



ISSN: 1817-6798 (Print)

Journal of Tikrit University for Humanities

available online at: www.jtuh.org/**Basim Ibrahim Rajab**

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basimibrahim6@gmail.com**Keywords:**

Context Clues

Strategy

Explicit Summarization Instruction

Unfrequent Vocabulary

ARTICLE INFO**Article history:**

Received	1 Mar 2025
Received in revised form	25 Mar 2025
Accepted	2 Mar 2025
Final Proofreading	25 Sept 2025
Available online	25 Sept 2025

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The Role of Using Context Clues Strategy and Explicit Summarization Instruction on Learning the Unfrequent Vocabulary

A B S T R A C T

This study aims to finding out the role of using Context Clues strategy (CC) and Explicit Summarization Instruction (ESI) on EFL preparatory school students' in learning the unfrequent vocabulary (UF). To reveal the aims an experimental design has been adopted, therefore, the test has been conducted on the pilot sample that includes 24 students randomly selected from the three involved sections, the participants in study were 90 male students from the fifth preparatory school males students (scientific branch) in Tikrit City (Alforqan Preparatory Schools for Boys) during the second course of the academic year 2023-2024, there were three groups, two experimental groups and one control group, each group consisting of 30 students, to verify the hypotheses and achieve the aims of the study, an experimental design is adopted, the data was gathered by using test tool, Face , construct, content validity and reliability have been attained, the instruments of the study have been validated, and different statistical means have been used to analyze the obtained data, as for the results of the study revealed that : The achievement of the first experimental group and the second experimental group are significantly better than that of the control group, this means that using context clues strategy and using explicit summarization instruction have positive effect in learning the unfrequent vocabulary, based on the results obtained in the current study, some conclusions, appropriate recommendations and suggestions for further studies are put forward.

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DOI: <http://doi.org/10.25130/jtuh.32.9.1.2025.23>

دور استخدام استراتيجية أدلة السياق وتعليمات التلخيص الصريح في تعلم المفردات غير المتكررة

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الخلاصة:

ان هذه الدراسة تهدف إلى معرفة دور استخدام استراتيجية أدلة السياق وتعليمات التلخيص الصريحة على طلاب المدارس الإعدادية المتعلمين باللغة الإنكليزية لغة أجنبية في تعلم المفردات غير المتداولة. وللكشف عن الأهداف تم اعتماد تصميم تجريبي، لذلك تم اجراء الاختبار على عينة استطلاعية تضم ٢٤ طالبا تم اختيارهم عشوائيا من الاقسام الثلاثة المعنية، وكان المشاركون 90 طالبا من طلاب الصف الخامس الاعدادي (الفرع العلمي) في مدينة تكريت (اعدادية الفرقان للبنين) خلال الفصل الدراسي الثاني للعام الدراسي ٢٠٢٣ - ٢٠٢٤ ، وكانت هناك ثلاثة مجموعات، مجموعتان تجريبيتان ومجموعة ضابطة واحدة ، كل مجموعة تتكون من 30 طالبا، للتحقق من فرضيات الدراسة وتحقيق اهدافها، تم اعتماد التصميم التجريبي، وتم جمع البيانات باستخدام أداة الاختبار، وتم الحصول على الصدق الظاهري والبناء والمحتوى والثبات، وتم التحقق من صحة أدوات الدراسة، وتم استخدام وسائل إحصائية مختلفة لتحليل البيانات المتحصل عليها، وبعد المعالجة الإحصائية للبيانات كشفت نتائج الدراسة أن تحصيل المجموعة التجريبية الثانية والمجموعة التجريبية الأولى أفضل بشكل ملحوظ من تحصيل المجموعة الضابطة، وهذا يعني أن استخدام استراتيجية أدلة السياق واستخدام تعليمات التلخيص الصريح لها تأثير إيجابي في تعلم المفردات غير المتكررة ، وبناءً على النتائج التي تم الحصول عليها في الدراسة الحالية، تم طرح بعض الاستنتاجات والتوصيات المناسبة والاقتراحات للدراسات المستقبلية.

