

**EFFECTS OF EXPOSURE TO CONTEXT CLUES ON ENGLISH
VOCABULARY DEVELOPMENT OF JUNIOR SECONDARY II STUDENTS IN
ZARIA EDUCATIONAL ZONE, KADUNA STATE, NIGERIA**

BY

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ZARIA**

JANUARY, 2021

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**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU
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**DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION,
FACULTY OF EDUCATION,
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ZARIA**

JANUARY, 2021

DECLARATION

I hereby declare that this dissertation titled “*EFFECTS OF EXPOSURE TO CONTEXT CLUES ON VOCABULARY DEVELOPMENT OF JUNIOR SECONDARY II STUDENTS IN ZARIA EDUCATIONAL ZONE, KADUNA STATE, NIGERIA*” has been written by me in the Department of Arts and Social Science Education, Ahmadu Bello University, under the supervision of Professor R. Jibir-Daura and Dr. S. T. Dan-Abdu. The sources of information are acknowledged in this work and a list of references are provided. No part of this dissertation was previously presented in any publication for the award of higher degree.

Shehu Abbas

Date

CERTIFICATION

This dissertation titled “*EFFECTS OF EXPOSURE TO CONTEXT CLUES ON VOCABULARY DEVELOPMENT OF JUNIOR SECONDARY II STUDENTS IN ZARIA EDUCATIONAL ZONE, KADUNA STATE, NIGERIA*” by Shehu Abbas, meets the requirements governing the award of Master’s Degree in Teaching English as a Second Language (M.Ed TESL) of Ahmadu Bello University, Zaria. It has been approved for its contribution to knowledge and literary presentation.

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DEDICATION

This dissertation is dedicated to my parents, Alhaji Abbas Ibrahim and Late Aishatu Usman. May Almighty Allah bless them abundantly in the world and place them in paradise eternally in the hereafter, amen.

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ABSTRACT

An area that brings problem continuously to second language (L2) learners of English is vocabulary development. Exposing words to students in isolation or in wrong context(s) causes L2 learners of English to lack working vocabularies. This study investigated the effects of exposure to context clues on vocabulary development of Junior Secondary II students in Zaria Education Zone, Kaduna State. Most students at this level merely memorise vocabularies in isolation without knowing how to put them in proper contexts. This necessitates addressing the problem. Some of the questions the study answered were, to what extent does the exposure to context clues support students in vocabulary development in an appropriate context at J.S II. What types of context clues will be appropriate in developing student's vocabulary in an appropriate context at J.S. II? The research employed quasi-experimental design. Cluster sampling was applied in the sampling. Vocabulary achievement test was the instrument used in collecting the data. T-test was applied in testing the hypotheses. The study found that students taught with context clues have significant higher performance than those taught with traditional method in vocabulary development. Then significant differences exist in various types of context clues where visual context clue was ranked first while summary context clue was less effective than others on vocabulary development in context. The study recommended that, in vocabulary development, words should be presented not in isolation but in context. Secondly, teachers should provide various learning contexts since a single word can generate different meanings, depending on the context of its use.

OPERATIONAL DEFINITION OF TERMS

Automatic Decoding Skill: Using context and contextual clues by students themselves to understand meaning of new words without explanation by teacher or checking a dictionary.

Context Clue(s): Anything that can assist vocabulary learners in understanding the meaning of new words in relation to the place (context) where the word is found.

Context: Any place where a word (new) appears, in a written or spoken expression, accompanied by other words.

Non-characteristics: Features or characteristics that cannot be attributed to the unfamiliar word.

Non-examples: Words that cannot stand as examples of the new words, sometimes they are apposite of the new words.

Struggling Readers: Readers who cannot read alone and understand texts, without total reliance on teachers or always checking meaning from dictionary.

Unlock the Meaning: Understand the meaning of unknown word(s).

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Vocabulary development has been one of the important areas of language study that continuously poses problems to second language (L2) learners of English, for over three decades (1987– 2017). English as a Second Language learners at Junior Secondary (JS II) do not have adequate vocabulary to make expression in the right context. This is because the words that are exposed to them are in isolation and or in wrong context (National Reading Panel, 2000). Therefore, this study is titled *Effects of Exposure to Context Clues on Vocabulary Development of Students at Junior Secondary II in Zaria Educational Zone, Kaduna State*. According to National Reading Panel (2000), Vocabulary development is an important aspect in language learning that contributes to comprehension and fluency in expression.

Wallace, (2008) opines that learners who know the meaning of many words understand more than those who do not. They also use the understanding in acquiring new vocabulary. One way to support “struggling readers”, i.e English L2 learners with insufficient vocabulary is to develop strategy (ies) for deriving the meaning of unknown words (U.W). This can be achieved through one of the techniques of vocabulary development known as context clue. Unfortunately, most L2 learners of English, particularly at J.S II, do not have techniques for identification of meanings of vocabulary in context (Bishop, Reyes & Pflaum, 2006). English as L2 can make learners lose interest in reading when they lack what Goerss (2018) calls “automatic decoding skill” to unlock meanings of difficult words. The scholar states that, for learners to understand the meaning of vocabulary in context, that context must be made available to the learners. The

learners must be allowed to read the words within that context and or interact with the speaker by putting those words into the right context.

Thus, context clues can help students to interact with a text and derive the meaning of unknown words. Context clues assist readers to identify words quickly and effortlessly, relate what they read to their experience, predict and skim the text for main ideas (Bishop, et – al, 2006). Therefore, this study tried to investigate how effective the exposure to context clues would be, as a technique in developing students' vocabulary, particularly at JS II. Most of the techniques for vocabulary development at J. S II, in the present decade (2007 - 2017) expose words in isolation to students (National Assessment of Educational Progress, 2018). This results in the teacher's inability to produce students with required vocabulary of about 3000 words at this level (J.S II) as suggested by Nation (2011). Therefore the study would come up with updated techniques such as context clues for vocabulary development in context. Olaofe (2013) believes that the approach that is not only learner – centred but also learning facilitative is the best. The vocabulary teaching technique must be appropriate to the learners' current needs. The approach must be appropriate to the level, age, background, period of learning and the learning goals. The technique should meet context needs of the vocabulary learning situation.

Locally, vocabulary instruction must be supported with relevant techniques to help English language teachers within the classroom to teach vocabulary in context. Nationally, English in Nigeria is dominantly taught as second language. The teaching of vocabulary in English as an L2 must be supported with a study of this nature. This is justified by Olaofe (2013) that the approach or technique should agree with the multilingual and multi – cultural settings in which the language is taught. This facilitates vocabulary development in context for teachers and students. Internationally, when professional teachers are trained effectively in this field of

vocabulary development in context from every country, they will be accepted worldwide. The inspirations for the study are:

- a. Whenever the learners (at J.S II) come across unfamiliar words many times in reading, they feel discouraged and lose interest in that reading.
- b. Students rely heavily on their teachers to explain the meaning of unfamiliar words for them.
- c. Most teachers lack strategies for teaching vocabulary in context, thus, end up teaching the items in isolation.
- d. Many students can not generate more than one meaning out of a word, when used in different contexts, because the words are exposed to students out of context. The challenge for teachers and learners was not only how to develop vocabulary, but also how to develop the vocabulary in context. The positive outcome obtained from the study would assist teachers to teach vocabulary in context. It will also assist learners to identify and use vocabulary in the right context without too much domination of teaching and learning process by the teacher.

1.2 Statement of the Problem

Vocabulary development is an important aspect that helps in language learning especially when the required numbers of words are presented to students in the right context. Ebbers (2005) suggests that learners need enough words in context to develop vocabulary, at least 3000 words in a year (J. S II), but they don't know enough words to read well. Unfortunately, most students at J. S. II don't have sufficient vocabulary, they merely memorise words in isolation, without knowing how to put words in proper context. Most teachers of English as L2 do not have appropriate techniques for teaching vocabulary in a way that students can learn the items in the

right context. The teachers teach the vocabulary items in isolation from the context, and the learners on their part memorise the words in isolation. This makes students passive recipients, unable to understand the various polysemous contexts a single word can appear. The students also struggle with reading because they can not figure out the meaning of unknown words without too much relying on their teachers. Also, when students fail to derive meaning through dictionary and verbal explanation from their teachers, they finally lose interest in vocabulary development. At the end, the students do not graduate with required number of words of about 4000 in a year as suggested by Flanigan & Greenwood (2007). This calls for academic research in this area to address the issue properly.

1.3 Aim and Objectives of the Study

Every research must have aims and objectives as its solid bedrock for directions. The major aim of the study was to find out the effect of context clues on vocabulary development of J.S. II students. The objectives this study tried to achieve were to:

1. determine the extent to which exposure to context clues supports students in vocabulary development in an appropriate context at J.S II.
2. determine the extent to which exposure to context clues assists students in applying the meaning of a new word in an appropriate context at J.S II.
3. identify the types of context clues which has more effect on developing students' vocabulary in an appropriate context at J.S II.

1.4 Research Questions

In every research proposal, there should be research question. The questions this study tried to answer were:

1. To what extent does the exposure to context clues support students in vocabulary development in an appropriate context at J.S II?
2. To what extent does the exposure to context clues assist students in applying the meaning of new word in an appropriate context at J.S II
3. What types of context clues will be more effective on developing students' vocabulary in appropriate context at J.S II?

1.5 Research Hypotheses

The study was based on the following hypotheses:

- HO₁ There is no significant difference between the exposure to context clues and non-exposure of students on how they develop vocabulary in an appropriate context at J.S II.
- HO₂ There is no significant difference between the exposure to context clues and non-exposure of students in the application of the meanings of new words in appropriate contexts at J.S II
- HO₃ There is no significant effect in various types of context clues on vocabulary development of students in appropriate context at J.S II.

1.6 Significance of the Study

The study would be very significant to students especially at Junior Secondary II. The work would assist in addressing the problems of teaching vocabulary in the right context. Junior Secondary II students would find the work useful, because they need to be equipped with techniques of learning vocabulary in context. Those techniques would assist them to develop and apply vocabulary in context without always looking for dictionary or too much reliance on teachers for word meaning. Again, most English L2 teachers in Nigeria lack adequate techniques of teaching vocabulary in context (National Reading Panel, 2000). As a result, teachers end up

teaching words through word – list, force learners to memorize words in isolation, which students fail to remember after a while. The teachers, therefore, would use this research result to enhance their pedagogical skills as professional.

English language curriculum planners, by using this research, can develop vocabulary teaching curriculum that is context – based, modernize the existing techniques that are already available. English language textbook authors will be assisted on writing textbooks with context clues that help students to develop their vocabulary easily. Linking vocabulary with context clues in text books can simplify the text and the task of reading. The students can read the English language text books without writers clarification, and for this, the writing can achieve wider audience. Educational test and measurement experts will ensure that the test is constructed in a way the vocabulary teaching is carried out in context. This research is capable of guiding Nigerian Educational Research and Development Council to identify techniques that are in line with current English L2 teaching and learning situations. The study will benefit the general public because it was carried out in line with the Nigerian Sociolinguistic background. This is by considering distinct vocabulary features of English that can be understood in our social setting.

1.7 Scope and Delimitation

The study was limited to the students of public J.S II in Zaria Educational Zone, Kaduna State. Senior Secondary Schools were excluded because the 1070 students selected were from J.S. II. The variables covered were the use of context clues and vocabulary development of J.S II students, so that the topic under study would be deeply investigated.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of the related literature by different authors related to the topic of the study. The author's view was gathered, summarized, criticized, areas of strength and weakness are brought out. This allows the researcher understand gaps left by other scholars, areas to be accepted, rejected or modified into the present study for improvement. The topics reviewed in this chapter are vocabulary (active, passive and vocabulary load), conceptual framework, theories of identifying vocabulary in context clues and vocabulary development, roles of context clues in vocabulary development, gains from review of literatures, etc.

2.1 Active and Passive Vocabulary

Vocabulary can be active or passive. Passive vocabulary includes words heard or read in a text, you recognize them and understand what they mean. With passive vocabulary, one can listen and understand, hearing the vocabulary prompts one to recall its meaning. Manser (2004) says passive vocabulary consists of words whose meanings people know so that they do not have to look the words up in a dictionary, but which they would not necessarily use in conversation or writing.

This is because one is not fully conversant with the words. In passive vocabulary, the person does not know the precise meaning of a particular word and he/she can understand the meaning of that word only to a certain extent. Passive vocabularies are not mostly or cannot be used in written and or spoken communication because the person has only receptive knowledge of them. International Journal in English (2018) observes that a person's passive vocabulary is usually larger than his active vocabulary. This learning involves learning words incidentally mostly through listening and reading meaning-focused input). For such learning to occur, with

non-native speakers, Nation and Meara (2005) propose three major conditions to be met. First, the unknown vocabulary should make up a very small proportion of the tokens, preferably two percent (one unknown word in 50).

Secondly, there should be a very large quantity of input, one million tokens or more per year. Thirdly, vocabulary learning is progressive through frequent exposure of the same unknown words and through conscious raising of unknown words as they occur. In passive vocabulary learning, Nation (2005) suggests that opportunity for incidental learning of words is provided through extensive reading, that there is 10% chance of learning unknown words when heard or read for the first time incidentally. Learning words from context is a gradual process. In passive vocabulary learning, a person does not have full knowledge of how the words should be applied in written and spoken context.

The above views by Manser (2004), Nation and Meara (2005), and *International Journal in English* (2018) are relevant to the present study. This is because they emphasize learning vocabulary by allowing the learners to listen to the language.

Spoken by someone or a text written by someone, this is a chance for the learners to get exposed to the unknown vocabulary which can provide 10% chance of learning new words (Meara, 2005). Manser's (2004) view is also effective because he sees passive vocabularies as words a person can remember their meanings without necessarily looking at a dictionary. This is one of the processes this present study calls for.

The opinion of Meara (2005) is also good, because in learning new words opportunity for exposure to the items should not be only once, but it should be progressively repeated exposure in context the items are stored in the memory.

Some of the unsatisfactory aspects of the Manser's (2004), Nation and Meara (2005) studies are; they focus only on listening and reading skills through which vocabulary can be developed. Speaking and writing skills were ignored, with passive vocabulary one can only understand what is said or written, but cannot put words into spoken and written aspects of practical communication in the right context. This is because the learner lacks productive knowledge of the words.

Despite the above criticisms, Manser's (2005), Meara and Nation's (2005) views will serve the present study if modified in the following ways; when exposing words to learners in speaking and writing, use of right context and context clues should be considered so that they will understand the meaning of words and also how to use them in written and spoken productive skills in the practical aspects. There should be emphasis on repeated exposure to the new words in context, not only once.

The learners should be provided with good examples of how new words are used in the right context so that they can get confidence when using the words in speaking or writing. Active Vocabulary on the other hand includes words that one can recognize, remember their meanings, understand their grammatical functions and use them in a right context in the process of spoken and or written Communication Nordquist (2017).

Nordquist (2017) says active vocabulary is made up of the words readily used and clearly understood by an individual when speaking and writing. Manser (2017) notes that they are words that people use frequently in speaking and writing. If one is asked to make up a sentence containing such a words, he/she can do that.

According to International Journal in English (2015) active vocabulary calls for; the use of the right word in the right placethe spontaneous recall of words,grammatical occuracy,

fluency and ability to reproduce correct sounds in speech. Active vocabulary is the vocabulary that one can recall and use at will when the situation requires. Active vocabulary refers to the productive side of words. Nation and Meara (2005) suggest that active vocabulary development through deliberate attention of speaking and writing (Meaning-focused output) is necessary to move receptive knowledge into productive one. The scholars add that the use of a partly known word in speaking and writing can help to enrich knowledge and retention of the word. In active vocabulary learning, words are retrieved rather than only recognized. Some strategies are put in place. The words are processed thoughtfully. Serial learning is avoided, use of context is regarded (Nation, 2005). Meara (2005) presents that in active vocabulary learning, learners see more than just a form of the words but other attributes. The teacher provides opportunities for the intentional learning of vocabulary through teaching explicitly, which is essential for beginners and intermediate learners.

The opportunity for elaborating word knowledge is provided. Putting words into use without hesitation is encouraged. Additional information can be added. A reasonable amount of time is spent on several aspects of a word. Regular practices contribute to deeper word knowledge, especially for less advanced learners. There is training in dictionary use, production and reception of unknown words are possible after words are learnt. The more the vocabulary is used in different contexts, the better it is learnt.

Through clarification task, learners share useful information on word meaning. The teacher determines what vocabulary to be learnt and how it is to be learnt. The view points of Manser (2017), Nation and Meara (2005) and International Journal in English (IJE, 2018) have direct association to the present study. This is because, the study looks at how learners' vocabulary can be developed actively in a way that they can put what they learn into spoken and

written communication. This is by putting the right words in the right context, not only by recognizing the words through listening and reading. The opinions of the scholars is also effective because they encourage frequent use of the new words in context, which leads learners to get familiar with a word and its attributes. Through exposure of words in context, the learners can see how a word is applied in the right context.

