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Reading comprehension questionnaire pdf

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The current study aims to investigate the total and relative contribution of the four sub-components of knowledge of the vocabulary for understanding the reading. The four vocabulary subcomponents were vocabulary, the knowledge of words, the knowledge of the location, and morphological knowledge. Participants were 124 university students from a university in Taipei, Taiwan. Six tools were used: (1) A reading understanding test, (2) a vocabulary test, (3) a test on the knowledge of the word association and the knowledge of the placement, (4) a test of morphological knowledge, scale attitude (5) The motivation, and (6) a self-effectiveness scale. The results can be summarized as follows. First, after the effects of motivation and self-effectiveness have been controlled, the four sub-components completely contributed significantly (20%) for reading performance. Furthermore, the depth of knowledge of the vocabulary (including knowledge word association, collocation knowledge, and morphological knowledge) available a further explained variance (6%) in reading performance understanding beyond vocabulary. Finally, among the three sub-components of depth of knowledge of the vocabulary, the collocation knowledge explained the greatest percentage of variance (5.6%) in contributing to the performance on understanding. Based on these results, some implications and suggestions for future research were provided.1. Motivational words are an integral part of a language, knowledge of the vocabulary was widely considered one of the fundamental collaborators to understand a text. In fact, it was long considered that the knowledge of vocabulary is one of the Significant text difficult predictors. As a chall [1] Once put, Â ¢ time a vocabulary measure is included in a prediction formula, the phrase structure does not add much to the prediction ¢ (p. 157). The crucial role of vocabulary knowledge understanding of reading was also empirically highlighted in many studies (for example, [2a 4]). Take Wu and Hua S Studio [4], for example. Among the many variables investigated in their study, knowledge of the vocabulary was found to have a one and positive correlation with the achievement of reading and plays a key role in understanding the reading. As such, an adequate knowledge of the vocabulary seems to be one of the prerequisites for understanding successful reading. Nichiwise in Taiwan, where English is a foreign language (EFL), the importance of adequate knowledge of English vocabulary to understanding understanding has also been recognized over the years. University students, after receiving six years of formal English training in their high schools, should be able to read English textbooks related to their field of study without much difficulty. Unfortunately, many of them, as reported by different researchers (for example [5]), still have a great difficulty reading English textbooks. Specifically, Huang [5] found that a lack of adequate knowledge of the vocabulary is one of the main guilty that cause the difficulties of Taiwanese college students in understanding English textbooks. Their deficiencies in this regard have also been highlighted in many other studies (for example, [6, 7]). Given the importance of the knowledge of vocabulary to understanding understanding, but the highlighted inadequacy of the knowledge of the Taiwanese college students' vocabulary, is not unreasonable to have found it that in recent years the performance of Taiwanese students in understanding reading, As measured by the English test for the international communication (TOEIC), the other EFL countries fell behind as Asia, such as China and South Korea and ESL (English as a second language), Like the Philippines [8]. Enter the response to Taiwanese students decreasing reading performance in large-scale expertise tests around the world and the empirically highlighted inadequacy of their knowledge of vocabulary, this study was asked in an attempt to take a look at Relationship between the understanding of reading and the knowledge of the vocabulary among university students in Taiwan. Since the knowledge of the vocabulary was perceived as a multidimensional construct [9, 10], the current study specifically aims to find the general and relative contribution of the general contribution of the various sub-components of the vocabulary of the knowledge of vocabulary to explain the variance Taiwanese students, understanding of understanding. He hoped that the results of this study can guide English speaking instructors and teaching materials to designers than pedagogically sound practical learning of vocabulary and understanding of understanding. Literature ReviewVocabulary Knowledge has received a lot of attention in the field of research research (for example, [2, 9 ¹13]). Just like Alderson [11] noted, Â ¢ â,¬ Â" Reading Research has constantly found a factor of Knowledge of the Word on which the knowledge of the vocabulary upload highly ... p. 99). For example, in a study on the simplification of text, a pole and Ulijn [14] compared the implementing scores of reading between texts and original