CHAPTER 4: FINDINGS

The analysis of the data obtained through the Pretest and the Posttest was guided by the research questions of the study. Descriptive statistics, such as mean scores, standard deviations and percentages, were used. In addition to the descriptive statistics, inferential statistics, specifically the *t* -test and between-groups ANOVA, were also used. However, it must be emphasized that Hatch and Lazaraton's (1995) caution has been borne in mind and the inferential statistics used in the analysis of data have been used for descriptive purposes only since intact classes were used in this study.

4.1 The Inference Making Ability of the Treatment And Comparison Groups on the Pretest

This section attempts to establish the 'equivalence' in inference making ability of the Comparison and Treatment groups as a whole, and of the High and Low Proficiency subjects in the Comparison and Treatment groups prior to the provision of direct instruction in inference making.

As has already been shown in Section 3.2 (Table 3.6), the Comparison and Treatment groups did not differ significantly in their English Language ability as measured by their performance on the Assessment Test.

Additionally, prior to the provision of direct instruction in inference making, a Pretest was administered to the Treatment and Comparison groups to establish their 'equivalence' in inference making ability. The Pretest was administered to establish a baseline against which the effects, if any, of the

instruction in inference making on the Treatment group could be established. The findings are displayed in Table 4.1 below.

Table 4.1 Performance of the Comparison and Treatment Groups on the Pretest

Group	*n*	Mean	*s.d.*	*t* value	*df*	*p*
Comparison	37	37.16	16.52	.44	73	.663
Treatment	38	35.53	15.85			

As can be seen in Table 4.1, the performance of the Treatment and Comparison groups on the Pretest was quite similar. While the Treatment group obtained a mean score of 35.53, s.d. 15.85, the Comparison group obtained a slightly higher mean score of 37.16, s.d. 16.52. Additionally, the between groups *t*-test yielded $t = .44$, $df = 73$, $p = .663$, thus indicating that the Comparison and the Treatment groups did not differ significantly in their performance on the Pretest. The two sets of subjects were, therefore, similar in terms of their inference making ability prior to the provision of instruction in inference making.

The performance of the High and Low Proficiency subjects of the Comparison and Treatment groups on the Pretest was also compared to establish their 'equivalence' prior to the provision of direct instruction in inference making. This comparison is shown in Tables 4.2 and 4.3 for the High Proficiency and Low Proficiency subjects respectively.

Table 4.2 Performance of the High Proficiency subjects of the Comparison and Treatment Groups on the Pretest

Group	*n*	Mean	*s.d.*	*t* value	*df*	*p*
Comparison	12	52.50	14.38	1.00	22	.331
Treatment	12	45.83	18.19			

As can be seen in Table 4.2 above, there was a difference in the mean scores obtained by the High Proficiency subjects of the Comparison and Treatment groups on the Pretest. While the High Proficiency subjects of the Comparison group obtained a mean score of 52.5, s.d. 14.38, the High Proficiency subjects from the Treatment group obtained a mean score of 45.83, s.d.18.19. This represents a difference of 6.67 percentage points in favour of the High Proficiency subjects of the Comparison group. However, the between groups *t*-test yielded $t = 1.0$, $df = 22$, $p = .331$, thus indicating that the High Proficiency subjects of the Comparison and Treatment groups did not differ significantly in their inference making ability as measured on the Pretest.

Table 4.3 Performance of the Low Proficiency subjects of the Comparison and Treatment Groups on the Pretest

Group	*n*	Mean	*s.d.*	*t* value	*df*	*p*
Comparison	12	25.00	6.39	1.46	22	.159
Treatment	12	30.42	11.17			

A comparison of the Low Proficiency subjects of the Comparison and Treatment groups showed that there was a difference of 5.42 percentage points in favour of the Treatment group of Low Proficiency subjects in their performance on the Pretest. While the Low Proficiency subjects from the Comparison group had obtained a mean score of 25.0, s.d. 6.39, on the Pretest, their counterparts from the Treatment group had obtained a mean score of 30.42, s.d. 11.17. The between groups *t*-test, however, yielded $t = 1.46$, $df = 22$, $p = .331$, thus indicating that the Low Proficiency subjects from the Comparison and Treatment groups did not differ significantly in terms of their inference making ability as measured on the Pretest.

