

The Effectiveness of Instructional Strategies in the Teaching of English Language Receptive and Productive Vocabularies in Upper Basic Classes

By

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ABSTRACT

This study investigated the effectiveness of semantic mapping, root analysis, context clue instructional strategies on the English Language receptive and productive vocabulary achievement of pupils in Akwa Ibom State. The study employed quasi-experimental design, and two research questions were constructed to guide the study with corresponding null hypotheses which were tested at .05 level of significance. There were 158,495 primary four pupils and 188 were used for the study as sample size from the population which were selected through simple random sampling technique. The instrument used for data collection was Pupils' Vocabulary Achievement Test (PVAT) which consisted of 50 items and subdivided into two sections (A and B). Twenty-five questions were used to test each of the two aspects of vocabularies which include receptive vocabulary and productive vocabulary. This instrument was validated, and had a reliability index of 0.78 obtained using Kuder Richardson-21 (KR_{21}) reliability method. Analysis of covariance (ANCOVA) and Least Significant Differences (LSD) were used to analyse the data. The result indicated that semantic mapping, root analysis, context clue instructional strategies had significant difference on pupils' English Language receptive and productive vocabulary achievement. Appropriate recommendations were made.

Introduction

Vocabulary is the basic foundation in any language. Communication breaks down when people do not use the right word. Research has shown that anyone who wants to convey messages or feelings whether oral or in a written form uses language. It is obvious that English Language in our country Nigeria is a second language (L_2). Thus, English Language learners need a

continuous knowledge of vocabulary in order to improve comprehension and production in the foreign language. In some cases, when learners are even at a higher level of language competence and performance, they still feel in need of learning vocabulary because of its utmost importance. Vocabulary competence is the heart of communication, more so, language is a hallmark and the most enduring artifact of any community. It plays significant roles in social interaction and transmission of social values. Across the globe, language is the Centre of the educational enterprise. The global significance of English Language contributes to the efforts of donor agencies, such as the British Council, in funding programmes targeted at improving the English Language proficiency of non-native speakers in developing countries (Marsh and Lange, 2000). In most of the African countries where English is the second language (L2), children in the public schools are exposed to learning through English, from the intermediate level of primary education. Nigeria particularly, emphasizes in the National Policy on Education (2004) the inculcation of permanent literacy and numeracy in primary school children. This is only achievable through the teaching and learning of English language. Hence the policy document stipulates that English language should be the language of instruction from primary three (now basic 3). These are implemented to enable the pupils acquire reasonable competence in English and use it as the medium of communication. Marsh and Lange (2000) and Swarts (2000) however, noted that learning through English may sometimes be a complex issue with non-native speakers, who are neither proficient nor versatile in the language. Thus, vocabulary knowledge is an essential element of communication competence and the level of word knowledge that a child acquires determines to a large extent his academic success. This makes it clear that, lack of vocabulary knowledge creates barriers that discourage pupils from learning a foreign language or make them feel insecure in learning language. This is because without the cornerstone of a well-functioning mental lexicon no pupil can possibly engage in meaningful active language learning. Thus,

If language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh (Harmer, 1993: pp.15)

Vocabulary therefore, functions as a cornerstone without which no language learning can exist. Speaking would be meaningless and perhaps impossible having only structure without vocabulary. That is the reason why vocabulary teaching is one of the most important components of any language class. It is a medium which carries meaning; learning to understand word meaning and express oneself meaningfully is very necessary in learning languages. Therefore, vocabulary knowledge plays a very important role in the pupils overall academic success. It helps pupils to comprehend what they read. Pupils cannot understand what they read without understanding what most of the words in the sentence, paragraph or passage mean. Hence vocabulary knowledge provides the basis for success in reading.

