

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH LANGUAGE



TEACHERS AND STUDENTS' PERCEPTION AND PRACTICE OF
VOCABULARY
INSTRUCTION USING CONTEXT CLUE STRATEGIES

BY

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ADAMA, ETHIOPIA

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INSTRUCTION USING CONTEXT CLUE STRATEGIES: AMBO BAKALCHA BARI
SECONDARY SCHOOL, GRADE 9 STUDENTS IN FOCUS.

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BY

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Dedication

This dissertation is dedicated to the soul of my mother who was waiting to see my success but passed away before having me achieve my Master thesis.

DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

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ABSTRACT

This study investigates teachers' perception and practice of vocabulary instruction using context clues. The cause for the study was the researcher observation of the students' frequent dependence on teachers and dictionary for the meaning of the unfamiliar words they encounter in EFL classes in Ethiopian government owned secondary school. The study was conducted at Ambo Bakelcha Bari Secondary School on grade nine students using descriptive survey research design. One hundred and twenty students from the total of 704(seven hundred and four) were selected on the basis of simple random sampling method and ten teachers based on available sampling method were made participants of the study. The data collecting tools employed were class room observation and questionnaire for both the students and teachers. The study found out that vocabulary is not given attention and context clue strategies which are used to figure out the meaning of unfamiliar words is not fully practiced by the teachers. Besides, the study found out that there is discrepancy between teachers' perception and practice. Though teachers believe that vocabularies are the core components of a language and have a strong desire for the development of their students' vocabulary, their practice did not approve that. Lack of the teachers' proper training in universities and the way the text book is prepared are identified as factors that contributed to the occurrence of the discrepancy between the belief and practice of the teachers.

CHAPTER ONE

1.0. INTRODUCTION

Under this chapter, back ground of the study, statement of the problem, objectives of the study, research question, and significance of the study, limitation of the study and scope of the study are considered in this chapter.

1.1 Back ground of the Study

Teaching vocabulary is a significant issue in language teaching, since words play an important role in expressing our feelings, emotions, and ideas to others during communication. According to Hibbard (2009) Vocabulary teaching and learning were not given attention in teaching English as a foreign language in the past, but now a day the nature of vocabulary learning and teaching has become interesting. So, it was during the communicative approach that the prominent role of vocabulary knowledge in second or foreign language learning has been highly recognized by researchers in the field.

Scholars in the field of EFL also witness that vocabulary is the fundamental aspect of language which needs a great deal of attention. For example, Wilkins (1982:134) says “A few can be conveyed without grammar, but nothing can be conveyed without vocabulary. Similarly, many researchers have described the influential relationship between vocabulary and comprehension. Children who know the meaning of most of the words they hear and read comprehend more than those who do not (Nagy, 2005). Those students who already know most of the words they are exposed to will not only be able to understand more but also can use the understanding to acquire new knowledge and the vocabulary to represent that knowledge .

Therefore, word knowledge is an essential component of communication and it is important for both production and comprehension in a foreign language. As a language teacher, I also share this belief for it plays an instrumental role both in receptive and productive skills without which communication and reading comprehension, as a whole, is inconceivable. This is why scholars claim that the instruction of vocabulary should be given due emphasis.

There are a number of strategies in teaching vocabulary. Among these is using context clues. So, Scholars in the field of FL argue that this strategy of vocabulary instruction must be taught

explicitly to the students to enable them to be effective in tackling the problem of comprehension break because of unfamiliar words they come across in any reading text both in English as a subject and the study of other subjects. For example, Thorn (2002) argues that guessing from the context is one of the most useful skills learners can acquire and apply inside and outside classroom and more importantly, it can be taught and implemented relatively easily. Perhaps one of the most commonly used phrases by teachers when helping students figure out the meaning of an unknown word is, “Use the context clues.” The big question that arises from this practice, however, is whether or not we have ever really taught students how to use the context clues to determine the meaning of an unknown word (Durkin, 1979). From this, one can conclude that teachers usually ask their students to find the meaning of new words from context clues but do not teach them what kinds of context clues are there and how to use them.

Studies by local researchers such as Alemu (1994) and Ayalew(2009) in Mamo (2006) indicated that vocabulary learning situation in Ethiopian schools have several drawbacks. Among the drawbacks are the lack of attention given to vocabulary and the problems with the techniques used in vocabulary teaching and learning. This study also focuses deeply on investigating teachers’ practice of vocabulary instruction using context clues and how much weight they give to the importance of vocabularies in improving the students’ overall linguistic and academic development.

1.2 Statement of the Problem

It has always been a common trend to observe that students find it difficult to comprehend even simple texts in English for they encounter a lot of unfamiliar words. They frequently ask their teachers to explain the meaning of the new words or look up in the dictionaries than trying to determine them using the context clues the words appear in (Scott and Nagy, 1997).This, doubtlessly, shows that the students lack the strategies which help them determine the meaning of new words they come across in reading texts. Therefore, to get rid of this challenge, a great deal of emphasis must be given to vocabulary instructions in teachers’ part to help their learners develop their word power. Especially, grade 9 students, who embark in completely new learning situation(in Ethiopia context) for the shift in studying in English from mother tongue medium of

instruction in the elementary classes need this strategy of figuring out the unfamiliar words because they frequently encounter a number of new vocabularies in their academic subjects.

Researchers including Durkin (1979), Scott and Nagy (1997) and Biemiller(2005) have documented that small percent of instructional time is dedicated to vocabulary teaching and the general absence of systematic, vocabulary instruction. In the past, vocabulary instruction was often unplanned and incidental, primarily driven by student questions and “teachable moments.” When students encountered unfamiliar words, they were directed to the glossary or a dictionary, or they were given a quick oral definition. It’s not surprising that this limited, exposure did not result in long term word learning. Students need multiple exposures towards multiple contexts before they understand, remember, and apply them (Nagy, 2005). This is also true in our context. Different studies by local researchers also showed that vocabulary instruction in both our primary and secondary schools is defective. For example, Alemu (1994: 46) in Mamo (2006) suggested that the most frequently used vocabulary techniques in high schools are techniques that often test learners' achievements of vocabulary learning rather than techniques that enable learners to use every opportunity of vocabulary expansion.

From experience as a student and as a teacher I also know that most teachers in Ethiopian schools like Bakalcha Bari Secondary School seem giving less attention to vocabulary instruction using context clue strategies and they may not plan for it as a result; it seems that they simply provide unstructured definitions only when students ask for. Researchers, nevertheless, strongly argue that language teachers must plan for the vocabulary instruction and help their learners know how to use various context clues to figure out the unfamiliar words they come across in their reading activities.

Many researchers have done researches on the general vocabulary instruction strategies with little emphasis to context clues. For example, though Gashaw (2008), Mebratu (2011), Ayalew (2009), and Mamo(2006) have done researches on the effectiveness of teaching -learning vocabulary, practice of communicative approach in teaching vocabulary, vocabulary testing techniques strategies, and the effectiveness of vocabulary teaching techniques in facilitating production respectively, they did not give much attention to vocabulary instruction using context clues. This is the gap the researcher intended to fill. Thus, the raised research questions were

researched and answered. Then, the present study primarily attempted to make an in depth exploration exclusively on the role of context clues in combating the struggle with unfamiliar words in comprehension activities in both EFL classes as well as in studies of general academic purposes by clearly defining the types of existing context clues.

1.3 Objective of the Study

i. General Objective

To investigate teachers' beliefs and practices of vocabulary instruction using context clue in both EFL classes as well as in studies of general academic purposes.

ii. Specific Objectives

- ✓ To identify whether or not teachers give due emphasis to develop their students skill of figuring out the meaning of unfamiliar words using context clues.
- ✓ To find out whether there is a mismatch between teachers' perceptions and practice of vocabulary instruction.
- ✓ To explore the strategies teachers employ to simplify the students' comprehension difficulty due to unfamiliar words in the reading passages.
- ✓ To discern if the students' interest towards reading passage is affected by the unfamiliar words they encounter in the passage

1.4 Research Questions

This research is expected to successfully answer the following questions:

- ✓ Is vocabulary instruction given emphasis at the school under study?
- ✓ Do teachers give enough vocabulary exercise for students from which they practice to determine the meaning of unfamiliar words from existing context clues?
- ✓ Do teachers teach the types of context clues available explicitly and the way they are used to figure out the new words in the reading text?
- ✓ Are the unfamiliar words the students frequently come across the factors affecting the students' reading comprehension?

1.5 Scope of the Study

This research was planned to be conducted in Oromia regional state, West Showa zone, Ambo administrative town, Ambo Bakalcha Bari Secondary and Preparatory School on grade 9 students. The reason for selecting this School was the staff members are familiar to the researcher, as a result, it is assumed suitable to make frequent classroom observations for the study. The research is delimited to exploring the effective implementation of vocabulary instruction in EFL classes using context clues from the exiting broad vocabulary teaching strategies. Moreover, grade nine students were selected because it is the first level to the school where students need special support that helps them to familiarize themselves with the next educational environment.

1.6 Delimitation of the Study

The study was carried out only on one government school in Ambo Administrative town, West Showa Zone. It is unquestionable that the inclusion of additional secondary schools to increase the population size in the study could help to get more relevant, and broader and comprehensive information. The finding in such narrow context may not represent all secondary school found in Ethiopia. But there were financial and again time constraints that forced the researcher to delimit the research to the extent it really is

1.7 Significance of the Study

The researcher believes that the research finding and the possible recommendations provided could raise the awareness of both teachers and students towards the role of context clues in determining the meaning of unfamiliar words for effective comprehension. It could also make the prospective EFL teachers give due attention to vocabulary instructions using context clues strategies. It is also hoped that the research finding may trigger universities to develop courses which help the prospective EFL teachers know the types of context clue strategies and the way they are used in determining the meaning of unfamiliar words and help them use the skill for effective vocabulary instruction together with other strategies. The researcher believes that this could possibly help the students to be independent learners successful in their study. The researcher also hopes that the finding of the study could serve as an input for the syllabus designers and text book writers to incorporate context clue strategies in the text books in all grade levels from which students get opportunity to practice using context clue strategies.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0. Introduction

This chapter discusses the detailed literature on importance of vocabulary instruction, the role of vocabulary in improvement of students reading comprehension, vocabulary teaching strategies in general and vocabulary instruction using contextual clue strategies in particular respectively. The types of context clue strategies as suggested by different scholars and their role in, determining the meaning of unfamiliar words and comprehension are also reviewed.

2.1 Why is Vocabulary Instruction Important?

The need for vocabulary instruction is triggered by its importance in reading comprehension. Several scholars in the field of EFL witness that vocabulary is a very essential component of any language. For example Sedita (2005) states that vocabulary is one of the five core components of reading instruction that are essential to successfully teach children how to read. According to National Reading panel (2000) cited in Sedita these core components include phonemic awareness, phonics, and word study, fluency, vocabulary, and comprehension Vocabulary knowledge is important because it encompasses all the words we must know to access our background knowledge, express our ideas and communicate effectively, and learn about new concepts. Students' word knowledge is linked strongly to academic success because students who have large vocabularies can understand new ideas and concepts more quickly than students with limited vocabularies. The high correlation in the research literature of word knowledge with reading comprehension indicates that if students do not adequately and steadily grow their vocabulary knowledge, reading comprehension will be affected (Chall&Jacobs, 2003).

There is a tremendous need for more vocabulary instruction at all grade levels by all teachers. The number of words that students need to learn is exceedingly large; on average students should add 2,000 to 3,000 new words a year to their reading vocabularies (Beck, McKeown&Kucan, 2002). For some categories of students, there are significant obstacles to developing sufficient vocabulary to be successful in school:

- Students **with limited or no knowledge of English**. Literate English (English used in textbooks and printed material) is different from spoken or conversational English. This can present challenges as these students try to make sense of the English they read, especially at the middle and high school levels.

- **Students who do not read outside of school**. The amount of time spent reading and the amount of read are important. For example, a student who reads 21 minutes per day outside of school reads almost 2 million words per year. A student who reads less than a minute per day outside of school reads only 8,000 to 21,000 words per year (National Reading Panel, 2000).

- Students **with reading and learning disabilities**. Weaknesses in phonemic awareness, phonics, and word analysis skills prohibit students from reading grade-level content material and the rich opportunity this offers for encountering new, content-related words that can only be found in written English.

- **Students who enter school with limited vocabulary knowledge**. At first-grade, high-performing students know about twice as many words as low-performing students, but that differential gets magnified each year, resulting in high-performing 12th grade students knowing about four times as many words as the low-performing 12th graders (Hiebert & Kamil, 2005).

To overcome these obstacles, teachers need to engage the best kinds of vocabulary instruction and use technology that accommodates and supports that instruction. Students, therefore, need guidance to learn new tactics and strategies that will help them increase their vocabulary and reading comprehension. As educators, it is imperative to help the students learn how to solve problem when they come to unfamiliar words within a text. Dale, & O'Rourke, (1986) stated that students may go wrong with their guessing of unknown words without an effective strategy instruction. Context clues could help support the students to find the correct word identification in a text without making a mareguess. Teacher modeling is the first step to effective implementation. In Richards & Renandya (2002) it is said that it becomes contagious when teachers are inquisitive and passionate about words and share their enthusiasm with their students. When modeling is complete, the teacher should incorporate feedback and discussion to maximize student learning.