To summarize, the between groups *t*-test showed that the Comparison and Treatment groups were not significantly different in their inference making ability prior to the experiment. A significant difference in inference making ability was also not discerned between the High Proficiency and Low Proficiency subjects from the two groups as measured on the Pretest.

4.2 The Inference Making Ability of the Treatment And Comparison Groups on the Posttest

The analysis of the data in this section attempts to answer the first research question, that is: Does direct instruction result in improved performance in inference making in the Treatment group as a whole? Additionally, an attempt was made to determine whether a significant difference could be detected in the inference making ability of the High Proficiency and Low Proficiency subjects of the Treatment and Comparison groups.

Subsequent to the provision of direct instruction in inference making, a Posttest was administered to the Treatment and Comparison groups to determine whether the Comparison and Treatment groups were still similar in their inference-making ability. The results of the Posttest are shown in Table 4.4.

Table 4.4 Performance of the Comparison and Treatment Groups on the Posttest

Group	*n*	Mean	*s.d.*	*t* value	*df*	*p*
Comparison	37	40.95	16.10	3.94	73	.000*
Treatment	38	55.39	15.66			

* $p < 0.05$

On the Pretest, the Comparison group had obtained a slightly higher score as compared to the Treatment group (Table 4.1). On the Posttest, however, it was the Treatment group that performed better as shown in Table 4.4. While the Treatment group obtained a mean score of 55.39, s.d. 15.66, the Comparison group obtained a mean score of only 40.95, s.d. 16.1. This was a difference of 14.44 percentage points in favour of the Treatment group. It should be noted that, as measured on the Pretest, a significant difference in the performance of the two groups in their inference making ability had not been detected. However, on the Posttest, it was found that the Treatment and Comparison groups did differ significantly in their inference-making ability. The between groups *t*-test yielded $t = 3.94$, $df = 73$, $p < .05$. Thus, it can be concluded that the inference making ability of the Treatment group was

significantly better than that of the Comparison group, after the provision of direct instruction in inference making.

The performance of the High and Low Proficiency subjects of the Comparison and Treatment groups was also compared in order to determine whether the two sets of subjects were still similar in their inference making ability after the provision of instruction in inference making.

Table 4.5 Performance of the High Proficiency subjects of the Comparison and Treatment Groups on the Posttest

Group	*n*	Mean	*s.d.*	*t* value	*df*	*p*
Comparison	12	52.92	20.72	1.89	22	.073
Treatment	12	67.08	15.59			

As can be seen in Table 4.5 above, there was a difference of 14.16 percentage points between the mean scores obtained by the High Proficiency subjects of the Comparison and Treatment groups on the Posttest. While the High Proficiency subjects of the Comparison group obtained a mean score of 52.92, s.d. 20.72, the High Proficiency subjects from the Treatment group obtained a higher mean score of 67.08, s.d. 15.59. However, just as was found on the Pretest, despite the very large difference in the mean scores of the two sets of subjects, this difference was not a significant one. The between groups *t*-test yielded $t = 1.89$, $df = 22$, $p = .073$, indicating that the High Proficiency subjects of the Comparison and Treatment groups did not differ significantly in their performance on the Posttest.

Finally the performance of the Low Proficiency subjects from the Treatment and Comparison groups was compared and is shown in Table 4.6 below.