texts that had been simplified in a syntactically rather than lexical manner. They have not found differences, then they concluded that the simplification of the syntax does not necessarily lead to more readable texts. Instead of using a syntactic strategy, they suggested using a conceptual strategy, which includes l Processing of content words and using lexical knowledge and contents. Similarly, Horwitz [15] also found that a considerable number of stare Linguistic teeth agreed that vocabulary learning is the most important part of learning a foreign language or second language. As such, the important role that the knowledge of vocabulary In both linguistic learning or understanding of reading it could never be exaggerated. In light of the importance of the knowledge of vocabulary, in recent decades, numerous vocabulary researchers [2, 9, 10, 12, 16, 17] proposed various paintings of knowledge of vocabulary, but complementary. For example, Meara [17] claimed that the knowledge of vocabulary could be considered as in possession of two primary sizes: width and depth. The width of the vocabulary refers to the number of words that a student has at least a little ' Knowledge, while the depth of knowledge of vocabulary refers to how well a student knows a word [10]. Subsequently, greater effort was further done by Chapelle [16] and Qian [10]. For example, based on the collective force of the previous Frameworks, Qian [10] proposed that the knowledge of the vocabulary consists of four interrelated dimensions: (a) dimension of vocabulary, (b) depth of the knowledge of the vocabulary, which contains all the lexical subcomponents , such as the phonemic, graphic, morphemic, syntactic, semantic, collocative, associative and phraseological properties, as well as frequency and registry, (c) lexical organization and (d) automatically of receptive-productive knowledge. Taken together, it seems that there is a growing tendency to see the knowledge of vocabulary as a multidimensional construct instead of a single dimension. As regards the first dimension, the size of the vocabulary or the width of the knowledge of the vocabulary, numerous studies have been conducted on the vocabulary size of a particular group of ESL (English as a second language) or EFL students. Some studies (for example, [6, 7, 18]) focused on measuring the dimensions of the vocabulary of university students. Other studies (for example, [9, 10, 19]) studied the role of the size of the vocabulary in understanding the reading. For example, focusing on the relationship between the dimensions of vocabulary and understanding of academic texts, iluferer [19] reported that the dimensions of vocabulary have been moderately correlated highly related to the performance of reading understanding, with correlation coefficients ranging from. 50 a .75. So he concluded that, in accordance with the results of the previous research, the size of the vocabulary is a good predictor of the level of understanding of the reading in a foreign language.Ambing the various sub-components of the second dimension (ie, depth of the vocabulary knowledge) Which have been studied, the knowledge of the word association seemed to earn a lot of attention. For example, the importance of knowledge of Word associations has been identified in the field of vocabulary learning (for example, [12, 20]). As a nation [12] put it â € â € ¢ â,¬ "Word Association Association is useful for creating limited vocabulare to define the words and for the simplification of the text (p.52). Empirically, the search on the Word Association showed A great amount of agreement from groups of native English interviewees. For example, with an attempt to discover the association responses of interviewed in native English, Lambert and Moore (as mentioned in [21]) found that the primary response, which It meant the most popular response, accounted for about a third of the total responses and the primary, secondary (ie the second most popular), and tertiary (ie, the third most popular part) answers were calculated between 50% and the 60% of total answers. To illustrate, Schmitt [21] In its review further reported the Lambert and 100 British University Student Student participants "responding - Association of the word" abandon.â, â,¬ as explained by Schmitt, if The native mother tongue association The answers were random and not similar, so almost 100 different answers would have been found in their studio. However, only 38 different association answers was obtained. Specifically, the primary or more popular response to Â ¢ â,¬ "abdondon" was "high", Â ¢ â,¬ "secondary or the second most popular answer was" examining "and the tertiary or third more popular the answer was Â ¢ â,¬ "Give Up.