



The Efficiency of Secondary School Teachers in Contextualizing English Vocabulary and Structures

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Abstract

This study is an attempt to measure the efficiency of secondary school teachers (SSTs) in teaching vocabulary items and structures in context. Contextualization concerns mainly with vocabulary and structures, i.e., how to teach vocabulary in context to clarify the meaning by using context clues to make the students able to use a certain word in many different situations. Also, teaching structures in context is very beneficial and active way to clarify the actual use of a certain structure by putting it in a meaningful situation to establish a base for the learners to use tenses correctly.

This study aims at:

- 1- Identifying the various techniques needed to contextualize English vocabulary items.
- 2- Identifying the various techniques needed to contextualize English grammatical structures.
- 3- Finding out the efficiency of SSTs in contextualizing vocabulary items.
- 4- Finding out the efficiency of SSTs in contextualizing structures.
- 5- Finding out whether there are any significant differences in SSTs' performance between the two areas of contextualization, i.e. vocabulary items and structures.
- 6- Finding out whether there are any significant differences between the performance of male teachers and that of female teachers in contextualizing vocabulary items.
- 7- Finding out whether there are any significant differences between the performance of male teachers and that of female teachers in contextualizing structures.
- 8- Finding out whether there are any significant differences in SSTs' efficiency in contextualizing vocabulary items, in terms of their teaching experience.



- 9- Finding out whether there are any significant differences in SSTs' efficiency in contextualizing structures, in terms of their teaching experience.

These aims are supposed to be achieved through testing the following hypotheses:

- 1- SSTs are within the average level in their efficiency in contextualizing vocabulary items.
- 2- SSTs are within the average level in their efficiency in contextualizing structures.
- 3- There are no significant differences between SSTs' efficiency in contextualizing vocabulary items, on one hand and their efficiency in contextualizing structures, on the other hand.
- 4- There are no significant differences between the efficiency of male teachers and that of female teachers in contextualizing vocabulary.
- 5- There are no significant differences between the efficiency of male teachers and that of female teachers in contextualizing structures.
- 6- There are no significant differences between the efficiency of SSTs in contextualizing vocabulary items, in terms of their teaching experience, i.e. between teachers who have (5-10, 11-15) years and those who have (16-20, 21-25) years in teaching EFL.
- 7- There are no significant differences between the efficiency of SSTs in contextualizing structures, in terms of their teaching experience, i.e. between teachers who have (5-10, 11-15) years and those who have (16-20, 21-25) years in teaching EFL.

Results show that SSTs face real difficulties in contextualizing vocabulary items and structures. Results also show that SSTs are more efficient in contextualizing vocabulary items than in contextualizing structures. Based on the results, all the hypotheses have been rejected except the fourth and fifth ones.

Introduction

Teaching is a complex, multidimensional activity. The teacher who has more extensive knowledge and deeper awareness about different components and dimensions of teaching is better prepared to make appropriate teaching. Lessons normally involve two kinds of participants, i.e., a teacher and a student who proceed through a series of teaching and learning activities, in order to reach a conclusion (Richards and Lockhart, 1996:113). Teachers of English as a foreign language (EFL, for short) have to know their English syllabus thoroughly. They have to possess an adequate knowledge about what the textbook contains, such as its structures, vocabularies, oral work forms and everything that enables them to know the syllabus perfectly (Mowla, 2008: 237).

Currently adopted English syllabuses, such as *"Iraq Opportunities" and **"English for Iraq" at Iraqi primary and secondary schools encourage learners to induce and discover the meaning of vocabulary items and grammatical rules. Moreover, they are full of communicative activities which are firmly concerned with contextualization. They emphasize on providing them with plenty of opportunities to experiment and try out what they know (Nunan, 1998:102).

The content of the currently adopted English syllabuses are primarily of communicative rather than of a linguistic character. They consist not of a selection of linguistic structures and lexical items but of communicative or notional categories of one kind or another (Allen and Corder, 1978: 90).

Success in learning a foreign language depends on a variety of factors such as; the duration and intensity of language course, the appropriateness of the teaching methodology, the quality of the textbook, the size and composition of the learner group, the characteristics of the language learner,



the amount of natural and contextual language practice opportunities, and the abilities of the teacher to contextualize the language items.