One way to implement context clues is by presenting students with single sentences first. It is more manageable and comprehensible for the student using a smaller chunk of a text (Biemiller 2006). He suggested that students are able to focus on working on one sentence at a time and also they can self-monitor while learning and practicing. When students begin to understand the strategy of context clues, they can begin using larger text to find unknown words. It is important that students have multiple exposures to the use of context clues.

2.2 The Connection between Vocabulary Knowledge and Reading Comprehension

One of the oldest findings in educational research found out that there is a strong relationship between vocabulary knowledge and reading comprehension. Word knowledge is crucial to reading comprehension and determines how well students will be able to comprehend the texts they read in middle and high school. Comprehension is far more than recognizing words and remembering their meanings. However, if a student does not know the meanings of a sufficient proportion of the words in the text, comprehension is impossible. Vocabulary experts agree that adequate reading comprehension depends on a person already knowing between 90 and 95 percent of the words in a text (Hirsch 2003). Knowing at least 90 percent of the words enables the reader to get the main idea from the reading and guess correctly what many of the unfamiliar words mean, which will help them learn new words. Readers who do not recognize at least 90 percent of the words will not only have difficulty comprehending the text, but they will miss out the opportunity to learn new words.

2.3 Teachers' Role in Implementing Vocabulary Instruction Strategies

One of the important roles of the language teacher is to help their learners find the easiest way to convey new information into the already existing system of the mental lexicon. To develop content-specific vocabulary, teachers need to provide lots of opportunities for students to talk about the words. This also mean explicit instruction is necessary through providing the appropriate materials that should help the learners become better learners of vocabulary by using different strategies and they can use to continue learning outside the classroom. In line with this, the teacher may draw students' attention on a particular word by writing the new words on the blackboard; the learner may focus on the meaning of a word by providing a definition, a synonym or L1 equivalent (Becker, 1977). Teachers are in charge of devising a systematic way of teaching, instead of resorting to concrete strategies (Cooper, 1997). In relation to this, the teacher can provide a description, explanation, or example of the new term. Teachers demonstrate how to use context and other resources to learn the meaning of the word.

Thus, the teacher should help students build up and use a mental lexicon in such a way that they will be capable of storing, keeping and retrieving words when needed. Similarly, language teachers need to develop learners an awareness of alternative vocabulary learning strategies that involve active processing of the target vocabulary and need to make learners conscious of the need to develop an independent and structured approach to language learning, which has been shown to be most associated with vocabulary learning success. In general, vocabulary knowledge plays a crucial role inclosing English language learners' literacy achievement gap. Teachers need to cultivate vocabulary growth in English language learners' through a language and word enriching environment as well as engaging and interesting instruction in vocabulary

2.4 Over View of Vocabulary Instruction Strategies

Vocabulary instruction experts all recommend a multi-component approach to developing vocabulary knowledge. Graves (2000) has advocated a four-part program that includes wide reading, teaching individual words, teaching word learning strategies, and fostering word consciousness. Stahl's model (1999) sees vocabulary instruction as an ongoing process that involves using different approaches:

1. Including both definitional information and contextual information about each word's meaning.
2. Involving children more actively in word learning.
3. Providing multiple exposures to meaningful information about the word.

The Teacher Reading Academy (2002) professional development materials were developed by the University of Texas Center for Reading and Language Arts in Austin and distributed throughout the country through the federally sponsored Reading First program (part of the No Child Left Behind legislation). The Teacher Reading Academy materials identify the following research- based components for effective vocabulary instruction:

1. Encourage wide reading
2. Expose students to high-quality oral language
3. Promote word consciousness
4. Teach word meaning directly

2.5 Specific Vocabulary Instruction Strategies

2.5.1 Indirect Vocabulary Instruction

Wide reading: The more you read the more vocabulary you learn. The amount of students' reading is strongly related to their vocabulary knowledge. Students learn new words by encountering them in text, either through their own reading or by being read to. Increasing the opportunities for such encounters improves students' vocabulary knowledge, which in turn improves their ability to read more complex text. "In short, the single most important thing you can do to improve students' vocabulary is to get them to read more." (Texas Reading Initiative, 2002). Students should read different types of text at different levels, including text that is simple and enjoyable, and some that is challenging. As noted above, students will not be able to comprehend text that has too many unfamiliar words (more than 10%); on the other hand, students will not encounter many new words if they read text that is below grade level.

Listening to reading aloud can be just as good a source of word meanings as reading, especially for students with learning disabilities. Diamond and Galton (2006) found that sixth-grade children learned word meanings from a read aloud at the same rate that children typically learned words from written context. They suggest that listening to stories can be a rich source of word

learning, and listening may substitute for some of the reading that children with learning disabilities do not do.

2.5.2 Multiple Exposures to Words

The growth of word knowledge is slow and incremental, requiring multiple exposures to words (Hirsch, 2003; Stahl, 1999). This does not mean simply repeating the word and a definition or synonym, but seeing the word in different contexts. How are words learned incrementally over multiple exposures? Every time we encounter a word in context, we remember something about the word. As we encounter a word repeatedly, more and more information accumulates about that word until we have a vague notion of what it means. As we get more information we are able to define that word. “Vocabulary knowledge seems to grow gradually moving from the first meaningful exposure to a word to a full and flexible knowledge” (Nation, 2001). It is helpful for students to understand how they gradually learn words. Teachers should encourage students to actively construct links between new information and previously known information about a word. Being active and cognizant of this process will result in better memory about new words. Dale and O’Rourke (1986) proposed a model of four levels of word knowledge. This model should be shared with students so they can be more met cognitive (thinking about thinking) and met linguistic (thinking about the structure of words) when learning new words: a) I never saw it before, b) I’ve heard of it, but I don’t know what it means, c) I recognize it in context, d) It has something to do with.

When a student really knows a word, he knows more than the word’s definition. He also knows how that word functions in different contexts. Knowledge of a word includes knowing how it sounds, how it is written, how it is used as a part of speech, and its multiple meanings (Stahl 2004). Stahl (1999) makes the distinction between definitional knowledge (similar to that included in a dictionary definition), and contextual knowledge (understanding how a word’s meaning adapts to different contexts). In order to fully learn a word and its connotations, a student needs multiple exposures to the word in different reading contexts.

2.5.3 Multiple Exposure and Importance of Background Knowledge

Background knowledge is a student's experience and knowledge of the world. Research has established that readers' existing knowledge is critical for them to comprehend what they read (Anderson & Pearson, 1984). More than vocabulary is needed to understand most texts. It is possible for a student to know all the words in a passage and still not make any sense of it if he has no prior knowledge of the topic. To make constructive use of vocabulary the student also needs a threshold level of knowledge about the topic. This enables him to make sense of the word combinations and choose among multiple possible word meanings (Hirsch, 2003).

People who know a great deal about a topic also know its vocabulary. "Word meanings are not just unrelated bits of information, but are part of larger knowledge structures." (Stahl, 1999). Reading comprehension and vocabulary are best served by spending extended time on reading (and listening) to texts on the same topic and discussing the facts and ideas in them. This kind of immersion in a topic not only improves reading and develops vocabulary; it also develops writing skills (Hirsch, 2003).

2.5.4 Direct Vocabulary Instruction

The direct vocabulary instruction promotes word consciousness. Consciousness of word means having an interest and awareness of word. It involves awareness of word structure, including an understanding of word parts and word order.

Students need to become aware of how written language is different from everyday conversation by drawing their attention to the distinctive structures of written language such as compound and complex sentence structures, phrasing within sentences, how punctuation is used to signal phrasing, and paragraph structure. Word conscious students enjoy learning new words and engaging in word play (Texas Reading Initiative, 2002). One way to promote word consciousness is to point out examples of vivid descriptions, interesting metaphors, similes and other forms of figurative language, and plays on words. Ask students to select examples of exciting use of words when they read and save them in a journal or share them with other students. Teachers should take advantage of opportunities to develop student interest in words, the subtle meanings of

words, how to have fun with words, and how words and concepts are related across different contexts. Students benefit from hearing language that incorporates the vocabulary and syntax (sentence structures) in high-quality written English. Literate written English uses words and grammatical structures in ways that may be new to many students and reading good literature aloud exposes students to many genres of written English (Texas Reading Initiative, 2000)

2.5.5 Provide Direct, Explicit Instruction in Specific Words

Although it is impossible to specifically teach all of the new words, students must learn each year (between 2,000 to 3,000), it is useful to provide direct instruction in some words. This includes pre-teaching key vocabulary prior to reading a selection. It is estimated that students can be taught explicitly some 400 words per year in school (Nation, 2001). Teachers must remember that direct instruction of specific words is only one component of effective vocabulary instruction. What words should the teacher choose for direct instruction? Teachers should focus on words that are important to the text, useful to know in many situations and that are uncommon in everyday language but recurrent in books (Stahl, 2004).

The following guide was adapted from J.D. Cooper and used in the Texas Reading Academy (Texas Center for Reading and Language Arts, 2002:138).

Selecting Vocabulary Words•

Before instruction, preview the text, even when using text that has pre-selected vocabulary words. Read the passage and identify vocabulary words you think students will find unfamiliar. Ask yourself: “How difficult is this passage to understand?”

- Select words that are important to understand the text.
- List words you predict will be challenging for your students. You may not be able to teach all of these words. Research supports teaching only a few words before reading.
- Determine which words are adequately defined in the text. Some may be defined by direct definition and others through context. Expand on these words after reading,

rather than directly teaching them before reading.

- Identify words students may know based on their prefixes, suffixes and base or root words. If structural elements help students determine words' meanings, don't teach them directly.
- Consider students' prior knowledge. Words can be discussed as you activate and build prior knowledge. Words can also be extended.
- Determine the importance of the word. Ask yourself: "Does the word appear again and again?(p:256)

Is the word important to comprehending the passage? Will knowledge of the word help in other content areas?"

- Remember, words taught before students read include:
 - Words those will be frequently encountered in other texts and content areas.
 - Words that is important to understanding the main ideas.
 - Words that are not a part of your student' prior knowledge.
 - Words unlikely to be learned independently through the use of context and/or structural analysis.(p:256)

Once specific words are chosen, the vocabulary instruction must be analytical and substantial for words to "really stick" (Stahl, 2004). Teachers must provide clear explanations and examples of the meanings of these words in various contexts, and provide students with opportunities to discuss, analyze, and use the words. Simply looking up a definition in a dictionary is not enough. Have students rewrite definitions in their own words, provide examples of situations where the word could be used, supply synonyms (and antonyms when possible) and create sentences using the word that clearly show the meaning. Sometimes it is useful to have students use more than one new word in a single sentence because it forces them to look for relations among words (Stahl, 1999). This kind of direct vocabulary instruction is particularly important for students with learning disabilities (Hibbard, 2009).Direct instruction of specific words can include teaching the multiple meanings of some words, different word associations (such as antonyms and synonyms), and word concepts (such as related concept words and categories of words).

2.5.6 Analyzing Word Structure: Teaching Word Parts

When students encounter unknown words they can use knowledge of word parts (root words, suffixes and prefixes) to help them determine the meaning. This is especially true when reading content text books because these texts often contain many words that are derived from the same word parts. For example, the Greek root “bio” (meaning “life, living organisms”) reappears again and again in a typical middle school life science textbook (e.g., biology, biologist, biosphere, biodegradable, biochemical and biohazard). Another example is the prefix “mono” (meaning “one, alone, single”). If students are familiar with the meaning of the prefix mono, the prefix “poly”(meaning “many”), and the base word “theism” (meaning “belief in the existence of a god or gods”), they can determine that the difference between “monotheism” and “polytheism” is the difference between believing in only one god or many gods. Structural analysis of a word draws the student’s attention to the individual units of meaning in the word, also known as morphemes. A free morpheme, or root word, can stand alone (e.g., cut), while a bound morpheme needs to be attached to another morpheme (e.g., ing, un), and two free morphemes can combine to form a compound word (e.g., airplane) (Blachowicz& Fisher, 2004:67).

In the beginning stages of reading, rapid and automatic word analysis is essential for developing decoding and fluency skills; at this level, the purpose of word analysis is to identify (sound out) the word. The focus of word analysis for vocabulary is on the meaningful parts of a word to help determine its overall meaning. Some students may not realize that they can use their knowledge about how to divide words into parts to figure out word meanings. There are numerous sources for lists of common root words and affixes (suffixes and prefixes); an internet search can produce useful examples. Two publications to consult for how to teach word parts are “Morphemes for Meaning” by Jane Greene, and “Vocabulary Through Morphemes” by Susan Ebbers (both are published by Sopris West, www.sopriswest.com). It is important to note that struggling readers and students with learning disabilities in particular may be lacking in word analysis skills or the ability to readily learn and apply these skills. This often is part of the reason why they have difficulty in reading.

2.5.7 Context Clue Strategy

Decades of research suggest that context clue strategy is one of the effective vocabulary instructions. After several years of teaching, Yang (2003), an associate professor in the Foreign Language Department of Tianjin University in China, suggests that using context clues to infer or deduce the meaning of unfamiliar words is an effective way to develop the students' vocabulary and increase their reading comprehension.