الكلمات المفتاحية: ادلة السياق ، الاستراتيجية ، تعليمات التلخيص الصريحة ، المفردات غير المتداولة

Section One

1.Introduction

1.1 Statement of the Problem

The interaction in EFL classrooms is mainly based on speech either written or spoken. Accordingly, vocabulary represents one of the most important aspects to learners. Besides, it creates respectively a link between the use of words and their meanings and students' understanding. Vocabulary then is one important linguistic phenomenon that can facilitate interaction between participants whenever their repertoire is enriched by users (Riska et al, 2019) .

Furthermore, Students always face challenges and difficulties in learning and understanding unfrequented vocabulary in English language, based on what have been stated, language learners are the most ones who are in need to enrich their target language repertoire at all levels and mainly vocabulary learning. Besides, many researchers in general have suggested a set of different strategies that can actually help their learners to identify the meaning of words and their use in a context. Thus, context clues are put as a linguistic hints in order to understand unfrequented terms. It is considered as one strategy that can enhance EFL learners' vocabulary learning via getting words meaning from the context within linguistic boundaries. On the other hand , reading is the most frequently mentioned academic subject in which students with learning disabilities experience failure (Lindsey & Kerlin, 1979). As a result, the researcher in this study chooses two strategies that help students guess and know the meaning of unfrequented words in texts while reading.

1.2 Aim of the study

The role of using context clues strategy and explicit summarization instruction on EFL preparatory school students' in learning the unfrequented vocabulary.

1.3 Hypotheses of the Study

The first stated aim is supposed to be achieved through verifying following main hypothesis:

There are no statistically significant differences at the level of significance (0.05) among the mean scores of student's achievement of the first experimental group which is taught by using context clues strategy, the second experimental group which is taught by using explicit summarization instruction and the control group which is taught by the conventional method in learning the unfrequented vocabulary from this main hypothesis, the following sub_ hypotheses are derived:

- a. There are no statistically significant differences at the level of significance (0.05) between the main scores of student's achievement of the first experimental group which is taught by using context clues strategy and that of the second experimental group which is taught by

explicit summarization instruction in learning the unfrequented vocabulary.

- b. There are no statistically significant differences at the level of significance (0.05) between the main scores of student's achievement of the first experimental group which is taught by using context clues strategy and that of the control group which is taught by the conventional method in learning the unfrequented vocabulary.
- c. There are no statistically significant differences at the level of significance (0.05) between the main scores of student's achievement of the second experimental group which is taught by explicit summarization instruction and that of the control group which is taught by the conventional method in learning the unfrequented vocabulary.

1.4 Limits of the Study

This study is limited to:

1. The reading texts of the 5th preparatory grade textbook **English for Iraq** / Student Book and Activity Book.
2. Fifth preparatory (scientific branch) school male's students in Tikrit City (Alforqan Preparatory Schools for Boys) during the second course of the academic year 2023-2024.

1.5 Procedures

To achieve the aims of the study and verify their hypotheses, the following procedures are followed:

1. Identifying the specific steps of the Context Clues Strategy and Explicit Summarization Instruction.
2. Randomly selecting the two experimental groups and one control group of the fifth preparatory grade at Alforqan Preparatory School for Boys.
3. Constructing a pretest for unfrequented vocabulary and intensive reading.

4. Applying pretest (unfrequent vocabulary and intensive reading) to the three groups of the study.
5. Teaching (the first) one experimental group with Context Clues Strategy, (second) the other with Explicit Summarization Instruction while the control group is taught by the conventional method.
6. Administer a pilot study after ensuring the validity of the posttest.
7. Applying the two posttest (unfrequent vocabulary and intensive reading) to the three groups to find out the role of using Context Clues Strategy and Explicit Summarization Instruction on EFL preparatory school student's (vocabulary and reading).
8. Results are statistically analyzed by using ANOVA.
9. Collecting data and analyzing them statistically.
10. Drawing conclusions and recommendations according to the findings , and giving some suggestions for further studies.

