Investigating EFL Students’ Attitudes towards the Effect of Context Clues on Vocabulary Leaning

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences and Teaching English as a Foreign Language

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Dedication

I would like to dedicate this work to my lost parents Allah bless them who showed great importance and help in hard times, and made me a special person.

To my dear sisters Amel, Nouara, Salima, Ghalia, Kenza, Zeyneb and my brothers Belgacem and Omar for their support and encouragement to follow my dreams.

A particular dedication to my classmates Zakarya, Rachid, Amine, Khadija, Loubna, Zeyneb and Sara, and my dear intimate friends Islem, Hacen, Ala, Adel, Sofiane, Lakhdar, Badrou, and Houssem.

To my nieces Aya, Tasnim, Hadjer, Meriem, Amna, and Wajd and my nephew Abd EL Rahman.

To all my teachers and all people whom I love and I respect.
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Above all, I thank ALLAH who helped me to finish this work.

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Abstract

Vocabulary is one of the most tricky and complex aspect to foreign language learners. It is a difficult aspect that demands great efforts from students and needs specific strategies that can be provided by teachers to achieve an acceptable level of vocabulary learning. Context clue then is one of the strategies that can guide learners to find out the meaning of complicated words. On this basis, the current study aims at investigating the effectiveness of context clues strategy use to help learners understand words meaning and improve their vocabulary learning. To achieve this aim, a question was raised in this study: Does context clues have an effect on EFL students’ vocabulary learning? A questionnaire was given to third year EFL learners of the English department at Larbi Ben M’Hidi University to investigate their attitudes towards context clues effect on vocabulary learning. Relatively, a random sample of fifty students answered the questionnaire. On this basis, the findings obtained from this research indicate that context clues strategy has an efficient role in enhancing learners’ vocabulary learning. Thus, the hypothesis was confirmed. In other words the use of context clues strategy can effectively facilitate the teaching-learning process and help students enhance their vocabulary learning.
List of Abbreviations and Symbols

%: percentage

**EFL**: English as a Foreign Language

**FL**: Foreign Language

**L1**: First Language

**Q**: Question

**TL**: Target Language

**Vs.**: Versus
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General Introduction

1. Statement of the Problem

The interaction in EFL classrooms is mainly based on speech either written or spoken. Accordingly, vocabulary represents one of the most important aspects to learners. Besides, it creates respectively a link between the use of words and their meanings and students’ understanding. Vocabulary then is one important linguistic phenomenon that can facilitate interaction between participants whenever their repertoire is enriched by users. Based on what have been stated, language learners are the most ones who are in need to enrich their target language repertoire at all levels and mainly vocabulary learning. Besides, many researchers in general have suggested a set of different strategies that can actually help their learners to identify the meaning of words and their use in a context. Thus, context clues are put as linguistic hints in order to understand unfamiliar terms. It is considered as one strategy that can enhance EFL learners’ vocabulary learning via getting words meaning from the context within linguistic boundaries.

2. Aim of the Study

Vocabulary learning can be a tricky process for EFL learners. Some of them find it difficult to learn. Teachers can use different strategies to facilitate vocabulary learning to their students. In the light of the topic of investigation, the current study aims at investigating the effect of using context clues as a strategy in language learning on EFL students’ vocabulary learning.

3. Research Question and Hypothesis

In the light of the present study, the question to be raised is the following:

Does using context clues have an effect on EFL students’ vocabulary learning?

On the basis of the research question, it is hypothesized that:

Using context clues improves students’ vocabulary learning.
4. Means of Research

The practical part of the present study is based on designing a questionnaire for students mainly. It included a set of different types of questions. Those questions were respectively related to the theoretical part. The sample chosen in order to carry out this research is third year EFL students at Larbi Ben M’Hidi University. The latter were asked to answer questions seriously and express their opinions where necessary. After that, the accomplished questionnaire was analyzed in order to see whether there is actually an effect of using context clues on EFL learners’ vocabulary learning.

5. Structure of the Study

This dissertation contains two main chapters, one is theoretical and the other is practical. The former is devoted for the main variables of the present study. It is divided into two sections. The first section tackled the definition of context clues, their types, and context clues as a teaching strategy. The second section tackled the definition of vocabulary, vocabulary learning, foreign language vocabulary learning, strategies in vocabulary teaching-learning, and the importance of vocabulary in an EFL classroom.

The second chapter then covers the main elements of the practical part. Thus, it includes the questionnaire analysis and the discussion of the obtained results.
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Introduction

Classroom discourse is an interesting field to be studied in the sense that it covers all what is related to classroom interaction such as: the participants (teacher and students), the stimulus and response, and even both the input and the output to which students are exposed. Accordingly, the EFL teacher plays an important role in conveying a clearer message to his/her students which highlights the language. However, some linguistic features are difficult to some degree to be learned. Due to that reason, some EFL students may show their non-understanding about any ambiguous word or expression that is either said by the teacher or mentioned in classroom activities. Besides, context clues are one of language features that have a relation with the ability of figuring out words meanings. Moreover, they may actually be of a great importance to enrich the linguistic repertoire in semantics mainly. Also, it is the case for the EFL teacher to providing students with this facilitating strategy that may enhance their learning and their acquisition of new language aspects. Thus, the current section will tackle the definition of context clues, its types according to different researchers, and explain context clues as a teaching-learning strategy, its implementation in an EFL classroom, and its importance, in addition to its weaknesses.

1.1.1. Definition of Context Clues

Context clues are one of the various linguistic phenomena. They were given different definitions by many linguists and researchers. According to Boushey and Moser (1956) “context clues are words, phrases, and sentences surrounding an unfamiliar word that give clues or hints to its meaning” (p. 188). This implies that context clues are hints that can be single words, phrases or full sentences that come before or after the ambiguous word in order to help the learner decodes and figures out its meaning.
Besides, Richel and Picci (2013) stated that context clues are signs in a statement that determine the sense of an obscure word. Accordingly, they are used to help the learner find and understand the meaning of complicated words.

Moreover, as stated by Hanson and Padua (2011), “context clues are the words, phrases, sentences, paragraphs, pictures, and other text features that give clues to the meaning of an unknown word” (p. 30). This indicates that context clues are terms, statements, expressions, passages, images, and different attributions that contribute the content of unfamiliar word.

In addition, Hibbard (2009) claimed that context clue is a strategy which helps learners pick out the meaning of unfamiliar words within statements or larger pieces of writing. They can also be purposeful in developing word correspondence and reinforcing word meaning. This means that context clues guide students at figuring out the meaning of difficult terms or phrases that they do not realize, they could view at its function in the sentence or at the meaning of the sentence as a whole in order to strengthen the meaning of tricky words.

Furthermore, Graves (2006) stated that context clues indicate learners’ ability of referring to the context in order to get the meaning of difficult words to be learned. This implies that students make informed guess about the sense of unknown words by studying the surrounding details (context) in a sentence or paragraph signaled by essential ideas.

### 1.1.2. Types of Context Clues

A context clue is one learning strategy for learning words’ meanings. They guide learners to enhance their comprehension of new concepts. Accordingly, there is a set of different context clues as it has been stated by McCune, Wright and Elder (2004). They include: definition clues, synonym or restatement clues, examples clues, explanation or general clues, comparison and contrast clues.
1.1.2.1. Definition Clues

They are expressions that present the definition of recently developed and significant term when applying it for the first time. These expressions offer the sense of words in an obvious short statement. Definition clues are simple to understand when applying words like is defined as, this term means, and is referred to. This helps learners comprehend the sense of new words. The context clues support learners adopt what the word means.

Taking the following example:

Foster means encouraging someone to do something.

In this example, the verb foster can be defined as the way of encouraging a person to do an activity or make progress. Thus, if the student has no idea about the meaning of foster, he can grasp it simply from the following words which represent the definition of that verb.

1.1.2.2. Synonym or Restatement Clues

As an additional type of context clues, teachers use a synonym to specify the sense of a word. A synonym is a word that has the same meaning as another word like buy and purchase. They involve synonyms for new words to allow the student comprehends the exact meaning of these new words.

Restatement is as well a part by which teachers help their students release the sense of many words. In restatement, the teacher clarifies the meaning of unknown words in another easier word such as:

A gregarious person is sociable.

When the student try to analyze the meaning of gregarious, he may pay attention to the following word sociable to identify that it is its synonym.
1.1.2.3. Example Clues

The teacher uses another way which is giving examples for students to facilitate comprehending the meaning of recently developed or unknown words. When the teacher shares much of examples for students, he or she is suggesting that everyone has something in common. The example always comes out in the same statement like new terms or in statements that can be before or after the term and enables students to work out the meaning of a new term or concept as the following:

In a computer, the mouse, the screen, the hard disk are all examples of hardware.

For beginners who have no idea about what does hardware mean, the preceded terms are some examples of hardware. Thus, they can deduce that hardware represents the equipment of the computer, i.e, devices and the different parts of the computer.

