The Effects of Contextual Clues on Incidental Vocabulary Learning

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Abstract

This research paper was conducted to investigate the effects of contextual clues on incidental vocabulary learning. Vocabulary is an essential element in language learning output and input. Without sufficient knowledge, language learners will not be able to understand others or express their sentiments. The problem is that lack of vocabulary affects students' comprehension and performance in their academic years which of course leads to language impairment and difficulty in using and learning that language. The current study is based on a quantitative type of research. The most important steps taken to solve this problem are through using tools: questionnaire, pretest, post-test to search for the effects and attitudes toward the contextual clues on incidental vocabulary learning. The results show that the contextual clues strategy made an effect on the participants' incidental vocabulary learning. Even though the difference between the pre-test mean (4.20) and the post-test mean (4.83) might be minor, we assume that it is effective and useful for language learners to use this technique. The questionnaire represented that the students had enough idea about the contextual clues which are necessary for applying the technique. Moreover, their attitude toward the context clues was satisfying. Most of the participants strongly agreed that the technique is valuable. They also were satisfied with the strategy when it was applied in the classrooms. Luckily, there was a good impression noted toward the research.
Keywords: contextual clues, incidental vocabulary, language learning

INTRODUCTION

Learning vocabulary when learning a foreign language is essential. Vocabulary is the focal segment for the acquisition of a foreign language despite learners' academic level (Constantinescu, 2007; Nakata, 2008). Also, Viera (2016) stated that vocabulary in foreign language acquisition is crucial, without its sufficient knowledge learners will not be able to understand others or express their sentiments. It is important to note that learning a foreign language vocabulary is different from learning the first language's vocabulary. There are many methods which can help learners expand their vocabulary. One of these methods is reading. Learners incidentally learn new vocabulary when reading in a foreign language as they come across unfamiliar words alongside familiar words. Contextual clues play a role to enhance learners' language vocabulary unintentionally. They improve readers' language skills which are speaking and writing.

The context helps them to comprehend the idea of the whole text even with the presence of unfamiliar words. Eventually, both learners' competence and performance in that language will be affected decidedly.

Statement of the Problem

Many Saudi students learning English as a foreign language suffer from a lack of vocabulary which affects their competence and performance. Some factors can cause learners' lack of vocabulary in the English language. To illustrate, the written form is sometimes different from the spoken form especially in the English language, learners have to gain a large deal of vocabulary to reach a good level of English total stock words, and that language learners hardly learn the language when they live in their first language society or the environment due to the lack of resources and the limited experience. For example, there are no native English speakers who might help EFL learners in building up their vocabulary. Since vocabulary is the means by which learners learn all the language skills; reading, writing, speaking, and listening, lacking it will affect acquiring the target language. Lack of vocabulary may eventually lead to a lack of competence and performance. It also might make students unable to acquire that language.

Purpose of the Study

This study investigates the effects of the contextual clues' strategy. In addition, the study also investigates the attitudes of the participants toward using contextual clues for incidental vocabulary learning.

Research Questions

The study sought to answer the following research questions:

- What is the effect of using contextual clues on incidental vocabulary learning?
- What are Saudi high school students' attitudes towards using contextual clues for incidental vocabulary learning?

LITERATURE REVIEW

This part of the study presents the definitions of the key concepts and the previous studies conducted in the same area.

Definitions of Key Concepts

Contextual clues. Context clues are the hints within a sentence, paragraph, or passage that a reader uses to understand the meanings of unfamiliar words. O' Harra (2004) claimed, "context is the setting and surrounding of a word." Therefore, when listening to someone, the statement that includes the word considers the context. When reading new words in a written context the nearby words may help readers in understanding new words or sometimes the paragraph may tell them what they mean.

Incidental vocabulary learning. Richards and Schmidt (2002) stated that "Incidental learning is the process of learning something without the intention of doing so. It is also learning one thing while intending to learn another." Incidental vocabulary learning is the learners' ability to estimate the meaning of vocabulary from contextual clues which

happen through extensive reading in input-rich environments (Coady, 2001). Incidental learning is considered as an effective way of learning new words from context in terms of language acquisition (Day, Omura, & Hiramatsu, 1991).

PREVIOUS STUDIES IN THE LITERATURE

There are many studies and researches that discussed the effects of contextual clues on incidental vocabulary learning such as the followings:

Webb (2008) conducted a study in New Zealand at Victoria University of Wellington to investigate the effects of context on incidental vocabulary learning. Fifty of the second-year Japanese university students participated in the study. The participants were learning English as a foreign language in Fukuoka, Japan. They studied English for more than seven years which means their language proficiency level was advanced. It was a quantitative research that examined the effects of context (more and less informative) on knowledge of form and meaning. Four tests were administered to measure the recall of form, recognition, meaning, and recognition of meaning. The participants were divided into two groups: experimental and control. During the treatment period, each group was given a reading to complete. The target words were masqueraded forms and replaced by ten L2 words and the participants had no prior knowledge of those items. The amount of data used in the sentences to learn the meanings of the target words differed between the tasks. The first page was the same for both groups. While the second and third pages given to the experimental group were more informative than the control group. The results were compared to determine whether the amount of information presented in the contexts influenced vocabulary learning or not. A multivariate analysis of variance (MANOVA) was performed using the scores on the four dependent measures (recall of form, recognition of form, recall of meaning, and recognition of meaning) as a tool to determine whether there were any differences between the groups. The scores showed that all four measures were higher for the participants who met the target words in the more informative contexts. Moreover, MANOVA's results showed that context had little effect on gaining knowledge of form. The results presented that the knowledge gained of form was similar for both groups which meant context had little effect on gaining knowledge of form and that both groups were able to spell more than 75% of the target words and recognize their spellings correctly.

