowledge explosion and the time limits learners have especially while doing international exams like IELTS and TOEFL where reading is a very important component, educators start to think of ways that save learners' time and help them proceed in reading comprehension without dictionaries. Among the strategies that support vocabulary development and save learners' time while reading is to build word identification through the use of context clues (Hibard, 2009). This attitude has received much interest and provoked plenty of research about the use of contextual clues. Yuen (2009) investigated the use of context clues to gain knowledge of new words during reading. The context clues strategies included in the study were locating appositives, searching for explicit definitions, and using prior knowledge. Research findings suggested that teaching students how to use context clues while reading improves their understanding of new words. In addition, results from the classroom observation demonstrated that students became more attentive to their reading. Shokoohi and Askari (2010) studied the effect of guessing vocabulary while reading authentic texts, which is one of the most useful skills learners can acquire and apply inside and outside classroom. The major result of the investigation demonstrated better learning from contextual guessing strategies. Hibbard, (2009) conducted a study to see if the use of context clues increases word meaning. The results showed that the students' abilities to identify unknown words appeared to increase with instruction.

Teaching Contextual Clues

In order to guarantee that students get the necessary experience in dealing with contextual clues to discover the meanings of new words teachers, syllabuses and teaching strategies should be involved. Teachers are considered a key factor in training students on using the contextual guessing strategies; if they have not received the necessary training, it is unlikely that they convey this to their students. Yu-Ling (2005) investigated the awareness, beliefs, and instructional practices with respect to vocabulary learning strategies of Taiwanese EFL teachers in senior highschool contexts. The study attempted to elicit information about teachers' awareness and beliefs based on individual learning experience, and to examine the correlations between teachers' beliefs and their teaching practices. The results have suggested that the English teachers studied were aware of a range of vocabulary learning strategies, including both direct and indirect approaches to vocabulary acquisition.

The syllabuses should also contribute to the ultimate goal by lending themselves to contextual guessing strategies. They should incorporate exercises and activities that help students identify the meanings of new words without the help of traditional or electronic sources. Dunmore, (1989) classifies and evaluates the exercises that deal with the skill of inferring meaning from context in a selection of five course books published during the last 10 years. The majority of the exercise types are found efficient in that they offer the learner little help in developing the skill and a partial understanding of word meaning.

Teaching strategies also have a critical role in equipping students with the vocabulary guessing strategies. The type of students you are teaching and the most appropriate strategy should be considered while training students on using contextual clues to discover the meanings of new words. Karbalaei (2010) investigated whether there are any significant differences between EFL and ESL readers in using metacognitive reading strategies when they are reading academic texts in English. The result indicated that the subjects in both groups reported a similar pattern of strategy awareness while reading academic texts. Iranian students reported no significant difference in using problem-solving reading strategies. Haghverdi and Azami (2007) examined the contribution of grammatical knowledge to getting the meaning of unknown words. Their aims are (a) to see if grammatical knowledge plays any significant role in word guessing and (b) to see to what extent grammar improves the ability to guess word meanings. The findings indicate that grammar knowledge is a key factor in decoding the meanings of unknown words. It is further shown that knowledge of grammar enhances the learners' guessing ability. Behlol and Kaini (2011) investigated the effectiveness of contextual and structural methods of teaching vocabulary, he displayed that there was difference between context and structure. In the study, the students were divided into two groups in which one group was taught with contextual method and the other group was taught with structural method. The study revealed significant differences between the performances of the students taught with the contextual and structural method of teaching in favor of the high achievers using the contextual method. The better performance of the high achievers was due to understanding of the meanings of the words with the help of contextual clues in a sentence and in the paragraph as a whole. Saengpakdeejit (2014) examined types of vocabulary learning strategies used by Thai EFL students. In order to identify the students in terms of the vocabulary learning strategies they use, a semi-structured interview was used as a method of data collection. Results of the study revealed that the students display awareness of vocabulary learning strategies. Two main types of vocabulary learning strategies were found: strategies for discovering the meaning of unknown words; and strategies for retaining the newly learned words in long-term memory and recalling them.

IV. RESEARCH METHOD

A. Participants

The participants of the study were 20 FYE students at KAU, Jeddah, KSA during the academic year 2015. The participants were all native speakers of Arabic language studying English as a faculty requirement. They were divided into two groups of 10 students.