1.1.2.4. Explanation or General Clues

In many situations, the general clue of a statement or an explanation refers to the sense of a special term could be. The general clue of a statement indicates the link between the unknown term and the rest of the most famous terms in the statement.

Concerning cheerfulness, it is a nice personal feeling that affects others. It is one way of expressing your positive feeling to those around you and make them feel it.

From this explanation of cheerfulness, the student can identify the meaning of a cheerful that is a joyful and lighthearted person.
1.1.2.5. Comparative or Contrast Clues

Yet, one more teachers output the sense of obvious words by giving to their students resemblances or diversities between the recent term or terms or thoughts readers previously realize. In contrast, diversities between the sense of unfamiliar term and the sense of a famous term or terms. Context clues that present comparison contain words such as like, as, similar, and in the same way. Contrast may be indicated by words such as but, although, however, and on the other hand like in:

Unlike shy people, there are many gregarious ones who enjoy interpersonal relationships.

In this example, the meaning of gregarious can be inferred from the contrast indicated by the word unlike that allows the student to pay attention to the antonym shy in order to understand the word gregarious.

She is lusty like an ant.

For some students, the adjective lusty in unclear. Thus, it is due to the comparison indicator like, they can decode its meaning in relation to the ant so that the grasped meaning of lusty is active.

1.1.3. Context Clues as a Teaching-Learning Strategy

Context clues can be defined as a learning strategy provided by the teacher to facilitate words’ meaning learning, or used by the learner himself during classroom activities in order to have an effective learning process (McKeown & Curtis, 1987).

In an EFL classroom, the teacher has the opportunity to make the learning process of new linguistic units (words) goes more effective due to the use of context clues. Accordingly, he/ she should focus mainly on classroom instructions. One required thing stated by McKeown and Curtis (1987) is that the instruction should consist of an explicitly brief explanation of the different types of context clues and the task to be accomplished.
They added that teaching learners the process of using context clues is one useful part for teaching them the use of context. Through this strategy that involves good planning, teachers provide their students with specific steps to use when they are in need to derive words’ meanings such as using the surrounding context (Rhoder & Huerster, 2002). Thus, the teacher’s role in teaching context clues is to facilitate and improve their use in order to make the strategy more effective.

Students, on the other hand, use context clues as an effective word-learning strategy. This requires the reader’s ability of using context clues, and if the context is sufficient (Rhoder & Huerster, 2002). Besides, if the learner has a background about the surrounding context, he will find it easy to learn unfamiliar words. Then, an explicit discussion about the context can enable them determine how useful is the context (Hibbard, 2009). Moreover, different steps can offer readers an understanding of unfamiliar words depending on this strategy. When reading a sentence, the student can check therefore a context clue. If there is a clue, he may reread the sentence with the new concept he has in mind, and after that he can determine the entire meaning of the sentence using the context clue (Boushey & Moser, 2009). Thus, it will be realized that he is an active student due to the use of context clues as an effective learning strategy.

To sum up, using context clues is an effective word-learning strategy. Accordingly, its efficacy depends on the teacher’s procedures and instructions inside the classroom, and on learners’ autonomy of learning new words to enrich their linguistic repertoire.

1.1.4. The Process of Teaching Context Clues

Boushey and Moser (1956) and Antonacci and O’Callaghan (2011) have put a set of effective procedures the teacher should follow in teaching context clues.

Boushey and Moser (1956) stated that the teacher in the first step has to introduce context clues as a lesson for the whole class. He should provide his students with explanation about the definition of context clues, their types and mainly the steps they have
to follow in order to decode the meaning of unclear words. During their reading, students may find a difficulty to understand the meaning of a word. First, they have to check for the context clue in the sentence. If there is one, they are asked to read the sentence again with the new term in mind. Then, they have to generate their ideas about the ultimate meaning of the sentence using that context clue. After that, if students find a difficulty to understand the sentence, they may decide to choose another strategy like using dictionary (Boushey and Moser, 1956).

On the other hand, Antonacci and O’Callaghan (2011) put the following diagram that explains the main steps of using context clues:

![Diagram of Defining words using context clues](image)

**Defining unknown words using context clues** (Antonacci & O’Callaghan, 2011, p. 33).

In this figure, Antonacci and O’Callaghan (2011) emphasized much more on the use of context clues by the learners himself along the four steps. The first step is about checking for a clue within the word boundaries like affixes such as: post- means after, pre- means before… etc. the second step is concerned with checking for the clues in larger units
among words and at the level of sentences). After that, the student generates his thoughts about the meaning of those clues. Then, the last step tackles making guess by giving definition to the word and checking it with a dictionary.

1.1.5. The Implementation of Context Clues in an EFL Classroom

Students need more control in order to pick up current methods and plans that will support them develop their vocabulary and reading comprehension. Accordingly, in the absence of successful strategy instruction and interference, frequently, readers easily estimate at unfamiliar terms in text (Pemberton, 2003). Cohen and Byrnes (2007) stated that by an effective instruction from the teacher learners can develop their recent term understanding and improve strategies. As future language tutors, it is necessary to guide learners find out how to solve problems when they detect difficult and incomprehensible words inside a text. Besides, Pemberton (2003) agreed that students’ interference help estimate at obscure terms without an efficient strategy instruction. Context clues could guide learners get the accurate word correspondence in a text without guessing.

Teacher modeling is the first step to efficient implementation of context clues. In the article of Bromley (2007), it is stated that it gets communicable when teachers are curious and emotional about words and show their interest with their learners. Thus, designing is an efficient way through which teachers can explain how to communicate with a text (Fisher, Frey, & Lapp, 2008). Teachers then should make context clues teaching more effective through modeling. The teacher must combine feedback and arguments to maximize student learning when designing is perfect (Rhoder & Huerser, 2002).

One way to apply context clues is by submitting learners with individual sentences first. It is further achieved and understood for the learner utilizing a small part of a text (Buettner, 2002). Buettner proposed that learners are capable to concentrate on functioning
on one sentence at a time as they can self-monitor as well while studying and working on. Moreover, when learners start to comprehend the strategy of context clues, they can start using longer texts to detect unfamiliar words meanings. It is significant then that learners have collective exposures to the use of context clues.

According to Blachowicz (1993), investigation accomplished on the study of words offers many times for learners in order to attract in small debates or cross checking if studying current words. However, having learners making efforts and working in pairs can guide them in greater significant discussion about pointing out what a word means. Investigators have discovered that learners who learned and were examined as pairs were typically more convinced in the accurate response they gave (Jones, Leven, & Beitzel, 2000). The same research stated by Jones, Leven, and Beitzel (2000) generated the consequence that learners who studied in pairs remembered more definitions and data than those who turned on independently. This could be seen as a significant constituent to efficient context clues instruction. Also, Pemberton (2003) proposed that it is the work of the educator to scaffold designing that supports increasing individual readers. In addition, Baumann, Ware, and Edwards (2007) declared that with a successful instruction, learners improve a larger use of the study of words implements and strategies.

1.1.6. The Importance of Context Clues in Teaching

Many researchers (Boushey & Moser, 2009, Smith, 2012, Baumann, 2010), agreed that context clues represent one effective strategy in word learning. One importance of using context clues is that it is an effective way to figure out the meanings of unfamiliar words, i.e, students may face some difficulties in understanding unclear words. So, using context clues is one way that may facilitate grasping their meanings (Smith, 2012). Besides, the meaning of an unfamiliar word is often mentioned before or after it. In other words, there may be a clue in the sentence before or after ambiguous words that identifies
their meanings (Baumann, 2010). Furthermore, there can be different hints in the sentence that guide the learners unlock the difficult words’ meanings, but students do not recognize them unconsciously (Baumann, 2010). Moreover, it is an important strategy in fostering students’ independence in word learning. Another idea is that teaching students using the context alone cannot help them to understand words meanings deeply unless they use context clues to infer them while reading (Antonacci & O’Callaghan, 2011). Also, the use of context clues is useful in “clarifying and enriching meanings of already known words” (McKeown & Curtis, 1987, p. 172). Thus, context clues are of a great importance in improving understanding and knowing unfamiliar words’ meanings.

1.1.7. Weaknesses of Context Clues Strategy

Context clues is a strategy followed by foreign language (FL) teachers mainly inside classroom for the aim of facilitating understanding of new concepts that seem to be difficult in their meanings. Although the strategy can be more helpful in accomplishing some classroom activities, it has actually a variety of weaknesses that threaten its efficacy.

One weakness of using context clues in teaching is their use and to what extent they are frequently used. In this context, McKeown and Curtis (1987) claimed that the use of some context clues types in classroom materials seems to be rare such as contrast clues. In addition, they may not be helpful for the reader. Besides, context clues instruction requires necessarily a needed amount of time in order to make students more competent in using them and figuring out the meaning of new words. This means that some context clues, such as synonym and contrast clues, are easier to be learned, however; there is a necessity to provide students with the needed fraction of time to improve their ability in using those clues in passages and texts mainly.

