



**College of Education**  
**Department of Curriculum and Instruction**

**The Effectiveness of Using Context Clues in Teaching English Vocabulary to English  
as a Foreign Language Learners**

مدى فعالية استخدام السياق ودلالته على تدريس مفردات اللغة الإنجليزية للطلبة الذين  
يتعلمونها كلغة أجنبية

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as a Foreign Language Learners**

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### **Abstract**

This study investigated the effectiveness of using context clues strategy in developing students' vocabulary knowledge. It also studied the effectiveness of the strategy in equipping students with tools that they might use in inferring the unknown words' meaning from the context. The study followed the quasi-experimental design methodology. The participants were forty students from a Mohammad Bin Rashid Al Maktoom Private School in Ramallah, Palestine. They were assigned randomly into two groups (experimental and control). The experimental group was taught using the context clues teaching strategy whereas the control group was taught the same list of vocabulary following the individual words strategy. The data was collected by conducting a pre and post-test with both groups. A descriptive statistical analysis was used to analyze the data of the pre and the post-test, in order to compare the means and standard deviations of the experimental and the control groups. Furthermore, an Independent Sample T-Test analysis was used to compare the means of the experimental and the control group in the pre and the posttest. The results revealed a significant difference between the experimental and control group in the post-test total score. The results also showed a difference between the means of the experimental group pre and post-test, in favor of the posttest. It was concluded that context clues teaching strategy enhanced students' vocabulary knowledge, as displayed in the posttest. Students showed an improvement in their ability in inferring the meaning of the unknown words, but this improvement was not drastic. Recommendations and implications for using context clues teaching strategy are discussed.

## المخلص

هدفت هذه الدراسة الى معرفة مدى فعالية استراتيجية السياق ودلالته في تطوير وبناء حصيلة المفردات ومعاني الكلمات لتعلمي اللغة الانجليزية كلغة أجنبية. وهدفت كذلك الى معرف أثر هذه الاستراتيجية في اكساب الطلبة أدوات للبحث تمكنهم من استنباط معنى المفردات التي قد تصادفهم في أي نص قد يتعرضوا اليه، بالمقارنة مع استراتيجية الكلمات المنفردة عن السياق. بنيت هذه الدراسة على التصميم شبه التجريبي، حيث كان المشاركون في البحث أربعين طالبا وطالبة من مدرسة محمد بن راشد ال مكتوم الخاصة في مدينة رام الله، فلسطين. وقد تم تقسيم المشاركين الى مجموعتين متكافئتين، أحدهم تجريبية والآخرى ضابطة. درست المجموعة التجريبية باستخدام استراتيجية السياق ودلالته ، بينما درست المجموعة الضابطة باستخدام استراتيجية الكلمات المنفردة عن السياق. الأداة التي استخدمت لجمع البيانات كانت الامتحان القبلي والامتحان البعدي، حيث تم مقارنة نتائج هذه الامتحانات لقياس الفروقات في متوسطات النتائج للمجموعتين قبل وبعد استخدام استراتيجية السياق ودلالته و الاستراتيجية التقليدية . في تحليل النتائج استخدمت الباحثة الاختبار الاحصائي : **Independent Samples T-Test** . وقد دلت النتائج على ان هناك فروقات احصائية حدثت على النتائج في الامتحان البعدي ، بعد استخدام استراتيجية السياق ودلالته مع التجريبية و استراتيجية الكلمات المنفردة عن السياق مع الضابطة، وكانت هذه الفروقات لصالح المجموعة التجريبية. ودلت نتائج التحليل أيضا على ان هناك تحسن طراً على قدرة الطلبة في استنباط معاني الكلمات من النص، ولكن هذا التحسن لم يكن كبيرا وملفتا. قدمت هذه الدراسة دليلا تجريبيا على أن استخدام استراتيجية السياق ودلالته أحدثت تحسن على معرفة الطلبة للمعاني والمفردات التي اشتملت عليها الدراسة، وبناء عليه تم اقتراح بعض التوصيات التربوية لاستخدام هذه الاستراتيجية في تدريس معاني الكلمات في اللغة الانجليزية كلغة اجنبية.

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It was narrated by Abu Hurayra (may Allah be pleased with him) that the Prophet Mohammad( blessings and peace be upon him) said , "Allah does not thank the person who does not thank people." Al-Adab Al-Mufrad: 218.

Although my name appears on the cover of this thesis, I gratefully owe my acknowledgement to those who have rewarded me with their advice, efforts ,and have made it possible in contributing to its production, which I will cherish this memory forever.

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## **Chapter One**

### **Introduction**

The main significant matter of new researches relating to teaching English as a second language, has been emphasized on being educated in the leading fundamental communicative skills, which are known to be listening, speaking, reading, and writing. The English vocabulary remains one of the main concerned topics, that has been contributed to the educator's attention in teaching the English language (Yug-ling,2005). Some researchers, have considered vocabulary the main building block of learning any language. Vocabulary forms the core of the four language skills; listening, speaking, reading and writing (Marzano,2012). Teaching vocabulary is an essential element for reading comprehension, as well as one of the main demands for proficient English language learners. In other words, English language scholars require enough competence of vocabulary, which enables them to comprehend and understand any text they may encounter in comprehensive topics (Marzano,2012).

Many researches had documented the strong correlation between vocabulary competence, and reading comprehension (Greenwood & Flanigan,2007; Nagy,1988). Therefore, the lack of adequate terminology with students, is considered one of the serious obstacles, that faces English language learners. English languages educators should start thinking of teaching techniques and strategies, that would enhance the vocabulary knowledge within their students. It should, equip them with tools that would help them in understanding any reading text, wherever and whenever they are presented to.

On the other hand, teaching vocabulary in schools may not be one of the priorities of educators and teachers. Teaching vocabulary, may be considered a marginal topic, in

comparison with the demands of other language skills. Therefore, teaching English terminology has not been given enough time capacity, or effort in class communication. This may be reflected on the instructional strategies and techniques, they tend to use in, when enlightening and developing the teachings of English glossary. These techniques, also, may be insufficient to build the long-term vocabulary knowledge, which students need in their learning English language (Nagy,1988). Teaching individual word strategies, for example, is one of the common procedures used among most of English teachers. The effectiveness of this strategy, however, is questioned in several researches. The results of some studies have considered teaching vocabulary by using individual words and definitions only, which is an ineffective technique in building students' long-term vocabulary knowledge. As a result, students may become not proficient enough as English language learners (Graves,2006). Thus, finding an effective approach in addressing English terminology, has become a demanding issue. Besides, this discussion has formed the paradigm, and the start of a prevailing study, being currently investigated in context clues strategy. Context clues strategy as an effective scheme, in developing the vocabulary word's knowledge, will be tested in the current study, in comparison with the individual word method.

## **Theoretical Framework**

### **Graves Comprehensive Vocabulary Instruction Program (Approach)**

The theoretical framework, that has underpinned this study, was the Comprehension Vocabulary Instruction Program or approach completed by Michael F. Graves. Graves is a senior scientist, who had conducted different studies and researches, relating to vocabulary teaching. This importance of vocabulary and the number of vocabulary that children needed

to learn, were enough reasons to motivate Graves to come up with a comprehensive vocabulary program in 2006.

Graves' program came mainly to develop the long-term vocabulary knowledge, and its aim was to help all children, even those who entered schools with small vocabulary word understanding. Besides, he has described the four components of this long-term vocabulary program: (1) providing rich and varied language experiences; (2) teaching individual words; (3) teaching word-learning strategies; and (4) fostering word consciousness (Graves, 2006).

### **Providing Rich and Varied Language Experience**

This was the first component in Graves' Program, in which Graves considered the vocabulary is primarily acquired incidentally, through listening, speaking, and reading. So subconsciously, students would learn vocabulary informally. Thus, teachers need to immerse their students in a fertile vocabulary environment, and in a rich language instruction. Graves' focus, additionally, has been poured on the importance of experiencing words and phrases through, reading, listening, speaking, and writing, across varied types of genres, including prose and poetry, narrative and informational texts. Moreover, it is suggested that reading to students, would encourage them to read independently. This can be achieved when a large number of new and engaging reading materials were added to the classroom, and that would improve the comprehension skill and the oral language development (Graves,2006). Additionally Graves assured, that English learners and English native speakers, need to be engaged frequently in the language, and if the reading is increased, students' vocabulary knowledge would be expanded. On other hand, this

component of Graves approach (2006) justifies the essential role of using the context, and the intensive process in teaching vocabulary words incidentally.

### **Teaching Individual Words**

The second component of Graves program was teaching individual words. Graves had suggested that children needed to learn many specific words, so that their large amount of vocabulary would enable them to be proficient language learners. Thus, Graves assumed that teachers needed to teach vocabulary by using individual words technique, which was when the teacher taught the words and their meanings directly. But he noted that in teaching learners by using individual words, a large amount of words would be presented directly at a time, and that would be insufficient to enhance the long-term vocabulary growth of target words (Graves,2000).

On the other hand, Graves has shed the light on the importance of giving both definitional and contextual information, in the vocabulary instruction. This combination of these two elements to be more powerful than giving individual words alone. This is because individual words is an explicit teaching, but should be accompanied with contextual information, multiple exposures to target words in varied contexts, that this will promote deep processing of word meanings . Thus, Graves suggested

“including both definitional and contextual information, involving students in active and deep processing of the words, providing students with multiple exposures to the word, reviewing, rehearsing, and reminding students about the word in various contexts over time, involving students in discussions of the word’s meaning, and spending a significant amount of time on the word will enhance the long-term vocabulary knowledge” (Graves, 2006, p. 69-70).

### **Teaching Words- learning strategy**

This third component of Graves' approach was very significant in this study. Graves (2006) considered teaching words-learning strategies was an essential component of comprehensive vocabulary instruction. These strategies taught students to be independent word learners, and the learner would become a strategic reader, who knew how to deal with unfamiliar vocabulary words, that he/she encountered. Within these learning strategies, as Graves (2006) assured, the vocabulary words could be taught through context, word parts and definitions.

“Well researched word-learning strategies, are used with first language learners include using context clues, using word parts, and using dictionaries ,and there is a substantial body of first-language research that supports two approaches to teaching word-learning strategies that are particularly effective when used together” (Graves, 2006, p. 90).

Additionally, words-learning strategy requires three types of word learning analysis: contextual analysis, morphemic analysis, and using dictionaries. In contextual analysis, which is one of the vocabulary learning strategies, the reader will be able to infer and induct the word meaning, by using clues variables in the sentences and the paragraphs around any unknown word. Whereas, in morphemic analysis, the reader will be able to recognize the word parts, that includes suffixes and prefixes. Using dictionaries, on the other hand, refers to have dictionaries in class, and refer to them during the lesson, as a part of consulting appropriate references (Graves,2006). It is worth mentioning, that these three learning strategies come directly to the heart of context clues strategy, that the learners within context clues use the contextual analysis, the morphemic mapping, and the dictionary sometimes, and all these word-learning strategies go with the techniques of context clues strategy.

### **Fostering word consciousness**

This fourth component of Graves approach, indicated the need to develop the awareness of the words, and their relationship with other words. This awareness included using semantic clues, consisting of synonyms and antonyms (Grave,2006).

### **Types of Vocabulary Instruction**

Graves provided different powerful instructional strategies of vocabulary, that he gave examples of the vocabulary instruction, which supported the learning of rich and full word meanings. One of that vocabulary instruction was using the definition, rich context, and a picture, that took relatively little time but could be effective. Another type of rich and powerful vocabulary instruction, that was suggested by Graves's program, was using semantic mapping, in which the teacher and the learner use a graphic organizer or a map, that analyzing the synonyms and antonyms, word-parts...etc.

### **Context Clues and the Four Components**

Context clues as a strategy for vocabulary instruction, belongs to the components of Graves approach. This strategy indicates teaching vocabulary words explicitly and implicitly. Using context is an implicit strategy, that implies teaching vocabulary to students incidentally. Teaching individual words explicitly alone is not supported by Graves's program, he instead suggested types of instruction for vocabulary that involve both definitions and context. Additionally, Graves considered the combination of these two elements more powerful than giving either of them alone. On the other hand, using the third and the fourth components together are called generative knowledge (Graves,2000). Graves (2000) has explained, that generative knowledge, is the knowledge about the words that goes deeply beyond the knowledge of individual words, and that makes a person a



good learner. The generative word knowledge is consisted of teaching words-learning strategy, in which the learner uses strategies such as the contextual analysis, the morphemic maps...etc , and fostering word consciousness; that the learner uses semantic clues, such as synonyms and antonyms. To sum up, Graves' Program four components are underpinning context clues strategy, that it depends on teaching vocabulary words using combinations between definitions, context, and word parts, with drawing and using pictures.

## **The Research Problem**

### **Problem Identification**

The need for good communication skills in English has created a huge demand for English teaching around the world, which put pressure on teachers of English, that millions of people today want to improve their communicative competence of English, or to ensure that their children achieve a good quality of learning and teaching methods (Richards,2006). English teachers in most of non-English speaking countries, might tend to give the vocabulary a marginal importance in teaching the language. This comes parallel with the pressure, that is set on them in teaching the language communicatively (Ibid). Therefore, teaching vocabulary might being taught directly, through either translation, or using individual words strategy. Thus, the students' role is to memorize the target words, without having a frame of reference approach, in building the vocabulary knowledge in their mind, and that will cause the lack of an essential words competence, which students need in learning the four language English skills.

From this issue, I became motivated, and interested to interrogate an alternative procedure for teaching vocabulary words, instead of using individual word tactics only. One of the maneuvering methods, that I became willing to investigate its effectiveness is context

clues approach. Furthermore, this method is based on the Comprehension Vocabulary Instruction program or project, that has been developed by Michael Graves (2006).

### **The Importance and Aims of the Study**

There are ultimately different reasons, to justify the need of using the context clues method in teaching English terminology. This importance is justified in some literature, in which its role in increasing the deep and the long-term diction knowledge, in which the learners by this strategy, pass in an intensive deep process, through giving general and specific awareness about each expression. This enables the students to strengthen, and master the fundamental communicative language skills (Nagy,1988).

Through context clues strategy, students may be given the opportunity to have a self-learning autonomy, which will determinate and result in self-sufficient initiators in learning unfamiliar words. This may be achieved by equipping students with different strategies and clues, that they can use in inferring the meaning of any unidentified word. Additionally, context clues strategy is suggested to be applied in group-work, which will promote students to be more active, in their teaching and their learning process, through working collaboratively in groups, and to discover the meaning of the desolated words which exploiting different clues (Graves,2006).

Therefore, I am investigating contexts clues strategy, as an alternative strategy in teaching vocabulary. Thus, this study has suggested an approaching proposition, that may help engrave glossary terms in students' intellectual perception.

### **Research Questions and Hypotheses**

The two main questions that guided this study are :

First Question,

1. What is the effect of context clues teaching strategy in developing students' vocabulary knowledge?,

This question implies two hypotheses;

A. It is hypothesized that there is no significant difference at the level of  $\alpha \leq 0.05$  between the means of the pre-test between the control and the experimental groups.

B. It is hypothesized that there is significant difference at the level of  $\alpha \leq 0.05$  between the means of the post-tests between the control and the experimental groups, in favor of the experimental group.

Second question,

2. What is the effect of the context clues teaching strategy on enhancing students' ability to infer vocabulary meaning from the context?

### **Delimitations of the Study**

This study was conducted to investigate the effectiveness of context clues strategy, on developing the vocabulary knowledge. This was directed in a private school in Ramallah district, Palestine. The period of the study was during the school year 2014 /2015, from February to May.

The delimitations of this study are as following :

- General purpose: To test the effectiveness of context clues strategy, and its role in developing the vocabulary knowledge, in comparison with individual words strategy
- Subject matter: English language vocabulary, and giving particular focus to vocabulary and reading comprehension.
- Participants: Forty, sixth grade students from Mohammad Bin Rashid Private School

This study also was based on Graves (2006) Comprehension Vocabulary Instruction Program (Approach), and this approach was the theoretical framework.

### **Definition of Terms**

There are two terminologies, that are used throughout this study, and need to be clarified: context clues, and individual words.

#### **Context clues Strategy**

There are different definitions of context clues in the literature. Most of the definitions of context clues defined it parallel with context analysis. But the definition, that is adapted in the current study, implies more than the contextual analysis. It indicates the syntactic and the semantic clues. In other words, in the current study, the context gives clues that may help the students to identify the unknown word based on the words, phrases and sentences around it. Whereas, syntactic clues indicate the word parts; such as prefixes and suffix. The semantic clues, on the other hand, include giving the words' synonyms and antonyms; a synonym indicates giving the meaning of words, and the antonym refers to giving the opposite meaning. And all these clues can be taught and presented in a graphic map. (To see the word map, see Appendix 1)

#### **Individual Words**

This term indicates teaching the vocabulary explicitly and directly, and that is by giving the words and its definition in the native language, or in the second language.