Section Two

2. Theoretical Background

2.1 The Nature of Context Clues Strategy

Smith (2004) says that the best strategy to determine and identify the meaning of unfamiliar words is to work out it is from the context. Thus, Understanding the context can help the students to improve students' reading comprehension, it can make students easier to find out the meaning of unfamiliar word, message and detail information from the text.

According to Smith (2004) the Context Clues Strategy is the best strategy to determine and identify the meaning of unfamiliar words is to work out it is from the context. Thus, Understanding the context can help the students to improve students' reading comprehension, it can make students easier to find out the meaning of unfamiliar word, message and detail information from the text.

Zeitzoff (2005) states that by cues or signals students get the meaning in the text. When students use these cues, students read with greater fluency and comprehension. Thus, CC are one of strategies in reading that use to guess the meaning of unknown word in the text.

According to Baumann et al. (2005), there are some types of CC strategy that can be directly taught to the students; definition clues, synonym clues, antonym clues, example clues, and general clues.

2.2 Types of Context

Leech (1981) says that, Context is of great importance for the understanding of word meaning. Without context, there is no way to determine the very sense of the word that the speaker or writer intended to convey; whereas with context there is generally no danger of misinterpretation, for meaning lives in context and the context defines meaning. Therefore, we may use context in vocabulary teaching to help students improve their word power and reading comprehension as well. Then, there are several types of context such as :

1. Linguistic Context

Linguistic context refers to the linguistic setting in which a word occurs. To put it in details, “it refers to the words, clauses, sentences in which a word appears and it may also cover a paragraph, a whole chapter and even the entire book”. Linguistic context includes lexical and grammatical context (Leech, 1981, p.91).

2. Situational Context

Situational context is understood to be the physical, relatively easily identifiable level related to such factors as whom the participants are, and what the relationship is between them: parent and child, friends, employer and employee, or strangers. Where the language happens is also relevant; talking in a church is different in many ways from talking in the home or a restaurant, talking in the theatre is not like talking in a church (Zhang Yunfei, 1988).

3. Cultural Context

“Cultural context represents an abstract way of people’s social activities. Culture consists of all the shared elements of human society. This includes not only such material things as cities, organizations and schools, but also non-material things as ideas, customs, family patterns, relationships and languages” (Leech, 1981, p.98).

2.3 The Procedures of Applying Context Clues Strategy

A CC is one learning strategy for learning words’ meanings. They guide learners to enhance their comprehension of new concepts (Baumann et al. , 2005).

Leech (1981) classifies CC strategy into eight types :

1. Definition

The most obvious source of help is the context that acts like a dictionary and defines a word. The writer often defines the meaning of the word right in the sentence or gives enough explanation for the meaning to be clear. For example:

Desalination, or the removal of salt from seawater, is a method of providing fresh water for business, home, and agricultural use. “The removal of salt from seawater” is the definition of “desalination”. The word “desalination” may be unfamiliar to some of the readers, so the writer makes an explanation in the former sentence.

2. Synonym

Very often learners can find in the same passage a familiar word that relates to a subject in a manner similar to the way that the unfamiliar term does. For example:

Cellphones have become ubiquitous; you can use and hear them everywhere. From the description of the events in the sentence we know that the words ubiquitous and everywhere are synonymous.

3. Antonym

Words with opposite meanings may be found in the same context. For example:

My sister thinks it is futile to study hard the night before an exam, but I find it quite useful. We note that useful and futile are opposites, so when we see the next pair of words in a parallel construction, we can assume that futile means “useless”.

4. Summary

A summary clue may sum up a situation or an idea with a word or a phrase. For example:

Mr. Brown donates money to the church, the schools, he also volunteers many hours in the nursing home. He is indeed altruistic. From this description of Mr. Brown’s deeds, readers may conclude that altruistic means unselfish.

