

Relevance of Context Clues in Learning English Vocabulary Among Nigerian University Undergraduates

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Abstract: This study intends to determine the extent of vocabulary skills among Nigerian university undergraduates. This is identifiable through the use of descriptive rating. The study made use of qualitative analysis research to identify the extent to which vocabulary of 180 Nigerian university undergraduates' respondents are attained. The qualitative research method was designed to help reveal the behavior and perception of the respondents with reference context clues of vocabulary skills. The type of qualitative research methods adopted was on content analysis. The results of this qualitative research was more descriptive and the inferences drawn easily from the data which is obtained. Results and findings of the study lead to the development of the additional instructional aids to enhance the degree of vocabulary of university undergraduates' students. The findings disclose that the degree of vocabulary skills of the students previous to introduction to context clues is moderate extent, while the extent of the vocabulary skills of the students after introduction to context clues is high extent. The degree of vocabulary skills of the students previous to exposure to visual association is moderate extent while the extent of the vocabulary skills of the students after introduction to visual association is also moderate extent. This shows significant relationship on the level of vocabulary skills of the students earlier than and subsequent to introduction to context clue and visual association strategies. It recommends consequently that appropriate additional instructional aids should be created and used with the intention of improve the extent of vocabulary skills of Nigerian university undergraduates.

Key Words: Additional Instructional Aids, Context Clues, Nigerian University Undergraduates, Visual Association, Vocabulary Skills.

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INTRODUCTION

Learning English vocabulary is a continuous process which consumes time and practice. Nakata (2006: 231) acknowledges that the acquisition of Vocabulary needs constant repetition in order for efficient and valuable vocabulary learning. Uninterrupted and unwavering reinforcement on enhancing vocabulary skills is of significance to the students so as to maintain and retain what has been learned. It requires adequate knowledge of teachers' strategies to complement and enhance the requirements of students. Mukoroli (2011: 1) recommends that vocabulary is not only related to the meaning of words but also involves how its use in

language is structured: manner people use and store words and manner they learn words and the relationship connecting categories of words and phrases. He also affirms that vocabulary teaching and learning is a regular and continuous challenge for teachers as well as students since historically there has been negligible attention on vocabulary teaching in the English language classroom. Incidentally, vocabulary does not just involve knowing the specific meaning of words but it requires analyzing how words are used in different and varying context. How they should be applied in sentences or in communication processes. An enhanced prominence on vocabulary

development is important and critical for the English language learner in the process of language learning. Meanings of words tend to alter as a result of time. This depends on how the majority of the society uses it. Consequently, constant reinforcement on the vocabulary competence should be examined for better understanding, comprehension and communication.

Annisa (2013: 11) highlights the essential, basic and decisive function that vocabulary plays for all students including English language learners. According to him, "Learning English vocabulary is one of the most crucial tasks for English learners", hence lack of knowledge of words specific to the domain may result to school failure. This explains that the earliest step in learning English language is to comprise the basic possession of word meanings and manner it should be employed in context. Alavi and Akbarian (2012: 375) posit that knowledge of vocabulary plays vital role in approximately all aspects of language education. Reading skill and vocabulary knowledge are two of the most vital elements in both performance and competence in a language. They depend on each other, hence both competence and vocabulary knowledge is a significant feature in reading comprehension. Reading is important means through which learners acquire new words. Reading and vocabulary are fundamental in language learning and using a language. It is of critical importance to the typical language learner.

Vocabulary building through reading is a rewarding but difficult activity that requires enhanced understanding and extra cautious guidance. Cromley and Azevedo (2007: 321) as well highlighted that vocabulary is a sign of learners' background knowledge. Where a learner understands a word, he or she almost certainly has a clear understanding of the related words. In a reading comprehension the background understanding, knowledge and vocabulary were the strongest analysts of comprehension and indirectly affected if a student would relate problem-solving strategies when there is break down of meaning.