### **Limitations of the Study**

The present study had faced different challenges, and obstacles in reaching the desired goals. One of the obstacles that was faced, and implemented during the current study, was that the small size of the sample. This obstacle caused by conducting the study in

a private school, where the researcher works, and the two groups of sixth graders, were the only two classes that are available at the school. Thus, the participants were not randomly selected. The participants might not be considered representative of a larger population. The vocabulary words, that were embedded in the study, were taken from sixth grade Oxford Discover textbook. This syllabus was hardly to be found in other schools. The experimental period might be considered a challenge for this study as well. If this period was expanded, the benefits from this strategy might have been duplicated. The Gender also may have been another issue. Students in experimental group were female students, whereas male students participated in the control group. The pre-test, however, showed no differences between both groups, whereas some studies might suggest gender differences among males and females, referring to the linguistic intelligences by Gardner (1983). Another limitation of the present study was the absence of a specification table for the pre and posttest, since the objectives of the pre and posttest elicit recalling of the target vocabulary only. Therefore, the pretest and posttest items have one or two levels of knowledge based Bloom's taxonomy, which are memorization and understanding.

## **Chapter Two**

### **Literature Review**

It is clear that the limited nature of vocabulary instruction, that is practiced by most English teachers, has been resulted from the lack of efficient approaches (Ford-Connors & Paratore,2014). In the National Reading Panel (2000), for instance, there was a statement that has been declared; that we all have well understanding of the importance of vocabulary knowledge, but little is known about teaching techniques, which support the words growth. It has also noted, that teachers continue depending on dictionaries for searching definitions of certain words, which caused failure of getting to the heart of vocabulary knowledge (National Reading Panel,2000).

Vocabulary knowledge was considered the paradigm or the building block for teaching and learning any language (Lai,2005). Different studies, also, have shown a strong correlation between this knowledge and other language skills, also between vocabulary and reading comprehension as well (Johnson & Inc,2000). Moreover, many have stated that vocabulary words can be good predictors for students' achievements in different language skills. They are essential for comprehending any text that students may encounter (Greenwood & Flangon,2007). Bishop, Yopp and Yopp (2009), for instance, have agreed that the wide vocabulary growth can predict the students' academic success. On the other hand, they stated that researchers did not give much concern to the vocabulary in their researches, and their focus was only poured on the content of the vocabulary knowledge. Whereas not much attention was given to the vocabulary instruction, and teaching strategies (Bishop & et al,2009). This may justify what Wilkins (1972) had stated in his

famous statement: "...While without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pp. 111-112).

Additionally, as the core of this study is to investigate the effectiveness of one of the vocabulary teaching strategies "Context Clues", it is appropriate in this situation to present a review of different studies, that give this strategy its sense and spirit. This also may pave the way to test its effectiveness later on, from different dimensions. Therefore, what follows in this chapter will be a review of studies in this field. Besides, this effectiveness is going to be presented through different sections: the first will be about the aspects of the vocabulary knowledge, with a summary of several vocabulary teaching strategies, incidental and intentional ones. The second section, on the other hand, will be devoted to discussing the effectiveness of teaching individual words strategy. Section three will be a discussion of what some researchers have concluded, about context clues strategy and its types. That will be followed by presenting the effectiveness of context clues from different dimensions as the following: The effectiveness of context clues on students' motivation, its effectiveness on reading comprehension, the correlation between context clues as a vocabulary strategy, vocabulary acquisition, and with discussing its role in equipping students with vocabulary learning strategies. Overall the extent of this statement will conclude the effectiveness of context clues in developing the vocabulary knowledge.

### **Aspects of Vocabulary Knowledge and the Vocabulary Teaching Strategies**

#### **Aspects of Vocabulary Knowledge**

The aspects and strategies of vocabulary has actually included and been presented in many studies. Nation (2001), for example, has suggested a description of a range, and aspects of the word knowledge, which were needed to be known. He has also divided this

knowledge into three main aspects: the form, the meaning, and the use of each word. The “form” of the word, according to Nation, has indicated how we speak, and write the word. In addition to recognizing the word-parts; such as its prefix or suffix. The “meaning”, on the other hand, has implied how the word is formed and worked into shaping the association in the person’s perception. While the “use” indicates the grammatical functions of certain words. Accordingly, Nation has concluded, that these aspects of vocabulary words are essential for developing word knowledge (Nation,2001).

Similarly, Nagy (2005) has stated that the vocabulary knowledge indicated more than mastering the definitions of the words. Instead, he recognized and cited different dimensions for mastering such knowledge: In grammatical function and its collocation, with the metaphorical use (Nagy,2005). Whereas Hulstijn and Laufer (2001) have considered the vocabulary knowledge, consisting of three main components; need, search and evaluation. “Need” indicates the requirements for linguistic features, in order to understand the passage. “Search” means the attempt to find required information, or to look up the words from dictionary. While “Evaluation” indicates comparing the word with other words through context (Hulstijn & Laufer,2001).

In conclusion, regardless the different titles, that are given to the aspects of the word knowledge, these different perspectives imply the same in disguise. The word knowledge includes more than recognizing the meaning of the words. Whereas, most of teachers of English still focus on the meaning only, while ignoring the form and its use. In connection, it is appropriate to present some of strategies in teaching vocabulary, according to some researches, as an introduction for discussing context clues strategy .



### **Vocabulary Teaching Strategies**

Teaching vocabulary words has been affected, as all other the language components, with the shift that has occurred in teaching language approaches; this can be obviously noticed from the change in the language teaching techniques, that ranged from translating the target words, and moving to the incidental strategies (Karbalaee, Amoli & Tauakoli, 2012). Moreover, from different studies we can conclude that the concern of many researchers, related to the vocabulary teaching techniques, can be categorized into two main perspectives: intentional strategies, and incidental ones.

The intentional vocabulary learning and teaching, is when the words are presented explicitly by giving the direct definitions, which may lead to greater and faster gains (Laufer,2005). Additionally, Laufer (2005) has suggested, that teaching vocabulary words explicitly might give a better chance of retention, and reaching a productive level of mastery. Despite this fact, that she has suggested and argued that teaching vocabulary words explicitly might be helpful for retention, this retention would decline after a period of time (Laufer,2005).

On the other hand , informing vocabulary intentionally or explicitly, through giving, or teaching individual words, may enable the teacher from demonstrating a certain amount of words at a time, but this strategy may also fail to develop students' knowledge about the words (Laufer,2005). Furthermore, teaching individual words, is one of the intentional vocabulary teaching strategies, which will be highlighted in the following section, and showing the significance of this teaching strategy in the current study.

### **Teaching Vocabulary through Individual words**

Teaching vocabulary through individual words explicitly, means giving the words' definitions, or words list continue to be memorized, and through word-parts. These are considered explicit and direct interpreting vocabulary techniques (McEntire& William,2007). Some researchers considered teaching vocabulary words explicitly, can have a surpassing advantage on using them incidentally through context; that is teaching individual words directly. This prevalence may save time and enable driven students to go directly to the meaning. Besides, other researchers stated that teaching vocabulary words directly and individually, might give better results in posttests, but they also have admitted that satisfying results depends on the short-term memory, which requires memorization only (Laufer,2005 ).

On the other hand, there are different researchers, who had questioned the intentional vocabulary teaching strategies. Sokmen (1997), for instance, suggested that teaching vocabulary has moved from using direct or explicit methods; such as translation, to using incidental strategies; such as context (Sokmen,1997). Other studies, though, revealed that the mixed strategies, intentional and incidental, can be more efficient, and they would give better results on students' vocabulary knowledge; Schmitt and MaCarthy (1997) have suggested an effective strategy in teaching vocabulary words, and that is through making contribution between two strategies; context and definitions (Schmitt & MaCarthy,1997). Additionally, Nation (2001) has inducted from different studies, that using different strategies together in teaching vocabulary words may be very helpful; particularly if these strategies cover the learners' responsibility, interests, and they give the learners more engagement. This, accordingly, can be beneficial for students to remember or store the

words, rather than giving students a small margin in the teaching-learning process (Nation,2001). This may come with what Chamot (2004) has concluded, when she focused on the importance of the environment, for offering good learning strategies and giving more attention for using student-centered strategies in teaching vocabulary words, rather than teacher- centered ones (Chamot,2004).

Therefore, teaching individual terminologies, which is an intentional strategy educates students, who are not active enough in the learning process, and it basically depends on memorization. On the other hand, some researchers have concluded the importance of teaching individual words in some cases. Schmitt and MaCarthy (1997), for example, set a classification of two groups of words: the first group includes words, that can be taught by using discovery techniques, and that is when the teachers familiarize students to discover the words' meaning, through guessing them from context. While the second group of words indicates words, that need to be taught individually through definitions (Schmitt & MaCarthy,1997).

Moreover, word-part strategy is one of the explicit vocabulary strategies, which is used in teaching vocabulary words intentionally, and indicates acknowledging students with words' roots, suffixes and prefixes. Nation (2001) has shown how some strategies as word-part, might be helpful for developing learners' knowledge. This comes with Johnson & Inc (2000), who had indicated how word-part strategy gave good results, in teaching vocabulary for upper elementary grades. However, it is suggested that using word-part strategy can be more beneficial, after guessing certain words from the context. This can be checked whether the words have been successfully predicted from the context by comparing the words' suffixes and prefixes (Nation,2001; Johnson & Inc,2000).

Relating to the incidental learning vocabulary and inferring from context, many researchers had shown that one of the most frequent and preferable strategies for learners, in dealing with the unknown word, was through reading. The learners, though, may rate guessing from context as a useful strategy (Schmitt,1999). McEntire and William (2007) have also stated that when students encounter an unfamiliar word, one of the appropriate strategies that they can use, was inferring and guessing the word meaning from its context. It was also noted that the learner might not obtain the exact meaning, but at least he/she could get different benefits. Such as giving the reader the chance to keep reading the text, focusing on the ideas, with developing complete understanding of the word, and enable learners from remembering the inferred words for longer time. They have also suggested some guidelines for inferring meaning from the context; and they drew the attention to the importance of recognizing the part of speech of the words (McEntire & William,2007).

Similarly, Harmer (2009) agreed that students need to see words in context, in order to see how they are used, but using context according to Harmer (2009) should be accompanied with other vocabulary techniques such as: information gap crossword, prefixes, suffixes and using dictionaries. Moreover, Schmitt (2009) had discussed the need to a large number of lexical items, that learners must know about each word, in order to develop the depth of the vocabulary knowledge. Vocabulary, thus, must be acquired through a massive exposure to an L2, that might lead to the importance of teaching both an explicit teaching components, and maximizing repeated exposure. Being as extensive reading words, which would be essential in many different context, in order to develop mastery of their knowledge, and imply long –term vocabulary learning (Schmitt,2009).

Although the mainstream in teaching vocabulary became focusing on context, as a meaning-based learning, Laufer (2005) stated some reasons that make the context alone not enough. Through context only, as she mentioned, learners couldn't recognize the precise meaning of certain words. This reveals guessing from context alone can be unreliable, especially if the learner does not have much vocabulary. Therefore it is demanded to teach vocabulary intentionally, parallel with context (Laufer,2005).

Briefly saying, in spite of some studies, that have supported teaching vocabulary words either intentionally or incidentally, it has been encouraged using combination of incidental and intentional techniques together. For example using assumptions from the context, the dictionary, and word parts. This combination, moreover, supports the theoretical framework of this study, that depends on Graves' vocabulary instructional program, in which he is considering context clues as an effective strategy for vocabulary instruction.

### **Context Clues Teaching Strategy**

In the previous section, two directions of techniques in teaching vocabulary were discussed; intentional and incidental techniques. Teaching vocabulary has influenced by top-down naturalistic perspective or the incidental perspective; which indicated moving from the whole context, into more specific details, in addition to the effect of the communicative approach after 1970s and 1980s; which demanded elaborating the language in real life context. As a result, classroom teachers became under a challenge, and that was the method to assist students from storing and retrieving words of the target language, so as to elaborate them in the process of their learning the language (Sokmen,1997). One of the changes that had occurred, was the need to teach students how to use context clues as a

strategy in learning vocabulary words (Sokmen,1997), since vocabulary teaching strategies only focused on memorization. These are considered superficial and short-term learning techniques. Researchers, therefore, indicated the need to see the words in context rather than memorizing them only. This might justify why many studies have suggested the need to use combination between more than one strategy from bottom–up and bottom-down, ( or intentional and incidental). In other words, the changes in perspectives towards teaching vocabulary have been summed up by Sokmen, who stated that the pendulum, in teaching vocabulary, had swung from direct teaching of vocabulary (the grammar translation), to incidental one (the communicative approach) and how to back to the middle implicit and explicit learning (Sokmen,1997).

Relating to implicit and explicit vocabulary teaching techniques, context clues comes in the middle, as a vocabulary strategy in order to combine between two perspectives. That is by including some explicit and implicit teaching techniques. It is appropriate to mention, that although context clues as a strategy implies different techniques, we cannot find in literature a limited and a certain categorization of its types. But from different studies, there are various types which are; contextual analysis clues, morphemic clues, semantic clues and using Illustrators and personal clues.

### **Contextual Analysis / Inferring from Context**

Some researchers have stated that using context alone, in teaching vocabulary, may not be sufficient for teaching vocabulary words effectively. Sokmen (1997), for example, argued that using the implicit or incidental techniques alone, in teaching vocabulary, was an arguable issue; since inferring words from context was a slow process, and it carried the possibility of guessing the wrong meaning of a word. Besides, he argued that low achievers

may struggle within this approach, as they do not have sufficient vocabulary knowledge, which might help them in comprehending words in context. Moreover, guessing from context alone has been considered not sufficient to result long-term vocabulary knowledge; Mandaria and Witde Boer (1991) had concluded that guessing from context was better on students' results, but they also argued that it had no improvement on vocabulary knowledge (Mandaria & Witde Boer,1991, cited in Sokmen,1997).

### **Morphemic Clues**

The morphemic clues are the second type of context clues. These clues are one of the explicit ways that students can use, parallel with the contextual analysis (Baumann, Edwards, Tereshinki, Kam e'enui, & Olejnik,2002). Besides, word-parts is one of these morphemic clues, that takes students to compare new words, with known words in order to get their meaning. For example comparing the words' suffixes and prefixes, in which students require deeper level of processing. Some studies, have stated that using word-parts enhances the long-term vocabulary retention (Sokmen,1997).

Moreover, different researches have shown the correlation between inferring from context and analyzing words' suffixes and prefixes, and how it would give better results on retention; Baumann et al (2002), for example, had suggested this in their study, when they examined the effect of instruction using morphemic and contextual analysis on four classes in fifth grade. Fifth-grade students were assigned to morphemic group, context group, and morphemic-context experimental group. Students' ability were tested in recalling the meaning of words, and in inferring words from context. The result had shown that the morphemic-context group outperformed (Baumann et al,2000). Nagy (2005) had also suggested, that one of the best characteristics of a skilled word-learner, was to use context

with discussing the words' prefixes, roots and suffixes. This was described as an effective way in dealing with words (Nagy,2005).

Additionally, Baumann et al (2002) had suggested that applying morphemic and contextual analysis, could lead to enhancing vocabulary knowledge. This statement came with Dale and O'Rourke (1986), who stressed on the importance of using context parallel with word parts (Dale &O'Rourke,1986 cited in Baumann et al,2002). Moreover, the effectiveness of instructions using morphemic group, and contextual analysis group on classes of fifth grade, was investigated. Fifth graders in this study were assigned into: morphemic only group, context only group, and combined morphemic-context group. Twelve fifty-minute lessons were taught to the experimental group, after that students were tested in their ability in inferring words' meaning. The study came up with a conclusion; that morphemic and contextual analysis together, could positively influence vocabulary learning (Baumann et al, 2002).

### **Semantic Clues**

Semantic clues, which is another type of context clues, had also been investigated in teaching vocabulary. This came through establishing semantic networks of different techniques; such as associating new words with familiar terms, and explaining the relationship among the target words, by giving words' synonyms and antonyms, with relating the words to the readers' background. This could also be accompanied with generating examples of the appropriate use of words, and matching them with their definitions (Carr & Mazur- Stewart,1988). One of the semantic clues, that was suggested and supported to be effective in teaching vocabulary, by many researchers, was elaborating the words with students' previous knowledge and experience. This elaboration, would build



rich semantic networks for vocabulary, and increase the students' understanding and retention. It has been stated that this strategy had a positive influence in improving vocabulary knowledge (Carr & Mazur- Stewart, 1988).