Table 4.6 Performance of the Low Proficiency subjects of the Comparison and Treatment Groups on the Posttest

Group	*n*	Mean	*s*	*t* value	*df*	*P*
Comparison	12	31.67	5.37	6.09	22	.000*
Treatment	12	47.92	7.52			

* $p < 0.05$

Table 4.6 shows that there was a difference in the inference making ability of the Low Proficiency subjects of the Treatment and Comparison groups as measured on the Posttest. While the Low Proficiency subjects from the Comparison group obtained a mean score of 31.67, s.d. 5.37, on the Posttest, their counterparts from the Treatment group obtained a mean score of 47.92, s.d. 7.52. This represents a difference of 16.25 percentage points in favour of the Low Proficiency group in the Treatment group. Unlike the results of the Pretest, a significant difference was now found in the performance of the two sets of Low Proficiency subjects on the Posttest. The between groups *t*-test yielded $t = 6.09$, $df = 22$, $p < .05$.

To summarize, the between groups *t*-test showed that the Comparison and Treatment groups were significantly different in their inference-making ability as measured on the Posttest. It was found that the inference making ability of the Treatment group was significantly better than that of the

Comparison group, after the provision of direct instruction in inference making. The inference making ability of the Low Proficiency subjects of the Treatment group was also significantly better than that of their counterparts from the Comparison group after the provision of instruction in inference making. However, a significant difference in the inference making ability of the High Proficiency subjects from the Comparison and Treatment groups was not detected. This was despite the fact that the High Proficiency subjects from the Treatment group had a mean score that was 14.16 percentage points higher than the mean score obtained by their counterparts from the Comparison group.

4.3 Performance of the High Proficiency and Low Proficiency Subjects Of the Treatment Group on the Pretest and Posttest

The second research question which guided the design of this study was: Do high and low proficiency subjects benefit from direct instruction in inference making? In order to answer this question, the performance of the High Proficiency and Low Proficiency subjects on the Pretest was compared with their performance on the Posttest.

As can be seen in Table 4.7 below, the High Proficiency subjects of the Treatment group obtained a mean score of 45.83, s.d. 18.19 on the Pretest. They performed better on the Posttest. Their mean score on the Posttest was 67.08, s.d. 15.59. The High Proficiency subjects thus recorded a gain of 21.25 percentage points on the Posttest as compared to their Pretest score.

Table 4.7 Performance of the High Proficiency and Low Proficiency Subjects of the Treatment Group on the Pretest and Posttest

		Pretest		Posttest	
Ability Group	*n*	Mean	s.d.	Mean	s.d.
High Proficiency	12	45.83	18.19	67.08	15.59
Low Proficiency	12	30.42	11.17	47.92	7.53

Table 4.7 also shows that the Low Proficiency subjects of the Treatment group obtained a mean score of 30.42, s.d. 11.17, on the Pretest. Their mean score on the Posttest was 47.92, s.d. 7.53, an increase of 17.5 percentage points over their Pretest score.

Thus, both the High Proficiency as well as the Low Proficiency subjects of the Treatment group recorded substantial gains in their mean scores on the Posttest as compared to the mean scores they had obtained on the Pretest.

Additionally, the following hypotheses were tested.

a) There is a significant difference between the High Proficiency and Low Proficiency groups in their performance on the Posttest.

b) The High Proficiency and Low Proficiency groups differ significantly in their performance before and after the provision of direct instruction in inference making.

c) There is an interaction effect between the treatment condition and the language proficiency of the subjects.

Table 4.8 ANOVA for Language Proficiency and Treatment Condition

Analysis of Variance

Tests of Between-Subjects Effects.

Tests of Significance for T1 using UNIQUE sums of squares

Source of Variation	SS	DF	MS	F	Sig of F
WITHIN+RESIDUAL	6269.79	22	284.99		
GROUP	3588.02	1	3588.02	12.59	.002*

Tests involving 'TREATMENT' Within-Subject Effect.