5. Simile

A simile is a figure of speech that compares things. For this discussion, the important point is that the comparison may clarify a word’s meaning. The following contexts illustrate this. The ancient mammoth in Inner Mongolia, like other elephants, is huge. With the help of like, the meaning of mammoth can be easily guessed out to be a kind of elephant (Leech,1981).

6. Grouping

The appearance of a word in a series assigns it at least a general classification. For example:

The wallpaper was so colorful that I can only remember seeing yellow, aqua, and black. This context demonstrates an important point: Knowing what a word in general (for instance, knowing that aqua is a kind of color) may be sufficient for comprehension, it may make the comprehension fluently.

7. Appositive

An appositive is another direct source of help with meanings. For example:

Thermostat, an instrument to shut off the heat when the temperature reaches 25 degree centigrade, was set in our room. With the explanation, readers may understand the word thermostat easily.

8. Hyponymy

If the reader wants to identify the relationship between an unfamiliar word and a familiar word, he may get the relation that a general concept is accompanied by a specific example. The garden contained almost every type of flowers: lily, tulip, morning-glory and sun flower. Lily, tulip, morning-glory and sun flowers are of the same category, which are called hyponyms, while flower is a general term which encompasses all of the listed items. So it is easy for the readers to know the words" meaning with the help of the relationship (Leech,1981).

2.4 Explicit Summarization Instruction

Van Dijk & Kintsch (1983) state recent models of text comprehension emphasize the selective processing of gist or macrostructure propositions, fluent readers employ internalized macro rules including the deletion of trivial or redundant propositions to construct a succinct summary of a text's gist in long term memory .

Explicit Summarization Instruction, according to Farhady (1998), require the reader to move beyond the level of sentence comprehension to understand the relationship among the sentences, in the other hand, Since summarization makes the readers re-read the text to find the gist, resulting in deeper textual understanding.

The ability to construct a written summary of expository text is an equally complex metacognitive process. Indeed, many students may not master summarization until their college years (Armbruster, Echols, & Brown, 1983). Yet recent studies suggest that middle-grade students profit from direct instruction in summarization (Cunningham, 1982; McNeil & Donant, 1982).

2.5 The Effect of Summarization Strategies on Comprehension

Research on teaching summarization is mostly based on Brown and Day (1983) model of text comprehension. Three kinds of operations which take place during reading are taken into account by these models including:

- (1) The elements of meaning are integrated into a coherent whole.
- (2) The whole meaning of the text is compressed into its main idea.
- (3) The gist is used to modify those elements which have previously been constructed and to have an effect on those yet to be constructed.

In comprehension process learners before having a text- based summary, mentally summarize all the elements in to a gist. In many studies teaching students how to use summarization strategies considered to have significant impact on their comprehension (Armbruster, Anderson, & Ostertag, 1987). Wittrock and his colleagues (1990) suggested that the process of generating summaries helps readers build relations among concepts contained in a text as well as link these concepts to prior knowledge. Other studies conclude that summarization can help readers to focus on gist information and therefore improve comprehension (Anderson & Armbruster, 1984). Others have suggested that summarization improves comprehension by promoting self-testing during reading and apply strategies to remedy comprehension breakdowns(Brown & Day, 1983).

2.6 Unfrequent Vocabulary

García (2009) suggests that, in learning a FL, vocabulary is one of the elements that connects the four listening, speaking, reading and writing skills together. This is one of the most important aspects of mastering English because students' ability to read and understand subjects is relatively determined by their vocabulary. To communicate well in a FL, students must obtain an adequate number of words and must know how to use them accurately. An important element of English that needs to be developed is vocabulary. Students can communicate with others if they have enough vocabulary. Without vocabulary nothing can be conveyed. There is reason to believe that vocabulary knowledge is an especially important factor in understanding the reading problems experienced by second-language learners , that is because students rarely read any books and are lazy to look for dictionaries when they find unknown words. This affects their vocabulary building where students must get information from the text with their abilities. In this case, the teacher has a strong role to help students to improve their vocabulary.