Moreover, using definitions, either through word list or dictionaries, was another semantic strategy that could be used in teaching vocabulary. Although this strategy had benefits; that it saved time and the teacher could cover amount of words at a time, with in consideration using dictionary is an independent vocabulary strategy (Nation,1982). Researchers suggested that this cannot be an effective way in teaching vocabulary. Without making combination with contextual clues (Bush,1988). Besides, referring to dictionary has been criticized, that it cannot fully give the meaning of a word.

Moreover, using synonyms and antonyms are another semantic clue, that learners can use in providing definitions of the target words. Nation (1997) had proposed different semantic clues and strategies for giving depth meaning of the target word; such as using synonyms, antonyms, and giving definitions of words in L1 for non-English native speakers. Relating to using L1, some researchers, are against using L1 as a translation of words, in teaching vocabulary. For example, Schmitt (2008) showed that although most of learners use L1 in their meaning process, using L1 is considered insufficient in building the words' knowledge (Schmitt,2008). In brief, semantic clues, either through antonyms and synonyms, or through definitions and giving students examples on their own sentences, parallel with context may build a semantic network and map, which is considered an effective technique for enhancing the vocabulary retention (Sokmen,1997)

### **Using Illustrators / Pictures and Personal Clues**

This is another type of context clues, in which students illustrate and use pictures. Sokmen (1997) considered imaging and concrete material, would give better results for later recall. Images are non-verbal representations, which could enhance the verbal representations, and that is when the learner is asked to draw and to illustrate (Sokmen,1997).

Personal clues, are also one of those suggested techniques in learning vocabulary words; and that is when the learner has been promoted to construct and elaborate the meaning. By connecting the new words with his/ her schema (Carr & Mazur- Stewart,1988). Clair and Mazur-Stewart (1988) have suggested, that using images and drawing, with connecting the words with the personal experience of the learners, would enhance the comprehension and the vocabulary knowledge (Carr & Mazur- Stewart, 1988).

In addition to this discussion for different types of context clues, the effectiveness of these types is presented under the light of different researches. Few researchers, however, had presented these types together in one study. Johnson and Inc (2000), for instance, had stated an approach for teaching vocabulary, was by giving definitions and context together. This was described as a flexible knowledge of word meanings, particularly if it was accompanied by giving examples, and creating sentences (Johnson &Inc,2000). Ostovar (2013) had also investigated a combination between different vocabulary strategies together; such as guessing from the context, asking for examples of use, expressing antonyms, synonyms, using words in imaginary situations, using drawing along with demonstrating and translating the new words. Baumann et al (2003) additionally had called

for combining some of context clues types; such as definitions, synonyms, antonyms, examples... etc. (Baumann, Edwards, Boland, Olejnik, & Kame'enui, 2003)

In this context it is appropriate to mention that context clues types, have been investigated in the current study, and are used based on Comprehensive Vocabulary Instruction Program by Graves (2006). This program was basically established for developing students' long term vocabulary. Graves has suggested different types of context clues and analysis. These types are: contextual analysis, morphemic analysis, dictionaries and using drawings and illustrators (Graves, 2006, 2009). Moreover, the effectiveness of context clues has been discussed from different dimensions, and these dimensions are going to be discussed in the following section.

### **The Effectiveness of Context Clues**

According to many researchers, different dimensions play a great role in justifying the effectiveness of context clues strategy. This effectiveness was categorized under certain sections: The effectiveness of using group work in context clues, on students' motivation, the effectiveness of context clues on reading comprehension, the effectiveness of context clues on getting learning vocabulary strategies, and its effectiveness in building the vocabulary knowledge.

One of the strengths of context clues as a strategy in teaching vocabulary, is that it should be applied through group work. Because it is considered impractical to be practiced individually, relating to the limited teaching time. By using group work instruction, the effectiveness of context clues, would be determined and supported, especially when students scaffold each other (Vygotsky, 1978). Johnson & Inc (2000) for example, had shed the light on the importance of using context clues in social work, and through group

discussion. They had highlighted the role of students in supporting each other, in their learning of the new vocabulary. As a result, students' motivation towards learning new words might be increased, particularly if students are low-achievers. However, context clues as an autonomous strategy, may be disappointing for low-achievers if it is conducted individually, since they do not have enough vocabulary words (Laufer,2005).

In this regard, Hibbard (2009) has aimed to increase word meaning, in an independent instructional technique, in the level of a text for fifth graders, through the use of context clues strategy. The question that guided Hibbard's research (2009), was whether context clue analysis supported students when they found the meaning of an unknown word. According to his study, students were given three texts; two fictions, and one notification with a given set of words as a pre-test. The findings of this study found, that students' ability to identify unknown words increased by using context clues. The findings also emphasized on how learners might be encouraged to learn through their mistakes, and through the social interaction development. Additionally, Hibbard (2009) has stated that having students working together, to figure out an unknown word, could be beneficial for their learning process (Hibbard,2009).

On the other hand, the effectiveness of context clues on reading comprehension had also attained the researchers' concern. Schmitt (2008) had stated, that inferring from context, had an improvement on reading comprehension. Additionally, some researchers, considered the size of vocabulary, that students have, was a powerful predictor, of how well the person comprehended (Greenwood & Flanigan,2007). Besides, Bishop et al (2009) had concluded, that many researches have confirmed the positive correlation between students' ability and vocabulary knowledge in comprehending a text . Besides, Sampson, Valmont and

Allen(1982), had investigated before the effectiveness of context clues strategy, on teaching vocabulary words in comparison with the direct method with third-grade students. The finding of this study showed that the experimental group outperformed the control group in the posttest (Sampson, Valmont & Allen,1982).

Furthermore, Rokni and Niknaqsh (2013) have investigated the effectiveness of context clues strategy, on reading comprehension for EFL learners from Iran. Two classes of 60 intermediate students were assigned into experimental and control group. Context clues strategy was the treatment with the experimental group, a post test was given to both groups, which resulted, that the experimental group (context clues) outperformed the control group in the posttest. Another study was conducted by Reardon (2001), which aimed to investigate the effectiveness of teaching context clues, and its effectiveness on reading comprehension. This study has been conducted with a group of EFL eight-grade students. The findings of this study reflected that the experimental group outperformed the control group in the posttest. Additionally this study went with a study that was conducted by Karbalaei and et al (2012), who had investigated the effectiveness of six intervention sessions, on reading comprehension. The participants were university undergraduate, who were chosen randomly to contextual strategy and the control strategy. The findings of this study showed how the context group outperformed the control group (Karbalaei et al,2012).

The effectiveness of context clues on the vocabulary acquisition was also investigated. According to Schmitt (2009), the vocabulary acquisition could be achieved mainly through the extensive reading, and exposing students to different reading texts. However, Karbalaei and et al (2012) have suggested two types of vocabulary instruction: the

intentional vocabulary instruction and the incidental instruction, and that is teaching meaning of a word explicitly, and giving the learners the chance to enlarge their knowledge, and that is unconsciously to expose them to a variety of rich word through ability awareness (Karbalaee et al,2012).

In addition, Groot (2000) had set out his study from the importance of learning a large number of vocabulary words, by offering optimal conditions for vocabulary acquisition. This could be achieved through exposing students to the target words in different stages on a computer program. In a sense, he investigated the effectiveness of a computer word acquisition program, with students from Utrecht University. This program tried to operate current theoretical thinking, about words acquisition. Besides, the findings of Groot's study described how students, were exposed to three stages in learning the vocabulary words. This displayed that they could learn the words better and for longer time, rather than learning the words directly (Groot,2000).

Teaching students some learning strategies, is the fourth dimension that has justified the effectiveness of context clues. As the mainstream of the new researches was poured on enhanced active learning, and encouraging students to be autonomous language learners. Context clues strategy, therefore, has come to enhance the learning autonomy, by promoting the students from building their own meanings of the new words, with connecting information to their previous knowledge (Carr & Mazur- Stewart,1988). It has also been stated that "it is a kin of the old edge about catching fish for a man as opposed to teaching man how to fish" (Greenwood & Flanigan,2007,pp:1). Moreover, many researchers have suggested different learning strategies, which student could get through applying context clues strategy. This can be achieved when students internalize vocabulary

words with their meanings, and associating these words with their personal experience (Carr & Mazur- Stewart, 1988). Accordingly, some researchers had concluded, that it is impossible for students to learn all the vocabulary words in the classroom. Thus, the recent trends in teaching vocabulary should be towards helping students to learn and to acquire the vocabulary on their own. This could be accomplished through using variety of classroom vocabulary exercises, and by leading students to be more independent vocabulary learners (Sokmen,1997).

### **Context Clues and Developing the Vocabulary knowledge**

The effectiveness of context clues in developing the vocabulary knowledge, is considered a main section in the current study; since I will be analyzing the effectiveness of context clues in building the vocabulary knowledge. In using context clues strategy, learners utilize a deep and active process in vocabulary teaching. This resulted when the learners use deep integration of new words with the prior knowledge, in order to develop semantic networks, which enhanced the retention of the new words ( Beck & Mckeown, 1991).

Enhancing the vocabulary knowledge has been discussed in different studies, and this knowledge was correlated with retention. The effectiveness of inferring from context, for example, in developing the vocabulary retention, was investigated. The findings recommended of the need of combining inferring from context with explicit vocabulary technique; such as using morphemic analysis. Bauman et al (2002), for instance, investigated twelve 50-minute lesson taught to contextual, morphemic and combined morphemic-context groups. The study aimed to test students' ability in recalling the meanings of words. The results, of this study, showed that morphemic-context group outperformed other groups (Baumann et al,2002). Additionally, in a study that had been

conducted by Brown and JR (1991), who tried to compare the effectiveness of three vocabulary learning strategies, that was conducted with sixth-grade students, who were assigned into three groups. Keywords, semantic and keyword- semantic group. Sixth graders received 4 days of instruction, the results of this study suggested that keyword-semantic strategy outperformed the other strategies in the achievement (Brown & JR,1991).

Moreover, Redouces (2004) has examined the effectiveness of guessing from context, in comparison with a word-list strategy in learning French words, among university students. The participants of this study were 12 university students; 5 males and 7 females, with the same level in the language (French). The participants were classified randomly into 6 students, for guessing from context (Experimental group), and 6 students for word-list strategy (control group). The data was collected by a recall test, and a comprehension multiple choice test. These tests were conducted immediately, after applying the two strategies, first after a week then after one month, in order to investigate the vocabulary retention. The findings of this study showed the guessing from the context strategy had a positive impact on the long-term retention (Redouces,2004).

In this context, Martin-Chang, Levy, and O'Neil (2007) had conducted an experiment to investigate the ability to retain the vocabulary words. The participants of this study were 28 ESL second - grade students (16 boys,12 girls). The participants were exposed to two different words methods: the specific word training with the control group, and the context condition with the experimental group. Day one was a pre-test, then eight training days on the two instructional strategies. After eight days of training, students were given a retention test, and this retention test used the material of training. Students in context group scored 97 percent, whereas, the specific- word group scored 94.5 percent.



## **Summary**

In this chapter, different studies were elaborated to support the effectiveness of context clues strategy. It is started with highlighting the importance of teaching–learning vocabulary words in some studies, moving to a discussion of the two main dimensions in teaching vocabulary; the intentional and the incidental. Furthermore, this chapter has included what some researchers have established about teaching individual words strategy. Additionally, the importance of the combination between more than one technique in teaching vocabulary is presented, under the light of different researches. Moreover context clues types have been clarified, and its effectiveness has particularly shown in this chapter, parallel with its effectiveness in enhancing the vocabulary knowledge. This significantly will be discussed in the next chapter when the methodology of this study is discussed.

## **Chapter Three**

### **Research Methodology**

This study was set out to investigate the effectiveness of using context clues, as a strategy in teaching English vocabulary for sixth graders, in developing the vocabulary knowledge. Besides, it came to answer the research two main questions: (1) What is the effect of context clues teaching strategy in developing students' vocabulary knowledge?, (2) What is the effect of the context clues teaching strategy on enhancing students' ability to infer vocabulary meaning from the context?

The current study is a quantitative study, and it is established on quasi-experimental design. It also comes to discuss the effectiveness of context clues strategy on enhancing students' vocabulary knowledge, in comparison with using individual words. Besides, it comes to check whether students, who were trained on using context clues strategy, became autonomously able to use this strategy, as a route in inferring the meaning of any unknown word, that they could meet.

#### **Sampling and Participants**

The current study was conducted, to test the effectiveness of context clues teaching strategy, in a private school named Mohammad Bin Rashid Al-Maktoom School. This school is considered a suitable example of a private school in Ramallah, Al Bireh. It was established in 2007. This school offers an educational program from kindergarten to grade 11. Additionally this school is concerned with teaching English as a foreign language. Al Maktoom School has analyzed and concentrated specifically on an English academic syllabus, which could provide essential skills in literacy, critical thinking, and global

awareness. The following English syllabus, that has been chosen, and is officially being applied from first grade to sixth grade is *Discover Oxford*.

Forty-sixth graders were the participants in a current study, from Mohammad Bin Rashid Al-Maktoom School. They were assigned randomly into two groups: experimental and control group. The treatment, that was practiced with the experimental group in teaching vocabulary, was context clues strategy. Whereas the control group was taught the same vocabulary words, through the individual words strategy. The dependent variable, which was tested in both groups, was the vocabulary knowledge and the students' achievement. This was done by comparing students' achievement of the target words for both groups. It evaluated students' ability, in using context clues as a route, but exclusively within experimental group. This study was conducted during the first three months, in the second semester of 2014-2015 scholastic year, expanding over twelve weeks, starting from the first week in February until the first of May in 2015.

Furthermore, context clues strategy was the treatment, that was practiced with the experimental group. The individual words strategy, however, was used within the control group. Besides, the words that were taught in the current study, were inducted from the four units from sixth grade syllabus, and these lessons were selected according to their order in the semester plan of sixth grade, and they were as following: "Talking About Language " "The Whistlers ", "Housemaid's Dairy " and " The Poetry of Birds ". Table 1 shows the vocabulary of the four units, that had been taught within the experimental and the control groups during the experimental period.

**Table 1: The Vocabulary of the Four Units**

<b>Unit 9: Talking About Language</b>								
Gestures	Beckon	Refusal	Disapproval	Group	lack	Raised	enable	Invaluable
Consist	Distress	Concealed	Transmit					
<b>Unit 10 :The Whistlers</b>								
circular	radiant	shimmer	misty	rugged	pesky	devise	desperately	irritated
frustrated	piercingly	Intently	customary					
<b>Unit 13 : The Poetry of Birds</b>								
argue	amuse	Lazily	awkward	pitifully	clumsy	limp	resemble	mock
jeers	minor	Bear	key					
<b>Unit 12: Housemaid's Diary</b>								
typical	legal	Butler	housekeeper	dustpan	assign	dismiss	cauldron	
gristly	scone	Approve	blame	frantic				

**Learning Activities and Procedures**

The activities, that have been practiced in teaching vocabulary for the experimental group, were involved on using context clues strategy. This strategy was based on the Comprehensive Vocabulary Instruction Program by Michael F. Graves (2006). As discussed before, Graves suggested that context clues was one of the strategies for teaching vocabulary words, which belonged to generative vocabulary knowledge, in which the learner combined more than one technique, to find the meaning of the word. He also provided different powerful instructional strategies of vocabulary words, which supported the learning of rich and deep knowledge of words; such as using the context, the antonyms,

the synonyms, and drawing a picture of each word. The following was done by using a graphic organizer or a map (For more details see Appendix C & D). Furthermore all these techniques together participated in developing the learners' vocabulary knowledge (Graves,2006).

As a result, the procedures and the activities, within context clues strategy, were basically depending on group work. In this strategy the teacher had a marginal role, and the students were the center of the teaching process. Moreover, two periods of English language (90 minutes) were devoted for teaching the vocabulary of each unit, for both groups: the control group and the experimental one ( For context clues learning activities see Appendix C).