Tests of Significance for T2 using UNIQUE sums of squares

Source of Variation	SS	DF	MS	F	Sig of F
WITHIN+RESIDUAL	2040.63	22	92.76		
TREATMENT	4504.69	1	4504.69	48.57	.000*
GROUP BY TREATMENT	42.19	1	42.19	.45	.507

*$p < 0.05$

A between-groups repeated measures ANOVA for a 2 X 2 design was computed. The dependent variable was the achievement of the subjects as measured on the Pretest and Posttest. The independent variables were, firstly, the treatment condition, and, secondly, the language proficiency of the subjects. The ANOVA results are presented in Table 4.8 above.

The Between Groups ANOVA for ability groups yielded $F = 12.59$ (22, 1), $p < .05$, thus indicating that there was a significant difference in the performance of the High and the Low Proficiency subjects of the study.

The ANOVA for the Treatment condition yielded $F = 48.57$ (22, 1), $p < .05$, indicating further that a significant difference was also present in the

performance of the High and Low Proficiency subjects before the provision of treatment and after the provision of treatment.

The ANOVA for the interaction of Language Proficiency and Treatment Condition, (F = .45 (22, 1), p = *n.s.*), indicated that there was no interaction effect between Language Proficiency and Treatment Condition.

From the above, it can be concluded that the main effects (Treatment Condition and Language Proficiency) were significant in this study. The difference in performance can thus be attributed to Treatment, i.e, the provision of instruction in inference making, and Language Proficiency, i.e., the language ability level of the subjects. The performance of the subjects of the study was significantly different before and after the provision of treatment. The performance of the High and Low Proficiency subjects was also significantly different.

4.4 Performance of the High Proficiency and Low Proficiency Subjects Of the Treatment Group on the Four Inference Types

In the present study, the direct instruction paradigm was deployed for the provision of instruction in inference making. Specifically, instruction was provided in four types of inferences, based on Chikalanga's (1993) taxonomy of inferences. The four inference types were:

a) logical informational inferences (that is, inferences that require students to determine the people, things, time, place and general context of given events;

b) logical explanatory inferences (that is, inferences that determine motivations of characters, causes and consequences of events and actions

stated in the text and the conditions which enable events and actions to occur);

c) elaborative informational inferences; and,

d) elaborative explantory inferences.

The last two categories of inferences are similar to the logical informational and logical explanatory inferences except that the elaborative inferences are based on information "outside the text". That is, the reader has to rely on her schema in order to draw appropriate inferences (Chikalanga, 1993).

This section addresses the third research question: Are High Proficiency and Low Proficiency subjects equally successful in mastering the four categories of inferences?

4.4.1 Performance of the Treatment Group on the Four Inference Types on the Pretest

The performance of the treatment group as a whole on the four inference types was first considered (Table 4.9 below). It should be noted that the maximum possible score for each of the four inference types is five (5).

Table 4.9. Performance of the Treatment Group on the four inference types on the Pretest

Inference Type	*N*	mean	s.d.
Logical informational	38	1.816	1.430
Logical explanatory	38	1.816	1.249
Elaborative informational	38	1.789	1.094
Elaborative explanatory	38	1.684	.989

Table 4.9 above shows that the overall performance of the Treatment group on each of the four inference types on the Pretest was rather poor. Out of a maximum possible score of 5, the Treatment group failed to obtain a score of more than 2 on any of the four inference types. Another interesting feature is that the mean score tends to decrease as the category of inference type becomes more difficult. The easiest of the inference types, according to Chikalanga's (1993) taxonomy, is the Logical Informational category, for which the Treatment group obtained a mean score of 1.816, s.d. 1.43. An identical score was obtained on the next category, that is, Informational Explanatory, (s.d. 1.249). The mean score on the Elaborative Informational category of inferences was 1.789, s.d. 1.094, while the mean for the Elaborative Explanatory category was 1.684, s.d. .989. It is interesting to note that the standard deviation also tends to decrease with the drop in the mean scores for the four inference types. This suggests a greater degree of homogeneity in the performance of the subjects as the inferencing category becomes more difficult.