In its analysis of the research on vocabulary instruction, the National Reading Panel (2000) found that there is no one best method for vocabulary instruction and that vocabulary should be taught both directly and indirectly. Direct instruction means teaching specific words, such as pre teaching vocabulary prior to reading a selection. It is estimated that students can be taught explicitly some 400 words per year in school (Beck, McKeown & Kucan, 2002:87). Another example of direct instruction involves the analysis of word roots and affixes (suffixes and prefixes). However, one cannot teach students all of the words they need to learn.

Vocabulary instruction must therefore also include indirect instruction methods, such as exposing students to lots of new words and having them read a lot. Indirect instruction also includes helping students develop an appreciation for words and experience enjoyment and satisfaction in their use (Baumann, Kame'enui & Ash, 2003). In its executive summary, the National Reading Panel summed up its findings as follows: "The studies reviewed suggest that vocabulary instruction does lead to gains in comprehension, but that the methods must be appropriate to the age and ability of the reader" (p: 73).

Hence, most of the words acquired through incidental reading are learned through context. Students learn from context by making connections between the new word and the text in which it appears. They also learn new words through repeated exposures, gaining more comprehension of a word's meanings and functions by seeing it several times in different contexts. To develop reading efficiency guessing from context is useful. Therefore, the ability to guess the meaning of a word without referring to a dictionary saves time and allows the reader to continue reading without interruption (Baumann, Kame'enui & Ash, 2003).

Research indicates that contextual word teaching is more effective than non-contextual word teaching (Biemiller, 2005). Therefore, in teaching vocabulary, it is important to provide meaningful learning experiences for students. One way of nurturing vocabulary development and retention is to teach words in context. Divorcing words from their surroundings decreases the likelihood of comprehension and retention and it was emphasized that new vocabulary should only be met in sentences and meaningful contexts (Richards and Renandya, 2002). So, setting a good context which is interesting, plausible, vivid and has relevance to the lives of the learners, is an essential prerequisite for vocabulary teaching as it helps in both engaging the attention of the learners and naturally generating the target vocabulary. Maintaining the context and making sure the language surrounding the context is easy to comprehend, the teacher should start eliciting the target vocabulary

Vocabulary instruction must therefore also include indirect instruction methods, such as exposing students to lots of new words and having them read a lot. Indirect instruction also includes helping students develop an appreciation for words and experience enjoyment and satisfaction in their use (Baumann, Kame'enui & Ash, 2003). In its executive summary, the National Reading Panel summed up its findings as follows: The studies reviewed suggest that vocabulary instruction does lead to gain in comprehension, but that the methods must be appropriate to the age and ability of the reader.

The use of computers in vocabulary instruction was found to be more effective than some traditional methods in a few studies. It is clearly emerging as a potentially valuable aid to classroom teachers in the area of vocabulary instruction (Baumann, Kame'enui & Ash, 2003).

2.5.7.1 The Role of Instruction in Context Guessing Strategy

Hiebert & Kamil's (2005) experimental research conducted on pre university students at Shahid Chamran University and Payam-e-Nour University respectively clearly showed that when explicitly taught how to use contextual clues, context subjects could competently infer word meanings from written contexts. So, those with poor vocabulary may not automatically guess the meanings of new words from context, but can be taught to do so, though their new-word learning

may require considerable reinforcement, i.e. sufficient contextual support and exposures. These researchers attest that arguably, there are a number of possible explanations for the greater efficacy of the contextual clue instruction over direct vocabulary instruction in the present experiment. The first is that seeing the word in a written context can provide more syntactic, semantic and pragmatic information in creating a well-specified semantic representation.

The other justification, according to Hiebert, & Kamil's(2005:105) study, would be that the context method was more interactive and the context-group participants were more engaged with the material thereby culminating in better learning compared to the non-context method which was more didactic.

A third possibility, as stated by these researchers is that the information about word meaning was presented in a more accessible format in the context group in comparison with the other method.

It has been demonstrated that a familiar context facilitates vocabulary development and retention (Scott & Nagy, 1997: 487) and thus, the context method in this study incorporated suggestions for concept development. They also stated that children learn approximately 4,000 words in a school year, but that only 400 of them are learned through direct instruction.

If, on average, 90% of the words are learned through repeated, meaningful encounters then this avenue of learning should be optimized (Scott & Nagy, 1997).

If repeated, then meaningful encounters are necessary then context clues may be effective in increasing word identification and supporting word meaning. According to Richards & Renandya (2002), students might learn word meanings incidentally by using the surrounding context or by a word learning strategy that they have been taught explicitly. Using context clues as a strategy could help students to identify unknown words in sentences or longer texts.

There are specific conditions needed to be in place although the research suggests a need for context clue instruction. Context instruction should require students to have to make hypotheses about what a word is based on what they already know and the context within which the word is found. Students should then be able to cross check these hypotheses with other information (Blachowicz& F isher, 2004). Hiebert, & Kamil (2005) agreed and discussed that context clues merit careful teaching and students need to realize that authors choose their words carefully and purposefully (2005).

There are several factors to consider when deciding the use of context clues. In order for a reader to be successful in figuring out an unknown word, it depends on how many times the word is presented in the context, whether the context is oral or written, the ability of the reader to use context clues, and whether the context is sufficient (Carte & McCarthy, 1988). When the reader has common knowledge and background information with the context, it is easier for a student to learn an unfamiliar word. It must be essential to consider the abilities and background knowledge of the particular reader when considering the use of context clues. Hiebert, & Kamil (2005) discussed how important it is for students to see and engage in discussion around context explicitness to be able to one day determine how supportive a context actually is.

The purpose is to develop students into readers which can determine what the word is based on the context it is found and not vice versa. In conclusion, it is important to teach students how to use context to identify unknown words and if teaching context clues is supported and encouraged by most teachers, it could produce positive result.

2.5.7.2 Types of Context Clues

Different scholars identified different kinds of context clues. For example according to Yang (2003) the most common context clues that can be used to infer the meaning of a word include the following six.

a. Definition. Often the writer defines the meaning of the word right in the sentence or gives enough explanation for the meaning to be clear (p: 28).

e.g., Later Congress voted to **augment** or increase the job training program. Assuming that the word augment may be unfamiliar to some of the readers, the writer explains the meaning by giving a familiar word (P: 28).

b. Example. Many times an author helps the reader get the meaning of a word by providing examples that illustrate the use of the word. Note that examples are often introduced with signal words and phrases like for example, for instance, including, and such as (p: 28).

E.g., The adverse effects of this drug, including dizziness, nausea, and headaches have caused it to be withdrawn from the market (p: 28).

c. Comparison and Contrast. Comparison and contrast usually show the similarities and differences between persons, ideas, and things, e.g., The Asian gibbon, like other apes, is specially adapted for life in trees. The phrase **like other apes** indicates that the Asian gibbon is a type of ape. In the example, the major points of your plan are clear to me, but the details are still hazy, **but** introduce a clause that contrasts in meaning with the previous one and signals the fact that hazy is the opposite of clear (p:28).

d. Summary. A summary clue sums up a situation or an idea with a word or a phrase, e.g., Mr. Alonso contributes money to the Red Cross, the Boys Club, and the Cancer Fund; he also volunteers many hours in the emergency ward of the hospital. He is indeed **altruistic**. From this account of Mr. Alonso's deeds, the reader may well infer that altruistic means unselfish (p: 28).

e. Synonyms. Very often the reader can find in the same passage a familiar word that relates to a subject in a manner similar to the way that the unfamiliar term does, e.g., On a March night a girl was attacked by a maniac as she came home from work. The madman took half an hour to murder her, but no one called the police. From the description of the events in the first and second sentences we know that the words maniac and madman refer to the same person

and are probably synonymous (p: 28).

f. Antonyms. Words with opposite meanings may be found in the same context, e.g., To be white and not black, affluent and not poor, is enough to provide status in certain social groups. We note that white and black are opposites, so when we see the next pair of words in a parallel construction, we can assume that affluent is the opposite of poor, and must therefore mean rich (p:28).

E.g. The African Union has been successful in it's behind scenes diplomacy, out of the glare of publicity. Examples include the part it played in bringing reconciliation rather than confrontation in Zimbabwe. We can assume that **reconciliation** is the opposite of **confrontation** (p: 28).

In addition to these the National Reading Panel (2000) presents the types of context clues in a bit different way as definitions; synonyms, antonyms, examples; restatements; graphic illustrations, such as charts, tables, figures, and diagrams; and syntactic and semantic clues found in the sentence structure and words that surround the unfamiliar word (p:253).

2.5.7.3 Class Application of the Context Clue Strategy

Yang (2003) suggests that this learning strategy can't be acquired without the guidance of the language teacher. He adds that the reading class is a good place for teachers to introduce the skill, and students can learn it gradually. In the process of context clue instruction, according to this scholar, the following three steps can be taken.

1. Introduce signal words or indicators to help the students locate context clues. The teacher's task is to draw the students attention to these signals when they occur, e.g., X-ray therapy, that is, treatment by use of X-ray, often stops the growth of a tumor. Knowing that therapy is a new word for most of the students, I will tell them that the phrase that is commonly signals a clarification of a previously used word.
2. The following sentence contains another example of an indicator frequently seen in reading classes. Unlike the United States, where many different nationalities make up the population, Japan's population is quite homogeneous. In this sentence homogeneous is likely to be an

unfamiliar word. Fortunately, we have a signal word: unlike. I explain to the students that the word unlike is often used to introduce a contrast between two or more things. By introducing the function of this signal word in the sentence, the teacher helps them work out the meaning of an unfamiliar word. Gradually the students become sensitive to these signals for context clues, and they become skillful in identifying and using them to successfully infer the word's meaning. Use leading questions to direct the students into a step-by-step search for and use of context clues. It is fair to say that in a great deal of text such signals for locating the context clues will be lacking. Without them, inferring is hard work, but it is not impossible. There are still some context clues that may be profitably utilized. What a language teacher should do is to make the students more observant and put them on the right track.

In the following example there is no obvious signal word or phrase like that is to say or in other words. But with the teacher's help, meaningful inference can still be made by the students:

To test is to sample and predict. We test a frail-looking chair by touching it before we sit down, or we prod the ice of a newly frozen pond with a stick before committing ourselves fully. With an exploratory poke, we hope to measure the strength of the chair or the ice well enough to predict later performance. More or less sure that the underlined words or phrases are new to the students, a teacher can use the following questions to help them make educated guesses for the meaning of the new words.

- a. Does the word frail mean strong or weak? How do you know?
 - b. Do the two actions to touch and to prod have anything in common?
 - c. Does the phrase to measure the strength of the chair or the ice shed some light on the meanings of prod and poke?
 - d. According to common sense, what is likely to take place on a newly frozen pond after the ice has been prodded by a stick? Questions like these direct the students' attention to the surrounding words, phrases, or sentences that help them guess an unknown word.
3. Ask students to infer meaning independently and then explain how they made the inference. In preparation for these exercises, the teacher selects some short paragraphs from other sources the students have not yet seen. Each paragraph should contain one or more context clues.

The purpose of these exercises is to reinforce the vocabulary development strategies learned in the textbook.

The teacher provides the students with a handout of a selected paragraph. The words presumed to be unknown to the students are underlined. The students are required to work out the meaning of the unknown words and to explain how they did the task. In this exercise, the emphasis is on the process of inferring. When listening to a student's explanation, the teacher asks what strategy the student has applied and what information he has used in reaching his conclusion. Results may differ from student to student. Some of them may make wrong guesses, but as long as the students have used correct strategies and logical thinking, they should be encouraged by the teacher. Sooner or later they will be on the right path.

2.5.7.4 The Role of Context Clue Strategy

A context clue strategy is very crucial more than we expect it to be. Below are the major ones.

- > **To develop the learners' word power:** One may think that context clue has nothing to do with vocabulary development of a language learner. The fact, however, is that it plays a significant role in this regard. As a learner keeps on reading different texts he/she is sure to come across a lot of unfamiliar words repeatedly. In the course of action, he/she begins to recognize the meaning of the new words and saves them in the long term memory. The more a learner develops his/her reading habit, the more vocabularies they recognize.

Nuttall (1982) in support to this idea argues that context clue plays a vital role in developing the learner's word power. Taking the Foreign Language reader's ability of word recognition, which is estimated to be 50,000, as an example, she suggests that these words were not formally learnt in the class, but recognized from context the words appeared in. Yang (2003) an associate professor in the Foreign Language Department of Tianjin University in China, suggests that a context clue is one of the strategies which play a significant role in achieving the objective of enlarging the learners' vocabulary as a teacher in English reading classes.

- > **To enhance the reading skill and comprehension of the reader:**

Yang (2003) suggests that context clue strategy is a catalyst in a dynamic relationship between learners' reading ability and vocabulary. He adds, given the apparent power of skill of using

contextual clues to infer the meaning of unfamiliar words, it is clear in the interest of the learner to acquire the skill and employ it efficiently in reading. What is less clear, however, is how this can be best achieved. We do not yet have enough evidence to be able to answer the question of whether or not the skill transfers automatically from first to foreign language reading. Several writers on reading in foreign language (for example: Greene2001; Nuttall, 1982) implicitly accept the same view by providing examples of exercises designed to develop the skill.

Although no definitive answer can yet be given to the question of whether or not the skill transfers, we can speculate that teaching may aid transfer and/ or make the use of the skill more effective.