B. Instruments

Three instruments were used in the study: A reading comprehension test, five reading comprehension texts for the treatment, and a "t" test. The reading comprehension test used as a pre and post test was validated by a group of experts in TEFL with various years of experience and piloted on 10 students other than the sample of the study. The five reading texts used in the experiment to practice contextual clues and nonsense words were chosen from "*Short English Reading Exercises for ESL studentcomprehension*<http://www.eslgold.com/reading/exercises.html>." Five vocabulary items in each of the five texts thought to be difficult for students were replaced by nonsense words. The "t" test was used to analyze the differences in the mean scores of the pre and post tests.

C. Treatment

After taking the pre test, the students in the experimental group received training on using contextual clues to discover the meaning of difficult words without using the dictionary. The contextual clues they used in the training are: definitions, synonyms, antonyms, comparisons and contrasts, associations and cause and effect. After the training, students started to deal with the five comprehension texts according to the training over five weeks, but with the difficult words replaced by nonsense words to guarantee that students use contextual clues. In addition, they were asked

to use the same strategy with the reading texts in their main book. However, the learners in the control group were pre-taught the same vocabulary items. In the end of the experiment both groups were post-tested.

D. Design

To assess the effect of using nonsense words and contextual clues on reading comprehension and vocabulary recognition, a quasi-experimental design was used for the present study. This design consisted of administering a pre-test given to the participants in both groups. The independent variable (guessing the meanings of nonsense words through context clues) was then applied to the experimental group. Following the treatment, both groups took a post-test. The scores from the pre- and post-test were then compared to determine the learners’ response to the treatment. The “t” test was used to see if there are statistically significant differences between the mean scores. To respond to the second and third questions, students’ guesses of the meanings of nonsense words were recorded along with the contextual clues used to discover those meanings.

V. RESULTS OF THE STUDY

A. Question One

To answer the first question of the study “Does reading comprehension improve significantly through using nonsense words and contextual clues?” a pretest was conducted before the treatment to ensure equivalence of the control and experimental groups. Grounded upon the descriptive statistics of the pre-test, it was revealed that both groups had almost the same mean scores. The control group had the mean score of 13.15 and the experimental group had the mean score of 13.85. The mean scores of both groups showed that there was no significant difference between the groups on the pre-test.

TABLE I
DESCRIPTIVE STATISTICS RELATED TO BOTH GROUPS’ PERFORMANCE ON THE PRE- TEST

Groups	N	Means	SD	T-test value	Df	Sig.
Experimental	10	13.85	2.37	0.962		0.342
Control	10	13.15	2.23			

Tabulated t is calculated at the significant level (0.05) at (38) df, and reached (1.684)

Table 1 shows that *t* statistical (0.96) for the reading pretest is smaller than *t* critical (1.684), the significance is 0.342 which is bigger than 0.05 and the mean scores for the experimental and the control groups on the pretest are almost the same (13.85 and 13.15) respectively. This means that there is no statistically significant difference between the experimental and the control groups on the reading comprehension pretest.

TABLE II
DESCRIPTIVE STATISTICS RELATED TO BOTH GROUPS’ PERFORMANCE ON THE POST TEST

Groups	N	Mean	SD	Df	T- test value	Sig.(2-tailed)
Experimental	10	19.90	1.68	38	4.289	0.03
Control	10	13.70	1.56			

Tabulated t is calculated at the significant level (0.05) at (38) df, and reached (1.684)

Table 2 shows that the mean scores on the reading comprehension posttest are in favor of the experimental group (using nonsense words and contextual clues to discover the meaning of new words) which is (19.90); whereas the mean score of the control group is (13.70). Table 2 shows that there is a statistically significant difference between the reading comprehension test scores of the experimental group and that of the control group as t-test value is 4.289 which is more than 1.684. Students in the experimental group outperformed their counterparts in the control group at the 0.03 level.