Some of the weaknesses of the above study are: it gives more emphasis to productive skills of vocabulary as if they are the only skills in language. The study fails to consider that without receiving words through listening and reading, nothing can be produced as learning outcome through speaking and writing. The study does not recognize the use of context clue which is a very important variable in the present study.

The study can be criticized for beliefs that reception and production of word (new) are possible only when the words are learnt, ignoring that in the first time of seeing the words in written context, or spoken communication, the learner has 10% chance of learning the word (Meara, 2005). In spite of the criticism, the study will serve the present study effectively if it can be modified by recognizing both receptive and productive skills of vocabulary. The study should also regard the use of context clue to assist the learners in effective vocabulary development in addition to putting words in practice.

2.2 Vocabulary Load

Lawal (2017) presents that vocabulary load is the proportion of context words compared to the total number of words in a passage. A relationship exists between frequency of lexis and difficulty of second language reading text. Texts with wider variety of words are difficult for reading to decode a large number of words at once. HSU and Nolanweil, cited in Lawal (2017) opine that high vocabulary load is when L2 Learners are unfamiliar with only 7 – 8% of words in

that context. Laufer and Kalorski (2010) view vocabulary load as when readers are unfamiliar with 5% of the words (average vocabulary load). Lawal (2017) says learners can comprehend a text at an average level when they meet 11 – 20% unknown content words and phrases, understand 3000 words (95% of text coverage).

The scholar agrees that if learners can meet 1 – 11% unknown context words and phrases in a text, they can read and understand without “burden” of using dictionary. Lawal (2017) reports that for successful guessing of words from context and good comprehension, learners need text in which unfamiliar words do not exceed 50 words. He suggests 95% lexical coverage (average vocabulary load) gives minimal comprehension and proposes that 90% of content words and phrases lead to good comprehension. Whereas 80% knowledge of content words and phrases permit comprehension of reading, but below 80% knowledge of the words and phrases permits only low comprehension of text. Lawal (2017) argues that knowledge of less than 2000 words may lead to difficulty in comprehending a text of different genesis. Hu and Nation (2000); Nation (2001, 2006) and Olaofe (2013) believe that knowledge of 98% words in a text (low vocabulary load) can allow learners to read at ease (unassisted reading).

The study by Lawal (2017) is relevant to the present study because the present study also looks at the vocabulary development. It also looks at how vocabulary items can be made available to the learners. Without providing the learners with adequate number of vocabulary (vocabulary load), their vocabulary will remain inefficient. At the same time, there should be a balance between the number of vocabulary items and the student’s ability in absorbing the vocabulary.

Lawal’s (2017) study is also good because it looks at vocabulary load in relation to reading – which is one of the receptive skills in vocabulary and language in general. Lawal

(2017) also regards relationship between percentage of unknown words and successful guessing the meaning of those unknown words in context.

On the other hand, Lawal (2017) concentrates only on reading, which is one of the receptive skills, ignoring other skills (productive inclusive). Other skills especially productive, are important in vocabulary development because receptive skills provide only passive vocabulary knowledge without providing chance to turn the words into active vocabulary. The study also did not regard the use of context clue. It only looks at vocabulary load and reading comprehension, while the present study tries to look at the effect of context clues on vocabulary development. Lawal (2017) also restricts his study to content words and phrases. Other grammatical words are ignored, which can change the meaning of a word, depending on the context use. Phrases are also too narrow to expose students to the available diverse and relevant contexts into which a word can be applied.

In Lawal (2017), the level of the subjects used was not clearly stated, they were only secondary school students. It was not made clear whether they are Junior Students or Senior Student.

2.3 Conceptual Framework

The researcher bases his conceptual framework on three different views: Hunt and Beglar's (2005) theory of identifying vocabulary in context. Other theories include Frayer's (1969) model of identifying the meaning of words in context, and Afflerbach's (2000) process model for deriving word identification in context.

2.3.1 Theory of Identifying Vocabulary in Context

Hunt and Beglar (2005) propose that for a vocabulary item to be developed effectively, it must be presented in context. For learners to derive the meaning of unknown words from context,

they must apply the several theoretical stages into practice. Firstly, the authors posit that when a reader sees unknown words, he/she should try to identify the grammatical class to which the word belongs. Secondly, the reader simplifies the word by studying the phrases, clauses, or sentences around. If the word is a verb, what noun does it go with? Is it modified by adverb? If it is an adverb, what verb does it modify? If it is an adjective, what noun does it go with? The reader or learner then studies the wider context of the word by looking at the relationships between clauses, sentences, paragraphs and the topic in general. Then, the learner can try to guess the meaning of the word by analyzing its parts. i.e affix root. In step five, the learner after attempt at guessing, can confirm the guessing by checking the word explanation in the dictionary. The theory especially in step four is effective because it considers learners autonomy in vocabulary development, by allowing their best in unlocking the word. This makes this part of the theory learner participant rather than teacher – centred. On the other hand, no adequate explanation on how the learner can guess successfully. Context clues were not provided. Modern scholars on vocabulary development reject frequent use of dictionary when checking word meaning. This consumes much time, makes readers struggling readers, getting bored of reading rather than interested in it. There was no adequate explanation of how the learners can successfully guess the meaning of the words. This is because no or little attention was paid to the clues that would aid the learners in guessing. Doubts concerning the constant use of dictionary in checking the meaning of unknown words are expressed by the modern scholars on vocabulary development. This would consume much time of the readers, trying to check the dictionary in a few minutes. This similarly turns the learners into struggling readers that will eventually find the reading activity boring rather than interesting. The theory further ignore the psycholinguistic view of language.

Relating Hunt & Beglar's (2000) theory with context clues, it posits that for vocabulary item to be developed effectively, it must be presented in context. This agrees with the study of context clue, in which the words must be in context of learning. The theory requires the learner to study the wider context of the word by looking at the relationship between clauses, sentences and the topic in general. This agrees with the study of context clues which proposes that the best meaning of a word is understood within the context it appears not in isolation. The theory suggests that the learner should try and guess the meaning of the word him/herself. This is in line with the context clues that hints the learners on possible meaning of the word and guides them to guess the meaning independently. In relation to vocabulary development, the theory has to do with the study of unknown words. In both the theory and the study of vocabulary development, the importance of grammatical class of the word is stressed, because it has to do with words in context.

2.3.2 Model of Identifying Meaning of Words in Context

There are different models that help learners in deriving the meaning of unknown words in context. One of the effective models is the Frayer's model. Frayer (1969) presents a model that serves as a guide for "struggling readers" to easily identify the meaning of unfamiliar words in context. The model is for both teachers to teach vocabulary and for learners to learn. The purposes of the model are to present a graphic organiser in vocabulary building which is needed for lower level students.

The main purpose of the model is to identify and define unfamiliar words, describe the essential characteristics and non – characteristics of the word. It also provides examples of the word and suggests non – examples of the words.

The information is placed on a chart that is divided into four sections to provide visual representation of the words like pictures and chart. The word is placed at the centre of the chart.

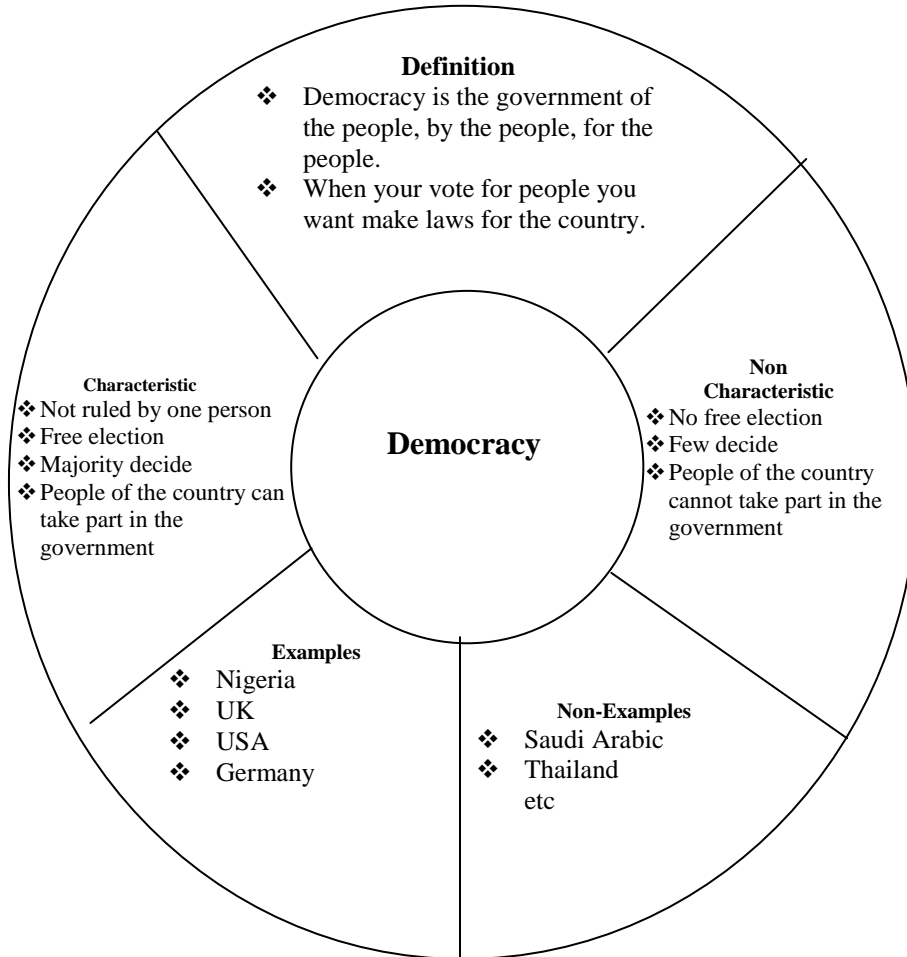


Figure 2.1: Frayer's (1969)

The viewpoint of Frayer has a direct association with vocabulary development of students in the following ways:

- i. It activates prior knowledge of a topic, develops deeper understanding of the key words by building visual connection and making personal association among the words.

- ii. The model engages students in active learning. They are motivated to think critically, understand a word within a context of reading, as well as synthesis the ideas to produce meaning.
- iii. It enables students to attribute examples.
- iv. The learners are also enabled to review key vocabularies before a test or quiz.
- v. Using the model, the learners can create a “vocabulary wall” for quick reference of word meaning; and
- vi. The model is very effective for it integrates pictures and drawings as examples.

The Frayer’s model was criticised by many scholars. Harmon (2018) argues that it limits the definitions to the sentence level, which was often separated from the larger linguistic and social contexts.

- The examples, non – examples of word, were some times presented in isolation, not even at the sentence levels; not to talk of larger sociolinguistic context.
- It give more emphasis on reading and writing, while neglecting listening and speaking in situational context.
- There is no step to teach learners some types of context clues before presenting the model. The model does not teach the students what context clues was and how they are identified and applied to derive the meaning of words in context. This will effectively enhance vocabulary development in context.
- It does not allow learners to determine the importance of word meaning to the overall larger context meaning before figuring out its meaning. The learners are not oppertuned to undertake checking and evaluation process by substitution of words with their temporary words. If the word fits the context, it will be accepted, if not, it will be rejected and the

process is repeated or even aborted. This is especially when the meaning of the unfamiliar word does not contribute any quota to the overall understanding of the context (Harmon, 2018).

Despite the above criticisms, the Frayer's model still remains effective in vocabulary development of students, especially at lower level JS II.If modified:

- a. The definition should be always integrated and presented not only in larger linguistic context, but also in wider socio – psycholinguistic and pragmatic context.
- b. The examples, non – examples, characteristic, non – characteristic should always be integrated (incorporated) and presented into the larger sociolinguistic context, supported by other clues.
- c. Before or during the presentation of the model, the time should be taken to provide and explain context clues to students, not restricted to pictures.
- d. The learners should be allowed to evaluate the meaning and conclude answers themselves; dictionary reference should be minimized.
- e. The model should be extended to spoken/listening aspects.

The Frayer's model, in relation to context clues, recognizes the use of charts, pictures, graphic organizers and drawings;this is the same in context clues. This is because charts and graphic organizers serve ascontext clues. In Frayer's model, the words areput into phrases and sentences; in applying context clues, words must also be put into phrases and sentences. Frayer's model as in the context clues, the learners are presented with information and given freedom to figure out the meaning themselves on several trials. In relation to vocabulary development, the main purpose of Frayer's model is to develop students' ability in understanding meanings of new

words. In vocabulary development, the use of similar words is employed to translate vague words. This is similar in Frayer's model.

2.3.3 Process Model of Deriving Meaning

As a result of the shortcomings of Frayer's model, Pressly & Afflerbach (2000), in Fukkink (2005) present process model of deriving word meaning in context. In the model, also known as "think aloud reading protocol" the authors present four phases of word related activities, namely:

- a. Deciding to determine the meaning of unknown word by which readers, firstly, decide the importance of an unfamiliar word to the overall meaning of the text. If it is unimportant, the reader skips it, if it is important, the reader pays attention to the problematic word.
- b. Searching for clues involves: internal clues. i.e morphological in the word; external clues, i.e surrounding words; personal prior knowledge from long – term memory (Waern, 1988).
- c. Inferring word meaning; by using information gathered in search, learner infers the word meaning. It is either based on types of the word, or super ordinate "synonym". Reader may generate a meaning or more (Harmon, 2018). e.g in "dilemma", the reader may infer "problem" which is super ordinate or "copy" which is wrong.
- d. Checking and evaluation of an inferred meaning is finally done. The learners apply the technique of substituting unfamiliar words with their tentative words.

Both semantic and grammatical fit of the substitution was checked as well as its super ordinate definition, e.g "problem". The check of assumed word meaning can lead to positive direction, i.e acceptance if according to the reader the generated meaning fits the context, (process ends here). If generated meaning does not fit the context, the inference is rejected and the process is

repeated, and new hypothesis is generated. The process may be aborted if the reader decides that no meaning inferred which makes sense in the context.

The study was good because it was directly related to independent vocabulary development in context by students with least domination from the teacher. The learners are allowed independent decision on whether an unknown word meaning plays semantic role in understanding overall context before struggling with the word. When meaning can be derived without concentration on that word, the learners can skip other stages of identification. The model plays central role in vocabulary development by providing searching – for clue phase. This was central to the research, which allows the reader to look for internal, external and prior knowledge clues.

The inference phase develops learner's critical thinking, application of information, generating, associating and synthesis of ideas. The checking and evaluation process trains learners to substitute unfamiliar words with their understanding, analyse critically without acceptance at surface level related to context fit.

Some of the unsatisfactory aspects of the study are:

- a. It heavily concentrates on reading while paying little attention, if any, to speaking. The authors state that word meaning is derived from written context account for at least a third of total vocabulary growth during primary school period. This is estimated at 3000 words per year.
- b. The learners' orientation often remains at sentence level, information from sociolinguistic perspective is ignored (Harmon, 2018).
- c. Some scholars like (Mccallum, 1980; Moras, 2018) argue that contexts, are helpful only to a certain extent, do not reveal full meaning of a word. Even when explicit clues

(synonyms, etc) are present, some contexts are misleading, readers often glean partial word knowledge from context.

- d. The process model can be viewed as prescriptive for adhering to steps at any time without supplementation for rearrangement (Waern, 1988).

Despite the criticisms against the Pressly and Afflerbach's (1995) model, it remains effective in independent context vocabulary development of students if modified in the following ways:

1. The process model should be applied in both reading and listening comprehension in unlocking unknown words, this activates the model in situational context.
2. External clues should be extended beyond textual level to sociolinguistic to assist in translating abstract rules of language. This will simultaneously allow to employ social clues like actions, mimicry, sound, etc.
3. Checking and evaluation should be applied during both reading and listening comprehension. Adequate time and constant repetition should be regarded during listening. So, learners can have composure to infer, check, accept or reject, and conclude final answers.

Pressly & Afflerbach's (1995) theory is another one that is linked with context clues, because it directly provides three sources through which a reader can get context clues. These are internal clues, i.e morphological in the word, external clues, i.e surrounding words, and last is personal prior knowledge. All these are recognized in the study of context clues. In both context clues study and Pressly&Afflerbach's theory, word inference by the learner is regarded. In the theory, it is believed that a word can only generate suitable meaning when it is placed in a

context. Likewise in the study of context clues, a word meaning is figured out in relation to the context it appears.

In relation to vocabulary development, Pressly & Afflerbach suggest that the reader should firstly decide the importance of an unfamiliar word to the overall meaning of text. The theory posits that the learner can substitute unfamiliar words, using synonyms, with their tentative simple words, which is very vital process in vocabulary development.

2.4 Context Clues & Vocabulary Development

Rapaport & William (2018) state that context vocabulary acquisition is the deliberate acquisition of word meanings from text. This is by reasoning from context clues without external source such as dictionary or people.

The above definition is criticised by many scholars like Read (2004) because it is limited to context vocabulary acquisition and context clues. It focuses on what context vocabulary acquisition is and what context clues are. It limits the source of deriving word meaning to internal source only. Irrespective of dictionary even in case of pronunciation, people whose physical action can also help in interpreting the meaning of the word are excluded.