Another study was conducted at the University of Arkansas in the USA by Karami and Bowles (2019) to investigate whether intentional vocabulary learning, incidental vocabulary learning, or a combination of the two best prepares students for learning and retaining vocabulary in English as foreign language learning (EFL) classrooms. It was a quantitative study and 78 Iranian EFL learners including 48 girls and 30 boys between the ages of 12 and 17 were selected as the participants. They all had an advanced language proficiency level. Moreover, they had the same second and first language (Azeri and Persian). The homogeneity of the students was established using four factors: their teachers, their final scores on their final exam, the

Touchstone 2 (a book from a series of English language teaching books published by Cambridge

University Press) test scores, and the institution's placement test scores. Students were divided into six groups: 8 females and 5 males in each group. Three groups were randomly assigned to the control group and had no direct, indirect, or intentional vocabulary instruction; three groups were randomly assigned to the experimental groups with specific instructions for each group; incidental group, intentional group, and mixed group. Forty new words were chosen from the book. All the groups had a pre-test. The groups were given the post-test immediately after the treatment. In addition to that, another post-test was administered 35 days after the immediate post-test. The results of the immediate post-test represented that the three experimental groups had a notable increase in the average of their scores indicating the success of the three methods with a higher increase in the average of the third experimental group which used mixed instruction for vocabulary learning. Incidental vocabulary learning worked better than intentional vocabulary learning since the average of the scores is higher than the average of the scores in intentional vocabulary instruction.

The third study was conducted by Vidal (2011) to compare the effects of reading and listening in incidental vocabulary acquisition. The study was conducted at Universidad Auto´ noma de Madrid, Spain. It aimed to assess and contrast the relationship between acquisition and these factors: frequency of occurrence, type of word, type of elaboration, and the ability to predict word form and parts. 248 first year undergraduate students at the Universidad Auto´noma de Madrid participated in the study. 112 students were assigned to the listening condition, 80 to the reading condition, and 38 were used as controls. The participants were divided into three groups: the first group read three academic texts, the second group watched three lectures, and the third group just completed the vocabulary measures. The students were pretested on their knowledge of the target words before the experiments started. Then, they were presented with three lectures or three readings. The participants completed a cloze test and answered comprehension questions. These comprehension tasks were given to make sure that learners concentrated on understanding the texts. Immediately afterward, the subjects were tested on their knowledge of the target words introduced in the given text. A month later they were post-tested on the total number of target words. The control group also completed the different vocabulary tests but neither heard nor read the texts. The results showed that the relationship among the four factors was analyzed. The vocabulary acquisition was also found to vary across input modes. In addition, although both academic reading and listening result in vocabulary gains, reading is a more effective source of acquisition. The findings suggested that as proficiency increases, the difference in gains between reading and listening decreases.

 Broek, Takashima, Segers, and Verhoeven (2018) conducted an empirical study that titled the contextual richness and word learning: context enhances comprehension, but retrieval enhances retention. 45 undergraduate students (64% female) from a Dutch university participated in the experiment. All participants' mean age was 23 years. 88.9% of the participants were native speakers who spoke Dutch fluently, and none had prior knowledge of Swahili. They received partial course credits or monetary compensation of €10 per hour. There were three sessions of the experiment. The second session included

the delayed test. The researchers gave the students pretraining, a practice with retrieval and context-inference sentences, immediate and delayed memory tests to collect and gather the data. Generally, the findings showed that the experiment's memory retrieval enhances long-term retention of new L2 vocabulary to a larger extent than context inferencing. In the first session, the effect was found only for vocabulary that the students had translated during practice. Their performance was higher after the retrieval practice. In addition, the second session presented that a combined retrieval plus-context condition did not improve students' performance, in contrast to the pure retrieval condition. The advantages of contextual inferences are limited when the learners can retrieve the meaning of words from their memory. Finally, in the last session, the effect was obtained with a final trail that offered words in a sentence context. Both accuracy and confidence responses were higher after the retrieval practice. The effect was not restricted to a certain recall trail. Overall, all the experiments presented that memory retrieval improves long-term retention of new L2 vocabulary to a larger extent than context inferencing.

Last study was conducted by Lowell, Pender, and Binder (2020) to examine the impact of informative context's meaning consistency during incidental vocabulary acquisition. 64 students from the university of south Carolina Union. All the participants were native English.There were 44 females and 20 males; their mean age was 28 years old. The study attempted to address how incidental acquisition might be affected by different contexts for novel words that converge on the same meaning. A self-paced reading stimulus was formed of a set of 40 experimental sentence pairs and 24 filler sentence pairs. Each sentence pair included an informative context in the 1st sentence and a target word region in the 2nd sentence. The participants were asked to complete a set of comprehension tasks on the 1st visit and that they would be asked to return for a follow-up visit a week later. The first task was a self-paced reading task (session 1) on the computer (via E-Prime 2.0 Professional; Psychology Software Tools, 2013) that included sentence pairs where some of them were put up with comprehension questions. Each student finished a practice round before the experimental portion of the task. During the self-paced reading session, half of the filler items came after yes/no reading comprehension questions to make sure that the students were paying attention to what they were reading. All the conditions were counterbalanced across items, participants, and randomized for each self-paced reading session. When they were done with the 1st session, they completed a digit span task that served as a distractor task prior to another self-paced reading task (session 2). Session 2 was exactly like session 1 in the format and procedure, but they were different in the content of the experimental items. The same sentence frames were exhibited during session 2 and session 1. However, the context and the target word region were manipulated. In the first session of self-paced reading, the only significant differences in reading times were on sentence 2 of the experimental sentence pairs, which means that the participants read longer when the sentence includes a novel target word. The second self-paced reading session was presented with context information either with the same intended meaning for the target word or a with a totally different meaning. The results showed that giving the same meaning for a new word with using different words in the context each time, provides a strong foundation for evolving

the representation for the new word in our lexicon. Thus, it is better to fully obtain the nuances of a single meaning for a new word before presenting the alternative meanings of it. In addition, the more opportunities we give students to be involved in the process of incidental acquisition during reading, the more felicitous they will become.