B. Results of Question Two

TABLE III
THE CONTEXTUAL CLUES USED TO GUESS THE MEANINGS OF THE NONSENSE WORDS IN THE FIVE TEXTS

	contextual clues used to guess the meanings of nonsense words in the five texts				
	1	2	3	4	5
Text 1	Definition	Explanation	Explanation	Synonym	Explanation
Text 2	Synonym	Synonym	Synonym	Explanation	Synonym
Text 3	Explanation	Synonym	Explanation	Antonym	explanation
Text 4	Synonym	Explanation	Synonym	Synonym	explanation
Text 5	Explanation	Synonym	Synonym	explanation	Antonym

Table 3 shows the contextual clues student in the experimental group used while trying to guess the meanings of the five nonsense words in the five reading text. As you can see they used definition once, antonym twice and the most commonly used were synonyms and explanation.

C. Results of Question Three

TABLE IV
STUDENTS GUESSING OF THE MEANINGS OF NONSENSE WORDS AND THE CONTEXTUAL CLUES/ TEXT 1

Text One							
Ss Names	Difficult Words	Nonsense Words	Meanings and the contextual clues used				
			1	2	3	4	5
Ahmed Y.	1.dreary 2.soaking 3.balmy 4.crawl 5.monotonous	1.shroof 2.fleshing 3.sweery 4.spoom 5.pinicous	dark/ antonym	----	nice /antonym	----	dull/ synonym
Ahmed F.			miserable/ explanation	relax/ definition	---	prayer/ synonym	boring/ synonym
Adulaziz			harsh/ explanation	get burned/ definition	sweet/ definition	hope/ ----	littleness/ ----
Abdulaziz			hard/ definition	tanning/ explanation	sweet/ definition	walking around /definition	boring/ definition
Husami			sad/ synonym	enjoy/ synonym	freedom/ synonym	wishing/ definition	long/ synonym
Bassan			dark/ explanation	enjoy/ synonym	sweet/ synonym	pray/ synonym	boring /synonym
Mohamad			colorless /synonym	walking/ explanation	bad/ synonym	wish/ synonym	boring/ synonym
Sohofi			cloud /synonym	---	---	take/ ---	dull/ synonym
Shamrani			sad/ synonym	---	---	take/ definition	Long
Nawaf			tough /synonym	full/ explanation	soft/ synonym	walk/ explanation	boring/ synonym

Table 4 shows students' guesses of the meanings of the nonsense words in text 1. As you see in the table above some cells are empty and others have only the meanings but not the strategy.

TABLE V
STUDENTS GUESSING OF THE MEANINGS OF NONSENSE WORDS AND THE CONTEXTUAL CLUES/ TEXT 2

Ss Names	Difficult Words	Nonsense Words	The suggested meanings and the contextual clues used				
			1	2	3	4	5
Ahmed Y.	1. Credible 2.Persuade 3.Intended 4.Pity 5. Evidence	1.Fliable 2.Shrifle 3.Snucked 4.Fneer 5.Clunch	trust/ synonym	doubt/ definition	terrified/ contrast	sad/ synonym	info./ explanation
Ahmed F.			depend/ explanation	---	touch them/ definition	sympathy/ definition	idea/ explanation
Abdulaziz			trusting/ explanation	convince/ antonyms	fear/ synonym	mercy/ explanation	saying/ synonym
Abdulaziz			trusted/ synonym	convince/ explanation	---	sympathy/ explanation	---
Husam			honest/ explanation	trust/ explanation	difficult/ synonyms	help/ definition	good/ definition
Bassam			reliable/ synonym	convince/ contrast	meant/ comparison	sympathy/ synonym	bundle/ compare
Moh'd			depend on/ explanation	behave/ comparison	scared/ definition	----	data/ explanation
Sohofi			depending/ explanation	convincing/ definition	touch them/ definition	----	idea/ explanation
Shamrani			depending /explanation	---	----	----	idea/ explanation
Nawaf			experience/ synonyms	---	---	----	way/ explanation

Table 5 shows students' guesses of nonsense words meanings in text 2. As you see in the table above some cells are empty of both the meaning and the strategy.