Read (2004) says that use of context clues refers to anything that helps in deciphering the meaning of word from context in which the word is found. The definition fails to clearly recognize how other factors can determine or facilitate the process of word identification in context. Hibbard (2009) argues that in defining context clues, we should not stop at “deciphering the meaning” of a word from the context it appears”. He adds that deriving the meaning of words in context also depends on how many times the word is presented in context, whether the context is oral or written. It also depends on the ability of the reader to use context clues provided, whether the context is sufficient or not”. All these aid in figuring out the meaning in context.

However, the definition can be recognized for featuring three or four words “deciphering, word meaning, context” that are inevitable in explaining context clues.

Another scholar, Honeyfield (1977) states that context clues enable one to know the meaning of a word by developing guessing ability. Through this they can arrive at the total meaning of a sentence, paragraph or passage. A word is not an isolated unit in a sentence. It is always closely related to the words in that same sentence, even to words in the preceding and following sentence.

Bern, Rapaport and Kibby (2002) posit that context clues are hints that allow students unlock the meaning of unknown words by drawing on context, while providing a tool for checking those guesses. Brown (2011) says context redefinition is an instructional strategy that helps learners to understand the importance of using context and structures to understand unfamiliar words. The learners use the context to make educated guess about the meaning of an unfamiliar word. They engage in the discovery of new words and satisfy on the ways in which they derive the meaning of the words.

Brown, (2011) adds that using context clues, is a condition in which students are actively involved in predicting words meaning. That makes them naturally curious to see if they are correct or way off. Rodgers (2007) says teaching vocabulary through context simply means to look for clues which might tell the reader something about the meaning of the word in question.

Carlisle and Stone (2005) opine that context clues are hints found within a sentence, paragraph in a passage that a reader uses to understand the meaning of a new word. Hayness (1993) agree with above scholar and say, context clues are defined as information from immediate textual setting that helps in identifying a word. These clues can be words, phrases,

sentences, illustration, syntax, typography, etc. Nagy et al (1987) state that context clue is the technique used by learners to catch text that surrounds it.

At this point, Carlisle and Stone (2005) argues that context clues are not only the sentences paragraph or selection in which the word is found. He also adds that all the information surrounding the words, whether it is a few other words, pictures or other sentences are also applicable.

Reardon (2011) believes that context clues are information in the text that can be used to help deduce the meaning of an unknown vocabulary within the text. Context clues are words, picture, graphs, tables and single notes all of which might be included in the text.

Carlisle and Stone (2005) and Reardon (2011) restrict their view on external context clues to mere visuals (pictures, tables, graph). Furthermore, Roger (2007) posits that there are four contexts that help create successful language communication; linguistic, extralinguistic situational and extra situational. Zhang and Koda (2018) suggests that a good reader works around while he/she is reading. He does not read with blind eyes. If you come to a word you do not know, *look around*. This means read the sentence again, read the sentence before and read the sentence afterwards. Use your brain to think of a word that makes sense.

2.4.1 Types of Context Clues

Studies by different scholars have shown that L1 and L2 learners use different context clues. Through this, they can broadly and narrowly understand a text and learn a new word (Harris & Hedges, 1995; Bolger et – al, 2008; Cai & Lee, 2010; Greenwood & Flanigan; 2007). In other words, context clues can be narrowly sourced from within a text or widely traced from extra – external. These are what the researcher here calls internal and external context clues.

2.4.1.1 Internal Context Clues

Internally, context clues are divided into different types. These are types of context clues which mostly provide linguistic information to the learner on vocabulary. These clues provide information mostly within a written text or spoken expression, without necessarily referring to the external source of deriving the word meaning.

Different scholars have unanimously identified various types of internal context clues that assist within a text to figure out the meaning of unfamiliar words. These areas follow:

1. **Synonym:** This is also known as restatement, comparing, or alternative depending on what – particular scholar calls it. Synonyms are words with the same meaning, e.g. Her quiet, timid ways made us guess at her true feeling about the story, because she kept her ideas to herself and never spoke in the class.
2. **Antonym:** This is a word or group of words that has opposite meaning. This also involves the meaning of an unknown term e.g. although some men are loquacious, others hardly talk at all.
3. **Explanation:** Unknown word is explained within a sentence or in a sentence immediately preceding, e.g. The patient is so somnolent that she requires medication to help her stay awake for more than a short time.
4. **Example:** Specific examples are used to define the unknown term, e.g. celestial bodies such as sun, moon and stars are governed by predictable laws.
5. **Definition:** Definition also clarifies the meaning of an unfamiliar word, e.g. Scholarship is a grant or prize to pay for school.

6. **General sense of the sentence or passage:** This is what some scholars call collocation, cohesion, etc. e.g, I like a prescription that will alleviate my aches and pain and also make me younger and thinner.
7. **Punctuation:** The meaning of a word is also explained by using different punctuation marks, such as bracket, commas or dashes, e.g
 - a. Bracket: A tornado (a violent storm of listening wind) Struck Edmonton and cause a lot of damage.
 - b. Commas: A tornado, a violent storm of twisting wind, struck Edmonton and caused a lot of damage.
 - c. Dashes: A tornado – a violent storm of twisting wind struck Edmonton and caused a lot of damage.
8. **Reference Clues:** This is when an unknown word is referred to again, using synonyms after words like “this, that, these, those, or the”. Sometimes there is no obvious clue word, e.g, Yesterday, some shysters came to my door. These dishonest men pretended they were doing a survey and they tried to convince them to buy a magazine.
9. **Morphological features,** like prefix, suffix and root words or containing the nominal compound, e.g fire – resistant root = fire, resistant, root (Olaofe, 2013). There is also connecting words with other morphologically related words, e.g biologist, zoologist, etc.
10. **Hyponymy:** Unknown word is simplified by familiar word (or examples) from the same conception, e.g The museum contained almost every type of vehicle; car, bus, train, carriage and coach.
11. **Summary:** This clue sums up an idea or a situation with a word or phrase, e.g Mrs Christopher contributes money to the Red Cross, the Girls club and the causer society.

She also volunteers many hours in the emergency ward of the hospital. She is indeed altruistic.

12. **Mood/Tone Clues:** The author sets a word, and the meaning of the unknown word must be harmonized with the mood, e.g The lugubrious wails of gypsies matched the already whistling of the wind in the all – but deserted cemetery. Lugubrious means sorrowful which fits into the mood set by the word “wails, already and deserted cemetery”.
13. **Cause and Effect:** This is a clue in which the author explains the reason for or the result of the word. Words like “because, since, therefore, thus, so, etc, may signal context clues. e.g She wanted to impress all her dinner guest with the food she served, so she carefully studied the necessary culinary arts.
14. **Inference Clue:** Sufficient clues might be unavailable to the careful reader to make an educated guess at the meaning; e.g She told her friend “I am through with blind dates forever, what a dull evening! I was bored even minutes. The conversation was absolutely vapid. Vapid means interesting (Cain & Lee, 2010; Huckin & Block, 1993; Matson, 2014; Richarch, 2006; Ramire & Frontzen, 2016).

Though initially the internal context clues were effective in assisting the learners but on deeper observation, the authors’ view had its own shortcomings. They focused on narrow level of helping the learners because they provided clues based on the textual levels only. This is to say, when students are reading or listening, the immediate context remains insufficient to assist them in deriving the meaning of unknown words.

Even the immediate context was not provided adequately in a way that the learners can integrate the linguistic items within a text to deduce the meaning. Hence, learners are left helpless for insufficient context, shallow clues and therefore without other alternatives to assist them

think deeply. The learners could not infer meaning in relation to the language function in socio – psycholinguistic setting. Often, it was possible to present a text to the learners which they totally lack the knowledge of all the words that are used in that text. Here, external context clues must be regarded in addition to the internal context clues for vocabulary development to take place effectively, more importantly in context. In reaction to the shortcomings of internal context clues, several scholars suggested that external context clues should be integrated.

Of the fourteen (14) internal context clues, mood/tone, reference, general sense of the sentence and inference context clues have been rejected in this study. This is because these four context clues are above the level of the students, J.S II. The clues are not clearly pointed out. The students of J.S. II level may lack knowledge of other words that occupy the general sense of the sentence or passage. In mood/tone context clues, the learners must think critically to the higher level.

This is difficult for J. S. II students. The mood and tone context clues need more psychological composure and maturity, learners at the J.S. II are playful. They may get confused or lose interest in it.

2.4.1.2 External Context Clues

These clues encompass the use of context clues, mostly from the external sources (mainly non – linguistic concepts). These sources provide the information which internal context clues fail to offer.

These context clues are also categorised into different types as follows:

1. **Visual Aids:** This is the association between word and anything that could be sighted by the learners, such as realia, pictures, drawings, computer presentation film, etc. Its theory believes most learners are capable of associating new information to concept in

meaningful way. This is a meaningful visual image and that visual images make learning more efficiently (Oxford, 1990). Degelman and Haris (2018) believe that about 94% of all learners are moderately good at using visuals. Picture is worth a thousand words.

2. **Total Physical Response, Demonstration, Mimicry, Gesture.** This theory believes that language can best be learned when words are linked with practical physical movement. e.g. grunting, smoking, walking, prepositions, when acted physically, are easier to be provided by the teacher and learned by students than in explanation (Jenkins, 2012; Johangard & Moinsade, 2018).
3. **Physical Sensation** (Oxford, 1990; Kim & Gilman, 2008): This is the association between word expression and specific physical sensation. The words like warm and the natural whether, coolness and its natural sensation, smoothness and its physical feeling are associated. Other examples are natural/physical tastes like sour, bitter, sweet, smelling and its natural sensation. Also, there are different colors and their physical real appearance (Oxford, 1990) where words are associated with the natural sounds, e.g. buzz, tick (clock), bark (dog) etc. (Richard, 2006).
4. **Prior Knowledge:** This is previous knowledge which the learner has acquired, which helps in deducing the meaning of words in context. That is how people, things act in a given situation (Robinson, 2010; Olaofe, 2013).
5. **Games:** Matching pictures to appropriate expression (sentence) (Serivener, 1994:8).

Some of the games are:

- i. Act out a word or say a word which is acted out.

- ii. Figure it out: The words will be covered or deleted from the context, the students try their guess to provide the words(s) deleted or its equivalent (Jenkins, 2012; Ramirez & Frantzen, 2016).

The authors' argument was effective because the external context clues assist learners to deduce the meaning of unknown words deeply and critically. This may not be provided by mere internal context clues on the shallow surface or immediate context.

Picture in particular was one of the valuable aids that brings images of reality into the natural world of the language classroom (Hill, 1990). It helps a lot in translating abstract ideas into concrete situation. Picture is regarded as the most effective context clue for its availability. It is used for various types of activities. The teacher has access to select it personally. It is also very good in presenting meaning of words. Pictures are good for lower and intermediate learners (False, 2018; Vidal, 2011) posits that:

- i. Visual presentation is easier than verbal explanation.
- ii. All students are involved when using pictures in the class.
- iii. Students interest and discussion is stimulated in the class.
- iv. Kruse, (1979) say visual helps to break monotony and reinforce what the learners are saying:
 - Mime on its role, creates visual memory for words.
 - Physical responses, in their functions, strengthen student schemata (Asher, 1980).

Contrarily, external context clues are criticized for many reasons:

1. Pictures cannot be used in teaching some abstract concepts (words) e.g opinion, envious, opportunity, value, etc.

2. Tight (2010) argues that elder learners prefer abstract explanation rather than definition or picture.
3. The pictures can not be used to teach handicapped students (with sighting problems).
4. For a teacher to teach using mime, he or she must be a good actor, else the class/lesson will turn uninteresting and the teacher will appearsilly (Hadfield& Hadfield, 2018).
5. The study fails to recognize role play as a form of social interaction.Role play can remedy the loophole left by using visualpictures for its inability to translate abstract ideas.
6. Prior knowledge context clues are not suitable for lower and intermediate learners for they have little experience.

Despite criticisms against the external context clues, still they remain very relevant in context vocabulary development, especially at JS II level in the following ways.

1. When teaching/presenting essay - descriptive, narrative, expository, the passages should be matched with the pictures of different characters settings that are not closer. The items will enhance the students imagination of the presentation as if it exists in really.
2. For immovable realia the teacher can engage in communication, pertaining the real object, during or after the presentation.The teacher may decide to point the realia.After, that, it can be made as game for the students to do the same,call the name of the object by the teacher and the learners point at it Harmon, (2018).
3. Regards to the abstract words that can not be taught by using pictures e.g opinion, one person will play the social role of having opinion about something or not.
4. Matching pictures to appropriate expressions and vice – versa can be utilized as game in the class to arouse the students' interests.
5. Cloze exercise is also effective in engaging the students in intellectual guessing.

6. Pertaining to physical response, it will be more relevant and lively to mimic some actions as he speaks. Such as “Flick, Knock, Pinch, tickle, squat, crouch, tiptoe, lean etc. They will automatically translate the meaning of these words by engaging or demonstrating in the physical action practically.
7. In relation to physical sensation, different realia carrying the natural colours like “beige, pink, magenta, mauve, colours can be taught by bringing them into classroom situation.

Various objects with different textures or feelings smooth, rough should be provided. The items that taste different - bitter, sour, etc, their meaning will be instantly interpreted by tasting them. So the different smells - odour, perfume, etc should be provided. The sounds should be provided in the class or tape recorded as crunch, fizz, etc.

2.4.2 Steps in Using Context Clues during Vocabulary Development

Jenkin (2012), Zhang and Koda (2018) suggests seven steps that are helpful to anyone trying to apply context clues when tracing the meaning of unfamiliar words. These steps are as follows:

- i. Locate the unfamiliar word.
- ii. Write down the word in your student’s response journal or sticky notes.
- iii. Write down the paragraph or page number.
- iv. Read before and after the words, read around the word.
- v. Write down words that help you find the meaning of the word using context clues.
- vi. Write down what you think the word means, make prediction.
- vii. Check to make sure that your prediction makes sense reread to confirm.

The above model can be criticized because, it entirely emphasizes on the reading – written aspect of language. It gives no attention to listening – spoken aspect of language. This

makes it less effective in social, functional language and context analysis in a broader perspective. Therefore, it is too narrow in scope.

Isolating word paragraph or sentence from the context into the students' journal only confuses students when struggling to figure out the meaning of unfamiliar words. The appropriate context clues that are used in the communicative written/spoken, are not explained to students. How the clues identified was not provided, this helps learners to recognize what the clues are, where they could be located and how to practise on their own.

Brown (2011) identified the model with steps below:

- i. Prior to lesson, write a sentence for each of the words. The sentence should allow the students to accurately define or come up with an approximation of the word meaning by using clues in the sentences.
- ii. Present the words in phrases to the students. Help students define the meaning of each of the words. They may have vague idea, or may only be able to identify an affix or make a wild guess.
- iii. Present the words to students in contextually rich sentence.
- iv. After reading the sentence, give students the opportunity to go back and revise their definition.
- v. Assign a volunteer to look up each word in the dictionary to verify the correct meaning. This is an important step and should not be omitted in the process.

Contrarily, Brown, (2011) model is also disregarded as a result of its following weaknesses:

- a. It limits the steps to mere linguistic or even sentence level, instead of wider sociolinguistic setting.

- b. Presentation of words in isolation is disputed by many modern scholars of vocabulary development in context. This is because, one word can generate different meanings in various contexts.
- c. The use of dictionary to confirm the meaning of a word also tends to make learners rely always on the dictionary. It makes them lazy, without adequate provision of lexical information on its practical use in actual functions.
- d. It also emphasizes reading and neglect listening aspect of language.
- e. A step that will deliberate on context presentation, explanation and examples and where (how) they are located, is also neglected throughout the study (steps).

With the shortcoming of the above study (steps), Wooley (2018) proposes three other steps as follows:

- i. Explain students that they can sometimes use context clues to derive the meaning of unknown words. Remind them what the clues are; inform them that although context clues are helpful, they can similarly be misleading.
- ii. Teach model and discuss with examples, the types of context clues with chart for reference and how each context clue can be identified using signaling words. Read aloud the sentence, underline the context clues.
- iii. Allow time for students to practise using context clues to construct meaning of unknown words and provide corrective feedback and support as needed.

The above study fails to integrate steps one and two that talk about context clues to students and the actual teaching of context clues. The study also fails to emphasize the importance of both allowing students themselves to practise predict and confirm their prediction. The study also gives

little attention to presentation of word in contextually rich communicative context. It also emphasizes on reading – written aspect at the expense of spoken – listening context.

Fisher & Lapp (2008) on their own view present five steps useful in applying context clues practically to figure out the meaning of unfamiliar words. These steps are as follows:

- i. Select a passage for the students.
- ii. Direct students to.
 - a. Look before, at and after the word.
 - b. Reason and connect what they know with what the author has written.
 - c. Predict a possible meaning.
 - d. Resolve or re-decide if they know enough or should stop.
- iii. Discuss, which is critical.
- iv. Reveal the author's word choice.
- v. Discuss further the types of information provided by context clues.
 - The study is effective in that it directs students, while the teacher is not allowed here to totally dominate the lesson presentation.
 - The student's idea is regarded in unlocking the words in connection to author's ideas.
 - The step for context clues discussion provided by the author is very essential.