Language Teaching and Communicative Competence

Communicative competence involves knowing how to use the grammar and vocabulary of the language to achieve communicative goals, and knowing how to do this in a socially appropriate way (Harmer, 2006:18). Celce-Murcia et al., (1995:5-35) propose a communicative competence model of pedagogically motivated. This model seems to be very practical for teaching and learning purposes since it provides details that help teachers see what to cover if one wants to develop learners' communicative competence. School curriculum contains a model of communicative competence. It concerns with the selections sequencing, and arrangement of words, structures, sentences and utterances to achieve a unified spoken or written text.

Motivation

Motivation is considered "a state of cognitive arousal" instigating "decisions to act" as physical and/or intellectual effort. The strength of motivation, as they explicate, relies on how much value the individual places on the outcome that learners wish to achieve (Williams and Burden, 1997: 120).

Harmer (2001: 51-52) adds that motivation can be influenced and affected by some factors:

- 1- The society we live in: it is the environment outside the classroom. It is



important to learn English in the society we live in and this may affect the degree of motivation to study English or not.

- 2- Significant others: there are many people may take the students along with them if they are eager learners. Those people are parents, older siblings, and students' peers.
- 3- The teacher: the teacher plays a vital role in students' motivation. This is reflected by the students' natural curiosity concerning who their new teacher is.
- 4- The method: for both the teacher and the students, the method is very important to have full confidence in the process of teaching/learning. The success is embedded by that comfort with the method being used.

Authentic Materials and Realia

Authentic materials refer to texts, photographs, video selections, and other teaching resources that are not constructed or prepared for the pedagogical purposes. It has been argued that authentic materials are better than created materials because they contain authentic language and reflect real-world uses of language. They supply the students with authentic cultural information about the target culture. These materials also give a good exposure to real language and they relate to learners' needs and provide a link between the classroom and students' needs in the real world. Using authentic materials as a source for teaching activities makes teachers develop their full potential as teachers, developing activities and tasks that are suitable for their teaching styles and the learning styles of the students (Richards, 2001: 252- 53).

Actual objects and items which are brought into the classroom as examples or as aids to be talked or written about are also considered realia.



Realia in EFL refers to any real objects we use in the classroom to simulate the real-life outside the classroom. It may be any objects or any origin used to illustrate vocabulary and structure (Gower et al., 1995:212). L2. Realia in foreign language teaching has broader meaning. Although realia is any origin objects brought into the classroom as teaching aids, but some items represent it can be included as realia.

Paralinguistic Features

Paralinguistic features mean the use of non-verbal phenomena such as facial expressions, gestures, head or eye movements and non-verbal sound, to clear the meaning that people are saying (Richards and Schmidt, 2010: 419).

In conversational communication, both speakers and listeners use gestures to internalize meaning. Language learners produce more gestures when they speak their second language than when they speak their first language. Gestures and speech exist at the same time, when the speaker hesitate or cannot convey the meaning or a complex idea, he uses gestures until speech continues (Littlemore, 2009: 134). Gestures studies have recently become an area of great interest for cognitive linguistics because they can provide insights into cognitive structures and conceptualizations (Wilcox and Morford, 2007: 174).

The Usefulness of Context

Context is the actual language use of the circumstances which are taken as relevant to meaning (Widdowson, 1996:126). The context consists of two parts: the linguistic environment and experimental environment.

The first one embodied by the words, utterances and sentences that exist before or after a text, while the latter refers to the real world context in which the text occurs.

Four levels of helplessness can be considered, they are as follows:

- 1- Directive contexts: they provide explicit and detailed information about the word.
- 2- Generally directive contexts: they provide general information about the word.
- 3- Nondirective contexts: they give less information about the meaning of a word.
- 4- Misdirected contexts: they lead to misunderstanding (Stahl, 1999: 27-28).

Learning Words from Context

Some of words are known to us; others are very familiar or somewhat familiar. If we encounter a word, we skip it when we do not know it, especially if the word is not needed to have the meaning that can be easily understood. As we encounter a word repeatedly, more and more information accumulates about it, even we have unclear idea of its meaning (Stahl, 1999:14).

Contextualization is one of the most important components in the verbal generation of meaning (Verschueren, 1999:111). There are four levels of word knowledge, they are:

- 1- I never saw it before.
- 2- I have heard of it, but I do not know what it means.
- 3- I recognize it in context- it has something to do with ...
- 4- I know it.