TABLE VI
STUDENTS GUESSING OF THE MEANINGS OF NONSENSE WORDS AND THE CONTEXTUAL CLUES/ TEXT 3

Ss Names	Difficult Words	Nonsense Words	The suggested meanings and the contextual clues used				
			1	2	3	4	5
Ahmed Y.	1.reputation 2.client 3.consequencies 4.responsibility 5.released	1.smere 2.sneef 3.fornaces 4.treevery 5.meeled	fame/	employer/	result/	duty/	thrown/
Ahmed F.			occupation/	work/	risk/	routine/	watched/
Adulaziz			occupation/	work/	risks/	routine/	wasted/
Abdulaziz			self - respect / definition	customer/ explanation	effect/ explanations	personality/ definition	used/ explanation
Husam			character/ explanation	customer / synonyms	effect/ explanations	behavior/ explanation	caused/ definition
Bassam			self - esteem/ definition	employer/	effect/	behavior/	used
Moh'd			self- role/ definition	employer / synonym	risk / definition	plane	facility / explanation
Sohofi			problem /	team	-	reaction	put
Shamrani			morals / explanation	bean place of trust / definition	Responsibility Definition	protocol / explanation	through / explanation
Nawaf					behavior/	worker /	risks /

Table 6 shows students' guesses of nonsense words meanings in text 3. As you see in the table above only one cell is empty and others have only the meanings but not the strategy.

TABLE VII
STUDENTS GUESSING OF THE MEANINGS OF NONSENSE WORDS AND THE CONTEXTUAL CLUES/ TEXT 4

Ss Names	Difficult Words	Nonsense Words	Meanings				
			1	2	3	4	5
Ahmed Y.	1.symptoms 2.psychological 3.devastating 4.substantial 5.diminish	1.slumenders 2.fanteem 3.transheering 4.talfeeking 5.smenize	things	Dangerous	problematic	Clear	reduce
Ahmed F.			disease/ synonyms	simple/ antonyms	dangerous/ definition	bright/-	---
Adulaziz			symptoms/ explanation	simple/ definition	dangerous/ definition	strong/ definition	----
Abdulaziz			affair / explanation	Simple / definitions	dangerous/ explanation	strong/ definition	reduce/ explanation
Husam			symptoms/ explanation	bad/ explanation	total/ explanation	strong/ explanation	reduce/ definition
Bassam			Symptoms/ explanation	simple/ explanation	----	strong/ definition	reduce/explanation
Moh'd			symptoms/ explanation	bad/ synonyms	bad/ explanation	strong/ explanation	reduce/ definition
Sohofi			symptoms/ explanation	bad/ synonyms	bad/ explanation	strong/ explanation	reduce/ definition
Shamrani			symptoms/ synonyms	dangerous/ definition	harm/ explanation	better/ synonyms	count/ definition
Nawaf			affects/ antonyms	kind of / explanation	strong / explanation	ways/ explanation	make less/ explanations

Table 7 shows students' guesses of nonsense words meanings in text 4. As you see in the table above some sells are empty and all the others the meanings and the strategies used.

TABLE VIII
STUDENTS GUESSING OF THE MEANINGS OF NONSENSE WORDS AND THE CONTEXTUAL CLUES/ TEXT 5

Ss Names	Difficult Words	Nonsense Words	Meanings				
			1	2	3	4	5
Ahmed Y.	1.hatch 2.disgusting 3.sealed 4.pierce 5.threat	1.clonch 2.flurr 3.sleak 4.freeka 5.shrook	get out /explanation	nasty/ explanation	Iron/ explanation	part/ explanation	danger /explanation
Ahmed F.			released/ explanation	noisy/ explanation	closed/ explanation	put some /explanation	when/ explanation
Adulaziz.			get up from the egg/	unwanted/	closed/ definition	random	noisy/ definition
Abdulaziz			jump/ explanation	disturbing/ explanation	closed /definition	cut open /explanation	annoying /explanation
Husam			get out/ explanation	noisy /synonyms	close tightly/ explanation	puncture /explanation	annoying /antonyms
Bassam			come out /explanation	Annoying/ synonyms	Closed/ synonyms	make/ explanation	problem /Synonyms
Mohammed			hatch/ explanation	very bad /definition	shut well	Hole	trouble
Sohofi			pop out /explanation	annoying/ synonyms	closed well/ explanation	open/ explanation	disturbing / Synonyms
Shamrani			Appear	dangerous/ explanation	clean/ synonyms	put /synonyms	threat/ explanation
Nawaf			go out /explanation	bad/ explanation	shut/ explanation	dig/ explanation	headache /explanation

Table 8 shows students’ guesses of nonsense words meanings in text 5. As you see in the table above all cells are full with both the meanings and the strategies.