In addition, when the language learners are confronted with text, they may be stuck by shortage of vocabulary inventory and unable to understand the content of the text. The first thing that a learner does to understand difficult words is to check dictionary, No matter what level the students are in, they will often come across difficult words in texts they are exposed to. There were some problems found in the classroom: **First**, students did not understand the meaning of words. **Second**, students were unable to find the main idea of the paragraphs. **Third**, students could not find the general and specific information from the text. **The last**, students did not understand the reading passage/text, from the above we understand that, the relationship between vocabulary knowledge and reading comprehension is complex and dynamic. One way of looking at it is to divide it up into two major directions of effect - the effect of vocabulary knowledge on reading comprehension and the effect of reading comprehension on vocabulary knowledge or growth (García, 2009).

2.7 Importance of Learning Vocabulary

According to Graves & Prenn (1986), in word Processing there are three different kinds of word learning tasks and three levels of word processing are needed to learn words, teachers must be able to choose the appropriate vocabulary strategy to match the word learning tasks, or levels, of students. The first word-learning task involves learning a word that is already in the oral vocabulary. This task is usually mastered by the middle grade . Readers who typically face this task are beginning readers. The second word-learning task involves words that are not in the oral and reading vocabularies, but for which concepts about the word exist. This task is much more challenging than the first, and the majority of words learned throughout secondary school are those in this category. The third and most difficult word-learning task involves learning words for which an available concept does not already exist. This level of learning occurs through the middle and secondary grades.

Section Three

3. Experimental Design

3.1 procedures

An experimental design identifies the independent, dependent variables, and indicates the way in which the randomization and statistical aspects of an experiment are to be carried out. Establishing a causal relationship between the independent and dependent variables is the main objective of an experimental design. A secondary goal is to extract the maximum amount of information with the minimum expenditure of resources (Kirk, 1995).

In this study, the first experimental group is taught according to CC strategy, whereas the second group is taught according to explicit summarization instruction. The control group is taught according to the method which is specified by the Ministry of Education through the teacher's guide steps. For the current study, population involves all EFL preparatory school male students of the fifth grade in center of Tikrit city-Salahaddin Governorate, during the academic year (2023-2024). Students in the fifth preparatory grade at Al- Forqan Preparatory School for Boys are selected to represent the sample of the study. The total number of the sample is (90) students after excluding the repeaters in each section, these sections are randomly selected to represent the first experimental, second experimental and control groups.

3.2 Equivalence of the Three Groups

To achieve the equality between the three groups, the following variables must be controlled: the students' age, their overall level of English, and the educational attainment of their parents (Good et al , 1976). The three groups have been equalized in terms of variables that may affect the experiment's results in order to ensure better equivalence. These variables include the students' age, their parents' academic attainment, achievement in previous academic year and their scores in the pretest.

3.3 Instrument of the Study

A test is important device and most useful tool to collect information in education sector . Tests often provide the necessary data from which improved principles and practices may be developed since their basic aim is to describe and measure subjects' performance in language skills and word recognition (Weir, 2005).

3.4 Construction of the Achievement Post Test

An achievement test of language skills and word recognition has been constructed as a means of assessing the test taker's level in order to achieve the aims of the study and confirms its hypotheses. The achievement test has been constructed by considering the contents and behavioural objectives of the instructional material.

The post test is designed to measure unfrequented vocabularies . It is divided into three questions with 16 items and scored out of 50, as shown it in **table (1)** . This test has been constructed depending on vocabularies in texts of their books (see appendix A).