Guessing Meaning from Context

A guessing strategy is based on certain clues. The first step is the learner who looks closely at the unknown word, next is to look at its immediate context. Then, the learner has to take a wider view of how the clause containing the word relates to other clauses, sentences, or paragraphs. The main step includes deciding the part of speech of the unknown word, then examining the context of the clause or sentence containing the word. For instance, if the unknown word is a noun, what adjectives describe it? What verb is it near? The next step is to notice the relationship between a clause or a sentence and other sentences or paragraphs. Another helpful clue is punctuation. Semicolons often signal a list or an inclusion relationship, and dashes may signal restatement or clarification. Deictic words such as 'this', 'that' and 'such' also provide useful information for guessing. (Decarrico, 2001: 290-91).

Techniques of Teaching Vocabulary in Context.

There are several techniques in teaching vocabulary in context that the teacher can employ to make the lesson interesting and lively, and this will lead to a reasonable guess, these techniques are:

- 1- Ask vocabulary questions about the target word to make the students able to guess the meaning. The teacher can ask the class many questions like: "have you understood the meaning of this word?", "Who knows a word that gives the same meaning or opposite meaning?", "Can you find another word in the passage which means....?". The teacher also can supply the students with the meaning of the word or phrase and ask them to find the target word.
- 2- List semantically related words and discuss them together.

- 3- Analyze the internal structure of a word or collocation and ask the students to interpret its meaning, e.g. The word "breakfast" consists of two words, "break" and "fast".
- 4- Give related forms to unknown items, e.g. visit, visitor, visiting, etc.
- 5- Ask the students to find out words or phrases that show cause and effect, bad habits, etc, like as a result, because of, therefore.

General Principles of Teaching Vocabulary in Context

Carol (1997:109) suggests the following principles in teaching vocabulary in context.

- 1- Learning vocabulary in context is a strategy.
- 2- The teacher demonstrates techniques by discussing the process to figure out meaning from context. The teacher can lead students through deriving a word from context using prompts like:
 - What parts of speech is this word?
 - How do you know that?
 - What words around it that tells you something about the word?
 - What words would go together with this word?
- 3- Training procedures are direct instruction.
- 4- Directly explain the purpose of this skill.
- 5- Use a modeling technique (i.e. tape recorder).
- 6- Gradually shift responsibilities from the teacher to students.
- 7- Give practice in deriving word meaning from context.
- 8- Give specific feedback.
- 9- Instruction serves to motivate students to learn words.



Context Clues

Context clues or contextualization clues are information surrounding a word in a text that can be used to understand the meaning of a word and they may be lexical or grammatical (Richards and Schmidt, 2010: 127). Context clues are signs that help the reader figure out the meaning of a difficult or unfamiliar word. They might be words, phrases, or even pictures that surround a word which help explain the meanings of words.

Classroom Techniques for Contextualization

Foreign language teachers sometimes encounter pragmatically unmotivated model dialogues in textbooks. However, it is possible to make dialogues motivated by providing an appropriate context to make the activities or dialogues completely communicative. There are several techniques for contextualization, they are as follows:

- 1- Use abstract arts like showing Picasso's abstract picture and ask such a question as "Is this a woman?".
- 2- Use disguise by showing a picture of an actor on a female make up and of real woman, and have students guess their gender.
- 3- Reduce available perceptual information. When applying this technique, teachers have to show students a small portion of an object / person, e.g. "The chin portion of a picture of a well- known actor" and gradually expose the rest, until one of the students comes across a current answer who/what it is.
- 4- Introduce a change of state. A clear example of this technique is when the two sentences "This is an egg" and "That is a bird" are contextualized when a conjurer transforms an egg into a bird.

- 5- The advantage of cultural knowledge gaps. In the absence of a speaker's solid knowledge about local American culture, asking such a question like "Is he an Amish?" makes sense with reference to a picture of a person in a folk costume. This type of activities can also lead to a fruitful cultural discussion (Danesi, 2003:57-64).

Grammar in Context

Grammar is rarely presented in context in textbooks. Learners are given isolated sentences and exercises done through repetition, manipulation, and grammatical transformation. These exercises provide learners with declarative and formal mastery but they do not explore grammatical structures in context. They make the learners unable to use the language for communication and the learners lack the opportunity of seeing the syntactic relationship between form, meaning and use (Nunan, 1998: 102).