TABLE IX
THE NUMBER OF THE CORRECT GUESSES OF THE MEANINGS OF NONSENSE WORDS IN THE FIVE READING TEXTS

No	Students’ names	Text 1	Text 2	Text 3	Text 4	Text 5
1	Ahmed	3	3	5	4	4
2	Ahmed	2	3	2	2	4
3	Adulaziz	2	4	4	3	4
4	Abdulaziz	3	3	3	3	5
5	Husam	2	2	4	3	4
6	Bassam	3	4	3	3	5
7	Moh’d	2	2	2	4	5
8	Abdrahman	1	3	2	4	5
9	Abed	2	2	2	2	2
10	Nawaf	4	0	5	3	5
	Total No. of correct answers	24	26	32	35	48

Table 9 above shows the number of the correct guesses of the meanings of the nonsense words in the five texts. The total number of the correct guesses is going up. It starts with 24 for text one and ends with 48 for text five.

VI. DISCUSSION AND ANALYSIS

A. Discussion and Analysis/ Question 1

In light of the results of the post -test, significant difference was found in favor of the experimental group on reading comprehension. This shows that the context clues and nonsense words technique had a facilitative effect on the FYE learners' reading comprehension. The result of this study is congruent with the study done by Shokoohi and Askari (2010) who worked on the effect of guessing vocabulary in reading authentic texts. In their research, investigation was made to demonstrate unmistakable learning from contextual guessing strategies. The result of this study can be a support to the study done by Behlol & Kaini (2011) who found out that there were differences between context and structure and the students who were taught with contextual and structural methods of vocabulary in reading comprehension. He reported that the better performance was due to understanding of contextual clues. The results of this study also echo the studies done by (Clark & Graves, (2005), Baleghizadeh and Golbin (2010) , Pressley and Harris, (2006), Horst, Cobb and Meara, (1998)) who came up with the same conclusion that contextual clues are beneficial to students and they contribute to making a self -learner. Another big advantage of using contextual clues is students’ engagement while doing the task and the questions they ask to each other and to the teacher during their struggle to discover the meaning. It was also clear that students were totally engaged while doing the activity of guessing the meanings of nonsense words. Furthermore, using only English in their discussion was an authentic opportunity for real learning unlike the artificial tasks where they feel they are forced to them. In addition, those students who already know

most of the words they are exposed to will not only be able to understand more but also can use the understanding to acquire new knowledge and the vocabulary to represent that knowledge (Spencer & Guillaume, (2006) cited in Hibbard (2009) and Dunmore, (1989). Through the use of context clues, students learn how to work with one another as well as verbalize and discuss their work. This gives the students a chance to express their opinions and perform as an investigator of words.

B. Discussion and Analysis- Question 2

The most common strategies students used while struggling to discover the meanings of the nonsense words in the five reading texts were synonyms and explanation then definition and antonyms that were rarely used. This is due to three reasons: The strategies mentioned above are easily used and discovered by students as they don't need much skill to detect, they just need to look at the word after "or" and find the usually easier synonym. The second reason is that students received much training on these skills during the preparation period. The final reason is that a quick survey of the nonsense words in the five texts will show that most of them lend themselves to synonyms and definition. Anyway, further training on the other contextual clues will provide students with more experience in dealing with them.

C. Discussion and Analysis of Question 3

Table 9 above shows the number of the correct guesses of the meanings of nonsense words in the five reading texts students worked on during the experimentation period. It is very clear from the numbers that there is a noticeable increase in the number of the correct guesses. The totals in table 9 shows this increase clearly; the total number of correct guesses for text one is 24. The total for text two is 26 which shows slight increase and more experience in dealing with contextual clues. The totals of texts 3, 4, and 5 which are 32, 35 and 48 respectively conform the conclusion that students are doing better in terms of guessing the meanings of nonsense words as they deal with more texts provided that these text match their level in terms of difficulty and density of new vocabulary.

VII. CONCLUSION AND RECOMMENDATIONS

The purpose of this study was to explore the effect of nonsense words and contextual clues on reading comprehension of FYE students in KAU. The results of the present study displayed that clues can be regarded as a working factor in the way that a learner comprehends a reading passage and context clues can greatly influence reading comprehension of EFL learners. This investigation may help educators understand some of the major causes behind reading habits of many Saudi students. Furthermore, future research could carry out other studies such as the effects of contextual clues on other language skills such as listening and it can include more advanced contextual clues that comprise higher order thinking skills.