Another limitation stated by McKeown and Curtis (1987) is the need to an explicit teacher explanation of context clues instructions. This implies that the teacher has to
provide students with the different types of context clues and the process of using them effectively during classroom activities. In addition, “Context clues can also be indirect and ambiguous and offer the reader little help (Reardon, 2011, p. 5), in the sense that the reader may understand the incorrect meaning derived from unclear and misleading context clues. Accordingly, Mokhtar and Rawian (2012) argued that “the use of context clues is problematic for learning new English words” (p. 298). This indicates that non-native students face many difficulties in learning words because the context is often unclear. Moreover, the use of context clues is not always suitable to learners’ reading level. They can be difficult to be understood even if they are clear and direct (Reardon, 2011).

Other weaknesses of using context clues are stated by Kuhn and Stahl (1998) students, and beginners mainly, find it difficult to separate the meaning of words and the one of the context. This difficulty creates an overlap in information because of the non-fixed context. So, the teacher should teach them previously “the procedures for learning words from context” (Kuhn & Stahl, 1998, p. 122). Besides, L2 learners “find it difficult to integrate longer sections of a text to guess a word’s meaning even when that word appears several times” (Mokhtar & Rawian, 2012, p. 299). Then, the failure in using context clues can be because of the poor teacher’s proficiency. Thus, “exercises that ask students to guess word meanings from context should be done in class so that the teacher can give immediate feedback” (Mokhtar & Rawian, 2012, p. 301).

In sum, using context clues strategy is actually helpful in learning new words; however, it has some weaknesses that can interfere students’ in learning processes. Those limitations then are related to teacher’s instructions and learners’ level and their exposure to new input (new set of words) mainly. Thus, it is the role of the teacher to encourage and improve his/ her students’ use of context clues for better understanding.

Conclusion
To sum up, context clues is one of the most important strategies that help students determine the meaning of obscure words. Through the use of context clues, teachers suggest new and complicated words to their students to be learned. Context clues usually give the sense of complicated terms. Thus, students find it a successful strategy by which they understand and figure out the meaning of difficult words. Context clues proved to be effective strategy in teaching and learning a language FL.
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Introduction

It is strongly agreed that language is the only means of communication used among people all over the world, written, spoken, or even body language. Accordingly, one main way to communicate effectively is to master the different language features. Vocabulary represents one important part in that language. Thus, learning a foreign language (FL) is based much more on acquiring words and enriching one’s vocabulary repertoire. In addition, most EFL learners actually show their need to learn vocabulary and enhance their autonomy about developing vocabulary learning strategies. Vocabulary learning and its strategies as well as linguistic issues still gain much interest from language researchers. It is, then, due to its great importance in language learning, an EFL learner can effectively interact with others via basing on his linguistic repertoire that covers the different aspects of vocabulary. Furthermore, this language component has actually an interrelation with reading comprehension for the reason that reading enhances vocabulary learning.

Thus, this section aims mainly at discussing vocabulary as a language component, vocabulary learning and some of its strategies, its importance, in addition to other issues related to vocabulary learning in an EFL classroom.

1.2.1. Vocabulary Learning

In general, vocabulary is defined as the information of word knowledge concerning statements and the concept of terms. The terms progress in both spoken and written forms. Vocabulary indicates words students utilize to communicate in oral and printed language. Stahl (2005) stated it that vocabulary knowledge is the information of a term not solely indicating a definition, but also indicating how that term fits into the world. However,
vocabulary knowledge is not something that can be completely learned, it is something that extends and develops through the course. Accordingly, receptive vocabulary indicates the terms students comprehend via reading and listening. But, productive vocabulary alludes to the terms students use to communicate via writing and speaking (Lehr, Osborn, & Hiebert, 2004). Thus, with a view to communicate efficiently utilizing oral and printed language, students have to be capable to adaptable use of terms that they realize and comprehend.

In addition, efficient reading presupposes two types of vocabulary, word recognition vocabulary and word meaning (Blackowicz, Fisher & Watts-Taffe, 2005). Word recognition is the opportunity of the reader to vocalize and find the term by utilizing term attack strategies. Word meaning points out to terms learners recognize, are able to define. Thus, students need to realize the significance of both word recognition and word meaning. Nation (2001) indicated that so as to realize a term, many aspects are implicated.

In addition to the idea of Lehr, Osborn, and Hiebert (2004) who distinguished vocabulary knowledge into receptive and productive vocabulary, Sun (2007) initiated a concept that vocabulary acquiring progresses along a linear continuum, and that the idea denies the dichotomy that vocabulary knowledge is either famous or unknown. On the both ends of the continuum are one’s receptive vocabulary knowledge as well as one’s productive knowledge. This model supposes that for a term to be a productive one, it should be a receptive one first (Melka, 1997; Palmberg, 1987; Pigott, 1981).

1.2.2. Learners’ Vocabulary Repertoire

The most noticeable point concerning vocabulary observed from an international perspective is the enormous size of ideas.

Accordingly, it is severely argumentative that there are a lot of terms in the language to be shared with one at a time in any shape of vocabulary instruction. Nagy and Anderson (1984) studied the term stock of printed school materials for degrees 3 over 9.
based on the term record and analyses in Carroll, Davies, and Richman’s word frequency book (1971). Besides, they detected that printed school English consists of 88,500 different term families with upwards of 100,000 different meanings. These data could be basically larger if materials for larger degree standards and for adults were mentioned.

In addition, what part of the number of unknown terms does a person truly observe in reading? Unluckily, there are a few ideas obtainable on the figure of unknown terms learners detect in a text. However, supplementary analyses of information announced in Anderson and Freebody (1983) study show that even with comparatively few reading (500,000 terms a year, or less than 3000 terms per school day), a rate learner in the fifth degree would meet about 10,000 various terms a year that he / she did not realize, even by permissive criterion of term comprehension. The number of unknown terms would be larger for a learner with a little than average vocabulary.

Moreover, not only do learners encounter a high number of terms. This means that how much terms a foreign language (FL) learner should realize so as to comprehend authentic situations or authentic texts (Nation, 1990). They appear to study a lot of them, determining from assess of development in perfect vocabulary size that appears during the school years. Nation (1990) stated that it is significant to realize how much vocabulary learners want to use for reading, writing, listening, and speaking. Oxford (2003) claimed that vocabulary is by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one’s mother tongue, because of tens of thousands of several meanings.

1.2.3. Vocabulary Learning Strategies

Intaraprasert (2004) defined vocabulary learning strategies as “any set of techniques or learning behaviours, which language learners reported using in order to discover the meaning of a new word, to retain the knowledge of newly-learned words, and to expand
their knowledge of vocabulary” (p. 9). This indicates that vocabulary learning strategies are the particular techniques used by students in the process of learning vocabulary in the target language. Many linguists such as Schmitt (1997), Kent, (2012), and others classified vocabulary learning strategies into different taxonomies. However, most of those strategies are not shared by all of them. Thus, the following strategies: dictionary use, word part analysis, and memorization strategies are mutual between those researchers.

1.2.3.1. Using Dictionary

Many researchers strongly agree that one strategy for learning vocabulary is using the dictionary. According to Lai (2005), the dictionary is the primary reference materials that learners use in order to enhance their language skills and figure out the meaning of unfamiliar words mainly. Besides, Mustafai (n.d.) stated that “the dictionary as one of the word solving strategies is a part of vocabulary learning strategies” (p. 191). In other words, the use of dictionaries enhances students’ learning of new words. He added that the dictionary is more helpful in learning vocabulary and understanding texts (Mustafai, n.d.). Moreover, Hanson and Padua (2011) stated that learners are in need to use dictionaries during their schooling or in their everyday lives. They added that many students face difficulty in using the dictionary when they find an ambiguous word. In most times, they select the first and the shortest definition of the unknown word without paying attention to the context so that they may not get the accurate meaning (Hanson & Padua, 2011).

Another notion is the lack of students’ skills to use the dictionary which are all about how to alphabetize and “use the guide words at the top of each page to locate specific words” (Hanson & Padua, 2011, p. 34). In other words, the student should respect the alphabetical order of words in the dictionary and refer to the words in the top of pages to facilitate highlighting the location of a specific term. For this reason, both Hanson and
Padua (2011, p. 34) stated a set of steps that help teachers to guide their students during the use of the dictionary in order to get the accurate meaning. They are as follows:

1. Read the sentence containing the unknown word.
2. Before looking in the dictionary, think aloud and guess the meaning of the word based on the clues in and around the word.
3. Explain that many words have several meanings and then read all of the dictionary’s definitions for that word.
4. Decide which definition makes sense within the context of the text being read.
5. If the meaning is still unknown, provide further discussion about the context and look at word parts.