Furthermore, Shakouri, Mahdavi, Mousavi, and Pourteghali (2014:521) believe that vocabulary understanding and background knowledge also ultimately affect reading comprehension. Fluency, which is a significant contributor to largely reading comprehension, is seriously affected by word comprehension and the degree of background knowledge a learner possesses. The teaching of vocabulary is progressively more known as being a fundamental element of reading comprehension. English vocabulary is the most significant problem encountered by language learners.

Objectives of the Study

This study determines the degree of vocabulary of Nigerian university undergraduates for the school year 2020-2021 applying context clue and visual association

strategies. Specifically, it affirmed that the students' stage of vocabulary skills previous to and subsequent to introduction to the different strategies of context clues and visual association tested significant difference on the extent of vocabulary skills of the respondents previous to and subsequent to introduction to the different strategies; development of instructional aid to improve vocabulary skills; and illustrated the effectiveness of instructional aid by Nigerian university English teachers.

RESEARCH METHODOLOGY

The study uses qualitative research design. Through a content analysis of questionnaire for pre-test and post-test as a data-gathering instrument. Descriptive qualitative method entails some form of comparison or contrast and tries to determine and ascertain relationship existing among non-manipulated variables. The results of qualitative methods are additional descriptive and the inferences gotten easily from data obtained. This method used already existing dependable documents and similar sources for data in the research.

Concept of Vocabulary

Vocabulary is an essential constituent of language. Without vocabulary communication would be impossible. The teaching of vocabulary is a significant element of language learning and teaching. Absence of words in expressing a wide variety of meanings makes communication in language unable to be efficient in any significant way. Vocabulary often seems to be the least organised in the language learning curriculum. Celce-Murcia, Brinton and Ann (2014) note that learning words are difficult task, so effort is needed in understanding, producing and manipulating the target words. Learning of words entails both intentional learning and incidental learning.

Vocabulary perhaps is referred to as the variety of words that students ought to know in order to read in progressively more demanding text with comprehension. It also means the "hard" words that students must encounter in content area textbooks and literature selections. According to Ibrahim, Sarudin and Mohamad (2016:117), the knowledge of vocabulary is closely related to reading comprehension. Essentially, reading comprehension is greatly dependent on vocabulary knowledge. They assert that, one understandable method to enhance learners' reading comprehension ability is to teach them words.

Flanigan, Templeton and Hayes (2012: 136); Beck, McKeown and Kucan (2013: 100) acknowledge that a good vocabulary adds to reading comprehension. In order that students comprehend a text, they require to identify most of the words they read and as soon as they decode words previously in their vocabulary, they

understand the meaning simply. Teachers can assist students to increase their vocabulary through engagement in frequent conversations on a diversity of topics. The use of jokes and playing games are other methods building vocabulary by students. Daily reading contributes to vocabulary growth. When reading, teachers should pause while a new word is come across, make available a definition and support students to utilize the context to attempt to comprehend the word's meaning. Teacher can in addition assist by carefully selecting interesting words to teach, utilising clear instruction.

Vocabulary Teaching

Vocabulary teaching supports students in developing both receptive and expressive vocabularies. This assists students to comprehend what is read and heard and helps in expressing clearly orally and in writing. Vocabulary teaching has not occupied a distinctive role in several reading classrooms. Shakouri, Mahdavi, Mousavi and Pourteghali (2014: 524) assert that vocabulary teaching is one of the major essential components of language classroom which assists learners to comprehend languages and convey meanings. Tompkins (2011: 211) affirms that there are detailed traits that determine the manner of accomplishment an individual can comprehend in a text. This involved previous knowledge concerning the subject, well-developed language, skill to make assumptions and the capacity to be self-correcting to solve understanding problems as they occur. He further posited that vocabulary is a primary provider to comprehension, fluency, realization and accomplishment. Shakouri, Mahdavi, Mousavi and Pourteghali note that fluent readers distinguish and identify the understanding of several words and read extra more than those not fluent. This means that students with great content area vocabularies comprehend texts better than those with restricted vocabularies. Fluent readers distinguish and comprehend numerous words. They read easier than those with fewer vocabularies.

