Interactive Reading and Traditional Reading: Their effects on the Vocabulary Competence among Grade Six Pupils

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ABSTRACT

This study was conceived as an attempt to determine a significant effect of interactive reading and traditional reading on vocabulary competence. The venture made into this area of inquiry was given impetus by the curiosity of the researcher of such possible effect of the 70 pupils at the MSU-ILS in Marawi City. The pupils were grouped equally into two (2) – 35 pupils which composed the interactive reading group (experimental) and another 35 pupils which composed the traditional reading (control). The researcher utilized a combination of descriptive and quantitative research methodology. The study yielded the following findings: The vocabulary competence level of the pupils in the interactive reading (experimental group) based on the pre-test was generally "fair"; while the vocabulary competence level of the pupils in the traditional reading (control) group was "good". The vocabulary competence level of the pupils in the interactive reading (experimental group) based on the post-test was generally "good"; while the vocabulary competence level of the pupils in the traditional (control group) was also "good". Apparently, there was a notable good increase in the vocabulary competence level of the interactive reading (experimental group). In the traditional reading (control group), there was also an increase however, only minimal. The researcher concluded that the pupils in the interactive reading (experimental group) revealed a better favor as the results proved a better vocabulary competence level. A significant gain in vocabulary demonstrated by the interactive reading pupils – that is, from the pre-test to post-test was remarkable. In fact, from an adjectival description in the pre-test which was "fair", it turned out to be "good" in the post-test.

Keywords: interactive reading, traditional reading, vocabulary, competence

1 Introduction

Reading among the Grade VI pupils at the Mindanao State University – Integrated Laboratory School (MSU-ILS) as revealed by the concerned teachers is an ongoing problem that needs urgent intervention. Disclosures of such a predicament are anchored on the fact that most pupils loathe reading. This plight can be an instance of poor comprehension as pupils fall short of "reading vocabulary" which refers to the words the pupils need to understand what they read.

The reading vocabulary among the Grade VI pupils emerged as a genuine crisis proven by the 2012 vocabulary testing in July 2012. With the 188 population which represented the five (5) sections, results bared a Mean Percentage Score (MPS) of all Grade VI pupils at 40.00% based on a 50-item vocabulary test. The percentage is equivalent to the general raw score of 20/50. This alarming situation has thus, inspired the researcher to give birth to this study.

Though reading program for children has always been a practice in school, the problem on "reading vocabulary" exists incessantly. One reason perhaps, is that teachers have never truly cultivated the real passion for reading among pupils. This is a challenge among teachers to shape among the learners the reading habit being one important language skill (Hsueh-chao, M. H., & Nation, I. S. P., 2016).

Cunningham and Stanovich (2015) confidently declare that the more children read, the greater their vocabulary and the better their cognitive skills. This claim justifies the fact that reading being one of the four macro language skills is viewed to be a good help to expanding the vocabulary of the readers. The relationship between reading and vocabulary is typically one of mutual improvement and growth. This is because as someone reads more, his or her vocabulary typically grows as he or she reads a wider range of materials. Ilarena (2017) explain that students who do more reading are better readers, better writers and have a greater vocabulary and grammatical competence.

Reading is very important because it is the skill that is widely used in our day to day to day living. To teachers, it is a compelling force that directs them to open their books as they are faced daily with lessons to teach. To the pupils, it is a necessary tool to keep them ready and be prepared for quizzes and long examinations (Klein, et.al, 2017). To others, reading is reading signs, reading is reading instructions and directions; reading is reading communications and many other purposes that reading may serve. But, the ultimate importance of reading is for comprehension and understanding realized through wide gain of vocabulary (Klein, et.al, 2017).

Indeed, reading is one way of improving school children's vocabulary. Meanings are understood when they are experienced in a variety of contexts. Understanding written words opens one's eyes and mind to the world and reinforces what one already knows. It is a cognitive process that requires the process of thought. Building vocabulary words is key to reading, to writing, to verbal expression, and in many ways, vocabulary is key to building analytical and critical thinking (Perfetti, 2011). A person's vocabulary skills can be measured in terms of building receptive vocabulary (i.e. understanding) words and their expressive vocabulary words. People can build their expressive vocabulary in two ways that can get measured: the written vocabulary words or their spoken vocabulary words. Building vocabulary skills improves

reading comprehension and reading fluency. Without building a large vocabulary, students cannot read successfully. Vocabulary building is related to concept building, and teachers should help students organize information or words according to concept topics. Activities in the classroom should help learners build up new networks or maintain, refine, and expand existing networks. Reinforcing and refining networks will help to facilitate fluency in lexical access, leading to automaticity in vocabulary recognition (Biemiller, A., & Slonim, N., 2001). Again, a thematic approach, such as Krashen's Narrow Reading (2004), seems to be the most appropriate activity. As learners read around the same topic, a scheme of related concepts, and hence, words, are built up and reinforced.