In teaching the experimental group, students were distributed into four to five groups. The following vocabulary words were also divided between groups, and each group was given two-three vocabulary words, with word maps to be filled and inducted. After that, the teacher gave each group sufficient time, to discover the meaning of the words. This was done by guessing their meanings from the context, listing their antonyms and synonyms, then the students wrote sentences for each vocabulary according to their understanding from the text on their own. Overall students were asked to draw a picture, and to present their word maps in front of the class. In conclusion of the experiment; the teacher listed the results on the board, and presented the students with the feedback, which were written down in their vocabulary notebooks. Table2 shows a lesson plan for teaching the vocabulary items of unit 9, using context clues teaching strategy.

**Table 2: Lesson Plan for Unit 9 vocabulary with the Experimental Group**

<p>Unit : 9 Talking About Language</p> <p>Lesson Plan : 2 periods ( 90 minutes)</p>
<p>Period 1</p> <ol style="list-style-type: none"> <li>1. Teacher divides students into four to five groups.</li> <li>2. Teacher presents the title of the unit, giving general idea about the lesson.</li> <li>3. Teacher lists the new words of the lesson on the board, while asking students to listen, and repeat the words .</li> <li>4. Teacher gives each group two -three word map sheets ( See Appendix A), and divides two to three words between the groups.</li> <li>5. Teacher informs students that each group must fill in a word map with their synonyms and, antonyms, part of speech, provide the words in context, using them in sentences, and drawing pictures conclusions for each word.</li> <li>6. Teacher gives students 15-20 minutes to look up the words' information, and to fill them in a word map.</li> <li>7. Teacher gives each a group a chance to present their words in front of the class, listing their information on the board, and giving feedback.</li> </ol> <p>Period 2</p> <ol style="list-style-type: none"> <li>1. Teacher reviews the words with students, and lists them on the board.</li> <li>2. Teacher and students solve the book's activities.</li> </ol> <p>Note: Teacher can exclude some words if they are difficult to draw a conclusion upon.</p>

In opposition, the activities in teaching the same words, with the control group were accomplished by using individual words, and involving the same words, accompanying their direct meaning, either in English or Arabic, also presenting picture conclusions, and directly giving antonyms and synonyms of the words( For learning activities with Control group see Appendix D).

Table 3 shows a lesson plan for teaching the vocabulary words of unit 9, with the control group.

**Table 3: Lesson Plan for Teaching the vocabulary within the Control Group**

<p>Unit 9 : Talking About Language</p> <p>Lesson Plan : 2 periods ( 90 minutes)</p> <p>Period 1 + Period 2</p> <ol style="list-style-type: none"> <li>1. Teacher introduces the title of the new lesson :” Talking About Language “</li> <li>2. Teacher starts presenting the new words of the lesson one by one, listing each word on the board with its English meaning.</li> <li>3. Teacher can use some flashcards for demonstration.</li> <li>4. Teacher gives students the antonyms of some words.</li> <li>5. Teacher asks students to write down the words and their English meaning vocabulary notebooks (or gives them a list of words)</li> <li>6. Teacher and students solve the books activities together.</li> </ol>
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### **Instruments and Procedure**

The main instrument that was employed for the collection of data during the research period was pre and posttest.

### **Pre and Posttest**

A pretest (see Appendix B) was administrated to both experimental and control groups. The pretest was administrated the first week in February, 2015. This test, as a whole lasted for one hour, to achieve the practicality consideration. The test included the vocabulary, from the assigned four units, that were mentioned previously ( see Table 1). The items of the test, or the questions, were established in a form to check whether students had prior knowledge about the target words, so as to make sure that both groups had the

same background about these words. The questions varied in eliciting the target words' synonyms, antonyms, using words in sentences, and recognizing the words through pictures, or through the context. Most of the items involved checking students' words retention. The test consisted of six sections: five for both groups, and question six targeted the experimental group only, with the test total score of forty- points.

The first section of the pre and posttest was a matching question, consisting of eight items, and in each item students were asked to match the word with its English meaning. The vocabulary was selected randomly from the target words of the four units ( see Table 1), and a point was allotted to each correct item.

E.g. A. Match each word with its suitable meaning . ( 8 pts).

- |             |   |
|-------------|---|
| 1. Gestures | a. round and flat, shaped like a circle                         |
| 2. Circular | b. allowed by law   |
| 3. Typical  | c. a movement of a hand or a head, etc that expresses something |
| 4. Argue    | d. to make someone laugh or smile                               |
| 5. Amuse    | e. sending out light or heat                                    |
| 6. Radiant  | f. showing the usual qualities of particular person, thing..    |
| 7. Legal    | g. To say things that show you do not agree with someone        |

In the second section, of the pre and posttest analysis, students managed to label the words, with the suitable pictures given in the box. The following question, consisted of eight pictures, where the objective of the question was to examine the student' ability to recall words through pictures. This demonstrated that students were trained on associating pictures words through their knowledge of perception. Therefore this concluded and signified part of context clues strategy according to Graves (2006). A point was also allotted to each item.



E.g. B. Label the pictures below with the suitable words from the box. ( 8 Pts)

Refusal	group	shimmer	misty	butler	housekeeper	lazily	awkward
---------	-------	---------	-------	--------	-------------	--------	---------



1.

.....



2.

.....

3.



.....

The third section in the pre and posttest was also designed in multiple choice form, as to examine students' retention and knowledge about target words. This was where students had to read eight items, and choose the correct answers to fill in the blanks. A point was allotted to each item

E.g. C. Fill in the blanks choosing the correct answer. (8 pts)

1. People who are shy ..... the confidence to speak in public.  
a. enable                      b. lack                      c. consist
2. We couldn't see the gifts because they were ..... behind a curtain.  
a. concealed                      b. transmitted                      c. called
3. Last week, we .....a plan for our research.  
a. shimmered                      b. misty                      c. devised
4. We were ..... and tired, wanted to go to sleep.  
a. irritated                      b. circular                      c. desperately

The fourth and the fifth sections also included the context clues strategy, which interrogated students to present the subsequent words' antonyms, and putting them in correct sentence form. This was presented by Graves (2006), where he suggested the involvement of students to implement their perception, and comprehension of the context clues strategy by introducing antonyms, and practice accurate sentences, that demonstrated and supported vocabulary growth. The resulting section included eight items, and for each detail, one point was allotted.

E.g. D. Give the antonyms for the following words below. ( 8 PTS)

1. Disapproval .....
2. Invaluable .....
3. Distress .....
4. Desperately .....
5. Frustrated .....

E. Use the following words below in a sentence. ( 8 Pts)

1. ( raised )  
.....
2. (enable)  
.....
3. (consist )  
.....
4. (intently)  
.....
5. (dustpan )  
.....

Conversely, the last section in the pre and the posttest, was devoted to the experimental group only. In this section, students' ability, to apply context clues strategy in inferring unknown words, had been tested. It monitored whether students after a three month of training period on this strategy, could be applied and sufficient enough to employ the context clues strategy in inferring the words' synonyms, antonyms .. etc, depending on the clues in the context.

E.g :F. Answer the question, by inducting the words' synonym or antonym from context. ( 8 pts)

1. My tree –year –old often fights for her **autonomy** by saying, “ I can do it myself”  
**Autonomy** means:  
a.sister                      b. independence                      c. toys
2. People who suffer from migraine headaches are frequently advised to avoid things that can **precipitate** an attack, such as chocolate and some cheeses.  
**Precipitate** means:  
a.Trigger                      B. prevent                      C. follow
3. I **sidled** up to my friend so she wouldn't see me. I wanted to surprise her.  
**Sidled** means :  
a. To move in front in a nervous way      B. To laugh on      C. to climb
4. The mother sang **soothingly** to the crying child.  
The opposite of **soothingly is**:  
a. In a way that comforts                      b. Harshly                      C. gently

This section consisted of eight items, and each item included a paragraph with an italic word, where students had to choose synonyms and antonyms from the given choices. It was significantly worth mentioning that the italic term expression in each item did not belong to the vocabulary words in the target of four units. The purpose of this section was to compare the experimental group performance, before and after a three month training practice on the context clues strategy. This was where actual inquiries were answered to this study.

### **Instrument Validity and Reliability**

The validity of the pre and posttest was established by testing the content validity and the face validity. The content validity, which means that the test assesses what it was meant to test, and covers the whole dimensions of the knowledge, was achieved by analyzing the content of the test (Kilani & Al Sharafeen,2011). This test included all the vocabulary words that had been discussed during three months. Besides, the questions of the test promoted the recognition of the terminologies and their meaning, antonyms, synonyms, examples, and through pictures. All these types of questions were supported by Graves' program (2006), for enhancing the vocabulary words knowledge. The face validity, which refers to what degree the test looked valid, was assessed by giving the pre and the posttest to four teachers of English for analysis and review. They described the test as a comprehensive test, including most types of vocabulary questions. One comment, had been presented about question 4 " the antonyms". They suggested that not all the vocabulary in question 4 might have antonyms; like "cauldron" and " blame". But we came up with an agreement by considering any answer that students may offer, showing their

understanding of the opposite of words, to be correct. For instance, “ Small pot” can be considered an antonym for “cauldron”, and “ to thank” is an opposite for “ blame”.

On the other hand, the reliability of the pre and posttest means to what degree the assessment tool produced stable results (Creswell,2012). It also might be defined to what extent the test is consistent; that if we give the same test to the same students or matched on two different occasions, the test would give similar or near results (Brown & Abeywickrama,2010). The pre and the posttest reliability was guaranteed through administering a test-retest on a pilot group, in seventh grade from Mohammad Bin Rashid Private School, over three weeks. The scores from the first time, and the second time were correlated by using Pearson correlation coefficient, in order to evaluate the test for stability over time, the range of the correlation values of the test-retest was (0.71), that was considered valid result, since it ranged between -1 to 1 (0 ,65) (Phelan &Wren, 2005).

This reliability can be also justified that most of the items of the pre and post- test were objective items. This might give less possibility for the rater’ bias, which might affect the test’s results in open-ended questions. Moreover, the pre and posttest might be considered a reliable test, that it contains clear directions of scoring, rubrics for evaluation, and items or tasks which are unambiguous. All this by offering comfortable physical and emotional conditions through administrating the test.

### **Data Analysis**

This study was built on quasi-experimental design. The Statistical Package for the Social Sciences Program (SPSS) was used to analyze the pre and post test data. Moreover, the descriptive analysis (means) was operated to answer the research’s two main questions, which were the results of the pre, and posttests analysis. To relate to the groups’ means,

an Independent Samples T-Test employed to compare the differences between the means of the experimental and control groups in the pre and the posttest results.

Accordingly, Independent Samples T-Test was used in the analysis of the pre-test results, to compare the means of the control and the experimental groups, and that was to answer the first hypothesis resulted from the first question in this study which is :

(1) What is the effect of context clues teaching strategy in developing students' vocabulary knowledge?

and the first hypothesis in this study is :

- a. It is hypothesized that there is no significant difference at the level of  $\alpha \leq 0.05$  between the means of the pre-test between the control and the experimental groups.

Moreover, the posttest in the current study aimed to compare the two groups achievement, to check which group (experimental or control) could recall the vocabulary of the four lessons better, and that is through responding to questions which elicit: the synonyms, antonyms, pictures...etc. Therefore, the posttest was conducted immediately after the learning period in May,2005. Besides, the Independent Samples T-Test was also used to analyze the results of the posttest, and this came to test the second hypothesis of the first question in this study which is:

- b. It is hypothesized that there is significant difference at the level of  $\alpha \leq 0.05$  between the means of the two post-tests between the control and the experimental groups, for the favor of the experimental group.

It is worth mentioning that the pre and post- test of the experimental group included an extra section (Question 6), in which students were exposed to eight items, and they were asked to infer the synonyms and the antonyms of certain unknown words, and these words

were not included in the target words of the four lessons, that they were trained on by using context clues strategy. The purpose of this question was to compare students' ability to use context clues strategy in inferring unknown words from context before and after the treatment, and this came to answer the second question in this study which is :

(2) What is the effect of the context clues teaching strategy on enhancing students' ability to infer vocabulary meaning from the context?

### **The Researcher's Role in the Study**

It is appropriate to mention that the researcher was an active participant in conducting and performing context clues strategy. The researcher has been working at Mohammad Bin Rashid Al Maktoom Private School. She was the teacher of English who administered context clues teaching strategy within the experimental group. Whereas another teacher was in charge of teaching the control group following the individual words strategy. The researcher as the English teacher of the experimental group could guarantee the effectiveness techniques and the processes that were employed before and after the strategy. Additionally, the researcher collaborated and was in touch with the control group's teacher. Accordingly, the control group's teacher was informing the researcher with the details of the procedures and techniques in her class while teaching vocabulary.

## Summary

In this chapter the methodology and the design of the study have been presented and explained through the sampling process, by showing the procedure that was used in designing the instrument, and moving to the statistical procedure, which was applied in the analysis of data. The participants were forty sixth graders, from Mohammad Bin Rashid Al Maktoom School. The main instrument employed in this study, was pre- and posttest. The descriptive statistical analysis was used is Independent Samples T-Test. This came to answer the study's two main questions: (1) What is the effect of context clues teaching strategy in developing students' vocabulary knowledge?, (2) What is the effect of the context clues teaching strategy on enhancing students' ability to infer vocabulary meaning from the context?

## Chapter Four

### Results

#### Introduction

The current study investigated the effectiveness of the context clues teaching vocabulary strategy in comparison with the individual words teaching strategy. Context clues strategy is supported by the Comprehensive Vocabulary Program developed by Graves (2006). This program was designed to help learners develop long-term vocabulary knowledge and to master certain vocabulary clues and strategies. The design of this quantitative study is quasi-experimental. The participants were sixth grade students, whom were assigned in two groups: experimental and control. The main quantitative instrument that used were used included the pre- and post-test and the descriptive statistical analysis known Independent Samples T-Test. Based on such statistical analysis the research was able to answer the study two main research questions:

(1) What is the effect of context clues teaching strategy in developing students' vocabulary knowledge?,

This question implied two hypothesis;

- c. It is hypothesized that there is no significant difference at the level of  $\alpha \leq 0.05$  between the mean of the pre-test within the control and the experimental groups.
- d. It is hypothesized that there is significant difference at the level of  $\alpha \leq 0.05$  between the means of the three post-tests among the control and the experimental groups, for the favor of the experimental group.

The Second question was,



(2) What is the effect of the context clues teaching strategy in enhancing students' ability to infer vocabulary meaning from the context?

## Results

The pre and the posttest's results were analyzed quantitatively using SPSS. Independent Samples T-Test was used to compare the means and the standard deviations. The analysis included the results between the experimental and control group, in the pre and posttest, in parallel with analyzing the results within the experimental group, before and after being trained on context clues strategy.

### Pre- Test Results

The results of the pre- tests within the experimental and control groups are presented in Table 4.

**Table 4: Pretest Results for the Experimental and Control Groups**

Experimental Group	Pre-test Feb, 2,2015 Total score(40)	Control Group	Pre-test Feb,2,2015 Total score(40)
A1	3	A2	4
B1	3	B2	12
C1	4	C2	15
D1	3	D2	2
E1	9	E2	3
F1	3	F2	4
G1	26	G2	10
H1	12	H2	13
I1	1	I2	24
J1	2	J2	3
K1	10	K2	3
L1	12	L2	5
M1	11	M2	2
N1	25	N2	3
O1	11	O2	5
P1	3	P2	3
Q1	4	Q2	6
R1	5	R2	2
S1	6	S2	6
T1	12	T2	15
<b>Average</b>	<b>8.2</b>		<b>7.00</b>

Table 4 shows the raw results of the pretest. The total score of this test is 40. The results that are shown in Table 4 were analyzed using Independent Samples T-Test, to compare the means and the standard deviation between experimental and control groups. Students names were replaced by the alphabets as pseudonyms. The results of the analysis are shown in Table 5 and Table 6 below,

**Table 5: The Differences in Means and Standard Deviations for the Experimental and Control Groups.**

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
pretest	Exp. Group	20	8.25	7.03	1.57
	Cont. Group	20	7.0	5.93	1.32

After administrating the pretest, the means of the experimental group and the control group were calculated. The pre-test prompts asked students to recognize and identify the meaning of target vocabulary words, their synonyms, antonyms, giving examples...etc (For pretest see Appendix A). No teaching strategy was yet applied, while conducting the pretest. Table 5 shows that students' total mean on the pre-test was (8.2) for experimental group, whereas (7.0) was for the control group. Looking at the standard deviation, the results show the distribution of the test scores in the experimental and control group is spread homogeneously. The significance in the differences in means between the pretest for the Control, the Experimental Group, and the overall differences on the pretest, was analyzed using Independent Samples T- test, as shown in Table 6 below.