Instructional strategies can be considered as the overall plans for the orderly presentation of language learning materials to the pupils (Omojuwa, 2005). They are the techniques adopted by teachers in the course of teaching which is capable of influencing the pupils' academic performance in school. Bass (1999) considered instructional strategies as the teaching system adopted by teachers to teach a given task. It is expected that any strategy adopted by the teacher to teach the pupils vocabularies especially when learning English as a second language should have positive impact on the pupils' vocabulary achievement. Teachers have the duty to provide

and present the language learning materials for the children to learn through appropriate techniques that will enhance effective learning in the children. Aduwa-Ogiegbaen (2006) noted that the current instructional strategy in most Nigerian public primary schools is the traditional “chalk and talk” method, which involves the teacher talking to pupils and writing notes on the chalkboard. This didactic method, based on rote learning is characterized by learners’ low level of retention and passive learning. The work of Onukaogbu (2001) and Ekpo, Udosen and Afangideh (2007) reported that most primary school teachers coerce learners to chorus lines of passages, followed by repeated prompted answers, leaving the learners with little or no opportunities to participate actively in class. This has been suspected to be one of the major factors responsible for the dwindling educational standard in Nigeria. The dwindling standard of education is evident in the learners’ inability to read fluently and write in English due to poor vocabulary development. It is also marked by mass failure in public examinations, such as the First School Leaving Certificate Examination (FSLCE) and Common Entrance Examination. It is therefore not surprising that small percent of instructional time is dedicated to vocabulary teaching in our primary schools and the general absence of systematic, explicit vocabulary instruction obstruct the vocabulary achievement of the pupils.

Pupils need multiple exposures to words in multiple contexts before they can understand, recall and apply them. Denotative meaning of words rather than the connotative has been a primary vehicle for teaching word meaning in our primary schools. However, even proficient adult readers often have difficulty deciphering a word’s meaning from conventional dictionary definition. By design, dictionary definitions are extremely concise and precise. The result can be cryptic that it’s difficult to grasp word meaning or apply those meanings in context (Beck, McKeown, and Kucan, 2002). Furthermore, for too many teachers, vocabulary instruction is like spelling instruction: they know they ought to be teaching it, but they don’t generally know much about how to teach it. So they *assign* it rather than teach it, falling back on how their teachers taught them. Conventional vocabulary instruction is built on shifting sand: the assumption is that knowing a definition is the same thing as thoroughly and flexibly knowing a word’s meaning. The problem is often exacerbated by the misuse of the dictionary: it is *not* a standalone source of word meanings isolated from a comprehensible context. However, reviews such as that by Beck *et al.* (2002) and Juel (2003) clearly showed that not enough is being done in our school programs to help children who enter school with weakness in language use. In the light of the above inadequacies associated with the instructional strategy commonly used in primary schools which does not promote the vocabulary achievement of pupils, it becomes necessary to consider newer and more viable instructional strategies that can forestall or remediate the persistent poor vocabulary achievement. The following strategies are therefore considered, the semantic mapping, root analysis and context clue instructional strategies.

Semantic mapping instructional strategy involves a graphic display that visually shows the relationship between words and ideas to learners as they perform their learning task is one of the new instructional strategies for teaching vocabulary. It can create associated network for words. Therefore, knowing the relationship between words and learning their meanings help pupils to develop the ability to use such words appropriately. Moreso, semantic mapping instructional strategy is an excellent method of scaffolding pupils’ vocabulary learning which is important for improving pupils’ motivation and developing their vocabulary performance. Similarly, Debate (2006) opined that semantic mapping helps teachers harness the learners’ prior knowledge and

make them ready for encountering the text such exercise will prepare learners for understanding, assimilating and evaluating the information they read. Thus, they are able to relate each word to their synonyms,onyms, grammatical structure and constructing sentences in different context with each word so as to enable them have a good mastery of the words and improve their vocabulary.

Furthermore, root analysis instructional strategy involves the structural analysis of a word which draws the pupils' attention to the individual units of the meaning of words also known as morphemes. The knowledge of word parts (root words, prefixes and suffixes) help pupils to determine the meaning of words. The focus of word analysis for vocabulary development is on the meaningful parts of a word to help determine its overall meaning. Pupils have not realized that they can use their knowledge to divide words into parts to figure out word meaning. Likewise, rapid and automatic words analysis is essential for decoding and reading fluently for beginners in reading. When readers assemble the parts of a word they are better able to construct meaning of the entire word (Baumann, Font, Edwards and Boland, 2010). For example, in the word "unhappy" there are two morphemes: 'un' and happy. 'Un' mean 'not' and happy means 'feeling joyous or gladness'. Therefore, by assembling the meanings from the morphemes the word unhappy means "not joyous" or "not glad". Researchers have posited that knowledge of morphology can help substantially increase the breadth and depth of one's vocabulary. It is also important to note that struggling readers and pupils with learning disabilities in particular may be lacking in word analysis skills or the ability to readily learn and apply these skills. This often is the part of the reason why they have difficulty in reading.