Reading being central to the classroom activities of the pupils, especially to reading instruction, teachers should continue to develop this skill among the learners for them to become effective readers (Brown, et.al, 2015). In order to teach reading effectively, teachers need to have a basic understanding of the nature of reading and need to teach the various reading strategies to help pupils emerge as successful and life-long readers. They should, moreover, be the constant motivators and should be good models of reading themselves in the classrooms to spark genuine interest in reading among the learners.

This study therefore inspired the researcher to come up with a fresh avenue on how to improve the vocabulary learning among pupils in MSU-ILS. As Krashen (2004) emphasizes, in reading, students may make better progress in reading comprehension and vocabulary development. The role of vocabulary development in reading further helped the researcher to conceptualize this research inquiry – that is, by looking into the effect of interactive reading and traditional reading on the vocabulary competence of the pupils. This study was conducted with the hope that its results would serve as bases on deciding the teaching of reading vocabulary – that is, either via interactive or traditional reading.

This study aimed to provide evidence on whether or not Grade VI pupils of MSU-Integrated Laboratory School (ILS), School Year 2013-2014 could gain vocabulary competence through interactive reading or through traditional reading. Specifically, this study sought to answer the following questions: (1) What is the vocabulary competence level of the experimental and control groups based on the pre-test results?; (2) What is the vocabulary competence level of the two groups based on the post-test results?; (3) Is there a significant gain in the vocabulary competence of the experimental group from the pre-test to the post-test?; (4) Is there a significant gain in the vocabulary competence of the control group from the pre-test to the post-test?; and (5) Is there a significant difference between the two groups of pupils' gained vocabulary competence based on the post-test results?
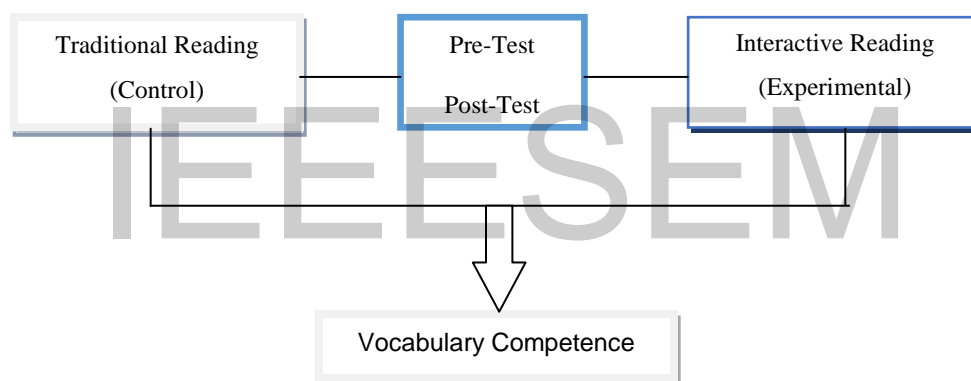

Figure 1. Schematic Diagram of the Conceptual Framework

2 Methods

2.1 Participants

The respondents of this study were the Grade VI pupils. With the five sections, only two (2) sections were considered. They were paired based on their average grades in the academic subjects for the first and the second grading periods. Those who had almost the same average grades came in pairs to avoid research bias. Completing the 35 pairs, the first group of 35 pupils was assigned to the interactive reading group (experimental) and the other 35 was assigned to the traditional reading group (control). The Grade VI pupils were purposely considered as the main respondents of the study for the positive results of this study would be utilized as benchmark in strengthening the reading strategies in the lower grades.

2.2 Design

This study employed an experimental research to determine if interactive reading and traditional reading would have significant effect on the vocabulary competence among the Grade – VI pupils. Moreover, this study further utilized the combination of descriptive (using verbal symbols) and quantitative methodology. The descriptive method was used to describe the vocabulary competence of the two groups – interactive readers and traditional readers based on the results in the pre-test and post-test. Moreover, the quantitative method was utilized to determine the significant effect of interactive reading and traditional reading on the vocabulary competence of the pupils and establish as well, if there would be a significant difference of the gained vocabulary competence levels between the two groups of pupils – the control group (interactive readers) and the experimental group (traditional readers) from the pre-test to the post-test results.