**Table 6: The Independent Sample Test for the Differences in Means between the Pretest for the Control and the Experimental Group**

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
pretest	Equal variances assumed	.29	.59	.61	38	.547	1.25	2.06	-2.91	5.41	
	Equal variances not assumed			.61	36.98	.547	1.25	2.06	-2.91	5.42	

Table 6 above shows that there was no significant difference between the students' scores in the control and experimental groups, which was calculated through the pretest. The significance of the results in the table above shows that the Sig= 0.54. This significance, is greater than 0.05. Thus, in statistics, this is interpreted that there is no difference between the two compared groups (Cresswell,2012). This leads to conclude that the students, in the control and experimental groups, have no difference between them in their achievement, in the pretest. Or, they have the same background about the vocabulary words that were embedded in the pretest.

## Posttest Results

**Table 7: The Results of the Experimental and Control Groups in the Posttest**

Experimental Group	Posttest Total score(40)	Control Group	Posttest Total score(40)
A1	27	A2	18
B1	27	B2	28
C1	23	C2	28
D1	36	D2	20
E1	28	E2	20
F1	28	F2	20
G1	36	G2	27
H1	26	H2	26
I1	24	I2	22
J1	33	J2	30
K1	28	K2	32
L1	37	L2	10
M1	30	M2	19
N1	38	N2	18
O1	35	O2	16
P1	38	P2	11
Q1	38	Q2	23
R1	24	R2	15
S1	30	S2	23
T1	20	T2	23
Average	<b>30.3</b>		<b>21.4</b>

Table 7 shows the raw results of students in the posttest. The total score of the test is 40. These results were analyzed using Independent Samples T-Test, to compare the means and the standard deviation between experimental and control groups. The students names were replaced by the alphabets as pseudonyms. The results of the analysis were shown in Table 8 and Table 9 below.

**Table 8: Independent Samples T- Test for the differences between the Experimental Group and the Control Group in the Posttest**

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Post Test	Experimental Group	20	30.3	5.68	1.27
	Control Group	20	21.45	5.97	1.33

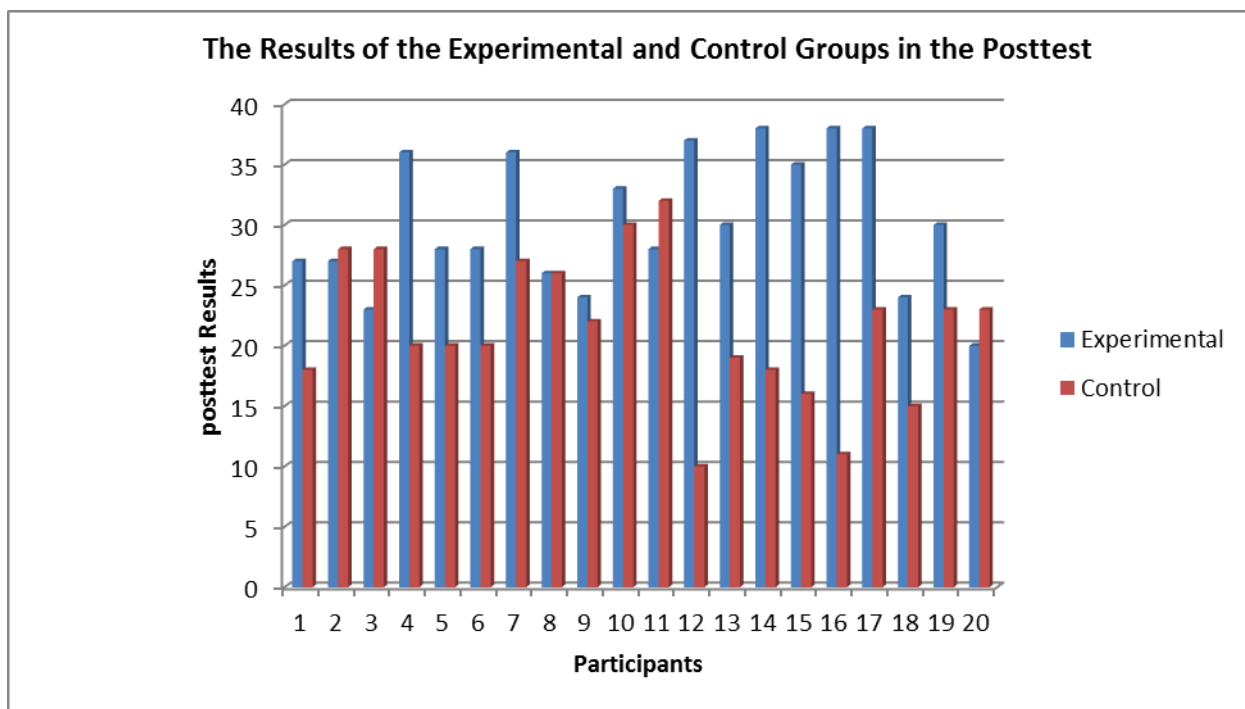
After the experimental period of the study, the posttest was administered to compare the means of the experimental group and the control group. The post-test prompts asked students to recognize and identify the meaning of target vocabulary words, their synonyms, antonyms, giving examples...etc (For posttest see Appendix A). Context clues teaching strategy was conducted with the experimental group, whereas individual teaching strategy was administered with the control group. Table 8 shows that students' total mean in the posttest was (30) for the experimental group, whereas it was (21 ) for the control group. The significance in the differences in means between the posttest for the control, the experimental group, and the overall differences on the pretest , was analyzed by using Independent Samples T-Test, as shown in Table 9 below.

**Table 9: The Differences in Means between the Posttest for the Control, the Experimental Group and the Overall Differences on the Posttest**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-Test	Equal variances assumed	.013	.91	4.81	38	.00	8.85	1.84	5.12	12.58
	Equal variances not assumed			4.81	37.90	.00	8.85	1.84	5.12	12.58

Table 9 above shows that there was a significant difference, between the students' scores in the control and experimental groups, which was calculated through the posttest. The significance of the results in the table above shows that the Sig= 0.00. This significance, is less than 0.05. This, in statistics, is interpreted that there is significant difference between the two compared groups, since Sig (0.00) is less than 0.05 (Cresswell,2012). This leads to conclude that the students, in the control and experimental groups, have a difference between them in their achievement, in the posttest. This difference comes for the favor of the experimental group, because the group's scores mean (30), is greater than the control group's scores mean (21), as shown in Table 8. In conclusion, the students in context clues group outperformed those in the individual words group, in the posttest achievement.

The differences in the posttest results between the experimental and control groups appear precisely in Figure 1 below:



**Figure 1: The Results of the Experimental and Control Groups in the Posttest**

The improvement in the participants' achievement is shown clearly, in the chart above. This improvement occurred within both groups. However, it also shows the outperformance of the experimental group over the control group.

**Table 10: Pretest and Posttest Results for the Experimental Group (Question #6 in the pre and posttest)**

Experimental Group	Pre-test (Question #6) Total score(8)	Posttest (Question #6) Total score(8)
A	6	2
B	2	4
C	0	4
D	4	6
E	0	4
F	2	6
G	0	4
H	2	4
I	0	2
J	6	6
K	4	6
L	4	2
M	2	2
N	4	6
O	6	4
P	6	4
Q	0	2
R	2	6
S	4	4
T	2	2
Average	2.8	4.0

Table 10 shows the experimental group students' raw results for question (6), in the pre and the posttest. Question 6, in the pretest and posttest, was embedded with items, to check if there is a difference occurred within students in the experimental group, before and after using context clues teaching strategy. The results shown in Table 10 were analyzed by

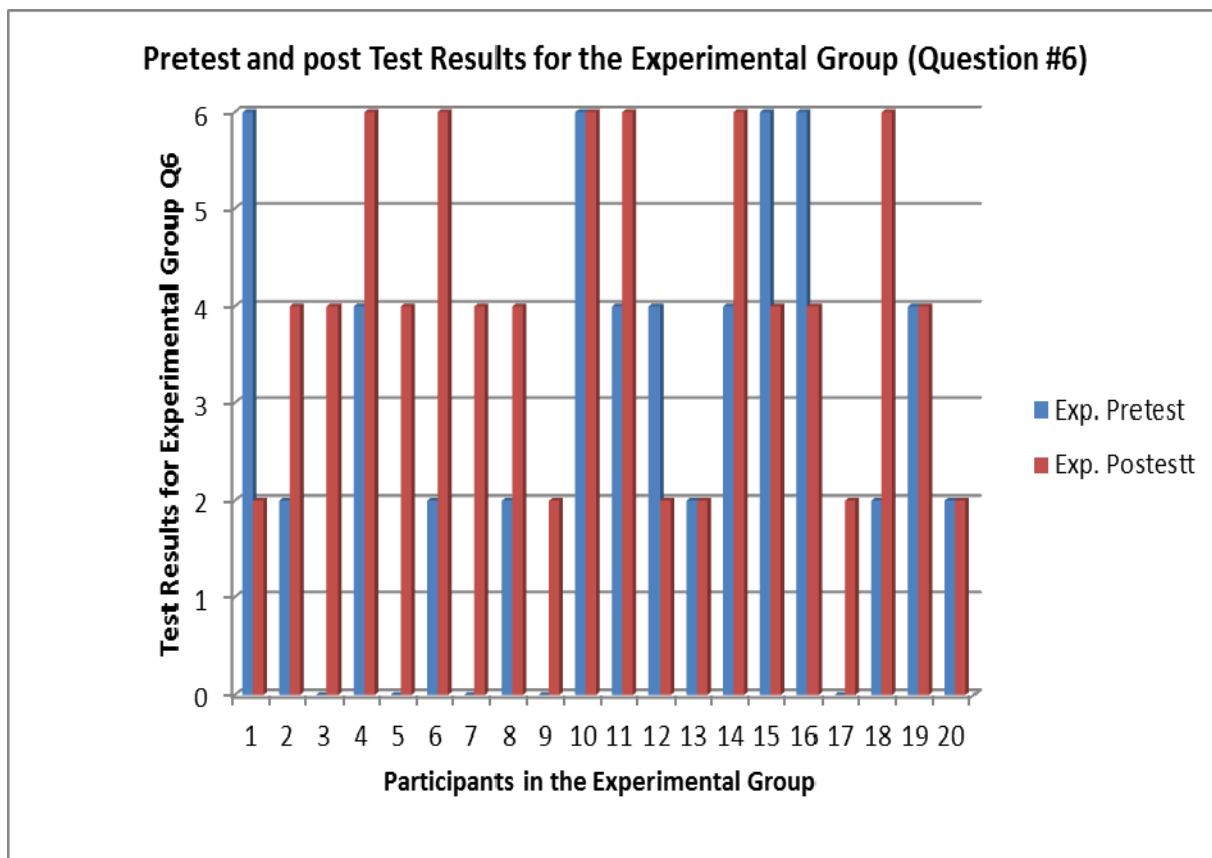


comparing the means and the standard deviation, between the results of the experimental group in the pre and the posttest. The results of the analysis are shown in Table 11 below.

**Table 11: Experimental Group Means and Standard Deviations in the Pre and Posttest (Question#6 in the Pre and Posttest).**

Report		
	Pre_TestQ6	Post_Test Q6
Mean	2.80	4.00
N	20	20
Std. Deviation	2.19	1.59

Table 11 shows the compared means of question 6 in the pre and the posttest, for the experimental group before and after context clues treatment. This question came to check the difference between the students' achievement, in the pretest and post-test. The results in the Table 11 show, that the mean of the experimental group's results in the posttest is (4.0), whereas their results in the pretest was (2.8). This led to conclude that there is a difference occurred on students achievement, that the posttest means( 4.0) is higher than the pretest means (2.8). In a sense, this table indicates an improvement occurred on experimental group, in inferring the words' meaning, but this improvement is not drastic. The results of the experimental group, for question 6 in the pre and posttest ,are shown in Figure 2.



**Figure 2: Pretest and post Test Results for the Experimental Group (Question #6 in the Pre and Posttest)**

The chart above represents the differences in the participants' achievement, that occurred for question 6, in the pretest and posttest. As shown in Figure 2 that there is an improvement spotted on some participants' achievement, before and after the experimental period, but this improvement is not shown as a major or radical change.

### Summary

The data analysis of the pre and the posttest was presented in the indicated chapter, to show the means and standard deviations between experimental groups and control groups, which were compared together. Independent- Samples T-test was used to compare the groups' results in the pre and posttest. The results showed that there is no difference in the total score between the experimental and the control group in the pretest total scores. The results, which were represented, showed also there was differences between the

results of the experimental and control group in the posttest total score. The means of the experimental group in the pre and the posttest were compared, to compare the experimental group's results in question (6) in the pre and posttest. The result showed that there was a difference between the mean of the experimental pre and posttest, in favor of the posttest.

## Chapter Five

### Discussion, Implications and Conclusions

#### Introduction

This study investigated the effectiveness of using context clues teaching strategy in enhancing the vocabulary knowledge. It discussed also the strategy effectiveness in equipping students with clues and tools that they could use in inferring the unknown words' meaning from the context. The theoretical framework in this investigation based on Graves's Comprehensive Vocabulary Program, in which he suggested different powerful instructional strategies of vocabulary. He gave examples of vocabulary instruction which supported the learning of rich and full word meanings. Some of Graves' vocabulary instruction strategies were using the definitions, rich contexts, and pictures. Another type of those rich and powerful strategies was using semantic mapping, in which the teacher and the learner use a graphic organizer or a map that analyzes the synonyms and antonyms, word-parts...etc. It is worth to mention that these particular strategies in teaching terminology form the main components of context clues teaching strategy, which formed the core of this study.

The current study is a quantitative study established on quasi-experimental design. Forty students were the participants in this study. The participants were assigned into two groups (experimental and control groups). Context clues strategy used with the experimental group, whereas the traditional individual words strategy used with the control group. Before and after the experimental period a pre and a post-test was conducted with both groups to register any differences between them.

This chapter presents a thorough discussion of the study results, and some implications and recommendations, in light of the study two main questions. The study two research questions are:

1. What is the effect of context clues teaching strategy in developing students' vocabulary knowledge?
6. What is the effect of the context clues teaching strategy on enhancing students' ability to infer vocabulary meaning from the context?

### **Pre and Posttest Results**

The data in this study was gathered through a quantitative instrument, which was a pre and posttest. These two tests included the vocabulary of four units, from a sixth grade syllabus. The items were established and listed upon the techniques in Graves' program (2006), like antonyms, synonyms, writing sentences, pictures...etc. The pretest was administrated before starting the experimental period. It aimed to check the students' previous knowledge, about the target words that were included in this study. The pre-test also aimed to confirm that students, in both groups, had the same knowledge about the target words.

As exhibited in chapter four " Results" , the statistical analysis of the pretest shows that the experimental group's mean was nearly equal to the mean of the control group. This showed that there is no significant difference, through the results of the pretest in control and experimental groups. This result indicated that students, in both groups, did not have much knowledge about the vocabulary words included in the pretest, and they had almost the same background. This conclusion formed a fertile ground to start context clues investigation. Since there was no difference between the two groups before the treatment,

later any differences might occur could be attributed to the treatment in this investigation, which was context clues.

The results of the posttest in chapter 4, showed that both groups, the experimental and control, achieved improvement in the posttest. However, the experimental group's mean in the test achievement was greater than the mean of the control group. This difference in the posttest total scores, according to the Independent Samples T-Test analysis, was statistically significant, in favor of the experimental. This led to conclude, after the experimental period, the students of the experimental group outperformed those in the control group in the test achievement. It is appropriate to mention that the experimental group outperformance is attributed to the effectiveness of context clues teaching strategy, which will be discussed later in this discussion.

Furthermore, question 6 in the pre and the posttest, was compared and analyzed, to check the improvements in the experimental group's ability in inferring the meanings of the unknown words from the context. In a sense, this question in the pre and posttest was established, to investigate the effectiveness of context clues teaching strategy in equipping the learners with certain techniques and clues. These clues can be used in inducting the meaning of any word that they may encounter. The results showed differences in the means between the experimental group before and after the training period. However, these differences between the two groups were not radical or drastic. This conclusion indicates that the differences, between the experimental group before and after being trained on context clues strategy, were not huge or significant.