Vocabulary teaching involved setting in motion and creating background knowledge to formulate relationships to text enhance and improve reading comprehension and fluency. Wanzek (2014: 141) notes that the essence of vocabulary teaching show relationships with enhanced learning outcomes. This means that students who have far-reaching vocabulary achieve better than those with incomplete vocabulary. The latter may experience the challenge of deprived performance in their academic subjects. He further stated that there is indication that replacing easier vocabulary words for difficult words and teaching the meaning of extra difficult words can enhance comprehension. The scholar stated that though relatively a lot is known about the relevance of vocabulary to achievement in reading, there is moderately small empirical research on the greatest techniques, or combinations of techniques, of

vocabulary teaching. Unsurprisingly, it is impossible to teach students vocabulary in several ways that will considerably widen and add value to their vocabulary. The instant results of vocabulary training are reasonable, and the transfer outcomes to reading comprehension are little.

Two different intention and goal of teaching vocabulary can be differentiated. The most understandable and noticeable is basically helping students learn the meaning of particular words. The other is assisting them become improved at finding out meaning of new words during independent reading. Both goals help to support the development of reading comprehension. The ways of teaching for these purposes are relatively different. Teaching particular words: even important words are often left unexplained in school texts. Tisga (2017: 8) notes that vocabulary teaching assist students in making causal links in an informational text. This technique was helpful and valuable for students.

The use of direct teaching should be provided in context so students can learn how to obtain meaning autonomously. The scholar noted that context activities are most excellent tool as a means of understanding the meaning of unknown and unfamiliar words by discovering sentences with difficult words and writing them down to find the meaning. Knowledge of vocabulary deals with the knowledge of word meanings. Iduma (2016: 142) states that a major reading challenge encountered by students which result to total reading breakdown is the effect of increasing alien vocabulary noticeable in texts.

Alien vocabularies reduce the reading rate and affect meaning created from a text. When a text is made up of lots of vocabularies that are unfamiliar, the readability extent is enhanced and much higher readability extent becomes a significant cause of students' reading backwardness. A student reading must have ability to differentiate meanings of most words he/she came across for comprehension to occur. This is based on the information gotten from the texts with highly technical and multisyllabic words that students usually discover to be a challenge in decoding. Maduabuchi (2005) confirms that vocabulary knowledge has a high degree effect on reading comprehension hence it is considered to be important and precise predictor of reading skill. Agwu (2011: 42) points out those thriving readers effortlessly read and achieve meaning from texts since they have a enormous previous vocabulary, additional experience utilising context clues, and greater foundation knowledge. Students' deficiency in vocabulary, reading breakdown becomes inevitable. Lestari (2015: 520) views vocabulary as the primary element of English and written communication skills such as listening, speaking, reading, and writing, which depends solely on the quality of vocabulary the student possesses. Coyne, McCoach, Loftus, Zipoli, Ruby, Crevecoeur and Kapp, (2010: 96) declare that additional requirements are important about how much vocabulary-related teaching students desire.

Vocabulary Teaching Techniques

Commenting on the techniques for Vocabulary Teaching, Oakhill, Berenhaus and Cain (2015: 245). note that words can be learned most excellently through the following techniques:

- i. thinking about parts of speech which the word symbolizes in a sentence bearing in mind the semantic and syntactical context clues which emanate from the words that surround that it;
- ii. identifying the meanings of distinctive word parts and adding the prefix, root, and suffix meanings jointly to presume an unknown terms' exceptional meaning;
- iii. identifying that words do not emerge regularly and actually is content-specific hence its meaning communicates with the immense subject matter being explained in the paragraph where this word occurs;
- iv. distinguishing that hence none of the learning clues applies to a particular word, it must comprise of an exceptional history, inferential meaning which can be learned through associative memory clue that they create themselves.

Context Clues and Parts of Speech

The initial skill that students require to learn is manner of utilising the function of word in a sentence, like noun or verb, adverb, adjective, conjunction and the syntax and semantic context clues from all additional words in the sentence in order to determine unidentified meaning of words. Essential clues to meaning of words are derived from its context. The context clues usually obtained from the form of definitions, understanding, paraphrases, explanations or illustrations.