The current research is different from the previous studies as it was conducted in (2021). The participants of the study were 24 high school students their age was between 14-16 years old in Yanbu Industrial City, the Kingdom of Saudi. Their native language was Arabic. While the first previous study in the literature review was conducted in New Zealand (2008) at Victoria University of Wellington.

The participants were 50 students at the 2nd year Japanese university. Their mother tongue was Japanese. The second previous study was conducted in the United States (2019) at the University of Arkansas. The participants of the study were 78 Iranian students. Their first language was Persian. The third previous study was conducted in (2011) at Universidad Auto´ Noma Madrid, Spain. The participants were 248 1st year undergraduate students. Their native language was Spanish. The fourth study was conducted in (2018) from different universities: Radboud University and Utrecht University. 45 undergraduate students took part in the experiment. All the participants spoke Dutch fluently. The fifth research was conducted in (2020) from the United States: The University of South Carolina Union and Mount

Holyoke College. 64 undergraduate students participated in the experiment. Their mean age was 28 years old. The participants' native language was English.

METHODOLOGY

This section includes an explanation of the research process in detail. It covers research type, research tools, participants, and data collection procedures.

Type of the Research

The research type was quantitative, which included a close-ended questionnaire to collect the attitudes, a pre-and a post-test to know the level of the learners and the effects of the applied techniques. Those tools helped to collect data.

Research Tools

Pre-test. A small test containing a reading passage where the participants had to read it and answer questions about the meaning of specific vocabulary. It contained a small reading passage and 5 multiple choice questions to know their current vocabulary level (See appendix A).

Post-test. Another small test containing a small reading passage and 5 multiple choice questions was distributed among the same participants. It was similar to the pre-test. It aimed to compare the students' level to see whether the contextual clues made any effect on students' vocabulary learning (See appendix C).

Questionnaire. 24 students were given a link for an online questionnaire to collect data regarding the participants' attitudes towards the effects of the contextual clues on incidental vocabulary learning. The questionnaire contained 6 closed-ended statements

containing multiple choice questions related to the technique itself and its types. Moreover, five statements based on the Likert scale form; strongly agree, agree, neutral, disagree, and strongly disagree were provided to investigate the participants' point of view toward the technique (See appendix B).

Participants of the Research

The number of participants in this research paper was 24. The study was applied on high school female students from Yanbu Industrial City, The Kingdom of Saudi Arabia. The participants were adults between the ages of 14-16. The students' language proficiency was intermediate, and their mother tongue was Arabic.

Data Collection Procedure

To collect data concerning this study, the researcher selected 24 high school students as participants of the research. In the beginning, a pre-test was distributed in the class among the participants to know their level of vocabulary. After that, the contextual clues technique was applied for 30 minutes for two weeks (2 classes per week). Then, A post-test was also given in class after the strategy was applied to know if the technique made any improvements on students' vocabulary learning. The results of the pre and post-tests were compared to see the effects of the contextual clues technique. In addition, an online questionnaire was given through a google form link to know their attitudes toward the effect of the technique. It was available for two days to answer it. In the end, the responses were collected and analyzed quantitatively.

Results and discussions

This section represents the results of the data collection tools: the pre-test, questionnaire, and the post-test. Those tools helped in investigating the effect of the contextual clues strategy (pre and post-test) and the participants' attitudes toward it (questionnaire). The type of the research was quantitative. The pre and post-test contained 5 multiple choice questions only while the questionnaire consisted of 6 multiple choice questions and 5 Likert scale statements.

The pre-test

The pre-test was quantitative. It was given to 24 students. The researcher gave the students instructions that they had to solve it individually in ten minutes. Also, they were informed that it was ok to make mistakes or to choose incorrect answers as they will not lose marks in the course, but the test's aim was just to see their current level. The test contained a reading passage (short paragraph) and five questions that required the meaning of a particular vocabulary (see appendix A). Table 1 below shows the results of the pre-test.

Table 1. The mean, maximum and minimum scores on the pre-test.