2.3 Material

To gather the necessary data, the researcher had to use a test questionnaire on vocabulary. There was a 50-item vocabulary test extracted from the reading materials due for reading to both groups. The said test was administered as pre-test and post-test. Inasmuch as the research instrument was a self-constructed, it underwent a pilot testing to live up to the conventions of a valid, reliable instrument.

2.4 Procedure

The researcher sent a letter (noted by the thesis adviser) to the Assistant Dean, MSU-ILS through the principal - requesting permission to administer the test to the concerned pupils and the conduct of reading sessions – both for the interactive and traditional reading groups. With all the essentials for conducting the assessment in the research site, the researcher started the research proper by distributing and administering the pre-test material (50-item vocabulary test). The test administration was conducted in the morning to ensure maximum energy and mental alertness of the respondents. After the data were gathered followed the tally, then were subjected to analysis and interpretation.

After the conduct of the pre-test followed the actual reading sessions that lasted for 15 school days. Then, finally, the administration of the post-test happened. Data were again gathered and subjected to analysis and interpretation.

3   Results

Table 1
Frequency, Percentage Distribution, and Descriptive Equivalent According to Respondents' Vocabulary Pre-test Results
(Experimental Group)

Range of Scores (50 Item-Test)	Frequency	Percentage	Descriptive Equivalent
0 – 12	0	-	
13 – 25	29	82.86%	Fair
26 – 38	6	17.14%	Good
39 – 50	0		
Total	**35**	**100%**	

Table 1.1
Frequency, Percentage Distribution, and Descriptive Equivalent According to Respondents' Vocabulary Pre-test Results (Control Group)

Range of Scores (50 Item-Test)	Frequency	Percentage	Descriptive Equivalent
0 – 12	0	-	
13 – 25	18	51.43%	Fair
26 – 38	16	45.71%	Good
39 – 50	1	2.86%	Very Good
Total	**35**	**100%**	

Table 2
Frequency, Percentage Distribution, and Descriptive Equivalent According to Respondents' Vocabulary Post-Test Results
(Experimental Group)

Range of Scores (50 Item-Test)	Frequency	Percentage	Descriptive Equivalent
0 – 12	0	-	-
13 – 25	0	-	-
26 – 38	22	62.86%	Good
39 – 50	13	37.14%	Very Good
Total	**35**	**100%**	

Table 2.1
Frequency, Percentage Distribution, and Descriptive Equivalent According to Respondents' Post-Test Results (Control Group)

Range of Scores (50 Item-Test)	Frequency	Percentage	Descriptive Equivalent
0 – 12	0	-	-
13 – 25	14	40.00%	Fair
26 – 38	19	54.29%	Good
39 – 50	2	5.71%	Very Good

Total	30	100%	

Table 3
Computation of *t* to Test the Significant Gain in the Vocabulary Competence from Pre-test to Post-Test (Experimental)

Pre-test and	N	t	Df	t-crit value at .05 level
Post-test Results (Experimental)	90	17.852	34	1.692

Table 4
Computation of *t* to Test the Significant Gain in the Vocabulary Competence from Pre-test to Post-Test (Control)

Pre-test and	N	X^2	Df	t-crit value at .05 level
Post-test Results (Experimental)	90	5.179	34	1.692

Table 5
Computation of *t* to Test the Significant Difference between the Two Groups of Pupils' Vocabulary Competence Based on Post-Test Results

Post-Tests of the	N	X^2	Df	t-crit value at .05 level
Groups (Experimental and Traditional)	90	6.144	68	1.661

4 Discussions

Table 1 discloses the vocabulary competence level of the pupils (experimental group) based on the 50-item pre-test in vocabulary. With the 35 takers, results reveal that none falls under the category of "poor" (0-12); 29 or (82.86%) pupils are within the category of "fair" – scoring from 13 to 25; 6 or (17.14%) within the category of "good" – scoring from 26 to 38; and none of the pupils is within the category of "very good" (39-50).

As to the general vocabulary competence level of the experimental group in the pre-test, the overall average of the 35 test takers is placed at a rounded figure of 24. This means that the vocabulary competence level of the pupils is within the category of "fair". As to the vocabulary competence level of the males and females, the mean score of the males which is 23/50 means that they belong to the category of "fair" and the females which has a mean score of 25/50 reveals that girls are also "fair" in their vocabulary competence. This revelation means that boys and girls have the same vocabulary competence level which is "fair"; however, the fact that the girls get 25/50 as the mean score, they perform better than boys in the pre-test.