The study can be criticized as a result of its following weaknesses.

It only provides the types of information in the text but not the actual clues. It disregards listening practice. Rich context is given little attention. It is restricted at the linguistic level of analysis, not going deep to sociolinguistic, discuss level of analysis.

Despite the criticism leveled against the study, it can remain vital for this research, especially if modified by providing types of context clues. Fourthly, Listening skills should also be regarded as being practical.

Alemey (2010) proposes other steps that should be followed in an attempt to apply context clues in unlocking the meaning of strange words. These steps are:

1. Underline the unfamiliar word.
2. Read the sentences before and after the sentences containing the unfamiliar words.
3. Explain what you know so far.
4. Use what you know about the text and infer what the word might mean.
5. Read the sentence again and substitute your new word for unfamiliar word.
6. Decide if the word you substitute makes sense in the sentence.
7. Knowing word and clues can help you keep reading to remember what you read.

The study is effective because it suggests connection of words with other phrases in sentence context. Prediction is regarded to allow learners to contribute their own quota. It values context clues in the presentation. The student word substitution allows autonomous guessing of vocabulary meaning.

The above study can be disputed because of the two loopholes. First, the types of context clues are not given, the steps provided are not even clear. Secondly, underlining unfamiliar words at the first time will just isolate the words and make the learners focus heavily on the words only, not the whole context.

The study can still be relevant if it is modified by bringing context clues and making them clearer for the learner. Instead of underlining words only, phrases, sentences and larger constructions should be focused to allow the learners connect words in rich contexts.

Agu (2014) on his own views suggests three stages in using context clues to decipher the meaning of vague words. First, when a learner reads an unfamiliar word, he/she should not stop, continue to the end of the sentence, and read the next sentence. Then, if a learner does not understand the general meaning and feels getting lost, he or she should return to the unfamiliar word. Thirdly, search for signal words and phrases that introduce context clues. There may be signal of definition, exemplifications, or contrast. Use the clues to guess the meaning.

The study is relevant because the learners are provided with a step to try and search for context clues. Learners are also motivated to continue with reading. The study can be denounced because of its weaknesses.

The steps do not provide forum for teacher's guidance. It focuses on linguistic level of analysis within a text, thereby disregarding outer sources of information. Thirdly, Substitution by students with their own words is not regarded. Irrespective of the criticisms against the study, it can suit the topic of this research when modified in three ways. First, the teacher's guidance should be allowed when the students get confused. Secondly, external sources like pictures should be encouraged. Thirdly, substitution of words should be encouraged so that the students can also contribute their own quota.

Despite the above loopholes of the cited studies, four aspects of them would remain beneficial to vocabulary development of students particularly at the intermediate level: J.S II. Firstly, the teacher should present the words in written, spoken, wider sociolinguistic context. This is because the first step of learning vocabulary is to allow the students have contact with the word. The teacher then presents to the students different clues that can assist them to figure out the meaning of the words. The teacher should explain the types of clues and how the clues can be identified context. Thirdly, the teachers can engage students in activities to check by replacing

with their own ideas, evaluate by accepting or rejecting the hypothesis. Ask them to indicate the clues that helps them in deriving the meaning. Fourthly, the teacher allows learners to conclude the answers on their own prediction. At this stage, after the learners present feedback, the teachers should check their own effort. Then he/she provides necessary assistance to the learners to confirm whether their own prediction is in accordance with the context meaning or not.

2.5 Roles of Context and Context Clues in Vocabulary Development

A word used in different contexts may have different meanings, thus, simply learning the definitions of a word will not help learners to fully understand its meaning. Learning isolated words without reference to context is merely a memorization which makes it difficult for learners to use words in spoken and written language (Kruse, 1979; Nation, 2011). Context allows learners not only to learn words but also how to use them in the right context.

Greenwood & Flanigan (2007) argue that children learn approximately 4000 words in a school year. But only 400 of them are learned through direct instruction, the rest are learned through exposures in context. If an average 90% of the words are learned through repeated meaningful exposure, then this avenue of learning should be optimized (Greenwood & Flanigan, 2007).

Nation (2011) state that learners need to encounter the word multiple times in authentic speaking, reading and writing context at the students appropriate level. Context makes learners act on different linguistic levels: syntactic, semantic, lexical, phonological and stylistic (Yeun, 2017).

Pertaining to context clues, the student's reading rate, speed or capacity is enhanced. That is, it saves time in reading the work. Context clue allows the learners to make intelligent, meaningful guess. It has problem – solving characteristic that appeals to most people. It

also challenges them to use their intelligence to an extent that is not always common in language classroom. Context clues help readers to develop a holistic approach towards reading. This is because the context and context clues of a new word may be drawn from a group sentence, paragraph, or even the entire text. Through context clues, the learners learn to relate abstract linguistic system to concrete situations e.g picture, physical action (Boettcher, 1980).

Context clues increase word remembrance. Hibbard (2009) says adult students use prior knowledge as reading strategy than background clues serve as compensation for certain syntactic and other linguistic deficiencies. Context clues help struggling readers build word identification and word meaning (Coady, 1987). Context clues create interaction between the writer/speaker and reader/listener and also the text, context clues enable the learners to predict. Context clues teach the students skill on how to skip for main ideas or important information (Afflerbuh, 2000, Rogers, 2007; Hibbard, 2009).

Therbury (2011) believe that students seem to learn new vocabulary quickly and retain it when applied in a relaxed, comfortable environment, like game. This makes learning more enjoyable. Games as context clues, revive students interest, help them absorb more information than if they are simply studying to pass a test or complete assignment. Games as context clues, are highly motivating, enable various contexts in which students communicate and exchange information. Through visual context clues, students learn 72% of their vocabulary, which is not the same when compared with 49% of words in wordlist. Durbin and Olshtain (1993) believes that pictures bring images of reality into the learning environment, they can easily demonstrate the meaning of words, so, they arouse student's interest. Context clues enable students to use words in the right context, because, they are learned in the context (Rogers, 2007).

Mimicry creates visual memory for the words that are learnt (Rogers, 2007). Physical response strengthens student schemata (Asher, 1980). Dixon (2001) opines that by using verbal/written activities, the student's score is improved from 65% to 93%. Context clues help students decide which particular word is important to understand the message. Carlisle (2001) states that context clue provides immediate feedback to the teacher. Yeun (2017) states that context clue makes learners to be creative in thinking rather than reactive. It allows them to monitor their understanding independently, hence, develops their critical thinking capacity. Durbin and Olshtain (1993) summarise that context clues make learners active participants in practical vocabulary development. Despite the significant roles played by context and context clues in vocabulary development, some scholars dispute that notion in vocabulary development.

Rogers (2007) presents that the definition of the vocabulary word(s) may contain words that the students can not recognize or have their knowledge at all (Rhoder & Huerster 2002). Dixon (2001) says prior knowledge is not suitable for less experienced students. Pictures can not be used to teach disabled learners, specifically those with sight problem, even with normal students. It can not be used to teach some words like opinion, value, etc.

Reardon (2011) argues that some researches conclude that it is more important for students to increase vocabulary than to learn to use context clues. This is because increasing students vocabulary will increase their reading comprehension.

Nassaji (2004) believes that L2 learners need good vocabulary knowledge to be able to successfully derive word meaning from context. Students with a higher number of known vocabulary words will be more successful at using context clues than less advanced students.

Goodwin (2016) states that learning new words through text is only one step students may use. Students should think meta cognitively and learn new words within the context of where they

appear. Some context clues may not be appropriate for lower level learners, e.g, inference (Roger, 2007). Reardon (2011) posits that ambiguous context clues reading lead the reader to give up an initial understanding of a new word.

Frantzen (2003) proposes that the entire text may be too far above the students' reading level or outside their area of prior knowledge. Thus, they may not be able to access the context clues even when the clues are clear and direct.

In spite of the criticisms, the study of context and context clues remains the most effective technique of developing the students vocabulary. Both context and context clues help students to learn words in accordance with appropriate specific contexts (Reardon, 2011; Min, 2000).

2.6 Previous Studies

Many studies conducted previously are similar to the present study on context clues and vocabulary. One of those studies was conducted by Hibbard (2009), titled *Effects of context Clues Instruction on Finding an Unknown Word*. The study was carried out in the Northern City of New York with the population of four hundred and seventy six (476) students from Smith Elementary School (5th grade). Eighteen (18) students were sampled. The instruments used in the research were observation (as primary source) and what the researcher calls "artifacts" from students' work (written tests).

Findings from the study indicated that in the first segment, nine (9) words were given. In pretest the words were taught in isolation, the students were asked to define the words, the participants got 68 words correctly. In sentence clue, the students got 93 words correctly and in text clue the students got 133 words correctly (at post – test). In the second segment, eight words were given. At pretest, students got 26 words correctly. At sentence level, the students got 100 words correctly, at text clue, the students got 133 words correctly (post – test). In the third

segment, ten (10) words were given. At pretest, the students got 34 words correctly. At sentence clue the students got 111 words correctly and at text clue, the students got 156 words correctly.

Looking at the result, it is evident that the students had difficulty in describing the words in their pretest because they were not exposed to treatment. However, when they were given words in sentence from some were able to use sentence clue and increased the number of words correctly. When they worked using text clue collaboratively, they were able to get most of the words correctly. Therefore, it is clear that context clue instruction increases the number of words the students could correctly define. The observation indicated that the students were using the learned words in their conversation.

The results gained were limited only to six types of context clues i.e definition, examples, synonyms, antonyms and inference clues. These were mainly sourced from the internal part of the text. The research was able to focus on the treatment for four weeks only. This is not enough to have adequate treatment especially at the present level and socio-linguistic setting of the present study. There was no statistical tool mentioned in the study. The research was not conducted in Nigeria

Another study similar to the present study was conducted by Awotunde et al (2015) in Taif University, Kingdom of Saudi Arabia. The total number of students was not mentioned but 209 students of foreign languages department (2nd level), were used. The study employed vocabulary achievement test as an instrument. This is divided into three parts i.e fill the blank spaces from sets of words, multiple choices and guessing the meaning of underlined words. Statistical package for social science (SPSS) was used in analysing the data, T-test and ANOVA were employed for testing the hypotheses.

Findings from the above study show that contexts have a significant effect on gaining knowledge of word meaning. This is because, the highest mean obtained from the above hypothesis was 4.66 whose significant level was 0.00. Therefore the hypothesis was accepted because the significant value was less than 0.05. The result so far indicated that a word has multiple meanings, only the use in context could decide which meaning is meant. It is the learners who are responsible for implementing techniques presented by teachers by revising and monitoring their own learning. Not only the meaning of unfamiliar words is important to learners, but also constant practice helps to retain and reproduce the word easily. The learner should not stop at the unknown word, but look at the closer words that help in understanding its meaning. Students are supported in vocabulary development when trained on how to look for context clues. New words can be acquired when learners negotiate the meaning in class discussion. Understanding of prefix and suffix that produce parts of speech is important in deriving the meaning of a word. Using wider strategies consistently contributes to learning unfamiliar words in context.

The study by Awotunde et al (2015) was conducted using participants from higher academic level (University) whose vocabulary strength differs from that of the students in the present study (J.S II). The exact total number of the population was not identified in the work, only the sample was specified. The study was not conducted for Nigerian students. The research concentrates only on nouns, verbs and adjectives as target words in the instrument. The treatment lasts for five months, this is too long for the students at the J.S level. The longer texts and passages are also above the level of the students in the present study. There was concentration on definitions of words as the major techniques for teaching vocabulary and also yardstick for measuring their understanding of the unfamiliar words.

Another study similar to the present study was conducted by Walters (2006) titled *Using Vocabulary Study to Teach Context Analysis in Grade Four*. The research was carried out in suburban elementary school in the Midwest of Minneapolis Minnesota, with sample of 59 students. The number of population was not mentioned. Grade Four elementary school students were the participants. Contextclue Test and Students' interviews were employed as the instruments. In context clue test, ten passages were presented with unfamiliar words. The meaning is determined by surrounding word, after reading, they were required to define the words using their own words. The interview provided information about students' attitudes towards words learning and vocabulary strategies. The treatment lasts for five months.

Finding from the study revealed that experimental group showed significant growth more than control group with 8.97(6.94) and 0.47(9.86) mean difference simultaneously on the performance. The study also found that learning word from context was more effective, more global rather than local. The students' performance was improved with daily practice. In the first time, students were using only unfamiliar words, but on further improvement they were also using surrounding words in discerning the word meaning. At the beginning, students were trying to define the strange words using dictionary as a source. Later, they realised that context analysis was the most reliable because; it gives meaning according to the context.

Looking at the weaknesses of the study, five months period of treatment is too long at the present level of the study. The population of the study was limited to two classrooms only; this is too small for the present study. Ten longer passages are too long for the participants at the present study. The study was conducted to find out how vocabulary would be used in contextanalysis; this could be at the expense of lower learners with less vocabulary. There was no type of context clue mention in the work.

Another similar study was titled context instruction in vocabulary development by Dixon (2001). The study was conducted at a school in upstate New York with population of 24 eighth grade students and 60 students of seventh grade. Reading passages with short sentences containing unfamiliar words and lists of words with their definitions from dictionary were used as instructions. Each passage included ten (10) unfamiliar words, the questions were set in multiple choice exercises.

Result of the study indicated that exposure to words in context was more effective than exposure to words using only definitions without using them in sentences. Group “A” students who received word instructions on definitions only. Context group students were able to retain more words for a long time than definition group.

Jenkins (2012) study was conducted with native speakers of English. Some of the conditions the participants passed through in the study will not be suitable for the present study. The study concentrated only on multiple choice exercise as the only way of assessing the group performance. None of the context clues was given attention in measuring the students’ ability to learning vocabulary in context, only the context was given attention. In the present study, the shift in period can lead to some changes in result, or the entire result may change.

A study related to the present one by Beck et al (2018) was titled *Comparative Effectiveness of context and structural Method of Teaching Vocabulary*. The study was conducted at Government Secondary Schools of Rawalpindi District, Islamabad. The population of the study comprised the total number of students in Urban Medium Public Secondary Schools of Rawalpindi District which exact number wasn’t mentioned. Fifty six (56) students from 10th class of Government high Secondary School Tench Bhatta Rawalpindi were sampled for the

study. The instrument applied in the study was constructed test, which carried completion items, multiple choices, true/false items, short questions and matching items.

Findings from the study revealed that the students who were taught with context technique performed better than those taught with structural technique. This was due to understanding of word meaning with the help of context clues in a sentence and paragraph. The context approach also saved time of reading spent in going to the dictionary again and again. The students that were exposed to context approach also performed better because of teacher's involvement as partner, co – learner and also facilitator. The retention rate of students taught with context clues analysis was higher than that of students taught with structural approach. This was because of their active participation, personalization of learning and putting the words into general context. The students taught with context approach had greater reading spoken skills, because, they were able to explain the difficult words in summary. The learners were exposed to unfamiliar word in different contexts with correct grammar, spelling and pronunciation.

Beck et al (2018) study failed to mention the exact number of the population used for the study, only the sample was mentioned. The number of students used in the pilot study (103) outnumbered the actual sample (56) for the study.

Another related study was conducted by Shokouhi & Askari (2010), titled *The Effect of Guessing Vocabulary in Reading Authentic Texts Among Pre – University Students*. The study was conducted in two pre – university centres in Gachsaran, a southern city in Iran, where exact number of population was not stated. Only the sample of one hundred and twenty (120) participants was stated. A test was used as instrument, which consisted 30 items on vocabulary and 10 items on reading comprehension, with only multiple – choice exercise.

Findings from the study indicated that ContextGuessing Strategy (CGS) helped students in the process of acquiring and retaining low – frequency words, compared to control group. This was justified by the post – test result. The result further indicated that seeing words in a written context can provide more syntactic, semantic and pragmatic information about an unknown word. A context based vocabulary learning was more interactive, familiar context facilitates vocabulary retention (Webb, 2008).The study failed to mention the exact number of the population, only the sample was identified. The text regarded only multiple – choice other items were neglected. The study was conducted with Senior High School Students, whose academic level differs from that of the students (J. S. II) in the present study.

A similar study was conducted byPemberton (2003) titled *Context – Free and Context Development Vocabulary Learning*. The study was conducted in Hermaninin Lukio, Salo, Finland, with the population of 26 students of university of Turku, Finland (13 students each of the two groups). Cloze exercise pairs were used as instruments.

Result from the study showed that the students taught with word – pair scored 1.5 and 3.6, while those exposed to context approach scored 1.8 and 4.0. This indicated that the learning of words in context was positively related to proficiency.

The instrument for the study focused only on fill in the blank space, which sometimes encourages only memorisation. No context clues were identified in the study. The study was conducted with university students whose level differed from J. S. II students in the present study. The experimental group consisted only native speakers of English, while the participants in the present study will be non – native speakers of English. Twenty six (26) students as population will be too small for the present study.

Another similar study titled *A Text Analysis of context Clues in Non – Fiction literature* by Matson (2014) was conducted in Hamline University Saint Paul, Minnesota. The exact number of population and sample were not stated. The comparative analysis of two texts, literary and non – literary were used as the instruments. The students were to count the number of unknown words, and were to identify the types of context clues that assisted them.