APPENDIX I. THE CONTEXTUAL CLUES ON WHICH STUDENTS RECEIVED

Synonyms

It was an idyllic day; sunny, warm and perfect for a walk in the park.

She hums continuously, or all the time, and it annoys me.

The dates are listed in chronological order. They start at the beginning and end with the last event.

Her animosity, or hatred, of her sister had divided the family.

Bill felt remorse, or shame, for his harsh words.

This situation is a conundrum - a puzzle.

Antonyms

Emma had a lot of anxiety about the exam but I had no worries about it.

Marty is gregarious, not like his brother who is quiet and shy.

She is a famous singing star in her country but unknown to the rest of the world.

I am willing to hike in the mountains, but he is reluctant because it gets so cold walking up and down the trails. There is great prosperity in the country but many citizens are living in poverty.

Definitions

Avoiding the accident was futile. Both cars did not have time to stop before crashing.

Some celestial bodies, such as the planets and stars, can be seen with the naked eye.

The manager wanted a weekly inspection, which is a methodical examination of all the equipment.

There was a lot of tangible evidence, including fingerprints and DNA, to prove them guilty.

There is a 30 percent chance of precipitation, such as snow or sleet.

Explanations

The team was elated when they won the trophy.

During the demonstration, a skirmish broke out and the police were called to restore order.

The cat has a kind disposition and would never bite or claw anyone.

His constant questioning of my remarks made him a nuisance.

Something in the refrigerator has a putrid odor; the smell was rotten when we opened the door.

He wincing in pain when he hit his thumb with the hammer.

Comparison

Diane was lethargic and didn't have the energy to get out of bed.

The greatest trip I ever took was my expedition to Africa.

Eating nutritious food is just as important as regular exercise.

I am determined to graduate with honor and my friend is just as resolute.

Sometimes he is perplexed by Sudoku puzzles, but others find them much easier to solve than a crossword puzzle.

Contrast

The picture of the landscape is picturesque but the one of the old house is ugly.

The feral cat would not let us pet him, unlike our tame cat.

Cold weather soon replaced the sweltering heat of summer.

The hero was virtuous, not like the evil villain.

The winner of the gold medal was omnipotent against his weaker opponents.

<file:///G:/nonsense%20words/3333.html>

APPENDIX II. THE STEPS STUDENTS FOLLOW WHILE DEALING WITH NONSENSE WORDS

When you come to an unknown word, apply the steps of the FP'S BAG SALE strategy in the following order until you get a good clue about the meaning of an unknown word.

Finish the sentence.

See how the word fits into the whole sentence.

Pronounce the word out loud.

Sometimes hearing the word will give you a clue to meaning.

Syllables—Examine each word part.

Word parts can be helpful clues to meaning.

Read the sentence before the unknown word.

The sentence before can hint at what the word means.

Read the sentence after the unknown word.

The sentence after can define, explain, or provide an example of the word.

Grammar—Determine the part of speech.

Pay attention to where the word is placed in the sentence, the ending of the word, and its grammatical relationship to other known words for clues to meaning.

The context clue categories:

Synonym—Sometimes an unknown word is defined by the use of a synonym.

Synonyms appear in apposition, in which case commas, dashes, or parentheses are used.

The wardrobe, or closet, opened the door to a brand new world.

Antonym—Sometimes an unknown word is defined by the use of an antonym.

Antonym clues will often use Signal Words e.g., however, not, but, in contrast

Example: He signaled a looey, not a right turn.

Logic—Your own knowledge about the content and text structure may provide clues to meaning.

Logic clues can lead to a logical guess as to the meaning of an unknown word.

Example: He petted the canine, and then made her sit up and beg for a bone.