For example, *He was a beggar, a nomad, who moved about with a staff and plate round the village.*

In the sentence above, the writer reaffirms the meaning of beggar. A writer sometimes gives an example that assists learners to comprehend and know the meaning of a strange word.

The majority of rodents like rats are parasites that depend on insects to feed.

From the sentence above, it can be inferred that rats are examples of rodents.

There are various methods in teaching vocabulary. The thriving method of teaching vocabulary aims at developing greater extents of vocabulary knowledge. This implies that learners should not only learn word definitions, but also how strange words share relationship to other words in meaning. Beck, Perfetti, and Mckneown (1982: 100); NRP, 2000 reports that in practice, vocabulary teaching should occur in a rich context preferably in long-lasting work on significant subject matters. Osasona and Onjewu (2010) state that the understanding of relationships among active words should be actively encouraged. Vocabulary learning is also improved when learners are given opportunities to

employment of new words during conversations and exchange of ideas with the teacher. The teacher can encourage learning by asking progressively more demanding questions relating latest words.

Tisga (2017: 8) notes that repetition of latest and novel vocabulary elements are also encouraging to learning. This explains that previous reading activities with vital words should be followed up by activities on later circumstances. For new learners, simple repetition of reading story books will make available to them with essential opportunities to review the meaning of new words. Some more current programmes help in teaching learners' word knowledge and deduction making skills that may facilitate the acquisition of new word knowledge through reading.

Commenting on common methods to assist learners' progress in learning vocabulary Wanzer (2014: 140) suggests the following:

a). instructing learners in a way to obtain meaning from context; exploration of the context for clues about the unknown word's category; defining characteristics by learners.

b). instructing learners on the manner of reading words from memory by sight. Sight words are words in a sentence like naming words (Noun), doing words (Verb), and painting words (Adjectives/Adverbs) and their repetitive nature becomes a clue to learning them. Being able to read words through memory by sight are helpful to readers hence it allows them to pay attention on creating meaning of the text while their eyes identify individual words quickly.

Sight word reading is not peculiar to irregularly spelt words, which is different from the beliefs of some, but includes all words that readers can read from memory. Where readers stop to decode words, their reading is reduced and their tendency of thought interrupted. Monroe & Staunton (2000) confirm that reading can become reduced and dampening without knowledge of high frequency sight words but in a situation where learners can read words promptly without much attempt, understanding will enhance thoroughly.

They further reaffirmed that lack of sight words in the commencement of readers can contribute to reduce in the extent of understanding and enthusiasm. Sight words help readers with discovery of purpose for reading. It affords learners the prospect in accessing such vocabulary in memory.

There are various methods utilized in the teaching of sight words which involve but not restricted to: worksheets, flash cards and writing words in sentences. These are:

Structural Meaning

Osasona and Onjewu (2010) assert that another way of getting meaning of words is through the structure

of the word. Structural meaning is utilising words in a text to derive the meaning of any word. Learner's understanding of the structure of word may be the merely alternative left obtain the meaning of the word. Learner's may want to understand and distinguish if such word is a noun, pronoun, verb, adverb, adjective, preposition, conjunction or interjection. For instance,

This is my hand (noun); *I am going to hand over the boy* (verb);

My teacher's book is fascinating (noun); *Let us book the air ticket for the teacher* (verb).

Nouns are regularly known as naming words; Verbs are occasionally referred as doing words since they tell what is happening or what people are doing and Adjectives, Adverbs are called descriptive words which make possible for the readers to illustrate and describe with pictures in their minds.

Word Building

Another method is teaching knowledge of words using morphology. Bowers & Kirby (2010) describe this as the development of knowledge through the smallest significant units of words such as prefixes, roots, suffixes, inflections, example mis/ read/ ing/s. These root morphemes often occur in numerous different words. For instance, *the root teach* is part of teaches, teacher, teachers, teaching and so on, and derivations and inflections apply to whole classes of words. In learning a morpheme in one word is prospectively valuable for the recognition, comprehending and realizing several new words in which the morpheme occurs.