1.2.3.2. Word Part Strategy

Another strategy in vocabulary learning is word part analysis. According to Kent (2012), knowledge of word parts is of a great importance in enhancing vocabulary repertoire. Those parts include roots which are the base parts of words, prefixes that are parts of words added at the beginning of the root like: in, dis, un…, and suffixes which are word parts come at its end such as: ly, er, ous… (Kent, 2012). Besides, according to Hiebert and Kamil (2005), findings showed that learners benefit from the use of word parts. They learn affixes (prefixes and suffixes) and use their knowledge to derive the meaning of unclear words. In addition, Schmitt (1997) stated that words’ affixes and roots are more helpful in determining their meanings. Furthermore, Lai (2005) argued that many English words take their forms by put: affixes, prefixes which come before the root
or prefixes by which the root ends. He stated also that this strategy is more helpful in learning new English words. Moreover, word part strategy has two main steps. First, learners should break the word into parts to figure out the root and affixes. Second, they have to make a link between those prefixes and suffixes and the word meaning in the dictionary with reference to the learners’ previous knowledge of the commonly used word parts (Lai, 2005).

1.2.3.3. Memorization Strategies

Memorization strategies are one way that involves making a link between words and the previous learned knowledge. They refer to the mental imagery, either visual or verbal, that is developed during encoding (Schmitt, 1997). In other words, those strategies represent that mental processing of making connections between the to-be-learned words and the previous knowledge. Besides, they include: using semantic maps and drawing, studying word spelling, using physical expressions and gestures, using illustrations and pictures, and other. Furthermore, memorization strategies are of a great importance in helping students to recall words better and learn them faster via creating an integration between the new material (a word) and the existing cognitive units (existing knowledge) (Schmitt, 1997). As it is stated by Lai (2005), “memorization strategies play an important role in helping learners to commit new words into memory and in the whole process of vocabulary learning” (p. 22). This implies that, through memorization strategies students learn new words and keep them in mind, these strategies have also significance in the learning process.

1.2.4. The Importance of Vocabulary

In reading, vocabulary comprehension is important to understand a given text (national institute of child health and human development [NICHD], 2004). When learners do not comprehend at least 90% of the terms in a written work, they do not adequately
comprehend what they read (Hirsch, 2003; Sedita, 2005). Investigation proposes that learners obtain 2,000 to 3,500 recent terms a year and realize the meaning of almost 50,000 terms by the time they graduate from high school (Graves, 2006; Lehr, Osborn, & Hiebert, 2004; PREL, 2008).

As learners develop from the less elementary degrees into the middle degrees, the majority of their reading transfers from narrative to interpretative texts. On the one hand, the narrative text is a relational material that fundamentally utilizes one text format. The latter is the method by which a writer orders the text. The narrative text format generally contains plot, setting, issue, and decision. This applied format makes it simple for learners to anticipate what the story will be about or what the writer suggests to write (Graves, 2006).

On the other hand, Graves (2006) stated that the interpretative text, or nonfiction, has a further complicated meaning and a larger standard vocabulary and is written utilizing several sorts of text formats, like explanation, compare and contrast, cause and effect, and issue and solution. As a consequence, learners get it hard to predict what the writer suggests to write next or which direction the meaning will flow.

The vocabulary used in an interpretative text establishes the basis for new and future learning. Educators want to teach clearly these terms to assist learners understand the text. For instance, if the word digest is repeated three times in a text. If learners comprehend digest in the context, they face a superior opportunity of realizing this word when they study about the digestive system of human bodies. Furthermore, Rivers and Nunan (1991) argued that the learning of an appropriate vocabulary is important for effective second language use because without an extensive vocabulary, students will be incapable to use the forms and roles that they may have studied for understandable communication.
For Nation (2001), the most significant way to study vocabulary is students utilizing strategies separately of an educator. This indicates that strategy practising is proposed to be part of a vocabulary growth plan and students need to increase their strategy knowledge. Moreover, Meara (1980) indicated that “Learners themselves readily admit that they experience considerable difficulty with vocabulary” (p.221). Thus, the significance of vocabulary indicates that realizing much vocabulary is helpful for students, as they have an opportunity to understand the foreign language (FL) in both receptive and productive proficiencies more effectively than those who realize little. Learners will obtain some skills to reinforce the depth of word processing and achieve independent vocabulary learning via the model of their teachers (Sökmen, 1997).

1.2.5. Reading Comprehension and Vocabulary

For a long time, it has been recognized that vocabulary knowledge and reading comprehension are highly connected (Davis, 1944; Thorndike, 1973). Accordingly, as the learners expand the larger degrees, their vocabulary knowledge will be more significant. Thus, in the larger degrees, it is significant that learners should have a high adequate vocabulary, so they can comprehend all the demanded readings that they want to make. Nagy (1988, p. 1) agreed that vocabulary knowledge is essential to reading comprehension, one cannot comprehend text without realizing what most of the terms imply. Thus, it is the teachers’ job to make sure that learners have adequate vocabulary so that they are capable to comprehend what they are reading in order to develop their comprehension.

On the one hand, it is obvious that vocabulary is required for comprehension. The lack of knowledge about the content of single terms obstructs readers’ comprehension. At the same time; however, it is obvious that students may put up some meaning from the written work, regardless that a lot of the terms are nonsense. Stahl (2003) stated that by comparing students’ performance on understanding tasks on their vocabulary measure,
studies have specified that a person’s word knowledge is highly connected to his/her opportunity to understand a text. In turn, this constructed meaning gives a clear context that guides students understand the potential meaning of a few single terms. Hirsch (2006) declared that broad general knowledge, as well as specific word knowledge is obligatory for reading comprehension and proficiency. Since vocabulary is critical to reading comprehension, it is significant to comprehend how a person obtains and teaches vocabulary, so without vocabulary knowledge reading is meaningless.

On the other hand, introspections are fixed with an extremely high number of studies that have noticed a near correlation among reading comprehension and vocabulary knowledge. In addition, individuals with superior vocabulary knowledge tend to exhibit developed reading comprehension relative to peers with minimum skillfully progressed vocabulary knowledge. Tannenhaum, Torgesen, and Wagen (2006) announced that the relationship between reading comprehension and vocabulary assorted among 3 to 8 degrees. The attachment reinforces and the elements like the structure of test and the aspect of term knowledge being evaluated as well as influence the greatness of correlation. Restrictions in vocabulary knowledge have been submitted to become an accepted cause of reading comprehension failure (Cromley & Azevedo, 2007). One clarification views single differences in reading opportunity being dependable for single differences in vocabulary knowledge.

1.2.6. Explicit vs. Implicit Vocabulary Learning

Explicit learning is particularly a designed learning of an obviously identified structure of knowledge in which the object is publicly studied or even planned to strive and carry out the detailed constituent to memory. Accordingly, international learning turns out explicit when the students are distinctly educated about what activity they are to implement and what subjective(s) they are assumed to achieve by the end of the activity. Thus,
Hazanberg and Hulstijn (1996) stated that international learning happens when the students are visibly informed that they will be examined at the end of an activity (e.g. vocabulary), it includes awareness at the point of studying by attempting to comprehend what the purpose of a certain language structure is.

Coady et al (1993) then completed that explicit learning of vocabulary will be more helpful and lead to an extensive retention as efficient vocabulary wants to be automatic and simply retrievable from memory. Besides, Coady and Huckin (1999) stated that after the language opportunity is increased, explicit vocabulary learning through contexts is necessary to be underlined to language learners. This implies that the study of individual terms explicitly (directly) must be underlined at an early period of language learning.

However, implicit or indirect vocabulary learning requires studying the meaning of recent terms implicitly when language learners overhear or view the terms applied in many several contexts, for instance, over daily interactions, discussion with others and reading (Read, 2000). Moreover, Anderson and Nagy (1991) agreed that recent terms are studied suddenly when reading or listening to stories, movies, television or the radio. This indicates that implicit (indirect) vocabulary learning is interested with unconscious procedures of studying over reading or listening without being conscious of the purposes of studying.

Nation (2001) stated that learning vocabulary implicitly through guessing meaning from the context is extremely approved as the most significant of all the sources of studying vocabulary. This procedure must be underlined for extra lexical and semantic growth of the terms studied via direct learning and for studying further vocabulary. Since vocabulary is a part of every language skill, developing vocabulary learning will participate reaching the purpose of communicative competence. Therefore, the
ineffectiveness of simply giving implicit vocabulary instruction is suggested by more research, and a developed approach combining indirect (implicit) learning of vocabulary via a variety of meaning concentrated activities with a more bottom-up and direct teaching of vocabulary with explicit instruction is recommended (Sökmen 1997).