Table (1)

Table of Specifications

level	No of Q.	Content	Behavioural objectives	Bloom's taxonomy	No of items	Mark
Recognition	1_A	Words from (The Oryx is back) passage	Students are able to : -comprehend the text and - choose the suitable word or statement about given items	Understand and remember	4	8

Production	1_B	Write a guided paragraph with reference to topic	Students are able to: - understanding of the main idea and - generating and supporting ideas and - suggest the solutions at the end of the paragraph. - developing students ability to writing	Understand and Creativity	1	12
	2	Visualization, analyze and write five sentences depending on picture	Students are able to: -understand the nature of events and - describe the picture - write sentences related with picture.	Understand , analyze and Creativity	5	20
Recognition	3	given pictures and expressions should be match	Students are able to: -distinguish , remember and categorize words and phrases with pictures	Understand	6	10
total	3				16	50

3.5 Scoring Scheme of the Achievement Post Test

Mousavi (2012) defines a scoring scheme as a procedure for giving numerical values or scores to the test items. For the purpose of objectivity and reliability, analytical scoring schemes are used for measuring meta-discourse.

These questions are scored by a committee (the researcher himself and two other instructors: Balsam Abed Al-Rahman and Eftikhar Zedan). The test is designed to measure **unfrequent vocabularies**, it consists of three questions, some of them are subjective and the others are objectives (See table 2). The division of questions for the test was as follows:

Q1- A/ Four items to fill the blanks with suitable words.(recognition).

B/ One item to write a paragraph. (production).

Q2- Five items to write sentences to describe the pictures. (production).

Q3- Six items to match expressions with pictures. .(recognition).

Table (2)

Scoring Scheme of Post

Criteria	Qualities	Questions Numbers and Scores	
Vocabulary		Q1_B	Q2
		12 S	20 S
	Very good	3	4-5
	Good	2	2-3
	weak	0-1	0-1
Content and ideas	Very good	3	4-5
	Good	2	2-3
	weak	0-1	0-1

Grammar	Very good	3	4-5
	Good	2	2-3
	weak	0-1	0-1
Ideas organization	Very good	3	4-5
	Good	2	2-3
	weak	0-1	0-1

3.6 Test Validity

By far the most complex criterion of a good test is the degree-to-which the test actually measures what it is intended to measure. The extent to which inference made from assessment results are appropriate, meaning and useful in term of the purpose of the assessment (Brown,2000). Among the several types , there are three important types of validity: face validity , content validity and Construct Validity . In order to ensure the face validity of the achievement test , the researcher has exposed the test to a jury of specialists, Therefore , the content of the test, subjects' behaviours, the number of items as well as their scores have been specified ,in detail.

Accordingly, test analysis gives indications on posteriori statistical validation in that all the components of measurement tools are well discriminated and at satisfied level of difficulty. In other words, difficulty level and discrimination powers are indicators of a construct validity for tests.

3.7 Pilot Administration of the Test

The goal of the pilot study is assess the degree of discrimination and the difficulty level of the test, as well as the consistency of the test instructions. Therefore, the test has been conducted on the pilot sample that includes 24 students

randomly selected from the three involved sections, i.e. (A), (B) and (C). Results indicate that the time needed to answer all the test items ranges between 45-50 minutes and there is no ambiguity in the instructions of the given test.

3.8 Reliability of the Test

The cronbach alpha formula is the most common statistical way that measures reliability is to take the average of all possible split-half reliability estimates of an instrument (Crocker and Algina, 1986). The obtained result after the application of alpha Cronbach's formula is (0.82) which is considered to be a suitable index from a statistical point of view.

3.9 Final Administration of the Posttest

After verifying the validity, reliability and pilot administration, the posttest has been applied on the 14th of May 2024 for both experimental groups and control group. The test papers have been distributed to the involved testers who are required to read the instructions carefully and put their answers clearly on their test papers within the time limit of the test. After that, all the test papers have been collected to be scored according to the designed scoring scheme.