Learners learn basic grammar rules, structures and vocabularies, as teachers traditionally believe and expect the students to learn the language. But nowadays, the focus tends to be studied in context in order to be more influential and effective. This fact is confirmed by communicative language teaching CLT, that is to say, the focus is on communicative proficiency rather than mere mastery of structures (Al-Totonjie, 2013: 26).

The Role of Context in the Presentation of English Structures

Harmer (1991: 57) states that "Students need to get an idea of how the new language is used by native speakers and the best way of doing this is to present language in context". From the previous statement we can conclude



that the teachers' main concern of teaching grammar in context is meaning and usage, in other words, what the language means and how it is used. The teacher also has to show the students what the grammatical form of the new language is and how it is said and written. As a result, the context will be interesting and work as a motivator of the students to help them relate the text to their own lives and previous experiences.

PROCEDURES

Population and Sampling

Population is defined as "a group of individuals who have the same characteristics" (Creswell, 2012: 142). It also refers to "a set of items or individuals who are sharing some common and observable characteristics and from which a sample can be selected." Whereas the sample means that "any group of individuals that is chosen to stand for a population" (Richards and Schmidt, 2010: 443).

The total number of the SSTs of English in the intermediate, preparatory, and secondary schools of the city of Samarra/Salaholdeen Governorate is *119, i.e. forty-two male teachers and seventy-seven female teachers, as shown in table (1).

The sample of this study includes sixty- two male and female SSTs who are teaching fourth, fifth, sixth classes, and represent 52% of its original population, they are divided into four groups according to their years of service: (5-10) and they are thirteen SSTs, (11-15) and they are ten SSTs, (16-20) and they are eighteen SSTs (21-25) and they are twenty-One, as shown in table (2).

* The information about the number and names of schools of SST's has been taken from the Local Directorate of Education in the City of Samarra.

Table (1)

The Total Number of Schools, Male and Female SSTs in the City of Samarra

Geographical Area	No. of Schools	No. of Teachers		Total of Teacher
		Males	Females	
Al-Qatool	٢	١	٤	٥
Al-Sekak	٢	٣	٣	٦
Al-Dhubat	١	١	٢	٣
Al-Juberia 1	٢	-----	٥	٥
Al-Juberia 2	٢	٥	١	٦
Al-Mu'alimeen	٢	٣	٤	٧
Al-Shuhadaa	٢	١	٥	٦
Al-Muthana	٢	-----	٦	٦
Al-Ifraz	٢	٣	٢	٥
Al-Shurta	١	٢	٣	٥
Al-Qadisiya	٤	٢	٩	١١
Al-Hadi	٣	٤	٤	٨
Al-Ma'mal	٢	١	٦	٧
Al-Khadraa	١	٤	١	٥
Al-Huwaysh	٣	٢	٧	٩
Al-Jelam	٢	٢	٥	٧
Al-Jazeera	٣	١	٤	٥
Al-Qal'aa	٣	٥	٤	٩
Em'eejel	٢	٢	٢	٤
Total 41		Total 42	Total ٧٧	١١٩



Table (2)

The Selected Sample of Male and Female SST's

Name of School	Area	No. of SST's		Years of Service				Total
		Males	Females	5-10	11-15	16-20	21-25	
Al-Khateeb	Al-Qatool	3	-----	-----	-----	١	٢	٣
Samarra Sec/ Boys	Al-Sekak	٣	-----	١	١	-----	١	٣
Islamic Studies Prep/Boys	Al-Mu'alimeen	2	-----	-----	-----	-----	٢	٢
Omar Al- Mukhtar Sec/ Boys	Al-Dhubat	٣	١	-----	١	١	٢	٤
Al-Zahrawy Sec/ Boys	Al-Hadi	-----	٢	-----	١	-----	١	٢
Al-Zubair Sec/ Boys	Al-Qadisiya	١	٤	٢	١	١	١	٥
Samarra Sec/Girls	Al-Hadi	-----	٦	٢	١	٣	-----	٦
Ghaza Sec/ Girls	Al-Ifraz	-----	٣	١	-----	-----	٢	٣
Amoriya Prep. /Girls	Al-Mu'alimeen	-----	٥	-----	٢	١	٢	٥
Asmaa Sec./Girls	Al-Shurta	-----	٥	-----	١	٣	١	٥
Islamic Studies Prep/Girls	Al-Ma'mal	-----	١	-----	-----	١	-----	١
Tarables Sec./ Boys	Al-Juberia 2	٢	٢	٢	-----	١	١	٤
Al-Mustansir Sec./Girls	Al-Qadisiya	-----	٢	-----	-----	١	١	٢
Sur MunRa'aa Sec./ Boys	Al-Sekak	٢	-----	١	-----	-----	١	٢
Janat Al-Iraq Sec./ Girls	Al-Shuhadaa	-----	٦	١	١	٢	٢	٦
Dubai Sec./ Boys	Al-Khadraa	-----	٥	-----	١	٢	٢	٥
Ali Al-Hadi Sec./ Girls	Al-Juberia 1	-----	٤	٣	-----	١	-----	٤
Total		١٦	٤٦	١٣	١٠	١٨	٢١	٦٢