Finding from the study revealed that using context – activities was beneficial for vocabulary learners. These activities helped learners to develop confidence in their ability to guess the meaning of unfamiliar words (Fukkink, 2002). The students were also able to use thirteen types of context clues in identifying the meaning of unknown words, and in analyzing the texts.

In the Julia's (2014) study, exact number of population was not stated. The study was conducted with University Students whose academic level was higher than J. S. II. The instrument i.e the text used will also be above the level of students (J. S. II) in the present study. The procedures of counting all the words in the text will also be too difficult for the students in the present study. The participants in the Julia's (2014) study were native speakers of English, thus, differ from second language speakers, as the participants in the present study.

A study, titled *Teaching Sight Vocabulary with and without Context before Silent Reading* was conducted by Kibby (2000) at State University of New York, Buffalo. The study was carried out with sixteen (16) students of the university, Wide Range Achievement Test on reading was used as instrument.

Findings from the study indicated that of the 635 words taught in context, 97% were correctly defined by the subjects. The study also revealed the increasing time for instruction enhanced learning and retention of vocabulary in context.

The subjects in the study were disabled students, so, its result can only be generalisable to another group of disabled students (with sight problem). Over 98% of the words taught in the study were already parts of the listening and speaking vocabularies of the students. So, the findings of the study had no relation to the teaching of words that children were not able to define or use. The majority of the words taught were nouns and verbs. The treatment was only carried out for four weeks only, this is too short for the present study. The study was conducted with university students, its result can not be generalised to the present students under study.

Another similar study titled *Teaching Vocabulary through Literature: Effects of context – clue* by Rogers (2007) was conducted in a High School in the Southern United States. The total number of population for the study was 2,724 students of that school. The instruments for the study were vocabulary tests, student’s observation, checklists, and student’s attitude survey.

Finding from the study indicated that the students preferred context clue instruction than word lists when given choice. When speaking/writing, students showed a higher usage rate for words learned through context clue instruction than word – list instruction. Qualitative study revealed that most students in the study were not interested in learning words for the sake of memorising definitions for tests and quizzes. The research indicated that the students wanted to understand how to use words by putting them in context. Experimental group improved in learning new words from 10% to 24% when exposed to context – clue instruction. In surveying their attitude, the students when asked about using dictionaries to locate unknown words, 50% of them responded that they use dictionaries. But 92% said that they also relied on context clues to find vocabulary meaning. The study also showed that the teacher had more interaction with students on the day she used context clues approach.

One limitation of the study was that the researcher was also the only teacher of the students, interested only in the result. Also, a complex book presented as the instrument will not suit the level of the students under the present study. The participants in Roger's (2011) study were advanced level students, their academic level, therefore, differed from the level of the students in the present research. The sample size of 24 students used in the research is too small for the present study.

2.7 Gains from Review of Literature

Table 2.1 summarizes some of the scholars reviewed and aspects gained that are relevant to this study:

Table 2.1: Summary of Authors Reviewed and Aspects Gained

Authors Reviewed	Aspects Reviewed	Areas Relevant to Present Study
Hunt & Beglar (2000), Nation & Clark (1980)	- Theory of identifying vocabulary in context	- Stages of word identification in context a. Grammatical class of word b. Immediate context of word c. Wider context of word d. Guessing the meaning.
Frayser (1969)	- Model of deriving the meaning of unknown word in context	a. Graphic organiser/chart representation of the word b. Comparing/contrasting unfamiliar word with other, and with real life word context
Afflerbach & Pressly (1995)	- Process Model of deriving word meaning In context	a. Deciding the importance of unknown word b. Searching for clues c. Inferring word meaning d. Checking and evaluation of word inference
Carlisle & Stone (2005) Read (2004)	- Definition of context Clue - Definition of context clue	- Emphasis on context clues presentation in sentence and paragraph. Linguistic levels of guessing words meaning a. Syntactic level b. Semantic level c. lexical level d. Stylistic level e. pragmatic
Zhang & Koda (2018)	- Steps in using context Clues	a. Introducing types of Context Clue to students, with discussion, examples and how they can be Identify
Brown (2007)	- Steps in using context clue	- Writing sentence with unknown words using Context Clue and other simple words that allow learners to predict the meaning of the word.
Matson (2014)	- Internal context clues	a. Synonyms Context Clue b. Antonyms Context Clue c. Examples d. Morphological Context Clue, etc
Cain & Lee (2010)	- External context clues	a. Visual Aids b. Total Physical Response – gesture, mimicry c. prior knowledge.
Rogers (2007)	- Roles of context and context clues in vocabulary development	- Context clues arouse student's interest and enable them to use the words in the right context.

Authors Reviewed	Aspects Reviewed	Areas Relevant to Present Study
Rapaport & William(2018)	-Context vocabulary Acquisition	- Learning meaning from text by reasoning from context clues.
Rupley (2005)	- Definition of context clues	- Use of anything that helps in deciphering the meaning in context.
Hibbard (2009)	- Definition of context clues	- Presentation of the word in several context.
Bern (1984)	- Definition of context clues	- Hints that allow guessing, and checking of word meaning.
Brown (2011)	- Definition of context clues	a. Using context and structural analysis in identification of word meaning. b. Discovering new words by predicting.
Rodgers (2007)	- Teaching vocabulary	- Looking for clues in sentence context. through context
Honey Field (1977)	- Definition of context clues	a. Information from the immediate textual setting in figuring out the meaning. b. Words, phrases, syntax, illustration clues.
Reardon (2011)	- Definition of context clues	- Picture, graphs and tables clues.
Rapapart & Kibby (2002)	- Definition of context clues	- Linguistic, extralinguistic, situational contexts.
Huckin & Block (1993)	- Types of context clues	- Syntactic, semantic and collocation clues.
Matson (2014)	- Types of context clues	- Punctuation clues.
Thornbury (2004)	- Types of context clues	- Inference clue.
Kim & Gilman (2008)	- Types of context clues	- Summary clue.
Richard (2006)	- Types of context clues	- Hyponymy clue.
Ramirez & Frantzen (2016)	- Types of context clues	a. Examples clue. b. Cause/effect clues

Authors Reviewed	Aspects Reviewed	Areas Relevant to Present Study
	- Types of context clues	- Definition clue.
Haynes (1993)	- External context clues	- Global text, world knowledge clues.
Oxford (1990)	- External context clues	- Visual Aids clues
Johangard & Moinzadeh (2018)	- External context clues	- Total physical response clue.
Oxford (1990)	- External context clues	- Physical sensation clue.
Jenkins (2012)	- Steps in using context clues	- Reading around the unfamiliar word.
Fisher & Lapp (2008)	- Steps in using context clues	- Discussing information provided by context clues.
Richards (2006)	- Context clues preferred by female learner	a. Colour context clues b. Cosmetic clues c. Family affair clues
	- Context clues of male learner	a. Science clues b. Politics clues
Nation (2011)	- Roles of context in vocabulary development	- Learning to use words in the right context
Flanigan (2007)	- Roles of context in vocabulary	- Repeated exposure of word in context leads to 90% learning of words.
Nation (2011)	- Roles of context in vocabulary development	a. Syntactic b. Semantic c. lexical d. Phonological e. Stylistic
Min (2008)	- Roles of context clues	- Increasing the reading rate and speed.
Boettcher (1980)	- Roles of context clues	- Developing holistic approach towards reading.
Kruse (1979)	- Roles of context clues in vocabulary development	- Relating abstract words to concrete situation.
Malicky (2002)	- Roles of context clues	- Increasing words remembrance
Tight (2010)	- Roles of context clues	- Making learning enjoyable with games

Authors Reviewed	Aspects Reviewed	Areas Relevant to Present Study
Rogers (2007)	- Roles of context clues in development	- Creating interaction between vocabulary writer/speaker, writer/listener.
Coady (1987)	- Roles of context clues	- helping readers to build word identification and word meaning.
Afflerbach (2000)	- Roles of context clues In vocabulary development	- Enabling readers to predict and skip for main ideas
Asher (1980)	- Roles of context clues In vocabulary development	- Strengthening students schemata through physical response.
Durbin & Olshtain (1993)	- Roles of context clues	- Helping learners to decide the most important word to understand message.
	- Roles of context clues In vocabulary development	- Making learners active participant in practical vocabulary development.
	- Roles of context clues In vocabulary development	- Bringing image of reality into the word learning environment.

2.8 Theoretical Framework

Below is the theoretical framework of the study. The researcher drew it up based on the works of Hunt & Beglar (2000), Pressley (2005) and Frayer (1969).

CONTEXTCLUES FOR VOCABULARY DEVELOPMENT

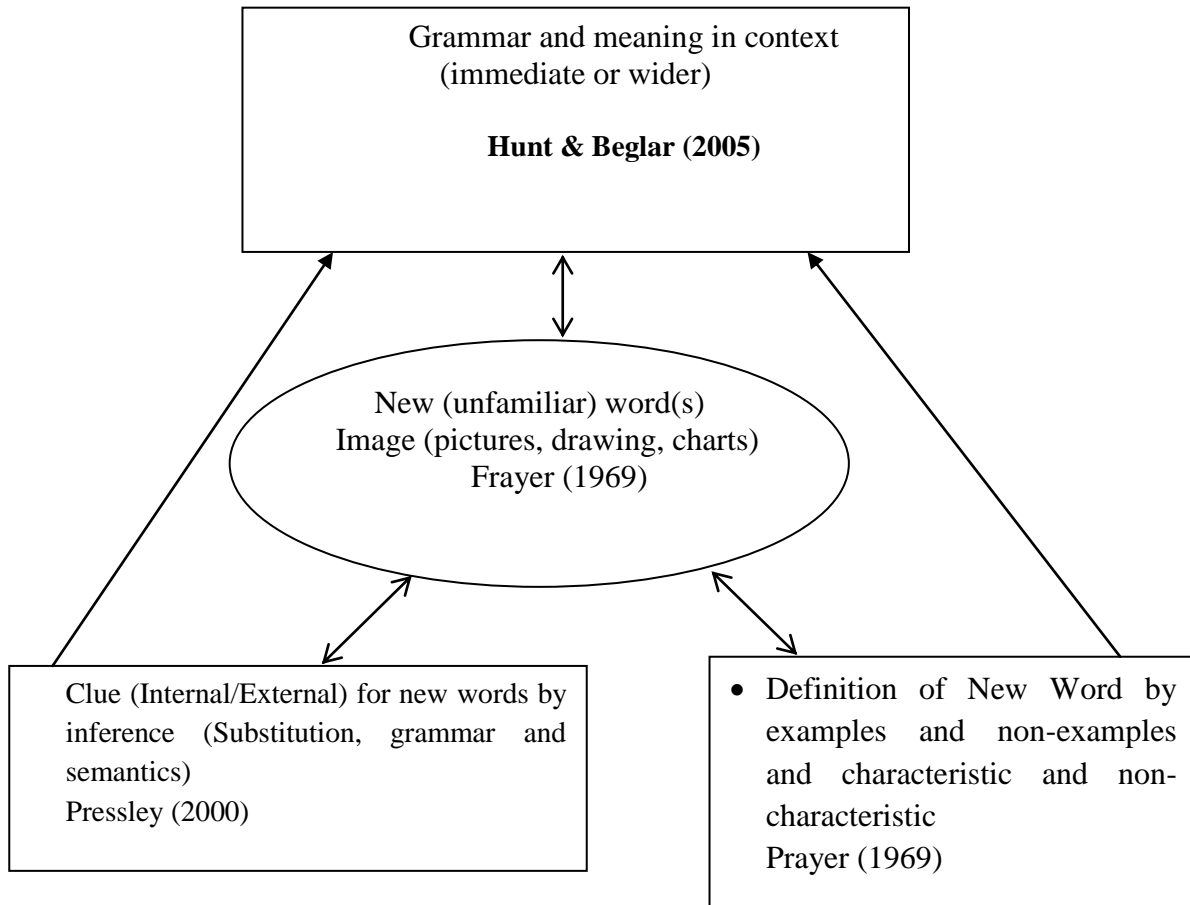


Figure1: Diagram of Theoretical Framework for context clues and vocabulary Development

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter deals with the practical field work, laid down procedures and designs on data for the research was obtained and studied systematically. Here, it is concerned with research design, population of the study, sample and sampling procedures, research instrument. It also deals with validity of the instrument, reliability of the instrument, data collection procedures, data analysis procedures and finally pilot study (testing).

3.1 Research Design

The study employed Quasi – experimental design of non – randomised pre – test post – test, experimental and control groups. The design allowed the establishment of cause – effect relationship between dependent and independent variables. It allowed manipulation and checking of other variables at the same time. The design compared scores to see if the experimental group outperforms the control group significantly. The results from these variables were measured based on differences between pre – test and post – test scores (Baba, 2005: 67).

3.2 Population of the Study

Zaria Educational Division has forty nine (49) public secondary schools, which cut across five local government areas of Zaria, Sabon – Gari, Soba, Giwa and Kudan. The schools were categorised into three:

- i. Public Senior Secondary Schools.
- ii. Public Junior Secondary Schools.
- iii. Public Rearticulated Secondary School. (Senior and Junior Sections operated integratively and headed by one principal).

For this research, the population covered the total number of public Junior Secondary School level two students (including students from rearticulated schools). It comprised 12, 052 students, which was made up of 6, 895 males and 5, 157 females (Kaduna State Ministry of Education – Annual School Census Report, 2014:17). Table 3.1 represented the population of the study.

Table 3.1: Population of the Study

LGAs	No. of Schools in Zaria Educational Zone	No. of J.S II Students		
		M.	F.	Total
Zaria	25	2,982	2,156	5, 138
Sabon Gari	12	1,485	1,943	3, 428
Soba	10	735	249	984
Giwa	1	1,106	513	1, 619
Kudan	1	587	296	883
Total		6,895	5,517	12, 052

Source: Kaduna State Ministry of Education – Annual School Census Report (2014:17)

3.3 Sample and Sampling Procedure

The sample size from the population was ten intact classes from different schools five experimental, five control. This represented the population of the research. Eight schools were selected as sample to represent the population. Two schools, G.S.S Giwa and Kudan were used as control and also experimental groups because Zaria Education zone has only one school each from Giwa and Kudan L.G but difference classes were used (Baba, 2005).

For sampling procedures, the researcher employed cluster sampling procedure to sample the schools. This was because the proportionate was large and was scattered over a wide geographical area (Baba, 2005: 47 – 8). Table 3.2 represents the sample of the study.

Table 3.2: Sample of the Study

L.G.As	Experimental Group			Control Group			Total Sample	
	Schools	No. of J.S. II Students	Sample	Schools	No. of J.S II Students	Sample		
Zaria	G.S.S Gyaltesu	513	118	G.S.S Dakace	510	120		
Sabon Zaria	Aminu G.S.S	448	105	G.S.S Bomo	440	115		
Soba	G.S.S Tudun Saibu	410	100	G.S.S Yakasai	408	110		
Giwa	G.S.S Giwa	405	100	G.S.S Giwa	405	107		
Kudan	G.S.S Kudan	380	97	G.S.S Kudan	380	98		
Total			520				550	1070

Source: Kaduna State Ministry of Education Annual School Census Report (2015/16)

3.4 Instrumentation

The study employed vocabulary achievement test that contained words suitable for J.S students. The words and the context clues were included in the constructed sentences. The questions used were categorised into multiple choices, and fill in the blank spaces. Another segment was associating words, expressions or sentences with pictures. Segment four was act out words or saying words/expressions related to the action. The sample of the instrument can be found in Appendix A.

3.5 Pilot Study

The study was pilot tested at Government Secondary School Magajiya with ten (10) participants. The researcher used purposive sampling in selecting the pupils and determining reliability and validity of the instruments. The score of the first test was 248 and second test score was 260. The Pearson Product Moment Correlation coefficient was used to analyze the first and the second score of the two tests, pretest and post test. Thus, the correlation coefficient was obtained at 0.99 which indicated a strong positive linear association between the tests. This was to deduce that there was a reasonable agreement between the pupils' performances in the two tests.

3.6 Validity of the Research Instrument

The content validity was regarded because, it adequately covers demands of each research question and measures context of topic. This was in terms of variables in unbiased representation. The instrument was validated by submitting to the language experts at the Department of Arts and Social Science Education, ABU Zaria.

3.7 Reliability of the Research Instruments

The test – retest reliability was widely recommended by many scholars because the instrument was able to measure what it purportsto measure consistently. The two tests,pre – treatment and post – treatment tests were administered to the same group at different conditionscorrelated.Thus, the instrument could depict the reliable result. Therefore, the test and the re-testwere employed. The researcher applied it to a pilot sample of (10) pupils that were excluded from the study. At the end, the scores of two tests were calculated using Pearson Product Correlation analysis and found a reliability correlation coefficient of 0.99.