## **Discussion of the Study Questions**

The first question that guided this research aimed to check the effectiveness of context clues teaching strategy, in comparison with individual words strategy. Two groups of students' achievements were compared before and after the experimental period. The first question implied two hypotheses. The first suggested no difference between the two groups in their achievement in the pretest. Whereas, the second hypothesis suggested a difference will occur in the results, in favor of the context clues group. To answer this main question, and to check the accompanied hypotheses, a pre-test and posttest was conducted. The pretest was administrated and confirmed of those students in both groups, which have the same or near circumstantial target vocabulary. As shown in, the results of the statistical analysis, confirmed the first hypothesis and showed no difference in the students' achievement results in the test. This formed a fertile ground to begin the training of the experimental period, by using context clues teaching strategy with experimental group, and the individual word strategy with the control group. The posttest also came to check the second hypothesis of the first question, which predicted a difference will occur in the results, in favor of the context clues group. As shown before, the results indicated an improvement in the achievement of the experimental and control group. However, students in the experimental outperformed those in the control group. This result led to conclude that context clues teaching strategy, applied with the experimental group, was more effective in building students' vocabulary knowledge and achievement, than using the individual words strategy which was used with the control group.

Moreover, the effectiveness of context clues teaching strategy in building the vocabulary knowledge, is proved by this study results. This effectiveness is justified, and

supported by the Comprehension Vocabulary Instruction Program introduced by Graves (2006) which constituted the theoretical framework of the current study. Context Clues teaching strategy, that was investigated in this study, was embedded with different techniques in presenting the new or the unknown words. These techniques were by teaching the vocabulary using a deep process, and giving the students the self-learning autonomy. This could be achieved when the teachers empower the learners, to find out the meaning of the unknown words from certain clues that are surrounding. These clues were starting from inducting the words' meaning from context, moving through giving the words' synonyms, antonyms, word-parts, using the words in sentences, and drawing pictures to visualize the sense of the target words. These long and deep techniques come to the heart of Grave's program, in which he suggested such techniques to offer a deep process of teaching words, to assist building students' long term vocabulary knowledge (Grave,2006).

This effectiveness of context clues teaching strategy, which is suggested in the light of the current study 's results, confirmed the results of different previous studies, that have been mentioned and discussed in Chapter 2. Some of those studies included: (Hibbard ,2009; Rokni and Niknaqsh ,2013; Baumann et al, 2002; Sampson, Valmont and Allen,1982; Beck & Mckeown, 1991; Brown and JR ,1991). The current study aimed to investigate context clues teaching strategy as an effective strategy, that enhance the student's vocabulary knowledge. The results showed that context clues strategy group outperformed the individual strategy group.

Additionally, the results of the current study emerge with the statement of Beck & Mckeown (1991), who concluded that in using context clues strategy, learners utilized a



deep and active process in vocabulary teaching. This was resulted, when the learners used through context clues strategy deep integration of new words with their prior knowledge, in order to develop semantic networks. This, consequently enhanced the retention of the new words . Moreover, one of the aims of the current study was to investigate context clues strategy in comparison with the individual words teaching strategy. This main aim was researched before by Sampson, Valmont and Allen (1982), who had previously investigated the effectiveness of context clues strategy, in teaching vocabulary words in comparison to the direct method among third-grade students. Valmont and Allen 's study, however, targeted third-grade students, whereas the present study was conducted with sixth- grade students, since context clues teaching strategy needs the students to have the basics in reading and amount of vocabulary. Though, the findings of Valmont and Allen (1982)'s study showed that the experimental group outperformed the control group in the posttest.

It has been appropriate to mention that the effectiveness of context clues teachings strategy could be justified, since it came with a combination of explicit (direct) and implicit (indirect) techniques ( See Chapter Two). Through context clues teaching strategy, different techniques can be employed to find the meaning of the unknown word, using morphemic clues, contextual clues, semantic clues and illustrations. However, in some studies the effectiveness of one or two of these clues was only investigated.

The results, that are shown by this study, are also supported by different studies which revealed the importance of using mixed strategies, intentional and incidental. These mixed strategy could be more efficient, and give better results to students' vocabulary knowledge (Sokmen,1997; Schmitt &MaCarthy,1997). This mixture between more than one technique in context clues strategy, is considered one of the strengths of this strategy, in

building the vocabulary knowledge, since it combined intentional and incidental techniques. Intentional techniques when the teacher gives students the words' synonyms, the antonyms directly. Whereas incidental techniques are achieved when the teacher asks students to use the context, and other clues to infer the meaning of the target words indirectly, from the surrounding clues. Additionally, context clues teaching strategy covered the learners' responsibility and interests by giving the learners more engagement. Thus it could be beneficial for students to remember, rather than giving students a small margin in the teaching-learning process (Nation,2001).

Student-centered teaching technique was achieved, in context clues strategy, by giving the students the chance, to search, elaborate, discuss in groups and present their words in front of others. This comes in line with what Chamot (2004) stated in focusing on the importance of the environment, in offering good learning strategies, and giving learners a large margin in the environment of the teaching process.

On the other hand, the second question in this investigation aimed to check the effectiveness of using context clues teaching strategy, in developing the students' ability in inferring the meaning of the unknown words as a route. This came after training the students in the experimental group, on using context clues techniques during the experimental period. In other words, from the start of this study, we searched through this question, whether students in the experimental group have been equipped with certain strategies, and could use them in inferring the meaning of any unknown word autonomously. The participant's achievement in question (6) in the pre and posttest, in the was compared, before and after the experimental period. The results showed an improvement occurred on the students achievement in the posttest. This improvement

came from giving the students the autonomy to search the meanings of unknown words, from the clues that are surrounding. This might equip the students with some tools they can use, when they face unknown words. Some of these tools are: identifying the meaning of the unknown word from the surrounding words in context, looking at the pictures in context, analyzing the suffixes and prefixes. The improvement that is shown in the current study' finding, however, might be considered not huge or drastic. This might be attributed to the experimental period which was not sufficient enough to equip students with certain techniques that they could use as a route in inducting the meanings of the unknown words.

Although the current study results did not show or registers a radical change in context clues group, in inferring the meaning of unknown words as a result of the study duration, different studies confirmed its positive role in enhancing the learning autonomy. This achieved by promoting students from building their own meanings of the new words, in connection with new information to their previous knowledge (Carr & Mazur- Stewart, 1988). Context clues teaching strategy comes with the recent trends in teaching vocabulary. This strategy enhances students to learn and acquire the vocabulary on their own, since it is impossible for students to learn all the vocabulary in the classroom (Sokmen,1997). This could be accomplished through using variety of classroom vocabulary exercises in context clues strategy, and by leading students to be more independent vocabulary learners.

Through using context clues teaching strategy in the current study, a great impact on students' motivation towards learning new words was observed. This was more precise within low-achievers, who were assisted by the high achievers through the group-work (Voygotsky,1978). Such conclusion might also be supported by Johnson and Inc (2000), who suggested context clues teaching strategy to have a positive influence on the learners'

motivation. The current study emphasized on how learners may be encouraged to learn through their mistakes, and social interaction development. In a sense, having students working together, to figure out an unknown word, could be beneficial for their learning process (Hibbard,2009).

Additionally, several benefits can be drawn from the study results, that enhance the effectiveness of context clues teaching strategy, in building the vocabulary knowledge. Through context clues teaching strategy, students had a chance to use different techniques to induct the meaning of the target words. Besides, they were able to develop their English language skills, that they were interacting through groups work using English language. Students active interaction was observed during conducting context clues strategy. Using the word map during the strategy was very helpful. It assisted students to organize their ideas, and thinking. It also offered a tangible evidence for their improvement. The teacher's feedback during implementing context clues strategy was very crucial.

## **Conclusions, Implications and Recommendations**

### **Conclusions**

The present study investigated the effectiveness of context clues teaching strategy in comparison with individual words teaching strategy. It also investigated the developmental vocabulary knowledge of the students' ability in inferring the meaning of unknown words from the context. The theoretical framework of the current study was based on the Comprehensive Vocabulary program developed by Graves (2006). Different studies were synthesized and elaborated to support the effectiveness of context clues teaching strategy, and to show its combination between the intentional and the incidental perspectives, in teaching vocabulary. The data in this study was collected and measured by a pre and post-

test. The study was carried out at the sixth grade level at a private school in Ramallah, Palestine. The participants in the study consisted of 40 students, who were divided into two groups (the experimental and control groups). The design was quasi-experimental, where the experimental and control groups were not randomly selected (Cresswel,2012). The experimental group was taught using context clues teaching strategy, whereas the control group was taught using individual words strategy. The study was carried over a period of three months (February 2015 – May 2015).

The analysis of the collected data was Independent Samples T-Test, and it provided answers to the research's two main questions. The results supported the effectiveness of context clues strategy in developing students vocabulary knowledge, and how it could enhance students' vocabulary knowledge more than individual word strategy , as displayed in the pretest and posttest results, where the hypotheses were confirmed. Moreover, students showed an improvement in their ability in inferring the meaning of the unknown words, but this improvement could not be considered drastic.

### **Implications and Recommendations**

Referring to the effectiveness of context clues teaching strategy which was proved through the current study's results, different pedagogical implications and suggestions can be listed. This comes to encourage other teachers of English to embed this strategy in their teaching plans, since this strategy does not require much effort to be conducted. To implement a lesson procedure, using context clues teaching strategy, teachers should initiate the strategy by setting the main goal of context clues strategy to the learners, in order to tap on their interests and motivation. This might motivate students more, and they might become more involved since they became aware of the aims of their learning process.

As long as context clues teaching strategy requires longer time, thus it is suggested to be implemented in group work. Students should be divided into groups, with assigning the words and classifying them between groups. Each group should have a map for each word, students should fill the map by giving the unknown word's synonyms, antonyms, word-parts, examples, sentences and drawing pictures ( for the word map see Appendix B ). Overall, each group should present their words and maps in front of the other students, supported by the teacher's feedback, which is crucial during context clues strategy. In this strategy, teachers should expect wrong responses and answers, but they should be tolerant with making mistakes to encourage students and to remove their anxiety.

The researcher suggests several benefits through implementing context clues teaching strategy, particularly in teaching English vocabulary. Due to the deep process of context clues teaching strategy, students gained tools in inferring unknown words. These tools could make them proficient words' learners. The vocabulary that passed through the extensive process might be stored for longer time in students' memory, since each word was analyzed thoroughly, and linked with students' personal experience through sentences and pictures. Drawing pictures of each word was the most interesting part that students preferred. Each group was anxious to show others their drawings and visualizations of words. This gave students a great margin to practice their creativity, particularly with abstract words which demanded their imagination.

The researcher believes in the importance of context clues teaching strategy in developing other skills, that students of 21<sup>st</sup> century need. This experience led students to be more confident in practicing the language. This confidence was developed parallel with developing students' problems solving skills which was reflected in managing the groups.

The presentation of words and maps, that each group gave at the end of the strategy, enhanced this confidence because students were treated as the center of the classroom. This has been noticed from students' eagerness and involvement towards the new words, the low-achievers as well as the high-achievers.

Through context clues effectiveness which is proved in this study's results, the researcher hopes that this study will provide a new strategy in teaching English vocabulary in the Palestinian context. The results of this study will enrich the theory of teaching vocabulary, and it might form a reference for those who are interested in teaching vocabulary, and there are different recommendations the researcher spots for future research, which are as followed:

1. Future research should include larger sample, and more than two groups, since that may offer more validation to the results.
3. Future research should be expanded for longer period, to measure the longer retention of vocabulary between groups, and to give students sufficient time to acquire the clues and the strategy, and to use it as a rout in their learning process.
4. The posttest should be conducted more than one time to compare the differences among groups, and to give accurate results about the long-term vocabulary growth.
5. It would be helpful to explore the differences between groups in relation to the gender differences. This can be achieved by comparing the achievements of more than two groups, boys and girls, to find any differences relating to the gender.
6. Additional research is needed to better understanding of the emotional effect of context clues strategy on students. This research should be designed on using quantitative instruments parallel with qualitative ones ( interviews, observation...etc), to give a

thorough understating for the students' motivation and eagerness towards learning English language in general, and towards learning vocabulary in particular.



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## Appendices

Appendix A  
Pre and Posttest



Birzeit University

40

Date : February , 2015.




Vocabulary Pretest

Name:

**A. Match each word with its suitable meaning . ( 8 pts).**

- |             |  |
|-------------|--|
| 8. Gestures | a. round and flat, shaped like a circle                      |
| 9. Circular | b. allowed by law  |
| 10. Typical | c. a movement of a hand or head, etc that expresses sth      |
| 11. Argue   | d. to make someone laugh or smile                            |
| 12. Beckon  | e. sending out light or heat                                 |
| 13. Radiant | f. showing the usual qualities of particular person, thing.. |
| 14. Legal   | g. To say things that show you do not agree with someone     |
| 15. Amuse   | h. to show someone( often with a finger) that you want him   |


**B. Label the pictures below with the suitable words from the box. ( 8 pts)**


Refusal   group   shimmer   misty   butler   housekeeper   lazily   awkward							
1..		2.		3.			


.....

.....

.....

4. 


5. 


6. 

.....

.....

.....

7. 

8. 

.....

**C. Fill in the blanks choosing the correct answer. ( 8 pts)**

5. People who are shy ..... the confidence to speak in public.  
 a. Enable                      b. lack                      c. consist
6. We couldn't see the gifts because they were ..... behind a curtain.  
 a. Concealed                      b. transmitted                      c. called
7. Last week, we ..... a plan for our research.  
 a. Shimmered                      b. misty                      c. devised
8. We were ..... and tired, wanted to go to sleep.  
 a. Irritated                      b. circular                      c. desperately
9. What can be gristly?  
 a. Vegetables                      b. meat                      c. fruit
10. Frantic means .....

- a. Extremely lazy                      b. chaotically busy                      c. very tired
11. She felt .....because she didn't know the answer of the question
- a. Awkward                      b. amused                      c. happy
12. .... from the crowd greeted the unpopular football player.
- a. Keys                      b. Jeers                      C. bear

**D. Give the antonyms of the words below. ( 8 PTS)**

7. Disapproval .....
8. Invaluable .....
9. Distress .....
- 10.Desperately .....
- 11.Frustrated .....
- 12.Piercingly .....
- 13.Dismiss .....
- 14.Cauldron .....
- 15.Blame .....
- 16.Clumsy .....
- 17.Minor .....
- 18.Pitifully .....

**E. Use the words below in your own sentences. ( 8 Pts)**

6. ( Raised )  
.....
7. (enable)  
.....
8. (Consist )  
.....
9. (intently)  
.....
10. (dustpan )  
.....



11. (Key )

.....

12. ( blame)

.....

13. (limp)

.....

---

**For experimental group only.**

**F. Answer the question, by inducting the words' synonym or antonym from context. ( 8 pts)**

4. My tree –year –old often fights for her **autonomy** by saying, “ I can do it myself”.

**Autonomy** means:

- a.sister                      b. independence                      c. toys

5. People who suffer from migraine headaches are frequently advised to avoid things that can **precipitate** an attack, such as chocolate and some cheeses.