1.2.7. General Processes Which Aid Vocabulary Retention

Nation (2001) lists three main processes that aid to spread the learning purpose; that is, the retention of terms in long term memory which includes the following processes: retention, retrieving a vocabulary item, and creative use. The processes of noticing, retrieving, and generating are as well considered by some investigator as being variables that effect depth of processing. Therefore, any item a student wants to keep in mind must be via all of these stages. Since those processes help students to study vocabulary items successfully.

1.2.7.1. Noticing

The first process which is noticing requires paying attention to an item, an element that has been learned in research on secondary vocabulary learning, mainly for reading comprehension. The occurrence of the term plays a significant function. Accordingly, additional commonly speaking, noticing can be simplified by official instruction, and the simplest way being that the educator intentionally expends time discussing many items in extra details. Thus, Nation (2001) cited that “motivation and interest as important factors, as these have an immediate impact on the learner’s attention” (p.63). This means that if many terms are not understood as beneficial, they are probably to be rapidly forgotten than terms that are of significance or usefulness to the target audience. Nation (2001) commented that one negative feature of noticing, principally in an official setting, is that it often supposes decontextualisation since the concentration transmits far from the message and towards the language element as a part of the language system. However,
decontextualisation in this situation does not mean that there is no context absolutely, but rather an element is taken away tentatively from the context so as to concentrate on its role, structure and/or meaning. In addition, Nation (2001) and Folse (2004) announced that one way of performing this is presenting a definition of a term or negotiating the meaning of a given element.

Schmidt (2000) stated that nothing can be studied unless it has been observed. Occasionally, vocabulary elements should be transformed to students’ interest to make them notable and subsequently guiding to their learning (Lightbown & Spada 2006). However, this can be attained by a number of activities, for instance, an exercise where learners should figure out the term in a set of terms that does not be suited to the group (Folse, 2004). Noticing can also be advocated by highlighting many terms in a given text or putting them in written form. Cameron (2001) and Brewster et al (2002) declared that in a beginners’ course, the elements selected for much exercises are spontaneously observed. If a story is narrated, many terms can be turned out remarkable by pre or post studying activities.

1.2.7.2. Retrieving a Vocabulary Item

The second process which is retrieving a term is one of the crucial processes that may guide to an item being remembered since if [a] word is subsequently recovered during the task then the memory of that term will be reinforced (Nation, 2001, p.67). Accordingly, retrieval is the same as vocabulary knowledge. On the one hand, it can be divided into receptive retrieval which includes understanding a term and getting back its meaning. On the other hand, active retrieval when the student needs to communicate the meaning of a given item of vocabulary. Thus, Nation (2001, p. 66) proposed that any retrieval reinforces the interdependence between structure and meaning. This implies that repeated retrieval
also reinforces the relation between terms in a spreading activation; therefore, helping the extensive processing and the developing the standard of activation.

1.2.7.3. Creative Use

The third process which is creative use guides to vocabulary retention, occasionally pointed out to as generative use (Nation, 2001, p.68). Accordingly, this requires utilizing terms that a student has already experienced in several ways. Thus, at its most attracting, the current gathering with the term strengths students to reconceptualise their information of that term (Nation, 2001). This indicates that a term can be applied in its metaphorical extension, but as well other differences, for instance, in terms of inflection and collocations, these variations are viewed as helpful.

In addition, Joe (1995) argued that the information of a term is concerned with the level of generative use. Generative use can guide to elaboration of a term, and in turn guides to recent meaning correlation and goes deeply into the degree of processing. For instance, while negotiating the meaning of a vocabulary item, it is not only observed but as well generatively applied because it happens in a variety of grammatical contexts, often in a variety of inflected or obtained structures and with reference to a variety of examples (Nation, 2001, p.69). Generative use seems to be necessary and useful to long term retention but only if it does not take place in the structure of close repetition of the formerly encountered context, but rather is applied in creative and recent way.

Conclusion

To sum up, vocabulary is an important aspect in teaching and learning of the English language. More specifically, vocabulary learning is considered to be the basic step toward mastering a foreign language. Learning recent vocabulary is one of the major challenges to EFL learners in order to acquire accurate knowledge and increase skills. It is
significant that teachers become well skilled in the essential activities of teaching vocabulary for students who still need to develop their language. Strategies including word part analysis, use dictionary, memorization, and many other strategies are very helpful for EFL learners which improve and reinforce their vocabulary.
Chapter Two: The Field Work

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Chapter Two: The Field Work

Introduction

This study is carried out to investigate students’ attitudes towards the effect of using context clues to enhance students’ vocabulary learning in EFL classrooms at Larbi Ben M’Hidi university. Thus, this chapter is devoted to the practical part. It is divided into two main parts. The first part is about the research design, the method used, the sample and the procedure of collecting data. Thus, the second part contains the questionnaire analysis and the discussion of the obtained results.

2.1.1. Choice of the Method

Commonly, there are two methods that can be applied to gather data information of a specific study; a descriptive or an experimental method. A descriptive method is used in this research for collecting the data because it aims at finding out the effect and the interdependence of the two variables, context clues and vocabulary learning. In the present study, a questionnaire was devoted to students. The questionnaire significantly aimed at investigating EFL students’ attitudes towards the effect of context clues strategy to enhance their vocabulary learning.

2.1.2. Definition of the Questionnaire

Generally, a questionnaire is defined as a set of well arranged questions neatly designed to the particular aim of the research. Good (1959) defined the questionnaire as a list of questions to be replied by a group of people particularly prepared to obtain facts or data, it is a list of written questions concerned with a specific issue, provided with space for respondents to it fill-up. Moreover, Bulmer (2004) stated that a questionnaire is a well determined tool within social sciences study for obtaining information on participants’
knowledge, perception, attitudes, and their beliefs and reasons for action with respect to
the topic under investigation.

2.1.3. The sample

The population under scope constitutes 155 third year students at the English
department of Larbi Ben M’Hidi University for the academic year 2016/2017. 50 students
were chosen randomly from the total number of population which consisted of 32.25%,
since it is hard to make the study of the whole population. The population is chosen at this
level because students are expected to be familiar enough with the different aspects of
English language. They study different modules that demand from them to comprehend
unfamiliar terms and their teachers can use context clues strategy to simplify these terms.

2.1.4. The Questionnaire

The questionnaire consists of 20 questions divided into three main parts. The first
part aims at investigating students’ attitudes towards context clues. The second part aims at
knowing students’ attitudes towards vocabulary learning. The last part deals with students
attitudes towards the effect of context clues on vocabulary learning.

Part One: Students Attitudes towards Context Clues

This part consists of questions from 1 to 6. It aims at gathering data about students’
attitudes towards context clues strategy. Those questions are designed to know to what
extent the teacher uses context clues strategy, which type of context clues is mainly used,
the importance of context clues, and if teachers modeling is the first step to effective
implementation of this strategy.

Part Two: Students Attitudes towards Vocabulary Learning

The second part is composed of 10 questions. It aims at investigating students’
attitudes towards vocabulary learning, Q7, Q8, Q9, and Q10 ask about the aspects learners
find difficulties with, their level in vocabulary whether vocabulary needs great efforts to be
learned or not, and if vocabulary should be incorporated in the teaching/learning process. Q11, Q12, Q13, Q14, Q15, and Q16 seek to gather data about the effective strategies that help students to learn new vocabulary items, if reading comprehension helps them to learn vocabulary or not, which sources they prefer when they face unfamiliar vocabulary items and which process is beneficial for vocabulary retention.

**Part Three: The Effect of Context Clues on Vocabulary Learning**

This part contains four questions. The first question aims at investigating if context clues guide learners to figure out the meaning of complicated words. The second question aims at knowing if the students comprehend and remember the lecture contents through this strategy or not. The last question is about knowing whether context clues help in enhancing their vocabulary learning or not.
Analysis and Interpretation of the Results

2.2.1. Analysis of the Questionnaire

Part one: Students Attitudes toward Context Clues

Q1: To what extent does your teacher use context clues in the classroom to facilitate words’ meaning?

Table 1.
Students’ Attitudes towards Teachers’ Use of Context Clues

<table>
<thead>
<tr>
<th>Options</th>
<th>Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>8</td>
<td>16%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>35</td>
<td>70%</td>
</tr>
<tr>
<td>Rarely</td>
<td>7</td>
<td>14%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

This question aims at investigating if the teacher uses context clues in the classroom to facilitate words’ meaning or not. The table shows that 16% of the students claimed that the teacher always uses context clues in the classroom. 70% of them declared that this occurs sometimes. However, 14% of the respondents said that this happens rarely and 0% no one opted for never. The data collected indicate that most teachers use context clues for better understanding of words.