4.4.2 Performance of the High and Low Proficiency Subjects on the Four Inference Types on the Pretest

Table 4.10 below shows the mean scores obtained by the High and the Low Proficiency subjects in the Treatment group on the four inference types on the Pretest. The mean scores of the Low Proficiency subjects on the four inference types are all below 2. What is notable, however, is that for the Low Proficiency subjects, the lowest score of 1 was obtained for the easiest of the inference types, that is, the Logical Informational category of inferences.

Conversely, the highest score of 2 was obtained for the most difficult of the inference types, that is, the Elaborative Explanatory category of inferences.

Table 4.10. Performance of the High Proficiency and Low Proficiency subjects on the four inference types on the Pretest

	High Proficiency			Low Proficiency					
Inference Type	*n*	mean	s.d.	*n*	mean	s.d.	*t* value	*df*	*p*
Logical informational	12	2.667	1.497	12	1.000	1.044	3.16	22	.005*
Logical explanatory	12	2.250	1.055	12	1.833	1.403	.82	22	.421
Elaborative informational	12	2.417	1.240	12	1.250	.965	2.57	22	.018*
Elaborative explanatory	12	1.833	1.193	12	2.000	.739	.41	22	.686

*$p < 0.05$

The High Proficiency subjects performed closer to expectations. Their performance on the four inference types mirrors the performance of the Treatment group as a whole (Table 4.9). The mean scores obtained by the High Proficiency subjects on the four inference types decrease progressively as the complexity of the inference type increases. The only exception to this trend is their score on the Elaborative Informational category of inferences, 2.417, s.d. 1.240. This is higher than the score obtained by the High Proficiency students on the Logical Explanatory category of inferences of 2.250, s.d. 1.055.

A comparison of the scores obtained by the High and Low proficiency subjects of the Treatment group on the four inference types on the Pretest shows that the High Proficiency subjects performed better on three of the four

inference types. The only exception was the Elaborative Explanatory category of inferences where the Low Proficiency subjects outscored the High Proficiency subjects. However, the between groups *t*-test yielded $t = .41$, $df = 22$, $p = .686$, thus indicating that a significant difference did not exist between the mean scores obtained by the High and Low Proficiency subjects on the Elaborative Explanatory category of inferences.

However, a significant difference in the performance of the High and Low Proficiency subjects was found on two of the inference categories. The between groups *t*-test for the Logical Informational category yielded $t = 3.16$, $df = 22$, $p = .005$, thus indicating that the High Proficiency subjects had performed significantly better on this category of inferences than had the low proficiency subjects.

Similarly, it was found that the High Proficiency subjects had also performed significantly better than the Low Proficiency subjects on the Elaborative Informational category of inferences. The between groups *t*-test for this category yielded $t = 2.57$, $df = 22$, $p = .018$.

4.4.3 Performance of the Treatment Class on the Four Inference Types on the Pretest and Posttest

The performance of the Treatment group as a whole on the four inference types on the Pretest and Posttest was then compared (Figure 5 below).

Figure 5. Performance of the Treatment Group on the Four Inference Types on the Pretest and Posttest