3.8 Data Collection Procedures

The data collection procedures, in this research, dealt with treatment group, in close examination (observation) of differences between experimental and control group in the following ways:

- i. The researcher decided to focus on the experimental group only.
- ii. Some vocabulary items suitable for J. S. II students were selected by the teachers and included in short passages.
- iii. The researcher provided training and explanation to students on context clues, what they were, their types, how beneficial they were in vocabulary development. The learners were guided on how to identify word meaning and how context clues could be identified and linked with words.
- iv. The researcher guided learners on finding the meanings of unknown words that were introduced in written and spoken sentences. This was by pointing out how the words are linked with context clues.
- v. The researcher did some exercise(s) for students as examples.
- vi. The researcher allowed them to practice the same in the remaining tasks (exercises), i.e matching words with picture, mimicry, etc. as context clues.
- vii. The researcher presented test to the students. They were required to fill the blank spaces with their own words, using the context clues in cloze exercises.
- viii. The tests also required the participants to choose correct answers from the multiple choices, and match the pictures with the appropriate words/expressions in context.

- ix. The subjects were asked to act out words/expressions, or say the words/expressions related to the actions performed.
- x. In act out exercise, the participants worked in group representation, while the teacher/researcher evaluated their practical actions and expressions.
- xi. The test was scored and compared in terms of control and experimental group performances. The control group was taught by using normal traditional approach of teaching vocabulary.

3.9 Data Analysis Technique

T – test independent was applied in analyzing the data collected from the subjects, and tested the hypotheses formulated. It was suitable for data analysis when conducting quasi – experimental research dealing with two groups, control and experimental (Baba, 2005:76).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

This chapter focuses on presenting, analyzing and interpreting the data obtained from the research conducted. The statistical package of Version IBM 23 was used to analyze the data. A total of 1070 sampled students divided into two groups of 550 were taught with the traditional method while the second group of 520 were taught with the 12 context clues for the development of vocabulary. The two groups were pre tested and post tested and each was marked over 100 maximum marks obtainable.

Three research questions were answered and three research hypotheses tested. The first section presents the bio data variables. The second section answers the three research questions using descriptive statistics. The two hypotheses were tested with the inferential statistics of the t-test hypotheses. But hypothesis three was tested with the frequencies and percentages of the 12 context clues in order to determine differences. All the hypotheses were tested at 0.05 alpha level of significance. Table 4.1 presents distribution of pre – test and post – test of the control and experimental group.

Table 4.1: Distribution of Pre-Test and Post Test of the Control Group/Experimental Group

Test	Group	Frequency	Percentage
Pre	Control	550	51.4
Post	Control	550	51.4
Total		1100	101.8
Pre	Experimental	520	48.6
Post	Experimental	520	48.6
Total		1040	97.2

Each of the 68 respondents in the control group were pre tested and post tested and their scores were used in this study. The performance of respondents at post– test was higher than

their performance at pre– test. Similarly, Each of the 520 respondents in the experimental group was pre tested and post tested and their scores were used in this study. Their scores at post – test were higher than their scores at pre – test.

4.1 Answering the Research Questions

This section focuses on presenting and analyzing data obtained on the research questions as follows:

4.1.1 Research Question One

To what extent does the exposure to context clues support students in vocabulary development in an appropriate context at J. S. II?

Table 4.2.1 shows descriptive statistics on difference between the students exposed to context clues and those not exposed to it, in their development of vocabulary in an appropriate context at J.S II.

Table 4.2: Descriptive statistics on difference between the students exposed to contextual clues and those not exposed to it, in their development of vocabulary in an appropriate context at J.S II.

Variable	Groups	N	Mean	Std.dev	Std.ERR	Mean Diff.	Decision
Performance	Experimental	520	55.18	7.006	0.307	9.695	Those exposed to contextual clues have higher voc, dev than those taught with traditional method
	control	550	45.49	6.268	0.267		

The results of the above descriptive statistics revealed that significant difference exists between students exposed to context clues and those not exposed to them, in their development of vocabulary in an appropriate context at J.S II. Their computed mean academic performances in vocabulary development were 55.18 and 45.49 by control and experimental group students respectively. Implying a mean difference of 9.695 in favour of the experimental group. This shows that students taught with context clues have significantly higher performance than their counterparts taught by conventional method in the development of vocabulary.

Examples from the students' scripts show that among high performing students, one scored 65 marks before exposure to context clue and the same student scored 70 after exposure to the treatment. Among mid performing students, a student scored 53 marks before exposure to the treatment and the same person scored 58 after exposure to the treatment. Among low performing students, one scored 40 marks before they were exposed to treatment, and that same student scored 45 marks after exposure to the treatment.

4.1.2 Research Question Two

What is the difference between before and exposure to context clues in their application of meaning in an appropriate context at J. S. II?

Table 4.2 provides descriptive statistics on difference between and exposure to context clues in their derivation of meaning in an appropriate context at J.S II.

Table 4.3: Descriptive statistics on difference between before and after exposure to contextual clues in their development of vocabulary in an appropriate context at J.S II .

Variable	Tests	N	Mean	Std.dev	Std.ERR	Mean Diff.	Remarks	Decision
Performance	Pretest	520	45.44	6.216	0.272	19.470	Differences exist between pre test and post test	The vocabulary development is higher after the exposure than before the exposure of the contextual clue
	Experiment	520	64.92	10.068	0.441			

The results of the above descriptive statistics revealed that significant difference exists between the application of meaning scores of before and after exposure to context clues in an appropriate context at J.S II. Their computed mean performances in vocabulary were 45.44 and 64.92 between and exposure to context clues in an appropriate context at J.S II respectively, with a mean difference of 19.470 in favour of the after exposure. This shows that students application of meaning was higher after the exposure to context clues than before exposure to it among the experimental students.

Examples from the students' scripts show that a high performing student scored 62 marks at pre – test and scored 67 marks at post – test. A mid performing student scored 46 marks at pre – test and scored 51 marks at post – test. Another example shows that a low performing student scored 40 marks at post – test.

4.2.1 Research Question Three

What is the difference in various types of context clues on vocabulary development of students in an appropriate context at J.S II.?

Table 4.4: Frequency and percentage of the difference in various types of contextual clues on vocabulary development of students in an appropriate context at J.S II.

Contextual clues	Frequency	Percentage	Ranking
Visual	1105	21.0	1
Physical Response	871	16.6	2
Synonyms	445	8.5	3
Punctuation	415	7.9	6
Hyponymy	409	7.8	7
Explanation	381	7.3	8
Prior knowledge	183	3.5	10
Cause/effects	176	3.4	11
Summary	145	2.8	12
Antonyms	441	8.4	4
Definition	430	8.2	5
Morphological	250	4.8	9
Total	5251	100	

It is obvious from the frequency and percentage distribution that there were differences in various types of context clues on vocabulary development of students in an appropriate context at J.S II. There were 12 context clues under consideration as presented above. It showed that visual context clues ranked first with a total of 1080 representing 21.0%, while physical response came second accounting for 871 or 16.6%. On the other hand the cause/effects and summary

context clues came least in the effect of vocabulary development of the students in an appropriate context at JS II.

Example from the students' scripts indicates that a high performing student scored 16 marks in visual context clue, 12 marks in physical response clue, 6 marks in synonym clue, 4 in cause/effect clue and 4 marks in summary clue. Another example shows that a mid performing student scored 12 marks in visual clue, 8 marks in physical response clue, 6 marks in synonym clue, 4 marks in cause/effect clue and 2 marks in summary clue. Another example indicates that a low performing student scored 8 marks in visual clue, 9 marks in physical response, 6 marks in synonym clue, 1 mark in cause/effect clue and none in summary context clue.

4.2 Evaluating the Research Hypotheses

The hypotheses which this research formulated are presented and analysed based on the data obtained as follows:

4.3.1 Hypothesis One

There was no significant difference between the students exposed to context clues and those not exposed to it, in their development of vocabulary in an appropriate context at J.S II.

Table 4.5 shows independent t test statistics on difference between the students exposed to context clues and those not exposed to it, in their development of vocabulary in an appropriate context at J.S II.

Table 4.5: Independent t test statistics on difference between the students exposed to contextual clues and those not exposed to it, in their development of vocabulary in an appropriate context at J.S II.

Variable	Groups	N	Mean	Std.dev	Std.ERR	Mean Diff.	Df	T	T. Critical	P(sig)
Performance	Experimental	520	55.18	7.006	0.307	9.695	1068	23.88	1.96	0.001
	control	550	45.49	6.268	0.267					

P calculated < 0.05, t computed > 1.96 at df 1068

The results of the above independent t - test statistics revealed that significant difference exists between the students exposed to contextual clues and those not exposed to it, in their development of vocabulary in an appropriate context at J.S II. This was because the calculated p value of 0.001 was lower than the 0.05 alpha levels and the computed t value of 23.88 was higher than the t critical value of 1.96 at degree of freedom 1068. Their computed mean academic performances in English vocabulary development were 55.18 and 45.49 by experimental and control group students respectively, with a mean difference of 9.695 in favour of the experimental group. This shows that students taught with context clues had significantly higher performance than their counterparts taught by conventional method in the development of vocabulary. Therefore the null hypothesis which states that there is no significant difference between the students exposed to context clues and those not exposed to it, in their development of vocabulary in an appropriate context at J.S II, is hereby rejected.

4.3.2 Null Hypothesis Two: There is no significant difference between the students exposed to contextual clue and those not exposed to it in their application of new word meaning in an appropriate context at J.S II.

Table 4.6 shows paired sample t test statistics on difference between the students exposed to context clues and those not exposed to it in their application of new word meaning in an appropriate context at J.S II.

Table 4.6: Paired sample t test statistics on difference between before and after exposure to contextual clues in their development of vocabulary in an appropriate context at J.S II .

Variable	Tests	N	Mean	Std.dev	Std.ERR	Mean Diff.	Df	T	T critica	P
Performance	Pretest	520	45.44	6.216	0.272	19.470	519	48.54	1.96	0.010
	Experiment	550	64.92	10.068	0.441					

P calculated < 0.05, t computed > 1.96 at df 519

The results of the above sample t test statistics reveal that significant difference exist between the vocabulary development scores and exposure to context clues in an appropriate context at J.S II. This was because the calculated p value of 0.010 was lower than the 0.05 alpha level and the computed t value of 48.54 was higher than the t critical value of 1.96 at df 519. Their computed mean performances in vocabulary were 45.44 and 64.92 between before and after exposure to context clues in an appropriate context at J.S II respectively, with a mean difference of 19.470 in favour of the after exposure. This shows that students' application of meaning was higher after the exposure to context clues than before exposure to it. Therefore the null hypothesis which state that there is no significant difference between and exposure to context clues on how students applies the meaning in an appropriate context at J.S II, was rejected.

4.3.3 Null Hypothesis Three

The null hypothesis states that there was no significant difference in various types of context clues on vocabulary development of students in an appropriate context at J.S.S II table 4.8 provides descriptive statistics on difference in various types of context clues on vocabulary development of students in an appropriate context at J.S II.

Table 4.7: Distribution statistics on difference in various types of contextual clues on vocabulary development of students in an appropriate context at J.S II.

Contextual clues	Frequency	Percentage	Ranking
Visual	1105	21.0	1
Physical Response	871	16.6	2
Synonyms	445	8.5	3
Punctuation	415	7.9	6
Hyponymy	409	7.8	7
Explanation	381	7.3	8
Prior knowledge	183	3.5	10
Cause/effects	176	3.4	11
Summary	145	2.8	12
Antonyms	441	8.4	4
Definition	430	8.2	5
Morphological	250	4.8	9
Total	5251	100	

Above table show the frequencies and percentage distribution on difference in various types of context clues on vocabulary development of students in an appropriate context at J.S. II. It show that visual context clues ranked first with a total of 1080 representing 21.0%, while physical response came second accounting for 871 or 16.1%. synonyms came third with 445 or 8.5% as against Antonyms that came 4th with 441 or 8.4%.

Punctuation came 6th with a total of 415 or 7.9% while Hyponymy that came 7th with a total of 409 or 7.8% while explanation came 8th position with 381 or 7.3%. morphological came 9th with 250 or 4.8% while prior knowledge came 10th with 183 or 3.5%. The cause/effects came 11th with a total score of 176 or 3.4% and the summary came least with a total of just 145 or 2.8%.

Therefore, it can be summarized that there is significant difference in the various types of context clues on vocabulary development of students in an appropriate context at J.S II. The result also shows that visual context clues ranked first with a total of 1105marks representing

21.0%, while physical response came second accounting for 871 or 16.6%. On the other hand the cause/effects on summary context clues came least in effecting vocabulary development of selected students in an appropriate context at J.S II.

4.3 Summary of Research Findings

The following is the summary of the major findings of the study:

1. Significant difference exists between the students exposed to context clues and those not exposed to it, in their development of vocabulary in an appropriate context at J.S II.
2. Significant difference exists between the student exposed to context clues and those not exposed to it in applying the meaning of new words in an appropriate context at J.S.S II. This shows that students' application of new word meaning was higher after the exposure to context clues than before exposure to it.
3. There were significant differences in various types of context clues on vocabulary development of students in an appropriate context at J.S II. Visual context clues ranked first with a total of 1105 representing 21.0%, while physical response came second accounting for 871 or 16.6%. On the other hand the cause/effects and summary context clues came least in the effect of vocabulary development of the students in an appropriate context at JS II.

4.4 Discussion of the Research Findings

Findings from the first question confirm that exposing words to students in suitable context, using context clue was among the most effective techniques of vocabulary development. This was indicated by the difference between the mean performance of control group (46.02) and that of experimental group (70.45). An example from the student script indicates that a high

performing student scored 61 marks at pre – test and scored 66 marks at post – test. But a low performing students cored 26 marks at pre –test and scored 31 marks at post – test.

Before the treatment, the students were asked to put the words “shy behaviour”, “economiser”, “swerved”, “sleet” and “kind” in sentences. Some of their responses were: student A: “she is a shy behaviour”; Student B: “she shy her behaviour”; and Student C: He behaviour through shy face”. Secondly, their responses on “economiser” comprise: Student A: “He is economiser his food” Student B: “He has economiser of his books”; and Student C: “She economiser the time”. Thirdly, selected student on “swerved”; include: Student A: “The driver swerved a boy on the street”; Student B: The driver swerved another car on the street”; and Student C: “The car was swerved in a car park”. Fourthly, their responses on “sleet” comprise; Student A: “The officer arrested driver for sleeting on the road”; Student B: “I bought sleet for my car from the market”. And Student C: “Some sleets on the road are full of water”. Fifthly, their responses on “kind”; include: Student A: “He kind people for giving them the money”; Student B: “She is kinding in the society”; and Student C: “He is kind very”.

But after the treatment, their responses on “Shy behaviour”; were: Student A: “Her shy behaviour made her keep quiet”; Student B: “he kept quite because of his shy behaviour”; Student C: “He did not talk because of his shy behaviour”. Secondly, their responses on “economiser” comprise: Student B: “economiser does spend too much money”; and Student C: “He is not economiser”. Thirdly, their responses on “swerved” include: Student A: “The driver swerved not to hit the boy”. Student B: “The bus driver swerved down and up the street”; and Student C: “He swerved his car to avoid accident”. Fourthly, their responses on “sleet” were; Student A: “Sleet is not a good weather condition”; Student B: “Sleet is difficult to drive in”; and Student C: “The sky is covered with sleet”. Fifthly, their responses on “kind” were: Student A: “He is very kind”.

Student B: “A kind person respects people”; and Student C: “Wicked person is not a kind person”. This was consistent with views of different scholars reviewed earlier in chapter two of this study. Scholars like Kruse (1979) believe that contexts allow learners not only to learn words but also how to use them in the right context. The finding also agrees with Medring (2005) that context clues save time in reading. Thus learners can relate abstract linguistic system to concrete situations as in using picture. Likewise context clues help learners to make meaningful guess. The context clues allow readers to develop holistic approach towards reading in sentences, paragraph or passage (Hunt & Beglar, 2000). The finding also agrees with the view of Rogers (2010) that mimicry creates visual memory of the learnt words.

However, the finding, contrarily, disagrees with views of scholars like Nassaji (2004) that only students with a higher number of known words can succeed in context clues. In this work, using pictures with few words, the students were able to learn new words. Therefore the extent to which context clues supported students in vocabulary development in appropriate context was 24.427 mean difference in favour of experimental group.

The second question, proved that there was difference in performance between pretest and post – test of experimental students, when applying the meaning of new word using context clues. This was indicated by the difference between mean performance of experimental students before exposure to context clues (pretest: 50.35) and their performance after exposure to context clues (post – test: 70.35). Example from this study shows that a high performing student scored 63 marks at pre – test and scored 68 marks at post – test. But a low performing student scored 23 marks at pre – test and scored 6 marks at post – test.