On the other hand, context clue instructional strategy involves the use of words, phrases, sentences, paragraph, pictures and other text features that give clue to the meaning of an unknown word. This is because the meaning of the unfamiliar word is sometimes stated in the sentence or sentences before or after the unknown word. Explicit instruction of context clue supports vocabulary achievement of pupils and helps struggling readers improve their ability of figuring out word meaning from text. Through the use of context clues, pupils learn how to work with one another as well as verbalize and discuss their work. It gives children a chance to express their opinion and perform as an investigator of words. Hence, one of the literacy theory associated with contextual analysis is the socio-cultural theory in which learning through participation in social, cultural and historical context are mediated by interaction thereby figuring out meaning of unfamiliar words and increasing their vocabulary (Larson and Marsh, 2005). In like manner, one of the ways that seem to support word recognition and meaning derivation is the use of context clues. Starting with using context clues for word identification may be more beneficial to pupils because once a child can decode easily more attention will be paid to building meaning. Using context clue as a strategy would assist pupils to identify meaning of unknown words in sentences and bring to the knowledge of pupils that authors choose their words carefully and purposefully. It also gives readers common knowledge and background information of the text which makes it easier for them to understand the meaning of unfamiliar words in the text hence increasing their vocabulary. Despite the various research effort in the past to solve the problem of poor vocabulary teaching and learning, the problem is still persisting among primary school pupils. Hence the researchers are interested in filling the gap by utilizing the semantic mapping, root analysis, context clue instructional strategies to improve pupil's vocabulary achievement in Akwa Ibom State of Nigeria.

Receptive vocabulary refers to words that learners can recognize and comprehend in the context of reading and listening materials. It constitutes words that we understand through reading and listening. This means that for a word to be receptively or passively known, it is necessary to establish what that word means. Meaning of a word can be derived accurately by figuring out its relationship with other concepts and its association with visual symbols. To know a word would therefore mean to understand the relationship between that word's concept and its phonetic expression in sound or visual expression in symbols or pictures forms. Nation (2001) emphasized that receptive vocabulary is rooted in reading and listening skills which demands that words should be visualized using object (especially proper noun) in order to enhance associative knowledge and for easy recognition of such words. This will also enable the learners to recognize, read the words and listen to them when they are read or pronounced so as to have a good mastery of such words and their meaning. Thus, acquisition of receptive vocabulary by associating new words with pictures for easy recognition and learning is very necessary in foreign language class. Moheseni-Far (2008) opined that the use of imagery as a means of providing a deeper mental processing via meaningful association of words in acquiring receptive vocabulary strengthens language learning. It is therefore expedient for learners to learn new vocabularies explicitly especially in second language class in order to master word meaning, recognize and use them appropriately in meaningful context in sentences. Furthermore, they emphasized that if children read for an hour, they may learn only 3 to 4 words and that nearly half of such words learned from reading graded readers may be lost and thus, only a limited number of new vocabulary will be retained. This indicates that there is a strong connection between explicit vocabulary learning of receptive vocabulary and vocabulary achievement of learners.

Productive Vocabulary on the other hand, refers to words that learners can recall and use appropriately in speaking and writing to express themselves and convey messages. In other words, they are words that pupils use to communicate through writing and speaking. It is important to note that for pupils to communicate effectively they must be able to flexibly use words that they can recognize and understand. Hence, productive vocabulary enhances learners' ability to use words meaningfully in expressing their thoughts and feeling through oral and written language. Son (2001) maintained that productive vocabulary enhances learners' use of verbal and visual information (pictorial information) which stimulates children in language learning and expressively visualizes word meaning to them. This makes the acquisition of productive vocabulary easy and permanent in children. The reason is that children learn, understand and remember best what they can see and touch. Moreso, classroom exercises and other activities can promote active vocabulary learning especially if focused on word meaning, an element that image-based representation can assist in providing. Hence, productive vocabulary learning provides learner with massive input of new words by exposing them to challenging words in their linguistic resources through everyday use of language especially in second language learning. When learners understood words that they hear or see, the result of that understanding will be that, they are able to use them correctly in speaking or in writing. This is because mere memorization of a word form in a given context without understanding the meaning cannot be called productive knowledge.