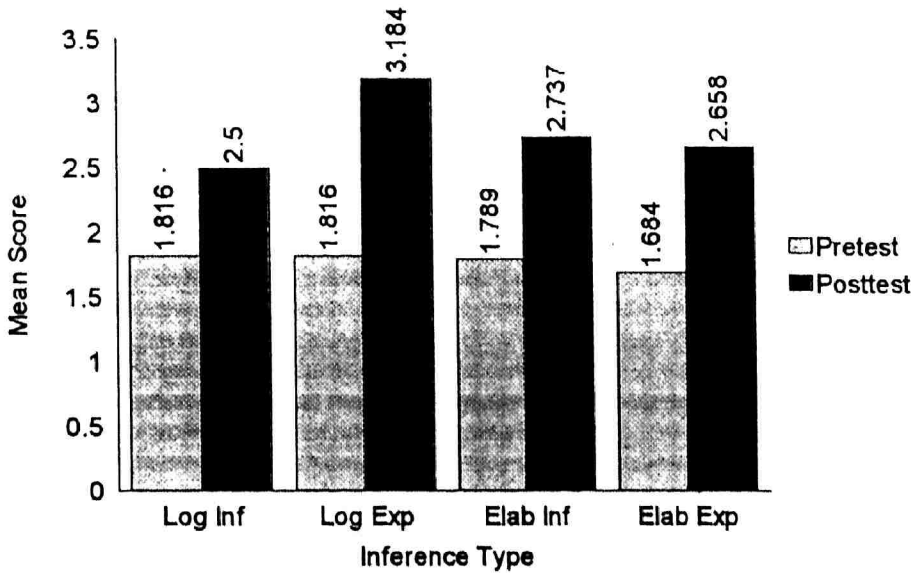


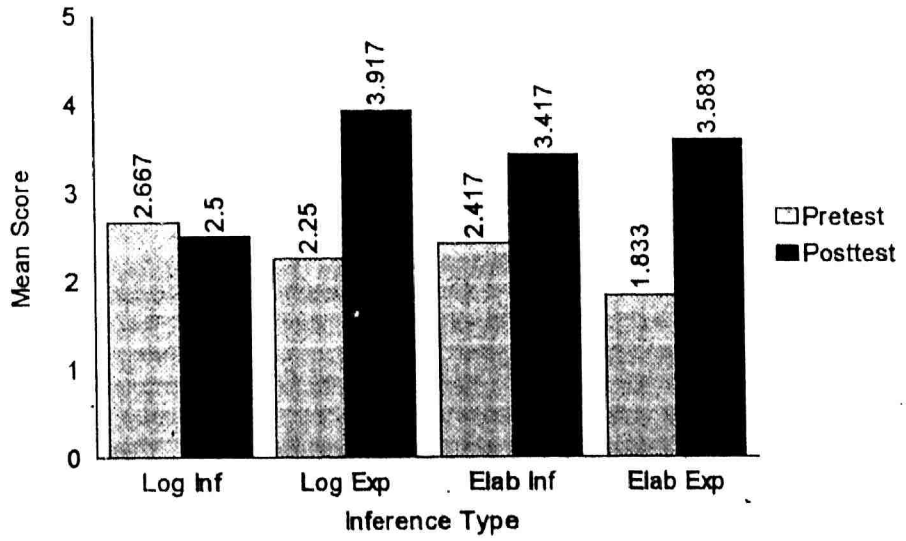
Figure 5 above shows that the Treatment group as a whole performed better on each one of the four inference types on the Posttest as compared to the Pretest. Whereas the mean scores for none of the four inference categories had exceeded 2 on the Pretest, Figure 5 above shows that the mean scores for all four inference categories were above 2.5 on the Posttest. The highest score was achieved on the Logical Explanatory category of inferences, 3.184. The lowest score, on the other hand, was on the Logical Informational category of inferences, 2.5. The Elaborative Informational and Elaborative Explanatory categories had a mean score of 2.737 and 2.658 respectively.

The largest increase in mean score by the Treatment group was recorded on the Logical Explanatory category of inferences where the mean score increased from 1.816 on the Pretest to 3.184 on the Posttest, a difference of 1.368. The smallest increase in mean score was recorded on the Logical Informational category, which saw an increase of only 0.684. The Elaborative Informational and Elaborative Explanatory categories had a mean score of 0.948 and 0.974 respectively.