> To determine the meaning of unfamiliar words

The spectacular advantage of context clue strategy is to help a reader determine the meaning of unfamiliar words. These strategies provide opportunities for students to predict word meanings using each type of context clues (Allen, 2007). Using context clues to decipher unfamiliar words is an important vocabulary skill for any student. In an article from The Reading Teacher adapted from Valerie Ellery's Creating Strategic Readers, activities and best practices are given for teaching context clues.

While extensive reading programs can maximize the amount of exposure, it is possible to help learners utilize that exposure more effectively. One way is to train them in lexical inference. Learners typically rate guessing from context as a useful strategy (Allen, 2007) and research has shown that it is one of the most frequent and preferred strategies for learners when dealing with unknown words in reading. Carte & McCarthy (1988) unsurprisingly found that unknown words embedded in a text where 96% of the other words were known were guessed more successfully than unknown words in a text with only 90% known. They also found that verbs were easier to guess than nouns, and nouns easier than adjectives or adverbs. Finally they found that higher proficiency learners successfully guessed 85%-100% of the unknown words, while the lowest proficiency learners only guessed 30%-40% successfully. This uneven success in guessing suggests that the skill of making inferences need to be taught. They have also found a positive effect for instruction in the use of context. Both meta-analyses found that context clue instruction was as or more effective than other forms of instruction (e.g. cloze exercises, general strategy

instruction), but improvement in making inferences may be mostly about attention given to the process of making inferences. In this regard Stahl (1999) concluded that there was little difference between teaching learners the techniques of making inferences and just giving them opportunities to practice guessing from context.

Carte,&McCarthy (1988) found that learners of different proficiencies seemed to benefit from different approaches, with beginning learners benefiting most from instruction in a general inference making procedure (Carter, 1998), and more advanced learners benefiting more from instruction in the recognition and interpretation of context clues. She also found that instructions that involve making inferences may do more to improve reading comprehension than the ability to infer word meaning from context.(<http://www.ltr.sagepub.com>)

2.5.7.5 Efficacy of Context Clue Strategy Instruction

Baumann, Kame'enui, & Ash (2003), in their experimental study showed that the impact of a contextual guessing strategy (CGS) on vocabulary and reading authentic texts at the pre-university level is very significant. In their research they randomly selected and evolved one-hundred male and female students and assigned them to 'context' and 'non-context' groups. The context group received a context guessing strategies instruction to infer the meaning of low-frequency words while the non-context participants were treated by a direct method. The results revealed that context guessing strategies instruction was more effective vis-a-vis direct vocabulary instruction in all particulars, and was more effective than the non-context method in improving reading. The tentative estimation would be that some of the assumptions about the futility of teaching contextual clues should be rigorously re-examined and that context guessing strategies can account for a substantial proportion of vocabulary growth during the school years.

Hibbard,(2009)examined the efficacy of the guessing from context strategy versus a word list strategy in learning French lexical words and their meanings as well as retention of those words at the university level. Specifically, the study aimed at a) investigating the extent to which the use of the guessing-from-context strategy will enable second language learners to obtain a footing in the process of acquiring various French words and their meanings and b) demonstrating whether learners exposed to a guessing-from-context strategy exhibit enhanced retention of French words and their meanings than learners without benefit of such a learning

strategy. To this end, 12 fourth-semester university students of French, 5 males and 7 females with an age range of 18-30, with nearly the same level of French language proficiency, were the participants. The subjects were randomly assigned to two groups; 6 to the guessing-from-context strategy condition (the experimental group), and 6 others to the word-list condition (the control group). The data were collated by means of two instruments: a cued-recall test, and a comprehension four-choice multiple-choice test, with the former to measure the subjects' ability to retrieve the 20 target words in French by asking them to provide their translations in English, and the latter to gauge their retention by giving them 10 vocabulary items. Both tests were given immediately after the learning period, then one week, and finally one month after the learning period so as to investigate shorter and longer retention. The findings manifested the facilitation role of guessing- from context strategy in learning more French words. Moreover, the guessing from context technique proved to have an impact not only on immediate recall but on long-term retention.

2.5.7.6 Scholars' Attitude towards Using Dictionary

Though they don't ban the use of dictionary totally, most scholars do not advocate its frequent use. For instance Nuttall (1982) says, "The first thing to be said about dictionary is 'don't use it'". The reason she gives for this is that if readers keep stopping to look up every unfamiliar word they encounter any time, this may actually make them less effective readers. Every time they stop reading to consult a dictionary , they not only slow down their reading speed because of time involved, but also - more seriously they interrupt their own thought process which should be engaged in following the continued development of thought in the text.

As Nuttall (1982) also suggests the usual practice is that whenever a new word or phrase comes up in a passage, the learners either rely on their teacher for the definition of the word or they look it up in the dictionary. He continues that the drawbacks of this approach are obvious. Too much dictionary work tends to distract the reader. It increases the learner's dependency on both the teacher and the dictionary, and it develops bad reading habits. From this we can conclude that learners should not prefer looking the meaning of unfamiliar words in a dictionary as a recommended strategy rather opts to it as a last resort if the other options are exhausted. Sedita (2005),citing Scott & Nagy, 1997 comments that for many years, the practice of having students look up words, write down definitions, and memorize those definitions was the main strategy

teachers used to teach vocabulary. She adds we now know that having students follow this practice is one of the least effective strategies. In fact, Sedita goes on to say that, there is a great deal of research showing that children cannot use conventional definitions to learn words. She sums up that this does not mean that students should not use dictionaries at all; however, their use should be limited and students must be taught how to use a dictionary and choose the right definition.

Besides, she suggests that students need explicit instruction in how to use what they find in a dictionary entry so that they are able to transfer that information into something useful. Students may be confused by different meanings for the same word, or the wording in a dictionary entry may be too difficult to read or understand. The following suggestions were adapted from the Texas Center for Reading and Language Arts (2002): In a such busy time in which students are required to read and comprehend a lot of bulk materials, being confined to a dictionary use to look up the meaning of each and every word in a dictionary is very time consuming.

It is therefore important not to become too dependent on your dictionary or other sources of explanation. Practice teaching yourself the meaning of new words, terms, and concepts as you read, by paying attention to the context in which you encounter vocabulary (Hibbard, 2009). Struggling readers and students with learning disabilities in particular have difficulty using a dictionary. The process is slow and labored; often making the time it takes to look up a word frustrating and not worth the effort. These students tend to have a poor sense of the order of the letters in the alphabet, and they have significant difficulty “skimming” down a list of words that are visually similar. Once they locate the word, they tend to be overloaded with the amount of information and reading level of the words in the entry.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.0. Introduction

This chapter deals with, how the study was designed. First, it discusses the design of the study; it describes the subjects, and how it was chosen. Then it is followed by a discussion of site selection, sampling strategies. Next, it discusses the instruments used to gather data; why and how they were designed; how data was collected and analyzed. Finally, it presented how data were organized and interpreted.

3.1 Research Design

Since the major aim of the study is to explore teachers' perception and practice of vocabulary instruction using context clue strategies at grade nine level, descriptive type of research design was employed to assess the practical teachers' practice of vocabulary instruction in using context clues to combat the struggle with unfamiliar words the students come across in comprehension activities in EFL classes.

According to McDonough and McDonough (1997) a descriptive study is helpful when a researcher wants to look into a phenomenon or a process in its natural contexts in order to get its overall picture instead of taking one or some of its aspects and manipulating it or them in a simulated or an artificial setting. Hence, the researcher used both qualitative and quantitative research to compensate the disadvantages that result from single type of research method.

3.2 Participants of the Study

The major aim of the study was to investigate teachers' perception and practice of vocabulary instruction using context clue strategies at grade nine levels. The target population of the study was grade nine students and grade nine English language teachers teaching in the selected school. According to the statistical data of the school, there are 704 students {440 males and 264 females} and 10 grade nine English teachers {7 males and 3 females), there are 12 grade nine sections. On average class size is 58 students who are randomly assigned to each section. For this study, 12 sections were elicited as the sample participants. From each section, 10 students were selected as the participants using simple random sampling. Thus, the total sample of students consisted of 120 students who participated in the study filling the questionnaires and being observed in the class room while learning.

On the other hand, teachers are also the immediate and primary sources of information in educational research to which the study in hand directly concerns. Therefore, the researcher involved the teachers in his study by observing their class room instructions and making them fill questionnaires. Hence, all grade nine English teachers in Ambo Bakalcha Bari School took part in the study. In general, all these participants were the sources of information that the researcher used in the study.

3.3 Procedures of Sampling Techniques

3.3.1 Subject Sampling

The procedures that were employed in selecting the students were as follows: The students' roll numbers were first recorded on a piece of paper from their attendance sheet and lots were drawn to select 10 students from each section intended to be included as participants. This simple random sampling technique, therefore, gave equal chance for the entire population to be considered as representative sample of the study. On this base, 120 students out of 704, students were selected for the study because it is costly and time consuming to include the whole population in this study. On the other hand, to select the teacher participants, available sampling method was employed because all the available English teachers of grade 9 of this school were taken as participants of the study.

3.3.2 Study Site

The study was carried out in one school in West Showa Zone, Oromia Regional State. The school is Ambo Bakalcha Bari Secondary School. The school was selected through purposive sampling based on its convenience or familiarity because research related to issue in the present study has not yet been conducted in this school. It is also at a reasonable distance for data collection, particularly, to hold frequent classroom observation and get required collaboration for the study and also the staff members are familiar to the researcher. Therefore, it was assumed to be suitable to make free classroom observations and get required collaboration for the study.

3.3.3 Reason for Selecting Grade Level

Grade nine students from the school were the participants of the study. A purposive sampling techniques method employed for selecting the grade level on which the study was carried out. They were selected because these students are the first level in high school education. Therefore, the problem encountered at this level has a long lasting effect on their future academic achievement. Moreover, grade 9 students embark in completely in new learning situation for the shift to study in English from mother tongue medium of instruction in the elementary classes highly need this strategy of figuring out the unfamiliar words because they frequently encounter a number of new vocabularies in their academic subjects.

3.4 Data Collection Tools

Data collection tools that were employed in this research were questionnaire and class room observation.

3.4.1 Observation

Observation were the major data collecting tool as the research mainly focused on exploring the practical teachers' practice of vocabulary instruction using context clues.

3.4.2 Questionnaire

Questionnaires were used with both students and teachers to gather information about teachers' perception and practice of vocabulary instruction for triangulation purpose with the information obtained through observation.

3.5 Data Collection Procedure

First the classroom observation was conducted. This was because the researcher believes that dispatching questionnaires first might be providing both teacher and the students with pre information that would alter the natural teaching and learning practice. Therefore, the researcher preferred to conduct class observations to get the true teaching practice in which unrealistic and superficial practices were prevented.

Next to the class room observation, the questionnaires for both teachers and students were dispatched after clear orientation was given for both. The students were assured that the responses gathered through the questionnaires would be used only for the research purpose and

therefore they were encouraged to provide their genuine response to the best of their understanding without any reservation.

The questionnaires were prepared using simple words and expressions and therefore translating in to the students' L1 was not needed. In doing so, 120 students were randomly selected and divided in to two equal groups 60 students in each. Orientation was given for each group separately to minimize possible misunderstanding and to increase the opportunity for the students to ask questions and look for clarifications easily when necessary. To check the reliability of the items; first the questionnaire were tried out in a pilot study at Ambo Secondary School on 20 grade nine students who learn in the same grade level with the participants of the study. Second, before distribution of the questionnaire, the participants were given ample time to read each item in the questionnaire and ask for any sort of ambiguity of the items, and then further explanations were provided. Modifications were made based on the comment of the researcher's advisor and participants of the pilot study. On this base, exclusion of some vague or unnecessary statement was also made.

3.6 Method of Data Analysis and Interpretations

Since the data required involves both qualitative and quantitative information, the qualitative data were described using verbal analytical explanations. The quantitative data involve numerical calculations mainly percentage and graphic representations. Therefore, the data gathered through questionnaires were carefully analyzed, sorted in kind, counted and interpreted using both verbal explanations and numerical values.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0. Introduction

This chapter presents the data analysis the collected data using the two data collecting tools, questionnaires and observation. It contains four parts. The first part reports background information of the participants. The second part reports, analysis of data collected from students through questionnaires. The third part reports, analysis and interpretation of data collected from teachers through questionnaires. The last part presents, analysis and interpretation of the class room observation.

4.1 Analysis of the Findings

As it has been explained in chapter one, the main objective of this study was to explore teachers' perception and practice of vocabulary instruction using context clues strategies in grade nine EFL classes. To serve this objective, 120 students were randomly selected from the total of 704 students and made participants of the study. These participants were divided in to two equal parts and made to sit in two different classes. They were given clear instruction by the researcher about what and how to deal with questionnaire before they start filling the questionnaire. They were also made free to ask any question they might have without reservation to increase the validity and reliability of the response to be used as an input. In each section, one teacher was assigned and the researcher was reserved to provide prompt responses for the questions that might be raised by the respondents.

Related data were, therefore, collected through questionnaires and observation checklists and analyzed using percentages and descriptive statements.

4.2 Background Information of the Respondents

Background of the subject of the study is important. It helps to reveal the past and present status of individuals or groups which direct the researcher to arrive at the right findings. Hence, it seems reasonable to describe some background of the study's respondents such as sex, educational level, age and years of experience in teaching English language.