Statement of the Problem

Vocabulary teaching and learning represent one of the major challenges that face primary school teachers and pupils in Akwa Ibom State. Pupils have difficulties in communicating in English, comprehending what they read, and writing composition in the English Language because of their limited vocabulary. Teachers blame the challenge on parents' inability to provide their wards with the necessary reading texts while parents blame the challenge on teachers' inability to employ the appropriate instructional strategy in teaching vocabulary

Purpose of the Study

The purpose of this study is to examine the effect of semantic mapping, root analysis and context clue instructional strategies on the English language vocabulary achievement of primary pupils in Akwa Ibom State. In specific terms, this study sought to:

1. Determine the difference in receptive vocabulary achievement of pupils taught with semantic mapping, root analysis, context clue instructional strategies and those taught with conventional method.
2. Determine the difference in productive vocabulary achievement of pupils taught with semantic mapping, root analysis, context clue instructional strategies those taught with conventional method.

Significance of the study

The findings of this study would equip pupils with enough vocabulary with which to make oral and written communication in English Language effectively, articulate words constructively in sentences having known their meaning thereby increasing their vocabulary bank. It will also help teachers to make their vocabulary lessons pupils-centred as against teacher-centred used, which gives pupils the opportunity to be actively involved in deducing the meaning of new words from text and use them constructively in sentences thus developing their vocabulary bank.

Research Questions

The following research questions were answered in this study:

1. What is the difference in receptive vocabulary achievement of pupils taught with semantic mapping, root analysis, context instructional strategies and those taught with conventional method
2. What is the difference in productive vocabulary achievement of pupils taught with semantic mapping, root analysis, context instructional strategies and those taught with conventional method

Hypotheses

The following null hypotheses were formulated to guide the study and tested at .05 level of significance:

1. There is no significant difference in receptive vocabulary achievement of pupils taught with semantic mapping, root analysis, context instructional strategies and those taught with conventional method.
2. There is no significant difference in productive vocabulary achievement of pupils taught with semantic mapping, root analysis, context clue instructional strategies and taught with conventional method.

Methodology

Quasi – experimental design of non-randomized pretest-posttest control group was used for this study because it involved classroom experiment where experimental and control groups were naturally assembled groups of intact classes. This choice was necessary because the essence of experimental study was to establish cause and effect of event (Onwioduokit, 2000). The population of the study comprised all 158,495 primary four pupils in four public primary schools in Akwa Ibom State in the 2016|2017 academic year, consisting of 76,654 males and 81,841 females (State Universal Basic Education Board, 2016).

The sample size used for the study consisted of one hundred and eighty-eight (188) primary four pupils from four Local Government Areas of Akwa Ibom State. Simple random sampling technique was used in selection of four Local Government Areas out of the thirty- one Local Government Areas in Akwa Ibom State. The data for the study was collected through the use of the researcher-designed instrument known as Pupils Vocabulary Achievement Test (PVAT). The pupils' vocabulary Achievement Test consisted of 50 items and it was sub-divided into two sections (A and B). Twenty-five questions were used to test each of the two aspects of vocabularies which include receptive vocabulary and productive vocabulary. These were administered to both the experimental and control groups respectively as pretest and posttest to determine the difference in vocabulary achievement of pupils when exposed to semantic mapping, root analysis and context clue instructional strategies. In instrument was face and content validated and had the reliability coefficient of 78%, which was high enough to justify the use of the instrument.

The Analysis of Covariance (ANCOVA) was used to test the hypotheses while Least Significant Differences (LSD) was used to compare their means.

Results

Hypothesis one: There is no significant difference in receptive vocabulary achievement of pupils taught with semantic mapping, root analysis, context instructional strategies and those taught with conventional method.

Table 1: Covariance Analysis of Post Receptive Vocabulary Achievement of Pupils Taught Using Semantic Mapping, Root Analysis, Context Clue and Conventional Strategies with Pre Receptive Vocabulary Achievement as Covariate.

Source of Variation		Sum of Squares	df	Mean Square	F _{cal}	P _{cal.}	Eta
Covariates	Pretest	57.79	1	57.79	9.20	.096	.152.
Main Effects	strategy	1288.28	3	429.43	68.38	.000	.722
Residual		1149.21	183	6.28			
Total		2495.28	187	13.34			

The result in Table 1 shown that the Calculated Probability value (P-value) .000 was less than the alpha level .05. Therefore, the null hypotheses was rejected. It can be inferred from the result that there was significant difference in receptive vocabulary achievement of pupils taught with semantic mapping, root analysis, context clue instructional strategies and those taught with conventional instructional method. The table also indicated an adjusted Eta value of .722. This indicates a $.521(.722^2)$ effect size which implies 52.1% of the variation of the dependent Variable (Receptive Vocabulary Achievement) as being from the influence of strategy. In order to ascertain the direction of significance Least Significant Difference (LSD) a posthoc pairwise comparison test was done and the results were shown in table 2.