Example—When part of a list of examples or if the unknown word itself provides an example,

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How to Use Context Clues to Improve Reading Comprehension and Vocabulary

January 17th, 2009 | [Mark Pennington, MA Reading Specialist](#)

APPENDIX III. THE READING TEXTS USED IN THE EXPERIMENT

Tools of Persuasion

Persuasion is the art of convincing someone to agree with your point of view. According to the ancient Greek philosopher Aristotle, there are three basic tools of persuasion: ethos, pathos, and logos. Ethos is a speaker's way of convincing the audience that she is a fliable source. An audience will consider a speaker fliable if she seems trustworthy, reliable, and sincere. This can be done in many ways. For example, a speaker can develop ethos by explaining how much experience or education she has in the field. After all, you would be more likely to listen to advice about how to take care of your teeth from a dentist than a firefighter. A speaker can also create ethos by convincing the audience that she is a good person who has their best interests at heart. If an audience cannot trust you, you will not be able to shrifle them. Pathos is a speaker's way of connecting with an audience's emotions. For example, a speaker who is trying to convince an audience to vote for him might say that he alone can save the country from a terrible war. These words are snucked to fill the audience with fear, thus making them want to vote for him. Similarly, a charity organization that helps animals might show an audience pictures of injured dogs and cats. These images are intended to fill the viewers

with finer. If the audience feels bad for the animals, they will be more likely to donate money. Logos is the use of facts, information, statistics, or other evidence to make your argument more convincing. An audience will be more likely to believe you if you have data to back up your claims. For example, a commercial for soap might tell you that laboratory tests have shown that their soap kills all 7,000,000 of the bacteria living on your hands right now. This piece of information might make you more likely to buy their brand of soap. Presenting this clunch is much more convincing than simply saying “our soap is the best!” Use of logos can also increase a speaker’s ethos; the more facts a speaker includes in his argument, the more likely you are to think that he is educated and trustworthy. Although ethos, pathos, and logos all have their strengths, they are often most effective when they are used together. Indeed, most speakers use a combination of ethos, pathos, and logos to persuade their audiences. The next time you listen to a speech, watch a commercial, or listen to a friend try to convince you to lend him some money, be on the lookout for these ancient Greek tools of persuasion.

Summer Rain

The worst days of any summer are the rainy ones. We spend all year looking forward to nice weather and long, hot days. All of winter, with its shroof gray days and bitter cold, we dream of those endless days at the beach, laying on the sand and fleashing in the bright and burning sun. And then, summer comes, and it rains. As a child, I would wake up to rainy summer days and come close to crying. It wasn’t fair. We suffered through months of school and miserable weather for those scant ten weeks of freedom and sweery weather. Any day that I could not spend at the beach or playing ball with my friends seemed like a punishment for something I didn’t even do. On those rainy summer days, I had nothing fun to do and could only sit inside, staring out at the rain like a Dickensian orphan. I was an only child, so there was no one else to play with. My father worked from home, so I was not truly alone, but he could not actively play with me since he was technically at work. It was those days that I would resign myself to whatever was on television or any books that I could find lying around. I’dspoom through the day and pray each night that the rain would not be there the next day. As an adult, though, my opinion of summer rain has changed. When you have to work every day, summer is not as eagerly anticipated. Mostly, the days run together, bleeding into each other so that they no longer seem like separate entities and instead feel like continuations of the same long day. Everything seems pinicous and dull, and an ennui or listlessness kicks in. Such a mindset makes you cheer for anything new or different. I spend the winter dreaming of summer and the summer dreaming of winter. When summer comes, I complain about how hot it is. And then I look forward to the rain, because the rain brings with it a cold front, which offers a reprieve—admittedly one that is all too short—from the torture of 100° and humid days. Rainy days are still the worst days of the summer, but summer rain today means positively beautiful—and considerably cooler—weather tomorrow.

Ethics of Engineering

It is critical for an engineer to maintain an ethical smere within his/her engineering career. The main principles that an engineer should work and live by are to hold paramount the safety, health, and welfare of the public, perform services only in areas of their competence, act for each employer or sneef as faithful agents or trustees, avoid deceptive acts, and conduct themselves honorably, responsibly, ethically, and lawfully so as to enhance the honor, reputation, and usefulness of the profession (NSPE Code of Ethics 1). It is the engineer’s responsibility to uphold his/her position to the fullest in taking everything into account before making a critical decision.