Q2: Which type of context clues does your teacher use mostly?

a. Definition clues
b. Restatement clues
c. Example clues
d. Explanation clues
e. Compare and contrast clues

**Table 2.**

The Most Used Type of Context Clues

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>b</td>
<td>9</td>
<td>18%</td>
</tr>
<tr>
<td>c</td>
<td>17</td>
<td>34%</td>
</tr>
<tr>
<td>d</td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>e</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>c+d</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>a+b+d</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>a+c+d</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

The aim behind asking such question was to know what is/ are the type (s) of context clues used by teachers to help students understand the meaning of difficult words. The table exemplifies that 34% of the students stated that example clues is the most used type of context clues. 18% of respondents claimed that restatement clues is the one used mostly by their teachers. 12% selected explanation clues. 8% of the students opted for definition clues, both example and explanation clues, or definition, example and explanation clues respectively. Only (6%) of them picked out compare and contrast clues, definition, example and explanation clues as the most utilized types. All these results indicate that using example clues according to learners is the best type to facilitate words’ meaning.

**Q3:** Do you think that a definition clue is better than comparative and contrastive clues in understanding words’ meaning?
Table 3.
The Choice between Definition Clues or Compare and Contrast Clues

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>33</td>
<td>66%</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>34%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

This question aimed to investigate if the learners prefer definition clues or compare and contrast clues. According to the data presented in the table above, most of the learners (66%) prefer definition clues than compare and contrast clues. They said that definition clues are easier and helpful, and they make the meaning of words more clear. A portion of 34% of students opted for compare and contrast clues, since they are more beneficial for students to understand the meaning of unfamiliar words and when they do not comprehend a word in some cases by its opposite they could not understand what that word mean. The results obtained show that learners realize the effectiveness of definition clues in getting words’ meanings.

Q4: Do you think that the process of using context clues is one useful part in the teaching/learning process?

Table 4.
The Importance of Using Context Clues

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>41</td>
<td>82%</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>18%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>
This question was meant to investigate whether the process of using context clues is useful in teaching/learning process. The majority of students (82%) said that the process of using context clues is useful. Only 18% of the respondents said the opposite.

Q5: If yes, is it because:

a. Using context clues involves good planning
b. It enables learners determine how useful is the context
c. It helps them find and learn unfamiliar words easily
d. It provides specific steps to derive words’ meaning

Table 5.
Reasons of the Importance of Using Context Clues

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>b</td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>c</td>
<td>17</td>
<td>34%</td>
</tr>
<tr>
<td>d</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>b+c</td>
<td>11</td>
<td>22%</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>18%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

This question was raised to view how the process of using context clues is a useful part in teaching/learning process. Table 4 shows that 34% of students chose option C which states that the process of using context clues helps them find and learn unfamiliar words easily. However, 22% stated that it enables them to determine how useful is the context and help them find and learn unfamiliar words. 12% of respondents said that it enables them determine how useful is the context while 8% of them claimed that it provides specific steps
to derive words' meaning. Only 6% stated that the process of using context clues involves good planning. All these results indicate that during their reading, students may find a difficulty to understand the meaning of a word. First, they have to check for the context clue in the sentence. If there is one, they are asked to read the sentence again with the new term in mind. Then, they have to generate their ideas about the ultimate meaning of the sentence using that context clue.

Q5: Does your teacher raise awareness towards the importance of context clues in the classroom?

Table 5.
Raising Awareness towards the Importance of Context Clues

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>39</td>
<td>78%</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>22%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

This question seeks to investigate if teachers raise their learners’ awareness towards the importance of context clues. It can be observed that 78% of the respondents said that their teachers do show context clues importance. 22% of students stated that their teachers do not motivate and help them to utilize it. Therefore, teachers recognize the importance of such clues and raise students’ awareness to their use.

Q6: Do you think that teacher modeling (the use of different methods and plans) is the first step to effective implementation of context clues strategy?

Table 6.
Teacher modeling

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The aim behind this question was to investigate whether teacher modeling is the first step to efficient implementation of context clues. Table 6 displays that the majority of the respondents 88% said that a set of different methods and plans used by the teacher in the classroom guide to a successful implementation of context clues. A portion of 12% of them opted for no. The results imply that modeling is an efficient way through which teachers can implement context clues strategy.

Part Two: Students Attitudes towards Vocabulary Learning

Q7: Which of the following aspects do you find difficulties with when writing/speaking?
   a. Vocabulary
   b. Grammar
   c. Style
   d. Punctuation

Table 7.
The Aspects Students find Difficulties with

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>15</td>
<td>30%</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>C</td>
<td>7</td>
<td>14%</td>
</tr>
<tr>
<td>D</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>a+b</td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>a+c</td>
<td>7</td>
<td>14%</td>
</tr>
</tbody>
</table>
Such question was asked in order to check which aspect learners find difficult when they write or speak. Table 7 shows that 30% of learners find difficulties at the level of vocabulary, and 20% claim that they face problems in punctuations. 14% claimed that they encounter difficulties at the level of style, and others 14% face difficulties at both vocabulary and style. 12% of the respondents chose the levels of vocabulary and grammar, and 10% of them face difficulties at the level of grammar. Writing and speaking are considered as a way of communication between people and in order to communicate effectively, students have to cover all aspects of writing and speaking that they have difficulties with.

**Q8:** How do you evaluate your knowledge of vocabulary?

**Table 8.**

### Students’ Evaluation of their Vocabulary Knowledge

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rich</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Moderate</td>
<td>18</td>
<td>36%</td>
</tr>
<tr>
<td>Acceptable</td>
<td>27</td>
<td>54%</td>
</tr>
<tr>
<td>Poor</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

This question was raised to know the learners’ points of view about their level in vocabulary. The table represents that the majority of the learners 54% declared that their level is acceptable in vocabulary. 36% of respondents stated that their level is moderate. However, 8% of the learners claimed that they have a poor level in vocabulary. Only 2% of them have a rich vocabulary. The results indicate that the majority of the students have an acceptable level.
in vocabulary. Students can improve their vocabulary knowledge via reading books that present them with words that are used in several sentences and different contexts to be learned.

**Q9:** Do you think that learning vocabulary is hard and needs great efforts?

**Table 9.**

Students View about Vocabulary Learning Difficulty

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22</td>
<td>44%</td>
</tr>
<tr>
<td>No</td>
<td>28</td>
<td>56%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

This question was meant to know whether vocabulary learning is hard and needs great efforts. As it is shown in the table above, 56% of the students said that vocabulary is not that hard task. (44%) of the respondents declared that vocabulary is a hard task because it is the essential part of language and it needs reading a lot of books in order to develop many skills. Thus, learning vocabulary needs great efforts.

**Q10:** Do you think that vocabulary should be incorporated as an element in the teaching/learning process?

**Table 10.**

Students Attitudes towards Incorporating Vocabulary in Teaching/ Learning

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>41</td>
<td>82%</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>18%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>
This question aimed at knowing if vocabulary should be an incorporated as an element in the teaching/learning process or not. As it is presented in the table above, 82% of the respondents stated that vocabulary is an important part to be included in the learning because it is the core of learning a foreign language. Only 18% of students said that vocabulary should not be incorporated as an element in the teaching/learning process.

Q11: What strategies do you find effective for learning new vocabulary items?

a. Words part analysis
b. Using dictionary
c. Memorization

Table 11.

Effective Strategies for Learning New Vocabulary Items

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>8</td>
<td>16%</td>
</tr>
<tr>
<td>B</td>
<td>16</td>
<td>32%</td>
</tr>
<tr>
<td>C</td>
<td>14</td>
<td>28%</td>
</tr>
<tr>
<td>a+b</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>a+c</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>b+c</td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

The aim behind this question is to know what are the effective vocabulary strategies that are used to facilitate learning new vocabulary items. As shown in the table, 32% of the participants claimed that using dictionary is the effective strategy for learning new vocabulary items. 28% of the respondents stated that memorization is the efficient strategy. 16% picked word part analysis. 12% of the students said that using both dictionary and memorization are
the most effective strategies to learn vocabulary, and only 6% of them chose both word part analysis and using dictionary, and word part analysis and memorization as the most effective strategies to learn new vocabulary items. These results indicate that students use different vocabulary strategies. Thus, choosing the best strategy to learn new vocabulary items will help students develop their knowledge of vocabulary.

**Q12:** Do you usually learn new concepts

a. From lectures and lessons

b. When reading texts outside the classroom

c. When speaking with speakers of English

d. When using a dictionary

**Table 12.**

**Source of Learning New Concepts**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>13</td>
<td>26%</td>
</tr>
<tr>
<td>B</td>
<td>15</td>
<td>30%</td>
</tr>
<tr>
<td>C</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>D</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>a+b</td>
<td>8</td>
<td>16%</td>
</tr>
<tr>
<td>b+c</td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

As the table above shows, 30% of the respondents learn new concepts when reading texts outside the classroom. 26% of students claimed that they learn new concepts from lectures and lessons and 16% of them learn new concepts from lectures and lessons, and when reading outside the classroom too. However, 12% of the participants stated that they learn
new concepts when reading texts outside the classroom and when speaking with native speakers of English. Only 8% of them learn new concepts when speaking with native speakers of English and when using a dictionary. These results indicates that students do not practice speaking especially with their classmates perhaps they are not motivated to speak and with natives since corresponding with them is not easy.