Table 2: LSD Comparison Test of Post Receptive Vocabulary Achievement of Pupils by Instructional Strategy Using Pre Receptive Vocabulary Achievement as Covariate.

(I) Strategy	(J) Strategy	Mean Difference (I-J)	Std. Error	Sig.
	Root Analysis	-0.21	.513	.684
Semantic Mapping	Context Clue	-1.42*	.517	.007
	Conventional	5.45*	.518	.000
	Semantic Mapping	0.21	.513	.684
Root Analysis	Context Clue	-1.22*	.518	.020
	Conventional	5.66*	.521	.000
	Semantic Mapping	1.42*	.517	.007
Context Clue	Root Analysis	1.22*	.518	.020
	Conventional	6.88*	.524	.000
	Semantic Mapping	-5.45*	.518	.000
Conventional	Root Analysis	-5.66*	.521	.000
	Context Clue	-6.88*	.524	.000

* = Mean Difference is significant at .05 level of significance

Table 2 showed a mean difference (1.42) between receptive vocabulary achievements of pupils taught using context clue and semantic mapping strategies, 1.22 between context clue

instructional strategy and root analysis instructional strategy, and 6.88 between context clue instructional strategy and convectional instructional method. Table 2 also showed a mean difference (0.12) between receptive vocabulary achievements of pupils taught using root analysis and semantic mapping instructional strategies, 5.66 between root analysis and convectional instructional strategies. The table also indicated a mean difference (5.45) between semantic mapping and convectional instructional strategies. The levels of significance displayed in Table 2 indicated that pupils taught using Context Clue had a significantly better receptive vocabulary achievement than those taught using semantic, root analysis and convectional instructional strategies. The table also displayed a significantly better receptive vocabulary achievement between root analysis and convectional instructional strategies; and semantic mapping and convectional instructional strategy. .

Hypothesis Two

There is no significant difference in productive vocabulary achievement of pupils taught with semantic mapping, root analysis, context clue instructional strategies and those taught with conventional method.

Table 3: Covariance Analysis of Post Productive Vocabulary Achievement of Pupils Taught Using Semantic Mapping, Root Analysis, Context Clue and Conventional Instructional Strategies with Pre Productive Vocabulary Achievement as Covariate

Source of Variation		Sum of Squares	df	Mean Square	F _{cal}	P _{cal}	Eta
Covariates	Pretest	100.85	1	100.85	13.61	.000	.203
Main Effects	strategy	985.06	3	328.35	44.33	.000	.637
Residual		1355.64	183	7.41			
Total		2441.55	187	13.06			

The result in Table 3 shown that the Calculated P-value (.000) was less than the alpha level .05. Therefore, the null hypotheses was rejected. It can be inferred from the result that there was significant difference in the productive vocabulary achievement of pupils taught with semantic mapping, root analysis, context clue instructional strategies and those taught with conventional method. The table also indicate an adjusted Eta value of .637. This indicated a $.406(.637^2)$ effect size which implies 40.6% of the variation of the dependent Variable (Productive Vocabulary Achievement) as being from the influence of strategy. In order to ascertain the direction of significance Least Significant Difference (LSD) a posthoc pairwise comparison test was done and the results were shown in table 4.

Table 4: LSD Comparison Test of Post Productive Vocabulary Achievement of Pupils by Instructional Strategy Using Pre Productive Vocabulary Achievement as Covariate.