Construction of the Checklist

The instrument used in the current study is a checklist. It is an observational tool constructed as a type of survey questions or items used to assess specific techniques or activities inside the classroom (Riazi, 1999:31).

Validity of the Checklist

Validity is considered one of the most significant features of any measurement. The instrument is considered valid if it can measure accurately what it is supposed to measure (Ebel, 1972: 555).

After insuring the content validity of the checklist, it is important to achieve its face validity, so that the initial form of the checklist has been exposed to a *jury of specialists so as to judge its validity. As a result, the checklist items have been restated again by modifying four items and deleting three others. Thus, the final number of the items has become thirty-two instead of Thirty-Five, as shown in Appendix (B). Percentage formula is used to find out the suitability or unsuitability of the checklist items, as shown in table (3).

* The jury of specialists:

- 1- Prof. BasimYahya (Ph. D.) College of Arts/ University of Mosul.
- 2- Prof. Hussein Ali Ahmed (Ph. D.) College of Arts/ University of Mosul.
- 3- Asst. Prof. Esbah Shakir Abdulla (Ph. D.) College of Education/ University of Samarra.
- 4- Asst. Prof. Amra Ibrahim Sultan (Ph. D.) College of Education for Human Sciences/ University of Tikrit.
- 5- Asst. Prof. Muhammad Badea Ahmed (Ph. D.) College of Education for Human Sciences / University of Tikrit.
- 6- Asst. Prof. Shu'aib Sa'eed Abdul-Falah (Ph. D.) College of Education/University of Mosul.



- 7- Asst. Prof. Nagham Qadoory Yahya (Ph. D.) College of Education for Human Sciences / University of Tikrit.
- 8- Asst. Prof. Madeeha Saifaldeen (Ph. D.) College of Education for Women/ University of Tikrit.
- 9- Asst. Prof. Istabraq Tariq Jawad (M.A.) College of Education for Human Sciences/ University of Tikrit.
- 10- Asst. Prof. Ahmed Muhammad Salih (Ph.D.) College of Education for Human Sciences/University of Tikrit.
- 11- Asst. Prof. Ahmed Hassani Yassin (M.A.) College of Arts/ University of Tikrit.
- 12- Inst. Dunia Taher (Ph.D.) College of Education for Human Sciences/ University of Tikrit.

Table (3)

The Percentage of Jurors Agreement on the Checklist Items

No.	Items	Percentage of Agreement
١	Show more than tell- examples are better than definitions	100%
٢	Give students specific feedback.	100%
٣	Elicit the meaning of words from the students	100%
٤	Demonstrate meaning of words in more than one way	100%
٥	Use mime, gestures like waving or motioning, and facial expressions	100%
٦	Use texts on books	36%
٧	Use drawing/sticks and figures	100%
٨	Use pictures and photographs	100%
٩	Use objects (realia) and things available in the classroom	100%
١٠	Use mimic sounds (sound recording)	100%
١١	Use short and comprehensible texts to encourage students guess the meaning of new words	100%