Number of students	24
Mean (5 points possible)	4.20
Maximum	5
Minimum	2

As shown in the table above, the mean is 4.20 out of 5 which is considered good. However, it was better to see the technique's effectiveness through the post-test. In addition to seeing participants' vocabulary level before applying the technique and after. Only one student got 2 out of 5 which was the minimum score. Four students obtained 3 out of 5 and seven got 4.
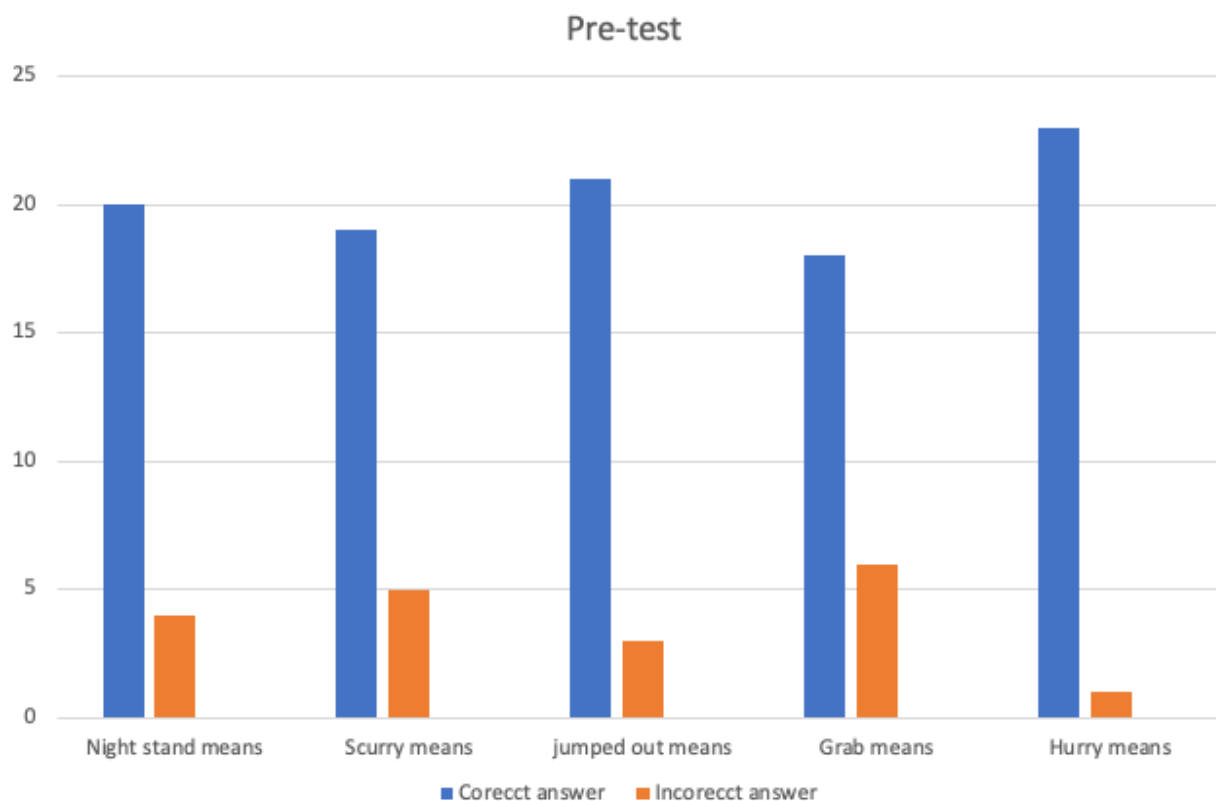

Figure 1. Distribution of the mean scores on the pre-test

Figure1 represents that none of the five questions were answered correctly by all the students. This means by implication some students did not know the meaning of the bold vocabulary or they did not have an idea about how to guess their meanings.

The post-test

After two weeks (two classes per week) of applying the technique, the post-test was given just like the pre-test among 24 students. The researcher gave the students instructions that they had to solve it individually in ten minutes. Also, they were informed that it was ok to make mistakes or to choose incorrect answers as they will not lose marks in the course, but the test aim was just to see their current level. The test structure was just like the pretest where it contained a reading passage and five multiple-choice questions but with different reading passage and vocabulary (see appendix C).

Table 2. The mean, maximum and minimum scores on the post-test.

Number of students	24
Mean (5 points possible)	4.83
Maximum	5
Minimum	2

As shown in table 2, the mean is 4.83 out of 5 which means that the contextual clues strategy affected students' vocabulary and/or helped them in guessing their meanings. Even though the difference between the first and the second test is 0.63, we can assume that the technique is effective. All the students got 5 out of 5 except 2 students, one got 2 out of 5 and the other got 4 which means that they performed better in the post-test as only two students out of twenty-four did not obtain the full marks.
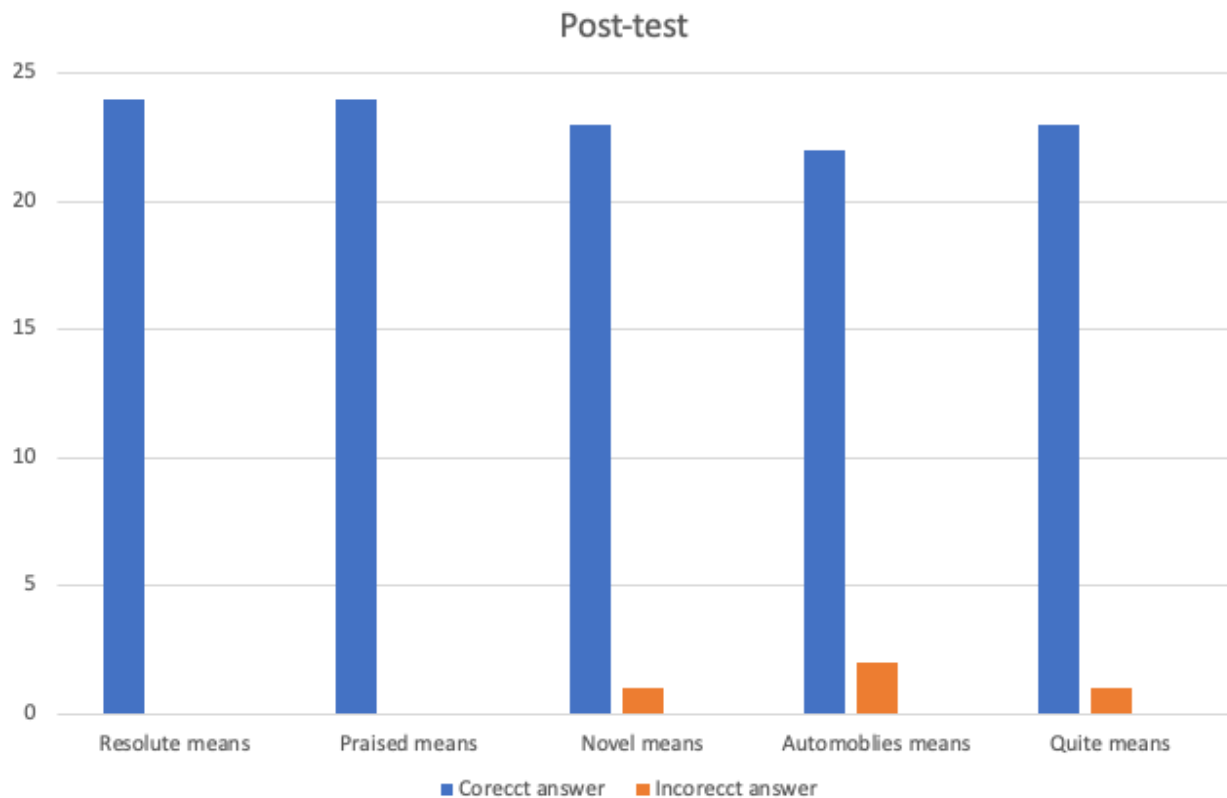