As indicated in the Chapter three, the participants involved in this study were 10 grade nine teachers and 120 grade nine students. With regard to teachers' sex, 70% males and 30% of them were females' teachers. 65% of the students-respondents were males and 35% were females.

With regard to students-respondents' age, about 53% of them were 14-17 years old, 42% of teachers 29-35 years old and 47% students were between 18-25 years old. About 58% teachers were within 36-50 years. With respect to their educational qualifications, 100% teachers had their first degree in English.

As to the working experience of the teachers-respondents in their respective total years in teaching English language, 51% of the teachers served between 5-10 years and about 42% served between 11-15 and. About 8 % of the teachers served between 16-25 years. From the teachers' background information, it can be concluded that all teachers who participated in the study are well experienced and met the required qualifications, that is, all have their first degree in English and also have long years of teaching experience. Perhaps this may enable these prospective EFL teachers to help their learners find the easiest way to learn words and convey new information into the already existing system of the mental lexicon. And this may also let them to provide lots of opportunities for students to learn about words and deduce the meaning of unfamiliar words in an effective way to develop the students' vocabulary and increase their reading comprehension.

4.3 Description and Analysis of Questionnaires Data from Students.

This part discusses students' beliefs and habit of vocabulary learning and the way they think it should be taught, their teachers' real practice in vocabulary instruction and factors that make their reading comprehension difficult and tiresome.

4.3.1 Analyses of the Way Students Tackle the Problem of Unfamiliar Words they encounter.

Table 4.3 the way students tackle the problem of unfamiliar words they encounter.

Strategies	Number of respondents and percentage	
	Respondents	Percentage
Using dictionary	68	56.8%
Using context clue	11	9.3 %
Asking teachers	40	33.2%
Total	120	100 %

Table 4.3 shows, 68(56.8%) of the respondents witnessed that they try to get the meaning of unfamiliar words using dictionary. Similarly, 40(33.2%) of students frequently ask their teachers for the meaning of new words they come across in reading comprehensions. But when we come to figuring out unfamiliar words using context clue strategies, the number is the least. Only 11(9.3%) of the respondents take the advantage of contextual definition. This means, most students are dependent up on a dictionary and teacher. This, however, makes them ineffective in comprehension. As Yang (2003) suggests using context clues to infer or deduce the meaning of unfamiliar words is an effective way to develop the students' vocabulary and increase their reading comprehension. Because if they are unable to infer the meaning of unfamiliar words from context clues, except for a few which might not be detected using context clue only, their comprehension is highly affected and distracted for dictionaries are inaccessible in reading classes and exam times.

4.3.2 Analysis of the Language Component the Students Give Attention to Most.

Table 4.4 the language component the students gave attention to most

Language components	Number of respondents and percentage	
	Respondents	Percentage
Comprehension	17	14.2%
Grammar	85	70.8%
Writing	5	4.2%
Vocabulary	13	10.8%

It has been widely accepted that vocabulary learning is one of the essential elements for learning foreign languages. It is considered to be a good indicator of general language skill (Nagy, 2005). In this regard, items were designed to ask the language component the students give attention to most. Table 4.4 shows ,17 (14.2%) give attention to comprehension, 85 (70.8%) give emphasis to grammar, only 5 (4.2%)give attention to writing and 13(10.8%) of the respondents give attention to vocabulary. From this, it is clear that relatively less attention is given to vocabulary and comprehension as compared to grammar which is the highest. This indicates that vocabulary, regardless of its significance in language learning, is not given proper attention. Different researchers, however, argue that without the mediation of vocabulary, no amount of grammatical or other types of linguistic knowledge can be employed in second language communication or discourse (Nagy, 2005), this indicates that word knowledge is an essential component of communication and it is important for both production and comprehension in a foreign language. Therefore, students' word knowledge is linked strongly to academic success because students who have large vocabularies can understand new ideas and concepts more quickly than students with limited vocabularies, so this indicates that word knowledge must be given proper attention.

4.3.3 Analysis of the Students' Awareness about the Context Clue Strategies

Table 4.5 whether or not the students know what a context clue is.

Responses	Number of respondents and percentage	
	Respondents	Percentage
Yes	12	10%
No	108	90%
Total	120	100%

As indicated in Table 4.5 only 12 (10%) of the respondents said that they know what a context clue is. This figure is statistically insignificant as compared to 108 (90%) of the total respondents who said that they do not know what a context clue is.

This can mean almost all students do not know what a context clue strategy is. This also implies that they do not employ contextual definitions to infer the meaning of new words they come across and therefore find reading comprehension difficult and tiresome. This in turn limits their vocabulary development because unless they detect them during the confrontation, they are unlikely to turn back to study them another time. In support to this idea, Nation (2001) argues that context clue plays a vital role in developing the learner's word power. Taking the FL reader's ability of word recognition, which is estimated to be 50,000, as an example, he suggests that these words were not formally learnt in the class, but recognized from context the words appeared in. In general, having no knowledge about the context clue strategy and how to use it to figure out the meaning of unfamiliar words makes them confined only to limited vocabularies.

4.3.4 Analysis of Whether or not the Students have learnt about Context Clues

Table 4.6 whether or not the students have got any lesson about the advantage of context clue strategies to determine the meaning of unfamiliar words

Responses	Number of respondents and percentage	
	Respondents	Percentage
Yes	17	14.2%
No	103	85.8%
Total	120	100%

As can be seen in the table 4.6 above, only 17 of 120 (14.2%) of respondents confirmed that they have been taught about the advantage of context clue and 103 (85.8%) of the respondents witnessed that they have never got any instruction on the context clue strategies that would help them infer the meaning of words independently. This implies that context clue strategy is not given due attention in the school.

Researches, however, found out that context clue instruction must be explicitly taught to learners to enable them use the strategy effectively. For instance Blachowicz (2004) argues that such independent strategy like contextual definition is worth carefully planned explicit instruction.

A number of other researchers recommended the need of contextual clue instruction. For example, Nicol and Graves (1990) as cited in Blachowicz (2004) suggest that students become conscious learners from context. Hence, the instruction must involve explicit instruction with good planning, practice and feedback. According to these scholars, instruction must be scaffold so that it leads to more student responsibility. Therefore, this is an upsetting condition indicating how very important it is to equip our learners with the suitable strategy that is usable and plays a vital role in developing the learner's word power any time.

4.3.6 Analysis of Whether or not the Students know the Types of Context Clues

Table 4.7 students' knowledge about context clue strategies

Responses	Number of respondents and percentage	
	Respondents	Percentage
Yes	14	11.7%
No	106	88.3%
Total	120	100%

Table 4.7 depicts that only 14(11.7%) of the respondents replied that they know the types of context clues used to determine the meaning of unfamiliar words. The majority of the respondents, 106 (88.3%) disclosed that they do not know the types of context clue strategies exist. This implies that students are not given awareness about context clue strategies that help a reader determine the unfamiliar words encountered in reading exercises due to this no attention given to context clue strategies in the school. In relation to this idea, different Scholars argue that the teacher is expected to provide a description, explanation, or example of the new term. Teachers demonstrate how to use context and other resources to learn the meaning of the word (Cooper, 1997). Thus, the teacher should help students build up and use a mental lexicon in such a way that they will be capable of storing, keeping and retrieving words when needed.

4.3.7 Analysis of Learners Ability to List some of the Context Clue Strategies.

The researcher presented this open - ended question to prove the truthfulness of the response that might be given in the close - ended question “do you know the types of context clues available which is to be answered simply as “Yes or No” because the researcher expected some of the students may respond “Yes” without having the true knowledge of the issue. It is true that they could list some of the context clue strategies if they genuinely knew and the vice versa. Accordingly the number of respondents who replied “Yes” in the preceding close -ended question significantly declined from 14 (11.7%) to only 2 (1.6%) for this open - ended question. From this, one can conclude that there is no students who have awareness about the context clue strategies and hence, hardly any student know the types of context clue strategies that help a reader determine the unfamiliar words encountered in reading exercises.

4.3.8 Analysis about Attention given to Exercises Related to Guessing Words from Context by Students

Table 4.8 Students' attention to exercises related to guessing words from context clues

Degree of emphasis	Number of respondents and percentage	
	Respondents	Percentage
Much attention	30	25%
Little attention	80	66.7%
No attention at all	10	8.3%
Total	120	100%

The table 4.8 shows the response provided by the students for the question “how much attention do they give to guessing words from context clue in the text book”.

As shown in the table, it seems that the students provided their genuine response. 30(25%) of them said they give much attention, 80 (66.7%) replied that they pay little attention and 10(8.5%) said that they do not give any attention to such exercises at all.

This, in turn, shows that the learners neither have awareness about the context clue strategies nor know its advantage in determining the meaning of unfamiliar words. It is a normal phenomenon that people do not give attention to something unless they know its advantage. This is also an indicator for the urgent need of contextual clue instruction to help the students know how to make use of it to tackle the problem they face in reading comprehension.

4.3.9 Analysis of the Frequency of Teachers' Advice for Students regarding their Vocabulary Development

Table 4.9 frequency of teachers' advice for students about their vocabulary

Responses	Number of respondents and percentage	
	Respondents	Percentage
Very often	68	56.7%
Sometimes	40	33.3%
Rarely	10	8.3%
Not at all	2	1.7%
Total	120	100%

Table 4.9, shows the response given by students for the question “how often do your English teachers advice you to pay attention to developing your word power?” Accordingly 68(56.7%) of the respondents witnessed their English teachers advise them to pay attention to develop their word power very often while 40 (33.3%) said they advice them sometimes. In the contrary 10(8.3%) of the respondents said that they are advised rarely and yet 2(1.7%) said that they are not advised at all.

From this data, one can conclude that teachers have positive attitude towards vocabulary and wish their students to have rich vocabulary power.

Having a mere desire for the students' vocabulary development without providing the strategy that helps them to achieve the goal is meaningless. In line with this, Yang (2003) suggests teachers need to cultivate vocabulary growth in English Language Learners through a language and word enriching environment as well as engaging and interesting instruction in vocabulary. Similarly, McCarthy (1990) argues no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meaning, communication in an L2 just cannot happen in any meaningful way. Thus, so as to realize this idea, the teacher needs to advise students to context clue strategies, which make English lessons more exciting and motivating for learners. Therefore, to achieve the desired goal an explicit instruction of contextual redefinition to students is mandatory. It would be therefore

advisable for teachers to inform students that there are clues that indicate the meaning of unknown words.

4.3.10 Analysis of Students' Frequency of using Different Strategies to Infer Meanings

Table 4.10 Students' frequency of different strategies usage to infer meanings of unfamiliar words.

Strategies	Frequency										Total	
	Always		Usually		Sometimes		Rarely		Never			
	No	%	No	%	No	%	No	%	No	%	No	%
Dictionary use	60	50	40	33.3	20	16.7	-	-	-	-	120	100
CCG	6	5	4	3.3	15	12.5	65	54.2	30	25	120	100
Asking teachers	58	48	30	25	12	10	10	8.3	-	-	120	100

Table 4.10 depicts that 60 (50%) and 58 (48%) of the respondents replied that they use dictionary and ask teachers for explanation always respectively. Similarly, 40(33.3%) and 30(25%) of them replied that they usually use dictionary and ask teachers for explanation new words respectively. When we come to Contextual Clue Guessing, however, only 6 (5%) and 15(12.3%) use it always and sometimes respectively to determine the meaning of unfamiliar words. It also shows that most of the students that are 65 (54.2%) use the CCG rarely. Yet 30(25%) never use this strategy at all. This mean, most students are dependent up on a dictionary and teacher for the meaning of unfamiliar words they encounter. This, however, makes them ineffective in comprehension. As Yang (2003) suggests using context clue to infer or deduce the meaning of unfamiliar words is an effective way to develop the students' vocabulary and increase their reading comprehension. Because if they are unable to infer the meaning of unfamiliar words from context clues, except for a few which might not be detected using context clue only, their comprehension is highly affected and distracted for dictionaries are inaccessible in reading classes and exam times. This in turn implies that students need to be liberated from this dependence by learning the context clue strategies and the way they are used.

4.3.11 Analysis of Students' Belief about Vocabulary and the Way it must be taught.

Table 4.11 Students belief about vocabulary and the way it must be taught

Beliefs	Degree of agreement and number of respondents											
	Strongly Agree		Agree		undecided		Disagree		Strongly disagree		Total	
	No	%	No	%	No	%	N	%	No	%	No	%
Vocabularies are the fundamental components of a language.	60	50	45	37.5	-	-	15	12.5	-	-	120	100
Unfamiliar words affect your comprehension.	85	70.8	25	20.8							120	100
You encounter a lot of unfamiliar words in reading	60	50	30	25			20	16.7	10	10.7	120	100
You encounter many new words in your readings of other academic subjects.	55	45.8	35	29.2	-	-	13	6.7	7	5.8	120	100
Context clue strategies that help the students to learn the meaning of unfamiliar words must be taught to students.	45	37.5	60	50	3	2.5	12	10			120	100

Table 4.11 shows students' belief about different facts about vocabulary and its effects in their reading comprehension and their academic studies. It has been widely accepted that vocabulary learning is one of the essential elements for learning foreign languages. It is considered to be a good indicator of general language skill (Cooper, 1997). In this regard, items were designed to ask if students understood the importance of vocabulary learning. As clearly shown in figures and percentages, 60 (50%) and 45 (37.5%) of the respondents strongly agree and agree respectively that vocabulary is a fundamental component of a language. Only 15 (12.5%) of the respondents denied this fact. Similarly, 85(70.8%) and 25 (20.8%) of the respondents strongly agree and agree respectively that unfamiliar words affect their

comprehension and no one denied this fact. Besides, 55 (45.8%) strongly agree and 35 (29.5%) of the respondents agree that they encounter a lot of unfamiliar words when they read English passage. On the other hand, only 20 (16.7%) and 10 (10.7%) of the respondents disagree and strongly disagree that they encounter a lot of unfamiliar words in reading passages respectively. This implies that considerably most of the students frequently come across new words while reading English texts for comprehension.