**Precipitate** means:

- a.Trigger                      B. prevent                      C. follow

6. I **sidled** up to my friend so she wouldn't see me. I wanted to surprise her.

**Sidled** means :

- a. To move in front in a nervous way      B. To laugh on      C. to climb

4. The mother sang **soothingly** to the crying child.

The opposite of **soothingly is:**

- a. In a way that comforts                      b. Harshly                      C. gently

5. Sue's teeth were quite **crooked** when she was a child. She wore braces in high schools.

The opposite of **crooked** is:

- a.Pretty                      b. straight                      c. bright



### Appendix B Word Map Organizer

# Word Map

Name \_\_\_\_\_

Date \_\_\_\_\_

4

(synonym)

5

3

(the matching dictionary definition)

1

(Vocabulary Word)  
Page Number \_\_\_\_\_

6

2

(sentence or phrase from the text)

8

(my very own sentence)

7

(my association, example, or sketch)

---

# Word Map

Name Sana and (when)

Date \_\_\_\_\_

4 a machin that use to clean sth.  
(synonym)

5 noun

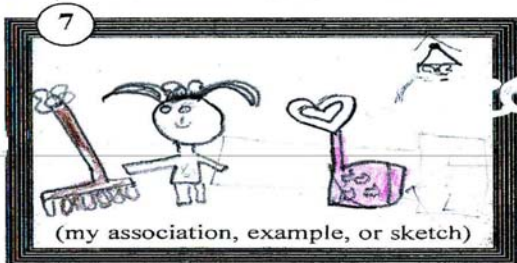
3 A flat containers with a handle into wich you brush dust or dirt from the floor.  
(the matching dictionary definition)

1 dustpan  
(Vocabulary Word)  
Page Number  
195

6 broom

2 use a broom and dustpan to clean up the broken glass  
(sentence or phrase from the text)

8 when I was clean my room I was used a dustpa  
(my very own sentence)



# Word Map

Name groupe "1"

Date \_\_\_\_\_

4  
Small cake  
(synonym)

5  
Noun

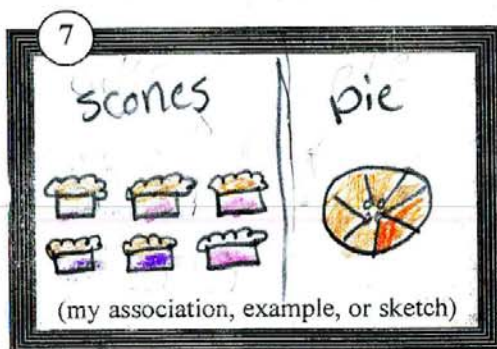
small cake,  
sometimes  
th. dried  
wit in it  
  
(the matching  
dictionary definition)

1  
SCONE  
SCONES  
(Vocabulary Word)  
Page Number -  
118

6  
pie

2  
We made scones using flour, butter and sugar  
  
(sentence or phrase from the text)

8  
I and my mother made scones.  
  
(my very own sentence)



# Word Map

Name Noor Ghoben

Date 15/3/2015

4 Pot  
(synonym)

5 ~~pot~~  
noun

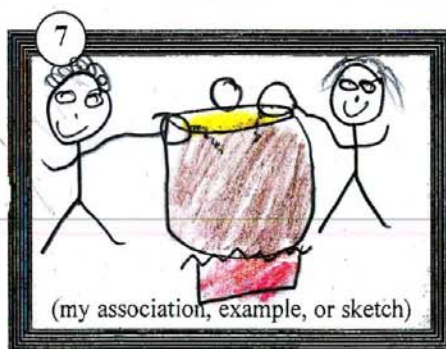
3 a large deep Pot for boiling liquids or cooking food over a fire  
(the matching dictionary definition)

1 ~~كؤن~~  
Cauldron  
(Vocabulary Word)  
Page Number  
194

6 Tray

2 A cauldron full of hot soup was bubbling over the fire  
(sentence or phrase from the text)

8 Tamam and Tala pot the punns in the cauldron.  
(my very own sentence)



# Word Map

Name Reem Abed

Date 26-1-2015

4  
Categorize  
(synonym)

5  
verb

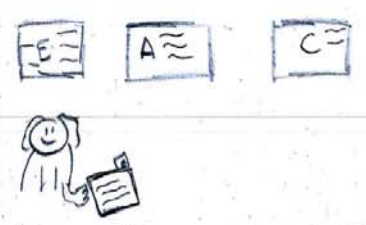
3  
to form people or  
thing into groups  
or to form one  
or more groups  
  
(the matching  
dictionary definition)

1  
group  
مجموعة  
(Vocabulary Word)  
Page Number  
90

6  
isolated

2  
I grouped the clothing into small and large size  
  
(sentence or phrase from the text)

8  
I grouped the food into groups  
  
(my very own sentence)

7  
  
(my association, example, or sketch)





# Word Map

Name Aseel Dafaghneh

Date \_\_\_\_\_

4

servant

(synonym)

5

noun

3

the most important  
male servant  
in a big house

(the matching  
dictionary definition)

1

butler

(Vocabulary Word)

Page Number

118

6

unservant

2

the butler worked in a large house where he was in  
charge of the staff

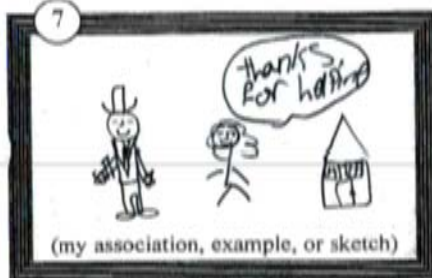
(sentence or phrase from the text)

8

my own servant is very good he works very well  
he helps when I need a help

(my very own sentence)

7



(my association, example, or sketch)

# Word Map

Name group 4

Date \_\_\_\_\_

4  
to like  
(synonym)

5  
verb

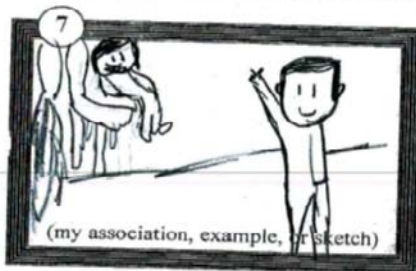
3  
to be pleased about something, to like someone or something  
(the matching dictionary definition)

1  
approve  
رأي  
(Vocabulary Word)  
Page Number \_\_\_\_\_

6  
to hate

2  
The teacher approved our idea for the project, so we got started on it.  
(sentence or phrase from the text)

8  
I approved my sister when she was talking  
(my very own sentence)



# Word Map

Name Vell'3'

Date \_\_\_\_\_

4 ~~meat~~ cooking  
not <sup>cooking</sup> good  
(synonym)

5 Adj

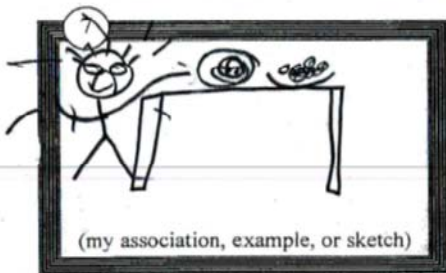
3 Containing a hard substance that is unpleasant to eat  
(the matching dictionary definition)

1 gristly  
(Vocabulary Word)  
Page Number 196

6 ~~didn't~~  
cooking good

2 This meat is so gristly, its impossible to chew!  
(sentence or phrase from the text)

8 ~~ew I so I meat that it not gristly to eat~~  
The meat is gristly in the new restrant  
(my very own sentence)



# Word Map

Name Shahid Bashir  
and Dana  
Date \_\_\_\_\_

4 the things  
you must do  
(synonym)

5 actj

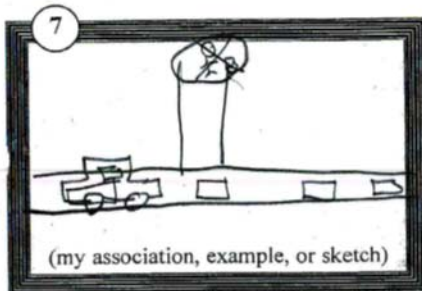
3 allowed  
by law  
  
(the matching  
dictionary definition)

1 legal  
  
(Vocabulary Word)  
Page Number  
118

6 against the  
law

2 Stealing isn't legal - It's against the  
Law  
  
(sentence or phrase from the text)

8 It's legal not to throw things on the  
street  
  
(my very own sentence)



# Word Map

Name group 3

Date \_\_\_\_\_

4  
fired  
(synonym)

5  
verb


3  
to order an  
employee to  
leave his/her  
job.  
  
(the matching  
dictionary definition)

1  
dis missed  
  
(Vocabulary Word)  
Page Number  
194

6  
to be  
assigned  
  
to have

2  
Tony was dis: miss from his Job and is Looking  
for work  
  
(sentence or phrase from the text)

8  
My uncle dissmised ~~from~~ his work  
from  
  
(my very own sentence)

7  
  
  
(my association, example, or sketch)

# Word Map

Name ruben and daniel group

Date \_\_\_\_\_

4 behaving badly  
(synonym)

5 Noun

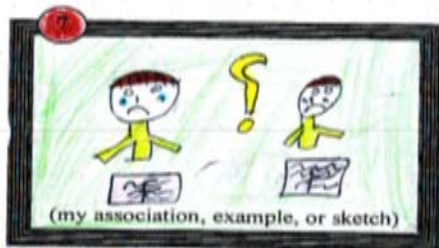
3 A feeling that something is bad.  
  
(the matching dictionary definition)

1 استياء  
(disapproval)  
(Vocabulary Word)  
Page Number  
12

6 be having good mood

2 My dad frowned in disapproval when he saw the broken plate.  
(sentence or phrase from the text)

8 I feel disapproval when I get a bad mark in the exam.  
(my very own sentence)



# Word Map

Name Mayar Nassim

Date \_\_\_\_\_

4  
Typical: usual  
(synonym)

5  
Adj

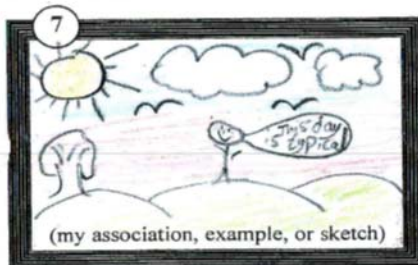
3  
having or showing  
the usual  
qualities of  
a particular  
person, thing, or  
type  
(the matching  
dictionary definition)

1  
Typical  
(Vocabulary Word)  
Page Number  
118

6  
unusual

2  
It was typical summer day, warm and sunny with  
blue sky  
(sentence or phrase from the text)

8  
I practice everyday, It's so typical of me.  
(my very own sentence)



# Word Map

Name groupe "4"

Date \_\_\_\_\_

4 to say to someone that he did something bad (synonym)

5 verb

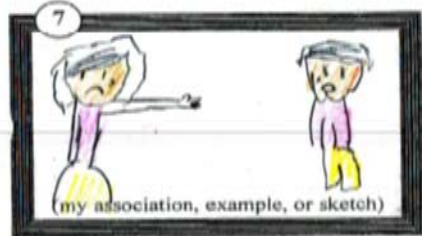
3 to think or say that a certain person or thing is responsible for something bad (the matching dictionary definition)

1 blame  
(Vocabulary Word)  
Page Number 22

6 don't blame

2 I broke the window, but my parents blamed my brother  
(sentence or phrase from the text)

8 I blamed the girl that she broke our window,  
(my very own sentence)





# Word Map

Name Aya and Dania

Date \_\_\_\_\_

4 House maid  
(synonym)

5 Noun


3 a person who is paid to clean someone else's house, and often (the matching to cook dictionary definition)

1 House Keeper  
دولبي  
(Vocabulary Word)  
Page Number  
120

6 gentle lady, or boss

2 Mrs. Maggs the housekeeper, likes her tea and toast at six o'clock.  
(sentence or phrase from the text)

8 some girls make bulling with their housekeep  
(my very own sentence)

7   
(my association, example, or sketch)

# Word Map

Name Noor

Date \_\_\_\_\_

4 Make someone do sth  
(synonym)

5 verb

3 to give someone a particular job or type of work to do  
(the matching dictionary definition)

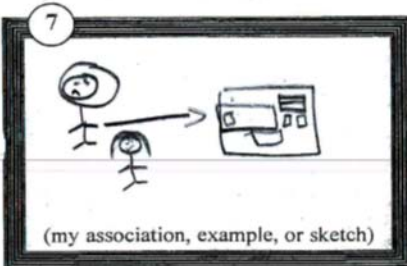
1 assign  
(Vocabulary Word)  
Page Number 170

6 forgive or let someone to

2 Joe's boss assigned him the job of cleaning up  
(sentence or phrase from the text)

8 I assigned My sister to make some a tea  
(my very own sentence)

My Mother assigned me to clean up  
My room and if I don't clean it she will not give me a sweet



# Word Map

Date \_\_\_\_\_

4 refusal: saying no to something  
(synonym):

5  
noun

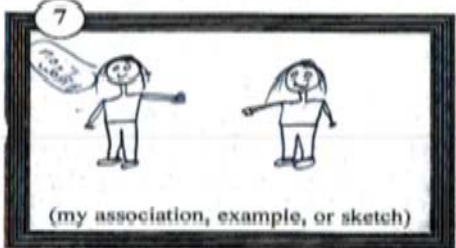
refusal is an act of saying or showing that you will not do or accept something.  
  
(the matching dictionary definition)

1  
refusal  
  
(Vocabulary Word)  
Page Number  
90

6 refusal is accept

2 Nick's refusal to help me hurt my feeling.  
  
(sentence or phrase from the text)

8 That man is refusal to everything.  
  
(my very own sentence)



# Word Map

Name shahid Basham

Date \_\_\_\_\_

4 to say to someone of some thing and to come with someone (synonym)

5 verb

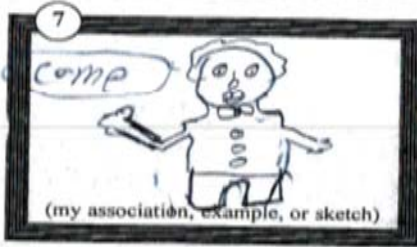
3 to show someone a feel with a movement of your finger hand that you want him to come closer (the matching dictionary definition)

1 beckon  
(Vocabulary Word)  
Page Number 90

6 say in her mouth

2 when maria saw her teacher beckon she knew it was her turn and stepped forward (sentence or phrase from the text)

8 my dad beckon in his hand (my very own sentence)



# Word Map

Name Mayar

Date \_\_\_\_\_

4 gesture: respond

(synonym)

5 gesture: noun

3 gesture: A movement of the hand, head, ect. That expresses something.

(the matching dictionary definition)

1 gesture

(Vocabulary Word)

Page Number

90

6 gesture: not moving

2 I asked the man where the library was, and he gestured toward a building.

(sentence or phrase from the text)

8 The teacher gestured on the new class of the classmights

(my very own sentence)

7



(my association, example, or sketch)

# Word Map

Name Noor

Date group(?)

4  
became big  
than the area  
(synonym)

5  
- adj

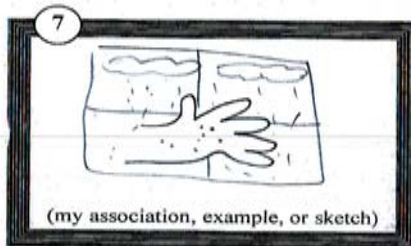
3  
higher than  
the area of  
around  
  
(the matching  
dictionary definition)

1  
raised  
  
(Vocabulary Word)  
Page Number  
39

6  
became  
small  
than the  
area

2  
When I am cold, I get raised bumps  
on my skin  
(sentence or phrase from the text)

8  
when I went to(s) America I get raised  
bumps on my face  
(my very own sentence)



# Word Map

Name number (3)

Date \_\_\_\_\_

4 to mad of (synonym)

5 verb

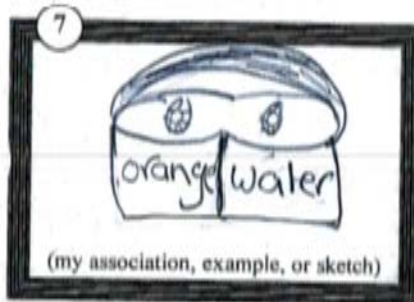
3 to be made up of sth  
  
(the matching dictionary definition)

1 consist  
(Vocabulary Word) *تكوّن*  
Page Number 3

6 separate

2 Our band consist of a guitar player and a singer  
(sentence or phrase from the text)

8 my bottle consist of plastic and rubber  
(my very own sentence)



# Word Map

Name Aya group 2

Date \_\_\_\_\_

4  
not enough  
(synonym)

5  
verb

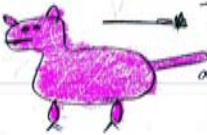
3  
to have non  
of not enough  
of something  
عاش لاه  
(the matching  
dictionary definition)

1  
Lack  
(Vocabulary Word)  
Page Number  
193

6  
to have a  
lot of  
something

2  
People who lack the ability to see use a type  
of code  
(sentence or phrase from the text)

8  
I lack money to buy a  
book  
(my very own sentence)

7  
  
I lack  
a house  
(my association, example, or sketch)



# Word Map

Name group 4

Date \_\_\_\_\_

4  
NEW

Verb

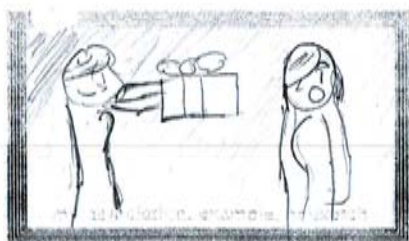
To invent a new way of doing something

devise  
via  
Page Number

old

7  
My sister and I devised a plan to surprise our parents

9  
I devised a plan to surprise my sister



# Word Map

Name number 3

Date \_\_\_\_\_

4  
basic  
good (synonym) - cat

5  
adj

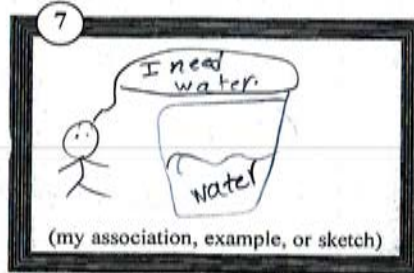
3  
Very useful or  
valuable  
  
(the matching  
dictionary definition)

1  
invaluable  
  
(Vocabulary Word)  
Page Number  
2

6  
an exceptional

2  
In my job, a computer is invaluable  
I ~~cannot~~ work without it.  
(sentence or phrase from the text)  
didn't

8  
water is invaluable to live.  
  
