

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.