When we see the students' confrontation of the new words during their study for the other academic subjects, the difference is statistically insignificant as compared to that of reading English passages for comprehension. From this one can conclude that how the problem is difficult which need immediate solution. The researcher, therefore, believes that teaching students about context clue strategies which help them figure out the meaning of the unfamiliar words they encounter both in reading comprehensions in English classes and other academic subjects alleviates the problem though not prevent it all in all.

The students' response for the need of context clue instruction also approves what is stated above. 45(37.5%) and 60 (50%) of the respondents respectively strongly agreed and agreed that context clue strategies that help the students determine the meaning of unfamiliar words must be taught to them. Only 12(10%) disagreed in the importance of the instruction and this is statistically insignificant as compared to the number of the ones who agreed to the necessity of the instruction of the contextual redefinition.

4.3.12 Description and Analysis of Teachers' Practice of Vocabulary Instruction.

This part discusses teachers' practice of vocabulary instruction as witnessed by the students. The researcher preferred gathering information about the genuine teachers' practice of vocabulary instruction from students using questionnaire because he believes that students may provide true information in this regard than teachers without hiding the facts

Table 4.12 Teachers' practice of vocabulary instruction

Expected vocabulary practices	Number of respondents and frequency of teachers' activities in teaching vocabulary									
	Often		Sometimes		Rarely		Never		Total	
	No	%	No	%	No	%	No	%	No	%
Teaching about context clue strategies			25	20.5	56	46.7	69	57.5	120	100
Making students free to ask any unfamiliar words they encounter	9	7.5	60	50	41	34.1	10	8.3	120	100
Providing contexts for the words the student ask	5	4.1	25	20.8	69	57.5	21	17.5	120	100
Selecting new words from each part of the text book and making students practice guessing from context clues					100	83.7	20	16.3	120	100
Selecting unfamiliar words from reading passages and making students guess them	4	3.3	26	21.7	90	75			120	100
Advising students to pay due attention to vocabulary lesson	60	50	50	41.7	10	8.3			120	100
Making students do all vocabulary exercises presented in the text book with special attention to context clue guessing	40	33.3	70	58.3	4	3.3	6	5	120	100
Giving vocabulary test related to the use of context clues	15	12.5	27	22.5	48	40	30	25	120	100
Explains the meaning of unfamiliar words in the students' L1 instead of putting them in context clues	70	58.3	40	33.3	10	8.3			120	100

Divorcing words from their surroundings decreases the likelihood of comprehension and retention and it was emphasized that new vocabulary should only be met in sentences and meaningful contexts (Richards & Renandya, 2002). So, setting a good context which is interesting, plausible, vivid and has relevance to the lives of the learners, is an essential prerequisite for vocabulary teaching as it helps in both engaging the attention of the learners and naturally generating the target vocabulary. In this regard, the students were asked if their teachers provide them contextual clue instruction so that they could figure out the meaning of unfamiliar words through different types of context clues. However, their response shows that most of the teachers do not provide context clue instructions. An illustration of this is, 25 of 120 (25%) of the respondents said teachers provide contextual clue instruction sometimes whereas 56(46.7%) of them witnessed teachers provide contextual clue strategies rarely and yet 69(57.5%) disclosed that teachers hardly do that. This shows that, most of the teachers do not provide context clue instructions.

The reality of the 25 (32.5%) of the respondents who said that teachers teach context clue strategies might be that teachers sometimes merely order students to use context clue strategies to determine the meaning of unfamiliar words taken from reading passages as vocabulary exercises. Because this, according to Durkin (1979), is the most common phrase and practice used by teachers when letting students figure out the meaning of unfamiliar words. The big question according to Durkin, however, is whether or not the teachers have ever really taught how to use the context clues to determine the meaning of unfamiliar words. The table also shows teachers sometimes encourage the students to ask any new words they encounter in their reading session. This is indicated by 60 (50%) of the respondents who said that teachers make the students ask sometimes and 41 (34.1%) of the respondents who witnessed that teachers do this rarely. This implies that teachers have a strong desire for the development of their students' word power.

Only 5(4.1%) and 25 (20.8%) of the respondents disclosed that teachers provide context clues often and sometimes respectively for the unfamiliar words their learners ask. And this is statistically insignificant for the figures are below average. On the other hand, the majority of them 69(57.5%) and 21 (17.5%) witnessed that teachers do that only rarely and hardly respectively. This clearly shows that teachers' provision of contextual clue strategy is almost

none. It is also plainly observable from the table that teachers rarely collect the words they consider to be new and important for the students from every part of the text book and give them with context clues. This actually demands to invest a considerable time and energy of language teachers to develop their learners' vocabulary.

The other point depicted in this table is teachers' wish of students' vocabulary development. 60(50%), 50 (41.7%) and 10(8.3%) of the respondents disclosed that teachers advice their students to pay attention to vocabulary exercises often, some times and rarely respectively. This implies that teachers have a strong desire for the improvement of the students' vocabulary. It is also an indication that teachers have a positive perception towards vocabulary. The fact that 40 (33.3%) and 70 (58.3%) of the respondents reported that teachers make students do all the vocabulary exercises in the text book often and sometimes respectively.

Another important point showed in the table above is that teachers provide vocabulary exercises out of the text book to students help them practice guessing meaning of new words using context clues neither often nor sometimes. 20(16.7%) and 100 (83.3%) of the respondents reported that teachers rarely and hardly do that respectively. Likewise, teachers give vocabulary tests rarely. The largest number, as compared to the other frequency of the activities (often, sometimes and hardly), 48(40%) of the respondents reported that it was the case

In the end, what is reported in table 2.10 above is whether teachers explain the meaning of unfamiliar words in the students' L1 instead of putting them in context clues or not. The majority of the students 70(58.3%) and 40(33.3%) said teachers give translation into the students' mother tongue often and sometimes respectively for the unfamiliar words their learners ask. The researcher also observed them while they were practicing translation in their language classes during classroom observation. Thus, the analysis of data gathered through observation has shown consistent results with findings of the questionnaire as this was supported by the class room observation. Therefore, this confirms teachers are not concerned about context clue strategies of vocabulary teaching; they rather focus on translation in to the students' mother tongue. This might be good but doesn't help to practice independent strategy that helps students guess the meanings from context clue without the help of the teacher or dictionary.

4.3.13 Analysis of Whether or not Teachers teach Different Context Clue Strategies

Table 4.13 Whether or not teachers teach different context clue strategies

Context clue strategies	No. of respondents and responses					
	Yes		No		Total	
	No	%	No	%	No	%
Synonym clue	55	29.16	85	70.83	120	100%
Antonym clue	23	22.5	97	19.16	120	100%
Definition clue	26	21.6	94	78.3	120	100%
Description clue	15	12.5	105	87.5	120	100%
Prefix and suffix	10	8.3	110	91.6	120	100%
Examples	9	7.5	111	92.5	120	100%
Summary	12	10	108	90	120	100%
Compare and contrast	20	16.5	100	83.5	120	100%

Yang (2003) suggests that learning context clue strategies can't be acquired without the guidance of the language teacher. He adds that the reading class is a good place for teachers to introduce the skill, and students can learn it gradually. Contrary to this fact, as can be seen in table 4.13 the response of a much greater number of the respondents show teachers do not do that. For example 55 (29.16%) replied yes while 85 (70.83%) said no for synonym clue, 23 (22.5%) yes and 97 (19.16%) no for antonym clues, 26 (21.6) yes and 94 (78.3%) no for definition clue, 15 (12.5%) yes and 105 (87.5%) no for description clue, 10 (8.3) yes and 110 (91.6%) no for word structure analysis (prefixes and suffixes) 9(7.5%) yes and 110 (91.6) no for examples, 12 (10%) yes and 108(90) no for summary, 20 (16.6) yes and 100 (83.5%) no for compare and contrast. This implies that context clue strategies are almost not being taught. In contrast to this, Thorn (2002) argues that guessing from the context is one of the most useful skills learners can acquire and apply inside and outside classroom. It can be taught and implemented relatively easily. Hence, students must be taught context clue strategies to help them figure out the meaning of the unfamiliar words they encounter both in reading comprehensions in English classes and other academic subjects.

4.3.14 Analysis of Factors that Make Reading Comprehension Boring and Difficult to Students

Table 4.14 Students' feeling about reading comprehension

Questions	Response and number of respondents					
	Yes		No		Total	
	No	%	No	%	No	%
Are you interested at reading passages?	54	45.3	66	55	120	100
Do you find reading comprehension difficult?	77	64.1	43	35.8	120	100

As one can see from Table 4.14, the number of students who responded they are interested in reading comprehension is 54(45.3%) and that of the ones who are not interested in reading comprehension is 66(55%) . And this implies most of the students are not interested in reading comprehension. This, in turn, shows most of the students do not feel comfortable with reading and this mean that they deal with reading exercises out of their interest only because they are ordered to do so.

Similarly, the table shows 77(64.1%) of the respondents replied that they find reading comprehension difficult whereas only 43(35.8%) of them said they don't. In this regard (Nagy, 2005), argues that students who already know most of the words they are exposed to will not only be able to understand more but also can use the understanding to acquire new knowledge and the vocabulary to represent that knowledge .Therefore, word knowledge is an essential component of communication and it is important for both production and comprehension in a foreign language. From this we can conclude that most students are not interested in reading comprehension and they find it difficult and tiresome because they do not know the meaning of most of the words they read and so it is obvious that people are not interested in doing something unless they find it comfortable to deal with.

4.4 Analysis and Discussion of Questionnaire Data from Teachers

These data were obtained from all grades 9 English teachers. All the teachers participated to increase the reliability of the information obtained. This part discusses teachers' belief or perception about the importance of vocabulary and the way it should be taught. Teachers' real practice in vocabulary instruction and factors affecting their practices identified.

4.4.1 Analysis of Teachers' Belief about Vocabulary and its Instruction

Table 4.15 teachers' belief about vocabulary and its way of instruction

	Number of respondents and the extent to which teachers agree with the beliefs											
	Agree		Strongly		Undecided		Disagree		Strongly		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Words are fundamental components of a language	4	40%	6	60%							10	100%
Having limited vocabulary affects the students comprehension	4	40%	6	60%							10	100%
Students encounter a lot of unfamiliar words not only in English reading passages but also in other subjects	5	50%	4	40%	1	10%					10	100%
Students must be taught the strategies that help them figure out unfamiliar words	8	80%	2	20%							10	100%

Vocabulary is obviously a very important element within a language as the overwhelming majority of meaning is carried lexically; and, therefore, something to be taken into consideration both in second and foreign language teaching (McCarthy, 1988). In this regard, items were designed to ask if teachers understood the importance of vocabulary teaching. As it can be observed from table 4.15, 4(40%) and 6 (60%) of the teachers agreed and strongly agreed respectively that words are the fundamental components of a language. This implies teachers clearly believe that vocabularies are the basic components of language. The table also shows, in exactly similar way, that teachers believe that having limited amount of vocabularies affects the students' comprehension. Besides, the table depicts that 5(50%) of the respondents

agreed that students encounter a lot of unfamiliar words not only in reading comprehension in English classes but also in their different academic studies and so strongly do 4 (40%) of the respondents.

In replying to the last item, almost all of the respondents 8(80%) confirmed that they agree and 2(20%) of them strongly agree students must be taught the context clue strategies that help them determine the meaning of unfamiliar words they encounter in any reading activity. All of them also confirmed that having limited vocabulary affects the students' comprehension. Even if the teachers agreed on the importance of teaching different strategies that help the students in figuring out the meaning of unfamiliar words, the researcher did not observe them while they were practicing different strategies effectively in their language classes during classroom observation. Thus, the analysis of data gathered through observation do not show consistent results with the findings of the questionnaire as this was not supported by the class room observation.