In the empirical studies of Bowers, Kirby, and Deacon (2010: 146), they discovered that teaching morphology to learners has significant outcome on the development and enhancement of both reading and comprehension.

There is interrelationship between the, morphological, syntactic, semantic, phonological and pragmatic aspects of reading. The essential assertion is that the more one gets knowledge about a word through its phonemes, semantic meanings, syntactic uses, and morphological roots and affixes the more proficiently the word is interpreted, regained, and understood.

Review and sample key terms in morphology:

Base word: A word that can stand alone and to which affixes can be added

Affix – Any part that is added to a word; a prefix or a suffix
Prefix – A word part that is attached to the beginning of a word

Suffix – A word part that is attached to the end of a word

Base words

Base words are the major and most important meaning-bearing segment of a word. After learners have

learnt prefixes, they are equipped to learn base or root words. Osasona and Onjewu (2010) assert that learners taught how to make use of base and root words to learn additional words turn out to be better readers. For instance, when learners have been taught that bank is the base word in banking, banker, bankroll, and bankrolling and mis- to the base word direct to form misquote, a word that means "to quote wrongly". In the same way, add the base word direct to form quoted, quotation, quota, quoting. The students become aware that words with common base words will have meaning that relate to each other.

Base and Root words are morphemes that form the foundation of a word, and typically contain its meaning. Normally, base words are free morphemes that stand by themselves (for instance, cycle as in bicycle/cyclist, and form as in transform/formation. Whereas root words are often bound morphemes that cannot stand by themselves (for example, -ject as in subject/reject, and -volv as in evolve/revolve).

Prefix	Base Word	Suffix
Un	comfort	able
Ir	regular	ly
Dis	respect	fully
Dis	honest	ly

Prefixes:

A prefix is a word part that is added to the beginning of a base word. A prefix changes a root or base word to a new word with a new meaning. Learners that identify the meanings of ordinary prefixes can frequently create the meanings of unknown words that contain prefixes. When learners learn the meaning of ordinary prefixes, and root or base words, they master the very useful vocabulary-building strategy of learning how longer words in our language are created and developed. Osasona and Onjewu (2010) note that when you teach the four most frequent English prefixes (un, re, in, dis), learners will derive a strategy to bring out the meaning of words that contain prefixes in relation to two-thirds of all English.

Prefixes are usually the first vocabulary-building strategy that learners are exposed in the second classification of words. They are taught before suffixes and root words since they are easier to learn. They have clear, consistent meaning. For instance: *re-* means again; *dis-* and *un-* mean not; the word *illegible*: the prefix *il-* means "not". The base word *legible* means "able to be read". As a result, *illegible* means "not able to be read". Prefixes are generally spelled precisely very similar every time they are used in building long words. They always appear at the beginning of every word in which they occur.

Examples of prefixes

uni (one, single), up (to the top, higher/better), sym/ (same time/together), syn (same time/together), un (not,

opposite of), dis (not, opposite of), im (in or into), trans (across), re (again), en (put into, cover with), in (in or into), super (above), in (not), em (cause to), mis (wrongly), semi (half), im (not), non (not), sub (under), inter (between, among), ir (not), under (too little), pre (before), mid (middle), il (not), over (too much), inter (between), mono (one), a, an- (without), anti (opposite of), bi (two), mono (one), ante (before), auto (self), super (more, better), post (after), ex (out of), de (down, off, away from), dis (not, apart, away), tri(three)

Suffixes:

A suffix is a word part that is added to the end of a base word. Like a prefix, a suffix changes a base word to a new word with a new meaning. For example, the suffix –ous means “full of” or “having” when –ous is added to the base word danger, the new word dangerous means “full of danger”. When –ous is added to courage, the new word courageous means “having courage”. Text structure usually names something specific about the content of the topic being read. In learning these words a reader must think about what the word could do to hook up to the subject being talked about in the paragraph in which they occur.