Q13: Do you think that reading comprehension helps learners to learn new vocabulary items?

Table 13.

Reading Comprehension Effect on Learning New Vocabulary

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>42</td>
<td>96%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

This question was raised to investigate if reading comprehension helps students to learn new vocabulary items or not. Approximately, all the respondents (96%) claimed that reading comprehension helps learners to learn new vocabulary items. Only (4%) of them said the opposite. This shows that reading comprehension is helpful to learn new vocabulary items and teachers must push students and encourage them to read outside the classroom.

Q14: When you face unfamiliar vocabulary, which source do you refer to?

Table 14.

Sources Learners prefer when facing Unfamiliar Vocabulary

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher for the L1 translation of a new word</td>
<td>32</td>
<td>64%</td>
</tr>
<tr>
<td>Classmates</td>
<td>18</td>
<td>36%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>
This question aims at investigating which source learners prefer when they face unfamiliar words. As it is illustrated in the table above, 64% of the students stated that they ask the teacher for the L1 translation of a new word when they face unfamiliar vocabulary. 36% of them preferred to ask their classmates. Others 40% prefer to use the dictionary and the internet when they face unfamiliar words. These results shows that students preferred to ask their teachers rather than classmates to avoid embarrassment and to feel free when expressing their ideas.

**Q15:** To what extent do you find difficulties with the following aspects of words?

**Table 15.**

Difficult Aspects of Vocabulary Learning

<table>
<thead>
<tr>
<th>Options</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Always</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meaning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequency</td>
<td>1</td>
<td>14</td>
<td>30</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Percentage</td>
<td>2.0</td>
<td>28.0</td>
<td>60.0</td>
<td>10.0</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Pronunciation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequency</td>
<td>5</td>
<td>19</td>
<td>21</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Percentage</td>
<td>10.0</td>
<td>38.0</td>
<td>42.0</td>
<td>10.0</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequency</td>
<td>19</td>
<td>24</td>
<td>7</td>
<td>00</td>
<td>50</td>
</tr>
<tr>
<td>Percentage</td>
<td>38.0</td>
<td>48.0</td>
<td>14.0</td>
<td>00.0</td>
<td>100%</td>
</tr>
</tbody>
</table>

This question was raised to investigate students’ views of the most difficult part in learning vocabulary: meaning, pronunciation, or spelling. 60% of the respondents stated that the meaning of words is sometimes troublesome when learning vocabulary. 28% of them chose the option rarely and 10% opted for always. Moreover, just 2% argued that they never find difficulties with words meaning. It can be deduced that the meaning of words is a significant and tricky aspect in learning new vocabulary items because most English words
have several meanings. For the second option ‘pronunciation’, 42% of the participants claimed that they sometimes face problems with pronunciation. 38% of them answered rarely and 10% stated that they always find difficulties with pronunciation. This indicates that the English words that are written in different ways unlike their pronunciation confuse most learners. 10% of the students said never which implies that can be due to the fact that they usually listen to native speakers to know how they pronounce words correctly. Concerning ‘spelling’ 48% of the respondents rarely find problems with it and 38% of them stated that they never find difficulties with spelling. 14% of them said that they sometimes find difficulties with spelling and (0%) no one opted for always. These results show that EFL learners struggle with the three aspects of words: meaning, pronunciation and spelling and this make it difficult to grasp them easily.

Q16: Which of the following processes do you think is helpful for vocabulary retention?

a. Noticing

b. Retrieving/ remembering a vocabulary item

c. Creative use

Table 16.

The Beneficial Process for Vocabulary Retention

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>9</td>
<td>18%</td>
</tr>
<tr>
<td>B</td>
<td>14</td>
<td>28%</td>
</tr>
<tr>
<td>C</td>
<td>23</td>
<td>46%</td>
</tr>
<tr>
<td>b+c</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>
This question aims at knowing the beneficial processes for vocabulary retention. The above table shows that 46% of the participants declared that the most important process for vocabulary retention is creative use. 28% of them claimed that the most helpful process which aids vocabulary retention is retrieving/ remembering a vocabulary item. However, 18% of the students chose noticing and 8% of them chose both retrieving/remembering a vocabulary item and creative use as the most effective processes for vocabulary retention. Therefore, (this coincides with what was mentioned in section 1 p. 28) that the processes of noticing, retrieving, and generating are as well considered by some investigator as being variables that effect depth of processing, and they help the students to study vocabulary items successfully.

**Part Three: The Effect of Context clues on Vocabulary Learning**

**Q17:** Do you believe that context clues guide you to figure out the meaning of complicated/unfamiliar words via?

a. Looking for clues in word parts  
b. Looking for clues in sentences  
c. Thinking about the meaning of the clues  
d. Make a guess to define the word  
e. Checking your guesses with the use of a dictionary

**Table 17.**

Guidance of Context Clues in finding out the Meaning of Unfamiliar Words

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>B</td>
<td>7</td>
<td>14%</td>
</tr>
<tr>
<td>C</td>
<td>9</td>
<td>18%</td>
</tr>
<tr>
<td>D</td>
<td>7</td>
<td>14%</td>
</tr>
<tr>
<td>E</td>
<td>13</td>
<td>26%</td>
</tr>
</tbody>
</table>
This question is about investigating how context clues guide learners to find out the sense of difficult terms. The results obtained from table 17 reveal that 26% of the respondents find out the meaning of tricky words via checking their guesses with the use of a dictionary. 18% of them claimed that they learn the meaning of complicated terms via thinking about the meaning of the clues. 14% of students stated that they look for clues in sentences and make a guess to define the word, and 12% of them look for the clues in word parts. However, 10% of the participants said that context clues help them understand the meaning of unfamiliar words via looking for clues in sentences and making a guess to define the word. Only (6%) of them look for clues in sentences and check their guesses with the use of a dictionary.

Q18: Do you think that context clues help you to understand sentence meaning?

Table 18.
Context Clues Effect in Understanding Sentence Meaning

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>47</td>
<td>94%</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

This question aims at checking if context clues help learners to comprehend sentence meaning or not. Table 18 shows that the majority of students 94% claimed that context clues help them to understand sentence meaning. A portion of 6% said the opposite. This implies that context clues can really be helpful in understanding sentence meaning.
Q19: Do context clues help you remember and comprehend lecture content?

**Table 19.**

Context Clues Effect in lecture Content Comprehension

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40</td>
<td>80%</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

This question was raised to investigate whether context clues help learners remember and understand lecture content or not. As it is represented in the above table, the majority of the participants 80% stated that context clues help them to remember and comprehend lecture content. A small number of them 20% said that context clues do not help them to remember and understand lecture content. The results indicate that this educational strategy helps students to understand lecture content better and remember it later on.

Q20: Do you think that using context clues can be beneficial in improving your vocabulary learning?

Justify your answer

**Table 20.**

The Role of Context Clues in Improving Vocabulary Learning

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>48</td>
<td>96%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>
This question aims at knowing students’ attitudes towards context clues effect on improving their vocabulary learning. The above table 20 indicates that 96% of the participants declared that context clues are among the effective strategies which help them to enhance their vocabulary learning. However, only 4% of them do not agree with the idea that context clues play an important role in enhancing their vocabulary learning. Thus, context clues are considered as important strategies that develop EFL students’ vocabulary learning. Moreover, using context clues is a particularly significant strategy for vocabulary development because a lot of English terms have various meanings and recognizing which meaning is the appropriate depends completely on the context. Studying how to apply the surrounding semantic context clues whether structures or important elements of teaching help learners develop their vocabulary learning.

2.2.2. Discussion of the Students’ Questionnaire Results

The data gathered through the questionnaire has shown many results. It was observed that the majority of the learners at Larbi Ben M’Hidi University said that context clues strategy is used by many teachers in many occasions. Example and restatement clues are the much more used types of context clues strategy preferred by most of the teachers. It was also noticed that most of the participants prefer definition clues than compare and contrast clues. Thus, the process of using context clues is one of the most useful strategies in teaching, and teacher’s modeling is considered as the first step to an effective implementation of this strategy. This strategy can motivate learners and improve their vocabulary learning specifically.

The analysis of the questionnaire also revealed that most EFL students at the English department find difficulties in vocabulary especially when faced with meaning, pronunciation and spelling. This implies that vocabulary needs great efforts to be learned. In addition, using
the dictionary can be effective for learners to learn new vocabulary items, and creative use can also be a helpful process for vocabulary retention.

**Conclusion**

In the light of the data gathered from students’ questionnaire, it is confirmed that the use of context clues strategy can help the students to enhance their vocabulary learning. Accordingly, most of the learners can benefit from context clues strategy because it guides them to comprehend the meaning of complicated words, sentence meaning and even lecture content. In addition, the learners believed that a definition clue is better than compare and contrast clues in understanding words meaning. Moreover, the results of the analysis strongly support the idea that EFL teachers should raise their learners’ awareness towards context clues use.