Figure 2. Distribution of the mean scores on the post-test

Figure2 represents that two of the questions were answered correctly by all the students. In addition, only one question was solved incorrectly by two students. Probably they were confused about the meaning of "automobiles" whether it means phone or cars because of the syllabus "mobile" usually known as or referred to the cell phone. Also, one student was confused about the possible meaning of the word "quite" as she thought that it means the adjective "quiet". However, they differed in the meaning, spelling, and even the context supposed to help her in recognizing the meaning through the structure (word part) of the sentence. Of course, the sentence required the adverb "quite" instead of an adjective. To illustrate, the sentence's aim was to describe the verb, not the noun.

The results of the pre and post-tests answered the first research question that aimed to see the effects of the contextual clues strategy. The pre-test was formed to see their current level before applying the technique. The post-test occurred after the application of the technique for two weeks to see if the technique had made any effects or impact on students' vocabulary.

The questionnaire

The questionnaire was also quantitative. All the participants participated in solving it. It was consisted of two parts: 6 multiple choice questions about the contextual clues' technique itself in addition to 5 Likert scale based statements about the participants' attitudes toward the contextual clues strategy. The following figures 3, 4, 5, 6, 7, 8 presented the first part of the questionnaire which was consisted of 6 multiple choice questions.
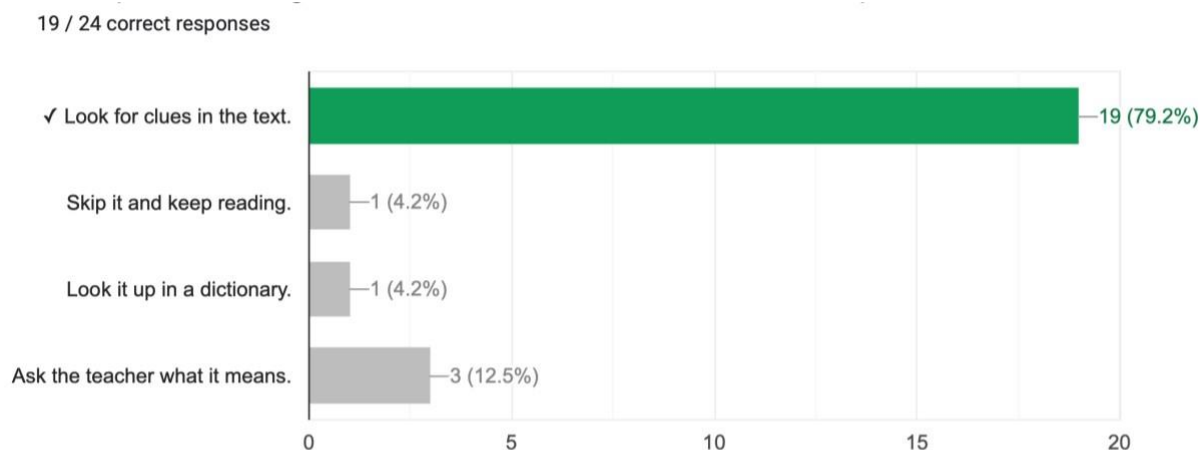
19 / 24 correct responses

✓ Look for clues in the text.	19 (79.2%)
Skip it and keep reading.	1 (4.2%)
Look it up in a dictionary.	1 (4.2%)
Ask the teacher what it means.	3 (12.5%)

Figure 3. When are you reading and come to an unknown word, what should you do first?

As shown in figure 3, the first question aimed to check if the students had enough knowledge of how to deal with unfamiliar words when reading. This question investigated what students do when they read novel vocabulary. Fortunately, most of them answered, "look for clues in the context" which is the target answer. Five students out of twenty-four have chosen the other options. This question also manifests if the students are autonomous or independent to learn the language or not. Looking for a word meaning directly in the dictionary or asking the teacher definitely represents the dependency of the learners. Skipping the novel words is also an unfavorable choice as this way will not learn the language properly or have a large vocabulary stock.
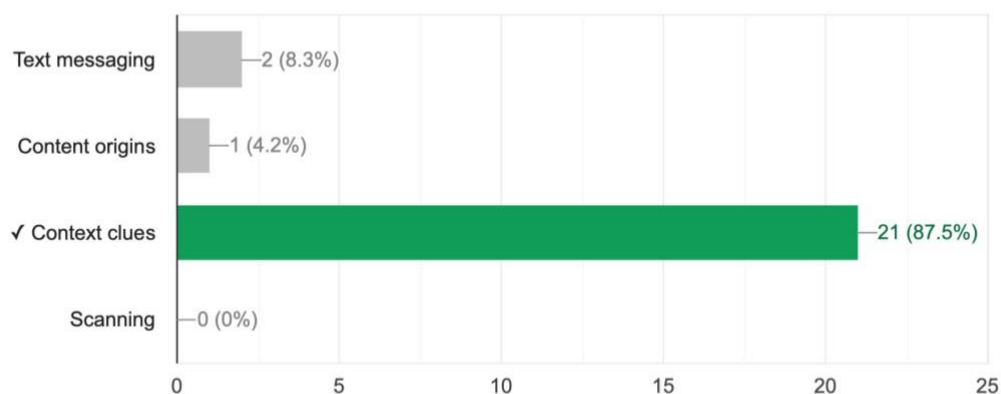
21 / 24 correct responses