â, Â €" The first three answers were provided by 53 participants. In other words, the first three answers represented 53% of the total answers. Furthermore, the answers that have been made by two or more participants have 71%. As such, British native speakers seemed to show a great quantity of similarity in mental lexicon organization. Similarly, Johnston (as mentioned in [21]) also obtained a 57% figure when he examined the three most popular responses provided by the fourth and fifth elementary. Therefore, Schmitt concluded that the great degree of systematics or agreement found in English native native The answers suggested that the mental lexicons of the native English speakers are organized in a similar model, and has further hypothesized that granny speakers will benefit from organizing their lexicons in the same way [21]. When it comes to the assessment of the knowledge of the word association, there was a great body of the literature in the measurement of the knowledge of the association of words in L1 (eg [22]) and to investigate the use of Word Association knowledge In L2 (for example, [23]). For example, Clark [22] employed a standard word association task, in which native speakers were asked to produce their answers to the words of stimulus. He found out that they had stable Word association models. On the other hand, when the same task was applied to students L2, Meara [24] reported to have created much more varied and unstable associations. Based on the installment of L2 student responses, you suggested that the standard Word Association task was an unsatisfactory test to evaluate the knowledge of Word Learners L2 leader's associations. In the view of the meara suggestion [24], read [23] Designed and developed an alternative word association test to measure the knowledge of association of the words of college students. For each element of the test, a word of stimulus was presented to test buyers along with a group of other words, some of which were related to the word of stimulus and others were not. The test would require students to select related words (or associated) rather than produce their own. According to laws, the words of stimulus and corresponding associates were chosen on the basis of three types of relationship including paradigmatic, syntagmatic and analytical. Involving particular associates based on these reports, the reading words association test is perceived to provide information on the type of knowledge that students have on a word and in the development of this knowledge [25]. When there was a wealth of research (for example, [22, 23]) to the assessment of knowledge of the word association, there is a scarce of research on the relationship between the knowledge of association of words and understanding the reading. A study with such an attempt was done by Qian [9]. In his attempt to explore the relationships between the dimensions of vocabulary, the depth of knowledge of vocabulary and understanding of reading in ESL students, Qian employed the depth of the vocabulary knowledge test (hereinafter DVK), which was A modified version of the associated original words test [23] and consisting of Word Association (including synonym and polysemia) and placement. He reported that the scores on the DVK and the scores on the size of the vocabulary were positively associated (,). Furthermore, the results of its multiple regression analyzes showed that the scores on DVK contributed a significantly evident and unique contribution (11%) to the forecast of the scores on the understanding of reading beyond the forecast provided by the dimension of the vocabulary. Therefore, he concluded that both the size of the vocabulary and the depth of the vocabulary knowledge seem to be significantly variable relating to the execution of reading understanding. However, a limitation of the Qian study [9] was that he has not controlled affective variables, such as motivation and self-effectiveness, whose effects were confirmed to be alarming in achieving L2 learning (eg [26]). Furthermore, as underlined by Qian [10] himself, since the DVK represents only two sub-components (ie knowledge of the knowledge and knowledge of the word word) of depth Knowledge of the vocabulary, the measures that include other subcomponents, for example, should also be motorchogytaptic. Be developed and included in future studies for a more complete understanding of the depth of the knowledge of vocabulary. A For the knowledge of the location, another sub-component frequently sought after the depth knowledge of the words of college students. For each element of the test, a word of stimulus was presented to test buyers along with a group of other words, some of which were related to the word of stimulus and others were not. The test would require students to select related words (or associated) rather than produce their own. According to laws, the words of stimulus and corresponding associates were chosen on the basis of three types of relationship including paradigmatic, syntagmatic and analytical. Involving particular associates is fundamental because the sequences stored in words are Language learning bases. For example, Ellis [28] stated that a lot of language learning can be explained with the storage of long-term memory tongue pieces, without having to refer to underlying rules. Through the recovery of long-term memory language pieces, language reception and language production are made more effective. Similarly, Pawley and Syder [29] claimed that in addition to learning about language rules, language users can produce native-like phrases (native-like selection) and capable of producing flowing language (native -Simile loosening) from the units of the language extraction of clause length from the memory. The empirical evidence for