Section Four

4. Analysis of collected Data and Results

For achieving the first sub-hypothesis which is state" *There are no statistically significant differences at the level of significance (0.05) between the main scores of student's achievement of the first experimental group which is taught by using CC strategy and that of the second experimental group which is taught by ESI in learning the unfrequented vocabulary*, the independent sample test has been used. According to the following results in table (3), the mean scores of the first experimental group is 80.166 and standard deviation is 9.311. While the mean scores of the second experimental group 83.500 and the standard deviation is 11.819. The calculated t-value 1.213 is lower than the tabulated t-value 2.00 with a degree of freedom 58 at a level of significance 0.05. Observing the values of T-calculated above, it is found that the calculated T-value 1.213 is lower than the tabulated T-value of the field 2.00, and from this it can be concluded that there are

no statistically significant differences between the mean scores of the first experimental group , which is taught by using context clues strategy and the mean scores of the second experimental group which is taught by explicit summarization instruction. So, the first sub-hypothesis is accepted.

Table (3)

Means, Standard Deviation, and t-Values of the First and Second Experimental Groups in Learning The Unfrequented Vocabulary in the Post Test

Group	N.	Mean	S.D.	T-Value		DF	Level of Sig.
				Calculated	Tabulated		
Exp.1	30	80.166	9.311	1.213	2.00	58	0.05
Exp.2	30	83.500	11.819				

To analyze the data related to the first hypothesis, table (4) shows that the calculated F-value is 6.160 higher than the tabulated F-value 3.1 at the 0.05 level of significance and $DF = 2/87$. This indicates that there are statistically significant differences between the mean scores of the first experimental group which is taught by using CC strategy, the second experimental group which is taught by using ESI and the mean scores of the control group which is taught by using the conventional method in, as show in the above table.

Table (4) *One-Way Analysis Of Variance (ANOVA) For The Three Groups In Learning The Unfrequented Vocabulary*

	Sum of Squares	DF	Mean Square	F-value		Sig.
				Calculated	Tabulated	
Between Groups	1522.422	2	761.211	6.160	3.1	0.05
Within Groups	10750.867	87	123.573			
Total	12273.289	89				

According to the table (5), the comparisons of means showed that the mean scores of the control group, 73.600, the first experimental group 80.166 and the second experimental group 83.500 , with harmonic mean sample size = 30.000. These results indicate that students of the second experimental group which is taught by using ESI has the highest mean score. So the first hypothesis is rejected.

Table (5)

Comparisons of Means Among the Three Groups (Scheffe) In Learning The Unfrequent Vocabulary

Groups	N	Subset for alpha = 0.05	
		1	2
Control	30	73.600	
Experimental 1	30	80.166	80.166
Experimental 2	30		83.500
Sig.		0.079	0.512
Means for groups in homogeneous subsets are displayed.			
a. Uses Harmonic Mean Sample Size =30.000			

The hypothesis has been divided into three sub-hypotheses as follow:

- A. Comparison between the Achievement of the First Experimental Group and Second Experimental Group in Learning The unfrequent vocabulary in the Post Test. According to the results in table (5), the mean scores of the first experimental group is 80.166 and standard deviation is 9.311. While the mean scores of the second experimental group 83.500 and the standard deviation is 11.819. The calculated t-value 1.213 is lower than the tabulated t-value 2.00 with a degree of freedom 58 at a level of significance 0.05. Observing the values of T-calculated above, it is found that the calculated T-value 1.213 is lower than the tabulated T-value of the field 2.00, and from this it can be concluded that there are no statistically significant differences between the mean scores of the first experimental group , which is taught by using context clues strategy and the mean scores

of the second experimental group which is taught by explicit summarization instruction. So, the first sub-hypothesis is accepted.