Before the treatment, the students were asked to explain the meaning of the words “grazing animals, vehicles, sneeze, inflation and scholarship”. Some of their responses on

“grazing animals” comprise: Student A: “Animals with four legs”; Student B: “Animals found in bush”; and Student C: “Animals that give birth”. Secondly, their responses on “vehicles” include: Student A: “Roads across the town”; Student B: “A car”; and Student C: “A ride with three tyres”. Thirdly, selected student responses on “sneeze” include: Student A: “To make noise”; Student B: “to close eyes”; and Student C: “To abuse someone”. Fourthly, their responses on “inflation” show: student A: “What you buy in the market”; Student B: “The money”; and Student C: “Market place”. Fifthly, their responses on “scholarship” comprise: Student A: “A Student”; Student B: “A gift”. Student C: “School environment”

But after the treatment, the students’ responses on grazing animals were: Student A: “Animals that feed on grass”; Student B: “Animals that feed on vegetation” and Student C: “Animals that eat plants and trees”. Secondly, their responses on vehicle, include: Student A: “Modern ways of transportation like car, motorcycle etc”; Student B: “Things on the street that can carry people from one place to another with different speeds”; Student C: “Modern means of moving from one place to another”. Thirdly, their responses on “sneeze” comprise: Student A: “Coming out of air from nose and mouth with noise without control”; Student B: “Sudden release of air from nose and mouth like shouting”; and Student C: “bring out air from nose”. Fourthly, their responses on inflation shows; Student A: “An increase in the price of good”; Student B: “Paying high amount to buy things in the market”; and Student C: “When goods in the market are not cheap”. Fifthly, their responses on “scholarship” include: Student A: “Money to pay for school fee”; Student B: “Income to settle your school fees”; and Student C: “Financial support for one’s study”.

This finding agrees with the previous studies reviewed in chapter two. In Hibbard’s (2009) study, titled *Effects of Context Instructions on Finding an Unknown Words*, the

participants in pretest got 68 words correctly at word level. The participant further got 133 words correctly in post – test. At sentence level, in pretest the participant got 34 words correctly, while in post – test, they got 156 words correctly. In Behlol & Kainis’ book titled (2011) *Effects of Guessing Vocabulary in Reading* it was found in post – test, context guessing strategy helped students in acquiring low frequency words. The post – test result also justified that a context – based vocabulary learning was more interactive, and it facilitated vocabulary retention.

The finding also agrees Pembertone (2003). In his research “*Context Free and context Development Vocabulary Learning*”, the experimental students scored 1.8 in pretest (before exposure) and scored 4.0 in post – test.

On the third research question, it was confirmed that some types of context clues were more effective in developing student’s vocabulary at J. S. II. This was justified by the mark got by students on the top ranked context clues, (visual = 1080 marks = 21.8%, physical response = 848 marks = 17.1%, synonyms = 420 marks = 8.5%). An example shows a high performing student was able to score 16 marks in using pictures with few words like barks, moo, neigh and learn them related to the animals that make these sounds. Also a low performing student was able to score 4 marks using pictures with few words as in the above and learn their meaning related to the animals that produce these sounds.

Before the treatment, the students were asked to associate some animals insects with their related sounds, some of their responses were: Student A: “Bees shout”; Student B: “Bees zuu”; and Student C: “Bees shoo”; Secondly, their responses on “dog” comprise: Student A: “Dog shout”; Student B: “Dog wau”; and Student C: “Dog rau”. Thirdly, their responses on “cow” include; Student A: “Cow cries”; Student B: “Cow ma”; and Student C: “Cow wo”. Fourthly, their responses on “horse” show; Student A: “”Horse cries”; Student B: “Horse heiy”; and

Student C: “Horse hy” Fifthly, their responses on “donkey” include: Student A: “Donkey hahu – hahu”; Student B: “Donkey papu – papu”; and Student C: “Donkey cries”.

After the treatment, their responses were: Student A: “Bee buz”; Student B: “Bee buzzes”; and Student C: “Bee bis”. Secondly, their responses on “dog” show; Student A: “Dog barks”; Student B: “Dog bak”; and Student C: “Dog dak”. Thirdly, their responses on “cow” includes: Student A: “Cow moos”; Student B: “Cow mus”; and Student C: “Cow muz”. Fourthly, their responses on “horse” comprise: Student A: “Horse ne”. Student B: “Horse neigh”; and Student C: “Horse nay”. Fifthly, their responses on “donkey”; were Student A: “Donkey bre”; Student B: “Donkey brays”; and Student C: “Donkey breys”.

Before the treatment, the students were also required to act out the words “squat”. Their responses were: Student A: “Knelt down”; Student B: “Sat down”; and Student C: “lay down”. Secondly, their responses/acts on the word “hop” were: Student A: “Jumped”; Student B: “Run”; and Student C: “walked”. Thirdly, their responses on the word “punch” were: Student A: “Slapped”; Student B: “Pinched”; and Student C: “Waved”.

But after the treatment, many of the students acted in accordance i.e they squatted, hopped and punched. Therefore, these findings agree with views of some scholars reviewed in this work. Scholars like Oxford (1990) believe that meaningful visual images make learning of vocabulary more efficient. Dixon (2001) believe that about 94% of all learners are moderately good at using visuals. The findings also agrees with the opinion of Jokova (2007) that language can best be learned when words are linked with practical physical movement. The findings, in some ways agree with Matson et al (2014) that synonym helps students in unlocking the meaning of new words when used in context.

On the other hand, summary, cause/effect clues reviewed in the literature were disconfirmed by the finding of this work. This was because, they were the context clues with lowest marks scored by the students, cause/effect carried 147 marks scored by students (3.0%, ranked 11). Summary carried 120 marks scored by students (2.4%). Therefore, opinions of Cai and Lee et – al (2010), Rapheal et – al (2007) were disproved by this research finding. So, according to this study, summary cause/effect clues were not effective in vocabulary development of J. S. II students.

On the hypotheses, all the null hypotheses stated were tested and rejected. In relation to progress made by the study, it looked at the external context clues in addition to internal clues. It considered the level (J. S. II) in using context clues. It also considered the use of pictures in applying some theories like in Frayer (2001). The work therefore, has new idea to submit that external context clues are more effective in vocabulary development of students at J. S. II.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter discusses the summary of this work, its findings in short, its implication to the practical teaching and learning environment. The chapter also deals with conclusion and recommendations from the study finally recommendations for further study.

5.1 Summary of the Study

In summary, this research comprises five chapters. Chapter one includes background to the study, statement of the problem, research aim and objectives, research questions and hypotheses. The chapter also deals with significance of the study, scope and delimitation of the research.

In chapter two under conceptual framework, the study review the work of Hunt and Beglar (2000), Frayer (1969) and Pressley (2005). The chapter further review context clues and vocabulary development, types of context clues steps in using context clues during vocabulary development. The chapter also deals with role of context and context clues in vocabulary development, the previous studies and summaries of gains from review of literature. The chapter finally present theoretical framework adapted from Hunt & Beglar (2000), Pressley (2005) and Frager (1969). Chapter three of this study comprises the research design which is Quasi-experimental, population of the study, sample and sampling procedure. The chapter also includes instrumentation, pilot study and validity of the instrument. The chapter finally discuss reliability of research instrument, data collection procedure and data analytical technique. Chapter four deals with data presentation of pre-Test and post-Test of the control and experimental group. The chapter deliberates on answering the research questions, where group and paired sample statistics are presented and analysed. The research hypotheses are evaluated in this chapter, summary of

the research findings, is presented and finally the research findings are discussed. Chapter five of the study focus on summary, conclusion and recommendation. The chapter summarises the titles covered in fifth chapter of the work. Conclusion, implication of the study, recommendations and suggestion for the final chapter five.

5.2.Implications of the Study

Based on these research findings, teachers and learners must note that when words are learned in right contexts, they will be used in the right contexts. But when words are presented to learners in wrong contexts, they will use them in wrong contexts. Teachers and learners should understand that for effective vocabulary, words are always presented in diverse contexts. It is important for teachers/learners to note that same words can generate different meanings, depending on the context use. No matter how a word is presented in context, if context clues are not provided and made aware to learners, they may end up “struggling readers”.

Teachers should note that clues can only assist learners if those clues suit their level. In teaching words, teachers should understand that visual image of words and physical response on the words are important in understanding the words. Teachers/learners words should be presented to the learners not only in abstract linguistic context but also in practical aspect.

5.3Conclusion

This study found out how exposure to context clues was effective on vocabulary development of students at J. S. II in Zaria Educational Zone, Kaduna State. Students taught with context clue had significantly higher performance than their counterparts taught by conventional method in the development of vocabulary. Students application of new word meaning was higher after the exposure to context clues than before exposure to it among the experimental students. Visual context clues ranked first with a total of 1105 representing 21.0%,

while physical response came second accounting for 871 or 16.6%. On the other hand the cause/effects and summary context clues came least in the effect of vocabulary development of the students in an appropriate context at JS II. Visual and physical response, according to this finding, was very effective in addition to internal clues, in vocabulary development at J. S. II.

On the other hand, summary, cause/effect were not very helpful at J. S. II. Therefore, the new ground broken from the research was that, external context clues (visual, physical response) were more effective in vocabulary development than long verbal explanations using internal context clues. This was specifically at J. S. II. The research has accidentally found that pictures (visuals) can not be used in teaching some abstract concepts like opinion, envious, opportunity, etc. It was also found accidentally that constant use of dictionary makes learners always rely on dictionary without trying their guess ability. This makes them lazy in reading without dictionary. The study also found, accidentally that for the teacher to use mime, he/she must be a good actor, else the lesson will look boring.

On major gaps filled by this study, it was found in many studies, only internal context clues were emphasized more than external clues. This restricted the previous results to the linguistic clue finding. In many similar studies also, lower level (J. S. II) was not considered. In many studies, the theories didn't recognise step of initial introduction and teaching of context clues, only the theoretical explanation of the clues given. In many studies, initial contributions of new words to the overall understanding of expression or text was not recognised before embarking on its analysis. In some theories, only the context was recognised, not context clues in learning new words.

For the major challenge onto the scholars and future researchers, it is not only how to teach vocabulary (in isolation), but in the right context. Future researchers should focus on

techniques that can make learners less dependent on teachers during vocabulary development, emphasizing on context.

In vocabulary development, not only presenting words should be considered, but in context, not only context, but appropriateness of the context. In teaching words, not only appropriateness of the context, but also the internal and external clues to support the context. In teaching words not only the context clues should be considered, but also the level of the learners with regard to the types of the clues.

5.4 Recommendations

As a result of the findings which show that exposure to context clues has effect on vocabulary development of students, the study recommends that:

1. In vocabulary development, words should be presented not in isolation but in appropriate context. The context should be supported with relevant context clues. This can be done by putting the words into written and or spoken expressions in sentences, paragraphs or passages. The expression can be supported with pictures (visuals), physical response and or synonyms and other linguistic clues.
2. In derivation of word meaning, teacher and learner should note that same word can generate different meanings, depending on the context of its use. The learner should be provided with varieties of contexts, supported with clue to direct students towards intended meaning in that context. This can be done by bringing clues like synonyms, antonyms, hyponyms, in written or spoken expression word register of a certain field.
3. In teaching vocabulary not only internal clues should be focused on but also external clues. These external context clues can translate abstract linguistic expressions into practical real teaching and learning environment. Therefore, it is relevant to use the

finding for matching exercise, where words/expressions are matched with visual, or actions matched with expression in class.

5.5 Suggestions for Further Study

Some possible areas related to this research but not investigated in it, where subsequent researchers should work on are:

1. Contextclues and vocabulary development of disabled JSS/SS II students.
2. Contextclues and comprehension ability of JSS/SS II students,of male and female students.
3. Contextclues and vocabulary development of urban and rural JSS/SS II students.

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APPENDIX A

TEST INSTRUMENT FOR EXPERIMENTAL GROUP

Segment I: Multiple Choices

Instruction: Read the sentences below and choose the correct option that agrees with the underlined words.

1. Her quiet or shy behaviour made her kept her ideas to herself. The word shy means? a. outspoken b. playful c. one who does not speak his/her ideas publicly. (**synonym**).
2. Although Musa and Sani are close friend, but they are different. Musa is economiser, while Sani does waste money. The word economiser means? a. one who does not spend too much money b. one who spends a lot of money c. one who spends years in office. (**antonym**).
3. The driver swerved to miss the little boy who stepped out into the road. The word swerved means? a. tried to hit b. tried to dodge or turn suddenly c. arrested. (**prior knowledge**).
4. Sleet (half rain/half snow) can be very difficult to drive in because of poor visibility. The word sleet means? a. tinted screen in motor car b. a mixture of rain and snow c. bad road. (**punctuation**).
5. Mr. Idris contributes money to the Red Cross, Orphanages and Educational Foundations. He also volunteers many hours in the emergency ward of hospital. He is indeed very kind. The word kind means? a. someone who is selfish b. someone who takes care of others c. one who does not take care of other people. (**summary**).

Segment II: Fill in the blank spaces

Instruction: Fill the blank spaces with the words that agree with the underlined words.

1. The Savanna grasslands are the homes of grazing – animals such as elephant, giraffe, antelopes and zebra. Grazing – animals are the ones that feed on _____
_____? (**Hyponymy**).
2. If Biology is the scientific study of living thing, biologist is the person who studies _____
_____.? (**Morphological clue**).
3. She wanted to impress her guest with the food she served, so she carefully studied the important culinary arts. The word culinary can be seen as practical skills of _____
_____ preparation? (**Cause/effect clue**).
4. Inflation is a rise in the price of goods. In other words, inflation is an _____
in the money we pay for things we buy in the market? (**Definition clue**).
5. The patient is so drowsy that requires medication to help her stay awake for more than a short time. The word drowsy can be related to person who _____ for long time?
(**Explanation clue**).

Segment III: Associating words/sentences with pictures

Instruction: Match the following sentences with the appropriate pictures by writing the number of each sentence against its related picture.

1. A bee does not roar, it buzzes.
2. A dog does not moo, it barks.
3. A turkey does not mew, it gobbles.
4. A horse does not hoot, it neighs.
5. A cow does not bray, it moos.

Segment IV: Act out words/say the words related to the action

Instruction: Attach the following sentences with their related action by the teacher/student.

Sentences:

1. The teacher is squatting at the front of the class.
2. Amina is hopping towards the blackboard.
3. Class captain is tiptoeing into the class.
4. He is punching Musa.
5. John is crawling under the table.

Actions:

- (i) **Punching**
- (ii) Crawling
- (iii) Squatting
- (iv) Hopping
- (v) Tiptoeing

Note to the teacher: In the first example, the teacher says the words, acts it out and construct sentence with the word. In the remaining exercises, the teacher demonstrates how to act out the spoken words, the students imitate, then the teacher says the word of the related action performed by students. In the repetition, one student will be required to act, another will be asked to say the related word, then the teacher with the students construct sentences using both action and the spoken words.

APPENDIX B

FREQUENCY AND PERCENTAGES OF CONTEXT CLUES

	Frequency	Percentage
Visual	1105	21.0
Physical Response	871	16.6
Synonyms	445	8.5
Punctuation	415	7.9
Hyponymy	409	7.8
Explanation	381	7.3
Prior knowledge	183	3.5
Cause/effects	176	3.4
Summary	145	2.8
Antonyms	441	8.4
Definition	430	8.2
Morphological	250	4.8
Total	5251	100

APPENDIX C(1)

WEEK ONE – LESSON PLAN FOR CONTEXT CLUE

School	G.S.S Gyallesu
Class	J. S. II
Number of students	1118
Subject	English Language
Topic	Using Synonyms in Context Vocabulary Development
Duration	80 Minutes
Instructional Materials	A cardboard paper showing sentences, comparing words similar in meaning.
Instructional Method	Demonstration, through, situational language teaching
Behavioural Objectives	By the end of the lesson, the pupils should be able to: <ol style="list-style-type: none">1. Define what synonyms are2. Identify synonyms of unfamiliar words in sentences. E.g. timid-quiet, battle-war, pardon-forgive3. Use synonyms in explaining the meanings of unfamiliar words.4. Put unfamiliar words learnt through synonyms into appropriate sentence context.
Previous Knowledge	The pupils have already been taught some vocabulary items related to the new words.
Introduction	The teacher introduces the lesson by asking students the meaning of some previously taught words.
Presentation	<p>Step I While presenting the lesson, the teacher will define synonyms.</p> <p>Step II The teacher will construct some sentences, using unfamiliar words and their synonyms.</p> <p>Step III The teacher will explain the meanings of unfamiliar words in</p>

one sentence, and guide students on how to identify their synonyms in that same sentence.

Step IV In step four, the teacher will only guide the students in identifying the synonyms of the new words. In the remaining sentences.

Summary The teacher will quickly revise what has been done from the beginning and answer some questions that students may ask.

Evaluation The teacher evaluates the lesson by asking the following questions.

1. Who can define synonyms?
2. Who can identify synonyms of underlined new words in the sentences?
3. Who can explain the new words using synonyms in the sentences?
4. Who can construct sentences using the following new words; timid, pardon and battle?

Conclusion The teacher conclude the lesson by allowing the pupils to copy the note. Then he/she goes round and supervises their activities. The teacher then gives tem take-home assignment to go and do it.