this position comes from a longitudinal study conducted by Towell et al. [30], which compared French students like L2 before and after their residence in a French-speaking country. They concluded that the investigated student fluent increase was the result of students storing stored sequences and suggested that having a good mastery of the placement is fundamental for the native-like dissolving acquisition and more selection.in for l Importance of knowledge Location in language learning in general, numerous studies (for example, [31]) demonstrated the crucial role specifically learners ¢ understanding of reading. For example, Keshavarz and Salimi [31] reported that there was a significant relationship (,) between Iranian EFL LearnersÂ ¢ competence placement and their scores in cloze tests, suggesting that it is important to improve ESL / EFL LearnersÂ ¢ Placement Knowledge for improve their knowledge of reading Skills.besides, the importance of SEL Morphological the ability to obtain information on the meaning and parts of the speech of new words from their prefixes, roots, and suffixes ¢ in language learning has also been recognized In recent decades (for example, [12, 20, 32]). As a nation [12] he noted that, ¢ knowledge of the claims can be used to help learning unknown words by correlating these words of prefixes and known suffixes (p. 264) .a Similarly, Schmitt and Meara [20] also stressed Which affixed knowledge is important in the process of forming the word families (eg, appointing, appointment, and appointment) and therefore the expansion of vocabulary. Furthermore, empirical research has also shown that the word parts are a very important aspect of the morphology and reading comprehension. However, since © those studies have investigated the native English speaking students, they have not addressed whether this relationship also holds between students of English. In response to the shortage of previous studies on this topic in the EFL or ESL settings, Kieffer and Lesaux [36] conducted a study to examine the relationship between morphological awareness and reading comprehension in English among English-speaking students of Spanish language (ELLS) from fourth-fifth grade. They reported that there was a statistically significant relationship () between morphological knowledge and reading comprehension in the English language fifth grade Spanish language even when the influence of the ability to read the students' words, the knowledge of vocabulary and phonological awareness You ¨ it has been checked. However, although it found that the morphological knowledge has an independent explanatory power of the width of the vocabulary and the ability to read the words, their results should be interpreted with some caution. Evidence of morphological knowledge employed in their study has been a productive test. Considering that reading is a skill receptive skills, it seems that there is the need to investigate whether the morphological knowledge, if evaluated by a receptive test, is would still be a significant predictor of reading comprehension. Keep together, a large body of research has tried to measure the size of the vocabulary [eg, [6, 7]), aware of the association of words (eg. [22, 24]), knowledge of the location (eg . [30]) and morphological knowledge (for example, [33]) or separately Evaluate two or three of the subcomponents in a single study, as the association of words and the morphological knowledge (for example, [20]), size of the vocabulary, knowledge of word association and knowledge of the location (eg. [9, 10]). In addition, a number of studies have been conducted on the relationship between the reading and understanding of one or two of the subcomponents of the knowledge of vocabulary, such as the size of the vocabulary (for example, [19]), aware of the association of words (example, [9, 10]), knowledge of the location (eg. [20, 36]). However, a survey has not been carried out to incorporate the four sub-components together in a single study, nor © study was run on the reading comprehension relationships at all four subcomponents. In other words, no single study has been done to find among the four subcomponents, it can better predict performance on the understanding of Thus, it seemed that it is necessary to conduct a study along this line. Furthermore, it must be emphasized that, although all the dimensions of vocabulary are conceptually relevant to assess the role of the vocabulary knowledge in understanding the reading, only the width (ie the size of the vocabulary) and the depth of the knowledge of the vocabulary due to the restoration of the scope. Furthermore, while examining the relative and unique contribution of the subcomponents to the understanding of reading, most of the studies, such as motivation and self-effectiveness, whose effects have been Give it to be attributable to learning L2 (eg [26]) or to understanding the reading L2 [39 "41]. As such, the motivation and self-effectiveness were chosen as control variables in the present study. 