Text messaging	2 (8.3%)
Content origins	1 (4.2%)
✓ Context clues	21 (87.5%)
Scanning	0 (0%)

Figure 4. If you have trouble understanding a word in a passage or sentence of a story, you may want to read previous words or the end of the sentence to determine what the word means. What is this strategy known as?

Figure 4 shows the responses for the second questions that provided the definition of the contextual clues' strategy. It aimed to see if the students get the idea of the contextual clues strategy. Fortunately, 87.5% of the students got its meaning. Nevertheless, only three students did not answer the question correctly. The other options were not helpful in understanding a word in a passage or sentence.
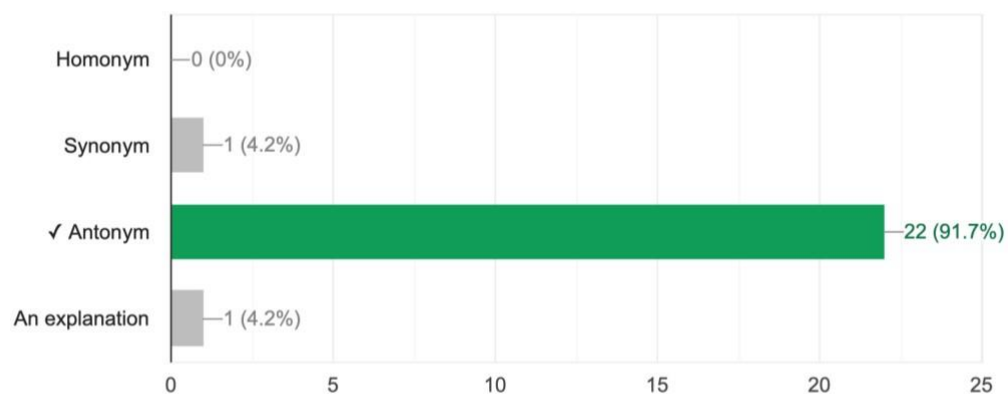

Figure 5. What do you call a word that has the opposite meaning of another word?

Figure 5 represents the definition of one of the contextual clues' types which is called an antonym. Only one student answered it incorrectly. However, all of the participants had previous knowledge of the antonym meaning and its examples when applying the technique in the classrooms. Two classes were specified previously to explain the types of context clues for the participants.
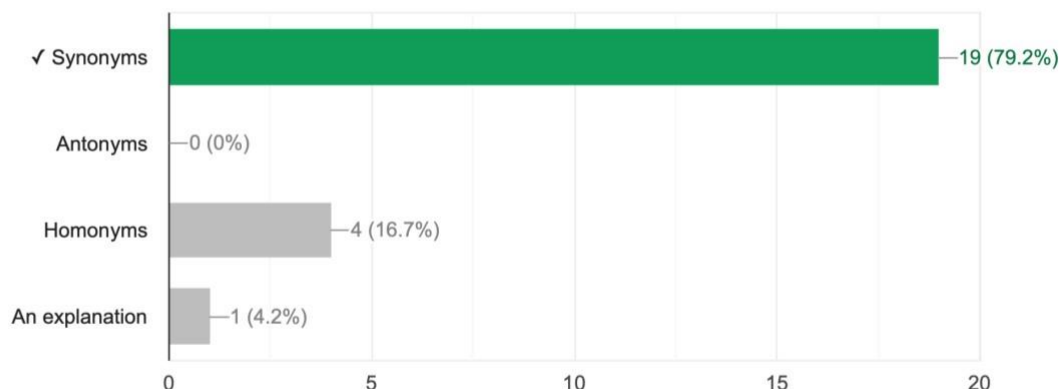
19 / 24 correct responses

Figure 6. The reader may discover the meaning of an unknown word because it repeats an idea expressed in familiar words nearby. For example, the words: "Big and Large" are called

Figure 6 represents the definition of one of the contextual clues' types which is called synonyms. 19 students recognized which type it was. However, only 5 students didn't answer it correctly.
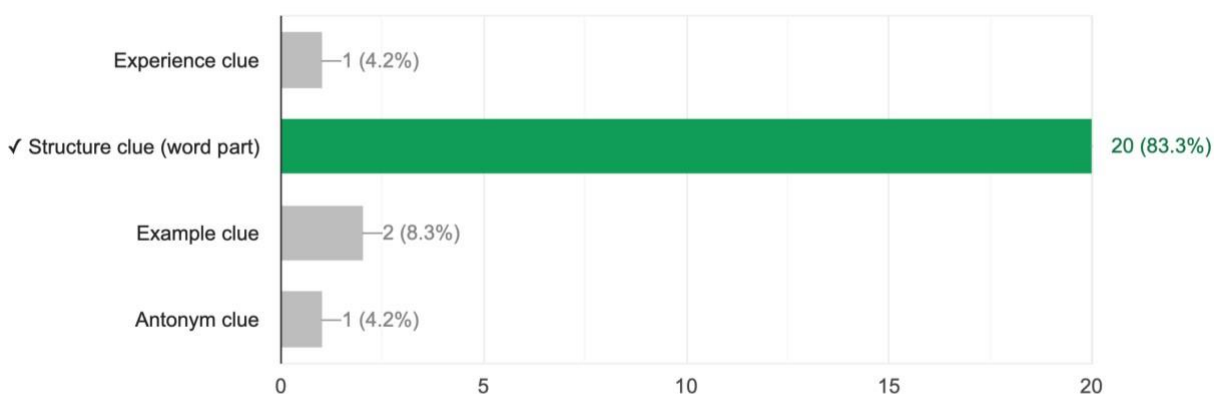
20 / 24 correct responses

Figure 7. Knowledge of prefixes, roots, and suffixes can aid a reader in using this type of context clue. Learning one word part can add dozens of words to a reader's vocabulary. For example: "The story is incredible".