Examples of suffixes

ac (pertaining to), acity/ocity (quality of), ant (a person who), ary (of or relating to) s (plural),
ion (act or process), al (having characteristics of), en (made of), ed (past tense), tion (act or process), ial (having characteristics of), ic (having characteristics of), ing (present tense), ible (can be done), ness (state of), ive (adjective form of noun), ly (characteristic of), able (can be done), ous (having qualities of), eous (having qualities of), er (person), y (characterised by), ious (having qualities of), ative (adjective form of noun), or (person), ful (full of), ment (action or process), itive (adjective form of noun), cy (state/condition of), est (most), ward (in the direction, of), ine (relating to), ian (relating to), ing (materials or action/process), ist (a person/one who performs an action), ant (a person who),

Current Trend in Teaching and Learning of Vocabulary in Nigeria

Development of vocabulary is an indispensable element in language learning for every learner of language. Genç (2004: 118) notes that special attention must be paid to the learning of vocabulary since the written forms of language make use of large amount vocabulary than that of the spoken form. In observing the development in teaching and learning of vocabulary in language society, it is vital hence the difficulty in reading has currently become a global issue, especially where

those that teach language lack the needed skills and teaching materials.

In Nigeria English teachers use little strategies are adopted in vocabulary teaching. The majority learners go to school with poor knowledge of English. This needs additional effort and a selection of different strategies for teaching. Obiezu (2012) observes that various existing methods of teaching and learning vocabulary in Nigeria consist of: intentional learning, specific word teaching, direct or explicit teaching, pre-teaching of vocabulary among others.

The scholar noted that intentional learning involves a situation where the teacher provides the opportunities through identification of the words for the learners to master. On the part of specific word teaching, the vocabulary teaching permits learners to progress in detail and carefully through knowledge of specific words considered to be vital about information the teacher proposed to convey and the learners are expected to process such information from their memory as they read. In facilitation of the direct teaching approach to vocabulary teaching, this involves the vigorous practicing of the words under study.

The vigorous practicing put learners in positions where they progress to study more than one word in order to interpret the underlining relationships among words under study. Another strategy previously stated is the pre-teaching of vocabulary which sometimes permit the teacher to present list of words as well as their definitions for learners to make use of when actual reading starts. In this method, the learners' attention is drawn to the priorities lay down by the teacher to develop background information to facilitate and permit the learners read a text with better understanding and comprehension.

Strategies Used in Teaching Vocabulary in Nigerian Schools

Some of strategies that are most valuable in improving the teaching of English vocabulary and reading in Nigeria. Teachers utilize these strategies in teaching vocabulary in Nigerian schools where English is a medium of instruction. These include application of oral language, teaching of the alphabet, word formation and word meaning.

Oral Language used by Teachers

Oral language involves the system of using spoken words to communicate and convey knowledge; and vocabulary on the other hand is a major element of oral language. English is the medium of teaching in Nigerian schools. This bestows the language great prominence in START conveying content knowledge. Tsigas, Zyilkowski, Barnes, (2020) testify that the teachers' language of instruction and the communicative language employed in teaching provide an opportunity for learners to improve their vocabulary, since interactive classrooms are favourable to vocabulary development. An interactive classroom

provides the learners with the opportunity of learning, engaging, retaining enough knowledge and strengthening their problem-solving and critical thinking skills.

Diverse strategies sustain oral language teaching. These involve classroom interactive activities. Teachers apply them to enhance the spoken language and improve the vocabulary of learners. Examples of these activities include; creating a language village; soliciting the learners' views and judgments on issues in oral response with sustaining evidence; encourage students to tell stories about familiar events, such as games, festivals; and offering alternative words to boost their vocabulary and commending them for their contributions.

Teaching Word Formation

Word formation is essential to vocabulary teaching, particularly if learners require developing vocabulary. Teaching should aim at root words. Osasona and Onjewu 2010 emphasize that besides key words, other targeted words may also be through direct teaching. These are words that learners are probably to encounter often in text. Words like critical, crucial, respectable, unwarranted, predictably, moderating.