4.4.4 Performance of the High Proficiency Subjects on the Four Inference Types on the Pretest and Posttest

Figure 6 below shows the performance of the High Proficiency subjects of the Treatment group on the four inference types on the Pretest and Posttest. The most surprising finding was that the lowest mean score on the Posttest was achieved on the Logical Informational category of inferences. This is supposed to be the easiest of the four inference types. The High Proficiency subjects have, however, performed very well on the three other inference types. The highest score of 3.917 was achieved on the Logical Explanatory category of inferences. The Elaborative Informational and Elaborative Explanatory categories had a mean score of 3.417 and 3.583 respectively.

Figure 6. Performance of the High Proficiency Subjects on the Four Inference Types on the Pretest and Posttest

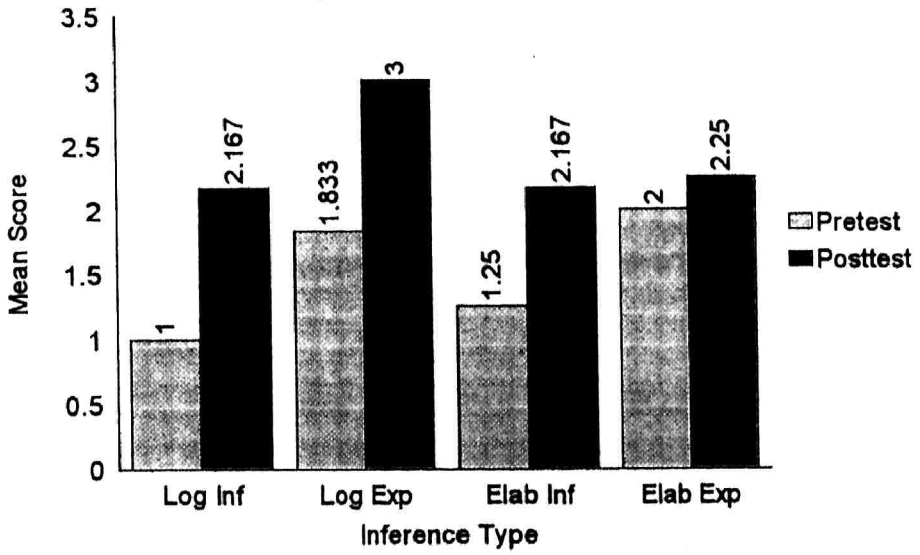


A comparison of the High Proficiency subjects' performance on the Pretest and Posttest reveals, surprisingly, that there was a decrease of 0.167 in the score on the Logical Informational category of inferences on the Posttest as compared to the Pretest. However, the three other categories of inferences recorded an increase in the mean score obtained on the Posttest as compared to the Pretest score. The largest increase of 1.75 was recorded on the Elaborative Explanatory category of inferences. The Logical Explanatory and Elaborative Informational category of inferences showed an increase of 1.667 and 1.0 respectively.

4.4.5 Performance of the Low Proficiency Subjects on the Four Inference Types on the Pretest and Posttest

Figure 7 below shows the performance of the Low Proficiency subjects of the Treatment group on the four inference types on the Pretest and Posttest. The highest Posttest mean score of 3 was recorded on the Logical Explanatory category of inferences, whereas the Logical Informational and Elaborative Informational categories of inferences had identical mean scores of 2.167. The Elaborative Explanatory category of inferences had a mean score of 2.25.

Figure 7. Performance of the Low Proficiency Subjects on the Four Inference Types on the Pretest and Posttest



A comparison of the mean scores achieved on the Pretest and the Posttest indicates that the Low Proficiency subjects performed better on all

four inference types on the Posttest as compared to the Pretest. The largest increase in mean score was recorded on two inference types - the Logical Informational and the Logical Explanatory categories. The lowest increase in mean score was 0.25 for the Elaborative Explanatory category whereas the mean score for the Elaborative Informational category increased by 0.917.