Moreover, teachers can evaluate their learners’ ability of referring to the context to get the meaning of complicated words to be learned. They have to be aware of the significance of context clues use which facilitates the teaching/learning of vocabulary. So, these results confirm the hypothesis which states that using context clues improves EFL students’ vocabulary learning.

**General Conclusion**

The present research was designed to investigate the issue of whether the use of context clues strategy has an effective role in helping EFL learners to understand words meaning and enhance their vocabulary learning. A descriptive study was chosen to collect data in the department of English at Larbi Ben M’Hidi University. A questionnaire was given to students to investigate the research hypothesis and answer the question raised. In the light of the results obtained from this research, it was observed that context clues strategy has an important role in enhancing EFL students’ vocabulary learning. Thus, some conclusions can be provided as follow:
1. Students’ vocabulary learning can be enhanced by context clues strategy.

2. Teachers can help learners to learn new vocabulary items by the use of context clues strategy.

3. Teachers should provide other effective strategies that guide the learners to develop their vocabulary knowledge

**Pedagogical Implications**

Regarding the presented results, this study suggests the importance of using some strategies such as context clues that can be involved in understanding English difficult words meanings. The current study aims at decreasing the problems of vocabulary learning and enhancing students’ comprehension ability. Therefore, the pedagogical implications that can be provided are as follow:

1. Teachers should encourage their students to avoid looking for to any unfamiliar words in a passage or in a dictionary and try to find out the meaning using contextual clues in order to guess the meaning of new terms. Since vocabulary is a difficult aspect, EFL teachers should facilitate the learning process via the use of context clues strategy.

2. Teachers have to spend time to identify new vocabulary items and make learners familiar with the importance of meaning in text comprehension.

3. Teachers should teach learners some grammatical and structural clues for better understanding of words’ meanings.

4. EFL teachers have to avoid the overuse of some types of context clues so that learners try to discover the meaning of ambiguous words themselves.

**Limitations of the Study**

The current study was carried out on third year students at the English department of Larbi Ben M’Hidi University. During the analysis of the questionnaire, a set of limitations were noticed. They are as follow:
1. Context clues could not be measured through a questionnaire only. Time constraints hindered the use of an experimental study.

2. The small size of the sample and other academic issues allow us to say that the data gathered from the current study cannot be generalized on the whole population and on the other universities.

Suggestions for Further Research

After the analysis of findings concerning the effect of using the context clues on learners’ vocabulary learning, some suggestions for further research can be mentioned as follows:

1. The use of context clues strategy has a significant impact on improving vocabulary learning. Thus, teachers can also use it in order to improve reading comprehension.

2. Teachers can provide more explanation to context clues included in any sentence/passage so that they facilitate the comprehension of new terms.

3. The use of the dictionary as an alternative tool can be helpful strategy that learners can refer to in order to enhance their vocabulary learning.
List of References


Reardon, K. T. (2011). *To what degree will learning to use context clues impact students’ reading comprehension scores?*. USA: University of Wisconsin.


Appendices

Appendix: Students’ Questionnaire
Appendix: Students’ Questionnaire

Dear students,

You are kindly requested to fill in the following questionnaire that has been designed to investigate EFL students’ attitudes towards the effect of context clues on vocabulary learning. We would be thankful if you accept participating by answering the questionnaire. Your information is highly precious and your collaboration is truly respected.

Please, tick (✓) the choice (es) that represents your best answer.

The following definitions can help you in answering the questionnaire.

**Context clues**

Using a context clue is a strategy which helps learners pick out the meaning of unfamiliar words within statements or larger pieces. This strategy can also be purposeful in developing word correspondence and reinforcing word meaning. Context clues indicate learners’ ability of referring to the context in order to get the meaning of difficult words to be learned.

**Definition clues**

They are expressions that present the definition of a recently developed and significant term when applying it for the first time. These expressions offer the sense of words in an obvious short statement. Definition clues are simple to understand when using words like is defined as, this term means, and is referred to. This helps learners comprehend the sense of new words.

**Comparative and contrastive clues**

When students face difficult words, the teacher gives them similarities and differences concerning the new word or words to be learned. Context clues that present comparison contain words such as like, as, similar, and in the same way. Contrast may be indicated by words such as but, although, however, and on the other hand.
Part One: Students Attitudes Towards Context Clues

1. To what extent does your teacher use context clues in the classroom to facilitate words’ meaning?
   a. Always
e. Sometimes
c. Rarely
d. Never

2. Which type of context clues does your teacher use mostly?
   a. Definition clues
e. Restatement clues
c. Example clues
d. Explanation clues
e. Compare and contrast clues

3. Do you think that a definition clue is better than comparative and contrastive clues in understanding words’ meaning?
   a. Yes
e. No

   Justify
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

4. Do you think that the process of using context clues is a useful part in teaching/learning?
   a. Yes
e. No
If yes, is it because:

a. using context clues involves good planning  

b. it enables learners determine how useful is the context  

c. It helps them find and learn unfamiliar words easily  

d. It provides specific steps to derive words’ meaning  

5. Does your teacher raise awareness towards the importance of context clues in the classroom?

a. Yes  

b. No  

If yes, how?

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6. Do you think that teacher modeling (the use of different methods and plans) is the first step to effective implementation of context clues?

a. Yes  

b. No  

Part Two: Students Attitudes Towards Vocabulary Learning

7. Which of the following aspects do you find difficulties with when writing/ speaking?

a. Vocabulary  

b. Grammar  

c. Style  

d. punctuations  

Others
8. How do you evaluate your knowledge of vocabulary?
   a. Rich □
   b. Moderate □
   c. Acceptable □
   d. Poor □

9. Do you think that learning vocabulary is hard and needs great efforts?
   a. Yes □
   b. No □
   If yes, justify
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

10. Do you think that vocabulary should be incorporated as an element in the teaching/learning process?
   a. Yes □
   b. No □
   Justify
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

11. What strategies do you find effective for learning new vocabulary items?
   a. Word part analysis(analyzing the form of new words, it includes prefixes and suffixes) □
   b. Using dictionary(to understand ambiguous words) □
   c. Memorization(memorizing new words that have been learned) □
Other strategies

12. Do you usually learn new concepts
   a. From lectures and lessons
   b. When reading texts outside the classroom
   c. When speaking with native speakers of English
   d. When using a dictionary

13. Do you think that reading comprehension helps learners to learn new vocabulary items?
   a. Yes
   b. No

14. When you face unfamiliar vocabulary, which source do you refer to?
   a. The teacher for the L1 translation of a new word
   b. Classmates
   Others

15. To what extent do you find difficulties with the following aspects of words?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Always</th>
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<tbody>
<tr>
<td>a. Meaning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Pronunciation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. Which of the following processes do you think is helpful for vocabulary retention?
   a. Noticing
   b. Retrieving/remembering a vocabulary item
   c. Creative use( using words in different ways)
Part Three: The Effect of Context Clues on Vocabulary Learning

17. Do you believe that context clues guide you to figure out the meaning of complicated/unfamiliar words via?

a. Looking for clues in word parts
b. Looking for clues in sentences
c. Thinking about the meaning of the clues
d. Make a guess to define the word
e. Checking your guesses with the use of a dictionary

18. Do you think that context clues help you to understand sentence meaning?

a. Yes       

b. No

19. Do context clues help you remember and comprehend lecture content?

a. Yes       

b. No

Justify

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20. Do you think that using context clues can be beneficial in improving your vocabulary learning?

a. Yes       

b. No
Justify your answer

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Further Suggestions and Comments

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Thank you very much for your corporation
Résumé

مفردات اللغة من الجوانب الأكثر صعوبة وتعقيداً الأجنبية. فهي تمثل جانباً صعباً يتطلب جهوداً كبيرة. ويحتاج استراتيجيات تقدمها للتحقيق. هذا تهدف إليها حالياً إستراتيجية مفيدة للمتعلمين. من أجل تحقيق هذا الهدف، طرح سؤال في هذه الدراسة: هل للقرائنة الدلالية أثر على تدريس مفردات اللغة لطلبة اللغة الإنجليزية كلغة أجنبية؟ تم تكريس استبيان لطلبة السنة الثالثة في قسم اللغة الإنجليزية بجامعة العربي بن مهيدي من أجل التحقق من تأثير سلوكهم تجاه القرائنة الدلالية على تدريس مفردات اللغة. في نفس السياق، تشير الاستبيان على هذا إستراتيجية دلالية لها تعزيز المتعلمين. وهكذا فقد تأكيد الفرضية. بعبارة أخرى، استعمال القرائنة الدلالية يسهل عملية التعليم والتعلم ويساعد الطلبة على تحسين تعلمهم لمفردات اللغة.