Words in language have diverse aspects of purpose and pole. Attaching new vocabulary to learners collections would seem to be reasonably fruitful and useful, because learning the words permit learners to explain with superior clarity to people and circumstances with which they previously have a level of familiarity.

THEORETICAL FRAMEWORK

This study is based on Construction-Integration Model which was propounded by Kintsch (1998). The model according to Kintsch (1998) is employed to represent the discourse comprehension procedure. It is a cross-model that combines symbolic elements having connectionist methods that highlight bottom-up, data-driven comprehension procedures greater than more rigid top-down search methods.

The Construction-Integration (CI) Model is described as an associative model of discourse comprehension where the comprehension procedure is aimed at enormously automation, entitling little mindful control. The model has two phase procedures. The first phase of the model is The Construction phase. This first phase involves a crude mental representation of a text that is related to an associative network. It is constructed in cooperation with linguistic input and the comprehender's own understanding that is based on a simple, bottom-up, data driven manner. At this stage, the mental representation is not processed hence a second processing phase becomes essential during which the associative network is properly arranged to provide a consistent whole. The second phase is referred to as the

Integration phase. Jointly, both phases create an ultimate mental representation of the discourse which is understood. Kintsch offers one of the most comprehensive and clearly referenced theories of reading comprehension. A good number of current educational researchers who are interested and concerned in reading comprehension presently use this model as a starting point for their work.

Knowledge and experience in Kintsch's (1998) theory of comprehension play a role in creating and producing mental representations of texts. Also, this model of reading comprehension deals with the effect of memory for the text content. This stage of knowledge and understanding is enough and satisfactory for various kinds of reproductive tasks, like provision of summary of the text or itemising the main ideas, ability to recognize and classify particular information, or description of key concepts. However, the full knowledge and understanding of the effects of the text needs clearer and often more understandable processing with the intention of attaching the new content with what one previously knows about the subject matter. This theory explains the complete reading procedure, from identifying words in anticipation of creating a representation of the meaning of the text. The importance of the theory is on knowledge and understanding the meaning of a text.

The process of creating a situation model is referred as the "comprehension process". Text comprehension can be utilized for studying the way people understand text in a second language situation with the assistance of multimodal instructional materials. For example, in the cognitive aspect, a learner selects appropriate and significant information from what is available and create mental representations of the text. This process is restrained] by individual differentiations, like previous knowledge, skills, abilities, inclinations, techniques and efficient features.

A significant value of the Constructive Integration (C-I) theory was its expression and illustration that text comprehension could be clarified by an interactive combination of knowledge-driven and word-based processes. Kintsch recommends an alternative with the bottom- up, highly flexible, and context-sensitive model he called the CI model. The CI model observes the comprehension procedure as possessing two phases: a construction phase, where an uneven but somewhat incorrect model of the meaning is assembled closely from the text base and from the reader's background knowledge and goals; in the second phase, an integration process entails the constraint satisfaction that neutralizes and disengages any limited constructions that do not accommodate the global, logical context of the text being read.

Understanding and having knowledge of the meaning of the text causes difficulties. Every phrase, word or sentence the readers encounter from the text, stimulates unlike and special joints and links in the long term memory. The joints involve propositions,

conjunctions, words and their meanings. The contents of the short memory make active and stimulate this complex network of joints and links. Kintsch (1998) identifies four potential sources of activation for every sequence of input during construction. These are: the current input (sentence proposition that is being processed from the text), the previous sentence or proposition, related knowledge and potentially reinstatements from the prior text.

In other words, during the construction phase, every level of representations including text-based knowledge, background information and situation model (through inferences) are made active concurrently. In this process, the linguistic cues in the text direct the reader in the formation of a situation model. In the construction phase, propositions and concepts from the long term memory network are included to the text representation under construction (words, sentences). The text-based and knowledge-based construction results to a set of N+M elements which is obtained. Kintsch (1998) maintains that N elements from the text, involving the words, phrases, units, conjunctions, propositions or model elements, plus knowledge propositions which have been selected from the long term memory by associative activation process, lead to the comprehension process. Kintsch, Welsch, Schmalhofer, & Zimmy (1990) declare that during the integration phase, the constructed networks of semantic, syntactic, propositional and situational information are connected together as a result of the level of their

association. Words are connected to phrases they are constituent of phrase to sentences. In order to institute link between the propositions they are joined through argument partly cover. The knowledge propositions that were made active associatively are connected to text components through which they were chosen in the first place.