4.4.6 Performance of the High and Low Proficiency Subjects on the Four Inference Types on the Posttest

Table 4.11 below shows the performance of the High and Low Proficiency students on the four inference categories on the Posttest. An unexpected finding was the poor score which both the High as well as the Low Proficiency subjects obtained on the Logical Informational category of inferences. This is the easiest of the four inference types based on Chikalanga's (1992) taxonomy of inference types. The mean score for the High Proficiency subjects on this category was the lowest, 2.5 whereas for the Low Proficiency students, this category was tied for the lowest score with the Elaborative Informational category of inferences, with a mean of 2.167.

Table 4.11. Performance of the High Proficiency and Low Proficiency subjects on the four inference types on the Posttest

	High Proficiency			Low Proficiency					
Inference Type	*n*	mean	s.d.	*N*	mean	s.d.	*t* value	*df*	*p*
Logical informational	12	2.500	1.168	12	2.167	1.115	.72	22	.482
Logical explanatory	12	3.917	1.311	12	3.000	.603	2.20	22	.043*
Elaborative informational	12	3.417	1.379	12	2.167	1.115	2.44	22	.024*
Elaborative explanatory	12	3.583	1.084	12	2.250	.866	3.33	22	.003*

*$p < 0.05$

Another interesting finding was that unlike the Pretest, where the Low Proficiency subjects had performed better on one inference category - the Elaborative Explanatory category, on the Posttest, the High Proficiency subjects performed better than their Low Proficiency counterparts on every one of the four categories of inferences.

The largest difference in mean scores was on the Elaborative Explanatory category of inferences where the High Proficiency subjects obtained a mean of 3.583 as compared to the Low Proficiency subjects' mean score of 2.250, a difference of 1.33. The between groups *t*-test yielded $t = 3.33$, $df = 22$, $p = .003$, thus indicating that the High and Low Proficiency subjects differed significantly in their performance on the Elaborative Explanatory category of inferences.

A fairly large difference between the mean scores of the two groups was also found on the Elaborative Informational category of inferences. The High Proficiency subjects obtained a mean of 3.417 while the Low Proficiency subjects obtained a mean of 2.167. This was a difference of 1.25 in favour of the High Proficiency subjects. The between groups *t*-test yielded $t = .2.44$, $df = 22$, $p = .024$, thus indicating that the High Proficiency subjects had also performed significantly better on the Elaborative Informational category of inferences as compared to their Low Proficiency counterparts.

The High and Low Proficiency subjects also differed significantly in their performance on the Logical Explanatory category of inferences. While the High Proficiency subjects recorded a mean score of 3.917, the Low Proficiency subjects had a mean score of 3.0. The between groups *t*-test yielded $t = 2.20$, $df = 22$, $p = .043$, thus indicating that the High Proficiency subjects had

performed significantly better than the Low Proficiency subjects on the Logical Explanatory category of inferences as well.

The High Proficiency subjects obtained a mean score of 2.5 on the Logical Informational category of inferences. This was higher than the mean score of 2.167 obtained by the Low Proficiency subjects. However, the between groups *t*-test yielded $t = .72$, $df = 22$, $p = .482$, indicating that a significant difference did not exist in the performance of the two groups of subjects on this category of inferences.

In summary then, after the provision of direct instruction in inference making, the High Proficiency subjects performed better in three of the four inference categories on the Posttest. The one exception was the Logical Informational category. The Low Proficiency subjects, on the other hand, performed better on all four categories of inference types.

The findings also suggest that direct instruction in inference making seems to have benefited the High Proficiency subjects more than it did the Low Proficiency subjects. Prior to the provision of instruction in inference making, the High Proficiency subjects had performed significantly better on only two categories of inferences – Logical Informational and Elaborative Informational – when compared to Low Proficiency subjects. After the provision of direct instruction, the between groups *t*-test indicated that the High Proficiency subjects had performed significantly better than their Low Proficiency counterparts on three of the four inference types - Logical Explanatory, Elaborative Informational, and Elaborative Explanatory. Thus, the difference in inference making ability between the High Proficiency subjects and their Low Proficiency counterparts seems to have widened after the provision of direct instruction in inference making.