(my very own sentence)



# Word Map

پرسشگر  
Piercingly; strong

Name Aseel (PS)

Date

Adverb

Piercingly; in  
a way that is  
strong and  
unpleasant

Piercingly

Page Number

98

in a way that  
is weak and  
pleasant

The noise from the ambulance was piercingly  
loud.

I heard the noisy sound from my sister she  
was singing, her voice is piercingly and irritating.



# Word Map

Name Mayar

Date \_\_\_\_\_

4  
intantly: focusing.

adverb

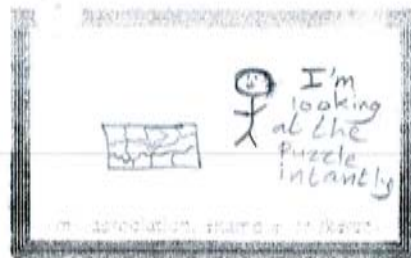
intantly: in a way that shows great attention

بتركيز  
intantly  
Page Number  
98

intantly: not paying attention.

1  
I was looking at my teacher intantly while she was reading the lesson.

2  
I looked at the puzzle intantly, trying to figure it out.



# Word Map

Name Sana, Noor

Date \_\_\_\_\_

disapproval

adj

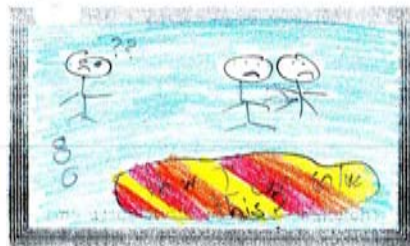
Impatient  
because you  
cannot do sth

Frustrated

happy,  
good feeling.

I felt frustrated that I couldn't solve the problem.

The teacher felt frustrated because she can't explain the question for students.



# Word Map

Name groupe 4  
Date 16/2/2015

noisy

Adj

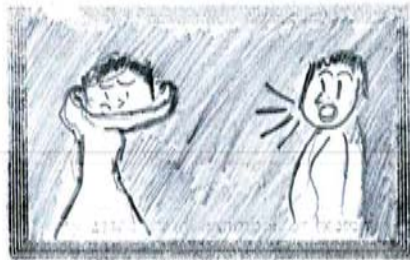
annoying and  
not going  
away.

pesky  
zsjio

quiet

That pesky mouse keeps coming into  
our house!

I saw the pisky boy



# Word Map

Name Number 3

Date \_\_\_\_\_

4  
allow  
(synonym) -

5  
verb

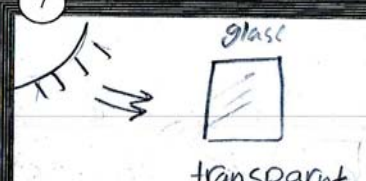
3  
to make it possible  
for someone or  
something to do  
something.  
  
(the matching  
dictionary definition)

1  
<sup>verb</sup>  
Enable  
(Vocabulary Word)  
Page Number  
3

6  
not allow

2  
A cane enabled the old man to walk more easily  
  
(sentence or phrase from the text)

8  
Light that enable us to see  
  
(my very own sentence)

7  
  
transparent  
(my association, example, or sketch)

# Word Map

Name group 4

Date 16/2/2015

4  
Rough

5  
Adj

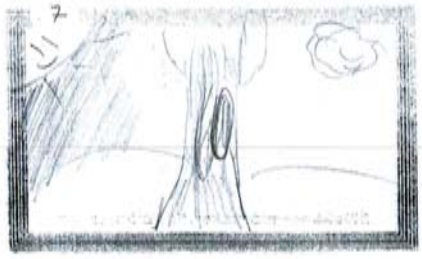
6  
Rugged: (used about the landscape) not level or smooth and having rocks rather than plants or trees.

1  
Rugged  
خشين  
Page Number

3  
Smooth

2  
Rocks and stones covered the rugged landscape

8  
I touched a rugged tree





# Word Map

Name \_\_\_\_\_

Date \_\_\_\_\_

fall of clouds

adj

full of or covered with mist

misty

Page Number  
2

sunny

In the north is ~~the~~ cloud forests, misty and mysterious.

the country is very misty.

ahh, it's very misty country.



# Word Map

Name Group 3

Date 1/1/20

3  
brightness

4  
a d j

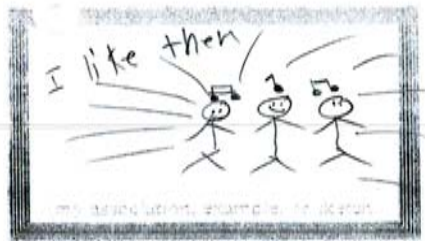
5  
sending out  
light or  
heat

6  
radiant  
شعور  
Page Number

7  
dark

8  
Her face was radiant

9  
I like people who's radiant and  
smile always



# Word Map

Name Reem Abed  
 Date 2015

4  
 categorize  
 (synonym)

5  
 verb


3  
 to form people or  
 things into groups  
 or to form one  
 or more groups  
  
 (the matching  
 dictionary definition)

1  
 group  
 مجموعة  
 (Vocabulary Word)  
 Page Number  
 90

6  
 isolated

2  
 I grouped the clothing into small and large size  
  
 (sentence or phrase from the text)

8  
 I grouped the food into groups  
  
 (my very own sentence)

7  
  
 (my association, example, or sketch)

# Word Map

Name Roem Abed

Date 26-1-2015

4  
 catogrize  
 (synonym)

5  
 verb


3  
 to form people or  
 thing into groups  
 or to form one  
 or more groups  
  
 (the matching  
 dictionary definition)

1  
 group  
 مجموعة  
 (Vocabulary Word)  
 Page Number  
90

6  
 isolated

2  
 I grouped the clothing into small and large size  
  
 (sentence or phrase from the text)

8  
 I grouped the food into groups  
  
 (my very own sentence)

7  
  
 (my association, example, or sketch)

# Word Map

Name Ruleen group 2

Date \_\_\_\_\_

4  
rugged moving

5  
verb

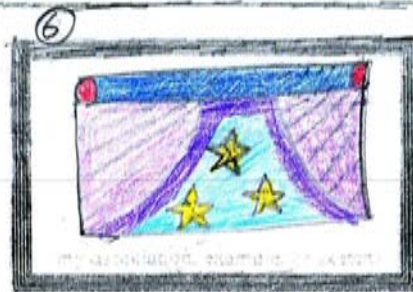
3  
to shin with  
soft light  
that seem to be  
moving

1  
 shimmer  
Page Number  
198

7  
darkening  
moving

2  
The water shimmered in the sun light.

8  
when I look <sup>new</sup> windows in the morning I saw the river is shimmering  
to the



# Word Map

Name Hala Qatib + ha

Date 2015

4  
to hide  
(synonym)

5  
verb

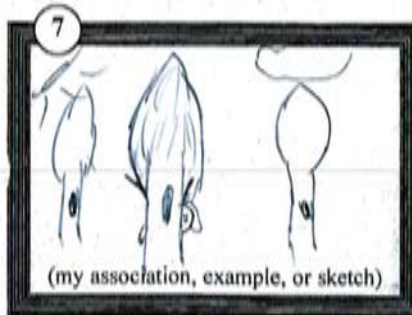
3  
to hide something or someone, to prevent something or someone from being seen or discovered  
(the matching dictionary definition)

1  
Conceal  
يخفي  
(Vocabulary Word)  
Page Number  
90

6  
to show

2  
we couldn't see the house because it was concealed by some trees  
(sentence or phrase from the text)

8  
The girl concealed behind the tree  
(my very own sentence)



**Appendix C**  
**Learning Activities and Procedures with the Experimental Group (Context Clues Group )**

**Unit9: Talking About Language**

Objectives	Tasks and Activities	The Vocabulary of Unit 9
1. To pronounce the vocabulary of unit 12, and to spell them correctly.	(Two periods, 90 minutes)  <b>Task1:</b> Students set in groups, and each group consists of 4- 5 students . Teacher warms up the class and introduce the title of the Unit .	
2. To induct the meaning of the target vocabulary using context clues strategy	  <b>Task 2:</b> Teacher introduces the vocabulary of unit12, and lists them down on the board. Students practice reading and spelling the words. Teacher gives instructions about the activities of context clues.	
3. To present the inferred words, and their maps	(5-10 minutes) <b>Task3:</b> Teacher divided the words of unit 12 between the groups, and passes out the word-maps. Each group works with 3-4 words and maps.( 25-30 min) In this task students start identifying and inducting the vocabulary definitions, antonyms, synonyms, using context clues strategy.  <b>Task4:</b> Students in groups present all the thirteen words , one by one , hanging them on the board ( 40-50 min). During the presentation, teacher offers feedback, and fix students mistakes.  <b>Task5:</b> Students list the words on their notebooks	Typical Legal Butler Housekeeper Dustpan Assign Dismiss Cauldron Gristly Scone Approve Blame frantic

### Unit10: The Whistlers

Objectives	Tasks and Activities	The Vocabulary of Unit 10
1. To pronounce the vocabulary of unit 10, and to spell them correctly.	(Two periods, 90 minutes) <b>Task1:</b> Students set in groups, and each group consists of 4- 5 students . Teacher warms up the class and introduce the title of the Unit .	Circular Radiant Shimmer
2. To induct the meaning of the target vocabulary using context clues strategy	<b>Task 2:</b> Teacher introduces the vocabulary of unit10, and lists them down on the board. Students practice reading and spelling the words.	Misty Rugged Pesky Devise
3. To present the inferred words, and their maps	Teacher gives instructions about the activities of context clues.  (5-10 minutes)  <b>Task3:</b> Teacher divided the words of unit 10 between the groups, and passes out the word-maps. Each group works with 3-4 words and maps.( 25-30 min) In this task students start identifying and inducting the vocabulary definitions, antonyms, synonyms, using context clues strategy.  <b>Task4:</b> Students in groups present all the thirteen words , one by one , hanging them on the board ( 40-50 min). During the presentation, teacher offers feedback, and fix students mistakes.  <b>Task5:</b> Students list the words on their notebooks	Desperately Irritated Frustrated Piercingly Intently Customary



### Unit 12: Housemaid's Diary

Objectives	Tasks and Activities	The Vocabulary of Unit 9
1. To pronounce the vocabulary of unit 12, and to spell them correctly.	(Two periods, 90 minutes) <b>Task1:</b> Students set in groups, and each group consists of 4- 5 students . Teacher warms up the class and introduce the title of the Unit .	
2. To induct the meaning of the target vocabulary using context clues strategy	<b>Task 2:</b> Teacher introduces the vocabulary of unit12, and lists them down on the board. Students practice reading and spelling the words. Teacher gives instructions about the activities of context clues.	
3. To present the inferred words, and their maps	(5-10 minutes) <b>Task3:</b> Teacher divided the words of unit 12 between the groups, and passes out the word-maps. Each group works with 3-4 words and maps.( 25-30 min) In this task students start identifying and inducting the vocabulary definitions, antonyms, synonyms, using context clues strategy. <b>Task4:</b> Students in groups present all the thirteen words , one by one , hanging them on the board ( 40-50 min). During the presentation, teacher offers feedback, and fix students mistakes. <b>Task5:</b> Students list the words on their notebooks	<p style="text-align: center;">           Typical            Legal            Butler            Housekeeper            Dustpan            Assign            Dismiss            Cauldron            Gristly            Scone            Approve            Blame            frantic         </p>

### Unit 13: The Poetry of Birds

Objectives	Tasks and Activities	The Vocabulary of Unit 9
1. To pronounce the vocabulary of unit 13, and to spell them correctly.	(Two periods, 90 minutes) <b>Task1:</b> Students set in groups, and each group consists of 4- 5 students . Teacher warms up the class and introduce the title of the Unit	Argue Amuse
2. To induct the meaning of the target vocabulary using context clues strategy	<b>Task 2:</b> Teacher introduces the vocabulary of unit13, and lists them down on the board. Students practice reading and spelling the words. Teacher gives instructions about the activities of context clues. (5-10 minutes)	Lazily Awkward Pitifully Clumsy
3. To present the inferred words, and their maps	<b>Task3:</b> Teacher divided the words of unit 13 between the groups, and passes out the word-maps. Each group works with 3-4 words and maps.( 25-30 min) In this task students start identifying and inducting the vocabulary definitions, antonyms, synonyms, using context clues strategy. <b>Task4:</b> Students in groups present all the thirteen words , one by one , hanging them on the board ( 40-50 min). During the presentation, teacher offers feedback, and fix students mistakes. <b>Task5:</b> Students list the words on their notebooks	Limp Resemble Mock Jeers Minor Bear key

**Appendix D**  
**Learning Activities and Procedures with the Control Group (Individual words Group )**

**Unit9: Talking About Language**

Objectives	Tasks and Activities	The Vocabulary of Unit 9
1. To pronounce the vocabulary of unit 9, and to spell them correctly.	<p>(Two periods, 90 minutes)</p> <p><b>Task1:</b> Teacher warms up the class and introduce the title of the Unit. (5-10)</p> <p><b>Task 2:</b> Teacher introduces the vocabulary of unit9, one by one, asking students about their definitions, and showing pictures.</p> <p><b>Task 3:</b> Teacher asks students to use the target words of unit 9 in their own sentences.</p> <p style="text-align: right;">(50 min)</p> <p><b>Task4:</b> Teacher lists the words definitions and their part of speech on the board, then students copy them on their vocabulary notebooks.</p>	<p style="text-align: center;">Typical Legal Butler Housekeeper Dustpan Assign Dismiss Cauldron Gristly Scone Approve Blame frantic</p>
2. To recognize the meaning of the target vocabulary		

### Unit10: The Whistlers

Objectives	Tasks and Activities	The Vocabulary of Unit 10
1. To pronounce the vocabulary of unit 10, and to spell them correctly.	<p>(Two periods, 90 minutes)</p> <p><b>Task1:</b> Teacher warms up the class and introduce the title of the Unit. (5-10)</p> <p><b>Task 2:</b> Teacher introduces the vocabulary of unit10, one by one, asking students about their definitions, and showing pictures.</p> <p><b>Task 3:</b> Teacher asks students to use the target words of unit 10 in their own sentences.</p> <p style="text-align: right;">(50 min)</p> <p><b>Task4:</b> Teacher lists the words definitions and their part of speech on the board, then students copy them on their vocabulary notebooks.</p>	<p style="text-align: center;">Circular Radiant Shimmer Misty Rugged Pesky Devise Desperately Irritated Frustrated Piercingly Intently Customary</p>
2. To recognize the meaning of the target vocabulary		

### Unit 12: Housemaid's Diary

Objectives	Tasks and Activities	The Vocabulary of Unit 12
1. To pronounce the vocabulary of unit 12, and to spell them correctly.	<p>(Two periods, 90 minutes)</p> <p><b>Task1:</b> Teacher warms up the class and introduce the title of the Unit. (5-10)</p> <p><b>Task 2:</b> Teacher introduces the vocabulary of unit12, one by one, asking students about their definitions, and showing pictures.</p> <p><b>Task 3:</b> Teacher asks students to use the target words of unit 12 in their own sentences.</p> <p style="text-align: right;">(50 min)</p> <p><b>Task4:</b> Teacher lists the words definitions and their part of speech on the board, then students copy them on their vocabulary notebooks.</p>	<p style="text-align: center;">Typical Legal Butler Housekeeper Dustpan Assign Dismiss Cauldron Gristly Scone Approve Blame frantic</p>
2. To recognize the meaning of the target vocabulary		

### Unit 13: The Poetry of Birds

Objectives	Tasks and Activities	The Vocabulary of Unit 13
1. To pronounce the vocabulary of unit 13, and to spell them correctly.	(Two periods, 90 minutes) <b>Task1:</b> Teacher warms up the class and introduce the title of the Unit. (5-10)	Argue Amuse Lazily Awkward Pitifully Clumsy Limp Resemble Mock Jeers Minor Bear key
2. To recognize the meaning of the target vocabulary	<b>Task 2:</b> Teacher introduces the vocabulary of unit13, one by one, asking students about their definitions, and showing pictures.	
	<b>Task 3:</b> Teacher asks students to use the target words of unit 13 in their own sentences. (50 min)  <b>Task4:</b> Teacher lists the words definitions and their part of speech on the board, then students copy them on their vocabulary notebooks.	