Figure 7 shows that structure clue is also one type of context clue. This question investigated if the students could recognize the meaning, or the example given refers to which type of context clues. Of course, since we are talking about prefixes, roots, and suffixes we refer to the word parts. Even though this type was also previously mentioned when applying the technique, four students could not recognize the exact type.
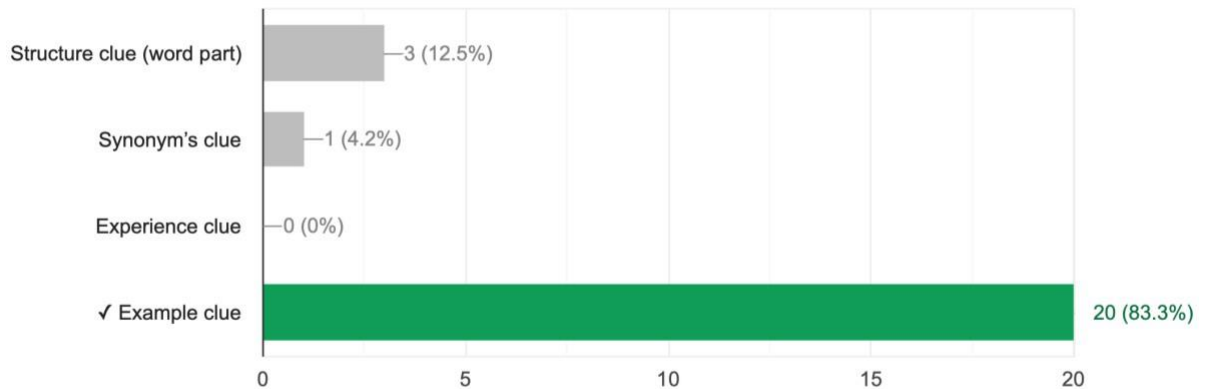
20 / 24 correct responses

Structure clue (word part)	3 (12.5%)
Synonym's clue	1 (4.2%)
Experience clue	0 (0%)
✓ Example clue	20 (83.3%)

Figure 8. When a reader finds a new word, an example might be found to explain its meaning.

Words like including, such as, and for example, point out example clues. This is called: As shown in figure 8, twenty students defined the correct context clue type which is obviously the "example clue". The question provides a definition and an example to check if the students can recognize which type was that. Fortunately, most of them answered correctly.

The second part of the questionnaire consisted of five statements based on 5 points Likert scale (see appendix C). The participants had only to choose whether they strongly agree, agree, neutral, disagree, or strongly disagree for each of the five statements that were about investigating their attitudes toward the contextual clues' strategy. Table 3 presents the mean scores of each statement.

Table 3. Response frequencies and mean for questionnaire items.

Statement	Strongly disagree	Agree	Neutral	Disagree	Strongly disagree	Mean response
1. I think contextual clues strategy/ technique is effective for learning new vocabulary.	10	9	4	1	0	4.16
2. Contextual clues help me guess the new word meaning without checking the dictionary.	8	6	7	2	1	3.75
3. Contextual clues help in learning vocabulary incidentally.	17	5	2	0	0	3.87
4. Smart and strong readers use context clues to help them determine the meaning of the unknown word.	13	8	2	1	0	4.33
5. If the meaning is not given to you in a context, it is useful to use context clues(inference).	13	7	3	1	0	4.33

Table 3 presents the results of the Likert scale section that was in the questionnaire. Each statement's score was out of 5. All of the 24 participants responded about the frequency,

agreement, and satisfaction from their point of view about the contextual clues' technique. Most of the students were positive about the statements. Nonetheless, only a few were negative wherefore the mean scores were considered good as shown in the table. Four students were natural about statment1 and one student disagreed and that might be due to different learning styles. They might have or find a better technique, strategy, or method that they prefer to learn new vocabulary. Statement 2 showed that 7 were neutral, 2 disagreed, 1 strongly disagreed. That may be due to personal preferences as for some students it might be helpful and easy to check the dictionary directly. However, the researcher prefers that they try to guess the meaning of the words first and if they could not, they can ask the teacher and then check the dictionary. Statement 3 shows that only two students were neutral about it. Those who were neutral think that contextual clues can also help in learning vocabulary deliberately. Two students were neutral about statement 4 and only one disagreed. Those five think that smart readers have a different way to determine unfamiliar words. Nonetheless, context clues are supposed to be one of the useful ways to know the meaning of a word. In addition, three students chose to be neutral with the fifth statement and one did not agree. As mentioned previously each student has a different learning style, personal preferences, and point of view.

 To sum up, the questionnaire sought to manifest the participants' attitudes toward the technique applied. The first section of the questionnaire was MCQ, and the second section was the Likert scale. The findings of the questionnaire answer the second research question which was about the students' attitudes.