(I) Strategy	(J) Strategy	Mean Difference (I-J)	Std. Error	Sig.
	Root Analysis	0.07	.557	.894
Semantic Mapping	Context Clue	-1.11	.573	.053
	Conventional	4.90*	.562	.000
	Semantic Mapping	-0.07	.557	.894
Root Analysis	Context Clue	-1.19*	.567	.037
	Conventional	4.82*	.562	.000
	Semantic Mapping	1.11	.573	.053
Context Clue	Root Analysis	1.19*	.567	.037
	Conventional	6.01*	.574	.000
	Semantic Mapping	-4.90*	.562	.000
Conventional	Root Analysis	-4.82*	.562	.000
	Context Clue	-6.01*	.574	.000

* = Mean Difference is significant at .05 level of significance

Table 4 showed a mean difference (1.11) between production vocabulary achievement of pupils taught using context clue and semantic mapping instructional strategies, 1.19 between context clue and root analysis instructional strategies, and 6.01 between context clue and convectional instructional strategies. The table also indicated a mean difference (0.07) between semantic mapping and root analysis instructional strategies, 4.90 between semantic mapping and convectional instructional strategies. Table 4 also showed a mean difference 4.82 between root analysis and convectional strategies. The levels of significance displayed in Table 4 indicated that pupils taught using Context Clue had a significantly better productive vocabulary achievement than those taught using root analysis and convectional instructional strategies. The table also displayed a significantly better productive vocabulary achievement between root analysis and convectional instructional strategies; and semantic mapping and conventional instructional strategies.

Discussion

Effects of semantic mapping, root analysis, context clue instructional strategies on the receptive vocabulary achievement of pupils. Hypothesis one revealed that there was a significant difference in pupils' receptive vocabulary achievement when taught with semantic mapping, root analysis and context clue instructional strategies. When the scores of the pupils taught with semantic mapping, root analysis and context clue instructional strategies were compared with those of the control group the result showed that those exposed to semantic mapping, root analysis and context clue performed better in their receptive vocabulary achievement. The point here is that, receptive vocabulary of pupils is greatly enhanced when pupils are taught using the new strategies instead of the conventional method. With semantic mapping the pupils become explicitly aware of the semantic component of language, thereby imbibing the rudiments of the receptive vocabulary. Similarly root analysis exposed pupils to the root words and lead them to analyse words using their root word in order to derive meaning. In this way the pupils'

achievement in receptive vocabulary is better enhanced. With context clue instructional strategy pupils are made to derive meaning by gaining clues from the context. When pupils were taught to derive meaning in these ways it becomes easier for them to perform well in receptive vocabulary acquisition as well as in other aspect of language. This finding is in consonance with Udofot (2000) who stated that instructional strategies are very essential in language learning as they equip pupils with relevant skills that could be applied in decoding the meaning of unfamiliar words from text which enhances their vocabulary achievement. It is then very clear that semantic mapping, root analysis and context clue instructional strategies have the capability of equipping pupils with such skills as are necessary for decoding the meaning of unfamiliar words from texts. This therefore, is necessary for receptive vocabulary achievement in primary school. The finding of this study also corroborated the works of Helfgott (2013) and Delgado, Woodward and McCleskey(2012) emphasizing that semantic mapping instructional strategy guides learners through describing and drawing visual maps that facilitate vocabulary learning, understanding, retention as well as provide alternative activities and environment for learners which clarify ideas and concepts that help convey meaning.

This finding agreed with Graves (2004) and Baumann et al. (2007) who found that the knowledge of word parts helps pupils to determine the meaning of words hence when readers are able to assemble the parts of a word, they are better able to construct meaning of the entire word. It is important for every learner to have the knowledge of word parts to be able to construct meaning of the entire word but this is pretty difficult without the knowledge of root analysis. Hence pupils can only acquire the knowledge of word parts when they are adequately exposed to root analysis instructional strategy. Furthermore, this study is supported by the finding of Mohezeni-Far (2008) who stated that the use of imagery (pictures) as means of providing a deeper mental processing via meaningful association of words in acquiring receptive vocabulary strengthens language learning. This shows that the mere presentation of pictures in teaching will not do the pupils any good if they are not able to form a mental imagery of the words taught. This probably accounts for the failure of the conventional method of teaching vocabulary where pupils are unable to make a mental clue in order to derive meaning. It is therefore expedient that teachers become conversant with the context clue instructional strategy so as to give the pupils the necessary skill in getting clue from text for constructing meaning of words that may not be familiar to them. This study is in line with the result of Greenwood and Flanigan (2007). They pointed out that the use of charts, pictures and maps could develop pupils understanding of a particular concept or word as in the use of context clue instructional strategy which could positively influence pupils' vocabulary achievement. The finding also collaborated with the views of Amer (2002) who articulated that context clue instructional strategy is advantageous to pupils' vocabulary achievement as it exposes the children to the linguistic environment in which the word or phrase appears which enable them to grasp the full meaning of the phrase or word.