١٢	Use translation when necessary	100%
١٣	Use texts on audio-tape in teaching vocabulary items	100%
١٤	Use texts on video-tape in teaching vocabulary items	100%
١٥	Utilize interesting contexts for teaching vocabulary items	100%
١٦	Utilize dramatic situations (funny/sad) for teaching vocabulary items	100%
١٧	Use simple English and known vocabulary to help students guess the meaning of new vocabularies	100%
١٨	Use songs and rhymes in teaching vocabulary items	100%
١٩	Use context clues to illustrate the meaning of the vocabularies like: synonyms or antonyms	100%
٢٠	Involve the teacher himself as well as the students in the classroom activities in teaching vocabularies	100%
٢١	Defining complex words by other simple words	100%
٢٢	Is the scope of Using contexts in the process of teaching a particular vocabulary limited?	27%
٢٣	Use brainstorming at the beginning of the lesson or a new topic	100%
٢٤	Change the activity when the students still do not understand	100%
٢٥	Use proper contexts which are related to a given structure or a grammatical rule	100%
٢٦	The contexts are authentic and taken from newspapers, magazines or other authentic materials (print or auditory) for teaching structures	100%
٢٧	Use texts on audio-tape in teaching structures	100%
٢٨	Use texts on video-tape in teaching structures	100%
٢٩	Utilize interesting contexts for teaching structures	100%
٣٠	Utilize dramatic situations (imagined situations) for teaching structures	100%
٣١	Use songs and rhymes in teaching structures	100%
٣٢	Use simulated and real contexts to create a real situation (e.g. going to the market)	100%
٣٣	Use diagrams, graphs and timelines in teaching structures	100%
٣٤	The involvement of the teacher as well as the students in the classroom activities in teaching structures	100%
٣٥	Is the scope of Using contexts in the process of teaching a particular structure limited?	27%



Reliability of the Checklist

One of the essential tools to measure the checklist is reliability. It is the consistency of measures through different times, test forms and other features of the measurement context (Mousavi, 1999: 323). There are many synonyms for reliability like: dependability, stability and accuracy. Reliability also means "the extent to which a measuring device is consistent in measuring whatever it measures" (Bachman and Palmer, 2000:19).

Final Administration of the Checklist

This process goes through a series of procedures and arrangements. The researcher himself has observed the sixty-two subjects inside their classrooms and evaluated their performance in terms of the thirty-two checklist items. The process of observation has been carried on by the researcher and the second observer during a period of 55 days, i.e. from the 19th of February till the 15th of April, 2014 during the second course of the academic year 2013-2014. The involved subjects have been observed while they are teaching inside their classrooms. If the teacher does one item of the checklist efficiently, the researcher ticks the "Yes" option and if the teacher does not do the item efficiently the researcher ticks "No" option, and so on till the end of the thirty-two items.

ANALYSIS OF DATA AND DISCUSSION OF RESULTS

Comparison between SSTs' Efficiency in Contextualizing Vocabulary Items in terms of their Years of Experience:

The formula of the "Single Variance Analysis" is used in order to carry out the intended comparison. Results show that the calculated f-value 10.54 is greater than

the tabulated f-value 2.68 at the level of significance 0.05 and degree of freedom 3 and 58, as illustrated in Table (4).

Table (4)

The Source of Variance, Some of Squares, Mean Squares, and F-Value of SSTs' Contextualizing of Vocabulary Items, in terms of Their Years of Experience

Source of Variance	Sum of Squares S.S	DF	Mean Scores M.S	F-Value		Judgment
				Calculated	Tabulated	
Between groups B	23.53	۳	7.84	10.54	2.68	There is significant difference
Within groups W	43.18	58	0.74			
Total T	66.71	61				

These results refer to the existence of significant differences among the four groups of teachers' efficiency in contextualizing vocabulary items. Therefore Scheffe's post HOC a posteriori comparisons" is used to know the source of differences among the four groups of teachers. The obtained results, as shown in Table (5), are illustrated as follows:



Table (5)

**The Results of Differences among the Four Groups of SSTs'
Efficiency in Contextualizing Vocabulary Items**

Dual Comparison	Mean	Noticed Difference	Scheffe's Value	Statistical Significance
5-10	5.25	0.15	0.984	Significant
11-15	5.4			
5-10	5.25	1.362	0.818	not significant
16-20	3.888			
5-10	5.25	0.917	0.818	not significant
21-25	4.333			
11-15	5.4	1.512	0.947	not significant
16-20	3.888			
11-15	5.4	1.067	0.897	not significant
21-25	4.333			
16-20	3.888	0.445	0.098	Significant
21-25	4.333			

**Comparison between SSTs' Efficiency in Contextualizing Structures,
in Terms of their Years of Experience:**

The formula of the "Single Variance Analysis" is used in order to carry out the intended comparison. Results show that the calculated F-value 6.90 is greater than the tabulated F-Value 2.68 at the level of significance 0.05 and degree of freedom 3 and 58, as shown in Table (6).