Table 1.1 discloses the vocabulary competence level of the pupils (experimental group) based on the 50-item pre-test in vocabulary. With the 35 takers, results reveal that that none falls under the category of "poor" (0-12); 18 or (51.43%) pupils are within the category of "fair" – scoring from 13 to 25; 16 or (45.71%) within the category of good – scoring from 26 to 38; and one (1) or (2.86%) of the pupils is within the category of "very good" (39-50).

The general vocabulary competence level of the experimental group in the pre-test, the overall average of the 35 test takers is placed at a rounded figure of 26. This means that the vocabulary competence level of the pupils is within the category of "good". As to the vocabulary competence level of the males and females, the mean score of the males which is 26/50 means that they belong to the category of "good" and the females which has a mean score of 27/50 reveals that girls are also "good" in their vocabulary competence. This revelation means that boys and girls have the same vocabulary competence level; however, the fact that the girls get 27/50 as the mean score, they perform better than boys in the pre-test.

4.1 Comparison of the Two Groups' Vocabulary Competence in the Pre-test

From the previous discussion as to the overall vocabulary competence of the two groups, it was revealed that interactive readers (experimental group) have shown a mean score that is 24/50 while the traditional readers (control group) have demonstrated a mean score of 26/50. This unfolds the fact that traditional readers without any intervention from the reading teacher are better than the interactive readers. The fact that the traditional readers did show numerical dominance over the interactive readers, it can be speculated that the former demonstrated a good sense of comprehending the vocabulary words through using context clues as stressed in the whole language approach. According to Nagy & Scott (2013) the whole language approach is teaching children to read by recognizing words as whole pieces of language. It is in this light, that the pupils in the traditional reading group viewed the sentences in context and that language is a complete system of making meaning, with words functioning in relation to each other in context.

4.2 Vocabulary Competence Level of the Experimental and Control Groups Based on the Post-Test Results

Table 2 discloses the vocabulary competence level of the pupils (experimental group) based on the 50-item post-test in vocabulary. The test was administered right after the reading lessons were finished. With the 35 takers, results reveal that that none falls under the category of "poor" (0-12) and "fair" (13-25); 22 or (62.86%) pupils are within the category of "good" – scoring from 13 to 25; and 13 or (37.14%) within the category of "very good" – scoring from 39 to 50.

As to the general vocabulary competence level of the experimental group in the post-test, the overall average of the 35 test takers is placed at a rounded figure of 37. This means that the vocabulary competence level of the pupils is within the category of "good". As to the vocabulary competence level of the males and females, the mean score of the males which is 37/50 means that they belong to the category of

"good" and the females which has a mean score of 27/50 reveals that girls are also "good" in their vocabulary competence. This revelation means that boys and girls have the same vocabulary competence level which is "good".

It can be noted that the overall vocabulary competence of the interactive group in the post-test has shown a remarkable increase – that is from 24/50 in the pre-test to 37/50 in the post-test. The increase means that interactive reading helps the pupils in vocabulary learning. This happens because of the teaching of vocabulary during the reading sessions.

Teaching vocabulary directly can help enhance vocabulary learning and reading comprehension. However, Beck, McKeown, and Kucan (2012) estimated that students can be explicitly taught only some 400 words per year in school. These 400 words can be of immense importance to those children who are behind and need to be brought to the point of understanding key words as fast as possible. But if we want all of our children to comprehend well, they must learn many more words each year.

Table 2.1 discloses the vocabulary competence level of the pupils (control) based on the 50-item post-test in vocabulary. The test was administered right after the reading lessons were finished. With the 35 takers, results reveal that that none falls under the category of "poor" (0-12); 14 or (40.00%) of the pupils are fair" (13-25); 19 or (54.29%) pupils are within the category of "good" – scoring from 13 to 25; and two (2) or (5.71%) are within the category of "very good" – scoring from 39 to 50.

The general vocabulary competence level of the experimental group in the post-test, the overall average of the 35 test takers is placed at a rounded figure of 29. This means that the vocabulary competence level of the pupils is within the category of "good". As to the vocabulary competence level of the males and females, the mean score of the males which is 29/50 means that they belong to the category of "good" and the females which have a mean score of 29/50 reveals that girls are also "good" in their vocabulary competence. This revelation means that boys and girls have the same vocabulary competence level which is "good".

It can be noted that the overall vocabulary competence of the traditional group in the post-test has shown only a minimal increase – that is, from 26/50 in the pre-test to 29/50 in the post-test.