Effects of semantic mapping, root analysis, context clue instructional strategies on the productive vocabulary achievement of pupils. Hypothesis two indicates that there is a significant difference in productive vocabulary achievement of pupils taught with semantic mapping, root analysis, context clue instructional strategies. This means that when the scores of pupils in the experimental groups were compared with the control group it was found that those taught with semantic mapping, root analysis and context clue instructional strategies (experimental groups) performed better than those taught with the conventional method (control). Therefore, semantic

mapping, root analysis and context clue instructional strategies were found to be effective in enhancing pupils' productive vocabulary achievement. It equipped the pupils with the ability to express their own thoughts, ideas and feelings using appropriate words, phrases and sentences either oral or written. This finding collaborated the views of Nikolova (2002) who articulated that productive vocabulary enhances learners' ability to use words meaningfully in expressing their thoughts and feelings through oral and written language. Omojuwa (2005) supported the finding of this study, stating that instructional strategies that involve the overall plan for the orderly presentation of vocabulary materials to pupils which is capable of influencing their academic performance positively in school. Hence, for oral or written language production which school pupils need in order to succeed academically, the use of semantic mapping, root analysis and context clue is inevitable. It is so because, semantic mapping instructional strategy aids pupils in spotting similarities and differences in the information within their classroom as it helps to illustrate the interaction between words and ideas visually to the learners in any given vocabulary task. Mohammad et al. (2009) supported this finding stating that, the aim of vocabulary learning is to gain communication competence in foreign language.

Moreover, this finding is consistent with the findings of Kashani Mohmood et al. (2013) who found that semantic mapping instructional strategy aids pupils in spotting similarities and differences in the information within their classroom as it helps to illustrate the interaction between words and ideas visually to the learners in the vocabulary learning task. Previous research on vocabulary development like Harley, Howard and Roberge (1996) had revealed a significant improvement in vocabulary achievement whenever semantic mapping instructional strategy is employed. Semantic mapping gives the pupils the awareness and consciousness of the relationship that exist among words so that they can choose words that are appropriate to the subject of discussion whether in oral or written conversation. McCarthy (2004) confirmed the findings of this study when he asserted that semantic mapping instructional strategy has a great impact on pupils' vocabulary achievement as it raises learners' consciousness of the relationship in words. Thus, leading to a broader understanding of a text through the creation of associative networks of words by the collaborative effort of the teacher and the pupils. This finding is also in consonance with Son (2001) who stated that productive vocabulary enhances learners use of verbal and visual information (pictorial information) which stimulates children in language learning and visualizes word meaning to them. Hence Edward, et al. (2004) supported that for the effective mastery of productive vocabulary the knowledge of word parts could help substantially to increase the breadth and depth of pupils' vocabulary development. However, Blachowicz and Fisher (2000) seem to differ in their opinion that, struggling readers and pupils with learning disabilities in particular may be lacking in word analysis skills or the ability to readily learn and apply these skills. Hence, this is often the reason why they have difficulty in reading and may not be able to apply productive vocabulary expressly in English language.

Conclusion

Semantic mapping, root analysis and context clue instructional strategies have been found to be effective in facilitating the receptive and productive vocabulary achievement of primary pupils. Thus, every pupil should be exposed to semantic mapping, root analysis and context clue instructional strategies so as to improve their vocabulary achievement and enhance their academic excellence.

Recommendations

On the basis of the findings of this study the researcher therefore makes the following recommendations.

1. Primary school teachers of English Language should adopt semantic mapping instructional strategy in teaching vocabulary to pupils for effective teaching so as to achieve maximum objective of the lesson thereby improving pupils' vocabulary achievement as it involves the use of pupils' previous knowledge.
2. State government should organize seminars, workshops and conferences to educate primary school teachers on these instructional strategies suitable for improving pupils' vocabulary achievement.
3. Curriculum planners should be willing to incorporate these instructional strategies into primary school English Language curriculum as innovative instructional strategies of teaching vocabulary, which will motivate the teachers to implement these strategies in the classroom.
4. Primary school teachers of English Language should use context clue instructional strategy in teaching vocabulary to enhance pupils' vocabulary achievement since it involves the use of pictures which help to visualize the subject matter and enhance pupils understanding of the lesson.

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