2.1. Research questions The purpose of this study was dual: a) explore the overall contribution of the four subcomponents of the vocabulary and (b) to examine the relative contribution of each of the four subcomponents. Specifically, the study aimed at tackling The following research questions. (1) What is the overall contribution of the size of the vocabulary, the knowledge of collaboration of words, the knowledge of placement and Morphological knowledge of performance on understanding of reading after motivation and self-effectiveness have been accounted for? (2) to what extent the depth of depth of the knowledge of vocabulary (knowledge of the word of association, knowledge of placement and morphological knowledge) add to the forecast of the reading scores of the reading, beyond the provision provided by the dimension of the vocabulary, after motivation And self-effectiveness have been accounted for? (3) For each of the three subcomponents of the depth of knowledge of the vocabulary, what is its contribution relating to the change to the forecast of the scores on the understanding of the reading, above and above the forecast provided by the dimension of the vocabulary, after the motivation and the Have self-effectiveness been accounted for? 3. Method3.1. Total subject of 124 university students taking the Italian freshman course in a Taipei university were studio participants. They were matrices from different departments, including the Department of Education, the Early Childhood Education Department, Department of Music and Department of English Education. Their duration of exposure to EFL formal education varied from nine to twelve years. 3.2. InstrumentSBA Total of seven variables were involved in the present study: understanding of reading, dimensions of vocabulary, knowledge of the word of the association, knowledge of placement, morphological knowledge, motivation and self-effectiveness. The tools used in the present study to measure the seven variables included (1) an understanding understanding test, (2) testing the dimensions of the vocabulary, (3) a word and placement test, (4) a text test Derivative, (5) a motivation questionnaire and (6) a self-effectiveness questionnaire. For each of the seven variables, its corresponding instrument used is described in the following sections.3.2.1. Reading of the understanding This study, the performance of the participants in understanding the readings was evaluated by an intermediate level sample test published by Cambridge Preliminary English Test 4 (hereinafter CPET), which was at the B1 level of the European framework Common reference for languages (CEFR) Â ¢ â,¬ "A benchmark internationally recognized linguistic ability. When it comes to evaluating the reading performance of university students in Taiwan, a large number of studies would have adopted one of the English test as a foreign language (TOEFL) or general test of English competence (jet), which is a well-built local English competence. Therefore, for the good to avoid possible effects of practice, It was applied in the present study. The CPET was composed of several destination language situations that have addressed a series of skills involved in understanding intermediate-level reading (for example, reading for the understanding of GIST and detailed, scanning for specific information, attitude understanding of attitude and opinion and opinion, as well as making inference). The sample reading test contained five parts. In Part 1 (Questions (questions Those who support the test were presented with a list of signs or texts and were required to choose the best description that complies with the text. In Part 2 (Questions 6a 10), there have been a list of people in the left descriptions and short right. The examinations were needed to choose one of the descriptions that best matched each person. The third part of the test (questions 11a 20) contained a list of statements based on a reading passage. Participants must be able to judge whether the statement was true or not. In Part 4 (questions 21a 25), there were five multiple choice items with the step a single reading. The examinations were invited to choose the most appropriate response from four written options. In the last part (questions 26a 35), there was a test cloze with ten multiple choice elements to evaluate TakersÂ ¢ vocabulary test and structural knowledge. Three elements (articles 5, 19 and 21) a concern that some of their distractors were discarded by the test have been considered ambiguous. For the score of Cambridge Preliminary English Test, each element was worth a point. Thus, the maximum total score was 32 for the test elements 32. Reliability of Split-Half estimates for scores on the cpet was .50.3.2.2. Vocabulary sizethe receptive vocabulary test levels (here below VLT [2]) has been used in this study to measure the participant size ¢ vocabulary or amplitude of vocabulary knowledge. It was a paper and pencil test, composed of five levels of word frequency: the word 2,000 level, the word level 3000, and the word level 5000, the word level university list, and 10,000 word level. Due to time constraints, this study tended not to test all vocabulary levels in the test. Based on the results of many previous studies (for example, [6, 7]) to Taiwan, FreshmenÂ ¢ plus Taiwanese The receptive vocabulary media is about 3,000 2,000Â ¢ words. Furthermore, before the formal conduction of the course of study, a pilot study was made. Some studies The â €