- B. Comparison between the Achievement of the First Experimental Group and Control Group in Learning The Unfrequent Vocabulary in the Post Test. The results show that the mean scores of the first experimental group is 80.166 and standard deviation is 9.311. While the mean scores of the control group 73.600 and the standard deviation is 12.013. By using the t -test formula for two independents sample, the Calculated t-value is found to be 2.366 ,while the tabulated t-value is found to be 2.00 at the degree of freedom 58 and level of significance 0.05. This indicates that there are statistically significant differences between the mean scores of the first experimental group , which is taught by using CC strategy and the mean scores of the control group which is taught by the conventional method. For the benefit of the first experimental group. So, the second sub-hypothesis is rejected.
- C. Comparison between the Achievement of the Second Experimental Group and Control Group in Learning The Unfrequent Vocabulary in the Post Test. The results show that the mean scores of the second experimental group is 83.500 and standard deviation is 11.819 . While the mean scores of the control group 73.600 and the standard deviation is 12.013 . By using the t -test formula for two independents sample, the Calculated t-value is found to be 3.217 ,while the tabulated t-value is found to be 2.00 at the degree of freedom 58 and level of significance 0.05, as show in table (5). This indicates that there are statistically significant differences between the mean scores of the second experimental group , which is taught by using by ESI and the mean scores of the control group which is taught by the conventional method in learning the unfrequent vocabulary. For the benefit of the second experimental group. So, the third sub-hypothesis is also rejected.

The obtained results refer that students taught according to CC strategies and ESI record a remarkable improvement in the UV post-test, as compared with students taught according to the conventional method.

Section Five

5. Conclusions, Recommendations and Suggestions

5.1 Conclusions

In the light of the obtained results, the following conclusions have been drawn:

- 1.The two, namely CCS and ESI strategies have positive effects on EFL preparatory school students' unfrequented vocabulary and intensive reading.
- 2.The two adopted strategies enable students to comprehend the reading passages and go beyond the literal comprehension of the text.
3. Since comprehending texts relies on students' knowledge of vocabulary, understanding individual sentences is as important as understanding the text as a whole. The two strategies of teaching are necessary for comprehension.
4. In the light of the data gathered from students' test, it is confirmed that the use of CC strategy and ESI can help the students to enhance their vocabulary learning. Accordingly, most of the learners can benefit from CC strategy because it guides them to comprehend the meaning of complicated words, sentence meaning and even lecture content.

5.2 Recommendations

The pedagogical recommendations that can be provided are as follow:

1. Teachers should encourage their students to avoid looking for to any unfamiliar words in a passage or in a dictionary and try to find out the meaning using CC in order to guess the meaning of new terms. Since vocabulary is a difficult aspect, EFL teachers should facilitate the learning process via the use of CC strategy.
2. Teachers should teach learners some grammatical and structural clues for better understanding of words' meanings.
3. Teachers should be aware of the significance of CC strategy and ESI which facilitates the teaching/ learning of vocabulary. So, Students' vocabulary learning can be enhanced by this teaching methods.

5.3 Suggestions for Further Studies

Some suggestions for further research can be mentioned as follows:

1. Carrying out a study about CC strategy and ESI that can serve ESP courses such as , EFL learners of industrial or commercial schools.
2. Conducting an experimental study to know the effect of CC strategy and ESI on other types of reading such as: extensive, skimming and scanning reading strategies and investigating their effect on EFL students' reading skills.
3. A similar study can be conducted on university students to develop their skills.

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Appendix A/ Posttest

Q1, A, From (The Oryx is back) passage Fill in the blanks with suitable words from the list below. (8 Marks)

(Antelope , breed , peninsula , survived)

1. The oryx is a beautiful With two long horns.
2. In the past, when the hunters were on horses, the Oryx
3. The population of Oryx in the Arabian Was very small .
4. They got the animals to to build up their numbers.

Q1, B , Depending on the **(The Oryx is back)** passage, Write a paragraph about which do you think was more useful to save the rare animals and how? Your paragraph should be (about 100 words) and should include your understanding of the main idea and supporting ideas and generating your suggest at the end of the paragraph. **(12 Marks)**

Q2, Write five sentences to describe the below picture. (20 Marks)



Q3, Match only five of these types of programme to the following TV screen:

- 1/ news 2/ education 3/ cartoon 4/ sport 5/Action movie 6/ music
7/weather forecast 8/ Chat show 9/flight show 10/Life style

(10 Marks)