4.3 Comparison of the Two Groups' Vocabulary Competence in the Post-test

From the previous discussion as to the overall vocabulary competence of the two groups, it was revealed that interactive readers (experimental group) have shown a mean score that is 37/50 while the traditional readers (control group) have demonstrated a mean score of 29/50. This unfolds the fact that traditional readers are surpassed by the performance of the interactive readers. Interactive reading has really helped the experimental group to have experienced the increase.

In the post-test, there has been a reversal of results. The interactive reading shows a good edge over the traditional reading group: 37/50 against 29/50. This can be accounted based on the fact that the interactive group is being exposed to the list of vocabulary words – with the teacher defining them and using them in sentences. As Sabio (2013) provides the tasks, he says that the instructor creates a comprehensive list of vocabulary words that may be unfamiliar to the students; the list should have no more than ten words. The instructor must be careful not to expose the students to too many new vocabulary words since this might cause them to be overwhelmed, and result in an increase in the students' difficulty in learning English. The list of words should have definitions next to them along with at least two example sentences per word. The claim of Sabio (2013) must have aided the children to store the learned words in their memory bank and are retrieved during the post-test.

4.4 Problem 3: Is there a significant gain in the vocabulary competence level of the experimental group from the pre-test to the post-test?

The fact that the computed value of t, 17.852, is higher than its tabled value of 1.692 allows the researcher to reject the null hypothesis: "*There a significant gain in the vocabulary competence level of the experimental group from the pre-test to the post-test*". This means that a good gain is manifested. The increase as mentioned earlier – that is from 24/50 to 37/50 is a proof.

4.5 Problem 4: Is there a significant gain in the vocabulary competence of the control group from the pre-test to the post-test?

The computed value of t, 5.179, is higher than its tabled value of 1.692 leads the researcher to reject the null hypothesis: "*There a significant gain in the vocabulary competence level of the experimental group from the pre-test to the post-test*". This means that there is a significant gain in vocabulary competence is manifested. Though the increase as mentioned earlier seems minimal – that is from 26/50 to 29/50, a significant difference is still noted. The fact that traditional reading group shows that they too show a significant gain may lead the researcher to never discredit the role of traditional reading. Research clearly shows that traditional reading which is experience in silence can help create meaningful, connected text and results in improved reading achievement (Anderson, Wilson, & Fielding, 2013). Moreover, research shows that while the probability of acquiring the meaning of any specific word simply through reading it in the context in which it appears in reading materials is not high, students who read widely can learn the meanings of thousands of new words each year (Anderson, Wilson, & Fielding, 2013). This is a spark of inspiration; so long as traditional readers never cease in reading, thousands of words will be their share and may even become language proficient.

4.6 Problem 5: Is there a significant difference between the two groups of pupils' gained vocabulary competence based on the post-test results?

The computed value of t, 6.144, is higher than its tabled value of 1.661 leads the researcher to reject the null hypothesis: "*There a significant difference between the two groups of pupils' vocabulary competence based on post-test results.*" This shows that interactive reading has truly demonstrated a good gain of the experimental group –that is, in terms of vocabulary competence – far better than the traditional readers. It can be said therefore that interactive reading is a better tool in advancing the vocabulary learning of the pupils leading them to gain a good list of new vocabulary.

However, interactive reading in the classes may end in the classroom. Thus, teachers should also encourage traditional reading at homes or during vacant hours in school to continuously build pupils' reading vocabulary.

5 Conclusion

Based on the findings, it can be said that the pupils in the interactive reading (experimental group) revealed a better favor as the results proved a better vocabulary competence level. A significant gain in vocabulary demonstrated by the interactive reading pupils – that is, from the pre-test to post-test was remarkable – from 24/50 to 37/50. In fact, from an adjectival description in the pre-test which was "fair", it turned out to be "good" in the post-test. Thus, the results paved way to reject the null hypothesis: "*There is no significant gain in the vocabulary competence level of the experimental group from the pre-test to the post-test*".

Moreover, the pupils in the traditional reading (control group) also revealed a good favor as the results showed gain in their vocabulary competence level. From the pre-test of 26/50, the post-test was placed at 29/50. An increase or a numerical gain is also manifested, though only minimal. From the pre-test to post-test, the adjectival equivalent of "good" was maintained. Though the gain was said to be minimal, however, computations proved that there was a significant gain, thus, the null hypothesis was to be rejected: "*There is no significant gain in the vocabulary competence level of the experimental group from the pre-test to the post-test*".