Table (6)

The source of Variance, Sum of Squares, Mean Squares, and F-Value of SSTs' Contextualizing Structures, in terms of their Years of Experience

Source of Variance	Sum of Squares S.S	DF	Mean Scores M.S	F-Value		Judgment
				Calculated	Tabulated	
Between groups B	14.46	۳	4.82	6.90	2.68	There is no significant difference
Within groups W	40.51	58	0.70			
Total T	54.97	61				

In the light of these results, it seems that there are significant differences among the four groups of teachers' efficiency in contextualizing structures. Then the formula of the "Scheffe's Post Hoc a posteriori Comparisons" is used in order to know the source of differences among the four groups. The obtained results, as shown in Table (7) are illustrated as follows:



Table (7)

**The Results of Differences among the Four Groups of SSTs'
Efficiency in Contextualizing Structures**

Dual Comparison	Mean	Noticed Difference	Scheffe Value	Statistical Significance
5-10	1.75	0.65	0.95	Significant
11-15	2,4			
5-10	1.75	1.027	0.79	not significant
16-20	2.78			
5-10	1.75	0.09	0.79	not significant
21-25	1.67			
11-15	2.4	0.38	0.92	not significant
16-20	2.78			
11-15	2.4	0.73	0.92	not significant
21-25	1.67			
16-20	2.78	1.11	0.75	Significant
21-25	1.67			

Discussion of the Obtained Results.

The obtained results show that SSTs mostly follow traditional ways and classroom techniques in teaching English activities and exercises. Though those activities and exercises include tasks which enable students to use English communicatively and reflect on what they have learnt, teachers spend a lot of time on explaining rules of grammatical structures and meaning of vocabulary items. Students are not given sufficient classroom

opportunities to learn English through interesting and meaningful contexts. They are not trained on working rules of form and usage themselves to learn vocabulary items and structures. Therefore, educationalists and specialists often complain that learners of EFL in our schools learn tens of rules but they do not have the ability to communicate effectively.

Conclusions

- 1- SSTs face serious difficulties in contextualizing English vocabulary items as well as structures.
- 2- SSTs face more difficulties in contextualizing English structures than in contextualizing vocabulary items.
- 3- Both, male and female SSTs are less efficient in teaching English vocabulary items and structures in context.
- 4- Pre-service training syllabus has not provided SSTs with sufficient opportunities in the area of contextualization.
- 5- In-service training courses of SSTs have not succeeded in well qualifying them in the area of contextualization.
- 6- In terms of years of experiences, it is concluded that teachers who have got more opportunities of pre-service and in-service training on communicative language teaching are better than other teachers in contextualizing vocabulary items and structures. This thing has been illustrated clearly when group (11-15) have got better resulted than those who have less years of experience , i.e. group (5-10) and those who have more years of experiences, i.e. group (16-20) and (21-25) who have the least opportunities of training on communicative language teaching.



Recommendations

- 1- Teachers of EFL should be aware to the concept of using context in general and especially how to use context in teaching vocabulary items and structures, extensively.
- 2- Teachers of EFL need to involve their students in a large scope of reading to improve their knowledge and to give them an opportunity for incidental learning of vocabulary items and structures.
- 3- Those teachers are also recommended to use gestures, facial expressions, sign etc., by the teachers to convey meaning to the students, and develop guessing from context.
- 4- A special emphasis should be given to vocabulary items as one of the most important part of EFL teaching / learning process.
- 5- The emphasis on teaching structures should be done by integrating meaning and use with form. This will increase communicative interaction among learners and develop their communicative competence.
- 6- EFL teachers are advised to supply their students with a lot of opportunities to perform communication workshops effectively and use English communicatively by using audio-visual aids, authentic materials and realia inside their classrooms.
- 7- EFL teachers must simulate real life situations, this will help the students be familiar with new or ambiguous words or expressions on one hand, and English structures on the other hand.
- 8- In teaching English structures, teachers have to follow the steps of teaching grammar in context and give the students an opportunity to enhance their perception to the best use of tenses and make them aware of the complicated English structures by involving them in completely meaningful situations.



- 9- Teachers need to be well-equipped with the teaching strategies of contextualizing English vocabulary and structures. If learners are not given opportunities to explore vocabulary and grammar in context, it will be difficult for them to see how and why alternative forms exist to express different communicative meanings.
- 10- During the lesson, the teacher has to apply many types of contextualized activities. For example, when the teacher uses authentic materials and realia, the students understand better and memorize the material more than teaching them in the traditional way on the board only.



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