METHOD

A pretest, posttest quasi-experimental design involving 2x2 factorial design was adopted in this study using intact classes. The intact classes for the study were randomly assigned to experimental and control groups. The experimental group was taught using vocabulary skills while the control group was taught using context clues. At the onset of the experiment, pretest was administered to both groups, after which the experiment was carried out and posttest was administered at the end. The study was carried out in Alvan Ikoku Federal College of Education, Owerri, Imo State. The sample population of the study was 180 Nigerian university undergraduates. The choice of the school is based on the nature of the required English language skills for their academic activities.

Simple random sampling was used to assign the respondents into experimental and control groups.

Table 1: Mean of context clues in learning English Scores of students taught vocabulary

Pretest Groups	N	Posttest				Mean Gain
		Mean	SD	Mean	SD	
Experimental Group	87	56.40	7.74	66.60	8.57	10.20
Control Group	93	53.31	8.62	54.54	8.29	1.23

RESULTS PRESENTATION

Results in Table 1 above show the mean and standard deviation of context clues in learning English vocabulary of students in the two groups. The mean scores indicated that the students in experimental group had the higher posttest mean score than those in control group. This shows that the students in experimental group achieved better than those in the control group.

CONCLUSION

Educational accomplishment of learners is resolved by the ability of learners to read. This ability is resolved by the extent learners create sense out of what they read. Vocabulary teaching assists learners to understand languages and communicate meaningfully. It

also supports the activation of background knowledge to create relationships to text, enhance reading comprehension and fluency while reading. Vocabulary is an essential element of language and vocabulary teaching is a vital element of language teaching and learning. Absence of word to communicate a wide selection and range of meanings during communication in a second language cannot occur in any significant way. Comprehension directs learners in creation of awareness of reading have taken place as they try to remember what have been read. Reading assists the learners to gather information in their aspects of study as well as general knowledge. It is therefore essential that vocabulary teaching should be included in teaching reading comprehension to learners for better understanding of text read.

RECOMMENDATIONS

As a result of the findings, the following recommendations were made. In order to enhance learners' accomplishment in reading comprehension, it is recommended that English language teachers should use vocabulary teaching strategy in teaching reading comprehension. This would enable the learners to widen the skill in using suitable vocabulary teaching to conquer their reading comprehension difficulties. Attempt should be made by teachers in focusing interest on great number of sight words in improving learners' reading comprehension to evade the technique of requesting the learners to read and answer the questions that follow comprehension passages but instill in the learners vocabulary teaching strategies that would permit them to read a text with comprehension since vocabulary teaching makes available to them several opportunities to influence and learn new words. Students should understand importance of vocabulary strategy like context clues.

Context clue is a vital element of vocabulary teaching which assists learners to decode unfamiliar words from the passage read. Learners should make sure that the synonyms of the unidentified words are identified while reading to make clear the meaning of words within the sentence.

Vocabulary teaching strategy, especially word building, should be stressed and integrated into English language teachers' education curriculum in the universal basic education level. This should be carried out to put together the teaching strategy that is popular to learners.

Education stakeholders in English language should value the significance of text structure in school curriculum and replicate this in their policies. They should organise seminars, workshop and conferences where English language teachers would have the opportunity to learn how to employ of vocabulary teaching strategy to teach reading comprehension.

School principals should allocate enough time in the school time-table for efficient teaching of vocabulary to assist learners' in mastering of the three levels of comprehension.

Textbook writers should regard the features of the text such as vocabulary, diction, and choice that are suitable to the culture and environment of the readers. They should also consider the text quality, content of a text, and its readability to make meaning.

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