Finally, the gained vocabulary competence level of the two groups in the post-test results when tested showed that there was a significant difference, thus, the null hypothesis was also rejected: "*There is no significant difference between the two groups of pupils' vocabulary competence based on post-test results.*" Pupils in the interactive reading did prove a better gain compared to the pupils in the traditional or independent reading.

6   Recommendations

Based on the findings and conclusions, the following recommendations are advanced:

- Teachers both in public and private should be active advocates of teaching reading as a means to help school children gain vocabulary words for comprehension and gain life lessons to cultivate their humanity.
- Parents as the primary caretakers and major stakeholders in the education of their children should never tire of providing the needs of their children to continuously motivate them in their present and future academic pursuit. Providing their children with reading materials at home is a support of their children's reading needs.
- Students should actively engage in reading various materials - literary works, journalistic writing and other materials not only to gain words but learn the various aspects of the language.
- School administrators should also help upgrade the reading competencies of the teachers by affording opportunities to them to attend trainings and seminars since teachers are the role models in the classrooms. Reading centers should also be established in the strategic locations in school.
- The Department of Education should stress the promotion of a reading program in school and provide schools – both in public and private, reading books that sustain the interest of the school children.
- Further studies intended to replicate this newly discovered significant effect of interactive and traditional/independent reading should take into account the demographic profile of the respondents as intervening variables of reading competencies. There are many ways this exploratory inquiry could be extended – e.g. selection of another grade level (including high school and college).

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Appendix 1
Sample Questionnaire

Directions: Encircle the letter of your choice based on what is asked in each item. Please take note of the <u>underlined word</u> as basis of your answer.   (1 point each).

1. "Perhaps this flower comes from a <u>distant</u> land." The flower then is not
    a. <u>easily gotten because it is from a far away place.</u>
    b. beautiful to behold.
    c. very expensive.
2. "The ambitious boy has to <u>pursue</u> his plan." To pursue is to _____.
    a. dream   <u>b. follow</u   c. make
3. "I will not allow <u>tardiness</u> among my children." If one is always tardy, he always arrives _____.
    a. a. before the time   b. on time   <u>c. late</u>
4. When one is having a <u>delightful</u> time in shopping mall, she or he must be _____
    a. a. rich   <u>b. happy</u>   c. patient
5. "The eagle is considered the <u>cruel</u> Storm Giant." The eagle can be described in two right choices, except one.
    a. merciless   b. unkind   <u>c. pitiful</u>
6. "The best friends exchanged glances and then made <u>nods</u>." Which option should complete the word relationships: GLANCE : : LOOK : : NOD : : _____
    a. <u>a. agree</u>   b. glimpse   c. doubt
7. "The apples became smaller and smaller until they <u>vanished</u>." The apples _____.
    <u>a. disappeared</u>   b. became big   c. were eaten
8. ."President Quezon made a <u>pledge</u> to serve the people." Two options mean the same to the underlined word, except _____.
    a. a. vow   b. promise   c<u>. announcement</u>
9. "The couple had a <u>rush</u> purchase of essentials." The couple must be _____.
    <u>a. in a hurry</u>   b. in great need   c. having a lot of money
10. "Your father is a <u>famous</u> general." What option should complete the word relationships: PRETTY: UGLY : : FAMOUS: _____
    a. a. recognized   b. popular   <u>c. unknown</u>
11. "What <u>mischief</u> have you done this time?" What option is unfit?
    a. naughtiness   b. misbehavior   c. <u>accomplishment</u>
12. "The police officer has a <u>distinguished</u> record in the department." Which option is not synonymous to the underlined word?
    a. a. notable   b. famous   <u>c. not known</u>
13. "During the American <u>regime</u> in the Philippines, Douglas was the third military governor."   REGIME means the same as _____.
    a. <u>a. government</u>   b. time   c. war
14. "Two princes both set out to <u>slay</u> the man-eating eagle." To slay is to _____.
    a. look for   <u>b. murder</u>   c. sell
15. The Philippines and the United States <u>commemorated</u> the fiftieth anniversary of the historic liberation. To commemorate is best given meaning by the two choices except
    a. remember   b. celebrate   <u>c. ignore</u>
16. Father has to look for food for his <u>brood</u>. This he does because he loves his _____.
    a. brothers and sisters   <u>b. children</u>   c. parents
17. She <u>refuses</u> attending the invitation for a birthday party. Which of the option does   not belong to the group?
    <u>a. enjoys</u>   b. rejects   c. turns down
18. "When his brother died, he swore to <u>avenge</u> his brother's death." Which does not mean the same as the underlined word?
    a. retaliate   b. take revenge   <u>c. pray for justice</u>
19. "The prince <u>yelled</u> in pain." So, he must have kept on _____.
    a. bearing   <u>b. shouting</u>   c. praying
20. "The tale further said that the giant was so <u>enormous</u>." Which option does not belong to the group?
    a. huge   b. oversize   <u>c. tiny</u>
21. "The husband could not refuse for he didn't want to<u> disappoint</u> his pretty wife." Which of the choices is the opposite meaning of the underlined word?
    a. let down   <u>b. please</u>   c. frustrate
22. "That magic was a <u>marvel</u>." Something which is a marvel is considered a/an_____.
    a. show   <u>b. wonder</u>   c. thing/or a magic
23. "The angry man vowed to <u>revenge</u> on his enemy." This means that the angry man _____.
    <u>a. Inflicted punishment on his enemy</u>
    b. was very angry
    c. did nothing harm to his enemy
24. "Pina was <u>not pampered</u> by her mother." This means that Pina is
    <u>a. not given much attention</u>.
    b. a spoiled daughter.
    c. lavishly loved.
25. My friend is a good <u>counselor</u>; everyone listens to him.