4.4.2 Teachers' Use of Different Context Clue Strategies in their Vocabulary Instruction

Table 4.16 Teachers' frequency use of various context clue strategies

Types of context clue strategies	Frequency of use and number of respondents									
	Often		Sometimes		Rarely		Not at all		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Description clue	2	20	1	10	7	70	-	-	10	100
Synonym clue	2	20	2	20	6	60	-	-	10	100
Antonym clue	3	30	2	20	5	50	-	-	10	100
Definition clue	-	-	4	40	6	60	-	-	10	100
Prefixes and suffixes	-	-	2	20	8	80	-	-	10	100

Context clues are indicators of the meaning of a word. Such clues may be in the sentence that contains the word or somewhere else in the text within close proximity (Stahl, 1999). Consequently, practicing different types of context clues during vocabulary teaching which is used to highlight textual clues that lead to the meaning of the target word. This will enhance students' capability to recognize textual clues. In support to this, Table 4.16 asked whether the teachers practiced different types of context clues when they taught vocabulary. However, as showed in table 4.16 only 2(20%) and 1(10%) of the respondents use description clue very frequently and sometimes respectively. The rest, 7(70%) witnessed that they rarely use the strategy. Similarly only 2 (20%) very frequently and the same number use synonym clue sometimes whereas majority of the teachers 6(60%) of them use the strategy rarely. Besides, half of the respondents disclosed that they use antonym clue and half of them use it rarely. When we see the number of users of definition and word structure (prefix and suffix), very frequent usage is null while 4(40%) and 2(20%) of the teachers use these context clue strategies sometimes respectively. The higher number of respondents witnessed that they use these same strategies rarely. i.e,6(60%) for definition clue and 8(80%) for word structure analysis.

This implies that teachers' practical usage of the above context clue strategies is very rare, and what do the students 'practice to get the meaning of unfamiliar words they encounter? This issue is discussed below.

4.4.3 Students' Use of Different Strategies to determine the Meaning of Unfamiliar Words

Table 4.17 Students' frequency use of different strategies to determine the meaning of new words.

Strategies	Frequency										Total	
	Always		Usually		Sometimes		Rarely		Never			
	No	%	No	%	No	%	No	%	No	%	No	%
Dictionary use	7	70	-	-	3	30	-	-	-	-	10	100
CCG	-	-	-	-	2	20	8	80	-	-	10	100
Asking teachers	5	50	-	-	5	50	-	-	-	-	10	100

Table 4.17 shows how frequently the students use context clues, dictionary and asking teachers to get the meaning of the unfamiliar words they encounter. One may ask “how does a teacher know whether or not the students use a dictionary?” as it is used at home. The reality now a day, however, is that most of the students carry different types of small sized dictionaries to school and use them. This is why the researcher wanted to know this fact from the teachers.

Accordingly, 2(20%) and 8(80%) of the respondents said that students use context clue strategies sometimes and rarely respectively. The usage of dictionary, however, is shown by 7(70%) always and 3(30%) sometimes. Similarly, the frequency of asking teachers for translation is shown by 5(50%) always and 5(50%) sometimes. From this, data it is possible to generalize that students take the advantage of context clues rarely to determine the meaning of unfamiliar words they come across. On the other hand, looking up meanings in a dictionary and expecting their teacher for translation are the most frequently used strategies. Different researchers, however recommend that if the students are unable to infer the meaning of unfamiliar words from context clues, except for a few which might not be detected using context clue only, their comprehension is highly affected and distracted for dictionaries are inaccessible in reading classes and exam times(Yang, 2003). Therefore, students need to be liberated from this dependence by learning the context clue strategies and the way they are used. Hence, the researcher recommends that this should be reversed through careful instruction that enables the students to use context clue strategies effectively to determine the meaning of unfamiliar words they encounter anytime and anywhere.

4.4.4 Analysis of Factors Affecting Teachers' Practice of Vocabulary Instruction.

Table 4.18 Factors Affecting Teachers' Practice of Vocabulary Instruction

	Number of respondents and the extent to which teachers agree with the beliefs											
	Agree		Strongly		Undecided		Disagree		Strongly		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Lack of appropriate training in the university	5	50%	3	30%			2	20%	1	10%	10	100%
Students' lack of interest towards vocabulary	2	20%					6	60%	2	20%	10	100%
Lack of time to prepare vocabularies in context.	3	30%	1	10%			6	60%			10	100%
Undermining the role of context clues in figuring out new words	2	20%					3	30%	5	50%	10	100%
I don't think context clues are that much important	8	80%	2	20%							10	100%
The way the text book is prepared	5	50%	4	40%	1	10%					10	100%

Adequate training is an essential method to make language teachers aware of the principles of practicing or using vocabulary teaching strategies; and it is also a means to improve teachers' skills of vocabulary teaching strategies in EFL classes. In turn, the teachers' understanding of the practice of vocabulary teaching strategies along with the skills they have as to how practically implement vocabulary teaching strategies. However, as the above table shows, 5(50%) and 3(30%) of the respondents agreed and strongly agreed that lack of proper training in universities is one of the factors that affected their vocabulary instruction particularly on the use of context clue strategies efficiently.

The rest 1(10%) and 1(10%) ,however, disagreed and strongly disagreed that lack of proper training in universities affected their vocabulary instruction.

This in turn implies the majority of the universities do not train their prospective language teachers in a way they become effective in using context clue strategies in their vocabulary instruction whereas a few do. Indeed, it seems that it is hardly possible to expect teachers to practice vocabulary teaching strategies in EFL classes in the condition where they had not gained adequate training on vocabulary teaching strategies. Therefore, it can be argued that the teachers should be exposed to the practices of vocabulary learning strategies in EFL classes.

Students' lack of interest towards vocabulary is not considered to be a factor, for only 2 (20%) of the respondents agreed it to be a factor whereas the rest 8(80%) disagreed. This also implies that students have an interest towards vocabulary lessons. Besides, it is clearly observable from the table 4.18 that lack of time on the part of the teachers to prepare vocabulary exercise on context clues is not a strong factor that affected their way of instruction.

Another factor that strongly affected teachers' practice of vocabulary instruction, as can be seen from the table, is the way the text book is prepared. As a researcher, I also went through the text book for grade 9 and observed that there is not explicit context clue instruction. There are also not much vocabulary exercises that help learners practice determining the meaning of unfamiliar words from context clues. Undermining the role of context clues in figuring out new words is considered as a factor affecting the teachers' vocabulary instruction.

4.5 Interpretation and Discussion of the Class Room Observation

Classroom observation is the best data collection tool that helps a researcher finds the most reliable, valid, and authentic and real practice. On this belief the researcher made class room observation his major data collection instrument. Accordingly, observation checklist with some set of questions that help the researcher observe each activity of the teacher was prepared and used. The objective of the observation was to see how vocabularies are treated and the way reading exercises were dealt with. For this purpose, the totals of ten teachers were observed in three different periods each. That means thirty periods were observed in general within three

weeks' time. Within these periods, teachers were dealing with different language items not only with vocabularies. Some were teaching grammar, some comprehension and some vocabulary. In all those class observations the researcher tried to investigate whether teachers were going extra miles to develop their learners' word power no matter what the exercise was.

4.5.1 Analysis of the Emphasis given to Vocabularies

The researcher tried to investigate whether vocabularies with special reference to the unfamiliar ones were taken care of. The teachers were also observed whether they arouse students' interest toward the vocabulary lesson. These were supported during the actual classroom observation; but almost all teachers did not practice the strategies consciously to arouse students' interest toward the vocabulary lesson during vocabulary instruction. Indeed, the time of observation was actually a rush time when teachers were running as fast as they could to cover the portion as the second semester final examination was drawing very near. In an attempt made to cover the text book, however, the researcher could not observe even one teacher paying attention to vocabularies. They were all teaching grammar in focus. This implies that there is no emphasis given to vocabulary.

There were ten teachers who participated in the questionnaire too. Even if they agreed on the importance of practicing context clue strategies in vocabulary teaching, the researcher did not observe them while they practiced this strategies effectively in their language classes during classroom observation. Thus, the analysis of data gathered through observation has not shown consistent results with findings of the questionnaire as this was not supported by the class room observation.

4.5.2 Analysis of Whether or not the Teacher make Extra Effort to equip the Learners with Word Power

The observation results also manifested that there were no attempts made by the teachers to equip the students with word power. The researcher is confident to say this based on the following ideas.

The researcher had an opportunity to observe the same topic taught in six sections by six different teachers. The lesson was about parts of the body under unit 9 of the students' text book

on page 163. Among the specific objectives listed, two of them were related to vocabulary instruction.

They are the following:

- a. You will be able to revise your vocabulary for parts of the body
- b. You will be able to discuss vocabulary strategies.

From this, we can understand that the lesson aimed at discussing each and every part of the body part together with their uses. Besides, the teacher is expected to say at least few thing about vocabulary strategies such as context clues that help students correctly guess the meaning of unfamiliar words.

Under this lesson, a cloze exercise as bellow could have been given about parts of the body based on the diagram and numbered list.

1. _____ are found on both sides of a person's head and used to identify sounds.
2. _____ are found on the front face on both sides of nose and used to see things.
3. _____ is a part of our leg found between the hip and the knee.
4. The back part of our leg below the knee and above the ankle is called _____.
5. _____ is the thick part of the body immediately bellow the end of the back and used to sit with.

The teachers, however, said nothing about these words, but simply skipped them asking the students to work in pairs and match the numbered list of parts of the body to the ones represented in the diagram. In the discussion, nearly all of the students were using their mother tongue to ask and tell each other what the parts of the body are.

No attempt was made on the part of the teachers to encourage students to use English to define the parts of the body to help their partners guess them. No examples of such kind were provided, either.

The researcher also observed other three teachers teaching reading comprehension entitled with “The Haiti earthquake” The students were asked to read the passage in small groups and try to understand the theme of the text and ask and tell each other what they understood. As the researcher understood, that was a difficult task for the students without knowing the meaning of the unfamiliar words in the text. There are a number of words the researcher considers to be unfamiliar to them. These include the following words as trapped, toll, emerge, stunned, crumbled, enormous, devastated, wrecked, screamed, piled, seemingly...etc.

As a result, the class was over without any result. The students were simply reading and the teachers were revolving among the students encouraging them to read and discuss without having any evidence about their understanding. The teachers were asking the students to speak out what they understood using their own words and expression. But almost none of them did it.

Though it demands an extra time, effort and energy, I think, it is better to teach the words expected to be unfamiliar for the students by putting them in contexts before letting them read for comprehension. By doing so, I guess the problem would be alleviated.

Whether or not the teachers list some of the words, in the reading text, they think, to be unfamiliar was also observed. Besides, observation was made to see if the teachers gave opportunities to students to raise any word they found to be tough to figure out. Accordingly no attempt was made on the part of the teachers to list some of the words they think to be unfamiliar to the learners nor is opportunity given to ask any question. From this one can conclude that no extra endeavor is made to further develop the learners’ vocabulary retention.

Again the researcher also observed the same topic taught in five sections by four different teachers. They were observed while teaching the lesson entitled with Language focus: “More about adverbs”.

Under this lesson, more about formation of adverbs was presented. The teachers told the students that many regular adverbs are formed by adding /-ly/ to the adjectives.

Examples: Slow — ► slowly, brave— ► bravely, Sweet —► sweetly, Full _► fully, etc.

The list of such adverbs also includes those the researcher expects to be unfamiliar to the students.

Examples: Formidable —► formidably, Legible —► legibly, Capable —► capably

Frantic —► frantically, Miserable —► miserably

In presenting this lesson, if teachers were committed, they could have made students know the meaning of these words first by:

- Asking the students if they know the words
- Putting these words in context so that students are able to guess easily.

This, for example, can be implemented as follows:

1. He was a formidable man; no one dared to disagree with him.
2. His hand writing is so beautiful and legible that anyone can read without any problem.
3. The man is a millionaire. He is capable of buying the car.
4. The girl made frantic shout when her boyfriend was drowned in the swimming pool.

4.5.3 Analysis of Whether or not Teachers put the Words the Students Ask in a Context

To foster the students’ vocabulary development, the teachers are expected to let the students ask the meaning of unfamiliar words they come across. In this regard Scholars in the field of FL argue that words in context increase the chances of learners appreciating not only their meaning

but their typical environments, such as their associated collocations or grammatical structures (Thorn, 2002). Students learn from context by making connections between the new word and the text in which it appears. Consequently, during such times, how does the teacher react to such circumstances? The expectation is that the teacher must put these words in context so that the students determine the meaning themselves from the clues.

Hence, in order to observe whether or not teachers put the words the students ask in a context the researcher again got an opportunity to observe another lesson at another period. The lesson was chapter 11, reading comprehension entitled: “The Law of the Jungle.” In this lesson, the teachers directly got in to the lesson without saying anything at least about the title “The Law of the Jungle.” Nevertheless, without clear understanding about the title, it is uncertain that students comprehend the text.

Under this lesson, there are also words which seem to be unfamiliar. These include

- Imprisonment, crazy
- Innocent , jungle, defends, etc.

The teacher, however, said nothing about these words. He did not give opportunity for the students to ask any questions about new words, either. Nevertheless, some students asked few questions like jungle, lab our, and prison as follows:

S1: What does it mean by **the jungle**?

T: Ok, What does this word mean, can any one of you tell us?

No one. Ok this means “bosona naannoo tiropikaalittiargamu” in the students’ mother tongue.

S2: What about **lab our**?

T: Is there any one of you who can answer? Ok come up with the meaning tomorrow looking up in a dictionary.

S3: What is the meaning of the word **prison**?

T: Don’t you know this word?

S4: “mana sirreessaa” again in their mother tongue.

T: Excellent! That is it.