Ethical and moral decisions often have severe fornaces. In a world increasingly shaped by technology, engineers have a moral obligation to consider the consequences of their choices (Ganssle 1). It is very important for an engineer to use clear judgment when a safety problem is at stake, especially in disaster recovery. When a safety problem is a concern it may be easy to not report it; however, an engineer has an ethical treevery to report all safety issues even though by doing so, he/she may run the risk of being penalized, fired or blacklisted. The line between ethical, moral standards and circumstances where jobs are at stake becomes very thin. For example, Engineer A learns that his employer is violating environmental regulations relating to acceptable toxicity levels of waste materials being meeled by the employer industrial facility. Does he report this fact to the public authorities or the media? • (Schwartz 1) In this case due to Section 2, 1F of the NSPE Code of Ethics which clearly states that Engineers having knowledge of any alleged violation of this Code shall report thereon to appropriate professional bodies

Chronic Traumatic Encephalopathy

Concussions are brain injuries that occur when a person receives a blow to the head, face, or neck. Although most people who suffer a concussion experience initial bouts of dizziness, nausea, and drowsiness, these slumenders often disappear after a few days. The long-term effects of concussions, however, are less understood and far more severe. Recent studies suggest that people who suffer multiple concussions are at a significant risk for developing chronic traumatic encephalopathy (CTE), a degenerative brain disorder that causes a variety of dangerous mental and emotional problems to arise weeks, months, or even years after the initial injury. These fantem problems can include depression, anxiety, memory loss, inability to concentrate, and aggression. In extreme cases, people suffering from CTE have even committed suicide or homicide. The majority of people who develop these issues are athletes who participate in popular high-impact sports, especially football. Although both new sports regulations and improvements in helmet technology can help protect players, the sports media and fans alike bear some of the responsibility for reducing the incidence of these tansheering injuries. Improvements in diagnostic technology have provided talfeeking evidence to link severe—and often fatal—psychological disorders to the head injuries players receive while on the field. Recent autopsies

performed on the brains of football players who have committed suicide have shown advanced cases of CTE in every single victim. In response to the growing understanding of this danger, the National Football League (NFL) has revised its safety regulations. Players who have suffered a head injury on the field must undergo a "concussion sideline assessment"—a series of mental and physical fitness tests—before being allowed back in the game. In an effort to minimize the amount of head and neck injuries on the field, NFL officials have begun enforcing stricter penalty calls for helmet-to-helmet contact, leading with the head, and hitting a defenseless player. Furthermore, as of 2010, if a player's helmet is accidentally wrenched from his head during play, the ball is immediately whistled dead.

Give full English meanings to the highlighted words in the text:

Fruit Fly Fix

It is breakfast time. You have been looking forward to eating a nice ripe banana ever since you woke up. Just when you reach for the delicious piece of fruit on your counter, you see something that makes you much less hungry: a swarm of fruit flies! Fruit flies are tiny insects that are attracted to ripe or rotting fruits and vegetables. The flies not only eat the fruit, they also lay their eggs there. A single fruit fly can lay up to 500 eggs on the surface of a piece of fruit. Within eight days, the fruit flies that clunch from these eggs are full adults that can then lay their own eggs. As you can see, what might start out as a small fruit fly problem can become very large very quickly. Although there is a chance fruit flies can carry germs on to your food, this is not very likely. Fruit flies are annoying, but they probably will not hurt you. Because they are such a nuisance, however, most people want to get rid of these flurrbugs as quickly as possible. Some people use pesticide sprays on the fruit flies. Although this will kill the flies, it will also spread harmful poison all over your kitchen. Luckily, there is also a completely safe way for you to get rid of fruit flies in your house. The first step is for you to remove all fruits or vegetables from your counter. Store these items in the refrigerator or in sleek containers. Clean up any spilled juice or bits of food that might be on the floor. Take out the trash and empty the recycling bin. Wash any dirty dishes that are in your sink. Doing all of these things will stop new fruit flies from finding food or places to lay their eggs. Next, make a trap to catch all of the remaining fruit flies in your house. First, fill a small bowl with a few tablespoons of vinegar. Then, put a piece of very ripe or rotting fruit into the vinegar. Cover the bowl very tightly with a sheet of plastic wrap and freek few very small holes in the wrap with a fork. If all goes according to plan, the flies will enter the trap through the holes but will be unable to fly back out. This trap will catch all of the remaining fruit flies. You can either kill these flies or release them outdoors. Fruit flies can be a shrook, but they do not have to make you crazy. With a little effort, you can get existing flies out of your house and prevent new ones from taking over your kitchen.

Short English Reading Exercises for ESL student comprehension

<http://www.eslgold.com/reading/exercises.html>

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