a. Singer   b. adviser   c. teacher

26. "She was <u>firm</u> when she said, "I won't do it." Which should not belong to the group?
 a. determined   b. unyielding   c. <u>uncertain/not sure</u>

27. The mother said to the child, "This work is simple, but you are too <u>lazy</u> to do it." Which is true among the options?
 a. The child did the work but unable to finish it.
 <u>b. The child did not show any effort in doing the work.</u>
 c. The child is too young for such work.

28. "Joe has to <u>reprimand</u> his friend for losing the ring." Joe must have _____.
 a. <u>condemned his friend</u>
 b. forgiven his friend.
 c. loved his friend

29. "The <u>generous</u> monkey happily agreed with the offer." Which does not belong to the group?
 a. giving   b. charitable   <u>c. wise</u>

30. "Her husband tried to <u>convince</u> her wife to decline the offer." If she was convinced by the husband, then, she was _____.
 a. understanding b. influencing   c. kind

31. "The monkey <u>scampered</u> up the tree to safety." The monkey was in a _____.
 <u>a. hurry</u>   b. dangerous situation c. problem

32. "The husband cannot give what his wife wants; he is in a dilemma." When one encounters a <u>dilemma</u>, he has to face a _____.
 a. solution   <u>b. problem</u>   c. sickness

33. The old men were very <u>furious</u> upon receiving fake money. Therefore, _____.
 a. They were just calm.
 <u>b. They were mad.</u>
 c. They were complaining.

34. "My mother will be so <u>upset</u> when she sees my failing grades. " When the mother is upset, she will be _____.
 a. surprised   b. motivated   <u>c. displeased</u>

35. "The turtle moved a little closer to the <u>puzzled</u> boy." Which option is in contrast to the underlined word?
 a. unfamiliar   b. confused   <u>c. enlightened</u>

36. Which of the options is true to this sentence: "A street of the village is <u>deserted</u>."
 a. <u>none lives in that street.</u>
 b. only a few live in that street.
 c. many choose to live in that street.

37. "What she said seemed so <u>strange</u>." Which of the choices does not belong to the group?
 a. odd   b. unusual   <u>c. ordinary</u>

38. "There was an <u>obvious</u> magic about the talking turtle." Which option means similar to the underlined word?
 a. <u>evident</u>   b. unclear   c. confusing

39. "One day, the farmer made a long <u>journey</u> to the town." .Which option does not belong to the group?
 a. trip   b. visit   c. travel

40. "A jackal <u>wandered</u> into a village looking for food." The underlined word means
 <u>a. roam</u>   b. stay   c. sleep

41. "The jackal soon found a <u>rubbish</u> heap in the village." Which option does not belong to the group?
 a. trash   b. waste   <u>c. food basket</u>

42. When someone is <u>terrified</u>, he must be _____
 a. happy   b. sad   c. afraid

43. "She smiled a lovely smile that seemed to <u>light up</u> her face." Which option is nearest to the underlined expression?
 <u>a. Feel happy</u>   b. feel sorry   c. feel proud

44. "The <u>wicked</u> wife had married the biggest fool in the world." Which of the options is unfit?
 a. evil   b. bad   c. <u>virtuous</u> /upright