APPENDIX C (2)

WEEK TWO LESSON PLAN FOR CONTEXT CLUE

School	Aminu G.S.S.Gyallesu
Class	J. S. II
Number of students	105
Subject	English Language
Topic	Using antonyms in Context Vocabulary Development
Duration	80 Minutes
Instructional Materials	A cardboard paper showing sentences, contrasting words that are opposite in meaning, and classroom situation.
Instructional Method	Situational language teaching, teacher mentoring
Behavioural Objectives	By the end of lesson, the pupils should be able to; <ol style="list-style-type: none">1. Define what antonyms are2. Identify antonyms of new words in sentences. E.g chatty-quiet, ugly-beautiful, rapid-slow3. Use antonyms in explaining the meanings of new words.4. Construct sentences properly using new words learnt through antonyms.
Previous Knowledge	The pupils have already been taught some words related to the new words.
Introduction	The teacher introduces the lesson by asking students the meanings of some words they were taught in the past.
Presentation	<p>Step I In step one, the teacher will define antonyms.</p> <p>Step II In step two, the teacher will construct some sentences, using unfamiliar words and their antonyms.</p> <p>Step III In step three, the teacher, together with pupil will construct sentences using new words and antonyms.</p> <p>Step IV In step four, the teacher will explain the new words in one</p>

sentence, and guide pupils on identifying their antonyms in the sentence.

Step V In step five, the teacher will only guide the pupils in identifying the antonyms of new words in the remaining sentences.

Summary The teacher will quickly revise what has been done from the beginning and answer some questions that students may ask.

Evaluation The teacher evaluates the lesson by asking the following questions;

1. Who can define antonyms?
2. Who can identify antonyms of the underlined words in the sentences?
3. Who can explain the meanings of new words, using the antonyms in the sentences?
4. Who can construct sentences using new words learnt from the antonyms?

Conclusion The teacher concludes the lesson by allowing the pupils to copy the note. Then he/she goes round to see what they are doing. The teacher then gives them take-home assignment to go and do it.

APPENDIX C (3)

WEEK THREE – LESSON PLAN FOR CONTEXT CLUE

School	G.S.S T/Saibu
Class	J. S. II
Number of students	100
Subject	English Language
Topic	Using examples in Context Vocabulary Development
Duration	80 Minutes
Instructional Materials	A cardboard paper showing the drawing of sun, moon and stars. And a natural environment outside the class.
Instructional Method	Natural approach
Behavioural Objectives	By the end of the lesson, the pupils should be able to: <ol style="list-style-type: none">1. explain what examples are in vocabulary development2. identify the meanings of new words in sentences through examples given3. construct sentences using new words simplified by examples.
Previous Knowledge	The pupils are already familiar with some environment features to be used as examples e.g. stars, sun e.t.c
Introduction	The teacher introduces the lesson by telling the pupils to look at the sun-light reflection into the class.
Presentation	<p>Step I In step one, while presenting the lesson, the teacher will explain what example are, specifically related to how useful they are in vocabulary development.</p> <p>Step II In step two, the teacher will identify the word(s) that he/she wants to teach, together with the examples. E.g. <u>celestial</u> bodies, sun, moon, stars, rainbow etc.</p> <p>Step III In step three, the teacher will construct sentences with the</p>

new words without examples. E.g the celestial bodies are controlled by God.

Step IV The teachers, in step four will construct sentence with new words and its examples. E.g the celestial bodies such as sun, moon, stars and rainbow are controlled by God.

Summary The teacher quickly summaries the lesson from the beginning and answer questions from students, if any.

Evaluation The teacher evaluates the lesson by asking the following questions;

1. what do we mean by examples in vocabulary development?
2. Using the examples given in the sentences, what are the meanings of the new words?
3. Who can construct sentences, using the new word(s).

Conclusion The teacher concludes the lesson by giving them take-home assignment, and allowing them to copy the note under the teacher's supervision.

APPENDIX C (4)
WEEK FOUR LESSON PLAN FOR CONTEXT CLUE

School	G.S.S Giwa
Class	J. S. II
Number of students	100
Subject	English Language
Topic	Using Punctuations in Context Vocabulary Development.
Duration	80 minutes
Instructional Materials	A cardboard paper, showing charts on how bracket, commas and dash can aid in interpreting the meaning of new words.
Instructional Method	Structural method
Behavioural Objectives	By the end of the lesson, the pupils should be able to: <ol style="list-style-type: none"> 1. explain the use of punctuation marks (some) in context vocabulary development. 2. identify the meaning of new words in sentences, with the support of punctuation marks. 3. Construct sentences with new words derived by using punctuation clues.
Previous Knowledge	The pupils have already been taught some of the punctuation marks in writing skill
Introduction	The teacher introduces the lesson by asking pupils to name some types of punctuation marks.
Presentation	<p>Step I In step one, while presenting the lesson, teacher will identify some punctuation clues that will assist in understanding the meaning of unfamiliar words. E.g bracket, dash and comma.</p> <p>Step II In step two, the teacher will explain how punctuation can be used in figuring out the meaning of unknown words. E.g explanation within the bracket, between two commas, etc.</p>

Step III In step three, the teacher will construct one sentence using new words explained with the support of punctuation clues.

Step IV In step four, the teacher with the students will construct more sentences using punctuation clues with new words.

Step V In step five, the teacher guides the students in identifying the meaning, of the new words using punctuation clues.

Summary The teacher summarises the lesson and answer question(s) from students, if any.

Evaluation The teacher evaluates the lesson by asking the following questions;

1. Who can explain the use of bracket, dash and comma in vocabulary development?
2. Who can identify the meanings of the new words using the punctuation clues?
3. Who can construction sentence with new words we have just learnt?

Conclusion The teacher concludes the lesson by allowing the students to copy note, supervising their activities and giving them take-home assignment.

APPENDIX C (5)

WEEK FIVE – LESSON PLAN FOR CONTEXT CLUE

School	G.S.S Kudan
Class	J. S. II
Number of students	97
Subject	English Language
Topic	Using Visuals in Context Vocabulary Development
Duration	80 minutes
Instructional Materials	Pictures of different animals, birds and insects, attached with their respective sounds
Instructional Method	Communicative language teaching method
Behavioural Objectives	By the end of the lesson, the pupils should be able to: <ol style="list-style-type: none">1. relate each animal birds, etc, with the appropriate name of its sound.2. construct sentences properly, using animals/birds names and the words expressing their sounds.3. identify the names of some animals by using their pictures and the constructed sentences
Previous Knowledge	The pupils are already familiar with some domestic animals.
Introduction	The teacher introduces the lesson by asking the pupils to name some animals they usually see at home.
Presentation	<p>Step I In step one, while presenting the lesson, the teacher identifies the names of some animals/birds and their sounds.</p> <p>Step II In step two, the teacher makes sentences using animals/birds' name and their related sounds</p> <p>Step III In step three, the teacher displays a cardboard paper, showing pictures of animals/birds together with words that indicate their sounds attached to their pictures.</p>

	Step IV	The teacher in this step writes a sentence using animals' and asks students to point at the picture which fits the sentence the teacher writes.
Summary		The teacher quickly summarises the lesson from the beginning and answer some questions that students may ask.
Evaluation		The teacher evaluates the lesson by asking the following questions: <ol style="list-style-type: none"> 1. Who can identify the names of these animals (donkey, horse, cow etc)? 2. Who can identify the names of sounds made by the above mentioned animals? 3. Who can construct sentences using the names of the above mentioned animals and their related sounds?
Conclusion		The teacher concludes the lesson by giving the students notes and take-home assignment, he/she then supervises what they are doing.

APPENDIX C (6)
WEEK SIX – LESSON PLAN FOR CONTEXT CLUE

School	G.S.S Gyallesu
Class	J. S. II
Number of students	118
Subject	English Language
Topic	Using Total Physical Response in Context Vocabulary Development
Duration	80 minutes
Instructional Materials	Real people in the classroom
Teaching Method	Demonstration, situational language teaching method.
Behavioural Objectives	By the end of the lesson, the pupil should be able to <ol style="list-style-type: none"> 1. define total physical response in relation to vocabulary development in context e.g it is a physical movement with body as clue that aids in understanding the meaning of unknown word in context. 2. identify the meaning of new words through total physical response in the right context. 3. attach sentences/expressions with their related actions. 4. construct sentences using the new words learnt through total physical response
Previous Knowledge	The pupils have already been taught about some verbs of movement
Introduction	The teacher introduces the lesson by nodding his head and then asks the pupils to tell what he is doing.
Presentation	<p>Step I In step one, the teacher defines total physical response in relation to context vocabulary development.</p> <p>Step II In step two, the teacher writes some words related t physical</p>

response, and asks the learners the meanings of those words.

Step III The teacher demonstrates the physical movement of the first word “squat” and construct a sentence with it.

Step IV The teacher says a word related to the total physical response, then asks the pupils to demonstrate physical movement of that words. The teacher with the pupils then make sentence with the words.

Summary

The teacher will quickly summaries the lesson from beginning and answer some questions that students may ask.

Evaluation

The teacher evaluates the lesson by asking the following questions:

1. What is total physical response in relation to context vocabulary development?
2. Who can mention the movement performed by student A, B, C, etc?
3. Who can construct sentence using the words mentioned and action performed?
4. Who can attach the sentence on the board with the actions performed?

Conclusion

The teacher concludes the lesson by giving them take-home assignment. The teacher then supervises their work.

APPENDIX C (7)

WEEK SEVEN – LESSON PLAN FOR CONTEXT CLUE

School	G.S.S Aminu
Class	J. S. II
Number of students	105
Subject	English Language
Topic	Using Summary in Context Vocabulary Development
Duration	80 minutes
Instructional Materials	A cardboard paper with a chart, showing examples words and phrases that can summarise a particular concept or meaning of a word.
Teaching Method	Reading method
Behavioural Objectives	By the end of the lesson, the pupils should be able to: <ol style="list-style-type: none">1. define summary in relation to context vocabulary development. E.g. it is a precise meaning of a new word, derived from other multiple words which is included in a single unfamiliar word in context.2. identify the meaning of new word by summarizing other surrounding words, which tells more about the new word. E.g. a person who helps others and donates money to poor is a <u>kind</u> person.3. Make sentence in spoken and or written context using new words learnt through summary clue.
Previous Knowledge	The pupil have already been taught about adjective and adverb that tell more about nouns and verbs.
Introduction	The teacher introduces the lesson by directly writing the topic for the board.
Presentation	Step I In step one, the teacher defines summary clue in relation to

context vocabulary development.

- Step II The teacher writes sentence with multiple words trying to describe a particular word. Without bringing that word (new) in the sentence.
- Step III The teacher repeats that same sentence, but now with exact word. (new) that he/she wants to express the summary of other words in the context.
- Step IV The teacher then explains how that single word (new) carries the meaning trying to convey by using all other words.
- Step V The teacher with students will find the meaning of other new words in some constructed sentences.

Summary The teacher summarises the lesson and answer question(s) from the pupil, if any.

Evaluation The teacher evaluates the lesson by asking the following questions:

1. Who can define summary clue in context vocabulary development
2. Who can identify the meaning of the underlined words try summarizing other surrounding words in the sentences?
3. Who can construct sentences using the new words learnt through summary clue?

Conclusion The teacher concludes the lesson by allowing the learners to copy the notes. The teacher then goes round to see. He/she then gives them take-home assignment.

APPENDIX C (8)

WEEK EIGHT – LESSON PLAN FOR CONTEXT CLUE

School	G.S.S T/Saibu
Class	J. S. II
Number of students	100
Subject	English Language
Topic	Using cause/effect clue in context vocabulary development
Duration	80 minutes
Instructional Materials	A cardboard paper showing the drawings of cooking utensils.
Teaching Method	Demonstration
Behavioural Objectives	By the end of the lesson, the pupils should be able to: <ol style="list-style-type: none">1. define cause/effect clue in context vocabulary development e.g. this is a clue which signals the relationship between effect (what happen/action) and the cause (reason for the happening/action) related to the unfamiliar word in context.2. Give examples of words that signal cause/effect clue in a sentence. E.g. because, therefore, so, etc.3. Identify the meaning of new word in a sentence through cause/effect clue.4. Construction sentence with new words learnt through cause/effect clue.
Previous Knowledge	The people have already been taught adverbs of result, purpose and reason.
Introduction	The teacher introduces the lesson by asking the pupils questions on the previous lesson (adverb of result).
Presentation	Step I In step one, the teacher defines cause/effect clue in context

vocabulary development

- Step II The teacher gives examples of some words that signal cause/effect clues.
- Step III The teacher constructs one or two sentences using cause/effect clues.
- Step IV The teacher guides pupils in constructing other sentences using cause/effect clues. Then he/she assists them in finding the meanings of the new words.

Summary The teacher quickly summarises the lesson and answer question which students may ask.

Evaluation The teacher evaluates the lesson by asking the following questions:

1. Who can define cause/effect clue in context vocabulary development?
2. Who can give example(s) of words that signal(s) cause/effect clue in sentences?
3. Who can identify the meaning of new words in sentences using cause/effect clues?
4. Who can construct sentence(s) with words that we have just learnt?

Conclusion The teacher concludes the lesson by giving the pupils notes on the boards, and goes round to see what they are doing. Then he/she gives them take-home assignment.

APPENDIX F

```

COMPUTE Mean_Performance=(pretest+posttest)/2.
EXECUTE.
T-TEST GROUPS=groups(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=Mean_Performance
  /CRITERIA=CI(.95).
  
```

T-Test

Group Statistics

	study groups	N	Mean	Std. Deviation	Std. Error Mean
Mean_Performance	Experimental	520	55.1856	7.00617	.30724
	Control	550	45.4900	6.26832	.26728

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Mean_Performance	Equal variances assumed	23.455	.000	23.883	1068	.000	9.69558	.40597	8.89900	10.49216
	Equal variances not assumed			23.809	1039.161	.000	9.69558	.40723	8.89649	10.49466

```

USE ALL.
COMPUTE filter_$=(groups=1).
VARIABLE LABELS filter_$ 'groups=1 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
  
```

```

FILTER BY filter_$.
EXECUTE.
T-TEST PAIRS=pretest WITH posttest (PAIRED)
  /CRITERIA=CI(.9500)
  /MISSING=ANALYSIS.

```

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	45.4481	520	6.21618	.27260
	posttest	64.9231	520	10.06845	.44153

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	520	.450	.000

Paired Samples Test

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pretest	-	9.14786	.40116	-20.26310	-	-48.547	519	.010
	- posttest	19.47500				18.68690			

APPENDIX E

SAMPLES OF STUDENTS' MARKED SCRIPTS

Segment I: Multiple Choices

Instruction: Read the sentences below and choose the correct option that agrees with the underlined words.

1. Her quiet or shy behaviour made her kept her ideas to herself. The word shy means?
a. outspoken b. playful c. one who does not speak his/her ideas publicly.
(synonym).
2. Although Musa and Sani are close friend, but they are different. Musa is economiser, while Sani does waste money. The word economiser means?
a. one who does not spend too much money b. one who spends a lot of money
c. one who spends years in office. **(antonym).**
3. The driver swerved to miss the little boy who stepped out into the road. The word swerved means?
a. tried to hit b. tried to dodge or turn suddenly c. arrested.
(prior knowledge).
4. Sleet (half rain/half snow) can be very difficult to drive in because of poor visibility. The word sleet means?
a. tinted screen in motor car b. a mixture of rain and snow c. bad road.
(punctuation).
5. Mr. Idris contributes money to the Red Cross, Orphanages and Educational Foundations. He also volunteers many hours in the emergency ward of hospital. He is indeed very kind. The word kind means?

- a. someone who is selfish b. someone who takes care of others c. one who does not take care of other people. (**summary**).

Segment II: Fill in the blank spaces

Instruction: Fill the blank spaces with the words that agree with the underlined words.

1. The Savanna grasslands are the homes of grazing – animals such as elephant, giraffe, antelopes and zebra. Grazing – animals are the ones that feed on _____
_____? (**Hyponymy**).
2. If Biology is the scientific study of living thing, biologist is the person who studies _____
_____? (**Morphological clue**).
3. She wanted to impress her guest with the food she served, so she carefully studied the important culinary arts. The word culinary can be seen as practical skills of _____
_____ preparation? (**Cause/effect clue**).
4. Inflation is a rise in the price of goods. In other words, inflation is an _____
_____ in the money we pay for things we buy in the market? (**Definition clue**).
5. The patient is so drowsy that requires medication to help her stay awake for more than a short time. The word drowsy can be related to person who _____ for long time? (**Explanation clue**).

Segment III: Associating words/sentences with pictures

Instruction: Match the following sentences with the appropriate pictures by writing the number of each sentence against its related picture.

1. A bee does not roar, it buzzes.
2. A dog does not moo, it barks.
3. A turkey does not mew, it gobbles.

4. A horse does not hoot, it neighs.
5. A cow does not bray, it moos.

Segment IV: Act out words/say the words related to the action

Instruction: Attach the following sentences with their related action by the teacher/student.

Sentences:

1. The teacher is squatting at the front of the class.
2. Amina is hopping towards the blackboard.
3. Class captain is tiptoeing into the class.
4. He is punching Musa.
5. John is crawling under the table.

Actions:

- (i) Punching
- (ii) Crawling
- (iii) Squatting
- (iv) Hopping
- (v) Tiptoeing