The current study findings supported the findings of the previous studies in the literature review because they are similar in the utility of the context on learning the vocabulary of a language. Webb (2008) stated that context has little effect on gaining knowledge of the words' form and spelling. Karami and Bowels (2019) stated that incidental vocabulary learning worked better than intentional vocabulary learning. Moreover, Vidal (2011) presented that reading is a more effective source of acquisition of vocabulary than listening. However, Borek, Takashima, and Verhoeven (2018) showed the advantages of contextual inferences were limited. Learners can retrieve the meaning of words from their memory better. Lowell, Pender, and Binder (2020) claimed that the more opportunities we give to language learners to be involved in the process of incidental acquisition during reading, the more felicitous they will become.

CONCLUSION

 This research sought to investigate the effects of contextual clues on incidental vocabulary learning in addition to the participants' attitudes toward it. The results of the study showed a 0.63 difference in the students' level between the pre-test and the post-test which means that the technique made an impact on their vocabulary level and/or they learned how to guess the meaning from the context. The questionnaire also presented that the participants' attitudes toward the context clues strategy were satisfying and that they learned how to use it.

Limitations of the Study

The limitation the researcher faced is that it was expected to apply the technique for three weeks at least. The duration of the study was too short which was a bit challenging. It took two weeks to apply the technique inside the classroom. Though the time was managed well, for this reason, the students had prior knowledge and a complete picture of the idea of the context clues meaning and its types anyway. The results can't be precise or generalized due to the participants' various levels (beginner, intermediate, and advanced), perceptions, and learning styles. In addition, nothing can ensure if the students filled out the tools honestly and/or with full understanding.

Recommendations

The researcher would recommend teachers and researchers use the contextual clues strategy with language learners. The researcher believes that it is purposeful to use it in order to increase language learners' vocabulary. Vocabulary is definitely a vital part of a language. This technique might be helpful for beginners and intermediate learners. However, advanced learners might need more advanced techniques or strategies. Even if you noticed a minor difference at least you use different teaching styles. The researcher would also suggest that before applying it give the participants a concise idea about the meaning and types of context clues. Then, see if they were motivated and excited for it or not.

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APPENDIX (A) - THE PRE-TEST

Read the following paragraph. Try to guess the meaning of the bold vocabulary from the context.

Then answer the questions.

Sara rolled over and looked at the clock on her **nightstand**. "Oh, no!" she thought, "My alarm is off. The power must have gone out last night!".

It was almost time for school! Sara knew she would have to **scurry** if she wanted to be ready on time. She **jumped out** of bed to brush her teeth and wash her face. She quickly dressed and raced down stairs to **grab** a muffin for breakfast.

Sara was in such **a hurry** she almost forgot her backpack! She was out of breath, but on time when it was finally time for class.

Q1: "Nightstand" means:

      a. A table or a desk that is beside the bed

      b. Clothes hanger

Q2: "Scurry" means:

      a. Hurry

      b. Slow

Q3: "Jumped out" means:

      a. Got up out of bed

      b. Lay down and slept again

Q4: "Grab" means:

      a. Leave

      b. Catch or hold something

Q5: "Hurry" means:

    a. Slowly

    b. Quickly

APPENDIX (B) - THE POST-TEST

Read the following paragraph. Use contextual clues to answer what the bold vocabulary means.

Underline the words that help you to understand its meaning. Then answer the questions. Henry Ford is known as a **resolute** man. He was hard-working, determined, and is still known for his accomplishments in American history. Ford is **praised** for his creation of the assembly line. This **novel** idea changed the way factories were run and things were created. This brand-new technique helped him to create **automobiles** at a faster speed and made him **quite** a success!

Q1: The word "Resolute":

        a. Is an adjective that means determined

        b. Is an adjective that means lazy

Q2: The word "Praised" means:

        a. Compliment

        b. Gossip

Q3: "Novel" means:

        a. Old

        b. New

Q4: "Automobiles" means:

        a. Is a noun that refers to phones

        b. Is a noun that refers to cars

Q5: The word "Quite" is an adverb that means:

        a. Absolutely or completely

        b. Calm or peaceful

APPENDIX (C) - QUESTIONNAIRE

Context clues are hints found within a sentence, paragraph, or passage that a reader can use to understand the meanings of new or unfamiliar words.

Q1: When you are reading and come to an unknown word, what should you do first? a. Look for clues in the text

    b. Skip it and keep reading

 c. Look it up in a dictionary

 d. Ask the teacher what it means

Q2: If you have trouble understanding a word in a passage or sentence of a story, you may want to read previous words or the end of the sentence to determine what the word means. What is this strategy known as?

 a. Text messaging

 b. Content origins

 c. Context clues

 d. Scanning

Q3: What do you call a word that has the opposite meaning of another word?

 a. Homonym

 b. Synonym

 c. Antonym

 d. An explanation

Q4: The reader may discover the meaning of an unknown word because it repeats an idea expressed in familiar words nearby. For example, the words: "Big and Large" are called:

 a. Synonyms

 b. Antonyms

 c. Homonyms

 d. An explanation

Q5: Knowledge of prefixes, roots, and suffixes can aid a reader in using this type of context clue.

Learning one word can add dozens of words to a reader's vocabulary. For example: "The story is incredible".

 a. Experience clue

 b. Structure clue

 c. Example clue

 d. Antonym clue

Q6: When a reader finds a new word, an example might be found to explain its meaning.

Words like including, such as, and for example, point out example clues. This is called: a. Structure clue

 b. Synonym's clue

 c. Experience clue

 d. Example clue

Q7: Rate your level of agreement with the following statements:

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. I think contextual clues strategy/ technique is effective for learning new vocabulary.					
2. Contextual clues help me guess the new word meaning without checking the dictionary.					
3. Contextual clues help in learning vocabulary incidentally.					
4. Smart and strong readers use context clues to help them determine the meaning of the unknown word.					
5. If the meaning is not given to you in a context, it is useful to use context clues(inference).					