45. "I have such a <u>nasty</u> cold that I cannot smell a thing." Based on context, which of the following options is not synonymous to the underlined word?
 a. sickening   b. bad   <u>c. well</u>

46. The boy says, "Father, your breath smells <u>terrible</u>." The boy means that the breath of his father is
 <u>a. very bad</u>   b. wonderful   c. pleasant

47. "The lion roared and <u>ripped</u> the dog into pieces." The lion _____ the dog.
 a. was at peace with the dog
 b. was attempting to save the dog from other fierce animals.
 <u>c. put an end to the life of the dog.</u>

48. When someone is delighted, he is happy. When someone is <u>worried</u>, he is
 a. cheerful   <u>b. troubled</u>   c. unconcerned

49. "The tale said that in <u>ancient</u> Lanao, there once lived a giant." The underlined word is synonymous to
 a. popular   b<u>. old</u>   c. contemporary

50. What is best conveyed in this sentence: The guest <u>bowed low</u> before the King.
 a. The guest shows his kindness.
 <u>b. The guest shows respect.</u>
 c. The guest shows his generosity

Appendix 2
Reading Module (Interactive Reading)

This reading module consists of 10 reading materials with focused on vocabulary teaching and comprehension questions for interactive activities. Each pupil is given 15 to 20 minutes to read and another 40 to minutes will be utilized for vocabulary instruction and comprehension questions.

The reading passages are on a variety of subjects that any elementary pupils, like Grade VI, would love to read.

Words for vocabulary learning will be introduced during the pre-reading activity and questions will be raised right after the post-reading activity of the pupils.

Time Frame

This reading module will be finished in 17 teaching days – that is, to include post-test on vocabulary. It will start on November 11 and end on December 2, 2013.

Objectives

After the reading duration, pupils are expected to:
1. Gain active control on vocabulary lists
2. Answer comprehension questions.
3. Talk and share what they read through dyads or triads or share what one has read in front of the class.

The Process

The following steps or procedures will be employed in the interactive reading class adopted from that of Sabio (2004) with some modifications.

Step 1: Choosing Appropriate Materials

The first step is to choose print material that is of appropriate level and interest to students. In this particular context, print material is defined as material which can be read and discussed in class and is readily accessible.

Step 2: Choosing, Filtering, and Defining Vocabulary

Having chosen what the class will read, the instructor then creates a comprehensive list of vocabulary words that may be unfamiliar to the students; the list should have no more than five words. The teacher must be careful not to expose the students to too many new vocabulary words since this might cause them to be overwhelmed, and result in an increase in the students' difficulty in learning English. It is vital that the teacher incorporates known vocabulary words into the list of new vocabulary words. By doing this, the vocabulary list will be perceived as easy by the students. As a result, the new vocabulary will be quickly learned by the students. The final list of words should have definitions next to them along with at least one or example sentences per word. The following is an example of how words should be presented to students: kicking (verb) – the action of your foot hitting an object

Ex. She is kicking the ball.
Ex. The boys are kicking the tree.

The process of defining vocabulary words and writing example sentences may seem tedious but helpful to the children. Sentences are then written in the spaces just below or next to the definitions.

Step 3: Starting the Class

Once the list of vocabulary words has been created and distributed to the class, the teacher will then review the list with students. This is where several different paths can be taken by the teachers. Instructors can either call students to the front of the classroom and have them act out the words (e.g. the word 'kick' would be shown by a student kicking the air) or they can give students the definitions in handouts. Another way is to place examples and definitions on PowerPoint slides which can then be reviewed by the class and instructor.

Step 4: Introducing the Text, Discussion, and Reinforcement

After reviewing the vocabulary words, the teacher introduces the text; interrogatives are used heavily during this session. The introduction should be no longer than two minutes and include the main idea and conclusion of the text.

Once the introduction of the text has been completed, students read silently for approximately 20 to 30 minutes. Then, the teacher reads the text. Upon completing the assigned reading, students should reflect on what they have read. The instructor then asks questions such as "what was the story about?", "why did 'X' happen?", and "when did the story take place?" in order to facilitate dialogue. Students are required to give responses in complete sentences.

The length of text used will vary depending on the amount of students in the class and total class time. Ultimately, what is best for the class is decided by the instructor.

Activities:
1. Pupils will role play the vocabulary words
2. A group will act-out learned words and another group to guess.
3. Word games- forming new words out of a new word learned.
4. Teacher will re-arrange the letters of words, gives tge meaning and the grouped pupils will answer the right word.