In this students' and teacher's dialogue, the researcher observed that no attempt is made on the teachers' part to put the words in context. The teachers were not concerned about context clues strategies of vocabulary teaching, they rather focused on translation into the students' mother tongue. This might be good but doesn't help to practice independent strategy that helps them guess the meanings from context clues without the help of the teacher or dictionary. In line with this idea, Scott and Nagy (1997) claimed that students can increase their new word knowledge and develop strategies over time with efficient instruction from the teacher using context clues the words appear in. As educators, it is imperative to help the students learn how to solve problem when they come to unknown or unfamiliar words within a text. The students frequently ask their teachers to explain the meaning of the new words or look up in the dictionaries than trying to determine them using the context clues the words appear in. This, doubtlessly, shows that the students lack the strategies which help them determine the meaning of new words they come across in reading texts.

Generally, in all observed classes, teachers totally ignored using contextual strategy of teaching vocabulary. They used translation to teach vocabulary more often than the other strategies in each observed classes. The teachers also did not teach their students what kinds of context clues are there and how to use them. For this reason, when students encountered unfamiliar words, they were directed to give a quick oral definition but this limited exposure do not result in long term word learning that let the learners use everywhere at any time. Hence, this limitation on the focus of vocabulary teaching strategies seems to have resulted from lack of adequate training on the methods of vocabulary teaching strategies (see table 4.18 above). Researchers, nevertheless, strongly argue that language teachers must plan for the vocabulary instruction and help their learners know how to use various context clues to figure out the unfamiliar words they come across in their reading activities.

CHAPTER FIVE : SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

In this chapter, conclusions of the research findings that have been analyzed and discussed in the previous chapter are briefly presented. Furthermore, based on the findings of the study the possible recommendation and implications are made.

5.1 Summary

This chapter presents conclusions and recommendations drawn based upon the presentation, analysis and interpretation of data made in chapter four. The study was aimed at “Exploring teachers’ perception and practice of vocabulary instruction using context clue strategies in EFL classes.” The researcher was initiated to do this research triggered by the students’ frequent dependence on teachers and dictionary for the meaning of the unfamiliar words they encounter. The researcher, from his experience as an English teacher, head of the department for several years deeply experienced that the problem is prevalent and chronic. The researcher wishes that students must be equipped with the strategy that would set them free from such dependence. And this, the researcher believes, is possible through explicit instruction of context clue strategies in all grades, which enable them to use the clues that help them figure out the meaning of unfamiliar words.

To serve this objective, the researcher employed questionnaires for both students and teachers and class room observations to collect reliable data. By using available sampling for teachers and simple random sampling for students, the data were collected, organized, and analyzed accordingly.

The findings of the research clearly showed that context clue strategies are not well practiced in the school under the study, which implies that this is true in majority of the schools in our country, Ethiopia.

5.2 Conclusion

Based on the major findings of the study, the following conclusions are drawn.

The project found out that vocabulary in general and context clue strategies that help the learners independently determine the meaning of unfamiliar words in particular are ignored. The teachers hardly practice context clue strategies during vocabulary instruction; they rather focused on translation in to the students' mother tongue.

In fact, the data obtained from them tend to suggest that the excessive use of L1 could result in the possible development of the unprincipled translation habit among both students and teachers and its effect of reducing students' skill of using contextual clues to guess word meanings that highly affects and distracts their comprehension. .

The data obtained from the students also evidenced that the learners neither have awareness about the context clue strategies nor know its advantage in determining the meaning of unfamiliar words; hence, they find reading comprehension difficult and tiresome

Though teachers expressed that they believe in the instrumental role of vocabulary as a language component and the context clues in determining the unfamiliar words, their practice was totally different because the teachers rarely reflected their stated beliefs during reading lesson presentations.

No further endeavor was also observed on the part of the teachers to develop their students' vocabulary competence. They were observed on presenting only what is there in the text book.

Though they give vocabulary exercises and ask the students to determine the meaning of unfamiliar words in the reading passage, they were not providing contextual redefinition that helps the learners easily guess the meaning of new words from the existing context clues.

Therefore, it seemed that there was a gap between the teachers' knowledge on the theoretical orientations of vocabulary and practicing it in EFL classes.

Therefore, the findings clearly showed that there was discrepancy between teachers' beliefs and practices.

The factors which contributed for this discrepancy, as identified, by the research, were teachers' lack of proper training in the universities, the way the text book was prepared.

Teachers had no sufficient skill to explicitly teach the context clue strategies. These strategies were not presented in the students' text book, either.

.This therefore, shows that much work is expected of curriculum designers to include the explicit instruction of context clue strategies in the students' text books to create opportunity for learners to practice determining unfamiliar words they encounter in any kind of reading exercises.

The universities are also expected to include context clue strategies in the courses for prospective English teachers to enhance the teachers' skills in effective use and implementation of vocabulary instructions.

5.3 Recommendations

- Syllabus and curriculum designers need to incorporate context clue strategies in English text books in all grade levels in per to their level of understanding.
- Universities should incorporate the context clue strategies in the courses offered to prospective English teachers.
- Awareness raising and trainings must be given to teachers so as to encourage them to give attention to vocabulary lessons in special attention to context clue strategies that would help learners to determine the meaning of unfamiliar words they encounter without the help of somebody else or dictionary.
- In-service training programs must be arranged and given to teachers who are already teaching in schools concerning the types of context clue strategies and the way they should be taught to students.
- Vocabulary tests must be given equal importance to other skills such as grammar and reading comprehension.
- Teachers must pay attention to the words they guess to be unfamiliar in every part of the text book encountered in all exercises.
- Students must be encouraged to give special attention to vocabularies to develop their word power.
- Teachers must not always be dependent only on the text book and confined to what is in it for their instruction of vocabulary; they should go further for a better academic achievement of their students' vocabulary development

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Appendix I
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Dear Students

I am conducting a study on “Teachers’ perception and practice of vocabulary instruction using context clues Strategies in EFL classes.” The questionnaire is exclusively to gather information about your practice of learning vocabulary for a research purpose and to provide valuable recommendation if any problem is detected in the way you learn. Therefore, you are kindly asked to fill in the questionnaire, honestly, and carefully. I like to stress that the information you provide is completely confidential, used by the researcher only. For that matter, you don’t have to write your name.

Part I: Background information

Please indicate your answer by putting a tick ‘√’ in the appropriate box or writing where it is necessary in the space provided.

1. Sex: M ☐ F ☐ 2. Age: A) 14-17 ☐ B) 18-25 ☐ C) 26-30 ☐ D) 31-and above ☐

Instruction I: The following questions (1-8) are related to your practice of vocabulary learning. Put a tick mark (√) in the box and write your responses after each question clearly where ever required.

1. How do you tackle the problem of unfamiliar words you face in reading comprehension?

I look up meanings in a dictionary ☐ I guess them from the context clues ☐

I frequently ask my teacher or somebody else for translation ☐

2. Which of the following skills do you give most attention in reading texts?

Comprehension ☐ grammar ☐ writing ☐ vocabulary ☐

3. Do you know what a context clue is? Yes ☐ No ☐

4. Have you ever learnt about the advantage of context clues in determining the meaning of unfamiliar word? Yes ☐ No ☐

5. Do you know the types of context clues available? Yes ☐ No ☐

6. If your response to question 5 is yes, please list some of the context clues you know that help you to determine the meaning of unfamiliar words you come across.

7. How much attention do you give to exercises related to guessing the meanings of new words from context clues in the text book?

I give very much attention. I give little attention ☐ I don't give attention to such exercises at all ☐

8. How often does your teacher advice you to pay attention to develop your word power?

Very often ☐ sometime ☐ rarely ☐ not at all ☐

Instruction II: How often do you use the following strategies to get the meaning of unfamiliar Words you encounter? Read each question carefully and put a tick mark (✓) in the column that represents your learning experience

Note that: 5=always 4=usually 3=sometimes 2=rarely 1=never.

Context clue strategy	5	4	3	2	1
Looking up in a dictionary					
Guessing from context clues					
Asking a teacher for translation/clarification					

Instruction III: Students' beliefs with regard to vocabulary and its way of instruction.

Show to what extent you agree with the following statements based on your belief
and experience of vocabulary learning strategies.

Note that: 5= strongly agree 4= Agree 3= undecided 2= Disagree 1= strongly
disagree

N	Item /suggestions	5	4	3	2	1
A	Vocabularies are the fundamental components of a language					
B	Unfamiliar words affect your comprehension					
C	You encounter a lot of unfamiliar words in reading passages					
D	You encounter many new words in your readings of other academic subjects.					
E	Context clue strategies that help the students to learn the meaning of unfamiliar words must be taught to students					

Instruction V: Teachers' Practice of Vocabulary Instruction

The following questions show how often your English teacher practices/uses these
vocabulary teaching strategies during your English class.

Read each question carefully and put a (√) under each number in the table. Note that:
5=always 4=usually 3=sometimes 2=rarely 1=never

Expected teacher's practices of vocabulary instruction.	5	4	3	2	1
a. Teaching about context clue strategies					
b. making students free to ask any unfamiliar word they encounter					
c. providing contexts for the words the students ask to help them guess					
d. selecting new words from every part of the text book and letting students practice to guess them from contexts					
e. selecting unfamiliar words students face in reading passages and making them guess					
f. advising students to give due attention to vocabulary lessons.					
g. making students do all the vocabulary exercises presented in the text book with special attention to the ones related to context clues					
i. giving vocabulary tests related to the use of context clues					
Explains the meaning of unfamiliar words in the students' first language instead of putting them in context clues.					

Instruction IV: Does your teacher teach you the following context clue strategies?

Context clue types	Yes	No
a. Synonym clue		
b. Antonym clue		
c. Definition clue		
d. Description clue		
e. Prefixes and suffixes clue		
f. Examples clue		
g. Summary clue		
h. Comparison and contrast clue		

Instruction VI: Show whether these factors make your reading comprehension difficult or not by putting a tick mark (✓) under each column of your choice.

Question	Yes	No
Are you interested in reading passages?		
Do you find reading comprehension difficult?		

Appendix II

Adama Science and Technology University School of Graduate Studies

Department Of English Language and Literature

Dear teachers:

I am presently making an investigation on “Teachers’ practice of vocabulary instruction using context clues strategies in grade nine EFL classes.” Therefore, the following questionnaire is designed to gather relevant data about your practice of vocabulary instruction exclusively for a research purpose. Hence, you are kindly asked to fill in the questionnaire, honestly and carefully. Please note that your answers should be based on what you really do but not based on what you wish you could have done or should have been. You are not required to write your name.

Thank you in advance!

Part I: Background information:

Please indicate your answer by putting a tick mark ‘√’ in the appropriate box or write where it is necessary in the space provided.

1. Sex: M ☐ F ☐

2. Age: A) 20-25 ☐ B) 26-40 ☐ C) 41-45 ☐ D) 46-and above ☐

3. Qualification A) College diploma ☐ B) Degree ☐ (BA/ BED) ☐ C) Masters (MA) ☐ D)

Other, please state

4. Total year of service as a teacher:

A) 1-5 years ☐ B) 6-10 years ☐ C) 11-15 years ☐ D) 16-25 years ☐ E) 26 and above years ☐

Instruction I: Show to what extent you agree with the following statements based on your belief and experience of vocabulary instruction strategies. Note that: 5= strongly agree 4= Agree 3=Undecided 2= Disagree 1= strongly disagree

Beliefs	5	4	3	2	1
Words are the fundamental components of a language					
Having limited vocabulary affects the students' comprehension.					
Students encounter a lot of unfamiliar words not only in passages in English text books but also in other subjects.					
Students must be taught the strategies which help them figure out unfamiliar words.					
Context clues are one of the strategies that help students develop their word power					
Possible factors that affects your vocabulary instruction.					
Lack of appropriate training in the university.					
Students' lack of interest towards vocabulary.					
Lack of time to prepare vocabularies in context.					
I don't think context clues are that much important.					
The way the text book is prepared.					

Instruction II: How frequently do you use the following context clues strategies in your instruction?

Show your opinion by putting a tick mark (✓) in the Column of your choice.

Note that: 5=always 4=usually 3=sometimes 2=rarely 1=never

Types of context clues	5	4	3	2	1
Description clue					
Synonym Clue					
Antonym Clue					
Definition clue					
Prefixes and Suffixes					
Examples clue					
Summary clue					
Comparison and contrast clue					

Instruction III: How often do your students attempt to get the meaning of unfamiliar words they face ?

Put a tick mark (✓) in the Column of your choice or that represents your opinion.

Note that: 5=always 4=usually 3=sometimes 2=rarely 1=never

Possible strategies the students may use to get the meaning of unfamiliar words	5	4	3	2	1
a. Use of context clues.					
b. Look up meanings in a dictionary.					
c. Expect the teacher for translation.					

Appendix III

Adama Science and Technology University

School of Graduate Studies

Department of English Language and Literature

Research title: Teachers' practice of vocabulary instruction using context clues

Checklist for class observation that will be employed in the research

Name of the school: _____

Name of the teacher _____ Service year _____

Sex: _____ Grade _____ Section _____

S/N	Questions	Yes	No
1	Does the teacher emphasize the vocabulary exercises and motivate students to learn?		
2	Does the teacher make any extra effort to equip the learners with word power by: a. encouraging the students to raise any word they do not know?		
	listing some of the words in reading passages he/she thinks to be difficult for the students to understand?		
3	Does the teacher encourage the students to ask any unfamiliar word they find it difficult to guess?		
4	Does the teacher put the words the students ask in context and make them guess?		
5	Does the teacher ask the students whether or not they know the word he/she guesses the students do not know in any part of the exercises presented in		